



## **Early Care and Education Workforce Committee**

**December 3, 2020**

**10-11:30 am**

Join Zoom Meeting

<https://soesd.zoom.us/j/92650623888>

Meeting ID: 926 5062 3888

Attendees: Mary Wolf, Renee Breznay, Peter Buckley, Henry Oliva, Jen Perry, Nancy Lawson, Stacy Inman, Eileen Micke-Johnson, Katrina McGrath, Daye Stone, Darcy Larson, Devon Finley, Greg Thweatt, Katherine Clayton, Lisa Farlin, Jim Fong, Crystal Rowbotham

Hub Staff: René Brandon, Teresa Slater, Chelsea Reinhart, Vicki Risner

### **Agenda**

#### **Welcome & Introductions**

Mary Wolf/Katherine Tovar, Co-Chairs

Crystal Rowbotham – Parent Representative from Jackson County

Darcy Larson – Coordinator, Jackson Co Early Intervention, Special Education/ages 3 to 5

Daye Stone – Principal, Central Medford High School

Devon Finley – CCRN Child Care Resource Network

Eileen Micke-Johnson – RCC's Early Childhood Education Dept.

Greg Thweatt – Rogue Workforce Partnership

Henry Oliva – Regional Licensing Manager with the Office of Child Care

Jen Perry – Project Youth Plus (formerly known as College Dreams)

Jim Fong – Rogue Workforce Partnership

Katherine Clayton – Executive Director, Southern Oregon Head Start

Katrina McGrath – CCRN Child Care Resource Network

Lisa Farlin – Director of Head Start

Mary Wolf – CCRN Child Care Resource Network

Nancy Lawson – Program Coordinator for Josephine County Early Intervention Services

Peter Buckley – Southern Oregon Success

Renee Breznay – Licensor with the Office of Child Care, Medford Office

Stacy Inman – Coordinator for Jackson County Early Intervention

## Update on high school ECE internship opportunity Presentation and Discussion

Teresa Slater & Jen Perry

Teresa: About a month ago I contacted Daye at Central Medford High School. We had a brainstorming session of “What would this look like? What can we use?” The students that he has are looking forward to placement into the workforce. This project addresses the need to bring new teachers into the early learning workforce and could create more sustainability. Daye invited Jen at Project Youth Plus into the discussion. They are already doing this type of paid internship with many other businesses and schools for students. We can offer this paid internship program to CMHS students, focusing on 17-18-year-old students, have them participate with early learning providers, then by the time they graduate from high school they’ll have a skillset and experience that allows them to be employed in the early learning system.

In this committee we are constantly talking about retention. There just aren’t enough people to chose from and those that do find a love for the profession, get their skills, move up and then move out of early childhood. So, we looked at how we can make a pilot project where we can take students that are ready to enter the work force and skill them up into a place where that’s where they want to be. They get that opportunity.

Daye had a great idea not to just offer it to his gen ed students, but also to his transition students, giving them the opportunity and skillset to come into the workforce with more options than what they may have had originally. I think we’re really on to something. After a few meetings, I’m up to 7 providers sites that are interested in having a placement for students. And some providers like Head Start want multiple sites for their students and they have shown an additional interest in the transition students. That’s really exciting for us. Our next step is creating a job description and learning objectives for the students. We will work with Daye and Jenn so that we have a shared understanding of what the expectations of the students are so regardless of where they are placed, they are ready for the workforce.

I started with the providers who have worked with me through my Professional Learning Teams (PLT’s). I filtered locations near Central Medford High School so that the providers would be accessible to the students. And knowing that these providers have been engaged with me before, it was an easier ask to consider a pilot project.

Daye: It is ground breaking. We are always looking for opportunities for high wage, high demand career paths for students. And even though the entry level jobs might not be high wage, they are high demand. The opportunity for a lot of our kids who have lived with generational poverty, whose parents are often not employed for a variety of reasons, this gives an opportunity for a high school student to transition out of high school and into the workforce. We are trying to promote “*learn by leaving*” through intern opportunities. So when they leave us they have community awareness and experience in an intern setting, which makes practical application in school real to students who are in an alternative setting. So, this opportunity to “*learn by leaving*” fits into this completely. I have experience with Jen and am excited to be working with her to manage some of this.

There is a real need within our transition students who are 18 to 21 years of age. They may have some type of physical disability but are still employable, they have aspirations, and want to work with kids. We already have 6 kids right now that this fits. They are excited about the option to be able to do this. It's a win-win here at Central. This whole philosophy of big picture learning and learning by leaving is really where we are going as a high school. We have to do things differently here than in the gen ed high schools. We're trying to create an environment here that is offering something different. And this is different.

Henry: This is awesome. It is absolutely a great way to interject folks into the job market in a setting that really needs professionals. Whenever programs like this are kicked off I want to make sure we are checking all the boxes. Our end is really with the providers. As we are looking at practicum students I would encourage you to align your planning with licensing. There may be some dynamics that we might need to take a look at. 18-year-old students will have to be on the central background registry. If someone is 15, they won't have to be on the central background registry but there has to be certain trainings that they have to have in order to function in the facility and this is the responsibility of the provider who is the license holder. We absolutely don't want to be the roadblock, we want to be a partner.

Teresa: This was definitely discussed at our provider meeting about making sure that all aspects of the project are in alignment. It's in the forefront of what we are doing, but it's always a good reminder. The providers are the experts in the field, the ones who are going to guide this work.

We are also going to have a coach embedded in the program. It's really important to have a person that the students and providers can go to, check in with, to have that person who is guiding them along all the time, holding them accountable, feeling them out for how they are doing with their learning objectives. Daye and Jen have identified someone that they believe would be the perfect fit in this position.

Mary: They should be connected with CCRN since we offer a lot of trainings. It will also help them feel a part of that larger early learning community. A value connection for them to start considering themselves as entering a professional field and that they will be an early educator.

Teresa: That's a great point Mary. There was some talk about ORO and the safety sets, getting them connected to that. Making sure that they are on the background registry by the time they turn 18. Professionalize it. Knowing that we have opportunities to go into CDA basics and go onto RCC classes. During the meeting with the providers to discuss this project, it came up that if a student comes in thinking they love children and that it's what they wanted to do and then they get into the environment as it's not what they thought it was going to be, they talked about including the opportunity to go into administrative side of things or food service and nutrition side of things if the classroom isn't what they want. Those are all transferable skills.

Rene: Mary, if it makes sense for someone on the CCRN team to join some of the planning efforts, that would be fantastic.

Mary: We would absolutely welcome that.

Teresa: We're only one meeting in with the provides to see what their interest is. We're at the ground level now. Just let me know who you want that person to be and I will include them going forward.

Mary: Might make sense for someone from licensing to be there when you're doing that ground work to ensure that you are covering all of those bases as you're starting.

Eileen: If Karen McAlister is still teaching at Central, we had her as a *College Now* instructor a few years ago. She was teaching an early development course there so we already have a relationship built there. So possibly students could be taking classes and moving into this.

Daye: Karen is still on staff and I've had a preliminary conversation with her about this. If we have students who are interested in taking the ECE125 class we would figure out how to make that happen.

Central is in the middle of a perfect storm. With COVID and distance learning, there are some major challenges. Have done over 300 home visits since school started trying to reengage families into the educational process. The hurdles are immense. We have the perfect superintendent, the perfect mid-management, the perfect leadership at Central, to make this happen in more than just ECE. Trying to draw real life experiences from industry backed relationships that matter. Where we can take lab-based experiences and apply them to careers. That's really what Central is going to become. This is project #1. Where this goes from here is just phenomenal. Thank you. It's going to be a lot of fun. We're going to give it our best.

Jen: (Shared slides)

Concept: Provide youth in school with paid work experience opportunities as educational assistants.

Central Medford High School: General education, special education, transition youth  
Partnership with local providers

"Coach" working alongside students from application to completion. Paid wage, Work experience, Hard skills and certifications/trainings

Timeline: December 2020: Onboard coach, provides, and school staff

January 2021: Recruit and train students

January 2021-June 2021: Students work at various provider sites

Longevity of project: PY+ has a variety of grants and contracts to serve this population around work experience preparation and also has partnerships with local agencies who would assist in the continuation of this type of project.

Project Youth Plus would hire the students so they would be employees of ours working at the sites, paid training time that sites don't have to contribute to those wages.

Perks/Promising Planning

Youth/School engagement

Longevity for providers – transition population  
Earn wage and credit at the same time  
Gain hard skills and training  
(CPR/Food Handlers/Safety/Child abuse and neglect/prevention)

Rene: Is there anything that this group can help with besides what we've talked about: licensing and CCRN offering their expertise to make sure that all of the pieces are in place in the front end?

Jen: I love the fact that Henry and others have spoken up to make sure that there are things that we don't miss. We place students all over the community but there are always things that you just wouldn't know unless someone told you. We really appreciate that.

Students will go through a process with us to apply for a job, do their employment paperwork, helping them get the documents they will need. We really help them from the very first step of the process. From explaining what it's going to be like, to facilitating those along the way. The coach that is going to be heading up the transition side is Guy. He has a hefty background in working with adults with disabilities and helping them find long term employment. He is also partnering with employment and educational opportunities with Central Medford High School. He is already connected there. Central Medford also has another one of our staff, Troy McNichols. He will be helping the main stream students. During this next month we will be setting up the training structure before youth enter their employment at a site. The site will be able to interview the student prior to placement. Sometimes the coach goes to the interview; it depends on the youth. We're really in it for the long haul. We'll be checking in with the site all the way.

Teresa: Lisa Farlin was part of our provider meeting as well so Lisa, feel free to chime in.

Lisa: As an agency we are super excited about this prospect of having these students work with us. Super excited about the potential of having the transition students work with us, the opportunity for these students to come and work with us.

Rene: Given Lisa's extensive background in supporting students with disabilities, I think this planning group could really benefit from leaning on Lisa a little bit to ensure that the receiving early learning program is fully supported in supporting these youth. She would have some good insights that would help our early learning programs make this a solid success from all angles.

Lisa: I would love it. We have somebody who is working with us now with a coach from Living Opportunities. I'm happy to help out, work with the coaches, support the students, give advice, recommendations, whatever is needed.

Mary shares "Multnomah's Preschool for All" slides.

I just wanted to mention the Universal Preschool Campaign in Multnomah County that passed. I learned so much from this two-part article. The first part takes 6 minutes to read, the second part takes 5 minutes to read. In 11 minutes, you will learn so much. I think it's a model for the country. It's inspiring and really worth reading if you are interested in the Early Childhood Education system.

Link to part 1: <http://earlylearningnation.com/2020/10/a-universal-preschool-campaign-in-oregon-galvanizes-broad-support-and-rewrites-all-the-rules/>

Link to Part 2: <http://earlylearningnation.com/2020/11/like-a-dream-become-reality-multnomahs-preschool-for-all-effort-showcases-parent-power/>

## Next Steps from November's Jamboard session for Recruitment Campaign

René Brandon

René: In our last session we brainstormed some ideas for recruitment messages, places or strategies for doing outreach efforts with the idea that all ideas are good ideas. And that we would sift through them at a future meeting which is today. The topics were:

- ECE Recruitment Campaign
  - Looking at key messages
  - How to outreach and get in touch with programs
- Funding sources: Existing and new ideas
- Identifying some data points for us to consider

Those notes were put into a table, not changing the wording, not prioritized (just alphabetical).

Each of the areas that we brainstormed is now in table format. I've added some ideas in red to help the groups get started. The questions in red are just starter questions. Feel free to add your ideas.

- Breakout Group #1 will be: ECE Recruitment
- Breakout Group #2 will be: ECE Funding
- Breakout Group #3 will be: Data Points

Committee members selected which group they preferred and worked together for 15 minutes, entering their ideas directly into a working document that will be shared later.

Due to technical issues, Recruitment and Funding listed their notes on separate forms. Send any notes taken to René and or Vicki for inclusion.

**Next Meeting:** January 7, 2021

10:30 am to 12:00 pm