

# 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

February 12, 2021

3:00-5:00pm

Virtual Meeting

### NOTES

#### Present:

Jeanine Taylor, Early Childhood CARES  
John Lively, Oregon State Representative  
Reta Doland, Oakridge School District  
Jacob Fox, Homes For Good  
Noreen Dunnells, United Way of Lane County  
Marian Blankenship, Pacific Source Health Plans  
Theya Joslin, Quality Care Connections  
John Radich, Department of Human Services  
Annie Soto, Head Start of Lane County  
Cheryl Henderson, Lane Community College  
Judy Newman, Early Childhood CARES  
Tina Gutierrez-Schmich, Bethel School District

#### Absent:

Lynne Grilley, Parenting Now  
Tony Scurto, Lane Education Service District  
Debi Farr, Trillium Community Health Plan

Chris Parra, Bethel School District  
George Russell, Community Leader  
John Stapleton, PIVOT Architecture  
Todd Hamilton, Springfield Public Schools  
Karen Gaffney, Lane County  
Jocelyn Warren, Lane County Health & Human Services

#### Guests:

Brooke Wagner, 4J School District  
Carmen Ellis, Early Learning Division

#### UWLC/ELA Staff:

Ayanna Moriguchi, Early Learning Specialist  
Bess Jayme, Director of Education, **meeting facilitator**  
Kori Rodley, Director Equity and Engagement  
Michelle Sheng-Palmisano, Ed Program Mgr.

#### I. Call to Order

The meeting was called to order at 3:05 PM.

#### II. Welcome and Introductions

Welcomed guest presenter, Carmen Ellis, Early Learning Hub Specialist, from the Early Learning Division.

#### III. Public Comment

No comments were made.

#### IV. Consent Agenda

Approval of the January 8, 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:** Judy Newman motioned to approve the consent agenda.

**Support:** Jacob Fox seconded the motion to approve the consent agenda.

**Ayes:** Jeanine Taylor, John Lively, Reta Doland, Noreen Dunnells, Marian Blankenship, Theya Joslin, John Radich, Annie Soto, and Cheryl Henderson.

**Nays:** None; **Abstentions:** None

## 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.



### V. Early Childhood Systems Theory of Change

Carmen Ellis, Early Learning Hub Specialist, Early Learning Division presented the newly developed Theory of Change that was included as part of the recent legislative budget note report.

#### Theory of Change, Oregon Regional Early Learning System

A comprehensive visualization of the how to create change and the why behind the change. The process results in identifying what the middle part is of the process (the actions and the outcomes) to get to that desired change.

#### What is the Theory of Change?

- What impacts do we want to see for children and families?
- What changes are needed to bring about this impact?
- What will we do to create these changes?

#### How did we develop the Theory of Change?

- Looked at existing plans and documents (Raise Up Oregon), stakeholder input (CCR&R Directors, hub directors, parents), and a literature review.

#### Purpose:

- To guide state and local decision-making and action to most effectively promote equitable early childhood outcomes across Oregon.



#### Impact:

- Children arrive ready for Kindergarten. Meeting developmental milestones across multiple domains.
- Reduced disparities in historically marginalized communities.

#### Early Outcomes:

- Healthy, Stable, Attached Families Supporting Children's Development:
  - Children's first teachers
  - Equitable access to supports, services, opportunities
  - Opportunities for connection
- Children Arrive Ready for Kindergarten
  - Meeting Developmental Milestones across Multiple Domains
  - Reduced Disparities for Historically Marginalized Groups

#### Systems Changes needed

- A coordinated Early Learning System can ensure that these goals are realized.
- Aligned, Coordinated, and Family Centered.

#### Systems Change Strategies

- Addressing root causes of local systems issues
- Cross-Sector
- Integrated
- Implemented Effectively

#### Key Factors of Effective Hubs

- Shared Vision
  - Explicit focus on equity
  - Shared measurement
  - Empowered champions
- Engaged Cross Sector Community Partners
  - Engaged in all phases
  - Have distributed leadership across groups
  - Enabling collaborative infrastructure

## Lane Early Learning Alliance

3171 Gateway Loop  
Springfield, OR 97477  
tel 541.741.6000  
fax 541.726.4150

[earlylearningalliance.org](http://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.



- Systems Focused Problem Solving and Action
  - Use of Systems Thinking
  - Use of Qualitative/Quantitative Data
  - Aligned Action Planning
- Continuous Learning and Improvement
  - Short cycle feedback loops
- Aligned learning and continuous improvement
- Strategic Convening
  - Neutral Role
  - Systems Change Competencies
  - Continuous Communication Process
  - Flexible, Sustainable Funding

### Questions and Comments

- In terms of the feedback loop, what expectations does this set if an organization cannot change?
  - The mindset that you are going to be evaluating and making adjustment is needed, and is an important part of our work and should be brought forward in our collaborations. And, changing the way the system expects to get deliverables so more time is allowed for gathering information and making changes.
- One gap is having a way to integrate data between sectors, and a place to then share data for our county.
- The language around kids being ready for kindergarten, means something different to each person's understanding. There are very particular ideas of what being ready for kindergarten means, but there isn't agreement across people and populations. We make assumptions about that and our classrooms are set up in ways where kids are expected to move through in a particular way. And if those benchmarks aren't met, then that is thought to be a problem. How do we have conversations about this with early learning and kindergarten educators?
  - What if our goal was that our students in school were excited and passionate about learning? That's a different frame and would bring a different conversation about what it means to be in kindergarten.
  - What about families feeling connected to schools and children being excited to attend?
  - Schools also need to be ready for kids.

### 5. Equity Considerations in the Theory of Change (TOC)

If "addressing root causes of local system issues" is a system change strategy, what are examples of local issues for our hub in which we need to examine and address the root cause?

#### What are the root causes and how do we address them?

- ODHS: There are rules and regulations and bureaucracy that create barriers, put families on a different path, and the whole approach is not comfortable. Example: Adoption committees need to have at least one person on the committee who looks like the kids.
- Head Start: work in partnership with parents, where from the beginning we learn what is important in their culture and home. What do they want for the child? A lot of times you don't hear what you think you'll hear. How do you keep this individualization going when they enter kinder?
- Because we are talking about this within a system, we try to get this conversation to fit within a system. Families are complex and are experiencing many things at once. People fall through the cracks because we don't have the ability to look at the whole person and then meet them in a way that is truly right for them and not what is easy for the system.
- The system is very white, so if a family brings up that the system isn't working for them they may not be heard and be pushed out.
- White people need to look at themselves as one of the root causes of the problem, within a system built to sustain and maintain white supremacy culture. Must do the internal work and self-examination of our biases to then shift the system.

## Lane Early Learning Alliance

3171 Gateway Loop  
Springfield, OR 97477  
tel 541.741.6000  
fax 541.726.4150

[earlylearningalliance.org](http://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.



- The work will move forward to a certain point, until there is discomfort. When there is a level of discomfort we will see and hear detours, where there is a such a powerful shift back to the norm. And, the people doing that work become exhausted or unpopular. So, the work to make systemic change takes a level of bravery and willingness to be unpopular and uncomfortable. And, those who sit in power in a predominantly white community will hold on to what is comfortable.

### VI. Other Updates/Announcements

- **Legislative session updates –**
  - Hubs are working with Eames Consulting around our legislative advocacy. Have had parents come talk about the role of hubs and the value we bring.
  - Tracking a bills around
    - Childcare businesses in rental properties and the fact that some landlords are not allowing them to have that business in their home and the havoc it puts on both the provider and the community.
    - Suspension and expulsion in preschool, and supports for early care and education providers.
    - Expansion for state funded early care.
    - Creating an early learning authority and moving the ELD out of the department of education.
    - Too early to test bill
- **2021-23 Hub Scope of Work input sessions** -The ELD based, on the Theory of Change, and the budget note, are redoing our hub scope of work and want input from governance members. Feb 23, 24, 25. Would like volunteers who might be available for one of these dates to participate in a conversation with the ELD around the SOW.
- **Parenting Education funding –** getting funding through OSU and OPEC, awarded through the SSA. Coming to the hub in the next few weeks. That will need to be spent at the end of June. Would like culturally specific parenting ed. Will work with LaneKids partners and OPEC to get these opportunities out.
- **Coordinated enrollment next steps –** starting to do a retrospective of how Preschool Promise (PSP) enrollment went in 2020 through convening parents and providers to hear what we can improve. Thinking through outreach and recruitment for 2021. Last year we just did outreach and recruitment for PSP, but next year there will be an expansion to do this for Relief Nursery, Preschool Promise, Head Start. The hub will only do the enrollment for PSP, so have to think through the logistics of how this will work for families and staff.
- **Parent Advisory Council (PAC) recap –** February meeting had 13 parents (11 English speaking and 2 Spanish speaking parents). Presented around advocacy and parents were excited about going to the capital. Families can learn more and express interest in joining by visiting the ELA PAC page in [English](#) and [Spanish](#).

### VII. Adjourn

The meeting adjourned at 4:57 pm.