

ELD STATE IN-PERSON MEETING

Friday, October 2, 2015, White Oak Hall, LBCC, Albany

1. Introductions:

- Tab Dansby, ELD
- Lisa Harnish, Marion/Polk Hub
- Jen Richter, Yamhill Hub
- Lindsey Hayward, Lane Hub
- Kristi May, LBL Hub

2. Success Analysis Protocol (SAP) or Consultancy?

Explanation of the SAP and how it applies to Hub issues. Explanation of Consultancy and how it applies to Hub issues.

Decided to follow neither, but rather talk about specific Hub issues that are causing Hub members problems.

3. Hub Issues:

Well-Child Visits –

- Pediatric capacity is limited
- Pediatricians are not happy that we are asking for more data
- We have mutual metrics, but what can we do to you them, the pediatricians?
- Healthy Families is working to encourage families to go in for well-child visits
- The Coordinated Care Organization (CCO) has data, but it is not very accurate and it conflicts with the Oregon Health Authority (OHA) data
- Get baseline data from CCO and add 3% a year to the numbers
- The Affordable Care Act added tons of people to the system and makes our data look like we're sliding backwards.
- How do the CCOs deal with this? Are they using their own claims data or OHA?
- Did we align our goals with the CCOs goals?

Schools that won't engagement with us –

- How are we working with highest-needs schools who won't engage with us?
- Historically, these schools are not using our Kindergarten Preparedness Integration (KPI) funds to solve anything
- The Marion/Polk Hub requires schools to report what they did with the funds and give unspent funds back.
- No accountability
- Bringing in consultant to set-up Family Resource Centers. Make someone accountable.
- Performance-based contracts with thorough data at the end, including documentation of spending receipts.

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- Each school has to set-up a plan: A parent-series class? Professional development? What are you going to do with the funds?
- KPI reimbursable funds are impossible for small non-profits to use. The State has agreed and changed that. Bigger agencies could do it as a way to force them to comply.
- Figure out which schools have the greatest need—based on your data—and offer them help.
- Sometimes community can make the schools step-up and participate because they want the funding for their kids.
- Maybe the first round is made up of willing and ready partners, and by the next round, the less-ready will be more interested in doing what needs to be done in order to get some of the funding monies.
- Might take a year or two to get schools engaged.
- Consider a P-3 Coordinator? Goes around to the different schools and gets things done.
- Ask schools what they are doing with their Title 1 funds. Make them match funds to get KPI funds?
- Make sure the right players are at the table.

Data –

- Data sources don't exist or are very limited, not good quality, or just don't have capacity to give us what we need.
- Metrics are effected by poor data, especially metrics 2.2A, 2.3, and 2.3B.
- Data from "State Funded Data" was roundly criticized by our partners on Basecamp – metric 1.4 children served, in particular.
- Quality Ratings and Improvement System (QRIS) data is a problem because the Child Care Resource & Referral organizations (CCR&R) don't have access to QRIS system data: # of at-risk children in QRIS problem.
- State wants to know if you can come up with alternate data sources – justify these alternate data sources to the State in your reports.
- CCR&Rs have number of children served in ERDC, but not the number of at-risk children served in star-rated programs.
- Have to great creative to come up with some of those numbers.
- Short turn-around times is another major issue for the Hubs.
- Western Oregon University (WOU) is in control of that data, and they could make that data change, but the CCR&Rs have no control over what happens.
- The Oregon Department of Human Services (DHS) could also help with this mindset.
- Metric 2.36 – using the in-care network to find these numbers. This does not include rural areas.
- Kindergarten Assessment (KA) – the Charter Schools were trained to perform the KAs differently than the ESD schools. Trained separately and differently, which causes the data to appear differently in the KA. Puts the validity of the data into question. Schools have up to 6 weeks to conduct the KA, which also makes a huge different in kindergartener knowledge.

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- We end up not comparing apples to apples.
- How many Hubs are looking at VistaLogic? Only Southern Oregon hubs. VistaLogic could develop a regional platform and have data consistency for all of us.
- This cannot be done until the metrics are firmed up.

Business Community Engagement –

- Chamber of Commerce's are unique and operate autonomously from each other.
- The Business Task Force – worked with the various Chambers, and lots of meetings to find a company rep who is most interested in education.
- Want the business community to be more engaged.

4. Next Meeting:

- Discuss messaging – clarity of definitions and information.
- How to keep people on the same page – small staffs, limited time, lots of moving pieces.
- Business Community Engagement
- Discuss strategic plans – share copies with other members and with Tab
- Hold an agenda place for common strategic plan draft issues
- Want this to be a quarterly, recurring, floating meeting
- Tab will find a date for the next meeting:
 - In December
 - In Yamhill
 - 3 hours in length – but mindful of what time of day these 3 hours fall in
 - Not close to Leadership Institute
 - Week of the 15th
 - Burning issues: sharing of forms, policies and procedures