

Early Learning Hub of Linn, Benton & Lincoln Counties

P-3 Alignment & Early Childhood Coordinating Council Meeting Minutes

MEETING COMMENCED	10:00 am, July 17, 2024 Online via Zoom
MEETING CALLED BY	Kristi Collins
WORKGROUP MEMBERS PRESENT	Susan Halliday, Stephany Koehne, Andrea Lengel, Paul Smith, Diane Wilkinson, Lynnette Wynkoop
STAFF MEMBERS PRESENT	Kristi Collins, Matt Grams, Antonia Huerta, Jinguang Lin, Ana Reyes, Sam Rounsavell, Carmen Santacruz
RECORDED	Yes

Agenda topics

DISCUSSION ITEM	Operationalizing the Strategic Plan
<p>Kristi announced that our Governing Board has approved the strategic plan. So now it's time to start thinking about how we operationalize it and which workgroups will focus on which goals and strategies. Today's meeting will focus on the goals and strategies for the P-3 and Early Childhood Coordinating Council workgroups.</p>	
<p>Kristi suggested that Regional Goal 7 is exactly what the P. 3 work group was designed for - to help support those transitions and bring together early learning and K. 12. Regional Goal 6, with its focus on the professional development of the early learning workforce, feels like the work of the ECCC. The CCR&R leads Regional Goal 8, which is around the Infant & Early Childhood Mental Health Consultation grant. However, if needed, P-3 and ECCC workgroups are available as an advisory body.</p>	
<p>Kristi asked the workgroup to consider strategies related to professional development and the early learning workforce (Regional Goal #6) and discuss the resources and support needed to develop professional development plans or prioritize different types of training for the region.</p>	
<p>Ideas discussed included:</p> <ul style="list-style-type: none"> • Local surveys of the early childhood workforce to identify their needs have found that they revolve around managing and understanding child behavior and working with families. • Stronger emphasis on child development and how to identify developmental gaps. • Including the home visiting workforce in training through early care and parenting education and leveraging home visiting training offered through 	

Head Start.

- Infant and toddler coursework is needed to support home visitors and the ECE workforce.
- Training on how the ECE workforce can regulate themselves and come into the classroom prepared to manage student behavior.
- Many ECE staff have less than two years' experience. There is a need for more coaching and support for new staff. There may be coaching resources through LBCC and OSU.
- K-12 schools can be encouraged to include preschool staff in their professional development, targeting K-2 staff.
- Looking into restarting or replacing the COSA P-3 Conference. The networking and learning about successes around the state were valuable.
- Parents' perceptions of education, education staff, and classroom settings have shifted. Parent education may need to be adapted to better meet parents where they are. K-12 sees this as an issue of attendance. Families seem to value on-time attendance less than they used to. Since the pandemic, many families have not prioritized education. Their work schedule and need for child care takes precedence. There may be an opportunity to work with the LBCC Early Learning program to emphasize the need for ECE staff to work with families and parent education along with children.
- There may be a need for a messaging campaign about the importance of early childhood education and regular attendance.
- Lincoln County Kindergarten Jumpstart did Family Empathy interviews with all incoming students. This received positive feedback from families. DELC is moving the Kindergarten Assessment into more of this model. This group could get a presentation from DELC to understand the Kindergarten expectations better and begin preparing families.
- Training on how ECE staff can set expectations with parents around what needs can be met in the classroom and how to find support outside the school.
- Motivational Interviewing professional development may be helpful for ECE staff.
- How do we reach parents who feel they are raising children in isolation and do not have a community? They are focused on the risks to their children of being away from home. It was suggested that schools create more free play spaces for children and families to foster the creation of a community.
- In light of the new suspension/expulsion policy, staff need more professional development in handling children with extreme behavior. Staff also need training on managing the concerns of classroom parents whose students are affected by escalating behaviors in the classroom.

Regarding Regional Goal #5, Strategy 5.1, it was noted that all involved in the pilot mixed-delivery classroom model are excited and looking forward to the collaboration.

DISCUSSION ITEM	Topics for the August Meeting
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Focus on Regional Goal #7 and consider what resources can be leveraged and which are needed as a region to operationalize the strategies in our Strategic Plan. Discuss projects such as the ED222 class.

NEXT MEETING	9:30 am, August 21, 2024 Online via Zoom
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MEETING ADJOURNED	10:55 am
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