

Early Learning Hub of Linn, Benton & Lincoln Counties

P-3 Alignment & Early Childhood Coordinating Council Meeting Minutes

MEETING COMMENCED	10:00 am, September 18, 2024 Online via Zoom
MEETING CALLED BY	Kristi Collins
WORKGROUP MEMBERS PRESENT	Deanna Barclay, Autumn Belloni, Donna Brown, Kelsey Culbertson, Susan Halliday, Stephany Koehne, Sandy Mummey, Paul Smith, Diane Wilkinson
STAFF MEMBERS PRESENT	Kristi Collins, Matt Grams, Antonia Huerta, Jinguang Lin, Sam Rounsavell, Carmen Santacruz, Kelly Schell
RECORDED	Yes

Agenda topics

DISCUSSION ITEM	Welcome & Introductions
Workgroup members introduced themselves and welcomed new members.	

DISCUSSION ITEM	Operationalizing the Strategic Plan
<p>This meeting will continue to discuss how we operationalize the strategic plan and the goals and strategies for the P-3 and Early Childhood Coordinating Council workgroups. It will focus on Regional Goal #7.</p> <p>Strategy 7.3: Explore the potential of Early Learning data being tracked in the K-12 data system.</p> <p>Once DELC was created, the Head Start data was no longer tracked in the K-12 system. LBL Early Intervention data goes to ODE and is aligned with the K-12 system but is not sent to DELC.</p> <p>LBL ESD has a data workgroup focused on ways to combine Early Learning and K-12 data. Many districts use the Synergy system for students in their early learning programs.</p> <p>The workgroup discussed tracking student data from preschool to K-12, including home school students. Including data such as screenings and progress reports. Synergy system doesn't collect this type of data. It may be beneficial to create a regional workgroup to address this issue.</p> <p>The workgroup asked, "What kind of data do kindergarten teachers want on their incoming students"? It was suggested that this workgroup could gather a list of the types of information that are collected in early learning that could be a part of a transition toolkit and then use that as a survey for kindergarten teachers, asking</p>	

them, "These are the types of data that we have available, what would be useful to you, coming from the early learning environment?" Then, feedback will be collected regarding the data kindergarten teachers want. And that is one way we could collect it from, like the information or feedback from kindergarten teachers, without needing to pull people together to get that information.

There is a pilot project in the Corvallis School District. They are working to use braided funding to create 7 preschool classrooms for their elementary schools. The District will cover the facilities cost and potentially provide transportation and meal coordination for the early learning sites. The Corvallis SD reached out to KidCo and Early Intervention for ideas on how to design classrooms for early childhood special needs and early childhood. KidCo is going to oversee a Head Start portion of those preschool spots as well as some paid portion for kids that are out outside of the Head Start income bracket. ECSE will provide one staff member in each classroom for an additional 5 spots that are not Head Start eligible but are early childhood, special education, and children to create inclusive environments. There are some issues with the lack of alignment between ODE and DELC processes and procedures.

Supporting this as a pilot is one of the strategies in the Hub Strategic Plan. Looking at it as a pilot with a model with the potential for future replication will help us discover the barriers in navigating the two separate state agencies (ODE and DELC) with their own rules and regulations. And yet want us to be aligned at a regional level.

Strategies 7.3 & 7.4 have barriers around the lack of alignment between ODE and DELC processes and procedures.

The workgroup considered how to better align with K-12 partners and Kindergarten teachers across our region. Feedback included:

- Jumpstart Kindergarten funding went away, and the EL Hub assistance with future funding would be appreciated. KPI funding can be used for these programs.
- Aligning summer jumpstart programs with Kindergarten classrooms and teachers has been successful.
- Support for students transitioning to kindergarten is essential.
- Ways to include Kindergarten representatives were suggested,
 - Find times to have combined Early Learning and Kindergarten staff meetings. In-person events present challenges, including travel and time away from the classroom. Virtual meetings may be a consideration or shared time at a conference.
 - Early Learning Conference team time may be an option. April 16-18, 2025 in Portland. <https://ascdoregon.org/2024-el-conference>

- 2024 Northwest Early Learning and Pyramid Summit
<https://web.cvent.com/event/4ffc2832-47f4-4c5a-8fa1-5a071b4e9267/summary>
 - Oregon Association for the Education of Young Children
<https://www.oraeyc.org/fall2024>
 - Shared professional development on State in-service day (2nd Friday in October). Or possible Fridays as early release or no school days. This would be a good start
- “Kindergarten Cadre” training for Kindergarten teachers before the school year.
 - Aligning early learning and kindergarten so there is continuity in routines, visuals, rules, and expectations. Creating intentional alignment for early learning settings outside the K-12 setting. Outside programs have additional challenges. Alignment is needed to ensure that all children coming from early learning come into the K-12 setting with the same background. Teachers not at a district site receive the same level of care and professional development as the district staff.
 - Field trips for preschool students to visit kindergarten classrooms to help build relationships.
 - Resources for parents to help set expectations of the K-12 environment must be included in the toolkit.

The workgroup was asked to share where are the resources to help with this alignment.

Leveraging Strategy 7.5. The workgroup was asked to consider how to leverage this workgroup to help identify and share best practice strategies related to transition activities and supports. Feedback included:

- What is the best way to get the perspective of Kindergarten teachers?
 - Short surveys to request feedback on specific proposals
 - Request sent by someone the teachers trust (principal, etc.) to emphasize the importance of participation.
- It is essential to include teachers from smaller districts as well as those from Albany and Corvallis

NEXT MEETING	9:30 am, October 16, 2024 Online via Zoom
MEETING ADJOURNED	11:02 am