

ROSEBURG PUBLIC SCHOOLS

1419 NW Valley View Drive
Roseburg, Oregon 97470
Regular Board Meeting

Vol 4 No. 7

August 22, 2018

Board Members:

Rodney Cotton
Joseph Garcia, Chair
Micki Hall
Rev. Howard Johnson
Charles F. Lee
Paul Meyer Excused
Steve Patterson, V. Chair

Administration:

Robert L. Freeman, Interim Superintendent
Richard Burton, Director of Student Services
Robert Emerson, Director of Teaching & Learning
Robert Freeman, Director of Human Resources
Cheryl Northam, Chief Operations Officer

REGULAR SESSION

TIME/PLACE: A regular meeting of the Douglas County School District No. 4 Board of Directors was held on Wednesday, August 22, 2018, in the Administrative Office Board Room located at 1419 NW Valley View Drive, Roseburg, Oregon.

CALL TO ORDER: Board Chairman, Joe Garcia, welcomed attendees and called the meeting to order at 6:00 p.m. and invited Chief Operations Officer, Cheryl Northam, to lead the Pledge of Allegiance.

ATTENDANCE: School Board and Cabinet members were present, with the exception of Director Meyer, who was excused. Reporters Kyle Bailey and Janelle Polcyn were in attendance.

REVIEW OF AGENDA: Interim Superintendent, Robert Freeman, announced the additions of Agenda Items 1 and 2, and the postponement of the RHS Athletic Core Value Initiative Presentation.

COMMUNICATIONS TO THE BOARD: Director Freeman announced the following resignations:

- Jessica Farias, Kindergarten Teacher at Hucrest Elementary School, who will be relocating due her husband's employment, is resigning after one year in the District; and
- Jennifer O'Toole, who resigned prior to beginning her contract as a TOSA, will be taking a position in another district.

CONSENT AGENDA: Director Freeman presented the Consent Agenda consisting of Minutes from August 8th, a Surplus Items Listing and the following employment recommendations:

- Casey DeGroot, Fifth Grade Teacher at Sunnyslope Elementary School;
- David Dunn, Special Education Teacher at Fremont Middle School; and
- Morgan McLain, Physical Education Teacher at Sunnyslope Elementary School.

Director Patterson moved to approve the Consent Agenda. Director Hall requested edits to the minutes of July 11th and Chair Garcia responded that he will meet with her to address her concerns. Director Hall also asked that the record from August 8th reflect her kudos to the staff members at RHS who were involved with the restoration of the health and auto shop programs at the high school during that meeting.

Director Lee seconded, and the Motion passed unanimously.

M4-29 Approved the Consent Agenda

PUBLIC PARTICIPATION: There were no members of the audience wishing to address the Board.

ACCEPT RESIGNATION OF SCHOOL BOARD MEMBER, DIRECTOR PAUL MEYER: Chairman Garcia announced that Director Paul Meyer had submitted his notice of resignation. He recalled serving with Director Meyer during his time on the Board and humorously shared that Mr. Meyer misrepresented the level of commitment required when he encouraged him to serve, but he sincerely appreciates everything that Director Meyer and his wife have done for this District.

Director Hall moved to accept the resignation of Director Meyer. Director Patterson seconded, and the Motion passed unanimously.

M4-30 Accepted the resignation of Board Member, Paul Meyer
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DECLARE VACANCY OF SCHOOL BOARD POSITION NO. 6: Director Lee moved to declare a vacation of School Board Position No. 6. Director Hall seconded, and the Motion passed unanimously. Director Hall inquired about the process and procedures to be followed, and Chairman Garcia responded that there will be further discussion at the September board meetings.

M4-31 Declared a vacancy of School Board Position No. 6 formerly held by Paul Meyer

PRESENTATION: EARLY WORKS PROJECT AT WINCHESTER ELEMENTARY: Director Burton introduced representatives of the Winchester Early Works Project, Gillian Wesenberg and Erin Helgren. Mr. Burton explained that Winchester is one of five successful recipients of a semi-competitive grant due to a student population with significant needs due to poverty. (Program handouts are attached to these minutes)

Ms. Wesenberg, Director of the ESD Early Learning Hub, and Erin Helgren, Early Works Liaison for the Children’s Institute, provided an informative summary of the Early Learning Hub goals and specifically what the program hopes to achieve at Winchester, guided by Winchester CDS, Ann Carey, and Principal Snyder in support of increased community and school collaborations. The program will dovetail nicely with the work Ms. Carey has already been doing in providing early immersion supports for student and families. Getting services to families sooner is hoped to prevent student behavior problems. The \$25,000 grant will allow the program leadership to

identify goals and priorities specific to Winchester. Principals are involved in decision-making, but families will be encouraged to communicate what they believe the program focus should be to best meet their needs.

Ms. Helgren shared that the focus of the Children’s Institute Advocacy group located in Portland is to create opportunity to equity in education for children birth to age 8. The Early Works Project is in its sixth year, and Yoncalla is a demonstration site endeavoring to improve family access to health care and supports and create high quality early learning experiences to impact future outcomes including high school graduation and success later in life. The outcome focused and data driven program is community based and school connected, with schools as the hub of the community. One of the guiding principles is to provide universally available services that are sustainable, creating empowered families. Much has been learned from the Yoncalla program in changing their school culture, and we are excited to see individual results at the Winchester site.

Ms. Wesenberg shared that she takes involved parents to visit the Governor and report to the Legislature on the quality work being done in rural Oregon. Families who formerly distrusted schools and staff are now seeking out services.

Ms. Carey reported visiting the Yoncalla demonstration site and shared that their programming was phenomenal, and she is greatly looking forward to a similar opportunity at Winchester.

Director Lee stated that he sees this as an exciting example of reaching out to the community and taking steps to involve parents by helping us understand their needs. Ms. Helgren encouraged the Board to visit the program at Yoncalla to observe first-hand the work that is being done, as that is part of their function as a demonstration site for the Early Learning Hub.

Director Hall inquired if the Winchester program has the potential to be expanded in the future, and Ms. Helgren responded that they would be well poised to pursue grants to continue with this community project. She noted that gains are difficult, particularly when considering that other obstacles to student success include family stability, medical/dental/mental health services, and the lack of adequate food. Ms. Helgren reported that despite this, all children are now being read to at least three times per week in pursuit of the goal of all students reading at or above grade level by third grade.

Chairman Garcia thanked both Gillian and Erin for sharing their informative presentation.

RESOLUTION 18-19-9: ATTENDANCE AWARENESS MONTH: Int. Superintendent Freeman presented Resolution 18-19-9: Attendance Awareness Month.

Director Patterson moved to adopt Resolution 18-19-9 declaring the month of September as Attendance Awareness Month. Director Lee seconded, and the Motion passed unanimously.

M4-32	Adopted Resolution 18-19-9 Declaring the month of September 2018 as Attendance Awareness Month
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PROPOSED FENCING PROJECT AT FULLERTON IV ELEMENTARY SCHOOL: Facilities Manager, Tracy Grauf, shared a map of the Fullerton IV Elementary site, illustrating where the proposed fencing would be installed. Currently, only the back area of the school is fenced. Mr. Grauf explained that he is suggesting a three-phase

project, with the first objective to prevent playground equipment (balls, etc.) from entering the street. Principal Hansen indicated willingness to prepare a letter for neighboring families to inform them of the proposal. Placing information on Peachjar would also be a possibility.

Director Hall noted that the neighborhood consists mainly of retirees and she can't imagine them having any objections. Director Cotton suggested informing neighbors if time allows and soliciting their input on what they would like to see as far as available options of height, etc.

Student Services Director, Rick Burton, added that our more restrictive programs at Fullerton IV would benefit from this addition as it would help staff keep children safe.

Director Lee pointed out that this project would not require Board approval as it does not meet the spending threshold. Chairman Garcia shared that the project was discussed at Building and Sites and it was suggested that the community be made aware prior to proceeding and to assure that all Board members were aware of the proposal.

Mr. Grauf shared that the second phase of the project would be to fence in the upper play area. Director Hall suggested that a compromise could be a gate near the middle that could be locked during school and unlocked after school. Director Lee cautioned that the city may have some fencing rules, and Mr. Grauf agreed to determine that no ordinances would be violated.

Director Hall moved to approve the proposed fencing for Fullerton IV Elementary School. Director Cotton seconded, and the Motion passed unanimously.

M4-33 Approved proposed fencing project at Fullerton IV Elementary School

POLICY JECA: ADMISSION OF RESIDENT STUDENTS, for Second Reading and Adoption: Teaching and Learning Director, Robert Emerson, presented Policy JECA: Admission of Resident Students, for Second Reading, again sharing that the language revisions are due to updating the policy to match current law. The modification requested by Director Lee at First Reading has been incorporated. This update will allow us to collect funds for students who receive a modified diploma.

Director Lee moved to approve Policy JECA: Admission of Resident Students, for Second Reading and Adoption. Director Hall seconded, and the Motion passed unanimously.

M4-34 Approved Policy JECA: Admission of Resident Students, for Second Reading and Adoption

POLICY IGBAJ: FREE APPROPRIATE PUBLIC EDUCATION, for First Reading: Student Services Director, Richard Burton, presented Policy IGBAJ: Free Appropriate Public Education, for First Reading. The revised language assures that districts with students re-enrolling will be able to access ADMW to receive funding for the services provided to those students

Director Lee moved to approve Policy IGBAJ: Free Appropriate Public Education, for First Reading. Director Hall seconded, and the Motion passed unanimously.

M4-35	Approved Policy IGBAJ: Free Appropriate Public Education, for First Reading
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APPROVAL OF PURCHASE OF CHROMEBOOKS AND MANAGEMENT CONSOLE LICENSES: Purchasing Manager, Denny Austin, presented this proposed purchase request, referring to the memo provided to the Board outlining the procurement process. Technology Coordinator, Gary McFarlane, was also present to answer any questions regarding equipment specifications. Twenty-one vendors expressed interest in the invitation to bid. The recommendation of Purchasing and IT was to award CTL the bid for Chromebooks and management licenses, and to direct Purchasing to compete a purchase order on behalf of the District.

Director Hall moved to approve the bid award in the amount of \$73,700 to CTL for the purchase of 335 Chromebook devices and management console licenses. Director Patterson seconded, and the Motion passed unanimously.

M4-36	Approved bid award to CTL for the purchase of Chromebooks and management console licenses
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INTERIM SUPERINTENDENT’S REPORT: Mr. Freeman expressed his appreciation of Tracy Grauf acting as chauffeur recently as they monitored the various projects at various school locations on an almost daily basis.

Mr. Grauf provided the following brief update:

Green Elementary Seismic Project: As of today, five classrooms are ready for occupation by teachers and Principal Rodriguez will be in communication with them. Remaining items include window infills requiring painting; span sections needed for false ceiling; posts need plastic protective caps where bolting process occurred (duct tape can be used temporarily); touch up paint on rails, etc.; rooms need to be cleaned/scrubbed, furniture placed. We anticipate five more rooms coming available by lunch time tomorrow, which will leave six needing to be cleaned. As crews finish they will move to the remaining areas and District custodial staff are willing to finish up if needed. The cafeteria wall materials are being laid in a herringbone design in the upper area. Flooring that failed last year due to moisture in the concrete slab is being replaced beginning on Monday and should take 4-5 days for completion. The two Headstart classrooms won’t be needed until Wednesday of first week, giving us next week to clean. The remaining room that will be left is where tools are stored, and Principal Rodriguez has given permission for that to wait until late September or early October. The north-facing roofing on Building “A” has insulation and PVC roofing 2/3 installed. Fastening and welding remains. The south side is ready for sheathing and insulation. The crew anticipates everything to be dried in before school starts. Mr. Grauf will keep Mr. Freeman updated for his reports to the Board.

Some crew members will remain on site intermittently through September as the outside phases come together. This is very similar to what occurred in the spring and that went well with no disruption. The students enjoy having the construction crew on campus. The site will be monitored for any safety issues.

RHS football field: Mr. Grauf shared that the field looks like a field again with the playing surface and sidelines in place. Crews are laying out the numbers and feather at the 50-yard line. Material must rest to flatten in the sun, and then cutting and gluing in place will begin. Panels are sewn together and apparently on Thursday the crew set a record for the most panels sewn on one day. The crew is highly motivated and doing all they can to get ahead of schedule, with a current completion date of September 10th. The track provider is mobilized to begin work once they are cleared to begin preparing the track surface. The work will displace two girls' soccer games on the 22nd and 25th and the Athletic Director is working on scheduling details. Hellas Construction will keep the other contractor informed in case they are able to begin working on the track earlier. The color of the field is receiving positive compliments. Everyone is encouraged to stop by and see the project.

Fullerton IV Elementary: Mr. Grauf reported that crews are getting a jump on the seismic rehab project at Fullerton as well, starting with the classroom building just east of the main office. Destructive investigation took place to determine the correct fasteners that would be needed for the new roof. That work is expected to be completed within the next eight days. This is a separate crew from that working at the Green site. Crew members have worked on other seismic projects around the state. Lawless Roofing is subcontracting the build-up roof system. Completion is expected prior to Labor Day and they have yet to let us down and Mr. Grauf is very pleased that the roofing projects will be done before school.

Director Johnson indicated that he watched the Hellas Construction crew sew the RHS turf with a special machine and it was a very impressive sight.

Chair Garcia indicated that this basically completes the Building & Sites Committee Report for the August 15th committee meeting.

Director Freeman reported that we have a lot of elementary students enrolling, including 87 kindergarten students at Hucrest where we have three kinder teachers. Winchester has 78 first graders. This is a good problem to have, but we will keep the Board updated on our recommendations. Kudos again to Facilities Manager, Tracy Grauf for everything he does for this organization, and thanks also for his project report this evening. The annual New Teacher Orientation is scheduled for tomorrow and the Board is welcome to attend.

Attorney Rebekah Jacobson provided an excellent administrative team training outlining the "Nuts and Bolts of Investigations" that was well received by the team and OEA's Bob Sconce. Many individuals are now requesting such training on a more frequent basis. Director Freeman has received multiple inquiries regarding the state of the District, and he reports that it is business as usual and staff are focused on taking care of kids and providing the best possible education to students in Roseburg. Mr. Freeman concluded by stating that he is very proud to be working with the leaders in this District.

CABINET MEMBER REPORTS:

Chief Operations Officer, Cheryl Northam, noted that during the Building & Sites Committee Meeting, a facilities assessment presentation was provided by Willdan Engineering. They have completed two assessments and plan to present their findings at an upcoming committee meeting. They understand that any work would need to be awarded through an RFP process.

Ms. Northam also updated the Board on the \$6 million lump sum payment to PERS to be placed in a new side account in August that will be amortized over 20 years to lower our employer rate by to PERS by 1.47%. This

will help to offset the estimated 5-7% increase expected for the next biennium. This lump sum payment is estimated to save the District approximately \$11,700,000 (which is \$5.7 million over the \$6.0 million sent). The average annual rate credit over the 20-year amortization is \$585,000.

The Human Resources and Business Operations staff are busy assisting employees with the annual open enrollment process. Staff have until September 15th to complete the process.

Ms. Northam is also working on three more seismic rehabilitation project applications. The maximum allowable per project has increased from \$1.5 million to \$2.5 million per project to address not only safety but immediate occupancy criteria. The plan is to apply for Joseph Lane and Freemont Middle Schools and Eastwood.

Director Johnson inquired about any actions needed subsequent to the Janus Ruling, and Mr. Freeman responded that processes have been put in place for employees to choose to opt in or out of the union. Those who opt out are still afforded some benefits, but they may choose not to pay dues. There is a window of opportunity similar to our insurance open enrollment process. One employee has requested reimbursement of past dues and was directed to the association.

Teaching and Learning Director, Robert Emerson, commented that a good deal of professional development is taking place this time of year. New teachers received lap tops prior to training and a half day of technology training to maximize their upcoming trainings that included classroom management and math. Teachers K-8 received training on the i-Ready assessment, with good feedback from participants. There are three days of training scheduled for Principals and TOSAs. Learning Specialists were included in the new Wonders curriculum trainings. Time was incorporated for the new TOSAs and leadership team to spend time building relationships and plan the school year. Principals indicated that it was time well spent. Staff were also provided with an excellent half day refresher with Rick Burton focusing on the basics of special education. Last week, 75 elementary teachers participated in Wonders training with 50 more scheduled next week. The response to this new curriculum and it's tech components has been very positive. Materials are well laid out. Follow up training will be offered as the year progresses.

Mr. Emerson promised to bring the new Instructional Leadership Coordinator, Michelle Knee, to the next Board Meeting to be introduced to the Board. Thus far, she is doing exactly what we wanted her to do, meeting with principals and building relationships to determine individual needs, while learning about each school (and finding them!). She's been a great addition to a positive start for this year.

INDIVIDUAL REPORTS BY DIRECTORS:

Director Johnson stated while he had nothing to report for the benefit of kids, he will be celebrating his 77th birthday before the next meeting.

Director Patterson stated that he realizes it's been challenging, but he appreciated Mr. Grauf's work in keeping the District's projects moving forward. He also echoed Chair Garcia's comments in acknowledging it was a pleasure to work alongside Director Meyer for the past eight plus years. It was good to work with Paul and he wishes him well.

Director Hall shared that she has begun visiting elementary schools, six so far this week. She expressed that it's exciting to speak with the principals and seeing their excitement. Many teachers are already preparing their rooms. Principal Rasmussen showed her the new Wonders curriculum and she emphasized the importance of

being able to access real books. Director Cotton will be serving as her mentor and she plans to take him along in her visitations. Director Hall reflected that this is the best time of year if you are a teacher.

Director Cotton shared that it was great working with Director Meyer, who he believes was a good Board member, even though they had different perspectives, which he appreciated. Mr. Cotton also noted that Mr. Grauf is a good administrative leader and while he is not the one doing the facilities work, he is the one making sure it gets done. He recognized the maintenance crew, stating his belief that they are “top-notch”, and he really appreciates them. He looks forward to working with Director Hall, adding that he doesn’t like visiting at the start of school, and definitely not the end of the year, and they promised not to talk politics.

Director Garcia reflected that he’s excited for the start of the school year. He enrolled his children today and it reminded him of the hard work that goes into preparing for registration. His family experienced a smooth and efficient process in a welcoming environment. Kudos to staff for how amazing the buildings look. Staff are not thanked as often as they deserve and there are many who work behind the scenes and we should be thankful for their efforts. He looks forward to the new school year and the process for appointing a new Board member.

PUBLIC PARTICIPATION: No members of the audience wished to address the School Board.

ADJOURNMENT: With no further business, Chairman Garcia adjourned the meeting at 7:30 p.m.

Robert F. Freeman, Interim Superintendent

Attachment: Early Learning hand-outs

Next Meeting: The September 12th School Board Meeting will be held at 6:00 p.m. in the Administrative Office Board Room, located at 1419 NW Valley View Drive, Roseburg, Oregon.

RLF/jlk



System Goals

Aligned, Coordinated and Family-Centered
Kindergarten Readiness
Healthy, Stable and Attached Families

Local Priorities

Douglas County:
Authentic Community/Family Engagement
Klamath County:
Early Attendance and Early Literacy
Lake County:
Various Early Learning and Family Engagement Activities

Regional Priorities

Preschool Promise - Regional Expansion
Resource Facilitation & Universal Intake/ Referral
Pre-Kindergarten Nights/Kindercamp
Play2Learn & Ready! for Kindergarten

Kindergarten Readiness

P-3 priorities including Play2Learn, Ready! for Kindergarten, Kindercamps, and Professional Development

Preschool Promise - Connecting health, Early Intervention, family engagement; and supporting programs to achieve SPARK star-rating.

Support quality early learning environments through activities such as Focused Childcare Networks which encourage providers to achieve SPARK star rating and provides professional development.



Aligned, Coordinated, and Family Centered

Analyze data with partners to identify priority populations and prioritize Hub strategies and resources.

Strengthened and clearly articulated governance structure and decision-making process for all three counties in our region.

Include strategic partners to continue strengthening and aligning a long-term early learning system.

Regional Governance Council representatives continue to facilitate local conversations and seek input from the county committees regarding local and regional strategies.

Healthy, Stable and Attached Families

Family Resource Facilitators reach the underserved population to increase referrals to services and high quality early learning opportunities.

Continue implementation stages of the universal intake and referral process, Community Uplift.

Distribute Vroom and other materials that support early education and development.

Support parenting outreach and engagement by attending resource fairs, community events, etc. .



South Central Early Learning Hub
Authentic Community Engagement Initiative

Application Questions below are due by noon on Friday, June 15, 2018

The South Central Early Learning Hub (SCELH) has recently defined "Authentic Community Engagement" as the development of a set of social relationships within and between the school and its local community that promote action. Partnerships are built upon social interactions, mutual trust, and relationships that promote collaboration within a community for the development of children and their families.

Vision Statement

To authentically engage community members through a collaborative approach to implement aligned, cross-sector supports responsive to identified priority areas of the community. By engaging the community (parents, grandparents, uncles, aunts, youth and anyone interested in the well-being of families and children 0-6 surrounding a school catchment area) to authentically listen and facilitate action with families.

Proposed process for Douglas County

- Select one school catchment area who demonstrates a commitment to authentic community engagement of families with children ages 0-6. *Including Homeschooled children
- Respond to the attached questions and submit to the South Central Early Learning Hub for review by xxx (see timeline).
- The Douglas South Central Early Learning Hub will select one or two applicants by xxx (see timeline).

Guiding Principles of Authentic Engagement:

- Building on the 'social capital' within a community, thoughtful partners are convened to form a leadership 'team' to develop a vision, guiding principles, and data driven priority areas. Leadership should reflect multiple perspectives and include representation from trusted community partners, community champions, school district staff, administration and parents. Parents should be representational of the school catchment areas population, with consideration to socio-economic diversity, ethnic and racial demographics and families with barriers to success.
- Relevant data, is used to encourage initial conversations that lead to deeper understanding both the strengths and areas of growth within a specific rural community. Authentic community input will highlight the unique complexities and barriers to success for all families.
- Authentic Engagement is fueled by parent leadership and empowerment. Opportunities for both informal leadership modeling and formalized training is cultivated within an authentic engagement framework.

SCElH Innovative funding opportunity offered to select Douglas County School Districts to participate in a community led, parent driven, reflective engagement initiative. Initial funding opportunities are available through June 2019. Funding SCElH will support one community to cultivate authentic relationships with the broader school catchment community and address a data and community identified priority area(s). Funding is intended to develop a foundational framework to develop decision making protocols that are responsive to a broader community.

SCELH	Community Leadership Team
Offer guidance in leadership formation; provide initial training to cross-sector leadership team; consult and support formation of branding, visioning and guiding principles.	Identify community leaders, convene monthly leadership meetings, develop "vision statement, branding and guiding principles.
Support for ELCNA, partnering with PSU, provide incentives for participating families. *Expanded Below	Identify champions to ensure ELCNA is widely distributed and representational of the catchment area; capitalize on established partners/events.
	Using 'community champions', continue to increase awareness of engagement process.
Consult on potential data sharing opportunities; fund event, dinner, board presentations, staff presentations, etc.	Collaborate in recruitment, presentations, convening, etc
PSU/SCELH will recommend priority areas (based on data) and present in a variety of venues.	Collaborate in decisions about data sharing within community; host a variety of opportunities for data feedback and priority areas.
Support leadership team in ensuring authentic engagement.	Identify priority area; convene leadership and community to authentically provide feedback and develop action steps.
Share knowledge of potential partnerships and services that reflect meeting the goals of the identified priority area. Act as a convener of cross-sector partners.	Dedicate FTE to implementation of action in relation to priority area; prioritize concept of 'growing your own' strategy.
Consult in reflective process; share expertise in sustainability efforts	Develop and utilize reflective protocol; share lessons learned with broader community
<p>*ELCNA Information</p> <ul style="list-style-type: none"> • Kindergarten Surveys • Interviews with K3 Staff • Parent Focus Groups • Analyze OKA, attendance, 3rd grade benchmarks • Provide data/support to leadership team for planning and implementation • Project coordination and management 	<p>Leadership Team will Ensure</p> <ul style="list-style-type: none"> • Kindergarten Surveys are distributed and returned • Identify K3 Staff for interviews • Provide OKA, attendance, 3rd grade benchmarks

In addition to the above framework, other responsibilities may include:

- Quarterly reporting to SCELH Governance Committee. May include both qualitative and quantitative reporting.
- Potential 'lessons learned' sharing opportunities with Hub regions.
- Participation in broader P3 community groups

In addition to the support from the SCELH, there is also a consultant available

APPLICATION

If you would like to apply to be considered as the finalist for the school catchment area for the Authentic Community Engagement Initiative, please send the answers to the questions below to Gillian Wesenberg at gillian.wesenberg@douglasesd.k12.or.us

Due Date: Noon- Friday, June 15, 2018

Authentic Community Engagement Initiative – Application Questions

1. Identify the convener or co-conveners committed to establish a leadership team that will guide the authentic parent engagement initiative.

2. The term 'leadership team' is defined by a group of individuals reflective of the community who are able to identify strengths and barriers within their community.
 - Using this definition, please share the prospective team members and their relationship to serving families in the catchment area.

3. How is your school catchment area currently engaging families in your community? Reflect on the successes and challenges of current strategies.

4. How will community engagement impact decision making processes and educational outcomes in your community?

8/21/2018

South Central Early Learning Hub Authentic Parent/Community Engagement proposal from Portland State University

1: Data Collection & Key Findings Summaries

Task 1: Incoming Kindergarten Surveys	
Task 2: Conduct interviews with K-3 staff (n=15)	
Task 3: Conduct parent focus groups (2)	
Task 4: Create OKA, attendance, 3rd grade benchmarks report	
Task 4: Provide data/support to leadership team for FE planning & implementation	
Task 6; Project Coordination & Management	

2: Face to Face Community Meetings & Family Engagement Self-Assessment and Planning Support

Tasks

Task 1: Incoming Kindergarten Surveys	
Meet with leadership team to share findings	
Task 2: Conduct interviews with K-3 staff	
Meet with leadership team to share findings	
Task 3: Conduct parent focus groups (2)	
Meet with leadership team to share findings	
Task 4: Create OKA, attendance, 3rd grade benchmarks report	
Meet with leadership team to share findings	
Task 4: Provide data/support to leadership team for FE planning & implementation	
Conduct Family Engagement Self Assessment Tool (1/2 day)	
Facilitate data-driven strategic plan development (1/2 day meeting)	
Task 6; Project Coordination & Management	



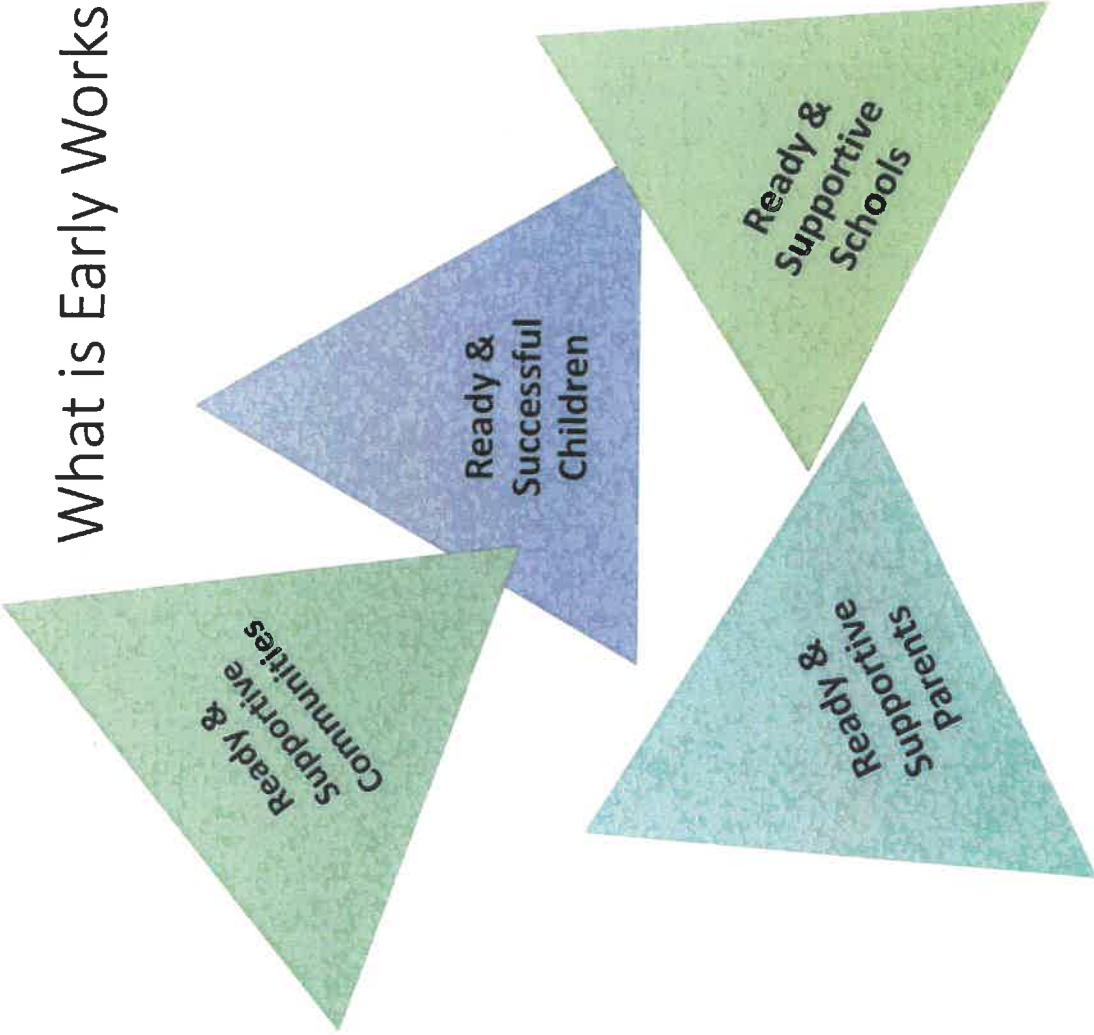
Yoncalla Early Works Framework & Guiding Principles

Slides prepared by  Portland State
UNIVERSITY

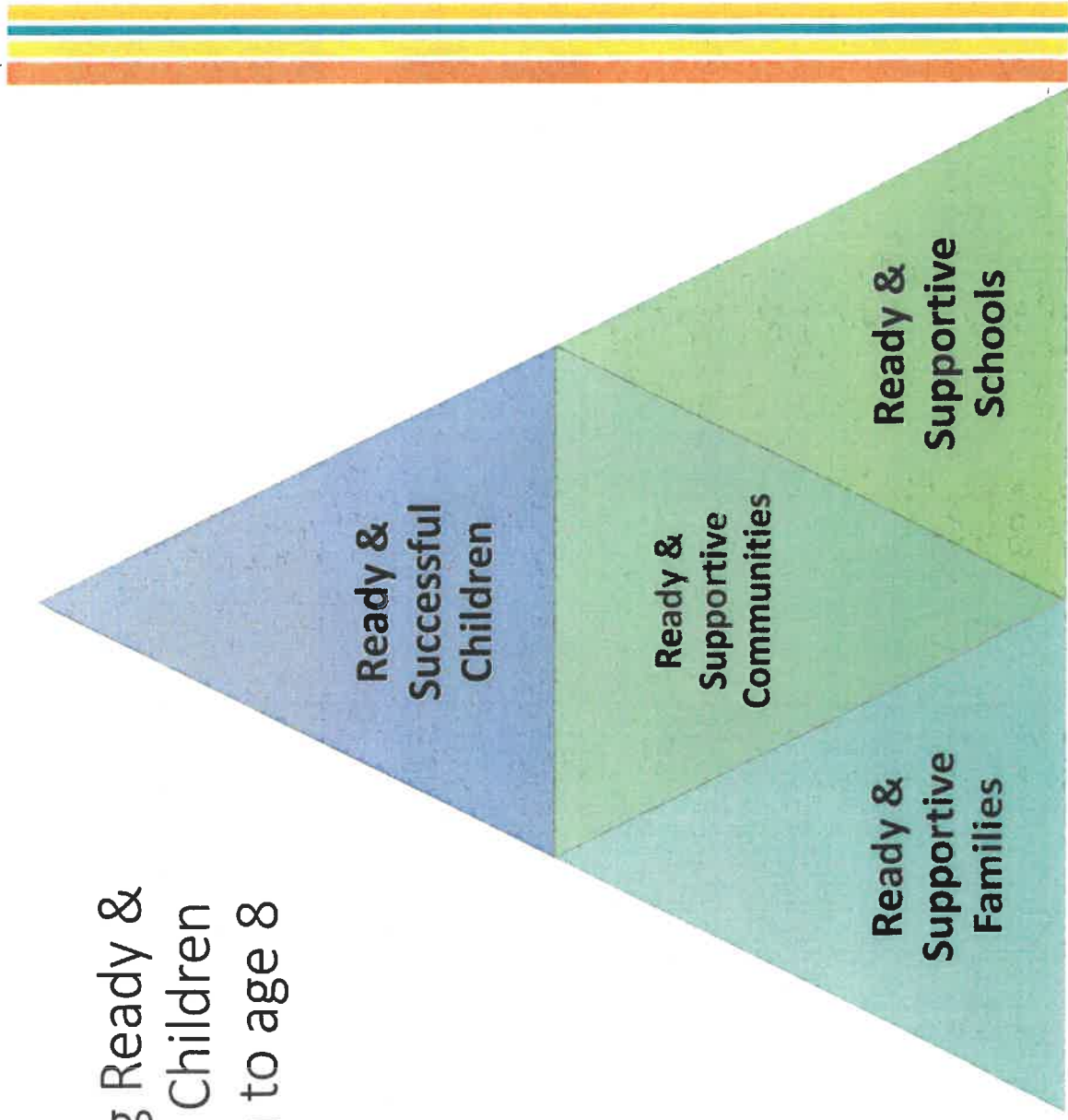
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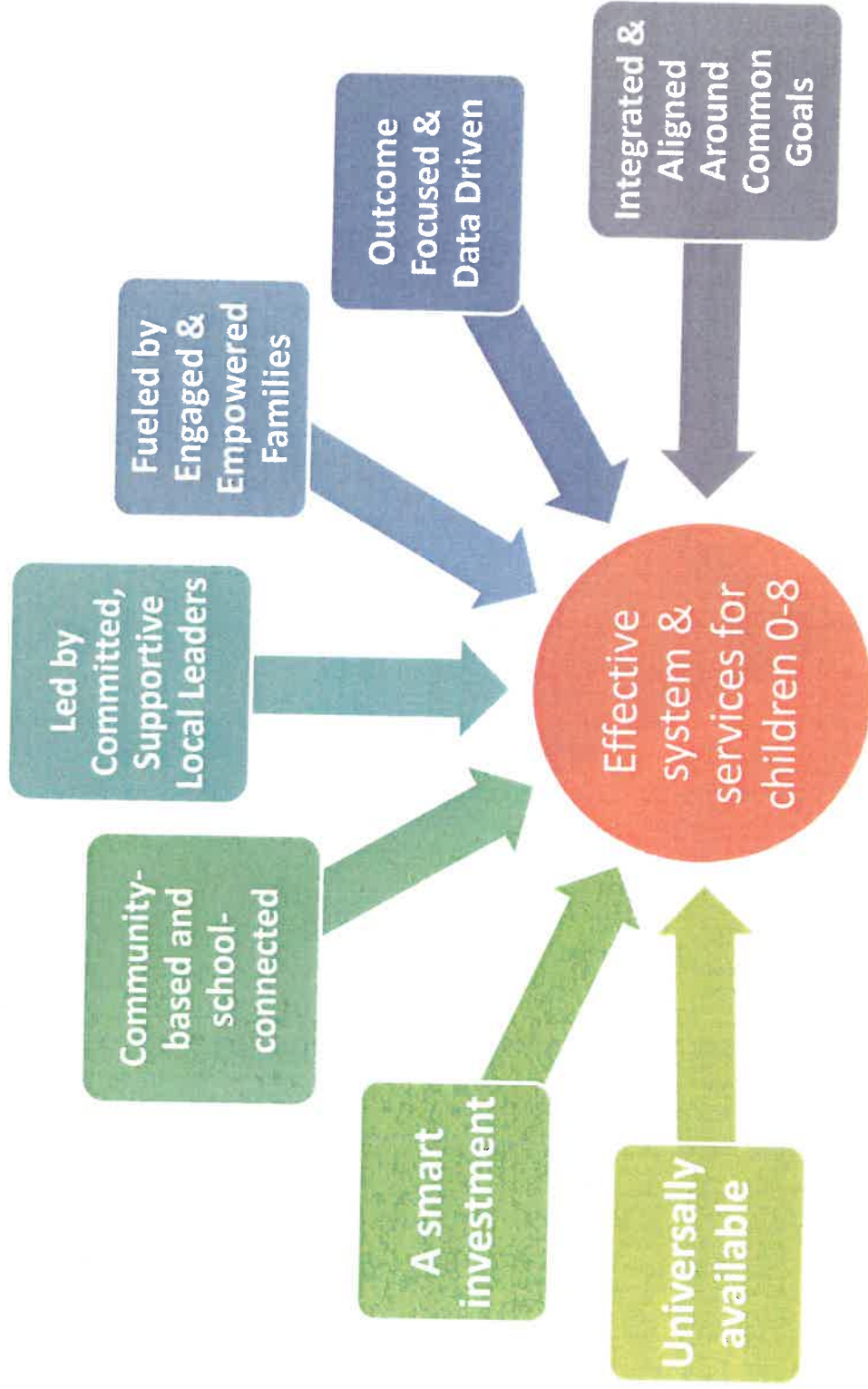
What is Early Works?



Supporting Ready &
Successful Children
From Birth to age 8
“P3”

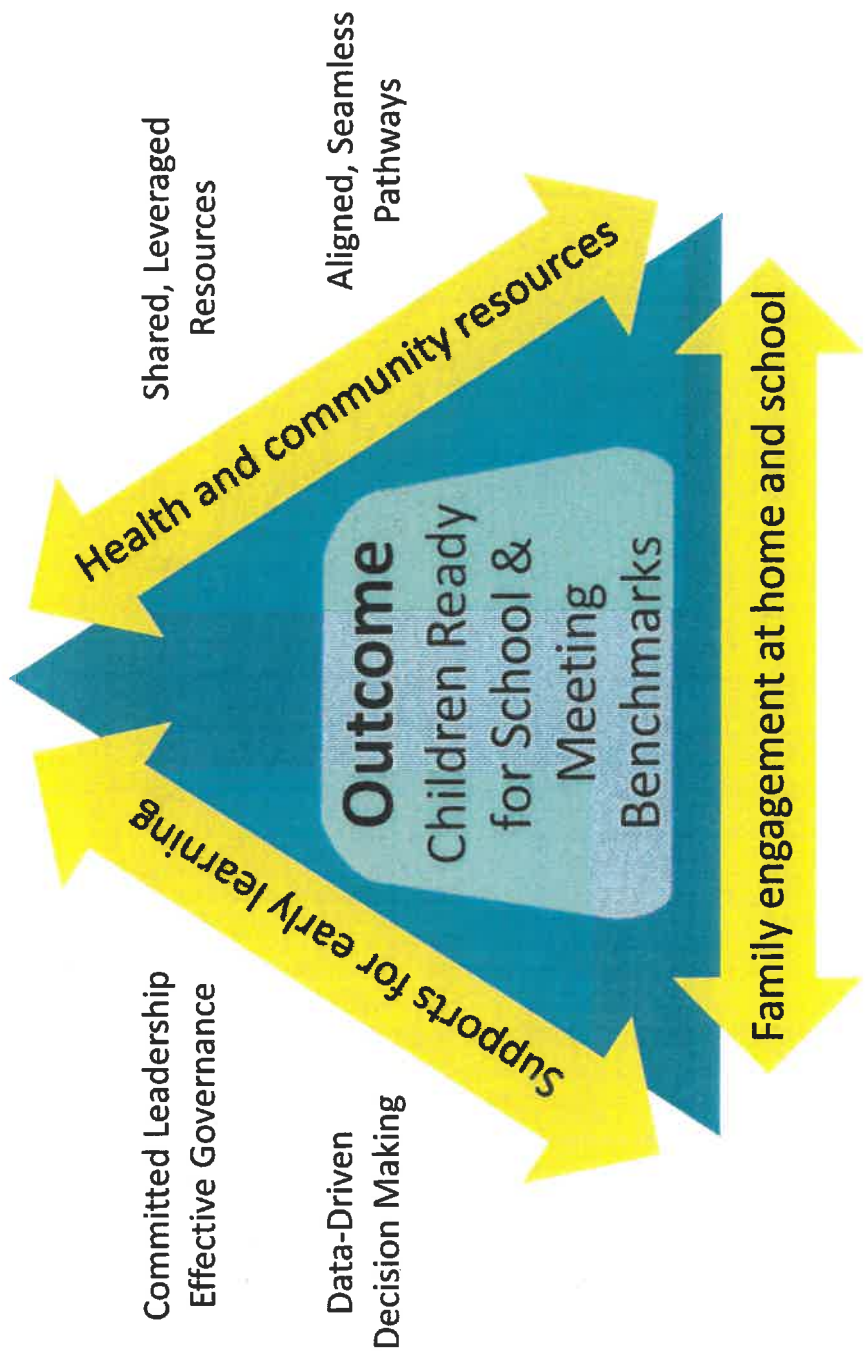


Early Works Guiding Principles





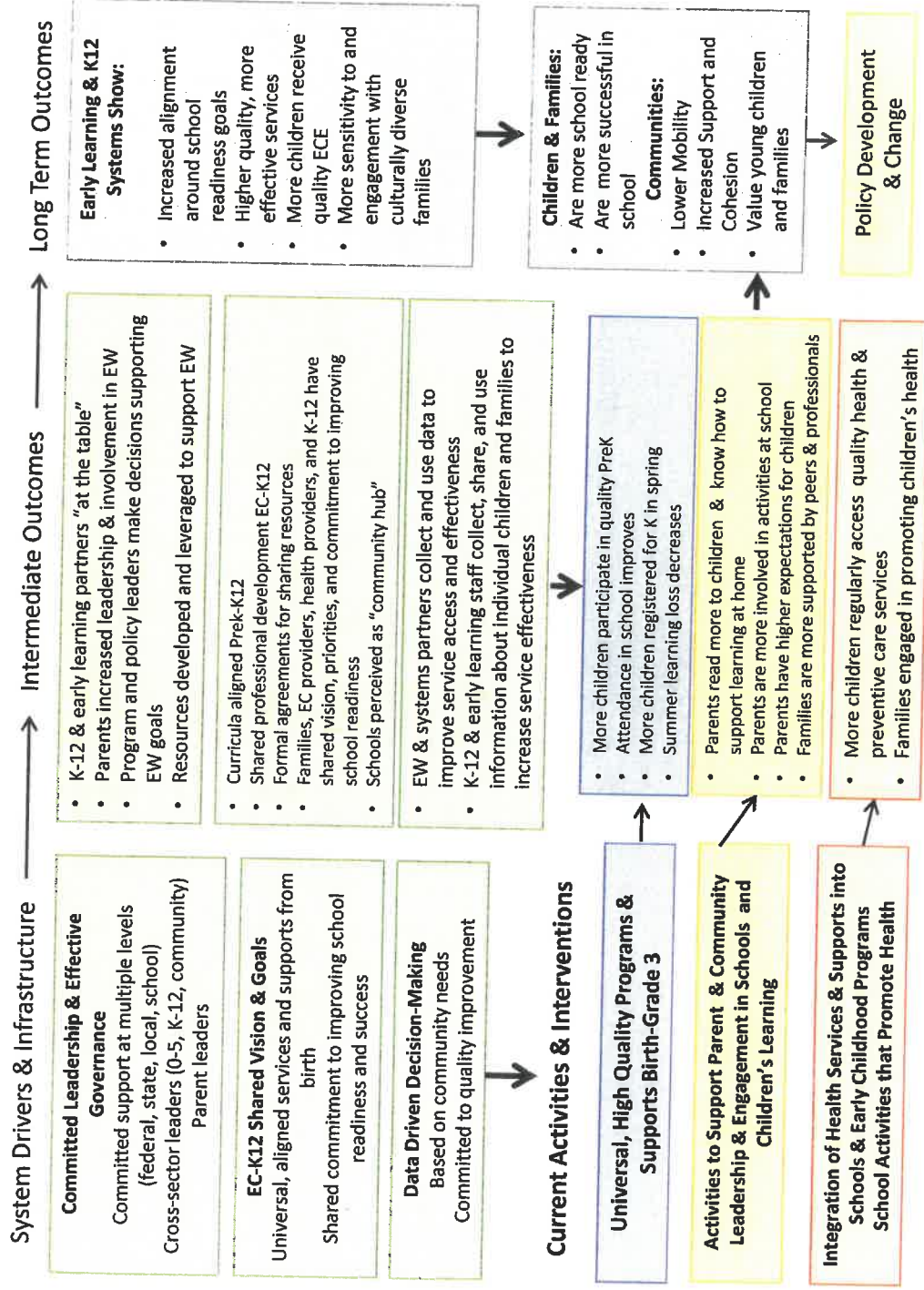
Elements of an Effective Prenatal-Grade 3 System





10/7/2013

Early Works Logic Model



Early Works
**PROGRESS
REPORT
2015**



Children's
Institute



Early Works
PROGRESS REPORT
2015

Introduction 3
Earl Boyles Elementary 4
Yoncalla Elementary 8
Conclusion 11



Early Works: Transforming education together

We know that investment in the early years, beginning at birth, is one of the single most effective ways to improve a child's chance for life success. This knowledge is the foundation of Early Works.

Early Works, a 10-year initiative of the Children's Institute, was launched in two Oregon communities to demonstrate a new approach to education. The approach is driven by parents, educators and partners in the community and grounded in what research has shown children and families need to thrive.

The Children's Institute, Mt. Hood Community College Head Start, the Multnomah Early Childhood Program and the David Douglas School District initially launched Early Works in 2010 at **Earl Boyles Elementary School** in Southeast Portland. Two years later, the Roseburg-based Ford Family Foundation and the Children's Institute partnered with the Yoncalla School District to launch a rural Early Works site at **Yoncalla Elementary** in Douglas County.

The Early Works initiative at both sites seeks to implement an integrated set of policies and services in early learning, health, and family engagement and brings together various partners working on behalf of children and families. The goal of Early Works is to create a seamless system that supports children in their critical years from birth through age 8, while at the same time serving as a learning laboratory to inform both practice and policy.

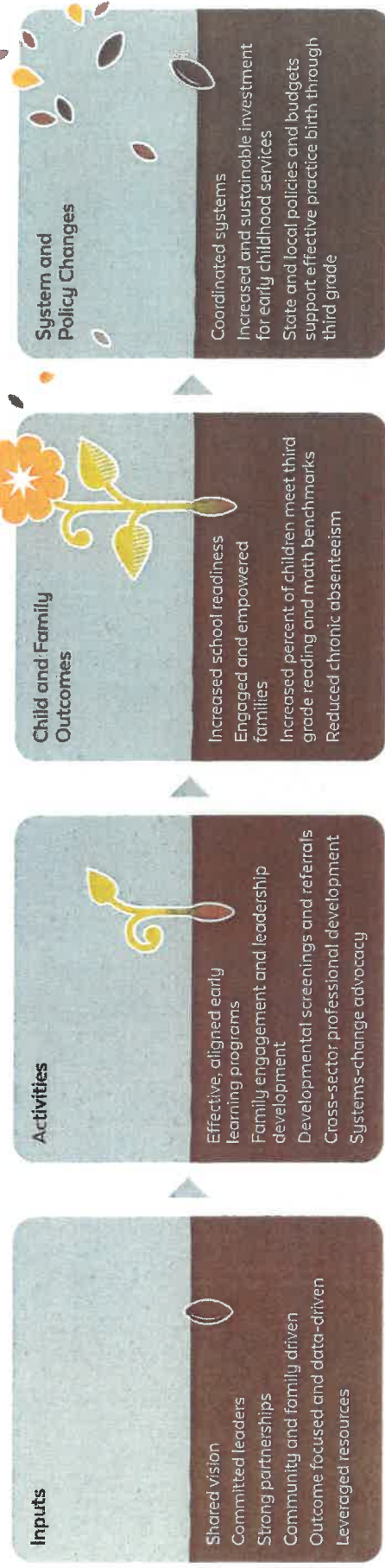
Most importantly, Early Works is built on a foundation of research and evaluation. Since the inception of the initiative, the Children's Institute has partnered with Portland State University's Center for the Improvement of Child and Family Services to evaluate child outcomes and system changes of the Early Works initiative and provide continuous feedback to families, partners and teachers at the sites. That feedback helps everyone involved in Early Works learn what works for kids and drive decision

making. It allows the Children's Institute to create a stronger connection between public policy and on-the-ground community experience.

What you'll read in this report are highlights of the results of the 2015 Early Works evaluation. The results show areas of real success, along with areas of continued challenge. One thing is certain: Early Works partners are deeply committed to improving the system—and creating a new reality where all children, families and their communities can thrive.

Theory of Change Model

The Early Works theory of change shows how we envision reaching our goals for sustainable change for children and families





2010 - 2015

Earl Boyles Elementary



Earl Boyles Early Works was launched in 2010 at Earl Boyles Elementary as a partnership between the Children's Institute, Mt. Hood Community College Head Start, the Multnomah Early Childhood Program and the David Douglas School District. Earl Boyles Elementary is in an urban community with high poverty rates but also with a rich mix of cultures.

Preschool was a top priority, as identified in an initial community needs assessment. The assessment showed strong support for a community preschool, with over half of incoming kindergartners entering Earl Boyles without any preschool, Head Start, or formal child care experiences. Early on, those limited early learning experiences were evident: Entering Earl Boyles kindergartners from low-income families were more than two years behind their more affluent peers statewide, both socially and academically.

But Early Works at Earl Boyles has helped bring change. The site has implemented programming focused on three areas to foster child development: high quality early learning, engaged families and health.

To foster high-quality early learning, the initiative has:

- created a high-quality preschool available to every 3- and 4-year-old in Earl Boyles' catchment area, integrated with elementary school.
- provided summer learning, including an early kindergarten transition program for incoming Earl Boyles kindergartners and a summer literacy program for K-3 students.
- supported professional development for preschool and elementary teachers to connect early years to early grades.

To encourage greater family engagement, the initiative has:

- provided education and leadership development opportunities.
- disseminated books to families and offered parent-child literacy activities.
- initiated parent-teacher home visits.
- led activities to reduce chronic student absenteeism.

To improve child, family and community health, the initiative has:

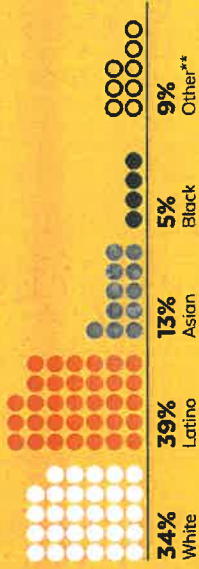
- increased capacity to use screenings to refer children with potential developmental delays to further assessment and services.
- catalyzed a community investment in a new early learning wing and neighborhood center through a voter-approved capital bond. These funds were matched by other investors, including the city and county.
- conducted a community-wide health assessment to identify priorities for the neighborhood center.

All this work has brought some positive results for Earl Boyles families and children. Yet there are still areas in need of improvement, particularly for Latino children and families. The work is still in the early stages, and we will continue to learn, and share what we learn, over the next several years.

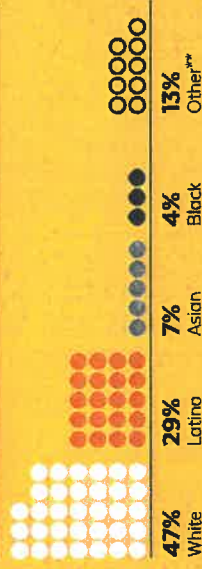
EARL BOYLES PROFILE 2014 - 2015



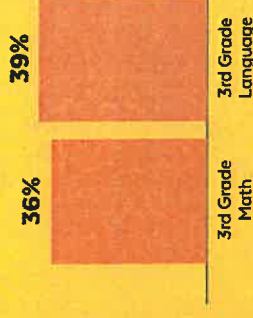
85 students enrolled in Pre-K*



70 students enrolled in kindergarten*



Percent meeting benchmarks, from the 2014-2015 Smarter Balanced Assessments



FAMILY ENGAGEMENT

Families are the first and most important teachers of their children. Research shows children are most successful when their families are engaged in their learning.

Our evaluation measures those family outcomes that are most highly predictive of later school success. Research shows caregivers' reading to children daily is related to children's language and literacy development. The number of books in the home is also strongly associated with higher educational attainment.

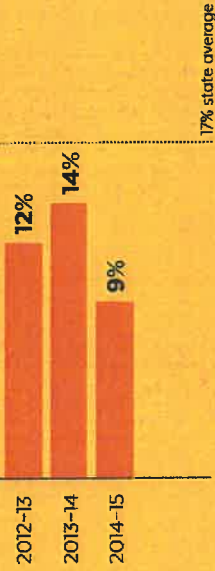
And we track school attendance as another key measure of success, because students who are chronically absent—who miss 10 percent or more of school days—are far more likely to fall behind in school and drop out of high school.

FINDINGS While Earl Boyles families—especially Latino families—are below national averages in some reading measures, trends are moving in the right direction. A bright spot: families have more books in their homes. Additionally, chronic absence in kindergarten has been consistently lower than the state average.

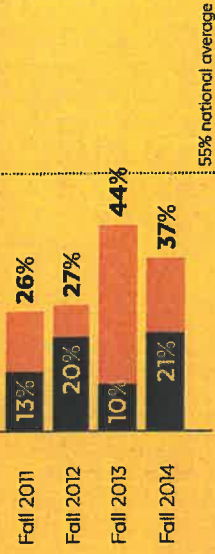
Kindergartners' homes with 26+ books



Chronic absence rate among kindergartners



Kindergartners read to daily



*Students who participated in the evaluation
**Other includes American Indian, Middle Eastern, Multi-ethnic and unknown

SCHOOL READINESS

School readiness reflects how prepared a child is to succeed in school beginning in kindergarten. Young children from low-income families often start school behind their more advantaged peers. Children who have limited early learning experiences frequently fall behind in reading and math by third grade, and continue to have social, health, and economic challenges later in life.

A focus has been to leverage multiple public funding sources to create a high-quality preschool on site, to give more children from low-income families access to quality early learning. The Early Works evaluation measures school readiness skills in the areas of, among others, early literacy, math and social-emotional and self-regulation skills. These areas are most predictive of later academic achievement.

Letter Sounds

One of the best predictors of later reading achievement is children's ability to recognize and name the letters and sounds of the alphabet. We measure early literacy skills in part through the Oregon Kindergarten Assessment.¹ The scores represent the number of sounds a student is able to correctly identify in one minute.

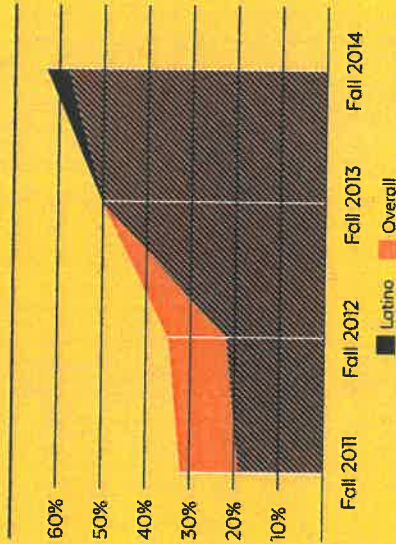
FINDINGS Kindergartners who attended the Earl Boyles preschool far exceeded their peers who did not attend preschool and the overall district and state averages for letter sounds.

Math

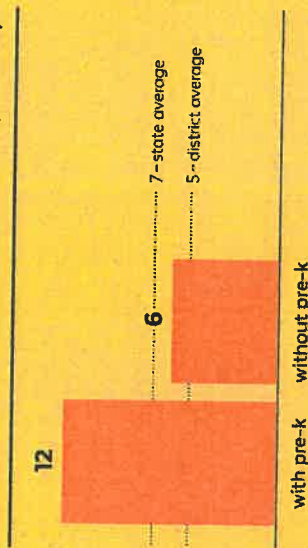
We're increasingly understanding that mastering early math concepts such as knowledge of numbers and shapes is an important predictor of later school success. We measure early numeracy using the Oregon Kindergarten Assessment.¹

FINDINGS Kindergartners who attended Earl Boyles Preschool scored slightly higher than their peers who did not attend preschool and higher than district and state averages in math.

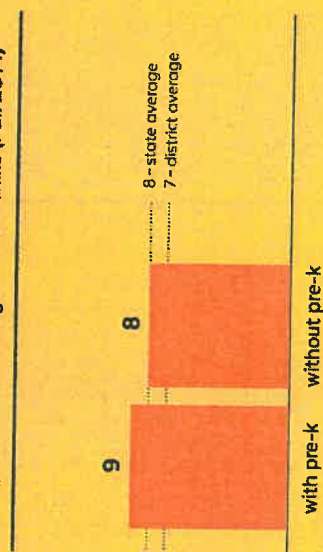
Increased percentage of entering Earl Boyles kindergartners have preschool experience



Kindergartners' knowledge of letter sounds (Fall 2014)



Kindergartners' knowledge of math skills (Fall 2014)

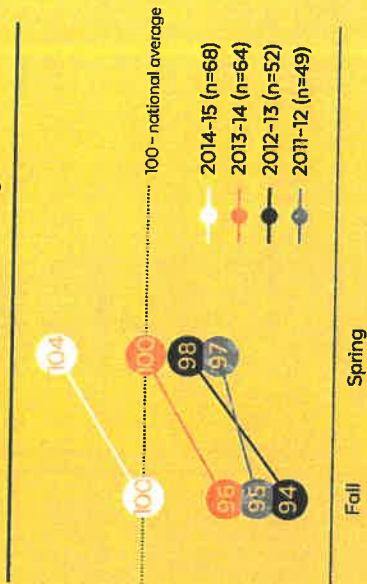


Vocabulary

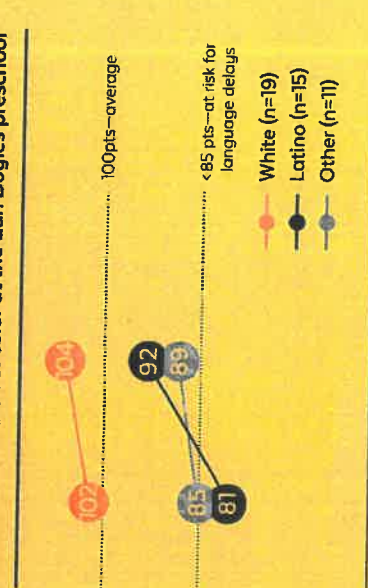
Studies show low-income children typically enter kindergarten well below their more affluent peers in vocabulary, a gap that's difficult to narrow after children are in school. When at-risk children enter kindergarten with higher vocabularies, their chances of succeeding in school are much higher. We measure vocabulary with a widely used measure of young children's vocabulary.²

FINDINGS Entering kindergartners in Fall 2014 who had the greatest access to preschool had higher vocabulary skills than any previous group.

Kindergartners improving in vocabulary



However, a gap remains in vocabulary between white children and children of color at the Earl Boyles preschool



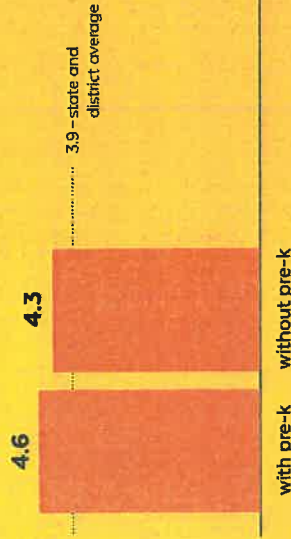
Fall 2014 Spring 2015

Social-emotional skills

Children need both academic and social skills to be successful learners. Otherwise, they are at risk for difficulties in school. We measure social emotional development and self-regulation through two key measures. One assessment measures how well children follow directions and pay attention. The other measures children's interpersonal skills, or how well they get along with others.

FINDINGS Self-regulation among Earl Boyles preschoolers steadily improves during the school year. Entering kindergartners who attended the Earl Boyles preschool have interpersonal skills that are higher than their peers who did not attend preschool and are higher than the overall district and state averages.

Entering kindergartners interpersonal skills (Fall 2014)



Preschoolers improve self-regulation skills, children of color improve the most



Fall 2014

Spring 2015



CHANGING SYSTEMS, MAKING PROGRESS

Research shows that to maximize the effectiveness of individual services, we need a well-coordinated system informed by data. Therefore, our evaluation of Early Works focuses on documenting this systems-level work and how it evolves over time. We do this through interviews with key stakeholders, including parents, teachers, school district staff, and community members and conducting a survey that measures the effectiveness of the collaboration. Here are some key strengths and challenges we've found at Earl Boyles:

STRENGTHS

- Strong leadership by school, district and key partners
- Highly engaged parents in Early Works leadership
- Blended public resources to provide universal, inclusive high-quality preschool
- A shared vision that family engagement and early learning are core priorities

CHALLENGES

- Strengthening professional development focused on birth-to-third-grade alignment
- Increasing leadership capacity in early learning, especially as the David Douglas School District expands early learning district-wide
- Clarifying roles and decision-making authority among the leadership team



2012 - 2015

Yoncalla Elementary School



Yoncalla Early Works, the second Early Works site, launched in 2012 at Yoncalla Elementary School as a partnership among The Ford Family Foundation, the Children's Institute and the Yoncalla School District. Yoncalla is a community of about 1,000 residents located in Southern Oregon. The opportunity to create an Early Works site in a high-poverty, rural community was compelling because of the clear need for a new approach to addressing the educational disparities faced in the community. The Children's Institute also wanted to learn about unique challenges to children and families in a rural community, and learn how the Early Works initiative could adapt and respond to those challenges.

Building trust with families and key partners has been the focus of the first three years of Yoncalla Early Works. Findings from an initial community needs assessment in Yoncalla indicated that parents felt distrustful and disconnected from the school and had limited interest in sending their children to preschool. Yet parents wanted to be more involved in their children's learning and better prepare their

children for school—and find new ways to connect with other families. The assessment provided a complex picture of children's school readiness and parent and community perspectives on what was most needed in the community. The community decided to first focus on family engagement and building a decision-making structure to support the work of the initiative.

To help families engage with the school and community, the initiative has:

- opened a Family Room at Yoncalla Elementary to create a welcoming place for families, focusing on those with children from birth to age 5, and offered playgroups for parents with young children.
- partnered to offer multi-week, evidence-based parenting classes with dinner and childcare for families with young children at the elementary school.
- expanded existing school and library events to incorporate activities for children birth through age 5, all with a focus on early reading, math, social-emotional and self-regulation skills.

- planned and hosted community events in partnership with families.
- disseminated books and provided parent-child story time.

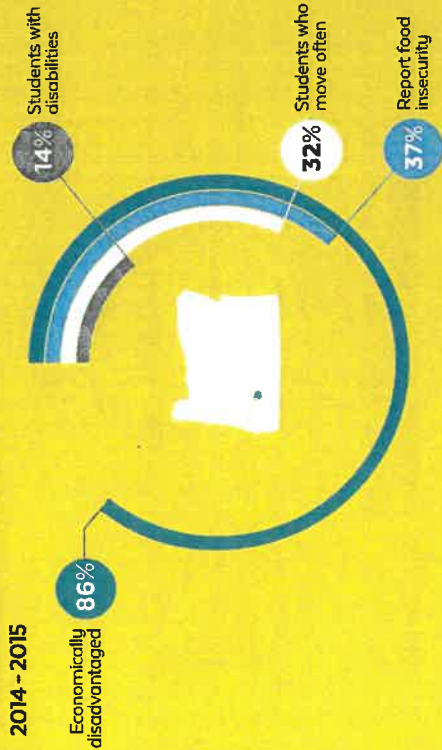
Early Works leadership is strong and provides a foundation for change. The initiative has:

- built a core group of committed leaders from the school as well as partner agencies.
- developed effective work groups that include school leaders, community partners, and families.
- facilitated the co-location of the Family Room, a private preschool, and an Early Head Start classroom at Yoncalla Elementary.

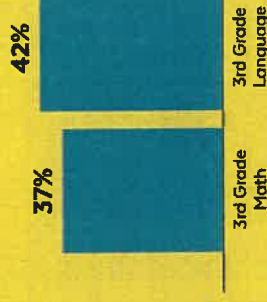
These early efforts have yet to result in consistent improvement in child outcomes in Yoncalla. But there are bright spots. Furthermore, we see great progress in building systems that can begin to improve learning and the quality of life for Yoncalla's children and families.

YONCALLA PROFILE

2014 - 2015



Percent meeting benchmarks, from the 2014-2015 Smarter Balanced Assessments



FAMILY ENGAGEMENT

We know families and communities play critical roles in helping prepare children for school. Yoncalla Early Works is working with families to help them understand how to support their children's early learning to improve school readiness. Families also play an important role in shaping the Yoncalla Early Works initiative.

Our evaluation measures those family outcomes that are most highly predictive of later school success.

FINDINGS The community has made some progress in getting books into the homes of kindergarten families, an important measure of educational attainment.

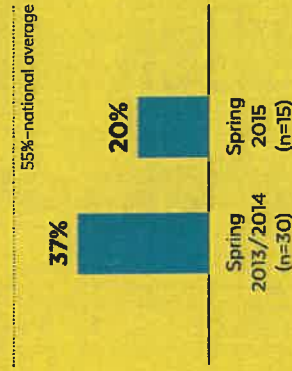
The frequency of daily reading to kindergartners remains well below the national average.

Parents are also struggling to get their children to school consistently; in part this may be due to the remote rural areas where many families live and their lack of reliable transportation.

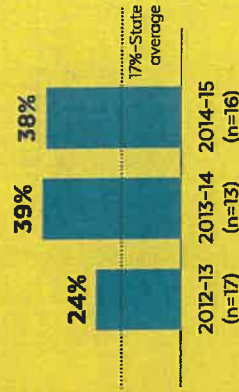
Kindergartners' homes with 26+ books



Kindergartners read to daily



Chronic absence rate among kindergartners



Yoncalla Early Works data includes two years of pre-implementation data—from the fall of 2012 through the spring of 2014—with data collected during the 2014-15 school year, when preliminary Early Works activities were first implemented.

SCHOOL READINESS

School readiness reflects how prepared a child is to succeed in school beginning in kindergarten. Yoncalla Early Works uses the same assessment tools that Early Boyles does. It uses assessments in language development early literacy, math, self-regulation and interpersonal skills.

FINDINGS The most recent entering kindergarten class had vocabulary skills below the national average, but made small gains within the school year. Yoncalla kindergartners' scores on the Oregon Kindergarten Assessment lag behind the state average. A bright spot: Yoncalla kindergartners made large gains during the school year in self-regulation skills, a critical skill for later school achievement.

Kindergarten vocabulary skills



Fall Spring

Letter sounds, 2014-2015



Yoncalla State Ave.

Self-regulation skills in kindergarten



Fall Spring

Math skills, 2014-2015



Yoncalla State Ave.

Interpersonal skills, 2014-2015



Yoncalla State Ave.

CHANGING SYSTEMS, MAKING PROGRESS

A core focus and success of the Yoncalla Early Works site has been developing effective systems and work groups. Given the level of community skepticism at the beginning of the initiative, the partners have had to spend significant time building community trust and effective collaborative teams from the ground up. In just three years, Yoncalla has made incredible progress towards building a strong foundation to support implementation of a comprehensive birth-through-third grade system. Here are some strengths and challenges identified through interviews with key partners, parents, and community members:

STRENGTHS

- High-quality leadership that engages community members
- Effective use of data for planning and continuous program improvement with input from parents and partners
- A strong sense of shared goals and vision
- A tangible shift in the school community in placing priority in partnering with families to help their children succeed

CHALLENGES

- Available local resources vary significantly between the two sites, underscoring the challenge of implementing and sustaining programs in rural areas.
- Need for implementing more “high impact” strategies
- Addressing high staff turnover
- Expanding and supporting on-going parent leadership
- Securing systemic school district buy-in, especially at the school board level

Early Works has already experienced much success in the early years of the initiative.

Each site has made great progress toward creating a culture shift in its school community about how education is viewed and delivered. These communities have taken bold steps and intentional risks to develop new partnerships, collaborate differently, share resources and, most importantly, engage families and the communities they serve as true partners.

Both sites are also experiencing challenges. But all Early Works partners are working in collaboration, knowing that the outcome will be better for children. It is complex and complicated work that takes time. It also requires deep and long-term investments to catalyze real change across all involved systems—change that can then improve children's learning and development.

EARLY WORKS SUCCESSES

- A culture shift has happened in how early learning providers view their role as preparing children for school and helping support a seamless pathway to kindergarten.
- A culture shift has happened in how the K-12 community views its role in fostering positive social emotional development in children and partnering with families to ensure student success.
- Clear leadership has been developed within the communities with an aligned vision to create an effective system for children and families and a desire to commit resources to ensure the initiative's success.
- Families are engaged in leadership roles and are advocating for their needs at the school, county and state levels.
- Early Works has helped inspire new public and private funding and is informing state policy on alignment between early learning and K-12.

EARLY WORKS CHALLENGES

- Early learning programs and interventions statewide are still significantly underfunded and don't support needed expansion of services to reach all children.
- Evaluating a complex, evolving initiative is challenging. It can be difficult to attribute outcomes to system changes and takes time to see results.
- Existing policies attached to distinct funding sources create barriers to groups working together to maximize and leverage funds to support higher quality services.
- Oregon's early learning and health systems are still early in their own transformations. They need time and continued leadership to align their work and secure increased resources. Before this happens, it is difficult to build a comprehensive set of strategies across the full set of birth- to-third-grade systems in the Early Works communities.

WHAT'S NEXT?

At **Earl Boyles**, we are piloting a deeper model of community schools in the school's neighborhood center, in partnership with Multnomah County's Schools Uniting Neighborhoods program. This effort will strengthen existing partnerships and build new ones to address, among other things, community health disparities and access to affordable housing. It will also provide parents and families with educational support, and help them navigate social and other services.

At **Yoncalla**, we are launching a community health assessment to better understand health needs and identify subsequent programming for the community that can be integrated with early learning programs. In the summer of 2015, the

district provided its first ever Early Kindergarten Transitions program and plans to continue this intervention in future years. Finally, we are excited to consider how to best respond to the growing parent demand for high-quality preschool in the community and build on the co-location of the Family Room, private preschool and Early Head Start classroom at Yoncalla Elementary.

Early Works in Yoncalla and Portland will continue to inform the work of the Children's Institute at the state policy level. The initiative creates a platform for policy change that is informed by families, school and communities, coming together to transform education.



1 We measure early literacy through the PPVT-III, the early literacy domains of the Oregon Kindergarten Assessment, and the EasyCBM in Spring.
2 The Peabody Picture Vocabulary Test (PPVT-III) is administered to children fall and spring. The Spanish version of the assessment (TVIP) is administered to native Spanish-Speaking children.

Early Works Partners

Earl Boyles

David Douglas School District
Metropolitan Family Service
Mt. Hood Community College Head Start
Multnomah County Library
Multnomah Early Childhood Program
Padres Unidos (Parents United)
Schools Uniting Neighborhoods (SUN)
SMART

Yoncalla

Breastfeeding Coalition of Douglas County
Douglas County Early Childhood Planning Coalition
Douglas Education Service District
The Ford Family Foundation
Family Relief Nursery-North Douglas
Parents of Yoncalla
UCAN Head Start/Early Head Start
Yoncalla Library
Yoncalla Preschool
Yoncalla School District

Evaluation: Portland State University Center for Improvement of Child and Family Services

Progress report author: Marina Merrill, Ph.D,
Senior Research & Policy Advisor, Children's Institute



The Children's Institute focuses on the first eight years of life—because we know the critical early years of brain development establish the foundation for lifelong health and success. More information on Early Works evaluation is at: childinst.org/early-works-eval

