REGIONAL GOVERNANCE COUNCIL

Meeting Notes

March 5, 2024 | 11:00 AM – 2:00 PM

Attendance

Steve Schenewerk
Jessie McClung
David Elliott
Lane Stratton
Michael Carter
Dena Haudenshild
Heidi East McGowan
Analicia Nicholson
Gillian Wesenberg
Heather Freilinger
Vanessa Pingleton
Athena Wikstrom
Danielle Walker

For ease of member access, Regional Governance Council (RGC) meetings will continue to be held virtually unless otherwise notified.

Welcome and Introductions

Chair, Steve Schenewerk, welcomed members of the Regional Governance Council (RGC) and individuals introduced themselves.

Members of the Regional Governance Council reviewed the December 2024 minutes. Michael Carter motioned to approve the minutes as submitted. Lane Stratton seconded the motion. No further discussion. Motion carried.

Legislative Update

Cassie Bruske, a legislative consultant from Eams Consulting, who has represented the Early Learning Hub Association since 2020 provided a legislative update. Cassie outlined the structure and timeline of the current long legislative session, noting that the session is approximately one-quarter complete, with an adjournment date of June 29. Over 3,000 bills have been introduced during this legislative session, though fewer than 1,000 typically pass. The current focus for legislators is on policy, with budget discussions expected to follow later in the session. Bills must move out of their chamber of origin by April 9 to remain viable. A revenue forecast will be released on May 14, which will guide the budget. A balanced biennial budget must be adopted before the session ends, though there is concern that unknowns, including pending court decisions, may lead to a potential special session.

Cassie noted that Senator Lieber and Representative Sanchez are leading budget efforts. Both bring significant experience. There is also new leadership in key committees focusing on early childhood issues, including Senator Reynolds, who now chairs the Senate Committee on Early Childhood and Behavioral Health. In the House, there is a committee with early childhood and human services. While early childhood is receiving attention, the Governor's top priorities remain housing, behavioral health, and education—with education efforts centered more on K-12.

The Governor's proposed budget includes a backfill for Employment Related Day Care (ERDC), and Early literacy, with a requested $25 million proposed. Last year, early literacy funds were split between K-12 and Early Learning Hubs through Kindergarten Readiness Partnership and Innovation (KPI). DELC has been asked to take a bigger role in managing birth-to-five early literacy funds, and Hubs are being looked at as potential administrators again, given previous success. Another proposed investment includes the Tribal Early Learning Fund, which represents a shift from a Hub-administered structure to a more independent fund that better respects sovereignty.

Cassie also highlighted advocacy efforts for additional funding that was not included in the Governor's proposed budget, including funding for early childhood workforce, Early Intervention / Early Childhood Special Education (EI/ECSE) services, and home visiting programs such as Healthy Families and Nurse Family Partnership.

Senator Reynold's Momnibus Package includes workforce supports for maternal health, an increase in child tax credit, and housing support for expecting individuals and families with young children. Cassie also shared background on the Upstream Initiative, a funding initiative supported by former Governor Kitzhaber, which began with seed money from private donors for the "First 1,000 Days of Life", focused on long-term health outcomes. Four Early Learning Hubs and

one Portland-based program were initially selected to pilot this approach. A bill was introduced to expand this work to include seven Hubs, with $12 million in proposed funding. Although not all Hubs will benefit directly, the goal is to use these efforts to build data and momentum for future statewide implementation.

South-Central Early Learning Hub Update

Gillian shared an update about the Family Governance Advisory Committee, who has been active for approximately two and a half years. Monthly meetings are facilitated by Heidi East McGowan. Gillian, Athena, and Danielle attend the meetings to provide support and insight when requested. The Family Governance Advisory Committee receives additional support from Mitten Mommas, a non-profit organization from Michigan, who was introduced to Hub Directors by the Department of Early Learning and Care (DELC). Mitten Mommas hosts Coffee and Connect meetings to engage families in casual discussions. Mitten Mommas also offer training opportunities requested by families on various topics including Individualized Family Support Plans (IFSPs), Individualized Education Plans (IEPs), 504 plans, self-care, emotional regulation, advocating during appointments, and are working with members to create vision boards.

The Family Governance Advisory Committee successfully applied for Early Literacy grant funding to install twelve Little Free Libraries across the region. Libraries have already been placed in three locations within Douglas County. In Klamath County, two library placements are in progress. In Lake County, a library has been installed in Paisley with support from Lake ESD. Additional libraries will be placed in each county. Libraries are being stocked with culturally inclusive and bilingual books in Spanish and English, as well as other languages. Bookmarks are also being developed to accompany the books. These bookmarks will include inspirational messages and information about joining the Family Advisory Governance Council.

Gillian advised that the work to define Early Learning Hubs through the collaboration between Department of Early Learning and Care (DELC), Early Learning Council (ELC), Early Learning Hubs, and the national research institution BUILD Initiative has been completed. The first round of new rules for the Hubs is expected to be released in the spring, with additional rules being released next year. There will be an opportunity for partners to provide comments on new rules.

Gillian continued her update by sharing that Preschool Promise (PSP) is currently 100% filled in the South-Central Early Learning Hub region. The South-Central Hub region is noted for its strong Head Start programs and positive working relationships between Head Starts and the Hub. However, in some areas, the overlap between PSP and HS programs has caused some friction. The committee is examining how Preschool Promise site placements were determined and how they may have impacted Head Start programs.

Klamath Promise

Jessie McClung joined the South-Central Early Learning Hub Regional Governance Council meeting to provide an overview of Klamath Promise, the mission, and role as the South-Central Early Learning Hub's Klamath County Governance Council.

Klamath Promise is a cross-sector, community-wide initiative with more than 90 active partners. While its primary focus is Klamath County, it also includes some work that extends to neighboring Lake County and Northern California. The initiative operates across preschool to post-secondary education (P-20) continuum, with a strong emphasis on K-12 engagement, particularly with local school districts. For Klamath Promise, focus on the preschool age-range is not as prevalent because Klamath County has a strong Early Learning Hub.

Klamath Promise was launched in 2012 with the goal of normalizing regular school attendance and high school graduation. A sharp decline in attendance was observed in 2019, following the onset of the COVID-19 pandemic. Since then, Klamath Promise has focused efforts on reestablishing a culture of attendance and graduation, with a recognition that student success is closely tied to family stability. To support these goals, the initiative leads public-facing strategies and system alignment efforts targeting educators, agencies, and community partners.

Public-facing strategies include events such as Graduation Sensation and Graduation Motivation, as well as business partnership door clings, attendance billboards, and local newspaper recognition for perfect attendance and student

of the week. The 10th annual Graduation Sensation will take place on May 29, 2025, featuring a Main Street parade in Klamath Falls. Graduating seniors and kindergarteners will march together—kindergarteners joined the parade last year and will join again this year. Seniors from Lake County and Northern California have also been invited to join. A celebration in the park will follow the parade, during which Klamath Promise will present scholarships to graduating seniors.

System alignment efforts include monthly cross-sector Executive Leadership meetings, and regular community-wide gatherings of youth and family-serving organizations, that include updates from schools and districts, and presentations from community partners. Additional strategies include the monthly Youth Attendance Team (YAT) meetings, quarterly Regional High School Counselor Academic Advisor meetings, and regional collaborations focused on education about Adverse Childhood Experiences (ACEs) and youth health concerns. Ongoing engagement with agencies in sectors such as early learning, healthcare, economic development, and emergency management ensures that the needs and voices of the entire community are consistently represented.

This system alignment work is critical in addressing a variety of barriers to student success, attendance, and graduation, including chronic and acute illness, family responsibilities or home situations, trauma, poor transportation, housing and food insecurity, inequitable access to needed services, system involvement, lack of predictable schedules for learning, lack of access to technology, and community violence.

For more information, the Klamath Promise overview document is available online: Klamath Promise Overview.

Every Child Belongs

Douglas Education Service District (ESD) has received a grant for the state-wide Every Child Belongs Initiative, and the South-Central Early Learning Hub is responsible for the planning portion of this project. Heidi has been providing facilitation and support for the initiative. Every Child Belongs aims to address the new law that mandates no child can be suspended or expelled from early childhood settings starting July 1, 2026.

As part of the planning process, listening sessions were hosted with various stakeholders, including families, early childhood partners, child care center directors and staff, home child care providers, and Child Care Resource and Referral (CCRR) staff. These sessions are key to gathering input and ensuring the initiative aligns with community needs and priorities. Heidi provided an overview of feedback that was received during the listening sessions.

What would it look like for all children to be successful in child care?

- Comprehensive Training and Support for Staff: All child care staff would receive ongoing training, knowledge-building, and coaching to support children with emotional needs such as anger management, overcoming poverty, and equity challenges.
- Competence and Preparedness for Teachers: Every teacher would feel fully prepared and competent to manage the varied needs of the children in their care.
- Tiered Approach to Interventions: A tiered system of interventions would be available, providing appropriate levels of support based on the child's needs, with early identification and action.
- Smooth Running Days: Ideally, there would be no significant behavioral issues, leading to smooth operations and positive experiences for children.
- Increased Staffing: More staff would be available to reduce child-to-provider ratios, allowing for individualized attention.
- Welcoming Environment for Families: Child care programs would actively welcome families, creating an inclusive and supportive environment.
- Collaboration Between Parents and Teachers: Parents and teachers would work together as partners, with shared goals and communication to ensure the child’s success.
- Follow-Through at Home: Parents would actively reinforce and support strategies at home, contributing to consistent progress for the child.

- Individual Supports for Every Child: Each child would have access to the individualized support they need, whether that is emotional, developmental, or educational.
- Recognition of Child Care Providers as Professionals: Child care providers would be seen and treated as professionals with the resources and respect to carry out their critical work effectively.
- Instilling a Love for Learning: The ultimate goal would be to help children fall in love with school and learning, setting them on a positive trajectory for the future.

What supports have worked?

- Mental Health Consultation: In-classroom mental health consultations, including coaching and strategies for de-escalation, have been effective in supporting children and educators.
- Cohorts, Networks, and Peer Models: Programs like Director Cohorts and Focused Child Care Networks provide invaluable support through peer connections and shared resources.
- Time for Providers: Child care providers need dedicated time to receive the necessary support and reflect on the strategies that will help their classrooms run more smoothly.
- Early Intervention and Special Education: Early Intervention and Early Childhood Special Education (EI/ECSE) services help address developmental delays and ensure children's needs are met early.
- Care Connections & Education - Child Care Resource and Referral (CCRR): Resources like Care Connections & Education, the regional Child Care Resource and Referral (CCRR) help providers find guidance and support.
- Best Practices and Tier 1 Supports: Evidence-based practices and tiered support, such as implementing best practices in classrooms, provide a strong foundation for child care success.
- Effective Communication with Parents: Practices that support clear and constructive communication between providers and parents have been crucial in achieving positive outcomes.

Experience with Children When Expelled or Suspended:

- Lack of Skill Development: Expelling or suspending children does not allow them to develop the necessary social or emotional skills, often exacerbating behavioral issues.
- Negative Impacts on Self-Esteem: Suspension and expulsion can severely impact a child's self-esteem, disrupt their parent-child relationship, and negatively affect the parent's ability to work.
- Provider's Emotional Impact: For providers, deciding to expel or suspend a child is heartbreaking and often comes with feelings of failure and guilt, especially when the child had previously enjoyed school.

Child Care Providers Reaching Out for Support:

- Time Constraints: Child care providers often face the challenge of finding time for support after long workdays, making it hard to access resources or help.
- Feeling Disheartened: Providers may feel disheartened when seeking support that does not address their needs, often after brief or ineffective visits.
- Fear of Judgment: There is a fear of judgment or being labeled a failure when reaching out for help, which may discourage providers from seeking support.
- Hope and Experience: Many providers hold out hope that the situation will improve on its own or rely on their years of experience to manage difficult circumstances.
- Difficult Conversations with Parents: Initiating conversations with parents about the need for additional support can be challenging, especially if the parent is resistant or in denial about their child's needs.
- Uncertainty about Where to Seek Help: Providers often do not know where to turn for support or who to reach out to for guidance, creating confusion and delays in finding solutions.

System Needs:

- Cohort Models and Training: The establishment of cohort models across regions, which include baseline training, shared resources, mental health consultation, and implementation coaching, would provide robust support for child care providers.
- Access to Resources: Child care staff need more accessible resources, but time constraints after long shifts make this a challenge. Providing adequate time for staff to engage with these resources is crucial.
- Parent Resources: Clear and concise resources, such as cheat sheets or guides, are needed to help parents understand what resources are available to them and how to access them.
- Specialized Support: Child care programs need access to specialists, such as licensed therapists or mental health consultants, who can visit and provide targeted support in real-time.
- More Staff and Lower Ratios: The system needs more staff to reduce child-to-provider ratios, but the fiscal structure must be re-examined to make this a reality.
- In-Depth Enrollment Assessments: Enrollment interviews should include universal assessments, such as Ages & Stages Questionnaires (ASQs), that are funded and integrated into a comprehensive plan to assess children's needs early.
- Funding for Assessment and ASQs: Child care programs could benefit from stipends to help with the cost of conducting assessments and administering ASQs, ensuring that all children receive appropriate developmental screenings.
- Early Support at Home: Support for early childhood development should begin with the home environment, starting with initiatives like home health nurses who can engage with families in the earliest stages of a child's life.
- Family Follow-Through Support: Providers need tools and strategies to support families in following through with recommendations and interventions at home, ensuring consistency across environments.

The Regional Governance Council discussed the findings from the listening session, highlighting the clear and consistent needs expressed by child care providers, including the need for more substantial mental health consultation. Rather than short, brief visits, they emphasized the importance of a more comprehensive and long-term engagement where consultants spend significant time in classrooms, observing and providing tailored feedback to help teachers and children thrive.

The Douglas County Behavioral Health pilot model stands out as a successful example. This model brings together resources such as Mental Health Consultants, Child Care Resource and Referral (CCRR), and Early Intervention (EI) to offer continuous support. These collaborative networks ensure that support is consistent and ongoing, providing both teachers and children with the resources they need to succeed.

In the Douglas County Behavioral Health pilot model, when teachers report challenges, a mental health consultant provides in-depth support. This includes recommending environmental adjustments, helping teachers build their skills, and providing immediate solutions. Parent engagement is a key factor in ensuring long-term success, with the model emphasizing the importance of involving families in the process.

The data from the Douglas County pilot will be crucial for advocating for increased funding in Douglas, Klamath, and Lake Counties. It's essential that this data reaches Cassie Bruske and legislators to push for additional resources in the region, especially to address disparities in funding for smaller and larger hubs.

Providers also need more tools to communicate effectively with parents, especially when addressing sensitive issues or when extra support is needed.

The South-Central region faces challenges due to its large geographic area and limited funding. Currently, only one Full Time Employee (FTE) is allocated to the entire region for the Every Child Belongs initiative, creating resource gaps. Smaller hubs are receiving the same amount of funding as large regions, which exacerbates these disparities. The South-Central region's Every Child Belongs steering committee is working creatively to address regional challenges

such as geographic isolation, distance, infrastructure barriers such as internet access, and travel concerns and advocate for more equitable funding to support the needs of the region.

Budget Committee

Steve Schenewerk shared that the Budget Committee has approved the 2025-2026 fiscal year budget and submitted it to the Douglas Education Service District (ESD). The budget remains largely consistent with the previous year, with the expectation of significant changes in late May and early June once the expected funding for the coming biennium is announced. At this time, there are no immediate actions required.

Gillian highlighted the limited availability of federal funds. The Douglas ESD Chief Financial Officer (CFO) suggested maintaining the current service level for the budget.

Athena provided an update from the Department of Early Learning and Care (DELC), which is requesting increases to funding based on inflation and cost-of-living adjustments. However, DELC has also advised that budgeting should proceed with the assumption of flat funding.

Preschool Promise and Coordinated Enrollment

All Preschool Promise (PSP) sites are fully enrolled in the South-Central Early Learning Hub region, including the newly added site at Days Creek Charter School. Days Creek Charter School was added to the list of grantee providers through the Preschool Promise slot reallocation process by the Department of Early Learning and Care (DELC).

The returning student form for the 2025–2026 school year has been released. Families are being asked to complete the form and submit updated proof of address to ensure continued placement.

For the first time, Hubs have received approval to begin using the updated 2025 Federal Poverty Level (FPL) guidelines as a qualifier for income eligibility beginning January 1 of the current (2024–2025) program year, rather than waiting for the start of the next program year.

The Regional Governance Council renewed the Hub's priority populations and placement process for Preschool Promise. Priority populations include applicants experiencing geographic isolation (outside Klamath Falls and Roseburg), homelessness, kinship care, foster care, tribal affiliation, developmental delays or disabilities, and those identifying as Asian, African/Black, or Hispanic/Latinx. Applicants receive a point for each applicable priority category, and the highest priority applicants will continue to receive first placement. In the event of a tie in the number of priorities, a lottery process is used.

A motion to approve the continuation of the current PSP placement process for the upcoming year was made by Rhonda and seconded by Dena. The motion was approved unanimously by Steve, Dena, and Rhonda.

Home Visiting Systems Coordination and Community UPLiFT

Vanessa Pingleton provided an update on the transition of home visiting systems coordination from The Ford Family Foundation (TFFF) to the Center for Coordinating Oregon's Home Visiting Systems (CCOHVS) at Portland State University (PSU). The South-Central Early Learning Hub has submitted a statement of work to PSU, and the transition is progressing smoothly, with regional coordinators actively involved in the transition process. Reporting requirements will remain largely consistent.

Vanessa also shared details about the upcoming Home Visiting Family Support Gathering, scheduled for April 21 from 10:00 a.m. to 4:00 p.m. at Rogue Community College (RCC) in White City. The event will include updates from CCOHVS, presentations from PSU's evaluation and data team on system surveys, and a session led by Heidi on Raise Up Oregon (RUO) 2.0 and its relevance to home visiting. Breakout sessions for strategic planning will be held, along with time for celebration and reflection on the region's nine years of progress. Vanessa emphasized that the region is being recognized as a statewide leader in home visiting and extended appreciation to all those involved.

Gillian announced that she was nominated by the Early Learning Hub Association to serve on the Early Learning Council's (ELC) Home Visiting Committee and was appointed by ELC Chair, Sue Miller.

Danielle provided an update on the Community UPLiFT referrals. From January 1, 2025, to the present, Community UPLiFT has received 43 total referrals across the region, 20 in Douglas County, 20 in Klamath County, one in Lake

County, and two in Siskiyou County, California. A new partner, Families Engaging and Thriving Together (FEATT), has been added to the database to receive referrals in Douglas County. The Lake County referral came from Healthy Families America in Boulder, Colorado.

Preschool Promise applications include a question asking families if they would like a referral to be connected to resources through Community UPLiFT, which previously led to an increase in referrals in each of the three counties. Once the application opens, the Hub expects to see the trend continue.

Danielle also reviewed the Community UPLiFT quarterly reports, noting that from 2017 through December 31, 2024, there have been a total of 1,589 referrals, with 926 in Douglas County, 636 in Klamath County, 23 in Lake County, and three in other counties. For the most recent quarter, October 1 through December 31, there were 62 referrals total, with 29 in Douglas County and 33 in Klamath County. Additional quarterly reporting includes information about organizations referring to Community UPLiFT and the number of referrals sent out to community partners across the region.

Child Care Resource and Referral (CCRR)

There are currently 146 child care providers in Douglas County, 98 in Klamath County, and eight in Lake County. The CCRR team is now fully staffed. Staff based in the Klamath County office regularly visit Lake County to provide support to child care providers.

Care Connections & Education's Strong Start program continues to support providers who have been in business for less than two years. Strong Start offers a pathway that fosters professional growth. Last year, six participants graduated from the program, and eleven are currently in their second year. Classes are provided through Strong Start to help child care providers build their skills and knowledge.

The Klamath County Spring Fling will take place on March 15 at Klamath Community College (KCC). The event will include Spanish interpretation throughout the day. Sharron Krull will deliver the keynote address on "The Power of Play." Attendees can enjoy a fun-filled day with hands-on learning centers, $1,000 worth of giveaways, and meals provided. Registration is still open.

The Douglas County Spring Fling will take place on May 17 at Umpqua Community Collete (UCC). In Douglas County, Lisa Murphy—also known as the "Ooey Gooey Lady"—will headline the conference with engaging lectures and interactive material use. Lisa was unable to attend the Klamath County event and she will bring high-energy and inspiration to the Douglas County event. Registration is still open.

Significant funding has been secured for the region through grant opportunities. The Rural Early Learning Facility Grant provided $209,000 total in grants to the region, with $125,000 allocated to Douglas County and $83,000 to Klamath County. This grant is moving into a second round of funding. The Infrastructure Grant is also entering a second round of funding.

In April, a second round of state-funded recognition payments for child care providers will be going out. Recognition funding offers providers $500 as a way to support and recognize their dedication.

The Douglas County Child Care Coalition—previously exclusive to Douglas County—has expanded to include Klamath and Lake Counties. Child Care providers hiring new staff who meet the criteria set in place by the Douglas County Child Care Coalition can apply for hiring bonuses under this program.

Pyramid Model training is coming up in Douglas and Klamath Counties. More details are included in the Care Connections & Education newsletter. To stay updated, sign up for the newsletter, https://lp.constantcontactpages.com/sl/2du1Djo.

Work is also underway to develop a Wellbeing Alliance for child care providers across the region. This initiative is focused on creating non-traditional mental health and wellness support for early childhood professionals. More information to come.

For more information, visit the Care Connections & Education website at https://www.672care.org/

Spring Fling Conference flyers:

- Klamath Spring Fling Flyer
- Douglas Spring Fling Flyer

Additional Business

Analicia presented an idea to the Regional Governance Council regarding the expansion of Community UPLiFT services to include the full K–12 population. Currently, Community UPLiFT supports expecting families, families with children birth to five, and youth up to 21 with special needs. Superintendents in Douglas County are requesting a centralized, closed-loop referral system to help connect families with resources more efficiently. Expanding Community UPLiFT to serve all children ages 0–21 would require K–12 systems to invest funding to support the effort. Analicia asked for the Council's thoughts on the potential for this expansion.

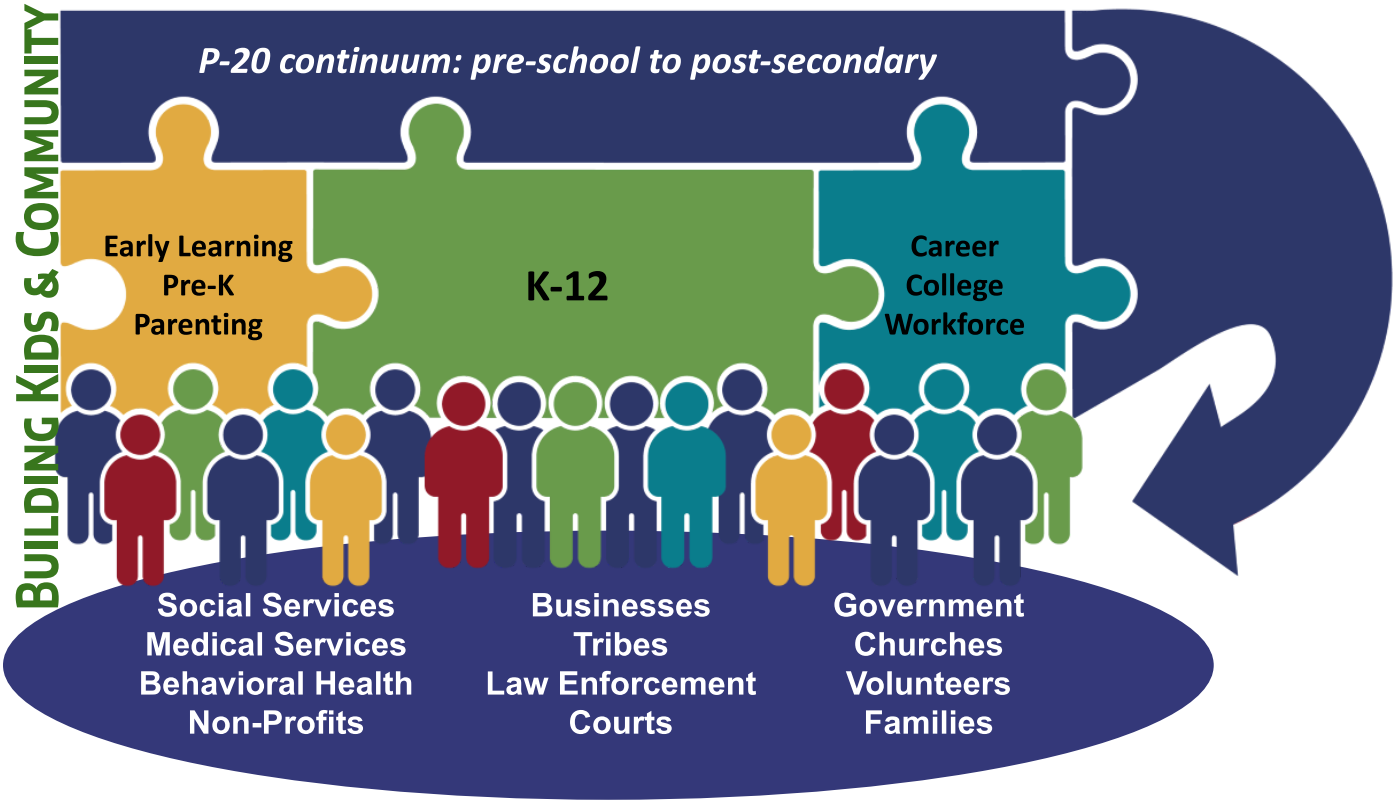
The Regional Governance Council discussed the proposed expansion of Community UPLiFT and reached consensus that, while the idea has merit, it would require additional coordination, staffing, and funding to be feasible. The Council agreed that Douglas Education Service District (ESD) should move forward with planning and exploring opportunities for the expansion of Community UPLiFT.

Closing

With no additional business, the meeting adjourned
Next Meeting: June 4, 2025 at 11:00 am.

CONNECTING AND INSPIRING THE COMMUNITY
ABOUT THE **IMPORTANCE** OF
EDUCATION, ATTENDANCE, AND ***GRADUATION,***
FROM **EARLY CHILDHOOD** TO **CAREER** OR **COLLEGE TRANSITIONS.**

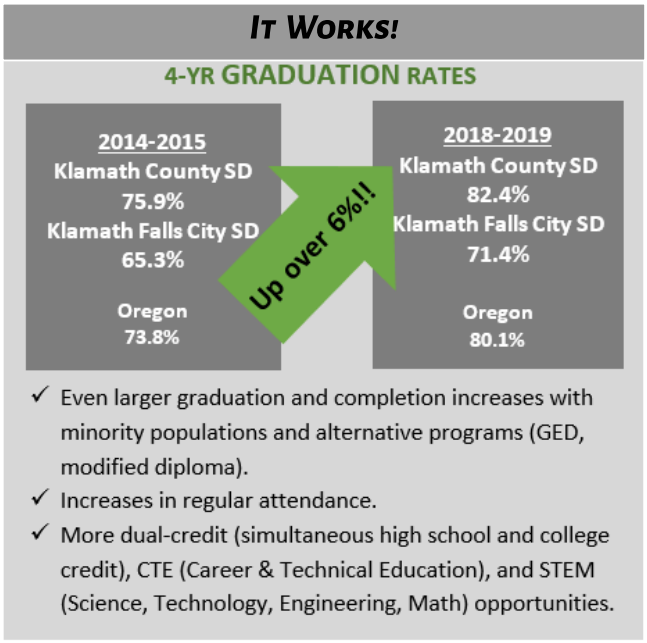
The Klamath Promise
SUCCESS THROUGH EDUCATION



The Klamath Promise is a community-wide initiative connecting the community to the schools, from preschool through career and college readiness. Since 2012 the Klamath Promise has aimed to increase "***Success through Education***" for all students in Klamath County, whether success looks like joining the workforce or military, or going to college.

- Ongoing constant community conversation about supporting school success
- Community connection and public-private partnerships
- Creating awareness, energy, and support for education

Klamath Promise serves as a community hub for youth and education related priorities, connecting conversations between direct service and action organizations and agencies.



Welcome to ***Our*** Klamath Promise

We are Keepin' the Klamath Promise by continuing to serve our community and our students.

2012
conversations begin locally

modeled on the America's Promise initiative in TN

November 2013
Klamath Promise kicks off

Oregon Education Investment Board (OEIB) Regional Achievement Collaborative Initiative: Klamath Promise was one of 12 statewide, "to forge connections that increase educational outcomes."

2014 Coordinator hired & partnership with Junior Achievement

- Cinnamon roll celebrations
- Door hangers, knock & talks
- Klamath Promise checklists

2015

Early Learning Hub
Klamath Promise became the governance organization for Early Learning in Klamath County when it merged into the South Central Oregon Early Learning Hub (with Lake & Douglas Co)

2016

First Graduation Sensation & Party in the Park!

Change to "Success through Education"

2016

First Graduation Motivation!

2017

One local high school hits 99% graduation

2019

Short strategic planning conversation in October

New coordinator hired under SOESD

2020

Virtual Graduation Sensation

Graduation Motivation bags & note writing campaign

2021

Virtual Graduation Sensation

2022

Strategic Planning!

Year Beginning: Graduation Motivation!



Since the Fall of 2016 Klamath Promise and the Herald & News partner with local sponsors to gather all students in Klamath County for a motivational speaker and motivational grab bags.



Year End: Graduation Sensation!

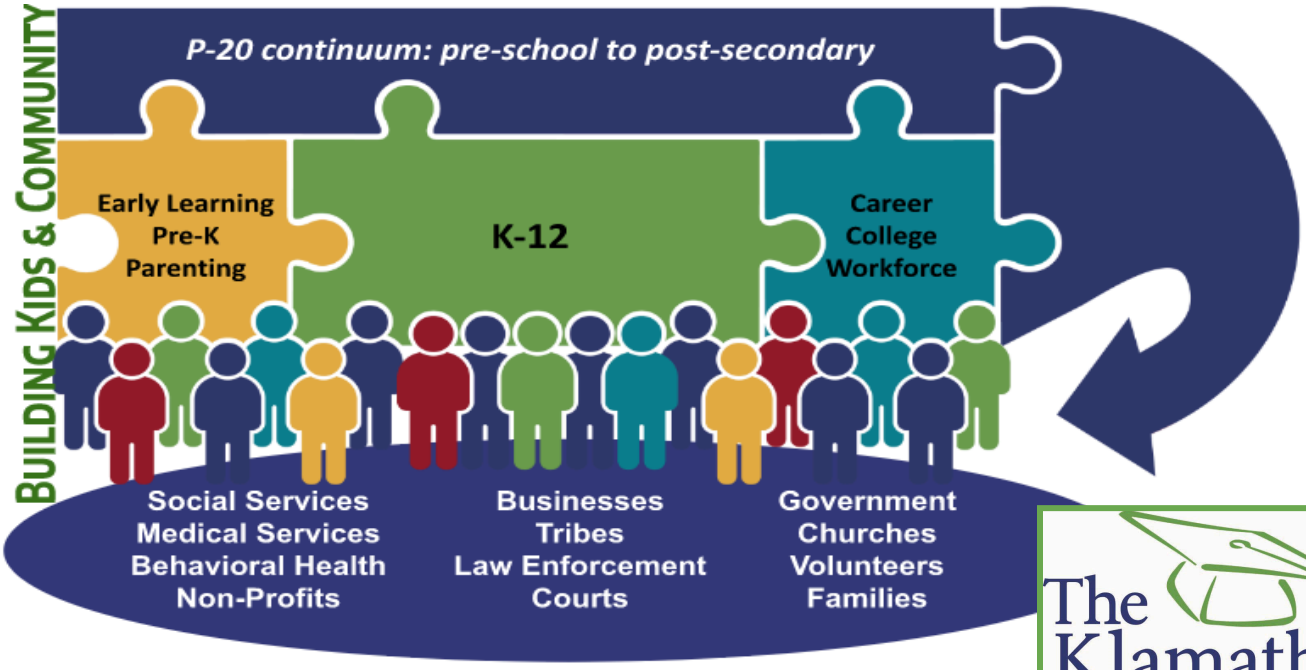
Occurring annually since 2016 (even virtually!), the Graduation Sensation Parade and Party in the Park showcase all seniors parading down Main Street in caps and gowns, then gather for a giveaway of nearly $40,000 in 40 minutes of scholarships and awards that are 100% local dollars of which 100% given to graduates pursuing college, the military, or entering the workforce.



Contact klamath_promise@soesd.k12.or.us

Projects of the Klamath Promise

October 2024



The Klamath Promise
SUCCESS THROUGH EDUCATION

P-20 Continuum: The Klamath Promise Work

- **Executive Team & Community Steering Committee Meetings**
- **Representation for Schools with Partners, Economic Development, Elected Leaders**
- **Southern Oregon Family Resilience Project: ACES & Resilience Training & Awareness**
- **ODHS Doris Duke Foundation OPT-In Child Welfare reform initiative**
- **Klamath Promise Website, Social Media, and newspaper partnerships**
- **School and Education Data Review, Equity Practices & Information Access**

Early Learning Parenting, Pre-K	K-12	Career, College Workforce
➢ South Central Early Learning Hub ○ Klamath Professional Advisory Committee	➢ Graduation Motivation & Graduation Sensation! ➢ Representation at Community & Partner meetings ○ CCO Community Advisory Council ○ Community Organizations Active in Disaster (COAD) ○ Youth Serving Cohort & Youth Advisory Board ➢ Attendance ○ Community Youth Attendance Team (YAT) ○ Schools & Community Partner technical assistance ○ Kl Co Attendance Resources Website ○ Community Attendance Campaigns ○ School District Attendance Teams ○ *Herald & News* Attendance Students of the Week ➢ Homeschool & Private School Connections ➢ Vaping & Tobacco Issues ➢ Suicide, Overdose, and ACES Prevention Planning Project (SOAPP)	➢ Quarterly High School Counselor Academic Advisor Meetings ➢ College, Military, and Workforce relations ➢ Talent Hub youth work opportunities database *in progress* ➢ Courts to College program with KCC *in progress* ➢ *Economic* Development meetings & forums

Contact klamath_promise@soesd.k12.or.us

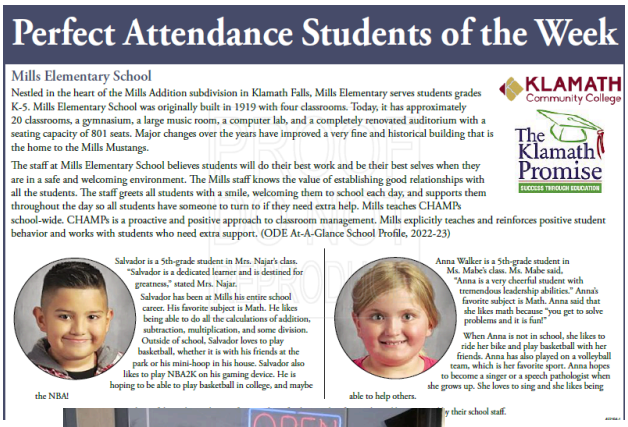
The Klamath Promise Approach

1. **Community Norm** of Regular Attendance & Graduation

→ *public facing*







Perfect Attendance Students of the Week

Mills Elementary School

Nestled in the heart of the Mills Addition subdivision in Klamath Falls, Mills Elementary serves students grades K-5. Mills Elementary School was originally built in 1919 with four classrooms. Today, it has approximately 20 classrooms, a gymnasium, a large music room, a computer lab, and a completely renovated auditorium with a seating capacity of 801 seats. Major changes over the years have improved a very fine and historical building that is the home to the Mills Mustangs.

The staff at Mills Elementary School believes students will do their best work and be their best selves when they are in a safe and welcoming environment. The Mills staff knows the value of establishing good relationships with all the students. The staff greets all students with a smile, welcoming them to school each day, and supports them throughout the day so all students have someone to turn to if they need extra help. Mills teaches CHAMPs school-wide. CHAMPs is a proactive and positive approach to classroom management. Mills explicitly teaches and reinforces positive student behavior and works with students who need extra support. (ODE At-A-Glance School Profile, 2022-23)

Salvador is a 5th-grade student in Mrs. Najar's class. "Salvador is a dedicated learner and is destined for greatness," stated Mrs. Najar.

Salvador has been at Mills his entire school career. His favorite subject is Math. He likes being able to do all the calculations of addition, subtraction, multiplication, and some division. Outside of school, Salvador loves to play basketball, whether it is with his friends at the park or his mini-hoop in his house. Salvador also likes to play NBA2K on his gaming device. He is hoping to be able to play basketball in college, and maybe the NBA!

Anna Walker is a 5th-grade student in Ms. Mabe's class. Ms. Mabe said, "Anna is a very cheerful student with tremendous leadership abilities." Anna's favorite subject is Math. Anna said that she likes math because "you get to solve problems and it is fun!"

When Anna is not in school, she likes to ride her bike and play basketball with her friends. Anna has also played on a volleyball team, which is her favorite sport. Anna hopes to become a singer or a speech pathologist when she grows up. She loves to sing and she likes being able to help others.

their school staff.



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2. **System Alignment** for Student Success

→ *agency, educator, & partner facing*

- Family Stability
- Student Attendance
- Workforce Stability & Workforce Development

1:1

Monthly meeting of cross-sector Executive Leadership

Monthly community-wide meetings of youth and family serving organizations
- School & District updates and information to the community
- Community Partner presentation & Updates

Quarterly Regional HS Counselor Academic Advisor Meetings

Continually meeting with agencies and partners to be a voice for the schools
- Economic Development
- Early Learning
- Healthcare
- Disaster Management

Monthly **Youth Attendance Team** meetings
- Schools, Court, Law Enforcement, ODHS, Tribes, Juvenile Dept
- Understanding the scope of attendance issues, building & utilizing community supports, plugging potholes of cross-sector misalignment that negatively impacts students and families.

Local & Regional Partnerships on education for **ACES** & youth health concerns

Technical Assistance
- School personnel in working with community partners and the legal system.
- Technical assistance for community partners in connecting to and working with appropriate school services and personnel.

Contact klamath_promise@soesd.k12.or.us

Care Connections & Education Presents:

SPRING FLING 2025

Klamath Community College



SHARRON KRULL

Founder of Play Power

PLAYING TO LEARN!

March 15, 2025: CONFERENCE SCHEDULE 8am-4pm

8am: Doors Open • Registration • Breakfast Snacks • Vendor Time

9am - Keynote Session

Playing to Learn: Active Play Sparks Brain Growth

Jump start your body and brain in this lively workshop that features cooperative group games, music, and simple equipment to boost motor skills, physical activity, and cognition. Explore how brain development impacts learning and how physical play is essential to fostering skills in reading, writing, math, and creativity. Learn key brain research findings and gain insight into how children learn best. Walk away with a deeper understanding of how play directly supports learning and development!

CKC: HGD Set 1

12pm: Lunch

1pm - Afternoon Session

It's Circle Time! Physical Activity that Promotes Self-Regulation

Join this dynamic workshop to explore a variety of engaging techniques and props for music, movement, finger plays, stories, puppets, and creative activities that will make group time more fun and interactive. Discover how to incorporate self-regulation skills, such as impulse control and focus, into your activities, especially for children ages 3 to 5. Through movement and self-care activities, you'll learn how to support children's well-being while keeping the experience enjoyable with games like Scrambled Eggs & Icebergs. Leave inspired with new ideas to make learning both active and enjoyable!

CKC: LEC Set 1

Care Connections & Education is a program of

Oregon Department of Early Learning and Care

DOUGLAS EDUCATION SERVICE DISTRICT
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Register Today!

Care Connections & Education Presents:

SPRING FLING 2025

Umpqua Community College

Jacoby Auditorium

Lisa asks, “Are we committed to creating environments that are relevant & meaningful for the children who are growing up in them? And, deeper still, are we in touch with why we even do this work in the first place? Because truthfully, it does not matter how many kinds of playdough you know how to make if you are not deeply passionate about what you do. If you have lost touch with the WHY behind your work none of the activities, the games, the experiences, the books, the toys... none of it matters. At. All.”

Take a deep dive into the importance of play, it’s role in cognitive development and how to get back in touch with your “why”. There will be plenty of “ooey gooey” to get your hands on too!

Includes Lunch
+
Door Prizes

$50

Register Today!

OOEY GOOEY LADY®

LISA MURPHY

MAY 17



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