

# MINUTES



**Early Learning Council**  
**Thursday, December 12, 2024**  
**4:00 P.M. – 5:30 P.M.**

**Facilitator(s): Jenna Sanders**  
**Timekeeper: Jennifer Laine**  
**Scribe: Petricia Wright**

<b>Location:</b>	We will be meeting in person at 819 NE Third Street in McMinnville. If you are ill or otherwise unable to be in person, please join us on zoom here:
<b>Dial-In:</b>	<a href="https://zoom.us/j/95521367556">https://zoom.us/j/95521367556</a> +1 253 215 8782 US (Tacoma)
<b>Attendees:</b> * Denotes absent	<b>Early Learning Council:</b> Amy Egli, Ann Stevenson, *Amy Stephens, *Alejandra Marquez, DawnDee Walraven, Jenna Sanders, *Kelly Williams, *Kourtney Ferrua, Lindsey Manfrin, Mindy Larson, Suey Linzmeier, Tonya Hill, *Amanda Dallas, Amanda Lamb, Dorie Vickery, *Jordan Robinson, Margaret (Peg) Miller M.D., *Matthew Kintner, Odi Campos, Tonya Coker, Julie Smith, Brittany McMurray  <b>YCCO Staff:</b> Jennifer Laine, Maribel Dobbins, Shealyn Wippert, Sean Cavaghan, *Jen Mendez-Garcia, Julia Peralta, Petricia Wright
<b>Review Materials:</b>	<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Early Learning Update</li> <li>• Executive Update</li> </ul>
<b>Meeting Norms:</b>	<b>CARE</b> Courtesy: respecting time & each other Agenda: staying on topic Roles: taking responsibility, prepare by reviewing materials Evaluation: meeting the goal and following norms

## (A) Action (D) Decision, (I) Informational, (P) Presentation or Handout

Time	Topic(s)	Details / Notes / Action Items	Name
<b>4:00 P.M.</b> (15 mins.)	<b>Welcome</b>	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Announcements:               <ul style="list-style-type: none"> <li>○ Healthy Families has a home visiting position. Check the LCS website for more information.</li> <li>○ Jose-Luis Orozco events:</li> <li>○ Professional Development on 1/24/2025 from 9 am to 11 am at Praise Church in McMinnville for Home Visitors and P3</li> </ul> </li> </ul>	Jenna Sanders

		<p>educators on teaching literacy through music, and concerts for parents on 1/25, with one at Praise Church in McMinnville from 9:30 am to 12:30 and the other in Newberg at Edwards Elementary School in the afternoon from 2 pm to 4:30 pm. Registration is required.</p> <ul style="list-style-type: none"> <li>• Public Comment- none noted.</li> <li>• Q&amp;A re: Early Learning Update- none noted</li> </ul>	
<p><b>4:15 PM</b> (15 mins.)</p>	<p><b>Roles &amp; Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Consultants Karen Ponder and Carey McCann have been hired for the BUILD Initiative by DELC to help us know what the roles and responsibilities of HUBs really are, the backbones of the organization, and governance.</li> <li>• Hubs are diverse across the state and the expectations for hubs are not clear.</li> <li>• Hubs are working to expand the capacity of the early childhood system to be effective, coordinated, and coherent.</li> <li>• Hubs support families and communities to advocate for the change they want and need.</li> <li>• Strategies include professional development, training, educational opportunities, addressing gaps, and coordinating investments.</li> <li>• Next steps for 2025 include revising rules, definitions, the Hubs purposes and function, and the selection criteria for Hub contracts. Then, developing rules around administration, allowable use of grant funds, ELH governance structure, data collection and reporting and probably family support and communication.</li> <li>• In 2026 and beyond the focus will be on funding allocations, the development of a community plan, coordination of eligibility for programs, childcare provider support and PD, and monitoring and evaluation.</li> <li>• No significant additional funding is expected for the Hubs in this legislative session.</li> <li>• The council members will have an opportunity to provide public comment in April and May.</li> </ul>	<p>Jennifer Laine</p>

		<ul style="list-style-type: none"> <li>• DELC will begin writing the rules in January. The draft will be submitted for legislative review in February, going to the Early Learning Council at the state in March, and from March 26<sup>th</sup> through May 31<sup>st</sup> there will be an option for comment.</li> <li>• The rules that will be written into our contracts will be voted in at the June ELC meeting.</li> </ul> <p>See your meeting packet for the full details of the presentation.</p> <p>Comments:</p> <ul style="list-style-type: none"> <li>○ This will be very helpful statewide because it has been very confusing, especially for Hub directors, before there is turnover, because what happens in the community can change radically because of the lack of structure.</li> <li>○ It is fascinating to hear what is not happening in other communities. We are very fortunate.</li> <li>○ The hope is that there is some mutual agreement about roles, particularly the backbone in governments. It is important that communities maintain their individuality. Obviously, our needs are quite different than the needs in other counties. We don't want to erase that. One of the nice things about HUBs is that states support the local plan.</li> <li>○ Guidelines are good, but with flexibility.</li> <li>○ The original plan was to have a tribal HUB that addressed the needs specific to early childhood in tribes. The problem is that they are all independent sovereign nations, and it was very difficult. Then the thought was to call it an advisory committee which has since been revised.</li> </ul>	
<b>4:30 PM</b> (25 mins.)	<b>Third Grade Reading Data Presentation</b>	<p>The 2018-2024 comparison covered 3rd Grade reading scores by population in the county versus the state, in rural towns, Mac and Newberg, demographics of race and ethnicity, ever English learners versus English readers, absenteeism, and graduation rates, as well as staff turnover rates.</p> <p>Comments:</p> <ul style="list-style-type: none"> <li>• The graduation rates are relatively</li> </ul>	Sean Cavaghan

		<p>consistent.</p> <ul style="list-style-type: none"> <li>• Absenteeism is high right now in grades K-3.</li> <li>• HeadStart follows kids by their ID number to support them and their families throughout their school years.</li> <li>• It would be fascinating to follow the children who are our first graders right now and to see what those graduation rates are.</li> </ul>	
<p><b>4:55 PM</b> (30 mins.)</p>	<p><b>Discussion: Phone &amp; Social Media in Schools/Homes</b></p>	<p>What are you seeing? What are the issues?</p> <ul style="list-style-type: none"> <li>• A news program showed how preschoolers stated that the amount of time they actually spent on screen was inversely proportionate to their skills and social emotional behaviors. It tells us how we need to counsel parents about their concerns. The program also mentioned putting kids on a screen time diet where you would gradually decrease the time.</li> <li>• Kids are bringing old phones to school that have games on them that they use when they are not in class.</li> <li>• Parents are giving smart watches to kids as trackers. Kids call their parents and parents call their kids all day to check in. It is very distracting.</li> <li>• We have a couple of kids that are really addicted to games and their play is around a video game and the characters, and they are very obsessed with it.</li> <li>• One teacher stated that by telling her students who have ADD to focus like they do in a video game, their scores have improved.</li> <li>• It's up to educators to educate parents about the appropriate use of devices.</li> <li>• Parents need substitutes to offer for when kids aren't engaged in devices. Family night is an example of real interaction.</li> <li>• Children who are acting out are wanting attention. Start by giving them chores to do at home to help them learn responsibility. Think of some rewards that you can do with them so that you can interact with them. The reward could sometimes be screen time.</li> <li>• For parents to hear this information from multiple sources is very impactful.</li> </ul>	<p>Jenna Sanders</p>

		<ul style="list-style-type: none"> <li>• Dr. Miller mentioned a book about early relational health written by R. J. Gillespie &amp; A. King about incorporating maneuvers to promote early relational health, essentially bonding with your child and promoting that at well child health visits. Most parents are very eager for information, particularly in the first three years when you're seeing families frequently. The problem is that the healthcare providers have so many boxes they have to check at a well visit. Unfortunately, most of those are being done in 15-minute slots while also answering parents' questions. One of the inroads is if we can develop a relationship early on with home visitors so parents have trusting relationships.</li> <li>• A lot of those parenting habits begin in the first two years.</li> <li>• It would be helpful if we could give parents little tools that don't cost any money, and maybe don't take any extra time, since it can be done when they are giving a bottle or a bath, etc.</li> <li>• The home visitor can suggest ways for them to interact with their children.</li> <li>• How do we support the home visiting staff who are seeing parents do things that are not in alignment with what we are trying to do?</li> <li>• HeadStart's philosophy is "we have agreements" so devices are turned off when we walk in the house. We share information with the families about relationships, resiliency, and we give them ideas to work with. Parents are more isolated now and they want more information.</li> <li>• We've gotten creative with reaching families who don't trust the system and don't want a home visitor.</li> <li>• Families are under more stress than pre-covid and they are having a really hard time being consistent in the frequency of visits. It's hard to build a relationship with a family when you only have a one-hour visit a month to dive into really sensitive</li> </ul>	
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		<p>topics. We are struggling to find creative ways of reengaging with families.</p> <ul style="list-style-type: none"> <li>• When someone has a baby, they can sign up to have someone come into their room and talk to them.</li> <li>• We need to normalize parent education. Some European countries have regular home visits for the first year.</li> <li>• Could doctors bring up parent education multiple times during the pregnancy?</li> <li>• Could we create small groups to visit with a home visitor? They could do an activity together, make some relationships together, have a conversation, with a home visitor facilitating the gathering.</li> <li>• With HeadStart, it's parents sharing with other parents.</li> <li>• Parents have been the facilitators in the past.</li> <li>• We don't want parents to feel bad. We want them to know what is available.</li> <li>• We are seeing that a lot of new parents don't have a lot of patience.</li> <li>• Parents are now using an app instead of asking a neighbor or a group as in the past.</li> <li>• The hospital has a track, and moms could bring strollers and walk.</li> <li>• Story Time at the library is a good time to check in with parents.</li> </ul>	
<b>5:25 P.M.</b> (5 mins.)	<b>Meeting Wrap-Up</b>	<p>Reminders:</p> <ul style="list-style-type: none"> <li>• Next meeting is January 10, 2025</li> <li>• Captured Action Items <ul style="list-style-type: none"> <li>○ Dental night for birth-5 at Gentle Dental for OHP members. See flyer for full details.</li> </ul> </li> </ul>	All
<b>5:30 P.M.</b>	<b>Adjourn</b>	<p>This meeting was adjourned at 5:30 pm. Respectfully submitted by Petricia Wright, Administrative Assistant.</p>	