



Upstream Prevention: Promotion of Individual Well-Being
Regional Health Improvement Plan Workgroup

Join Zoom Meeting

<https://us02web.zoom.us/j/81740168359?pwd=RzV5ZU1nVk9adFp6ZHg2RzV4OFU1Zz09>

Join by phone:

+1 669 900 6833

Meeting ID: 817 4016 8359

Passcode: 446602

May 24, 2022

3:30-5:00pm

| Aim/Goal |
|---|
| All communities in Central Oregon have equitable access and opportunities to health, education, healthy relationships, community support, and experiences necessary to thrive at every stage of life from prenatal to adulthood. |
| Future State Metrics |
| <ol style="list-style-type: none">1. Increase letter name recognition at kindergarten2. Increase third grade reading proficiency3. Increase proportion of pregnancies that are planned4. Increase two-year-old immunization rates5. Establish a regional measure for belonging and measure yearly |

AGENDA

- 3:30 - 3:45 PM Welcome, Land Acknowledgement & Guiding Principles, Introductions
- 3:45 - 4:55 PM Implementation Plan
- 4:55 - 5:00 PM Wrap Up and Next Steps

Working Document:

https://docs.google.com/presentation/d/1SR6ThnxkiYDpcT2LHHw_beu4ldsDkAWdd1fhHSNAneo/edit?usp=sharing

Workgroup Budget: <https://docs.google.com/spreadsheets/d/1Gw9dL6ilRe1oIGhJRMloXg9pEUofJ-KzU5WnscBbEX8/edit?usp=sharing>



Upstream Prevention: Promotion of Individual Well-Being

Regional Health Improvement Plan Workgroup

Future State Metrics – Full Detail

1. By December 2023, letter name recognition at kindergarten readiness will be the following by county:

| Average Number of Upper Case Letters Recognized (scale 0-26) | | | |
|--|------------------|----------------------------|-------------------|
| | Total Population | Economically Disadvantaged | Underserved Races |
| Crook County | 15.8 | 14.3 | 12.8 |
| Deschutes County | 17.5 | 14.6 | 16.6 |
| Jefferson County | 13.2 | 11.3 | 11.1 |

Overall increase of at least 10% for all students, a 20% increase for students from economically disadvantaged (ED) and underserved races (UR).

2. By December 2023, increase third-grade reading proficiency to the following by county:

| 3rd Grade English Language Arts Proficiency by County (weighted) | | | |
|--|--------------|----------------------------|-------------------|
| | All Students | Economically Disadvantaged | Underserved Races |
| Crook County | 54.5% | 51% | 33.5% |
| Deschutes County | 67.5% | 52% | 47% |
| Jefferson County | 47.5% | 49.5% | 40.5% |

Increase of 10% overall, and 15% for economically disadvantaged students (ED) and students from underserved races (UR).

3. By December 2023, increase the proportion of pregnancies that are planned in Central Oregon to 56%.

4. By December 2023, increase the Central Oregon two-year-old up-to-date immunization rates to 80%.

5. By December 2023, a Resilience Measure, such as the Child/Youth/Adult (CYARM) will be established, and the number of people who feel like they belong in their community (by gender, race, and ability) will increase by 10% from the baseline.

Land Acknowledgement

We recognize and acknowledge the indigenous land of which we live, work, learn, play, and grow. This is the land of the Warm Springs, Wasco, Northern Paiute, Tenino, Klamath, Molalla, and Yahooskin. We acknowledge them as the past, present, and future caretakers of this land. It is on their traditional land where we partner to improve the health and well-being of Central Oregonians. We aspire to be good guests honoring the concept in the Warm Springs culture: “This land is for you to know and live upon and pass on to the children.”

Regional Health Improvement Plan (RHIP) Workgroup

Guiding Principles

Shared Focus

We come together to improve the health and well-being of individuals living in various and diverse communities throughout Central Oregon region. We use the Regional Health Improvement Plan (RHIP) as our guide. It is our region's shared vision of current problems and our aims. As workgroup partners we develop agreed-upon actions to solve the issues and keep the needs of our communities as the main focus.

Shared Metrics

We measure progress, process and outcomes through a shared lens. We use the Regional Health Assessment (RHA), Regional Health Improvement Plan and community dashboard.

Partner with Priority Populations

The individuals living in our diverse Central Oregon communities are the center of our work. We make every effort to include people from every part of the region in our workgroups, discussions, processes and decisions.

Collaborate to Solve Complex Issues

Inviting diverse perspectives from throughout the Central Oregon region deepens our shared understanding of complex issues and propels us toward better progress and outcomes. We practice frequent, structured, open communication to build trust, assure shared objectives, and create common motivation. We respect the privacy and sensitivity of information partners share.

Coordinate Collective Efforts

We are made up of diverse partner organizations and individuals with unique strengths, skills, and resources. We coordinate our efforts and use our unique strengths and skills to meet the goals of the RHIP.

Learn and Adapt Together

We embrace shared learning and a growth mindset. We create a space that allows for mistakes, failures, second changes, and a celebration of brave attempts. We adjust and apply our learnings to the complex and changing landscape of health and well-being in Central Oregon.

Upstream Prevention: Promotion of Individual Well-Being



Background: Why are we talking about this?

| | |
|--|--|
| <p>1973 Roe v. Wade</p> <p>1990s ACEs Study</p> <p>Evolving birth control options</p> <p>2000s Tech Advancement and Screen Time</p> <p>No Child Left Behind</p> <p>National Traumas (9/11, school shootings)</p> <p>Anti-Vax (Vaccine) Movement</p> | <p>Upstream strategies improve fundamental social and economic structures that allow people to achieve their full health potential. Discrimination and racism impact all aspects of a person's well-being and intersect with all major systems of society. Educational status provides a significant predictor of health outcomes. Third-grade disparities exist for marginalized populations by race and economic status.</p> |
|--|--|

Current Condition: What's happening right now?

- In Central Oregon, early literacy had a decreasing trend from 2016 to 2018

Current State Metrics:

- Letter recognition at kindergarten for economically disadvantaged: Crook 11.9, Deschutes 12.1, Jefferson 9.4
- Third grade reading for underserved races: Crook 29%, Deschutes 41%, Jefferson 35.4%
- 44.8% of pregnancies were intended in Central Oregon
- Two-year-old up-to-date immunization rates: Crook 70%, Deschutes 69%, Jefferson 71%
- No established baseline for a metric such as the Child/Youth/Adult Resilience Measure

Goal Statement: Where do we want to be in 4 years?

Aim/Goal
All communities in Central Oregon have equitable access and opportunities to health, education, healthy relationships, community support, and experiences necessary to thrive at every stage of life.

Future State Metrics - By December 2023:

- Increase letter name recognition at kindergarten for economically disadvantaged and/or underserved races
- Increase third grade reading proficiency for economically disadvantaged and/or underserved races
- Increase proportion of pregnancies that are intended
- Increase two-year-old immunization rates
- Establish a resiliency measure, measure yearly and increase the number of people who feel they belong in their community

Analysis: What's keeping us from getting there?

- Unbalanced distribution of resources across the region
- Decision-making based on misinformation and personal belief
- Systemic inequity prevents access to usable information
- Unbalanced bias creating isolation (connection vs alienation)
- Generational impact of foundational instability

Date updated: 2.2022

Strategic Direction: What are we going to try?

- Transforming care coordination across health systems
- Cultivating equity and inclusion in our communities
- Operationalizing DEI practices
- Broadening education to improve health outcomes
- Advocating for policies that improve health outcomes

Focused Implementation: What are our specific actions? (who, what, when, where?)

| Future State Measures | What | When | Where |
|--|---|-----------------|--|
| Improving Kinder Readiness and 3 rd Grade Reading | Community Grant Opportunity | Awarded 7.2021 | Full region. Focus on priority populations |
| Increase proportion of pregnancies that are intended | Media Campaign Promoting Intended Pregnancies | Awarded 1.2022 | Full region. Focus on 18-24yo, under resourced, specific identities and their partners |
| Increase two-year-old immunization rates | Central Oregon Immunization Quality Improvement Coordinator | Awarded 2.2022 | Full region. Clinics and public health |
| Create a regional measure for Resilience and Belonging | Create a regional measure for Resilience and Belonging | Awarded 12.2021 | Full region. Representative sampling. |

Follow-Up: What's working? What have we learned?

{insert}

**UPSTREAM PREVENTION
2022 Budget**

Overview

| | Budget | Spent | Available |
|-------------------|---------------|--------------|-------------------|
| 5-Year | \$2,000,000 | \$1,369,126 | \$630,874 |
| Cycle to Date | \$1,000,000 | \$1,369,126 | -\$369,126 |
| Yearly Mini-Grant | \$50,000 | \$0 | \$50,000 |

*Review MG Budget in August

By Future State Measure (5 year)

| | Budget* | Spent | Available | Currently Allocated | Projected Available | Notes |
|------------------------|----------------|--------------|------------------|----------------------------|----------------------------|--------------|
| Childhood Immunization | \$429,428.00 | \$429,428.00 | \$0.00 | | \$0.00 | |
| Third-Grade Reading | \$385,295.33 | \$109,018.50 | \$276,276.83 | | \$276,276.83 | |
| Kindergarten Readiness | \$385,295.33 | \$115,993.50 | \$269,301.83 | | \$269,301.83 | |
| Resilience Measure | \$389,686.00 | \$389,686.00 | \$0.00 | | \$0.00 | |
| Intended Pregnancies | \$385,295.33 | \$300,000.00 | \$85,295.33 | | \$85,295.33 | |

*Budget for each FSM reflects the agreed upon 5 year 'soft budget' minus the portion contributed to shared minigrant budget and adjustments for historical investments.

2022 Investments

| Organization | Process | Project | Award | Decision Date | Future State Measure | Latest Report |
|---------------------|----------------|----------------|--------------|----------------------|-----------------------------|----------------------|
|---------------------|----------------|----------------|--------------|----------------------|-----------------------------|----------------------|

| | | | | | |
|---------------------------------------|--|---|--------------|--------|---|
| Deschute County Health Services | Standard Grant Immunization Consultant Application (2020-2024 RHIP) | Central Oregon Regional Childhood Immunization Rate Quality Improvement Project | \$419,428.00 | 2.4.22 | Increase two- year-old immunization rate |
| Brink Communications | Standard Grant Media Campaign Promoting Intended Pregnancy Consultant Application (2020-2024 RHIP) | Central Oregon Health Council RFPResponse for Media Campaign Promoting Intended Pregnancy | \$300,000.00 | 2.4.22 | Increase the proportion of pregnancies that are intended |

Five-Year Investment Overview
All Workgroups
 January 2020–December 2024

| Budget | Spent | Available |
|--------------|----------------------|--------------------|
| \$12,000,000 | \$5,213,228 | \$6,786,772 |
| \$2,000,000 | budget per workgroup | \$500,000 per year |

| Workgroup | Spent | Available |
|------------------------------|-------------|-------------|
| Address Poverty | \$941,994 | \$1,058,006 |
| Behavioral Health | \$600,742 | \$1,399,258 |
| Physical Health | \$616,132 | \$1,383,868 |
| Stable Housing | \$1,109,654 | \$890,346 |
| Substance and Alcohol Misuse | \$575,580 | \$1,424,420 |
| Upstream Prevention | \$1,369,126 | \$630,874 |



Form Name:

RHIP Progress Report

Central Oregon Community College

Advancing Literacy Acquisition in the Early Years through Evidence-Based Practices

RHIP Workgroup:

Upstream Prevention: Promotion of Individual Well-Being

Future State Measure:

Upstream Prevention: Promotion of Individual Well-Being > Increase letter name recognition at kindergarten readiness assessment

Upstream Prevention: Promotion of Individual Well-Being > Increase third-grade reading proficiency

| FollowUp Snapshot | |
|----------------------|---|
| Amount Requested | \$26,696.00 |
| Organization Contact | Sean Tevlin |
| Contact Phone | 503-423-7797 |
| Contact Email | stevlin@cohealthcouncil.org |
| Organization Address | 2600 N.W. College Way Bend, OR 97703 |
| Website | http://cohealthcouncil.org/ |
| Project Lead | Amy Howell |
| Project Lead email | ahowell@cohealthcouncil.org |

Note: * indicates required questions

Contact Information

Organization Name*

Central Oregon Community College

Project Name

Advancing Literacy Acquisition in the Early Years through Evidence-Based Practices

Date you are submitting this progress report*

05/02/2022

Name and Title of Submitter*

Sean Tevlin, Grant Coordinator for COCC

Email Address*

stevlin@cocc.edu

Phone Number*

503.423.7797

Project Details

Progress Report: Primary Activities*

*Please describe the **project** and primary activities as it's actually unfolding.*

This project is off to a successful start in terms of meeting goals and supporting the growing understandings among rising educators about the importance of literacy acquisition processes in the early years.

To date, our program faculty, including two full-time time faculty members in Early Childhood Education, four part-time faculty members in education, and two full-time staff/faculty from our Barber Library have been actively engaged in reviewing research-based evidence on the role of early literary learning and the processes through which children grow in their understanding. From this professional development, we, as a faculty, have increased

access to materials and support for our students and for the greater early learning community throughout Central Oregon.

During the 2021 Fall Term, 14 students participated in ED 172: Language and Literacy in Early Childhood Education. This course served as a pilot for the instructor to integrate and introduce new material and information to support the Science of Reading and a particular emphasis on early signs of dysgraphia and dyslexia. The instructor integrated curricular method from the LETRS program as well as relevant aspects from Teaching Strategies-Creative Curriculum. Among the new sources of information, students were required to read, synthesize, and integrate a number of readings that centered on the pillars of early literacy learning. These resources included required textbooks and online sources.

Our annual Early Learning Conference brings together students, educators, advocates, policy-makers from around the State and beyond. This year's conference included attendees who traveled from Jefferson, Crook, Deschutes, Lane, Jackson, Rogue, Klamath, Multnomah, Washington, Benton, Marion, and Polk counties. During the 2022 Early Learning Conference (April 29 and 30), we offered numerous sessions that related to children's early language and literacy learning and how educators can integrate crucial areas of literacy learning into young children's everyday interactions, both in and out of classrooms. Several sessions were offered in Spanish and in English.

At this point in our project, we are well on our way to meeting and exceeding these goals. In terms of professional development, our faculty have had the chance to attend the Reading League Conference, and to explore the LETRS Curriculum. To date, we have applied \$3289 of our grant funds toward materials and supplies to support children's literacy learning, particularly in the areas of alphabet awareness, phonological sensitivity, and narrative understanding. Materials to support these skills are rooted in developmentally appropriate and culturally responsive practices and include books (including decodable books, poetry, early readers, and phonics-based texts), materials (including games, puzzles, and activities to support letter-sound knowledge, print recognition, rhyme identification, and alphabetic understanding).

Initial Successes*

Please provide some observations of things that are going as well or positively surprised you to date around your project.

At this point in our project, we are very pleased with the actions taken toward our guiding goals. We have increased our faculty engagement with training that supports young children's literacy learning, and we have worked closely with our Library faculty and staff to identify, purchase, and offer an extensive range of materials to support children and their educators in the literacy learning journey. The conference sessions and the healthy attendance at each (we had over 350 total attendees at this year's conference) highlight the interest and excitement of our early learning community to grow in their understandings of children's literacy learning and the many ways they can partner with colleagues, families, and community resources to support children's learning and to see support when reading challenges arise in the early years.

Project Completion at Time of Progress Report*

Please indicate whether your project is complete or in progress. If it is in progress, please estimate the percent complete at the time of this report.

My project is in progress and is approximately 26-50% complete

Timeline*

If your project is in progress, please indicate whether you are on track with the timelines indicated in your application.

My project is in progress, and we are on track with the timelines indicated in our application

Are you encountering any problems or challenges in fulfilling the terms of the project agreement?*

No

Mid-Course Problems or Challenges (Continued)*

If you stated that you are encountering problems or challenges in fulfilling the terms of the grant agreement, provide detail below. Please explain what mid-course corrections you plan to implement to help mitigate those challenges/barriers.

If you are not encountering challenges, please type N/A.

na

Mid-Course Community Connections*

*Are there any **connections within the community** that the COHC or a RHIP workgroup can help facilitate that might be helpful with respect to the implementation or success of your project?*

No

Mid-Course Community Connections (Continued)

Please provide detail on the community connections that you feel the COHC or a RHIP workgroup might be able to help with.

Please note, we strive to make connections and break-down siloes whenever possible. We will do our best to facilitate a relationship with the party or parties you mention.

This grant project has highlighted the importance of regular and coordinated collaboration with multiple systems that impact the lives and learning journeys of young children and their families. We have learned about the importance of regular collaboration with the Early Learning Hub, The STEM Hub, classroom educators, library and media specialists, and experts in language and literacy learning.

Additional Reports

If you have any additional dashboards or reports, you may attach the first one here.

This is optional.

Please note, you must attach files one at a time separately, for a maximum of three files.

Please provide a brief description of each document you are attaching.

Midterm report for RHIPImproving Kindergarten Readiness and Third.docx

File Upload/Report 2

If you have an additional report, you may attach it here. Please briefly describe the file you are uploading.

Other Comments for Progress Report

Is there anything else you would like us to know?

We are grateful for this opportunity to grow in our own understanding and our ability to support rising and current educators in their critical work with young children and families.

FollowUp Files

Applicant File Uploads

- Midterm report for RHIPImproving Kindergarten Readiness and Third.docx



**Improving Kindergarten Readiness and Third-Grade Reading Proficiency (2020-2024 RHIP)
Central Oregon Health Council**

Contact Information

Central Oregon Community College

Project Name*

Advancing Literacy Acquisition in the Early Years through Evidence-Based Practices

Date you are submitting this progress report*

May 2, 2022

Please provide the following information for the person completing this report:

Name and Title of Submitter*

Sean Tevlin, Grant Coordinator for COCC

Email Address*

stevlin@cocc.edu

Phone Number*

503.423.7797

Project Details

Progress Report: Primary Activities*

Please describe the **project** and primary activities as it's actually unfolding.

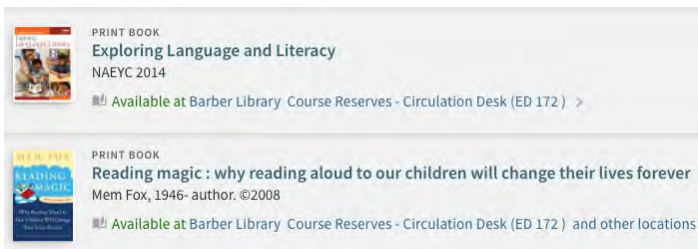
This project is off to a successful start in terms of meeting goals and supporting the growing understandings among rising educators about the importance of literacy acquisition processes in the early years. Since September 2021, our project has included a number of interrelated activities, all of which are centered around our primary goals for the project.

Objective 1: COCC ECE students have increased knowledge, skills and abilities in facilitating literacy learning for young children, and they are able to identify early signs of reading difficulties.

To date, our program faculty, including two full-time time faculty members in Early Childhood Education, four part-time faculty members in education, and two full-time staff/faculty from our Barber Library have been actively engaged in reviewing research-based evidence on the role of early literacy learning and the processes through which children grow in their understanding. From this professional development, we, as a faculty, have increased access to materials and support for our students and for the greater early learning community throughout Central Oregon.

SMART Objective 1: 30 students in the COCC ECE program per year will successfully complete the re-designed course that focuses on identifying early reading difficulties and teaching literacy on time by June 2022.

During the 2021 Fall Term, 14 students participated in ED 172: Language and Literacy in Early Childhood Education. This course served as a pilot for the instructor to integrate and introduce new material and information to support the Science of Reading and a particular emphasis on early signs of dysgraphia and dyslexia. The instructor integrated curricular method from the LETRS program as well as relevant aspects from Teaching Strategies-Creative Curriculum. Among the new sources of information, students were required to read, synthesize, and integrate a number of readings that centered on the pillars of early literacy learning. These resources included required textbooks and online sources:



- [Reading Instruction in Kindergarten \(DEY\)](#)
- Harvard Center on the Developing Child-[Serve and Return](#)
- [The Development of Phonological Skills](#): Reading Rockets
- [The Role of Environmental Print](#): Reading Rockets
- [The Five Pillars of Reading](#): Edmentum
- [At a Loss for Words](#) with Emily Hanford
- [What the Words Say](#) with Emily Hanford
- An Interview with [Dr. Fumiko Hoeft](#)
- [Dyslexia and Creativity](#) with Dr. Fumiko Hoeft
- [Colorín Colorado!](#)
- [Understanding the Needs of English Language Learners](#)
- [Guide for Selecting Anti-Bias Children's Books](#): Teaching for Change
- [Children's Books that Redefine Gender Roles](#)
- [Sexism in Children's Literature](#)
- [Reading for Pleasure](#): Edutopia
- [For the Love of Reading: Developing a Teacher Reader Identity](#)
- [The Gap Between the Science on Kids and Reading, and How It is Taught](#)-NPR Ed
- Education Leadership: [What Teachers Should Know about the Science of Reading](#)
- Maryanne Wolf: [Embracing Dyslexia](#)
- [Early Signs of Dyslexia](#): Reading Rockets
- [Lucy Calkins Says Balanced Reading Needs Rebalancing](#)

Objective Description #3: Increase the number of sessions at the annual Early Learning conference to focus on early identification of reading difficulties and improving literacy.

SMART Objective #3 (Target/Future State) *

Three total sessions (add two) focus on early identification of reading difficulties and improving literacy skills will take place at the Early Learning conference in April 2022.

Our annual Early Learning Conference brings together students, educators, advocates, policy-makers from around the State and beyond. This year's conference included attendees who traveled from Jefferson, Crook, Deschutes, Lane, Jackson, Rogue, Klamath, Multnomah, Washington, Benton, Marion, and Polk counties. During the 2022 Early Learning Conference (April 29 and 30), we offered numerous sessions that related to children's early language and literacy learning and how educators can integrate crucial areas of literacy learning into young children's everyday interactions, both in and out of classrooms. Several sessions were offered in Spanish and in English. Below is a list of conference sessions that we include in this work:

Sessions from the 2022 Early Learning Conference that included goals for supporting early literacy:

Playful Instruction and Planful Play

Dr. Lucy Hart Paulson, EdD, CCC-SLP

Play has long been considered an important contributor to children's development. As such, play is included as a "must have" component in early childhood curricula. Changes in society and culture have created cause for concern about children's opportunities to engage in pretend play. Another influence is an increased pressure for more academic learning in early childhood classrooms. This session describes types of play, stages of development, research findings, and ways early childhood educators can embed playful instruction and plan for purposeful play.

How Early Screening and Intervention

Can Close the Equity Gap in Reading Outcomes/ Cómo la Detección Temprana y la Intervención

Pueden Cerrar la Brecha de Equidad en los Resultados de Lectura

Shelley Gray, M.Ed.

Owner - Great Minds Learning

Sharon Bellusci

Co-lead of Decoding Dyslexia Central Oregon

Reading is the most challenging thing for humans to learn and we have to do it as children.

Early childhood experiences and skill building with linguistics are a key foundation for future reading. While a small percentage of children pick up these skills easily, many children struggle with the process. Research shows that early detection and intervention are essential to improving reading outcomes. Join us to learn about the early-literacy screening and practice play-based interventions with sounds and words that will boost the foundational pre-literacy skills of all children.

La lectura es lo más difícil de aprender para los humanos y tenemos que hacerlo cuando somos niños.

Las experiencias de la primera infancia y el desarrollo de habilidades con la lingüística son una base clave para la lectura futura. Mientras que un pequeño porcentaje de niños adquieren estas habilidades con facilidad, muchos niños luchan con el proceso. Las investigaciones muestran que la detección e intervención temprana son esenciales para mejorar los resultados de lectura. Únase a nosotros para aprender sobre la evaluación de alfabetización temprana y practicar intervenciones basadas en el juego con sonidos y palabras que impulsarán las habilidades fundamentales de la alfabetización en todos los niños.

Exploring the Children's Literature Equity Resource Center at COCC

COCC Faculty and Staff

As you begin your conference journey, Explore COCC Barber Library Children's Literature & Equity Resource Center (CLERC)—a dynamic collection of equity-focused, resilience-building, and culturally responsive children's literature located on the main floor of Barber Library—available to conference attendees 8am to 5pm Friday, April 29th. CLERC is open to all educators, students, and community members throughout the Central Oregon region and includes picture books, board books and young adult literature reflecting the rich diversity of world experiences and cultures, and covers a variety of subject areas including STEM, the arts, literature and social issues. In addition to books, the CLERC collection includes resources, including STEM kits to support early learning exploration of Science, Technology, Engineering, and Mathematics as well as materials to support early engagement with key literacy skills, such as phonological development, alphabetic understanding, and comprehension strategies. All are welcome to visit the space and to talk with library and education faculty about how to use the CLERC collection in early learning programs. While you're here, plan on getting a library card at the Barber Library circulation desk if you don't already have one (it's easy—just bring photo ID or proof of address) and check out some beautiful, diverse children's books and materials while at the conference.

Social Communication Skills: Key Ingredients for Learning and Interacting with Others

Dr. Lucy Hart Paulson, EdD, CCC-SLP Author and Literacy Consultant

Language Literacy Links, Inc. and Lynnea Avenetti, MA, LPC

Our social interactions and the way we communicate with those around us depend on interconnected and interdependent skills across the learning domains. Social-emotional skills depend on language and cognitive development. These skills require executive function, which helps support language and cognition, impacting social-emotional skills. Early childhood care providers have an important opportunity and responsibility to help young children develop these life-long skills. This session will describe foundational social communication skills and share everyday routines and activities that help to facilitate young children's learning. We can help young children develop these skills in playful, engaging, intentional, and culturally responsive ways. Learning Objectives: 1. Describe foundational social communication skills and impacts on young children's learning 2. Describe ways to facilitate social communication skills in daily routines

Presenter: Luis Navez Dircio

-Special Education Teacher (Maestro de Educación Especial)

-Bend La-Pine Schools (Escuelas de Bend La-Pine)

In this session, participants will learn about students in special education, how students with special education services can succeed, and how diverse students are navigating through their education unsuccessfully.

Participants will learn about the process of how a student is identified and put into special education. Participants will understand different factors of special education in elementary, middle, and high schools.

En esta sesión, los participantes aprenderán sobre los estudiantes en educación especial, cómo los estudiantes con servicios de educación especial pueden tener éxito y cómo los estudiantes diversos están navegando sin éxito a través de su educación.

Los participantes aprenderán sobre el proceso de cómo se identifica a un estudiante y se le asigna los servicios de educación especial. Los participantes comprenderán los diferentes factores de la educación especial en las escuelas primarias, intermedias, y secundarias.

Beyond the ABCs: Supporting Language and Literacy in the Early Years

Amy Howell, Central Oregon Community College

In this interactive session attendees will explore the foundations of literacy learning. We will explore the role of sharing books and conversations with young children, and we will consider resources, such as games and interactive activities to support critical literacy skills, including phonological and phonemic awareness, alphabet knowledge, vocabulary development, and narrative understanding.



Students and attendees at the 2022 Early Learning Conference explore materials to support children's early literacy learning.

Objective Description #4

What is trying to be accomplished?

Increase the number of resources and materials, including decodable books, in the Children's Literature & Equity Resource Center (CLERC) section of the COCC Library.

SMART Objective #4 (Target/Future State)

Increase the total number of resources and materials to support reading challenges, including decodable books, in CLERC by 20% at the end of 2022.

At this point in our project, we are well on our way to meeting and exceeding these goals. In terms of professional development, our faculty have had the chance to attend the Reading League Conference, and to explore the LETRS Curriculum. To date, we have applied \$3289 of our grant funds toward materials and supplies to support children's literacy learning, particularly in the areas of alphabet awareness, phonological sensitivity, and narrative understanding. Materials to support these skills are rooted in developmentally appropriate and culturally responsive practices and include books (including decodable books, poetry, early readers, and phonics-based texts), materials (including games, puzzles, and activities to support letter-sound knowledge, print recognition, rhyme identification, and alphabetic understanding).

Initial Successes*

At this point in our project, we are very pleased with the actions taken toward our guiding goals. We have increased our faculty engagement with training that supports young children's literacy learning, and we have worked closely with our Library faculty and staff to identify, purchase, and offer an extensive range of materials to support children and their educators in the literacy learning journey. The conference sessions and the healthy attendance at each (we had over 350 total attendees at this year's conference) highlight the interest and excitement of our early learning community to grow in their understandings of children's literacy learning and the many ways they can partner with colleagues, families, and community resources to support children's learning and to see support when reading challenges arise in the early years.

Project Completion at Time of Progress Report*

At this time, we believe our project is 50% complete. As we look ahead to the next six months, we will focus on the full-integration of new learning into the Fall 2022 offering of ED 172: Language and Literacy Learning in Early Childhood Education and the opportunity to offer course tuition support for enrolled students. Fall 2022 is also a time where faculty will continue to grow in their professional development through additional trainings and attendance at conferences which include a focus on early literacy learning.

Timeline*

My project is in progress, and we are on track with the timelines indicated in our application

Are you encountering any problems or challenges in fulfilling the terms of the project agreement? *

No

Mid-Course Community Connections*

No, but thank you.

Mid-Course Community Connections (Continued)

Please provide detail on the community connections that you feel the COHC or a RHIP workgroup might be able to help with.

This grant project has highlighted the importance of regular and coordinated collaboration with multiple systems that impact the lives and learning journeys of young children and their families. We have learned about the importance of regular collaboration with the Early Learning Hub, The STEM Hub, classroom educators, library and media specialists, and experts in language and literacy learning.

Other Comments for Progress Report

We are grateful for this opportunity to grow in our own understanding and our ability to support rising and current educators in their critical work with young children and families.

Thank you for completing this report. We truly appreciate your shared commitment to a healthier Central Oregon.