

EARLY LEARNING HUB REPORT TO THE LEGISLATURE

FEBRUARY 4TH, 2015

PREPARED FOR THE OREGON STATE LEGISLATURE BY THE EARLY LEARNING DIVISION

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EARLY LEARNING HUB LEGISLATIVE REPORT – 2015

Executive Summary

In 2013, the Oregon Legislature passed House Bill 2013. The resulting statute authorizes the Early Learning Council to create sixteen regional and community-based Early Learning Hubs in order to make supports more available, more accessible, and more effective for children and families, particularly those who are historically overrepresented in the opportunity gap and underrepresented in services. The Early Learning Hubs are directed by statute to accomplish three specific goals: (1) create an early childhood system that is aligned, coordinated, and family-centered; (2) ensure that children arrive at school ready to succeed; and (3) ensure that Oregon’s young children live in families that are healthy, stable, and attached. Over the last year, fourteen Early Learning Hubs have formed across the state. The Early Learning Council awarded the first six Hub designations in November, 2013 and another eight are expected to finalize contractual arrangements by June, 2015. An additional two Hubs are expected to reach readiness by June, 2015 for a total of sixteen (per HB 2013).

Even in the relatively little time that Early Learning Hubs have had to form and get up and running, they have demonstrated a new approach that is focused on outcomes and committed to collaborating across sectors. Having clear goals has enabled the Hubs to be focused in their work and strategic in their use of resources. Kindergarten readiness has served as the “north star,” helping Hubs and their partners orient themselves. The Hubs have also already forged new partnerships across sectors that have never existed before. The partnerships forming between early learning, K-12 education, and health are a true success for the Hubs. While the Hubs are united by a common vision and approach, the form that they are taking and the particular strategies that they are adopting differ, reflecting the needs and assets of their particular communities.

The Early Learning Hubs are clearly off to a promising start and have shown their potential for changing the way that business is done and positively impacting the lives of Oregon’s most vulnerable children and families. Fully reaching this potential, changing the way that systems work and interact and demonstrating population-level outcomes for children and families will take time. Early Learning Hubs need the time, resources, and on-going support from the state to get there. Leadership, consensus building, conflict resolution, and decision-making skills are essential to the success and sustainability of Hubs.

The Early Learning Council, based on what has been observed of the Early Learning Hubs over the last year and the research it has conducted, offers the following observations:

Function of the Hubs

- While Early Learning Hubs take different forms, reflecting the needs, resources, and values of their communities, the three statutory goals provide a unifying focus:
 - An early learning system that is aligned, coordinated, and family centered.
 - Children that arrive at kindergarten ready and supported for success.
 - Families that are healthy, stable, and attached.
- Early Learning Hubs are helping communities achieve these goals through a “collective impact” model in which their primary responsibilities are to:
 - Develop a common vision and strategic agenda that is shared across five sectors: early learning, health, human services, K-12 education, and private sector partners.

- Bring these sectors together to align strategies and resources, and pursue collaborative initiatives.
- Engage parents and families so that Oregon's early learning vision and agenda is guided by family voice.
- Coordinate services, communication and data sharing across sectors.
- Measure and evaluate progress through a shared set of metrics and indicators.
- Leadership, consensus building, conflict resolution and decision-making skills are needed by Hubs and will be important in ensuring sustainability.
- The direct provision of services is not, and should not be, a core function of Hubs. Hubs have addressed this by separating their collaborative and coordination responsibilities from direct service provisions in Hubs where the backbone organization is also a direct service provider.

Shared Goals, Outcomes and Indicators

- Having shared high-level goals and expectations for concrete outcomes has been extremely important in helping the Early Learning Hubs bring partners to the table.
- The Hub metrics that are most concrete, measurable and actionable have played an important role in focusing the Hubs and providing guidance in the development of their work.
- Early Learning Hubs are still in formative stages. Indicators of their success at this stage need to be different from indicators for later, more established stages of their development.
- Measurement and data challenges remain a barrier to constructing a more robust and comprehensive set of quantitative metrics for the Hubs.

Resources and Funding

- Funding for core early childhood programs, such as Oregon Prekindergarten, Relief Nurseries, and Healthy Families Oregon, should continue through the upcoming biennium to flow directly to programs, but should be coordinated with local efforts at the direction of Hubs.
- The alignment, coordination, and family engagement functions of the Hub are time and labor intensive, and require resources if they are to be done effectively.
- In order to address gaps in services and implement plans to address them, Hubs need flexible resources, including the ability to supplement the resources for and expand access to core state-funded early childhood programs.

Cross sector Collaboration and Family Engagement

- The success of the Early Learning Hubs will largely depend upon their ability to forge new forms of collaboration and partnership across sectors, and the willingness of other sectors to engage.
 - The Hubs are demonstrating the ability to forge these collaborations, particularly with K-12 education and health.
- Having financial resources to support shared initiatives is important to building cross sector commitment to the goals of HB 2013, as demonstrated by the success of the Kindergarten Partnership Innovation Fund.
- Collaboration across sectors and partners is dependent on local relationships and often takes time to deepen.
- Engaging the business sector remains challenging for Hubs.

- Hubs universally recognize that they will only be successful if they fully engage families and are guided by family voice. While Hubs have begun to raise family voice in a new ways, many also recognize this as an area that needs to be broadened and deepened.
- Hubs see K-12 education partners as most critical to achieving outcomes, and may need assistance from the state in strengthening their efforts to engage schools.

Data and Data System

- The Hubs look to the state to address the challenges around data tracking and data integration.
- There is a lack of clarity and shared understanding of the key policy questions that need to be answered by early childhood data efforts.
- Because early childhood data touches so many different “systems,” there is also not a shared understanding of which state entity is responsible for developing the data system needed by Hubs.
- These issues need to be addressed as a precursor to assisting Hubs with data challenges.

Support and Technical Assistance for Hubs

- Over the next biennium, the state will increase its accountability role related to Hubs. The state will have a delicate balance to maintain: provide needed support and assistance to Hubs while at the same time holding them accountable for reaching outcomes.
- As the Hubs continue to develop, the state’s technical assistance will need to become more tailored to the specific needs of individual Hubs.

Recommendations

- The Legislature should give the Early Learning Hubs permanent statutory status.
- The indicators and metrics recommended by the Hub Metrics Committee and adopted by the Early Learning Council should be incorporated in the Hub’s contracts when they are renewed.
- The Legislature should continue to provide funding for core early childhood programs, such as Oregon Prekindergarten, Relief Nurseries, and Healthy Families Oregon, directly to the programs rather than directing those funds through the Early Learning Hubs.
- The Legislature, in accordance with the Governor’s Requested Budget, should adequately fund the Early Learning Hubs to fulfill their coordination function.
- The Legislature should, in accordance with the Governor’s Requested Budget, provide Early Learning Hubs with resources that they can directly invest in local programs in their community in order to address gaps in services and build stronger cross sector partnerships.
- The Early Learning Division, through technical assistance and, where possible, the allocation of resources, should support the Hubs in deepening their work around family engagement and engaging culturally-specific community based organizations.
- The Early Learning Council, working with the Early Learning Division, should clarify the key policy questions data systems need to be able to answer.
- The Early Learning Council, working with the OEIB Data Governance Committee, should develop a five-year strategic and investment plan for increasing data integration across early childhood programs and the early learning system.

Introduction

Over the last year, fourteen Early Learning Hubs have formed across the state. Two final Hubs are expected to form and reach contract by June, 2015. The Oregon Legislature created the Early Learning Hubs in order to make resources and supports more available, more accessible, and more effective for children and families who are historically overrepresented in the opportunity gap and underrepresented in services. Hubs are building outcomes-focused collaborations across five sectors: K-12 education, early learning, health, human services, and business. Based on statutory guidance, each Hub identifies the underserved children in its region, evaluates the needs of those children and families, and then works to ensure that programs and services reach them and effectively meet their needs in order to ensure that they reach kindergarten ready to succeed in school.

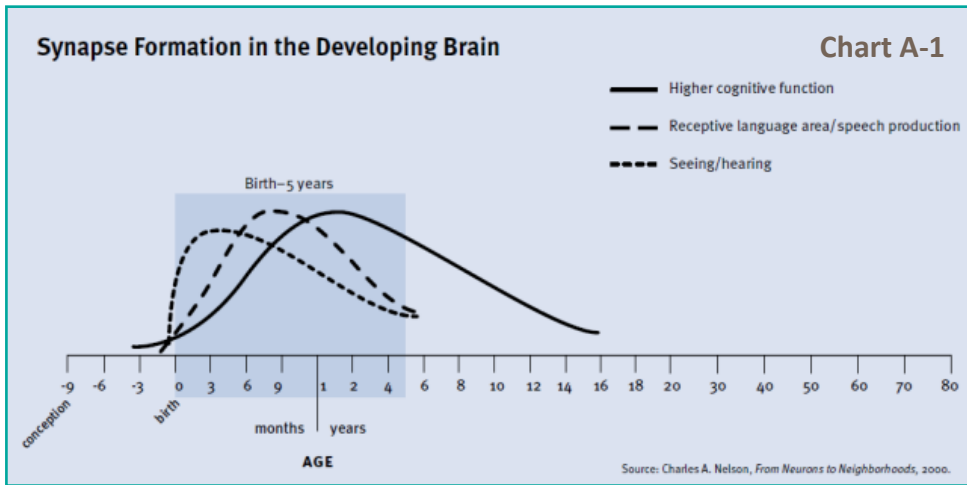
In 2013, the Oregon Legislature passed House Bill 2013 authorizing the Early Learning Council to create sixteen regional Early Learning Hubs in order to accomplish three goals: (1) create an early childhood system that is aligned, coordinated, and family-centered; (2) ensure that children arrive at school ready to succeed; and (3) ensure that Oregon's young children live in families that are healthy, stable, and attached. House Bill 2013 instructed the Early Learning Council to fund no more than seven Early Learning Hubs during fiscal year 2013-2014 and no more than a total of sixteen Hubs during fiscal year 2014-2015. The Early Learning Council was also made responsible for maintaining continuity of services supported by funds that previously flowed through local Commissions on Children and Families.

House Bill 2013 also required Early Learning Council to: "submit a report to the Legislative Assembly no later than February 4, 2015. The report must include: (A) A summary of the results of the Early Learning Hub Demonstration Projects; and (B) Proposed legislation that takes into consideration the results of the Early Learning Hub Demonstration Projects and attempts to increase the effectiveness and successfulness."

This report is submitted in compliance with this provision.

(A) Summary of Results

Current Status

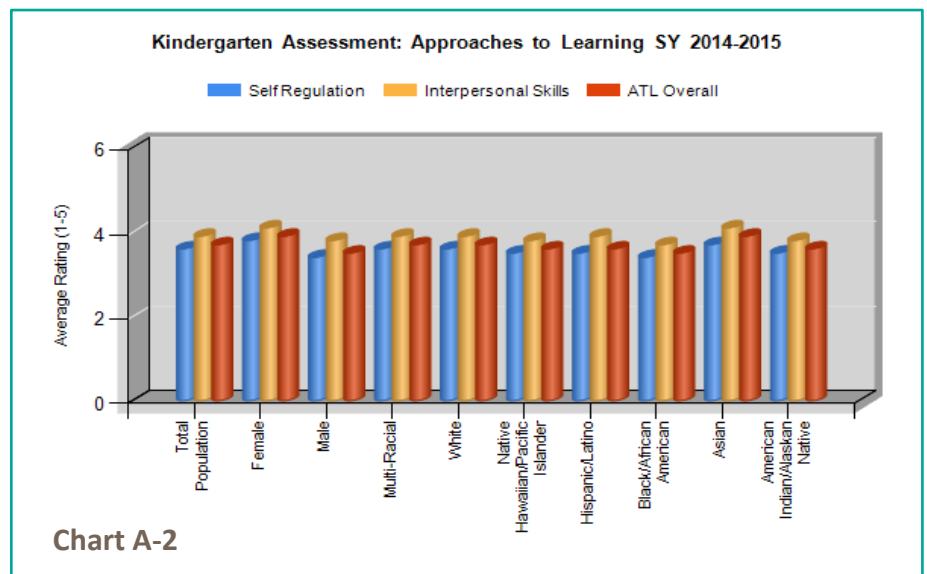


Oregon’s greatest opportunity for future equity and prosperity is in the creation of a world class education system that starts early and supports the success of all students. In 2011, the Oregon Legislature approved the “40-40-20” educational goals for

the state: by 2025, 40% of adult Oregonians will earn a bachelor’s degree or higher; 40% will earn an associate degree or post-secondary credential, and 20% will earn a high school diploma or equivalent.

Early childhood experiences are the foundation upon which the “40-40-20” goals will or will not be achieved. Research is clear that giving children a strong start helps set them on a path toward future success in school and in life. Well before the start of kindergarten, a child’s brain has already created the foundation for future learning and development (see chart A-1 above).

Oregon has considerable work to do to achieve the “40-40-20” goal and ensure that children and families are supported to be successful. The results of the fall 2014 Kindergarten Assessment show that many children are arriving at kindergarten without having had the experiences that will help them to be successful in school. Too many children have not had the opportunity to experience vocabulary-rich environments where they are hearing stories read aloud to them, where rhyming and singing games are played together, and where adults spend time with them engaging in conversation about the world around them. As a result, too many children are arriving at kindergarten without the ability to quickly recall letter names or their sounds. Many children are also missing opportunities to participate in early learning experiences that intentionally develop the self-regulatory and interpersonal skills that research has demonstrated is critical to success in school (see Charts A-2 and A-3).



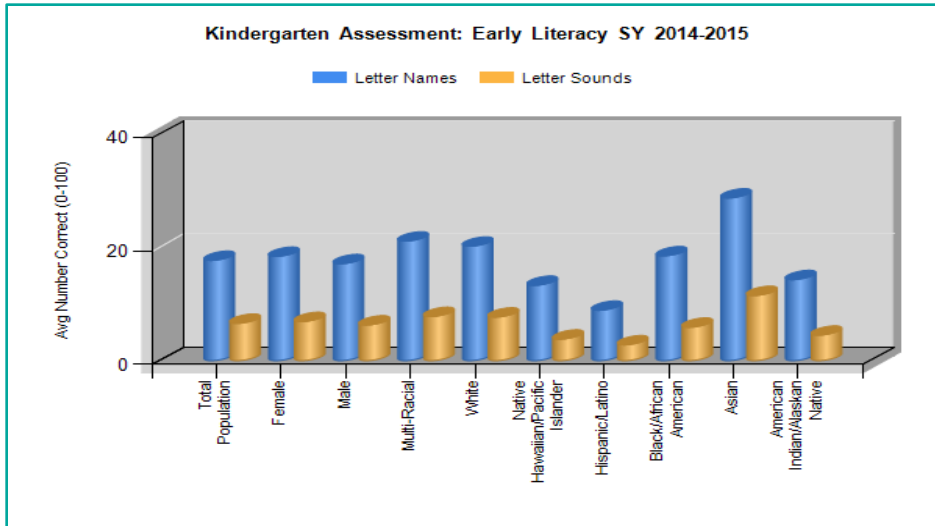


Chart A-3

Research links early literacy, early math, and self-regulation and interpersonal skills in kindergarten to third grade reading proficiency. Third grade reading proficiency, an important predictor of high school graduation, remains alarmingly low in Oregon (see Chart A-4).

Ingredients for Success

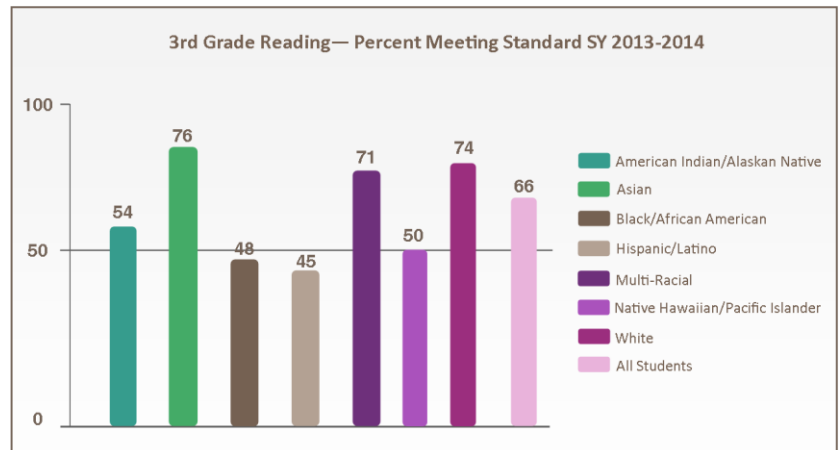
When young children and families need extra support, they shouldn't have the added burden of navigating multiple sectors and processes.

In order to better meet family needs, health providers, early learning providers, parent educators, and schools and human services programs all need to work together. The Early Learning Hubs were created to make that collaboration happen and to help communities come together around a common vision for their young children and families. If the Early Learning Hubs are successful, more Oregon children will arrive ready to succeed in kindergarten, more families will have the resources and tools to create stable environments for their children, and services and programs will be working together to provide what children and families most need.

While communities have the flexibility to design their own Hub models and sets of strategies to achieve outcomes, each Hub shares the following responsibilities:

- Identify children at-risk of arriving at kindergarten unprepared for school;
- Work with families to identify specific needs;
- Connect families to the supports or services that most meet their needs;
- Collaborate across sectors; and
- Account for outcomes collectively and cost effectively.

Chart A-4



The Creation of Early Learning Hubs

House Bill 2013 authorized the Early Learning Council to designate no more than nine Early Learning Hubs during the first year of the biennium and up to seven more during the second year. This legislation also stipulated that Hubs must:

- Coordinate the provision of early learning services to the community served by the Hub;
- Include service providers, parents, community members, county governments, school districts, and other stakeholders in the creation of the Hub;
- Align services coordinated by the Hub with services provided by public schools;
- Align services coordinated by the Hub with services provided by Coordinated Care Organizations and county public health departments;
- Integrate efforts across health, K-12 education, human services, early education, and the business community using coordinated and transparent budgeting and through a governing body with representation of each of the above sectors as well as parents of children using early learning services;
- Demonstrate an ability to improve results for at risk children;
- Leverage additional private and public funds – including in kind support; and
- Keep administrative overhead at 15% or lower.

In August 2013, the Early Learning Council released a Request for Applications (RFA) for the first round of Hubs with the RFAs due in October of that year. Both prior to the release of the RFA and during the period in which communities had to work on their application, the Early Learning Division provided technical assistance and support. This technical assistance included: (1) a series of webinars focused on cross sector collaboration, using data to drive decision-making and community asset mapping; (2) a full-day meeting to enable participants to go deeper on topics introduced in the webinars; and (3) applicant conferences conducted in Medford, Bend, Pendleton, and Portland.

While the legislation capped the number of Early Learning Hubs at a total of sixteen, the territory covered by particular Hubs was not defined in statute. It was left to communities to come together on their own to determine geographical regions and partnerships. However, Hubs must have distinct and non-overlapping territories. While communities were asked to define Hub regions on their own, HB 2013 empowered the Early Learning Council to alter the lines of territory served by Hubs to ensure that all children in Oregon are served by an Early Learning Hub. The legislation instructed the Early Learning Council to oversee services in communities in which there is not a Hub ready to take on this function. The Early Learning Council left open the possibility for a Hub defined by a community of interest rather than geography. However, no RFAs of this kind were submitted in either round. Communities were also asked to choose the specific organization that would serve as the backbone and fiscal agent, and were given wide latitude as to the kind of organization they could choose to serve this function.

The RFA asked applicants to demonstrate readiness in the following ways:

- A comprehensive strategy with articulated return on investment, including a strategic vision and a five-year strategic plan outlining the Hub's goals and strategies for ensuring strong outcomes;
- A defined coverage area and clear evidence of cross sector coordination;
- A demonstrated understanding of the proposed coverage population, including equity, ability to serve at risk children, and a clear ability to coordinate and integrate high quality services for these children;
- Business acumen and operational stability including an effective governance structure, and the use of a comprehensive children's budget and a realistic plan for financial stability; and

- Accountability to outcomes, including clear baselines for each required metric and ambitious but realistic targets for improvement.

The Early Learning Council asked applicants to indicate how they would achieve the following placeholder outcomes and improvement metrics (see Table A-5).

Fifteen communities submitted applications in response to the first RFA and the applications were scored by a twenty-six member evaluation team comprised of Early Learning Council members and representatives from the Oregon Health Authority, the Department of Human Services, the Oregon Department of Education, and the Department of Administrative Services. Scores were reviewed by an Award Team, comprised of two Early Learning Council members, the Early Learning Systems Director, the Governor’s Labor and Human Services Policy Advisor, and the Deputy Chief Operating Officer for the state. The Award Team made the final recommendations to the Early Learning Council.

The Award Team’s recommendations, which were approved by the Early Learning Council in November of 2013, were to award one contract to Early Learning Hub, Inc., covering Marion County and to enter into contract negotiations with five additional applicants that had made a strong start in their proposal, but where additional work was need to demonstrate complete readiness. These applicants were:

- Frontier Oregon Services Hub (Grant, Harney)
- South Central Oregon Early Learning Hub (Douglas, Lake)
- Lane Early Learning Alliance Hub
- Early Learning Multnomah
- Yamhill Early Learning Hub

Based on specific areas that the Award Team had identified for needing improvement or clarification, Early Learning Division staff worked with the applicants to develop revised strategic plans and other supplemental material. By May, 2014 contracts had been signed with all five of these Hubs.

The process for designating Hubs was repeated with a second Request for Applicants released in April, 2014 and recommendations by the Award Team made to the Early Learning Council in June, 2014. Applicants from this round were broken into three groups:

- Ready to move to contract negotiation;
- Ready to enter negotiations after significant technical assistance prior to award; and
- Not ready yet.

Table A-5

Outcome	Improvement Metrics
Kindergarten Readiness	<ul style="list-style-type: none"> • Increase the number of children served by high-quality early learning environments as measured by the statewide Quality Rating and Improvement System (QRIS) • Improve readiness for kindergarten as measured by the statewide Kindergarten Readiness Assessment.
Family Stability	<ul style="list-style-type: none"> • Increase the number of children who receive developmental screening prior to age 3. • Increase the number of children with access to a patient centered primary care home (PCPCH).
System Coordination	<ul style="list-style-type: none"> • Increase the number of at-risk children served across the system. • Decrease the cost of service (decreasing administrative overhead). • Decrease the age of onset services.

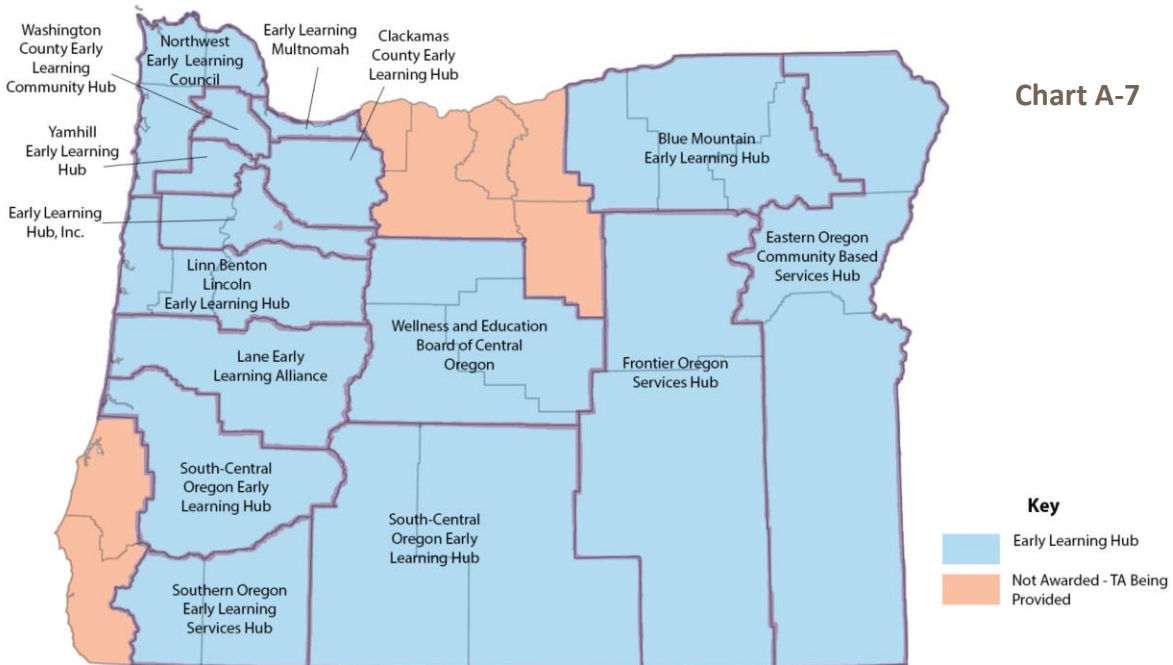
Table A-6: Second Round Hub Recommendations

Fully Ready	Ready with Support	Not Ready
Southern Oregon Early Learning Services (Jackson,	Clackamas Early Learning Hub	South Coast Regional Early Learning Hub (Coos, Curry)

Fully Ready	Ready with Support	Not Ready
Josephine)		
Wellness and Education Board of Central Oregon (Crook, Deschutes, and Jefferson)	Eastern Oregon Hub (Baker, Malheur and Wallowa)	Four Rivers Early Learning Hub (Sherman, Gilliam, Wasco, Wheeler and Hood)
Blue Mountain Early Learning Hub (Morrow, Umatilla and Morrow)	Linn Benton Lincoln Early Learning Hub	
	Northwest Early Learning Council (Columbia, Clatsop and Tillamook)	
	Washington County Early Learning Hub	

Table A-6 indicates status of each applicant in the second round. In addition, the Early Learning Council adopted the Award Team’s recommendation that Polk County join Early Learning Hub, Inc. and that Lake County combine with South Central Oregon Early Learning Hub.

As of January 1, 2015, all five of the “fully ready” and two of the “ready with assistance” Hubs have reached contract. The remaining three “ready with assistance” Hubs are anticipated to have a signed contract within the next month and Four Rivers and the South Coast are expected to reach contract by June. With the creation of the final two Hubs and the completion of the recommended county mergers, all areas in Oregon will be covered by an Early Learning Hub. These final two Hubs will bring the total number to sixteen, the maximum number allowed under House Bill 2013 (see Chart A-7).



Technical Assistance and Support

The Early Learning Division has continued to provide technical assistance and support to Hubs after they reach contract. The Early Learning Division has contracted with the Oregon Solutions Network to provide support leading up to contracting, as well as to help facilitate the merger of Polk and Lake Counties with pre-existing Hubs. In addition to direct support from Early Learning Division staff on meeting report requirements and contract deliverables, contracted Hubs also participate in the Hub Learning Collaborative.

During this start-up stage, the Early Learning Division has sought to maintain continuity of funding and services for resources that formally flowed to communities through the local Commissions on Children and Families. Where Hubs have formed with sufficient time to effectively plan and allocate their use, Great Start and Family Support funding has been transferred to the Hubs. In other cases, these funds have either continued to flow through the counties or directly to the programs that they have previously supported.

Lessons learned from the Early Learning Hubs

In preparation for this report, Early Learning Division staff interviewed Hub leaders, board members, and partners. Hubs that had reached contract were surveyed in early December 2014. Input and information was also solicited from Hubs during Learning Collaborative meetings. Key documents, including the Hub's monthly reports to the Early Learning Division were also reviewed. This report has also been informed by the work of the Early Learning Hubs Metrics Committee, which met bi-weekly from August to December of 2014.

An assessment of what has been learned from the Early Learning Hub Demonstration Projects must begin with an acknowledgement of how new the Hubs are. As of January 2015 the longest any Hub has been in existence is ten months and a number of Hubs have been at this stage for only a few months. Several are still forming (see Table A-8).

Table A-8

Number of months Early Learning Hubs have been under contract (as of January, 2015)	
Early Learning Hub, Inc.	10
Early Learning Multnomah	7
Lane Early Learning Alliance	7
South-Central Early Learning Hub	7
Yamhill Early Learning Hub	7
Frontier Oregon Services Hub	7
Blue Mountain Early Learning Hub	3
Central Oregon Early Learning Hub	2
Southern Oregon Early Learning Hub	2
Eastern Oregon Hub	2

Number of months Early Learning Hubs have been under contract (as of January, 2015)	
Washington County Early Learning Community Hub	1
Northwestern Early Learning Hub	Contract Pending
Linn-Benton-Lincoln Early Learning Hub	Contract Pending
Clackamas Early Learning Hub	Contract Pending

Over the last year, Oregon’s Early Learning Hubs have been in start-up stage and have spent much of their time and energy doing what organizations do when they first come into existence: creating governance structures; building shared identities and norms; forging relationships with partners; and clarifying purpose and function. Hubs have also taken on their core work of identifying targeted populations, building connections to families, coordinating across sectors, and making strategic investments to increase school readiness and the health and stability of families. As part of the process for contracting with the state, all Hubs have developed a strategic and comprehensive work plan, and those that have reached contract are implementing those plans.

As their work has gotten underway, important lessons have already been learned related governance, outcomes, funding, partnership development, family engagement, data tracking, and needed support. These lessons are summarized in the sections that follow.

Function, Organization & Governance

As Hubs have organized and started to operate, they have become clearer about their purpose and the value they bring to the communities that they serve. Hubs see their role as bringing together partners from across sectors together and aligning them to:

- Coordinate services for young children and their families;
- Develop a common vision;
- Promote common understanding of their focus populations; and
- Share common outcomes and common measures of success.

According to a survey of Hub leaders, the values that most reflect their understanding of their role are: collaboration, results-orientation, and innovation (see Chart A-9).

The Hub’s orientation toward community-

Chart A-9

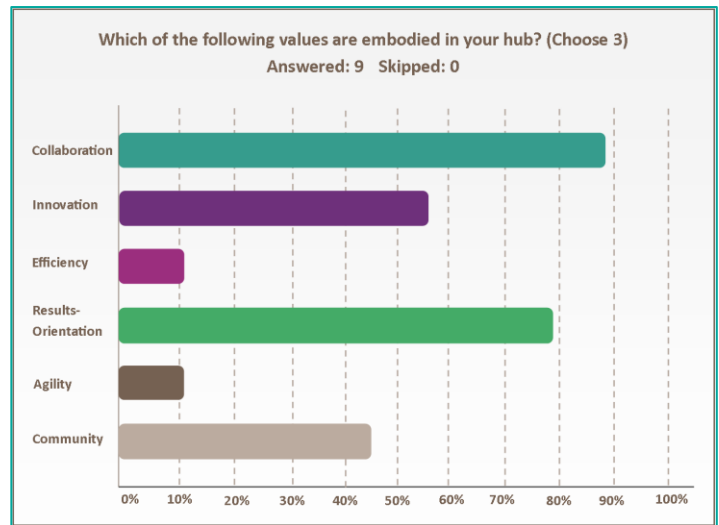
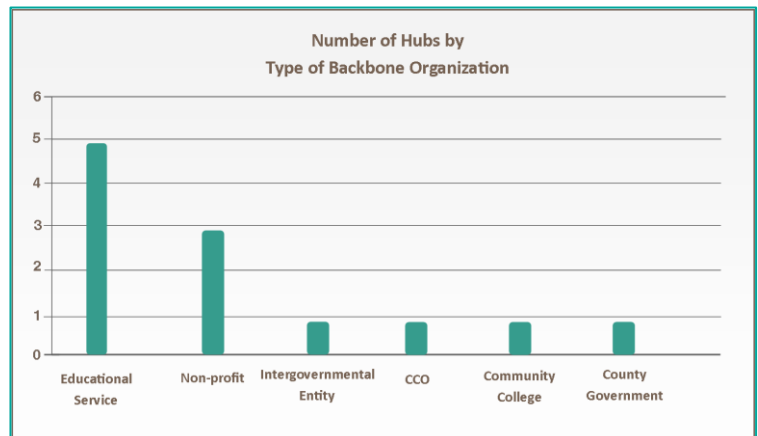


Chart A-10



Goals of the Early Learning Hubs in Statute:

1. Early childhood system is aligned, coordinated and family-centered
2. Children arrive at kindergarten ready to succeed
3. Children live in families that are healthy, stable and attached.

driven collective impact is also reflected in the variety of organizations that communities have chosen to serve as the backbone and fiscal agent for their Early Learning Hub (see Chart A-10 on previous page). Backbone organizations include non-profits (such as United Way), Educational Service Districts, community colleges, Coordinated Care Organizations (CCOs), and county governments. The flexibility in choice of backbone organizations has helped communities build Hubs that match their needs and resources. It is also facilitating local variation and experimentation. For instance, the backbone organization for Yamhill Early Learning Hub is Yamhill Community Care Organization. Sharing one organization as the backbone for both the Hub and CCO has facilitated innovations linking early learning and health. This integration of early learning and health has included a partnership to educate parents on the importance of oral health in early childhood, and the leveraging of the CCO member engagement specialist to coordinate development screenings across health and community-based settings. While the backbone organizations differ and the exact governance structure varies, all Hub governing boards include representation from early learning providers, K-12 education, health, human services, and the private sector.

Even in the relatively little time that Early Learning Hubs have had to form and get up and running, they have demonstrated a new approach that is focused on outcomes and committed to collaborating across sectors. While the Hubs are united by this common vision and approach, the form that they are taking and the particular strategies that they are adopting differ, reflecting the needs and assets of their unique communities. The Early Learning Hubs clearly offer a promising start and have shown their potential for changing the way that business is done, positively impacting the lives of Oregon's most vulnerable children and families. Fully reaching this potential changing the way that system work and interact, and demonstrating population-level outcomes for children and families will take time. Early Learning Hubs need the time, resources, and on-going support from the state to get there.

Metrics, Outcomes and Goals

As noted earlier, Hub leaders identified results-orientation as one of the fundamental values they seek to embody. Based on interviews, survey, and experience, Hubs have a clear understanding of the goals that have been defined for them in statute.

Shared high-level goals and concrete outcomes are extremely important for bringing partners to the table. Hubs were given three high-level goals by statute. Hub leaders have pointed to how effective these shared goals have been for focusing their work, building stronger partnerships, and helping partners see how working together can accomplish the bigger picture. Kindergarten readiness has served as a "north star," helping Hubs and their partners orient themselves. Hubs recognize that most of their initial core work is focused on building an aligned and coordinated system. They also understand that their ultimate purpose is to achieve the two

To achieve our long-term goal of improving children's kindergarten readiness, we must have a solid infrastructure in place to support the work. That includes the thoughtful, strategic development of relationships, partnerships, and overall local capacity. Building this foundation takes time, but will pay dividends.

-Holly Mar-Conte
Lane Early Learning Alliance

statutory goals focused on positive outcomes for children and families. The success of the Early Learning Hub system depends on having shared, clearly-defined, actionable, achievable, and measurable outcomes.

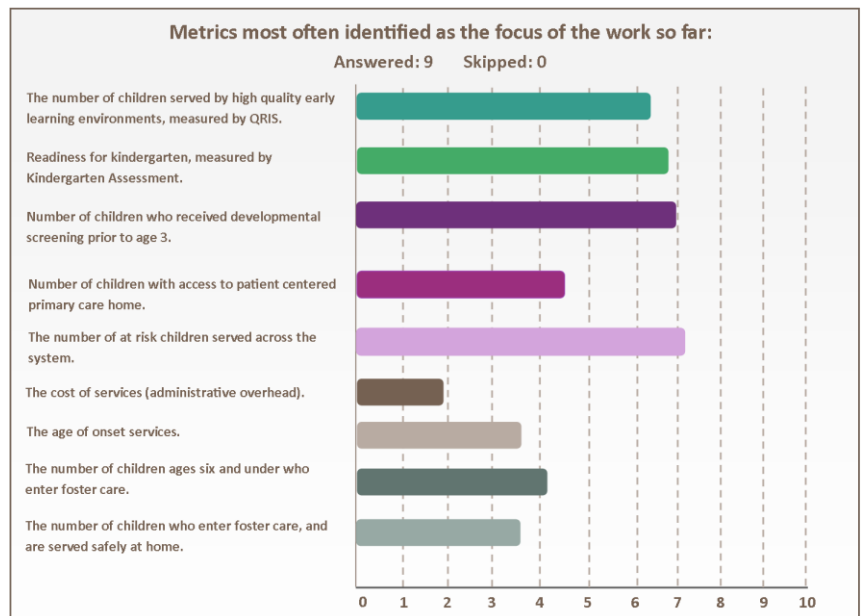
When Hub leaders were asked to describe what success looks like in three-to five-years, many pointed to increases in Kindergarten Assessment and third grade reading scores as a clear benchmark. When asked what success looks like in the short-run, almost all answered that it is new, deeper, and more focused partnerships and collaborations, and that 3-5 year success depends upon the trust, shared understanding, and common vision that they are currently building in the short term. Leadership, consensus building, conflict resolution, and decision-making skills are needed by Hubs and will be important in ensuring sustainability.

Through the survey, Hubs indicated the handful of current preliminary metrics that have been more effective in focusing their work than others (see Chart A-11). The identified metrics could

Chart A-11

be described as those that were more concrete, actionable, and measurable:

1. Number of at-risk children served by the Hub;
2. Number of children receiving a developmental screening before age three;
3. Number of children ready for kindergarten as measured by the Kindergarten Assessment; and
4. Number of children served in a high-quality early learning environments as measured by the child care Quality Rating and Improvement System (QRIS).



As indicated in Chart A-11, some of the metrics that the Hubs have identified as a focus of their work have measurement challenges and will be difficult (under current data protocols) to track accurately over time. For example, accurately measuring the number of at-risk children served by each Hub requires an unduplicated count of children and families across partner programs -- something that is not possible with current data systems. There are similar challenges with other measures as well.

To sharpen the focus on outcomes and skills needed to achieve them, the Early Learning Council Chair appointed a Hub Metrics Committee in August 2014, and charged them with recommending revisions to the accountability metrics for Early Learning Hubs. This Committee was created in recognition that the current accountability metrics were developed prior to the creation of Hubs, and the Hubs did not have a chance to weigh in on them. As the Hubs have started to organize themselves, solidify their partnerships, and implement their strategic plans, they have gained a new understanding of how and where they can be effective, the greatest leverage points in their communities, and most significant barriers and challenges to success. Given these factors, it was important to revisit these metrics with the Hubs as partners in the conversation.

The Committee, composed of Hub leaders, Hub partners and sectors with which Hubs connect, as well as Early Learning Council members and Early Learning Division staff, met bi-weekly between August and December. As its first order of business, the Hub Metrics Committee identified core principles for guiding the selection of metrics. These core principles are:

- Metrics should reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
- Metrics should show a meaningful difference for children, families, and the community.
- Metrics must reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K-12 education, early education, and the private sectors.
- Metrics should reflect the stages of development with a logical progression toward high level outcomes and goals.
- Metrics should reinforce a focus on reducing disparities for target populations.
- Metrics should support a strength-based approach to the work.
- Metrics must have a data source that is readily accessible, reliable and valid.

One of the core principles identified by the Hub Metrics Committee is that metrics should reflect the stages of development with a logical progression toward high level outcomes and goals. Early Learning Hubs are still in their early stages of forming and the indicators of their success at this stage will necessarily be different from indicators for later stages. The Hub Metrics Committee recommended adopting indicators and metrics appropriate for “emerging” (years 1-2), “sustaining” (years 2-4) and “systemic change” (years 5 +) time periods. During the emerging period, it is particularly important for the metrics to capture the systems building work that is core to the Hub’s work at this stage.

Based on these principles and the experience of Hubs during this launch year (indicated via interviews and surveys), the Hub Metrics Committee developed recommendations, adopted by the Early Learning Council in January 2015, for indicators and metrics for the 2015-17 biennium. The Early Learning Council will add these metrics to their statewide strategic plan and will periodically re-assess them as the Hubs gain more experience and additional lessons are learned.

See Appendix I for the full list of adopted recommendations from the Hub Metrics Committee. Below are the key outcomes identified by the Committee:

Goal 1: The early childhood system is aligned, coordinated and family-centered

Outcomes

- There is a common vision and agenda for focus populations of children across five sectors (health, human services, K-12 education, early learning programs, business)
- Catalytic and transformative leadership is demonstrated
- All five sectors can demonstrate alignment of agendas, strategies, and resources
- Partners share data and information
- All five sectors demonstrate coordination of activities
- The voice of families and communities served by the Hub guides the work of the Hub
- Family Resource Management function has been developed
- Disparities in access to services and supports are reduced and services and supports are culturally responsive

Goal 2: Children are supported to enter school ready to succeed

Outcomes

- Children arrive at kindergarten with the social-emotional, language, and cognitive skills that will support their success in school;
- Families are supported as their child's first and most important teachers;
- Early care and education programs and providers are equipped to promote positive child development;
- Children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten; and
- Disparities in outcomes for children of color and from low-income families are reduced.

Goal 3: Families are healthy, stable and attached

Outcomes

- Families have positive physical and mental health, supported by access to high-quality health services;
- Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of their children;
- Families have adequate resources to meet their needs, such as housing and transportation, and supports to strengthen their resilience to stress; and
- Working families have access to safe and affordable child care that promotes positive child development.

Hub focus populations: Defined in HB 2013 as children at risk of entering school not ready to learn due to factors including but not limited to:

- (A) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
- (B) Living in inadequate or unsafe housing;
- (C) Having inadequate nutrition;
- (D) Living in a household where there is significant or documented domestic conflict, disruption, or violence
- (E) Having a parent who suffers from mental illness, who engaged in substance abuse or who experiences a developmental disability or an intellectual disability;
- (F) Living in circumstances under which there is neglectful or care-giving;
- (G) Having unmet health care and medical treatment needs; and
- (H) Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care, or juvenile or adult corrections.

Funding

The Hubs were allocated \$4.4 million in coordination funding for the 2013-15 biennium. The amount of funding for each Hub was based on the number of children identified in each Hub's focus populations as identified by statute (see sidebar) and distributed to Hubs after they reached contract. Hubs have repeatedly expressed that coordination and building partnership takes time and staff, and that the current funding limits the ability to fully carry out that work.

We want to take the best of each county and make them happen in each county so that they really are a region.

- Teresa Aasness,
Frontier Oregon Service
Hub (Grant & Harney)

In communities where Hubs have been up and running, Great Start and Family Support dollars that had previously flowed through the local Commissions on Children and Families were moved to the Hubs. Additional funding opportunities have also enabled Hubs to support strategic initiatives. Many Hubs (existing and/or in development) were recipients of Kindergarten Partnership and Innovation and Early Literacy Grants. Hubs were also able to access federal Race to the Top dollars to increase the supply of quality child care within targeted communities by using Focused Child Care Networks.

Funding for core early learning programs, such as Oregon Prekindergarten, Relief Nurseries, and Healthy Families Oregon, continues to flow directly from the state to programs and providers without the Hubs serving as an intermediary. At this point in the development of Hubs, it makes sense to continue

this arrangement. This arrangement allows Hubs to focus on their function as a coordinator of services, and to continue working with partners and other service providers around an aligned vision. However, Hubs should have the authority to direct synchronization of core early learning programs consistent with their local coordination and alignment work.

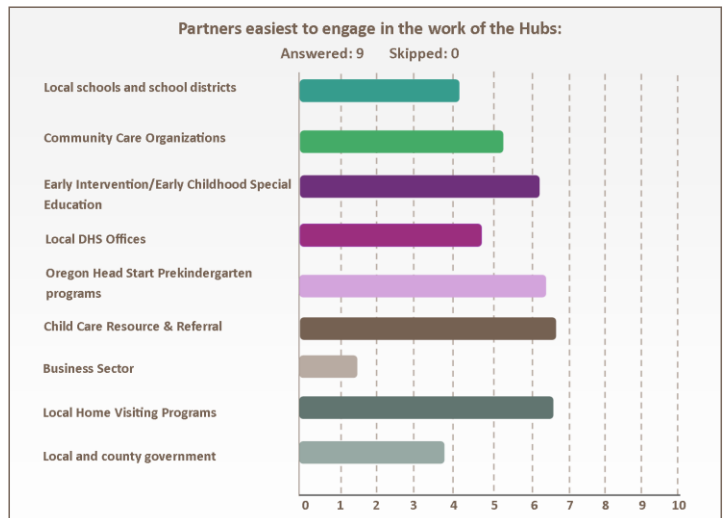
In addition to coordination funds and core program resources (currently directed to existing services), Hubs need flexible resources that can be invested in their communities. Hubs are required to identify gaps in needs and services, but do not currently have resources to address those gaps. Such funding would allow Hubs to invest in existing programs or new services, increase use of proven approaches, and stimulate community based organizations or community-driven initiatives without becoming a direct provider of services.

Bringing resources to the alignment table (where other sectors with which they are required to coordinate have significantly greater resources) would also greatly increase the Hubs’ ability to build sustainable cross sector partnerships. The success of the Kindergarten Partnership and Innovation Fund in enabling the Hubs to build new relationships between early learning and K-12 education demonstrates the importance of having access to such resources.

Collaboration & Partnership

The Hubs have demonstrated their ability to forge new collaborations and partnerships across sectors. While Hubs report they have had the greatest success engaging traditional early learning programs and service providers, such as Child Care Resource & Referral, Oregon Prekindergarten and Early Intervention/Early Childhood Special Education, Hubs are also reporting success in engaging schools and health and human services (see Chart A-12). Hubs report having the most challenges engaging the business sector. The one Hub that reports strong engagement from the business

Chart A-12



sector also notes that these partnerships existed prior to the formation of the Hub.

Hubs are building new relationships across geographic boundaries (such as county lines), not just with the required five sectors. When all sixteen Hubs are up and running, over two-thirds of Hubs will encompass more than one county. In many cases, this is requiring new relationships to be built among organizations and individuals with no previous association. Building these new alliances and relationships will take time, and will not be without conflict. Overall, however, Hubs report that these new cross-jurisdictional relationships are creating fresh perspectives and opening up new opportunities.

Hubs consistently report that they have built partnerships between early learning and K-12 education that never existed before. These new relationships are already benefiting young children and their families. New collaborative initiatives born of these alliances have included “jump start” preschool programs; transition activities that allow families and children to meet their kindergarten teacher before school starts; shared professional development for preschool and kindergarten teachers; and instructional and curricular alignment. For example, the Frontier Oregon Services Hub, serving Grant and Harney counties, has been helping early childhood programs adopt and implement the Creative Curriculum used by many Oregon Prekindergarten programs. This investment has aligned instructional practice across programs, and is expected to result in an increase in the number of children who arrive at school ready to succeed.

The Kindergarten Partnership and Innovation Fund, which was created by the same legislation that authorized the Early Learning Hubs, has played a significant role in the successful alignment of early learning and K-12 education. In 2013, the Legislature allocated \$4 million for this fund and the first grants were awarded by the Early Learning Council in the spring of 2014. The purpose of this fund is to

strengthen alignment between early learning and elementary education (stimulating a birth to third grade continuum) by creating partnerships between providers of early learning services, childcare providers, and elementary schools.

Partnerships must focus on activities that will positively impact school readiness and success in school. While the Kindergarten Partnership and Innovation Fund was allocated on a competitive basis to many entities, a number of Early Learning Hubs were recipients of grants from this fund. Most of the concrete activities that Hubs point to as successful collaboration with schools are due to the work stimulated by the Kindergarten Partnership and Innovation Fund.

The summit that the Kindergarten Partnership Innovation Fund supported was one of the first times that early learning, kindergarten and school folks came together in a focused way. It was groundbreaking. You could see a shift in understanding.

-Lisa Harnisch,
Early Learning Hub, Inc.

Hubs have also pointed to new collaborations and partnerships with health, particularly with Coordinated Care Organizations, as an area of success. Parallels between the Early Learning Hubs and the Coordinated Care Organizations (CCOs) have made this a potentially fruitful area for innovation. In addition to both CCOs and Hubs being relatively new (the formation of the CCOs only preceding that of the Hubs by a year), the initiatives have other similarities. Both CCOs and Hubs are asked to bring communities together in self-forming regions, with a result-orientation defined by common metrics and an emphasis on

shifting resources towards prevention. There has also been an intentional effort to foster ties between Hubs and CCOs and identify common points of leverage. Two of the original Hub metrics are also

incentive metrics for the CCOs (the percentage of children under three receiving a developmental screen and the number of children with access to a patient centered primary care home).

As an illustration of the developing connections between the Hubs and CCOs, the Lane Early Learning Alliance Hub recently received a \$552,000 grant from Trillium Community Health Plan (the local CCO), for parenting education and support as part of broader prevention efforts. This grant, administered primarily by Lane County Prevention and the Lane Early Learning Alliance, includes support for evidence-based parenting education, Triple P, Family Check-Up, and Mental Health Consultation for Home Visitors.

Early Learning Hubs are focused on improving outcomes for children and families from populations that are historically underrepresented in access to services and overrepresented in educational disparities. Hubs have identified populations of focus and strategies to better serve them. One of these core strategies is partnering with culturally-specific community based organizations. Community-based culturally-specific organizations often have deep and trusting relationships with families from the communities that other service providers typically do not have. These close ties also give them an invaluable perspective on the needs of children and families from their community and make them well-equipped to provide services that are culturally-responsive. As an illustration of the developing connections between Hubs and culturally-specific community based organizations, Early Learning Multnomah has been supporting a local Community Education Worker project in partnership with the Urban League, the Latino Network, and the Native American Youth and Family Center (NAYA).

The Early Learning Hubs have already demonstrated their ability to build bridges across traditionally siloed sectors. Moving from partnership to true collaboration requires incentives and resources. Strengthening the alignment between the metrics used by the Hubs is one way of doing this. As the success of the Kindergarten Partnership Innovation Fund has shown, the Hubs also need resources that they can directly invest in their community to move this work forward. The need for such resources is especially true if the Hubs are to support culturally specific community based organizations as partners in this work.

Family Engagement

Early Learning Hubs can only succeed if they are truly guided by family voice and have an authentic understanding of families' needs. Hubs universally recognize this. They are both proud of the work they have done and recognize how much they still need to do to authentically engage families in new ways.

To date, Hubs have implemented a number of strategies to ensure that the voices of parents are heard. In some cases parents are represented directly on Hub governing boards. In others, there are parent advisory councils. In the survey of Hub leaders, several noted that families should be even more strongly represented at the governance tables. Hubs have also been leveraging parent advisory groups from partner programs, such as Head Start Policy Councils. Lane Early Learning Alliance has been conducting focus group to better understand families' needs and interests regarding support during their child's transition into kindergarten. These focus groups were developed and conducted in collaboration with school district staff, including superintendents, kindergarten teachers, principals and school counselors. Other Hubs, such as Blue Mountain, have been using the "Community Café" model to engage parents and families in discussions about early learning and the work of the Hubs.

Meaningful family engagement, that includes parents from traditionally underrepresented communities, will be crucial for Hubs to successfully address early foundations of current disparities in educational outcomes. As one parent who is active in her local Hub noted, "[the Hub] needs to get to know the different cultures in the community. Learning and needs are different depending on culture and values."

Data

Data sharing and integration remain a major challenge for Hubs. As noted earlier, neither the state nor the Hubs have current mechanisms to measure the list of Hub metrics. Current data systems are not sufficiently integrated to provide unduplicated counts of children served by various programs.

An important focus of the Hubs is cross sector alignment. In recognition of the importance of incenting this cross sector work, the Early Learning Council has included the number of children and families served by DHS (e.g., through TANF or child welfare) that the Hub connects to early learning, parent education, or family support services as a metric. Further work will be needed to enable the Hubs to accurately collect this data.

Hubs look to the state to lead data collection and data integration. Hubs are required to work across systems – early learning, K-12 education, health, and human services. The challenges of collecting and tracking data across systems are particularly strong. For example, some of the data is owned and housed by state agencies. In other cases, local non-profits own the data and are connecting directly with children and families. The required cross sector work of the Hubs means that they also have to navigate legal requirements governing multiple arenas, including federal FERPA and HIPPA regulations. The Early Learning Division is working with other state agencies to collect data that is relevant to the work of the Hubs. However, the integration of that data across state agencies and community partners is a large and long-term challenge. In addition, because early childhood data touches so many different “systems,” there is also not a shared understanding of which state entity is responsible for developing the data system needed by Hubs.

The legislatively required work of the Hubs provides a new opportunity to tackle these data challenges. Successful data projects always begin with a clear understanding of the needs of the data systems users. The Early Learning Division will work with Hubs and other stakeholders to prioritize the key policy questions that data systems need to be able to answer.

Technical assistance and support for the Early Learning Hubs

The Early Learning Hubs are not only a partnership within communities, but also a partnership between communities and the state of Oregon. The relationship between Hubs and the state is complex. The state, through the Early Learning Division and its staff, provides support and technical assistance to the Hubs. It is also the primary funder and ultimately responsible for holding Hubs accountable for outcomes. One of the challenges for the Early Learning Council and Early Learning Division is to balance its roles around support and accountability.

The Early Learning Division supports and staffs a Hub Learning Collaborative, consisting of monthly webinars that cover topics such as communicating with partners and developing governance structures, as well as quarterly in-person meetings. Individualized technical assistance is also provided to the Hubs on areas such as developing work plans, tracking outcomes, and managing grants. As the Hubs enter their next phase of development, they will need support and technical assistance in such areas as family resource management and deepening their engagement with human services. The Hub interviews and surveys demonstrate that the Hubs welcome and value this on-going technical assistance.

(B) Proposed Recommendations

As part of the reporting requirements outlined in House Bill 2013, the Legislature requested recommendations for increasing the effectiveness of the Early Learning Hubs. The recommendations that follow are based on the findings in this report. These recommendations are also reflected in the investment outlined in the Governor’s Requested Budget, which includes a \$20 million additional

General Fund investment to accelerate the momentum for positive change that the Early Learning Hubs have already demonstrated.

- The Legislature should give the Early Learning Hubs permanent statutory status.
- The indicators and metrics recommended by the Hub Metrics Committee and adopted by the Early Learning Council should be incorporated in the Hub's contracts when they are renewed.
- The Legislature should continue to provide funding for core early childhood programs, such as Oregon Prekindergarten, Relief Nurseries, and Healthy Families Oregon, directly to programs rather than directing those funds through the Early Learning Hubs.
- The Legislature, in accordance with the Governor's Requested Budget, should adequately fund the Early Learning Hubs to fulfill their coordination function.
- The Legislature should, in accordance with the Governor's Requested Budget, provide Early Learning Hubs with resources that they can directly invest in local programs in their community in order to address gaps in services and build stronger cross sector partnerships.
- The Early Learning Division, through technical assistance and, where possible, the allocation for resources, should support the Hubs in deepening their work around family engagement and engaging culturally specific community based organizations.
- The Early Learning Council, working with the Early Learning Division, should clarify the key policy questions data systems need to be able to answer.
- The Early Learning Council, working with the OEIB Data Governance Committee, should develop a five-year strategic and investment plan for increasing data integration across early childhood programs and the early learning system.

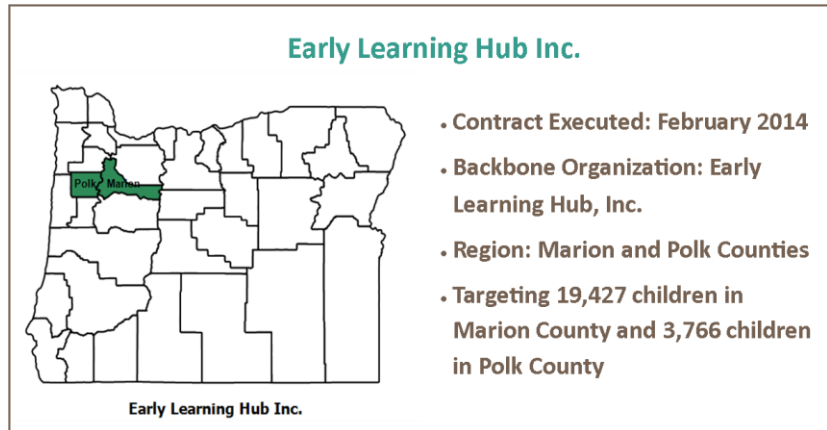
EARLY LEARNING HUB PAGES

These brief profiles are a snapshot of some of the work taking place in each Hub. They are not designed to be comprehensive reports on each Hub’s progress. These profiles were compiled as a set to show the range of strategies and tools Hubs are utilizing to connect families to early learning services.

Early Learning Hub, Inc.

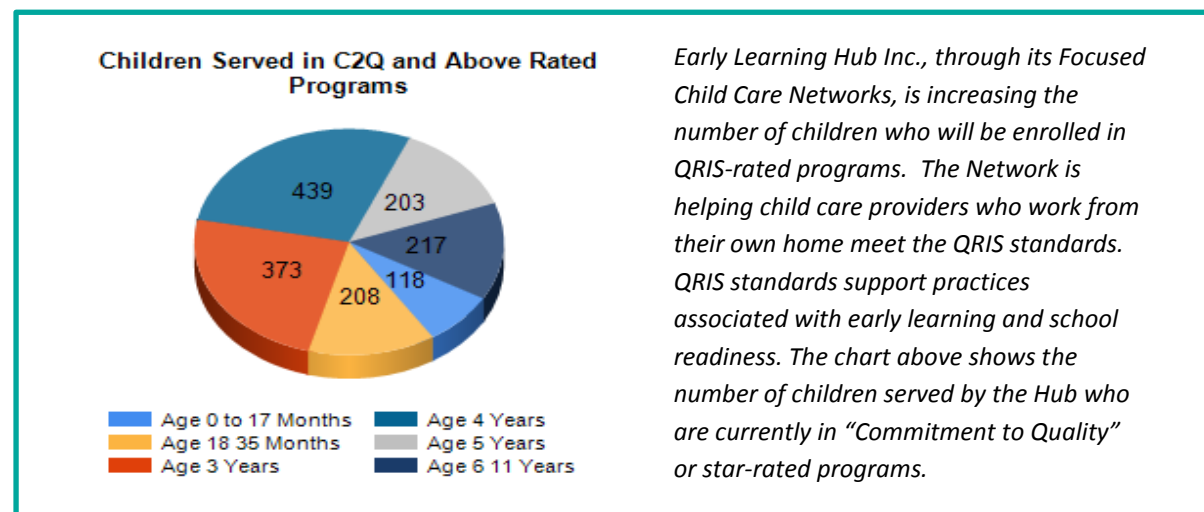
Strategic Activities

Early Learning Hub Inc. was the first Hub to receive a contract. In June 2014, the Early Learning Council merged Polk County into the existing Hub, increasing the number of children the Hub is striving to support by approximately 20%. The region continues to work on a full unification and a joint overall strategy with locally-driven implementation.



The Hub has received several other funding opportunities including an Early Literacy Grant. The grant enabled a partnership with the Medical Foundation of Marion and Polk Counties to implement the Reach Out and Read Program in clinics that serve 90% of the 0-6 Medicaid-eligible children in the County. This effort was recently expanded to Polk County.

The Hub also received a Focused Child Care Network grant which enabled the recruitment of 36 family child care providers (19 English- and 17 Spanish-speaking) to join focused networks in Salem and Woodburn. There are now five focused networks, three of which serve Spanish-speaking early learning providers. In these networks, cohorts of child care practitioners meet frequently to discuss best practices, access and share resources, receive training and encourage progress as they work toward increasing the quality of their programs. The Focused Child Care Networks utilize Oregon’s Quality Rating and Improvement System (QRIS) as the framework to support quality improvements with an expectation that programs will submit a portfolio to receive a star rating.



Increasing the number of children who receive developmental screening is another strong focus for the Hub. Early Learning Hub Inc. has conducted meetings with key organizations that use the ASQ developmental screen to discuss how data is captured and shared. The Hub has also held ASQ trainings for local early childhood providers.

Accomplishments

“The benefit of the Hub is organizing, facilitating, and bringing together service providers in a meaningful way for the community. They have worked together in the past but now there is more intention and focus. The community as a whole will have a stronger commitment and everyone sees themselves as having a role.” Lisa Harnisch, Executive Director.

The Hub has had many accomplishments to date including gathering feedback from over 500 parents through a parent engagement survey. In coordination with the local CCO, kindergarten readiness brochures were mailed to hundreds of families. The Hub is also utilizing several new grant opportunities to serve children both within its catchment areas and throughout the region. Even prior to full unification with Polk County, the Hub had expanded the Reach Out and Read literacy program in Polk County and secured an additional grant for Family Support.

Looking Ahead

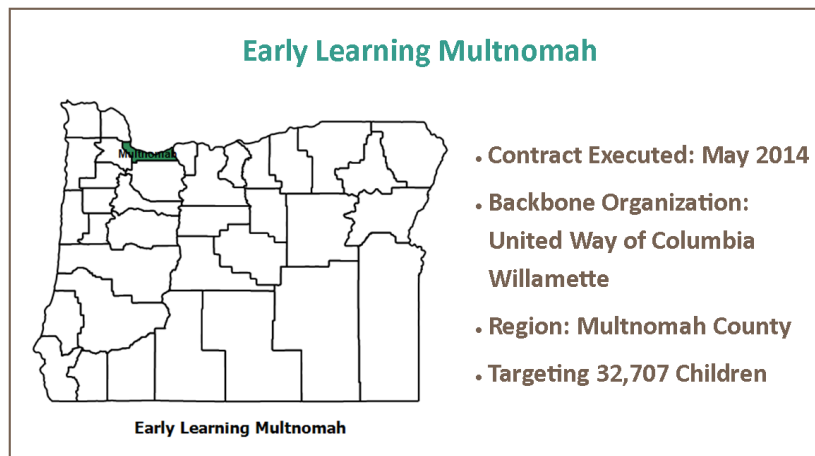
The unification with Polk County has given the Hub the opportunity to reexamine and rework its strategic plan to include an even larger region. The two counties are fortunate to share a school district as well as many early learning partners that have a history of serving the two county region.

Early Learning Multnomah

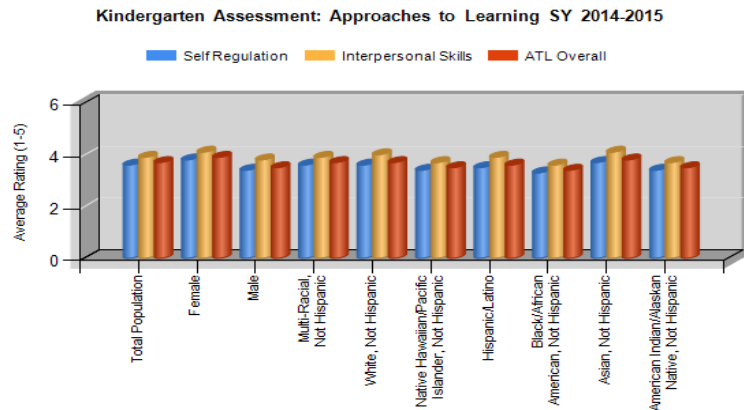
Strategic Activities

Early Learning Multnomah has focused on three key strategies: 1) implementing Early Childhood Positive Behavioral Intervention and Supports (PBIS) in four school catchment areas; 2) providing parent engagement opportunities, home visits and case management via a Community Engagement Worker model for families in specific catchments, and 3) cultivating community-based

leadership. The Hub is using an Early Literacy grant to develop and distribute literacy kits aligned with evidence-based literacy curriculum, such as *Raising a Reader* to targeted neighborhoods. The Hub is also collaborating with local child welfare services to survey community partners, particularly culturally specific organizations, in order to identify training needs that will support the goal of healthy, stable and attached families. The Hub plans to publish a community calendar of trainings for providers in order to raise awareness of the community supports available to families of young children. Work has also begun to survey partners about the relationship families have with their primary care providers. This information will be used to drive future plans for strengthening the use of primary health care services in partnership with the local Coordinated Care Organizations.



Early Learning Multnomah has launched Early Childhood Positive Behavioral Intervention and Support (ECPBIS) in four school catchments. ECPBIS targets some of the same interpersonal and self-regulatory skills that are measured on the statewide Kindergarten Assessment, which are skills that research demonstrates are important for success in school. The chart above shows the result of the fall 2014 Approaches to Learning Kindergarten Assessment measures for Multnomah County.



Accomplishments

“Our Hub is working with culturally-specific community based organizations (CBOs) and school districts using an equity lens to improve outcomes for all children of color and low-income children. For example, we’ve implemented an innovative “Community Education Worker” model designed by the CBOs that meets the unique needs of diverse communities. As we launch this pilot, CBOs and school districts are together getting better outcomes for kids by meeting families and communities on their terms.” - Molly Day, Early Learning Multnomah

Early Learning Multnomah has partnered with the local Child Care Resource and Referral to develop a resource pool of culturally specific providers offering high quality early learning experiences for young children. With the support of the Hub, the CCR&R was able to hire an African American quality improvement specialist dedicated to the support of African American providers working towards commitment to quality and higher ratings in the Quality Rating and Improvement System (QRIS) in the Hub’s coverage area.

Looking Ahead

Early Learning Multnomah will continue its work to build an early learning system that is aligned, coordinated and family-centered. Early Learning Multnomah is developing a unified approach to family resource management in order to assure that traditionally underserved populations connect to critical early learning services and improve the experiences of families with young children that are already connected to appropriate services. The Hub is convening home visiting and early learning service providers to coordinate family resource management. It will pilot this approach in select locations beginning in 2015. ELM will also further define and develop its partnerships with the local CCOs in order to increase the number of children under three receiving developmental screening.

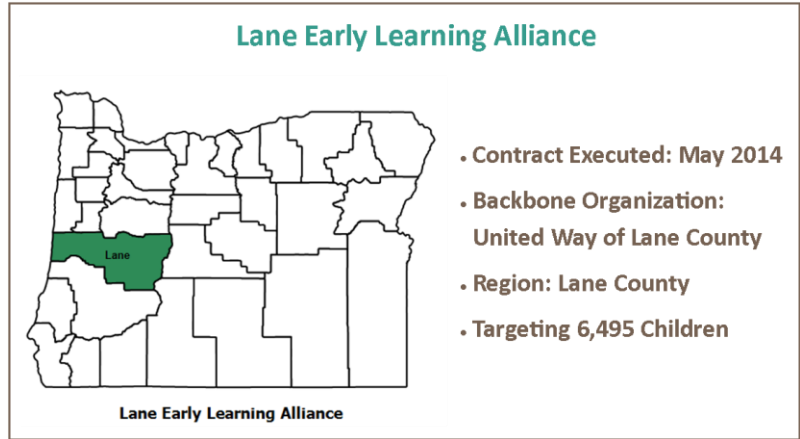
Lane Early Learning Alliance

Strategic Activities

As part of its focus on school readiness, the Lane Early Learning Alliance has piloted the Supporting Early Engagement and Development in Science, Technology, Engineering and Mathematics - STEM (SEEDS) program in two schools. It has also expanded the Kids in Transition to Kindergarten (KITS) program with

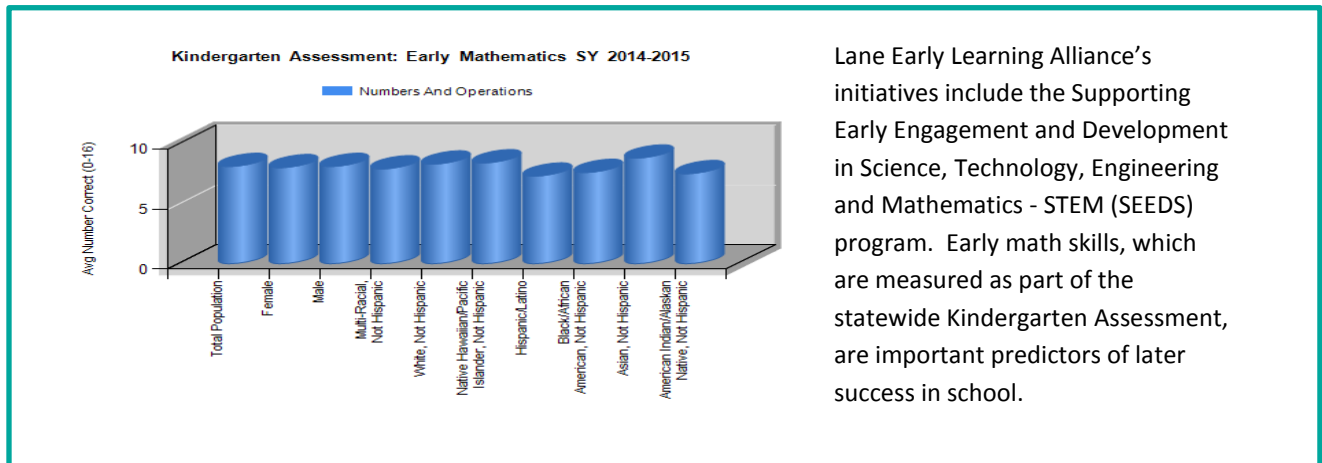
a particular focus on rural communities as well as the Raising a Reader program’s capacity, targeting license exempt and Spanish-speaking providers throughout Lane County.

Lane Early Learning Alliance has also begun to work with the local Department of Human Services Child Welfare Office to implement strategies to reduce the number of children placed into foster care. Recognizing that children within its target population may sometimes already be in foster care, the Hub is also working with a Multi-dimensional Treatment Foster Care program to identify and implement effective strategies that will stabilize and sustain a child’s placement for the long term.



The Hub is also working to integrate the Lane Kids website resources with 211 to assure accurate and up to date information is available to parents regarding community health resources, particularly those related to developmental screening and patient centered primary care homes.

Additionally, Lane Early Learning Alliance is developing a unified and coordinated home visiting network to strengthen existing community capacity, analyze gaps, strengthen communication and share data. The Hub is further defining a Family Resource Management strategy across all early learning services that would involve a network of family resource centers.



Lane Early Learning Alliance’s initiatives include the Supporting Early Engagement and Development in Science, Technology, Engineering and Mathematics - STEM (SEEDS) program. Early math skills, which are measured as part of the statewide Kindergarten Assessment, are important predictors of later success in school.

Successes

“To create lasting change for children and families, it’s critical that we leverage and knit together the robust resources and expertise in our community. In this first year, we’ve been particularly focused on building a foundation of collaboration for the Lane Early Learning Alliance, including bringing new partners to the table. For example, the hub is working closely with community-based organizations, such as the local chapter of the NAACP and the Native American Youth and Family Center in Springfield Public

Schools, to develop and implement culturally responsive programs and outreach and engagement strategies.” – Holly Mar-Conte, Lane Early Learning Alliance

The Lane Early Learning Alliance recently released a program evaluation for its Kids in Transition (KITS) program that revealed the benefits of building collaborative relationships across schools, research institutions, and community based organizations. The KITS program was implemented in Promise Neighborhoods that included a school district in Eugene and one in Springfield and reached priority populations including Native American and African American children. The evaluation report showed that children participating in the KITS program demonstrated a greater increase in early literacy skills than their peers who did not participate in the program. The evaluation also highlighted that a collaborative model influenced the overall success of the program.

Looking Ahead

The Lane Early Learning Alliance will continue to focus on supporting high quality, evidence-based early learning programming at the local level. Expansions are planned for the family resource centers at schools across the coverage area and the Hub will engage culturally responsive consultation to ensure culturally appropriate outreach and engagement by early learning providers. The Hub will also work with the Lane Casey Family Initiative to identify and implement strategies to engage populations that are over-represented in the foster care system. Additional focus will be placed on assuring that the 211 resources are up to date and inclusive of rural communities commonly absent from system outreach.

South-Central Oregon Early Learning Hub

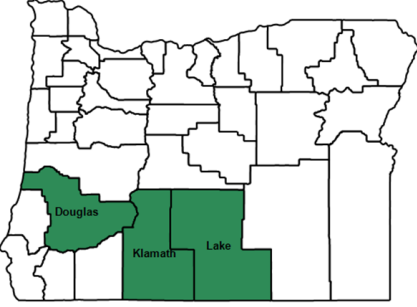
Strategic Activities

South-Central Oregon Early Learning Hub has embarked on a number of strategic initiatives to increase school readiness. Through a Kindergarten Partnership and Innovation grant, the Hub has created a P-3 alignment collaborative, offered supporting professional development, and provided multiple opportunities for families to authentically engage in the work.

It was also the recipient of an Early Literacy grant. The grant has been used to fund a “train the trainer” model for dialogic reading, strengthen existing literacy programs, and distribute books to Spanish speaking families and members of the Cow Creek Tribe.

South-Central Oregon Early Learning Hub is implementing a new family resource management system, and is hiring Family Resource Managers to assess family needs and make appropriate referrals in partnership with service providers that already serve families.

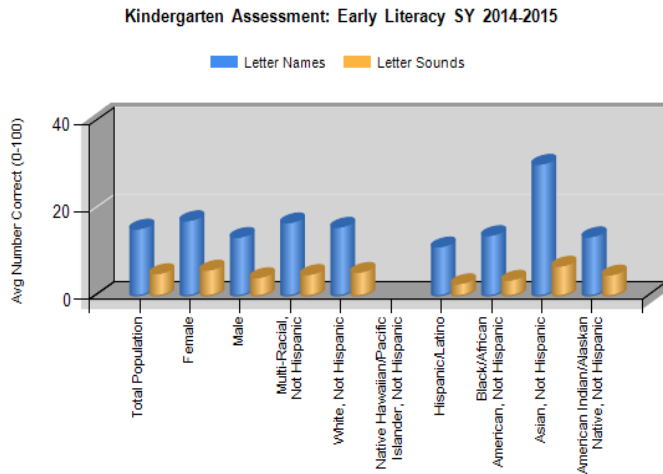
South-Central Oregon Early Learning Hub



- **Contract Executed: May 2014**
- **Backbone Organization: Douglas Educational Service District**
- **Region: Douglas and Lake Counties with merger with Klamath underway**
- **Targeting 6,000 Children**

South-Central Oregon Early Learning Hub

South-Central Oregon Early Learning Hub has launched a number of strategic initiatives to increase school readiness, with a strong focus on early literacy. The chart above shows the early literacy skills measured by the fall 2014 statewide Kindergarten Assessment for the South-Central Oregon region. The initiatives that the Hub has launched will positively impact these skills and support the success of children in the community.



Work to integrate Klamath County into the Hub continues. A local Klamath governance council, steering committee and professional advisory group, which mirrors the structure in place in Lake and Douglas counties, have been established. These groups have begun, in partnership with the Hub leadership, to prioritize Klamath early learning goals, finalize a five year strategic plan, and design a one year work plan in alignment with the Lake and Douglas County partners.

Accomplishments

“One of the best things about the Hub is cross pollination with Klamath and Lake counties. Problem with everyone being unique- it promotes provincialism. Lake County is tiny compared to Douglas, but we have learned from them. As we move forward with integrating with Klamath we expect to see the same; we are astounded by the work they are doing around Klamath Promise and the Regional Achievement Collaborative. Bringing people together across counties has been really meaningful.” - Michael Lasher, South-Central Oregon Early Learning Hub

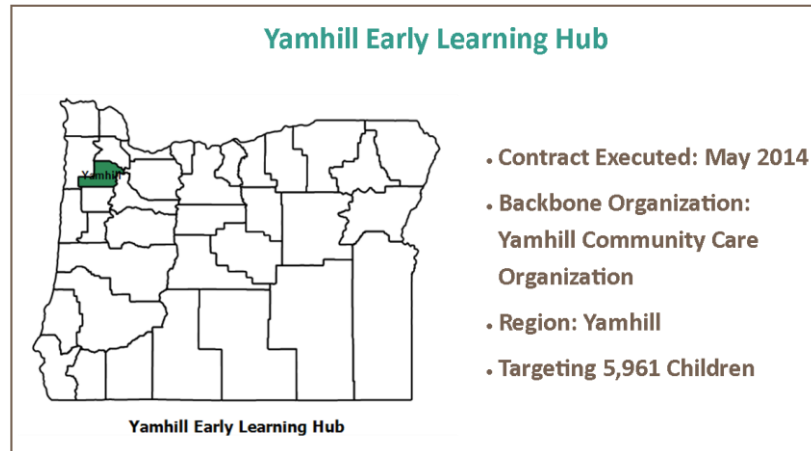
As one of two Hubs with multiple counties in its coverage area that was funded in the first round of awards by the Early Learning Council, South-Central Oregon Early Learning Hub has pioneered the cross-pollination of programmatic and system coordination across previous service boundaries. Lake, the less populated of the two counties, had great successes in collaboration and provides a great model for the “collective impact” approach of the Hubs. Douglas county, with many more partners, providers, and people had much to learn from its success and began to emulate the approach. With the integration of Klamath County now underway, important shared learning around reaching traditionally underserved populations is also occurring.

Looking Ahead

South-Central Early Learning Hub will continue to work to integrate its tri-county service area, each with its own local governance structure and localized priorities, through shared strategies and shared resources. The Hub will be focused on the family resource management strategy in Klamath County as well as the distribution of Oregon Parenting Education Collaborative’s parent education services and Healthy Families Oregon home visiting services across all three counties. These strategies will drive towards their shared goal of building healthy, stable and attached families.

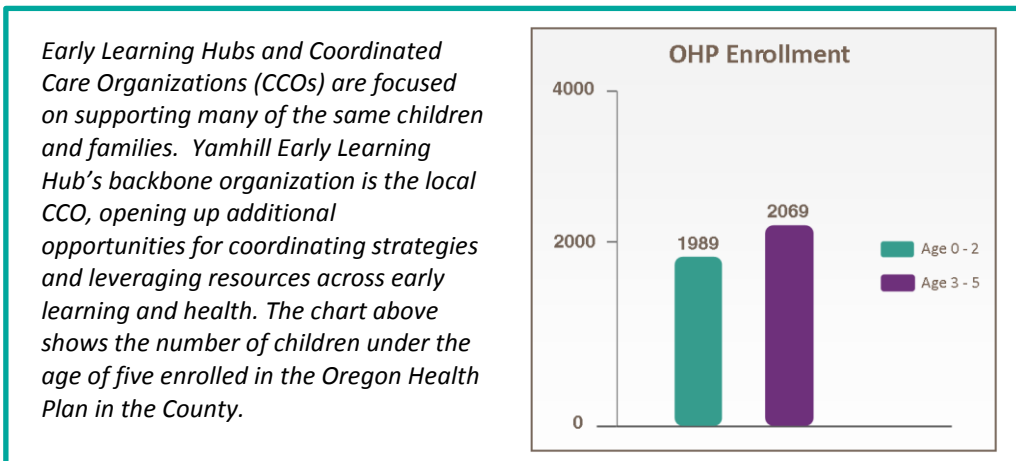
Yamhill Early Learning Hub Strategic Activities

The Yamhill Early Learning Hub is unique in that the local Coordinated Care Organization serves as the backbone organization. Health is an obvious focus of the Hub and the partnership allows for early childhood and health to be integrated and aligned for at risk children in Yamhill County. Access to developmental screening is a priority for the



Hub and the CCO’s member engagement specialist is able to cross coordinate all entities completing ASQs and ensure that communication is happening in order to reduce duplication. Screening is happening across several partners including school districts and medical providers. There is also a partnership with the CCO on a number of strategies, including: developing a maternal medical home, assisting medical and dental providers in implementing oral health preventative services and educating parents on the importance of oral health in early childhood.

The Hub is also building out its family resource management model by using an existing system of service integration teams. These teams of diverse providers, including business and community members, faith-based organizations and schools, would provide wrap around services to local families in each school district.



Accomplishments

The Hub has received both Early Literacy and Kindergarten Partnership and Innovation grants. These grants enabled activities such as the Open Summer Libraries project. At 13 elementary schools where free lunches were provided to children over the summer, the schools opened their libraries to families for story times and independent reading with their children. Children were also given new and gently used books to take home.

Looking Ahead

The Hub is working to expand respite services and crisis on-call home visiting by conducting outreach to faith based organizations in order to recruit volunteer host families. The Hub has applied to have two MSW interns added to the Healthy Families program. A Family Place Outreach program will follow the Healthy Families model and be offered to all families on home visiting waiting lists.

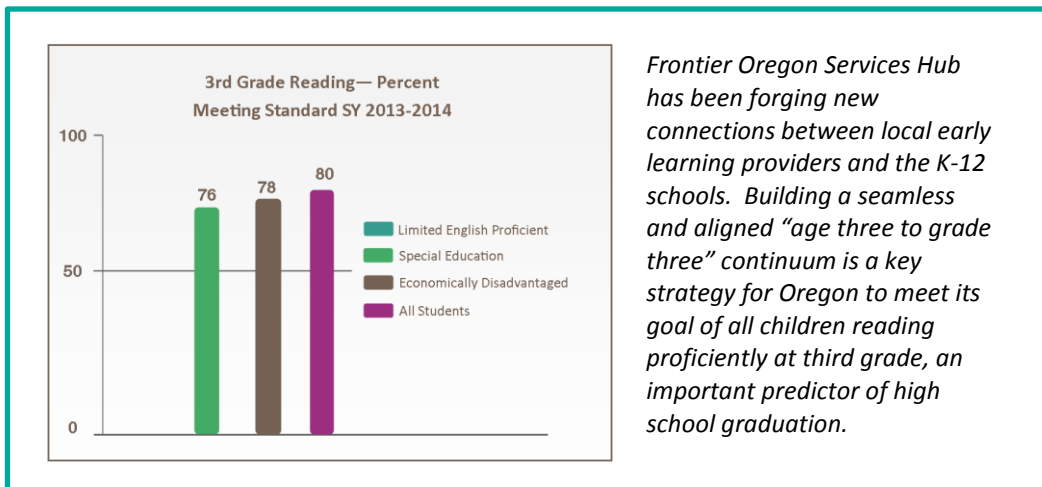
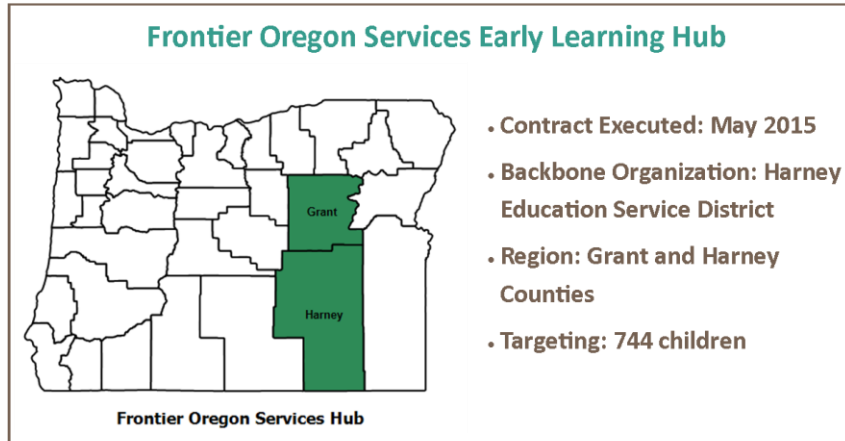
Frontier Oregon Services Early Learning Hub

Strategic Activities

Frontier Oregon Services Hub has made school readiness and the transition to kindergarten its key focus, and has developed deep partnerships with local early learning providers and school districts that share this focus.

The Hub has held

kindergarten transition events that help children and families transition to school and provided supports and trainings for preschools, child care providers, parents, and home visitors that promote school readiness. As part of its focus on the transition to kindergarten, it has also coordinated teacher exchanges between Oregon Prekindergarten programs and local kindergartens. Frontier Hub has also adopted, distributed and trained on a common curriculum for all early childhood providers. This strategy is meant to increase school readiness by providing consistent preschool instruction and practice. The Hub is tracking student assessment scores from preschool through third grade to assess the impact of these investments.



Accomplishments

With support from the Kindergarten Partnership Innovation Fund, kindergarten teachers are able to visit with children and parents in their homes before the start of school. These home visits are a great opportunity to help parents prepare their children and signal the value that teachers have for families. These visits also help put children at ease on the first day of school during this very important transition.

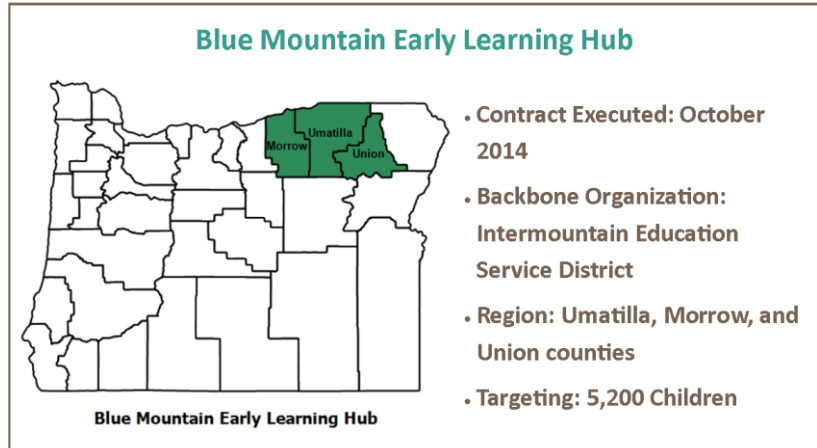
Looking Ahead

Frontier Oregon Services Hub has set the goal that every child under the age of three will receive a developmental screen. The Hub is working with local preschools to ensure that children in these programs are being screened. The health community is also actively involved in this project, and the Hub is working with local physicians both on tracking screening and monitoring referrals.

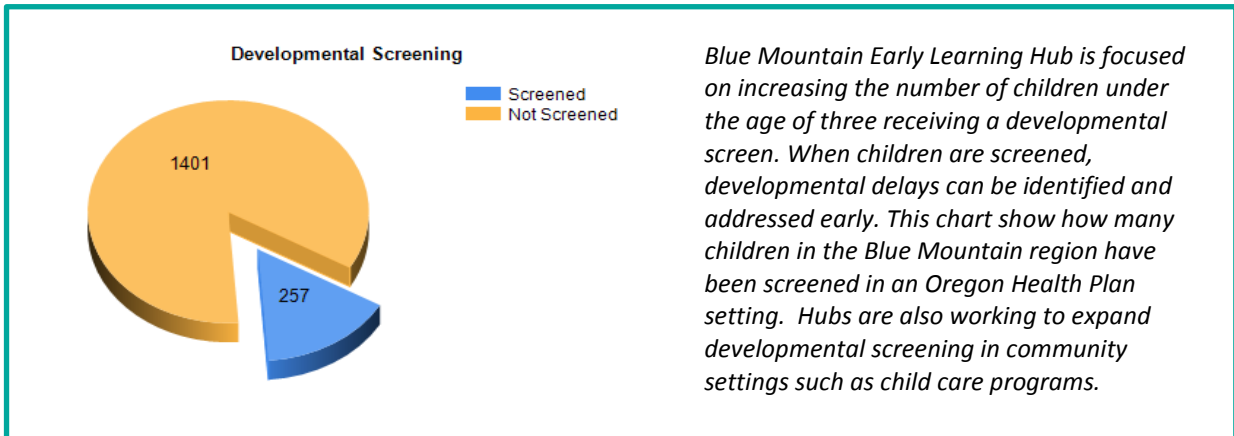
Blue Mountain Early Learning Hub

Strategic Activities

The Blue Mountain Hub is well connected to its local Coordinated Care Organization as well as the local Regional Achievement Compact. These connections have led the Hub to a strategic focus on health, wrap around services for children pre-natal to six, and an expanded continuum of care for children and families in the region.



The Hub has prioritized professional development, developmental screening, and oral health. The Hub is currently working on establishing parent cafés in each of its counties. They have received both Early Literacy and Kindergarten Partnership and Innovation grants. Learning Picnics have put over 500 books in the hands of local children and built partnerships with school districts, early learning partners and the local Tribal Head Start. The Ready! for Kindergarten program is expanding through more funding and a comprehensive advertising strategy.



Accomplishments

Ready For Kindergarten programs that support parents as their child's first teacher are in place in several communities. The Hub also partnered with the Ready 2 Learn card program and looked at ways to further integrate and market this program to the targeted at-risk population. In order to better engage the business community, the Hub has presented to local Chambers of Commerce to build awareness of the Hub goals and strategic plan.

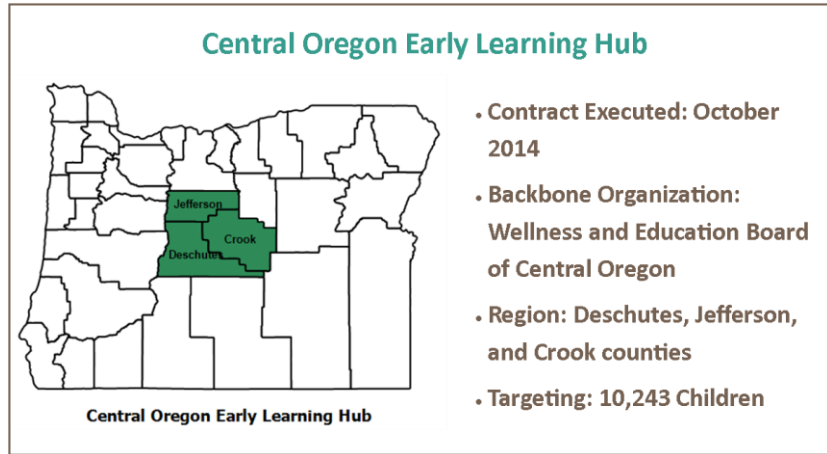
Looking Ahead

The Hub is focused on making parents aware of services. It has implemented a brief newsletter to partners and interested agencies and individuals in the area to help market the Hub’s activities and promote its mission and goals. It has also begun work on a website to help deepen public awareness and access to resources for families.

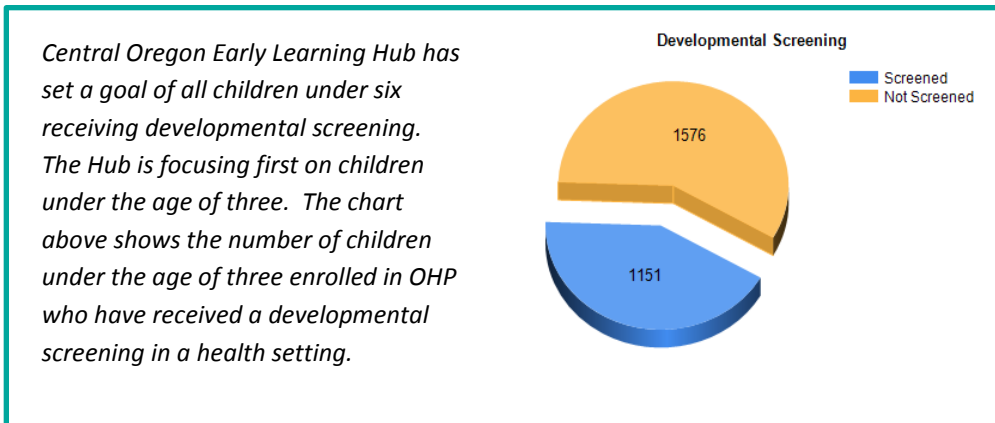
Central Oregon Early Learning Hub

Strategic Activities

The Central Oregon Early Learning Hub has aligned its priorities with those of Better Together, the region’s cross sector partnership working to improve the success of children across the entire cradle-to-career continuum. The Hub has also aligned priorities with those of the local Coordinated Care Organization. Using local



data, the Hub has targeted six school catchment areas as areas of focus. It has also set a long-term goal that all children, birth through six, in the region will have developmental screenings at appropriate intervals. Universal developmental screenings will include hearing and vision screenings and will be documented in a centralized data sharing system for all children in the region. The first phase of this strategy focuses on children, birth to age three.



Accomplishments

“Many school districts in Central Oregon are taking the opportunity to launch summer transition activities, targeting incoming kindergarten students who have not had a PreK experience. Teachers are reporting that students who have participated come to school on the first day confident and eager to attend, and often become class leaders. This is ground-breaking work that is seeing immediate results.” - Brenda Comini, Central Oregon Early Learning Hub

The partnerships with and access to schools has been major positive change in some of the school districts in the region. The Hub is in the early stages of seeing early learning services better understood and coordinated, more accessible, timely and better connected to education and health care systems.

Looking Ahead

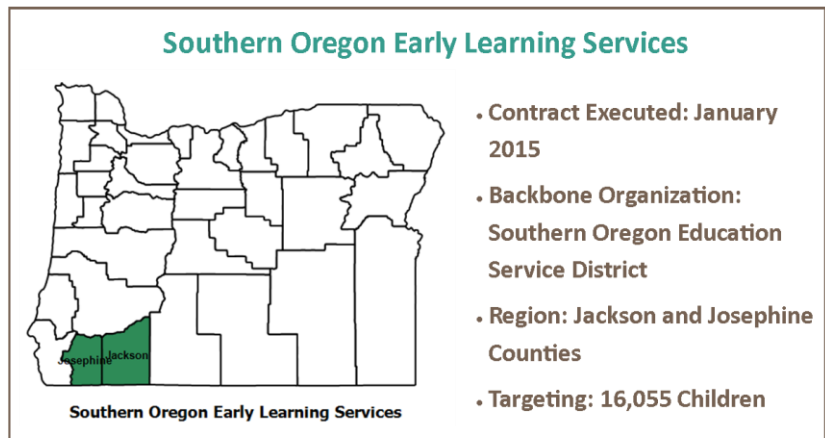
The Hub will continue to build out the tiers of its strategic plan, increase partnerships and see improvements in processes, interim indicators and outcomes. The Hub is working to increase awareness of the importance of early literacy in a number of ways including a coordinated, comprehensive early literacy campaign for the region.

Southern Oregon Early Learning Services Hub

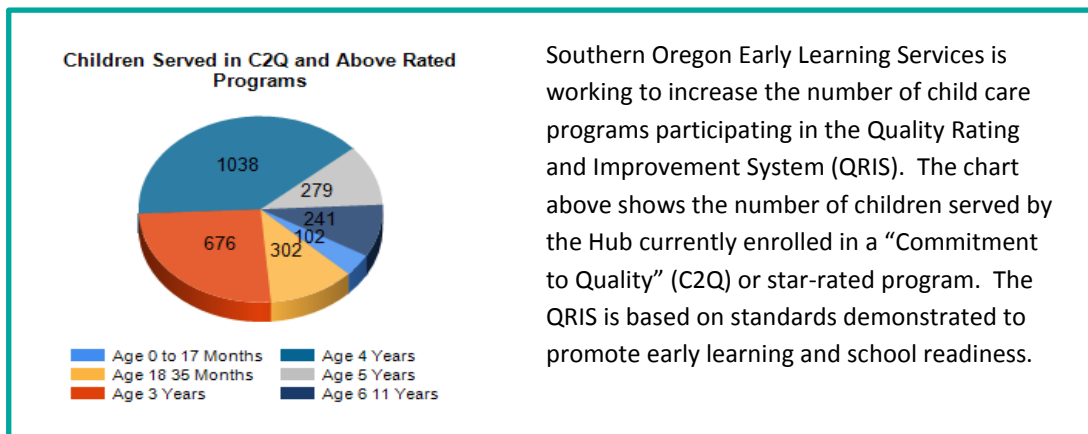
Strategic Activities

Southern Oregon Early Learning Services’ focus on kindergarten readiness has led to strategic initiatives that strive to improve the quality of early learning programs. These strategies include increasing participation in Quality Rating and Improvement System (QRIS); increasing the number of culturally and linguistically diverse child care providers; and establishing professional learning communities

that connect early childhood and elementary education educators. The Hub also aims to increase community awareness about kindergarten readiness and engage traditionally underserved families in child development and learning practices for children.



Strategies to support healthy, stable and attached families include increasing early developmental



screenings, as well as increasing coordination with the three CCOs in the region to support families and children in their health care. The Hub is partnering with community agencies to increase the knowledge among service providers about such topics as trauma-informed care, strengthening families protective factors and implementing differential response. This focus is intended to ensure that families can get access to needed services regardless of which partner or agency is approached first by the family.

Accomplishments

The Hub is newly under contract, but already making progress. SOELS received an Early Literacy grant which will provide training and supports for QRIS-rated providers. The Latino Child Care Provider Training is attracting 12-18 providers to twice-monthly trainings.

Looking Ahead

The Hub has recently prioritized universal developmental screenings as an area of focus. Home visiting programs and the Home Visiting Network are participating in this discussion. A Developmental Screening Ad Hoc Committee has established initial steps toward the development of a common referral system.

Eastern Oregon Early Learning Hub

Strategic Activities

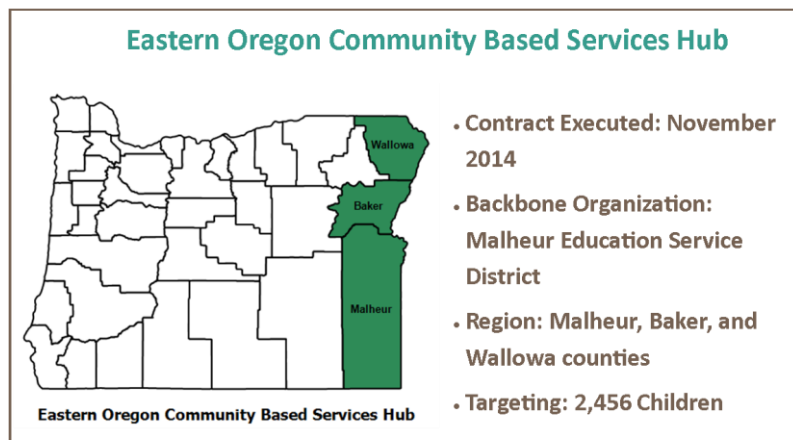
The Eastern Oregon Early Learning Hub strategies include a focus on providing rich early literacy opportunities for children, especially to remote, rural, and high poverty areas.

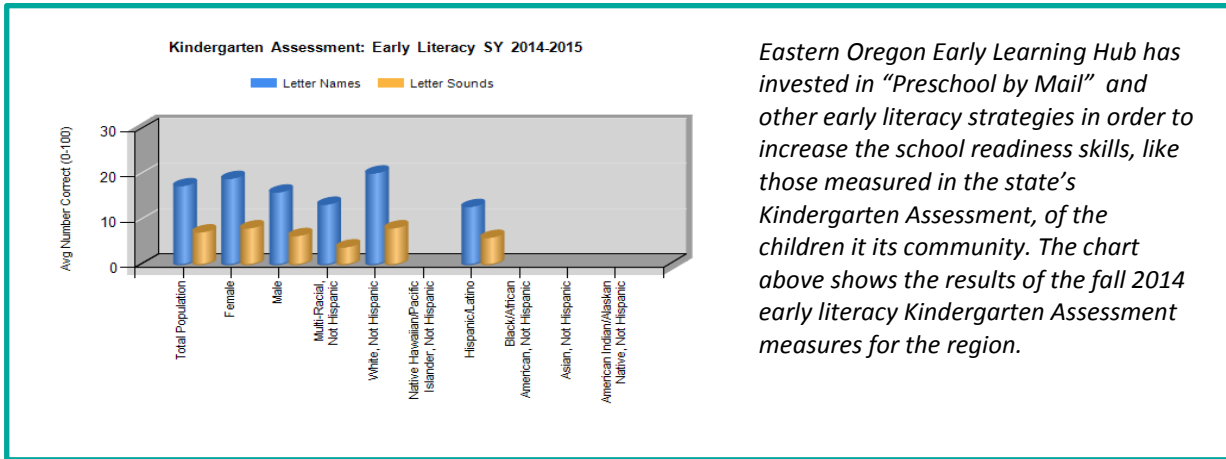
These opportunities have included story times, kindergarten readiness bags, free books and literacy bags, workshops and professional development in early learning

program environments, and the Preschool by Mail program. The Preschool by Mail program is available in both English and Spanish. It is an innovative program that has had excellent participation.

The Eastern Oregon Early Learning Hub has formed three advisory committees called “Cradle to Career” (C2C) committees, one in each of its counties. All are supported by the Hub and feed up to its governance committee. Each of these C2C committees is responsible for coordinating early learning services within its geographic area.

They are composed of cross sector partners including early childhood, K-12 education, health, and business. While early childhood is a focus, the committees look to coordinate across the P-20 continuum. “P-3” alignment of early learning and K-12 public education is a major focus of the Hub. The C2C committees work collaboratively on family resource management, coordinate the parent engagement committees, and work with home visiting and other programs to provide wrap around services.





Eastern Oregon Early Learning Hub has invested in “Preschool by Mail” and other early literacy strategies in order to increase the school readiness skills, like those measured in the state’s Kindergarten Assessment, of the children in its community. The chart above shows the results of the fall 2014 early literacy Kindergarten Assessment measures for the region.

Accomplishments

Shortly after contract award, the Hub received a Northwest Health Foundation grant for their Healthy Beginning, Healthy Community program. The funding allows the Hub to recruit community leaders who participated in The Ford Institute Leadership program, hold stakeholders summits, create an analysis of health measures, and work on leadership development with its Parent and Hispanic Advisory Teams. The Hub’s partners include local Cradle to Career Partnerships, the Oregon Child Development Coalition, Head Start programs, county health departments, Oregon Department of Human Services and Building Healthy Families. Future partners include Eastern Oregon Coordinated Care Organization (EOCCO) and its Local Community Advisory Councils (LCACs). The Hub has also completed its first community report card for Malheur County which will track progress in various early childhood service areas and will be replicated through the other two Cradle to Career Partnership councils.

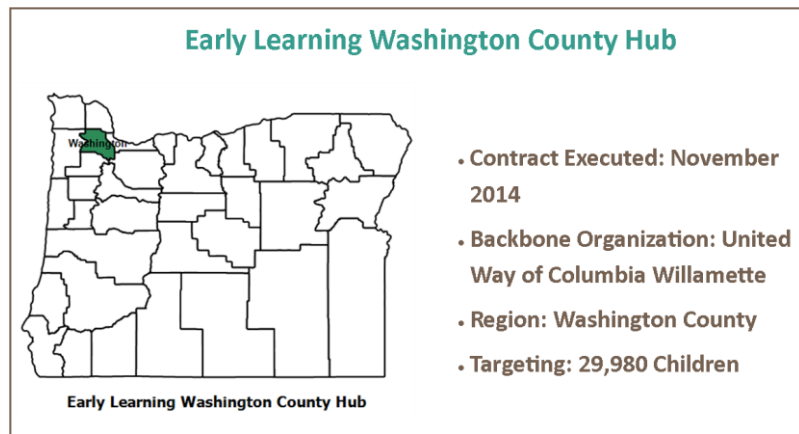
Looking Ahead

The Hub recognizes the importance of alignment between K-12 education and early learning. The Hub just hired a P-3 alignment specialist who will focus on building relationships and working with the local schools on aligning early learning services and providers..

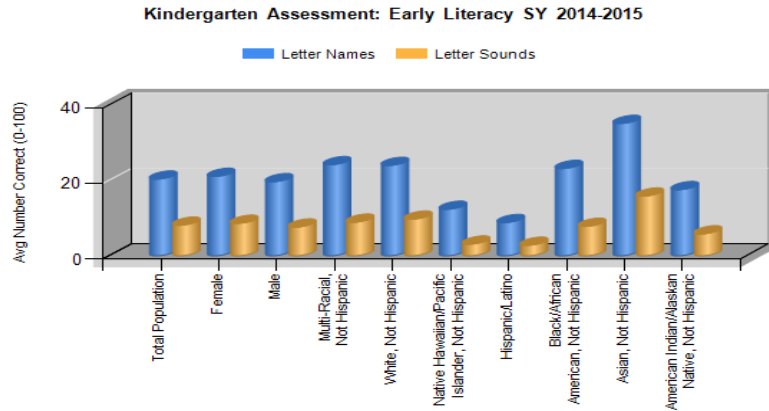
Early Learning Washington County Hub

Strategic Activities

Early Learning Washington County Hub has developed a strong family resource management strategy to address the following needs: 1) early identification of children and families; 2) referral to appropriate resources; and 3) service coordination for the highest risk children in targeted school catchment areas. Each of the Hub’s seven school districts will have Family Resource Coordinators connecting to 211 inquiries and other service access points. Family Resource Coordinators will use a Family Wellness Questionnaire to match services to individual family needs.



Early Learning Washington County has planned a rich set of activities to promote early literacy and kindergarten readiness. The chart above shows results of the fall 2014 Kindergarten Assessment for the early literacy measures for the county.



The Hub has planned a rich set of activities to promote early literacy and kindergarten readiness including a Ready to Read program, a traveling books initiative, an early literacy training for local child care providers, and a literacy campaign with the appropriate partners, including the library. The Hub will also convene an Early Learning Environments and Kindergarten Readiness Community of Practice to identify best practices for helping children be ready for success in school and then evaluate the implementation of those practices. The Hub has identified parent education as a central strategy and is looking for formats that are supportive and non-stigmatizing. It is continuing to work with local partners to map current parent education resources.

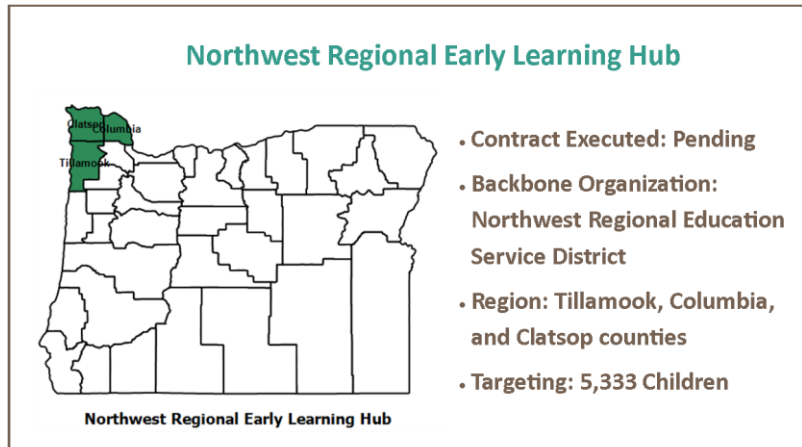
Northwest Regional Early Learning Hub

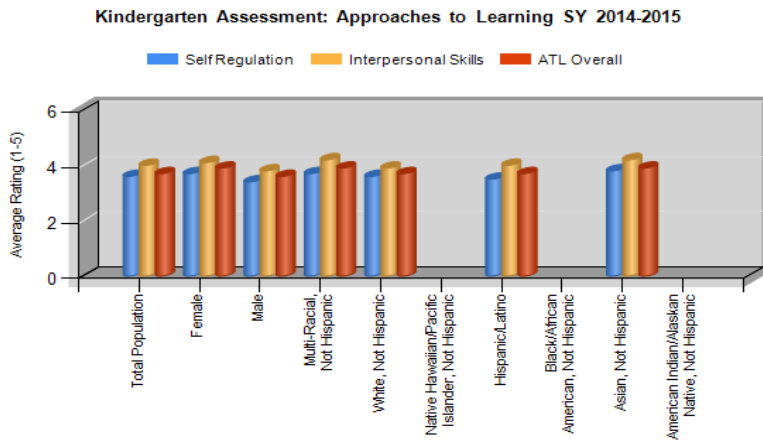
The Hub is finalizing strategies, and a final contract is expected to be awarded in the coming months.

Strategic Activities

As a part of the Northwest Regional Early Learning Hub’s strategies to increase kindergarten readiness, it plans to increase the number of educators trained to deliver the Every Child Ready to Read program, and

increase the availability of the program in both English and Spanish. The Hub’s plans also call for building a home visiting network to improve coordination. The Hub has completed an extensive mapping of the available therapeutic supports and services, including the mental health services for children. It plans to engage the business sector in creative ways: the Hub plans to convene coffee break early learning chats at independent businesses throughout the community. These coffee break chats will focus on building an understanding of how early learning services contribute and connect with the economic vitality of a community and will end with a specific ask for volunteer support that will assist the Hub in implementing community activities aimed at reaching families of young children employed by the participating businesses.





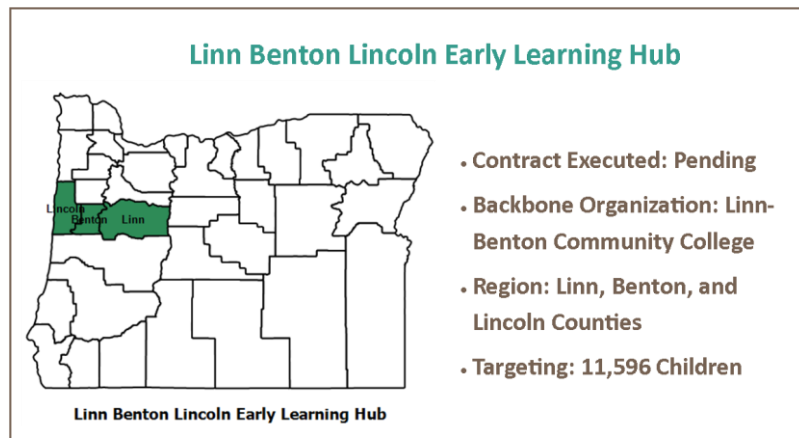
Northwest Regional Early Learning Hub is building a network to improve coordination among home visiting programs. Home visiting programs help parents develop the confidence and skills to support their children’s growth, and support the development of social-emotional and self-regulatory skills that are so important for success in school. The chart above shows the results of the fall 2014 Approaches to Learning Kindergarten Assessment measures for the region.

Linn Benton Lincoln Early Learning Hub

The final contract for the Linn Benton Lincoln Hub is expected to be awarded in the next few month.

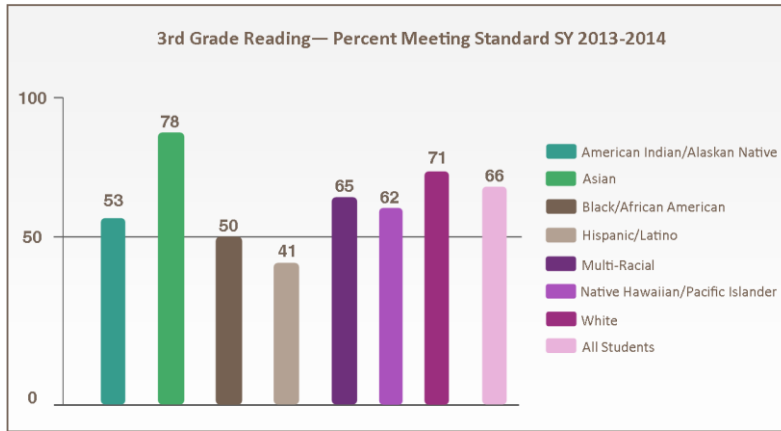
Strategic Activities

The Linn Benton Lincoln Hub has been very focused on data, identifying parents and families most impacted by educational and health inequities in its community.



It has used this approach to target particular school catchment areas within the three county region as a way to focus on its highest priority children. It has also demonstrated a strong commitment to engaging families, and parents have played key roles in developing the Hub’s original proposal and work plan. The Hub is already finding early success with a \$30,000 planning grant from the Northwest Health Foundation.

Its strong community ties are reflected in its diverse partners that include: Casa Latinos Unidos de Benton Count, Greater Albany Public School District’s Welcome Center/Centro de Bienvenida, Oregon State University-Extension’s Poder Comunitaria/Familias Activas Program, the Family Tree Relief Nursery, Coastal Families Together, and Confederated Tribes of the Siletz Indians.



The Linn Benton Lincoln Early Learning Hub is taking a very data driven approach to identifying parents and families most impacted by educational and health inequities in its community. By addressing inequities in access to early childhood and early learning services, and supporting programs from culturally specific communities, the Hub will be tackling sources of gaps in third grade reading proficiency.

Clackamas Early Learning Hub

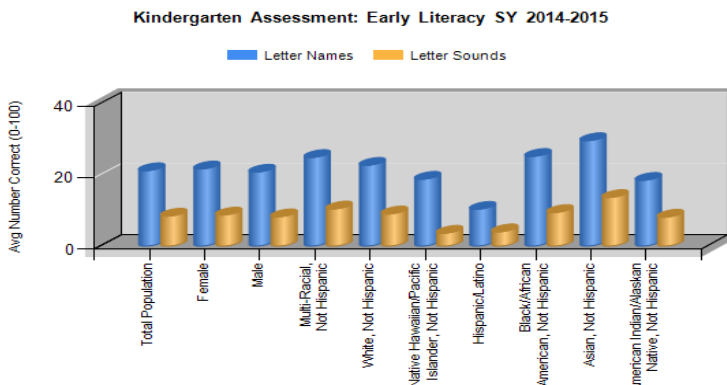
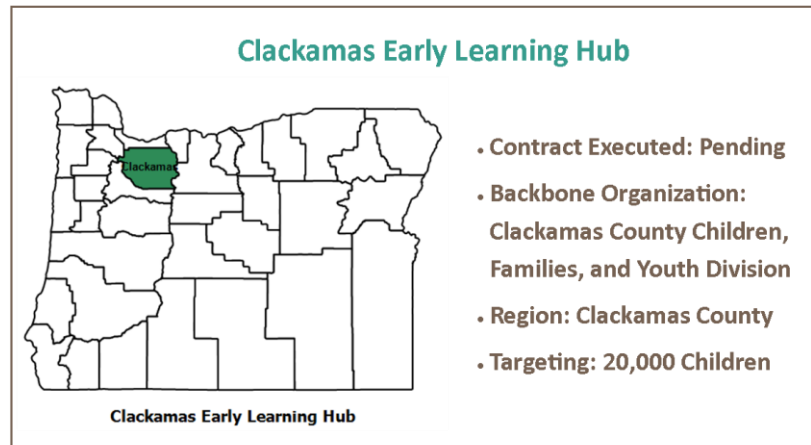
The Hub is continuing to finalize strategies and partnerships, and the final award of contract, as of January 2015, is still pending.

Strategic Activities

As part of its focus on school readiness, the Clackamas Early Learning Hub plans to convene a one day training for educators on the Reading for Healthy Families Curriculum

where books will be given to participating educators to distribute at each curriculum session they subsequently hold. The Hubs will also convene a professional learning community for early learning and K-12 educators. Community libraries will be integral partners in these activities.

The Clackamas Early Learning Hub has also begun working on a coordinated referral system that includes its well-known referral line, BabyLink, 211 info, Child Care Resource and Referral and the Family Education Support Network website. Family Resource Coordinators will be assigned to targeted elementary schools with the largest number of students with limited English proficiency and families living in poverty.



The school readiness and early literacy strategies Clackamas Early Learning Hub has identified will positively impact the school readiness skills that the statewide Kindergarten Assessment measures, ensuring that more children will arrive at school ready to succeed. The chart above shows the results of the fall 2014 Early Literacy Kindergarten Assessment measures for the region.

The Hub is committed to embedding the following equity strategies throughout this work: 1) addressing barriers families face in identifying and accessing services; 2) increasing access to interpreter services or bilingual providers for clients with limited English proficiency; and 3) building cultural competence among providers to help address disparities and improve system quality.

APPENDIX I:

The Early Learning Council adopted the Report on the Hub Metrics Committee at their January 29th meeting. The Council also suggested amendments to the proposed metrics. Early Learning Division staff will develop language based on those suggestions and bring amendments to the March 2015 Early Learning Council meeting for adoption.

REPORT ON HUB METRICS COMMITTEE RECOMMENDATIONS TO THE EARLY LEARNING COUNCIL

Hub Metrics Committee Charge:

The Early Learning Hubs Metrics Committee was charged with recommending revisions to the accountability metrics for Early Learning Hubs. The Committee, composed of Hub leaders, Hub partners and sectors with which Hubs connects, as well as Early Learning Council members and Early Learning Division staff, met bi-weekly between August and December. This Committee was created in recognition that the current accountability metrics were developed prior to the creation of Hubs and the Hubs did not have a chance to weigh in on them. As the Hubs have started to organize themselves, solidify their partnerships and implement their strategic plans, they have gained a new understanding of how and where they can be effective, the greatest leverage points in their communities, and most significant barriers and challenges to success.

Hub Metrics Principles:

The Hub Metrics Committee identified the following principles for guiding the selection of metrics:

- Metrics should reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
- Metrics should show a meaningful difference for children, families and the community.
- Metrics must reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K-12 education, early education and the private sectors.
- Metrics should reflect the stages of development with a logical progression toward high level outcomes and goals.
- Metrics should reinforce a focus on reducing disparities for target populations.
- Metrics should support a strength based approach to the work.
- Metrics must have a data source that is readily accessible, reliable and valid.

Hub Metrics Committee Recommendations:

One of the core principles identified by the Hub Metrics Committee is that metrics should reflect the stages of development with a logical progression toward high level outcomes and goals. Following this principle, the Hub Metrics Committee organized its recommendations in the following way:

- **GOALS:** The three primary high-level goals that Early Learning Hubs have been directed to achieve by statute and the Early Learning Council:
 1. The early childhood system is aligned, coordinated and family-centered
 2. Children are supported to enter school ready to succeed

3. Families are healthy, stable and attached

- **OUTCOMES:** Results that need to be achieved in order to attain the primary goals.
- **SHORT-TERM INDICATORS:** Indicators or measures that show progress in achieving the outcomes that can be demonstrated in one to two years.
- **MEDIUM & LONG TERM INDICATORS:** Indicators or measures that show progress in achieving the outcomes that can be demonstrated in three to five years.

The Hub Metrics Committee, because of the more immediate need, prioritized developing short-term indicators. The Hub contracts will be up for renewal at the end of June, 2015 and the short term indicators need to be in place in order to be incorporated in the new contracts. In some cases, additional work is needed to clarify medium and long term indicators. The Child and Family Well-Being Measures Workgroup of the Joint ELC/OHPB Committee is currently identifying measures and the Hub Metrics Committee recommends drawing on the work of this group for medium and long-term indicators for the goal of healthy, stable and attached families.

Once short-term indicators are adopted, Early Learning Division staff, working with Hubs, will operationalize these indicators to ensure consistent measurement and reporting. Where the Committee identified specific work that needs to be done to operationalize indicators, it is called out in the recommendations below.

Goal 1: The early childhood system is aligned, coordinated and family-centered

Outcomes

- There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, early learning programs, business)
- Catalytic and transformative leadership is demonstrated
- All five sectors can demonstrate alignment of agendas, strategies and resources
- Partners share data and information
- All five sectors demonstrate coordination of activities
- The voice of families and communities served by the Hub guides the work of the Hub
- Family Resource Management function has been developed
- Disparities in access to services and supports are reduced and services and supports are culturally responsive

Short-term Indicators

1. Strategic plan is in place and details the role of all five sectors in achieving shared outcomes for children and families.
2. Demonstrated active participation of leaders from all five sectors in governance of Hub.
3. MOU's are in place with partners from all five sectors that specify shared outcomes and activities.
4. MOU's are in place with partners to share data about budgets, services provided and children served.
5. Mechanisms to share funding and blend/braid resources are actively being used and can be verified.

6. Demonstrated meaningful engagement with children and families from all of the communities served by the Hub.
7. Demonstrated engagement with culturally-specific Community Based Organization as partners in delivery of services to children and families.
8. Program participation data demonstrates increase in services to children and families from focus populations.

Goal 2: Children are supported to enter school ready to succeed

Outcomes

- Children arrive at kindergarten with the social-emotional, language and cognitive skills that will support their success in school;
- Families are supported as their child’s first and most important teachers;
- Early care and education programs and providers are equipped to promote positive child development;
- Children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten; and
- Disparities in outcomes for children of color and from low-income families are reduced.

Shorter-term Indicators

The Hub Metrics Committee has identified the following metrics as indicators for tracking the Hubs progress in this area over the next one to two years, which Hubs will be accountable for via their contracts with the state:

1. Number of Children from OPK, Head Start or other waiting lists served by a Hub partner program.
2. Increase in number of QRIS providers serving “hot spots” and communities of color.
3. Increase in percent of children who receive a developmental screen before the age of 3. (*note: the only currently available data source for this only captures screenings that are billed for in Medicaid, and does not capture screenings that occur in other settings that Hubs are actively promoting*)
4. Increase in percentage of children enrolled in kindergarten before start of school year.

Medium & Long-term Indicators

The Hub Metrics Committee has identified the following measures for tracking the progress of the Early Learning Hubs over time in achieving this goal:

1. Increase in percentage of children in kindergarten with consistent school attendance by demographic group.
2. Decrease in disparities in percentage of kindergarten children of color and from low-income families with consistent school attendance.
3. Increase in Kindergarten Assessment scores in each domain by demographic group.
4. Decrease in disparities in Kindergarten Assessment scores for children of color and children from low-income families.

5. Increase in percentage of children in third grade who are reading at grade-level by demographic group.
6. Decrease in disparities in percentage third grade children of color and from low-income families who are reading at grade level.

These metrics are ordered by the length of time that the Hub Metrics Committee assessed that it will take to impact them. Metrics 1 & 2 are expected in two to three years; metrics 3 & 4 in three to five years; and metrics 5 & 6 in five years. The longer time horizon for the metrics tied to third grade reading scores reflects the time it will take for younger children impacted by early learning programs to reach third grade.

Goal 3: Families are healthy, stable and attached

Outcomes

- Families have positive physical and mental health, supported by access to high-quality health services;
- Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care;
- Families have adequate resources to meet their needs, such as housing and transportation, and supports to strengthen their resilience to stress; and
- Working families have access to safe and affordable child care that promotes positive child development.

Shorter-term Indicators:

The Hub Metrics Committee has identified the following metrics as indicators for tracking the Hubs progress in this area over the next one to two years.

- Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4 or 5 tier QRIS program.
- Increase in the number of children and families served by DHS (e.g., through TANF or child welfare) who are receiving early learning, parent education or family support services. *(note: there are data challenges in tracking this indicator that need to be addressed.)*
- Increase in the percentage of children on OHP who make it to regular visits in their primary care home.

Medium & Long-term Indicators

The Hub Metrics Committee is seeking recommendations from the Child and Family Well-being Measures Workgroup for medium and long-term indicators to track progress towards this goal.

Next Steps

1. Early Learning Division staff, working with the Early Learning Hubs, will develop recommendations for operationalizing short-term indicators. (Completed May, 2015)

2. Early Learning Division staff will continue to work with the Oregon Health Authority to develop strategies for consistent measurement of developmental screening in both health and community settings.
3. Following the completion of the work of the Child and Family Well-Being Measures Workgroup, the Hub Metrics Committee will reconvene to recommend medium and long term indicators for the goal of healthy, stable and attached families.

Hub Metrics Committee Membership

Pam Curtis, Chair

Harriet Adair

Bobbie Weber

Nancy Anderson

Cade Burnette (Blue Mountain Early Learning Hub)

Donalda Dodson (Early Learning Hub, Inc.)

Ken Kestner (South-Central Oregon Early Learning Hub)

Daniel Ledezma

Shannon Lipscomb

Holly Mar-Conte (Lane Early Learning Alliance Hub)

Colleen Reuland

Zeke Smith (Early Learning Multnomah)

Rhonda Prodzinski

Megan Irwin, staff

David Mandell, staff