

Early Learning HUB RFA

A. Proposed Coverage Area & Proposed Coverage Population (RFA Section 5.2.6)

Early Learning Hubs are designed to increase support for children traditionally at risk for arriving at kindergarten without the strong foundations in early literacy (letter name and sound recognition), early math (basic numbers and operations) and approaches to learning (self-regulation and interactions with others) necessary to thrive in school. Oregon Revised Statutes describe children as At Risk for arriving at kindergarten unprepared if they have one or more of the following risk factors:

Living in a household that is at or near poverty, as determined under federal poverty guidelines;

Living in inadequate or unsafe housing; having inadequate nutrition;

Living in a household where there is significant or documented domestic conflict, disruption or violence;

Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;

Living in circumstances under which there is neglectful or abusive care-giving; or

Having unmet health care and medical treatment needs and 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.

An Applicant should plan to serve no fewer than 60% of the At Risk children in its Proposed Coverage Area. To determine the number of At Risk children in its Proposed Coverage Area, Applicants should look at census demographic data as well as the number of children represented in the DHS case load (child welfare clients, SNAP clients, TANF clients, ERDC clients) and the number of children on the Oregon Health Plan.

In addition to using data to make the case for coverage, the OEIB and ELC have adopted an Equity Lens to support the commitment of resources to guarantee the success of every learner in Oregon.

Applicants are expected to incorporate the Equity Lens into their strategy for improving outcomes for At Risk children and their families.

*** There is a maximum of 8000 characters for any given section below.

I. Proposed Coverage Area (RFA Section 5.2.6.1)

- a. Describe the geographic area and/or community of interest the Applicant is planning to cover.
- b. Describe why the Applicant has chosen this Proposed Coverage Area and/or community of interest and why the Applicant is uniquely positioned to improve Outcomes for At Risk children within this Proposed Coverage Area.
- c. Describe arrangements Applicant has made to coordinate with local governments within the Proposed Coverage Area. Applicant may upload any supporting evidence of relationship and coordination agreements with local governments.

Supporting Evidence:

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II. Proposed Coverage Population (RFA Section 5.2.6.2)

Describe the population of children the Applicant proposes to serve. Please address the following questions as a part of your answer. Applicants may use data sources provided by the State, census data, and any data sources available locally to support the answers to these questions.

- a. How has the Applicant identified which children in the Proposed Coverage Area meet the definition of At Risk?
- b. How has the Applicant determined its Proposed Coverage Population?
- c. What is the Applicant's strategy for finding specific populations of At Risk children and families? (For example: Targeting specific elementary school catchment zones, working with primary care providers to find and serve children on the Oregon Health Plan, working with local DHS field offices to find and serve children receiving food assistance, etc.)
- d. How has the Applicant determined the needs of At Risk children and families in the Proposed Coverage Area? (For example: analysis of existing community needs assessments.)
- e. What strategies will the Applicant use to address the challenge of increasing the number of At Risk children served by Oregon's Early Learning System?

III. Equity & Family Engagement (RFA Section 5.2.6.3)

- a. Please identify the racial/ethnic, poverty-level, and other underserved groups within the Applicant's Proposed Coverage Area. Describe methodology and/or provide data sources to support the answer.
- b. Describe current achievement gaps and service disparities that exist for underserved racial, ethnic, and other populations. How will the Applicant address and overcome these disparities? Be specific about the strategies and investments the Applicant will employ in order to overcome these disparities.
- c. Describe how families will be involved as partners in the Hub. Specifically address how the Applicant will:
 1. Engage families in Hub service design and strategies:
 2. Engage families as active partners in their child's early development:
 3. Engage families in culturally and linguistically appropriate ways:
 4. Educate and support families in navigating the community based services available through the Early Learning Hub:
 5. How will the Applicant continue to engage the families within the Proposed Coverage Population following award of a contract?

B. Cross Sector Coordination & Service Integration (RFA Section 5.2.7)

To implement an effective Early Learning Hub, the Applicant is expected to actively coordinate with K-12 education, health, social/human Services, early education, and the business sector.

In addition to effective cross sector coordination, the Applicant will need to coordinate specific services for children and families.

This section of this RFA asks Applicants to describe first its relationships across these sectors and then to describe how the Applicant will coordinate specific Early Learning Services.

I. Cross Sector Coordination (RFA Section 5.2.7.1)

- a. Upload evidence of the relationship between the Early Learning Hub and early childhood and tertiary family support services within the Applicant's Proposed Coverage Area. Applicant may upload any supporting evidence of relationship and commitment to coordinate with the following organizations. Supporting evidence may take the form of a Memorandum or Declaration of Understanding, service delivery contracts or agreements, or other forms of verification.

Organizations:

Coordinated Care Organizations

Local public health offices

DHS field offices

K-12 School Districts and Education Service Districts

Relief Nurseries

Early education providers

Child care resource and referral

Other community based family and peer support organizations important to the Applicant and its Proposed Coverage Population. (For example: drug and alcohol programs, housing programs, community action coalitions, child hunger coalitions, non-profits, faith communities, etc.)

*** Site gives ability to attach documents here.

- b. Describe cross sector coordination work among partner organizations. Applicants may upload this information in any form (for example: chart, partner grid, narrative, etc.) and should address the following points:
 - a. How the partners have been involved in developing and will continue to be involved in delivering the strategies, goals and activities described in the Applicant's strategic plan.
 - b. How the Applicant's strategic plan addresses close coordination between health care and Early Learning Services.

- c. How the Applicant's strategic plan addresses close coordination between Early Learning Services and the K-3 education system.
- d. How the Applicant's strategic plan addresses close coordination and integration between Early Learning Services and Department of Human Services programs.

Identify any areas the Applicant has identified as challenges to cross sector coordination and early plans to address challenges in the first year of operation.

Applicant may upload any other substantial evidence of coordination available including written commitment to shared goals, evidence of braided funding.

*** Sites gives ability to attach documents here

II. Service Integration (RFA Section 5.2.7.2)

This section of the RFA asks the Applicant to address family resource management functions, as well as to speak to the coordination of specific Early Learning Services and functions. Service Provider Readiness Assessment:

a. FAMILY RESOURCE MANAGEMENT:

For each of the following questions address the Applicant's plan to achieve the Outcomes of a coordinated and effective system. Applicant may upload any documents - including organizational charts, referral flow charts, resource management charts - to help illustrate its approach to family resource management and system coordination.

*** Please attach documents here.

1. Describe how family resource management functions will be performed and how they will be coordinated across services and partners listed above to ensure results. Specifically address the following functions:
 - a. Identifying or screening children as At Risk for arriving at kindergarten unprepared.
 - b. Identifying and connecting families to resources/services. Please speak specifically to how the Applicant will handle service referrals for families across sectors and services, in addition to other ideas the Applicant has for coordinating family access to the system.
 - c. Serving as the vehicle of accountability to the Early Learning Hub for managing coordinated funding and Outcomes.
 - d. Furthering the coordination and integration work of the Early Learning Hub and ensuring results.

*** Please attach documents here.

2. Describe Applicant's plan and capacity to conduct the Service Provider Readiness Assessment with proposed Early Learning Service Providers. Include Early Learning Service Providers who have already completed the assessment, and what the Applicant learned through the assessment as it relates to coordinated, Outcome focused, service delivery.

*** Please attach documents here.

How will the Applicant measure the impact of service coordination - what process Metrics does the Applicant plan to put in place to track success?

*** Please attach documents here.

b. SCREENING AND EARLY IDENTIFICATION

The ELC has adopted the Ages and Stages Questionnaire (ASQ) for general developmental screening to ensure consistency across the system.

1. How will the Applicant use this tool to increase the number of At Risk children screened?
2. How will the Applicant work with Early Learning Service Providers to ensure that At Risk children screened are connected to resources following the screening?
3. How will the Applicant educate and engage families on the importance of developmental screening?
4. How will the Applicant work with the health care sector toward coordinated screening and sharing of results?
5. What are the major challenges the Applicant predicts will occur related to coordinating screening and what will the Applicant do to start to overcome these challenges?

c. SPECIFIC EARLY LEARNING SERVICES

For each of the following questions, describe the Applicant's role in coordinating these services to achieve the Outcomes of kindergarten readiness and/or family stability:

1. How will the Applicant use Oregon's 5-star QRIS to increase both supply and demand for quality (three, four, and five star) early learning environments available in the Proposed Coverage Area? Please specifically address the following questions:

A. How will the Applicant increase the number of high quality early learning environments available?

B. How will the Applicant support existing Early Learning Service Providers to increase their rating?

C. How will the Applicant educate and engage families on the importance of choosing a high quality early learning program?

2. Describe how the Applicant will coordinate with existing Therapeutic Services, including Relief Nurseries, for young children available within the Proposed Coverage Area:

3. Describe what home based services for families exist within the Proposed Coverage Area.

A. How will the Applicant coordinate services referrals for home based services?

B. How will the Applicant work with Early Learning Service Providers to reduce duplication of services and increase the number of families served?

C. How will the Applicant work with Early Learning Service Providers to educate and engage families around home-based services available?

- 4.

Describe the current state of waiting lists for core Early Learning Services in the Proposed Coverage Area (including Oregon Pre-K, Head Start, Relief Nurseries, Early Intervention/Early Childhood Special Education, home visiting programs) and the Applicant's strategy to use increased coordination and strong resource management to provide targeted supports to families and children on program waiting lists:

C. Business acumen and operational stability (RFA Section 5.2.8)

This section of the RFA asks the Applicant to detail its governance and operational structure and its budget.

I. Governance (RFA Section 5.2.8.1)

a. Which entity/party will sign the contract if awarded, accepting responsibility for funds and Outcomes?

b. Describe the Applicant's governance model. Applicant may upload an organizational chart and bylaws to help illustrate governance model if desired. Please address the following questions:

*** Please attach files here.

1. Who will serve on the governing body and how will they be appointed to their positions?

2. How are decisions made?

3. How are conflicts or disagreements among governing body members resolved?

4. How will the governing body address conflicts of interest?

5. If Applicant is also an Early Learning Service Provider, please speak specifically to how potential conflict of interest will be protected against and resolved? If this does not apply, please type "N/A" in the field above.

II. Financial Qualifications (RFA Section 5.2.8.2)

Using the Early Learning Hub Funding Formula (Attachment 5) and Early Learning Hub Budget Workbook (Attachment 4) complete the following sections:

Comprehensive Children's Budget

Two Year Budget Proposal

Five Year Projections

Administrative Overhead

*** Please attach files here.

a. Describe how the Applicant will use the Comprehensive Children's Budget as a model for braiding and blending funds to achieve efficient Outcomes for children.

Including thinking about local, state, federal, and philanthropic dollars available.
Include the following information in your answer:

1. How the Applicant will leverage monetary and non-monetary means to match the state's investment by at least 25 percent*.

*The match may come from the following sources: In kind donations, philanthropic dollars, local dollars, other federal state funds that are not explicitly dedicated to early learning.

2. How the Applicant will influence the use of private, state, and federal dollars not within its direct control.

3. Describe how the Applicant will lead efforts to coordinate funding across the philanthropic and private sectors, as well as other governmental entities. Attach copies of formal written agreements to this end.

***Please attach files here.

b. Provide evidence of financial viability, using the following guidelines:

For Applicants that have existed for three years or longer: Three years of audited financial statements; At least six months of projected operating expenses in reserve.

For Applicants that are newly incorporated in order to launch an Early Learning Hub: At least six months of projected operating expenses in reserve.

*** Please attach files here.

c. Beginning in July 2014, former County Commission on Children and Families program dollars will be deployed through Early Learning Hubs rather than through counties. Please describe the Applicant's strategy for this transition. Specifically address:

- a. What programs, if any, currently funded by these dollars does the Applicant plan to continue funding?
- b. How do these programs fit into the Applicant's strategy to reach Outcomes?
- c. Describe assumptions about amount set aside to cover Administrative Overhead.
- d. Describe how the Applicant works with Early Learning Service Providers to ensure they operate efficiently with the bulk of contracted dollars going directly to service children and families.

D. Accountability to Outcomes (RFA Section 5.2.9)

Applicants are expected to focus on preparing children to be kindergarten ready by coordinating services, focusing on populations At Risk, and achieving the Targets for each Metric within each Outcome. The state has provided data for Applicants to use to develop Metric baselines for inclusion in this section of the Application. Applicants are asked to set improvement Targets for each Metric within each Outcome. The Applicant's strategic plan should reflect strategies, and actions that are aligned with these Targets.

I. Outcome Metrics (RFA Section 5.2.9.1)

Using baseline data for Applicant's Proposed Coverage Area and Proposed Coverage Population, against the Targets for each Metric within each Outcome above:

- e. Describe how the Applicant arrived at the baseline for each Metric. Include data sources and the logic behind the baseline approach.
- f. Describe how the Applicant arrived at each improvement Target for each Metric. Include data sources and the logic behind each improvement Target set.
- g. Describe how will the Applicant will use data and regular performance management strategies to track and evaluate progress toward its own Targets on a quarterly and yearly basis.
- h. Describe how will the Applicant will use data and regular performance management strategies to track and evaluate progress of its contracted and partnered Early Learning Service Providers on a quarterly and yearly basis.
- i. Describe any meaningful system coordination Metric(s) that Applicant would the Applicant recommend to the Early Learning Council for consideration.

OUTCOME: KINDERGARTEN READINESS

METRIC 1: INCREASE THE NUMBER OF HIGH QUALITY EARLY LEARNING AND CARE FACILITIES IN PROPOSED COVERAGE AREA AS MEASURED BY QRIS:

	BASELINE	TARGETED FOR YEAR 2 IMPROVEMENT	TARGETED FOR YEAR 3 IMPROVEMENT
QRIS	Licensed facilities: <input type="text"/>		
	Commitment to quality: <input type="text"/>	Commitment to quality: <input type="text"/> %	Commitment to quality: <input type="text"/> %
	Three star: <input type="text"/>	Three star: <input type="text"/> %	Three star: <input type="text"/> %
	Four star: <input type="text"/>	Four star: <input type="text"/> %	Four star: <input type="text"/> %
	Five star: <input type="text"/>	Five star: <input type="text"/> %	Five star: <input type="text"/> %

METRIC 2: INCREASE PERFORMANCE ON THE KINDERGARTEN ASSESSMENT OF THE PROPOSED COVERAGE AREA.

	BASELINE	TARGETED FOR YEAR 2 IMPROVEMENT	TARGETED FOR YEAR 3 IMPROVEMENT
Kindergarten Assessment Results	Early literacy letter names:	Increase by <input type="text"/> % the average number of letter names that children are able to identify in one minute.	Increase by <input type="text"/> % the average number of letter names that children are able to identify in one minute.
	Early literacy letter sounds:	Increase by <input type="text"/> % the average number of letter sounds that children are able to identify in one minute.	Increase by <input type="text"/> % the average number of letter names that children are able to identify in one minute.
	Early math numbers and operations:	Increase by <input type="text"/> % the average number of questions that children are able to correctly respond to.	Increase by <input type="text"/> % the average number of questions that children are able to correctly respond to.
	Approaches to learning:	Increase by <input type="text"/> % the average approaches to learning score.	Increase by <input type="text"/> % the average approaches to learning score.

OUTCOME: STABLE AND ATTACHED FAMILIES

METRIC 3: INCREASE THE NUMBER OF CHILDREN IN THE PROPOSED COVERAGE POPULATION WHO RECEIVE DEVELOPMENTAL SCREENING PRIOR TO AGE THREE:

	BASELINE	TARGETED FOR YEAR 2 IMPROVEMENT	TARGETED FOR YEAR 3 IMPROVEMENT
Developmental Screening	Number of children who receive developmental screening prior to age three: <input type="text"/>	Increase by <input type="text"/> % the number of children who receive developmental screening prior to age three.	Increase by <input type="text"/> % the number of children who receive developmental screening prior to age three.

METRIC 4: INCREASE THE NUMBER OF CHILDREN IN THE PROPOSED COVERAGE POPULATION WITH ACCESS TO A PCPCH:

	BASELINE	TARGETED FOR YEAR 2 IMPROVEMENT	TARGETED FOR YEAR 3 IMPROVEMENT
PATIENT CENTERED PRIMARY CARE HOME	Number of children with access to a PCPCH: <input type="text"/>	Increase by <input type="text"/> % the number of children with access to a PCPCH.	Increase by <input type="text"/> % the number of children with access to a PCPCH.

METRIC 5: DECREASE THE NUMBER OF CHILDREN AND FAMILIES IN THE PROPOSED COVERAGE AREA INVOLVED WITH THE CHILD WELFARE SYSTEM AS MEASURED BY:

- Decrease in the number of children age 0 through 6 who enter foster care.
- Decrease in the number of children age 0 through 6 who return to foster care.
- Increase in the number of children involved with the child welfare system who are served safely and equitably at home.

INVOLVED IN CHILD WELFARE SYSTEM	BASELINE	YEAR 2 TRENDS	TARGETED YEAR 3 IMPROVEMENT
	Number of children age 0 through 6 who enter foster care: <input type="text"/>	Observe trends in the number of children age 0 through 6 who enter foster care.	Percent improvement of children age 0 through 6 who enter foster care: <input type="text"/> %
	Number of children age 0 through 6 who return to foster care: <input type="text"/>	Observe trends in number of children age 0 through 6 who return to foster care.	Percent improvement of children age 0 through 6 who return to foster care: <input type="text"/> %
	Number of children involved with the child welfare system who are served safely and equitably at home: <input type="text"/>	Observe trends in number of children involved with the child welfare system who are served safely and equitably at home.	Percent improvement of children involved with the child welfare system who are served safely and equitably at home: <input type="text"/> %

OUTCOME: SYSTEM COORDINATION

The State of Oregon currently lacks a data system that can provide de-duplicated data across programs, systems, and services. The Early Learning Council acknowledges that for this reason, our Applicants can only estimate the baselines for the following Metrics. Applicants are asked to do their best work to provide working estimates here - however, these Metrics will not serve as accountability Metrics until Early Learning Hubs and the State collectively address the current data challenges.

In the summer of 2014 the Early Learning Council and Early Learning Hubs will adopt a set of process metrics to measure system coordination prior to the availability of a coordinated statewide data system.

METRIC 6: DECREASE THE COST OF SERVICE - INCLUDING ADMINISTRATIVE OVERHEAD - ACROSS THE EARLY LEARNING SYSTEM:

BASELINE _____\$

ADMINISTRATIVE OVERHEAD RATE _____\$

METRIC 7: INCREASE THE NUMBER OF AT RISK CHILDREN SERVED ACROSS THE EARLY LEARNING SYSTEM:

- BASELINE:
- NUMBER SERVED:

METRIC 8: DECREASE THE AGE OF ONSET SERVICES - CONNECT CHILDREN TO SERVICES AS EARLY IN LIFE AS POSSIBLE:

- BASELINE:

- NUMBER SERVED:

II. Performance Based Contracts

- a. Describe Applicant's experience and success with Performance Based Contracting.