



**Session Three: Round Table Discussion Topics, 2/23 from 1:15 – 2: 45 pm**

*Participants will participate in two, 45-minute discussions during this session, choosing from five different “round table” topic areas prioritized by hub leaders who participated in the Learning Collaborative survey in December. The goals for each of the round table discussions are below. We hope this helps you choose which two tables you would like to participate in during the session.*

**Table 1: Partnering with the Business Sector:**

*Hosts:*

*Lane County Early Learning Alliance; Program Director Lindsey Hayward will share some of their learning about building a relationship with their business partners.*

*Sector leaders:*

*Kyle Ritchie-Noll (Oregon Business Council/Oregon Learns)*

*Melissa Leoni (Oregon Workforce Investment Board)*

*Sue Parrish (ELD)*

**Discussion Goals:** To deepen understanding of what a successful partnership with the business sector looks like, and strategies for successfully building relationships with this sector. Participants will also explore mutually reinforcing activities and goals between these two sectors.

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**Table 2: Partnering with CCOs/Health Care**

*Hosts:*

*Liz Stuart (Oregon Health Authority)*

*University of Oregon graduate students Lauren Branch and Theya Harvey, who are working on a collaboration toolkit for CCOs and Early Learning*

**Discussion Goals:** To develop an understanding of the successes and challenges hubs are experiencing as they go to develop partnerships and implement shared strategies around their shared metrics with the health care sector; to brainstorm possible solutions and discuss needed resources for Hubs around collaboration with health partners.

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**Table 3: Partnering with DHS**

*Hosts:*

*Rod Cook, Clackamas Early Learning Hub*

*Marita Johnson, DHS*

**Discussion Goals:** To share elements of productive regional partnerships with DHS, and identify supports that partners, Hubs and the ELD can contribute to building strong Hub-DHS partnerships statewide. Hubs can tailor successes shared in this session to build stronger collaboration with DHS in their region.



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**Table Four: Strengthening Kindergarten Partnership and Innovation**

*Host:* Brett Walker, ELD P-3 Alignment Specialist

**Discussion Goals:** To step back and look at the purpose and development of this program's goals across the state, share program successes and strategies, build relationship across ELD staff and hub leaders, identify and discuss challenges emerging – and/or any other purpose ELD staff or hub leaders prioritize to improve the metrics around readiness for kindergarten.

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**Table Five: Strengthening Focused Child Care Network and QRIS**

*Hosts:*

Hanna Annsen, Western Oregon University/The Research Institute (TRI)  
Meredith Russell, ELD

**Discussion Goals:** To step back and look at the purpose and development of FCN and how QRIS supports the goals across the state relating to priority populations. Develop an understanding of the FCN and share program successes, challenges and strategies, while building relationships with ELD staff, TRI Staff and hub

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**Table Six: Preschool Promise: Building a statewide preschool system**

*Hosts:* Gwyn Bachtel, ELD Preschool Promise Coordinator

**Discussion Goals:** To deepen the state-local dialogue about the long-term development of a statewide preschool system, or Preschool Promise. Participants will learn about the ELD's planning work to date, and provide input and brainstorm about serving the diverse preschool needs across the state. Due to the active nature of the Preschool Promise application process, this won't be a venue for discussing specific applications, the current legislative funding cycle, or the current application process.



## Early Learning Hubs

In 2013, the Oregon Legislature passed House Bill 2013 creating 16 regional and community-based Early Learning Hubs. The intended result is to make quality early learning services more available, accessible and effective for children and families, particularly those who are historically underserved.

The Early Learning Hubs have 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.



## Goals

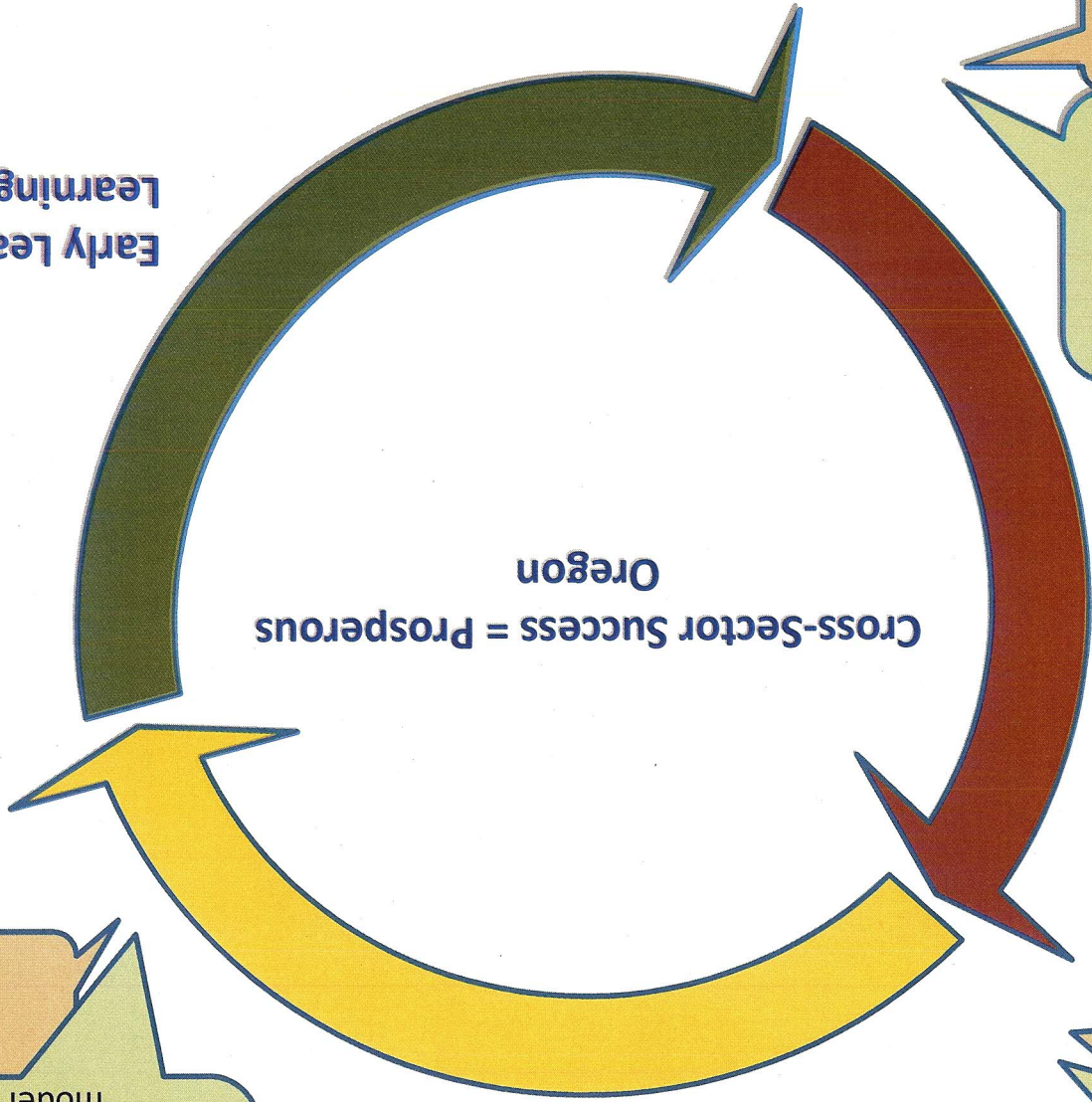
- There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, and family-centered early learning system)
- Catalytic and transformative leadership is demonstrated
- All five sectors can demonstrate alignment of agendas, strategies and 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 are culturally responsive
- 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, culturally responsive instructional practices and seamless transitions from early learning programs to kindergarten
- Disparities in outcomes for children of color and from low-income families are reduced
- 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, access to healthy communities, and supports to strengthen their resilience to stress
- Working families have access to safe and affordable child care that promotes positive child development

## Early Learning Hubs

Below is a list of all 16 Early Learning Hub contact information.

Hub Name	Coverage Area	Hub Contact
Marion & Polk Early Learning Hub, Inc.	Marion and Polk counties	Lisa Harnisch   lharnisch@earlylearninghub.org 503-967-1185
Early Learning Multnomah	Multnomah County	Molly Day   mollyd@unitedway-pdx.org 503-226-9364
Lane Early Learning Alliance	Lane County	Holly Mar Conte   hmar@unitedwaylane.org 541-741-6000 x109
South-Central Oregon Early Learning Hub	Douglas, Lake and Klamath counties	Gillian Wesenberg   gillian.wesenberg@douglasessd.k12.or.us 541-440-4771
Yamhill Early Learning Hub	Yamhill County	Jenn Richter   jrichter@yamhillcco.org 503-376-7421
Frontier Early Learning Hub	Grant and Harney counties	Donna Schnitker   schnitkd@hearneyesd.k12.or.us 541-573-6461
Blue Mountain Early Learning Hub	Umatilla, Morrow and Union counties	Cade Burnette   cburnette@umchs.org 541-564-6878
Early Learning Hub of Central Oregon	Deschutes, Jefferson and Crook counties	Hillary Saraceno   hillary.saraceno@deschutes.org 541-317-3178
Southern Oregon Early Learning Hub	Jackson and Josephine counties	Mary-Curtis Gramley   mary-curtis_gramley@soesd.k12.or.us 541-858-6731
Eastern Oregon Community Based Services Hub	Malheur, Baker and Wallowa counties	Kelly Poe   kelly.poe@malesd.k12.or.us 208-230-0648
Early Learning Washington County	Washington County	Bill Thomas   william_thomas@co.washington.or.us 503-380-1665
Northwest Regional Early Learning Hub	Tillamook, Columbia and Clatsop counties	Paula Mills   pmills@nwresd.k12.or.us 503-338-3344
Early Learning of Linn, Benton and Lincoln	Linn, Benton and Lincoln counties	Kristi May   mayk@linnbenton.edu 541-917-4891
Clackamas Early Learning Hub	Clackamas County	Rod Cook   rodcoc@co.clackamas.or.us 503-650-5677
South Coast Regional Early Learning Hub	Coos and Curry counties	Gerry Livingston   glivingston@orca.us 541-435-7751
Four Rivers Early Learning Hub	Hood River, Wasco, Sherman, Gilliam and Wheeler counties	Christa Rude   christa.rude@cgesd.k12.or.us 541-340-0438

Early Learning/Early Learning Workforce



Business

ERDC; advocacy and promotion of EC/EL

+ Successful early childhood systems = skilled workers and prosperous consumers + Family-friendly businesses + retain quality employees

+ Employers successfully recruit and retain drug-free, accountable, adaptive problem-solvers with soft skills  
KPI: Preschool Promise; VROOM

Current Workforce

+ Culturally responsive child care providers prepare all children for kindergarten, which leads to success thru pipeline + Successfully employed parents model work skills

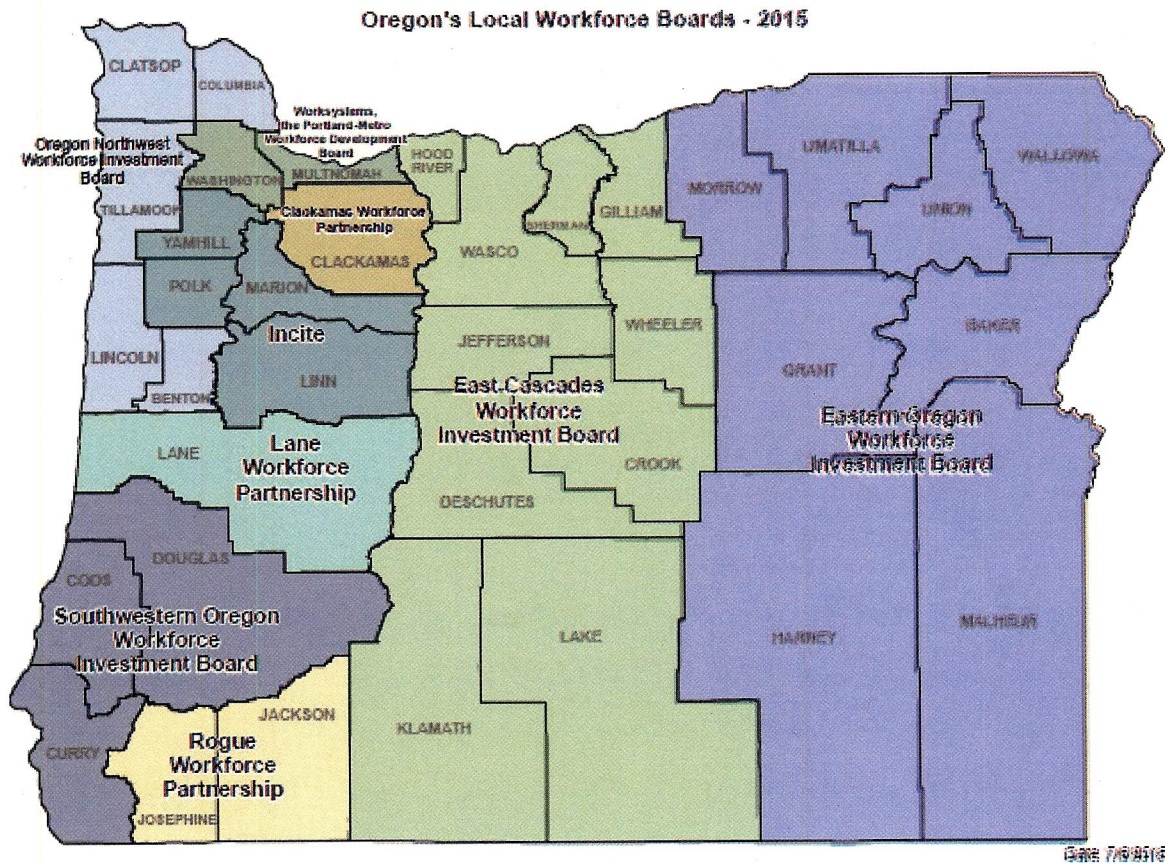
QRIS

## Oregon Workforce Investment

### Find Workforce Experts

Oregon is part of the workforce investment system that is funded by the Workforce Innovation & Opportunity Act (WIOA) which authorizes more than 550 local business-led workforce development boards (WDBs) that serve all fifty states, Puerto Rico and the U.S. Territories to oversee workforce development services through a network of approximately 3,000 American Job Centers (also called One-Stop Career Centers). Through WIOA, local civic, business and workforce development leaders develop strategies that leverage funding and resources within their local communities to prepare and match the skills of workers with the workforce demands of businesses.

Below is a list of Oregon's Workforce Boards. [Click here for a list of the One-Stop Career Centers.](#)



**Clackamas Workforce Partnership:**  
Bridget Dazey, Executive Director  
[Bridget.Dazey@clackamasworkforce.org](mailto:Bridget.Dazey@clackamasworkforce.org) | 503-657-1729  
365 Warner Milne Rd.  
Oregon City, OR 97045

**East Cascades Workforce Investment Board:**  
Heather Ficht, Executive Director  
[heather@eastcascadesworks.org](mailto:heather@eastcascadesworks.org) | 541-385-WORK  
404 SW Columbia St., Ste. 200  
Bend, OR 97702

**Eastern Oregon Workforce Investment Board:**

Bill Rosholt, Executive Director  
[bill@easternoregonworkforce.org](mailto:bill@easternoregonworkforce.org) | 541-963-3693  
1901 Adams Avenue  
La Grande, OR 97850

**Incite Incorporated:**

Tony Frazier, CEO  
[tfrazier@inciteworks.org](mailto:tfrazier@inciteworks.org) | 503-581-1002  
626 High Street NE, Ste. 305  
Salem, OR 97301

**Lane Workforce Partnership:**

Kristina Payne, Executive Director  
[KristinaP@laneworkforce.org](mailto:KristinaP@laneworkforce.org) | 541-285-6001  
1401 Willamette Street, Second Floor  
Eugene, OR 97401

**Oregon Northwest Workforce Investment Board:**

Heather DeSart, Executive Director  
[heather@onwib.org](mailto:heather@onwib.org) | 702-371-1874  
3788 SE High School Drive  
(mailing: PO Box 140)  
Lincoln City, 97367

**Rogue Workforce Partnership:**

Jim Fong; Executive Director  
[Jimf@jobcouncil.org](mailto:Jimf@jobcouncil.org) | 541-842-2515  
100 East Main St., Ste. A  
Medford, OR 97540

**Southwestern Oregon Workforce Investment Board:**

Jake McClelland, Executive Director  
[Jmcclelland@sowib.org](mailto:Jmcclelland@sowib.org) | 702-376-3892  
Southwestern Oregon Workforce Investment Board  
Southwestern Oregon Community College  
1988 Newmark Ave.  
Coos Bay, Oregon 97420

**Worksystems, Inc.:**

Andrew McGough, Executive Director  
[amcgough@worksystems.org](mailto:amcgough@worksystems.org) | 503-478-7371  
1618 SW First Ave, Ste. 450  
Portland, OR 97201

**Found at:**

[http://workforceinvestmentworks.com/oregon/workforce\\_experts.asp](http://workforceinvestmentworks.com/oregon/workforce_experts.asp)

## **DHS Child Welfare and Self Sufficiency Interdependent Model**

DHS has two program areas that are administered in each of the 16 District offices in Oregon; Child Welfare and Self Sufficiency. Both programs are federally mandated and were separated by the Oregon Legislature in the mid 1970's, with the mandate to be managed as two distinct and separate programs. The focus of Child Welfare is child safety; the focus of Self Sufficiency is family stability and self-sufficiency. While each program has their own state and federal eligibility criteria, both have overlapping missions. This allows DHS to provide opportunity for both programs to work interdependently to meet the needs of families in Oregon.

### **Program Overview:**

Child Welfare program eligibility stems from an accepted allegation of child abuse and or neglect. The victim of the abuse must be not be an emancipated child or youth, under the age of 18. The perpetrator must be familial or have a familial relationship, and have access to the child. Child Welfare does not typically open a Child Welfare investigation in a situation where a third party has abused a child and there is a protective parent. The services offered to families involved with Child Welfare include Child Protective Services (CPS), services to prevent foster care or reunite children who are returning from a foster care episode, foster care and adoption services, and independent living services for teens who do not return home prior to exiting foster care. All services are designed with child safety, permanency, and well-being as a goal.

Self Sufficiency program eligibility is based on family economic deprivation. Families are served through assistance programs aimed at stabilizing and strengthening their situation, helping families and individuals become self-sufficient, reducing barriers to employment and improving the health and welfare of the children in the home. Services offered to families include Temporary Assistance to Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) formally known as food stamps, Family Support and Connections, and employment and training services. All services are designed with family economic stability and independence as a goal.

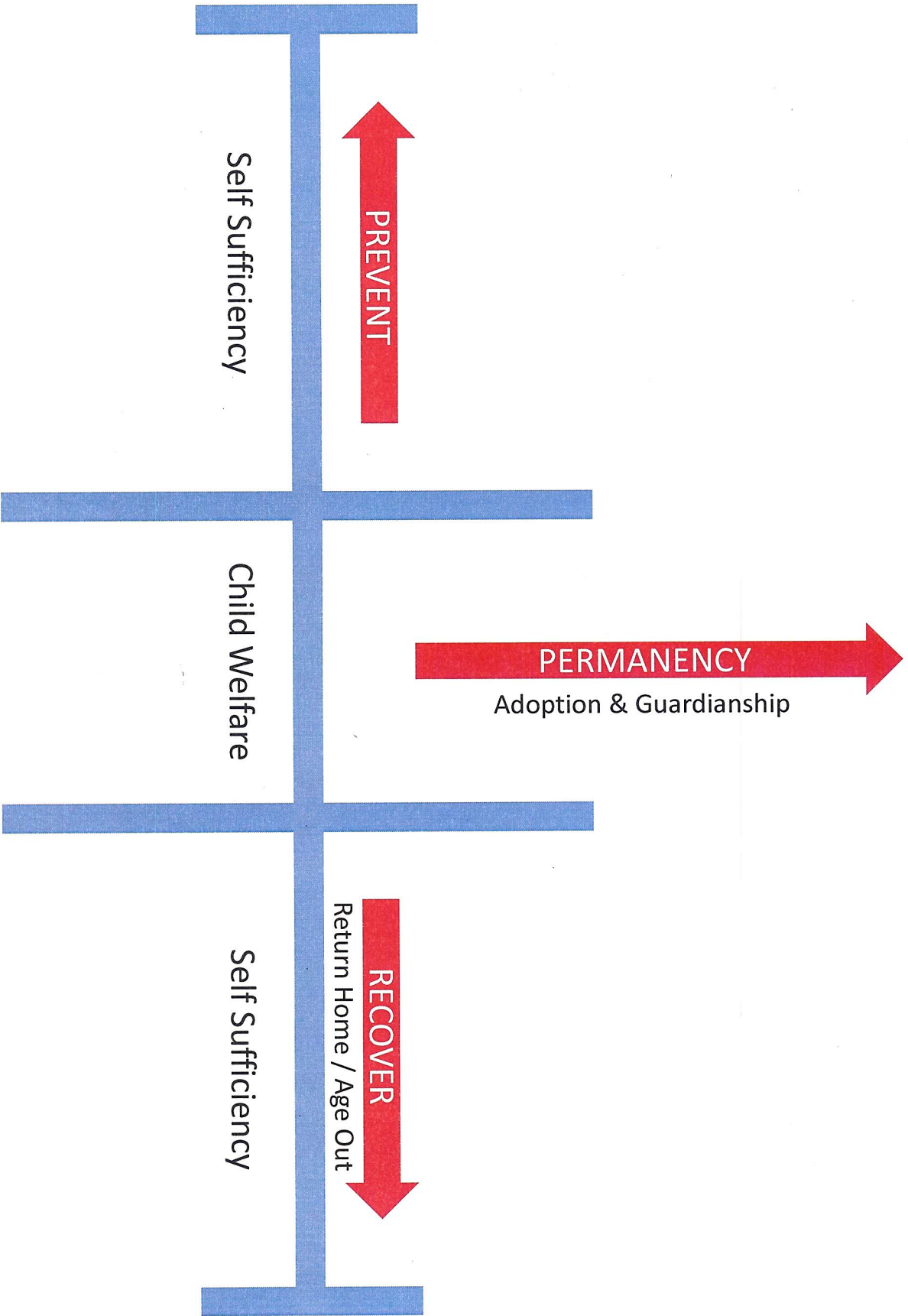
### **Program Interdependence:**

If both programs are applied on a liner continuum, an overall interdependent service array can be implemented to meet both the safety needs of children and the family stability and independent needs of families. Early intervention with the family stability and support services of the Self Sufficiency programs can act as a child abuse prevention strategy when a family is in crisis or becomes unstable. If the family's instability leads to child abuse or neglect, further intervention may be needed to ensure child safety through the Child Welfare program. Once child safety has been achieved, ongoing services to the family may act as a recovery effort to ensure the family achieves economic stability and independence. (see attached diagram)

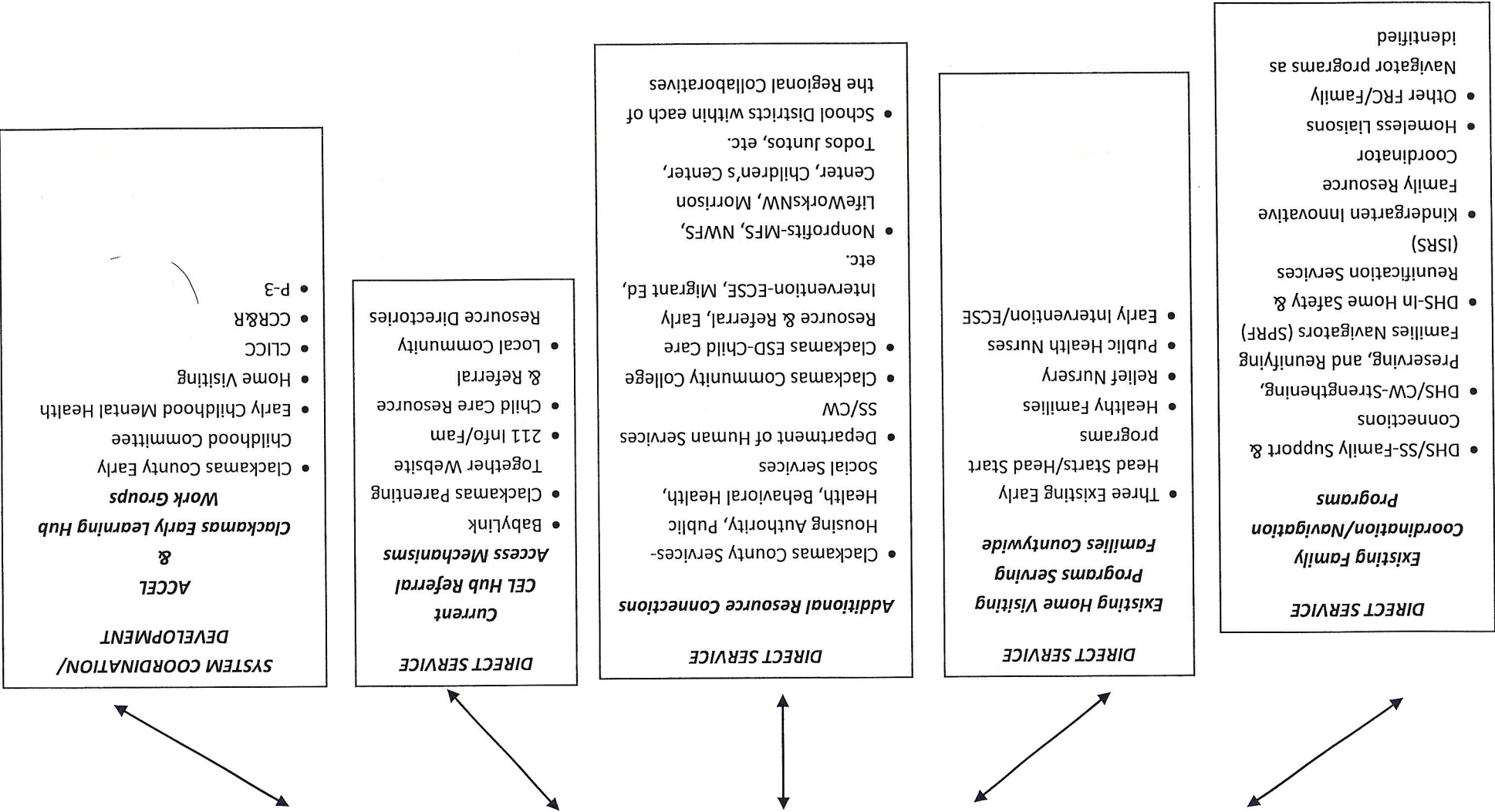
### **Program Strategies:**

Both Child Welfare and Self Sufficiency programs have distinct, and a times, overlapping strategies to achieve program respective goals of child safety, family stability and independence. Strategies include but are not limited to efforts focused on In Home Safety and Reunification Services (ISRS); Strengthening, Preserving, and Reunifying Families (SPRF) services; Permanency Round Tables (PRT);





Clackamas Early Learning Hub Family Resource Coordinators				
Family Resource Coordinator Staffing by Regional Collaborative Service District Areas***				
Canby-Mollala-Cotton (1FTE)	Estacada-Sandy (Oregon Trails) (1FTE)	Gladstone-Oregon City (1FTE)	N Clackamas (1.75FTE)	West Linn/Wilsonville-LO (.25FTE)
(RFA)	(Existing)	(Existing)	(Existing)	(RFA)
Linkages to Direct Services and System Coordination/Development Support				



\*\*\*Staffing (FTE) was determined based on the Target Population/Service Matrix

## Planning for Data Collection in Your Organization

*Curry-Stevens, 2016*

### 1. Data Collection Form

- a. What racial identifiers should the organization collect? Consider things like the level of detail, the inclusion of Latino as a race, the recognition of communities such as Slavic, African and Middle Eastern, having an open-ended self-identifying section, and whether or not you will use the identifiers in HB 2134.
  
  
  
  
  
  
  
  
  
  
- b. What explanation will you provide as to why the data are needed? Identify three key messages.

### 2. Data Analysis

Let's assume that you will focus on disaggregating access data to see if children and families of color are getting into your organization at equitable levels. Let's also assume that you revise your child intake form to collect the data you've set in Part 1 (above). Now it is time to figure out the RATE of access for your different communities.

Remember that the rate is figured out by this formula:  $(n/N) \times 100$

- a. What figure will you use for "n"?
  
  
  
  
  
  
- b. What figure will you use for "N"?
  
  
  
  
  
  
- c. How will you find N?
  
  
  
  
  
  
- d. What disaggregation will you conduct, meaning what communities will you figure out the rates for?

### 3. Quality Improvement

- a. If the access rates are different, and the rate for children of color is lower than for white students, what steps will you take to address this?