

## Early Learning Hub Community Readiness Assessment

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The Early Learning Council will certify up to seven Early Learning Hubs in the fourth quarter of 2013 based on the Applicant's readiness to act as an effective, outcomes focused, Hub. Applicants will use this readiness assessment tool, mapped to core readiness areas in the Early Learning Hub Request for Application, in order to examine community strengths and diagnose current gaps in services or strategy to address via the RFA process.

Applicants will use this assessment to take stock of what services are and are not currently available to support at risk children and families; and to assess the Applicant's readiness to operate a functional, effective, outcomes focused Early Learning Hub.

In the RFA the Early Learning Council will use the following criteria to assess readiness:

- A. A defined service area and cross sector coordination including the presence of:
- B. Target population and high quality services for at risk children and their families (as defined by Oregon Laws Chapter 37, section 12 [3]) including:
- C. Business acumen and operational stability, and
- D. Accountability for outcomes and a return on investment

Applicants should conduct a collaborative assessment of their proposed service area evaluating both the availability of each service or operational requirement, and prioritizing the importance of that service/operational function to the Applicant's unique, overall strategy for improving outcomes for children and families in the proposed service area. In addition to this tool, Early Learning Hub Applicants will use the Early Childhood and Family Service Provider Readiness Assessment Checklist to evaluate the service providers they propose to contract with in order to deliver on outcomes. As a provision of any Early Learning Hub contract, Applicants will agree work with Early Learning Division (ELD) staff, to complete a full provider readiness review.

### **How to use this tool:**

Instructions for how to score an applicant's readiness are found before each section of the readiness review. In addition to ranking readiness, applicants are also asked to prioritize how important each factor is to achieving their unique strategy for their proposed service area.

### Defined and well-coordinated service area:

For each of the questions related to a defined and well-coordinated service area answer:

**YES:** If you can demonstrate clear evidence that the work for that question is complete, with buy in from all stakeholders and members of the collaborative completing your RFA.

**SOMEWHAT:** If you and the collaborative completing your RFA are making progress toward this as a goal, but cannot demonstrate evidence that you've arrived there yet.

**NOT YET:** If this area has not been addressed by your collaborative, is not a priority for your collaborative, or is a source of tension or strong disagreement by the collaborative completing your RFA.

Service area and coordination	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. Hub leadership has identified the community it wishes to serve and improve outcomes for.	X			X		
2. Leaders from across all five sectors (K-12, early education, health, human services, and business) have been engaged in and support the initiative.	X				X	
3. Key local governments have been engaged in and support the initiative.	X				X	
4. Families and service users have been engaged in and support the initiative.		X				X
5. There are defined roles and responsibilities for collaborators who are not on the governing body.	X				X	
6. Efforts are being made to increase the level of community awareness of the Early Learning Hub and system of early learning services.	X					X
7. There is a formal communications stakeholder system in place and in use.	X					X
8. Members of the Early Learning Hub collaborative reflect the	X					X

diversity of the community the Hub wishes to serve.						
9. Barriers to building an accessible, cohesive, early learning system locally are identified with a plan for overcoming them.		X				X
10. An inclusive community assessment process has taken place and has resulted in a commonly understood definition of the problem and set of strategies for improving outcomes.		X				X
11. Early Learning Hub has a comprehensive inventory of resources and providers for proposed service area.		X				X

#### High quality services available to target population:

For each question related to services available to your target population, answer:

**YES:** If services are broadly available to all or nearly all children in your service area.

**SOMEWHAT:** If these services exist in your proposed service area, but are not as widely or comprehensively available as you would like them to be for at risk children AND you have a strategy to broadening services articulated through the RFA.

**NO:** If services are not available to the target population and there is not yet a clear, achievable plan for making them available.

Health and Screening	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. Children are routinely screened with appropriate developmental tools.		X				X
2. Health care providers in service area use a consistent suite of tools.		X			X	
3. ASQ is used by providers in the service area.		X				X
4. Children in service area have access to a primary care physician/health home.		X				X
5. Children in service area are receiving oral health care.		X			X	
6. At risk children and families in service area are receiving mental health care.			X			X
7. Families that need it are receiving substance abuse treatment.			X			X
8. High risk children are identified prior to age 3.		X				X

Home based services and respite care	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. Families are told about home based services.		X				X
2. At risk families are enrolled in home based services.		X				X
3. Families have access to and know about respite care.			X			X
4. Formal resources exist to help families activate and access respite care.			X			X
5. Resources exist to assist families with financial problems that impact their ability to meet the basic needs of their children.	X			X		
6. Outreach and intervention are available for families experiencing domestic violence.		X				X

High quality early learning environments	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. There are an adequate number of high quality early learning settings available.			X			X
2. Formal mechanisms are in place to educate and inform parents on the characteristics of high quality early learning environments.	X				X	
3. There are an adequate number of quality early learning education spaces available for the population of high risk children.		X				X
4. K-12 school districts in the proposed service area are connected to and working in partnership with the early learning community.		X				X

### Business acumen and operational stability:

For each of the questions related to business acumen and operational stability answer:

**YES:** If you can demonstrate clear evidence that the work for that question is complete, with buy in from all stakeholders and members of the collaborative completing your RFA.

**SOMEWHAT:** If you and the collaborative completing your RFA are making progress toward this as a goal, but cannot demonstrate evidence that you've arrived there yet.

**NOT YET:** If this area has not been addressed by your collaborative, is not a priority for your collaborative, or is a source of tension or strong disagreement by the collaborative completing your RFA.

Governance	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. A governing body representing each of the five sectors and families has committed to leadership roles and has the support of community stakeholders.	X			X		
2. A cross governance agreement is in place with area CCO(s)	X			X		
3. Roles and responsibilities for the governing body are outlined in a formal, written, agreement.	X			X		
4. Leaders of governing body have defined the need for change and actively communicate the new vision for the delivery of coordinated services.			X			X
5. Decision making guidelines have been established and agreed to by all partners.			X			X
6. Conflict of interest policy is established.			X			X
7. Processes and procedures are in place that address geographic barriers to collaboration.	X					X
8. Early learning collaborators express a high degree of trust and respect for each other.		X				X

Resource development and fiscal management	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. Proposed lead agency has support of community partners and governing body to act as the fiscal agent.	X			X		
2. Fiscal agent has experience in cost and risk estimation, accurate budgeting, and regulatory compliance and has fiscal management system with capacity to track multiple revenue sources and expenditures.	X			X		
3. Fiscal agent has experience with grant management including post-award implementation monitoring, compliance, evaluation, and grantee communication.	X			X		
4. Fiscal agent has signature authority on behalf of the Early Learning Hub.	X			X		
5. Fiscal agent has applicable insurance.	X			X		
6. Fiscal agent has access to legal expertise.	X			X		
7. Fiscal agent and governing body have created an inventory of all local, state, federal and private dollars that can fund both service coordination and services themselves.	X					X
8. A local early learning budget has been developed and includes funds that are directly in the control of the Early Learning Hub and funds outside the control of the Hub that need to be coordinated.	X			X		
9. A plan is in place for braiding and blending funds/budgets that impact children and families. Affected agencies are committed to collaboration.	X	X				X
10. The early learning budget is linked to goals and strategies for reaching outcomes.	X					X

### Accountability for outcomes and a return on investment:

For each of the questions related to outcomes and a return on investment answer:

**YES:** If you can demonstrate clear evidence that the work for that question is complete, with buy in from all stakeholders and members of the collaborative completing your RFA.

**SOMEWHAT:** If you and the collaborative completing your RFA are making progress toward this as a goal, but cannot demonstrate evidence that you've arrived there yet.

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Quality assurance and accountability to outcomes	Presence			Priority		
	Yes	Somewhat	Not Yet	Low	Medium	High
1. Multiple partners have contributed and coordinated resources for specific Early Learning Hub-wide goals.	X			X		
2. Early Learning Hub partners have an ongoing process in place for identifying duplication of services, underused programs, and service gaps and an initial analysis has been completed.		X				X
3. As part of the initial analysis, specific service needs of various target populations are documented and supported by data.	X			X		
4. Hub partners have identified the strengths and challenges associated with existing programs' ability to achieve specified outcomes via the service provider readiness checklist.			X			X
5. Formalized data collection processes are in place to track participation in and outcomes of services and quality improvement.			X			X
6. Hub has mechanisms in place to gather data and use it systematically to address cost per service, program utilization, and outcomes.			X			X
7. Quality improvement activities are in place and able to generate quality improvement data.			X			X

8. Hub has experience with data-driven decision making and is able to use data to drive discussion with providers across sectors.	X			X		
9. Hub partners and fiscal agent have demonstrated experience with performance based contracting.		X				X
10. Local systems have aligned goals and outcomes with state systems and policies across multiple domains.	X			X		