



## Early Learning Hub Learning Collaborative

August 9 & 10, 2016

Columbia Gorge Community College; The Readiness Center; Room 201

The Dalles, Oregon

### PURPOSE

**Our shared purpose as a Learning Collaborative** is to exchange ideas, analyze together, innovate and adjust our activities as we work across systems toward building our shared vision for families and children in Oregon.

### GOAL

**Our goal is to create** an environment and space for “real conversation” that allows us to learn together as we go and addresses:

- Developing our cross-sector partnerships and systems
- Identifying and clarifying our spheres of influence, locally and at state level
- Working collaboratively toward our shared vision for an equitable early learning system
- Assessing how our overall reform efforts build toward our early learning outcomes

### AGENDA

**Tuesday, August 9, 2016**

**8:00 am – 5:00 pm**

#### 8:00 am – 9:00am: Welcome/Appreciative Warm-Up

- Coffee/tea and light refreshments will be available from 7:45- 8:15
- Appreciative warm up and opening from ELD leadership

#### 9:00 am – 10:15: Equity Work: What did we learn from the assessments and what are our next steps?

What strategies and questions are emerging as hub leaders look to implement the domains and action steps that emerged from their equity assessment process this last spring? This session will begin with a brief presentation summarizing the assessments across the state, and then hub leaders will dialogue about their next steps for work plans and implementation.

#### 10:30-11:45: Working with our Data

How do early learning hubs collect, track, and report on data that then directly shapes the strategies they choose? This session is designed to highlight strategies hubs are developing to improve the use of quality data for decision-making, and 2) to identify some next steps that the ELD and/or hubs might pursue to continue to develop data and reporting systems tied to meaningful metrics.



The session will begin with brief presentations by hub leaders who are implementing innovative data collection, reporting and communication strategies, followed by Q & A.

**12:00 am – 1:00 pm: LUNCH & NETWORKING**

Network with other state Collaboratives (RACs, STEM Hubs, YDD...)

**1:00 pm – 4:00 Strategic Visioning Session**

STEM Hubs, Regional Achievement Collaboratives (RACs)... What are they for, what do they do, and how do they relate to the work of early learning? The Chief Education Office is convening these regional initiatives to inform policy makers and agency staff about the work of these initiatives, and provide an opportunity for the initiatives to learn more about each other's work and opportunities for collaboration/coordination. Early learning leaders will join STEM and RAC leaders from around the state to dialogue with each other, agency leaders, and legislators.

*~ EL Collaborative resumes focus on early learning and other Collaborative leaders depart for the day~*

**5:30 - After-Collab Networking and Social:** Will be at El Mirador, 1424 West 2<sup>nd</sup> Street, the Dalles. Join your peers for some drinks, a meal, relaxed conversation, and checking in with each other!

**Wednesday, August 10, 2016**

**8:00 am – 4:15 pm**

**8:00 am – 8:45 am Welcome and Appreciative Warm Up**

Coffee/tea and refreshments

**8:45 am – 10:15 am Hub Indicators for Success**

Next winter/spring, the ELD will be conducting their first monitoring visits with early learning hubs. In preparation for that, this session will focus on what the key elements of a successful hub look like (what indicates that a hub is being successful?)

This session will provide information about upcoming evaluation activities, and then hub leaders will review and refine draft "indicators of hub success" to develop a foundation for better understanding and assessing the development of successful early learning hubs.

*\*Note: Hubs who've had a site visit have been given a draft of these indicators, which will also be sent out with the agenda packet. We invite you to review them ahead of time and bring your thinking about it to the session as we continue to refine what success looks like for early learning hubs..*

**10:15 am – 10:30 am Break/Transition**



**10:30 am – 12pm Round Table Discussions** Each hub leader can participate in two different sessions, which will be 40-45 minutes each.

**Note:** Descriptions of each round table will be provided with the agenda packet sent to you electronically a week before the Collaborative!

***Round Table Topics:***

- ✓ 1. How to tell your hub's story /Communication Tools
2. Trauma Informed Care and Building a System
3. Building a preschool system
4. Partnering with the tribes
- ✓ 5. CCO/Early Learning partnership work
6. Discussion and Input around Provisional and Current Metrics

**12:00 – 1:00pm – LUNCH & NETWORKING**

**1:00 – 2:30: ELD –Professional Development Dialogue:**

Early Learning hubs have been engaging their communities to gather input around professional development needs around the state. This is in preparation for a legislative concept being proposed for the next biennium to support development of the early learning and child care workforce. In this session, the ELD will share the results of those engagements, and hub leaders will discuss this feedback and key points to consider as any potential legislation is developed.

**2:30 – 3:45 – Hubs and Community Engagement**

Community engagement is an essential tool and role of a hub, and some of our most challenging work. This session will explore the essential elements of engaging communities, specific strategies hubs are finding effective, and places where more support or learning might support the effectiveness of community engagement.

**3:45-4:15 - Appreciative Closing/Wrap Up**





## Indicators of Hub Effectiveness for Biennial Monitoring Visit

### Measuring Hub Effectiveness

An Early Learning Hub functions as the coordinating body identifying early learning resources and services, coordinating and aligning the delivery of those resources and services to children 0 through 6 and their families in order to achieve kindergarten readiness, stable and attached families and system coordination.

An Early Learning Hub has several key functions that demonstrate they are meeting their purpose and making progress in their communities. These functions are:

- The hubs coordinating body is inclusive of every system partner including and not limited to health, DHS, business, K-12, early learning providers, parents, home visiting, relief nurseries, local tribes
- The hubs coordinating bodies are contributing members whose input and feedback is included in all decisions and actions the hub takes
- The hub with its partners identifies, analyzes and utilizes regional data to understand and clearly articulate their priority populations and disparities for these populations.
- They engage their communities, families, and partners to assess what specific needs these identified populations have.
- They develop strategies and activities to address the disparities within these populations and make specific investments to produce positive outcomes for these populations.
- Partners have a clear role in implementing strategies and activities that are focused on these outcomes.
- Investments are clearly aligned to strategies and activities for priority populations.
- The hub uses a process of continuous data analysis and community engagement to measure and evaluate their activities and make adjustments accordingly.
- The hub region is demonstrating through data positive outcomes for children and families furthest from opportunity.
- The hub can readily demonstrate it meets contractual and fiscal obligations as outlined in the contract with the ELD

# Early Learning Division

## Principles of Community Engagement

### **PREPARATION AND PLANNING**

Through thoughtful and inclusive planning, we ensure that the design, organization and convening process for engagement serves both a clearly defined purpose and the needs and interests of all participants.

### **EQUITY AND INCLUSION**

We equitably incorporate diverse people, voices, ideas and perspectives to lay the groundwork for feedback that can inform better decision-making and support efforts to institutionalize equity.

### **COLLABORATION AND SHARED PURPOSE**

We support and encourage all Oregonians to work together in service of children, families and communities through community engagement.

### **OPENNESS, LEARNING AND FLEXIBILITY**

We help each other to listen, foster mutual learning and engage in deep dialogue to explore new ideas unconstrained by predetermined outcomes. We are flexible as new recommendations and solutions are generated.

### **TRANSPARENCY AND TRUST**

We are clear and open about the process of community engagement and provide information that participants need to know in order to contribute in a meaningful way. We capture the range of views and ideas that come from engagement opportunities and communicate how feedback has been used to determine policies and practices.

### **IMPACT AND ACTION**

We ensure each community engagement effort has real potential to make a difference. We want participants to know that their contributions will impact the direction and decisions of the Early Learning Division's work.

### **PARTICIPATORY CULTURE AND SUSTAINED ENGAGEMENT**

We promote a culture of participation and support ongoing quality engagement for community-driven solutions. We also rigorously evaluate community engagement activities for effectiveness.



## Linking It Together

During the December 2015 Board Meeting the Governing Board was asked to approve a contract with Benton County Health Department for the hiring and supervision of an OSU Intern that will specifically focus on data for our Hub region. This is the example the Board was given of how our Hub process for resource allocation works.

1. Early Learning Hubs have three goals that were determined by the Early Learning Council:
  - Goal 1: Early Learning System is aligned, coordinated, and family centered
  - Goal 2: Children arrive at kindergarten ready and supported for success
  - Goal 3: Families are healthy, stable and attached
2. Each goal includes metrics that Hubs must show progress towards.
3. Funding streams align with the metrics they are intended to support based on the requirements of the funding streams.
  - Goal 1: Early Learning System is aligned, coordinated, and family centered
    - Coordination Funds
  - Goal 2: Children arrive at kindergarten ready and supported for success
    - School Readiness Funds
    - Great Start Funds
    - Kindergarten Partnership & Innovation Funds
    - Focused Child Care Network (specific to QRIS)
  - Goal 3: Families are healthy, stable and attached
    - Title IV-B2 Funds
    - Family Stability Funds
4. The Hub Strategic Plan and Work Plan include strategies/activities that are intended to make progress towards meeting each of the metrics.
5. Resources/funding is contracted to partner agencies based on the strategies/activities.



For this example:

- Goal 1: Early Learning System is aligned, coordinated, and family centered
- Metric: 1-4.A Program participation data demonstrates increase in services to children and families from identified priority populations.
- Strategic Plan: Capacity Building/Workforce Development Strategy: Coordinate with the EL HUB Data and Evaluation team, Benton County's Public Health Epidemiology Unit, DHS Region 4, and IHN-CCO's Clinical Data and Race and Ethnicity Data Teams to track all available education and population level data to monitor disparities and inform integrated data synthesis across sectors.
- Work Plan: 1.B.1 Hire an intern in partnership with Benton County Health Department to review and synthesize population data, and develop easy to understand materials for dissemination. Additional activities listed for this metric rely on the work of this intern.
- Funding: Coordination Funds are intended to support strategies/activities related to this goal.
- The 2 year budget has a line item for Unallocated Funds (Projects TBD) with a 2 Year balance of \$264,708.63
- Given the OSU requirements of the Preceptor for the Epidemiology track, the sub-contract with Benton County Health Department for Supervision meets the requirements listed in the Hub Procurement Policy for sole-source procurement:
  - The vendor capabilities and experiences are so unique (including the vendor's possession of patents or trademarked materials) that no other vendor may comparably meet the Hub's needs.
- Detailed information was provided in the December Governing Board Packet for Board members to review in regards to approval of this contract and for thoughtful discussion as to whether this should be a paid or unpaid internship. The cost of a paid internship is 2.5% of the current amount of unallocated funds and the cost of an unpaid internship is 1.26% of the current amount of unallocated funds.
- This item was included as a Discussion Item on the Agenda indicating that approval was needed.
- The Board then discussed whether this should be a paid or unpaid internship (Meeting Minutes are available on our website for review) and voted to approve a paid internship. This gave Hub staff the authority to execute the contract with Benton County Health Department.

## **Linn, Benton, Lincoln Early Learning Hub / Benton County Health Department**

Epidemiology Track – Early Learning Hub Internship

Timeframe: 1 or 2 academic terms

Start date: Beginning of Winter Term

Hours per week: 20 (1 term) or 10 (2 terms), flexible scheduling

Location: Linn Benton Community College, Albany, Oregon / Benton County Health Department, Corvallis, Oregon

Compensation: This position may be compensated

Preceptor: Peter Banwarth, Epidemiologist, Benton County Health Department and Regional Health Assessment of Linn, Benton, and Lincoln Counties. [peter.banwarth@co.benton.or.us](mailto:peter.banwarth@co.benton.or.us)

Project description: The Early Learning Hub of Linn, Benton & Lincoln Counties (EL Hub) supports underserved children and families in our region to learn and thrive by making resources and supports more available, more accessible, and more effective. Hubs are required to work across systems – early learning, K-12 education, business, health, and human services. The challenges of collecting and tracking data across systems are strong. We need to be able to provide data to the governing board so they can make informed decision regarding the EL Hub resources. Data also needs to be accessible to our Hub partners for their needs, such as grant writing.

Data come from a very wide range of sources, and the aggregation, documentation, and analysis of the statistical reliability of this information is a very important task. An intern working on this project will become familiar with a wealth of sources for early learning (i.e. health, education and human services data) and the practices and procedures for working with that data.

Primary intern duties (Epidemiology track competency):

- Create a detailed, searchable list of early learning systems databases that contains metadata on type of data, access instructions, update frequencies, and geographic detail. (Competencies 1, 3)
- Produce early learning risk factors and Kindergarten Assessment fact sheets for sharing with the EL Hub workgroups, the governing board, and other interested organizations. (Competencies 2, 3, 4)
- Collaborate with the EL Hub Data and Evaluation Workgroup (workgroup co-chairs, epidemiologist, EL Hub Coordinator, and EL Hub Project Manager) to crosswalk data as necessary to facilitate data analysis and decision-making (Competencies 1, 2, 3)
- Create presentations using a variety of technologies for use in groups and website to inform EL Hub partners and community about the status of our region's children and movement toward outcomes (All competencies)





**Regional Health Assessment: Early Learning Hub Internship**  
*Linn, Benton and Lincoln Counties, Oregon*

	Hours	Expenses
<b>A. SALARY</b>		
a. Project Coordinator (TBD) 1.0 FTE	12	\$ 234.84
b. Epidemiologist (Peter Banwarth) 0.5 FTE	54	\$ 1,437.48
e. PH Epidemiology/IT Interns @ 20 hours per week		\$ -
<b>Total Salary</b>		<b>\$ 1,672.32</b>
<b>B. FRINGE BENEFITS (@66%, Interns 10%)</b>		
a. Project Coordinator (TBD)		\$ 154.99
b. Epidemiologist (Peter Banwarth)		\$ 948.74
e. PH Epidemiology/IT Interns		\$ -
<b>Total Fringe</b>		<b>\$ 1,103.73</b>
<b>C. EQUIPMENT/SUPPLIES (Benton County in-kind)</b>		
a. Desk, Computer, IT Equipment & Technical Maintenance		\$ 105.00
b. Central cost/space allocations (in kind, Benton County)		\$ -
c. General office supplies, photocopying, printing		\$ 100.00
<b>Total Equipment</b>		<b>\$ 205.00</b>
<b>D. TRAVEL</b>		
a. Mileage reimbursement (local travel - 104 miles)		\$ 60.00
<b>Total Travel</b>		<b>\$ 60.00</b>
<b>Total Contractual</b>		<b>\$ -</b>
<b>F. TOTAL DIRECT COSTS</b>		
Sum of A - E		
<b>Total Direct Project</b>		<b>\$ 3,041.05</b>
<b>G. INDIRECT COSTS</b>		
10% of Total Direct Costs		
<b>Total Indirect</b>		<b>\$ 304.00</b>
<b>H. TOTAL PROJECT COSTS (excluding in-kind)</b>		
Sum of F & G		<b>\$ 3,345.05</b>

**Regional Health Assessment: Early Learning Hub Internship**  
*Linn, Benton and Lincoln Counties, Oregon*

	Hours	Expenses
<b>A. SALARY</b>		
a. Project Coordinator (TBD) 1.0 FTE	12	\$ 234.84
b. Epidemiologist (Peter Banwarth) 0.5 FTE	54	\$ 1,437.48
e. PH Epidemiology/IT Interns @ 20 hours per week	200	\$ 2,694.00
<b>Total Salary</b>		<b>\$ 4,366.32</b>
<b>B. FRINGE BENEFITS (@66%, Interns 10%)</b>		
a. Project Coordinator (TBD)		\$ 154.99
b. Epidemiologist (Peter Banwarth)		\$ 948.74
e. PH Epidemiology/IT Interns		\$ 269.40
<b>Total Fringe</b>		<b>\$ 1,373.13</b>
<b>C. EQUIPMENT/SUPPLIES (Benton County in-kind)</b>		
a. Desk, Computer, IT Equipment & Technical Maintenance		\$ 105.00
b. Central cost/space allocations (in kind, Benton County)		\$ -
c. General office supplies, photocopying, printing		\$ 100.00
<b>Total Equipment</b>		<b>\$ 205.00</b>
<b>D. TRAVEL</b>		
a. Mileage reimbursement (local travel - 104 miles)		\$ 60.00
<b>Total Travel</b>		<b>\$ 60.00</b>
<b>Total Contractual</b>		<b>\$ -</b>
<b>F. TOTAL DIRECT COSTS</b>		
Sum of A - E		
<b>Total Direct Project</b>		<b>\$ 6,004.45</b>
<b>G. INDIRECT COSTS</b>		
10% of Total Direct Costs		
<b>Total Indirect</b>		<b>\$ 600.00</b>
<b>H. TOTAL PROJECT COSTS (excluding in-kind)</b>		
Sum of F & G		<b>\$ 6,604.45</b>

## Third Grade Reading Scores: Agreement with ESD

### Background for Data Request:

- We do not feel that Kindergarten Assessment (KA) scores give us a comprehensive picture of child progress. Our goal is to layer KA, 3rd grade reading scores, and free and reduced lunch rates.
- We hope to identify service areas where children are entering Kindergarten not ready, not catching up by 3rd grade, and facing other challenges such as poverty.
- We are also hoping to identify service areas where children are entering Kindergarten not ready but catching up by 3rd grade so we can learn about school and community efforts that are supporting this achievement. We feel both will be important to our work moving forward.
- We are looking for patterns indicating how KA and 3rd grade reading scores are related. We believe the data will help us determine areas with the greatest potential impact during early childhood.
- The data is not intended to be used in specific funding decisions. Rather, it will be used to inform the ELH Governing Board when there is a need to make a targeted investment and help the ELH to establish priority areas for a variety of future funding decisions such as the recent RFA that was posted for School Readiness and Family Stability funds.

### Data Confidentiality and Use:

- Access to the 3rd grade reading score list will be restricted to Kristi May, EL Hub Coordinator; Jerri Wolfe and Rich Waller, Co-Chairs of the Data & Evaluation Workgroup; Lynn Hall, EL Hub staff; and Anna Menon, Epidemiologist Intern. Each individual will understand that the data is to be kept confidential.
- We will map 3rd grade reading scores with other factors such as Kindergarten Assessment scores and demographic data such as free and reduced lunches, English language learners, and racial/ethnic data.
- School service areas will be identified as high priority communities for targeted supports and investments based on a combination of Kindergarten Assessment scores, low 3rd Grade Reading scores, high number/percentage of children qualifying for Free & Reduced Lunches, high number/percentages of English language learners and high number/percentage of children from racial/ethnic groups.
- School service areas identified as high priority communities for Early Learning Hub supports will be posted on the Early Learning Website. However, the 3<sup>rd</sup> grade school raw data will be kept confidential.



## EXHIBIT C

### Data Collection Form - Agency

Great Start/School Readiness									
Quarter Reporting	Children Served				Ages of Children Served	Demographics			
	Target	Actual # Continued	Actual # New	Total Actual Served		Number of at-risk children	Number of Children of Color	Number of Children in Poverty	Number of Children with a disability

List the racial/ethnic background as described by participants' self-report	Number Served	Total below the number of participants who self-report their primary language as:	Number Served
American Indian/Alaskan Native		Cantonese	
Asian		English	
Black/African American		Russian	
Hispanic/Latino		Spanish	
Native Hawaiian or Other Pacific Islander		Ukrainian	
White/Caucasian		Vietnamese	
Multi-Racial (Please List):		Other (please list #/language in narrative)	

#### Narrative – Impact on Clients

#### Narrative – Successes/Impact on Program or Community

#### Narrative – Challenges and Barriers