

Early Learning Division Defined Goals	
Goal One:	The Early childhood system is aligned, coordinated and family centered
Goal Two:	Children are supported to enter school ready to succeed
Goal Three:	Families are healthy, stable and attached

Early Learning Council Strategic Plan Goals	
Goal 1	Children arrive ready for kindergarten
Goal 2	Children are raised in healtht, stable, and attached families
Goal 3	The Early Learning System is aligned, coordinated and family centered

Goal(s)	Hub Role/ Indicator(s)	Key Activities	Target Population	Partners	Timeline	Measurement/Data Source	ELD funding Stream/Other Funding Stream	ELC Strategic Plan Connection at Initiative Level	MPEH Strategic Plan Connection/Visionary Priorities
Goal 1	1.1, 1.6	Governance: Maintain focus with Board, Regional Implementation Team, Collective Action Team, Parent Advisory Committee	Governance Groups	All early learning and sector partners	Each group meetings monthly	Process indicators 1, 2, 3	Coordination	Goal 3	Convene and Collaborate
		<i>Utilize expertise of governance groups to meet overall goal and objectives</i>		All early learning and sector partners		Process indicators 1, 2, 3, 4			
		<i>Refine governance policies working with a consultant</i>				Process indicator 1, 10			
	1.2, 1.3	Continue to use data to drive decisions	Governance Groups	All early learning and sector partners	As needed	Process indicators 3, 6, 7	Coordination	Goal 3	Convene and Collaborate
	1.2, 1.3, 1.5	Utilized MPELH and Community needs assessments	Governance Groups	All early learning and sector partners	As needed	Process indicators 3, 6, 7	Coordination	Goal 3	Convene and Collaborate
	1.4,	Utilize and develop communication methods to impart information and listen to the community	Governance Groups	All early learning and sector partners	Regularly	Process indicator 1, 4	Coordination	Goal 3	Community Outreach
	1.2, 1.4,	<i>Basecamp</i>	Governance Groups		Daily/weekly	Process indicator 1, 2, 3	Coordination		
	1.4, 1.5, 1.6	<i>Regular meetings</i>	Governance Groups		Monthly	Process indicator 1, 2, 3	Coordination		
	1.4, 1.5, 1.6	<i>Parent newsletter</i>	Families		Monthly	Process indicator 1, 2, 3	Coordination		
	1.6,	<i>Focus groups</i>	Varies: organizations and families		As needed	Process indicator 1, 2, 3	Coordination, or other appropriate funding		
	1.4, 1.5, 1.6	<i>Use of developed key messages for the community around early learning</i>	Families		Monthly	Process indicator 1, 2, 3	Coordination, or other appropriate funding		
	1.4, 1.5, 1.6	<i>Maintain and revise website</i>	Families, professionals		Daily/weekly	Process indicator 1, 2, 3	Coordination		
	1.6,	<i>Be a part of community events</i>	Families		As needed		Coordination, or other appropriate funding		
		Partner with Early Learning Division & Council				Process indicator 1		Goal 3	Convene and Collaborate
		<i>Partner with ELD and ELC on projects not yet known</i>							

Goal 2	Kindergarten Partnership and Innovation						Goal 1, 3	
2.1, 2.4	Hold 3 Professional Development Sessions with Kinder standards as the primary theme	EL Providers	KPI, Network, PP Providers; focus on those serving catchment areas	Dec 8, 2018 Feb 9, April 6 2019	# attend; evaluation information; periodic survey of attendee ability to implement strategies; indicator 2.1.A and 2.4A	KPI/School Readiness		Convene and Collaborate & Quality Early Learning
2.2, 2.4	Run effective parent education as part of KPI plan	Families/Parents	KPI Sites	ongoing per plans	# attend; Parent Skills Ladder information; indicator 2.2 A and 2.2B	KPI; OPEC		Support Parents & Community Outreach
2.2, 2.4	Run Ready for Kindergarten in sites	Families/Parents	KPI Sites & Community Partners	ongoing per plans	# attend; Parent Skills Ladder information; indicator 2.2 A, B, C	KPI/School Readiness		Support Parents & Community Outreach
2.2	Provide early learning calendars and other information on the importance of early learning	Families/Parents	Various partners	Spring 2019	# pieces of information distributed; indicator 2.2B	School readiness/Coordination		Community Outreach
Goal 2	Preschool Promise						Goal 1, 3	
2.1, 2.3, 2.4	work with 14 providers over 19 sites as needed	PP Providers	Staff, others as needed	Ongoing	Montly reports; indicator 2.1.A	Preschool Promise		Quality Early Learning & Support Parents
	professional development, emphasis with in-home and center providers. Theme for 2018-2019 year is social emotional capacity	PP Providers	WESD, CCRR, Staff, others as needed	ongoing	Increase in Spark Rating; indicator 2.3A and 2.3B	Preschool Promise		Quality Early Learning
	Provide coaching and technical assistance	PP Providers	Contractors	Ongoing	recommendations; KA scores; indicator 2.3A and 2.3B	Preschool Promise		Quality Early Learning
	Assist providers as needed with the non-expulsion guidelines	PP Providers,	Resources and supports as needed	Ongoing	2.3A, 3.3, 3.4	Preschool Promise		Quality Early Learning
Goal 2 & 3	Focus Child Care Networks						Goal 1, 2, 3	
2.2, 2.3, 2.4, 3.2	Carry out training plan with all of the networks to support portfolio completion	Network Providers	CCRR	Monthly	Attendance; portfolio submission; indicator 2.4B	FCCN, School Readiness, KPI		Quality Early Learning & Convene & Collaborate
2.3	Support Russian Networks with resources as able	Network Providers	CCRR	Monthly	Attendance; portfolio submission; indicator 2.4B	Hub Coordination, School Ready		Quality Early Learning
Goal 2 & 3	Parent Education						Goal 2, 3	
1.4, 2.2, 2.3	Support parent educators	Facilitators	Various orgs & freelance facilitators	ongoing	# Trainings held, evaluations; Parent Skill Ladder; indicator 2.1B	OPEC		Convene & Collaborate, Community Outreach
1.4, 2.2, 2.4	Support family educators in attending OPEC Conference	Facilitators	Various orgs & freelance facilitators	May-19		OPEC		Convene & Collaborate, Community Outreach
2.2, 2.5	Host training of trainers, and facilitator workshops to support community capacity	Facilitators	Various orgs & freelance facilitators	October 30 2018, March 2019	# of attendees	OPEC		Convene & Collaborate, Community Outreach
Goal 3	Family Support						Goal 2, 3	
3.2, 3.3	Work with Family Support grantees as needed	Families	Selected partners	ongoing	# of providers; # of services provided; indicator 3.1A	Family Support		Convene and Collaborate, & Support Families
3.2, 3.3	Attend and assist with SITs/Collaboration teams newly established in Marion County	Families	SITs in Hub region	ongoing	SIT data serving families with children 0-6; indicator 3.1A, and 3.2	Family Support/Coordination		Convene and Collaborate, & Support Families
Goal 2 & 3	Vroom						Goal 1, 2, 3	
2.2	continue to provide Vroom materials to providers	Partners to give to families	All Hub partners	ongoing	# of materials delivered; indicator 3.3A	Vroom/Coordination		Convene & Collaborate
2.2, 2.3	Continue to provide Vroom training for providers on uses of Vroom	Families	All Hub partners	ongoing	Indicator 3.3A	Coordination		Convene & Collaborate
	Continue support of Vroom and FIND project with Options and SKPS Teen Parent Program	Families	Options and SKPS Teen Parent Program	through June 2019	TBD; indicator 3.3A	Vroom/FIND		Convene & Collaborate
Goal 1, 3	Developmental Screening Pathway						Goal 1, 2, 3	

	Collect aggregate information on ASQ in the online platform so that we will have greater accuracy and ability to look at region wide data	Children 0-4	WESD, CHOAS, Woodburn Peds, others	July 2019	# of early learning providers using on line system; annual review of data to look at strategies; indicator 3.4A and 2.4C	WVCH CCO Grant		Convene & Collaborate
	Expand the OPIP work to additional clinics in hub region	Medical clinics/providers	Salem Peds	Jan-june 2019	# additional clinics participating; # increase in referrals resulting in assistance to child; indicator 2.4C	WVCH CCO Grant		Convene & Collaborate
	Deploy ASQ online tool for early learning partners to utilize	Early learning partners	WESD, Early learning partners	2018-2019 school year	Indicator 2.4C, and 3.4A	WVCH CCO Grant		Convene & Collaborate
	Continue partnership with WESD and medical clinics on smoother pathways for communication	WESD	WESD	January through June		WVCH CCO Grant		Convene & Collaborate
Goal 2	Literacy Supports/ Projects						Goal 1, 3	
	Continue to support book purchases for ROR sites	Children attending well child visits	Various clinics	Annually	# clinics participating; # of children receiving books at well-child visit; indicator 3.4A	School Ready		Support Families, & Convene and Collaborate
	Provide literacy box and books to PP Sites	Preschool Promise children	PP Sites	Monthly	# of children receiving books; Parent survey information; indicator 3.4A	School Ready/Preschool Promise		Support Families, & Quality Early Learning
	Provide SMART to 4 PP Sites	Preschool Promise children	SMART, PP Providers	Monthly	# of children receiving SMART; increase in literacy per survey	School Ready/Preschool Promise		Support Families, & Quality Early Learning
	Partner with DKG and Community on literacy events	Families	DKG, hub partners	DKG, Hub partners	# of books delivered (or other appropriate measure as project evolves)	School Readiness, In-kind		Support Families, & Quality Early Learning
Goal 2	Professional Development						Goal 3	
	Continue to provide support to the Chemeketa Community College ECEED degree program	early learning providers	Chemeketa Community College	ongoing	# of providers attending class; indicator 2.4B	School Ready/Coordination		Convene & Collaborate
	Hold fourth Spanish College level ECE class in partnership with Clackamas Community College	Spanish speaking providers	Clackamas Community College, CCRR	October - December 2018	# of providers attending class; indicator 2.4B	School Ready/Coordination		Convene & Collaborate, Quality Early Learning
	Continue development of the Professional Development Committee to support the professional development and education opportunities for ECE community	early learning providers	CCRR, Chemeketa, early learning partners	Meet Nov 2, and regularly in 2019	Increase in number of coordinated professional development opportunities; increase in number of master trainers; indicator 2.4B	Coordination		Convene & Collaborate
	Create clear education pathway that honors community based training, to certificate, to 4 year degree	early learning providers	WOU, Chemeketa, CCRR	Ongoing	Increase in number of college level classes and opportunities for providers to advance on their educational journey			Convene & Collaborate
Goal 3	Connections with Health Care						Goal 3	
	Partner with the CCO to send book out to every child in advance of immunization schedule through the end of the book supply (approximately January)	families with children 0-2	CCO	Monthly beginning Jan 2018	# well-child visits; indicator 3.4A	School Ready (last biennium)		Support parents
	Support organizations implementing Act Early, CDC developmental milestone information	early learning providers, and families	CCRR, Chemeketa, early learning partners	Jan-june 2019	# of trainings; # of providers using Act Early tools; indicator 3.4A, 3.3B	Coordination, Family Stability		Convene & Collaborate
Goal 2 & 3	Care Connect						Goal 1, 2, 3	
	Increase capacity of early learning providers in working with children experiencing social emotional concerns	early learning providers	CCRR, BCN, early learning partners	Winter 2018	#providers participating, survey before and after; indicators 2.2.b, 2.3.A, 3.2.B	BCN Grant		Convene & Collaborate, Quality Early Learning,
	Provide technical assistance and mentoring for providers	early learning providers	contractors, early learning partners	Spring 2018	#providers participating, survey before and after; indicators 2.2.b, 2.3.A, 3.2.B	BCN Grant		Convene & Collaborate, Quality Early Learning,
	Connect Families with parent education resources	families	families, providers, parent facilitators	Spring 2018	#providers participating, survey before and after; indicators 2.2.b, 2.3.A, 3.2.B	BCN Grant		Support Parents
Goal 2 & 3	Parent Education Expansion						Goal 1, 2, 3	
	Hold Incredible Years TOT	Facilitators	Various orgs	ongoing 2018-2019	# Trainings held, evaluations; Parent Skill Ladder; indicator 2.4C	CCO Grant		Convene & Collaborate, Community Outreach,

	2.2, 2.5	Expand training offerings through CCO Grant	Parents/Families	Various orgs	2018	# Trainings; Parent Skills Level; # clinics; indicator 2.4C, 3.4A	CCO Grant		Convene & Collaborate, Support parents
Goal 1, 2, 3,		Culturally Responsive Practices						Goal 3	
	1.3, 1.6, 2.3, 2.4,	<i>Work with RIT to identify best approaches to ensure our Spanish and Russian training opportunities are in a language that works for providers</i>	Providers	CCRR & Others as needed	January -June 2019	RIT and ED will be making decisions on approaches by December 2018. Goal 1 Process indicators: 1, 2, 3, Productivity Indicators: 4-10			Convene & Collaborate, Community Outreach
Goal 1, 3		Disaster Prep						Goal 2	
	1.3, 1.1.	<i>Work with RIT to identify best approaches to supporting child care providers in their emergency preparation efforts. This could include additional training, support through materials or ??</i>	Providers	CCRR & Others as needed	January -June 2019	RIT and ED will be making decisions on approaches by December 2018, Goal 1 Process indicators: 1, 2, 3, Productivity Indicators: 4-10			Convene & Collaborate
Goal 1, 2, 3,		Social Emotional Capacity Building						Goal 2, 3	
	1.3, 2.1, 2.2, 2.3	<i>Work with RIT to identify additional capacity to Social Emotional trainings for parents and providers</i>	Families and Providers	CCRR & Others as needed	January -June 2019	RIT and ED will be making decisions on approaches by December 2018, Goal 1 Process indicators: 1, 2, 3, Productivity Indicators: 4-10			Convene & Collaborate, Quality Early Learning

Goal One	Hub Roles
1.1	Develop and implement, in partnership with the five sectors a shared strategic vision and work plan to achieve the Early Learning System goals.
1.2	Aggregate, interpret and effectively communicate available data in order to (1) identify focus populations, (2) track the well-being of children and families in the community, (3) guide development of their work plan and its revision in a process of continuous quality improvement; and (4) facilitate collaboration across sectors and partners.
1.3	In partnership with the five sectors, identify focus and priority populations in the community using best available data and help direct community resources to address the needs of those populations.
1.4	Work with community partners to build understanding and grow community support for the shared vision, and to facilitate opportunities for partners to integrate that vision into their own work plans and strategies.
1.5	With partners and all five sectors, to identify and prioritize barriers children and families experience when attempting to access supports to achieve positive outcomes, and to strategically work to remove prioritized barriers.
1.6	Incorporate family voice from focus populations and adjust in a culturally responsive manner in hub planning, strategies and activities.

Indicators for Success (From Monitoring Process 2017) Goal 1

Process Indicators	1. Hub governance bodies are inclusive of system and strategic partners including and not limited to K-12, business, early learning, DHS, and health partners.
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2. Hub governance bodies are contributing members whose input and feedback is included in the decisions, actions and strategic investments of the hub.

3. Hub - with its partners - identifies, analyzes, and utilizes regional data to assess their priority populations and disparities for priority populations.

Productivity Indicators

Productivity Indicators	4. Hub engages their communities, families, and partners to assess what specific needs these identified populations have.
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5. Partners have a clear role in implementing strategies and activities that are focused on these outcomes.

6. Hub investments are clearly aligned to strategies and work plan activities to produce positive outcomes for the priority populations, with data.

7. Hub uses qualitative and quantitative data analysis along with feedback from community and family engagement as part of their continuous evaluation process for hub activities, including making adjustments and adaptations.

8. Hub demonstrates movement from baseline to targets within their metrics.

9. Work Plan demonstrates strategies and activities for effecting long term population level changes for children furthest from opportunity.

Essential Functioning

10. Hub demonstrates it meets contractual obligations as outlined in the contract with the ELD.

Goal Two:

Hub Roles

2.1 Facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.

Indicator A

Early learning and K-12 professionals demonstrate increases in shared language, activities, and expectations regarding kindergarten readiness.

Indicator B

K-12 and early learning partners demonstrate common data collection and tracking strategies for decision-making and partnership activities.

2.2 Facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family's comfort and engagement at their child's school.

Indicator A

Families report increased comfort and engagement in the school setting.

Indicator B

Families report increase in their child's readiness for kindergarten

Indicator C

Schools report increased early registration and improved kindergarten attendance

2.3 Work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.

Indicator A

Increased number of children from priority and focus populations who are:
1. Part of a timely and effective referral system, from screening to services.
2. Engaged in culturally responsive services

Indicator B

Prioritization of children from priority populations utilizing ELD programs (HS/OPK, home visiting, etc.)

Indicator C

Increase in front line health provider referrals to early learning and early childhood resources

2.4 Work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.

Indicator A

Increased number of providers in underserved communities

Indicator B

Increase number of providers participating in SPARK

Indicator C

Increase in front line health provider referrals to early learning and early childhood resources

Goal Three:	Hub Roles
3.1	Work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.
Indicator A	Increased referrals to and use of food, housing and other basic supports
Indicator B	Increased utilization of financial supports, such as ERDC, Earned Income Tax Credits, etc.
3.2	Collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.
Indicator A	Identification of common goals and plan for implementation with CCO and health partners related to social determinants of health
Indicator B	Increased shared strategies by health and early partners to identify and address barriers to children’s healthy physical, cognitive, and social development
3.3	Work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.
Indicator A	Increased community awareness of protective factors.
Indicator B	Prioritization of children from priority populations utilizing ELD programs (HS/OPK, home visiting, etc.)
3.4	Work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.
Indicator A	Children from focus and priority populations are accessing well-child visits, dental visits/dental home, immunizations, etc, they need to be healthy.