

<b>Network Information</b>	
Hub name	Marion & Polk Early Learning hub, Inc.
Subcontractor name	
What is the dedicated QIS FTE for this network?	Maria Fernandez
Is any funding outside of this grant being utilized to support the network?	KPI, CCR&R
What is the maximum number of providers the network has the capacity to support?	Currently 21 Spanish Participants in Marion County network.
What is the focus population of the network and how was this population selected?	The network participants were selected based on school catchment areas. These priority schools work with providers serving children furthest from opportunity.
<b>Please describe key strategies in each of the following areas:</b>	
<b>1. Recruitment</b>	
a. Recruitment of new providers to the network.	successful are personal phone calls, emails and word of mouth. The network has also been a strategy in the recruitment of new participants. We will also be reaching out to C2Q participants from the past that at sometime participated in the network.
<b>2. Multi-Lingual and Technology Support</b>	
a. Ensuring providers receive materials and resources in their own language.	All materials and resources are provided to providers in their native language. We have been working hard with Clackamas Community college to offer ECE courses in Spanish to our network participants.
b. Ensuring providers can access and use the technological supports needed to be successful.	In collaboration with the CCRR we will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO. They have lpads that can be used to assist providers in accessing resources and trainings. They are doing Set 2 webinars monthly to help improve access to providers in rural Yamhill County, with the hopes of including Spanish Webinars in the near future.
<b>3. Activities, Supports and Challenges</b>	
a. Encouraging peer support within the network.	During the monthly network meetings, we have started to incorporate a team building exercise in order to encourage peer mentoring and support.
b. Incentives if any, provided to network providers.	Free trainings are provided at network meetings, food at network meetings, access to free Set 2 webinars, and associated curriculums as available. Gas cards are provided. Participants have received items that help to improve their environments that are required to achieve a SPARK rating. ASQ-3 kits, Creative Curriculum, Incentive funds from WOU, raffle prizes at each meeting.
c. Activities/tools are you using to tailor your supports to the needs of providers in the network.	In collaboration with the CCRR staff we will be facilitating and develop trainings quarterly to meet the needs of the network. The CCRR provides mini evaluations at the end of each training to determine education need, as well as, an annual detailed survey that asks about the needs and gaps in child care, yearly.
e. Ensuring providers receive regularly scheduled supports (example: on-site facility visits, phone calls to providers).	Providers will get monthly emails about resources in community and meetings for the month. Depending on their preferred type of contact providers will have some type of personal contact monthly. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful. Providers who need additional supports or for whom a site visit would be helpful will receive those as needed.
f. Ensuring there is a clearly defined exit strategy for providers leaving the network	Providers will be asked to complete an exit survey upon leaving the network to identify reasons for leaving and if additional supports would have been helpful. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful.
g. Frequency the network will meet (# time per month/week).	The network is meeting in person once per month for trainings and once per month for worksession or other trainings.
h. Types of meetings and trainings will the network have (example: online, face to face, portfolio work sessions, peer café).	The network has access to face to face trainings, webinars, online training, and self-study. Meetings will also include, portfolio work sessions, or individual meetings with QIS to review portfolios or assist in quality.
i. Technology will be used to support cohorts (example: Web conference, chat group, text messages, computers).	The providers communicate with me through text messaging, phone calls, group and individual emails.

Network Information	
Hub name	Marion & Polk Early Learning hub, Inc.
Subcontractor name	Child Care Resources and Referral of Marion, Polk and Yamhill Counties
What is the dedicated QIS FTE for this network?	0.25 (estimated) Bertha Camacho
Is any funding outside of this grant being utilized to support the network?	KPI, CCR&R
What is the maximum number of providers the network has the capacity to support?	Currently 15 Spanish Participants in Polk County network.
What is the focus population of the network and how was this population selected?	The network participants were selected based on school catchment areas. These priority schools work with providers serving children furthest from opportunity.
<b>Please describe key strategies in each of the following areas:</b>	
<b>1. Recruitment</b>	
a. Recruitment of new providers to the network.	Based on the need of the participants. We have done group recruitment meetings as well as individual meetings. Some of the strategies that have been very successful are personal phone calls, emails and word of mouth. The network has also been a strategy in the recruitment of new participants. We will also be reaching out to C2Q participants from the past that at sometime participated in the network.
<b>2. Multi-Lingual and Technology Support</b>	
a. Ensuring providers receive materials and resources in their own language.	All materials and resources are provided to providers in their native language. We have been working hard with Clackamas Community college to offer ECE courses in Spanish to our network participants. CCRR has a native speaking Bilingual staff person doing the Spanish network. CCRR has Ipad that can be used to assist providers in accessing resources and trainings in their language. They have and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO.
b. Ensuring providers can access and use the technological supports needed to be successful.	CCRR has and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO. They have Ipad that can be used to assist providers in accessing resources and trainings. They are doing Set 2 webinars monthly to help improve access to providers in rural Yamhill County, with the hopes of including Spanish Webinars in the near future.
<b>3. Activities, Supports and Challenges</b>	
a. Encouraging peer support within the network.	During the monthly network meetings, we have started to incorporate a team building exercise in order to encourage peer mentoring and support. Providers support each other with referrals of parents which is encouraged by sending out a list of contact information for each provider, with agreement, to facilitate contact. Participants have built great relationships with each other and the facilitators which translates into increased confidence and trust, especially as they work together on SPARK portfolios and their professional development.
b. Incentives if any, provided to network providers.	Free trainings are provided at network meetings, food at network meetings, access to free Set 2 webinars, and associated curriculums as available. Gas cards are provided. Participants have received items that help to improve their environments that are required to achieve a SPARK rating. ASQ-3 kits, Creative Curriculum, Incentive funds from WOU, raffle prizes at each meeting.
c. Activities/tools are you using to tailor your supports to the needs of providers in the network.	CCRR is using ORO, the Ask Phoenix Professional Development App, IPADS, Go-To-Training, and the facilitator will develop trainings quarterly to meet the needs of the network. The CCRR provides mini evaluations at the end of each training to determine education need, as well as, an annual detailed survey that asks about the needs and gaps in child care, yearly. This survey goes out to all child care providers in the region and is used in planning.
e. Ensuring providers receive regularly scheduled supports (example: on-site facility visits, phone calls to providers).	Providers will get monthly emails about resources in community and meetings for the month. Depending on their preferred type of contact providers will have some type of personal contact monthly. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful. Providers who need additional supports or for whom a site visit would be helpful will receive those as needed.
f. Ensuring there is a clearly defined exit strategy for providers leaving the network	Providers will be asked to complete an exit survey upon leaving the network to identify reasons for leaving and if additional supports would have been helpful. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful.
g. Frequency the network will meet (# time per month/week).	The network is meeting in person once per month. They also can access a webinar once monthly
h. Types of meetings and trainings will the network have (example: online, face to face, portfolio work sessions, peer café).	The network has access to face to face trainings, webinars, online training, and self-study. Meetings will also include, portfolio work sessions, or individual meetings with QIS to review portfolios or assist in quality.
i. Technology will be used to support cohorts (example: Web conference, chat group, text messages, computers).	Facebook group, webinars, text messaging, phone calls, group and individual emails

<b>Network Information</b>	
Hub name	Marion Polk Early Learning Hub
Subcontractor name	Child Care Resource and Referral of Marion, Polk and Yamhill Counties
What is the focus population of the network and how was this population selected?	The focus of this network is English Speaking Licensed Family Child Care Providers in Marion County. The network participants were selected based on school catchment areas. These priority schools work with providers serving children furthest from opportunity.
What is the dedicated QIS FTE for this network?	.5 FTE (estimated) Jenna Sanders
What is the maximum number of providers the network has the capacity to support?	30 English participants
Is any funding outside of this grant being utilized to support the network? If so, what funding and how much? <i>(this will allow us to share with legislatures the need for additional funds)</i>	KPI, CCR&R
<b>Please describe key strategies in each of the following areas:</b>	
<b>1. Recruitment</b>	
a. Recruitment of new providers to the network.	CCRR is recruiting providers from licensing overviews, targeted outreach to DHS listed providers, and at SIT teams. The QIS is going to pull data on C2Q providers who have not received a Star rating and do individual outreach to them.
<b>2. Multi-Lingual and Technology Support</b>	
a. Ensuring providers receive materials and resources in their own language.	CCRR has Ipads that can be used to assist providers in accessing resources and trainings in their language. They have and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO.
b. Ensuring providers can access and use the technological supports needed to be successful.	CCRR has and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO. They have Ipads that can be used to assist providers in accessing resources and trainings. They are doing Set 2 webinars monthly to help improve access to providers in rural Marion County.
<b>3. Activities, Supports and Challenges</b>	

<p>a. Encouraging peer support within the network.</p>	<p>Providers support each other with referrals of parents which is encouraged by sending out a list of contact information for each provider, with agreement, to facilitate contact. Participants have built great relationships with each other and the facilitators which translates into increased confidence and trust, especially as they work together on SPARK portfolios and their professional development. A Facebook group for the Marion County network has also been created to encourage peer to peer support.</p>
<p>b. Incentives if any, provided to network providers.</p>	<p>Free trainings are provided at network meetings, food at network meetings, access to free Set 2 webinars, invitation to Hub sponsored events like Oregon Early learning standards and READY! for Kindergarten and associated curriculums as available. Gas cards are provided. Participants have received items that help to improve their environments that are required to achieve a SPARK rating. ASQ-3 kits, Creative Curriculum, Incentive funds from WOU, raffle prizes at each meeting. CCR&amp;R will provide a Mind in the Making training available to all participants.</p>
<p>c. Activities/tools are you using to tailor your supports to the needs of providers in the network.</p>	<p>CCRR is using ORO, the Ask Phoenix Professional Development App, IPADS, Go-To-Training, Facebook, and the facilitator is a Master trainer who is developing trainings quarterly to meet the needs of the network. The CCRR provides mini evaluations at the end of each training to determine education need, as well as, an annual detailed survey that asks about the needs and gaps in child care, yearly. This survey goes out to all child care providers in the region and is used in planning.</p>
<p>e. Ensuring providers receive regularly scheduled supports (example: on-site facility visits, phone calls to providers).</p>	<p>Providers will get monthly emails and Facebook posts about resources in community and meetings for the month. Depending on their preferred type of contact providers will have some type of personal contact monthly. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful. Providers who need additional supports or for whom a site visit would be helpful will receive those as needed.</p>
<p>f. Ensuring there is a clearly defined exit strategy for providers leaving the network</p>	<p>Providers will be asked to complete an exit survey upon leaving the network to identify reasons for leaving and if additional supports would have been helpful. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful.</p>
<p>g. Frequency the network will meet (# time per month/week).</p>	<p>The network is meeting at least in person once per month. They and their staff also can access a Set 2 webinar at least once monthly.</p>
<p>h. Types of meetings and trainings will the network have (example: online, face to face, portfolio work sessions, peer café).</p>	<p>The network has access to face to face trainings, webinars, online training, and self-study. Meetings will also include, portfolio work sessions, or individual meetings with QIS to review portfolios or assist in improving quality.</p>
<p>i. Technology will be used to support cohorts (example: Web conference, chat group, text messages, computers).</p>	<p>Facebook group, webinars, text messaging, phone calls, group and individual emails</p>

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Hub name	Marion Polk Early Learning Hub
Subcontractor name	Child Care Resource and Referral of Marion, Polk and Yamhill Counties
What is the focus population of the network and how was this population selected?	The focus of this network is English Speaking Licensed Child Care Providers in Polk County. The network participants were selected based on school catchment areas. These priority schools work with providers serving children furthest from opportunity.
What is the dedicated QIS FTE for this network?	.25 FTE (estimated) Jenna Sanders
What is the maximum number of providers the network has the capacity to support?	30 English
Is any funding outside of this grant being utilized to support the network? If so, what funding and how much? ( <i>this will allow us to share with legislatures the need for additional funds</i> )	KPI, CCR&R
<b>Please describe key strategies in each of the following areas:</b>	
<b>1. Recruitment</b>	
a. Recruitment of new providers to the network.	CCRR is recruiting providers from licensing overviews, targeted outreach to DHS listed providers, and at SIT teams. The QIS is going to pull data on C2Q providers who have not received a Star rating and do individual outreach to them.
<b>2. Multi-Lingual and Technology Support</b>	
a. Ensuring providers receive materials and resources in their own language.	CCRR has Ipads that can be used to assist providers in accessing resources and trainings in their language. They have and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO.
b. Ensuring providers can access and use the technological supports needed to be successful.	CCRR has and will continue to assist providers in obtaining email accounts, doing required online trainings and accessing ORO. They have Ipads that can be used to assist providers in accessing resources and trainings. They are doing Set 2 webinars monthly to help improve access to providers in Polk County.
<b>3. Activities, Supports and Challenges</b>	
a. Encouraging peer support within the network.	Providers support each other with referrals of parents which is encouraged by sending out a list of contact information for each provider, with agreement, to facilitate contact. Participants have built great relationships with each other and the facilitators which translates into increased confidence and trust, especially as they work together on SPARK portfolios and their professional development. A Facebook group for the Polk County network has also been created to encourage peer to peer support. The Polk county network also has a core group of providers who meet monthly to do social activities and have participated as a group in community activities such as the Independence 4th of July parade. Many of the providers go on field trip and to the park together.
b. Incentives if any, provided to network providers.	Free trainings are provided at network meetings, food at network meetings, access to free Set 2 webinars, invitation to Hub sponsored events like Oregon Early learning standards and READY! for Kindergarten and associated curriculums as available. Gas cards are provided. Participants have received items that help to improve their environments that are required to achieve a SPARK rating. ASQ-3 kits, Creative Curriculum, Incentive funds from WOU, raffle prizes at each meeting. CCR&R will provide a Mind in the Making training available to all participants.
c. Activities/tools are you using to tailor your supports to the needs of providers in the network.	CCRR is using ORO, the Ask Phoenix Professional Development App, IPADS, Go-To-Training, Facebook, and the facilitator is a Master trainer who is developing trainings quarterly to meet the needs of the network. The CCRR provides mini evaluations at the end of each training to determine education need, as well as, an annual detailed survey that asks about the needs and gaps in child care, yearly. This survey goes out to all child care providers in the region and is used in planning.
e. Ensuring providers receive regularly scheduled supports (example: on-site facility visits, phone calls to providers).	Providers will get monthly emails and Facebook posts about resources in community and meetings for the month. Depending on their preferred type of contact providers will have some type of personal contact monthly. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful. Providers who need additional supports or for whom a site visit would be helpful will receive those as needed.
f. Ensuring there is a clearly defined exit strategy for providers leaving the network	Providers will be asked to complete an exit survey upon leaving the network to identify reasons for leaving and if additional supports would have been helpful. Any provider who has been out of contact for at least a month will receive a personal contact by phone, text or email to check in and determine their desire to continue in the network and if additional supports would be helpful.
g. Frequency the network will meet (# time per month/week).	The network is meeting at least in person once per month with the QIS. They and their staff also can access a Set 2 webinar at least once monthly. The providers are also having additional meeting not facilitated by the QIS to do social activities and provide peer support.
h. Types of meetings and trainings will the network have (example: online, face to face, portfolio work sessions, peer café).	The network providers have access to face to face trainings, webinars, online training, and self-study. Meetings will also include, portfolio work sessions, or individual meetings with QIS to review portfolios or assist in improving quality.
i. Technology will be used to support cohorts (example: Web conference, chat group, text messages, computers).	Facebook group, webinars, text messaging, phone calls, group and individual emails