

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



**Lane Early Learning Alliance
Governance Consortium
August 12, 2016
3:30 – 5:30 pm
Lane Education Service District
1200 Highway 99, Eugene**

GOVERNANCE CONSORTIUM

GUSTAVO BALDERAS
Eugene 4J School District

MARIAN BLANKENSHIP
PacificSource Health Plans

NOREEN J. DUNNELLS
United Way of Lane County

DEBI FARR
Trillium Community Health Plan

LESLIE FINLAY
Early Learning Stakeholders
Relief Nursery

KAREN GAFFNEY
Lane County

TINA GUTIEREZ-SCHMICH
Bethel School District

TODD HAMILTON
Creswell School District

ALICIA HAYS
Lane County

LIZ JAQUA
Parent Representative

JOHN LIVELY
Oregon State Representative

KATHY MOXLEY-SOUTH
Early Learning Stakeholders
University of Oregon

JUDY NEWMAN
Early Childhood CARES

SUE NORTON
Lane Community College

CHRIS PARRA
Bethel School District

DARCY PHILLIPS
Cornerstone Community Housing

JOHN RADICH
Department of Human Services

SUE RIEKE-SMITH
Springfield School District

GEORGE RUSSELL
George Russell & Associates,
LLC

ANNIE SOTO
Head Start of Lane County

JOHN STAPLETON
Pivot Architecture

LARRY SULLIVAN
Lane Education Service District

JENNIFER WILKS
Parent Representative

AGENDA

Meeting Objectives:

- Celebrate 2015-16 successes and accomplishments
- Review and discuss strategies in the 2016-17 work plan
- Provide input on meeting structure and topics

1. **Welcome and Introductions**, 15 minutes
2. **Public Comment**
3. **Consent Agenda**, 5 minutes
 - Approval of June 10, 2016 meeting notes
(action required)
4. **Updates**, 15 minutes
 - Early Learning Stakeholders, Kathy Moxley-South
 - Innovation Teams, Anetra Brown and Judy Newman
 - Social Innovation Fund, Michelle Sheng-Palmisano
 - Business Initiatives, John Stapleton
 - Connected Lane County
5. **Celebration of 2015-16 Successes and Accomplishments**, 30 minutes, Lindsey Hayward

From your perspective, how has the Early Learning Alliance made an impact this past year?
6. **Work Plan Presentation**, 45 minutes, Lindsey Hayward

Review the updated 2016-17 work plan and provide input on strategies to focus efforts moving forward.
7. **Governance Consortium Meeting Feedback**, 10 minutes, Lindsey Hayward

Provide feedback about meeting content, structure, and schedule of meeting topics for the coming year.
8. **Adjourn**

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Lane Early Learning Alliance Governance Consortium June 10, 2016 3:30-5:30

Lane ESD (1200 OR-99, Eugene, OR 97402)

NOTES

Present

Marian Blankenship, Pacific Source Health Plans
Noreen Dunnells, United Way of Lane County
Debi Farr, Trillium Health Plan
Karen Gaffney, Lane County Government
Todd Hamilton, Creswell School District
Alicia Hays, Lane County
Carol Knobbe, In place of Larry Sullivan
John Lively, State Representative
Kathy Moxley-South, Early Learning Stakeholders and University of Oregon
Judy Newman, Early Childhood CARES
Sue Norton, Lane Community College
Chris Parra, Bethel School District
John Radich, Department of Human Services
George Russell, George Russell & Associates, LLC
Annie Soto, Head Start of Lane County
John Stapleton, PIVOT Architecture

Renee Van Norman, Early Learning Stakeholders
Jennifer Wilks, Parent Representative

Absent:

Gustavo Balderas, Eugene 4J School District
Tina Gutierrez-Schmich, Bethel School District
Sue Rieke-Smith, Springfield School District

Staff:

Anetra Brown, United Way of Lane County
Lindsey Hayward, United Way of Lane County
Michelle Sheng-Palmisano, United Way of Lane County
Sylvia Barry, United Way of Lane County
Taylor Ludtke, United Way of Lane County

Public:

No members of the public present

I. Call to Order

The meeting was called to order at 3:30 PM

II. Welcome and Introductions

Lindsey Hayward welcomed the group and everyone introduced themselves. The group acknowledged Renee Van Norman, as it was her last meeting serving as the Early Learning Stakeholder's representative. Her successor is being voted on by the Early Learning Stakeholders for a two year term and will attend our next meeting.

III. Public Comment

No members of the public were present.

IV. Consent Agenda

- May Meeting Minutes

Action requested: Motion to approve, accept or ratify items listed on consent agenda as submitted.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Motion: John Lively motioned to approve the consent agenda.

Support: John Radich seconded the motion to approve the consent agenda.

Ayes: Marian Blankenship, Noreen Dunnells, Debi Farr, Karen Gaffney, Todd Hamilton, Alicia Hays, Kathy Moxley-South, Judy Newman, Sue Norton, George Russell, Annie Soto, John Stapleton, Larry Sullivan, Renee Van Norman, Jennifer Wilks

Nays: None

Abstentions: None

V. Updates

• Work Groups/Innovation Teams

- Early Learning Stakeholders—Katherine Gallagher came to the May meeting to present about the local ACEs (adverse childhood experiences) project happening in Oregon. She shared with the group some localized data that has been collected about adult ACE scores in Oregon, which nearly mirrors the results from the original study. She also presented about evidence-based protective factors that decrease the risk of ACEs in children if taught to parents. The group found the presentation informational and validating to the work that they do daily. The group also shared about summer programming happening in their agencies. Most of the programming is free for families and can be found on their websites, LaneKids.org, or in the Networking Announcements.
- Family Resource Navigation Innovation Team (FRNIT)—The Family Resource Navigation Innovation Team met on June 2nd and discussed an opportunity for a pilot project around tracking referrals during home visits. The group is hoping to form a cohort of family resource navigators who will all get trained in motivational interviewing and how to track referrals based on the levels of intensity developed through the family resource management survey that was completed in 2015. This cohort would track referral data to help us identify how FRN's are making referrals at a particular intensity and also how many referrals a family needs before they access a resource.
 - The hub is also working with Parenting Now! to develop their resource poster into an online, clickable, resource page. This resource page will be linked on LaneKids and Parenting Now!'s website.
- Home Visiting Innovation Team (HVIT)—The group will meet on June 20th and are still focused on developing a training plan for the rest of 2016.
- P3/P8 Work Group—Almost all of the Getting School Ready! booklets have been distributed. The booklet is available in English and Spanish and was distributed to the school districts, family child care providers, Head Start, and child care centers.

• Connected Lane County (CLC)

- There is a state meeting coming up focused on post-secondary educational supports for students.
- The regular Regional Achievement Collaborative (RAC) and stem hub meetings are happening throughout the summer and the bridge teams will continue to meet regularly.
- Connected Lane County convened a coalition to write and support a proposal for the African American Student Success grant. The grant calls for a P-20 strategy for supporting black/African American students countywide. They will find out if they were awarded the grant on Monday.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



- **Social Innovation Fund (SIF)**
 - Recruitment has started and United Way is planning bigger-reach recruitment efforts (i.e. bus ads, radio ads, billboards, etc.).
 - PSU submitted their program evaluation plan to the Social Innovation Fund, and we are awaiting approval of the plan. Once it is approved PSU will begin the evaluation process.
 - Site visits are scheduled for the next few months to look at the KITS program. Funders are interested in participating and some elected officials are also being invited to participate.
 - Trainings will be offered throughout the summer for the different entities involved in the program, all facilitated by the Oregon Social Learning Center.

VI. **Preschool Promise**

Judy Newman presented about the Preschool Promise implementation process and where the project is to date.

- Preschool Promise programs must:
 - provide the annual number of instructional hours required for full day kindergarten (900 hours)
 - take into consideration the scheduling needs of families who need full time childcare
 - provide continuity from infant and toddler services to early elementary grades
 - demonstrate quality through meeting the standards, including:
 - 4 or 5 star rating on the quality rating improvement system (QRIS)
 - adopt culturally responsive teaching methods and practices
 - provide highly trained lead preschool teacher who has a bachelor's degree in early education or an equivalent field
 - provide additional health and child development supports for children and families such as screenings, referrals, and coordination with health care providers
- Preschool Promise will serve children who are:
 - Residents of Lane County, Oregon
 - Members of families whose income is at or below 200% of the federal poverty guidelines
 - At/between the ages of 3 and 5 years old by September 1, 2016
- Judy worked with each of the providers to create realistic budgets to implement the preschool promise program. After reviewing all of the budgets, the providers fell into three main categories. These categories are based on the provider's set infrastructure and if they are required to support PERS. The cost frame work for each type of provider is listed below.

Level 1: No set infrastructure and no PERS

Target Costs without transportation -\$10,000-10,500

Target Costs with transportation - \$11,000–11,500

Level 2: Set infrastructure and no PERS

Target Costs without transportation – \$10,500–11,500

Target Costs with transportation -\$11,500 –12,500

Level 3: Set infrastructure and PERS

Target Costs without transportation -\$11,500-12,500

Target Costs with transportation -\$12,500 - \$13,500

Action requested: Motion to approve the proposed Preschool Promise provider's operating and startup cost budgets pending the approval from the Early Learning Division.

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Motion: Noreen Dunnells motioned to approve the proposed Preschool Promise provider's operating and startup cost budgets pending the approval from the Early Learning Division.

Support: Debi Farr seconded the motion to approve the proposed Preschool Promise provider's operating and startup cost budgets pending the approval from the Early Learning Division.

Ayes: Marian Blankenship, Karen Gaffney, Alicia Hays, John Lively, Judy Newman, John Radich, George Russell, Annie Soto, John Stapleton, Larry Sullivan, Jennifer Wilks

Nays: None

Abstentions: Chris Parra, Todd Hamilton, Kathy Moxley-South, Sue Norton, Renee Van Norman

VII. Racial Equity Self-Assessment

- Anetra Brown gave an update about Racial Equity Self-Assessment process and shared with the group the next steps in the process. All of the input gathered from the core team and the governance consortium will inform the strategic plan so that there is an intentional focus on racial equity moving forward.
- Some of the main themes that were identified during this process were:
The Lane Early Learning Alliance...
 - will make an explicit commitment to racial equity through written communications, resource allocation, policies, practice, and community engagement.
 - has a strong commitment from organizational leadership and key stakeholders in support of more racially equitable programming, policies, and practices.
 - has a willingness to do things intentionally different to see better outcomes for families of color and other underserved communities.
 - will celebrate the strengths of families of color and other underserved communities, build upon what is already working, and share that wisdom with the greater community.
- The ELA will also host two structural racism trainings before the end of December.

VIII. Parenting Education/Engagement Discussion

- Taylor Ludtke shared with the group a presentation about our parenting education hub, LaneKids and got feedback from the group about where there are opportunities for the hub to better engage parents. *Attached is the power point she shared with the group

Our messaging to parents should be that every day they are contributing to the Early Learning Alliance's goal by being amazing parents in our community. Parenting, first and foremost should be acknowledged and celebrated. In addition to everyday parenting, there are other ways for parents to get involved in our work that meet them where they are at and are comfortable engaging.

- **Communicating**—by engaging with the ELA/LaneKids on social media and online surveys. Every time they like, comment, and share, they are helping the county's early learning system.
- **Volunteering**—parents can volunteer at their child's school, in the community, and other opportunities.
- **Learning at Home**—parenting education (such as Triple P online), utilizing Vroom, Ready4K!, LaneKids.org, Text4Baby, etc.
- **Decision Making**—this is an opportunity to engage a parent advisory group to help inform our work on a regular basis. A parent advisory group will attract parents who are possibly looking for leadership opportunities or ways to be more engaged with the work

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



- These meeting should be regular meetings to build continuity, action packed with set intentions for why the group is meeting, and time to give the group updates to let them know that their voice actually does have influence over the work.
- Parents on an advisory group are great messengers to share about new resources, programs, etc.
- **Collaborating with the Community**—is an important strategy because it is a way to hear diverse parent perspectives. In order to hear from families who we typically do not hear from, we need to go to where parents are already meeting. There are several parent, community, school based groups in our community who meet regularly. We need to develop relationships with groups that already exist rather than creating several new work groups.
 - Family Resource centers are a great opportunity to engage parents because they already have strong parent threads, they are trusted by parents and can help get the word out about upcoming events, opportunities, etc.
 - KITS and Preschool Promise will also develop a cohort of parents that could be engaged

IX. Executive Session

- Noreen Dunnells called for an executive session.

X. Adjourn

The meeting adjourned at 5:30 PM



Lane Early Learning Alliance

2015-16 Key Accomplishments and Impact

Outcome 1: Ensure children arrive at school ready to succeed.

Quality Child Care: Family Connections of Lane and Douglas Counties

- Increased the number of child care providers enrolled in Oregon's Quality Rating and Improvement System (QRIS), a total of 130 programs serving over 4,500 children.
- Established two Focused Childcare Networks for providers who speak Spanish and providers living in Western Lane County.

Kids in Transition to School (KITS)

- Received \$2 million Social Innovation Fund grant to train school district staff to scale KITS across Lane County; this summer 12 school districts serving over 450 children participated.

Preschool Promise

- Received over \$2.3 million in grant funding to support 175 high quality preschool opportunities working in partnership with 12 mixed-delivery providers.

Early Literacy

- 1,711 books were provided to 415 children through three Summer Reading Spots (Bethel, Cottage Grove and Springfield sites)
- 350 Raising A Reader book bags were in rotation through twelve Family Resource Centers, 60 child care providers, and one culturally specific community-based organization
- 12 Free Little Libraries were placed in Bethel and rural Lane County in partnership with Willamette High School woodshop class and United Way Day of Action
- Partnered with Representative Nancy Nathanson's Eating and Reading Program to distribute book shelves and reading materials to local food banks

Parenting Education: LaneKids

- 14 parenting education series were held with blended funding from Trillium/Lane County and OPEC
- 3 evidence base curriculum trainings were held to build capacity for 54 parent educators
- Three levels of Triple P were implemented with funding from Trillium/Lane County to include: Stay Positive universal communications campaign, 20 providers trained in Brief Intervention in Primary Care, and 29 active codes were utilized for Triple P Online
- 20,000 Vroom materials distributed and 534 active Vroom app downloads

Family Resource Centers (FRC)

- Strengthened capacity of FRCs through a self-assessment process and provided support to open three new FRCs for a total of 12 districts countywide

Outcome 2: Ensure children live in families that are healthy, stable, and attached.

Developmental Screening

A preliminary report from Trillium for the first three quarters of 2015 indicates a significant increase in the number of children ages 0-3 years who received a developmental screening.

2013 Baseline: 28.3% 2014 Baseline : 45% 2015-16 Quarter 3 Data: 64.4%

DHS

- Partnered with 90x30 and other agencies to plan and implement Child Abuse Prevention Month including dissemination of a toolkit to business, faith, and school communities.

Outcome 3: Create an early childhood system that is aligned, coordinated, and family-centered.

Supported Advisory Groups and Innovation Teams to meet target metrics, including:

P-3 Innovation Team

- 750 Kindergarten Parent Surveys were collected and analyzed
- 2,000 Getting School Ready booklets were distributed across 4 school districts and several local childcare providers.

Early Learning Stakeholders

- Engaged 55 individual early learning stakeholders from a variety of organizations

Family Resource Navigation (FRN) Innovation Team

- Developed shared purpose, common skill set, and assessed capacity of FRN to strengthen the network.
- Received Meyer Affordable Housing Alignment grant to hire a FRN working to connect families in affordable housing settings.

Home Visiting Innovation Team

- Hosted 2 Trauma Informed Care trainings, engaging 170 home visitors.

Pediatrician Advisory Group

- Hosted a START training for 34 medical providers that included a community resource panel
- Provided strategic support for Triple P implementation in medical settings

Equity Advisory Group

- Led implementation of the Racial Equity Self-Assessment and provided input to infuse specific equity strategies across the strategic plan

Hub Coordination

- Supported an education team of five full-time staff positions (2 of which focus on the SIF), one AmeriCorps VISTA, 0.5 FTE Triple P Coordinator, 0.5 FTE Preschool Promise Coordinator, and 0.25 FTE contracted support
- Participated in CHNA and CHIP Core Team meetings , with promoting positive early childhood development identified as a primary strategy for three year CHIP implementation

Lane Early Learning Alliance

3171 Gateway Loop
Springfield, OR 97477
tel 541.741.6000
fax 541.726.4150

earlylearningalliance.org



Lane Early Learning Alliance Updated Work Plan October 2016- September 2017

VISION

The Lane Early Learning Alliance's vision is a community in which all Lane County families, organizations, and neighborhoods are unified in an effort to ensure that all children are safe, healthy, cherished and enter school ready to learn.

Our goals are to ensure that children are ready to succeed in school, that families have the resources and tools to create nurturing homes for their children, and that services and programs work together to efficiently and effectively provide what children and families most need.



Ensuring children enter kindergarten healthy, nourished, curious and enthusiastic about learning.



Supporting a stable home environment as a critical component of positive early experiences and the development of healthy relationships.



Bringing together the early childhood, K-12 education, health, human and social service, community, business, government and philanthropic sectors into one efficient and effective local early learning system.

DEFINITION AND INTENTION

Racism and classism exist in our community, and we are working to intentionally disrupt it. Equity is the notion that each and every learner will receive the necessary resources they need individually to thrive in Lane County's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, family income, or other distinguishing characteristics. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

EQUITY AND ENGAGEMENT STATEMENTS	Demonstrate, through an equity lens, meaningful engagement with children and families from all of the communities served by the Early Learning Alliance.
	Demonstrate, through an equity lens, meaningful engagement with culturally-specific community based organizations as partners in the delivery of services to children and families.
	Demonstrate, through an equity lens, an increase in services to children and families from identified priority populations.
SUCCESS METRICS:	<i>Increase the number of children from the Early Learning Alliance's priority populations being served in early learning programming and services.</i>
	<i>Increase families' satisfaction and comfortability with Early Learning Alliance funded programs.</i>
STRATEGY 1	Policies, practices, resource allocation, and written communications are regularly measured through the Oregon Department of Education's equity lens to create clear accountability structures.
<i>TACTIC 1</i>	Operationalize and implement the Oregon Department of Education's equity lens that is informed by the Equity Advisory Committee and approved by the Governance Consortium.
<i>TACTIC 2</i>	Develop policies and implementation practices that support cultural responsiveness and racial equity, allowing all staff and partners to understand the benefits to the families we serve, the hub, and the community.
<i>TACTIC 3</i>	Regularly evaluate and make recommendations to funded programs to ensure that they are meeting the hub's standards of equitable policies and practices, as defined by the Oregon Department of Education's equity lens.
STRATEGY 2	Blend and leverage resources with community partners to support local opportunities for culturally responsive community engagement and professional development.
<i>TACTIC 1</i>	Conduct community training on structural racism in alignment with domains identified from the equity self-assessment.
<i>TACTIC 2</i>	Work with community partners to provide culturally responsive training opportunities for Preschool Promise Providers.
STRATEGY 3	Children and families are at the center of the Early Learning Alliance's work and have regular opportunities to give input.
<i>TACTIC 1</i>	Work with local culturally-specific community based organizations to understand and address the needs of families in our priority populations, particularly around accessibility of services for a variety of reasons.

STRATEGY 4	Use best available data to understand community demographics, set realistic metrics, and inform decision making.
<i>TACTIC 1</i>	Develop standard demographic form that all funded programs are required to use.
<i>TACTIC 2</i>	Regularly review best available data to guide decisions and resource allocation.

RURAL ENGAGEMENT STATEMENTS	Demonstrate meaningful engagement with rural communities to ensure programs and services are available and meet the needs of families living in rural Lane County.
STRATEGY 1	Regularly interface with the CCO's Rural Advisory Council (RAC) and Community Health Improvement Plan (CHIP) rural strategies.
STRATEGY 2	Partner with 90x30 Regional Leadership Teams to align regional plans and leverage ELA initiatives in rural communities.

PARENT ENGAGEMENT STATEMENTS	Demonstrate meaningful engagement with parents and caregivers to increase early learning programming efficacy and improve outreach, recruitment, and retention strategies.
	Demonstrate the ability to support parents and caregivers in taking on leadership roles within the ELA to increase parent advocacy of early learning initiatives and ensure that parent voice is at the center of our work.
STRATEGY 1	Leverage momentum created by Preschool Promise parent engagement requirements to develop a parent advisory group.
<i>TACTIC 1</i>	Work with Preschool Promise providers to identify and recruit parents interested in leadership opportunities to help inform the ELA.
<i>TACTIC 2</i>	Partner with parents to identify program needs, areas of improvement, and opportunities to recruit priority population families for next year.
STRATEGY 2	Create opportunities for parents to be involved in the ELA's planning, implementation, and decision making processes.
<i>TACTIC 1</i>	Develop overall strategy for parents to engage at different levels of involvement across ELA funded programs and innovation teams.



Outcome #1: Children are Ready for Kindergarten	
Goal 1: Children experience quality early learning and literacy development.	
SUCCESS METRICS:	<i>Increase the number of children from Early Head Start, Head Start, OPK, Relief Nurseries, Healthy Families Oregon and/or other waiting lists served by a Hub partner program.</i>
	<i>Data demonstrates increase in services to children and families from identified priority populations by 5%.</i>
	<i>Increase in number of 3, 4, and 5-star QRIS <u>providers</u> serving children from "hot spots" and communities of color by 50%.</i>
	<i>Increase in number of <u>children</u> in "hot spots" and communities of color served by 3, 4, and 5-star QRIS providers by 150%.</i>
STRATEGY 1	<p>Develop a community supply of 3-star, 4-star and 5-star quality rated early learning programs in partnership with Quality Rating and Improvement System efforts by increasing the number of child care providers who participate in Community Child Care Networks.</p> <p>Partner: Family Connections</p>
<i>TACTIC 1</i>	Contract with Family Connections to implement a Western Lane County Network for 15 rural providers.
<i>TACTIC 2</i>	Contract with Family Connections to implement a Spanish Network for 15 providers who speak Spanish.
<i>TACTIC 3</i>	Ensure child care providers have knowledge and information to connect families to resources, early learning services, and ELA funded initiatives.
<i>TACTIC 4</i>	Work with Family Connections to collect data on demographics of children served and the results from networks to determine impact on kindergarten readiness.
STRATEGY 2	Support successful implementation of Preschool Promise to develop a strong cohort of 12 providers serving 175 children.
<i>TACTIC 1</i>	Recruit priority populations (below 200% FPL) who have not previously had access to high quality early learning.
<i>TACTIC 2</i>	Develop and implement resource navigation services and parent engagement plan for families participating in Preschool Promise.

<i>TACTIC 3</i>	Support professional development of providers to ensure cultural relevancy of programs.
STRATEGY 3	Increase access to early literacy materials, activities and opportunities through Family Resource Centers, child care providers, and agency partners.
<i>TACTIC 1</i>	Support implementation of Raising a Reader for 60 in home child care providers, 12 Family Resource Centers, and Downtown Languages.
<i>TACTIC 2</i>	Develop sustainability plan for Summer Reading Spots to include “How To” guide for rural communities and library ownership.
<i>TACTIC 3</i>	Engage libraries in convening an early literacy network that the business community can support with book drives, volunteers, and financial contributions.

Outcome #1: Children are Ready for Kindergarten	
Goal 2: Families have the tools and support to ensure children's healthy development and success in school.	
SUCCESS METRIC:	<i>Increase by 25% the number of parents who report attending parenting education opportunities, as measured by the LaneKids Parent Survey.</i>
STRATEGY 1	Blend and leverage funds from Trillium/Lane County and OPEC to invest in evidence-based, culturally appropriate parenting education programming, with a focus on underserved populations and rural communities.
<i>TACTIC 1</i>	Implement a Triple P system across Lane County with a focus on universal communications campaign, brief intervention in primary care, and Triple P Online.
<i>TACTIC 2</i>	Expand outreach of Triple P to the rural community in partnership with 90x30 that includes parenting seminars and discussion groups.
<i>TACTIC 3</i>	Conduct an RFP process to continue funding of parenting education series. Coordinate and market funded series to ensure families have more choice and series that meet their needs.
<i>TACTIC 4</i>	Provide training in evidence-based parenting education curricula and support building capacity of parenting education providers.
STRATEGY 2	Develop processes to better understand the needs and interests of underserved families; develop methods to improve access to and relevance of programming and services; develop systems and structures to improve representation and reflection of the whole community. Partners: Early Learning Stakeholders; Equity Consultants; Parents
<i>TACTIC 1</i>	Analyze results from the LaneKids parent survey to help direct strategies and

	parent supports.
<i>TACTIC 2</i>	Research the need for and invest in culturally responsive parenting education curriculum.
<i>TACTIC 3</i>	Continue to develop high-quality parenting blogs in Spanish, with a focus on ensuring they are culturally relevant.
<i>TACTIC 4</i>	Engage parents to gather input on their needs and interest, and design strategies that honor parent voice.
STRATEGY 3	Use the LaneKids website and social media as tools to disseminate concrete, best practice information and tips to families of young children to promote the importance of early childhood development. Partners: Early Learning Stakeholders; Equity Consultants
<i>TACTIC 1</i>	Ensure LaneKids website and social media is relevant with updated and valuable information for families including resources and calendar of events.
<i>TACTIC 2</i>	Develop a marketing strategy that is integrated with United Way and Early Learning Alliance efforts to spread awareness to families and community based organizations to position LaneKids as a central access point for families.
STRATEGY 4	Promote a "no wrong door" culturally responsive system for family resource navigation. Ensure comprehensive, up-to-date, accessible information is available through local resource sources and 211 for use by various community based navigation professional positions and families. Partner: Family Resource Navigation Innovation Team; Pediatrician Advisory Group
<i>TACTIC 1</i>	Define a shared purpose and core skill set of a Family Resource Navigator and range of services for the continuum of care coordination. Assess current capacity for Family Resource Navigator functions; develop shared language; ensure all children and families in the early learning system have access to FRN support.
<i>TACTIC 2</i>	Develop local resources and referral system, including: LaneKids resource page, electronic searchable version of the Parenting Now! poster, and Family Resource Navigation listserve.
<i>TACTIC 3</i>	Conduct regular trainings on common skills for family resource navigation.
<i>TACTIC 4</i>	Work with partners and United Way's 211 staff member to ensure that resource information is updated and 211 training and materials are available.

Outcome #1: Children are Ready for Kindergarten	
Goal 3: Connect and align early learning programs, elementary schools and families in support of children's kindergarten readiness.	
SUCCESS METRICS:	<i>The hub has demonstrated shared activities among early learning providers, families, and K-3 partners.</i>
	<i>Increase in percentage of children in Kindergarten with consistent school attendance by demographic group.</i>
	<i>Decrease in disparities in percentage of Kindergarten children of color and from low-income families with consistent school attendance.</i>
	<i>Increase in percentage of children enrolled in kindergarten before start of school year.</i>
	<i>Increase in Kindergarten Assessment scores in each domain by demographic group</i>
	<i>Increase in percentage of children in third grade who are reading at grade-level by demographic group.</i>
STRATEGY 1	Establish a baseline of the early learning experiences of children entering kindergarten. Partner: P-3 Innovation Team
<i>TACTIC 1</i>	Kindergarten Parent Survey is institutionalized and implemented consistently across all 16 districts. The data collected is regularly analyzed and is inputted into the Connected Lane County database.
<i>TACTIC 2</i>	Align LaneKids Parenting Survey and KITS relevant data collection for shared data and distribution efforts.
STRATEGY 2	Partner with early childhood and K-12 partners to align early childhood curriculum and professional development opportunities. Partner: P-3 Innovation Team, Partnership for Kindergarten Success
<i>TACTIC 1</i>	Maintain updated calendar of professional development opportunities for providers on the Early Learning Alliance Website.
<i>TACTIC 2</i>	Train school district recipients to implement KITS, continuing expansion across Lane County.
<i>TACTIC 3</i>	Actively participate in the Partnership for Kindergarten Success Project in South Lane County to foster connections between early learning providers and the school district.

STRATEGY 3	Develop a universal kindergarten transition process including early childhood partners, early elementary, and families of young children. Partner: P-3 Innovation Team
<i>TACTIC 1</i>	Every district is conducting a Kindergarten Readiness Event (ideally one in the fall, then quarterly moving forward). Events will help solidify relationships with early learning providers, Family Resource Centers, and K-12.
<i>TACTIC 2</i>	Partner with United Way's annual Day of Action to develop meaningful readiness kits and future kindergarten ready community event.
<i>TACTIC 3</i>	Partner with Stanford READY4K pilot in expansion to Lane County.
STRATEGY 4	Increase the number of children and families participating in the Kids In Transition to School (KITS) program through the Social Innovation Fund. Partner: OSLC
<i>TACTIC 1</i>	Recruit priority populations most in need of the program who have not previously had access to early learning. Share KITS evaluation data on children participating and previous early learning family supports to inform the work of the ELA.
<i>TACTIC 2</i>	Ensure KITS is integrated with the ELA by focusing on opportunities to leverage impact (i.e. Parent Engagement, Family Resource Navigation, P-3, Family Resource Centers).
<i>TACTIC 3</i>	Train school district staff to implement KITS, continuing expansion across Lane County.
STRATEGY 5	Strengthen and support a network of school-based Family Resource Centers (FRCs) as a connection between families, schools and providers.
<i>TACTIC 1</i>	Strengthen capacity of Family Resource Centers by continuing to build connections with their school districts. Develop champions for FRCs that acknowledge their unique value in connecting to families and importance in helping to meet district goals.
<i>TACTIC 2</i>	Support marketing efforts for FRCs across the county so families are aware of the resource and the services provided.
<i>TACTIC 3</i>	Develop strategies that more intentionally align ELA efforts with FRCs, including kindergarten events, LaneKids parenting education, P-3 Innovation Team projects, and KITS/Preschool Promise recruitment.
<i>TACTIC 4</i>	Facilitate monthly meetings and ongoing staffing support for local network of FRCs. Support building out a system of FRCs that are ready to scale.



Outcome #2: Families are Stable and Attached	
Goal 4: Children receive at least one developmental screen prior to school entry and are connected to appropriate services.	
SUCCESS METRICS	<p><i>Increase by 3% each year the number of children under age 3 who receive general developmental screening.</i></p> <p><i>Baseline: 44% of children in Lane County received a developmental screen in the last year. At year-end 2015, rates were 67.2% in Lane County.</i></p>
STRATEGY 1	<p>Continue working with Trillium CCO to track claims data and improvement targets and ensure children are referred to appropriate services.</p> <p>Partners: 100% Health, and Pediatric Advisory Committee</p>
<i>TACTIC 1</i>	Develop a system partnering with early learning providers, especially those in the QRIS system, to encourage parents to bring screenings to well child visits.
<i>TACTIC 2</i>	Partner with state-wide the Help Me Grow system to share best practice resources and utilization of the 211 family info line.
<i>TACTIC 3</i>	As needed, identify strategies for targeted providers or populations with low screening rates (family practitioners, rural) and support connection to community based resources for referrals.
STRATEGY 2	<p>Develop common family risk screening and assessment tools, referral processes and data collection processes for use by home visiting programs.</p> <p>Partner: Home Visiting Innovation Team</p>

Outcome #2: Families are Stable and Attached	
Goal 5: Children have a stable, healthy care giver and home environment.	
SUCCESS METRICS:	<p><i>Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4, or 5-star QRIS program by 50%.</i></p> <p><i>Increase in the number of children and families served by DHS who are receiving early learning, parenting education or family support services.</i></p>

	<i>Decrease rates of child maltreatment.</i>
STRATEGY 1	Partner with DHS to support implement of Differential Response.
<i>TACTIC 1</i>	ELA staff attends DHS District 5 Advisory Committee Meetings and DHS staff attends relevant ELA Meetings (Governance, Home Visiting, Early Learning Stakeholders, and Family Resource Navigation).
STRATEGY 2	Partner with DHS to continue scaling the Promise Neighborhood Case Workers to ensure children of families receiving assistance through Temporary Assistance for Needy Families (TANF) and SNAP have access to quality early learning resources in their neighborhood.
<i>TACTIC 1</i>	Provide training and develop toolkit for case workers and engagement specialists on early learning resources and supports in partnership with the Family Resource Navigation Innovation Team.
<i>TACTIC 2</i>	Analyze DHS data on referrals to family support services and determine additional resources need to guide strategies.
STRATEGY 3	Partner with 90x30 Child Abuse Prevention Month to distribute toolkit through LaneKids and highlight parenting education resources.

Outcome #2: Families are Stable and Attached	
Goal 6: Children have a medical home and access medical care.	
SUCCESS METRICS:	<i>Increase by 3% the number of children on OHP who make it to 6 or more well-child visits by 15 months of age.</i> <i>Baseline: 62% of children on OHP in Lane County made it to 6 or more well-child visits by 15 months of age. At year-end 2015, rates were 63.4% in Lane County.</i>
STRATEGY 1	Work across health, education, and early learning providers to ensure children and families without health insurance are connected to a health plan and have support to access care. Partner: 100% Health and Pediatric Advisory Committee
STRATEGY 2	Partner with Trillium CCO and health partners to understand data on children's utilization of their PCPCH and enact strategies to encourage families to make regular well-child visits and improve physical well-being. Partner: 100% Health and Pediatric Advisory Committee
<i>TACTIC 1</i>	Partner with early learning providers to support messaging to families the importance of attending well child visits through tools like Text4Baby.
<i>TACTIC 2</i>	Partner with Cornerstone Community Housing pilot project to determine

	barriers and develop messaging for parents to support making visits.
TACTIC 3	Explore graduated incentive models in partnership with WIC and the Community Health Clinics to encourage families to make all six visits.
TACTIC 3	Align outreach, communications, and community resource information with the home visiting system.



Outcome #3: Services are Coordinated and Effective		
	Goal 7: Services for children and families are aligned and coordinated.	Goal 8: Performance is measured and data is used to learn, adjust and innovate.
SUCCESS METRICS:	<i>The hub has active participation of leaders from all five sectors within its governance structure.</i>	<i>Memorandums of Understanding specify that each sector partner will share data regarding budgets, services provided, and the number of children served within the hub coverage area.</i>
	<i>Memorandums of Understanding are in place with partners from all five sectors and specify shared outcomes and activities.</i>	
	<i>The hub utilizes mechanisms to share funding and blend/braid resources actively.</i>	
	<i>The hub demonstrates that their operating administrative overhead is below 15% annually.</i>	
STRATEGY 1	Identify and convene all programs providing home visiting to review and update existing capacity and gaps analysis, develop MOUs and/or agreements to strengthen the local home visiting network through consistent data collection, service provision, professional development, and communication. Partner: Home Visiting Innovation Team	
TACTIC 1	Coordinate regular trainings for home visitors that align with Oregon's Core Competencies for the Home Visiting Workforce.	
TACTIC 2	Create MOU's for data sharing between agencies that are doing home visits to prevent duplication of services.	
TACTIC 3	Develop a baseline of home visiting utilization, identify enrollment gaps and needs across the county, and determine strategies for where to expand	

	services.
STRATEGY 2	Develop a data collection system to track metrics and evaluation plan to ensure that the most accurate data is collected and used for decision making across all programs for the Early Learning Alliance.
<i>TACTIC 1</i>	Identify opportunities for data input into the Connected Lane County longitudinal database to cover early learning.
<i>TACTIC 2</i>	Analyze demographic data on ELA funded programs and identify disparities to focus on to develop future strategies (communities of color, income, sexual orientation, rural).
<i>TACTIC 3</i>	Develop process to utilize demographic form consistently across all funded programs.
STRATEGY 3	Incorporate and align United Way's health, financial stability and basic needs strategies and investments.
<i>TACTIC 1</i>	Align UW community investment process and funded agencies with ELA goals.
<i>TACTIC 2</i>	Work in partnership with Live Healthy Lane Equity Coalition and CHIP implementation action teams that are focused on early learning strategies.
<i>TACTIC 3</i>	Work in partnership with the Financial Stability Partnership on affordability of child care and children's saving accounts.
STRATEGY 4	Increase protective factors and trauma informed care approaches across the early childhood provider system.
<i>TACTIC 1</i>	Work with partners to provide trauma informed care training and actively participate in Systems of Care workgroups.
<i>TACTIC 2</i>	Support the Trauma Healing Project's Parent Wellbeing Project with home visitors and Family Resource Centers.
STRATEGY 5	Align affordable housing systems to better connect families to early learning resources and supports.
<i>TACTIC 1</i>	Ensure success of Meyer Memorial Trust grant outcomes and develop strategies for sustainability of the project moving forward.
STRATEGY 6	Begin exploring funding opportunities for sustainability of LaneKids and expansion of Family Resource Centers.