

Early Learning Council Strategic Plan

July 1, 2024 – June 30, 2027

OVERVIEW

Using the theory of Collective Impact and Harvard University Theory of Change, the Yamhill Early Learning Hub is bringing together the early childhood, K-12 education, health, human and social service, community, business, government and philanthropic sectors to improve outcomes for young children and align services into one efficient and effective county wide early learning system. The Yamhill Early Learning Hub builds on existing community resources and assets, while also posing questions about what could be done differently to get better results, especially for at-risk children.

YAMHILL EARLY LEARNING HUB MISSION

The Yamhill County Early Learning Hub collaborates to align systems so that all children and families thrive.

YAMHILL EARLY LEARNING HUB VISION

Resilient families, healthy children, limitless possibilities

YAMHILL EARLY LEARNING HUB GOALS

The Yamhill Early Learning Hub's desired outcomes are:

1. The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.
2. All families with young children are supported to ensure their well-being.
3. All children are thriving in early childhood and beyond.

GOVERNANCE

Backbone Organization

Yamhill County Care Organization (dba, Yamhill Community Care, YCCO) serves as the backbone organization for the Yamhill Early Learning Hub.

Governance Structure

The Yamhill CCO Board of Directors will serve as the Governing Body for the Yamhill Early Learning Hub and will be advised by the 24-member Yamhill Early Learning Council. Membership of the Yamhill Early Learning Council will include:

- 1 representative from each of the seven Yamhill County School Districts,
- 1 from Willamette Education Service District,
- 2 from the business community,
- 2 from nonprofits,
- 2 parent representatives,
- 2 representatives from the health community,
- 2 representatives from human/social services,
- 3 representatives from early learning programs (including one from migrant preschool, as applicable),
- 1 representative from Yamhill County government,
- 1 representative from the Confederated Tribes of Grand Ronde, and
- 1 from higher education

The role of this body is to:

- identify and focus on the highest risk children and families,
- coordinate efforts and resources among the five sectors,
- provide feedback in evaluating family support and early childhood services to ensure results and eliminate duplication of service,
- maximize engagement of families in hub design and strategies and in becoming partners in their child's development,
- provide advice regarding culturally and linguistically appropriate family engagement,
- provide advice regarding ways to increase the number and quality of early learning environments,
- provide feedback and assist in monitoring target outcomes, and
- develop efforts to engage collaborative funding across the philanthropic, public and private sectors.

Subcommittees

The Early Learning Council may address ongoing bodies of work through subcommittees, which will meet regularly. Subcommittees include the FamilyCore Leadership Team and the Parent Leadership Council.

Parent Leadership Council

Parents will participate at every level of the Early Learning governance structure. The Parent Leadership Council (PLC) will include a diverse group of parents from across Yamhill County, who will provide information and feedback to the other subcommittees and work groups and the Yamhill Early Learning Council. Parents will also receive training in peer leadership and will be encouraged to engage in advocacy at the local and state level.

Workgroups

Yamhill Early Learning Hub Work Groups will address specific priorities of the Early Learning Hub. Frequency and duration of meetings will depend on the requirements and progress of each specific Work Group. Recommendations regarding policy, programming and funding will flow from the Work Groups to the Early Learning Council. Work groups include, but are not limited to, the following: Early Literacy, Preventative Wellness, Preschool to Grade 3 (P-3), and Advocacy.

Decision Making

A majority (51% or more) of the voting members of the Early Learning Council (ELC) constitute a quorum. Yamhill Community Care will use consensus decision making processes to the extent possible. At the discretion of the co-chairs or at the request of any ELC, an individual poll vote may be conducted. A quorum must be present for such formal votes, and the results will be recorded in the minutes. The ELC will vote on recommendations for management and/or the Board decision. The ELC chair/co-chairs may permit any or all members to participate in recommendations or consultation through other means of communication, such as by phone, email, or online platform. Members attending meetings by phone or an online platform such as Zoom count toward the quorum.

Conflicts of Interest

A conflict of interest transaction is a transaction with the ELC or Yamhill Early Learning Hub/CCO in which an ELC member or their family member has or anticipates having a direct or indirect economic or financial interest in Yamhill Early Learning Hub/CCO. Conflict of interest or the appearance of conflict of interest, by ELC members, employees, consultants and those who receive funding for services from Yamhill Early Learning Hub/CCO must be disclosed as soon as possible to Yamhill Early Learning Hub/CCO. ELC members are required to disclose any potential conflicts of interest by completing a conflict of interest declaration form, submitting it to Yamhill Early Learning Hub/CCO staff and updating it as necessary. No member of the ELC shall vote or be present for a vote in a situation where a conflict of interest exists for that member.

Equity Stance

The Yamhill Early Learning Hub, recognizing the disparities that exist for children in poverty, of color and those whose native language is not English, will focus concerted effort to reduce these disparities through targeted culturally and linguistically appropriate outreach, improved system coordination and by ensuring that our at-risk families have a voice in ongoing system review and design.

Trauma-Informed Care Commitment

Yamhill Early Learning Hub is committed to engaging in all activities with a trauma-informed approach that is built on the following pillars: safety; trustworthiness & transparency; peer support; collaboration & mutuality; empowerment voice & choice; and cultural, historical & gender issues.

GOAL #1: The early childhood system is equitable: integrated, accessible, inclusive, anti-racist, and family centered.

A. Develop Parent Leadership Council

1. Recruit 9-10 community members who reflect the Hub's target populations to provide input on the work of the ELC.
2. Provide community building opportunities for the PLC.
3. Equip and empower the PLC to engage in advocacy work at the local, state and federal level.
4. Maintain clarity about roles & expectation.*
5. Maintain solution-based approach and strength-based lens.*
6. Provide meals, childcare and stipend for participation.*
7. Recruit PLC members from each priority population **
8. Promote PLC through cross-cultural CBOs and churches that primarily serve Latinx population.**
9. Provide information in various formats so everyone has a voice.**
10. Explore option to provide each PLC member with a personal mentor.**
11. Ensure translation and interpretation is available for each PLC meeting and event.**

B. Create and implement bidirectional communication strategy

1. Create public relations campaign to increase brand awareness and to promote early childhood & family wellbeing activities.
2. Engage parents in focus groups and surveys to inform work planning
3. Integrate into YCCO PR campaign with Madison Avenue Collective.
4. Conduct First Three Years campaign.
5. Provide multiple ways for parents to provide input on the work of the Hub*
6. Provide feedback loop to PLC, focus group and survey participants so they are aware of any action that resulted from their input*
7. Provide meals and childcare for focus groups*
8. Ensure translation and interpretation is available for each PLC meeting and event.*
9. Ensure information is sought from and distributed to rural communities as well as McMinnville and Newberg**
10. Conduct empathy interviews to get input of highest needs families**
11. Conduct campaign to educate parents on the impact of social media and phone usage on young children.

- C. Conduct professional development
 - 1. Provide three annual training and networking events for Preschool to Grade 3 (P-3) educators and administrators
 - 2. Provide three annual training and networking events for home visitors
 - 3. Provide two annual Children's Champion trainings for medical providers
 - 4. Explore funding options to support biannual cross-sector conference focused on supporting holistic well-being in members and/or workforce.
 - 5. Ensure that translation and interpretation are available for all trainings, as needed**
 - 6. Provide some virtual training options for those who can't attend in person**
 - 7. Record trainings to share with those who can't attend in person**

- D. Expand quality childcare opportunities
 - 1. Engage in ECE workforce development
 - a. Work with CCR&R to create and implement Registered Apprenticeship model
 - b. Work with WESD, all Head Start programs, and school districts to develop a regional CTE program.
 - c. Work with CCR&R to develop and sustain Build a Business cohorts with financial support for expansion.
 - d. Participate in Chemeketa ECE Advisory Committee
 - 2. Conduct public relations campaign to elevate profession of early childhood education.
 - 3. Work with Primeros Pasos to expand childcare for Latinx/Spanish-speaking families.**
 - 4. Develop and implement plan to recruit Latinx childcare providers and to provide scholarships for higher education.**
 - 5. Develop certified family child care centers in low-income housing complexes.**

- E. Expand access to behavioral health support in clinical and early learning settings.
 - 1. Partner with WESD to create and implement a resourced plan to support early educators and eliminate suspensions and expulsions in early childhood settings
 - 2. Identify and invest in social emotional support services within early learning settings

3. Provide professional development for early learning providers
 4. Engage in regular campaigns to help parents and caregivers understand the resources that are available and connect to services.
 5. Invite peer support agency reps to participate in early learning outreach events.
 6. Explore option to create a one-stop shop for family support services in Yamhill County.
- F. Engage communities not yet at the table
1. Conduct outreach to the faith community to support & engage in early childhood interventions, such as FamilyCore, MidValley Parenting, and Service Integration Teams.
 - a. Conduct faith community outreach luncheon.
 - b. Conduct 1:1s with faith community leaders.
 2. Identify early childhood advocate within other agencies/communities to share YCCO/ELH resources.
 - a. Maximize connections on Service Integration Teams to identify potential advocates.
 - b. Utilize advocates to create opportunities for in-person engagement with priority populations, including but not limited to focus groups.
 3. Build relationships within the business community.
 - a. Work with PR Specialist to develop and implement plan to engage in business community networking events, such as Greeters.
 - b. Participate on Workforce Integration Network
 - c. Participate on Oregon Workforce Partnership statewide meetings
 - d. Conduct listening sessions with businesses regarding employee wellness needs
 - e. Participate in employee health fairs
 - f. Engage businesses in timebound projects, such as summer reading promotion
 - g. Ensure that human resources departments of large businesses have family support and wellness information for employees
 4. Engage law enforcement
 - a. Conduct event to share resources available to support families in crisis (ex. FamilyCore)
 - b. Conduct listening session with law enforcement and victims advocates
 - c. Participate in development of Family Justice Center
 5. Ensure that all engagement works within the pillars of trauma-informed care: safety, trust/transparency, collaboration/ mutuality, and voice/choice.*

6. Ensure that all engagement uses a strengths-based lens and is focused on building resilience.*
 7. Explore options to compensate advocates working within community based organizations.**
 8. Ensure that all engagement is conducted in the primary language of the population being engaged and in a setting that is comfortable to them.**
- G. Conduct advocacy to promote awareness of and funding for initiatives that promote school readiness and family stability.
1. Engage in Oregon Health & Education Collaborative to develop “blue sky” vision for first 1,000 days to inform legislation to fund demonstration site in Yamhill and other pilot sites.
- H. Engage as an active partner in work to prevent suspension/expulsion in early childhood settings

GOAL #2: All families with young children are supported to ensure their well-being.

- A. Expand parent education in partnership with MidValley Parenting.
1. Partner with Polk County to host quarterly steering committee meetings.
 2. Provide opportunities for parents to provide input on programming ideas, incentives, and needs/gaps to inform programming for Mid-Valley Parenting (MVP)
 3. Create and implement Parent Education on Demand to offer content requested by parents through pre-recorded content, Facebook Live events, subscription boxes, in-person networking events, and one-time workshops.
 4. Recruit and train 8 new parent educators focused on Yamhill County.
 5. Connect new parent educators with seasoned mentors to provide support and expand skills.
 6. Expand point system to Yamhill County.
 7. Provide scholarships and a small stipend for parent educators to attend the annual parent educator conference to increase confidence and improve skills.
 8. Include information about MVP in all Early Learning Hub outreach activities and new baby kits.
 9. Partner with Juliette’s House to conduct child abuse prevention activities annually in April.
 10. Offer mini-grant program for community partners to host workshops and small community events.

11. Partner with Parks & Recreation to reach families.
12. Provide parent education within schools for all kindergarten families.

B. Expand awareness of and connection to home visiting and other family support services.

1. Partner with Public Health to offer universal home visiting through both birthing centers.
2. Engage parents prenatally through expanded partnership with WIC and clinics.
3. Conduct resource fair with screenings at select parent/teacher conferences.
4. Conduct community baby shower twice a year.
5. Engage in quarterly outreach to agencies to train on early learning supports and to provide resource materials.
6. Partner with the libraries to share materials and host workshops.
7. Engage clinics in Children's Champion programs to ensure medical providers are aware of school readiness & family support services and are supported to integrate referrals into their workflows.
8. Explore option to implement Children's Champion program for school counselors.
9. Explore opportunities to integrate FamilyCore referral forms into UniteUs and/or clinic EHR systems.
10. Utilize data to identify populations that underserved populations and engage parents and guardians from these groups to develop strategies to increase engagement.
11. Engage with SDoH partners to identify referral pathways to engage mothers at risk of postpartum depression.
12. Explore development of a wraparound model within FamilyCore to support individual high-needs families.
13. Create resource sheet to share with childcare providers.
14. Partner with organizations that specialize in supports for individuals with disabilities to ensure that support is accessible and meets families needs.**

C. Conduct targeted outreach to high need families

1. Conduct outreach to teen parents, parents with history of domestic violence, and other high-risk populations.
 - a. Share materials through Bear Hugs.
 - b. Provide additional incentives for teen parents to attend community baby showers.
 - c. Partner with the Oregon Department of Human Services, Henderson House, and shelters to share resources with families in crisis.

2. Partner with community organizations serving high-risk populations to share resources and to develop process resulting in early initiation of maternal care.
3. Conduct trauma-informed training for all EL Hub staff who engage directly with the public.*
4. Partner with organizations that specialize in supports for individuals with disabilities to ensure that support is accessible and meets families needs.**
5. Conduct conversation with ELC to develop community-wide initiative to support better nutrition habits in homes and schools.

GOAL #3: All children are thriving in early childhood and beyond.

- A. Create system that supports seamless transition to kindergarten
 1. Conduct countywide kindergarten registration
 - a. Create shared promotional campaign
 - b. Create resource packets to share at kindergarten registration
 - c. Conduct vision, hearing, developmental, and hearing screenings at kindergarten registration at high needs schools to identify children in need of additional supports before they start school.
 - d. Offer incentive for parents to register their child on countywide kindergarten registration day.
 2. Identify at-risk kids early and build up system to support them and their families with needed services
 - a. Develop pathways for individualized transition activities for children in preschool, childcare and home visiting.
 - b. Explore option to offer teacher home visits for incoming kindergarteners.
 - c. Explore option to provide school visits for incoming kindergarteners in the spring.
 - d. Share This is Me with childcare and preschool network annually and incentivize the implementation.
 - e. Develop a process with school districts to support kids with IFSPs
 3. Explore funding to expand summer enrichment activities for preschool-aged children.
 4. Conduct Children's Health Fair.
- B. Engage parents and children in brain building activities before kindergarten.
 1. Partner with libraries to expand access to families with young children.
 2. Conduct Ready! for Kindergarten workshops.
 3. Share CDC milestone tracker and Vroom materials at all outreach events.
 4. Invest in workshops to engage skill-based parent/child interaction (ex. cooking classes, etc.

5. Ensure that all activities have translation/interpretation option or comparable event for Spanish-speaking families.**
 6. Consider adaptations needed for low literacy parents to feel comfortable engaging.**
 7. Engage in conversation to align expectations around phone usage and social media in schools and other institutions of learning.
- C. Invest in expansion of early learning awareness and resources
1. Provide workshops and trainings for parents as the child's first and most important teacher
 2. Provide professional development opportunities for early educators and home visitors to improve their abilities to support parents
 3. Support libraries and community agencies in securing funding to support literacy initiatives
 4. Distribute books at early learning hub hosted events
 5. Partner with service providers in rural communities to engage local families.**

Appendix A Glossary

CBO	Community Based Organization
CCR&R	Child Care Resource & Referral
DBA	Doing Business As
ECE	Early Childhood Education
HER	Electronic Health Records
ELC	Early Learning Council
IFSP	Individualized Family Service Plan
K-12	Kindergarten through Grade 12
MVP	Mid-Valley Parenting
OHEC	Oregon Health & Education Collaborative
P-3	Preschool through Grade 3
PLC	Parent Leadership Council
PR	Public Relations
SDOH	Social Determinants of Health
SIT	Service Integration Team
WESD	Willamette Education Service District
WIC	Women, Infants, & Children
YCCO	Yamhill Community Care