

# Yamhill Early Learning Hub 2018-22 Strategic Plan

## 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 Council will work collaboratively to support coordinated systems that are child-centered, family friendly, culturally and linguistically appropriate, and community-based to meet the needs of the Yamhill County population and communities.

## YAMHILL EARLY LEARNING HUB VISION

Our vision is that all young children and their families have access to quality coordinated resources that support their growth, development, and a healthy life trajectory.

## YAMHILL EARLY LEARNING HUB GOALS

The Yamhill Early Learning Hub's desired outcomes are:

1. The early childhood system is aligned, coordinated and family-centered;
2. Children are supported to enter school ready to succeed; and
3. Families are healthy, stable and attached.

## GOVERNANCE

**Backbone Organization:** Yamhill County Care Organization (dba, Yamhill Community Care Organization, 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 Family CORE Leadership Team and the Parent Leadership Council.

**WORK GROUPS:** 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, Obesity Reduction, and Advocacy.

**Early Learning Parent Leadership Council:** Parents will participate at every level of the Early Learning governance structure. The Early Learning Parent Leadership Council 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.

**Decision Making:** A majority (51% or more) of the voting members of the ELC constitutes a quorum. Yamhill Community Care Organization will use consensus decision making processes to the extent possible. At the discretion of the Co-Chair or at the request of any ELC member, 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 consultations through other means of communications, such as by phone or email. Members attending meetings by phone count towards 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.

## YAMHILL EARLY LEARNING HUB ROLES AND INDICATORS

ROLE	PROCESS INDICATORS	PRODUCTIVITY INDICATORS
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.6 Incorporate family voice from focus populations and adjust in a culturally responsive manner in hub planning, strategies and activities.</p>	<p>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.</p> <p>2. Hub governance bodies are contributing members whose input and feedback is included in the decisions, actions and strategic investments of the hub.</p> <p>3. Hub - with its partners - identifies, analyzes, and utilizes regional data to assess their priority populations and disparities for priority populations.</p>	<p>1. Hub engages their communities, families, and partners to assess what specific needs these identified populations have.</p> <p>2. Partners have a clear role in implementing strategies and activities that are focused on these outcomes.</p> <p>3. Hub investments are clearly aligned to strategies and work plan activities to produce positive outcomes for the priority populations, with data.</p> <p>4. 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.</p> <p>5. Hub demonstrates movement from baseline to targets within their metrics.</p> <p>6. Work Plan demonstrates strategies and activities for effecting long term population level changes for children furthest from opportunity.</p> <p>10. Hub demonstrates it meets contractual obligations as outlined in the contract with the ELD.</p>

## **Goal #1: The early childhood system is aligned, coordinated and family-centered.**

### **1.1 Objectives: Align work among cross-sector partners to improve early childhood systems and services.**

#### **Strategies to achieve:**

1. Hold annual governance work session to review data, evaluate program effectiveness & efficiency, evaluate strategic plan, and develop workplan.
2. Integrate Early Learning into YCCO Strategic Plan and Transformation & Quality Strategy.
3. Conduct Community Health Assessment (CHA).
4. Create Community Health Improvement Plan (CHIP).
5. Partner with Public Health to create, implement and monitor a cross-sector trauma-informed care workplan through their Community Health Improvement Plan.
6. Conduct monthly Early Learning Council (ELC) & K12 partner meetings.
7. Early Learning Program Administrator participates on YCCO Leadership Team, YCCO Quality and Clinical Advisory Panel, and LICC.
8. Renew Declaration of Cooperation between all ELC member agencies annually.

#### **Strategies using the equity lens:**

1. Identify Tribal and Latinx leaders. Partner to develop pathways to engage these communities in arenas that are familiar to them.

### **1.2 Objectives: Improve cross-sector investment in evidence-based childhood interventions.**

#### **Strategies to achieve:**

1. Create Wellness Fund to support investment in evidence-based and evidence-promising early childhood interventions.
2. Create Comprehensive Children's Budget biannually.

### **1.3 Objective: Improve the quality and quantity of information shared with the community about the Early Learning Hub as well as school readiness and family support services.**

#### **Strategies:**

1. Develop materials to explain the work of the Early Learning Hub and its partners and to promote these services to parents, community members, potential investors, and the legislature.
2. Utilize social media to share activities and resources with parents and partners.

3. Continue creation and distribution of monthly Service Integration Team newsletter to inform cross-sector partners of available resources.
4. Integrate Early Learning into new YCCO website.

**Strategies using the equity lens:**

1. Ensure that all community-facing materials are available in both English and Spanish.
2. Add quality translator to Yamhill CCO website.

**1.4 Objectives: Improve data collection, sharing and utilization.**

**Strategies:**

1. Explore the feasibility of creating a common Family ID and Child ID descriptor to facilitate tracking outcomes across multiple programs.
2. Explore the option of creating a shared database among agencies that support school readiness and family stability.
3. Conduct biannual review of hot spot population to inform targeted investments.
4. Refine Early Learning dashboard to track progress on preventative wellness outcomes, access to quality early childhood services, and academic achievement measures.

**Strategies using the equity lens:**

1. Conduct biannual equity assessment to inform work plan development and resource allocation.
2. Analyze data, whenever possible, to monitor for disparities between ethnicities.

**1.5 Objectives: Recruit parent leaders and develop a strong parent voice to inform the work of the Hub.**

**Strategies:**

1. Solicit parent feedback at every ELH-hosted community event.
2. Develop Parent Leadership Council with representation from each school district to provide feedback on Early Learning initiatives. The PLC will also equip parent leaders from each community to advocate on behalf of early learning, to function as peer mentors, and to promote engagement with early learning services and activities.
3. Incentivize and utilize PLC to inform school readiness and transition planning.

**Strategies using the equity lens:**

1. Provide translation and interpretation for PLC meetings, as needed.

2. Partner with community-based organizations serving Latinx members to recruit for the PLC.

### **1.6 Objective: Identify and address barriers that prevent families from accessing needed services.**

#### **Strategies:**

1. Provide travel vouchers to community partners to facilitate transportation to medical appointments, job interviews, and other family support functions.
2. When engaging parents, provide fun, brain-building activities for children. Avoid generic childcare.
3. Explore avenues to provide mentoring for parents with developmental delays.
4. Explore alternate forms of communications with parents, such as Facebook group and Remind app.
5. Engage community partners (ex. school sports, Boy Scouts, etc.) to promote early learning resources and activities.
6. Partner with rural libraries to conduct outreach to families of children age 0-5 and connect them to school readiness and family support services.
7. Provide dental/vision/hearing screenings at annual Family Play Day outreach event.
8. Explore the expansion of Kindergarten Registration to include dental/vision/hearing and/or developmental screenings and connection to services.

#### **Strategies using the equity lens:**

1. Ensure that website and all materials available online are in both English and Spanish.

### **Goal #2: Children are supported to enter school ready to succeed.**

#### **2.1 Objective: Improve understanding and collaboration between child care, preschool, Head Start, WESD, and K-3.**

#### **Strategies:**

1. Utilize Oregon Early Learning guidelines to develop and implement Prenatal to Grade 3 (P-3) professional development opportunities.

#### **Strategies using the equity lens:**

1. Ensure that translation/interpretation services are available for Spanish-speaking providers, as needed.

#### **2.2 Objective: Facilitate transitions into kindergarten for children, parents, teachers and administrators.**

#### **Strategies:**

1. Conduct kindergarten transition planning for all incoming kindergarteners from Head Start and Willamette Education Service District (WESD).
2. Develop pathways for individualized transition activities for children in preschool, childcare and home visiting.
3. Conduct kindergarten transition camps annually in each school district that include a parent engagement component.

**Strategies using the equity lens:**

1. Ensure that transition activities include bilingual providers, as needed.

**2.3 Objective: Empower and equip parents as their child’s first and most important teacher.**

**Strategies:**

1. Conduct annual Family Play Day event to engage parents and their children in brain-building play; to provide vision, dental and developmental screenings; and to raise parental awareness of school readiness and family support services available in the community.
2. Subcontract with school districts and CCR&R to provide EVB school readiness activities to children age 0-5 and their families.
3. Conduct annual Family Picnics to engage parents and provide them with resources to engage their children in brain-building play.
4. Continue to promote VROOM at all outreach events. Require each subcontractor to distribute to all clients with children 0-5.
5. Conduct outreach during summer meal programs to provide brain building resources and to connect parents to services.
6. Engage local hospital birthing centers to connect new mothers to family support services and to Vroom.
7. Partner with libraries to promote brain-building activities.

**Strategies using the equity lens:**

1. Ensure that all resources provided to parents are available in both English and Spanish.

**2.4 Objective: Provide enrichment activities for all children in the year before kindergarten.**

**Strategies:**

1. Provide playgroups in each rural community that teach self-regulation, early literacy and numeracy using evidence-based curricula by 2022
2. Prepare community to apply for possible addition of Preschool Promise in 2021.

3. Partner with clinics and with WESD to ensure that children in need of supports for developmental delays receive them. Continue to improve reverse referral exchange from WESD to Family CORE to provide alternate services for children who have been referred to WESD for evaluation but do not qualify to receive EI/ECSE services.

**Strategies using the equity lens:**

1. Partner with Tribe to promote West Valley playgroup.

**2.5 Objective: Provide activities and resources to support the development of early literacy.**

**Strategies:**

1. Subcontract with select clinics to provide Reach Out & Read to children age 0-5.
2. Partner with McMinnville Public Library's Bookmobile program to bring literacy and STEM opportunity into high poverty apartment complexes in the McMinnville area.
3. Incorporate storytelling and singing into literacy campaigns as an alternative for parents with low literacy.

**Strategies using the equity lens:**

1. Ensure that bilingual books are available at all outreach events.

**2.6 Objective: Identify at-risk children early and connect to supportive services to enhance school readiness.**

**Strategies:**

1. Expand countywide kindergarten registration to include identification of at-risk children and connection to summer enrichment programs/activities prior to the beginning of kindergarten.
2. Partner with Willamette Education Service District (WESD) and other community partners to conduct ChildFind activities at least annually.
3. Conduct outreach to families on waiting lists for home visiting programs, including those over-income, to connect to school readiness and family support services.

**Strategies using the equity lens:**

1. Ensure that Family Resource Coordinator is bilingual.

**2.7 Objective: Develop childcare workforce.**

**Strategies:**

1. Conduct messaging campaign to improve community perception of Early Learning providers as professionals.
2. Work with CCR&R and Chemeketa Community College to create pathways to higher education for childcare providers and preschool teachers.
3. Provide Business 101 for childcare providers

4. Provide SE Skills trainings for providers of high needs kids.
5. Explore new pathways for connection to potential childcare providers (Department of Human Services, Vocational Rehabilitation, Senior Services, WorkSource)
6. Train and equip senior Focused Child Care Network (FCCN) members to function as mentors to newer members.
7. Provide Home Visitor Network (HVN) trainings at least three times/year to network and build support systems among home visiting providers as well as to improve skills and increase understanding of issues that impact the lives of families, including the culture of poverty.

**Strategies using the equity lens:**

1. Continue to provide trainings in Spanish, as needed.

**2.8 Objective: Expand availability of high quality childcare.**

**Strategies:**

1. Explore feasibility of applying for Baby Promise in 2019.
2. Engage in health education campaigns & outreach to promote preventative wellness services.
3. Work with CCR&R to expand availability of affordable/accessible childcare, with a focus on the rural communities and infant/toddler/ evening care.

**Strategies using the equity lens:**

1. Continue to develop Latinx childcare network to provide quality childcare to Spanish-speaking families

**Goal #3: Families are healthy, stable and attached.**

**3.1 Objective: Create a trauma-informed community focused on building resilience.**

**Strategies:**

1. Partner with Public Health to develop, implement and monitor a cross-sector workplan for the implementation of trauma-informed care through its CHIP.
2. Finish series of trainings on the four pillars of TIC (Trauma-Informed Care).
3. Provide cross-sector TIC train-the-trainer in 2019.
4. Offer annual training in TIC principals and school readiness/family support services to Children’s Champions from each APM clinic. Include participation in this as well as in the Trauma-Informed Care Train the Trainer event in APM contracts, beginning in 2019.
5. Explore option to provide trauma-informed designation of local businesses and agencies via 211.

6. Provide biannual trainings for all childcare, preschool and kindergarten teachers in Growing Early Mindsets.

**Strategies using the equity lens:**

1. Conduct cross-sector training in historical and generational trauma.

**3.2 Objective: Increase availability of and access to mental health services for children.**

**Strategies:**

1. Conduct targeted outreach to teen parents, parents with a history of domestic violence and families in the West Valley to engage them with the Family CORE and Mid-Valley Parenting.
2. Partner with Lutheran Community Services to expand mental health in select McMinnville and Newberg schools.
3. Partner with Lutheran Community Services to pilot mental health supports in the West Valley. Explore embedding within Sheridan School District.
4. Partner with peer support agencies to connect parents dealing with mental health challenges and/or addiction to support services.

**Strategies using the equity lens:**

1. Ensure that advisory council for Family Support Center in West Valley include active representation from the Tribe.
2. Explore options to share staff between Tribe and West Valley Relief Nursery.

**3.3 Objective: Improve collaboration between sectors to increase connection to mental health services.**

**Strategies:**

1. Conduct Family Wellbeing Assessment in MMHs. Connect at-risk mothers to behaviorist and home visiting supports.
2. Create pathway to share the results of the Family Wellbeing Assessment with the child's pediatrician.

**3.4 Objective: Collaborate with community partners to address social determinants of health to create a community that promotes holistic wellness.**

**Strategies:**

1. Conduct Community Health Assessment and create Community Health Improvement Plan.
2. Partner with Public Health to create policies that support healthy lifestyles (ex., bike lanes, etc.).
3. Continue Wellness to Learn in the McMinnville School District. Look for funding to expand to other communities.

4. Continue coordination of Service Integration Teams in all seven school district catchment areas. Look for funding to expand coordination to 1.0 FTE to allow expanded care coordination.
5. Explore additional funding opportunities to expand availability of resources available through Service Integration Teams.

### **3.5 Objective: Expand availability of and engagement with parenting groups and family support services.**

#### **Strategies:**

1. Recruit additional parent educators and childcare providers to expand capacity.
2. Train a cohort of parent educators in Nurturing Parenting and the more specialized curriculums, such as Nurturing Father and Nurturing Parenting for Children with Special Needs.
3. Provide funding to Mid-Valley Parenting to provide workshops and other activities not covered by Oregon Parenting Education Collaborative (OPEC), to engage families who are unable/unwilling to participate in multiweek classes.
4. Create talking points and “cheat sheets” for community agencies to use when talking to parents about Family CORE and Mid-Valley Parenting.
5. Conduct campaigns to promote home visiting and parent education.
6. At least annually, conduct community baby showers and/or mom spa days to engage women with Family CORE and Mid-Valley Parenting.
7. Increase social connections/natural supports through regular Family Cafes.
8. Explore the integration of parent education in middle/high school health education.
9. Subcontract to support/expand the availability of family support services.
10. Explore models such as Durham Connects to provide the option of at least one home visit to every new mother in Yamhill County.

#### **Strategies using the equity lens:**

1. Provide parent education and community cafes in Spanish and English.
2. Ensure that Family Resource Coordinator and Community Engagement Coordinator are bilingual.

### **3.6 Objective: Promote preventative wellness services, including well-child checkups, dental checkups, dental sealants, and vaccinations.**

#### **Strategies:**

1. Engage in health education campaigns & outreach to promote preventative wellness services.
2. Include hygienists from Capitol Dental in large outreach events, such as Family Picnics and Play Days.

**Strategies using the equity lens:**

1. Ensure that all print materials are available in both English and Spanish.

**3.7 Objective: Collaborate with community partners to address childhood obesity reduction.**

**Strategies:**

1. Create cross-sector workgroup to develop strategies that address nutrition and exercise as well as community and policy development.

**Strategies using the equity lens:**

1. Ensure that all promotional or educational materials for community members are available in both English and Spanish.
2. Conduct racial disparities analysis to inform outreach.

**3.8 Objective: Work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.**

**Strategies:**

1. Work with community partners to develop approach for the prevention of child abuse, such as Darkness to Light classes for non-offending parents, Safe/Safer Touch in preschool and elementary classrooms, relief nursery services, and Safe Families.
2. Develop Wellness Trust to support investment in EVB prevention initiatives, such as the Good Behavior Game.
3. Explore options to expand and sustain PAX Good Behavior Game in all school districts to promote social emotional skill development of children.
4. Conduct outreach to the faith community to support and engage in early childhood interventions, such as Family CORE and MVP.
5. Conduct annual child abuse prevention awareness campaign in April.

**Strategies using the equity lens:**

1. Ensure that community building and parent education programs are offered in both English and Spanish.

**GLOSSARY:**

<b>APM</b>	<b>Alternative Payment Methodology</b>
<b>CHIP</b>	<b>Community Health Improvement Plan</b>
<b>CHW</b>	<b>Community Health Worker</b>
<b>CCR&amp;R</b>	<b>Child Care Resource &amp; Referral</b>
<b>CORE</b>	<b>Coordinated 0-5 Referral Exchange</b>
<b>ELC</b>	<b>Early Learning Council</b>
<b>EVB</b>	<b>Evidence Based</b>
<b>FCCN</b>	<b>Focused Child Care Network</b>
<b>HSYC</b>	<b>Head Start of Yamhill County</b>
<b>HVN</b>	<b>Home Visitor Network</b>
<b>K12</b>	<b>Kindergarten through Grade 12</b>
<b>MMH</b>	<b>Maternal Medical Home</b>
<b>OPEC</b>	<b>Oregon Parenting Education Collaborative</b>
<b>PCP</b>	<b>Primary Care Provider</b>
<b>PLC</b>	<b>Parent Leadership Council</b>
<b>STEM</b>	<b>Science Technology Engineering &amp; Math</b>
<b>TIC</b>	<b>Trauma-Informed Care</b>
<b>TQS</b>	<b>Transformation &amp; Quality Strategy</b>
<b>WESD</b>	<b>Willamette Education Service District</b>
<b>YCCO</b>	<b>Yamhill Community Care Organization</b>