### Early Learning Hub Name: Lane Early Learning Alliance

#### Outcome #1: Children are Ready for Kindergarten.

**Strategic Plan**

**Goal 1:** Children experience quality early learning and literacy development.

**Objective:**
- 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.
- Increase the number of child care providers who participate in Community Child Care Networks.
- Increase access to early literacy materials, activities and opportunities through Family Resource Centers, child care providers, and agency partners.

**Key Metrics This Will Move:**
- 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.
- Data demonstrates increase in services to children and families from identified priority populations by 5%.
- Increase in number of 3, 4, and 5-star QRIS providers serving children from "hot spots" and communities of color by 50%.
- Increase in number of children in "hot spots" and communities of color served by 3, 4, and 5-star QRIS providers by 150%.

<table>
<thead>
<tr>
<th>Key Activities</th>
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<th>Person(s) Responsible</th>
<th>Critical Partners Needed</th>
<th>Resources Needed</th>
<th>Status with Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.1 Implement Focused Child Care Network of Western Lane County and “hot spots” through active recruitment and one-on-one relationship building meetings</td>
<td>December 2017</td>
<td>QI Position: Terri Hansen</td>
<td>Family Connections of Lane and Douglas Counties, Equity Alliance</td>
<td>Grant funding from ELD and UWLC, Family Connections’ database, QI position</td>
<td>Number of participants to date: RF Provider (5), CF Provider (1), CC Provider (7)</td>
</tr>
</tbody>
</table>
## Annual Work Plan for Early Learning Hubs:
Plan Period: January 1, 2016 – December 31, 2016

<table>
<thead>
<tr>
<th>1.A.2</th>
<th>Plan and coordinate Summer Reading Spots program to provide early literacy activities and materials to children</th>
<th>August 2016</th>
<th>FOOD for Lane County, Public Libraries, School Districts</th>
<th>Book and cash donations, small grant opportunities, VISTA facilitation, community volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.3</td>
<td>Increase access to literacy materials and coordination of programs including Free Little Libraries and Eating and Reading Program</td>
<td>May 2016</td>
<td>AmeriCorps VISTA</td>
<td>Book and cash donations, VISTA facilitation</td>
</tr>
</tbody>
</table>
| 1.A.4 | Conduct self-assessment process with network of Lane County Family Resource Centers to strengthen the model, create alignment between FRCs and school districts, and provide the following services for families with young children.  
  - Raising A Reader  
  - Every Child Ready to Read  
  - Evidence based parenting | January 2016 | Taylor Ludtke, Gloria Griffith | Family Resource Centers, School Districts | Family Support Service funds, OPEC funds | Self-Assessment is due November 13, 2015 and final work plans and budgets are due December 15th, 2015. Funds will be allocated January 1, 2015. |
## Annual Work Plan for Early Learning Hubs:
### Plan Period: January 1, 2016 – December 31, 2016

<table>
<thead>
<tr>
<th>Education Programs</th>
<th>Ongoing</th>
<th>Taylor Ludtke</th>
<th>Lane Community College/Family Connections, Family Resource Centers, School Districts</th>
<th>OPEC and ELA funds, RAR grants</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.5 Raising A Reader: Provide staff support and supplemental RAR materials to network of Family Resource Centers in order to sustain the program.</td>
<td>Ongoing</td>
<td>Taylor Ludtke</td>
<td>Lane Community College/Family Connections, Family Resource Centers, School Districts</td>
<td>OPEC and ELA funds, RAR grants</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.A.6 Campaign for Vroom by giving partner agencies Vroom materials and marketing Vroom through various channels such as LaneKids social media.</td>
<td>August 2016</td>
<td>Taylor Ludtke</td>
<td>Early Learning Alliance Stakeholder agencies, Family Resource Centers, LaneKids partner agencies, Vroom</td>
<td>Early Learning Division, Department of Ed funds</td>
<td>Ongoing until August 2016.</td>
</tr>
</tbody>
</table>

**Outcome #1:** Children are Ready for Kindergarten.

**Strategic Plan:**

**Goal 2:** Families have the tools and support to ensure children’s healthy development and success in school.
Annual Work Plan for Early Learning Hubs:
Plan Period: January 1, 2016 – December 31, 2016

Objective:
- Blend and leverage funds from Trillium, LaneKids and Early Learning Hub to invest in evidence-based, culturally appropriate parenting education programming, with a focus on underserved populations and rural communities.
- 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.
- 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.

Key Metrics This Will Move:
- Increase by 25% the number of parents who report attending parenting education opportunities, as measured by the LaneKids Parent Survey.

<table>
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<tr>
<th>Key Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.A.1 Provide training in evidence-based parenting education programs (Nurturing Parenting, Make Parenting A Pleasure, Incredible Years)</td>
<td>June 30, 2016</td>
<td>Taylor Ludtke</td>
<td>Lane County, Trillium, agency providers, Family Resource Center staff, program developers</td>
<td>Trillium/Lane County funds</td>
<td>The first training session has been scheduled for February 23-25, 2015. The dates of the other two trainings are TBD.</td>
</tr>
<tr>
<td>2.A.2 Evidence based parenting education programs: LaneKids will conduct an RFP process to continue funding parenting education series in FRCs as well as other organizations throughout</td>
<td>January, 2016</td>
<td>Taylor Ludtke</td>
<td>Community based parenting education partner agencies</td>
<td>OPEC, Lane County/Trillium, and ELA funds</td>
<td>The RFP will go live in December, 2015 and the process will go through January, 2016.</td>
</tr>
</tbody>
</table>
### Lane County.

<table>
<thead>
<tr>
<th>2.A.3</th>
<th>Implement Triple P (Positive Parenting Program) – universal communications campaign, online access to evidence-based parenting education program through LaneKids portal, physician training and support</th>
<th>June 30, 2016</th>
<th>Lindsey Hayward, Taylor Ludtke</th>
<th>Oregon Research Institute, Parenting Now!, Lane County/Trillium, Pediatric Advisory Group, 100% Health coalition, Turrell Group, Triple P America, agency providers</th>
<th>Trillium/Lane County funds, OPEC funds, LaneKids website, Triple P materials and resources</th>
<th>The Triple P portal on the LaneKids website will be available January 1, 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.4</td>
<td>Maintain LaneKids website and social media outlets (Facebook, Twitter, Pinterest, Instagram)</td>
<td>Ongoing</td>
<td>Taylor Ludtke</td>
<td>Turrell Group, agency partners</td>
<td>OPEC funds</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2.A.5</td>
<td>Administer the OPEC parent survey at early learning settings and elementary schools in Lane County and analyze results to help direct LaneKids strategies and parent supports.</td>
<td>March 2016</td>
<td>Taylor Ludtke</td>
<td>School Districts, OPEC, Family Resource Centers</td>
<td>OPEC parent survey, OPEC funds</td>
<td>This process will start in January 2016.</td>
</tr>
</tbody>
</table>
## Outcome #1: Children are Ready for Kindergarten.

### Strategic Plan:

**Goal 3: Connect and align early learning programs, elementary schools and families in support of children's kindergarten readiness.**

### Objective:

- Establish a baseline of the early learning experiences of children entering kindergarten. Partner with early childhood and K-12 partners to align early childhood curriculum and professional development opportunities.
- Develop a universal kindergarten transition process including early childhood partners, early elementary and families of young children.
- Increase the number of children and families participating in the Kids In Transition to School (KITS) program.
- Strengthen and support network of school-based Family Resource Centers as a connection between families, schools and providers.

### Key Metrics This Will Move:

- The hub has demonstrated shared activities among early learning providers, families, and K-3 partners.
- Increase in percentage of children in Kindergarten with consistent school attendance by demographic group.
- Decrease in disparities in percentage of Kindergarten children of color and from low-income families with consistent school attendance.
- Increase in percentage of children enrolled in kindergarten before start of school year.
- Increase in Kindergarten Assessment scores in each domain by demographic group
- Increase in percentage of children in third grade who are reading at grade-level by demographic group.

<table>
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</thead>
<tbody>
<tr>
<td>3.A.1 Work with Lane County superintendents, Equity Advisors, and P-3 Alignment partners to develop, distribute, and analyze</td>
<td>January 2016</td>
<td>Judy Newman, Anetra</td>
<td>P-3 Alignment Work Group, Equity Advisors, school district</td>
<td>Translation services to offer the survey in multiple languages</td>
<td>Survey completed and distributed in September 2015</td>
</tr>
</tbody>
</table>
### Annual Work Plan for Early Learning Hubs:
**Plan Period: January 1, 2016 – December 31, 2016**

<table>
<thead>
<tr>
<th>Results from a Kindergarten Parent Survey</th>
<th>Brown superintendents</th>
<th>Ongoing through September 2016</th>
<th>Judy Newman, Anetra Brown</th>
<th>P-3 Alignment Work Group, early learning providers, school districts</th>
<th>ELA and School District Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.A.2 Identify a few activities for the 2016-17 Kindergarten Transition process, based on Kindergarten Transition Focus Groups</td>
<td>Ongoing</td>
<td>Judy Newman, Anetra Brown</td>
<td>P-3 Alignment Work Group, early learning providers, school districts</td>
<td>ELA and School District Funds</td>
<td></td>
</tr>
<tr>
<td>3.A.3 Coordinate and centralize shared curriculum and professional development opportunities between early learning providers and school district teachers through the Early Learning Alliance website:</td>
<td>Ongoing</td>
<td>Judy Newman, Anetra Brown</td>
<td>P-3 Alignment Work Group, early learning providers, school districts</td>
<td>Website support from Verve North West</td>
<td></td>
</tr>
<tr>
<td>- Research and share information about existing trainings in each district</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Plan and implement priority trainings in collaboration with early learning providers and districts</td>
<td></td>
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</tr>
<tr>
<td>3.A.4 Train school districts recipients and align activities with the Social Innovation Fund (SIF) Grant to implement the Kids In Transition to School (KITS) Program, expanding the program across</td>
<td>Ongoing; First year KITS program completed October</td>
<td>Michelle Sheng-Palmisano</td>
<td>Oregon Social Learning Center and School Districts</td>
<td>Non-Federal, unrestricted new dollars to meet the match requirement of the Social Innovation Fund</td>
<td>RFP due November 20, 2015 Awards announced January 2016</td>
</tr>
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</table>
Lane County | 2016 | | | | | | | | | | | |
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<tbody>
<tr>
<td>3.A.6</td>
<td>Facilitate monthly meetings and ongoing staffing support for local network of Family Resource Centers to strengthen their relationships with their districts and become recruitment tools for the KITS program.</td>
<td>Ongoing</td>
<td>Taylor Ludtke, Judy Newman</td>
<td>Family Resource Centers, School Districts, SIF</td>
<td>Staff time, Family Support Service funds</td>
<td>Ongoing</td>
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Outcome #2: Families are Stable and Attached

Strategic Plan:

Goal 4: Children receive at least one developmental screen prior to school entry and are connected to appropriate services.

Objective:

- Develop agreements, procedures and a database to track developmental screening and standard referral process across medical home, agencies and childcare providers to increase claims based screening rates and decrease duplication.
- Develop common family risk screening and assessment tools, referral processes and data collection processes for use by home visiting programs.
- Promote a "no wrong door" culturally responsive system for access to resources that utilizes and builds upon 211info and 211 Family Info. Ensure comprehensive, up-to-date, accessible information is included in 211info for use by community health navigators, home visitors, family resource managers, other professionals and families.
- Invest in annual Screening Tools and Referral Training (START) specifically targeted to family medicine providers to ensure Primary...
Care Patient-Centered Homes are equipped to implement developmental screenings and connection to appropriate services at well-child checks.

**Key Metrics This Will Move:**
- Increase by 3% (47% total) the number of children under age 3 who receive general developmental screening.

<table>
<thead>
<tr>
<th>Key Activities</th>
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<tbody>
<tr>
<td>4.A.1 Through coordination with ASQ Oregon, develop a HIPAA compliance database to connect community based screenings to children’s primary care providers. In the meantime, develop a system partnering with early learning providers to encourage parents bring screenings to well child visits.</td>
<td>December 31, 2016</td>
<td>Lindsey Hayward, Judy Newman</td>
<td>ASQ Oregon, Child Care Providers, 100% Health, Pediatric Advisory Committee, OHA, Trillium CCO, LaneKids</td>
<td>ASQ Oregon Secure Information Exchange, Established process and communication around encouraging screenings are delivered to providers</td>
<td></td>
</tr>
</tbody>
</table>
# Annual Work Plan for Early Learning Hubs:
## Plan Period: January 1, 2016 – December 31, 2016

<table>
<thead>
<tr>
<th>Objective</th>
<th>Timeline</th>
<th>Responsible Party</th>
<th>Collaborators</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.A.4 Create a localized resource page with information from community based resources and 211 on the LaneKids website</td>
<td>January 2016</td>
<td>Taylor Ludtke</td>
<td>Turrell Group, Parenting Now!, White Bird Help Book, 211 staff</td>
<td>Website development</td>
</tr>
<tr>
<td>4.A.5 Invest in START trainings (including ACES) focused on family medicine providers and rural areas, including additional opportunities to present about community based resources.</td>
<td>November 2016</td>
<td>Lindsey Hayward</td>
<td>Pediatric Advisory Committee, Trillium CCO, OPS</td>
<td>PacificSource grant funding for training, CCO provided data on providers with low screening rates</td>
</tr>
<tr>
<td>4.A.6 Continue working with Trillium CCO and PacificSource to track claims data and improvement targets for specific providers and develop strategies for targeted populations.</td>
<td>Ongoing</td>
<td>Lindsey Hayward</td>
<td>Trillium CCO, PacificSource, Pediatric Advisory Committee, Equity Advisors</td>
<td>CCO and PacificSource Data</td>
</tr>
</tbody>
</table>

### Outcome #2: Families are Stable and Attached

**Strategic Plan Goal:**

**Goal 5: Children have a stable, healthy care giver and home environment.**

**Objective:**

- Partner with DHS to implement Differential Response.
- Partner with DHS to scale the Promise Neighborhoods Case Workers pilot to ensure children of families receiving assistance through
Temporary Assistance for Needy Families (TANF) have access to quality early learning programs in their neighborhood.

**Key Metrics This Will Move:**
- Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4, or 5-star QRIS program by 50%.
- Increase in the number of children and families served by DHS who are receiving early learning, parenting education or family support services.
- Decrease rates of child maltreatment.

<table>
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</thead>
<tbody>
<tr>
<td>5.A.1 Partner with DHS to identify strategies and goals for Differential Response investments</td>
<td>Ongoing</td>
<td>Judy Newman and John Radich</td>
<td>DHS, early learning providers/agencies, 211/resource management, FRN IT</td>
<td>TDB</td>
<td></td>
</tr>
<tr>
<td>5.A.2 TANF Partnership (addressed at monthly DHS District 5 Advisory Meetings):</td>
<td>Ongoing</td>
<td>Judy Newman and John Radich</td>
<td>DHS, early learning providers/agencies, 211/resource management, FRN IT</td>
<td>TDB</td>
<td></td>
</tr>
</tbody>
</table>
resources needed; refine and adopt standard data collection points and procedures

- Incorporate into efforts of the Family Resource Navigation Innovation Team
- Provide training and support in local resources to DHS staff

Outcome #2: **Families are Stable and Attached**

**Strategic Plan Goal:**

**Goal 6: Children have a medical home and access medical care.**

**Objective:**

- 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 with the 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.
- Align outreach, communications, and community resource information with the home visiting system.

**Key Metrics This Will Move:**

- Increase by 3% (50% total) the number of children on OHP who make it to 6 or more well-child visits by 15 months of age.
### 6.A.1
Work with Trillium CCO to understand specifics of billing data and barriers for children being assigned to a primary care provider and making visits. Then identify strategies to overcome barriers.
**February 2016**
Lindsey Hayward
Trillium CCO
CCO Data (specifically assigned provider patients not making visits), follow-up calls/email reminders

### 6.A.2
Partner with early learning providers to encourage families to attend well-child visits, including spreading awareness about Text4Baby.
**December 2016**
Lindsey Hayward
Early Learning Stakeholders, Parents, Pediatric Advisory Committee, LaneKids
Text4Baby, LaneKids blogs/social media, well-child visit incentives (i.e. Children’s Savings Accounts)

### 6.A.5
Learn about what activities are currently happening related to obesity in Lane County working in partnership with the CHIP Obesity Workgroup.
Analyze research on preschool obesity and partner with early learning settings to expand evidence-based prevention programs.
**Ongoing**
Lindsey Hayward
Pediatric Advisory Group, Lane County Prevention Team, Early Learning Stakeholders, Willamalane, Eugene Park and Rec, UO Healthy Balance

### 6.A.4
Develop common strategies with Home Visiting Innovation Team, including distribution of communications materials.
**July 2016**
Lindsey Hayward, Judy Newman
Home Visiting Innovation Team, Healthy Families, Pediatric Advisory
Materials and Resources, Text4Baby
Monthly meetings of Home Visitors and Pediatric Advisory Committee will inform
### Annual Work Plan for Early Learning Hubs:

**Plan Period:** January 1, 2016 – December 31, 2016

| Committee, LaneKids | and develop a plan for implementation |

<table>
<thead>
<tr>
<th><strong>Outcome #3: Services are Coordinated and Effective</strong></th>
</tr>
</thead>
</table>

#### Strategic Plan:

**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.**

#### Objective:

- 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.
- 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.
- Incorporate and align United Way's health, financial stability and basic needs strategies and investments.
- Increase protective factors and trauma informed care approaches across the early childhood provider system.
- Align affordable housing systems to better connect families to early learning resources and supports.
- Develop agreements, protocols and procedures and systems to track metrics across all programs for the Early Learning Alliance.
- Develop a data collection plan to ensure that the most accurate data is collected and used for decision making.

#### Key Metrics This Will Move:

- The hub has active participation of leaders from all five sectors within its governance structure.
- 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.
Memorandums of Understanding are in place with partners from all five sectors and specify shared outcomes and activities.

The hub utilizes mechanisms to share funding and blend/braid resources actively.

The hub demonstrates that their operating administrative overhead is below 15% annually.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>7.A.1 Create a list of core competencies for individuals in the family resource navigation field and provide training opportunities that align.</td>
<td>March 2016</td>
<td>Judy Newman, Anetra Brown</td>
<td>Family Resource Navigation Innovation Team</td>
<td>FRN Survey Results</td>
<td></td>
</tr>
<tr>
<td>7.A.2 Coordinate regular trainings for home visitors that align with Oregon's Core Competencies for the Home Visiting Workforce.</td>
<td>Ongoing</td>
<td>Judy Newman</td>
<td>Home Visiting Innovation Team</td>
<td>Support from MIECHV</td>
<td></td>
</tr>
<tr>
<td>7.A.3 Work with partners to provide trauma informed care training and actively participate in the Systems of Care workgroups</td>
<td>Ongoing</td>
<td>Judy Newman</td>
<td>Home Visiting Innovation Team, Early Learning Partners, OFNS System of Care Executive Committee, Implementation and Provider Committees convened by the CCO</td>
<td>Support from MIECHV for trauma informed care training</td>
<td>Training for 150 in November and will host follow-up training in January Representation currently on all of the System of CARE Committees and information flow between the initiatives. Approval of a proposal to the CCO</td>
</tr>
</tbody>
</table>
### Annual Work Plan for Early Learning Hubs:
**Plan Period: January 1, 2016 – December 31, 2016**

<table>
<thead>
<tr>
<th>7.A.4</th>
<th>Align early learning and affordable housing systems through a community health worker model and track outcomes to produce a replicable model</th>
<th>November 2016</th>
<th>Lindsey Hayward</th>
<th>Cornerstone Community Housing, HACSA</th>
<th>Meyer Memorial Trust Affordable Housing Systems Integration Grant, Data Tracking System</th>
<th>Grant will start January 1, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.A.5</td>
<td>Create MOU’s for data sharing between agencies that are doing home visits to prevent duplication of services.</td>
<td>January 2016</td>
<td>Judy Newman</td>
<td>Partners from the Home Visiting Innovation Team</td>
<td>Data tracking system</td>
<td></td>
</tr>
<tr>
<td>7.A.6</td>
<td>Align United Way’s health, financial stability, education, and basic needs strategies and investments.</td>
<td>Ongoing</td>
<td>UW Leadership Team</td>
<td>100% Health, FSP Executive Leadership, UW Board</td>
<td>UW Campaign Funds and Grants</td>
<td></td>
</tr>
<tr>
<td>7.A.7</td>
<td>Establish partnerships with Springfield Chamber of Commerce, then replicate model to Chambers across Lane County</td>
<td>Ongoing</td>
<td>Lindsey Hayward, Judy Newman</td>
<td>Business Community, John Stapleton</td>
<td>Springfield Chamber Board officially voted to endorsed ELA in November</td>
<td></td>
</tr>
<tr>
<td>7.A.8</td>
<td>Collect and analyze current data including but not limited to: demographics of funded programs, pre/post early literacy</td>
<td>Ongoing</td>
<td>Judy Newman</td>
<td>ELA Funded programs, Partners sharing data, Research Advisors</td>
<td>Data system</td>
<td></td>
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</table>
measures, KITS, STEM, OPEC PSL; Consult research advisors to analyze and use data; and develop strategies to establish real time data systems

7.A.9 Continue collaboration with Connected Lane County Database to identify and upload data sources

<table>
<thead>
<tr>
<th>Outcome #3: Services are Coordinated and Effective</th>
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Strategic Plan:

**Goal 9: Priorities, strategies, and effectiveness are measured through an equity stance or lens.**

**Objective:**

- Write and approve an equity statement for the Early Learning Alliance.
- Operationalize and implement an equity lens through a score card and tools created by the Equity Alliance and approved by the Governance Consortium.

**Key Metrics This Will Move:**

- Embedded into all key metrics.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>8.A.1 Draft equity statement for the Early Learning Alliance, revise and refine with critical partners,</td>
<td>January 2016</td>
<td>Anetra Brown</td>
<td>Equity Advisors, ELA Governance Consortium and Stakeholders</td>
<td>Possibly TA from the state</td>
<td></td>
</tr>
</tbody>
</table>
### 8.A.2 Develop and implement an equity score card and tools with funded partners utilizing the Tool for Organizational Assessment Related to Racial Equity

- **Timeline:** January-March 2016
- **Responsible Parties:** Anetra Brown
- **Partners:** Equity Advisors, ELA Governance Consortium, Stakeholders, and funded partners
- **Support:** TA from the state

### 8.A.3 Research parent engagement models to help develop a localized parent engagement program for minority populations.

- **Status:** Ongoing
- **Responsible Parties:** Anetra Brown
- **Partners:** Equity Advisors