

SOUTHERN OREGON EARLY LEARNING SERVICES (SOELS)

Strategic Plan 2015-2019

STRATEGIES AND PROCESSES

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

Strategy I. SOELS governance structure engages stakeholders in a partnership focused on accomplishing an inclusive work plan designed to achieve results relevant to community needs and Early Learning Division goals and objectives. (Metric 1.1.A; 1.1.B)

Processes

A. SOELS fully acknowledges that it is necessary to devote explicit attention to strategies, practices and policies in order to achieve just and fair inclusion of all children and families into the system.

B. SOELS continuously evaluates its infrastructures and organizational processes to ensure they are effective and efficient in meeting SOELS objectives

C. SOELS staff and Executive Council (Backbone Organization) commit to purposefully embedding the equity lens throughout collective impact work.

Strategy II. SOELS is continuously building a strong collaborative system based on aligned contributions and documented in memoranda of understanding from stakeholders representing the following sectors: early learning, K-12, health care, social services, and business partners (Metric 1.1.b; Metric 1.1.C; Metric1-1.D)

Processes

A. SOELS staff works with each of the organization’s Councils (Executive, Agency Advisory, and Parent) to assist in mapping regional needs, collecting data, and planning activities.

B. SOELS will support engagement of community organizations and their leaders in aligning their contributions with the issues that are relevant to their agency and SOELS goals, i.e. engaging in work that advances shared goals.

C. SOELS’ Councils will engage in shared decision making to support engagement of partners and help facilitate collective action toward shared goals

Strategy III. SOELS encourages meaningful engagement of children and families by acting as a host to bring people together in synergistic groups that serve children and families of all races and ethnicities from throughout the SOELS region (Metric 1.1.C; Metric 1-2.A; Metric 1-3.A)

Processes
A. Operate from the belief that the participation of diverse groups and individuals is essential in the development of a system that provides children and families what they need to maintain health and well-being.
B. Acknowledge as essential partners in developing strategies and activities of SOELS.
C. Ensure that all people whose lives are impacted by their decisions, policies and practices have a place at the table.

Strategy VI. Advancement of SOELS’ mission is enhanced by building partnerships with a diverse group of agencies to gain support for the strategic plan and promote the blending and braiding of resources Metric 1.1.b; Metric 1.1.E
Processes
<i>A. Regularly analyze the strategic and work plans to determine the goals and activities that are most closely aligned with the missions of partner agencies in order to blend resources toward the accomplishment of shared goal.</i>
<i>B. Specifically plan ways to collaborate with partners community foundations, the faith communities and businesses to find and blend resources.</i>

Strategy VII. Pay explicit attention to policies, practices, program design to reinforce patterns of equity throughout the organization. (Metric 2.1.A.)
Processes
<i>A. Consistently develop strategies that take into account the advantages and disadvantages that some children/families have.</i>
<i>B. Evaluate strategies and their effectiveness by engaging children and families of color on a regular basis to inform practices.</i>

Goal 2: Children enter kindergarten ready to succeed

Strategy I. Increase the social, emotional and academic readiness of young children by implementing a common human development framework to guide an integrated system across the two counties. (Metric 2.1.A)
Processes
<i>A. Partner with early childhood agencies, K-3, and higher education to continually build knowledge and remain current on research regarding the development and education of children.</i>
<i>B. Collaborate with partners to evaluate the training needs of professionals serving children birth through six years to plan and offer conferences, workshops, and shared professional learning experiences.</i>
C. Promote practices that are in their structure and design so that emotional and social development are fully integrated into a child’s learning experiences.

Strategy II. SOELS will engage all of its stakeholders in defining kindergarten readiness and developing a common set of indicators from which to guide a young child’s preparation for kindergarten (Metric 2.1.A; Metric 2.5.A)

Processes

A. Utilize the QRIS system as one means to promote human development in all domains as sound preparation for success in kindergarten.

B Remain aware of the changes in state and local school district policies and expectations by working closely with leaders from all school districts in the region

Strategy III. Increase the availability and quality of child care throughout the region with special emphasis on priority communities. (Metric 2-3.A; Metric 2-2.A)

Processes

A. Focus quality improvement efforts on providers who are in priority areas (hot spots) and are ready to improve their services to children and families

B. Encourage parent-caregiver partnerships to help strengthen the concept of the parent as the child first and best and most important teacher

Strategy IV. Build strong partnerships with Coordinated Care Organizations to increase the number of children receiving developmental screens and utilizing follow-up services as well as comprehensively documenting services across the system (Metric 2.4.A; Metric 2-2.A)

Processes

A. Remain current on changing data and its interpretation by CCOs and state health organizations (OHA)

B Maintain close alignment between the SOELS Home Visiting Network and concurrent activities of SOELS Councils, CCOs, and the medical community

C. Utilize SOELS initiatives and ongoing practices to incentivize the goals shared among Early Learning Hub and the CCOs

Strategy V. Leverage existing activities and partnerships to increase access to and quality of all early childhood services, so that one service also works toward the goals of other sectors and organizations (Metric 2-1.A; 2-2.A)

Processes

A. Promote the use of shared data through emerging technology to enhance the services to children throughout the region
B. Build strong communication networks by utilizing SOELS Councils and other groups (e.g. CCRN, Early Intervention, JCAEYC, etc.) to track waitlists, find under-served children, avoid duplication and determine need

Strategy VI. Build partnerships and seamless collaboration across pre-K and K-12 stakeholders by providing professional development opportunities (Metric 2-1.A; 2-5.A)
Process
A. <i>SOELS staff connects with CCRN and K-12 partners to design trainings relevant to both populations</i>
B. <i>Practitioners and community members take part in professional development experiences that increase their ability to communicate and work effectively with each other</i>

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

Strategy II. Increase the integration of partnership activities among SOELS, DHS, CCRN, EI/ECSE and agencies serving children birth to six years and their families, especially children in the highest risk categories including children with disabilities. Metric 3-1.A; 3-2.A)
Processes
A. <i>Support the developing changes in service delivery design to children and families in the child welfare system</i>
B. <i>Utilize emerging technology (Vistalogic) to share information and data, and to coordinate services among families and service providers</i>
C. <i>Support the growth of the Home Visiting Network referral system to help streamline processes of getting services to children sooner in their lives</i>
D. <i>Initiate ways to build inclusive programs that serve children with disabilities and typically developing children.</i>

Strategy III. Build co-investment opportunities with CCOs that engage health care and early learning to promote the use of preventive health services (Metric 3-3.A)
Processes
A. <i>Coalesce early home visiting programs, early childhood education and care programs, health care providers, CCOs, P-3, Public Health, and Mental Health around a region-wide effort promoting well-child check-ups, developmental screening, choosing a medical home, and other protective health</i>

<i>practices</i>
<i>B. Promote the concept of Protective Factors as a way to align CCO strategies and SOELS metrics to build healthy resilient children and well-functioning families</i>
<i>C. Promote timely and appropriate referrals of children with special needs early intervention services.</i>

Strategy IV. Coordinate parenting education and support services among all programs serving families with children birth through age 6 to better meet the needs of families that vary according to condition, availability and preferred methods (Metric 3-2.A)
Processes
<i>A. Promote the development and use of a region-wide calendar of available parenting education and support meetings and trainings</i>
<i>B. Encourage strong communication between SOELS, Home Visiting Network and OPEC</i>
<i>C. Promote the “Warm Line” and other programs designed to support families with children with disabilities to provide information and shared learning and advocacy groups.</i>