**The Role of Early Learning Hubs**

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

1. The role of the hub is to develop, with their partners and all five sectors, a shared strategic vision and work plan to achieve the Early Learning System goals of (1) an aligned, coordinated, and family-centered system, (2) children entering school ready to succeed, and (3) healthy, stable, and attached families. In addition, hubs ensure that these goals are understood and embraced across sectors and partners, and that that partners incorporate the vision and work plan into their own work plans.
2. The role of the hub is, with partners and all five sectors, to identify focus and priority populations in the community, and to ensure that community resources are addressing the needs of those populations.
3. The role of the hubs is, with partners and all five sectors, to identify barriers children and families experience when attempting to access supports to achieve positive outcomes, and to collectively work to remove those barriers.
4. The role of the hubs is to aggregate and analyze 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.
5. The role of the hub is to ensure that the strategic vision and work plan is guided by parent and family voice, particularly families from focus populations.

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

The role of the hub is to build a shared understanding and facilitate collaboration between early learning and K-12 partners so that children and families experience seamless transitions into kindergarten through an aligned curriculum, aligned instructional practices, and aligned and sustained family engagement.

Potential Indicators

* Increased professional development activities between early learning and K-12
* Increased family engagement practices across partners that increases families expressed comfort with school entry, increased participation in school activities, and increased familiarity and comfort with supporting educational activities in multiple contexts. Examples of such practices include, but are not limited to, kindergarten launches, early registration, home visits, etc.
* Increased dissemination of educational materials prior to children entering school such as books, VROOM, and other materials.

The role of the hub is to increase the percentage of children from focus populations who access early learning experiences that prepare them for success in school.

Potential Indicators

* Increased racial/ethnic diversity in SPARK programs
* Increased number of providers working with historically underserved communities.
* Increased number of high-quality programs for priority populations
* Increase percentage of children under three years old from priority populations who have access to home-visiting programs.
* Increased percentage of parents of young children from priority populations exposed to parenting education.

The role of the hub is to work with partners to coordinate identification of children & families in need, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.

Potential Indicators

* Increased number of children collectively being served across early learning partners, including Early Head Start, Head Start, OPK, Relief Nurseries, Healthy Families Oregon and/or other programs working in partnership with the hub.
* Reduced wait lists by working with partners to utilize program data and ensuring closed loop referrals between service providers.
* Increased number of children identified and served from priority populations currently not being served

**Goal Three: Families are healthy, stable and attached.**

The role of the hub is to work with early learning programs and other partners to ensure families are accessing community-based family support services for which they are eligible.

Potential Indicators

* Increased referrals to, and use of, 211, SNAP, TANF, food banks, housing services and other state and local supports
* Increased exposure to, and use of, early learning materials and experiences by families receiving state and/or local supports
* Increased number of ERDC supported children accessing high-quality early learning programs
* Increased number of high-quality providers who accept ERDC-eligible children
* Increased number of DHS involved children exposed to early learning experiences such VROOM, library programs, preschool camps, relief nurseries, home visits, etc.

Potential Indicators

The role of hub is to work with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.

* Increased number of families served by a CCO who are referred to, and access, additional resources and supports such as housing, home visiting, mental health counseling, dental exams etc.
* Increased number of children and families in early learning programs who are referred to, and access, regular health care (e.g., well-child visits).
* Increased number of children who receive a developmental screening and are referred to, and receive, additional services as appropriate.
* Increased number of medical practitioners who embed learning resources into their medical practice
* Increased number of young children from priority populations who receive dental, medical, and mental health services.

• Increased shared strategies by partners to identify and address barriers to children’s healthy physical, cognitive, and social development

The role of the hub is to work with community partners to reduce the number of young children who experience abuse or neglect

Potential Indicators

* Increased number of strategies and activities that educate both families and community partners on the identification and prevention of abuse and neglect.
* Increased number of screenings for risk factors associated with abuse and neglect
* Increased use of prevention and intervention services such as home visiting, relief nurseries, counseling, etc. by individuals with significant risk factors
* Increased number of early learning professionals who are trained in Trauma Informed Care
* Reduced number of children who experience abuse and neglect.