

EARLY LEARNING HUB LEGISLATIVE REPORT

PREPARED FOR THE OREGON STATE LEGISLATURE BY THE EARLY LEARNING DIVISION
IN FULFILLMENT OF SB 213 REQUIREMENTS

September 15, 2016

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Early Learning Hub Legislative Report

September 2016

Executive Summary

Senate Bill 213 (2015) requires an annual report to the Legislature regarding the implementation and status of Early Learning Hubs. The *SB 213 Early Learning Hub Legislative Report* provides an update on the status of Hubs in 2016.

Since 2013 when the Legislature authorized the Early Learning Council to create sixteen regional and community-based Early Learning Hubs, the Early Learning Council is building an accountability infrastructure that values continuous learning and quality improvement across the system. The Council's Measuring Success Committee is further examining measuring performance and outcomes.

The report highlights the achievements Hubs have made in moving from organizing to practice and the innovative activities underway leading to change for young children and their families. Hubs are actively collaborating in sharing of innovative practices and leveraging each other's successes.

SB 213 also required an in depth evaluation of the Hubs and authorized the Early Learning Division to contract for that evaluation. In addition to the statutorily required evaluation elements that are detailed in the report, the Division seeks to determine Hubs' progress on aligning and coordinating a family-centered system of early learning services. The evaluation will also seek to understand the barriers to progress and significant accomplishments. The Early Learning Division issued a Request for Proposals on May 4, 2016 and, at the time of this report, is completing the contract negotiation process with the selected vendor.

The Early Learning Hub Legislative Report was prepared by the Oregon Department of Education, Early Learning Division. Copies of the full report may be obtained by contacting the Early Learning Division at (503) 378-2792 or karol.collymore@state.or.us. The report may be downloaded from the Early Learning Division website at OregonEarlyLearning.com.

Overview

Senate Bill 213 (2015) requires an annual report to the Legislature regarding the implementation and status of Early Learning Hubs. Pursuant to that legislation, the following report provides an update on the status of Early Learning Hubs in 2016.

Background: Creation of Oregon's Early Learning Hubs

In 2013, the Oregon Legislature passed House Bill 2013. The resulting statute authorized the Early Learning Council to create sixteen regional and community-based Early Learning Hubs in order to make quality early learning services and supports more available, accessible and effective for children and families, particularly those who are historically overrepresented in the opportunity gap and underrepresented in services. The Early Learning Hubs are directed by statute to accomplish three specific goals: (1) create an early childhood system that is aligned, coordinated, and family-centered; (2) ensure that children arrive at school ready to succeed; and (3) ensure that Oregon's young children live in families that are healthy, stable, and attached.

The Early Learning Council awarded the first six Hub designations in November 2013, and by June 2015 all sixteen Hubs were designated covering all areas of the state (see attachment). Hub regions are defined by county boundaries and comprise between one and five counties. Hubs have many different kinds of entities identified by the community to serve as the backbone organizations including Educational Services Districts (ESDs), county governments, non-profits, community colleges and Coordinated Care Organizations.

Status of Early Learning Hubs Collaboration in 2016

Since 2013, the Hubs have moved from organizing to practice. Each Hub has innovative activities underway leading to change for young children and their families. The ELD conducted site visits this past summer to learn about and experience the innovative work that might be replicated in other regions and to identify any supports needed before monitoring visits in the spring of 2017. Hubs are actively sharing innovative practices and leveraging each other's successes through the bi-annual Learning Collaborative, regional meetings, webinars and other peer learning opportunities.

During the monitoring visits scheduled for next spring, Hubs will demonstrate sound fiscal and governance practices, effective regional partnerships, and identified regional strategies underway to change outcomes for children and families furthest from opportunity. Based on the information gathered from this monitoring, the Early Learning Council will identify whether there are Hubs needing additional supports and whether some require the development of improvement plans. All of these evaluation measures are building an accountability infrastructure that values continuous learning and quality improvement across the system.

Performance and Accountability

SB 213 also required an evaluation of the Hubs be submitted to the Legislature by February 1, 2019. The evaluation is to measure the efficacy of the Hubs in:

- Creating an aligned, coordinated and family-centered system of early learning services
- Increasing coordination and collaboration among entities involved in, and providers of services related to, early learning services, education and health and human services;
- Increasing focus on outcomes; and
- Improving outcomes associated with indicators such as school readiness for populations defined as being at-risk;
- Governance structure;
- Funding mechanisms and metrics for providing funding; and
- Compilation and use of data.

In addition to the statutorily required evaluation elements, the contract will require the evaluation to include:

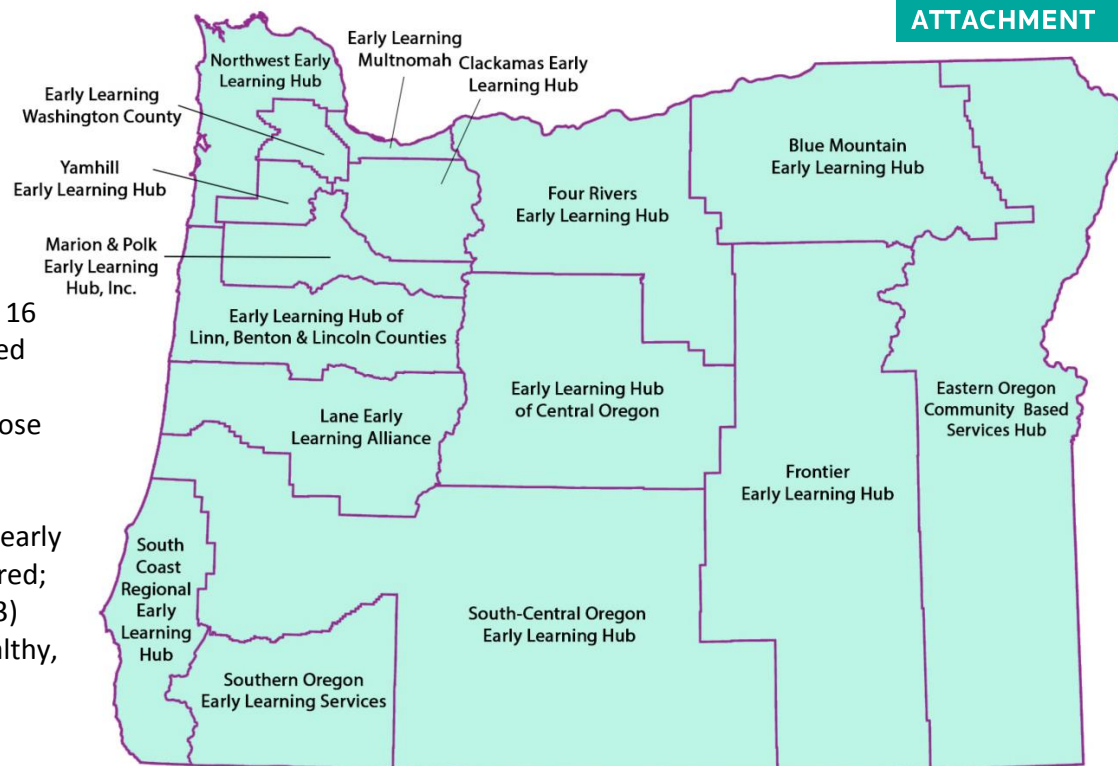
- A section describing the current status of each Hub's barriers to progress and significant accomplishments;
- A section on progress toward the goal of, and outcomes associated with, an aligned, coordinated, and family-centered system of early learning services across the sectors of early learning, K-12 education, health, human services, and the private sector;
- A section on progress toward the goal of, and outcomes associated with, kindergarten readiness within legislatively defined at risk populations based on quantitative and qualitative data and analysis; and
- A section describing Hubs' current progress toward the goal of, and outcomes associated with, kindergarten readiness within Hubs' priority populations previously defined in the Hubs' strategic plans.

The Early Learning Division issued a Request for Proposals on May 4, 2016 and, at the time of this report, is completing the contract negotiation process with the selected vendor.

Further examination of measuring performance and outcomes is under consideration by the Early Learning Council's Measuring Success Committee. The Measuring Success Committee is chartered to advise the Early Learning Council on the issues, challenges, successes and priorities related to measuring the success of the early learning system and ensuring equitable outcomes for all children, including but not limited to the Early Learning Hubs. The Measuring Success Committee will be assessing the Hubs' current performance metrics and will make revision recommendations to the Early Learning Council in spring 2017.



Early Learning Hubs



In 2013, the Oregon Legislature passed House Bill 2013 creating 16 regional and community-based Early Learning Hubs. The intended result is to make quality early learning services more available, accessible and effective for children and families, particularly those who are historically underserved.

The Early Learning Hubs have three specific goals: (1) Create an early childhood system that is aligned, coordinated, and family-centered; (2) Ensure that children arrive at school ready to succeed; and (3) Ensure that Oregon's young children live in families that are healthy, stable, and attached.

Goals

Create aligned, coordinated and family-centered early learning system

Outcomes

- There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, early learning programs, business)
- Catalytic and transformative leadership is demonstrated
- All five sectors can demonstrate alignment of agendas, strategies and resources
- Partners share data and information
- All five sectors demonstrate coordination of activities
- The voice of families and communities served by the Hub guides the work of the Hub
- Family Resource Management function has been developed
- Disparities in access to services and supports are reduced and services and supports are culturally responsive

Ensure school readiness

- Children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school
- Families are supported as their child's first and most important teachers
- Early care and education programs and providers are equipped to promote positive child development
- Children and families experience aligned, culturally responsive instructional practices and seamless transitions from early learning programs to kindergarten
- Disparities in outcomes for children of color and from low-income families are reduced

Ensure healthy, stable and attached families

- Families have positive physical and mental health, supported by access to high-quality health services
- Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care
- Families have adequate resources to meet their needs, such as housing and transportation, access to healthy communities, and supports to strengthen their resilience to stress
- Working families have access to safe and affordable child care that promotes positive child development