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| **Roles/Expectations** | Resources/Inputs | Possible Activities/Strategies | Indicators/Outcomes | Long-term Goals |
| **2.1 The role of the hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.**  | **KPI, School Readiness, and strategic community partnerships** | 1. Convene partners across early learning, K-12 and strategic community partners (e.g., KPI PD events, trainings/conferences on P-3, and other collaborative events) 2. Develop shared language and expectations re: K Readiness across partners ( e.g.- Cross-visits to schools and early learning centers, shared planning processes, etc) 3. Shared examination of priority and focus populations across school districts 4. Develop common strategies for preparing young children for kindergarten 5. Develop common outcomes, data sources and collection strategies across pre-K into elementary school 6. Other strategies conceived and implemented by hub with its partners\*(*applies to the strategies for all other roles as well!)*   | Early learning and K-12 professionals demonstrate increases in shared language, activities, and expectations regarding kindergarten readiness. K-12 and early learning partners are utilizing common data collection and tracking systems for decision-making and partnership activities.  | **READY FOR KINDERGARTEN** |
| **2.2 The role of the hub is to facilitate family engagement activities across the community (including schools) that promote seamless transitions into kindergarten and the family’s comfort and engagement at their child’s school.** | **VROOM, OPEC, Stable and Attached Families, and strategic community partnerships** | Same as above except for family engagement, Could include activities such as kindergarten launches, early registration, home visits, etc. | Families report increased comfort and engagement in the school setting. Schools report increased early registration and improved kindergarten attendance Schools report increase in parent engagement at school |  |
| **2.3  The role of the hub is to work with partners to coordinate identification of children & families from priority and focus populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.** | **Hub Coordination funds, Preschool Promise, KPI, and strategic community partnerships** | 1. Work with culturally responsive organizations (and/or representatives) to develop effective recruitment and referral activities 2. Foster strong collaborative processes across relevant partners to decrease waiting lists, including sharing data.3. Align assessment follow up systems across agencies and community partners 4. Develop common referral systems across agencies and community partners5. Work with partners to align and utilize developmental screening tools | Increased number of children from priority and focus populations are:1. Part of a timely and effective closed loop system from screening to services. 2. Engaged in culturally responsive services 3. Are being provided services in similar numbers to which they represent in region’s population Increased # of children utilizing ELD programs (HS/OPK, home visiting, etc.) |  |
| **2.4   The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who access quality early learning experiences that prepare them for success in school.** | **VROOM, KPI, FCCN, SPARK OPEC, RN** |  Partner with early learning providers to support recruitment and participation in SPARK. Work with other early learning community resources to support quality early learning experiences (ex - use of VROOM, library events, etc) | Increased number of providers in underserved communitiesIncrease number of providers participating in SPARK Improved KA scores over time.  |  |
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| **3.1       The role of the hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations access family support services.**  | **Hub Coordination, Stable and Attached Families, 211, and other strategic community partnerships** | Ensure partner agencies (ex - DHS) and community groups are imbedding information about other supports such and use of, 211, SNAP, TANF, food banks, housing services into their services to clients.Work with early learning providers to assure that families are accessing state-funded and community support programs  | Increased referrals to and use of food, housing and other basic supportsIncreased access to high-quality child care and other employment supports. | **HEALTHY, STABLE, & ATTACHED FAMILIES** |
| **3.2       The role of hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.**  | **Hub Coordination, Stable and Attached Families, and strategic community partnerships** | Educate and support medical practitioners to embed learning resources – and family supports noted in 3.1 - into their medical practice. Identify common social determinants of health with health care partnersUtilize hub partnerships and network to support the health sectors’ success in addressing social determinants of health ( i.e – co-investments and activities, community outreach, etc) | Identification of common goals and plan for implementation with CCO and health partners related to social determinants of healthIncreased shared strategies by health and early partners to identify and address barriers to children’s healthy physical, cognitive, and social development |  |
| **3.3       The role of the hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.** | **Hub Coordination, OPEC, Stable and Attached Families, SPARK, and strategic community partnerships** |  Train early learning professionals and other community leaders re: ACES, protective factors and other elements of Trauma Informed Care. Coordinate and promote the use of stress/violence/substance abuse screenings and referrals to children (and families) at risk of abuse and neglect Promote use of VROOM, library programs, preschool camps, relief nurseries, home visits, etc. in community | Increased community awareness of protective factors.Increase in number of families at risk of abuse and neglect who access preventive services such as home visiting, relief nurseries, parent education, etc.Decrease in reports of abuse and neglect over time. |  |
| **3.4       The role of the hub is to work with community partners to ensure children and families access medical, dental, mental health and other health care services.** | **Hub Coordination, OPEC, Stable and Attached Families, early learning/K-12 providers, and strategic community partnerships** | Educate and support early childhood partners to make effective referrals and services to medical and other health care services to qualifying families. | Increased well-child visits, dental visits/dental home, immunizations |  |
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