

PRESCHOOL PROMISE LEGISLATIVE REPORT

PREPARED FOR THE OREGON STATE LEGISLATURE BY THE EARLY LEARNING DIVISION

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Preschool Promise Legislative Report – 2016

Executive Summary

In 2015, the Legislature enacted HB 3380, which created a new preschool model in Oregon and directed the Early Learning Division to administer the program. When the Legislature allocated funds to implement HB 3380, it directed the Early Learning Division to report back on implementation plans prior to release of the funds during the 2016 Legislative session (HB 5016). The Early Learning Division is submitting this report in fulfillment of that directive.

There are currently gaps in who has access to preschool in Oregon. Affordable high-quality, culturally-relevant preschool options for families experiencing poverty and families of color are limited. Young children in every community across Oregon are curious, capable and eager to learn. When children have access to high-quality preschool, they are more likely to be prepared socially and academically for later learning and opportunities.

The preschool model enacted by the legislature, is a model for a publicly-funded, high quality preschool system. The model leverages high-quality, local, and culturally-relevant early child care and education programs. By incorporating a “mixed delivery” approach, the preschool model, now referred to as *Preschool Promise*, will provide opportunities for families to access and choose the preschool program which best meets their needs.

Recognizing the opportunity to address those needs through local, high-quality preschool programs that provide services to children and their families, the legislation directs the Early Learning Hubs to coordinate program providers within the Hub’s service area. Several areas within HB 3380 were left to the Early Learning Council to determine. One was the process for selecting Hubs to carry out the legislation. To provide an opportunity for all sixteen Early Learning Hubs to demonstrate interest and capacity to coordinate *Preschool Promise*, the Council initiated a formal Request for Applications (RFA) which was released on December 23, 2015. The Council is scheduled to award contracts to selected Hubs in March 2016.

The Early Learning Council and Division’s implementation planning has been guided by robust and extensive community and stakeholder engagement. Early Learning Division staff has been soliciting and receiving input from a Preschool Promise Ad Hoc Advisory Committee formed in October 2015 and has been further informed by public input gathered through community engagement sessions held throughout Oregon and with diverse communities.

Several consistent themes emerged through community feedback: parents as partners, culturally and linguistically responsive engagement, highly trained child care and education professionals representative of the cultural and linguistic diversity of Oregon and the need for more accessible education and training opportunities. Another area identified in feedback was the need for wrap around, or comprehensive, services to provide and ensure access to preschool programs, such as transportation for families to access services.

Another decision left to the Council was the process and criteria for allocation of funds to the Hubs for the *Preschool Promise* program. Based on cost modelling taking into account the requirements of HB 3380 as well as values expressed through community feedback, the Division developed a working

budget for the \$17.5 million appropriated by the Legislature. The budget is broken down by: *Per Child Program allocation* to be distributed through the Hubs to the providers. This allocation will be based on program standards, including teacher qualifications, salaries and hours of instruction; *Provider Start up and Capacity Building* including funds for classroom set up, small-scale health and safety improvements required for the age of children served, training and technical assistance to meet quality standards, and professional development opportunities; *Hub Coordination, Support and Administrative Activities* limited to 6.3% of the total allocation, Hubs may use these funds for administering and monitoring provider contracts and collecting and tracking data.

A smaller portion of the \$17.5 million is budgeted for the provision of training and technical assistance to Hub personnel and *Preschool Promise teachers*. These funds will be retained by the Division to provide this training.

Since passage of HB 3380, the Early Learning Council and the Division are working closely with our communities of interest and stakeholders to implement a number of program requirements, such the standards preschool programs will have to meet to receive public funds, the type of monitoring and compliance that will be required of the programs, etc. This first year will be an opportunity to capitalize on the focused rollout of *Preschool Promise*. We will learn a lot in the first year and adapt and improve as we go. The state will have the opportunity to tap into rich community knowledge around how best to serve young children and families. This knowledge can be applied to early learning policies and programs across the state, in addition to refining the *Preschool Promise* model.

This report was prepared by the Oregon Department of Education, Early Learning Division. Copies of the 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.

Program Overview

In the 2015 legislative session, the Oregon Legislature enacted HB 3380 creating a new preschool model, now named *Preschool Promise*. When the Legislature allocated funds to implement HB 3380, it directed the Early Learning Division to report back on implementation plans prior to release of the funds during the 2016 Legislative session. The Early Learning Division is submitting this report in fulfillment of that directive.

High-quality preschool is well documented to be one of the most effective strategies for closing opportunity gaps and raising school achievement. Children who attend high-quality preschool programs are more likely to arrive at kindergarten with social-emotional skills and academic experiences that place them on a path for success. Access to affordable high-quality and culturally relevant preschool opportunities is limited for Oregon families experiencing poverty and families of color. Publicly funded preschool programs, such as Oregon Head Start Prekindergarten and Early Head Start serve approximately 14,000 of the 230,000 children in Oregon under the age of five with Oregon’s network of Relief Nurseries serving approximately 1,900 children in a therapeutic preschool setting. (See Appendix A and B, 2014-2015 Oregon PreK Head Start and Early Head Start percent served).

Over the past two years, Oregon is implementing a quality improvement program for licensed child care known as the Quality Rating Improvement System (QRIS). The system is based on a set of standards focusing on health and safety of children, learning environment, personnel qualifications, parent engagement and the program’s business acumen. The QRIS is aimed at helping child care homes and centers become environments that are intentionally focused on a child’s learning and development. At the three star level, programs begin to focus on learning and development that go beyond providing a safe environment for children while their parents are at work. The QRIS allows us to know how many children are in licensed, but privately funded, settings the state considers pre-k or learning environments. As of November 30, 2015, the total number of children in programs participating in QRIS is 39,885.¹ Early learning and development programs that had attained a 3-, 4-, or 5-star rating provided services to 11,652 children. Head Start programs participating in the QRIS provide services to 8,875 children.

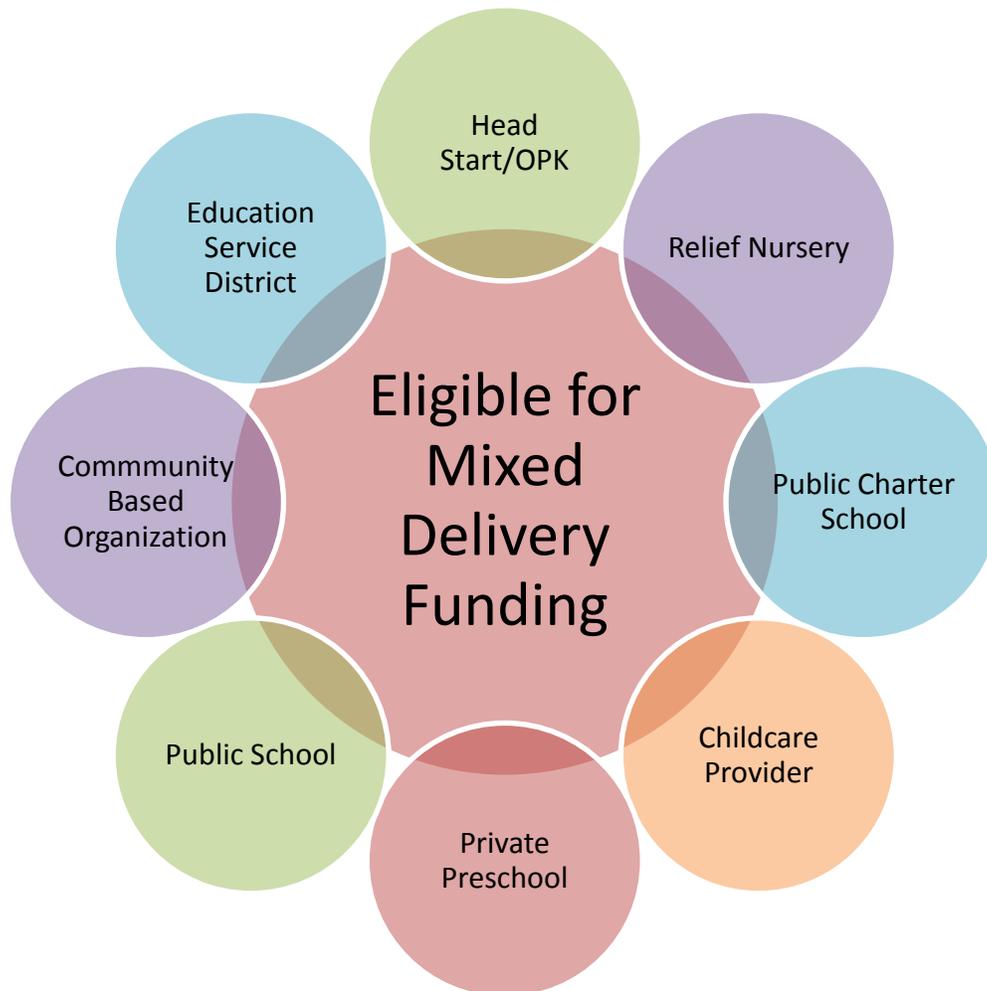
The total number of children served in publicly funded pre-k or a privately funded child care program meeting equivalent preschool standards is currently 16,677 – which is 17% of Oregon’s 3 and 4 year old population.

The vision for the *Preschool Promise* program is to begin to close opportunity gaps through the creation of new and expanded preschool opportunities throughout Oregon. This model builds off investments that the legislature has made in Oregon’s early learning system in recent years, including the system of Early Learning Hubs.

Preschool Promise incorporates a “mixed delivery” approach which recognizes that high-quality early learning experiences can take place in a wide variety of settings, giving families the ability to choose the setting that works best for them and their child. The settings include elementary schools, Head Start programs, licensed center- and home-based child care programs and community-based

¹ TRI QRIS Data Facts, November 30, 2015. Teaching Research Institute, Western Oregon University. <http://www.oregonqris.org>

organizations. All programs must meet research-based standards² that are linked to positive outcomes for children. HB 3380 specifies that Early Learning Hubs will be responsible for coordinating community planning, identifying *Preschool Promise* providers, and applying to the Early Learning Council for *Preschool Promise* funds.



The vision for *Preschool Promise*:

- Expanded access to prekindergarten results in more young children thriving and ready to succeed in school and life.
- Families have access to programs that meet their needs and treat them as partners.
- A common set of high-standards promoting school readiness and active family engagement.
- Preschools offer culturally and linguistically responsive services and opportunities for historically underrepresented children and families.
- Collaboration occurs between Head Start programs, K-12 schools, child care programs and community-based organizations as equal partners.

² American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd Edition. Also available at <http://nrckids.org>.

- Professionalizing and increasing recognition for the early childhood workforce and raising education and compensation levels.
- Opportunities to direct resources to and build the capacity of programs serving Oregon’s youngest children.
- Creating an enriched experience for children through mixed-income classrooms and supporting children and families from varied cultural and linguistic backgrounds.

The Legislature allocated approximately \$27 million for this program through HB 5016. One third of those dollars were directed to the Oregon Head Start Pre-Kindergarten program to serve children on waitlists in fall 2015. The Early Learning Council allocated those funds to 12 OPK programs at its July 2015 meeting. These funds will enable OPK programs to serve an additional 196 children over the 2015-17 biennium.

The remaining funds were set aside in a special purpose appropriation pending this legislative report. Those funds - approximately \$17.5 million – will be awarded to Hubs to support *Preschool Promise* programs in their communities, enabling approximately 1,200 children to have access to preschool beginning in fall 2016. The legislation also directed the Council to establish the application process for the Hubs to apply to participate in the *Preschool Promise* program.

Overview of HB 3380

The legislation directed the Early Learning Division to administer the program. During the first year of the 2015-2017 biennium, the Division will focus on developing and implementing the program.

Below are some of the key features of the *Preschool Promise* program specifically called out in HB 3380:

- Children ages 3 to 4, living in families with income up to 200% of the federal poverty line, are eligible to participate.
- Early Learning Hubs will be the applicants for funding.
- Hubs will be responsible for identifying and coordinating the providers who will deliver the preschool program in their community.
- Schools, ESDs, Head Start programs, child care providers and community-based organizations are eligible to provide preschool services and receive funding through their local Early Learning Hub to provide these services.
- To be eligible, preschool providers must have achieved a 4- or 5- star-rating on the Quality Rating and Improvement System (QRIS).
- Programs must offer instructional hours that are equivalent to full-day Kindergarten (approximately nine-hundred hours.)
- Lead teachers must have a bachelor’s degree and be paid at a minimum salary level to be set by the Early Learning Council, commensurate with local kindergarten teacher salaries.

HB 3380 also allows providers to apply for waivers to these standards so long as those waivers are tied to a plan for how the provider will meet the waiver in a specified period of time.

Roles and Responsibilities for Hubs, Early Learning Division and Early Learning Council

HB 3380 identifies a central role for the Early Learning Hubs in this preschool program in addition to the aforementioned program standards listed above. HB 3380 specifies that Hubs are the applicants and recipients of *Preschool Promise* funds. Hubs are responsible for developing a community plan and identifying providers within their community that fit within that plan. The contracted Hubs will be responsible for subcontracting with eligible local providers. With this contractual relationship, Hubs will be responsible for ensuring fiscal accountability among participating preschool providers. In turn, the Hubs will be accountable to the Early Learning Council for specified performance metrics to be defined in contract.

HB 3380 gives the Early Learning Council the authority to grant waivers for one year at a time to the provider standards outlined above. These waivers need to be tied to a plan for how the provider will meet waived standards in a specified period of time. As noted above, the legislation also requires the Early Learning Council to set minimum and target salary requirements for teachers. HB 3380 directs the Early Learning Council to identify resources to develop, support and sustain the preschool program, including evaluation, professional development opportunities, technical assistance, monitoring and guidance to ensure pathways and supports to increase culturally and linguistically diverse preschool staff. The Early Learning Council will also make the final decision on the selection of Hubs for the first year of *Preschool Promise* (see discussion of RFA process below).

HB 3380 identifies the Early Learning Division as the state agency responsible for administering *Preschool Promise*. The Division will be responsible for monitoring providers to ensure they meet program standards in addition to administering *Preschool Promise* contracts with the Early Learning Hubs. The Division will provide technical assistance to Hubs and preschool providers to ensure continuous quality improvement, as well as collecting, aggregating and reporting on data from the preschool programs (with some shared responsibility for data collection with the Early Learning Hubs).

Implementation Process and Timeline

HB 3380 left open how *Preschool Promise* funds would be distributed and how many Hubs would be funded in the first year of implementation. At its September 24th meeting, the Early Learning Council decided that *Preschool Promise* should be launched in a limited number of Hubs (4-6) ranked by their ability to demonstrate capacity and readiness. The Council made the decision to launch *Preschool Promise* in a small number of Hubs based on the recognition of how much will be learned in this first year, and the advantage of focusing efforts on a small number of Hubs that have demonstrated their willingness and capacity to take on this project. The Council directed Division staff to develop and initiate a Request for Applications (RFA) process that would include a readiness assessment as a required part of the application. The Council also decided that the selection of Hub regions where these preschool demonstration sites will be located should be made no later than March 2016.

Following that decision, Division staff worked with stakeholders to identify the information that would best help the Council determine a Hub's capacity for implementing *Preschool Promise* by holding twenty-five community engagement forums in their service areas. The RFA was also developed using

Oregon’s Educational Equity Lens, with questions gauging an applicant’s demonstrated strengths around community collaboration, resource allocation and contracting practices.

The Division provided demographic and service information (e.g., populations of three- and four-year olds in households below 200% FPL, number of QRIS providers in the community, number and percent of eligible children currently served in state funded pre-k programs, etc.) to enable applicants to craft proposals aimed at children furthest from opportunities and, as part of the scoring process, allow the Council and reviewers to gauge both the need and capacity in each of the applicant’s service delivery area (See Appendix C).

RFA Timeline

- » **December 23, 2015:** RFA released
- » **January 13, 2016:** Bidder’s Conference
- » **February 15, 2016:** Application closes
- » **February 15-March 9, 2016:** RFA scoring occurs and Award Team finalizes recommendation
- » **March 2016:** ELC makes final determination of awardees (March 16); Awardees notified of Intent to Award; contract preparation and drafting begins; Two-day training provided to Awardees; Negotiations scheduled and conducted with Awardees.
- » **April 2016:** Contracts finalized
- » **May 2016:** Contracts signed

Selection Criteria for choosing Hubs

The purpose of the RFA was to demonstrate the competence and capacity of a Hub to: engage parents and the community to effectively identify the areas of greatest need for pre-k within the service delivery area; identify and secure contracts with a mix of providers (including effective contracting practices); coordinate the implementation of high quality services; offer or collaborate to provide the necessary professional development opportunities; monitor sub-contractor budgets and outcomes; and collect and report required data on program provider outcomes to the Early Learning Division.

The RFA was categorized into three overarching sections:

- **Demonstrated Need and Connection to Community:** Readiness and capacity questions related to community needs assessment, community and provider engagement, and parent engagement.
- **Capacity to Support a Mixed Delivery Model:** Questions on the areas of organizational capacity, financial and contracting qualifications and sustainability.
- **Capacity to Support High Quality Preschool Programs:** Questions focused on accountability to outcomes, capacity to promote high quality early learning programs, commitment to continuous quality improvement, and collaborative and effective professional development for participating providers.

Process for Hubs to contract with providers

The Early Learning Council will make its final *Preschool Promise* award decision at its March 16, 2016 meeting. At that time, the Council will also determine the amount of funds each awarded Hub will receive.

The Early Learning Division has planned an in-person technical assistance conference for *Preschool Promise* Hubs for March 29th and 30th. This conference will be focused on supporting Hubs to finalize agreements and develop sub-contracts with the programs that will be providing *Preschool Promise* services. As part of their RFA, Hubs will submit Letters of Interest from potential *Preschool Promise* providers in their region that identify areas where the provider may need to apply for waivers. Hubs will be responsible for coordinating and partnering activities with *Preschool Promise* providers that include further refining, assessing and determining the capacity of providers to meet program objectives and standards, and identifying areas of needed quality improvement and professional development. The Hubs will be responsible for assisting providers in submitting waiver requests and developing quality improvement plans.

HB 3380 allows providers to seek one year waivers of the standards outlined in the legislation and further directs the Early Learning Council to administer those waivers. While many of the programs reflective of historically and underrepresented and underserved communities have the capacity to meet the standards for *Preschool Promise* (QRIS 4 & 5; teachers with B.A.), many have not yet had the time, opportunity or support to get there and will need a waiver and a waiver plan for those requirements.

The Early Learning Division is developing waiver application rules, processes and forms to be used for the *Preschool Promise* program. Providers will be required to submit waiver requests to the Division. Requests must include specific justification for the waiver, an explanation of how the provider will ensure the health, safety and well-being of children, and a plan for meeting the standard for which the waiver is being requested. Approval will be contingent on the strength of the quality improvement plan submitted and the provider maintaining progress toward the plan objectives.

We anticipate Hubs and selected providers will finalize contracting in May 2016. Providers will then begin the work of establishing age appropriate classrooms, hiring and onboarding teachers, acquiring equipment, curricula and other materials. The Division will provide training and technical assistance to Hubs and providers to ensure that programs are meeting standards and implementing high-quality instructional practices.

Community Engagement and Stakeholder Input

The Early Learning Division's and Council's implementation planning has been guided by robust and extensive community and stakeholder engagement. In October, the Council formed an ad hoc *Preschool Promise* Advisory Committee to guide division staff as it set about articulating policy. The Advisory Committee includes representatives from Early Learning Hubs, K-12, Head Start, licensed child care and community-based organizations. The Early Learning Division also solicited input from a wide array of stakeholders. Twenty-five community engagement forums were held throughout the state with communities of interest including Oregon tribes³, prekindergarten and Head Start administrators⁴, K-12

³ Government to Government, Pendleton – Tribal Educational Directors

and education sector⁵, parents, child care providers⁶, Hubs⁷ and culturally-based organizations such as the Immigrant and Refugee Community Organization⁸. The Division has received and compiled feedback from nearly 330 Oregonians to-date.

The community and stakeholder engagements have covered topics that include:

- The Role of Early Learning Hubs
- Culturally Responsive Teaching
- Engagement and Enrollment
- Continuity Services/Wrap Around Services
- BA Requirement/Training/Professional Support Needs

A number of persistent themes emerged from the stakeholder engagement sessions. Stakeholders and community members continually emphasized the importance of treating parents as true partners and building trusting relationships with parents that foster open communication. This partnership needs to include regular check-ins and opportunities for parents to volunteer in the classroom. It also needs to include meeting parents' language needs and relationship building that is empathetic and culturally responsive. The importance of culturally responsive teaching and practice has also been a consistent theme, and should encourage Hubs to identify and work with providers who have an authentic history with children and families from focus populations, and have teachers or other staff who speak the home language of the children that they serve.

The discussions of culturally responsive teaching and practice were closely tied to discussions around how to implement *Preschool Promise* requirement that lead teachers have a bachelor's degree. While there was support for the idea that all children deserve the best trained teachers, there was also a strong concern, given current inequities in access to education and training, this education requirement would be a barrier to recruiting a linguistically diverse workforce that reflects the children and families being served. Stakeholders consistently voiced the need for time and resources for teachers to be able to meet this requirement, as well as the need for more accessible educational opportunities within Oregon's higher education system that recognize the realities of working teachers, including those in rural areas.

Transportation was also a consistent theme and concern. Many families will not be able to access *Preschool Promise* without support for transportation to and from programs. Stakeholder and community members strongly recommended that *Preschool Promise* funding include support for transportation.

⁴ Oregon Pre-K/Oregon Head Start Association Meeting, Bend – Head Start Directors

⁵ Pendleton School District/Early Learning Center, Pendleton – Educators and Parents

⁶ AFSCME/Union – Union Represented Child Care Providers

⁷ Hub Learning Collaborative Webinar – Early Learning Hub Staff, and Early Learning Hub Executive Directors

⁸ IRCO, Portland – CBO Program Coordinators, African American Community, Portland – Providers and Parents

Budget for *Preschool Promise*

The Early Learning Division has developed a working budget for the \$17.5 million for *Preschool Promise*. The budget is broken down into the following categories:

- A. Per Child Program Allocation
- B. Preschool Provider Capacity Building & Start-up
- C. Hub Coordination and Administrative Activities
- D. Training & Technical Assistance
- E. Department of Administrative Services (DAS) Cost for RFA process

Preschool Promise funds specified in A-C will be awarded to the Hubs to sub-contract with programs to provide *Preschool Promise* services and to support those programs in meeting the requirement and specifications identified in statute.

Categories	Amount (millions)	Percent of Contract with Hub (\$16.9)	Percent of Total Allocation (\$17.5)
Per Child Program Allocation	\$14.3M	84.6%	82%
Preschool Provider Start-up & Capacity Building	\$1.5M	8.9%	8.6%
Hub Coordination, Support and Administrative Activities	\$1.1M	6.5%	6.3%
Total for Hub Contract	\$16.9M	100%	97%
Training & Technical Assistance	\$.4M		2.3%
Department of Administrative Services (DAS) Cost for RFA process	\$.2M		1.1%
Total Allocation	\$17.5M		100%

Description of Budget Categories

A. Per Child Funding Allocation

The funds in this category will be sub-contracted by the Hubs to the *Preschool Promise* providers for the direct provision of services. This category does not include start-up or capacity building costs, so it should reflect the on-going cost of program operation.

Division staff modeled the cost of operating a *Preschool Promise* classroom based on the program standards specified in HB 3380. The program standards that are the primary cost-drivers include:

- Maximum classroom size of 20 children⁹
- Lead teacher and teacher's assistant in every classroom (adult: child ratio of 1:10)
- Lead teacher with a bachelor's degree in early childhood or related field
- Salaries for lead teacher commensurate with kindergarten teachers (with minimum to be set by Early Learning Council)
- Full-day schedule
- Instructional hours equivalent to full day Kindergarten in local public schools
- Transportation

Some of these requirements (salary parity with kindergarten teachers; full-day and full school-year schedule) go beyond the current requirements for OPK/Head Start and have significant costs associated with them. Because of the additional program standards associated with teacher qualifications--pay and length of the school day--we anticipate the per child cost for *Preschool Promise* will be somewhat higher than the per child costs for OPK/Head Start. Preliminary cost-modeling suggests a per child cost in the \$9,000 to \$12,000 range.

The cost-model includes a variation that covers transportation. Stakeholder and community feedback identified the need for transportation as a high-priority and a potential barrier for reaching focus populations. While providers will not be required to provide transportation, resources will be available to cover transportation when offered and no other financing is available.

The final cost per child will depend upon the minimum salary approved by the Early Learning Council, which the Council is scheduled to vote on at their February 2016 meeting. The variation in the per-child cost also reflects allowable variations in the model, such as whether a provider chooses to offer transportation. Based on these preliminary numbers, we estimate *Preschool Promise* will serve approximately 1,200 children during the first year. The exact number of children served will depend on the proposals submitted by the awarded Hubs and the exact mix of models and providers they have selected.

B. Preschool Provider Start-up and Capacity Building

The funds in this category will also be directly sub-contracted to *Preschool Promise* providers by the Hubs. These funds are not for capital investments, but can be used for initial classroom set-up, curricula, materials and small-scale health and safety improvements needed to ensure that spaces are appropriate for children of this age. This is particularly important for classrooms that will be set up in elementary schools that typically have not cared for children under the age of five in the past.

⁹ Based on early child care and education standards for developmentally appropriate adult to child ratios and maximum group size. Accreditation criteria established by the National Association for the Education of Young Children (<http://www.naeyc.org>). Oregon Office of Child Care's Administrative rules (OAR 414-300-0130) mandates that the maximum number of children, 36 months of age to the age for attending kindergarten, in a group is 20 and that the minimum number of caregivers to children is 1:10.

The Early Learning Council directed that some of the *Preschool Promise* funds be set-aside to support the capacity of programs to meet the standards identified in HB 3380. These funds would be tied directly to the waiver quality improvement plans and be part of the provider's contract with the Hub. For example, capacity building supports could be used for training and technical assistance to support the quality improvement plans and the quality standards related to culturally responsive teaching methods, family engagement, curricula, assessments, and QRIS star rating advancement. The supports could also be used to provide professional development opportunities so that *Preschool Promise* teachers and assistants meet the degree requirements required in the legislation.

C. Hub Coordination, Support and Administrative Activities

HB 3380 specifies that Hubs will be responsible for applying to the state for funding, developing a community plan, identifying the *Preschool Promise* providers in their community, contracting with those providers for *Preschool Promise* services and administering and monitoring those contracts. Hubs will also have responsibilities associated with collecting and tracking data from programs. The 6.5 percent of the total contract with a Hub identified in this category represents a cap for how much a Hub can retain in order to support these functions.

D. Training & Technical Assistance

High-quality instructional practice has been demonstrated to be one of the most significant determinants of outcomes for preschool programs. In order to maintain the coherence and integrity of *Preschool Promise* as a statewide program, it is important there also be opportunities for statewide trainings for *Preschool Promise* teachers and Hub personnel. The \$400,000 identified for this purpose would be retained by the Division or subcontracted out to provide this training. The \$400,000 is approximately \$1,600 per staff member associated with *Preschool Promise* at the Hub and provider level.

E. Department of Administrative Services (DAS) Cost for RFA process

This special procurement RFA process was assigned to the Department of Administrative Services (DAS) to manage. The \$200,000 in this budget category is the estimated amount DAS will charge the Division for this work.

***Preschool Promise* roll-up costs for the 2017-19 biennium**

The Early Learning Division estimates the roll-up cost for *Preschool Promise* for the 2017-19 biennium to be approximately \$32 million. This estimate is based on maintaining a current service level of about 1,200 children and takes into account a reduction in start-up and capacity building costs. Maintaining current service level over the next biennium will enable the Early Learning Division and the funded Hubs to refine implementation and conduct a thorough evaluation of the effectiveness of the program.

Update on the Early Learning Hub System

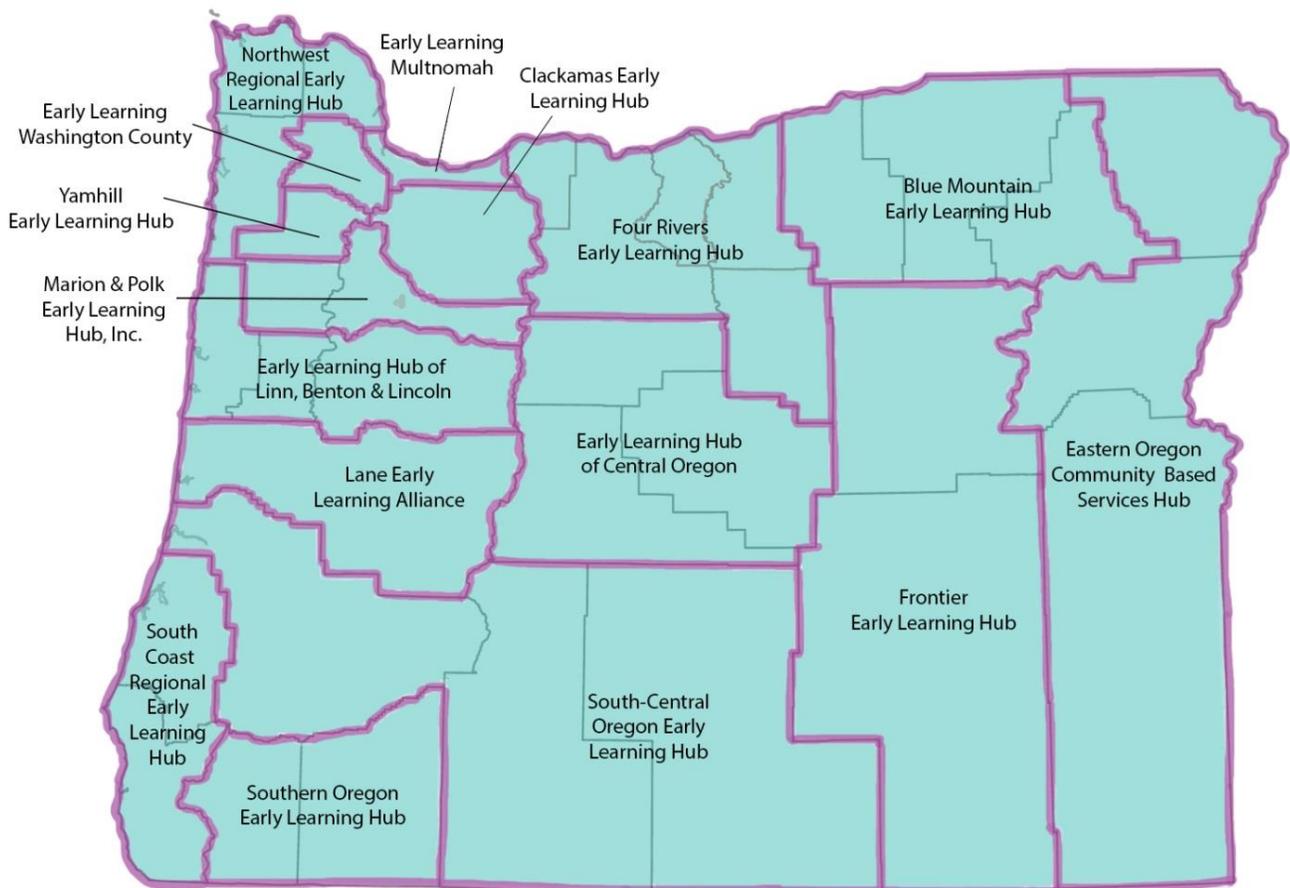
The Hubs play a central role in *Preschool Promise*. The Early Learning Division has included an update on the Early Learning Hub System. This section will cover developments since the close of the 2015 legislative session.

Overview of 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. Early Learning Hubs are helping communities achieve these goals through a "collective impact" model in which their primary responsibilities are to:

- Develop a common vision and strategic agenda that is shared across five sectors: early learning, health, human services, K-12 education, and private sector partners.
- Bring these sectors together to align strategies and resources, and pursue collaborative initiatives.
- Engage parents and families so that Oregon's early learning vision and agenda is guided by family voice.
- Coordinate and align funds, services, communication and data sharing across sectors.
- Measure and evaluate progress through a shared set of metrics and indicators.

The Early Learning Council awarded the first six Hub designations in November 2013, and awarded all sixteen Hubs as of June 2015. The majority of Hubs have been up and running for more than a year, with all areas of the state currently covered by Hubs. Hub regions are defined by county boundaries and consist of between one and five counties. Communities are responsible for identifying the backbone organization that will support the work of the Hub. As a result, Hubs have many different kinds of entities serving as their backbone organizations including: Educational Services Districts (ESDs); county governments, non-profits such as United Way, community colleges and Coordinated Care Organizations (CCOs).



During the 2015 session, the Legislature enacted SB 213, removing the language of “demonstration project” from the Early Learning Hubs and re-confirming the role of the Early Learning Council in setting performance metrics for the Hubs. SB 213 also requires the Early Learning Council to conduct an evaluation of the Early Learning Hubs and deliver a report to the relevant legislative committees on the findings and recommendations made as a result of the evaluation. This report is to be delivered no later than February 1, 2019. The Early Learning Division will be releasing a competitive RFP for the evaluation in March 2016.

The Early Learning Council approved revised performance metrics for the Hubs at its January 2015 meeting. These metrics were based on recommendations from the Hub Metrics Workgroup which met between July and December of 2014, and included representation from the Hubs and other stakeholders. The metrics, which include both qualitative and quantitative measures, are organized around the three high level goal areas for the Hubs: (1) aligned, coordinated and family-centered early learning system; (2) children arriving at kindergarten ready to succeed; and (3) children living in families that are healthy, stable and attached. (See Appendix D). The Hubs are required to set targets for these metrics and these targets are part of their contract with the state. Hubs are also required to submit work plans that describe how they and their communities are using the resources they have been allocated to achieve their metric targets.

During the 2015 session, the Legislature made a substantial investment in the Early Learning Hub system. Early Learning Hubs received a total funding appropriation of \$27,635,220 in new and existing funds, including funding from the former commission system (“Great Start” and “Family Support”).

At their July 2015 meeting, the Early Learning Council approved a funding formula for allocating these funds to the Hubs. The selection of an allocation formula was based on the following principles:

- Allocation methodology should reinforce a focus on reducing disparities and improving outcomes for children of color and children living in poverty.
- Allocation methodology should balance the basic infrastructure needs/stressors often faced in rural communities and the caseload pressures/stressors faced in more populated communities.
- Allocation methodology should be clearly connected to the metrics Hubs are responsible for making progress on in their contracts. (Coordination/efficiency of services, preparing children for school, supporting healthy, stable and attached families.)
- Allocation methodology should be transparent and based upon objective, publicly available data sources.
- Allocation methodology should include an incentive structure to reward Hubs that make progress on specific incentive metrics.

In order to ensure alignment with the three fundamental and legislatively mandated goals of the Hubs and the revised metrics it had approved, the Early Learning Council allocated the funds into three categories: Coordination; School Readiness; and Healthy, Stable and Attached Families. All categories of funding are tied directly to the Early Learning Hub metrics adopted by the Early Learning Council. Particularly for the School Readiness and the Healthy, Stable and Attached Families resources, Hubs are expected to work with partners and community members, to invest those funds in the community and community-based programs. As is legislatively mandated, there is a 15percent administrative cap on all funds that also applies to resources that are contracted to programs and services within their communities.

While School Readiness and Healthy, Stable and Attached Family funds were distributed based on the number of at-risk children served by the Hub, the Coordination Funds were distributed based on the following formula:

- Each Hub gets \$200,000 in base funds (\$100,000 per year of the biennium.)
- Each Hub gets paid an at-risk per child allocation of \$30 per child for the biennium based on the percent of at risk children in their coverage area.

This formula was intended to ensure that Hubs with smaller populations and covering more rural areas have sufficient base funding to effectively operate.

The Early Learning Council also voted to implement incentives tied to the metrics starting in the second year of the biennium and hold back five percent of funds as part of this incentive structure. The Council’s Measuring Success Committee will be providing recommendations to the Council that address the following questions:

- Which metrics are best positioned to serve as incentive metrics?
- What performance ranges will the Council establish for incentive metrics?

- What payment structure and schedule does the Council want to establish for these metrics?

Hub Contract Renewal Process

Hub contracts were written to expire at the end of the 2013-15 biennium in order to be compliant with the original authorizing legislation for the Early Learning Hubs (HB 2013). After the Legislature had approved SB 213 and funding for the Hubs for the next biennium, the current contracts with the Hubs were extended through December 31, 2015. This extension was done in order to give the Hubs sufficient time to develop targets and work plans based on the metrics and to plan with their communities on how to use the resources that had been allocated to them. These targets and work plans were incorporated into new Hub contracts that took effect January 1, 2016.

The Early Learning Division convened an in-person meeting in Medford in August 2015 with Hub staff to review the revised Hub metrics and the Early Learning Council approved funding allocation and to go over the contract renewal process. During fall 2015, Early Learning Division staff provided technical assistance to Hubs to support setting of metric targets, revisions to strategic plans and the development of work plans tied to the legislatively allocated resources. Hubs were divided into four geographic regions and each region assigned a Hub Facilitator who provided direct support and technical assistance to the four Hubs in their assigned region. Hubs submitted drafts of metric targets, strategic plans and work plans during this period and received feedback from Early Learning Division staff.

This extension period was also designed to give Hubs time to engage their partners and community members in planning for how to invest the resources they have been allocated in their community. The Early Learning Hubs are legislatively mandated to have the following sectors represented on their governing boards: early learning; health; K-12; human services; and business. These governing boards have ultimate authority for approving strategic plans and funding decisions. Hubs are also required to have a formal mechanism for ensuring that their work is guided by parent and community voice, including parent representation on their governing boards and parent advisory councils. Hubs have also created additional forums for engaging parents, community members and partner organizations in setting targets for metrics, revising their strategic plans and developing work plans that define how they will be using legislatively allocated resources.

Hubs are making strides and have identified new and innovative ways to work with and in their communities to meet the metrics in the three high level goal areas. There are examples within their work plans and strategic plans including:

Goal One: Children arriving at Kindergarten ready to succeed:

- **The Southern Oregon Early Learning Hub** provides educational experiences for children in family child care by transporting them to classes (with a partner-provided bus) at **KidTime**, a hands-on discovery space that stimulates brain development in young children, provides a fun, yet educational experience, and promotes positive relationships among families. Children and their child care providers attend twice weekly. Educational staff at **KidTime** assess the children attending at the start of the classes and then at six month intervals. They also provide mentoring to the family childcare providers reinforcing their abilities to provide high quality child care.

- **The Northwest Regional Early Learning Hub** is expanding **Kindercamp** summer experiences for children of color or children from priority service areas in districts that have demonstrated a degree of readiness & commitment to expand services to children about to transition to kindergarten.
- **Frontier Early Learning Hub** continues to strengthen partnerships between early learning and K-12 by creating shared professional development opportunities for early childhood providers and elementary school teachers. It is also making the transition to kindergarten easier for children and families by offering home visits to incoming kindergarten families by the kindergarten teacher.
- **The Lane Early Learning Alliance** is successfully utilizing the **Kids in Transition** to school program (KITS). **KITS** provides children with the essential school readiness skills in early literacy, math, and approaches to learning and gives parents the tools to support their child's transition. **SEEDS** (Supporting Early Engagement and Development) develops science, technology, engineering and math (STEM) activities and fosters resource alignment across early learning and K-3 settings specifically in rural and remote school districts. Together, these approaches create measurable increases in children's kindergarten readiness, with a focus on improving alignment between early learning programs and K-3.
- **Blue Mountain Hub** is partnering with its regional **Oregon Parenting Education Collaborative** (OPEC) to increase evidence-based parenting education in its community, training facilitators on curriculum including Nurturing Parenting, Incredible Years, Make Parenting a Pleasure, Abiendo Puertas and Nurturing Fathers.
- **Early Learning Hub of Central Oregon** through its **Partners in Practice Workforce Development Initiative** will be working with over one hundred child care providers to increase their training and education. Supports will include bilingual student interns (peer mentors) to assist child care providers in registration and navigation of the professional development system.
- **Early Learning Multnomah** is expanding opportunities for incoming kindergarteners who have not had access to preschool experiences to participate in summer transition activities with their families at **SUN Community Schools** (Early Kindergarten Transition Program – EKT). EKT is expanding to five additional SUN schools and making the program more parent-centered and culturally-responsive.
- **South Coast Regional Early Learning Hub** provided Kindergarten “round ups” which include activities that are culturally diverse, accessible and provide equal access developed to support child and parent transitions into K-12, with a focus on providing relevant events and outreach to underserved communities and populations. With success in six school districts the “round ups” will be expanding into all school districts in the hub region.
- **The Eastern Oregon Hubs** Kindergarten Partnership Innovation work is a collaborative effort among three counties and 19 entities. Successful activities include summer preschools in

Spanish to transition children to kindergarten as well as evening sessions with parents to support preparing their children for the transition. Additionally they provide 350 bilingual high level activity kits per month via home visitors, head start and medical providers for children on wait lists or who have not had access to a high quality child care environment. They have been increasing early kindergarten enrollment numbers for the last two years based on their efforts.

Goal Two: Children living in Families that are Healthy, Stable and Attached:

- **Clackamas Early Learning Hub** is collaborating with the Department of Human Services (DHS) Region 15 to create greater access to early learning services and high-quality child care for families connected to DHS programs such as Strengthening, Preserving and Reunifying Families (SPRF), In Home Safety and Reunification (ISRS), Temporary Assistance to Needy Families (TANF) and Employment Related Day Care (ERDC).
- **Early Learning Multnomah (ELM)** is collaborating with culturally-specific and culturally responsive organizations to provide home visiting services using a Parent-as-Teachers model for children in priority populations. Home Visitors work with families to conduct developmental screenings and discuss follow-up.
- **South Coast Early Learning Hub** is working on the coordination of trained, certified **Community Health Workers** in each elementary catchment area of the Hub to provide Ages and Stages Questionnaire-3 screenings where families are (i.e. clinics, house of worship, Walmart, etc.).
- **Early Learning Washington County** is training DHS caseworkers about the importance of encouraging families eligible for **Employment Related Day Care** to select a high-quality childcare provider, particularly a 3, 4 or 5 star QRIS provider when available, while still following the no preference policy for referrals to individual providers.
- **Four Rivers Hub** is creating a **Home Visiting Connections Network** that links and coordinates access to services and supports for children through trauma informed approaches that support overall well-being. As part of this work, the Hub is building a system that links families who are on program waitlists to the network.
- **Early Learning Hub Inc.** has developed a system for coordinating developmental screening results by working with their local CCO and health partners to enter screening information into a clinical integration management tool (CIM). A centralized system increases the availability of resources for children being screened and cuts down on duplication of testing.

Goal Three: Aligned, Coordinated and Family-centered Early Learning System:

- **The Linn-Benton-Lincoln Early Learning Hub** has partnered with Intercommunity Health Network (its local CCO) and Parenting Success Network (its local parenting education hub) developing a shared system of family referral and support, including a data management platform so that families have one easy entry into accessing family support services from various entities.
- **Yamhill Early Learning Hub** continues development of its **FamilyCore** model where representatives from Willamette Education Service District, Head Start of Yamhill County, Yamhill County Health and Human Services, Lutheran Community Services, Provoking Hope, and Yamhill Community Care Organization to provide a community-wide referral form and process for home visiting services. This process ensures that services are not duplicated and that families are enrolled in the program that fits their needs. The Yamhill Hub is also creating **Service Integration Teams** in each of its school districts that include providers, business leaders, community volunteers, and faith based organizations. These teams identify resource sharing opportunities that include services, tangible items, financial assistance, or volunteer hours.
- **Marion & Polk Early Learning Hub** is focusing on **Early Learning Workforce Development** as a strategy for creating a system that is more coordinated and family-centered. Bringing together local community colleges, universities and Child Care Resource & Referral agencies, they are creating additional dual-language opportunities and making it easier for the workforce to transfer credits and work towards a degree.
- The **Eastern Oregon Learning Hub** has been implementing new strategies to ensure that its investments are guided by parent voice. Information gathered from **Parent Cafés**, peer learning activities that engage parents in meaningful dialogue with other parents, has guided the parenting skills and resources performance measures that the Hub has developed. The **Parent Cafés** are offered in English and Spanish.
- **South-Central Oregon Early Learning Hub** is partnering with the **Cow Creek Band of Umpqua Tribe of Indians** to train service providers in cultural responsive strategies.
- **The four Hubs in the metro area** are coordinating regional strategies around metrics including developmental screenings, well-child visits and early kindergarten registration rates. They have just formed a regional mixed delivery preschool work group to plan a regional and aligned approach.

Appendix A

Oregon Head Start Prekindergarten (OHS PreK) Percent Served 2014-15 FINAL

The Oregon Department of Education is required to report annually on Key Performance Measure # 1: Percentage of eligible children receiving Oregon Head Start/Pre-Kindergarten services. **During the 2014-2015 program year, 55.3 % of age and income eligible children received Oregon Head Start Pre-Kindergarten (OHS PreK) Services.** Last year 49.64% of eligible children were served. OHS PreK enrollment increased and the number of children served through Region X Office of Head Start was relatively stable. The estimated poverty rate for children ages 3-4 was determined to be 23.7% in 2014 compared to rate of 26.2% for children under age six reported in 2013-14, and the estimated number of children in the 3-4 year old age group in Oregon dropped from 94,528 in 2013-14 to 93,459 in 2014-15, resulting in approximately 55.3% of children served in 2014-15.

Age and Income Eligibility Data	
For the purposes of this performance measure, eligible children are defined as being:	
<ul style="list-style-type: none"> • at least three years of age but not yet five years of age by September 1, 2014 and • from families living at or below the federal poverty level. 	
Total number of 3 & 4 year olds in Oregon	93,459
Poverty Rate for 3 & 4 year olds in Oregon	23.7%
Number of 3 & 4 year olds who are eligible for OHS PreK (from families at/below Federal Poverty level)	22,150
Number of eligible 3 & 4 year olds served in OHS PreK	12,257
Percentage of eligible 3 & 4 year olds served in OHS PreK	55.3%
Number of eligible 3 & 4 year olds unserved by OHS PreK	9,893
Percentage of eligible 3 & 4 year olds unserved by OHS PreK	44.7%

OHS PreK Enrollment Data	
For the purpose of this performance measure, the number of children served by OHS PreK is defined by the number of funded enrollment slots in Oregon where children receive at least 32 weeks of comprehensive Head Start services. OHS PreK programs are required to establish and maintain full enrollment for the program year.	
Total OHS PreK Enrollment (all funding sources)	13,574
<ul style="list-style-type: none"> • Slots funded with Oregon General Funds through the Oregon Prekindergarten (OPK) program • Slots funded through Region X Office of Head Start • Slots jointly funded by OPK and federal Head Start (to provide full day/full year services to working parents) • Slots funded by Region XI American Indian/Alaskan Native Head Start • Slots funded by Region XII Migrant and Seasonal Head Start (to provide a minimum of 32 weeks of services to children from seasonal farm worker families) • Slots funded through other sources 	7,624 4,988 38 318 600 6
OHS PreK slots filled by children from families living at/below Federal Poverty Level	12,257
OHS PreK slots filled by children from families living above Federal Poverty Level*	1317
<ul style="list-style-type: none"> • Number of children from families living between 100 – 130% of the poverty level. • Number of children from families living above 130% of the federal poverty level. 	719 598

**By state & federal law, OHS PreK programs may serve a limited number of children from families above the federal poverty level who meet other eligibility criteria and would benefit from Head Start services. Identified risk factors of enrolled children from families that exceed the poverty level include: children with disabilities, serious health concerns, or serious mental health concerns; children from families living between 100 & 130% of poverty level; and children from families affected by mental health issues, child abuse or neglect, incarceration, parent illness/disability, domestic violence, substance abuse and/or other significant risk factors.*

An estimated 9.7% of the children enrolled in OHS PreK programs (approximately 1317 children) are from families living above the federal poverty level.

NOTE: In addition to the programs mentioned above, Migrant/Seasonal Head Start provided services for an estimated 1935 mobile migrant children, ages 0-5 as of September 2014. Services coincide with various harvest seasons around the state. Mobile migrant enrollment is not included in percent served calculations because children receive less than 32 weeks of service.

Data Sources
This report was prepared by Oregon Department of Education, Early Learning Division, Early Childhood staff. Estimates of 2013 population and poverty rate for Oregon children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, Oregon Department of Administrative Services. Age group population was estimated for July 1, 2014 based on Estimate by Oregon Office of Economic Analysis. The poverty rate for children ages 3-4 was based on the 2013 American Community Survey.

Appendix B

Oregon Early Head Start (EHS) Percent Served 2014-2015 FINAL

During the 2013-2014 program year, approximately 5.2% of age and income eligible children received Early Head Start Services in Oregon.

2014-2015 EHS Percent Served Calculations

Age and Income Eligibility Data	
For the purposes of this report, Oregon Early Head Start eligible children are defined as being:	
<ul style="list-style-type: none"> • under three years of age as of September 1, 2014 and • from families living at or below the federal poverty level. 	
Total number of 0, 1, & 2 year olds in Oregon	136,361
Poverty Rate for 0, 1 & 2 year olds in Oregon	27.0%
Number of 0, 1, & 2 year olds from families living at/below Federal Poverty level (age & income eligible)	36,817
Number of Early Head Start age & income eligible children served	1904
Percentage Early Head Start age & income eligible children served	5.2%
Number of Early Head Start age & income eligible children unserved by Oregon EHS	34,913
Percentage of Early Head Start age & income eligible children unserved by Oregon EHS	94.8%

Oregon EHS Enrollment Data	
For the purpose of this report, the number of children served by Oregon Early Head Start is defined by the number of funded enrollment slots in Early Head Start programs in Oregon as of Sept. 1, 2014. Some enrollment slots may be used to serve pregnant women. Programs are required to establish and maintain full enrollment throughout the program year.	
Total Oregon EHS Enrollment (all funding sources)	2302
<ul style="list-style-type: none"> • Slots funded with Oregon General Funds • Slots funded through Region X Office of Head Start • Slots funded by Region XI American Indian/Alaskan Native Head Start • Slots funded by Region XII Migrant and Seasonal Head Start: Early Head Start • Slots funded by Region XII Migrant and Seasonal Head Start: Seasonal Farm Worker • Slots funded through other sources 	64 1499 64 352 188 135
Oregon EHS slots filled by children from families living at/below Federal Poverty Level	1904
Oregon EHS slots filled by children from families living above Federal Poverty Level*	398**
<p><i>*By state & federal law, Early Head Start programs may serve a limited number of children from families above the federal poverty level that meet other eligibility criteria and would benefit from Head Start services. Child/family issues leading to enrollment of children from families that exceed the poverty guidelines include: children with disabilities, serious health concerns or serious mental health concerns; families living between 100 & 130% of poverty level; families affected mental health issues, child abuse or neglect, incarceration, parent illness/disability, domestic violence, substance abuse and other significant risk factors.</i></p> <p><i>**The Oregon Department of Education does not directly collect information from EHS programs regarding the number of children they serve from families above the poverty level. The Office of Head Start Federal Program Information Report (PIR) from 2013-2014 (latest data available) indicated that approximately 17.3% of the EHS slots in Oregon were filled from families living above the federal poverty level. The 2014-2015 estimate for number of slots filled by children from families living above the federal poverty level was determined by calculating 17.3% of the 2014-2015 enrollment.</i></p>	
<p>NOTE: In addition to the programs mentioned above, Migrant/Seasonal Head Start provided services for an estimated 1935 mobile migrant children, ages 0-5 as of September 2014. Services coincide with various harvest seasons around the state. Mobile migrant enrollment is not included in percent served calculations because children receive less than 32 weeks of service.</p>	

Data Sources

This report was prepared by Oregon Department of Education, Early Learning Division, Early Childhood staff. Estimates of 2013 population and poverty rate for Oregon children ages 0, 1 and 2 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, Oregon Department of Administrative Services. Age group population was estimated for July 1, 2014 based on Estimate by Oregon Office of Economic Analysis. The poverty rate for children ages 0, 1 and 2 was based on the 2013 American Community Survey.

Appendix C

Needs Assessment Data

Hub	County	Number of 3 and 4 year-olds	% Children 0-5 Under 200% FPL	Est # Children 3-4 Under 200% FPL	3rd Grade Reading 13-14	OKA Approaches to Learning 2014-15	% "at-risk" Population as used in the Hub Funding Formula
Blue Mtn	Morrow	338	64.4%	218	64.0%		86.4%
Blue Mtn	Umatilla	2,094	66.0%	1,382	61.6%		77.1%
Blue Mtn	Union	617	58.1%	359	69.5%		77.1%
Blue Mtn	Blue Mtn	3,049	64.2%	1958	63.5%	3.67030232	78.1%
Central OR	Crook	308	75.4%	232	64.8%		81.5%
Central OR	Deschutes	3,788	52.6%	1,992	74.7%		68.6%
Central OR	Jefferson	595	71.2%	424	59.2%		93.2%
Central OR	Central OR	4,691	56.5%	2648	72.1%	3.63737314	73.0%
Clackamas	Clackamas	9,226	35.7%	3,295	71.5%	3.75405377	51.4%
Eastern OR	Baker	285	69.9%	199	71.3%		84.5%
Eastern OR	Malheur	851	66.1%	562	57.4%		102.5%
Eastern OR	Wallowa	189	57.4%	108	80.3%		73.2%
Eastern OR	Eastern OR	1,325	65.6%	870	63.7%	3.67090251	93.2%
Four Rivers	Gilliam	58	63.6%	37	47.4%		59.7%
Four Rivers	Hood River	695	41.9%	291	66.1%		78.4%
Four Rivers	Sherman	43	59.6%	26	62.5%		55.0%
Four Rivers	Wasco	450	54.0%	243	55.9%		77.3%
Four Rivers	Wheeler	19	43.9%	8	76.7%		100.0%
Four Rivers	Four Rivers	1265	47.8%	605	61.6%	3.55454342	76.9%
Frontier	Grant	145	62.3%	90	82.3%		69.9%
Frontier	Harney	155	70.3%	109	75.0%		76.1%
Frontier	Frontier	300	66.4%	199	78.5%	3.56434539	73.3%
Lane	Lane	7,765	55.8%	4,332	69.1%	3.74591287	71.3%
LBL	Benton	1,410	39.5%	557	74.1%		56.5%
LBL	Lincoln	912	63.5%	579	54.2%		86.0%
LBL	Linn	3,085	60.8%	1,876	64.9%		72.9%
LBL	LBL	5,407	55.7%	3012	65.5%	3.71697246	70.6%
Marion-Polk	Marion	9,434	62.3%	5,875	55.0%		75.1%
Marion-Polk	Polk	1,784	50.0%	892	58.8%		68.6%
Marion-Polk	Marion-Polk	11,218	60.3%	6,767	55.6%	3.66318516	74.0%
Multnomah	Multnomah	18,739	44.7%	8,385	63.5%	3.68243562	62.7%
Northwest	Clatsop	814	53.0%	431	74.4%		78.9%
Northwest	Columbia	1,079	48.0%	518	65.9%		68.7%
Northwest	Tillamook	523	60.6%	317	66.8%		80.1%
Northwest	Northwest	2,416	52.4%	1266	69.0%	3.69883612	74.6%

Hub	County	Number of 3 and 4 year-olds	% Children 0-5 Under 200% FPL	Est # Children 3-4 Under 200% FPL	3rd Grade Reading 13-14	OKA Approaches to Learning 2014-15	% "at-risk" Population as used in the Hub Funding Formula
South Coast	Coos	1,392	53.1%	739	61.0%		85.8%
South Coast	Curry	457	59.2%	270	62.7%		81.6%
South Coast	South Coast	1,849	54.6%	1010	61.4%	3.59782734	84.7%
South-Central	Douglas	1,991	63.9%	1,273	61.2%		84.8%
South-Central	Klamath	1,677	62.9%	1,055	61.3%		87.8%
South-Central	Lake	116	65.8%	76	75.8%		93.8%
South-Central	South-Central	3,784	63.6%	2405	61.7%	3.5740772	86.3%
Southern OR	Jackson	5,103	61.0%	3,114	67.5%		79.9%
Southern OR	Josephine	1,575	70.0%	1,102	72.3%		95.5%
Southern OR	Southern OR	6,678	63.1%	4,217	68.7%	3.65448417	83.8%
Washington	Washington	16,014	36.3%	5,816	71.2%	3.74080198	48.3%
Yamhill	Yamhill	2,644	52.3%	1,383	71.4%	3.56898157	63.8%

Capacity Assessment Data

Hub	Visible Child Care Slots Per 100 Children	3, 4, and 5 Star-rated Providers					Provider Staff Professional Development			
		Small Homes	Large Homes	Child Care Centers	All Types	# Star-Rated Providers Per 100 3-4 year-olds	# Provider Staff at Step 9 (AA) or Higher	# Provider Staff at Step 10 (BA) or Higher	# Provider Staff at Step 9 (AA) or Higher Per 100 3-4 year-olds	# Provider Staff at Step 10 (BA) or Higher Per 100 3-4 year-olds
Morrow	NA	0	0	1	1	0.30	13	9	3.85	2.66
Umatilla	12	0	0	6	6	0.29	129	75	6.16	3.58
Union	19	0	0	0	0	0.00	44	34	7.13	5.51
Blue Mtn	13.6	0	0	7	7	0.23	186	118	6.10	3.87
Crook	12	1	1	1	3	0.97	12	7	3.90	2.27
Deschutes	22	0	0	0	0	0.00	277	211	7.31	5.57
Jefferson	27	0	0	1	1	0.17	41	18	6.89	3.03
Central OR	22.0	1	1	2	4	0.09	330	236	7.03	5.03
Clackamas	16.0	4	4	2	10	0.11	555	415	6.02	4.50
Baker	20	0	0	0	0	0.00	18	11	6.32	3.86
Malheur	20	0	0	3	3	0.35	57	18	6.70	2.12
Wallowa	15	0	0	0	0	0.00	15	10	7.94	5.29
Eastern OR	19.3	0	0	3	3	0.23	90	39	6.79	2.94
Gilliam	32	0	0	0	0	0.00	6	4	10.34	6.90
Hood River	24	0	0	0	0	0.00	47	27	6.76	3.88
Sherman	47	0	0	0	0	0.00	5	3	11.63	6.98
Wasco	30	0	0	4	4	0.89	55	33	12.22	7.33
Wheeler	23	0	0	0	0	0.00	2	2	10.53	10.53
Four Rivers	27.3	0	0	4	4	0.32	115	69	9.09	5.45
Grant	NA	0	0	0	0	0.00	4	3	2.76	2.07
Harney	28	0	0	0	0	0.00	4	4	2.58	2.58
Frontier	28.0	0	0	0	0	0.00	8	7	2.67	2.33
Lane	19.0	7	13	22	42	0.54	637	418	8.20	5.38
Benton	22	2	0	6	8	0.57	222	189	15.74	13.40
Lincoln	19	0	0	0	0	0.00	36	29	3.95	3.18
Linn	12	2	1	1	4	0.13	207	129	6.71	4.18
LBL	15.8	4	1	7	12	0.22	465	347	8.60	6.42
Marion	11	7	8	2	17	0.18	331	187	3.51	1.98
Polk	14	3	0	3	6	0.34	114	92	6.39	5.16
Marion-Polk	11.5	10	8	5	23	0.21	445	279	3.97	2.49
Multnomah	21.0	2	18	30	50	0.27	1535	1264	8.19	6.75
Clatsop	17	0	0	0	0	0.00	42	31	5.16	3.81
Columbia	10	1	0	0	1	0.09	62	38	5.75	3.52
Tillamook	15	0	0	0	0	0.00	26	20	4.97	3.82
Northwest	13.4	1	0	0	1	0.04	130	89	5.38	3.68

Hub	Visible Child Care Slots Per 100 Children	3, 4, and 5 Star-rated Providers					Provider Staff Professional Development			
		Small Homes	Large Homes	Child Care Centers	All Types	# Star-Rated Providers Per 100 3-4 year-olds	# Provider Staff at Step 9 (AA) or Higher	# Provider Staff at Step 10 (BA) or Higher	# provider staff at Step 9 (AA) or higher per 100 3-4 year-olds	# provider staff at Step 10 (BA) or higher per 100 3-4 year-olds
Coos	12	0	0	0	0	0.00	92	51	6.61	3.66
Curry	12	0	0	0	0	0.00	9	6	1.97	1.31
South Coast	12.0	0	0	0	0	0.00	101	57	5.46	3.08
Douglas	22	6	4	9	19	0.95	125	73	6.28	3.67
Klamath	15	1	0	1	2	0.12	99	69	5.90	4.11
Lake	9	0	0	0	0	0.00	5	3	4.31	2.59
South-Central	18.5	7	4	10	21	0.55	229	145	6.05	3.83
Jackson	18	3	4	5	12	0.24	286	193	5.60	3.78
Josephine	13	1	2	3	6	0.38	108	59	6.86	3.75
Southern OR	16.8	4	6	8	18	0.27	394	252	5.90	3.77
Washington	9.0	0	13	6	19	0.12	874	704	5.46	4.40
Yamhill	18.0	2	6	3	11	0.42	153	104	5.79	3.93

Appendix D



Early Learning Hubs Performance Metrics

OUTCOME: The early childhood system is aligned, coordinated and family-centered

Metric 1-1A: The hub has a strategic plan in place that details the role of all five sectors (business, early learning, health, K-12 education, human services) in achieving shared outcomes for children and families.

Metric 1-1B: The hub has active participation of leaders from all five sectors within their governance structure.

Metric 1-1C: Shared Agreements (i.e.: Memoranda of Understanding/Declarations of Cooperation - MOUs/DOCs) are in place with partners from all five sectors and specify shared outcomes and activities.

Metric 1-1D: Shared agreements (i.e.: MOUs/DOCs) specify that each sector partner will share data regarding budgets, services provided, and the number of children served within the hub coverage area.

Metric 1-1E: The hub utilizes mechanisms to blend and braid resources actively.

Metric 1-2A: Demonstrated meaningful engagement with children and families from all of the communities served by the hub.

Metric 1-3A: Demonstrated engagement with culturally-specific community based organization as partners in delivery of services to children and families.

Metric 1-4A: Program participation data demonstrates increase in services to children and families from identified priority populations.

Metric 1-5A: Hub demonstrates that their operating administrative overhead is below 15% annually.

OUTCOME: Children are supported to enter school ready to succeed

Metric 2-1A: The hub has demonstrated shared activities among early learning providers, families, and K-3 partners.

Metric 2-2A: 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.

Metric 2-3A: Increase in number of 3, 4, and 5-star QRIS providers serving children from “hot spots” and communities of color and an increase in the number of children served in hot spots and communities of color.

Metric 2-4A: Increase in percent of children who receive a developmental screen before the age of three.

Metric 2-5A: Increase in percentage of children enrolled in kindergarten before start of school year.

OUTCOME: Families are healthy, stable and attached

Metric 3-1A: Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4 or 5-star QRIS program.

Metric 3-2A: Increase in the number of children and families served by DHS (e.g., through TANF or child welfare) who are receiving early learning, parent education or family support services.

Metric 3-3A: Increase in the percentage of children on OHP who make it to 6 or more well-child visits by 15 months of age.

Medium and Long-Term Indicators (Indicators or measures that show progress in achieving the outcomes that can be demonstrated in three to five years)

Note: Medium and Long-Term Indicators will be operationalized in the second half of the FY 15-17 biennium.

OUTCOME: Children are supported to enter school ready to succeed

2-1. Increase in percentage of children in Kindergarten with consistent school attendance by demographic group.

2-2. Decrease in disparities in percentage of Kindergarten children of color and from low-income families with consistent school attendance.

2-3. Increase in Kindergarten Assessment scores in each domain by demographic group.

2-4. Decrease in disparities in Kindergarten Assessment scores for children of color and children from low-income families.

2-5. Increase in percentage of children in third grade who are reading at grade-level by demographic group.
2-6. Decrease in disparities in percentage third grade children of color and from low-income families who are reading at grade level.

OUTCOME: Families are healthy, stable and attached

Note: Provisional until approved by the Early Learning Council.

3-1. Increase percentage of children that turned 2 years old during the measurement year that had specific vaccines by their second birthday.

3-2. Increase percentage of children less than 4 years of age on Medicaid who received preventive dental services from a dental provider in the year.

3-3. Decrease rates of child maltreatment.

Reporting Timeline for Metrics

These metrics go into place on January 1, 2016. Contracts will run from January 1, 2016 through September 30, 2017 aligning to the new biennial year for the hub program.

Monthly Draw Form:

Hubs are required to submit the monthly draw form by the 5th of every month. Form approval is required by the contract manager to draw monthly coordination funds. All other funds cannot be drawn without completion and approval of the quarterly reporting tool.

Early Learning Division Hub Data Report:

Each quarter the Early Learning Division provides each hub a coverage area specific report filled with data points related to hub metrics and early learning partner services. The report is intended to share state level data back with local partners that reflects hub strategies and actions and should be used as a reflection and planning tool by the hubs each quarter as they complete their quarterly reporting tool and plan for their next quarter of activities and actions according to their strategic and work plans.

Tracking of work plans and metrics will happen on a monthly basis with local hub facilitators. This is intended to provide technical assistance and supports to hubs as they are progressing.

Quarterly Reporting:

Reporting on these metrics will take place on a quarterly basis.

Quarter 1	January-March 2016	Data from the ELD delivered April 30.	Hubs quarterly report due May 31.
Quarter 2	April-June 2016	Data from the ELD delivered July 30.	Hubs quarterly report due August 31.
Quarter 3	July- September 2016	Data from the ELD delivered October 30.	Hubs quarterly report due November 30.
Quarter 4	October- December 2016	Data from the ELD delivered January 30.	Hubs quarterly report due February 28.
Quarter 5	January-March 2017	Data from the ELD delivered April 30.	Hubs quarterly report due May 31.
Quarter 6	April-June 2017	Data from the ELD delivered July 30.	Hubs quarterly report due August 31.
Quarter 7	July- September 2017	Data from the ELD delivered October 30.	Hubs quarterly report due November 30.