

Early Learning Hub of Clackamas County Governance Council

February 9, 2021 | 8:30am to 10:15am

Zoom Meeting: <https://clackamascounty.zoom.us/j/96500522056?pwd=eIVKZFIYT2tHc3FkSmd2a1IENGVtdz09>

Meeting ID: 965 0052 2056

Passcode: 852826

Time	Topic	Notes	Facilitator/Presenter
8:30 – 8:40am	Welcome! <ul style="list-style-type: none"> Welcome, introductions 	Attending: Dani Stamm Thomas, Chelsea Hamilton, Adam Freer, Parrish Danforth (Notes), Denise Glascock (chair), Seth Lyon (DHS), Sophia Butler (parent/co-chair), Carmen Ellis (ELD), Denise Swanson (ELD), Amy Corbett (Chief program officer Metro Family Services), Kim La Croix (Public Health), Lennie Bjornson (Gladstone Center), Merry Persichetti (parent), Peg King (Health Share), Jeanne Savage (Trillium),	Denise Glascock
8:40 – 8:45am	Early Learning Hub Updates <ul style="list-style-type: none"> Hub Grant & Feasibility Study Update Coordinated Enrollment: Current Enrollment Update & Marketing Parent Outreach Survey Hub Monitoring Report in final editing stage Get Prepped attendance report Update- ELD has said they will know more about Hub renewal after March 1. Workgroup idea tabled until then. 	Dani- Sent Final Budget Report last night to everyone via email 120 families visited Get prepped with 40 preschool programs 200 Users visited the 'Get prepped' site over 400 times	Dani Stamm Thomas
8:45 – 9:00am	Early Learning Division <ul style="list-style-type: none"> Introduce Carmen and Denise to discuss Hub roles/expectations 	Working Across Sectors- K-12, Early Learning, Health, Business, Human Services Describes role of governance -drives the work of the hubs -works to define goals -interprets collective data -engages stakeholders -focus on equity	Dani Stamm Thomas Carmen Ellis Denise Swanson Denise Glascock
9:00 – 9:20am (Questions)	<ul style="list-style-type: none"> Questions? Discussion? 		

		<p>Hub's role: Creating a shared table for early learning Use data to identify priority populations identify resources build partnerships</p> <p>Hub funding Hub Success Metrics Hub requirements *See attached PPT slides* Suggestions for Hub focuses: Workforce/Workforce Diversity/Pay equity Home Visiting Presentation from PH on Perinatal Continuum of Care Birth to 3 (child care and mental health) Kinder assessment Birth to school age</p>	
9:25-9:45am	Early Learning COVID-19 Vaccines	<p>Vaccine Distribution and how it will reach Early Learning</p> <p>Public Health Authorities get 20% of the total vaccines to provide more equitable distribution and to provide vaccines in more diverse areas</p> <p>Vaccine distribution phase 1 A (27,000+) Groups-1-4</p> <p>Described Equity Strategies</p>	Kim La Croix
9:45 - 10:00am	<p>Community Updates & Adjourn</p> <ul style="list-style-type: none"> Next meeting via Zoom, March 9, 2021 @ 8:30am 	<p>Dani said we will review the 'theory of change' moving forward (attached in these notes). March 1st deadline for New scope of work. Feedback session for Governance Councils coming either Feb 26, 27, or 28. Discussions around COVID vaccines and messaging we can provide</p> <p>Adjourned early at 10:02</p>	<p>Council Members</p> <p>Denise Glascock</p>

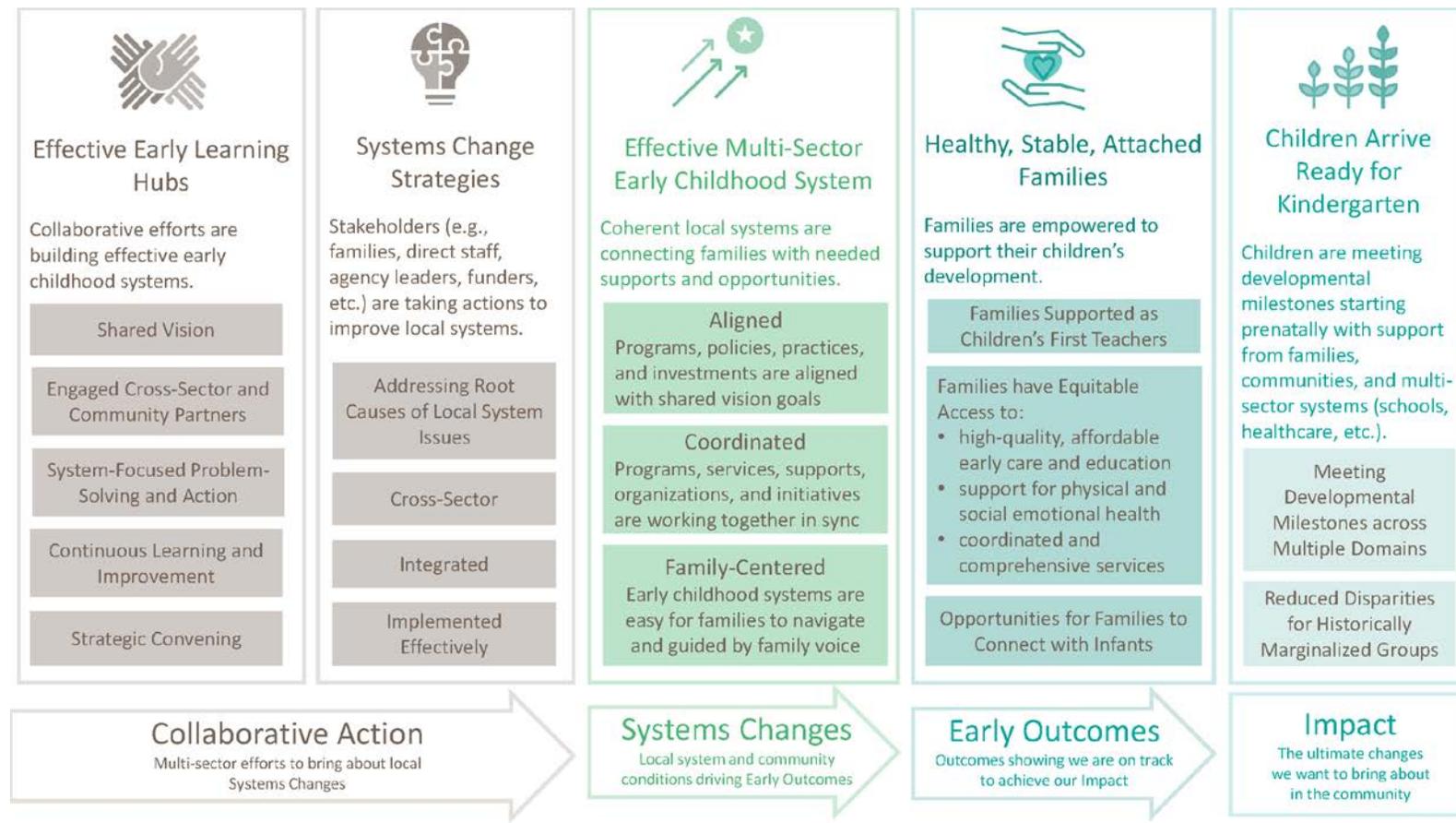


Appendix B

Theory of Change

Oregon Early Childhood Systems Theory of Change

The following describes a draft theory of change to guide early childhood systems building efforts in Oregon. Each section of the theory of change shown below is described on the preceding pages.





Children Arrive Ready for Kindergarten

Ensuring children arrive ready for kindergarten can be considered the ultimate impact we are trying to bring about in local communities. To achieve readiness, children must reach a series of developmental milestones, some of which begin when children are still in utero (Burns, 2020). Children are supported in reaching these milestones by families, communities, and multi-sector systems (schools, healthcare, etc.).

Readiness	Details
Developmental Milestones across Multiple Domains	Kindergarten readiness includes multiple interrelated domains such as emotional and social development, health and physical development, language and communication, cognitive development, and approaches to play and learning (North Carolina Foundations Task Force, 2013).
Reduced Disparities for Historically Marginalized Groups	Achieving impact involves reducing disparities affecting children and families from historically marginalized groups (e.g., across the intersections of racial/ethnicity, income, language, geography, etc.).



Healthy, Stable, Attached Families Supporting Children’s Development

A child’s development is supported and enhanced when they are raised in healthy, stable, attached, and empowered families who can engage them in high quality early learning experiences and access opportunities and supports to help the family thrive (e.g., comprehensive health services, affordable housing, livable wage employment, safe communities, healthy environments, etc.; Early Childhood Systems Workgroup, 2013). Empowering healthy, stable, and attached families who can support children’s development represents an early outcome along the pathway of ensuring all children arrive ready for kindergarten. The following table summarizes relevant [Raise Up Oregon](#) objectives.

Initial Successes	Raise Up Oregon Elements
Families are Supported as Children’s First Teachers	OBJECTIVE 1: Families are supported and engaged as their child’s first teachers.
Families Have Equitable Access to Services and Opportunities	OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs. OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social emotional health. OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.

Opportunities for Families to Connect with Infants	OBJECTIVE 8: All families with infants have opportunities for connection.
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Effective Multi-Sector Early Childhood System

Most communities have evolved a complex and disorganized array of early childhood programs and supports that are difficult for families to navigate and use (Kagan & Kauerz, 2012). In response, there has been a growing movement to build early childhood *systems* to provide more aligned, coordinated, and family-centered services, supports, and opportunities for children and their families. Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and domains (e.g., early learning and development, health and mental health, family leadership and support) and ensure policies and practices are aligned with goals for equitable early childhood development (Kagan & Kauerz, 2012; Schumacher, 2011). These systems changes are needed to bring about early family outcomes and the ultimate impact of children being ready for kindergarten.

The following table summarizes objectives and strategies from the [Raise Up Oregon](#) report that are relevant to aligned, coordinated, and family-centered systems.

Systems Changes	Raise Up Oregon Elements
<p>Aligned Systems</p> <p>Programs, policies, practices, and investments are aligned with shared vision goals</p>	<p>OBJECTIVE 1: Families are supported and engaged as their child’s first teachers.</p> <p style="padding-left: 20px;">Strategy 1.1 Expand parenting education and family supports.</p> <p style="padding-left: 20px;">Strategy 1.2 Scale culturally responsive home visiting.</p> <p>OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.</p> <p style="padding-left: 20px;">Strategy 2.1 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families.</p> <p style="padding-left: 20px;">Strategy 2.2 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.</p> <p style="padding-left: 20px;">Strategy 2.3 Strengthen child care assistance programs.</p> <p style="padding-left: 20px;">Strategy 2.4 Build the state’s capacity to ensure children are healthy and safe in child care.</p> <p style="padding-left: 20px;">Strategy 2.5 Improve the essential infrastructure for high-quality early care and education.</p> <p>OBJECTIVE 3: The early care and education workforce is diverse, culturally responsive, high quality and well compensated.</p>

- Strategy 3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce.
- Strategy 3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce.
- Strategy 3.3 Compensate and recognize early childhood educators as professionals.
- Strategy 3.4 Improve state policy to ensure early care and education work environments guarantee professional supports.

OBJECTIVE 4: Early childhood physical and social emotional health promotion and prevention is increased.

- Strategy 4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive.
- Strategy 4.2 Increase capacity to provide culturally responsive social-emotional supports for young children and their families.
- Strategy 4.3 Increase and improve equitable access to early childhood oral health.

OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.

- Strategy 5.1 Ensure adequate funding of and access to a range of regional and community based services, including Early Intervention/Early Childhood Special Education services.
- Strategy 5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families.
- Strategy 5.3 Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs.

OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social emotional health.

- Strategy 7.1 Increase equitable access to reproductive, maternal, and prenatal health services.
- Strategy 7.2 Improve access to culturally and linguistically responsive, multi-generational approaches to physical and social-emotional health.

OBJECTIVE 8: All families with infants have opportunities for connection.

- Strategy 8.2 Provide paid family leave.

OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services

- Strategy 9.1 Expand and focus access to housing assistance and supports for families with young children.
- Strategy 9.2 Provide preventive parenting support services to reduce participation in the child welfare system.
- Strategy 9.3 Improve the nutritional security of pregnant women and young children, particularly infants and toddlers.

	<p>OBJECTIVE 10: State-community connections and regional systems are strengthened.</p> <p>Strategy 10.3 Further develop the local Early Learning Hub system.</p> <p>OBJECTIVE 11: Investments are prioritized in support of equitable outcomes for children and families.</p> <p>Strategy 11.1 Ensure resources are used to reduce disparities in access and outcomes. Strategy 11.2 Align and expand funding opportunities for culturally specific organizations.</p> <p>OBJECTIVE 12: The alignment and capacity of the cross-sector early learning workforce is supported.</p> <p>Strategy 12.1 Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce. Strategy 12.2 Improve cross-sector recruitment, retention, and compensation.</p> <p>OBJECTIVE 13: The business and philanthropic communities champion the early learning system.</p> <p>Strategy 13.1 Educate business leaders on the economic value of early care and education to the Oregon economy. Strategy 13.2 Introduce business leaders to the science of early childhood development and the impact of public investment.</p> <p>OBJECTIVE 14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.</p> <p>Strategy 14.1 Strengthen data-driven community planning. Strategy 14.2 Integrate early learning data into the Statewide Longitudinal Data System. Strategy 14.3 Develop and implement a population survey to track the well-being of children and families across Oregon. Strategy 14.4 Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.</p>
<p>Coordinated Systems</p> <p>Programs, services, supports, organizations, and initiatives are working together in sync.</p>	<p>OBJECTIVE 4: Early childhood physical and social emotional health promotion and prevention is increased.</p> <p>Strategy 4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children.</p> <p>OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.</p> <p>Strategy 5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families.</p>

	<p>OBJECTIVE 6: Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.</p> <p>Strategy 6.1 Establish shared professional culture and practice between early care and education and K-3 that supports all domains, including social-emotional learning.</p> <p>Strategy 6.2 Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders.</p> <p>OBJECTIVE 8: All families with infants have opportunities for connection.</p> <p>Strategy 8.1 Create a universal connection point for home visiting for families with newborns.</p> <p>OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services</p> <p>Strategy 9.4 Link high-quality early care and education, self-sufficiency, and housing assistance programs.</p>
<p>Family-Centered</p> <p>Early childhood systems are easy for families to navigate and guided by family voice.</p>	<p>OBJECTIVE 10: State-community connections and regional systems are strengthened.</p> <p>Strategy 10.1 Ensure family voice in system design and implementation.</p> <p>Strategy 10.2 Ensure family-friendly referrals.</p>



Systems Change Strategies

To bring about aligned, coordinated, and family-centered early childhood systems, stakeholders representing diverse roles (e.g., families, direct staff, agency leaders, community members, state-level funders, etc.) can pursue multiple systems change strategies (Foster-Fishman & Watson, 2012). The early childhood field has identified numerous strategies to improve alignment, coordination, and family-centered approaches (see [Raise Up Oregon](#) report for examples). The community change literature has also identified the following general elements of effective systems change strategies.

Strategy Elements	Details
Addressing Root Causes of Local System Issues	Effective systems building efforts engage diverse stakeholders (e.g., families, service providers, leaders, etc.) in selecting, adapting, and/or co-designing strategies to address multiple, interrelated root causes affecting the alignment, coordination, and family centering of local early childhood

	systems. These root causes are identified by local stakeholders and data sources (Foster-Fishman & Watson, 2017; Hodges, Ferreira, Israel, 2012).
Cross-Sector	Effective strategies address root causes across multiple sectors such as education, health, social services, housing, and economic development (Early Childhood Systems Workgroup, 2013).
Integrated	Effective strategies are coordinated and aligned across stakeholders, organizations, and initiatives spanning multiple ecological levels (e.g., community, county, state, nation/tribal, etc.) to promote synergy and avoid duplication or interference (Burns, 2007).
Implemented Effectively	System building efforts engage diverse stakeholders in effectively planning and implementing strategies within the local community context (Fixsen, Naom, Blasé, Friedman, & Wallace, 2005; Foster-Fishman, Wattenberg, You, Collins, McAlindon, 2012).



Effective Early Learning Hubs

One common systems building/change approach is the creation of collaborative partnerships (Cheadle, et al., 2008). A large number of collaborative partnerships have formed over the years to address an array of social issues, including equity in kindergarten readiness (Kagan & Kauerz, 2012). Collaborative partnerships include people and organizations across multiple sectors working together to achieve their shared goals. These partnerships can engage in multiple activities such as needs assessments, strategic planning, community organizing, policy advocacy, and developing and launching a range of systems change strategies (Roussos & Fawcett, 2000). Collaborative partnerships range greatly in their effectiveness, and even seasoned partnerships often experience significant barriers to their success (Siegel et al., 2018). Fortunately, the literature has identified several elements that enable collaborative partnerships to more effectively pursue systems building. These elements are described below.

Elements of Effective Partnerships	Details
Shared Vision	Clearly defined shared goals. Effective shared visioning processes engage stakeholders representing multiple sectors (e.g., health, education, etc.) and roles (e.g., families, direct providers, leaders, etc.) in clearly defining the ultimate population-level impacts they want to bring about for children and families, which local groups of children and families are experiencing the greatest inequities related to these impacts, and the multiple systemic issues or “root causes” getting in the way of these impacts within the local community (Foster-Fishman & Watson, 2018).

	<p>Explicit focus on equity. Shared visions are more likely to improve outcomes for all children and families when they explicitly embed equity as a priority (Wolff et al., 2016).</p> <p>Shared measurement. Effective shared visions engage diverse stakeholders – including families and members of the local community - in defining a comprehensive set of outcomes and indicators around prioritized child and family impacts and targeted local systems changes (Early Childhood System Workgroup, 2013).</p> <p>Empowered champions. Effective early childhood collaborative partnerships identify and empower local leaders to champion their shared vision with organizations, community members, and elected officials (Scott, 2013; Washington, 2011).</p>
<p>Engaged Cross-Sector and Community Partners</p>	<p>Engagement of stakeholders representing diverse perspectives. Effective collaborative partnerships engage stakeholders from the following groups: families with children experiencing inequities in early childhood outcomes; cross-sector direct services providers working on issues affecting priority children and families; cross-sector, high-level leaders in position to make decisions on changes and the allocation of resources; people from local neighborhood settings where priority families live (e.g., faith-based leaders, neighborhood organizations, businesses; Early Childhood Systems Working Group, 2013; Foster-Fishman & Watson, 2017; Scott, 2015; Siegel et al., 2018).</p> <p>Engagement in all phases of the work. Effective collaborative partnerships engage stakeholders representing diverse perspectives (e.g., families, direct service providers, community members, leaders, etc.) in all phases of the work – including understanding barriers to system goals, designing and implementing strategies, and learning for continuous improvement (Foster-Fishman & Watson, 2017; Checkland & Scholes 1990; EquityXDesign, 2016)</p> <p>Distributed leadership and decision-making. Effective collaborative partnerships promote shared and distributed leadership by sharing the power to set goals, shape agendas, and make decisions (e.g., about policies, strategies, and next steps) with stakeholders representing diverse sectors and roles – including families experiencing targeted inequities (Hargreaves, 2017; Roussos & Fawcett, 2000).</p> <p>Enabling Collaborative Infrastructure. Effective collaborative partnerships create enabling group infrastructures that: 1) provide safe spaces for stakeholders to talk honestly about local system problems and develop creative solutions; 2) legitimize the perspectives and decision-making power of all stakeholders; and 3) self-organize and evolve in response to current needs and opportunities (e.g., action team created to address a targeted problem and then removed when problem is resolved; Foster-Fishman & Watson, 2017).</p> <p>Supported Engagement. Effective collaborative partnerships provide the necessary supports and conditions to ensure all stakeholders – especially families experiencing targeted inequities – can fully and authentically engage in the change efforts (Foster-Fishman & Watson, 2018).</p>

<p>Systems-Focused Problem Solving and Action</p>	<p>Use of Systems Thinking. Effective collaborative partnerships use systems thinking to: 1) understand how the characteristics of their local early childhood system – including cross-sector goals, decision-making processes, policies, practices, connections, resources, program components, mindsets, and the interactions between these elements – are serving as barriers to alignment, coordination, and family-centered approaches; and 2) design strategies to address these barriers; and 3) guide effective implementation (Coffman, 2007; Foster-Fishman et al., 2007, 2012; Stroh, 2015).</p> <p>Use of Qualitative and Quantitative Data. Effective collaborative partnerships gather and use qualitative and quantitative data from diverse perspectives and sources to help understand and address system barriers and guide implementation (Early Childhood System Workgroup, 2013; Foster-Fishman & Watson, 2017).</p> <p>Aligned Action Planning. Effective collaborative partnerships help stakeholders across ecological layers (e.g., community, county, state/tribal, national, etc.) identify actions they can take to pursue systems change strategies (Foster-Fishman & Watson, 2017). Effective partnerships help to clarify, align, and support these actions (Roussos & Fawcett, 2000). In many communities, local partnerships also provide “guidance back to the state on how the state can effectively manage resources and ensure quality” (Coffman et al., 2006, p. 4).</p>
<p>Continuous Learning and Improvement</p>	<p>Short Cycle Feedback Loops. Effective collaborative partnerships continuously gather short cycle feedback on their efforts to identify emerging implementation barriers and assess to what extent strategies are starting to make a difference in targeted systems changes and ultimately child and family outcomes (Bowie & Inkelas, 2014; Foster-Fishman & Watson, 2017).</p> <p>Aligned Learning and Continuous Improvement. Effective collaborative partnerships use rapid feedback to learn about their progress and inform decision-making, including how to address implementation barriers, redesign strategies to better meet local conditions, and scale successful changes (Eoyang & Holladay, 2013; Foster-Fishman & Watson, 2017). These learning and continuous improvement processes are more likely to promote aligned action when they engage stakeholders across ecological levels (e.g., community, county, state/tribal, national, etc.).</p>
<p>Strategic Convening</p>	<p>Neutral Role. Effective collaborative partnerships are supported by convener staff who take on coordination, administration, communication, and facilitation roles to promote the partnership functions listed above. These roles are clearly defined to ensure conveners remain neutral and focused on “<i>building</i> community leadership as opposed to <i>being</i> the leadership” (Wolff et al., 2016).</p> <p>Systems Change Competencies. Effective collaborative partnerships are supported by convener staff who are skilled in systems thinking, meeting facilitation, community engagement, planning, communication, organizational and financial management, data management, diplomacy and negotiations, conflict management, and change management (Clifford, 2013; Roussos & Fawcett, 2000; Siegel et al., 2018).</p>

Continuous Communication Processes. Effective collaborative partnerships put processes in place to ensure timely, ongoing, and culturally responsive communication about decisions, activities, and progress to stakeholders in and out of the partnership (Early Childhood System Workgroup, 2013; Kegler et al., 2007). This communication allows stakeholders to have the information they need to be informed and active members of the systems building efforts (Foster-Fishman et al., 2001).

Flexible, Sustainable Funding Mechanisms. Effective collaborative partnerships have comprehensive financing structures that align local, county, state, and national funding to support the partnership functions listed above and their systems building strategies. Examples include leveraging shared savings agreements (e.g., reinvestment of savings resulting from system building efforts into the partnership), cross-sector blended/braided funding approaches, health plan and/or hospital community benefit investments, line items in existing public agency budgets, in-kind support, sliding scale membership fees, and corporate/business resources (Preskill, 2014; Community Toolbox, 2020).

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EARLY LEARNING HUB SYSTEM



Denise Swanson, Hub Operations
Manager, Early Learning Division

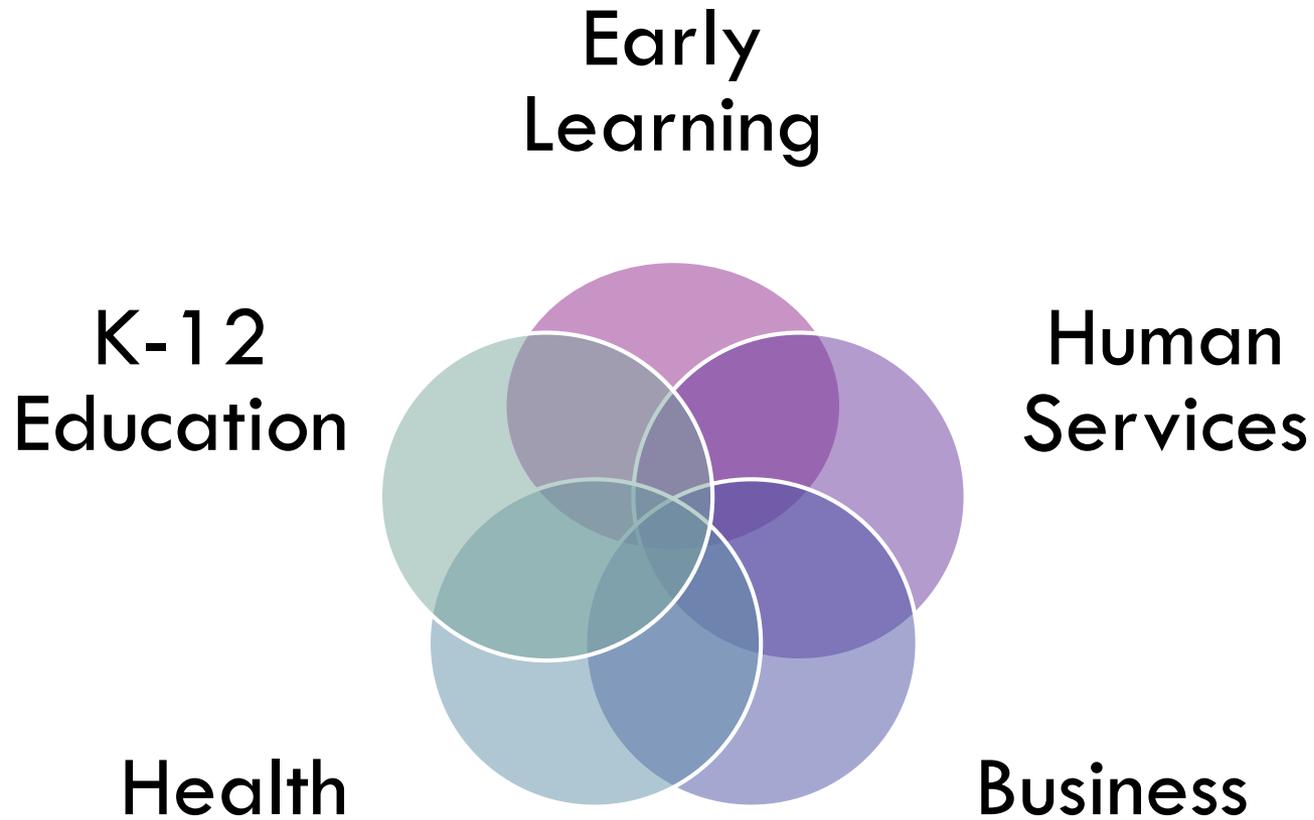


Goals of the Early Learning Division

- Children arrive at kindergarten ready to succeed
- Families are healthy, stable and attached
- The Early Learning System is coordinated, aligned and family-centered



Working Across Sectors



Role of Governance

- Drives the work of the Hub at all levels
- Works collectively to have clearly defined goals
- Uses shared data and measurement
- Engages stakeholder from diverse sectors and backgrounds including parents
- Has an explicit focus on equity
 - Including understanding barriers to system goals, designing and implementing strategies, and learning for continuous improvement

Hubs Role in the System

- Create a **shared table** for early learning
- Use data to identify their hub's **priority populations**
- Create implementation plan to **address identified needs**
- Ensure that plan effectively implements **strategies to reach traditionally underserved populations**
- Work with partners to identify resources needed in order to **achieve strategies and create system change**
- **Make investments** in partners or providers to help them **serve more children**

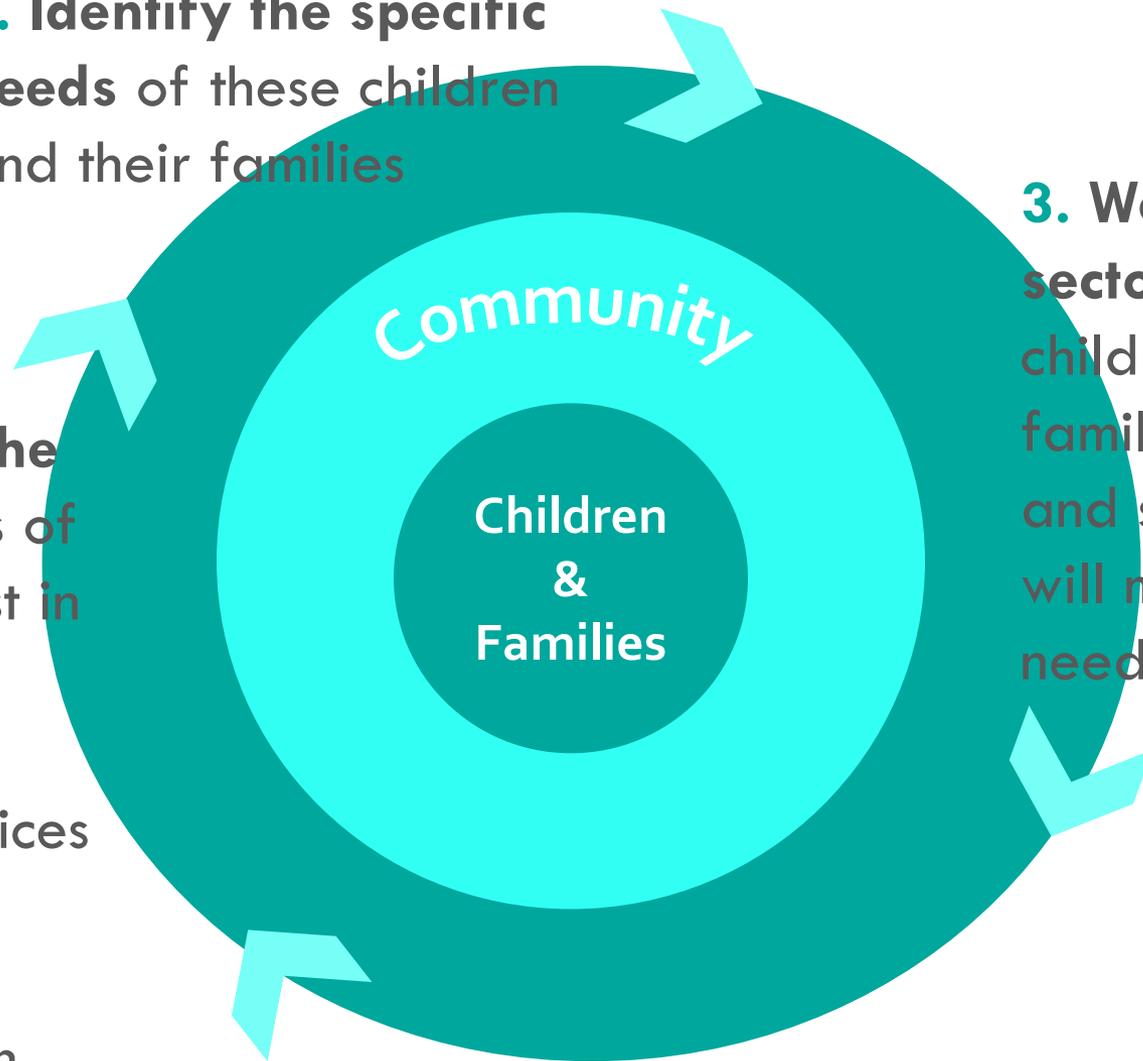


1. Identify the populations of children most in need of supports and/or services prior to entering kindergarten

2. Identify the specific needs of these children and their families

3. Work across sectors to connect children and families to services and supports that will meet their needs

4. Account for Outcomes collectively across the system



Hubs Funding



- Hub Coordination Funds
- School Readiness
- Stable Attached Families
- Family Support-Title IV-B
- Coordinated Enrollment
- KPI-Kindergarten Partnership and Innovation

How are Hubs Successful

- Well Integrated Backbone
- Engaged Governance Council
- Parent Input through Council or other
- Data driven decision making
- Community voice is key
- Shared strategies and activities



What's Required of Hubs?



- All sectors at the table including formalized relationships
- Strategic Plans
- Work Plans including equity
- Clear linkage of work to metrics/indicators
- Effective use of financial resources

Questions on the Overview

Thank you!

