



HUB METRICS & MONITORING

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The Role of Early Learning Hubs

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- Early Learning Hubs support children furthest from opportunity and their families in the region to learn and thrive by making resources and supports more available, more accessible and more effective.
- Hubs identify the children furthest from opportunity in their community, evaluate the needs of those children and families, and then work to ensure that programs and services reach them and meet their needs.
- Hubs do not provide direct services to children and families.

The Role of Early Learning Hubs



- Building a regional early learning system that connects child development programs, human services, health and K-12.
- Core responsibilities are: identifying children furthest from opportunity, identifying their needs, working across sectors to connect them to services and accounting for outcomes collectively.

Statutory Authority for Setting Hub Metrics

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- HB 2013 (2013) gives Early Learning Council (ELC) authority to establish Hub metrics.
- Original Hub Metrics Committee
 - Composed of Hub leaders, Hub partners and sectors with which Hubs connect, ELC members, Early Learning Division staff.
- Current Metrics adopted by the ELC January 29, 2016.

Hub Metrics Principles

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Metrics should:

- reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
- show a meaningful difference for children, families and the community.
- reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K12, early education and the private sectors.
- reflect the stages of development with a logical progression toward high level outcomes and goals.
- reinforce a focus on reducing disparities for target populations.
- support a strength based approach to the work.
- have a data source that is readily accessible, reliable and valid

Hub Metrics

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Goals:

1. The early learning system is aligned, coordinated and family-centered.
 2. Children are supported to enter school ready to succeed.
 3. Families are healthy, stable and attached.
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- **Short-term Indicators:** Indicators or measures that show progress in achieving the outcomes that can be demonstrated in one to two years.
 - **Medium & Long-term Indicators:** Indicators or measures that show progress in achieving the outcomes that can be demonstrated in three to five years.

Early Learning System is aligned, coordinated and family-centered

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- 1-1.A** 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.
- 1-1.B** The hub has active participation of leaders from all five sectors within their governance structure.
- 1-1.C** 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.
- 1-1.D** 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.
- 1-1.E** The hub utilizes mechanisms to share funding and blend/braid resources actively
- 1-2.A** Demonstrated meaningful engagement with children and families from all of the communities served by the hub.
- 1-3.A** Demonstrated engagement with culturally-specific community based organization as partners in delivery of services to children and families
- 1-4.A** Program participation data demonstrates increase in services to children and families from identified priority populations.
- 1-5.A** Hub demonstrates that their operating administrative overhead is below 15% annually.

Children are supported to enter school ready to succeed

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- 2-1.A** The hub has demonstrated shared activities among early learning providers, families, and K-3 partners.
- 2-2.A** 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.
- 2-3.A** 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.
- 2-4.A** Increase in percent of children who receive a developmental screen before the age of 3.
- 2-5.A** Increase in percentage of children enrolled in kindergarten before start of school year.

Children live in healthy, stable and attached families

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

3-2.A 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.

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

Process & timeline for revising Hub Metrics

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- Early Learning Council Measuring Success Committee created in June, 2016
- Tasked with developing performance measures for the early learning system and recommending revision to Hub metrics to the ELC
- ELD surveyed Hubs on the strengths and weaknesses of current metrics
- ELD staff held a work session with the Hubs on metrics at the January learning collaborative
- Recommendations scheduled for ELC in May, 2017

What Metrics Do

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- **Signal priorities:**

- ▣ What is the work?
- ▣ Where should we focus?

- **Help track progress:**

- ▣ Where are we succeeding?
- ▣ Where do we need to concentrate more energy and resources?
- ▣ Where do we need to make a course correction?

- **Accountability:**

- ▣ Did the state get what it paid for?

“Contract Model” of Metrics

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- “Tight-loose” – tight on outcomes, loose on how to get there
 - The state is “purchasing” a set of outcomes
 - The performance metrics, baselines and targets define what outcome the state is purchasing
 - If target metrics are met, contract is fulfilled

How Hubs Compare to CCOs

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Similar to CCOs

- Regional & community-owned
- Focus on population-level change
- Outcomes rather than outputs
- Upstream prevention vs. downstream remediation

Different from CCOs

- Children & families don't enroll in a Hub
- Hubs are not direct service providers
- Hubs don't have a "global budget" for early learning services
- Hubs focus on building alignment and connections across sectors
- Hubs have limited authority over those other sectors

Challenges with “Contract Model” of Metrics

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- Measuring coordination & collaboration is challenging
- Limited data sources, particularly for work that crosses sectors
- Population-level changes take more time than one contract cycle

Three Goals of Hub Monitoring

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1. Accountability
2. Measuring progress toward indicators of Hub success
3. Opportunity for self-reflection, learning, and self-guided self-improvement for both Hubs and ELD

Hub Monitoring Process

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- Prior to visit:
 - ▣ Partner Survey (590 responses received)
 - ▣ Narrative Questions
 - ▣ Document Review

- At site visit:
 - ▣ Any additional document review
 - ▣ Reviewing each indicator based on above evidence

Hub Partner Survey: Sample Questions

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- K12, human services, health care, and early learning all participate in the governance of my EL Hub.
- As community barriers arise, I take them to the EL hub for system alignment and shared problem solving.
- Parents and families' voices are heard and affect my EL hub's strategies and decision-making
- I invest resources in (in-kind and financial) in shared activities or goals with my EL hub.

Strongly Disagree

Disagree

Agree

Strongly Agree

I don't know what this
means

N/A



Timeline & Process for 2017 Hub Monitoring

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- **January 11:** Monitoring packets distributed to Hub leaders
- **Jan 13-Feb 3:** Hubs work with partners to fill out partner survey
- **February 15:** All Hubs submit narrative questions and any requested documents
- **Late Feb thru April:** Site visits
- **May-June:** Hubs develop Continuous Quality Improvement Plans
- **June 22:** Summary of findings to ELC
- **July:** Debrief and review of process with Hubs.
- **July – Sept:** Implementation of any significant corrections or actions to be taken.

Hub Evaluation: Legislative Authority

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□ SB 213 (2015) requirements:

- The Early Learning Council shall conduct an evaluation of Early Learning Hubs that assesses the efficacy of the Early Learning Hubs with respect to:
 - Creating an aligned, coordinated and family-centered system of early learning services;
 - Increasing coordination and collaboration among entities involved in, and providers of services related to, early learning services, education and health and human services;
 - Increasing focus on outcomes; and
 - Improving outcomes, including but not limited to outcomes associated with school readiness, for populations defined by statute or rule as being at-risk.
- The evaluation performed must also assess, with respect to Early Learning Hubs:
 - (a) Governance structure;
 - (b) Funding mechanisms and metrics for providing funding; and
 - (c) Compilation and use of data.
 - (3) The council may contract with a third party to perform the evaluation required by this section.
 - (4) No later than February 1, 2019, the council shall submit a report to the interim legislative committees on education and early learning regarding the findings and recommendations made as a result of the evaluation performed under this section. The report shall include recommendations for legislative changes based upon findings and recommendations made as a result of the evaluation.

Hub Evaluation: Evaluation Goals

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- Contract with Education Northwest
- Goals:
 1. To provide the Oregon Department of Education (ODE) the information needed to provide evidence to the Legislature in support of continued funding of the Early Learning Hub system. Education Northwest and Marzano Research will support ODE in meeting this primary evaluation goal by gathering existing data, collecting new data, and analyzing the existing and new data to address two components of the Early Learning Hubs' legislatively required mission.
 2. To assist the ODE to strategize how to address the other components of the Early Learning Hubs legislatively required mission. Education Northwest and Marzano Research will support ODE in meeting this secondary evaluation goal by supporting them in utilizing data gathered through their newly-launched Hub monitoring process and other existing data sources.

Hub Evaluation: Timeline

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- **January 2017 – June 2017:** Design Hub Evaluation
- **July 2017 – March 2018:** Conduct Hub Evaluation
(including document reviews, stakeholder interviews, surveys, data analysis, and social network analysis)
- **April 2018 – June 2018:** Develop final written report



Questions?

