

Hub Roles and Indicators Logic Model: For Hub Leaders 2018

Version for EL Hub Collaborative: SP; 1/31/18

This logic model was developed by the Measuring Success Committee as the foundation for completing Hub Metrics in 2018. The Hub Roles were approved by the Early Learning Council in June of 2017. It is intended to guide the work of Hub leaders and other stakeholders as they begin measuring Indicators, sharing promising practices and participating in Working Groups to develop Hub-wide Indicators from which to measure the success of the Hub System over time.

MS Roles of the Hubs	MS Indicators/Outcomes	Indicators in Hub Work Plans – New or Adjusted	Hub Pilot Measurements	Hub Outputs
<p>2.1 The role of the hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.</p>	<p>Early learning and K-12 professionals demonstrate increases in shared language, activities, and expectations regarding kindergarten readiness.</p>	<p>~ Number of EL and K-12 professionals who include Trauma Informed practices in the learning environment and demonstrate understanding that racism is trauma</p> <p>~ Increased number of culturally relevant materials for promoting early kindergarten sign-up</p>	<ul style="list-style-type: none"> ● PSU’s PD evaluations ● Survey of attendees’ ability to implement strategies ● Increase in parent knowledge around effects of truancy/attendance issues in early childhood and kindergarten programs. ● Increase in school staff comfortability in discussing attendance with parents and families. ● School kindergarten attendance rates. ● Professional Learning Team Evaluations ● TPP (Teaching Preschool Partners) Report: results of training providers across EL ● Interviews with K teachers on PP integration and child preparation for K. ● Conduct evaluations from disability rights conference (ABI) and EC mental health providers training (ECMH) ● PAX Behaviour report: Decreases in classroom off-task behaviors as indicated with existing PAX classroom spleem count data. ● Number of teachers implementing Good Behaviour Game ● Documented continuity of services between preschool programs and K-12 ● Satisfaction/Quality Improvement Survey of P-3 Work group ● ELD Monitoring process/Partner Survey 	<p>~ Number of Preschool Promise teachers connecting with K-3 teachers at their school settings during shared PD.</p> <p>~ Number of professional development trainings that include racism as a form of trauma.</p> <p>~ PAX Behaviour report: Number of teachers trained</p> <p>~ Number of people participating in trainings & attendance for PLTs</p>

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2.1B	K-12 and early learning partners demonstrate common data collection and tracking strategies for decision-making and partnership activities.	~ Work with district curriculum directors to collect school level data on kindergarten readiness in September using local assessment tools of schools. Create aggregate longitudinal data to track progress. (<u>Activity</u> – hub saw no role or indicator to connect this to)	<ul style="list-style-type: none"> • Kindergarten assessment indicators • Kindergarten readiness screening • CLARA Database, BabyLink • Documented increase in the use of common data sources 	~ Ongoing analysis of KA data for district. Quarterly completion of Hub ~ ~ Data Collection Form ~ Number of professional learning teams and number of times convened
2.2 The role of the hub is to facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family's comfort and engagement at their child's school.	Families report increased comfort and engagement in the school setting.	~ Increased number of schools using a replicated model to promote mutually supportive and accountable relationships between educators and families (ELM).	<ul style="list-style-type: none"> • Pre-and post-cohort evaluation for Soc-Emotional Pyramid Training • Client surveys for families • Community Participation and Exit Surveys • Early Learning and kindergarten programs report an increase in parent comfort and engagement, increase in kinder readiness, increased early registration and improved attendance • Parenting Skills Ladder • PSU Process evaluation of eight hub-funded P-3 schools • DIBELS scores • Parent survey • KPI data report: # schools participating; # families attending training • PSU Family Engagement Surveys • PSU Parent Surveys • Demographic data • Increase in parent involvement in the classroom (part. Families from priority pops?). • User engagement surveys from Kinder Transition programs • Percentage of parents who received 	~ ELM (See their indicator to left) - Number of schools using KPI each school year ~ # of families participating in Bridge programs

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			<p>leadership opportunities, trainings and was involved in decision making</p>	
<p>2.2B</p>	<p>Families report increase in their child’s readiness for kindergarten (<i>this may be able to blended into indicator above</i>)</p>		<ul style="list-style-type: none"> ● Kindergarten readiness screening data ● Observation notes from teachers ● Early Learning and kindergarten programs report an increase in parent comfort and engagement, increase in kinder readiness, increased early registration and improved attendance ● Parent Surveys for EL STEM kits to be developed ● Parent Survey created by Hub - currently in place and is regularly distributed and analyzed. ● Kindergarten parent survey ● Family Event Survey conducted at the end of each school year ● User engagement surveys from Kinder Transition programs ● Ongoing analysis of KA data for districts. ● Quarterly completion of Hub Data Collection Form ● Review Kindergarten Readiness/Assessment Scores – annually ● # parents reporting increased child literacy skills (Latino Early Literacy Project) ● # of community partners using key messages in their campaigns. ● % parents who received leadership opportunities, trainings and was involved in decision making ● Vroom data report 	<p>~ Imagination Library – # of children enrolled, by age, location – program data base ~ % children retained in the program by year – program data base and parent survey ~ Attendance sheets</p>

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2.2C	Schools report increased early registration and improved kindergarten attendance		<ul style="list-style-type: none"> • Kindergarten attendance records • Participation rates in early registration • Focus groups verify effectiveness of culturally specific materials in K Sign Up Campaign • Track demographics of EKT (Early Kindergarten Transition) programs – do they match the school demographics (point of early sign-up is to connect for EKT) • User engagement surveys from Kinder Transition programs 	<p>~ # of children served</p> <p>~ Kindergarten Launch - # participating districts; # participating families</p>
<p>2.3 The role of the hub is to work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.</p>	<p>Increased number of children from priority and focus populations who are:</p> <ol style="list-style-type: none"> 1. Part of a timely and effective referral system, from screening to services. 2. Engaged in culturally responsive services 		<ul style="list-style-type: none"> • # additional clinics participating in ASQ referral process; # referrals resulting in assistance to child • DHS data points, demographic analysis, early learning providers, home-visiting data points, WIC data point • Increase in data reported by parent education and home visiting programs • 211 Quarterly Data Reports & Narrative reports from Community Engagement Coordinator • Vista Logic Database – Number of entries, closed looped referrals • The racial/ethnic representation of our region is represented in our partnering organizations • Hub Partner Survey in 2019 • Parent Survey annually (Native Literacy Project) • Satisfaction survey with Warm Springs education, cultural and heritage and Health and Human Services, elders and native language teachers • Increased KA Literacy Scores • Every child has a preschool placement • More CBOs engaged with the Hub 	<p>~ Community Input resulting in a final map of resources by community</p> <p>~ # Native language books designed, published and distributed</p>

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			<ul style="list-style-type: none"> • Demonstrated increase in connections with community leaders from priority pops • Percentage of parents who received leadership opportunities, trainings and was involved in decision making • Increased ability to support parents and caregivers from priority pops taking on leadership roles in Hub • Family Resource Coordinator Reports • PP Monthly, Quarterly and Annual reports • Hub’s website analytics • Demographic and participation data from people who participate in referral network • Short survey to providers 6 months following delivery of resource to gauge use and effectiveness of tools • # of providers referring families to OKN (referral network). • # of families participating in OKN • Community partners referral records & Help Me Grow Database 	
2.3B	<p>Prioritization of children from priority populations utilizing ELD programs (HS/OPK, home visiting, etc.)</p>		<ul style="list-style-type: none"> • # children on waiting lists • Tribal partner participation in regional council and local committee • Kindergarten Parent Survey (developed by Hub) • Preschool Promise Monthly, Quarterly and Annual reports • Demonstrated increase in connections with community leaders from priority pops 	<p>~ Number of attendees for Ready! For K, Play2Learn, and VROOM</p>

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2.3C	Increase in front line health provider referrals to early learning and early childhood resources		<ul style="list-style-type: none"> ● # health care providers contacting Help Me Grow for referrals for their patients ● Referral data from EI/ECSE ● CCO Quarterly Report ● # of community partners using key messages in their campaigns. ● # of providers referring families to OKN (referral network). ● # of families participating in OKN 	
2.4 The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.	Increased number of providers in underserved communities	<p>~ Increased number of providers offering culturally relevant early learning activities (ELM).</p> <p>~ Increased diversity of resources supporting early care providers in Providers in Practice (PD) Program</p> <p>~ 2.4.C. Increased number of KITS programs offered through Lane County</p> <p>2.4.D. Increased number of families from focus and priority populations who participate in KITS</p> <p>Increased number of children from priority population experience early learning activities that prepare them for success in school (ELM)</p>	<ul style="list-style-type: none"> ● ELM – (Measurement for their indicator to left, 2.4D) Preschool Promise data: number served, income eligibility, demographics, attendance and quality rating of preschool provider ● Increase in child care options ● Number of providers in the networks and children in their care who are from priority populations ● Number of providers from priority populations who are coached by a QIS from a culturally similar background. ● The racial/ethnic representation of our region is represented in the partnering organizations ● Demonstrated increase in connections with community leaders from priority pops ● Family Event Survey conducted at the end of each school year ● Narrative Report from CCR&R ● SPARK data ● FCCN reporting tool ● Hub Partner Survey in 2019 ● Annual Review of Kindergarten Readiness/Assessment Scores ● # parents reporting increased child literacy skills (Latino Early Literacy Project) 	Eastern - Preschool Promise Coordination ELM- Preschool for all Initiative – Dedicated staff person in place Political champion signed on LBL – Ongoing analysis of KA data for district. Quarterly completion of Hub Data Collection Form

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2.4B	Increase number of providers participating in SPARK		<ul style="list-style-type: none"> ● # of providers following up on recommendations ● # portfolios submitted ● # of master trainers ● Class observations ● Attendee evaluations ● KA Scores ● Increased number of star rated child care programs ● Number of providers who become C2Q. ● Number of providers advancing their Spark rating level.. ● Increased number of providers with 4 or 5 star ratings ● 211info (?) - number of parents inquiring about quality rating of providers. ● CCR&R Quarterly reports 	
2.4C	Increase in provision of early learning activities in non-traditional environments (caregivers, health providers, etc)		<ul style="list-style-type: none"> ● Increase in parent self report they have reading materials, increased literacy in their children ● # of children receiving services, by demographic and location ● Quarterly Data Reporting and continuous improvement adjustments as needed ● Retention and parent satisfaction survey data(Brush, Book, Bed) ● Kindergarten Parent Survey (Hub generated) ● Increase in # children participating in ___ program (numerous hubs) 	~ Training Wheels - # of packets provided to families

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<p>3.1 The role of the hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.</p>	<p>Increased referrals to and use of food, housing and other basic supports</p>	<p>~ Increased opportunities for culturally specific CBOs to design and take charge of early learning/family support work in their own communities (ELM).</p>	<ul style="list-style-type: none"> ● Client Satisfaction Surveys ● Family Event Survey conducted at the end of each school year. ● Via Community Ed Workers - numbers and demographics of participants, types of assistance requested from CEWs and accompanying referrals, administration and results of ASQs, participant satisfaction and cohort development ● Vista Logic Database – Number of entries, closed looped referrals ● Increased utilization of 211 ● # of providers referring families to OKN (referral network). ● # of families participating in OKN ● CCO Quarterly Report ● Ongoing analysis of KA data by district. ● The racial/ethnic representation of our region is represented in the partnering organizations ● Percentage of parents who received leadership opportunities, trainings and were involved in decision making 	<p>~ Number of books/publications or materials disseminated</p> <p>~ Number of child care providers trained about 211 and CCRs</p>
<p>3.1B</p>	<p>Increased utilization of financial supports, such as ERDC, Earned Income Tax Credits, etc.</p>		<ul style="list-style-type: none"> ● No Wrong Door directory and number of applicants utilizing services ● Client Satisfaction Surveys ● Increase in forms submitted for child outdoor play day, car seats, etc. ● Pre/post surveys for participants of Leadership for Equity Cohort/trainings ● Post evaluations of “Growing Kindness” trainings ● 211 data ● OPEC data (Parenting Now) ● Survey of Home Visitors and Family Resource Navigators 	

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			<ul style="list-style-type: none"> • Completed community map of resources • OPEC data 	
3.2 The role of hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.	Identification of common goals and plan for implementation with CCO and health partners related to social determinants of health	Increased number of Health sector partners incorporating early learning goals into their strategic plan and funded work (ELM).	<ul style="list-style-type: none"> • # of health sector partners incorporating early learning goals into their strategic plan and funded work • Demonstrated increase in Hub engagement in Community Health Needs Assessment and CHIP • CCO claims data • Public Health surveillance data • # of emergency room visits as reported by CCO • Demonstrated changes in Policy and Shared Plan 	Number of outreach activities, number of volunteers, number of host families, number of host churches, number of families (Faith based respite care for families)
3.2B	Increased shared strategies by health and early partners to identify and address barriers to children’s healthy physical, cognitive, and social development		<ul style="list-style-type: none"> • Number of families and children served. • Number of referrals and completion of referrals. 	
3.3 The role of the hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.	Increased community awareness of protective factors.	<p>3.3.C. Parents are accessing evidence-based, culturally-specific education programs to build family resilience and increase protective factors against abuse or neglect. (Lane)</p> <p>Increase the number of families at risk of abuse and neglect who access preventative services such as home visiting, relief nurseries and parent</p>	<ul style="list-style-type: none"> • Family Event Survey conducted at the end of each school year. • Parenting Skills Ladder • Hub’s website analytics • Parenting Skills Ladder 	~ Number of parenting activities in school catchment areas

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		education.” (Yamhill)		
3.3B	Increase in number of families at risk of abuse and neglect who access preventive services such as home visiting, relief nurseries, parent education, etc.	3.3.C. Parents are accessing evidence-based, culturally-specific education programs to build family resilience and increase protective factors against abuse or neglect (Lane).	<ul style="list-style-type: none"> • Quarterly completion of Hub Data Collection Form • Community partners referral records & Help Me Grow Database Training for providers of parent training – post-training satisfaction survey • Parenting Skills Ladder (x4 hubs!) • Parent development with child protective factors via observational rating scale (FIND) • Caregiver child interactions via Parent Sense of Competence Scale (FIND) • Stress level of caregivers via Parenting Stress Index (FIND) • # families who access HV services 	~ Attendance and rosters for trainings for providers, educators and parents.
3.4 The role of the hub is to work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.	Children from focus and priority populations are accessing well-child visits, dental visits/dental home, immunizations, etc, they need to be healthy.		<ul style="list-style-type: none"> • County currently tracking numbers and demographics of participants, risk factors, service utilization, implementation of evidence-based curriculum, types of assistance requested, administration and results of ASQs, family satisfaction • Collaborative strategies in each county measured by CCO annual Cost and Utilization reports, inc. Inpatient, Outpatient, Emergency Dept, Ambulatory Surgical, Radiology/Lab/Path, Primary Care, non-Primary Care, Maternity, Specialists, Mental health, dental, Pharmacy, and other • CCO Claims data (well-child visits, screenings, immunizations...) • Quarterly completion of Hub Data Collection Form • Vista Logic Database – Number of entries, closed looped referrals • # children who attend 6 or more well-child 	

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			visits by 15 months <ul style="list-style-type: none"> • # children current on their vaccinations on their second birthday • Community partners referral records & Help Me Grow Database • Traffic on MidValley Parenting website • Increased registration in & completion of classes through MVP 	

Definition of Focus and Priority Populations:

Hub Focus Populations: Defined in HB 2013 as children at risk of entering school not ready to learn due to factors including but not limited to: (A) Living in a household that is at or near poverty, as determined under federal poverty guidelines; (B) Living in inadequate or unsafe housing; (C) Having inadequate nutrition; (D) Living in a household where there is significant or documented domestic conflict, disruption, or violence (E) Having a parent who suffers from mental illness, who engaged in substance abuse or who experiences a developmental disability or an intellectual disability; (F) Living in circumstances under which there is neglectful or care-giving; (G) Having unmet health care and medical treatment needs; and (H) Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care, or juvenile or adult corrections.

Hub Priority Populations: After identifying focus populations, early learning hubs do an additional analysis of their focus populations regionally to identify priority populations that, through targeting of investments and activities, the hub’s historically underrepresented or underserved children and their families will experience significantly more success toward the early learning system’s three main goals over time. This is a strategic subset of the focus populations identified by each hub’s stakeholders.