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From: Tom George, ELD Research Specialist

To: Hub Metrics Workgroup

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RE: Overview of proposed evaluation of Early Learning Hub System

Hub Evaluation

Purpose: Design and conduct a system-wide, mixed methods evaluation on the progress of the 16 Early Learning Hubs toward achieving their shared goals, and develop a report for the Early Learning Council which addresses, but is not limited to, the legislative requirements and includes recommendations.

Background: 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 Council awarded the first six Hub designations in November, 2013, and had finished awarding all sixteen Hubs as of June, 2015. Hubs regions are defined by county boundaries and consist of between one and five counties each encompassing all 36 counties in Oregon.

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 direct provision of services is not a core function of Hubs. Hubs have addressed this by separating their collaborative and coordination responsibilities from direct service provisions in Hubs where the backbone organization is also a direct service provider.

Early Learning Hub Evaluation

In 2015, the Oregon Legislature enacted SB 213 regarding the Early Learning Hubs, amending ORS 417.827. In part, SB 213 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 legislative requirements regarding the Hub Evaluation are as follows:

(1) The Early Learning Council shall conduct an evaluation of Early Learning Hubs that assesses the efficacy of the Early Learning Hubs with respect to:

- (a) Creating an aligned, coordinated and family-centered system of early learning services;
- (b) Increasing coordination and collaboration among entities involved in, and providers of services related to, early learning services, education and health and human services;
- (c) Increasing focus on outcomes; and
- (d) Improving outcomes, including but not limited to outcomes associated with school readiness, for populations defined by statute or rule as being at-risk.

(2) The evaluation performed under subsection (1) of this section 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.

Previous legislation (HB 2013) defined the Hub focus populations 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 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.

Activities	Deliverables
1. Conduct at least three one-hour meetings with Early Learning Division (ELD) staff, Early Learning Council members, and Hub staff to better understand research questions, goals,	1. Meeting agendas and notes 2. Final evaluation plan including stakeholders

<p>intents, governance structures, funding streams, established Hub metrics, data sources and processes and other pertinent aspects of the Early Learning Hub system.</p> <p>2. In coordination and consultation with the ELD, develop a final evaluation plan.</p>	<p>to be recruited for participation.</p>
<p>3. Develop supplemental qualitative and quantitative data collection instruments</p> <p>4. Develop participant consent forms</p> <p>5. Review all instruments and forms with ELD staff.</p> <p>6. Obtain IRB approval for the evaluation from an accredited institution.</p> <p>7. Recruit participants from key stakeholder groups.</p>	<p>1. Final IRB approval from an accredited institution</p> <p>2. All data collection instruments</p> <p>3. Signed participant consent forms for key stakeholder meetings</p>
<p>8. Conduct key stakeholder interviews, focus groups, and/or surveys with:</p> <ul style="list-style-type: none"> a. Early Learning Council members; b. Early Learning Division Leadership; c. ELD Hub staff; <p>And for each of the 16 Hubs:</p> <ul style="list-style-type: none"> d. members of the Hub Governance Councils; e. Hub staff; f. Hub partners from each of the five sectors (early 	<p>1. Monthly meetings with ELD staff to discuss progress on the evaluation</p> <p>2. Monthly progress report on the number of key stakeholders who completed participation in interviews, focus</p>

<p>learning, health, human services, K-12, private sector);</p> <p>g. parents;</p> <p>h. staff of collaborating community based organizations.</p> <p>Information from stakeholders must address, but is not limited to:</p> <p>a. the perceptions of members of the Early Learning Council on the progress of the Hubs;</p> <p>b. supports and technical assistance provided by the ELD to the Hubs;</p> <p>c. all legislative requirements of SB 213.</p>	<p>groups, and/or surveys</p>
<p>9. In coordination with ELD staff, track and compile quantitative data from:</p> <p>a. the ELD (for the Quality Rating & Improvement System, Oregon Prekindergarten, Head Start, Relief Nurseries, Healthy Families Oregon, Kindergarten Partnership & Innovation, Focus Child Care Networks, and Mixed-delivery preschool);</p> <p>b. partnering state agencies and organizations (Oregon Dept. of Education, Dept. of Human Services, and Oregon Health Authority);</p> <p>c. Hub programs and activities;</p> <p>d. previous relevant evaluations;</p>	<p>1. Quarterly progress reports on the compilation on quantitative data</p> <p>2. Proposal(s), if any, to conduct additional research activities to better understand outcomes associated with Hub early learning services.</p>

<p>e. related public data; for the purpose of evaluating progress of Hubs on each of the relevant Hub metrics.</p> <p>10. Conduct additional research activities for the purpose of evaluating whether Hubs are achieving positive outcomes in relation to</p> <ul style="list-style-type: none"> a. improving school readiness; b. promoting early learning within healthy, stable, and attached families. 	
<p>11. Develop a final report for the Early Learning Council which includes, but is not limited to:</p> <ul style="list-style-type: none"> a. an executive summary of the findings; b. an introduction describing the previous system of delivering early learning services prior to the creation of the Hubs, guiding models in other states for the creation of the Hubs, and the process of Hub development; c. a section describing the current status of each 16 the Hubs, barriers to progress, and significant accomplishments; d. a section on Hub governance structures, funding mechanisms, Hub metrics, and the compilation 	<p>1. Final evaluation report</p>

<p>and use of data;</p> <p>e. a section on Hub and related ELD activities as viewed through the Oregon Equity Lens and efforts to reach focus populations;</p> <p>f. using quantitative and qualitative data and analysis, a section on progress toward the goal of, and outcomes associated with, an aligned, coordinated, and family-centered system of early learning services across the five sector partners in early learning, K-12 education, health, human services, and the private sector;</p> <p>g. using quantitative and qualitative data and analysis, a section on progress toward the goal of, and outcomes associated with, kindergarten readiness within legislatively defined at risk populations;</p> <p>h. using quantitative and qualitative data and analysis, a section on progress toward the goal of, and outcomes associated with, promoting early learning within healthy, stable, and attached families;</p> <p>i. a section with conclusions and recommendations.</p>	
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