

EARLY LEARNING SYSTEM DASHBOARD DEFINITIONS

CHILD & FAMILY LONG-TERM OUTCOMES	MEDIUM-TERM INDICATORS OF PROGRESS	MEASURES OF STRATEGIES	MEASURES OF SYSTEM STRATEGIES
<ul style="list-style-type: none"> ▪ <i>Should get at the ultimate outcomes we are working towards</i> ▪ <i>Should directly get at the three main early learning system outcomes.</i> ▪ <i>Should be a measure of actual <u>outcomes</u> not a measure of access, quality, or of an outcome for a specific program (e.g., not percent of kids enrolled in high-quality prek)</i> ▪ <i>Should be measured at the population level (all kids entering Kindergarten and <u>not</u> kids who attended a high-quality prek)</i> ▪ <i>May take five or more years to demonstrate progress</i> <p><u>Examples:</u> Children arrive at school ready to succeed <i>Measure:</i> Percentage of Oregon’s children who, as demonstrated by OKA, have social-emotional, early literacy, and early math skills that put them on the trajectory for success in school</p>	<ul style="list-style-type: none"> ▪ <i>Child and family outcomes that research demonstrates are associated with achieving the long-term outcomes.</i> ▪ <i>Should be a measure of actual <u>outcomes</u> not a measure of access, quality, or of an outcome for a specific program</i> ▪ <i>May also require five or more years to demonstrate progress?</i> <p><u>Examples:</u> Children developmentally on track at age three <i>Measure:</i> ???</p> <p>Parents who read to their children ever day</p>	<ul style="list-style-type: none"> ▪ <i>Should be directly tied to the strategies recommended by the sector lead partners and adopted in the Early Learning Council strategic plan</i> ▪ <i>Should measure progress in implementing strategy or effectiveness of strategy</i> ▪ <i>Should be able to demonstrate measurable progress in two to three years</i> <p><u>Examples:</u> <i>Strategy:</i> Increase access to high-quality prek <i>Measure:</i> percentage of Oregon’s 3- and 4-year olds enrolled in prek <i>Measure:</i> percentage of kids enrolled in prek who show gains in social-emotional and academic skills during program year</p>	<ul style="list-style-type: none"> ▪ <i>Should be directly tied to the strategies adopted in the Early Learning Council strategic plan</i> ▪ <i>Should measure progress in implementing strategy or effectiveness of strategy</i> ▪ <i>Should be able to demonstrate measurable progress in two to three years</i> <p><u>Examples:</u> Percentage of children flagged by a developmental screen who receive follow up services</p>

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