

Early Learning Hubs Outcomes and Indicators

Goal	Short Term Indicators ¹	Med/Long Term Indicators ²	Outcomes
1. The early childhood system is aligned, coordinated and family-centered	1. Strategic plan is in place and details the role of all five sectors in achieving shared outcomes for children and families. 2. Demonstrated active participation of leaders from all five sectors in governance of Hub. 3. MOU's are in place with partners from all five sectors that specify shared outcomes and activities. 4. MOU's are in place with partners to share data about budgets, services provided and children served. 5. Mechanisms to share funding and blend/braid resources are actively being used and can be verified. 6. Demonstrated meaningful engagement with children and families from all of the communities served by the Hub. 7. Demonstrated engagement with culturally-specific Community Based Organization as partners in delivery of services to children and families. 8. Program participation data demonstrates increase in services to children and families from focus populations.		1. There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, early learning programs, business) 2. Catalytic and transformative leadership is demonstrated 3. All five sectors can demonstrate alignment of agendas, strategies and resources 4. Partners share data and information 5. All five sectors demonstrate coordination of activities 6. The voice of families and communities served by the Hub guides the work of the Hub 7. Family Resource Management function has been developed 8. Disparities in access to services and supports are reduced and services and supports are culturally responsive
2. Children are supported to enter school ready to succeed	1. Number of Children from OPK, Head Start or other waiting lists served by a Hub partner program. 2. Increase in number of QRIS providers	1. Increase in percentage of children in Kindergarten with consistent school attendance by demographic group. 2. Decrease in disparities in percentage	1. Children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school;

¹ Indicators or measures that show progress in achieving the outcomes that can be demonstrated in one to two years.

² Indicators or measures that show progress in achieving the outcomes that can be demonstrated in three to five years.

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	serving “hot spots” and communities of color. - Increase in percent of children who receive a developmental screen before the age of 3. - Increase in percentage of children enrolled in Kindergarten before start of school year.	of Kindergarten children of color and from low-income families with consistent school attendance. - Increase in Kindergarten Assessment scores in each domain by demographic group. - Decrease in disparities in Kindergarten Assessment scores for children of color and children from low-income families. - Increase in percentage of children in third grade who are reading at grade-level by demographic group. - Decrease in disparities in percentage third grade children of color and from low-income families who are reading at grade level.	- Families are supported as their child’s first and most important teachers; - Early care and education programs and providers are equipped to promote positive child development; - Children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten; and - Disparities in outcomes for children of color and from low-income families are reduced.
3. Families are healthy, stable and attached	- Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4 or 5 tier QRIS program. - 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. (note: there are data challenges in tracking this indicator that need to be addressed.) - Increase in the percentage of children on OHP who make it to regular visits in their primary care home.	<i>The Hub Metrics Committee is seeking recommendations from the Child and Family Well-being Measures</i> <i>Workgroup for medium and long-term indicators to track progress towards this goal.</i>	- Families have positive physical and mental health, supported by access to high-quality health services; - Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care; - Families have adequate resources to meet their needs, such as housing and transportation, and supports to strengthen their resilience to stress; and - Working families have access to safe and affordable child care that promotes positive child development.