Charge

# The Early Learning Division (ELD) is convening early learning, family support and health system partners to participate in an Ad Hoc Infant-Toddler Assessment Work Group. The ad hoc work group is charged with completing the Zero to Three® Infant-Toddler Self-Assessment Assessment Toolkit, including collection of needed data, review of assessment results, and development of a set of recommendations that support the growth areas identified through the process. [Download the Zero to Three® Self-Assessment Toolkit here](https://www.zerotothree.org/resources/359-infants-and-toddlers-in-the-policy-picture-a-self-assessment-toolkit-for-states).

Project Goals

The goal of this effort is to use an analysis of the assessment results to inform a set of recommendations to leaders and decision-makers aimed at strengthening Oregon’s infant-toddler policies and service delivery systems. The process will include data analysis as well as stakeholder and family feedback.

This will position Oregon to take the next steps to ensure infants, toddlers and their parents, including all children of color, children experiencing poverty, children experiencing developmental delays or disabilities, and children learning English as an additional language have access to the supports and services they want and need. This work is supported and reflected in Oregon’s early learning, family support and health delivery systems, which aim to support children to learn and thrive by focusing on the following goals:

* + Healthy pregnancies and births
  + Healthy and on-track whole-child development, including physical, cognitive, social and emotional growth
  + Stable and attached families
  + Systems to support infants and toddlers that are aligned and coordinated

**The objectives are as follows:**

1. Utilize community engagement principles to mobilize and engage a community of stakeholders and families to participate in the Zero to Three® Assessment Toolkit process and participate in reviewing Oregon’s infant-toddler systems.
2. Collect relevant data to share with stakeholders and the community that will allow us to identify key questions for further examination and research.
3. Establish effective communication systems with partners across sectors that allow us to gather relevant data and community feedback to inform the assessment process.
4. Together with partners and stakeholders, analyze the data and feedback from stakeholders and families to distill trends and issues that rise to the top.
5. Utilize assessment results to collectively develop preliminary recommendations to share with policy and decision-makers.

**Role of Work Group Members**

Through participation in a series of meetings, workgroups members are expected to:

* Identify and engage diverse stakeholders and families in project surveys/ interviews and review process.
* Communicate about the assessment to their respective networks.
* Identify and gather data needed to complete the assessment.
* Participate in review of the data collected.
* Generate ideas from the results of the completed assessment for formal recommendations that consider how best to integrate ideas with efforts and initiatives already in place in Oregon.
* Establish and maintain an inclusive process for the project.

The expected timeline for this work is as follows:

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| --- | --- | --- | --- | --- | --- | --- |
| **February**  **March** | | **April** | **May** | **June** | **July** | **August** |
| Project planning and development of guiding principles | Preparation for engagement | Engagement rollout | Strategic plan development | | Strategic plan completion | |
| Translation of materials | Develop methodology | Aggregate and analyze data | |  | Position Description developed and submitted | |
| Develop communication materials | Connect with Sovereign Nations re: data |  |  |  |  |  |

## Principles to Guide the Work

The following principles will be used to guide this work:

**Transparency and Inclusion**

The inclusive process means that all perspectives will be sought after and included: parents, service providers, advocates and system partners, with intentional inclusion of individuals from diverse communities including communities of color, communities with high rates of poverty, individuals who speak diverse languages, rural communities, multiple cultural and ethnic backgrounds, and persons with disabilities.

Oregon’s Infant Toddler Assessment process will ensure transparency by communicating time lines, points of input, decisions and implementations plan in a timely manner.

Partners will come to the table with the intention of creating a system that is best for everyone and be willing to work for true collaboration.

**Recognition of the value of all stakeholders**

Oregon’s Infant Toddler Assessment process will keep children and families at the forefront of decisions. Service providers, advocates, programs, the workforce, and partners will be valued stakeholders.

**Data driven and vision focused**

Oregon’s Infant Toddler Assessment process will use multiple data sources and include input from the early learning field, authentic community engagement, national TA and best practice to complete a principle based assessment of Oregon’s infant-toddler systems. Decisions will be made to ensure children furthest from opportunity are priority for investments, resources, and access.

**Explicit focus on equity**

Oregon’s Infant Toddler Assessment process will challenge institutionalized bias and use the Equity Lens to ensure that the Infant Toddler Assessment partners reflect and include children and families from diverse backgrounds, including: all children of color, all children experiencing poverty, all children experiencing developmental delays or disabilities, and all children learning English as an additional language.

## Representation

The workgroup is comprised of a broad set of stakeholders representing early childhood systems in health, early learning, education, and human services. Additional representation may be added throughout the process.

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| Agency | Division/Unit |
| Early Learning Division (ELD) | Child Care |
| ELD | Early Learning Programs and Cross System Integration |
| Center for Prevention and Health Promotion, Oregon Health Authority (OHA) | Maternal and Child Health Section |
| Oregon Department of Education (ODE)-Oregon Early Intervention and Early Childhood Special Education | EI/ECSE and System Performance Review Agenda |
| Children’s Institute | Health Policy and Programs |
| ELD | Community Engagement Coordinator |
| Department of Human Services | Child Care Policy |
| Oregon Center for Career Development | Director |
| ELD | Healthy Families Oregon |
| ELD | Program Development |
| State Capacity Building Center | Infant Toddler Specialist Region X |
| Ford Family Foundation | Community Capacity-building Coordinator |
| OCDC | Culturally Specific Infant-Toddler Services |
| Oregon Infant Mental Health Association | Infant-Toddler Mental Health Services |
| Infant Toddler Mental Health Graduate Program/Portland State University | Director |

Contact information for lead Early Learning Division staff: [meredith.a.russell@ode.state.or.us](mailto:meredith.a.russell@ode.state.or.us) and

[elisabeth.underwood@state.or.us](mailto:elisabeth.underwood@state.or.us)