Early Learning Council Equity Subcommittee

Report & Toolkit

January 14, 2015

ACKNOWLEDGEMENTS

The creation of this report and toolkit was a collaborative effort. Through this acknowledgement, we express our deepest appreciation and gratitude for each participant's insight, feedback, input and words of wisdom.

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EXECUTIVE SUMMARY

This section is currently being revised to include clear rationale that explains why each strategy, recommendation and implementation approach was chosen and how they will be linked to positive child outcomes.

DEFINITIONS

Will be included in the final report

Overview

	Early Learning Operating Systems	Data & Resource Allocation	Culturally Responsive Practice
Strategy			
Recommendation			

CULTURALLY RESPONSIVE PRACTICE

BACKGROUND

The adaptation and integration of culturally responsive practice among providers, hubs, ELD and ELC will require a whole hearted acceptance of the charge set forth in the OR Equity Lens to "provide services in a way that best meets the needs of our most diverse segment of the population, 0-6 year olds and their families." This will require a fundamental shift and a new approach recognizing that what we have been doing has not, in general, worked well for children of color, and, if we are to reach the 40-40-20 goals, we must abandon previous practices and frames.

Those in positions of authority and responsibility in the early learning system now do not, by and large, share the language and culture of those children who are not well served by the education system. Therefore, we recognize that awareness of implicit bias and its contribution to systemic inequity is an essential component of systems change. There needs to be acknowledgement of the bias inherent in almost everyone who lives in the United States and commitment in all parts of the system of early learning to notice, name, and address those times when bias plays out. All of this will require a significant organizational culture shift on the part of ELC, ELD, the subsidy system, licensing, the hubs, and many child care providers. Each of these recommendations outlined below relies on the implementation of a new culture that communicates that culturally responsive practice towards staff, teachers, families, and children must be the standard AND bigotry and prejudice in both overt and micro-aggression form is unacceptable. Staff must be empowered to speak out when they notice these things and get support when it is directed at them.

Strategy
Examine personal and organizational attitudes and beliefs as they relate to Oregon's diverse children and families. Acknowledge that culture informs how we communicate, shapes the way we receive information, and frames the thinking process of groups and individuals. Commit to reforming the educational system to reflect cultural responsiveness and cultural assets through policies, procedures and practice so that our most diverse population can learn in an environment data shows they need to learn the skills necessary for Kindergarten success.
Recommendation
Develop a process to ensure that cultural responsiveness is woven into the fabrics of institutional, personal and instructional dimensions.

CULTURALLY RESPONSIVE LEADERSHIP

ORGANIZATIONAL CLIMATE, CULTURE & COMMUNICATIONS

The organizational climate and culture of ELC, ELD, hubs and providers must support openness and learning with equity as a priority.

- **Create a climate within ELD, ELC, hubs and providers organizations that promotes acceptance, inclusion and respect.**

Individuals throughout the system need to be trained and supported to identify and become aware of how racism plays out in the workplace, early learning spaces, and community. They need to be protected from retaliation if they bring up issues of race or racism.

New Scientific Research: The Neuroscience of Inclusion and Exclusion

Include a summary of this research

- **Select Anti-racism training**
  - **Send ELD Equity Team members through 2-3 racial equity training programs (see examples below) to evaluate their relevance to operationalizing the OR Equity Lens**
  - **Once identified, ensure funding and release time for all staff to attend Equity training over the next 18 months**
  - **To follow up and integrate training, create time and space for courageous conversations on Racial Equity through bi-weekly Communities of Practice sessions to process and problem-solve equity issues in a safe space.**

Options for Internal Division PD
ODE Equity Unit PD
Unpacking the Oregon Equity Lens
Intent vs. Impact
Race & Privilege
Micro-aggressions
Assertive Community Engagement
Asset-mapping

Options for External PD Opportunities
Developing Equity Leadership through Training and Action DELTA
Oregon Diversity Conference
PAUSE DHS Diversity Training

Center for Educational Equity
Oregon Leadership Network
Courageous Conversations
Undoing Racism: The People's Institute for Survival & Beyond
Dismantling Racism: Western States Center

Additional options for anti-racism training for professional development on advancing racial equity are included in appendix A.

- **Create affinity groups for staff to build mutual support, address workplace concerns, talk about pressing inequities, think about systems transformation and identify action steps.**

Each team will have the following specific roles in these implementation approaches:

Early Learning Division Teams	Facilitate group conversations on each section of the OR Equity Lens to consider what it means for each unit
Courageous Conversations	To follow-up and integrate training, create time and space for discourse on racial equity to process and problem-solve equity issues in a safe place.
Affinity Groups	To follow-up and integrate training, create time and space for members of affinity groups to process and problem-solve equity issues in a safe place.

Over time, it will be important to track progress against these goals and hold ourselves accountable for real change.

- **Disaggregate annual ODE survey data on equity climate for ELD to inform and strengthen the equity plan.**
  - **Encourage hubs to complete annual surveys on equity climate among staff and subcontractors to identify areas of strengths and areas for growth.**
  - **Establish Community Advisory Board or alternate governance structure to advise the ELC and ELD.**
  - **Require hubs to have some governance structural component that allows community and parent voice to guide planning, improvement and review of early learning services.**

SERVICE-BASED EQUITY

- **Ensure that services reflect the population of children birth-5 by identifying and removing barriers to access, and using OR Equity Lens question 2 before implementing new policies or practices.**
    - o **Routinely evaluate all data related to utilization of early education to surface on-going issues in access, service delivery, barriers and**
    - o **Use standards in the Protocol for service based equity to develop a plan for funding, professional development, service revisions and policy and practice review, revision and implementation.**
- **Children's language and culture are honored and reflected physical environments, curriculum and activities with children and interactions with children and families throughout early learning spaces. Hubs and ELD set standards for these practices that are routinely reported on by providers.**
- **Staff have time and opportunity to learn about emerging cultural groups in their community so that children and families are welcome and engaged.**

- **Staff use preferred cultural norms including greetings, family conventions, welcoming culture, healing beliefs, and spiritual needs.**
- **Food served to children in early learning spaces are culturally familiar.**

- **Develop and implement a Language Access Plan for all ELD public communications including RFPs, subsidy, QRIS and licensing documents of all kinds (including forms, policies, instructions and publicity materials).**
    - o **Prioritize funding for translation and interpretation services**
    - o **Establish Cross-Sector Language Groups**
    - o **Develop Bilingual Glossaries**

Language Teams

A Spanish and Russian Language Team have emerged to create early learning glossaries that can be used to ensure the use of common language inter and cross-agency. The glossaries will be instrumental in guiding translation projects. The initial development of an ELD language plan is currently underway. See appendix F.

CULTURALLY RESPONSIVE COMMUNITY ENGAGEMENT

The Oregon's Equity Lens states that children who have previously been described as "at risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. Partnerships with culturally-specific community based organizations who know, understand, and are a part of historically underserved populations also represent Oregon's best opportunity to improve overall educational outcomes. Paramount to this work is a shift to community funds of knowledge and community wisdom. Community funds of knowledge refers to the abundance of knowledge, productivity, and resilience available through social networks of exchange. Community wisdom is the collection of strengths, assets, intuition, and skills that brings communities together to solve problems and to overcome challenges collectively. The diagram below describes the varying levels of civic participation that also have a correlation to the degree that community wisdom is used to address community needs.
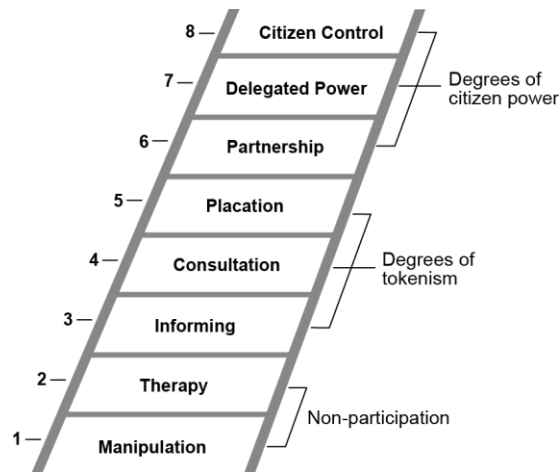
Adapted from Arnstein,S.R, A Ladder of Citizen Participation in the USA in the Journal of Town Planning Institute, Vol 57, No 4, 1971

FAMILY AND PROVIDER VOICE & INFLUENCE
This plan will create a process for how the Early Learning System will include families and providers in the decision-making process.

Use standards from the Protocol to engage parents and families.
- **Through Community Based partners engage families in state level policy-making and funding decisions and early learning hub governance and decision-making**
- **Providers partner deeply with parents of children in their programs, developing strong partnerships between educators and parents. Parents hopes and dreams for their children are prominent in the design of early learning experiences.**

- **Ensure that parents have resources and supports to be successful at supporting children learning outcomes, such as literacy strategies. Some examples of these are OEIB's StORy time campaign, VROOM and Early Learning Multnomah's Literacy Project.**

COMMUNITY COLLABORATION
Community Asset-mapping

Story of Asset mapping project with individual, group and division

- **Partner with Community-Based Organizations to engage families in state level policy-making and early learning hub governance and decision-making**
- **Engage community organizations in state level policy-making and early learning hub governance and decision-making**
- **Identify culturally-specific community-based organizations in each hub who can support hub implementation.**
- **Provide resources and support for community based organizations who want to engage with and navigate state systems.**
- **Deepen accountability and continue asking the questions How does the ELD circle back to hear from community about progress and maintain authenticity in the work? How can the ELD remain authentically engaged with community through the process? What are the feedback loops we have created and need to create?**

Story of Family and Provider Voice and Influence: Early Learning Multnomah

Early Learning Multnomah (ELM) received an early literacy grant from the state prior to start-up. When we joined the grant implementation discussion, the plan was for the library staff to take national best practice materials related to the five keys for early literacy (read, sing, play, write, talk) and get them translated and reviewed by culturally specific providers and then pretty rapidly into the hands of organizations for distribution. We knew that while this was an efficient way to create and distribute materials it was not the best way to influence families of color and culturally specific communities to increase the practice of these early literacy activities. So we asked the culturally specific partners to step into the center of the project and be the experts on their communities, knowing they had extensive experience in working with families and young children in literacy-related activities. We asked the library to move into the role of advisor on these national best practice elements and to use their expertise in sourcing books to accompany the materials. Since the intent of the materials was to support families in doing early literacy activities in their everyday lives, it was important that the materials be easily understood and actually reflect the everyday life of the families who would be receiving them.

It was a complicated and time-consuming process and we had several lengthy meetings with staff and parents from the five communities (Vietnamese, Russian-speaking, African American, Native American and Latino) the library and book vendor. By going the more complicated but significantly more rewarding route of co-creating with the communities who will use the materials, we ended up with a much better product, increased trust with our partners, a pattern of working together with communities of color that sets the tone for the future of ELM work in the community, and a set of materials that resonate with the families who are using them.

By recognizing the culturally specific partners as the experts on their own communities, we avoided two key mistakes. As a group we worked together to create a common tool to accompany the culturally specific booklets. We created a spinner that parents and children could turn that pointed to activities related to the five keys. We had to agree on the activities that were appropriate for all six communities. That took some negotiation and there were some tense moments as well as lots of laughter. A graphic designer prepared the spinner and she designed it in the shape of a lovely dark blue owl with big eyes. ELM staff and the library staff loved it. So did several of our community partners. But for two of our partner communities it was completely unacceptable: the owl was a symbol of bad luck and much too powerful to be used as a toy. If we had not been co-creating the materials with our partners, we would have missed the message we were inadvertently sending with the use of an owl in materials designed for children. It was a significant moment for the whole group and it moved us into a deeper conversation about what associations and meanings we each attach to animals and toys. We learned a lot about each other's cultures as we considered and discarded many images. We finally settled on a bear.

We asked our partners to develop examples of songs and stories for their specific booklet and to gather activities that support writing, playing and talking. Our partners consulted with the families and elders in their communities to compile the materials for the booklets. One of our partners from the Vietnamese community described how complex this process was. Our partner had to think carefully about what words to include in the booklet because families who left Vietnam prior to 1975 and families who left after that time grew up with stories and songs reflecting their childhood experience of very different government systems. We benefitted greatly by the careful work of our partner who recognized this divide and was able to navigate these cultural differences within the Vietnamese community. Our partner created early literacy activities that respected the experiences of the whole community. If we had simply translated dominant culture materials into Vietnamese not only would the materials continue to feel foreign to families but they would have lacked this depth of understanding of the differences within the community.

CULTURALLY RESPONSIVE PEDAGOGY

Culturally responsive pedagogy is the craft of honoring childrens' cultural backgrounds, life experiences, and communication styles by incorporating their funds of knowledge into early learning systems. It is a dynamic, multi-faceted, ongoing process that cultivates caring and community-oriented learning spaces as well as joyful brain building that empower young children to be the leaders of their own learning and to reach beyond their fullest potential. Culturally responsive pedagogy is a shift in educational mindset that can increase kindergarten readiness for all children while narrowing opportunity gaps and eliminating the racial predictability in academic achievement when children enter the formal k-12 educational system.

Geneva Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse children to make learning more appropriate and effective for them. She notes that culturally responsive pedagogy should have the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect children's dispositions, attitudes, and approaches to learning.
- Build bridges of meaningfulness between varying cultural contexts as well as between academic abstractions and lived socio-cultural realities.
- Use a wide variety of engagement strategies that are meaningful to different learning styles.
- Teach children to know and praise their own and each other's cultural heritages.
- Incorporate multicultural information, resources, and materials.

The Early Learning Council is positioned to use the cultural responsive framework developed by Geneva Gay and take the lead in implementing a culturally responsive pedagogical approach to early learning system-building. This strategy has the potential to strengthen the coordinated efforts between state education agencies and foster stronger relationships and partnerships with community-based organizations.

- **Convene a PD workgroup to plan an Early Learning Professional Development Framework**

COMMUNITIES OF PRACTICE
- **Teachers have access to communities of practice that allow them to reflect on culturally responsive practice with children.**

QUALITY EARLY LEARNING PROGRAMS
Parent As Child's First Teacher
Strong Image of the Child as inherently capable and competent
Ongoing Professional Development
Communities of Practice
Courageous Conversations
Application of Courageous conversations into the teaching context
StORytime Campaign
Vroom
Library resources

EARLY LEARNING ASSESSMENT
Acknowledging Historical Trauma
Early Learning Assessment & Cultural Relevance
Culturally Sensitive Assessment Administration
        Kindergarten Assessment
        Developmental Screening

EARLY LEARNING OPERATING SYSTEMS
BACKGROUND

In 2011, SB 909 created the Early Learning Council, charged with developing an outcome plan for Oregon's children. In 2012, HB 4165 directed improvements to early learning services and delegated ELC oversight of the Early Learning System. In 2013 HB 2013 gave even more direction for implementing the Early Learning System. HB 3234 created the Early Learning Division within the Oregon Department of Education that same year. Staff began to be transferred to the new Division in early 2014 with plans for a complete transition of Early Learning Staff in the coming years.

The Early Learning Division is in its' infancy and has been undergoing system transformation and organizational evolution to meet its new stated mission. The organizational structure of the ELD is still developing. There is a need for clarity around how the division rests in the larger entity of the Oregon Department of Education. With clarity of organizational function, equity work can be more effective.

- o **Develop an organizational map of roles within ELD and of ELD within ODE**
- o **Develop a shared understanding among each work group of where they fit in the broader picture.**

An organizational map of the Oregon Department of Education and the Early Learning Division are included in appendix ___

While there is a commitment by the Early Learning Division to equity, a deeper look at organizational beliefs and values is required in order to create policy, procedure, and practice that address institutional inequities at play.

Strategy

Align Early Learning Council & Early Learning Division policy and practice with the Oregon Equity Lens.

Recommendation

Using the Tool for Organizational Self-Assessment Related to Racial Equity developed by the Coalition of Communities of Color and All Hands Raised and the Protocol for Culturally Responsive Organizations developed by Ann Curry-Stevens, Marie-Elena Reyes and the Coalition of Communities of Color:

- Assess the Early Learning Council & Early Learning Division policies and practices
- Establish and implement protocols and procedures to ensure equity-based systems building;
- maintain and review an ongoing equity plan

ORGANIZATION SELF-ASSESSMENT

In the fall of 2014, Dani Ledezma, Education Policy Advisor to Governor Kitzhaber engaged Oregon Department of Education Executive Leadership in the process of assessing current policies and practices within each internal state education agency through an equity lens. The Executive Leadership of the Oregon Department of Education, the Youth Development Division, the Higher Education Coordinating Council, the Oregon Education Investment Board and the Early Learning Division each developed internal equity teams charged with completing the Tool for Organizational Self Assessment Related to Racial Equity created by the Coalition of Communities of Color and the All Hands Raised Partnership. The purpose of the tool is to gather information about current policies and practices as they relate to racial equity and to use the information to build a plan to strengthen and improve policy and practice in 9 domains:

1. Organizational Commitment, Leadership & Governance
2. Racial Equity Policies & Implementation Practices
3. Organizational Climate, Culture & Communications
4. Service-Based Equity
5. Service-User Voice & Influence
6. Workforce Composition & Quality
7. Community Collaboration
8. Resource Allocation & Contracting Practices
9. Data, Metrics & Continuous Improvement

ORGANIZATIONAL COMMITMENT, LEADERSHIP & GOVERNANCE

Early Learning Division Leadership has expressed vision and commitment to the Oregon Equity Lens and will be using it to change policies and practices to close the opportunity gap. This commitment is communicated through the ELD's mission and values.

Describe the process of developing mission and values

Insert mission and values here

EQUITY TEAMS

In order to carry equity work forward, it must be embedded in all aspects of the division. It cannot be left for one or a few individuals to tackle. It must be a collaborative effort. The creation of the following teams is recommended:

The Early Learning Council Equity Subcommittee
To oversee implementation of this Early Learning Equity Toolkit **Equity Team**
To complete the Tool for Organizational Self-Assessment Related to Racial Equity and the Protocol for Culturally Responsive Organizations. Provide guidance, council and leadership in the development of an Early Learning Division Equity Plan.

<div align="center">

Equity & Diversity in QRIS
To develop community engagement and outreach strategies to support QRIS efforts.

Language Team
To provide guidance, council and leadership in the development and
implementation of the Early Learning Division Language Access Plan.

Culturally Responsive Community Engagement
To provide guidance, council and leadership in the development of frequent and
differentiated communication and engagement.

</div>

- **Facilitate group conversations across units on each section of the Equity Lens to consider what it means for their unit**

RACIAL EQUITY POLICIES & IMPLEMENTATION PRACTICES

Be up front and describe that the ELD currently does not have this

- **Use the Protocol standards for racial equity policies & implementation practices to develop a racial equity policy, annual protocol assessment & improvement plan, and a monitoring of progress toward the standards**

- **Apply Oregon Equity lens PRIOR to implementation of any new policy**

WORKFORCE COMPOSITION & QUALITY

Research is clear that a workforce that matches the race, ethnicity and culture of the children being served are better able to serve those children more effectively. The ELD staff, hub staff and early childhood teacher workforce currently does not match the race and ethnicity of children birth to five in Oregon. As a result, our Hiring processes must be re-vamped to attract a more diverse workforce reflecting the diversity of children we serve. The following steps will allow Oregon to achieve this goal:

HIRING PROCESSES
- **Create a written policy emphasizing the value of a diverse early learning workforce**
- **Ensure staff reflects early childhood population:**
  - **Create a demographic profile of the current staff at ELD, hubs and early education workforce.**
  - **Compare workforce demographics to the demographics of children served by State funding and develop a plan for hiring to better reflect the demographics of children being served.**

- **Ensure that there is diverse hiring across the range of job opportunities counting the tendency to hire people of color at lower-pay, lower-skilled jobs.**
- **Ensure all Job Descriptions and Job Announcements reference the Equity Lens and ELD commitment to infusing the Equity Lens into all ELD efforts.**
- **Infuse Equity Lens philosophy into all elements of the hiring process, including Job Descriptions and Announcements, interview processes and hiring criteria.**

Applications

- **Require descriptions of experience with communities of color in cover letters or resume**
- **Ask applicants to reflect on the Equity Lens and it's meaning for the job they are applying for.**

Culturally responsive recruitment:

- **Ensure abundant application pool from communities of color (see Protocol and Community Engagement document)**
- **Conduct targeted outreach to communities of color for job announcements and hiring processes**
- **Advertise heavily to communities of color**
- **Encourage word of mouth recruitment among staff and community members to people of color they know**
- **Extend application submission time windows if the applicant pools do not contain enough highly qualified people of color**

Story:
 example about hiring pool

Hiring Panels, Rubrics and Criteria for Hiring

- **Include bi-lingual as a strongly valued element of hiring criteria**
- **Include a lived history in a community of color as a strongly valued element of hiring criteria**
- **Require knowledge of cultural assets that contribute to early childhood development.**
- **Include people of color representing a cross-section of all ethnic groups on all hiring panels**

- **Include equity subcommittee members, community members (families) and the ODE equity unit members on all hiring panels**
- **Create a hiring decision rubric that reflects the Oregon Equity Lens**

To support the implementation of these recommendations, many resources are included in the appendices and toolkit.
- Appendix D sample community engagement coordinator position
- Pages 58-60the Protocol include great examples of hiring language.

NEW EMPLOYEE ORIENTATION
- **Create an orientation for new employees that communicates ELD commitment to the Oregon Equity Lens and shows how this commitment is reflected in the day-to-day operations of the division.**

ONGOING PROFESSIONAL DEVELOPMENT
Describe program leaders meetings and professional development

Describe program managers meeting and professional development

Describe ELD All-Staff Meeting
- Begin equity dialog at first ever all-staff meeting
- Equity is an on-going element of all-staff meetings

Describe ODE Manager Meetings
Identify and utilize professional development opportunities that are equity-focused to be offered division-wide.

PERFORMANCE EVALUATIONS
Create performance evaluations based on the Oregon Equity Lens Essential Questions.

- Ensure all performance evaluations include elements or questions reflecting the Equity Lens such as "How do you operationalize the Oregon Equity Lens in your work? " See p 62 of the Protocol for great examples of ways include racial equity in performance evaluations.

Require Race to the Top Early Learning Challenge Grant project leads to include equity updates for the projects they manage. The projects include grant management, TQRIS validation study, increasing participation in QRIS, early childhood workforce, developmental screening, enhancing the TQRIS data system, kindergarten readiness and public access.

DIVERSITY, INCLUSION & EQUITY CONTINUUM

NEW: APPLY THE EQUITY LENS IN THE CONSIDERATION OF ANY POLICIES AND PRACTICES

DATA & RESOURCE ALLOCATION
BACKGROUND

In order to achieve these ambitious plans, we must carefully analyze our current resource allocation and fine tune it to ensure that our limited resources are directed to the place they can have the most impact. Good data is essential both to wise resource allocation decision-making and to be able to track our progress against targets to ensure we are on track to achieve the 40-40-20 goals.

Statewide child data disaggregated by race, ethnicity, language and economic status will provide us with information critical to the development of funding allocation formulas and performance tracking. Workforce data disaggregated by race, ethnicity and home language will also support our efforts to build a workforce more reflective of the child populations we serve as the data shows is most effective.

Our current resource allocation processes are very well-suited for mainstream organizations (and not for culturally specifically community-based organizations) and do not have the appropriate incentives necessary to achieving equity goals.

Strategy
Data is used to inform decision-making about how and where funding is allocated to close gaps in achievement and ensure quality of care for all Oregon children, with a special focus on our most historically underserved.

Resource allocation systems are designed to with the Oregon Equity Lens questions and goals in mind, ensuring that the organizational and cultural shifts required to more appropriate serve children are implemented and maintained. |
| **Recommendation** |
| Develop a process to generate regular data on racial diversity in the Early Learning System, collect disaggregated data by race, ethnicity, home language and economic status, and use this data to drive funding and investment at the state and hub levels. |

RESOURCE ALLOCATION
Use standards from protocol to develop plan.

- Review funding allocations by category and in total to ensure that resources are directed to eliminate disparities in outcomes and access.
- Use targeted outreach to address any gaps identified in funding allocation review.
- Use funding to increase cultural responsiveness of hubs and early learning providers.
- Require hubs to report on funding by race and ethnicity by service area compared to their population to ensure funding is directed proportionately.

Use YDC and community fund of wisdom examples in appendices.

RFP and CONTRACTING PRACTICES
- Request for Proposals: Infuse the Equity Lens into all steps of RFP processes.
- Clarify in RFP announcements the way the funding furthers the goals set in the Equity Lens.
- Ensure comprehensive outreach to agencies which historically have served communities of color.
- Ensure that RFP processes include opportunities for site visits and interviews for a wide range of applicants, so that the funds don't just go to agencies which have good grant-writers, but poor history in effectively serving children of color.
- Include members of the ODE Equity Unit and members of the community on RFP decision panels. Ensure that community members receive stipends for participation to cover time off work to participate in the process.
- Ensure that RFP questions include questions from the Oregon Equity Lens.
- Require RFP applicants to:
  o Describe how their staff hired with that funding match the race and cultural background of the children you serve?
  o reflect in their proposal on how their work will further the goals and vision set out in the Oregon Equity Lens.
  o Demonstrate awareness of data regarding children most affected by the opportunity gap and have a plan for addressing any disparities if they are funded.
  o Describe their plan to improve their cultural responsiveness as an organization using the Protocol in Appendix X or equivalent tool.
- Ensure scoring rubrics place high value on serving historically underserved communities.
- Contractees regular reports include responding to questions such as:
  o How are you serving racial and ethnic communities effectively?
  o Give an example of how families have driven program, policy or resource decisions in your programs this quarter.
  o How are families involved in decision-making and hiring processes for positions funded with state money?

DATA COLLECTION
Describe the development of a longitudinal data base system led by OEIB.

- Align demographic categories across funding sources (Head Start, Health Department, etc.) so that providers and hubs do not have to report one family in different demographic categories for different funders.
- Gather data at the point of contact easiest for families. For example, when families enroll in subsidy programs, gather demographic data at the point of enrollment so that providers do not have to report on it.
- Develop a process to generate regular data on racial diversity in the Early Learning System to include demographic information on the:
  - Early learning governing bodies
  - The Early Learning Division workforce
  - Oregon children ages 0-6
  - Early learning workforce
  - Minority women-owned and emerging small business utilization
  - Families and organizations participating in community engagement activities
- Collect disaggregated data by race, ethnicity, home language and economic status from the following groups:
  - children in early learning and k-3 systems
  - children served by star-rated QRIS providers
  - families that participate in community engagement activities initiated by the early learning system
  - children by type of early learning experience (head start, subsidized child care, private pay, family friend and neighbor care, family child care, center care, etc.)

Add implementation approach for the K assessment being under development.

Very important to have K assessment data and need to keep working n the development of the tool so that eventually get good data.

Clarify data use from OR K assessment

METRICS, DATA TRACKING and CONTINUOUS QUALITY IMPROVEMENT

- Use data to describe how the distribution of funds supports the implementation of the OR Equity Lens
- **Ensure hubs regularly report on how their funding is addressing disparities.**
- ELD staff need to include equity issues in reporting, (Use this data to drive funding and investment at the state

Story: Responses to the OR Equity Lens Essential Questions included in the Race To The Top Early Learning Challenge Grant Annual Progress Report for each project)
  - Grant Management
  - TQRIS Validation Study
  - Increasing Participation in QRIS
  - Early Childhood Workforce
  - Developmental Screening
  - Enhancing the TQRIS Data System
  - Public Access

and hub levels to assure early learning programs are representative of the area's population

- Develop a plan for how racial equity outcomes will be monitored and evaluated
- Hub metric system should include reporting on support for and implementation of the OR Equity Lens

QUALITY EARLY LEARNING PROGRAMS: A Cross-category example
- If you are quality, you are culturally responsive (there is commitment to putting that in there)

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