

Discussion Draft for September ELC Meeting

Goals, Objectives and Strategies Component of the Early Learning Council Strategic Plan

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Note: The ♀ is used to denote strategies that are specific to infants and toddlers. Strategies are designed to benefit infants, toddlers and preschoolers in general.

SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

Objective 1: Families have access to affordable high-quality early care and education

Children who attend high-quality early care and education (ECE), i.e., infant toddler care and preschool, are more likely to enter kindergarten ready to succeed and to thrive through their school career and into adulthood. This is especially true for children furthest from opportunity, who tend to participate in ECE programs less often than their peers. Achieving a supply of accessible, high-quality ECE takes sound policy, resources, and the engagement of families. Oregon has made a number of improvements and investments in this system. However, in order to ensure that more children benefit from participation in high-quality ECE, we must first ensure the early learning system includes a strong foundation (i.e., child care licensing), supports and finances programs to progress toward higher quality practices, and ensures communities have resources to scale in a way that supports the different needs of families and children.

Strategy 1. Ensure children are healthy and safe in child care.

- Improve child care licensing standards and support to implement standards, including risk-assessed rules, strengthening technical assistance and monitoring.
- Coordinate investigations into serious violations in child care at the state and local level.
- Identify and address gaps in current licensing authority, including who is subject to licensing.

Strategy 2. Build the supply of ECE programs.

- Improve the state's licensing program and Spark to support pathways to licensure for informal settings and new programs, including business education.
- Significantly increase the number of programs, across ECE settings, that are highly rated in Spark, serve infants, toddlers and preschoolers, and children the furthest from opportunity.
- Use Early Learning Hubs to create community capacity to assess existing supply and expand supply that meets the community's linguistic and cultural context by using housing, K-12, and human services programs and public-private partnerships to improve and provide new ECE facilities.
- Enable integration of Early Intervention and Early Childhood Special Education with other funding streams so that children are served in inclusive ECE settings.
- Create shared service networks within communities to better scale infant and toddler care. ♿

Strategy 3. Increase access to high-quality ECE.

- Create, scale and sustain a state-wide high-quality infant and toddler child care program (i.e. Baby Promise for Infant Toddler care) with a focus on children furthest from opportunity. ♿
- Expand preschool programs (i.e. Oregon Pre-K Program, Preschool Promise, Early Childhood Special Education) to serve more children, especially those furthest from opportunity.
- Integrate quality into child care assistance (e.g., ERDC, TANF child care, and contracted child care slots) by improving payments so that they meet the cost of providing quality by highly rated Spark providers, and incentivize parents to use these quality opportunities.
- Ensure ECE programs meet the cultural, linguistic, and scheduling needs of families.
- Ensure subsidy policy results in continuity of care for infants and toddlers. ♿

- Secure paid family leave to ensure all babies have care in first weeks of life. ♀
- Define quality across ECE settings (i.e. SPARK, Preschool Promise), incorporating cultural and linguistic considerations, and use these definitions in program standards and implementation.
- Ensure that resources that incorporate the cultural and linguistic needs of families are incorporated in provider recruitment and support as well as through training and technical assistance.
- Ensure that the scheduling needs of families are incorporated into all quality ECE programs (e.g. Oregon Pre-K Program, Preschool Promise, EI/ECSE, SPARK).

Strategy 4. Engage families through ECE programs.

- Ensure communities have resources to support family choice in selecting high-quality care that meets their needs.
- Provide clear expectations and supports across ECE settings to implement authentic, two-way family engagement.
- Foster partnerships between ECE programs and community organizations to offer culturally- and linguistically-relevant supports to families.

Objective 2: Children’s health and development is fostered

Children rapidly grow in the first five years of life. Their development is a dynamic process that is fostered within nurturing relationships and interactions with parents and caregivers. The important skills gained during this period become the foundation for all development that follows, including physical, perceptual and motor development, social-emotional well-being, approaches to learning, and cognitive, language, and literacy development. Oregon is a leader in providing health care coverage for children. However, it is estimated that 40% of Oregon’s children, birth through kindergarten entry, will face socioeconomic, physical, or relational risk factors that could compromise their healthy development, school readiness, and future academic success. In addition, 52% of children ages 6-9 in Oregon have tooth decay. Tooth decay is one of the most prevalent chronic conditions of childhood and can lead to having problems with eating, speaking, playing, and learning. In 2013, Oregon ranked last out of 50 states regarding children having at least one preventive dental visit during the year. The focus of the work for the next five years will be on improving the quality of health care, increasing access to oral health, and expanding the capacity to support young children’s health and development overall.

Strategy 1. Ensure quality health care for children prenatal to age five.

- Improve access to culturally and linguistically responsive health care by improving patient-center primary care homes for all young children, strengthening the early childhood focus of Coordinating Care Organizations, and reducing families’ financial burden when using health care.
- Improve access to health care for all children in Oregon through Cover All Kids.
- Advance Oregon's Coordinated Care Model, including the integration of physical, behavioral and oral health for young children.
- Incentivize high quality and evidence-based care such as through value-based purchasing.
- Ensure that the early childhood voice is heard on CCO’s governing boards through representation of Early Learning Hubs.

Strategy 2. Increase the capacity to support young children and their families when they experience trauma or experience other social-emotional concerns.

- Increase the health system's focus on social emotional health and connection to resources for children at risk for developmental delays.
- Increase access to a spectrum of evidence-based, culturally responsive behavioral health services and providers who can serve eligible children from birth through age five (i.e. Parent Child Interaction Therapy), and ensure a focus on children whose families are affected by Substance Use Disorder.
- Provide culturally responsive mental health consultation within early care and education settings to increase their capacity to address the health and development of young children.

Strategy 3. Increase services to support early childhood oral health.

- Increase access to preventive and treatment services for young children, by ensuring oral health integration into primary care, and coordinated access to preventive and treatment services.
- Advance provider trainings such as First Tooth and Maternity Teeth for Two. 🦷
- Continued integration of oral health services in early care and education settings.

Strategy 4: Attend to health prevention and health promotion for early childhood.

- Continue to implement nutrition, physical activity, environmental health, injury prevention and safety policy and services for all children.
- Develop a shared cross-sector approach to support health consultation across ECE settings.
- Develop a shared cross-sector approach for promoting safe sleep across ECE settings, and for families. 🦷
- Develop a shared cross-sector approach to tackle environmental toxins across ECE settings.

Objective 3: Inclusion is expected and practiced

All children deserve the opportunity to develop to their full potential. For children with special needs, this means assuring accessibility, providing additional targeted supports and access to the same full range of early care and education settings as their typically developing peers. Because programs and providers often lack the training and resources to support children with special needs or who do or are perceived to have behavioral challenges, children can be excluded from early care and education settings. Research also demonstrates that earlier developmental delays are detected, the more readily they can be remediated. Building local community-based systems that ensure early learning detection and a family-friendly process of referral to the supports that best address the needs of the individual child and family is essential to achieving that end. Once children are identified, there also need for services to be available to adequately address those needs. Low levels of funding and narrow eligibility requirements mean that children either receive too little supports or are not able to access early intervention/early childhood special education services at all.

Strategy 1. Ensure ECE settings support all children.

- Grow existing training, technical assistance and supports to early care and education programs and identify gaps in current system of professional development for providers so that they can meet the needs of all children in inclusive early care and education settings.

Strategy 2. Provide pathways from screening to services.

- Identify gaps in current community-based referral systems from screening to services and create pathways that address those gaps so that children’s developmental needs are addressed and that families receive timely and useful information. 🚶

Strategy 3. Ensure adequate funding of Early Intervention/Early Childhood Special Education services.

- Increase funding so that that Early Intervention/Early Childhood Special Education services are at an adequate level to support the positive development of children with special needs as defined by the 2010 report to the Oregon Legislature.

Strategy 4. Eligibility for Early Intervention/Early Childhood Special Education.

- Review the criteria used to determine whether a child is eligible for EI/ECSE services and make and implement recommendations around the appropriate eligibility thresholds to ensure that all children needing these services are able to access them.

Strategy 5. Reduce expulsions.

- Develop state policies, guidance and technical assistance and training to reduce expulsions and suspensions, and to eliminate disparities in expulsions and suspensions, for children across ECE settings.

Objective 4: Build and retain a quality early care and education workforce

Responsive caregiver-child relationships serve as the foundation for brain development in the earliest years of life. The early care and education (ECE) workforce serve this critical role for children in child care and preschool programs, and are the single most important ingredient toward high-quality care. Yet, Oregon’s early childhood educators make between \$25,000 and \$35,000 annually. The state has made some progress by requiring compensation parity for educators in its Preschool Promise program, but this is the only program with compensation standards for educators. In addition, we know that professional compensation is a necessary, insufficient condition: educators also need ongoing professional learning supports and positive, supportive work environments in order to implement best practice. As we seek to improve the conditions for the ECE workforce, we must ensure that we maintain and build upon the racial/ethnic and linguistic diversity of the current field and honor the often decades of work that our current educators have contributed toward making the lives of Oregon’s youngest children better.

Strategy 1. Increase understanding of the importance of ECE educators.

- Articulate a statewide vision for a linguistic and culturally diverse ECE workforce in partnership with early childhood educators.
- In collaboration with Early Learning Hubs and other partners, create understanding of the role and impact of early childhood educators among policymakers and the public.

Strategy 2. Improve professional learning opportunities for the ECE workforce.

- Implement a competency-based professional learning system that is culturally and linguistically relevant for educators.
- Ensure communities have data needed to design and evaluate effectiveness of professional learning.
- Increase the relevance and effectiveness of professional learning through job-embedded supports.
- Create better two-way communication between the full diversity of the ECE workforce and policymakers.
- Create competencies and professional learning opportunities that speak to the unique role of infant and toddler educators. 🧒

Strategy 3. Build pathways to credentials and degrees.

- Partner with higher education institutions to ensure degree programs meet the needs of the current workforce, equitably addressing cultural, language and learning needs, and curriculum addresses the P-5 continuum.
- Improve connectedness between credentials, trainings, and degrees.
- Build upon existing scholarship programs to support more educators to attain AA and BA degrees in early childhood.
- Expand opportunities for ECE preparation in high school that can be leveraged in higher education.

Strategy 4. Compensate early childhood educators as professionals.

- Create educator compensation mandates to align with kindergarten educator compensation across all publicly-funded ECE programs (i.e. Oregon Pre-K Program, Preschool Promise, ERDC child care, TANF child care, contracted slots, SPARK).
- Fund and implement educator compensation mandates.

Strategy 5. Improve ECE professional supports.

- Create competencies and professional learning supports for program leadership.
- Ensure ECE program standards address program structures associated with better retention and quality of a culturally and linguistically diverse workforce.
- Collect and use data to improve professional supports (e.g., paid planning time, paid professional development time, compensation, benefits).

Objective 5: Children and families are well supported as they transition from early care and education settings into K-12 systems

Supporting successful transitions from early care and education (ECE) into K-12 systems is critical for ensuring that all children, particularly children furthest from opportunity, are able to enter kindergarten ready to succeed and experience a strong start in school. Oregon has made meaningful strides to support kindergarten transitions over last several years, particularly in relation to the implementation of summertime transition camps and parenting education programs. However, there remains significant work to be done to strengthen and align local practices related to culturally responsive, developmentally appropriate practices in settings in which child learn and grow. The Oregon Kindergarten Assessment continues to be an under-utilized resource for helping policymakers and local early learning and K-12 practitioners gain a deeper understanding of the types of experiences that children have before they arrive at school. Kindergarten transitions, which related to both specific programs and the prenatal-grade 3 systems as a whole, continue to be treated as discrete programs, rather than a holistic set of practices that support seamless alignment between early learning and K-3 for children, families, and professionals. Furthermore, when Oregon rolled out funding for full day kindergarten in 2015, the State provided limited guidance or support to school districts on how to effectively scale up effective practices for full day kindergarten classrooms.

Strategy 1: Establish shared professional culture between ECE and K-3.

- Implement P-3 Professional Learning Teams (PLT's), consisting of both early learning and K-3 educators, with participation in shared statewide and regional professional development activities on the part of both early learning and K-3 educators, including elementary school principals and ECE directors.
- Support school districts to align curriculum, instructional and assessment practices across the P-3 continuum with a focus on developmentally appropriate and culturally responsive practice.

Strategy 2: Scale and expand effective P-3 practice for supporting children's social-emotional learning (SEL).

- Scale and expand the work of Early Learning Hubs and local communities through the Early Learning Kindergarten Readiness Partnership & Innovation program (KPI) and local funding sources, to supporting SEL across the P-3 continuum.

Strategy 3: Build capacity to engage families as key partners in children's learning and development.

- Develop a P-12 family engagement policy framework and implementation strategy, which will highlight promising practices, identify opportunities for training and provide targeted technical assistance to support local communities—through Early Learning Hubs, providers of early learning services, school districts, and elementary schools-- to deepen and improve their practice in relation to systemic and culturally responsive family engagement.
- Leverage ODE's Division 22 Assurance of Compliance to ensure that effective, culturally responsive family engagement practices are taking place at the local level.

Strategy 4: Provide guidance and support to school districts on effective practices for full day kindergarten.

- Through collaboration between ELD and ODE, work directly with school districts to provide on-the-ground coaching and technical supports to strengthen developmentally appropriate and culturally responsive practices in full-day kindergarten classrooms.

Strategy 5: Improve processes and supports for the Oregon Kindergarten Assessment (KA).

- Update the KA to include culturally appropriate and language/literacy measures for children whose home language is not English and who are dual language learner, starting with Spanish.
- Improve the communications and data analysis/interpretation tools for the KA that are provided to the field, as the current tools are insufficient to fully support regional and local decision-making informed by KA data.
- Through ODE's Assessment Unit, provide sufficient support to school districts to ensure that the assessment is administered properly and in ways that are developmentally appropriate, and that policymakers, Early Learning Hubs, providers of early learning services, school districts, and elementary schools have access to timely, accessible, and actionable KA data.

SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE AND ATTACHED FAMILIES

Objective 1: Family health is supported

Children's healthy development depends to a large extent on the health and well-being of their parents and caregivers. Oregon has had recent successes in improving access to preconception, reproductive and timely prenatal care services but disparities in access continue to persist. In addition, one in seven women suffer from postpartum depression, and adoptive parents have similar rates as birth parents. Optimizing parental mental health can break the transgenerational impact of maternal depression, and can help to improve social emotional development, secure attachments, and kindergarten readiness among children. There is also an increasing concern about the impacts of adverse childhood experiences (ACES). 46% of Oregon adults have experienced two or more ACES and 22% have experienced four or more. ACES are often a root cause of many social, emotional, physical and cognitive impairments in childhood, and persist into adulthood with increased rates of chronic diseases, mental illness, disability, and premature mortality. Supporting parents' health and mental health means they are able to provide nurturing relationships and the important parent-child interactions needed for children's health, growth and development, which could lead to improved outcomes, reduced health costs over time, and improved health equity. In addition, covering parents' health care helps create financial stability for the family and increases children's participation in preventative health care.

Strategy 1: Reduce disparities in reproductive health and healthy births.

- Reduce maternal and child health mortality and disparities through the Collaboration for Improvement and Innovation Networks.
- Increase access to traditional health workers (i.e., doulas) and home visiting services.
- Address the needs of women impacted by substance use disorder, such as through integrated prenatal care and SUD treatment, as well as infants affected by neonatal abstinence syndrome.

Strategy 2: Advance family health.

- Improve access to culturally and linguistically responsive health care for parents and caregivers of young children and reduce families' financial burden of healthcare costs.
- Improve access to healthcare for everyone in Oregon (i.e., such as the example of the Reproductive Health Equity Act).
- Advance Oregon's Coordinated Care Model, including the integration of physical, behavioral and oral health.

Strategy 3. Ensure multi-generational (or "2-gen") approaches to health.

- Ensure a continuum of care for children and their caregivers when families are affected by mental health conditions and substance use disorders.
- Address the cross-generational transmission of trauma by identifying and addressing adverse childhood experiences.
- Provide supports to increase family resiliency.

Strategy 4: Address the social determinants of health and equity.

- Build stronger partnerships across public and private sectors, aligning outcomes, and creating incentives to invest in strategies that address social determinants of health

Objective 2: Support Healthy Parent-Child Relationships

The warm, supportive relationship between a caregiver and child is the most important ingredient for positive child development, and the bond formed between parent and child during the first few months of a child's life provide its foundation. Parents want the best for their children. Parenting is challenging regardless of socio-economic circumstances, and difficulties in parenting can be exacerbated by lack of economic resources or opportunity. Economic necessity often forces parents to return to work shortly after the birth or adoption of child when critical bonds and attachments are being developed. Oregon has a strong array of community-based family supports that offer non-stigmatizing parenting and two-generational focused supports. However, their reach is too limited: Oregon currently has space in its parenting education programs to reach 3% of families and only 15% of currently eligible families have access to its evidence-based home visiting programs. Culturally-specific community-based organization have some of the strongest and most trusting relationships with parents, but often lack access to the public resources needed to fully serve their communities.

Strategy 1: Establish an Equity Fund.

- Create an Equity Fund to support community-based cultural-specific organization to extend their reach in providing cultural-specific parenting and early learning supports in their communities.

Strategy 2: Expand parenting education.

- Expand availability and access to community-based parenting education by building off of the philanthropic investment in the Oregon Parenting Education Collaborative (OPEC).

Strategy 3: Scale home visiting.

- Expand access to Oregon's current array of evidenced-based targeted home visiting programs so that more families have access to these supports.

Strategy 4: Provide paid family leave for families.

- Provide a minimum of eighteen-weeks of Paid Family Leave to all families with a new child to support the development of bonding and attachment during this critical window. ☺

Objective 3: Provide safety and stability for families.

Housing, food, and employment instability often creates an environment of desperation and household turmoil that adversely affects the life trajectory of our youngest children. In 2017, Oregon had the second highest rate of homelessness among people in households with children in the United States. 31% of all renter household families with children under age five spend more than half of their incomes

on rent and are considered severely housing cost-burdened. These factors coupled with the high cost of child care are placing families in a complex, insurmountable situation that they are unable to traverse alone. Working with families to increase individualized, relational strategies, Oregon has the opportunity to address what has been increasingly compounded for families over time and put an end to this cycle of inequity.

Strategy 1. Self-Sufficiency is incentivized.

- Create a cohesive, unified approach to disbursement of funding to vulnerable families that includes person-centered case management, wrap-around services and navigation supports to scaffold healthy, safe, and stable home environments. DHS, OHCS and ELD must work collaboratively on this approach.

Strategy 2. Strengthen early learning opportunities for children experiencing homelessness.

- Develop innovative child care networks, connected to affordable housing complexes, focused on equipping early learning providers to deliver relational, trauma informed care so children and their families can leave shelters, exit homelessness, and enter safe and healthy homes, with quality enriched early learning opportunities as their foundation.
- Prioritize housing subsidy and child care to single parents and families with children prenatally to 12 months of age that are experiencing literal homelessness. ☺

Strategy 3. Co-locate housing and ECE.

- Facilitate the opening of high quality family child care and child care centers within affordable housing units and housing developments, through intentional facility design built to specifications that support quality child care environments and include funding for start-up costs and/or other operational incentives.

Strategy 4. Provide preventive parenting support services to reduce family engagement in the child welfare system.

- Building off of the federal Family First legislation, increase access to evidence-based early learning programs such as Relief Nurseries, Early Head Start, parenting education and home visiting programs proven to reduce abuse and neglect for families at imminent risk of entering into the child welfare system.
- Strengthen collaboration between Early Learning Hubs and DHS field offices to increase access to community supports for families at risk for entering into the child welfare system and to develop community-based child abuse and maltreatment prevention strategies.

Strategy 5. Address children with complex needs.

- Integrate a wrap-around service model with multi-disciplinary teams using a unified, collaborative, individualized plan for our youngest children identified as at-risk for removal or already removed from their home due to abuse/neglect, eligible for EI/ECSE, have a mental

health diagnosis, or are involved in two or more systems. Systems and team members would come from but not limited to culturally specific organizations, health, mental health, child welfare, early intervention/early childhood special education, home visiting, and early care and education providers.

- Implement cross system alignment activities and joint home visits a relationship based infant toddler mental health and equity approach, connecting home visitors, mental health professionals and early learning professionals directly with the family. 🧑🏻

Strategy 6. Blend addiction, mental health and parenting supports for families.

- Expand accessible and culturally responsive systems that support family unity while addressing parent co-occurring mental health, addiction, and positive parenting strategies. 🧑🏻

Objective 4: Incorporate Two-Generation Approaches

Two-generational supports that focus on the needs of the children and the adults in their lives in order to build strength, resiliency and hope have proven to be important strategies for building strong families and put children on a trajectory towards success in their adult lives. Policies and practices need to be in place to ensure that services and programs primarily focused on adults, such as self-sufficiency programs like TANF, recognize the needs of the children in their lives. Similarly services and programs focused primarily on children provide connections to supports for their parents. This two-generational approach is particularly important for child assistance programs that have a direct impact both on child development and parent's ability to work. This approach also needs to guide the development of Oregon's systems for referring families to services. Families often lack a non-stigmatizing and accessible connection point to the supports that are available, and that looks at the needs of all members of the family.

Strategy 1: Strengthen Child Care Assistance programs.

- Create a unified policy making mechanism for child care assistance programs, including ERDC, TANF child care and contracted child care assistance, to ensure that programs both meet the needs of working families by providing assistance that adequately covers the cost of quality care and provides access to a broad range of providers and provides strong developmental experiences for the children of families receiving assistance

Strategy 2: Link participation in DHS self-sufficiency programs with high quality early learning programs.

- Ensure, through a combination of referral protocols, waitlist prioritizations, and incentives (such as the Spark bonus for ERDC providers) that children of families enrolled in DHS Self-Sufficiency programs, such as TANF, have access to high-quality ECE programs, such as Early Head Start, Head Start, Preschool Promise and Spark rated program.

Strategy 3: Create a universal family touch point.

- Build, in partnership with local communities, Early Learning Hubs, CCO's and public health agencies, a system to deliver home visits for all families with newborn children that provides parenting information and that helps families with deeper needs connect to additional services.



Strategy 4: Ensure family friendly referrals.

- Working across agencies and with community partners, such as 211 and Early Learning Hubs, develop shared principles for building community level family friendly, respectful and easy to navigate referral system so that families can easily access services and supports.

Discussion DRAFT

SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY-CENTERED

Objective 1: Increase capacity to collect, integrate, analyze and disseminate data.

Oregon is committed to using data-based decision-making to drive positive outcomes for children prenatal to five and their families. This commitment to data-based decision-making is also a strong part of its commitment to equity as Oregon uses disaggregated data to assess impacts on children historically farthest from opportunity. In order to live up to this commitment, Oregon needs to increase its capacity to collect, integrate, analyze and disseminate data across the early learning system and at the state, local and programmatic levels. The state needs to increase its capacity to collect accurate and meaningful data from early care and education programs and share the data back with programs in ways that support on-going quality improvement. As the state's ability to collect solid data from early care and education programs improves, data from these programs needs to be integrated into longitudinal data systems and with data from other systems, so that the impacts of investment and strategies can be accurately assessed. The state also needs to increase the Early Learning Hubs access to data from across all sectors and invest in their capacity to use this data, so that local communities are empowered to make the most effective decisions about how to direct local resources.

Strategy 1: Create and use an early learning system dashboard.

- Create and regularly monitor an Early Learning System Dashboard that fosters collective impact and shared cross-sector, cross-agency accountability for population level outcomes for children prenatal to five and their families.
- Specifically incorporate data on children of color and children from families historically farthest from opportunity.

Strategy 2: Strengthen data-driven community planning.

- Increases access to state and local data, as well as resources, to improve hub capacity to use data in its planning to ensure the highest needs are met and that the greatest impact for children and families is achieved.
- Specifically incorporate data on children of color and children from families historically farthest from opportunity.

Strategy 3: Integrate early learning data across sectors and longitudinally in order to be able to determine impacts of early childhood investment and identify the most effective strategies for supporting positive outcomes for children and their families.

- Specifically incorporate data on children of color and children from families historically farthest from opportunity.

Strategy 4: Build state and program capacity to collect, monitor and analyze data from early care and education programs to support quality improvements in the delivery of early care and education services and programs for children pre-natal to five and their families.

- Specifically incorporate data on children of color and children from families historically farthest from opportunity.

Objective 2: The early learning workforce has shared core knowledge and competencies.

Despite working in different settings, the early learning (EL) workforce – consisting of health, human services, K-12, and the early care and education sector – serves young children and their families largely toward the same end: ensuring children’s health and development is on track. This also requires some common knowledge and skills, as well as partnerships with one another. In order to support families and children in a consistent way, key areas of shared knowledge and competency must be identified and supported in a way that is shared across the entire system.

Strategy 1. Promote shared core knowledge across the family- and child-serving early learning workforce.

- Create and implement opportunities for shared professional learning across sectors in key areas of need – trauma-informed practices and family-centered referral pathways – across all sectors
- Analyze existing core knowledge and competency frameworks or standards across disciplines for the family- and child-serving workforce to identify commonalities and gaps across sectors
- Address gaps in core knowledge through professional learning, including creating shared, cross-sector professional learning

Strategy 2. Improve cross-sector recruitment and retention.

- Through the Children’s Cabinet, require state agencies to report on the diversity of race/ethnicity and language of front-line staff within each sector.
- Analyze data across the early learning workforce to determine common strengths and shared challenges regarding diversity, compensation, turnover, qualifications and professional learning pathways in each sector.
- Use data analysis to create and implement a plan based on the common strengths and shared challenges.

Objective 3: Assure equitable outcomes for families and their young children.

Oregon has demonstrated a commitment to establishing equitable outcomes for children and their families in the state. With the adoption of the Oregon Equity Lens in 2011, Oregon identified the need to improve their collection mechanisms for identifying and collecting data for children and families that are the most vulnerable and underserved in the state and directed more funding to meeting the needs of these families. This work highlighted the need to ensure that families are provided with access to high-quality education, health, housing, and the social services needed to ensure that they could reap the full benefits of an aligned and coordinated system of support. This includes increasing opportunities

for continuous feedback between state systems and families. However, the disparate access to these combined services for families of color, Dual language learners' families, low-income families, and other families historically farthest from opportunity highlights systemic gaps of services that must be interrupted so that Oregon can service all families.

Strategy 1: Create ongoing, bi-directional community engagement with families and community stakeholders.

- Build and connect with preexisting regional parent and community stakeholder groups to create venues to seek feedback and input on current and future work of the system.
- Incorporate culturally responsive community engagement practices to engage communities furthest from opportunities that have not yet been engaged.
- Create a parent compensation model for their cost of attendance to these meetings so that parents and their families can attend for zero out of pocket cost.
- Ensure all community engagement activities meet the cultural, linguistic, and scheduling needs of families.

Strategy 2: Align and expand funding opportunities for culturally specific organizations.

- Develop an early learning system funding policies and practices that includes culturally specific organizations, including infrastructure support and scaling or seeding additional promising programs.

Strategy 3: Equitably distribute resources.

- Create a stakeholder workgroup to review annually all funding and services entering into the early learning system through the Oregon Equity Lens. Use the findings to enhance or shift funding priorities to ensure that exponential progress is made toward supporting children and families historically farthest from opportunity.

Objective 4: Strengthen state-community connections to create streamlined local systems that are aligned, coordinated, and family-centered.

Oregon has programs and resources addressing the different needs of families across the state. However, many do not work together. Vulnerable families who have been historically underserved may become overwhelmed in understanding what they qualify for and accessing those supports successfully. Early Learning Hubs' unique role, in partnership with the other sectors, is to build coherent local systems where families can easily connect with needed supports and services. Each sector has local structures to support the delivery of specific services and programs. However, the Early Learning Hubs are a significant vehicle for how the sectors can come together and have shared impact in improving outcomes for children, families and communities. Over the next five years, the focus of this work is to advance the three system goals at the local level and ensure a shared vision and expectation for improving the outcomes of young children and their families through developing, strengthening and streamlining local systems and developing feedback loops between the state and communities to

improve service delivery, address gaps, and tailor resources to the different needs of communities across Oregon.

Strategy 1: Further develop the local system.

- Ensure all sectors are committed to the role of the Early Learning Hubs as the infrastructure of local efforts needed for building the state early learning system and making progress toward the three system goals.
- Require all sectors be represented on the Early Learning Hub Governing Boards to ensure shared goals, policy and programming are invested in and implementation is coordinated across a region.
- Strengthen the Hub role in providing community needs assessments that meet the requirements of each sector, as well supports coordinated and aligned community planning and shared problem solving.

Strategy 2: Develop shared metrics and engage in shared state-local data informed action.

- Improve how the state sectors provide data to local communities, using shared metrics developed by Measuring for Success.
- Bring state and community leaders together to better understand data in order to track the well-being of children and families in communities, guide a process of continuous quality improvement, and facilitate collaboration across sectors and partners.

Strategy 3: Engage in continuous quality improvement within the Early Learning Hubs.

- Develop a continuous quality improvement process that Early Learning Hubs and their partners can use to identify ongoing learning, improve local system development, and to identify and adapt to emerging shifts in community trends over time.
- Create ongoing feedback loops between the state sectors and communities to improve understanding of policy, foster collaboration around shared goals, and address barriers to implementation in order to make progress toward the three systems goals.

Strategy 4: Ensure family voice in systems design and implementation.

- Increase authentic input of family voice in the design and implementation of state policy and programming.
- Work with Early Learning Hubs and their partners in developing local systems that welcome all families and support their access to programs and services.
- Develop centralized local system to coordinate eligibility of services across sectors.
- Increase the capacity of the Early Learning Hubs to facilitate culturally responsive family engagement activities across their communities.
- Ensure children and families have access to culturally responsive family support services.