

Discussion Draft for October ELC Meeting

Early Learning Council Strategic Plan 2018.10.22

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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: Engage and support families as first teachers.

Families are children's first and lifelong teachers: parent-child interactions are an important and consistent predictor of children's cognitive and social development in the earliest years. Yet, early care and education programs do not always have the resources, guidance, or support to engage families meaningfully as part of their child's learning and development. Furthermore, there is only sufficient parenting education to reach 3% of families and there is an insufficient supply of supports that are culturally-responsive and -specific in order to honor and support the diverse cultural and linguistic context of families across Oregon. Culturally-specific community-based organizations 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. Build capacity to engage families as key partners in children's learning and development.

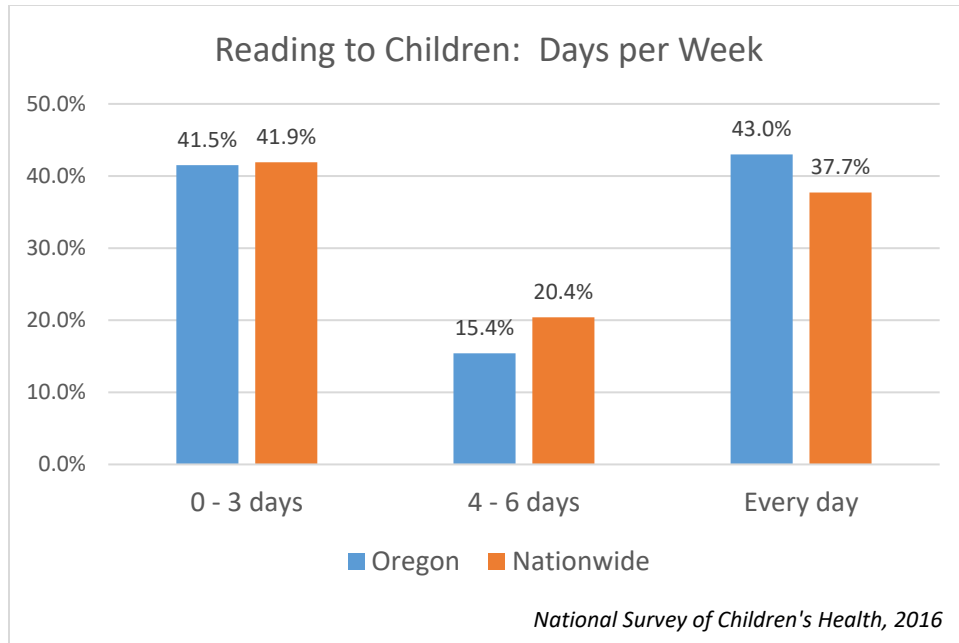
- Develop a P-3 family engagement framework to articulate a statewide vision for best practice in effective, culturally responsive family engagement in early care and education and K-12 settings, including highlighting current promising practice across the state.
- Support regional implementation of the family engagement framework, 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 state K-12 policy to ensure that effective, culturally responsive family engagement practices are taking place at the local level.

Strategy 2. Empower families as partners in inclusive, affordable, high-quality, culturally-responsive ECE.

- 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.

Strategy 3. Expand parenting education and family supports.

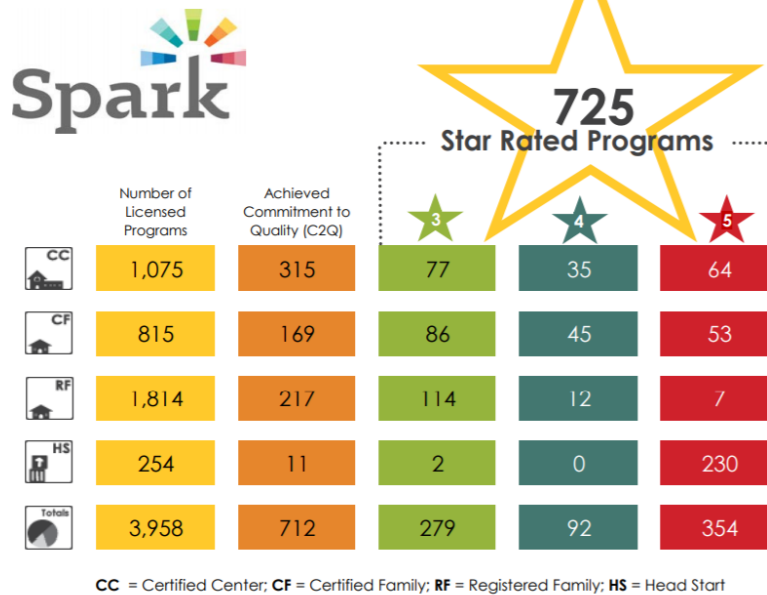
- Expand availability and access to community-based parenting education by building off of the philanthropic investment in the Oregon Parenting Education Collaborative (OPEC).
- Create an Equity Fund to support community-based cultural-specific organizations to extend their reach in providing cultural-specific parenting and early learning supports in their communities.



Source: *National Survey of Children's Health, 2016*. Available at <http://childhealthdata.org/learn-about-the-nsch/NSCH>

Objective 2: Families have access to inclusive, affordable, high-quality, culturally-responsive early care and education that meets their needs.

Children who attend high-quality early care and education (ECE) are more likely to enter kindergarten ready to succeed and to thrive through their school career and into adulthood. Yet, there are significant barriers to accessing ECE for families who are economically disadvantaged – including finding programs that are affordable and meet their scheduling needs – and for families of color – including culturally-responsive or specific care or care that supports the home language. 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 to increase families' access to high-quality ECE; however, we must do more work to ensure that the early care and education sector is build on 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.



Source: Oregon's QRIS Data Facts and County Data Facts for August, 2018. Available from <http://triwou.org/pages/show/qr-is-data-facts>

Strategy 1. Expand access to, and build the supply of, high-quality, (culturally-responsive, inclusive, developmentally appropriate) affordable infant toddler early care and education that meets the needs of families.

- Create, scale and sustain a state-wide high-quality infant and toddler child care program with a focus on children who are historically underserved. 🧑🏽
- Create a regional plan for expanding access and supply of high-quality infant and toddler early care and education, especially to historically underserved infants and toddlers, under the leadership of the Early Learning Hubs. 🧑🏽
- Create shared service networks within rural and urban communities to better scale infant and toddler care. 🧑🏽

Strategy 2. Expand access to, and build the supply of, high-quality, (culturally-responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.

- Expand preschool programs (i.e., Oregon Prekindergarten, Preschool Promise, Early Childhood Special Education) to serve more children, especially those who are historically underserved.
- Create a regional plan for expanding access and supply of high-quality preschool early care and education, especially to historically underserved preschoolers, under the leadership of the Early Learning Hubs.

Strategy 3. Expand access to, and build the supply of high-quality, (culturally-responsive, inclusive, developmentally appropriate) affordable ECE that meets the needs of families.

- Increase the quality of existing programs that serve children birth-to-five who have been historically underserved.

- Use Early Learning Hubs to create community capacity to expand supply by using housing, K-12, and human services programs and public-private partnerships to improve and provide new ECE facilities.
- Facilitate the opening of high-quality family child care and child care centers within affordable housing units and housing developments.
- Improve the state's licensing program and Spark to support pathways to licensure for informal settings and new programs, including business education.
- Enable integration of Early Intervention and Early Childhood Special Education with other funding streams so that children are served in inclusive ECE settings.
- Define quality (i.e. Spark, Preschool Promise) across ECE settings, 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 ECE program standards promote and support programs to meet the scheduling needs of families.

Strategy 4. Strengthen Child Care Assistance programs.

- Ensure policymaking for all child care assistance programs (i.e., ERDC, TANF child care and contracted child care assistance) is unified.
- Increase resources for child care assistance programs.
- Ensure child care assistance is structured to support families' access to a wide-array of child care programs by structuring reimbursement rates to better meet the cost of delivering quality care.
- Ensure child care assistance program policy ensures that options for families meet their scheduling needs and provides strong developmental experiences for the children of families receiving assistance.
- Ensure subsidy policy results in continuity of care for infants and toddlers. ♿

Strategy 5. Build the state's capacity to ensure children are healthy and safe in child care.

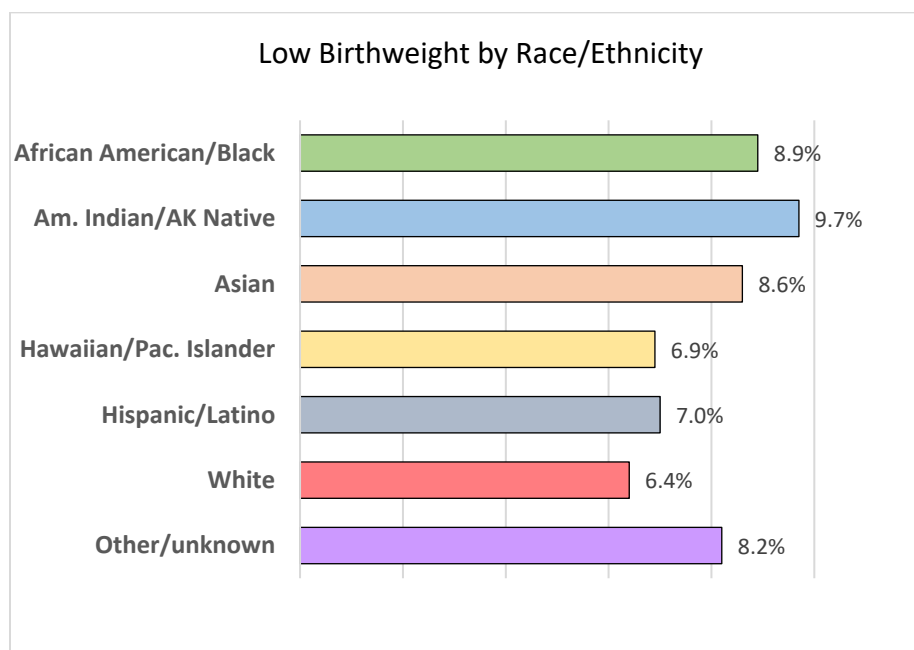
- Improve child care licensing standards (including risk-assessed rules)
- Improve implementation by strengthening technical assistance and monitoring.
- Coordinate investigations into serious violations in child care at the state and local level.
- Identify and address gaps in current licensing authority,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

Strategy 6. Address racial and gender disparities in exclusionary practices and develop a state approach to preventing expulsions and suspensions in early care and education that addresses the multiple drivers of suspension and expulsion.

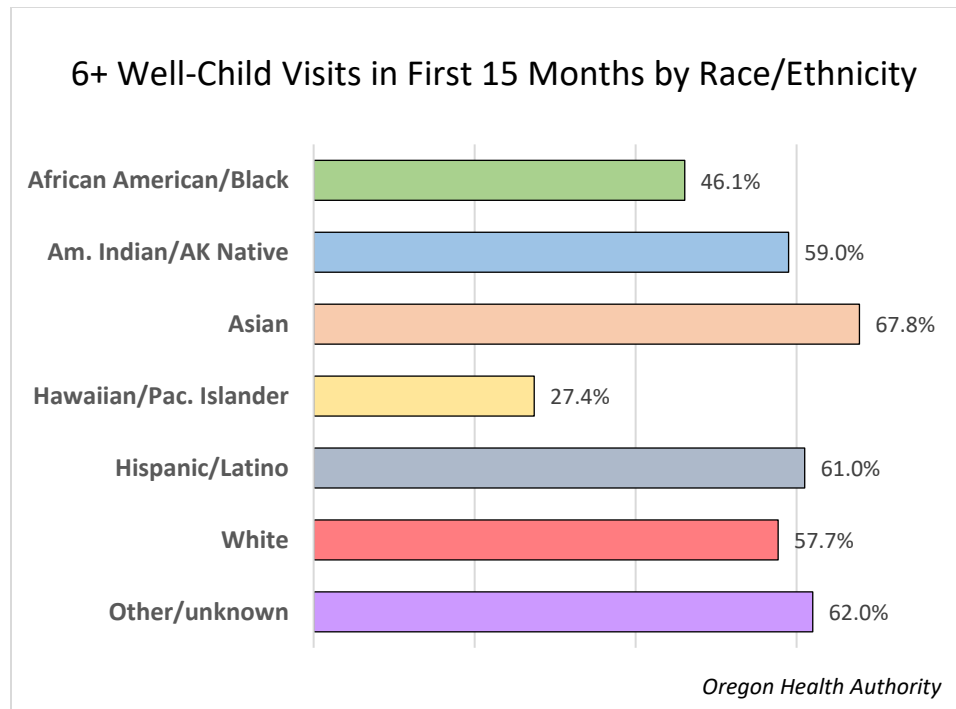
- Strengthen state policies, guidance and technical assistance supports to early care and education to prevent expulsion and suspension in the early years.

Objective 3: Increase physical and social-emotional health promotion and prevention in early childhood.

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; one of the most prevalent chronic conditions of childhood and can lead to having problems with eating, speaking, playing, and learning. The infant mortality rate, while slightly lower than the national average and decreasing in recent years, still indicates significant racial disparities with Native Americans and African Americans being nearly twice as likely to die before their first birthday than other children. The focus of the work for the next five years will be on improving the quality of early childhood health care, increasing access to oral health, and expanding the capacity to support young children's health and development overall.



Source: Oregon Health Authority (2017). Table 2-29, Race of mother and birthweight, Oregon residents. *2017 Vital Statistics Annual Report*, v.1



Source: Oregon Health Authority (2018). *Oregon Health System Transformation: CCO Metrics 2017 Final Report*, p. 109.

Strategy 1. Ensure prenatal to age five health care services are comprehensive, accessible, high-quality and culturally and linguistically responsive.

- Improve access to patient-center primary care homes for all young children.
- Strengthen the early childhood focus of Coordinating Care Organizations (CCO) by adding Early Learning Hub representation on CCO's governing board or using other tools to improve relationships and coordination.
- Increase the integration of physical, behavioral and oral health for young children.
- Incentivize high quality, evidence-based pediatric care, including rural communities.

Strategy 2. Increase the capacity to provide culturally-responsive social-emotional supports for young children and their families.

- Increase the focus on promoting social emotional health across the Early Learning System.
- Provide culturally-responsive mental health consultation to early care and education to increase their capacity to address the health and social emotional development of young children.
- Improve access to community-based resources for children at risk for developmental delays.
- Increase access to a spectrum of culturally responsive early childhood mental health services and providers who can serve eligible children from birth through age five.
- Ensure a focus on children whose families are affected by substance abuse.
- Train home visitors, mental health professionals and early care and education providers in a relationship-based infant mental health and equity approach. 🧘

Strategy 3. Increase and improve equitable access to early childhood oral health.

- Increase access and address disparities in prevention and treatment dental services for young children.
- Advance provider trainings such as First Tooth and Maternity Teeth for Two. 🦷
- Continued integration of oral health services in early care and education settings.

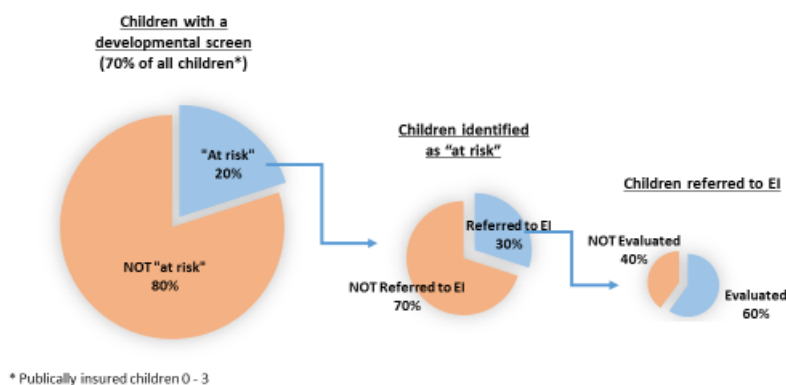
Strategy 4. Improve critical health and safety conditions and practices requiring collaboration and shared accountability across and between state and local early care and education, health and housing agencies.

- Provide health consultation across ECE settings.
- Collaborate to promote safe sleep practices for families and across early care and education settings. 🛏️
- Identify annually critical health and safety conditions and practices requiring state and local collaboration due to shared accountability, e.g. environmental health, injury prevention and safety, physical activity, food access, nutrition, etc.

Objective 4: Children with special needs have access to inclusive, affordable, high-quality, culturally-responsive services.

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 to be a broad range of services to be available in a community 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.

From Developmental Screening to Early Intervention Services



Source: Reuland, C. (2017). *Ensuring young children identified on developmental screening receive follow-up: Lessons from a community-based approach engaging primary care, early intervention, and early learning system providers*. Presentation at the National Conference of the American Academy of Pediatrics.

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. Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education services.

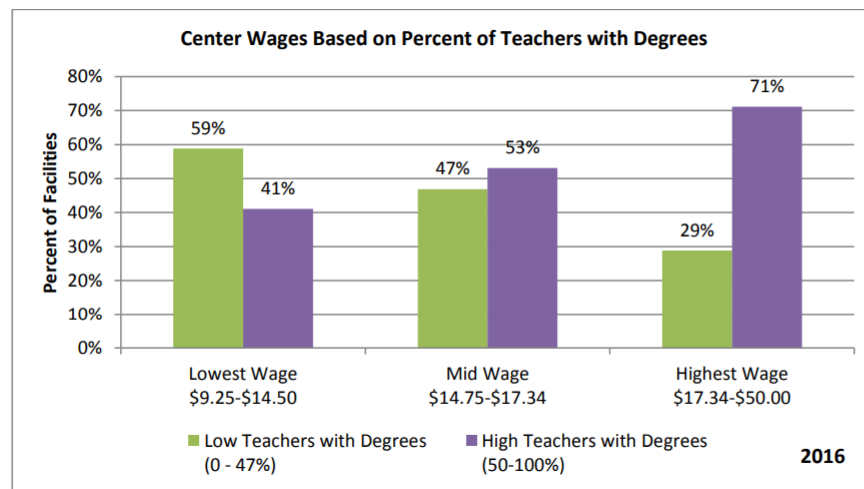
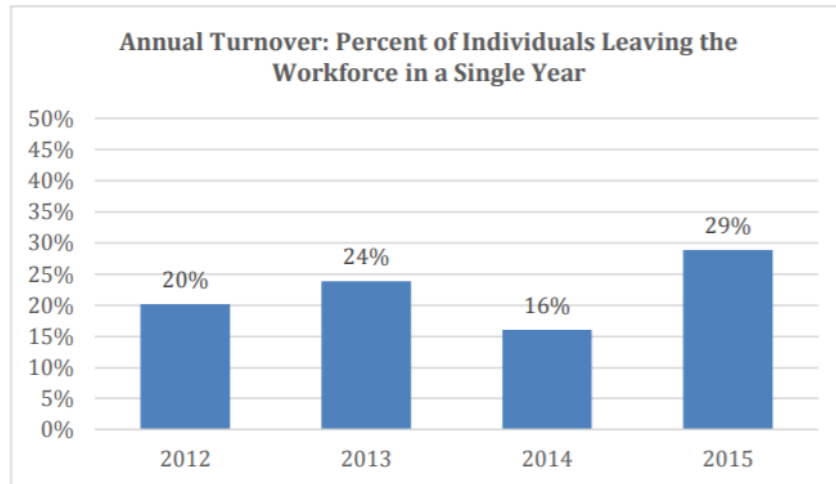
- Increase funding so that that Early Intervention/Early Childhood Special Education services are at an adequate level to support the positive development of children with special needs as defined by the 2010 report to the Oregon Legislature.
- Review the criteria used to determine whether a child is 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.
- Provide resources for communities to expand the array of services available to infants and toddler and their families that need additional supports. ☸

Strategy 3. Provide pathways from screening to a range of community-based 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. ☸

Objective 5: Build and retain a high-quality, culturally-responsive and diverse 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 typically 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 but 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.



Source: Oregon Center for Career Development in Childhood Care and Education, Portland State University & Oregon Child Care Research Partnership, Oregon State University (2018). *Oregon Early Learning Workforce: Four Years Beyond Baseline Comparison of 2012 and 2016*. Available at <https://health.oregonstate.edu/early-learners/workforce>.

Strategy 1. Improve professional learning opportunities for the full diversity of the ECE workforce.

- Implement a competency-based professional learning system that is culturally and linguistically relevant for educators, educational leaders, professional development and training personnel.
- Tailor and scale supports for Family, Friend and Neighbor caregivers.
- Create competencies and professional learning opportunities that speak to the unique role of infant and toddler educators. 🧠
- Ensure communities have data needed to design and evaluate effectiveness of professional learning for the diversity of the workforce – including across different settings.
- 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.

Strategy 2. Build pathways to credentials and degrees that recruit and retain a diverse ECE workforce.

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

Strategy 3. Compensate early childhood educators as professionals.

- Create educator compensation requirements that 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).
- Increase public investment, including through Child Care Assistance programs, to impact the compensation of more early childhood educators.

Strategy 4. Improve state policy to ensure ECE work environments guarantee 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, wellness and health benefits).

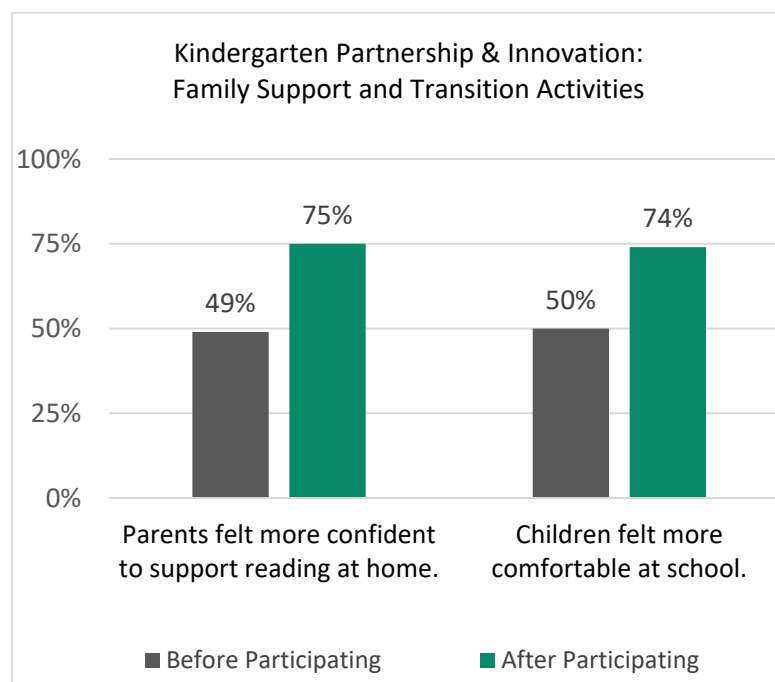
Strategy 5. Increase understanding of the value of ECE educators.

- 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.
- Increase the ability of the business community to promote and support the role of ECE educators.

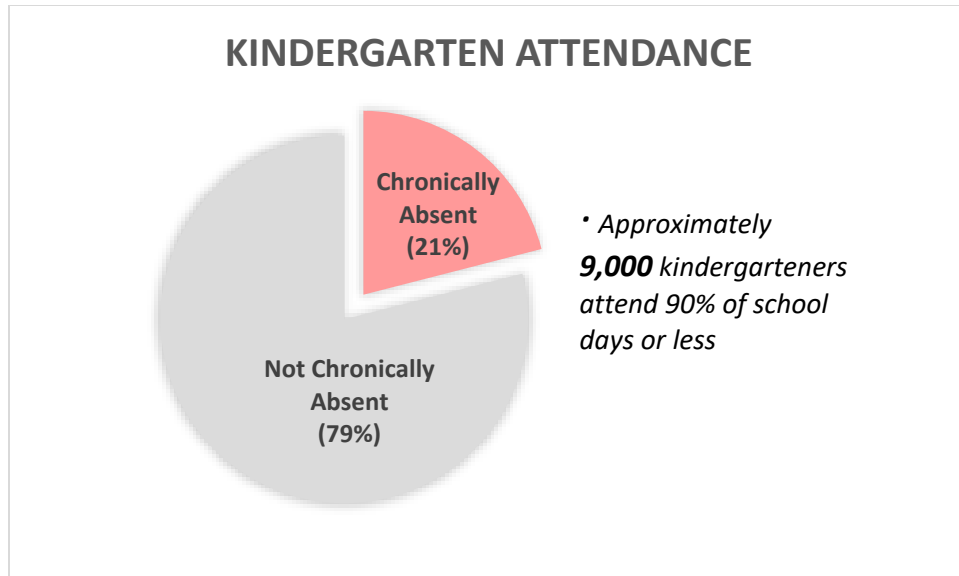
Objective 6: Children and families are well supported as they transition from early care and education settings into K-12.

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.



Source: Green, B., Patterson, L., & Reid, D. (2018). *Kindergarten Readiness Partnership & Innovation (KRPI) Funds: 2016-17 Key Findings, Family Engagement Strategies*. Available at <https://www.pdx.edu/ccf/current-research-projects-0#currentearlychildhood>.



Source: Oregon Early Learning Division, Department of Education (2018). *Internal data analyses of the Oregon Kindergarten Assessment.*

Strategy 1. Establish shared professional culture and practice between ECE and K-3 that supports all domains, including social-emotional learning.

- 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 high-quality (culturally-responsive, inclusive, developmentally appropriate), affordable.
- 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 support social-emotional learning across the P-3 continuum.

Strategy 2. 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 high-quality (culturally-responsive, inclusive, developmentally appropriate), including an emphasis on social-emotional practices in full-day kindergarten classrooms.

Strategy 3. Improve the Oregon Kindergarten Assessment (KA) to better support decision-making between early learning and K-12 stakeholders.

- Update the KA to include culturally appropriate and language/literacy measures for children whose home language is not English and who are dual language learners, starting with Spanish.
- 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.

- Improve the communications and data analysis/interpretation tools for the KA so that that policymakers, Early Learning Hubs, providers of early learning services, school districts, and elementary schools have access to timely, accessible, and actionable data that supports regional and local decision-making.
- Develop a Kindergarten Entry Family Survey that enables families to provide information about their children's experiences and provides a more holistic picture of children's development.

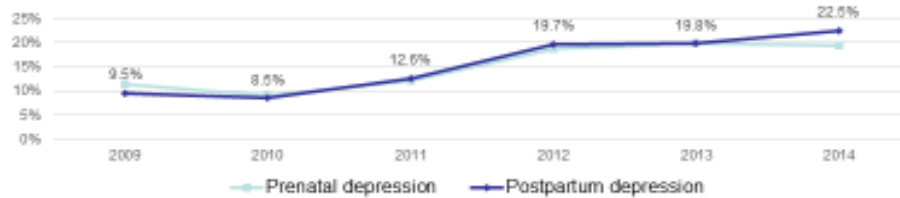
SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE AND ATTACHED FAMILIES

Objective 1: Reduce disparities in the physical and social-emotional health of parents and caregivers.

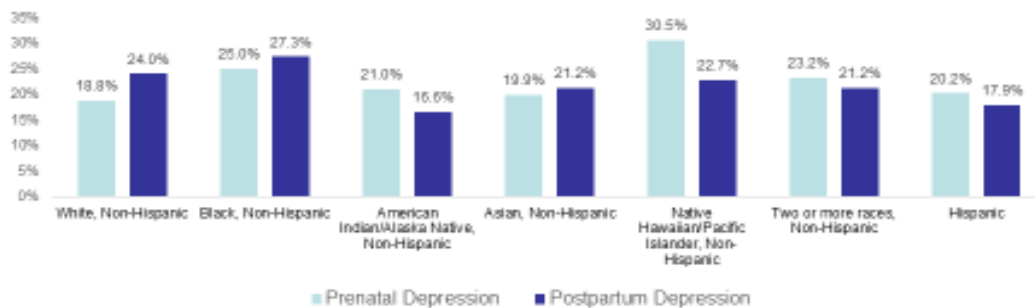
Children's healthy development depends to a large extent on the health and well-being of their parents and caregivers. Oregon has had recent successes in improving access to preconception, reproductive and timely prenatal care services that support healthier birth outcomes, but disparities in access 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 children's social emotional development, secure attachments, and kindergarten readiness. There is also an increasing concern about the impacts of adverse childhood experiences (ACES). 46% of Oregon adults have experienced two or more such experiences, 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. In addition to ACES, societal and systemic racism is a form of trauma that can create a kind of physiological stress that contribute to the disparities being seen in health outcomes. 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.

Maternal Depression

Statewide:



By race/ethnicity (2014):



30

Data source: Pregnancy Risk Assessment Monitoring System (PRAMS)

Source: Kleinschmit, S., Wilcox, C., and Ness, M. (2018). *Oregon Health Authority presentation to the Measuring Success Committee of the Early Learning Council.*

Strategy 1. Increase equitable access to reproductive, maternal, and prenatal health services.

- Reduce maternal and child health mortality and disparities.
- 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. Improve access to culturally and linguistically responsive multi-generational approaches to physical and social-emotional health.

- Reduce families' financial burden of healthcare costs.
- Expand accessible and culturally responsive systems that support family unity while addressing parent co-occurring health, mental health, addiction, and/or parenting strategies. 🧘
- Improve access to health care for families who are pregnant or with young children. 🧘
- Ensure a continuum of services 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.
- Increase partnerships between CCOs and community health workers to enable access.

Objective 2: Families have access to supports for 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. The birth of a new child can be a particularly stressful moment for families, when families need some support and someone to help them know what resources are available to them. Almost all communities in Oregon lack a universal connection point to support families at this critical moment. 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 supports. However, their reach is too limited: only 15% of currently eligible families have access to its evidence-based home visiting programs.

**By the time children reach
age 2, home visiting created:**



BETTER MATERNAL MENTAL HEALTH



MORE POSITIVE PARENTING ATTITUDES



HEALTHIER HOME ENVIRONMENTS

Maternal investment and early health matter.

Source: Heckman, J., Holland, M., Makino, K., Pinto, R., Rosales-Rueda, M. (2017). *An analysis of the Memphis Nurse-Family Partnership Program*. National Bureau of Economic Research Working Paper 23610. Available at <https://www.nber.org/papers/w23610.pdf>

Strategy 1. 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 2. Scale culturally-responsive home visiting.

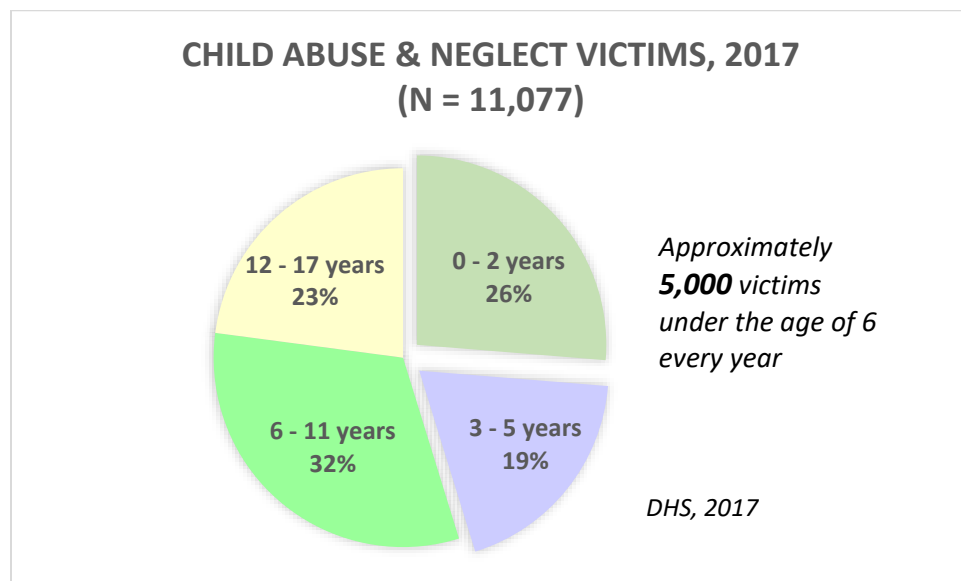
- Expand access to Oregon's current array of evidenced-based and evidence-informed targeted home visiting programs so that more families have access to these supports. ☸
- Expand access to professional learning opportunities and address compensation for home visitors in order to build a strong, culturally diverse workforce and increase retention.

Strategy 3. Provide paid family leave for families.

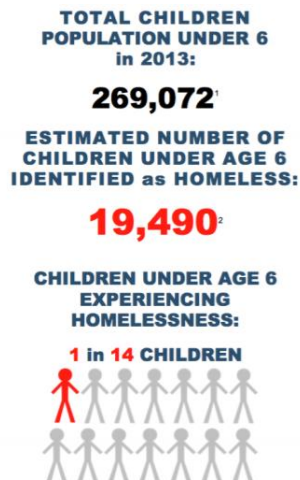
- Provide Paid Family Leave to all families with a new born or newly adopted child to support the development of bonding and attachment during this critical window. 🙏

Objective 3: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.

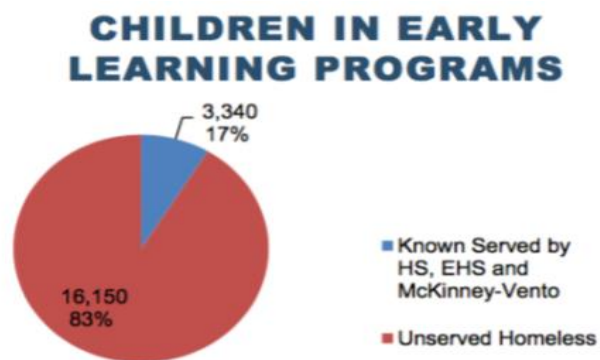
Housing, food, and employment instability often creates an environment of desperation and household turmoil that adversely affects the life trajectory of our youngest children. In 2017, Oregon had the second highest rate of homelessness among people in households with children in the United States. 31% 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. The stresses placed on families with young children contribute to their high rates of involvement with the child welfare system: over 40% of the children in foster care are age five and under. 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.



Source: Office of Reporting, Research, Analytics, and Implementation, Oregon Department of Human Services (2018). 2017 Child Welfare Data Book. Available at <https://www.oregon.gov/DHS/CHILDREN/CHILD-ABUSE/Pages/Data-Publications.aspx>.



Source: Administration for Children & Families, Department of Health and Human Services, USA. (2016) Early Childhood Homelessness in the United States: 50-State Profile. Available at <https://www.acf.hhs.gov>.



Source: To be added

Strategy 1. Expand and prioritize access to housing assistance and supports for families with young children.

- Prioritize housing subsidy for families with young children, starting with families with children prenatally to 12 months of age that are experiencing unsheltered homelessness. ♿
- Expand the supply of affordable housing and rental assistance for families with children by exploring new programs and working with providers to establish priorities for assisting families with young children.

Strategy 2. Provide preventive parenting support services to reduce family engagement in the child welfare system.

- 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.
- Expand access to Family Coaches to local community-based parenting organizations.

Strategy 3. Link high-quality ECE programs such as Early Head Start, Head Start, Preschool Promise and Spark rated programs, with other publicly-funded programs such as self-sufficiency and housing assistance.

- Strengthen partnership, and align priorities to include strategies such as waitlist prioritizations and incentives to enable better linkage between high-quality early care and education programs and families served in self-sufficiency and housing assistance programs.
- 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.

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

Objective 1: Increase capacity to collect, integrate, disaggregate, analyze and disseminate data to improve systems, services and outcomes for young children and their families, particularly from communities historically excluded from opportunity.

Oregon is committed to using data-based decision-making to drive positive outcomes for children pre-natal 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 of policies and investments on children who are historically underserved. 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. In addition to better tracking how children and families that have connected with programs and services are doing, Oregon also need to be able to track the well-being of children and families as a whole, information that is best provide through a population level survey.

Strategy 1. 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 underserved.

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.
- Address data sharing and data governance barriers, while protecting family privacy, that limit community access to data need for decision-making.
- Specifically incorporate data on children of color and children from families historically farthest from opportunity.
- 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. Integrate early learning data into the Statewide Longitudinal Data System.

- Use integrated data from State Longitudinal Data System 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. Develop and implement a population survey to track the well-being of children and families across

- Work across state agencies to finance, develop and implement a population survey of Oregon families with young children that provides holistic information on their well-being.
- Ensure that the survey is developed and implement so as to provide accurate and holistic information on the well-being of families from historically underserved populations.

Strategy 5. Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.

- 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.

Objective 2: Improve the alignment and capacity of the cross-sector early learning workforce to support young children and their families across the system.

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. Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce.

- 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.
- Create and implement opportunities for shared professional learning across sectors in established areas of need (e.g., trauma-informed practices and family-centered referral pathways).
- Collaborate with higher education and professional learning partners to incorporate identified areas of shared knowledge into curriculum.

Strategy 2. Improve cross-sector recruitment and retention.

- Through the Children’s Cabinet, require state agencies to report on the diversity of race/ethnicity, language, compensation and working conditions 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: Prioritize investments to achieve 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. This means taking action to address the avoidable conditions that impact those who have experienced socioeconomic disadvantage or historical injustices and that children’s outcomes are no longer predicted by race, where they live, or economic status. With the adoption of the Oregon Equity Lens in 2011, Oregon identified the need to improve its 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 who are historically underserved highlights systemic gaps of services that must be interrupted so that Oregon can service all families.

Strategy 1. Equitably distribute resources.

- Annually review 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 eliminating disparities in access and outcomes, and supporting children and families who are historically underserved.

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

- Develop a coordinated state approach to increasing the capacity of culturally specific organizations to scale and seed promising culturally-responsive practices and programs in early childhood.
- Expand funding of culturally specific organizations to implement early childhood programming and build partnerships with other programs.

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 Early Learning Hub 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 Governance Boards to ensure shared goals, policy and programming are invested in and implementation is coordinated across a region.
- Strengthen the Early Learning Hub role in providing community needs assessments that meet the requirements of each sector, and supporting coordinated and aligned community planning and shared problem solving.
- Develop a continuous quality improvement process that Early Learning Hubs and their partners can use to identify ongoing learning, to 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 communication, policy implementation, collaboration, and addressing barriers in order to make progress toward the three systems goals.

Strategy 2. Ensure family voice in systems design and implementation.

- Increase authentic input of family voice in the design and implementation of state policy and programming that welcomes all families.
- Work with Early Learning Hubs and their partners in developing local capacity to facilitate culturally responsive family engagement activities across their communities, prioritizing communities that have not yet been engaged.
- Build new and connect with existing regional parent and community stakeholder groups to create venues to seek ongoing feedback on current and future work of the system, ensuring they meet the cultural, linguistic, and scheduling needs of families.
- 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.

Strategy 3. Ensure family friendly referrals.

- Develop centralized systems locally to coordinate eligibility of services across sectors.
- 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.