

Cross-Sector Ownership of Raise Up Oregon: A Statewide Early Learning System Plan

	Early Learning Council	Children's Cabinet	Education Cabinet	Dept. of Human Services	Early Learning Division	Oregon Dept. of Education	OR Health Authority	OR Housing & Community Services
SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN								
1. Families are supported and engaged as their child's first teachers.								
1.1 Expand parenting education and family supports.				◐	●	◐		
1.2 Scale culturally responsive home visiting.	◊			◐	●	◐	●	
2. Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.								
2.1 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.				◐	●			
2.2 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.				◐	●	●		
2.3 Strengthen Child Care Assistance programs.		★		◐	●			
2.4 Build the state's capacity to ensure children are healthy and safe in child care.	◊			●	●		●	
2.5 Improve the essential infrastructure for high-quality early care and education.	◊			◐	●	◐		●

A full dot notes an agency taking a lead role in implementing the strategy.
 The half circle an agency remaining involved in the implementation of the strategy.
 The diamond and star note the unique roles of the ELC and Children's Cabinet.

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3. The early care and education workforce is diverse, culturally responsive, high-quality and well compensated.								
3.1 Improve professional learning opportunities for the full diversity of the ECE workforce.			●		●	◐	◐	
3.2 Build pathways to credentials and degrees that recruit and retain a diverse ECE workforce.			●		●	●		
3.3 Compensate and recognize early childhood educators as professionals.					●	◐		
3.4. Improve state policy to ensure ECE work environments guarantee professional supports.			◐		●	◐		
4. Early childhood physical and social-emotional health promotion and prevention is increased.								
4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality and culturally and linguistically responsive.				◐			●	
4.2 Increase the capacity to provide culturally responsive, social-emotional supports for young children and their families.				◐	●	●	●	
4.3 Increase and improve equitable access to early childhood oral health.							●	
4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children.	◊	★			●		●	●

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5. Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.								
5.1 Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education services.				●	●	●	●	
5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families.				●	◐		●	◐
5.3 Prevent expulsion and suspension by strengthening state policies and supports to ECE programs.					●	●	◐	
6. Children and families experience supportive transitions and continuity of services across ECE and K-12 settings.								
6.1 Establish shared professional culture and practice between ECE and K-3 that supports all domains, including social-emotional learning.			◐		●	●		
6.2 Improve the Oregon Kindergarten Assessment (KA) to better support decision-making between early learning and K-12 stakeholders.	◆				◐	●		

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SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES.								
7. Parents and caregivers have equitable access to support for their physical and social-emotional health.								
7.1 Increase equitable access to reproductive, maternal, and prenatal health services.							●	
7.2 Improve access to culturally and linguistically responsive multi-generational approaches to physical and social-emotional health.							●	
8. All families with infants have opportunities for connection.								
8.1 Create a universal connection point for families with newborns.	◆				◐		●	
8.2 Provide paid family leave.	◆							
9. Families with young children who are experiencing adversity have access to coordinated and comprehensive services.								
9.1 Expand and focus access to housing assistance and supports for families with young children.		★		●	◐			●
9.2 Provide preventive parenting support services to reduce participation in the child welfare system.		★		●	◐		◐	◐
9.3 Improve the nutritional security of pregnant women and young children, particularly infants and toddlers.				●			●	
9.4 Link high-quality early care and education, self-sufficiency, and housing assistance programs.	◆			●	●			●

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SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY-CENTERED.								
10. State-community connections and regional systems are strengthened.								
10.1 Ensure family voice in system design and implementation.	◆		●	●	●	●	●	●
10.2 Ensure family-friendly referrals.	◆			●	●	◐	●	◐
10.3 Further develop the local Early Learning Hub system.	◆			◐	●	◐	◐	◐
11. Investments are prioritized in support of equitable outcomes for children and families.								
11.1 Ensure resources are used to reduce disparities in access and outcomes.	◆	★	●	●	●	●	●	●
11.2 Align and expand funding opportunities for culturally specific organizations.	◆	★	●	●	●	●	●	●
12. The alignment and capacity of the cross-sector early learning workforce is supported.								
12.1 Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce.	◆		◐		◐	◐	◐	◐
12.2 Improve cross-sector recruitment, retention, and compensation.	◆	★		●	◐	◐	●	◐
13. The business and philanthropic communities champion the early learning system.								
13.1 Educate business leaders in the economic value of ECE to the Oregon economy.	◆	★		◐	◐	◐	◐	◐
13.2 Introduce business leaders to the science of early childhood development and the impact of public investment.	◆	★		◐	◐	◐	◐	◐

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14. The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.								
14.1 Strengthen data-driven community planning.	◆			●	●	◐	●	
14.2 Integrate early learning data into the Statewide Longitudinal Data System.	◆	★	●	◐	◐		◐	
14.3 Develop and implement a population survey to track the well-being of children and families across Oregon.	◆	★		●	●	●	●	●
14.4 Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.	◆	★		●	●	●	●	●

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