

A photograph showing two women and a young child. On the left, a woman with long black dreadlocks, wearing a black cap and glasses, is smiling. In the center, a young child with dark curly hair is laughing joyfully. On the right, a woman with long red hair is smiling broadly. They are all outdoors, and the background is slightly blurred.

Early Care and Education Sector Plan

Phase I Toolkit

September 2019

Introduction from Governor Brown



Dear Early Learning Stakeholders,

By focusing on the earliest years – from birth to kindergarten – we can have a powerful impact on the future of our youngest Oregonians. But when it comes to early childhood education, too many children are unable to find or afford high-quality programs—especially those children in historically underserved communities.

When my office worked with communities across Oregon – and the passionate community partners, agency leaders, and elected officials that comprise my Children’s Cabinet – to create the [Children’s Agenda](#), we put forward a bold vision for our youngest Oregonians:

- Increase quality, affordable child care so kids are safe and educated while parents are working
- Provide preschool for kids in poverty so they start kindergarten ready to learn

With [Raise Up Oregon](#) and the Student Success Act, we have the plan and the resources to begin to realize these objectives. Starting with children and families who have historically been underserved in communities across Oregon, we will provide our youngest Oregonians opportunities that will put them on a path to thrive throughout their lives.

At the heart of this vision is the excitement of families, early childhood professionals, and partners across communities to engage in this work. I am thankful to Early Learning Hubs for leading a planning process and bringing together communities, along with the support of Child Care Resource and Referral agencies and Head Start partners. By working together, we will determine how to design the early care and education services that best meet the needs of each region.

Your work to implement the guidance within this toolkit is critical in making sure these public investments serve children across your region. By inviting community-wide participation, we can strengthen our connections and form new relationships with underserved parents and families.

This is an exciting moment for Oregon to realize a shared vision for educational success. Through your efforts, we can help our youngest children be prepared to enter school ready to learn and give families the support they need to thrive.

Sincerely,

Governor Kate Brown



Equity at the Center of Planning

The Early Learning Division supports Oregon's young children and families to learn and thrive. Our work recognizes that there is an urgency to support all children and families but places an emphasis on ensuring access for children for whom public and private systems have been inaccessible and/or created systemic barriers for families of color and families facing economic disadvantage.

We know for Oregon's children and families, race, class, and zip code are predicative of their experiences in early childhood and beyond. Taken alone and as intersectional factors, race, class, and zip code determine whether children and families have access to high-quality early care and education (ECE). These factors also shape the supply of ECE quality programs available in a community. We recognize that for every child and family to reach their full potential, we must correct this, in part, by providing the conditions for building a supply of quality ECE that is rooted in cultural and linguistic responsiveness and addresses the preferences and the choices of families. We must also ensure that the early care and education sector is equitable for providers. For far too long, we have asked providers/educators to subsidize the ECE sector with inadequate compensation and serve children and families without the needed supports to advance their own professional learning.

With this focus, this toolkit incorporates questions rooted in Oregon's Equity Lens and asks Early Learning Hubs and their partners to place the voices of families from historically underserved populations at the center of their plans. As part of this process, communities will also engage diverse providers so planning efforts reflect their wisdom and experience.

Toolkit Introduction: Purpose and Use

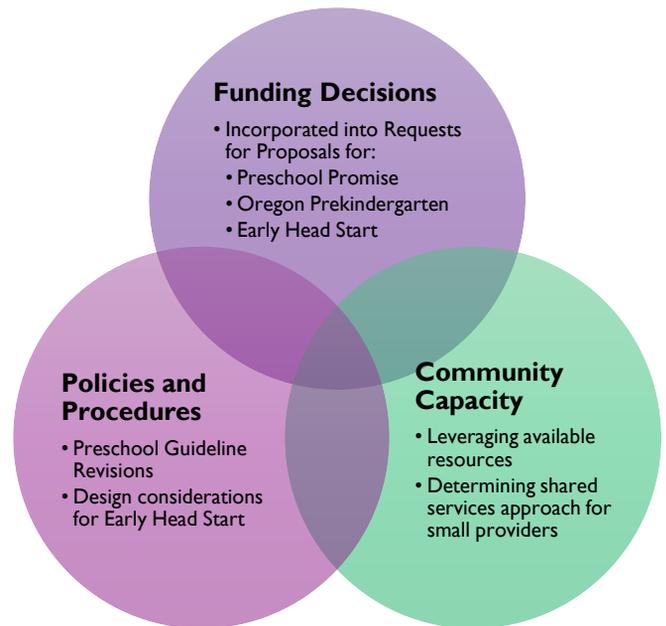
Purpose

Raise Up Oregon, the statewide strategic plan for the early learning system, created by the Early Learning Council, sets a bold vision. A key part of this system is a robust sector of early care and education to support the learning and development of our state's youngest children. As stated in Objective 2, Oregon has a vision for a sector that ensures all “[f]amilies have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.”*

As part of House Bill 2025, passed during the 2019 Legislative Session, Early Learning Hubs – together with Child Care Resource & Referral Entities and Head Start grantees – are tasked with creating a plan that helps Oregon realize this objective. This plan, an Early Care and Education (ECE) Sector Plan, outlines a vision and roadmap for early care and education services in their region.

When complete, this plan is intended to do more than serve as a roadmap for public investments. It is intended to engage communities in planning for a robust early care and education sector in

How will Phase I plans be used?



each Hub region that results in **at scale** access to high-quality (culturally responsive, inclusive, developmentally appropriate!) affordable early care and education that meets family needs for all, beginning with historically underserved populations. For an at-scale system to be successful, it must incorporate broader supports for the sector – including supports for the workforce, facilities, and other infrastructure needs. Future toolkits will therefore build upon the Phase I process to further explore and address these needs.

*See Raise Up Oregon, Appendix B: Glossary, page 27.

Toolkit Introduction: Core Principles

Core Principles

The following principles will guide all regions within their planning process:

- Early care and education (ECE) is a developmental continuum from birth to school entry.
- Family choice and decision-making occur at all levels of decision making in the ECE sector.
- All children deserve equitable and inclusive access to high-quality ECE opportunities.
- The ECE sector thrives when stakeholders collaborate on implementation.
- Regions must support and strengthen the existing mixed-delivery system.
- Innovation should be fostered as a means to achieve shared goals.
- Emphasize program quality (i.e., culturally responsive, inclusive, developmentally appropriate) as the key ingredient in achieving the outcomes all children deserve.



Toolkit Introduction: A Phased Approach

A Phased Approach to Planning

The Student Success Act (SSA) Early Learning Account (ELA) creates an exciting urgency to begin planning within regions and puts forth resources for Early Learning Hubs to lead this process. Though many of these resources do not come to bear until later in 2020, it is important for Hubs to begin bringing their communities together now in order to inform the placement of new and enhanced Early Head Start, OPK, and Preschool Promise slots within their communities. As a result, the Early Learning Division created a phased approach to ECE sector planning. By adopting a phased approach, the immediate objectives can be realized (i.e., to implement ELA expansion and enhancement), while still being informed by family, provider, and community engagement. After completing Phase I, Early Learning Hubs will continue and build on this engagement as they plan for coordinated enrollment and complete robust ECE sector plans in 2020-21.

TIMELINE FOR COMMUNITY PLANNING



Phase I: September 2019-December 2019

Phase I of Regional ECE Sector Plans will focus on the following: identifying priority populations for targeted services, the characteristics of providers best suited to serve the priority populations, the supports (e.g., shared services) needed to support these providers in delivering high-quality services, and other assets within communities to further the ECE sector. Completed and approved Phase I deliverables will be integrated into the processes to inform Preschool Promise, Oregon Prekindergarten, and Early Head Start expansions, and equitable resource allocation across our state.

For more information on Phase I, see the Milestone section below.

Coordinated Enrollment Planning: February 2020-July 2020

During this time, the Hubs will work with ELD and other TA supports to build upon or design approaches to coordinated enrollment.

Phase II: February 2020-January 2021

The Phase II of planning will address a broader set of questions regarding ECE sector plans. The additional toolkit for this phase will be released February 2020.

Toolkit Introduction: Partnering for Student Success

Partnering with School Districts' Student Investment Account Planning

During the fall, school districts are undergoing community engagement efforts to inform their Continuous Improvement Plan (CIP) and Application for Student Investment Account (SIA).

Much like the ECE sector planning process, school districts are expected to undertake meaningful stakeholder engagement that is rooted in equity, and to use data and community input from this engagement to inform planning. Districts will be completing initial community engagement in September and October to incorporate in their CIP, and Early Learning Hubs are identified as potential partners in engaging communities.

In addition to representation on the Regional Stewardship Committee, there may be additional opportunities to explore around meaningful community engagement that meets the needs of both planning processes.

[Link to ODE SIA Toolkit](#)

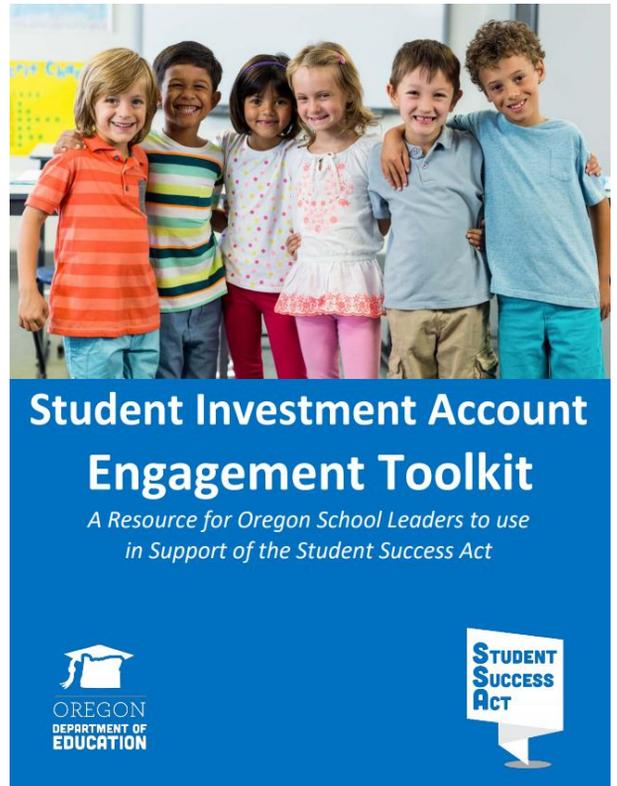


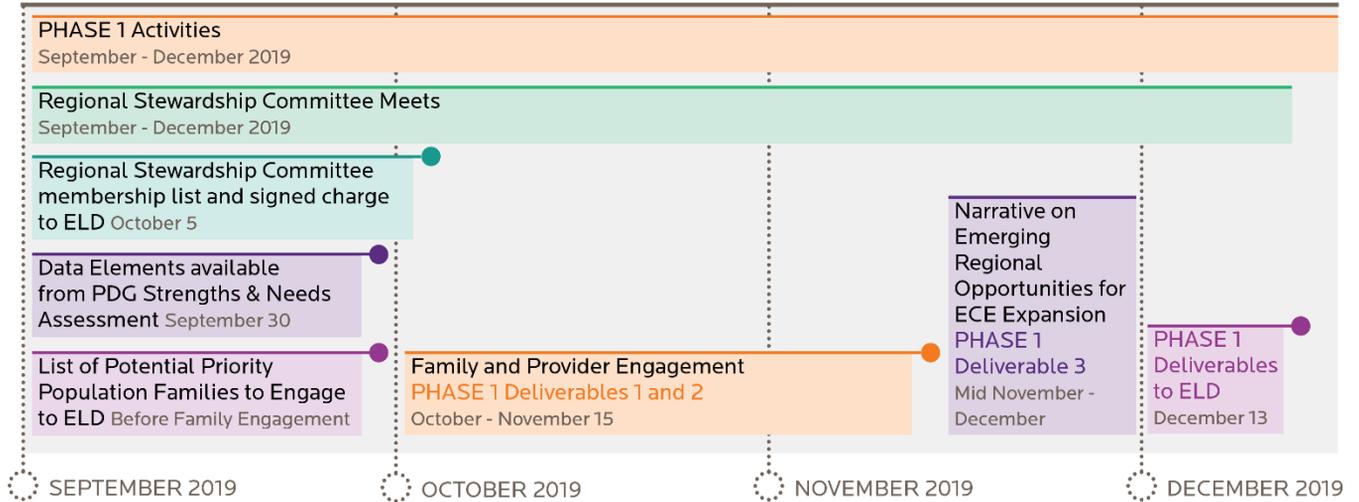
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Milestones

PHASE 1 ANTICIPATED COMPLETION DATES



Regional Stewardship Committee for ECE Sector Expansion

Purpose

To steward the regional ECE planning process and develop the ECE sector plan for the region.

Structure

The Hub Governance Council is responsible for formally charging the Regional ECE Sector Planning Stewardship Committee.

- The Stewardship Committee should function as a work group or sub-committee of the Hub Governance Council, with delegated authority to oversee the development of the region's ECE sector plan.
- **The Committee can be an existing Hub Governance work group or sub-committee** that is supplemented by additional members to meet membership requirements noted below.
- Each Hub should have one Stewardship Committee. Hubs that include multiple counties must ensure that the Committee includes representation from each county, and will need to incorporate county-level processes, including data analysis and the engagement of families and providers, for each county in the hub region.
- Stewardship Committee members should be prepared to meet on multiple occasions during Phase I, with some prep work expected between meetings.
- Agenda items the Stewardship Committee will need to discuss include:
 - Introductions: getting to know members of the Regional Stewardship Committee, and to create shared understanding of the Phase I processes.
 - Quantitative data: compiling available data and beginning to identify potential priority populations and understanding the region's current supply of providers.
 - Family engagement: which families to engage, informed by quantitative data analysis, and where to engage these families.
 - Qualitative data: reviewing common themes from family engagement, and from provider engagement.
 - Completion of the mixed delivery profile.
 - Informing the narrative regarding emerging regional opportunities for ECE expansion.

ECE Sector Planning Process: Regional Stewardship Committee

Support

The Early Learning Hub should plan how to use its resources to support Stewardship Committee members by:

- Providing information and documents in advance of meetings, with enough time for review and preparation by members.
- Creating meeting agendas with clearly defined objectives and decision-making protocols.
- Assuring meetings are well facilitated towards defined objectives.
- Ensuring adequate preparation time, so that meetings are well organized and effective.

Parent Leadership

Parent leaders serving on the Stewardship Committee may need additional support to assure their active participation. Ideally, no family serving on a Stewardship Committee will experience a cost for their participation.

Early Learning Hubs should learn what support parent leaders need to fully participate by speaking privately with each parent member about their individual needs. An individual support plan for each parent member can then identify strategies for addressing potential barriers to participation, including:

- Meeting times and locations.
- Reimbursement or other assistance with transportation.

- Reimbursement for child care expenses related to preparing for and attending meetings or stakeholder engagement activities.
- Translation and interpretation.
- Other issues that prevent parent leaders from fully participating.

Please note that educators and providers may also require similar supports to ensure their participation in the planning process.

Responsibilities

With authority delegated by the Hub Governance Council, the Regional Stewardship Committee will:

- Represent the perspectives of key constituencies and communities in the regional ECE sector planning process.
- Develop a base of common knowledge and understanding about the ECE system.
- Contribute to the planning for and successful facilitation of family and provider engagement activities.
- Review and make meaning of quantitative and qualitative data.
- Inform the preparation of deliverables to ELD.
- Prioritize issues to target in the regional ECE system plan.
- Make recommendations to the Hub Governance Council about the structure needed to oversee the implementation of the regional ECE system plan.

ECE Sector Planning Process: Regional Stewardship Committee

Membership

Please note that Regional Stewardship Committee members may “wear more than one hat.” A Hub Governance Council member may also be a CCR&R Director, for example.

- Hub Governance Council members*
- At least two Parent leaders+
- Community-based organizations
 - Culturally specific organizations *
 - Non-profit or advocacy organizations
- ECE leaders*
 - CCR&R Directors
 - Head Start Directors
 - Diverse educators and Providers
- K-12 leaders*
 - Superintendents
 - Early Learning/Pre-K administrators
- ESDs*
 - ESD leaders
 - EI/ESCE
 - Health, Human Services, and Housing
 - CCO Equity Directors
 - Maternal and Child Health Directors or Managers
 - Regional DHS District Managers
 - Regional housing representatives
 - Community colleges
 - Librarians
 - Business leaders - large employers
 - Municipal governments
 - Tribal partners

*Indicates that this is a strongly recommended member for the Stewardship Committee. It is the expectation that Early Learning Hubs will make a good faith effort to recruit and engage members representing each of the listed roles. If Hubs are not able to recruit, engage, and retain each of these members for Phase I, ELD can provide technical assistance to help develop a more robust Committee membership for Phase II.

+Parent leaders are required members of the Stewardship Committee. They should meet the following criteria:

- At least one child under 12 years old.
- Currently or previously accessed out-of-home child care.
- If possible, include parents from local Head Start Policy Councils or other parent-leadership boards.
- Ideally would have a child(ren) currently or previously accessing Early Head Start, Oregon PreK/Head Start and/or Preschool Promise program.

Deliverable 1: Analysis of Priority Populations for ECE Expansion

Collect the Data

- Review the Hub region’s current definition of priority populations and suggested groups to consider using the Potential Priority Populations Decision Grid.
- Obtain Data Elements from the PDG Strengths & Needs Assessment; available by September 30, 2019.
- Ask Regional Stewardship Committee members to compile and share their own available, relevant data on the regional ECE sector.
- Work with Head Start to review their community needs assessments
- Available local data that may be helpful includes:
 - More specific information about the ethnic identities of children and families accessing services in locally funded or provided ECE programs;
 - Waitlist information; and/or
 - Community-specific data on children and families (e.g., in communities with high numbers of immigrant families, countries of origins and/or languages spoken by these families).

Analyze the Data

- Convene the Regional Stewardship Committee to assess their relevant data and review Data Elements from the PDG Strengths & Needs Assessment, determining what gaps the additional available, relevant local data can begin to fill about the region that could help identify potential priority populations.
- Use all compiled data to first, compare the demographics of the region’s population and the demographics of children and families currently receiving ECE services. Second, assess whether this comparison indicates disparities in access and service levels for potential priority populations.
- Use these analyses to guide family engagement efforts. If the data analyses identify groups of families who do not appear to have equitable access to ECE or for whom there are not enough data to determine whether their needs are being addressed, focus outreach for engagement to learn more, on these families.
- Early Learning Division staff are available to assist and guide data analyses.

Deliverable 1 Requirements

Deliverable 1 Template

Potential Priority Populations Decision Grid
Use this grid to demonstrate the steps taken by the Regional Stewardship Committee to refine the priority population definition.

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	Estimate # eligible children (include data sources used) Estimate # children served (include data sources used) Discussion of quantitative disparity in service			

Deliverable 1 Template: Analysis of Priority Population for ECE Expansion
Refined Priority Population Definition
List up to four populations for whom it is most crucial to expand access and ECE services in this planning timeframe, determined through data analysis and community engagement. You will use these priority populations’ input on need and preferences to inform the Mixed Delivery Profile in Deliverable 2.

Priority Populations

Priority Populations Decision Grid

Refined Priority Population List

All templates are available on the Early Learning Division website

Engaging Families and Providers

During Phase I, because of the limited timeframe, it will be critical to leverage and build on existing relationships, programs and partnerships for engagement with families and providers. Families are most likely to engage with trusted organizations and members of their community. Take advantage of the long-standing relationships members of your Regional Stewardship Committee or Hub Governance Council likely have with families and providers, to assist with outreach and recruitment of families and providers.

Guidance

- Plan with families and other members of the Stewardship Committee, using their expertise to help problem solve around logistics, outreach approaches, child care, transportation, food, translation and interpretation, as needed.
- Go to where families are already engaged, e.g., affordable housing, early care and education programs, community centers, WIC offices, etc.
- Keep the number of questions you ask limited and focused on helping you answer specific questions related to ECE sector planning. Questions should be focused on families' needs and preferences for their child(ren)'s ECE experience, and barriers they experience in accessing ECE services.

Examples include:

- What do you consider to be the most important aspects of a child care or preschool program you would be most comfortable sending your child to?
- What are your child care or preschool needs? What gets in the way of meeting those needs?
- Likewise, go to where providers are already engaged, i.e., trainings or professional development conducted by the CCR&R, Head Start/Oregon PreK facilities, Focused Child Care Network meetings, etc.
- Keep the number of questions you ask providers limited and focused on providers' needs and experiences, and current barriers they experience serving families.

Examples include:

- What are some of the key opportunities/barriers to expanding access to ECE services in your community?
- What resources or supports would ECE providers in your community need to be able to serve additional families?
- How might a network of providers help you to be able to expand your program?
- Refer to the additional guidance on page 16 on how to use the results of your family and provider engagement to inform the development of Deliverable 2.
- Consider using the [ABLE Change Guide to Gathering Input from Families by Leveraging Direct Touches](#) from Michigan State University to help you plan and implement your engagement strategies.

Deliverable 2: Regional Mixed Delivery Profile

Synthesize Family Needs & Preferences

- Utilize family engagement information to complete the Family Needs and Preferences Grid.
- Based on the themes that emerged from your engagement, you should be able to arrive at an understanding of the preferences and needs of your priority populations. The ELD can coordinate supports for helping you theme and synthesize this information.
- Your stewardship committee should be involved in reviewing data analyses and confirming themes.

Assess Supply

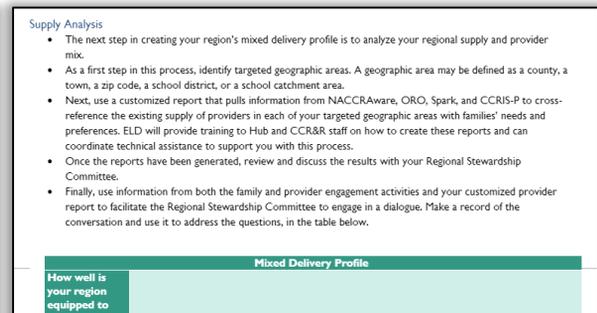
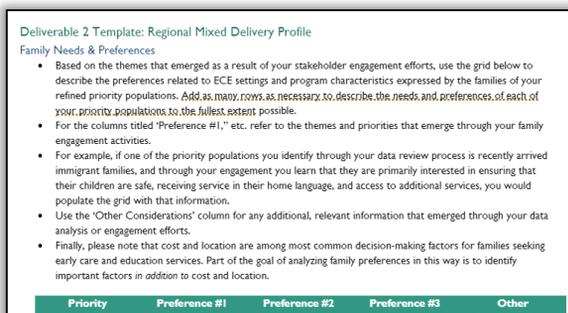
- Using information from your priority population data analysis and the themes on family needs and preferences, identify specific geographic areas within your region for further analysis.
- Using customized reports with data pulled from NACCRAware, ORO, Spark, and CCRIS-P to cross-reference the existing supply of providers in each of your targeted geographic areas with families' needs and preferences. ELD will provide training to Hub and CCR&R staff on how to create these reports and can coordinate technical assistance to support you with this process.

Complete Mixed Delivery Profile

- Use the information from the analyses above, as well as outreach to providers, to determine your region's mixed delivery profile.

Templates provided will guide your completion of all these elements.

Deliverable 2 Requirements



Family Needs & Preferences Grid

Supply Analysis & Mixed Delivery Profile

All templates are available on the Early Learning Division website

Deliverable 3: Emerging Early Care and Education Opportunities

Engaging Stakeholders Across Your Region

- Engage stakeholders and community members in identifying the emerging regional opportunities for ECE expansion.
 - Opportunities may include:
 - Public-private partnerships.
 - Philanthropic investments.
 - K-12 preschool expansion.
 - Large employers funding on-site child care, etc.

Deliverable 3 Requirements

Deliverable 3 Template: Emerging ECE Expansion Opportunities

Guidance

- Engage stakeholders and community in identifying the emerging regional opportunities for ECE expansion. This could include: public-private partnerships, philanthropic investments, K-12 preschool expansion, large employers funding on-site child care, etc.

Emerging Regional Opportunities for ECE Expansion

Emerging Regional Opportunities for ECE Expansion

Regional Opportunities Expansion

All templates are available on the Early Learning Division website



Appendix B: Phase I Data Elements from PDG Strengths & Needs Assessment

All data available by September 30, 2019 will be available at the county-level. As much as possible, data will focus on the 0-5 age ranges. When it cannot be limited to that age range, it will be noted. Additionally, when possible, data will be further disaggregated by race/ethnicity and by age levels within the 0-5 broad band.

Population Characteristics

Purpose: Identify Counties with High Percentages of Children/Families in Need of Publicly Funded Pre-K; For Counties/Hubs, identifying which potentially at risk populations are highest for their county/region as potential priority populations for new slots.

- Number & demographic characteristics of children 0-5, unless noted:
- #/% at 100% Federal Poverty Level (FPL).
- #/% living in homes with single head of household.
- #/% of families with children under 5 living in concentrated poverty (living in census tracts with 40% or higher poverty rate).
- #/% of families with own children 0-5 where no parent is in the labor force.
- #/% of homeless students K-12, as percent of total enrollment.
- Race (for children 0-18; % of children who are Hispanic or Latino, White, Black or African American, American Indian and Alaska Native, Asian, Native Hawaiian and Other Pacific Islander, Some other race, Two or more races).
- #/% of children speaking language other than English at home (children 5-17).

Child Care/Early Learning Provider Availability

Purpose: Identify service gaps based on availability rate; Review types of care available county wide to identify potential need for certain types of facilities/settings; Identify extent of gap in providers of alternative schedule care; Identify estimated current capacity in terms of number/% of providers with waitlists.

- # Child care facilities.
- # Slots available for children 0-2 & 3-5.
- # Publicly funded slots for children 0-2 & 3-5.
- #/% of facilities accepting ERDC.
- Overall Availability rate (slots per child population) for children 0-2 & 3-5.
- Publicly Funded availability rate (slots per child population) for children 0-2 & 3-5.

#/% of providers offering sick, extended hour/day flexible care*

#/% providers with waitlists*

*These data are from the PDG Provider Survey (n=1,400 licensed early learning /child care providers); thus, county level data are not available for all Oregon counties. Hub-level data will be provided, with county level data as available.

Quality

Purpose: Identify service gaps based on quality, counties with low available quality care

- % Facilities with Spark rating of 3 and above.

Child Care/Early Learning Enrollment (note that counts will not be unduplicated across programs)

Purpose: Identify rate of enrollment for potentially eligible preschool age children.

- Percentage of potentially eligible children 3-5 in publicly funded PreK.
- #/% of children age 0-2 enrolled in EI.
- #/% of children age 3-5 enrolled in ECSE.



Phase I Toolkit

September 2019