Phase I Templates and Guidance

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# Regional Stewardship Committee Templates

## Charge Document

See next page for Charge Document, to be signed by all Regional Stewardship Committee members.

CHARGE

# Stewardship Committee for ECE Sector Expansion

## Purpose

The Stewardship Committee for ECE Sector Expansion will oversee the regional ECE planning process and develop the ECE system plan for the region.

## 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.

## 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
* ESD’s\*
	+ 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 childcare
* 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.

## 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 childcare 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.*

## Membership Roster

| Early Learning Hub: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Regional Stewardship Committee Membership Roster |
| --- |
| NAME | **ORGANIZATION / GROUP REPRESENTING** | **EMAIL ADDRESS** |
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# Deliverable 1 Templates: Analysis of Priority Populations for ECE Expansion

## Refined Priority Population List

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 |
| --- |
|  |
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##

## Priority Populations Decision Grid

Use this grid to demonstrate the steps taken by the Regional Stewardship Committee to refine the priority population definition.

### Historically Underserved Populations

* Using your Hub region’s current definition of priority populations and the findings from the Regional Stewardship Committee’s quantitative data analysis to identify potential priority populations. Some groups to include in the potential priority populations are listed in the grid below, and additional potential priority populations identified should be added as additional rows to this grid.
* At a minimum, consider families in the following historically underserved communities[[1]](#footnote-1):
	+ African American
	+ Asian and Pacific Islander
	+ Emergent bilingual children
	+ Geographically Isolated
	+ Immigrants and Refugees
	+ Migrant families, and/or families working in agricultural sector
	+ Latinx
	+ Tribal nations and communities
	+ Children with Developmental Delays and Disabilities
	+ Children of Incarcerated Parents/Parental Figures
	+ Children experiencing homelessness and engagement with the foster care system

### Quantitative Data Analysis

* List the findings from the Regional Stewardship Committee’s quantitative data analysis, including estimates of numbers of children who are eligible for ECE services and estimates of how many children are currently receiving services. Include what data sources were used to create each estimate.
* Discuss how the quantitative data do or do not indicate disparities in service levels by comparing the demographics of the population to the demographics of children and families currently receiving ECE services.
* It may not be possible to create estimates from the available data for some potential priority populations. If available data do not allow for an estimate, please indicate in the estimates sections.

### Geographic Areas

* Identify communities in which there are greatest density of families in these potential priority populations. This might be a zip code, a school district, a town, or potentially even a whole county in rural parts of the state.

### Family Engagement Efforts

* Provide a narrative summary of the Regional Stewardship Committee’s efforts throughout the geographical Hub region to engage families within each of the potential priority populations.

### Findings from Family Engagement

* Discuss common themes from family engagement for each of the potential priority populations. Describe how findings led to the Regional Stewardship Committee’s decision to include or not include this population in the Refined Priority Population Definition and how to prioritize those included in the Refined Priority Population Definition.
* While the Regional Stewardship Committee may not determine that all families that provided input during the family engagement meet the refined definition of priority population, recording findings for all potential priority groups will help to inform ECE sector planning into the future.

**See next page for Priority Populations Decision Grid**

| 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 |  |
|  |
|  | Estimate # eligible children (include data sources used) |   |  |   |
| Estimate # children served (include data sources used) |  |
| Discussion of quantitative disparity in service |  |
|  |
|  | Estimate # eligible children (include data sources used) |   |  |   |
| Estimate # children served (include data sources used) |  |
| Discussion of quantitative disparity in service |  |
|  |
|  | Estimate # eligible children (include data sources used) |   |  |   |
| Estimate # children served (include data sources used) |  |
| Discussion of quantitative disparity in service |  |
|  |
|  | Estimate # eligible children (include data sources used) |   |  |   |
| Estimate # children served (include data sources used) |  |
| Discussion of quantitative disparity in service |  |
|  |
|  | Estimate # eligible children (include data sources used) |   |  |   |
| Estimate # children served (include data sources used) |  |
| Discussion of quantitative disparity in service |  |
|  |

# Deliverable 2 Templates: Regional Mixed Delivery Profile

## Family Needs & Preferences Grid

* Based on the themes that emerged as a result of your stakeholder engagement efforts, use the grid below to describe the preferences related to ECE settings and program characteristics expressed by the families of your refined priority populations. Add as many rows as necessary to describe the needs and preferences of each of your priority populations to the fullest extent possible.
* For the columns titled ‘Preference #1,” etc. refer to the themes and priorities that emerge through your family engagement activities.
* For example, if one of the priority populations you identify through your data review process is recently arrived immigrant families, and through your engagement you learn that they are primarily interested in ensuring that their children are safe, receiving service in their home language, and access to additional services, you would populate the grid with that information.
* Use the ‘Other Considerations’ column for any additional, relevant information that emerged through your data analysis or engagement efforts.
* Finally, please note that cost and location are among most common decision-making factors for families seeking early care and education services. Part of the goal of analyzing family preferences in this way is to identify important factors *in addition to* cost and location.

| Priority Population | Preference #1 | Preference #2 | Preference #3 | Other Considerations |
| --- | --- | --- | --- | --- |
| *Example: Recently arrived immigrant families* | *Children’s safety* | *Service in home language* | *Access to additional services* |  |
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## Supply Analysis & Mixed Delivery Profile

* The next step in creating your region’s mixed delivery profile is to analyze your regional supply and provider mix.
* As a first step in this process, identify targeted geographic areas. A geographic area may be defined as a county, a town, a zip code, a school district, or a school catchment area.
* Next, use a customized report that pulls information 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.
* Once the reports have been generated, review and discuss the results with your Regional Stewardship Committee.
* Finally, use information from both the family and provider engagement activities and your customized provider report to facilitate the Regional Stewardship Committee to engage in a dialogue. Make a record of the conversation and use it to address the questions, in the table below.

| Mixed Delivery Profile |
| --- |
| How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations? |  |
| Where are the biggest gaps in service geographically? |  |
| Where are the biggest gaps in service for priority populations? |  |
| What program characteristics are necessary to meet the demand in your target communities? |  |
| How would small ECE providers meeting these characteristics be supported through a network model? |  |

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# Deliverable 3 Template: Emerging ECE Expansion Opportunities

## Regional Opportunities Expansion

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.

| Regional Opportunities Expansion |  |
| --- | --- |

1. Raise Up Oregon, Appendix B: Glossary, page 31. [↑](#footnote-ref-1)