

Blue Mountain Early Learning Hub Regional Stewardship Committee



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Roster

Early Learning Hub: Blue Mountain Regional Stewardship Committee Membership Roster

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Blue Mountain Early Learning Hub- Regional Stewardship Committee

Deliverable I: Analysis of Priority Populations for ECE Expansion

Refined Priority Population List

Priority Populations

Children and families living at or below 200% of the federal poverty level (FPL)

Data from ODE indicates that the following communities/areas have the highest number of families living at or below 200% of the federal poverty level (priority was given to communities with 20% of the population living in poverty) AND scored below the regional average in self-regulation on the 2018 OKA.

Milton-Freewater
Echo
Pilot Rock
Hermiston (within Sunset Elementary School boundaries)
North Union County

Children who are learning English as their second language

Data indicates that the communities that make up the following school catchment areas have the highest percentage of children who speak English as a second language AND scored below the regional average in self-regulation on the 2018 OKA.

Milton-Freewater
Hermiston
Boardman
Families who have migrated from Guatemala and speak a regional dialect (Umatilla and Morrow counties)

Children with Developmental Delays and Disabilities

Children with disabilities who also represent the other priority populations are first priority. Next in priority are children with disabilities who scored below the regional average in self-regulation on the 2018 OKA.

Milton-Freewater
Hermiston
Boardman

Children who identify as Native American

Data indicates that the following tribes and communities have the highest number of Native Americans AND scored below the regional average in self-regulation on the 2018 OKA.

Confederated Tribes of the Umatilla Indian Reservation
Mission
Pendleton

*Data used in determining the priority populations included the 2018 Oregon Kindergarten Assessment results and poverty rates from the US Census.

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas (Estimated number of children Eligible and served by area.)	Family Engagement Efforts	Findings from Family Engagement
<p>Under 200% of the Federal Poverty Level (FPL) and scoring below the Hub average on Self-Regulation on the 2018-19 OKA.</p>	<p>Estimated # of eligible children: Under age three: 2965 Ages 3 to 5: 2474</p> <p>-Population data and poverty rates data from the US Census</p> <p>Estimated # of children being served: Under age 3: Unknown Ages 3 to 5: 1350 (55%) -Head Start slots, School District Slots</p> <p>According to the BMEL Hub Early Education Questionnaire (included with kindergarten registration) 1979 children ages 3 to 5: 1979 attend a preschool prior to Kindergarten.</p>	<p>Milton-Freewater Under age 3: 384; Ages 3 to 5: 320 Echo: Under age 3: 36; Ages 3 to 5: 30 Pilot Rock: Under age 3: 56; Ages 3 to 5: 40 Hermiston (Sunset): Under age 3: 255; Ages 3 to 5: 212 North Union Co.: Under age 3: 81; Ages 3 to 5: 67</p> <p>Milton-Freewater: Children ages 3 to 5: 265 (83%) Echo: Children ages 3 to 5: 20 (67%) Pilot Rock: Children ages 3 to 5: 20 (50%) Hermiston (Sunset): Children ages 3 to 5: 140 (66%) North Union Co.: Children ages 3 to 5: 47 (70%)</p>	<p>ECE Sector planning partners agreed to survey families about their preferences for early education and childcare services during scheduled events provided by community partners, including Nurturing Parenting, Fruits and Veggies for Families, and Circle of Parents. Surveys were also distributed at WIC offices, home visiting programs and online.</p> <p>71 of the 83 families (86%) surveyed stated they qualified for programs that indicated they are below 200% of the FPL.</p>	<p>Quality of classrooms was important to families as was the location of care unable to get their children to a preschool. They are also often over income to qualify for Head Start but can't afford private preschool or high quality child care. There is also the issue of finding care outside of the typical workday. Some families need care before and after normal hours.</p>
	<p>Discussion of quantitative disparity in service Throughout the three county region there is poverty (up to 30% of the population in some communities) with children being the largest population in that group. Though poverty is a risk factor for school readiness, there are programs and interventions in place to address these issues such as Head Start and School District-ran preschools. With these programs alone, over 50% of the children under 200% of the FPL will receive services. The number of families who are able to pay for or utilize ERCD to attend a private preschool or childcare and below 200% of the FPL is unknown. From discussions with the K-12 system, the largest barrier for teachers in working with children is their self-regulation skills over their academic knowledge when entering Kindergarten. Since this was identified as a key to being ready to learn, we used it as a metric to identify where children were not as ready to learn. The Hub looked at the self-regulation scores from the previous year's OKA scores as an indicator of self-regulation skills for the region. We used the Hub's average for the subgroup of Economically</p>			

<p>Children who are learning English as their second language and scoring below the Hub average on Self-Regulation on the 2018-19 OKA</p>	<p>Disadvantaged (3.3) as a cut-off for identifying focus communities to target resources, where communities that score below the cut-off were identified as a priority.</p> <p>We also looked at the overall poverty level of the community using the 2013-2017 American Community Survey 5-year Estimates from the Census website. The goal is to use the community poverty level as an indicator of access to resources and risk factors for social determinants of health. Milton-Freewater had a Self-Regulation score of 3.1 and a 30% poverty rate. Echo had a SR score of 3.0 and a poverty rate of 25%. Though Pilot Rock only has a poverty rate of 14%, their Self-Regulation scores for children identified as economically disadvantaged was 2.7, which is the second lowest in the region. Hermiston has four elementary schools with varying degrees of school readiness. When looking at specific schools, Sunset Elementary had a SR score of 3.0 with a citywide poverty rate of 20%. The last community we focused on was Northern Union County, which includes Imbler, Summerville and Elgin. As a region, they scored less than 2.9 on Self-Regulation and have a poverty rate of over 15%.</p>	<p>Estimated # of eligible children: Under age three: 1357 Ages 3 to 5: 1108</p> <p>-Population data from US Census and K-12 language data from ODE</p> <p>Numbers estimated by area come from '18-19 OKA data</p> <p>Estimated # of children being served: Under age 3: 184 (14%) Ages 3 to 5: 600 (54%)</p> <p>-Head Start and School District Data on enrollment of children with Spanish as a home language.</p>	<p>Milton-Freewater Under age 3: 228; Ages 3 to 5: 190</p> <p>Hermiston: Under age 3: 507; Ages 3 to 5: 472</p> <p>Boardman: Under age 3: 99; Ages 3 to 5: 82</p> <p>Guatemalan dialect (Umatilla & Morrow counties): Under age 3: unknown Ages 3 to 5: unknown</p> <p>Milton-Freewater: Under age 3: 70; Ages 3 to 5: 160 (84%)</p> <p>Hermiston: Under age 3: 40; Ages 3 to 5: 275 (65%)</p> <p>Boardman: Under age 3: 74; Ages 3 to 5: 47 (57%)</p> <p>Guatemalan Dialect (Umatilla & Morrow Counties): Children ages 3 to 5: Unknown</p>	<p>ECE Sector planning partners agreed to survey families about their preferences for early education and childcare services during scheduled events provided by community partners, including Nurturing Parenting, Fruits and Veggies for Families, and Circle of Parents. Surveys were also distributed at WIC offices, home visiting programs and online.</p> <p>16 of the 83 families surveyed (19%) identified as second language learners.</p> <p>Our Hub is working with Euvalcree to provide focused efforts to families from Guatemala (still surveying those who speak a Guatemalan dialect).</p>	<p>Safety and education of the provider were very important for this population. Transportation was also an important need, especially for families who are working long hours for seasonal work.</p> <p>Cost of programs was also a barrier for families. Someone with a higher paying job could make just over the cut-off for Head Start and depending on their work they may not qualify for Migrant Head Start.</p> <p>Having someone who spoke their home language was important but was not the biggest barrier for them.</p>
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Discussion of quantitative disparity in service

When looking at the children who are English Language Learners, we took the estimated number of children by age and the estimate of home languages by county to find the number of children who would be eligible. We identified the number of children currently served by a Head Start who speak another language at home to estimate the number of children being served. This does not include the number of children paying for preschool or childcare services on their own or who are in a school district-ran preschool.

From discussions with the K-12 system, the largest barrier for teachers in working with children is their self-regulation skills over their academic knowledge when entering Kindergarten. Since this was identified as a key to being ready to learn, we used it as a metric to identify where children were not as ready to learn. The Hub looked at the self-regulation scores from the previous year's OKA as an indicator of self-regulation skills for the region. We used the Hub's average score for the subgroup of Limited English Proficiency (3.4) as a cut-off for identifying focus communities to target resources, where communities that score below the cut-off were identified as a priority.

The Hub's average was 3.4 with a total N of 420. Three main districts were identified as focus communities: Milton-Freewater with a score of 3.0; Hermiston with a score of 3.3; and Boardman with a score of 3.2. Though other districts have children who are English Language learners, they either had very few children or scored above the Hub's average.

Another focus community identified is children who speak a regional Guatemalan Dialect. There is limited information on this population. In general, they do not speak or write in Spanish or English. It is unknown how many of these children are in the area. Some agencies have been able to find a few individuals who are able to provide rudimentary translation. A survey is in process to gather more data.

Children with developmental delays and disabilities

Estimated # of eligible children:

Under age three: 480
Ages 3 to 5: 400

-Numbers based '18-19 OKA identified children

Milton-Freewater

Under age 3: 40 ; Ages 3 to 5: 33
Hermiston:
Under age 3: 140 ; Ages 3 to 5: 115
Boardman:
Under age 3: 28 ; Ages 3 to 5: 22

Estimated # of children being served:

Under age 3: 125 (26%)
Ages 3 to 5: 330 (83%)

Milton-Freewater:
Under age 3: 13 (33%)
Children ages 3 to 5: 47 (142%)
Hermiston:
Under age 3: 35 (25%)
Children ages 3 to 5: 105 (91%)

ECE Sector planning partners agreed to survey families about their preferences for early education and childcare services during scheduled events provided by community partners, including Nurturing Parenting, Fruits and Veggies for Families, Circle of Parents, and SPED Support Group. Surveys were also distributed at WIC offices, home visiting programs and online.

Quality of care was important for families with children who were identified as DD or with a disability. Families noted that a sever disability can make it impossible to find child care, there needs to be more full day care for children with high needs. Providers are also needing training on how to work with children from trauma. The biggest barrier was the cost of care for children with

<p>Children who identify as Native American</p>	<p>-Data from IMESD EI/ECSE Eligibility # of children in child care is unknown</p>	<p>Boardman: Under age 3: 6 (21%) Children ages 3 to 5: 22 (100%)</p>	<p>20 of the 83 families (24%) surveyed indicated that they had a child that had a delay or disability.</p>	<p>disabilities. Outside of the IMESD, there is not a resource that isn't income based.</p>
<p>Discussion of quantitative disparity in service Using the number of children who were identified as having a disability on the OKA, the possible eligible children was estimated. When looking at the number of estimated eligible children 3-5 years old, over 80% of children have an IFSP. Since all children with an IFSP are served, this suggests that the remaining children have not been identified. For children under age three that are estimated to be eligible, 26% have an IFSP. This ratio of identified children matches national trends where children under three have a much smaller rate of identification. When looking at the OKA scores for Self-Regulation as an indicator of school readiness, children in the subgroup of 'Students with a Disability' scored lower across the board. When compared to the Hub's average (2.8), three districts were called out as focus communities: Milton-Freewater with a score of 2.6; Hermiston with a score of 2.6; and Boardman with a score of 2.2. In each of these communities, close to the estimated number of eligible children 3-5 years old are being served in some capacity. However, this service doesn't always equal the type of care that families need. For children under age three, it looks like there is a large gap in children being identified for each community. The estimated number of children with a disability in Milton-Freewater for ages 3-5 was greater than the estimated number of children eligible. The number of children served is based on the actual number of children with an IFSP. As a region, estimated numbers are near the same rate nationally, 10%, for children with a disability. The fact that the number of children in Milton-Freewater that have an IFSP is larger than the general trend demonstrates a larger need for services.</p>	<p>Estimated # of eligible children: Under age three: 140 Ages 3 to 5: 114</p> <p>-Numbers form 2018-19 OKA identified children</p> <p>Total served by Head Start: 43 -Cay-Uma-Wa Tribal Head Start Slots</p>	<p>Mission/CTUIR/Pendleton: Under age 3: 80 Ages 3 to 5: 70</p> <p>Mission/CTUIR: Ages 6 weeks to 5 years: 36 (Tribal Child Care) Ages 3 to 5: 40 (Head Start)</p>	<p>ECE Sector planning partners agreed to survey families about their preferences for early education and childcare services during scheduled events, when meeting with families and online. There was a targeted effort to include Tribal Head Start and the Health Center.</p> <p>8 families surveyed identified as Native American.</p>	<p>Quality of care and the location of the program was indicated as important. Providers could use more supports for working with children and families with trauma. Families have access to Head Start and Child Care on Tribal land but it doesn't always meet the needs of families for the hours they work. Families also have access to Head Start and childcare in Pendleton, this</p>

Total served in private child care: 36

Pendleton:
Ages 3 to 5: 3
(Total served across both communities ages 6 weeks to 5 years= 53%)

Discussion of quantitative disparity in service

In the Hub's region there is one federally recognized reservation, the Confederated Tribes of the Umatilla Indian Reservation. This reservation has a wide reach of terrain but the population density is located in Mission (6 miles outside Pendleton) and as well in Pendleton. Based on the Kindergarten Assessment numbers, there is an estimated 254 children ages zero through five across the region that identify as Native American. Eighty percent of these children are estimated to live within the Mission and Pendleton area, all of which attend Kindergarten in the Pendleton School District. Though school readiness scores were not used to identify a focus community, the Self-Regulation scores for children identified as 'Native American/Alaska Native' in the Pendleton SD scored at the state average of 3.3. This is slightly lower than the statewide total population score of 3.5. There are two Head Start options to serve children ages three to five in this area: the Head Start on the Reservation which serves 40 children; and the Head Start in Pendleton where there are three children enrolled during the current 2019-2020 school year. There is also a childcare program that serves 36 children between the ages of six weeks and five years that is located on the reservation and privately ran. It is unknown how many children are enrolled in other childcare and preschool programs in the area. It is also unknown how many of these programs provide culturally responsive care. Although there are childcare and preschool options, due to the levels of generational trauma and risk factors, children who are Native American have an added barrier to services. With the high levels of trauma, it is important for children to have continuity of care and for families to have a safe, reliable place to take their children. Due to the hours that families work, this type of care is not always an option.

however is not always culturally inclusive or aware.

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
Children and families living at or below 200% of the federal poverty level	Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained and that the facility is safe and clean.	Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.	Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.	Many families are just missing the 100% FPL cutoff but can’t afford non-subsidized childcare and are needing childcare outside of the typical work day
Children with developmental delays and disabilities	Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained (specifically in understanding the needs of children with development delays and disabilities) and	Affordability: Many families, even those who qualify for Head Start, can’t afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.	Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to	More training and support is needed for EC providers especially in behavior and classroom management (Trauma informed and Tier 3 focused), including inclusive classrooms, E/ECSE classrooms and childcare programs. Our Hub has focused on Conscious Discipline as a social-emotional program

<p>Children who are learning English as their second Language</p>	<p>that the facility is safe and clean.</p>	<p>Limited English families expressed that safety and cleanliness of family childcare homes and licensed centers is their number one priority.</p>	<p>Affordability: Many families, even those who qualify for Head Start, can't afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.</p>	<p>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</p>	<p>childcare can be a barrier.</p>	<p>for educators, providers and home visitors. Implementation of this program is still evolving. There is a need for more classes offered/required in early childhood education programs from colleges and more local-level trainings and mentoring offered.</p>
<p>Children who identify as Native American</p>	<p>Quality of childcare provider and facility: Parents prefer that early learning providers are experienced and well trained and that the facility is safe and clean.</p>	<p>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</p>	<p>Affordability: Many families, even those who qualify for Head Start, can't afford adequate childcare. Those who do not qualify for free preschool, have the added challenge of finding affordable preschool.</p>	<p>Location and transportation: Families indicated that it is a high priority to have childcare near their home. When children are in free preschool, transportation to childcare can be a barrier.</p>	<p>More training and support is needed for EC providers especially in behavior and classroom management (Trauma informed and Tier 3 focused). Our Hub and the Confederated Tribes of the Umatilla Indian Reservation is focused on Conscious Discipline as a social-emotional program for educators and tribal families. Implementation of this program is still evolving. There is a need for more classes offered/required in early childhood education programs from colleges and more local-level trainings and mentoring offered.</p>	

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?

There are areas of providers where there is capacity to expand services for priority populations. This potential would include working with in-home child care providers, child care centers, relief nurseries, school district preschools and Early Intervention/Early Childhood Special Education (EI/ECSE). These programs could expand by serving more children, serving children for longer hours of the day and/or utilizing professional development so they can service children which higher needs. The limitations to expanding and providing this care includes the higher cost to provide the care. To increase the number of children that can be served in a program, space and/or staffing would need to increase and thus would the operation costs. Also, as providers gain training and education, there is a direct cost for that training as well as an increase in the salary of staff. Finding care for infants and toddlers is a hardship for most families. Due to the smaller ratios in centers and family childcare, the cost of this care is too much for families and providers can't charge enough to make it work. There is also a need for shift care. Families that work long hours have a hard time finding care that can meet those hours, however child care providers have a hard time working the long shifts caring for children on their own. Having more onsite facilities for large employers who require shift care could meet the needs of the families and not place as much of a drain on a single provider. Other areas of quality improvement that have a cost include smaller staff/child ratios to accommodate children who have high needs, children who are either on an Individualized Family Service Plan (IFSP) or have trauma. This would also include specialized professional development in the form of training and coaching to increase the skills of these providers. There are existing free professional development opportunities around trauma informed care, however a lot of small in-home programs cannot afford to shut down for a day and have no substitute options to allow them to attend. Transportation can be a barrier for some families. There are programs who do offer bussing from home to school, however this become a problem when the cost of bussing is too high and finding bus drivers is at a low. Transportation become a real issue for families using both a part-day preschool program and a childcare program and cannot take time out of their day to transport between the two. Funds that would allow for the higher cost of bussing would open up the door for children to attend a preschool. This issue could also be addressed if there were more high quality full-day programs. In Boardman, for example, there is

	<p>expansion of a childcare facility underway that would allow for part-day classrooms to expand into full-day care. However, the current cost of those classrooms would be too high for most families.</p> <p>There is a need for culturally specific care for families. There are two possible options to address this concern: increase the number of minority owned/operated childcare programs; and professional development. Providing more training and degree options to providers in their first language could increase the number of providers who provide that high level of care associated with school readiness. There could also be provided professional development on what culturally responsive care looks like and how to build bridges with other communities.</p>
<p>Where are the biggest gaps in service geographically?</p>	<p>Boardman-In response to the population growth (25% from 2017-2019 based on PSU Estimated Pop. Data), more care is needed that either provides transportation, is on-site, or is subsidized by the employer and offers extended hours of care, and resources for those who speak Guatemalan dialects</p> <p>Milton-Freewater- More resources and services in Spanish, more childcare is needed that either provides transportation, is on-site, or is subsidized by the employer and offers all extended day care</p> <p>Hermiston- Free preschool or subsidized slots for families that are below 200% the Federal Poverty Level, resources and opportunities for families with limited English proficiency including those who speak Guatemalan dialects. Also, on-site care offered by employer, and extended hours of care are needed</p> <p>Ukiah- Parent education, resources for families, and kindergarten readiness resources</p> <p>Echo- Childcare opportunities and transportation to preschool</p> <p>Pilot Rock- Childcare opportunities, resources for families, and parent education opportunities</p> <p>North Union County- Local childcare and preschool options and quality care opportunities</p> <p>Children and families living at or below 200% of the Federal Poverty Level:</p> <p>Extended day childcare and high quality (Spark rated) child care opportunities, care of infant/toddlers,</p> <p>Children with developmental delays or disabilities:</p> <p>Lack of staff training and support for serving children with disabilities (training/coaching from Intermountain ESD to providers), support for Tier 3 behaviors, inclusive classrooms across the region (specifically culturally responsive care)</p> <p>Emergent bilingual children (English is their second language):</p> <p>Lack of information and resources in home language, resources and opportunities for those who speak Guatemalan dialects, and transportation between preschool and childcare and/or proximity to work location</p> <p>Tribal nations and communities:</p> <p>Non-traditional hours of care, training for managing difficult behaviors and culturally-specific care</p>
<p>What program characteristics are necessary to meet the demand in your target communities?</p>	<p>Increased training and education for providers, specifically in managing difficult, Tier 3 behaviors</p> <p>Availability of care for multiple age groups</p> <p>Availability of care for shift work</p> <p>Care located near large employment facilities</p> <p>More braided funding (businesses, school districts, etc.) to make care affordable</p>
<p>How would small ECE providers meeting these characteristics be supported through a network model?</p>	<p>Child Care Resource and Referral (CCRR) would use the Focused Child Care Network (FCCN) grant and Story Time Express funds to offer professional development.</p> <p>Professional Learning Teams through the BMEL Hub would support peer learning and training on social-emotional skills.</p> <p>Learning walk opportunities through the BMEL Hub would allow providers to see other how other quality providers demonstrate skills and strategies.</p> <p>Partnership with agencies would allow them to attend training and professional development at a lower cost.</p> <p>BMEL Hub has grant opportunities to increase quality through materials and training funds.</p> <p>Supports from library districts to provide literacy and books to programs and children.</p>

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

In Boardman, the Neal Early Learning Center is breaking ground on an expansion to the building that will add four classrooms and a 1,500 sq. ft. multipurpose room. This would allow for the addition of classrooms or converting part day programs into full day. This facility was funded with a donation by the Neal Family because they have a commitment to the community and to Early Care and Learning. The expansion is using state funds secured by a local congressman.

In Boardman, there is also a full day model where the school district pays for the preschool portion of the day, businesses contribute funding, and families pay \$400 a month for 10 hour-per-day childcare. Families who work for the contributing businesses and live within the county have priority.

Morrow County School District has a partnership with Umatilla Morrow County Head Start (UMCHS) and Heppner Preschool to make sure that all children who want it (and can transport) are able to have a preschool experience.

In Lone, the school district is partnering with the community preschool to help pay for a staff position to increase the quality of care that children are receiving.

Umatilla SD has partnered with the Intermountain ESD to provide an inclusive classroom for children inside the district. With this classroom and the Head Start classrooms in the area, all children are able to attend a preschool if they choose.

Hermiston SD is partnering with Umatilla Morrow Head Start to provide an additional 80 preschool slots to children who are over income for the Head Start eligibility guidelines. This partnership has Head Start running the classrooms while the district pays for the slots.

UMCHS has partnered with the Intermountain ESD to operate two inclusive classrooms, one in Hermiston and one in Pendleton. The classrooms have up to 17 children and three staff. UMCHS provides the space, the lead teacher and a teacher's assistant (TA). The Intermountain ESD provides an TA and does the documentations for Individualized Service Plans (IFSPs). The Intermountain ESD is also looking at starting an inclusive classroom in both Union and Elgin in partnership with the school districts.

Echo SD has started a preschool/child care program for children in their district who did not qualify for Head Start. Since the start of this

classroom, the Head Start classroom moved to a neighboring town and no longer provides transportation.

Stanfield SD is in the process of creating a 3 year old classroom to help increase the number of children who are receiving services. In partnership with UMCHS, who has a classroom in the school, the district is cooperating to create a complementary recruitment system. New construction in Stanfield is allowing for the expansion of Infant/Toddler care. The new low income housing unit will build into it a child care center with the goal of increasing the options for families with infant and toddlers who need child care.

Pendleton Early Learning Center is a one stop shop for families who have children ages six and under. This facility houses WIC, Head Start, Early Head Start, SD Preschool EI/ECSE, CARE program, Health Families, DHS home visiting programs, Kindergarten and after school care. To increase the number of families served, all applications for the SD Preschool and Head Start go through UMCHS and then coordinated with the district so families are matched with the program that best meets their needs.

Athena-Weston School District is looking at how to create a preschool that would help serve the families that are not able to commute to Pendleton or Milton-Freewater and who cannot afford the one local private preschool option.

The Milton-Freewater SD has created a Kindergarten classroom they are calling Pioneer Explorers. This classroom is for children who are age eligible for kindergarten but, based on maturity, social-emotional skills, parent input and OKA scores, are identified as needing extra supports to be kindergarten ready. This class has an increased focus on readiness skills and play-based learning than a typical kindergarten classroom as well as having a smaller class size. At the end of the year, after evaluating the child's progress, staff and parents determine whether the child will enter a typical kindergarten classroom or 1st grade in the fall.

In La Grande, the school district is partnering with Easter Oregon University Head Start to open up preschool classrooms that would serve children who do not qualify for Head Start. The classrooms would be ran by Head Start and funded by the school district.

A local church in Imbler is looking at the potential to open a preschool program for local families who are currently commuting to other communities. This would be the only preschool program in the community if it opens.