

# Regional Stewardship Committee of the Early Learning Hub of Clackamas County

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<https://www.earlylearninghubofclackamascounty.org/>

## Early Care and Education Sector Plan





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Early Learning Hub: Clackamas  
Regional Stewardship Committee Membership Roster

NAME	ORGANIZATION / GROUP REPRESENTING	EMAIL ADDRESS
Julie Aalbers	Public Health Division	julieaal@clackamas.us
Christina Aguirre	Clackamas County Children’s Commission Head Start	christinaa@ccchs.org
Jessica Amaya	DHS Self Sufficiency Program	Jessica.Amaya@state.or.us
Jere Applebee	Gladstone Center for Children and Families/ Gladstone school district	applebej@gladstone.k12.or.us
Leslie Arbuckle	Head Start to Success / CESD	larbuckle@clackesd.org
Lennie Bjornsen	Gladstone Schools	bjornsenl@gladstone.k12.or.us
Dawn Bryan	Parent leader	dewdoll@msn.com
Sophia Butler	Parent leader	butler.sophia@gmail.com
Rod Cook	Clackamas County Health, Housing and Human Services	rodcoo@clackamas.us
Amy Corbett	Metropolitan Family Services	amyc@mfs.email
Nina Danielson	H3S Behavioral Health Division	NDanielsen@clackamas.us
Bridget Dazey	Clackamas Workforce Partnership	bridget.dazey@clackamasworkforce.org
Donald Dodson	Oregon Child Development Coalition	donda.dodson@ocdc.net
Pat Duke	Wilsonville Library	duke@wilsonvillelibrary.org
Christyn Dundorf	Teaching Preschool Partners	dundorf@teachingpreschoolpartners.org
Brenda Durbin	Social Services	BrendaDur@clackamas.us
Ginger Fink	Clackamas Citizen	ginger.fink@comcast.net
Matilde Flores	Metropolitan Family Services	matildef@mfs.email
Denise Glascock	Lifeworks NW	denise.glascock@lifeworksnw.org
Chelsea Hamilton	Children, Family and Community Connections	CHamilton@clackamas.us
Candice Henkin	Oregon City School District	candice.henkin@gmail.com
Carly Itami	Parent leader	carly.itami@gmail.com
Armando Jimenez	Clackamas County Public Health Division	AJimenez@clackamas.us
Alison Johnson	Parent leader	hursta311@gmail.com
Beth Kersens	Clackamas County Children’s Commission Head Start/ Healthy Families	bkersens@healthyfamiliescc.org
Darcee Kilsdonk	Clackamas County Children’s Commission Head Start	darceek@cccchs.org



<b>Peg King</b>	HealthShare of Oregon	peg@healthshareoregon.org
<b>Paulina Larenas</b>	FACT Oregon	paulina@factoregon.org
<b>Paula Lavalley</b>	Clackamas Education Service District / Child Care Resource & Referral	plavalley@clackesd.org
<b>Kelley Lawson</b>	Clackamas Education Service District / Child Care Resource & Referral	klawson@clackesd.org
<b>Sandy Meados</b>	Clackamas Education Service District / Child Care Resource & Referral	smeados@clackesd.org
<b>Anna Menon</b>	Clackamas County Public Health	smeados@clackesd.org
<b>Carole Moore</b>	Clackamas Education Service District	cmoore@clackesd.k12.or.us
<b>Kanae Nishi</b>	H3S Behavioral Health	knishi@clackamas.us
<b>Maria E Perdom</b>	Metropolitan Family Services	mariap@mfs.email
<b>Susanna Rempel</b>	Oregon Child Development Coalition	susanna.rempel@ocdc.net
<b>Mimi Rosales</b>	North West Family Services	orosales@nwfs.org
<b>Mary Rumbugh</b>	H3S BHD	MaryRum@clackamas.us
<b>Karen Rush</b>	North Clackamas School District	rushk@nclack.k12.or.us
<b>Susanna Rempel</b>	OCDC	Susanna.Rempel@ocdc.net
<b>Sara Snow</b>	Clackamas Education Service District- EI/ECSE, Care Resource & Referral	ssnow@clackesd.org
<b>Dani Stamm Thomas</b>	Clackamas Education Service District / Child Care Resource & Referral	dstammthomas@clackesd.org
<b>Sara Stearns</b>	Oregon Association for the Education of Young Children	sara@oregonaeyc.org
<b>R.E. Szego</b>	Oregon Child Development Coalition	R.E.Szego@OCDC.net
<b>Sara Taggart</b>	Children’s Center	sara@childrenscenter.cc
<b>Elizabeth White</b>	Clackamas County Children, Family and Community Connections	ewhite@clackamas.us



## Deliverable 1: Analysis of Priority Populations

### Refined Priority Population List- Clackamas County

#### Priority Populations

##### Children who are Black/ African American

Although the total number of families that identify as Black and/ or African American in Clackamas County is small compared to other racial/ethnic groups in the County, this population experiences a significant amount of systemic racism, oppression and historically underserved in all parts of the county. There are no culturally specific organizations in Clackamas County that focus on the needs and preferences of this population.

- Families who are Black / African American are historically underserved in all parts of Clackamas County
- Milwaukie zip codes in the North Clackamas Health Equity Zone (97222, 97267) have the largest percentage of residents that identify as Black / African American.

We used Health Equity Zones and zip code data to refine priority populations by geographic area. Many social and environmental factors contribute to the health – and unhealthiness – of a community, and the mix of these factors varies widely from one community to another. A persistent challenge to public health is how to address so many variables, in so many combinations, in so many diverse communities. Clackamas County uses Health Equity Zones to define need based on these factors. These zones align with established school districts. Zip code data aligns with the cities of Canby, Molalla, Milwaukie and Sandy. For the North Clackamas Health Equity Zone, we further refined geographic area by zip code (Milwaukie – 97222 and 97267). We narrowed by zip code in this area to more accurately reflect need based on data.

##### Children who are Latinx

Available data indicates that communities that make up the following Clackamas County Health Equity Zones (School Districts) and zip codes have the highest percentage of children identified as Latinx.

###### Health Equity Zones

- Canby
- Molalla
- North Clackamas
- Oregon Trail

###### Zip Codes

- Canby: 97013
- Molalla: 97038
- Milwaukie: 97222, 97267
- Sandy: 97055

##### Children with Limited English Proficiency

Available data indicates communities that make up the following areas have the highest percentage of residents who identify as individuals who speak English “Less than very well” (American Community Survey).

###### Health Equity Zones

- Canby
- Molalla
- North Clackamas
- Oregon Trail

###### Zip Codes

- Canby: 97013
- Molalla: 97038
- Milwaukie: 97222, 97267
- Sandy: 97055



**Children Birth to Two**

The stewardship committee identified services for children birth to two year olds as a high need throughout the county. Clackamas County is a “child care desert”, especially for children birth to two. In most areas of the county, the gap between available services for children 0-2 and the availability of services is untenable. Only one of the three Head Start programs in Clackamas County provides EHS and they are limited to 86 slots, 70 are home based and only 16 are center based.

Sandy has the highest need for infant toddler care in Clackamas County. There are few child care programs available to families and most of the programs available are only for preschool (only part day) or school age after school care. While the population of Sandy has almost tripled in the last 10 years, the amount of child care has only increased by 2 programs overall. There are approximately 638 children under 2 in Sandy. This means that for every licensed child care slot, there are 106 children under 2.

Molalla (97038) has the second highest need for services for children under 2. Data indicates there are approximately 605 children under 2, and there are about 13 children under two for each available child care slot.

**Children Experiencing Homelessness**

Available data indicates that the rate of homelessness in Canby and North Clackamas school districts are higher than other parts of Clackamas County.

K – 12 Enrollment

Canby School District = 242 (5.18%)

North Clackamas School District = 366 (2.13%)

Head Start partners report a high number of families who identify as homeless, and are eligible for Head Start/EHS. Homeless families and children served through the Foster Care system, in all parts of the County, are historically underserved and experience greater barriers to accessing services than the housed population. This population also experiences a high degree of trauma and Adverse Childhood Experiences (ACES).

**Children in Foster Care**

Children served through the Foster Care system, in all parts of the County, are historically underserved. These children are at greater risk for school failure and this population experience greater barriers to accessing services and experience a high degree of trauma and Adverse Childhood Experiences (ACES).

**Children in Foster Care: 2017- 2018**

Source: Oregon Department of Human Services

Placement Information:

Abducted = 1

Foster Family Home (Kith/Kin) = 8

Foster Family Home (Non-Relative) = 61

Foster Family Home (Relative) = 36

Hospital/Mental Health Facility = 3

Total- 109

Foster Care Children:

Black / African American	9	8.3%
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Hispanic	8	7.3%
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Total- 109



Deliverable 1- Priority Populations Decision Grid- Clackamas County

Potential Priority Populations Clackamas County	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
<p><b>Children who are Black/ African American</b></p>	<p><b>Estimate # eligible children</b></p> <p>There are a total of 223 children who are Black/ African American aged 0 –5 and 4,566 (1.08%) Black/ African American residents in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017).</p> <p>Milwaukie has the highest number of Black/ African American residents (778), children aged 0 –5 (111), and children of color (2,111) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017).</p>	<p>Milwaukie (Zip codes 97222 &amp; 97267)</p> <p>All Clackamas County</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and family gatherings.</p> <p>The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition, we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family preferences of identified priority populations.</p>	<p><b>Focus Group Results</b> – Family preferences in order of importance</p> <ul style="list-style-type: none"> <li>• Children’s safety</li> <li>• Services in home language</li> <li>• Services reflect culture and values</li> <li>• Service providers are experienced and well-trained to address behavioral challenges</li> <li>• Service providers develop a love for learning</li> <li>• Service providers are experienced and well-trained (quality program)</li> <li>• Services are affordable</li> <li>• Service providers have experience and training to provide trauma-informed care</li> <li>• Trainings on emotional literacy and trauma-informed care for parents</li> <li>• Program and services prepare child for Kindergarten</li> <li>• Service providers have experience and training to identify developmental delays</li> </ul> <p><b>Parent Survey Results</b>                      Total responses (family preference question) = 650                      Responses that represent priority population = 14</p> <p><b>Parent Preferences (all):</b></p> <ul style="list-style-type: none"> <li>• Programs and services meet my child's developmental needs: 86%</li> <li>• Affordable - meets my family's budget: 77%</li> <li>• Location - nearby and/or easy to get to: 72%</li> <li>• People who care for and teach my children reflect my family's culture and values: 60%</li> <li>• People who care for and teach my children have experience and training: 58%</li> </ul>



**Estimate # children served (include data sources used)**

**2019 Estimated # Children Served**

(Source: Oregon’s Child Care Deserts: Mapping Supply by Age Group, Metropolitan Status, and Percentage of Publicly Funded Slots, Prepared for the Oregon Early Learning Division, Megan Pratt, Michaella Sektnan, Roberta B. Weber, 2019)

**Percent of Children in County with Access to a Regulated Slot By Age Group**

A county is considered a childcare desert if fewer than 33% of the county’s children have access to a slot.

**Clackamas County**

0-2 year olds = 13%  
 3-5 year olds = 29%  
 Total 0-5 year olds = 21%

**Number and Percent of Publicly funded Slots By Age Group for Regulated Programs**

Public slots for ages five and under include Oregon Pre-kindergarten, Head Start Early Head Start, Federal and Tribal Head Start, Migrant/ Seasonal Head Start and Preschool Promise

0-2 year olds

Total Slots = 1,715  
 Public Slots = 27  
 Percent Publicly funded = 2%

3-5 year olds

Total Slots = 4,063  
 Public Slots = 541  
 Percent Publicly funded = 13%

Total 0-5 year olds

Total Slots = 5,778  
 Publicly funded Slots = 568  
 Percent Public = 10%

- Flexible hours of operation (examples: before 6 am, evenings, weekends): 56%
- Parent involvement is encouraged and welcome: 30%
- Transportation to/ from the program: 28%
- Programs and services are in my home language: 17%
- Programs and services prepare my child for Kindergarten: 11%

**Parent Preferences: Black/ African American families**

- Black/ African American families were more likely to select programs and services meet my child's developmental needs, people who care for and teach my children have experience and training, programs and services that prepare children for Kindergarten, transportation to /from the program, flexible hours of operation and programs that encourage parent involvement as a top 5 preference compared to the total population.





	<p><b>2018 Clackamas County Head Start / Early Head Start Community Assessment data</b> (Source: Clackamas County Children’s Commission- CCCC, Head Start to Success (HSTS), Oregon Child Development Coalition- OCDC)</p> <p>Head Start =453 Slots                  Early Head Start = 120 slots                  OPK = 395 slots                  Healthy Families = 116 (Home visiting)</p> <p>Black/ African American children enrolled= 16</p> <p><b>2019 data provided by Head Start Programs- CCCC, Head Start to Success (HSTS), Oregon Child Development Commission (OCDC)</b></p> <p><u>Early Head Start =118</u>                  (CCCC, OCDC)                  Black/ African American children enrolled = 2</p> <p><u>Head Start/ OPK = 973</u>                  (CCCC, HSTS, OCDC)                  Black/ African American children enrolled = 14</p> <p><b><i>Discussion of quantitative disparity in service:</i></b></p> <p><b>Clackamas County</b>                  Clackamas County’s total population has grown steadily since 2000, with an average annual growth rate of 1.1 percent between 2000 and 2010. (Source: Coordinated Population Forecast for Clackamas County, its Urban Growth Boundaries (UGB), and Area Outside UGBs 2017-2067 Prepared by Population Research Center College of Urban and Public Affairs Portland State University, 2017). PDG Assessment Data rank Clackamas County as high regarding the number of children aged 0-5.</p> <p>In addition, the percentage of 0-5 Population that are 0-200% of FPL in Clackamas County is higher than the statewide average (32.3% verses 27.0%). Clackamas County’s 0-5 population that are 0-200% of FPL,</p>			
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enrolled in Head Start, is also significantly higher than the state average (32.0% verses 25.0%). Although the number of children of color is relatively low in Clackamas County, the numbers are increasing. The Hispanic share of Clackamas County's total population increased 7.7% from 16,744 in 2000 to 29,138 in 2010. (Source: Coordinated Population Forecast for Clackamas County, its Urban Growth Boundaries (UGB), and Area Outside UGBs 2017-2067 Prepared by Population Research Center College of Urban and Public Affairs Portland State University, 2017). The number of Black/ African American children is not projected to rise at the same rate (< 1%), but is increasing.

In Clackamas County, the Black/ African American population experiences a significant amount of systemic racism, oppression and is historically underserved. There are no culturally specific organizations in Clackamas County that focus on the needs and preferences of this population.

Over the course of Clackamas County's history, structural barriers have led to policies, procedures and practices that have had a disproportionately negative effect on all people of color. Oregon's history of inequitable housing policies include racial covenants that exclude races or ethnic groups from neighborhoods. These covenants are legally unenforceable but still exist in property records. These covenants remain in Portland-Metro Area and contribute to modern day institutional inequities in Clackamas County.

Clackamas County's 2019 Point-In-Time (PIT) Homeless Count indicate since 2017, there was a near doubling of the number of Black/ African American people surveyed, from 23 individuals to 41. People



identifying as Black/ African American now make up 4 percent of those counted, while representing only 1.2 percent of the county’s total population. In addition, 4% of the people counted identified as Native American/Alaska Native, despite representing only 0.7 percent of the total population indicating people of color disproportionately experience homelessness in Clackamas County.

**Milwaukie (Zip Codes 97222 & 97267)**

Milwaukie has the highest number of children living in poverty, 823, (Source: American Community Survey, 5-year estimate: 2013 – 2017) and the highest number of families below poverty with children (1,234) in Clackamas County (Source: Claritas 2019).

Data from the PDG Data Extract for State and Clackamas County Geographic Areas show housing insecurity is rising across the County. Milwaukie has the highest percentage of residents that spend 30% or more on rent (63.9%), a strong indicator of housing insecurity (Source: American Community Survey, 5-year estimate: 2013 – 2017).

Milwaukie, Molalla, and Gladstone are ranked “high need” by the SocioNeeds Index (rating of 5). The SocioNeeds Index, created by Conduent Healthy Communities Institute, is a measure of socioeconomic need that is correlated with poor health outcomes. All zip codes, counties, and county equivalents in the United States are given an Index Value from 0 (low need) to 100 (high need). Locations are ranked from 1 (low need) to 5 (high need) based on their Index Value. Data show expanding access to early education and childcare has a high return on investment and improves academic outcomes for children living in poverty.



<p><b>Children who are Latinx</b></p>	<p><b>Estimate # eligible children (include data sources used)</b></p> <p>There are a total of 3,080 children 0-5 who are Hispanic / Latinx and 37,108 (8.8%) Hispanic / Latinx residents in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017).</p> <p><b>Milwaukie (Zip codes 97222 &amp; 97267)</b> Milwaukie has the highest number of Hispanic children 0-5 (1,159) and highest number of Hispanic residents (4,142) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017 and Claritas 2019). Milwaukie has the highest number of Children of Color (2,111) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017).</p> <p><b>Molalla (Zip Code 97038)</b> Clackamas County’s population growth is occurring in the county’s sub-areas outside of the Metro area. Sandy and Molalla posted the highest average annual growth rates at 5.6 and 3.8 percent, respectively, during the 2000 to 2010 period. (Source: Coordinated Population Forecast for Clackamas County, its Urban Growth Boundaries (UGB), and Area Outside UGBs 2017-2067 Prepared by Population Research Center College of Urban and Public Affairs Portland State University, 2017). Molalla has a high number of children of color (360) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017). It has a high number of Hispanic children 0-5 (235) and the second highest percentage of Hispanic residents (12.8%) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017 and Claritas 2019).</p> <p>Milwaukie, Molalla, and Gladstone are ranked “high need” by the SocioNeeds Index (rating of 5). The SocioNeeds Index, created by Conduent Healthy</p>	<p>Milwaukie (Zip codes 97222 &amp; 97267)</p> <p>Molalla (Zip Code 97038)</p> <p>Canby (Zip Code 97013)</p> <p>Sandy (Zip Code 97055)</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and family gatherings.</p> <p>The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition, we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family preferences of identified priority populations.</p>	<p><b>Focus Group Results – Family preferences in order of importance</b></p> <ul style="list-style-type: none"> <li>• Children’s safety</li> <li>• Services in home language</li> <li>• Services reflect culture and values</li> <li>• Service providers are experienced and well-trained to address behavioral challenges</li> <li>• Service providers develop a love for learning</li> <li>• Service providers are experienced and well-trained (quality program)</li> <li>• Services are affordable</li> <li>• Service providers have experience and training to provide trauma-informed care</li> <li>• Trainings on emotional literacy and trauma-informed are for parents</li> <li>• Program and services prepare child for Kindergarten</li> <li>• Service providers have experience and training to identify developmental delays</li> </ul> <p>Program staff estimated 60% of 35 adults that attended the November Head Start to Success Parent Policy Council identified as Hispanic / Latinx. Parent feedback suggests that Hispanic / Latinx families prefer programs and services that reflect diverse cultures and values, and service providers that speak a language other than English (programs and services in home language). The Parent Survey supports these findings. Additional in-person parent groups included Hispanic / Latinx families. However, due to small numbers, we are unable to examine parent preferences specific to this population from focus group results.</p> <p><b>Parent Survey Results</b> Total responses (family preference question) = 650 Responses that represent priority population = 113</p> <p><b>Parent Preferences (all):</b></p> <ul style="list-style-type: none"> <li>• Programs and services meet my child's developmental needs: 86%</li> <li>• Affordable - meets my family's budget: 77%</li> <li>• Location - nearby and/or easy to get to: 72%</li> </ul>
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Communities Institute, is a measure of socioeconomic need that is correlated with poor health outcomes. All zip codes, counties, and county equivalents in the United States are given an Index Value from 0 (low need) to 100 (high need). Locations are ranked from 1 (low need) to 5 (high need) based on their Index Value. Data show expanding access to early education and childcare has a high return on investment and improves academic outcomes for children living in poverty.

**Canby (Zip Code 97013)**

Canby has a high number of Children of Color (495) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017) and has the second highest number of Hispanic children 0-5 (380) and the highest number (4,662) and percentage of Hispanic residents (18.42%) in Clackamas County (Source: American Community Survey, 5-year estimate: 2013 – 2017 and Claritas 2019).

**Sandy (Zip Code 97055)**

Clackamas County’s population growth is occurring in the county’s suburban areas outside of the Portland Metropolitan area. Sandy and Molalla posted the highest average annual growth rates at 5.6 and 3.8 percent, respectively, during the 2000 to 2010 period. (Source: Coordinated Population Forecast for Clackamas County, its Urban Growth Boundaries (UGB), and Area Outside UGBs 2017-2067 Prepared by Population Research Center College of Urban and Public Affairs Portland State University, 2017). Sandy has a high number of Children of Color (491) and has the third highest number of Hispanic children 0-5 (344) in Clackamas County (Source: American Community Survey, 5-year estimate).

- People who care for and teach my children reflect my family's culture and values: 60%
- People who care for and teach my children have experience and training: 58%
- Flexible hours of operation (examples: before 6 am, evenings, weekends): 56%
- Parent involvement is encouraged and welcome: 30%
- Transportation to/ from the program: 28%
- Programs and services are in my home language: 17%
- Programs and services prepare my child for Kindergarten: 11%

**Parent Preferences: Hispanic / Latinx families**

- Hispanic / Latinx families were the only priority population to select the preference – people who care for and teach my children reflect my family's culture and values – at the same percentage as the total population. The other priority populations selected this preference at a lower percentage compared to the total population surveyed. This indicates this preference is important to this population.
- Hispanic / Latinx families were more likely to select parent involvement is encouraged and welcomed, programs and services in home language and programs and services prepare children for Kindergarten as a top 5 preference compared to the total population.



	<p><b>Estimate # children served (include data sources)</b></p> <p><b>2018 Clackamas County Head Start / Early Head Start Community Assessment data</b> (Source: Clackamas County Children’s Commission- CCCC, Head Start to Success (HSTS), Oregon Child Development Coalition -OCDC)</p> <p>Head Start =453 Slots                  Early Head Start = 120 slots                  OPK = 395 slots                  Healthy Families = 116 (Home visiting)</p> <p><u>Head Start</u>                  Ethnicity -                  Hispanic children enrolled= 441</p> <p><i>Languages spoken:</i>                  English = 938                  Spanish = 244</p> <p><b>2019 data provided by Head Start Programs- CCCC, Head Start to Success (HSTS), Oregon Child Development Commission (OCDC)</b></p> <p><u>Early Head Start = 118</u>                  (CCCC, OCDC)</p> <p><b>Ethnicity</b>                  Hispanic = 43                  Canby = 12                  Molalla = 2                  Milwaukie = 4</p> <p><u>Head Start = 973</u></p> <p><b>Ethnicity</b>                  Hispanic = 415                  Canby = CCCC- 18; HSTS 45                  Molalla = CCCC-10;                  Sandy = CCCC- 2; HSTS- 27                  Milwaukie = CCCC- 51; HSTS- 45</p>			
	<p><b>Discussion of quantitative disparity in service</b></p> <p>In the United States, the size and the diversity of the population continues to grow. Since 2000, the populations of all racial/ethnic groups have increased</p>			



	<p>and the racial/ethnic composition of the population has shifted. Although the majority of Clackamas County residents identify as White and Non-Hispanic (83.2%), the Hispanic community is the second largest in the county. The Hispanic population has grown from 7.3% in 2010 to 8.2% in 2016 with an 11.6% growth from 2012. (2018 Clackamas County Head Start / Early Head Start Community Assessment). The U.S. Department of Education predicts enrollment of Hispanic/ Latinx children in elementary school will account for 29% of enrollment in 2025.</p> <p>Hispanic and Latinx children across the nation are enrolled in preschool at substantially lower rates than their peers (Access to Preschool for Hispanic and Latino Children, First Focus: Making Children a Priority, October 2013). National data suggest that Hispanic / Latinx family participation in government sponsored early care and education services is not associated with parent preference for home-based care (Hispanic Children’s Participation in Early Care and Education: Type of Care by Household Nativity Status, Race/Ethnicity, and Child Age Danielle Crosby, Julia Mendez, Lina Guzman, and Michael López, November 2016). Data indicate poverty, supply, and immigration status contributes to lower enrollment. Research demonstrates increasing preschool enrollment rates for young Hispanic and Latinx children improves school readiness and helps close achievement gaps.</p>			
<p><b>Children with Limited English Proficiency</b></p>	<p><b>Estimate # eligible children (include data sources used)</b></p> <p>PDG Assessment Data indicate a high number of children and families that speak English as a second language in Clackamas County (10,665, 16% of children 5-17 speak a language other than English. Of this number, 59% speak Spanish).</p>	<p>North Clackamas-Milwaukie (Zip codes 97222 &amp; 97267)</p> <p>Molalla (Zip Code 97038)</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and family gatherings.</p>	<p><b>Focus Group Results – Family preferences in order of importance</b></p> <ul style="list-style-type: none"> <li>• Children’s safety</li> <li>• Services in home language</li> <li>• Services reflect culture and values</li> <li>• Service providers are experienced and well-trained to address behavioral challenges</li> <li>• Service providers develop a love for learning</li> <li>• Service providers are experienced and well-trained (quality program)</li> </ul>



	<p><b>Estimate # children served (include data sources used)</b></p> <p><b>2018 Clackamas County Head Start / Early Head Start Community Assessment data</b>                  (Source: Clackamas County Children’s Commission- CCCC, Head Start to Success (HSTS), Oregon Child Development Coalition- OCDC)</p> <p>Head Start =453 Slots                  Early Head Start = 120 slots                  OPK = 395 slots                  Healthy Families = 116 (Home visiting)</p> <p><u>Languages spoken</u>                  English = 938                  Spanish = 244</p>	<p>Canby (Zip Code 97013)</p> <p>Sandy (Zip Code 97055)</p>	<p>The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition, we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family preferences of identified priority populations.</p>	<ul style="list-style-type: none"> <li>• Services are affordable</li> <li>• Service providers have experience and training to provide trauma-informed care</li> <li>• Trainings on emotional literacy and trauma-informed care for parents Program and services prepare child for Kindergarten</li> <li>• Service providers have experience and training to identify developmental delays</li> </ul> <p>Parent Advisory Meetings included parents that identified as Spanish language speakers and program staff estimated 60% of 35 adults that attended the November Head Start to Success Parent Policy Council identified as Hispanic / Latinx. Staff did not assess English proficiency for these participants, so we are unable to examine parent preferences specific to the population from focus group results. However, focus group results support Parent Survey findings that affordability is a top preference for this population.</p> <p><b>Parent Survey Results</b>                  Total responses (family preference question) = 650                  Responses that represent priority population = 158</p> <p><b>Parent Preferences (all):</b></p> <ul style="list-style-type: none"> <li>• Programs and services meet my child's developmental needs: 86%</li> <li>• Affordable - meets my family's budget: 77%</li> <li>• Location - nearby and/or easy to get to: 72%</li> <li>• People who care for and teach my children reflect my family's culture and values: 60%</li> <li>• People who care for and teach my children have experience and training: 58%</li> <li>• Flexible hours of operation (examples: before 6 am, evenings, weekends): 56%</li> <li>• Parent involvement is encouraged and welcome: 30%</li> <li>• Transportation to/ from the program: 28%</li> <li>• Programs and services are in my home language: 17%</li> <li>• Programs and services prepare my child for Kindergarten: 11%</li> </ul>
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**Discussion of quantitative disparity in service**

We examined data from the Kindergarten Assessment Lookback Report because of the strong correlation between KA scores and 3rd grade reading (Source: Linking Kindergarten and Grade 3 Assessment Results, Office of Teaching, Learning, and Assessment February 8, 2018). ELD data also show KA scores by race and ethnicity indicate significant disparities for children of color. We disaggregated KA scores by geographic area to determine priority populations.

**Milwaukie (Zip codes 97222 & 97267)**

Data show that Milwaukie has low Kindergarten Assessment (KA) scores for those with limited English proficiency: 3.2 Self-Regulation; 5.5 Letter Recognition-Uppercase; 7.7 Numbers & Operators (Source: KA Lookback Report 2018-2019). This coupled with data that indicate Milwaukie the highest percent of residents that speak English less than “very well” in the County (6.3%) indicate high need for this population (Source: American Community Survey, 5-year estimate: 2013 – 2017). The percentage of the population age 5+ that speak only English at home (87.35% compared to the County average of 87.60%) supports this finding (Source: Claritas 2019).

**Molalla (Zip Code 97038)**

PDG Assessment Data show that Molalla has low Kindergarten Assessment (KA) scores for limited English proficiency: 5.3 Letter Recognition-Uppercase; 7.4 Numbers & Operators and the lowest total overall for Letter Recognition-Uppercase, 11.9 (Source: KA Lookback Report 2018-2019).

**Canby (Zip Code 97013)**

PDG Assessment Data indicate a high number of children and families that speak English as a second language in Clackamas County. Data show that Canby has low Kindergarten Assessment (KA) scores for

**Parent Preferences: Families who speak a language other than English at home**

- Families who speak a language other than English at home were more likely to select the preference for programs and services in home language, programs and services that prepare children for Kindergarten, people who care for and teach my children have experience and training and programs encourage parent involvement as a top 5 preference compared to the total population.
- There was only a 1% difference in the total percentage of families that selected flexible hours of operation and people who care for and teach my children reflect my family's culture as a top 5 preference. Due to small numbers, this might suggest people who care for and teach my children reflect my family's culture is also a top preference for this population.



	<p>limited English proficiency: 3.0 Self-Regulation; 4.2 Letter Recognition-Uppercase; 7.6 Numbers &amp; Operators.(Source: KA Lookback Report 2018-2019).</p> <p>This coupled with data that indicate Canby has the second highest percent of residents that speak English less than “very well” in the County (6.1%) indicate high need for this population (Source: American Community Survey, 5-year estimate: 2013 – 2017). The percentage of the population age 5+ that speak only English at home (82.82% compared to the County average of 87.60%) supports this finding (Source: Claritas 2019).</p> <p>Data show that Sandy has low Kindergarten Assessment (KA) scores for children with limited English proficiency: 3.3 Self-Regulation. This is important because data demonstrate a correlation between KA scores and 3rd grade reading (Source: Linking Kindergarten and Grade 3 Assessment Results, Office of Teaching, Learning, and Assessment February 8, 2018). KA scores by race and ethnicity also show significant disparities for children of color.</p>			
<p><b>Children Birth to Two</b></p>	<p><b>Estimate # eligible children (include data sources used)</b></p> <p>PDG Assessment Data rank Clackamas County as high regarding the number of children aged 0-5. The high number of children 0 – 5 coupled with the projected population increase suggest a high 0 – 2 population in Clackamas County.</p> <p>Molalla and Sandy have the highest need for childcare based on data provided by CCRR.</p> <p>In Molalla, data shows highest percentage of children aged 0-4 in this geographic area and only 2 licensed providers for infant care and 11 total providers out of 285 in the County.</p> <p>In Sandy, there are only 6 slots for infants and toddlers in licensed centers, and those are spread among three</p>	<p>Molalla (Zip Code 97038)</p> <p>Sandy (97055)</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and others. The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition,</p>	<p>Focus group results indicate parents with children aged 0 – 2 experience significant barriers finding childcare. Preference for this level of care ranked highest in focused groups with large number of parents of infants. Data provided by the PDG Assessment and CC&amp;R supports this finding.</p> <p>Although we did not separate out needs/ preferences by age group in our survey, parent listening sessions informed the needs of many families with children 0-2. Consistent with all populations, families expressed Safety as the number one priority. Preferences for this population include: service providers are experienced and well-trained (quality program), service providers have experience and training to provide trauma-informed care, parent involvement welcome and encouraged, service providers are well-trained to provide care</p>



	<p>Family child Care providers. There are a total of 162 spots for preschool-aged children. There are 1,400 children under the age of 5 on record living in Sandy.</p> <p>In Clackamas County, 13% of 0-2 year olds have access to a slot in a child care facility. Across the state, there are 8 infants and toddlers for every infant/toddler slot and 3 preschool age children for every preschool-age slot.</p>		<p>we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family preferences of identified priority populations.</p>	<p>for children aged 0 – 2, service providers have experience and training to identify developmental delays, and flexible payment options. They also preferred childcare centers that allow parents to provide own food and/or better equipped to address food allergies and other nutritional challenges.</p>
	<p><b>Estimate # children served (include data sources used)</b></p> <p><b>2019 Estimated # Children Served</b> (Source: Oregon’s Child Care Deserts: Mapping Supply by Age Group, Metropolitan Status, and Percentage of Publicly Funded Slots, Prepared for the Oregon Early Learning Division, Megan Pratt, Michaella Sektnan, Roberta B. Weber, 2019)</p> <p><b>Percent of Children in County with Access to a Regulated Slot By Age Group</b> A county is considered a childcare desert if fewer than 33% of the county’s children have access to a slot.</p> <p>0-2 year olds = 13% 3-5 year olds = 29% Total 0-5 year olds = 21%</p> <p><b>Number and Percent of Public Slots By Age Group for Regulated Programs</b> Public slots for ages five and under include Head Start, Oregon Pre-kindergarten, Early Head Start, Federal and Tribal Head Start, Migrant/ Seasonal Head Start, and Preschool Promise</p> <p><u>0-2 year olds</u> Total Slots = 1,715 Publicly funded = 27 Percent Publicly funded = 2%</p> <p><u>3-5 year olds</u> Total Slots = 4,063 Publicly funded Slots = 541 Percent Publicly funded slots = 13%</p>			



	<p><u>Total 0-5 year olds</u>                  Total Slots = 5,778                  Publicly funded = 568                  Percent Publicly funded = 10%</p>			
	<p><b>Discussion of quantitative disparity in service</b></p> <p>We identified services for children birth to two year olds as a high need throughout the county. Clackamas County is a “child care desert, especially for children 0-2. In most areas of the county the gap between available services for children 0-2 and the availability of services is untenable. CCCC Head Start provides EHS and they are limited to 86 slots. Of the 86 slots, 70 are home based and 16 are center based. OCDC provides 32 EHS slots in Clackamas county.</p>			
<p><b>Children Experiencing Homelessness</b></p>	<p><b>Estimate # eligible children (include data sources used)</b></p> <p>In the Portland Metro region, homeless advocates estimate 56,000 households are housing insecure, Every night, more than 5200 adults and children sleep outside or in a shelter. Thousands more are sleeping in their car or a friend’s house (Source: Here Together: Advancing Solutions for Homelessness). Clackamas County’s 2019 Point-In-Time (PIT) Homeless Count found that 1,166 people are experiencing homelessness, a 9 percent increase from the 1,068 counted in 2017. High rents are at the root of the Portland metro region’s homeless crisis, making it difficult for families to afford housing.</p> <p>Data provided by the Canby and North Clackamas School District show an alarming number of homeless students enrolled in their districts. There are currently 242 (5.18%) of K – 12 students enrolled in the Canby school district and 366 (2.13%) in the North Clackamas School District. Although this population is mobile, this data indicate homeless families with younger children are likely living in these areas.</p>	<p>Canby School District</p> <p>North Clackamas School District</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and family gatherings.</p> <p>The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition, we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family</p>	<p><b>Focus Group Results</b> – Family preferences in order of importance</p> <ul style="list-style-type: none"> <li>• Children’s safety</li> <li>• Services in home language</li> <li>• Services reflect culture and values</li> <li>• Service providers are experienced and well-trained to address behavioral challenges</li> <li>• Service providers develop a love for learning</li> <li>• Service providers are experienced and well-trained (quality program)</li> <li>• Services are affordable</li> <li>• Service providers have experience and training to provide trauma-informed care</li> <li>• Trainings on emotional literacy and trauma-informed care for parents</li> <li>• Program and services prepare child for Kindergarten</li> <li>• Service providers have experience and training to identify developmental delays</li> </ul> <p><b>Parent Survey Results</b>                  Total responses (family preference question) = 650                  Responses that represent priority population = 56</p>



	<p><b>Estimate # children served (include data sources used)</b></p> <p><b>2018 Clackamas County Head Start / Early Head Start Community Assessment data</b> (Source: Clackamas County Children’s Commission- (CCCC), Head Start to Success (HSTS), Oregon Child Development Coalition- OCDC)</p> <p>Head Start =453 Slots                  Early Head Start = 120 slots                  OPK = 395 slots                  Healthy Families = 116 (Home visiting)</p> <p><b>2019 data provided by Head Start Programs- CCCC, Head Start to Success (HSTS), Oregon Child Development Commission (OCDC)</b></p> <p><u>Early Head Start = 118</u>                  (CCCC, OCDC)                  Homeless = 49                  Canby = 9                  Molalla = CCCC-4; OCDC- 2                  Sandy = 3                  North Clack/ Milwaukie = 4</p> <p><u>Head Start = 973</u></p> <p>Children experiencing homelessness = 290                  Canby = CCCC- 12; HSTS- 11                  Molalla = CCCC- 20; OCDC- 4                  Sandy = CCCC-10; HSTS- 7                  North Clack/ Milwaukie = CCCC-79; HSTS 12</p>		<p>preferences of identified priority populations.</p>	<p><b>Parent Preferences (all):</b></p> <ul style="list-style-type: none"> <li>• Programs and services meet my child's developmental needs: 86%</li> <li>• Affordable - meets my family's budget: 77%</li> <li>• Location - nearby and/or easy to get to: 72%</li> <li>• People who care for and teach my children reflect my family's culture and values: 60%</li> <li>• People who care for and teach my children have experience and training: 58%</li> <li>• Flexible hours of operation (examples: before 6 am, evenings, weekends): 56%</li> <li>• Parent involvement is encouraged and welcome: 30%</li> <li>• Transportation to/ from the program: 28%</li> <li>• Programs and services are in my home language: 17%</li> <li>• Programs and services prepare my child for Kindergarten: 11%</li> </ul> <p><b>Parent Preferences: Families experiencing housing insecurity</b></p> <ul style="list-style-type: none"> <li>• Families experiencing housing insecurity were more likely to select affordable – meets my families budget, programs and services in home language, flexible hours of operation, programs and services that prepare children for Kindergarten, and transportation to/ from the program as a top 5 preference compared to the total population.</li> </ul>
	<p><b>Discussion of quantitative disparity in service</b></p> <p>Head Start partners report a high number of families who identify as homeless, and are eligible for Head Start/EHS. Homeless families in all parts of the County are historically underserved and experience greater barriers to accessing services than the housed population. This population also experiences a high degree of trauma and Adverse Childhood Experiences (ACES).</p>			



<p><b>Children in Foster Care</b></p>	<p><b>Estimate # eligible children (include data sources used)</b></p> <p><b>Children in Foster Care: 2017 – 2018</b> Source: Oregon Department of Human Services</p> <p><u>Placement Information</u> Abducted = 1 Foster Family Home (Kith/Kin) = 8 Foster Family Home (Non-Relative) = 61 Foster Family Home (Relative) = 36 Hospital/Mental Health Facility = 3 Grand Total = 109</p> <p><u>Foster Care Children: Black/ African American and Hispanic</u></p> <table border="0"> <tr> <td>Black/ African American</td> <td>9</td> <td>8.3%</td> </tr> <tr> <td>Hispanic</td> <td>8</td> <td>7.3%</td> </tr> <tr> <td>Grand Total</td> <td>109</td> <td></td> </tr> </table>	Black/ African American	9	8.3%	Hispanic	8	7.3%	Grand Total	109		<p>Clackamas County</p>	<p>ECE Sector planning partners agreed to ask families about their preferences for early education and childcare services during scheduled events. Events included EL Hub Parent Advisory Meetings, Head Start Policy Council Meetings and family gatherings.</p> <p>The Hub also launched a Parent Survey to gauge family preferences and had a tremendous response. The survey was available in both English and Spanish. Over 700 people completed the survey online or via paper. In addition, we successfully oversampled identified priority populations and geographic areas.</p> <p>The notes section on page 20 outlines how we used survey data to inform family preferences of identified priority populations.</p>	<p><b>Focus Group Results – Family preferences in order of importance</b></p> <ul style="list-style-type: none"> <li>• Children’s safety</li> <li>• Services in home language</li> <li>• Services reflect culture and values</li> <li>• Service providers are experienced and well-trained to address behavioral challenges</li> <li>• Service providers develop a love for learning</li> <li>• Service providers are experienced and well-trained (quality program)</li> <li>• Services are affordable</li> <li>• Service providers have experience and training to provide trauma-informed care</li> <li>• Trainings on emotional literacy and trauma-informed care for parents</li> <li>• Program and services prepare child for Kindergarten</li> <li>• Service providers have experience and training to identify developmental delays</li> </ul> <p><b>Parent Survey Results</b> Total responses (family preference question) = 650 Responses that represent priority population = 17</p> <p><b>Parent Preferences (all):</b></p> <ul style="list-style-type: none"> <li>• Programs and services meet my child's developmental needs: 86%</li> <li>• Affordable - meets my family's budget: 77%</li> <li>• Location - nearby and/or easy to get to: 72%</li> <li>• People who care for and teach my children reflect my family's culture and values: 60%</li> <li>• People who care for and teach my children have experience and training: 58%</li> <li>• Flexible hours of operation (examples: before 6 am, evenings, weekends): 56%</li> <li>• Parent involvement is encouraged and welcome: 30%</li> <li>• Transportation to/ from the program: 28%</li> <li>• Programs and services are in my home language: 17%</li> <li>• Programs and services prepare my child for Kindergarten: 11%</li> </ul>
Black/ African American	9	8.3%											
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Grand Total	109												



	<p><b>Estimate # children served (include data sources used)</b></p> <p><b>2018 Clackamas County Head Start / Early Head Start Community Assessment data</b>                  (Source: Clackamas County Children’s Commission (CCCC), Head Start to Success (HSTS), Oregon Child Development Coalition - OCDC)                  Head Start =453 Slots                  Early Head Start = 120 slots                  OPK = 395 slots                  Healthy Families = 116 (Home visiting)</p> <p><b>2019 data provided by Head Start Programs- CCCC, Head Start to Success (HSTS), Oregon Child Development Commission (OCDC)</b>  <u>Early Head Start = 118</u>                  Children in Foster care= CCCC- 4  <u>Head Start = 973</u>                  Children in Foster care= CCCC- 23; HSTS- 4</p>			<p><b>Parent preferences: Foster Care families</b></p> <ul style="list-style-type: none"> <li>Foster Care families selected parent involvement is encouraged and welcomed as a top 5 preference nearly double the percentage of the total population surveyed. Although the sample size was small, the higher percentage of Foster Care families that selected this preference suggests a stronger preference or need for programs that encourage parent involvement.</li> <li>Compared to the total population, Foster Care families were more likely to select programs and services that prepare children for Kindergarten, people who care for and teach my children have experience and training, and program locations are nearby and easy to get to, as a top 5 preference.</li> </ul>
	<p><b>Discussion of quantitative disparity in service</b></p> <p>Children served through the Foster Care system in all parts of the County are historically underserved and at greater risk for school failure. This population also experiences a high degree of trauma and Adverse Childhood Experiences (ACES).</p>			

**Family Engagement Notes:**

In the Parent Survey, we provided a list of 10 preferences for early education or childcare services and asked families to select their top 5 preferences. We disaggregated preferences by priority populations: Hispanic / Latinx; Black/ African American; Limited English Proficiency (Spanish Spoken at Home / Language Other than English Spoken at Home) and Homeless (Housing Instability) Families to identify specific preferences. We did not filter responses by geographic areas since the numbers were too small to yield significant findings.

Most families selected the same top 5 preferences: programs and services meet my child's developmental needs; affordable - meets my family's budget; location - nearby and/or easy to get to; and people who care for and teach my children have experience and training. Some families selected other top 5 preferences.

Although we asked survey participants to rank their top 5 preferences in order of importance (1-5), we didn’t have a sufficient sample size to examine responses by priority populations. Instead, we examined percentage of respondents that selected each preference to determine order of importance. We used percentages to help equalize populations of varying sizes. We also compared the top 5 preferences selected by priority populations to the total number of survey respondents. We identified differences between priority populations and the total population surveyed, suggesting a stronger preference or need for these families. We used this data to inform the other considerations section of the Family Needs and Preferences Grid.



Deliverable 2 - Regional Mixed Delivery Profile- Clackamas

Family Needs & Preferences Grid

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
<b>Children who are Black/ African American</b>	Programs and services meet my child’s developmental needs	Flexible hours of operation  People who care for and teach my children have experience and training  Location – nearby and/or easy to get to  (tied results)	People who care for and teach my children reflect my family's culture and values	Affordable, parent involvement is encouraged, transportation, programs and services prepare children for Kindergarten.
<b>Children who are Latinx</b>	Programs and services meet my child’s developmental need	Location nearby and/or easy to get to	People who care for and teach my children reflect my family's culture and values	Affordable, service in home language, parent involvement is encouraged, services prepare children for Kindergarten, extended day, flexible hours.
<b>Children with Limited English Proficiency</b>	Programs and services meet my child’s developmental need	Affordable, meets my family’s budget	Location – nearby and/or easy to get to	People who care for and teach children have experience and training and reflect my family's culture and values, service in home language, extended days, flexible hours, programs and services prepare child for Kindergarten.
<b>Children Birth-2</b>	Children’s Safety	People who care for and teach my children have experience and training	Location is nearby and easy to get to  Flexible hours, affordable half day options.  (tied results)	Parent listening sessions informed the needs of many families with children 0-2. Consistent with all populations, families expressed Safety as the number one priority and noted significant barriers finding childcare.  Preferences for this population include: service providers are experienced and well-trained (quality program), service providers have experience and training to provide trauma-informed care, parent involvement welcome and encouraged, service providers are well-trained to provide care for children aged 0 – 2, service providers have experience and training to identify developmental delays, and flexible payment options. They also preferred childcare centers that allow parents to provide own food and/or better equipped to address food allergies and other nutritional challenges.





<b>Children Experiencing Homelessness</b>	Programs and services meet my child’s developmental need	Affordable, meets my family’s budget	Location – nearby and/or easy to get to	Transportation, people who care for and teach my children have experience and training, extended, flexible hours, people who care for and teach my children reflect my family’s culture and values.
<b>Children in Foster Care</b>	<p>Programs and services meet my child’s developmental need</p> <p>Location is nearby and easy to get to</p> <p>(tied results)</p>	<p>Affordable, meets my family’s budget</p> <p>People who care for and teach my children have experience and training</p> <p>(tied results)</p>	Flexible hours of operation	Based on information from in-person parent groups, ensuring that service providers have experience and training to provide trauma informed care should be included as a consideration.

**Notes:**

In-person parent groups expressed Safety as the number one concern. We did not ask about Safety in the online parent survey as we determined that is would be the first priority. Increased availability of services for all children 0-3 should also be a consideration based on feedback from focus groups.

**Parent comments from the survey about supports needed:**

- “Something to help her sensory, anger and behavior her preschool feels they need help with in her classroom.”
- “Some type of advocate that helps you know and understand the rights and the laws of ADA children. How they change from county, to state, to federal. Maybe they don’t but everything is convoluted.”
- “Gas to get my daughter to school would be help tremendously!”
- “Learning about behavior and how to redirect behaviors that need to be reduced. Group services for supporting the whole family, where other families experiencing the same with their children can come together and help encourage and support one another! Offering educational opportunities that provide free child care.”
- “Having all the data online and on a safe server ditching all those millions of papers, even like applications could be electronic. Would be easier to integrate and to transfer information between ESD and other professionals and departments of DHS.”
- “More services available within the school. Having to be the middle man between the school and doctor is very hard.”
- “More access to families with children who need behaviors support, so when they access school they are better supported.”
- “I would like to see a place I can afford, that is ADA accessible that accepts children with disabilities, and that provides quality education, and that considers parents as the experts in their children.”



Deliverable 2- Supply Analysis & Mixed Delivery Profile- Clackamas County

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?

**Clackamas County strengths:**

- Strong partnerships with current state funded ECE providers, including Head Start, OPK, Early Head Start, Relief Nursery and Preschool Promise sites.
- Workforce development partners dedicated to increasing quality and available talent of ECE providers through city planning efforts, Next Gen partnerships, public-private partnerships and other traditional workforce strategies for business engagement.
- Strong partnership between CCR&R, OPEC Hub, P3 committees and Early Learning Hub to provide continuous and varied options for ECE staff education/training, as well as frequent, quality opportunities for parent engagement in ECE systems/programs.
- Strong partnerships with DHS & our largest school districts. Evidence of districts interest in growth and expansion to partner with ECE partners.
- Numerous strong models of quality preschool programs currently exist in Clackamas County. These can serve not only as models for expanding programs, but as a peer trainer/educational options to include in any developing ECE provider networks.

**Clackamas County areas of growth:**

- Infrastructure to support growth is lacking. Priority population requests for increased programs that are affordable and desirably located, specifically for parents of children birth to 2, cannot be fulfilled due to challenges in growth/expansion.
- Physical space for expansion is a common barrier in rural communities.
- Rural communities lack interested & qualified infant/toddler service providers.
- Service providers speaking languages, other than English or Spanish, are almost nonexistent in all parts of the county
- We lack effective ways to incentivize providers to create more enrollment opportunities for our families with very young children or non-English speaking families.
- Centralized system for program enrollment would ensure vacancies in rural communities were more consistently filled with children correctly matched to specific program goals and family preferences.

Where are the biggest gaps in service geographically?

Sandy, Molalla, Canby, Oregon City, Milwaukie (97222, 97267)

Where are the biggest gaps in service for priority populations?

- Lack of providers who speak Spanish
  - TRI data on Spanish speaking providers:
    - 0- Molalla, 0 - Sandy, 0 - Oregon City, 2 - Milwaukie, 6 - Canby
- Lack of providers who speak any language other than English in all parts of the County.
  - TRI Data on providers who speak a language other than English/Spanish :
    - 4 providers in the 5 priority areas speak a language other than English/Spanish.
  - CCRR data on providers who list languages other than English/Spanish as their preferred language on their child care license:
    - Russian: 2 - Milwaukie, 2 - Clackamas, 1 – Oregon City, 1 – Damascus
    - Mandarin: 1 – Clackamas, 1- Happy Valley, 1- Damascus
    - Cantonese: 1 – Happy Valley
    - Vietnamese: 1- Clackamas
- Lack of providers of color to meet family culture and values in all parts of the County
- Lack of providers who provide flexible hours to meet family needs for a variety of working schedules
- Lack of mental health supports services for infants and toddlers and preschool age children.
- Lack of available affordable housing resources or programs
- Inadequate supply of Infant-toddler care providers
- ECE system lacks effective ways to connect with family-friendly neighbor care providers
- Services for families in the GAP – not low-income and not making enough to pay for child care or high quality preschool.
- Trained, experienced and qualified staff that reflect the families they serve



<p>What program characteristics are necessary to meet the demand in your target communities?</p>	<ul style="list-style-type: none"> <li>• <b>Qualified &amp; Diverse ECE Workforce:</b> <ul style="list-style-type: none"> <li>- Providers who speak a language other than English</li> <li>- Providers of color, need to reflect the children and families they are serving</li> <li>- Trauma-informed training and approach for providers and families</li> <li>- Recruitment of new providers, especially those serving infants/toddlers</li> <li>- Training related to specific age group i.e. infants, toddlers</li> <li>- Easily accessibly continuing education for experienced providers</li> </ul> </li> <li>• <b>Low Barriers to Attendance:</b> <ul style="list-style-type: none"> <li>- Transportation to/ from programs especially if the day does not meet working families hours</li> <li>- Flexible hours for families who do shift work, night and weekend hours</li> <li>- Affordable full day &amp; part day options for care</li> </ul> </li> <li>• <b>Holistic Services for Families:</b> <ul style="list-style-type: none"> <li>- Small ratios to best meet the needs of children with challenging behaviors</li> <li>- Mental Health Consultation</li> <li>- Resource Coordination</li> <li>- Home Visiting Services</li> </ul> </li> </ul>
<p>How would small ECE providers meeting these characteristics be supported through a network model?</p>	<p>A network model would support providers, particularly in in rural areas. Establishing networks in the geographically prioritized service areas would allow support and training to be developed for those communities, both in person at their location as well as using online/ remote technology, social media, blog hosted or other virtual training options. Having location specific networks would also ensure training is relevant to the staff attending, as we know barriers and needs in each community can be unique.</p> <p>The CCRR has recently established an Infant/Toddler Network to support providers serving infants and toddlers. The network is starting with eight providers and is still recruiting others. Under the guidance of our new Infant/Toddler Specialist, these programs will receive professional development, support to work on quality improvement goals, and receive incentives specific to providing infant/toddler care. In addition to this network, the Infant/Toddler Specialist will also support other Clackamas County child care programs to provide quality infant and toddler care.</p> <p>For those that need training to expand their services, a network cohort is a preferred modality. Networks open the possibilities for resource sharing in services, materials, staffing, and potentially space, which are the largest barriers small ECE providers identified to expanding their child care programs (from provider survey).</p>



### Deliverable 3: Emerging ECE Expansion Opportunities- Clackamas

#### Regional Expansion Opportunities

Efforts are underway in the City of Sandy to remove child care-related barriers that currently exist for local families. These barriers include availability of open spots, accessibility for commuters, business hours for shift workers and other nontraditional work schedules, affordability for families and single parents/caregivers, and staffing. While some state regulations/requirements are difficult to change, action can be taken on the local level: zoning guidelines, hours of operation, traffic restrictions, and costs of business permits are malleable and can be amended by city staff or elected representatives. Some of these changes can reduce the costs of opening or running a childcare facility or home-based program, enable childcare providers to accept more children into their program, and hire/retain more staff. The work is being led by Clackamas Workforce Partnership (CWP) and Child Care Resource and Referral (CCRR). A meeting was held 11/12 that brought together staff from the City, County, State, CCRR, City Council, Chamber of Commerce and business owners in Sandy. The meeting raised awareness of existing barriers, and started the conversation on increasing the availability and affordability of child care for families, reducing the negative impacts of workforce turnover on childcare providers (and families), and increasing available, usable real estate for both commercial and home-based programs. It was noted that some key partners were not at the table, including the Oregon Trail School District. Significant outreach will be made for subsequent meetings to assure the key sectors are involved in the conversation and planning. The next meeting in Sandy is planned for 1/30/20. Similar conversations have begun in Oregon City and Milwaukie

The Early Learning Hub is working in partnership with the Clackamas ESD to present a forum focused on Early Learning in the Student Success Act on December 10, 2019. School districts and early learning partners have been invited to learn more about the Early Learning Account, the ECE Expansion RFA process and the Clackamas County Early Learning sector planning process. We hope to learn about school district plans and desires for expanding early learning.

Efforts are underway to increase awareness of the opportunity to utilize SSA dollars for Career and Technical Education (CTE) focused on the Early Care and Education workforce. Currently only 2 districts in Clackamas County have CTE programs focused on Early Care and Education. CWP has begun the conversation with elected leaders, educators, service providers, and the private sector to increase access to education/training for those interested in childcare and Early Childhood Education, develop more opportunities for career advancement, and create greater connectivity between Early Childhood Education, K-12 teacher training programs, and other social/human service programs. This will elevate the profession, attract more people to open positions, and provide more opportunities for highly qualified employees to advance in this field. A workgroup has been formed including CWP, CCRR, Head Start and the Early Learning Hub. Information about CTE opportunities will be presented at the December 10 Early Learning Forum. Additional partners, including Clackamas Community college and school districts will be invited to participate.

All three providers of Head Start in Clackamas County are interested in expanding services for children 0-5 in Clackamas County. Data indicates that the largest percentage of families with children aged 3-5 on the waitlist are 130-200% of the Federal Poverty Level (FPL) which would qualify them for Preschool Promise. The need for Early Head Start services is high for all income levels. Because Early Head Start is not currently available in every community, active recruitment for EHS has not occurred and thus we can only predict wait list/eligible child numbers based on population/census data. This has been confirmed qualitatively via the focus group discussions as well as conversations with community leaders who not only confirm the need, but have also offered support for EHS expansion by assisting with identification of available space/facilities and partnerships. Programs are in conversation with multiple communities and school districts regarding expanding both Head Start and EHS including



Molalla, Gladstone, Wilsonville, West Linn, Sandy, Canby, Milwaukie and Oregon City. Leaders from each program have been involved in the sector planning and have added valuable input and data to the process.

The Gladstone Teaching Preschool (GTP), in partnership with the Gladstone School District and Clackamas County ESD, operates a high quality, developmentally appropriate preschool in the Gladstone Center for Children and Families. The GTP program serves children who are impacted over multiple domains, and children who qualify for the free and reduced lunch program. On occasion, there have been a minimal number of pay tuition opportunities for parents. Children who attend the GTP have committed to attending our Gladstone School District kindergarten. Students attending the Gladstone School District kindergarten come from beyond the district attendance boundaries. During the 2019-20 school year, 33% of our enrollment resided outside the Gladstone School District boundary. A vast majority of those students come from Milwaukie and Oregon City, two of the targeted geographic areas identified by the Clackamas County Early Learning Hub Stewardship Committee. We also know students who attend our school system K-3, score on average 12% higher than the state average on the SBAC literacy and math assessments. The Gladstone Teaching Preschool would like to actively pursue expanding the program, and converting a portion of the enrollment slots to Preschool Promise in order to increase the availability of quality preschool for at risk children. We believe this exposure will make students more kindergarten ready, and successful as they transition from preschool to kindergarten within our center.

LifeWorks NW Family Stepping Stones Relief Nursery currently has therapeutic preschool classrooms for children 2-3 years old and 3-5 years old. Each class is three hours twice a week and includes 2 home visits per month from their teacher. Classrooms focus on social emotional development and increasing positive social experiences between same age peers as well as provide a safe and nurturing environment for children and their families to thrive and connect. Preschool Promise would be a benefit with the Relief Nursery since the commitment to quality is high for both programs and could be a natural fit to ensure bridging the gap between children ready for a bit more of an intensive kindergarten readiness environment and the pro-social skills to increase their success. Preschool Promise and Relief Nursery have similar missions as far as serving a population of families who are typically under served in the community.

After doing immense groundwork to find growth opportunities for the Baby Promise Pilot application CCRR determined that they would establish an Infant/Toddler Network to support these programs. That network is currently just starting with eight providers as members and is still recruiting others. Under the guidance of the new Infant/Toddler Specialist these programs will receive professional development, work on quality improvement goals, and receive incentives specific to providing infant/toddler care. In addition to this network, the Infant/Toddler Specialist will also support other Clackamas County child care programs in infant and toddler care. In line with these goals our CCRR is sending two trainers to become certified in the Zero To Three Core Competencies training series.

For the past year, a workgroup from the Tri-county Metro area (Clackamas, Multnomah and Washington Counties) has met to strategize how the evidence based practice of Infant and Early Childhood Mental Health Consultation (IECMHC), a prevention based service recommended by SAMHSA and HHS can be funded and implemented across the region as an upstream, diversity-informed intervention. The current mental health service system does not offer a dedicated funding stream for preventative mental health supports for young children 0-6, their families and professional caregivers in early care settings (Early Head Start, Head Start, private infant care & preschool & friend/family/neighbor childcare). Yet, access to these early



supports meets critical needs in areas of social emotional development, readiness for kindergarten and accessible pathways toward early intervention and treatment. Raise up Oregon identified social emotional development and health care needs as a key objective toward children reaching their full potential. In addition, Oregon’s health system transformation has prioritized the behavioral health needs of Oregonians, including young children, in its efforts to improve the delivery and coordination of health care services through CCO 2.0. There may be room for Student Success Act funding to be used for MH consultation in these settings – via school district dollars. There is an opportunity to take advantage of some national technical assistance to help move this regional work forward, in an effort to support similar state-level conversations. The workgroup plans to meet with the national consultants from BUILD and National Center for Children in Poverty (NCCP) in Jan. of 2020.

All:Ready, the Regional Kindergarten Readiness Network, convened by Health Share of Oregon CCO, has 4 workgroups, one of which is focused on Funding and Political Will. At a recent network convening, the group prioritized child care as one of its top areas for collective advocacy in the coming year. The strategy would be to advocate for the state legislature to make investments to improve and expand child care. The workgroups will work in partnership with the Child Care Coalition and the legislative Child Care Taskforce.