



## Early Care and Education Sector Plan- Phase 1

January 15, 2020

Submitted in coordination with  
**FOUR RIVERS REGIONAL STEWARDSHIP COMMITTEE**  
and support of the  
**FOUR RIVERS EARLY LEARNING HUB GOVERNANCE BOARD**

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## Stewardship Committee for ECE Sector Expansion

### Membership Roster

| <b>Four Rivers Early Learning Hub</b><br><i>Serving Gilliam, Hood River, Sherman, Wasco and Wheeler Counties</i><br><b>Regional Stewardship Committee Membership Roster</b> |  |  |
|---|--|--|
| NAME  | ORGANIZATION / GROUP REPRESENTING  | EMAIL ADDRESS  |
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|----------------|--|--|
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# Deliverable 1 Templates: Analysis of Priority Populations for ECE Expansion

## Refined Priority Population List

| Priority Populations   |
|--|
| <p><b>Families who identify as Hispanic/Latinx:</b></p> <ul style="list-style-type: none"><li>• This priority population emerged in the Preschool Development Grant (PDG) Needs Assessment data, the Family Engagement Survey, and in input from the Regional Stewardship Committee.</li><li>• Geographic areas of focus were determined based on where children who identify as Hispanic/Latinx are scoring below the state average for multiple Oregon Kindergarten Assessment (OKA) domains and include: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, Westside and Mosier elementary school catchment areas.</li><li>• There is overlap between this priority population and <b>children qualifying for Free and Reduced Lunch</b> in: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, and Westside elementary schools.</li></ul>  |
| <p><b>Nexus: Families who identify as Hispanic/Latinx with children enrolled in EI/ECSE</b></p> <ul style="list-style-type: none"><li>• This nexus area emerged in the Preschool Development Grant (PDG) needs assessment data for Hood River and Wasco Counties.</li><li>• Specific geographic areas of focus were determined based on where there is overlap in Hispanic children and children with disabilities who are scoring below the state average for multiple OKA domains and include: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary schools.</li></ul>   |
| <p><b>Families with Infants/Toddlers:</b> Defined as children aged 0 to 2.</p> <ul style="list-style-type: none"><li>• This population was the highest represented group of all priority populations in the family engagement survey, with approximately half of survey participants reporting they currently have an infant. Survey participants and regional stewardship committee members, as well as the PDG needs assessment data indicate there is a notable lack of care for this age group across all counties.</li><li>• Geographic focus areas for this population include all counties: Birth rate data from the last 5 years show that in all five counties over 30% of children aged 0-5 are infants and toddlers. Wheeler county has the highest percent at 42%.</li><li>• Survey data show overlap between this priority population and <b>families living below 200% FPL, families who identify as Hispanic/Latinx</b>, and families with a child in <b>EI/ECSE</b>.</li></ul>   |
| <p><b>Families living below 200% of the Federal Poverty Level (FPL)</b></p> <ul style="list-style-type: none"><li>• This is a priority population across all five counties based on input from the regional stewardship committee, data received from OCDC, and the PDG needs assessment data.</li><li>• Geographic areas of focus were determined based on where children qualifying for Free and Reduced Lunch are scoring below the state average for multiple OKA domains which include: Chenowith, Colonel Wright, Cascade Locks, Mid Valley, Dry Hollow, Parkdale, May Street, and Westside elementary school catchment areas.</li><li>• There is overlap between this priority population and <b>families who identify as Hispanic/Latinx</b> in: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, and Westside elementary schools.</li><li>• There is overlap between this priority population and families with a child in <b>EI/ECSE</b> in: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary schools.</li></ul> |

### **Families with children enrolled in EI/ECSE**

- This priority population emerged in the PDG Needs Assessment and based on input from the regional stewardship committee and the family engagement survey.
- Geographic areas of focus were determined based on where children with disabilities are scoring below the state average for multiple OKA domains and includes Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Fossil and Westside elementary school catchment areas.
- There is overlap between this priority population and **children qualifying for Free and Reduced Lunch** in: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary schools.
- There is overlap with this priority population and **families who identify as Hispanic/Latinx** in: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary schools.

### **Nexus: EI/ECSE in the Tri-County Region**

- This nexus emerged in North Central ESD data and the PDG Needs Assessment and based on input from the regional stewardship committee.
- Geographic areas of focus were determined based on where children with disabilities are scoring below the state average for multiple OKA domains and for the Tri-county region includes only Fossil Elementary School catchment area in Wheeler County.
- There is no overlap in this priority population at Fossil Elementary School and any other priority populations.

### **Families who identify as Native American in Wasco County**

- Families who identify as Native American emerged as a priority population in Wasco County based on input from regional stewardship committee members and based on the historical prioritization of this population by the Four Rivers Early Learning Hub as a result of meetings with superintendents, Indian Affairs staff, and other Tribal stakeholders.
- Specific geographic areas of focus include: Dufur Elementary School Catchment area (where approximately 10% of the school's population is Native American), Celilo Village (operated by Bureau of Indian Affairs and not a confederated tribe), and "In Lieu" sites along the Columbia River where the River Band tribes (not confederated) live and fish.

## Priority Populations Decision Grid

| Potential Priority Population #1  | Quantitative Data Analysis   | Geographic Areas   | Family Engagement Efforts  | Findings from Family Engagement   |
|---|--|--|--|---|
| <p><b>Families who identify as Hispanic/Latinx</b></p> <p><u>Nexus Area: Families who identify as Hispanic/Latinx with children enrolled in EI/ECSE</u></p> | <p><b>Estimate # eligible children</b></p> <p><b>Hispanic/Latinx:</b></p> <p><b>Data source:</b> American Community Survey 2013-2017 5-year Estimate: <i>Number of children under 5 years of age</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 748</li> <li>• Wasco County: 496</li> <li>• Gilliam County: 154</li> <li>• Sherman County: 73</li> <li>• Wheeler County: 85</li> </ul> <p><b>Data source:</b> Family Engagement Survey <i>Percent of survey respondents in each county whose child's primary language is Spanish</i></p> <ul style="list-style-type: none"> <li>• Wasco County: 55% (n = 129)</li> <li>• Hood River County: 30% (n = 158)</li> <li>• *Small sample size for tri-county region</li> </ul> <p><b>Hispanic/Latinx and EI/ECSE Nexus:</b></p> <p><b>Data source:</b> Family Engagement Survey 27.3% or 33 out of 145 families who identify as Hispanic/Latinx indicated that their child has an Individualized Family Service Plan (IFSP) / Individualized Education Program (IEP).</p> | <p><b>Hispanic/Latinx:</b><br/>Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, Westside and Mosier elementary school catchment areas.</p> <p><b>Hispanic/Latinx and EI/ECSE:</b><br/>Chenowith, Colonel Wright, Mid Valley, Dry Hollow, and Westside elementary school catchment areas.</p> | <p>1. Family Engagement Survey with 323 participants. Survey content was vetted by the Regional Stewardship Committee. Survey was offered in both English and Spanish. Key survey themes: demographics, preferences for type of care and hours of operation, priorities when selecting an early care and education program, barriers to access.</p> <p>2. The Next Door Incorporated, Oregon Child Development Coalition, and Columbia Gorge ESD's Migrant Education Program prioritized distributing the family engagement survey to families who identify as Hispanic/Latinx</p> | <p>Findings were similar for both <b>families who identify as Hispanic/Latinx</b> as a whole and for the nexus area for <b>families who identify as Hispanic/Latinx with children enrolled in EI/ECSE:</b></p> <p>45% of survey participants identified the race/ethnicity of their child as Hispanic/Latinx.</p> <p><b>BARRIERS:</b><br/>The highest reported barriers to accessing early care and education reported for these families are, in order:</p> <ol style="list-style-type: none"> <li>1. High program costs</li> <li>2. Lack of available slots in a program</li> <li>3. Lack of flexible hours of operation</li> <li>4. Lack of transportation to/from programs</li> <li>5. Limited bilingual providers that can communicate with families</li> <li>6. Lack of mental health and special needs supports</li> </ol> <p><b>NEEDS:</b><br/>Families who identify as Hispanic/Latinx desire center-based care. They have a need for full-day and school day care programs that are affordable and aligned with parent work schedules. There is also a need for transportation options to/from programs and additional support for children with disabilities. When selecting their highest</p> |
|   | <p><b>Estimate # children served</b></p> <p>We do not have adequate quantitative data regarding the number of children served who identify as Hispanic/Latinx but have some</p>  |  |  |   |

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| <p>information regarding the preferred language of the provider.</p> <p><b>Data source:</b> Provider Supply Analysis<br/><i>Number of providers whose preferred language is Spanish</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 10%*</li> <li>• Wasco County: 13%*</li> <li>• Sherman County: 0%*</li> <li>• Gilliam County: 0%</li> <li>• Wheeler County: 0%</li> </ul> <p>*language unknown for less than 2 providers</p> <p><b>Hispanic/Latinx and EI/ECSE</b></p> <p><b>Data source:</b> Oregon Department of Education – Early Learning Division<br/><i>Number / Percent of children age 0-2 enrolled in EI who identify as Hispanic/Latinx</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 7 (29%)</li> <li>• Wasco County: 12 (39%)</li> <li>• *Data suppressed for Gilliam, Sherman and Wheeler counties due to small sample size.</li> </ul> <p><i>Number / Percent of Children age 3-5 enrolled in ECSE who identify as Hispanic/Latinx</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 43 (62%)</li> <li>• Wasco County: 27 (28%)</li> <li>• *Data suppressed for Gilliam, Sherman and Wheeler counties due to small sample size.</li> </ul> |  |  | <p>priorities for a care program, families did not report having staff who share their home language and culture in their top 5. However, when asked about barriers, several families indicated their access would be increased if providers were Spanish-speaking and could communicate with parents about their child.</p> <p><b>FAMILY INPUT:</b><br/>“It is really difficult to find drop-in care; this is a need as my schedule changes constantly.”</p> <p>“The largest challenges are not enough early care facilities available for the size of population that we have. Even if families have the desire they are unable because there are not any spots available. Hours are also a challenge. Most of the facilities are not aligned with working hours. For my family we have always had the need to supplement care with a nanny so that it covers the working hours for both my wife and I.”</p> <p>“Care is not full-day and my work is impacted. There are no bilingual staff which means there is no good communication happening between teachers and students.”</p> |
| <p><b>Quantitative disparity in service</b></p> <p><b>Hispanic/Latinx:</b><br/>The census data indicate a high representation of children under age 5 who identify as Hispanic/Latinx, especially in Hood</p>   |  |  | <p>“I consider mental health and disability supports when selecting a program.”</p> <p>“There are an insufficient number of care programs and the ones that are in</p>   |



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|  | <p>River and Wasco counties. Across counties, the Hispanic/Latinx population is the largest community of color. The Provider Supply Analysis indicates a limited number of providers have Spanish as their preferred language. While we do not understand a comprehensive number of children served who identify as Hispanic/Latinx, the data suggest a need for more culturally responsive early care and education services across counties. The family engagement survey data confirm the need for more bilingual providers and the overall representation of families who identify as Hispanic/Latinx on the survey supports this group’s designation as a priority population. The survey data also indicate a high need for more slots in early care and education programs for this population.</p> <p><b>Hispanic/Latinx and EI/ECSE:</b><br/>There is not adequate quantitative data available at this time to discuss the disparity between eligible children in this nexus group and children accessing EI/ECSE services. The family engagement survey data, however, suggest that families with children with an IFSP/IEP are in search of early care and education programs with mental health and disability supports.</p> |  |  | <p>place are very full. We need more options for our children.”</p> <p>“We need more transportation options to/from care programs.”</p> |
|--|--|--|--|---|

| Potential Priority Population #2      | Quantitative Data Analysis  | Geographic Areas   | Family Engagement Efforts  | Findings from Family Engagement   |
|---------------------------------------|---|--|--|---|
| <b>Families with Infants/Toddlers</b> | <p><b>Estimate # eligible children</b></p> <p><b>Data source:</b> American Community Survey 2013-2017 5-year Estimate:<br/> <i>Number / Percent of total population age 0-2:</i></p> <ul style="list-style-type: none"> <li>Hood River County: 737 (3%)</li> <li>Wasco County: 979 (4%)</li> <li>Gilliam County: 40 (2%)</li> <li>Sherman County: 36 (2%)</li> <li>Wheeler County: 40 (3%)</li> </ul>   | <p>Birth rate data from the last 5 years show that in all five counties over 30% of children aged 0-5 are infants and toddlers. Wheeler county has the highest percent at 42%.</p> | <p>Family Engagement Survey with 323 participants. Survey content was vetted by the Regional Stewardship Committee. Survey was offered in both English and Spanish. Key survey themes: demographics, preferences for type of care and hours of operation, priorities when selecting an early care and education program, barriers to access.</p> | <p>48% of survey participants reported that they currently have an infant (defined as age 0 to 2).</p> <p><b>BARRIERS:</b><br/> The highest reported barriers to accessing early care and education reported by families with infants are, in order:</p> <ol style="list-style-type: none"> <li>High cost of programs</li> <li>Lack of available slots in a program</li> <li>Lack of flexible hours of operation</li> </ol> <p><b>NEEDS:</b><br/> There is a need for more programs that serve infants. Families with infants have little to no availability with long waitlists. Families want programs that are affordable, and flexible offering options such as summer care, drop-in care, early drop-off and late-up pick up to accommodate work schedules.</p> <p><b>FAMILY INPUT:</b><br/> “A barrier to access to care is that there are no flexible program hours in the morning. My work schedule is 3 days a week with a 12-hour shift and there are no programs for that kind of schedule. I had difficulty finding care for my infant since age 3 months old. Some programs will say they are available and when following up they back down.”</p> |
|                                       | <p><b>Estimate # children served</b></p> <p><b>Data source:</b> Oregon State University – 2018 Estimating Supply Data<br/> <i>Number of early learning slots available for children age 0-2</i></p> <ul style="list-style-type: none"> <li>Hood River County: 202</li> <li>Wasco County: 194</li> <li>Gilliam County: 18</li> <li>Sherman County: 12</li> <li>Wheeler County: 2</li> </ul> <p><i>Percent of children age 0-2 with access to a slot</i></p> <ul style="list-style-type: none"> <li>Hood River County: 21%</li> <li>Wasco County: 17%</li> <li>Gilliam County: 25%</li> <li>Sherman County: 18%</li> <li>Wheeler County: 4%</li> </ul> <p><b>Data source:</b> Provider Supply Analysis<br/> There are consistently less providers offering care for infants and toddlers than for preschool age children.</p> <p><i>Percent of Providers that offer infant care</i></p> |  |  |   |

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|  | <ul style="list-style-type: none"> <li>• Hood River County: 41% of 49 total providers</li> <li>• Wasco County: 46% of 48 total providers</li> <li>• Gilliam County: 67% of 3 total providers</li> <li>• Sherman County: 50% of 4 total providers</li> <li>• Wheeler County: 33% of 3 total providers</li> </ul> <p><i>Percent of Providers that offer toddler care</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 61% of 49 total providers</li> <li>• Wasco County: 79% of 48 total providers</li> <li>• Gilliam County: 67% of 3 total providers</li> <li>• Sherman County: 50% of 4 total providers</li> <li>• Wheeler County: 33% of 3 total providers</li> </ul> <p><i>Percent of Providers that offer preschool age care</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 90% of 49 total providers</li> <li>• Wasco County: 92% of 48 total providers</li> <li>• Gilliam County: 100% of 3 total providers</li> <li>• Sherman County: 75% of 4 total providers</li> <li>• Wheeler County: 100% of 3 total providers</li> </ul> |  |  | <p>” When my son was an infant, finding openings for infants was almost impossible. It was crazy expensive. I had one place tell me I couldn't come on my lunch break to nurse my infant. Finding trusted, consistent caregivers was a challenge.”</p> <p>“There is a lack of availability in spots in care programs. I am currently pregnant and there is a waiting-list for the infant program. I'm not sure what we will do if we're not able to find care for our newborn.”</p> <p>“There are no spots available and zero infant care. The total lack of infant care in the region is one of the major reasons we only have one child. We couldn't have afforded a full-time nanny.”</p> <p>“We have a 2-year old for whom we need full day care...Summer care is also a big challenge and gap for us. Families have to individually find, register, and research the various summer camps to enroll their children in. We also want to highlight the need for sick-child care. We have had to miss roughly 20-30 days per year of work to provide sick care for our children because they are not allowed to attend school or daycare when they are ill.”</p> |
|  | <p><b>Quantitative disparity in service</b></p> <p>The data appear to indicate a notable disparity between the number of infants in need of care and the number of infants with access to an early learning slot. The Provider Supply Analysis indicates that infants are the age group with the least amount of care options across counties. The family engagement survey data confirm the need for more available early care and education slots for children aged 0 to 2.</p>   |  |  |  |

| Potential Priority Population #3             | Quantitative Data Analysis   | Geographic Areas   | Family Engagement Efforts  | Findings from Family Engagement   |
|--|--|--|--|---|
| <p><b>Families living below 200% FPL</b></p> | <p><b>Estimate # eligible children</b></p> <p><b>Data source:</b> American Community Survey 2013-2017 5-year Estimate</p> <p><i>Number and Percent of children age 0-5 living under 100% FPL:</i></p> <ul style="list-style-type: none"> <li>Hood River County: 438 (24%)</li> <li>Wasco County: 353 (17%)</li> <li>Gilliam County: 0 (0%)</li> <li>Sherman County: 1 (1%)</li> <li>Wheeler County: 26 (42%)</li> </ul> <p><i>Number and Percent of children age 0-5 living between 100 and 200% FPL:</i></p> <ul style="list-style-type: none"> <li>Hood River County: 481 (27%)</li> <li>Wasco County: 531 (26%)</li> <li>Gilliam County: 83 (65%)</li> <li>Sherman County: 24 (34%)</li> <li>Wheeler County: 40 (51%)</li> </ul> <p>NOTE: A recent tool developed by MIT provides a Living Wage Calculator that puts the living wage at a level that suggests that this priority population could be raised to 250-300% if this data is accurate.</p> <p>Data Source: <a href="https://livingwage.mit.edu/states/41/locations">https://livingwage.mit.edu/states/41/locations</a></p> <p>Hood River: \$72,215<br/>Wasco: \$71,832<br/>Sherman: \$68,167</p> | <p>Chenowith, Colonel Wright, Cascade Locks, Mid Valley, Dry Hollow, Parkdale, May Street, and Westside elementary school catchment areas.</p> | <p>Family Engagement Survey with 323 participants. Survey content was vetted by the Regional Stewardship Committee. Survey was offered in both English and Spanish. Key survey themes: demographics, preferences for type of care and hours of operation, priorities when selecting an early care and education program, barriers to access.</p> | <p>44% of survey participants reported a household income of less than \$43,000 a year.</p> <p>Survey data confirms there is a need for care for “inbetweeners”: Families who are stuck because they make a marginal amount over the income qualification for assistance with early care and education tuition and they cannot afford high cost private care.</p> <p><b>BARRIERS:</b><br/>The highest reported barriers to accessing early care and education reported by these families are, in order:</p> <ol style="list-style-type: none"> <li>1. High cost of programs</li> <li>2. Lack of available slots in a program</li> <li>3. Lack of flexible hours of operation</li> <li>4. Lack of transportation to/from programs</li> <li>5. Limited bilingual providers that can communicate with families</li> </ol> <p><b>NEEDS</b><br/>Families living below 200% FPL need affordable options for care. There is also an overall need for more available slots in programs. These families desire full-day and school-day options and center-based care. A large portion of families living below 200% FPL identify as Hispanic/Latinx. These families highlighted the need for bilingual providers and transportation to/from programs for their children.</p> |
|  | <p><b>Estimate # children served</b></p> <p><b>Data source:</b> Oregon State University – 2018 Estimating Supply Data <i>Regulated facilities with at least one subsidy child</i></p> <ul style="list-style-type: none"> <li>Hood River County: 32% of 33 total regulated facilities</li> <li>Wasco County: 33% of 33 total regulated facilities</li> </ul>  |  |  |   |

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|  | <ul style="list-style-type: none"> <li>• Gilliam County: 0% of 2 total regulated facilities</li> <li>• Sherman County: 0% of 3 total regulated facilities</li> <li>• Wheeler County: 25% of 4 total regulated facilities</li> </ul> <p><i>Number of publicly funded slots (under 100% FPL for children age 0-5)</i><br/>(Public slots include: Head Start, Early Head Start, and Migrant and Seasonal Head Start)</p> <ul style="list-style-type: none"> <li>• Hood River County: 192</li> <li>• Wasco County: 360</li> <li>• Gilliam County: 20</li> <li>• Sherman County: 11</li> <li>• Wheeler County: 16</li> </ul> <p><b>Data Source:</b> Oregon Child Development Coalition (includes Migrant and Seasonal Head Start and Early Head Start)<br/><i>Number of annual slots for children age 0-5 served by OCDC</i></p> <ul style="list-style-type: none"> <li>• Hood River County: 62<br/>(Number served year to date: 292)</li> <li>• Wasco County: 71<br/>(Number served year to date: 17)</li> </ul> |  |  | <p><b>FAMILY INPUT:</b><br/>“My biggest barrier is that programs are not affordable or I do not qualify because my family isn’t considered low income but I am unable to afford a private daycare.”</p> <p>“We are a single parent household who is not "low-income" and therefore we cannot get any assistance, but still have to pay for care. It's expensive.”</p> <p>“There is a lack of spaces that are affordable. We don't make enough to pay for the full time care, but make too much to qualify for low income programs. The only affordable option near us has a 2-year waitlist.”</p> <p>“There are no spots available, no transportation options, and no mental health supports. There are large groups of children in programs and not enough attention is given to each child.”</p> <p>“There aren’t many people I trust and that treat me well. Providers do not speak Spanish.”</p> <p>“I quit my job in order to stay home with my son because I could not find quality childcare that was affordable enough to make it worthwhile to go back to work. (i.e. I would only be bringing home a few hundred dollars per month after paying for childcare). It wasn't worth it to us and we decided I would care for him, even though it has been challenging financially.”</p> <p>“Lack of an established childcare program in our town, there are options that are 30+ minutes driving away, but at that point is it worth driving two hours a day to drop off and pick up?”</p> |
|  | <p><b>Quantitative disparity in service</b><br/>There is a disparity between the number of children living below the federal poverty level and the number of publicly funded slots in Hood River, Wasco, and Wheeler counties. Regional stewardship committee members indicated that there are more families living below 100% FPL in Gilliam and Sherman counties than there are represented in the census data. The Oregon State University Estimating Supply data suggest that a limited number, if any, providers currently serve at least one child receiving a DHS subsidy. Across counties, the percentage of families living between 100 and 200% FPL is higher than the state average (24%), especially in the Tri-county region. The family engagement survey data confirm that there is a need for more available slots for families who are “inbetweeners” in that they do not qualify for tuition assistance and cannot afford private care for their children.</p>                             |  |  |  |

| Potential Priority Population #4   | Quantitative Data Analysis   | Geographic Areas   | Family Engagement Efforts  | Findings from Family Engagement   |
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| <p><b>Families with children enrolled in EI/ECSE</b></p> <p><u>Nexus Area: Families with children enrolled in EI/ECSE in the Tri-County Region</u></p> | <p><b>Estimate # eligible children</b></p> <p><b>EI/ECSE:</b></p> <p><b>Data source:</b> Family Engagement Survey</p> <ul style="list-style-type: none"> <li>18% of survey participants reported their child currently has an IFSP/IEP.</li> </ul> <p><b>EI/ECSE in the Tri-County Region:</b></p> <p><b>Data source:</b> Family Engagement Survey</p> <ul style="list-style-type: none"> <li>31% or 11 out of 36 Tri-county families indicated their child has an IFSP/IEP.</li> </ul>  | <p>Sherman, Arlington, Condon, Mitchell, Fossil and Spray Elementary School catchment areas in Sherman, Gilliam and Wheeler Counties</p> | <p>Family Engagement Survey with 323 participants. Survey content was vetted by the Regional Stewardship Committee. Survey was offered in both English and Spanish. Key survey themes: demographics, preferences for type of care and hours of operation, priorities when selecting an early care and education program, barriers to access.</p> | <p>Findings were similar for both <b>families with children enrolled in EI/ECSE</b> as a whole and for the nexus area between <b>families with children enrolled in EI/ECSE and families living in the tri-county region:</b></p> <p><b>BARRIERS:</b><br/>The highest reported barriers to accessing early care and education reported by families with children enrolled in EI/ECSE are, in order:</p> <ol style="list-style-type: none"> <li>1. High cost of programs</li> <li>2. Lack of available slots in a program</li> <li>3. Lack of flexible hours of operation</li> <li>4. Lack of special needs and mental health supports</li> <li>5. Lack of transportation to/from programs</li> </ol> <p><b>NEEDS</b><br/>Families with children enrolled in EI/ECSE reported they need more affordable programs with flexible hours. There is an overall need for more care programs and transportation options, especially for families living in the Tri-county region. Families indicated they consider mental health and special needs supports when selecting a care provider for their child.</p> <p><b>FAMILY INPUT</b></p> <p>“We only have two options in Sherman County, and there are often no spots</p> |
|  | <p><b>Estimate # children served</b></p> <p><b>EI/ECSE:</b></p> <p><b>Data source:</b> Oregon Department of Education – Special Ed Child Count data:</p> <p><i>Percent of children 0-2 enrolled in EI (state average: 3%)</i><br/>Hood River County: 3%<br/>Wasco County: 3%<br/>*PDG data is suppressed for Gilliam, Sherman and Wheeler counties due to small sample size. See more tri-county data below.</p> <p><i>Percent of children 3-5 enrolled in ECSE (state average 6%)</i><br/>Hood River County: 6%<br/>Wasco County: 10%<br/>*PDG Data is suppressed for Gilliam and Wheeler counties due to small sample size. See Sherman county data below.</p> <p><b>EI/ECSE in the Tri-County Region:</b></p> |  |  |   |

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|  | <p><b>Data source:</b> Oregon Department of Education – Special Ed Child Count data:</p> <p><i>Percent of 3-5 population enrolled in ECSE</i><br/> Sherman county: 17% (state average is 6%)<br/> *Data suppressed for Gilliam and Wheeler counties due to small sample size</p> <p><b>Data source:</b> North Central ESD<br/> North Central ESD data also confirms that the number of children needing early intervention services has been rising over the past few years and that the highest concentration of children enrolled in ECSE are in Sherman County. Individual data is suppressed but tri-county data demonstrates that there are 18 children being served which represents 7% of the population under 5.</p> |  |  | <p>available. The programs also struggle to even stay open due to financial issues. And it's hard to find qualified staff that have the right temperament.”</p> <p>“High program cost and transportation to and from preschool to daycare are my primary barriers to accessing care. I almost couldn't do preschool with my youngest because of transportation issues due to my work schedule.”</p> <p>“My barriers to access are cost, care locations that are too far away, and no space available in programs.”</p> <p>“There are definitely not enough day care centers or qualified daycare individuals in our area.”</p> <p>“I prioritize special needs services when selecting a program for my child”</p> <p>“When selecting a care program, I look for the appropriate program for a child with disabilities and for counseling staff that provide mental health supports”</p> |
|  | <p><b>Quantitative disparity in service</b></p> <p><b>EI/ECSE:</b><br/> There is no adequate quantitative data available at this time to discuss the disparity between the number of slots needed for families with children who are eligible for EI/ECSE services and the number of children currently receiving these services. The family engagement survey data, however, suggest that this population is in high need of more slots in early care and education programs.</p>   |  |  |   |

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|  | <p><b>EI/ECSE in the Tri-County Region:</b><br/>There is no adequate data available at this time to discuss the quantitative disparity between the number of slots needed for families with children who are eligible for EI/ECSE services and the number of children currently receiving these services in the tri-county region. The family engagement survey data, however, suggest that this population is in high need of more slots in early care and education programs.</p> |  |  |  |
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| Potential Priority Population #5                                | Quantitative Data Analysis   | Geographic Areas   | Family Engagement Efforts        | Findings from Family Engagement   |
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| <b>Families who identify as Native American in Wasco County</b> | <p><b>Estimate # eligible children</b></p> <p><b>Data source:</b> American Community Survey 2013-2017 5-Year Estimate:</p> <p><i>Children under 5 who identify as Native American/Native Alaskan</i></p> <ul style="list-style-type: none"> <li>Wasco County: 62</li> </ul>  | <p>Celilo Village, In Lieu sites along the Columbia River, and Dufur school catchment area – and corresponding areas through a historical agreement with NWSD#21</p> | <p>1. Stakeholder interviews</p> | <p>Families who identify as Native American have been historically prioritized by the Four Rivers Early Learning Hub based on meetings with superintendents, Indian Affairs staff and other Tribal stakeholders.</p> <p>A Native American Liaison attended all three regional stewardship committee meetings and provided anecdotal information on her efforts to engage families who identify as Native American with the survey. Families were hesitant to engage as they were not confident how the survey was going to help increase their access to care. Hub staff are in the process of following up and will prioritize an equity lens when doing so.</p> <p>Information received from the Dufur superintendent:</p> <p>“There are currently 6 students in the Celilo Preschool program. The Lone Pine Site near The Dalles is scheduled for a fourteen house development in the coming years which will expand the need for this program. The Yakima Nation is poised to support this program, we will be meeting with the leaders of the Education Committee in early January to develop next steps.”</p> <p>While we had limited feedback from Native Families in our efforts to engage Native Families in our survey process,</p> |
|   | <p><b>Estimate # children served: 6</b></p> <p>We suspect that there may be families who identify as Native American being served by Head Start or other preschool programs, but the data we have doesn’t disaggregate by race/ethnicity.</p>  |  |                                  |   |
|   | <p><b>Quantitative disparity in service</b></p> <p>There is no adequate quantitative data available at this time to discuss the disparity between the number of slots needed for families who identify as Native American in Wasco county and the number of slots available. Information received from the Dufur superintendent, however, suggests the need for care will be increasing in Celilo.</p> |  |                                  |   |

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|  |  |  |  | <p>we were able to gather anecdotal information about family preferences. These anecdotal preferences include:</p> <ol style="list-style-type: none"> <li>1. Providers and services are located in or near Celilo Village and/or “in lieu” sites so that children are close to home.</li> <li>2. Parents want their children to have experiences and activities that preserve cultural traditions and support native language.</li> <li>3. Parents want culturally appropriate providers and curriculum.</li> </ol> |
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## Deliverable 2 Templates: Regional Mixed Delivery Profile

### Family Needs & Preferences Grid

| Priority Population   | Preference #1                    | Preference #2                                    | Preference #3   | Other Considerations   |
|---|----------------------------------|--|---|--|
| <b>Families who identify as Hispanic/Latinx</b>   | Center-based care <sup>1</sup> , | Full-day care and school-day care <sup>2</sup> . | Factors that are most important when seeking care <sup>3</sup> : 1) Trusted staff 2) Developmentally and age-appropriate activities 3) A clean, comfortable, friendly space | Staff training and education, program affordability and balancing program and work schedules also emerged as top priorities for families who identify as Hispanic/Latinx.  |
| <u>Nexus Area: Families who identify as Hispanic/Latinx with children enrolled in EI/ECSE</u> | Center-based care <sup>1</sup> . | Full-day care and school-day care <sup>2</sup> . | Factors that are most important when seeking care <sup>3</sup> : 1) Trusted staff 2) Developmentally and age-appropriate activities 3) Staff training and education         | A clean, comfortable, friendly space and balancing program and work schedules also emerged as top priorities for this population when selecting a program for their child. |

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| <p><b>Families with Infants/Toddlers</b></p>  | <p>Center-based care<sup>1</sup>. A notable subset of parents prefer to care for their infant at home.</p>           | <p>Full-day care. Over a fourth of families reported a need for school-day and drop-in care<sup>2</sup>.</p>  | <p>Factors that are most important when seeking care<sup>3</sup>: 1) Trusted staff 2) A clean, comfortable, friendly space 3) Developmentally and age appropriate activities</p>  | <p>Families with infants also prioritize staff who actively engage with children and program affordability when selecting a program for their child.</p> |
| <p><b>Families living below 200% FPL</b></p>  | <p>Center-based care<sup>1</sup>.</p>  | <p>Full-day care and school-day care<sup>2</sup>.</p>   | <p>Factors that are most important when seeking care<sup>3</sup>: 1) Trusted staff 2) Developmentally and age appropriate activities 3) Program affordability 4) Staff training and education</p>   | <p>Regular communication with families by program staff also emerged as a unique top priority for families living below 200% FPL.</p>                    |
| <p><b>Families with children enrolled in EI/ECSE</b></p>  | <p>Center-based care<sup>1</sup>.</p>  | <p>Full-day care and school-day care<sup>2</sup>.</p>   | <p>Factors that are most important when seeking care<sup>3</sup>: 1) Trusted Staff 2) Developmentally and age-appropriate activities 3) A clean, comfortable, friendly space</p>  | <p>This population also prioritizes program affordability and staff training and education when selecting a program for their child.</p>                 |
| <p><u><a href="#">Nexus area: Families with children enrolled in EI/ECSE in the Tri-County Region</a></u></p> | <p>Center-based care<sup>1</sup>. A notable subset of families reported they prefer to care for their own child.</p> | <p>Full-day care and school-day care are the highest reported needs. Over a third of families also reported the need for half-day care<sup>2</sup>.</p> | <p>Factors that are most important when seeking care<sup>3</sup>: 1) Trusted staff 2) Healthy meals and/or snacks provided (a unique priority for this population) 3) A clean, comfortable, friendly space. 4) Developmentally- and age-appropriate activities.</p> | <p>This population also prioritizes staff who actively smile, listen, and talk to children when selecting a program for their child.</p>                 |

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| <p>Families who identify as Native American in Wasco County</p> | <p>Not enough data available at this time.</p> | <p>Not enough data available at this time.</p> | <p>Not enough data available at this time.</p> | <p>Limited sample size on the family engagement survey. More data needed to assess preferences of this population.</p> <p>While we had limited feedback from Native Families in our efforts to engage Native Families in our survey process, we were able to gather anecdotal information about family preferences. These anecdotal preferences include:</p> <ol style="list-style-type: none"> <li>1. Providers and services are located in or near Celilo Village and/or “in lieu” sites so that children are close to home.</li> <li>2. Parents want their children to have experiences and activities that preserve cultural traditions and support native language.</li> <li>3. Parents want culturally appropriate providers and curriculum.</li> </ol> |
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<sup>1</sup>Center-based care was defined as care in a child care center, preschool, or Head Start center, or another center that is not in the caregiver or teacher’s home. Other preference options that families could choose from, with the option to select more than one, included: Care for their own child, relative cares for their child in their child’s home, non-relative cares for their child in their child’s home, relative cares for their child in their relative’s home, child receives care in a family or home-based program in a non-relative’s home.

<sup>2</sup>Families could choose from the following program hour preferences, with the option to select more than one: Full-day care, school-day care, half-day care, holiday care, early morning care, evening care, drop-in care, weekend care.

<sup>3</sup>Families ranked their top three priorities when selecting a program for their child from the list of the following options: Trusted staff, healthy meals and/or snacks provided, staff who share my child’s home language and culture, developmentally- and age-appropriate activities, staff training and education, having the same person take care of my child regularly, regular communication with families by program staff, a clean/comfortable/friendly space, staff actively smile/listen/talk to children, balancing program schedule with my work schedule, transportation to/from program, program affordability, indoor/outdoor movement for movement and play, location of the program. Families could also enter their own factor that was not listed.

## Supply Analysis & Mixed Delivery Profile

### 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?

Overall, we can attest to the fact that we are not equipped to meet the demand of families needing early care and education. Based on anecdotal comments from school districts at P-3 meetings and calls from parents, and most recently our family engagement survey, we are not meeting the need. Even when the data indicates licensed slots available, the slots available do not align with parent needs. It is also important to note that when evaluating these data, the customized report did not disaggregate for race/ethnicity so we were dependent on other data and our family engagement survey (as noted in previous tables) to identify gaps and preferences.

**Families who identify as Hispanic/LatinX:** There are approximately 1,556 children who identify as Hispanic/Latinx in the region. We know that Oregon Child Development Coalition has 46 preschool slots and 16 EHS slots in Hood River from October to June. In Wasco County there are 55 preschool slots for September through May and 16 EHS slots year-round. Also, in Wasco County is a Migrant Education program with 17 slots. OCDC also provides Migrant and Seasonal Head Start that serves 260 (Wasco) and 115 (Hood River) children ages 0-5 as a part of the harvest for agriculture. These data are representative of families who come and go with the harvest season mainly in Wasco county. In Hood River, the families tend to stay more locally and long term because the end of one harvest signals the start of another for Hood River Families. Also in Wasco County is a Migrant Education program with 17 preschool slots at Sunshine Preschool. Migrant Education also conducts 3 visits per year to 103 families who identify as Hispanic/Latinx in Wasco County. Forty-seven percent of the families receiving visits have no access to preschool services. These data are our best estimates at the total number of dedicated slots for families who identify as Hispanic/Latinx; approximately 10% of the families, however the access available covers only 38% of the time when families are working (full day full year).

**Families living under 200% of the Federal Poverty Level:** The available data for this priority population was easier to access. Hood River County's available public preschool is providing services to only 21% of the number of children living under 200%FPL. Gilliam and Wheeler counties have about 24% access (leaving 76% of potentially eligible children with no access) and Wasco County and Sherman County rank highest in access to publicly funded preschool with 41% and 44% of children under 200% FPL being served respectively. Regionally, only 30% of children living under 200% FPL have access to publicly funded preschool.

The Decision Grid provides a comprehensive narrative regarding accessibility to care for **infants and toddlers**. Regionally, approximately 19% of infants and toddlers have access to care.

We know there are about 62 **children who identify as Native American** under 5 Wasco county and as of now, the only dedicated preschool serving children who identify as Native American (by a teacher who identifies as Native American) has 6 children and it

is only funded to support 3 day weeks. Wasco County is unique in that it hosts an unincorporated Native American community (Celilo Village) that is not formally connected to any Confederated Tribes, however it hosts peoples who identify as Native American predominantly from the Yakama, Umatilla and Warm Springs Tribes. In addition, there are federally unrecognized bands of River Tribes who live along the Columbia river at locations known as “In Lieu” sites. The data we have suggests that **we are serving only 10%** of families who identify as Native American and District superintendents have noted disproportionate representation for children who identify as Native American in EI/ECSE data. The OKA data for our region shows that the subgroup of children who identify as American Indian/Alaska Native fall significantly below the statewide average across all five domains.

It is critical that our efforts in working with this priority population are respectful of the longstanding trauma experienced by families who identify as Native American, with a specific reference to Education and Boarding Schools (there was one in Wasco County). Also, The Dalles Dam project and subsequent damage to the traditional fishing grounds through the flooding of Celilo Falls is a very recent event in terms of the history of peoples who identify as Native American in this region. Relationship and trust building will need to occur at a pace that our community members who identify as Native American lead us to.

In terms of preferences, the decision grid maps out several themes across our priority populations. They are:

- **Affordable Options** repeated itself as a theme for all populations.
- More **Center-based Care**. Our Regional Stewardship Committee noted that while many families want center-based care, it will be important for centers to consider the trauma backgrounds of the children attending these centers in order to provide predictable, calming and consistent environments (possibly smaller class sizes) to support children’s learning.
- When given the option to prioritize the characteristics of early care and education settings, most families identified trusted care providers. When asked about the barriers for care and education, they voluntarily shared that there aren’t enough **bilingual providers**.
- **Full day care** is a repeated theme for working families with the **option for extended/and or flexible care** being an addition need.
- **Transportation and Mental Health supports** were additional preference areas.

The Regional Stewardship Committee (RSC) also raised the need for additional support for Family Child Care Providers around caring for children with special needs. This aligned with families identifying the limited availability of care for children with special needs. The RSC noted that technical assistance and coaching for family care providers along with designated staff to provide onsite support for children with high needs has been defunded and is a critical need for family child care in order to increase access to children on IFSP’s or IEP’s.

While it may be redundant to both say it and reference it, our data (both from PDG and family preference) called out the lack of availability of care for infants and toddlers.

In summary, our community’s ability to be responsive to the needs and preferences of our priority populations would be best served by:

- Affordable care options (the data suggests more publicly funded care for children of families at or below 200% FPL; this may be a moot point given the context of this work, but the data is clearest about this for our region)
- More Bi-lingual providers
- More Center-based care that is trauma informed
- Increase in transportation options, as well as more care options nearer to where people live
- Flexibility in care that could include: extended day, sick care, drop-in care
- More care for infants and toddlers.

The RSC and our board think that the repetitive nature of family preferences for trusted staff, developmentally and age appropriate activities and a clean and friendly (safe) space, lends itself MORE to the stronger notion of the deserving nature of young children to grow and develop rather than mere family preferences.

**Where are the biggest gaps in service geographically?**

In terms of licensed capacity, Hood River and Wasco County show the biggest gaps for care, followed by Wheeler and Gilliam counties. Gaps in priority populations have been referenced above.

EI/ECSE Services are provided by a very small staff for the tri-county area and because of the number of children needing these services, this is a significant gap. Overall, supportive services for families in the remote areas of our region are a challenge. This includes the following elementary school zones: Mitchell, Spray, South Wasco, Cascade Locks, Sherman, Fossil, Arlington, Condon. The RSC noted these zones as the “farthest reaches” of the counties.

Hood River and Wasco Counties are the areas where **families who identify as Hispanic/Latinx** are living and needing care with specific call outs to the following elementary school catchment areas: Chenowith, Colonel Wright, Mid Valley, Dry Hollow, Parkdale, May Street, Westside, and Mosier.

Earlier responses have demonstrated that Wasco County is an area where there is a significant gap in service for **families who identify as Native American**.

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| <p><b>Where are the biggest gaps in service for priority populations?</b></p>                           | <p><b>Families who identify as Hispanic/Latinx</b> reported there are a lack of available slots in programs in Hood River and Wasco counties and data provided by OCDC confirms this need. Families also reported a shortage of affordable early care and education options and gaps in service in terms of an insufficient number of bilingual providers who can communicate with <u>speaking</u> parents who are Spanish-speaking, a lack of transportation options to/from care programs and limited full-day and extended care options that align with parents’ varied work schedules. Families who identify as Hispanic/Latinx and who have children enrolled in EI/ECSE services represent a notable nexus area, and these families indicated a lack of access to mental health and special needs supports.</p> <p><b>Families with infants/toddlers</b> reported an insufficient number of affordable care options and an overall shortage in providers that offer services for this age group across the region. Data provided by Oregon State University and the Provider Supply Analysis confirm there are notably fewer care options for this age group compared to preschool age children. Families also indicated that existing programs have long waiting lists and that they do not offer the flexible care options (early drop off/late pick up/summer care, etc.) that families require to accommodate work schedules.</p> <p><b>Families living below 200% of the Federal Poverty Level (FPL).</b> Regionally, only 30% of families with children 0-5 who live under 200% FPL have access to publicly funded preschool. Families reported service gaps in terms of a lack of affordable care and limited full-day care and/or school-day care options. Families who make a marginal amount over the income qualification for assistance with early care and education tuition also experience an access gap as they cannot afford high cost private care.</p> <p><b>Families with children enrolled in EI/ECSE</b> reported a lack of affordable care options with flexible hours and transportation to/from programs. North Central ESD data confirms the need for more early intervention services, especially in Sherman county. Families with children with special needs who live in the Tri-county region represent a notable nexus area, and there is a service gap in terms of trauma-informed, center-based care that offers the necessary supports for these families.</p> <p><b>Families who identify as Native American in Wasco County</b> have historically been prioritized by the Hub based on meetings with Tribal stakeholders, Indian Affairs staff, and district superintendents. Data indicates that only approximately 10% of these families are currently being served and district superintendents noted a disproportionate representation of children who identify as Native American and who are enrolled in EI/ECSE. The Hub is working to better understand the specific service gaps for this priority population.</p> |
| <p><b>What program characteristics are necessary to meet the demand in your target communities?</b></p> | <p>Center-based care is preferred by all priority populations. Based on the Provider Supply Analysis, there are little to no options for center-based care for families in the Tri-county region and for families living outside of Hood River and the Dalles. Full-day care is also the top preference for all priority populations, with some families also preferring school day care, half day care, and/or drop-in care. Family survey data indicate there is limited access to full-day care and a lack of options that correspond with families’ varied work schedules. According to the Provider Supply analysis, there are a limited number of providers offering extended care, especially in the Tri-county region and the farthest reaches of Hood River and Wasco counties. Regional stewardship committee members, however, remarked that providers may work with families on a case by case basis rather than</p>  |



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|   | <p>listing that they offer extended care options. Based on the survey data, care programs should prioritize building trust with families and offering staff training and education opportunities. Families reported that they are seeking welcoming spaces that offer activities that are in line with their children’s development and age level. To overcome barriers to access to care, families need more affordable care options and more program options overall to meet the high demand for care. Families also reported they are looking for transportation options to and/from programs and bilingual providers who can communicate with parents who are Spanish-speaking.</p>  |
| <p><b>How would small ECE providers meeting these characteristics be supported through a network model?</b></p> | <p>We define a network model as a group of care and education providers working together to increase access.</p> <p>A Network model for small ECE providers would provide the following benefits:</p> <ul style="list-style-type: none"> <li>- Wasco County has some barriers for adding center-based care because of facility issues. A network model of family child care providers could expand access in the face of this barrier.</li> <li>- A network model could include specific coaching and support for providers who care for children with special needs. This additional support could increase the willingness of care providers to specialize in this kind of care.</li> <li>- A network model could establish a cohort of new bilingual providers working to serve families with full day and extended care needs.</li> <li>- A network model would bring together a new cohort of providers interested in caring for infants and toddlers in order to expand access to quality care.</li> </ul> <p>Generally speaking, a network model could:</p> <ul style="list-style-type: none"> <li>- Support transportation access for a specific zone or area by sharing costs in order to be responsive to family needs and preferences.</li> </ul> |

## Deliverable 3 Template: Emerging ECE Expansion Opportunities

### Regional Opportunities Expansion

#### Regional Opportunities Expansion

##### Historical Investments:

The Governance Board has a history of using the OKA and other regional data to prioritize and invest in expanding access to preschool. The amount of investment is miniscule compared to state-funded models, but has been utilitarian in leveraging additional resources. These examples include the following:

- Eaglets Preschool at the Cascade Elementary School where additional supports from the port and the city have been added to maintain support for a 4 day a week, half day, school year program for up to 10 children.
- Celilo Village Preschool where Dufur school district has matched Hub funding to provide two years of a 3 day a week, half day, school year program for up to 8 children. This is the first year that a teacher who identifies as Native American had been hired and is working on Native language immersion programming.
- Sherman Preschool has contracted with a local bus company to provide transportation for preschool children for a half/day school year program.
- Condo Childcare also has been able to provide childcare although their hub funding has been used to develop program wide professional development calendars.

##### Mixed Delivery and Child Care

Mid-Columbia Children's Council has a partnership with Hood River School District for a preschool at May street that is based on a mixed delivery model. Hood River County School District already has a Community Education program that provides childcare for district families.

Columbia Gorge ESD (CGESD) is hosting ECE conversations with District superintendents as a part of their Student Success Act Technical Assistance Part of these conversations are focused on full day care for families who identify as Hispanic/Latinx.

CGESD also has a mixed delivery preschool model that blends and braids funding for children with special needs, Migrant children and private pay children.

##### Cross Section of Business and Childcare

Coordination efforts between Four Rivers ELH, Child Care Partners along with the Regional Coordinator for Regional Solutions have been working

together to link early care and education and the business sector. As a result, a number of employers in the region have been identified as having interest in some kind of strategy to increase access to high quality child care for their employees.

#### **K12 Models**

**Fossil and Spray School Districts have taken on preschool in their school districts and teachers are paid by the school.**

**Cascade Locks also employs its preschool teacher as a part of the team at the school.**

**North Wasco County School district has a multi-year group of community members who meet monthly during the school year at 6:15AM on Wednesdays to share information and coordinate efforts. The Bridge to Kindergarten (kinder transition program) funded by the ELH was developed by this group and scaled across the region.**

**Dufur School District has focused on providing culturally specific preschool for families at Celilo Village as noted earlier.**

**Arlington School District has indicated interest in a dual credit program for ECE interested students that would result in a Child Development Associate(CDA) credential upon graduation.**

**Sherman Preschool has applied for funding to provide a Preschool Jumpstart for families who don't have access to preschool but have a preschool aged child. This program would be available one day a week (Fridays when their regular preschool is not in session) and would focus on beginning tasks needed to be successful in preschool and school. There is a prioritization for families who most need services such as children who are on an IFSP or have been identified for potential delays or who have experienced trauma.**

#### **Coordinated Innovation: The Family Network**

**The Four Rivers Early Learning Hub has been working with Public Health Departments and Home Visiting Providers to develop a single point of contact for all families with young children. The system is designed to be universal in recruitment and focused on engagement and is linked to both Coordinated Care Organizations and a host of community partners for referrals and supports. It will launch in early 2020 and is a web-based program built on Vistalogic's Clara platform.**

## **Barriers to Expansion**

**Community stakeholders identified barriers to expansion including the high cost of both residential and commercial real estate, which makes it especially difficult for new child care providers to enter the market in our region (especially Hood River and Wasco Counties).**

**Those who have expressed interest in opening an early childcare and education facility have often been unable to do so because of financial barriers for both providers and parents. There are also additional pressures place on planning commissions and city/county codes entities when neighbors are wary about a family-based child care facility opening up in their community.**

**We are working with local and state partners to build momentum around shared interests. Through collaboration we are making an effort to inform the public, review policies, and create partnerships that reduce and even melt barriers in order to respond to community needs.**