



# Early Learning Hub

*of Linn, Benton & Lincoln Counties*

## Early Care & Education Sector Plan, 2019

Regional Stewardship Committee  
of the Early Learning Hub  
December 5, 2019  
[lblearlylearninghub.org](http://lblearlylearninghub.org)



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## Expansion Planning Process

### Hub Staff Pre-Work

- Set up Basecamp for Regional Stewardship Committee and post all available data
- Collect definitions related to priority populations
- Prepare deliverable 3 on an ongoing basis, reviewed at each meeting

### Governing Board

<u>Thursday, October 10</u>	Regional Stewardship Committee formally charged.
<u>Thursday, November 7</u>	Review and approve progress made by the Regional Stewardship Committee.
<u>Thursday, December 5</u>	Review and approve progress made by the Regional Stewardship Committee.

### Data & Evaluation Work Group

<u>Wednesday, October 16</u>	Pre-work Deliverable #1 Priority Populations Decision Grid.
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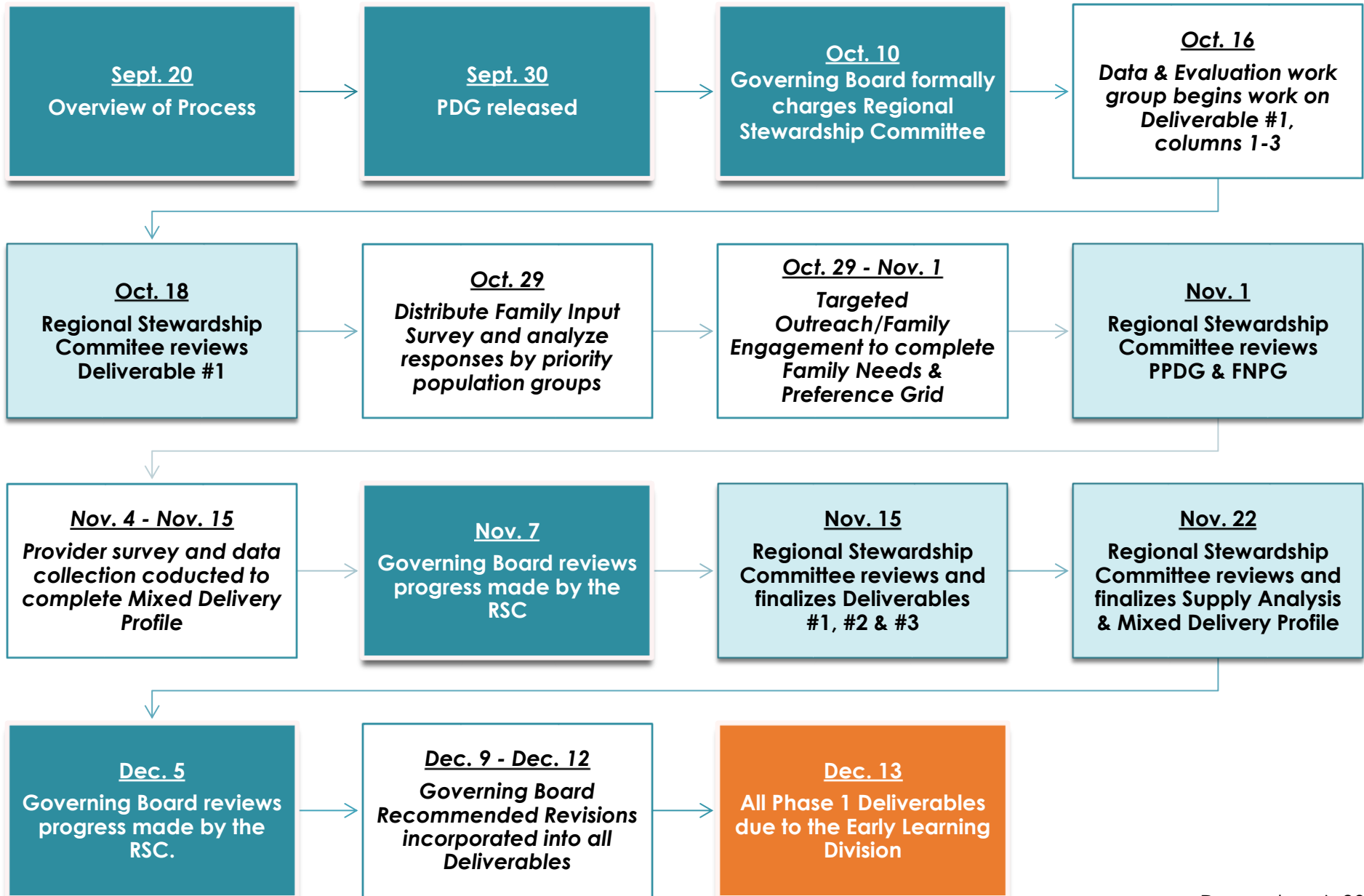
### Parent Engagement Committee

<u>Tuesday, October 29</u>	Distribute the Family Input Survey and analyze responses by priority population groups.
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### Regional Stewardship Committee

<u>Friday, October 18</u>	Review Deliverable #1 <ul style="list-style-type: none"><li>• Priority Populations Decision Grid, Refined Priority Population List</li><li>• <i>Monday, October 21—Friday, November 1. Targeted Outreach/Family Engagement</i></li></ul>
<u>Friday, November 1</u>	Continue Deliverable #1 / review family needs and preference, confirm themes.
<u>Friday, November 15</u>	Review and Finalize Deliverable #1, #2 & #3 <ul style="list-style-type: none"><li>• Refined Priority Population List, Family Needs &amp; Preference Grid, Regional Opportunities Expansion</li><li>• <i>Monday, November 15—Friday, November 22. Mixed Delivery Profile</i></li></ul>
<u>Friday, November 22</u>	Review and Finalize Supply Analysis & Mixed Delivery Profile <ul style="list-style-type: none"><li>• <i>Monday, December 9—Friday, December 12. Board Recommended Revisions</i></li></ul>







### Regional Stewardship Committee Roster

Name	Organization	Governing Board Member	County(s) Representing	E-mail Address
<b>Parent Leaders</b>				
Michelle L. Mayers	N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	MICHELLE.MAYERS@dhsoba.state.or.us
Shirley Blake	N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	Shirley.blake@linnbenton.edu
<b>Community-based Organizations (Culturally specific organizations, Non-profit or advocacy organizations)</b>				
Paul Smith	Strengthening Rural Families	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	paul.srf@ruralfamilies.org
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
<b>ECE Leaders (CCR&amp;Rs Directors, Head Start Directors, Diverse Educators and Providers)</b>				
<b>CCR&amp;R</b>				
Jerri Wolfe	LBCC / CCR&R	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	Jerri.wolfe@linnbenton.edu
Lynnette Wyncoop	LBCC / CCR&R	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	wynkool@linnbenton.edu
<b>Head Start Directors</b>				
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Dana Crawford	OSU CDC (OPK)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	Dana.crawford@oregonstate.edu
Stephany Koehne	Kidco Head Start	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	skoehne@kidcoheadstart.org
Eric Pommier	Kidco Head Start	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	epommier@kidcoheadstart.org
<b>Providers</b>				
Angie Duncan	Mid-Willamette YMCA	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	familydirector@ymcaalbany.org
Jen Grube	Sandcastle PreK	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	peripwinkle@gmail.com





Barbara Dougherty	Samaritan Early Learning Center	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	bdougherty@samhealth.org
<b>K-12 Leaders (Superintendents, Early Learning/Pre-K administrators)</b>				
Lauren Sigman	Lincoln County School District	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	lauren.sigman@lincoln.k12.or.us
Amy Lesan	Corvallis School District	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	amy.Lesan@corvallis.k12.or.us
Nina Petrovich	Kings Valley Charter	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	npetrovich@kvschool.org
Lisa Harlan	Greater Albany Public Schools	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	lisa.harlan@albany.k12.or.us
Abby Couture	Clemens Primary School	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	Abby.Couture@philomath.k12.or.us
<b>ESD Leaders</b>				
Don Dorman	LBL – ESD	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	don.dorman@lblesd.k12.or.us
Nancy Griffith	LBL – ESD	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	nancy.griffith@lblesd.k12.or.us
<b>EI/ECSE</b>				
Debbie McPheeters	LBL – ESD	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	debbie.mcpheeters@lblesd.k12.or.us
Autumn Belloni	LBL – ESD	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	Autumn.Belloni@lblesd.k12.or.us
<b>Health, Human Services, and Housing (CCO Equity Directors, Maternal and Child Health Directors or Managers, Regional DHS District Managers, Regional housing representatives)</b>				
Jessica Barker	Healthy Families	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	Jessica_barker@oldmillcenter.org
Sandy Chase	DHS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input checked="" type="checkbox"/> Lincoln	sandy.chase@state.or.us
<b>Community College(s)</b>				
Nicole Ballinger	Linn-Benton Community College	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Linn <input checked="" type="checkbox"/> Benton <input type="checkbox"/> Lincoln	ballinn@linnbenton.edu





		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
<b>Business Leaders (large employers)</b>				
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
<b>Municipal Governments</b>				
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
<b>Tribal Partners</b>				
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
<b>Additional Interested Workgroup Members</b>				
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Linn <input type="checkbox"/> Benton <input type="checkbox"/> Lincoln	





## Deliverable 1: Analysis of Priority Populations for ECE Expansion

### Refined Priority Population List

Priority Populations	
<b>1. <u>Children Birth to Two Years of Age</u></b>	<p>Children birth to 2 years old were identified as a priority population in all three counties. Only 2% of eligible children in our 3 county region are being served by EHS (24 total EHS slots, 16-Linn, 8-Benton). There are no EHS slots in Lincoln County.</p> <p>Lincoln County is first priority, then Linn, then Benton.</p>
<b>2. <u>Children who are Emergent Bilinguals<sup>1</sup></u></b>	<p>Data indicates that the communities that make up the following school catchment areas have the highest percentage of children whose home language is a language other than English:</p> <p>Linn:</p> <ol style="list-style-type: none"><li>1.Lafayette (11 of 46 incoming Kindergarteners or 23.91%)</li><li>2.Sunrise (19 of 47 incoming Kindergarteners or 40.43%)</li><li>3.South Shore (31 of 68 incoming Kindergarteners or 45.59%)</li></ol> <p>Benton:</p> <ol style="list-style-type: none"><li>1.Garfield (27 of 65 incoming Kindergarteners or 41.54%)</li><li>2.Lincoln (11 of 61 incoming Kindergarteners or 18.03%)</li><li>3.Wilson (10 of 65 incoming Kindergarteners or 15.38%)</li></ol> <p>Lincoln:</p> <ol style="list-style-type: none"><li>1.Ocean Lake (16 of 151 incoming Kindergarteners or 10.60%)</li><li>2.Yaquina View (30 of 161 incoming Kindergarteners or 18.63%)</li></ol>
<b>3. <u>Children who are Native American or from Tribal Nations/Communities</u></b>	<p>Data indicates that the greatest need for services is in the following communities: East Lincoln County (Siletz, Eddyville &amp; Toledo)</p>
<b>4. <u>Children who are Latinx<sup>2</sup></u></b>	<p>Data indicates that the communities that make up the following school catchment areas have the highest percentage of children whose race is Hispanic/Latino:</p> <p>Linn:</p> <ol style="list-style-type: none"><li>1.Periwinkle (15 of 64 incoming Kindergarteners or 23.44%)</li><li>2.Lafayette (10 of 46 incoming Kindergarteners or 21.74%)</li><li>3.Sunrise (21 of 47 incoming Kindergarteners or 44.68%)</li><li>4.South Shore (39 of 68 incoming Kindergarteners or 57.35%)</li></ol> <p>Benton:</p> <ol style="list-style-type: none"><li>1.Garfield (24 of 65 incoming Kindergarteners or 36.92%)</li><li>2.Lincoln (19 of 61 incoming Kindergarteners or 31.15%)</li><li>3.Monroe (5 of 19 incoming Kindergarteners or 26.32%)</li></ol> <p>Lincoln:</p> <ol style="list-style-type: none"><li>1.Ocean Lake (33 of 151 incoming Kindergarteners or 21.85%)</li><li>2.Yaquina View (50 of 161 incoming Kindergarteners or 31.06%)</li></ol>







### **5. Children with Disabilities**

Data from ODE indicates that in all counties the percentage of children with disabilities included in a typical preschool setting is below the state average of 35.29%. The current percentage of children with a disability served in a typical preschool setting by county is as follows:

Linn – 45 of 228 eligible children or 19.7%  
Benton – 26 of 84 eligible children or 31%  
Lincoln – 23 of 95 eligible children or 24.2%

Children with disabilities that also represent our other identified priority populations are first priority, then all children with disabilities based on residency in the following order: Linn County is first priority, then Lincoln, then Benton.

#### References:

<sup>1</sup> During the November 15, 2019 Regional Stewardship Committee meeting, there was significant discussion related to identifying both children who are Emergent Bilinguals and Latinx as Priority Populations. It was determined that while the largest majority of children who are Emergent Bilinguals in our region are Spanish speaking, this is not the case for all children who are Emergent Bilinguals (especially in Benton County).

<sup>2</sup> During the November 15, 2019 Regional Stewardship Committee meeting, there was significant discussion related to identifying both children who are Emergent Bilinguals and Latinx as Priority Populations. It was determined that not all children who are Latinx are Emergent Bilinguals, and it was necessary to include both.





### Priority Populations Decision Grid

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
<b>Children Birth to 2 Years of Age</b>	<i>Number of eligible children:</i> 8644 children ages 0-2 1794 estimated children 0-2 below 100% FPL <i>Source:</i> PDG Data	1.Lincoln County 2.Linn County 3.Benton County	<b>Family Input Survey</b> Total responses: 240 Responses that represent priority population: 103 Follow-up phone interviews: 51 Additional information: Survey link was sent out to all families enrolled in Pollywog and posted on Pollywog Facebook page. This group had the largest response rate.	Of ECE services used, care is 4-5 days per week, paid for outside of the home by a non-relative, need is due to parents working. In the comments section there was an overwhelming number of parents who indicated a need for more childcare availability for children under 3.
	<i>Current number of children served:</i> 805 Access to a slot (all care types) 24 EHS Slots <i>Source:</i> PDG Data			
	<i>Discussion of quantitative disparity in access:</i> Only 2% of eligible children in our 3 county region are being served by EHS. There are no EHS slots in Lincoln County.			
<b>Children who are Emergent Bilinguals</b>	<i>Number of eligible children:</i> 456 3&4 year olds <i>Source:</i> KA Lookback	Linn: 1.Lafayette 2.Sunrise 3.South Shore	<b>Family Input Survey</b> Total responses: 240 Responses that represent priority population: 25 Follow-up phone interviews: 18 Additional information: Survey link and Family Input Survey questions were sent out to the Garfield Elementary School Parent Teacher Association (PTA), Regional Medical Interpreters Group, Healthy Families home visitors, and Spanish speaking Facebook groups.	Overall, families are moderately satisfied/neutral with finding something in their child's language. Families who participated in the Family Input Survey and follow up questions are grateful for the existing services for their children.
	<i>Current number of children served:</i> 151 of 658 slots serving children with a home language other than English <i>Source:</i> PDG Data	Benton: 1.Garfield 2.Lincoln 3.Wilson		
	<i>Discussion of quantitative disparity in access:</i> Identify school catchment areas with	Lincoln: 1.Ocean Lake 2.Yaquina View		





	highest percentage of children whose home language is a language other than English			
<b>Children who are Native American or are from Tribal Nations/Communities</b>	<i>Number of eligible children:</i> 149 Children in poverty (≤6 years) American Indian/ Alaskan Native <i>Source:</i> PDG data	East Lincoln County (Siletz, Eddyville & Toledo)	<b>Family Input Survey</b> Total responses: 240 Responses that represent priority population: 12 Follow-up phone interviews: 5 Additional information: Survey link was sent out to all families enrolled in the Confederated Tribe of Siletz Indians Head Start Program. Survey link and Family Input questions were sent out to Oregon State University Native American Longhouse Director.	Some Families did not have ECE program experiences. This priority population has historically been underrepresented on a system-wide level, leading to isolation and lack of engagement. Our region has limited culturally specific meeting locations for this priority population, resulting in challenging communication and outreach.
	<i>Current number of children served:</i> Siletz Tribal Head Start serves 55 to 63 preschool aged children in Lincoln County			
	<i>Discussion of quantitative disparity in access:</i> There is a need for additional data from the CTSI. We do not have enough information to determine disparity in access. *Data provided by CTSI Tribal Head Start Director			
<b>Children who are Latinx</b>	<i>Number of eligible children:</i> 1,134 Hispanic children in poverty (≤age 6) <i>Source:</i> PDG data	Linn: 1.Periwinkle 2.Lafayette 3.Sunrise 4.South Shore	<b>Family Input Survey</b> Total responses: 240 Responses that represent priority population: 22 Follow-up phone interviews: 13 Additional information: Survey link and Family Input questions were sent out to community partners who serve the Latinx community, including Department of Human Services,	Satisfied It is common for the Latinx community to provide at-home care for their children through a parent or family member. Further investigation is needed to explore possible systemic barriers preventing families from access to early care and education services.
	<i>Current number of children served:</i> 242 of 765 slots serving children whose race is Hispanic/Latino <i>Source:</i> PDG data	Benton: 1.Garfield 2.Lincoln 3.Monroe		





	<p><i>Discussion of quantitative disparity in access:</i> Identify school catchment areas with highest percentage of children whose race is Hispanic/Latino</p>	<p>Lincoln: 1. Ocean Lake 2. Yaquina View</p>	<p>Greater Albany Public Schools Welcome Center, Juntos Program, Dual Immersion School Parent Teacher Association, and Spanish speaking Facebook groups.</p>	
<p><b>Children with Disabilities</b></p>	<p><i>Number of eligible children:</i> 630 0-5 year olds <i>Source:</i> PDG Data</p>	<p>1. Linn 2. Lincoln 3. Benton</p>	<p><b>Family Input Survey</b> Total responses: 240 Responses that represent priority population: 18 Follow-up phone interviews: 3 Additional information: EI/ECSE home visitors were given surveys by their program manager to have parents complete during home visits. Survey link and Family Input questions were sent out to Oregon Family Support Network and FACT Oregon.</p>	<p>Variety of ECE services used to meet needs Care needed was not available/offered on all days needed Facilities often not equipped to adequately serve children with disabilities</p>
	<p><i>Current percentage of children with a disability served in a typical preschool setting:</i> Linn- 19.7% Benton- 31% Lincoln- 24.2% <i>Source:</i> ODE Data</p>			
	<p><i>Discussion of quantitative disparity in access:</i> Data from ODE indicates that in all counties the percentage of children with disabilities included in typical preschools is below the state average of 35.29%</p>			





## Deliverable 2: Regional Mixed Delivery Profile

### Family Needs & Preferences Grid

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
<p><b>Children Birth to 2 Years of Age</b></p>	<p>Flexibility in scheduling (e.g. part-time vs. full-time)</p> <p><i>Parent Quotes: "Wait lists are so long that no one even has a chance to get into most places. Also nowhere offers part time care." "Full time in budget with quality education is not seen in the area." "Part-time care is extremely hard to find. We are currently using full-time care but the cost is a HUGE burden for our family. And we are not poor. The cost of childcare is a crisis for families. We need more help for the middle class that has two working parents."</i></p>	<p>Well-qualified ECE providers (Education &amp; Experience)</p> <p><i>Parent Quote: "Lincoln county is lacking enough spaces for younger children. Waitlists are often years long and parents getting new jobs are left with no options or to refuse the job. More availability is needed especially under age 3"</i></p>	<p>ECE guidelines/ qualifications that are more universal</p> <p><i>Parent Quote: "Our family income is just above the limit for qualifying for aid, but when we have to pay a babysitter for me to work, I net about \$2/hour. If you include the time I spend getting ready and travel time, I actually lose money by going to work. But I still choose to work anyway in order to keep my job for the future, so that's the trade off."</i></p>	<p>Coordinated &amp; aligned ECE systems that provide easy navigation for families</p>





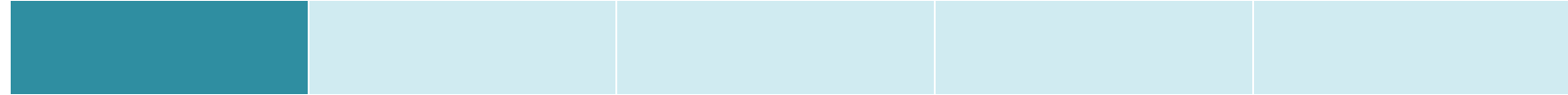
<p><b>Children who are Emergent Bilinguals</b></p>	<p>Diverse, trusted, quality trained providers (Speaks families home language, educated and experienced)</p> <p><i>Parent Quote: "Kidco Head Start has been the best because they have Spanish-speakers that work there. That was not true for my older child's preschool"</i></p>	<p>ECE alignment with ERDC</p> <p><i>Parent Quote: "My son has several medical diagnoses and many providers were ill-equipped to support him. ERDC was wonderful but many places had "waitlists" which I now know to be ways to weed out those qualifying for care but not paying full "tuition".</i></p>	<p>Inclusive and accommodating (culturally competent: understands families culture and beliefs)</p>	<p>Flexibility in hours &amp;</p> <p><i>Parent Quote: "There is a "known" shortage of certified daycares in Linn County. Most of the centers that are certified are religious. Finding care that accommodates children with high needs and allows extended hours for a typical work week is challenging. The affordability of centers are near out of reach even with ERDC help for a single parent. Especially when they charge by the hour and ERDC pays a monthly rate."</i></p>
<p><b>Children who are Native American or are from Tribal Nations/Communities</b></p>	<p>Flexible hours- early mornings and evenings.</p> <p><i>Parent Quote: "I was able to find great places, but none of them have any openings."</i></p>	<p>Well qualified ECE provider (Education &amp; Experience)</p>	<p>Culturally Competent ECE programs and providers (understands families culture and beliefs)</p>	<p>Qualified providers to meet child's health /developmental needs</p>





<p><b>Children who are Latinx</b></p>	<p>Diversity of workforce, trusted providers (Providers who represent the families they serve)</p> <p><i>Parent Quote: "Kidco Head Start has been the best because they have Spanish-speakers that work there. That was not true for my older child's preschool"</i></p>	<p>Ease of access to systems</p>	<p>Inclusive, culturally appropriate care (understands families culture and beliefs)</p>	<p>Continual work around systemic barriers</p> <p><i>Parent Quote: "Getting my child to preschool is not easy. I don't have driver's license."</i></p>
<p><b>Children with Disabilities</b></p>	<p>Well-equipped and enriching facilities (has equipment needed to serve children with a wide range of disabilities)</p> <p><i>Parent Quote: "My son has several medical diagnoses and many providers were ill-equipped to support him. ERDC was wonderful but many places had "waitlists" which I now know to be ways to weed out those qualifying for care but not paying full "tuition".</i></p>	<p>Extended hours to accommodate a typical work week</p>	<p>Finding a provider with the ability to help children learn &amp; develop</p>	<p>Transportation with adequate accommodations for children with limited mobility</p>





#### Additional Family Comments:

- Need more options for all ages, variable schedules and quality that prepares kids for kindergarten. I would love for my children to learn another language like Spanish at preschool.
- The struggle to find infant daycare in Lincoln County is a real problem.
- Most schools lean Christian and celebrate Christian holidays. My family is not Christian and that is a challenge. Many schools we like are only in the mornings which isn't enough coverage and doesn't help with naps! Many schools have Care by really young people with little to no experience who change out too often. It would be helpful if schools had more flexible day options.
- My answers are that I found a childcare center but what I found was not in Lincoln County and an hour drive for us one way
- Many single parents are receiving assistance via the state of Oregon (food and cash), however there is a severe shortage of child care providers who are registered with the state, and of those very few, I have met with and am surprised some of them are even "caring" for children for income because half of the providers registered with the state are ill tempered and ill mannered, so much so that I would not allow them to ever watch my child even on a desperate basis. I would love to see a better market place for well-educated child care providers who become registered with the state so the single parents who partly rely on state assistance to support their families can have reliable child care options that the state could help out with financially. Currently I am going to school to become an oral-maxillofacial surgeon, and luckily I have childcare part-time to make this possible, but I wish that there were full-time child care options available so I could also work while going to school. I would feel more independent and less dependent on the state for financial assistance!







## Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile	
<p><b>How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations?</b></p>	<p>Linn, Benton, Lincoln counties have a mixture of types of care; however, there is not a sufficient supply to meet the preferences of the families in the identified priority populations. With additional financial and quality supports, there are multiple opportunities for expansion by filling licensed slots that are not being utilized or by changing licensing to increase capacity. Recently, additional partners such as K-12 Districts and other community-based organizations have come forward with the desire to help fill the gaps where appropriate.</p> <p><i>Data Source: Linn, Benton, Lincoln Child Care Provider Survey-CCRR</i></p>
<p><b>Where are the biggest gaps in service geographically?</b></p>	<p>The whole region has gaps with the exception of preschool-age care in Corvallis, Benton County.</p> <p><b>Children Birth to 2 Years of Age</b> – Lincoln County. There are no publicly funded slots.</p> <p><b>Children who are Emergent Bilinguals</b> – Lincoln County: Ocean Lake, Yaquina View-no bilingual supports identified, Linn County: Lafayette, Sunrise, South Shore, Periwinkle-six home based programs serving language other than English. Benton: Lincoln, Garfield, Wilson-four home based programs serving language other than English</p> <p><b>Children who are Native American or are from Tribal Nations/Communities</b> – Lincoln County: No children 0-2 served in Tribal Head Start program, child care slots not at full capacity due to staffing shortage</p> <p><b>Children who are Latinx</b> – Linn County: Lafayette, Sunrise, South Shore, Periwinkle-six home based providers who are either bilingual or monolingual Spanish speakers</p> <p><b>Children with Disabilities</b> – are underserved in all areas of the region, lack of availability of preferred settings</p> <p><i>Data Source: Oregon State University report, "Oregon's Child Care Deserts: Mapping Supply by Age Group, Metropolitan Status, and Percentage of Publicly Funded Slots", 2019. NACCRRAware-CCRR, Nov 2019</i></p>





### Where are the biggest gaps in service for priority populations?

All areas in the region lack high quality options for extended hour or weekend care options.

**Children Birth to 2 Years of Age** – all counties, licensed center or home based options for families in training of the workforce, training for ECE professionals, infant toddler mental health services

**Children who are Emergent Bilinguals** – All counties, center or home based programs offering culturally specific options that support English Language acquisition in all areas of the region

**Children who are Native American or are from Tribal Nations/Communities** – Lincoln County, all ages, care options that include center and home based with wrap around supports

**Children who are Latinx** – Linn County, lack training pathway for Spanish speaking staff to enter into the workforce as teachers in Certified Centers

**Children with Disabilities** – All Counties, all ages, care options that include center and home based with wrap around supports

*Data Source:* Oregon State University report, “Oregon’s Child Care Deserts: Mapping Supply by Age Group, Metropolitan Status, and Percentage of Publicly Funded Slots”, 2019.

### What program characteristics are necessary to meet the demand in your target communities?

All programs need to be connected to family serving agencies including health services (physical, mental/behavioral and oral health).

**Children Birth to 2 Years of Age** – diverse settings, full day (8-10 hours), well-qualified ECE providers, easy to navigate, coordinated enrollment system

**Children who are Emergent Bilinguals** – Diversity of workforce: Training opportunities to support pathways to degrees in Spanish, culturally specific delivery

**Children who are Native American or are from Tribal Nations/Communities** – Culturally responsive services with well-qualified, diverse staffing

**Children who are Latinx** – Diversity of workforce: Training opportunities to support pathways to degrees in Spanish, culturally specific delivery

**Children with Disabilities** – Mental health supports, community engagement with professionals that include behavioral, emotional and occupational health professionals





**How would small ECE providers meeting these characteristics be supported through a network model?**

**Administrative Network:** Coordination of intake & enrollment, serve as fiscal agent/administrator of ODE contract, support data collection and reporting, provide reports to ELD and draw funds from EGMS, support coordination of training/PD, and support/assist with referrals for community supports.

**Quality Support Network:** Supports that include Continuous Quality Improvement, relationship based coaching, peer supports, and professional development planning.





## Deliverable 3: Emerging ECE Expansion Opportunities

### Regional Expansion Opportunities

#### Regional Expansion Opportunities

Child Care Summit Workgroup - Major businesses are experiencing significant difficulty recruiting and retaining employees due to lack of childcare. The Child Care Summit ad-hoc work group (made up of members from Samaritan Health Services, Oregon State University, United Way, Willamette Workforce Partnership, the EL Hub, the ELD, and the CCR&R) is creating a plan to engage the business sector in investing in childcare in our region. A few recent initiatives in Oregon demonstrate how to designate personnel, resources, and technical assistance for major employers while they navigate childcare needs. In addition to this group there is a secondary group, referred to as the Business Outreach team, convened by United Way that includes members from the Albany & Corvallis Chambers of Commerce, Willamette Workforce Partnership, the CEO of Oregon Freeze Dry, our Regional Solutions representative, and the EL Hub. Both work groups continue to discuss outreach and support for employers who are interested in learning more about how to support their employees childcare needs.

United Way Early Learning Fund – Through the partnership in the Child Care Summit Work Group, United Way serving Linn, Benton & Lincoln Counties established an Early Childhood Education account as an option for donors to direct funding towards. A local advisory group is being set-up to oversee how the funds will be used and the process for requesting funds. This is one way that businesses who typically donate to our local United Way can help support efforts to increase quality childcare options in the region.

Santiam Canyon Preschool - Strengthening Rural Families, Santiam Canyon School District, donors from Oregon Community Foundation, and the Early Learning Hub funded the creation of a preschool within the Santiam Canyon Early Childhood Center, free for families living in the Santiam Canyon School District. The preschool holds two class sessions per day, four days a week, with the capacity at 20 kids per class. This program aims to implement kindergarten readiness, social skills, and family support.

Corvallis School District Bond - The 2018 Facilities Improvement Bond included funding for an additional classroom at seven elementary schools in the Corvallis School District. Construction of the new classrooms begins summer of 2020 with the first classrooms opening in 2021. Currently, Kidco Head Start has a classroom at three elementary schools in the Corvallis district. The district plans to partner with early learning agencies that prioritize enrollment of students navigating barriers, who have typically lacked access to preschools.





Mid-Willamette Family YMCA – A private donor funded the purchase and conversion of the former ABC House to serve as a toddler/preschool space from 6:00am-7:00pm. A total of 94 children have the potential to be served in this soon to be renovated space.

State-licensure has been involved in the plans for remodeling of the facility through all steps of the process. Other focuses include upgrading sanitation, surveillance, and a playground.

Potential partnerships with community businesses is projected to provide funding for their employee slots. The hours of operation have been set to help meet the needs of shift-workers in the Albany area and surrounding communities.

Family Resource Center @ Oregon State University - The Family Resource Center is in early conversation about renovating existing campus space for infant and toddler childcare. There is currently an entire floor in an existing childcare facility that could be used for expansion with funding to renovate the space.

Lincoln County is hosting a convening app order by LCSD and Commissioner Jacobson to identify barriers for providers in expanding childcare options. This will be followed up by a community conversation hosted by the Children's Development Network with local businesses and stakeholders to look at the barriers and possible solutions.

Infant-Toddler Provider Survey – In December 2018, Family Connections reached out to infant-toddler providers in our region to determine interest and readiness for participating in Baby Promise. The responses from those willing to participate included providers who represent special population (foster care, children of teen parents, homeless families, children with disabilities), currently serve ERDC families, or show a willingness to, and represent mixed delivery models of early child care programs. Forty-five early learning providers completed the survey. One hundred and eleven new slots were identified by providers if technical assistance and funding were available.

