

Early Care & Education Sector Plan

Marion & Polk Early Learning Hub

Regional Stewardship Committee

Friday, December 13, 2019

Revised: January 13, 2020



Regional Stewardship Committee

Regional Stewardship Committee and Data Subcommittee

The following includes our membership of the Marion & Polk Early Learning Hub (MPELH) Regional Stewardship Committee (RSC) and their sector representation. Attendance was taken at each of the meetings. We had good attendance at each of the 7 RSC bi-weekly meetings and great participation by parents at each one of our meetings. MPELH provided interpretation for our Spanish-speaking partners. Food, as well as child care reimbursement were provided for the parents that needed child care during our meetings.

Name	Organization	Prescribed Membership Sector		Email
Pam Ditterick	Chemeketa Community College	Community College		pam.ditterick@chemeketa.edu
Tamara Trattner	Chemeketa Community College	Community College		tamara.trattner@chemeketa.edu
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Shanna Aldis	Precious Little Lambs Preschool & Child Care; Moving Forward	ECE Leader – Diverse educator and provider	*	jaebis13@gmail.com
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Ormond Fredericks	Department of Human Services	HHS, Housing - DHS District Managers		Ormond.FREDERICKS@dhsosha.state.or.us
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Grant Kendall	Edward Jones	Hub Governance Council members	*x	grant.kendall@edwardjones.com
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Becca Blessing	Parent Advisory Committee	Parent leaders	+	blessing.becca@gmail.com
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Megan Baldwin	Home School Parent	Parent leaders	+	megbaldwin12@gmail.com
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Tanya Hamilton	Family Building Blocks	Relief Nursery		thamilton@familybuildingblocks.org
Cindy Ryan	Western Oregon University	Higher Education		ryanc@mail.wou.edu
Teresa Reyes	Woodburn School District Preschool Manager	K12/Early Learning/Pre-K Administrator	*	treyes@woodburnsd.org

* Indicates an ELD strongly recommended member of Stewardship Committee

+ Indicates a parent leader who is a required member of the Stewardship Committee

x Indicates a member of the Data Subcommittee

Deliverable I: Analysis of Priority Populations for ECE Expansion

Refined Priority Population List

To reduce the charge of bias in the selection of priority groups, the RSC used a blinded selection process as a tool to identify the communities and population groups in greatest need. Participants were charged to review the 2018 kindergarten assessment (KA) data for the 24 zip codes and the eleven population groups in the region with names of the areas or groups removed. The 12 zip codes and five demographic groups with the most votes were assigned the highest priority. The KA data was used to estimate the total population of young children due to its near universal administration. The KA data captures virtually every incoming child of kindergarten age in both Marion and Polk counties and their demographic data. The KA data was color-coded using the state-defined school readiness levels of demonstrating (green), approaching (yellow), and developing (red). Committee members typically assigned the highest priority to the areas with the most developing (red) scores along with low demonstrating (green) scores.

Throughout this document we used the term “Hispanic/Latino” as requested by our Regional Stewardship Committee Hispanic/Latino partners.

Priority Populations
Children from Economically Disadvantaged Areas, at or below 185% of the FPL, with the greatest proportion of KA scores in the state-defined “developing” range <ul style="list-style-type: none">• Children from economically disadvantaged zip code areas were selected as a high-need priority group because of the overall lower kindergarten assessment (KA) scores recorded for this population in all six years that the assessment has been conducted.• High-priority communities are included that have either a large proportion of children demonstrating need in a rural area or a high number of children demonstrating need in a more populous area in both counties.
Children from Hispanic/Latino Households (including Children of Migrants) <ul style="list-style-type: none">• The selected geographic areas represent the highest need communities serving this group of children.
Children from Bilingual Households <ul style="list-style-type: none">• The selected geographic areas represent the highest need communities serving this group of children.

Children Experiencing Disabilities

- Based on the high level of need and the research evidence demonstrating the effectiveness of early supports to Children Experiencing Disabilities, the RSC recommended that all children in this group region-wide be included in the priority population.

Children from Socially Complex Families: children of teen parents, children in foster care or experiencing housing instability and/or parent incarceration

- Region-wide priority child population that reflects the needs of families with highly complex social needs—specifically those experiencing housing instability, a parent who is a teen or incarcerated, and children placed in foster care.
- The Oregon Pediatric Improvement Partnership data demonstrates the many needs for service alignment to serve these children/families.

Children from Native Hawaiian/Pacific Islander Households

- The selected geographic areas in Salem represent the communities serving this group of children.

Priority Population Decision Grid

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement																								
<p>Children from Economically Disadvantaged Areas, at or below 185% of the FPL*, with the greatest proportion of KA scores in the state-defined “developing” range</p> <p>High Priority Geographic Areas Identified</p> <p>97026 Gervais¹ 97301 Salem – Central Area¹ 97071 Woodburn² 97305 Salem – Northeast² 97383 Stayton² 97303 Keizer³ 97317 Salem – Southeast³ 97002 N. Marion⁴ (Aurora, Hubbard and Donald) 97304 Salem – West⁴ 97306 Salem – South⁵ 97361 Monmouth⁶ 97351 Independence⁷</p> <p>The superscript number indicates the order prioritized by the Regional Stewardship Committee in an exercise with community</p>	<p>Number of Eligible Children Ages 0-5 in Group</p> <p style="text-align: center;">Total: 15,170</p> <p>Preschool Estimated Total # of Children All Zip Codes = 6,068</p> <p>Infant/Toddler Estimated Total # of Children All Zip Codes = 9,102</p> <p><i>Source - 2018 KA Lookback (numbers of new/incoming kindergarteners are multiplied by 5 to estimate the total number of children 0-5 in each area.)</i></p> <p>Children from Economically Disadvantaged Areas with overall lower kindergarten assessment (KA) scores were selected as a high need priority group because of the trends recorded for this population in all six years that the assessment has been conducted.</p> <p>*As reflected in the Free and Reduced Lunch eligibility as reflected in the kindergarten assessment annual data.</p>	<p>Current ECE Need Estimate by Zip Code:</p> <table style="margin-left: 20px;"> <tr><td>97026</td><td>325</td></tr> <tr><td>97301</td><td>2,800</td></tr> <tr><td>97071</td><td>2,000</td></tr> <tr><td>97305</td><td>1,870</td></tr> <tr><td>97383</td><td>320</td></tr> <tr><td>97303</td><td>2,525</td></tr> <tr><td>97317</td><td>780</td></tr> <tr><td>97002</td><td>340</td></tr> <tr><td>97304</td><td>925</td></tr> <tr><td>97306</td><td>850</td></tr> <tr><td>97361</td><td>405</td></tr> <tr><td>97351</td><td>210</td></tr> </table> <p>Estimated Total # of Preschool Children in High-Priority Areas: 5,340</p> <p>Estimated Total # of Children 0-2 in High-Priority Areas: 8,075</p> <p>The high priority needs by geographic area are estimated by identifying the difference between the children from economically disadvantaged areas and the number of children currently served by Head Start, OPK, and Preschool Promise (PSP) programs.</p>	97026	325	97301	2,800	97071	2,000	97305	1,870	97383	320	97303	2,525	97317	780	97002	340	97304	925	97306	850	97361	405	97351	210	<p>Fifteen focus groups were hosted by MPELH:</p> <ul style="list-style-type: none"> - 7 in Salem including Hispanic/Latinos, children experiencing disabilities, housing insecurity - 3 in Woodburn including 2 in Spanish - 1 in Independence in Spanish - 2 in Dallas - 1 each in Stayton and Grand Ronde <p>Spanish language groups were facilitated by the Salem Keizer Coalition for Equality who also helped recruit participants. Dinner, child care and a \$20 gift card were offered to each family that attended a meeting.</p> <p>Online family survey responses: - 463 in English - 97 in Spanish - 3 in Russian.</p> <p>The survey incentive offer was de-linked from the survey to help assure families privacy.</p>	<p>• Focus Group Findings:</p> <ul style="list-style-type: none"> • Need for additional preschool and childcare (0-5) that is affordable • Income eligibility cutoffs with small minimum wage increases or overtime. • Transportation, both reliable transportation and the fear of putting child on long bus rides, are barriers to programs. • Families shared that they have a hard time finding care or knowing where to look for care and suggested that there be a clearinghouse to help locate and know what programs (both infant-toddler and preschool-aged) are available. • Families shared that waiting lists are long, and they are unable to access high quality programs even when they qualify. • Parents were able to select up to five factors or preferences they consider when looking for child care and preschool opportunities. For this priority population, families selected factors pertaining to a Sense of Security, Learning Opportunities, followed up by Program Quality as their top
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<p>names removed; there were several ties, as reflected by the numbers listed.</p>				<p>three factors. The Regional Mixed Delivery Profile Matrix offers more details on these categories.</p>																					
<p>*OPK = Oregon Pre-Kindergarten PSP = Preschool Promise</p>	<p>Current # of Children Served by Head Start, OPK, or PSP*</p> <p>Preschool: 2,119 (% represents the proportion of children needing program that are presently served)</p> <table border="0"> <tr> <td>N. Marion</td> <td>(26%)</td> <td>36</td> </tr> <tr> <td>Gervais</td> <td>(28%)</td> <td>37</td> </tr> <tr> <td>Woodburn</td> <td>(69%)</td> <td>550</td> </tr> <tr> <td>Salem/Keizer</td> <td>(32%)</td> <td>1,238</td> </tr> <tr> <td>Ind./Monmouth</td> <td>(87%)*</td> <td></td> </tr> <tr> <td></td> <td></td> <td>213</td> </tr> <tr> <td>Stayton</td> <td>(29%)</td> <td>45</td> </tr> </table> <p>Current # of Infants/Toddlers Served: 371</p> <p>Sources - Survey of area Pre-K programs and quarterly reports from Preschool Promise providers.</p> <p>* Numbers are approximate due to several programs serving families throughout the region, rather than a single community.</p> <p>Discussion of quantitative disparity in access:</p> <p>Preschool Unmet Need:</p>	N. Marion	(26%)	36	Gervais	(28%)	37	Woodburn	(69%)	550	Salem/Keizer	(32%)	1,238	Ind./Monmouth	(87%)*				213	Stayton	(29%)	45	<p>Estimated percentages of need are determined by dividing the number of children being served by the total number of children in that priority zip code (those in need + those being served). For example, in North Marion, 36 children are being served out of 136 (100 in need + 36), yielding 26%.</p> <p>Note: Data is not available for the Employment Related Day Care (ERDC) Program that assists many low income families with the cost of child care.</p>	<p>High Priority Preschool Area Unmet Need: 3,221</p>	<ul style="list-style-type: none"> • Respondents want to place their children in high-quality, safe learning environments with experienced staff. • Shortage of infant care, the high cost, and the lack of paid parental leave makes such quality placements extremely challenging. One parent wrote, "There should be more supports for parents with small children. Many daycares do not accept infants, and many parents don't have the option to take long maternity leave. More assistance with this would help." • Higher income thresholds, sliding scale fees, or other means to offset the high cost of care are greatly desired. • Families are unaware of the systems that currently exist and they stressed a desire for a universal referral system that can provide accurate, up-to-date information about the options available, including prices and eligibility requirements. One parent commented that they "wish there was a website describing all the preschools in the area. I wasn't even sure where to begin to look. Prices and descriptions, location, class size would be great." • Families also emphasized the
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	<p>5,340 Infant/Toddler Unmet Need: 8,075 The high priority geographic areas needs are estimated by identifying the difference between the area's economically disadvantaged population and the number of children currently served by Head Start, OPK and PSP programs. The numbers are estimates due to several of the programs serving as regional resources rather than a single community.</p> <p>The RSC does not recommend removing capacity from existing programs.</p>	<p><i>Unmet Need = 40%</i></p> <table border="0"> <tr><td>N. Marion</td><td>100</td></tr> <tr><td>Gervais</td><td>93</td></tr> <tr><td>Woodburn</td><td>250</td></tr> <tr><td>Salem/Keizer</td><td>2,662</td></tr> <tr><td>Ind./Monmouth</td><td>33</td></tr> <tr><td>Stayton</td><td>109</td></tr> </table> <p>Not in priority order</p> <p>High Priority Area Infant/Toddler Unmet Need: 7,704 <i>Unmet Need = 95%</i></p>	N. Marion	100	Gervais	93	Woodburn	250	Salem/Keizer	2,662	Ind./Monmouth	33	Stayton	109		<p>need for better communication from programs, both in terms of follow-up on inquiries/applications but also in terms of informing parents on the content being taught so that families can be more involved in preparing their children for the next step in their education.</p> <ul style="list-style-type: none"> Working families struggle to be able to afford cost of care. In the words of one parent, <i>"I think to make it easier for families to find early education for their kids, is for the schools to have exceptions for families that are a little over the income to qualify in order to get their kids an early Head Start education at school to prepare them for when kinder starts."</i>
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<p>Children from Hispanic/Latino households (including</p>	<p>Number of Eligible Children Ages 0-5 in Group Total: 8,620</p> <p>Preschool Estimated Total # of Children All Zip Codes = 3,818,</p>	<p>Current ECE Need Estimate by Zip Code:</p> <table border="0"> <tr><td>97002</td><td>325</td></tr> <tr><td>97026</td><td>235</td></tr> <tr><td>97071</td><td>1,670</td></tr> <tr><td>97301</td><td>1,650</td></tr> <tr><td>97303</td><td>1,505</td></tr> </table>	97002	325	97026	235	97071	1,670	97301	1,650	97303	1,505	<p>Fifteen focus groups were hosted by MPELH: - 7 in Salem including Hispanic/Latinos, children experiencing disabilities, housing insecurity</p>	<ul style="list-style-type: none"> Focus group and online survey information state that families desire a program that will embrace their cultural and language diversity. It is important for this population that the 		
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<p>children of migrants)</p> <p>High Priority Geographic Areas Identified</p>	<p>including 314 Migrant Ed. children</p> <p>Infant/Toddler Estimated Total # of Children All Zip Codes = 5,727</p>	<table border="1"> <tr><td>97304</td><td>590</td></tr> <tr><td>97305</td><td>1,315</td></tr> <tr><td>97306</td><td>425</td></tr> <tr><td>97317</td><td>410</td></tr> <tr><td>97351</td><td>130</td></tr> <tr><td>97361</td><td>260</td></tr> <tr><td>97383</td><td>105</td></tr> </table>	97304	590	97305	1,315	97306	425	97317	410	97351	130	97361	260	97383	105	<p>- 3 in Woodburn including 2 in Spanish</p> <p>- 1 in Independence in Spanish</p> <p>- 2 in Dallas</p> <p>- 1 each in Stayton and Grand Ronde</p>	<p>childcare and preschools serving their children offer healthy meals or snacks as a part of their programming. Many families described that, due to the increase in minimum wage and/or overtime, their income is slightly above program eligibility. Families reported needing a program that aligned with work hours or extended hour care. Transportation, both reliable transportation and the fear of putting child on long bus rides were listed as barriers to accessing programs. Families shared that they are not aware of how to locate programs and a fear of offering personal information due to legal status.</p>				
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	<p>Toddlers Served: 319</p> <p>Sources - Survey of area Pre-K programs and Preschool Promise providers' quarterly report summaries. The reports/surveys included key demographic information about the current children attending each program.</p>			<p>that honor the language and culture are not always available, particularly in more rural areas. Families frequently requested a centralized point of contact, like a website, for available services and programs.</p>														
	<p>Discussion of quantitative disparity in service</p> <p>Preschool Unmet Need: 2,290</p> <p>Infants/Toddlers Unmet Need: 5,023</p> <p>The numbers are approximates due to several of the programs serving as regional resources rather than just a single community.</p> <p>The RSC does not recommend removing capacity from existing programs.</p>	<p>Current Need in Priority Areas Preschool: 2,122</p> <table border="1"> <tr> <td>N. Marion</td> <td>98</td> </tr> <tr> <td>Gervais</td> <td>77</td> </tr> <tr> <td>Woodburn</td> <td>295</td> </tr> <tr> <td>Salem/Keizer</td> <td>1,633</td> </tr> <tr> <td>Independence/</td> <td></td> </tr> <tr> <td>Monmouth</td> <td>0</td> </tr> <tr> <td>Stayton</td> <td>19</td> </tr> </table> <p>Infant/Toddler Priority Areas Across Region 5,023</p>	N. Marion	98	Gervais	77	Woodburn	295	Salem/Keizer	1,633	Independence/		Monmouth	0	Stayton	19		<ul style="list-style-type: none"> • This parent summarizes the statements of many of the parents surveyed: <i>“More programs such as Head Start should be opened and offer classes of longer duration. All schools should have full-time preschool classes. Parenting classes should be offered for those that can’t access the high cost of childcare. Childcare should be lower cost, but offer high quality care. More financial help should be offered for all parents from a state fund that can cover a part of the bill for childcare and is available for everyone and doesn’t depend on race, color or migrant status.”</i>
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Monmouth	0																	
Stayton	19																	

<p>Children from Bilingual Households</p> <p>(Limited English Proficient)</p> <p>High Priority Geographic Areas</p> <p>(Not in Priority Order)</p>	<p>Number of Eligible Children Ages 0-5 in Group</p> <p>Total: 5,725</p> <p>Preschool</p> <p>All Zip Codes Total: 2,290</p> <p>Infant/Toddler</p> <p>All Zip Codes Total: 3,435</p> <p><i>Source - 2018 KA Lookback</i></p>	<p>Estimated # of Children</p> <p>Ages 0-5 in Subgroup</p> <table border="1"> <tr><td>97002</td><td>210</td></tr> <tr><td>97026</td><td>205</td></tr> <tr><td>97071</td><td>1,240</td></tr> <tr><td>97301</td><td>1,050</td></tr> <tr><td>97303</td><td>805</td></tr> <tr><td>97304</td><td>320</td></tr> <tr><td>97305</td><td>875</td></tr> <tr><td>97306</td><td>170</td></tr> <tr><td>97317</td><td>230</td></tr> <tr><td>97351</td><td>55</td></tr> <tr><td>97361</td><td>155</td></tr> <tr><td>97383</td><td>65</td></tr> </table> <p>Preschool High Priority Area Total: 2,084</p> <p>Infant/Toddler High Priority Total: 3,296</p>	97002	210	97026	205	97071	1,240	97301	1,050	97303	805	97304	320	97305	875	97306	170	97317	230	97351	55	97361	155	97383	65	<p>Fifteen focus groups were hosted by MPELH:</p> <ul style="list-style-type: none"> - 7 in Salem including Hispanic/Latinos, children experiencing disabilities, housing insecurity - 3 in Woodburn including 2 in Spanish - 1 in Independence in Spanish - 2 in Dallas - 1 each in Stayton and Grand Ronde <p>Online family survey responses: - 45 respondents indicated their children are English Language Learners</p> <p>-Languages spoken at home, aside from English, are: American Sign Language, Arabic, Chinese, Chinuk, Chuukese, Estonian, Kapampangan, Marshallese, Mixteco, Palauan, Portuguese, Russian, Somali, Spanish and Tagalog</p> <p>The survey incentive offer was de-linked from the survey to help assure families privacy.</p> <p>Staff also met with representatives of a local advocacy group for the Native Hawaiian/Pacific Islander community to understand the values and needs of the local population.</p>	<ul style="list-style-type: none"> • Information from our focus groups and online survey state that families desire programs that will embrace their cultural and language diversity. Having additional languages and dialects is needed. Healthy meals and snacks are a high priority for bilingual families. Many families described that, due to the increase in minimum wage and/or overtime, their income is slightly above program eligibility. Families reported needing a program that aligned with work hours and longer hours to support working families. • Families are challenging to navigate, and suggests a centralized clearing house of information on programs and what they offer. Families shared that they are not aware of how to locate programs and a fear of offering personal information due to legal status. Families shared the desire to have more summer programs or parent education classes, such as Ready for Kindergarten, for parents to learn about how to help their child. • Parents were able to select up to five factors or preferences they consider when looking for child care and preschool opportunities. For this priority population, families selected factors pertaining
97002	210																											
97026	205																											
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97383	65																											
<p>97002 N. Marion (Aurora, Hubbard and Donald)</p> <p>97026 Gervais</p> <p>97071 Woodburn</p> <p>97301 Salem – Central Area</p> <p>97303 Keizer</p> <p>97304 Salem – West</p> <p>97305 Salem – Northeast</p> <p>97306 Salem – South</p> <p>97317 Salem – Southeast</p> <p>97351 Independence</p> <p>97361 Monmouth</p> <p>97383 Stayton</p>	<p>Current # of Children Served by Head Start, OPK, or PSP: 1,208</p> <p>(% represents the proportion of children needing program that are presently served)</p> <table border="1"> <tr><td>N. Marion</td><td>(30%)</td><td>25</td></tr> <tr><td>Gervais</td><td>(72%)</td><td>59</td></tr> <tr><td>Woodburn</td><td>(64%)</td><td>318</td></tr> <tr><td>Salem/Keizer</td><td>(35%)</td><td>484</td></tr> <tr><td>Ind./Monmouth</td><td>(148%)</td><td>125</td></tr> <tr><td>Stayton</td><td>(58%)</td><td>15</td></tr> </table> <p>Current # of Infants/Toddlers Served: 229</p> <p><i>Sources - Survey of area Head Start and OPK programs and PSP providers' quarterly report summaries. The reports/surveys</i></p>	N. Marion	(30%)	25	Gervais	(72%)	59	Woodburn	(64%)	318	Salem/Keizer	(35%)	484	Ind./Monmouth	(148%)	125	Stayton	(58%)	15	<p>The high priority geographic areas needs are estimated by identifying the difference between the area's emerging bilingual children population and the number of this group of children currently served by Head Start, OPK and PSP programs.</p> <p>The numbers are approximates due to several of the programs serving as regional resources rather than just a single community.</p>								
N. Marion	(30%)	25																										
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	<p><i>included key demographic information about the current children attending each program.</i></p>			<p>to a Sense of Security, Learning Opportunities, Equity and Inclusion as their top three factors. The Regional Mixed Delivery Profile Matrix offers more details on these categories. One parent wrote that they want a <i>“Licensed Facility – so I know it is safe and all incidents are reported and investigated.”</i></p> <ul style="list-style-type: none"> • Emerging bilingual families want more programs that are affordable and have longer hours of care. Programs that are open to working families and have the ability to serve families just over the income threshold/guidelines or have financial support is very much needed in the community. Families in this priority population also recognized the need for professional development and support of childcare and preschool staff. • Another parent explained her frustrations with the childcare and preschool system like this: <i>“Because of one dollar or because of the type of work, a child doesn’t qualify. I believe they should think more about the diversity of employees, schedules and, depending on the income, families should be able to “co-pay”. One way or another everyone should be eligible for good quality and trustworthy programs. You shouldn’t have to</i> 																
	<p>Discussion of quantitative disparity in service</p> <p>Preschool Unmet Need: 1,082 Children</p> <p>Infant/Toddler Unmet Need: 3,435 Children</p> <p>The RSC does not recommend removing capacity from existing programs.</p>	<p>Priority Geographic Area Current Need:</p> <p>Preschool</p> <table border="0"> <tr><td>N. Marion</td><td>59</td></tr> <tr><td>Gervais</td><td>23</td></tr> <tr><td>Woodburn</td><td>178</td></tr> <tr><td>Salem/Keizer</td><td>855</td></tr> <tr><td>Independence/</td><td></td></tr> <tr><td>Monmouth</td><td>0</td></tr> <tr><td>Stayton</td><td>11</td></tr> </table> <p>Infant/Toddler</p> <table border="0"> <tr><td>Priority Areas Across Region</td><td>3,296</td></tr> </table>	N. Marion	59	Gervais	23	Woodburn	178	Salem/Keizer	855	Independence/		Monmouth	0	Stayton	11	Priority Areas Across Region	3,296		
N. Marion	59																			
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Priority Areas Across Region	3,296																			

				<p>leave one of your kids with someone just because your kids don't qualify because of one of the above mentioned reasons.”</p>
<p>Children Experiencing Disabilities</p> <p>High Priority Geographic Area</p> <p>Region</p>	<p>Number of Eligible Children Ages 0-5 in Group</p> <p>Total: 2,325</p> <p>Preschool All Zip Codes Total 930</p> <p>Infant/Toddler All Zip Codes Total 1,395</p> <p>Source - 2018 KA Lookback. For consistency with the other priority groups, MPELH has used the KA Children with Disabilities count as an estimate of the level of need for each of the first five years. The number of KA</p>	<p><i>Establishing accurate estimates of this group of children is difficult because children are identified as having a disability at varied points. Some children are identified from birth while others are not identified until their kindergarten year.</i></p> <p><i>The estimated need population was divided with the first 3/5ths in the Infant/Toddler age group and the last 2/5ths in the Preschool age group.</i></p>	<p>A focus group was held in partnership with WESD EI/ECSE. At many of the other focus groups (both English and Spanish), parents with children experiencing disabilities also shared input on their families' needs; those concerns have also been included in the summary feedback.</p> <p>An online family survey was shared in Spanish, English and Russian; 77 families (65 English and 12 Spanish) identified having a child with special needs.</p>	<ul style="list-style-type: none"> Families shared a need for additional programs (child care and preschool) that will meet the specific and unique needs of their child experiencing disabilities. Families articulated the need for highly trained staff, high quality instruction, and having resources to support children with special needs. Families do not have enough access to programs that align with their work hours. It was recognized that families do not always know where to access information on how programs are equipped to meet the needs of their child experiencing disabilities.

	<p>children identified as Children with Disabilities was multiplied by 5 to estimate the total population for children ages 0-5.</p>			
	<p>Current # of Children Served by Head Start, OPK, or PSP: 509</p> <p>Current # of Infants/Toddlers Served: 33 The pre-k “reach” includes 156 children served in pre-k classrooms operated by WESD EI/ECSE programs.</p>	<p>Sources - Sources - Survey of area Pre-K programs and Preschool Promise providers quarterly report summaries. The reports/surveys included key demographic information about the current children attending each program.</p>		<ul style="list-style-type: none"> • Parents were able to select up to five factors or preferences they consider when looking for child care and preschool opportunities. For this priority population, families selected factors pertaining to a Sense of Security, Program Quality, followed up by Scheduling as their top three factors. The Regional Mixed Delivery Profile Matrix offers more details on these categories. It was also acknowledged that staff and professionals need to have additional training and education on working with children experiencing disabilities.
	<p>Discussion of quantitative disparity in service</p> <p>Preschool Unmet Need: 421</p> <p>Infant/Toddler Unmet Need: 1,362</p>	<p>Region-wide</p>		<ul style="list-style-type: none"> • Families echoed that affordable programs need to be available. “Create a program for kids to go to preschool without the cost to parent or having them be at poverty level to qualify. There should be more options for families in “middle class” who can’t pay \$500 a month for child for a few hours a day. Most middle class can’t even provide the right meals for their family...” This parent specifically called out the connection between program eligibility and income requirements: “No income based requirement for special need children. Families should have the options to pay for Early Head Start programs. Some families make just above the limit but not enough to afford private child care.”

				<ul style="list-style-type: none"> • During a specialized Focus Group, parents shared the desire for additional learning opportunities and activities to support language acquisition, socialization and parent education.
<p>Children from Socially Complex Families: children of teen parents, children in foster care or experiencing housing instability and/or parent incarceration</p> <p>High Priority Geographic Area</p> <p>Region</p>	<p>Number of Eligible Children Ages 0-5 in Group</p> <p>Total: Not Available</p> <p>Housing Instability: 780 Foster Care: 836 Parent Incarcerated: 3,143 Child of Teen Parent: Not Available</p> <p><i>A survey of local high school teen parent programs in the region identified 73 teen parents enrolled in the programs with 59 children also attending.</i></p> <p><i>Sources – School District McKinney-Vento (M-V) count and interviews of teen parent program staff, 2018 Oregon Health Plan OPIP Data and Oregon Public Health Assessment Tool (OPHAT)</i></p>	<p><i>Children experiencing housing instability estimates are based on the number of kindergarten children in the M-V data multiplied by 5. The foster care and families with incarceration are the total identified in the OPIP data which includes only children 0-5 on the Oregon Health Plan.</i></p> <p><i>The teen parent information available from the Oregon Public Health Assessment Tool (OPHAT) includes parents from age 15-19 by county. The district programs did not identify the age of the child which prevents the plan from grouping them in Infant/Toddler or Preschool programs.</i></p>	<p>A focus group was held at Simonka Place, a homeless shelter for families. Bus passes and Gilbert House Children’s Museum gift cards were offered to each family that attended the meeting.</p> <p>An online family survey was widely disseminated across the Hub region in Spanish, English and Russian. The opportunity to win raffle prizes was offered as an incentive for completing the survey. The incentive offer was de-linked from the survey to help assure families privacy.</p> <p>MPELH received a total of 62 responses from families noting these specific family challenges (59 in English and 3 in Spanish).</p>	<ul style="list-style-type: none"> • Families experiencing trauma shared that there is a deep lack of trust in the systems given the frequent changes in staffing and fears of state intervention. There is a need for early learning system programs and providers to really understand the complex needs of families experiencing mental health challenges and substance abuse challenges. Families need to be met, as articulated by one parent, “where they are... and with compassion and hope.” • Parents were able to select up to five factors or preferences they consider when looking for child care and preschool opportunities. For this priority population, families selected factors pertaining to a Sense of Security, Program Quality, followed up by Cost/Eligibility as their top three factors. The Regional Mixed Delivery Profile Matrix offers more details on these categories. • Parents went on to affirm there is
	<p>Current # of Children Served by Head Start, OPK, or PSP:</p> <p>Homeless 273 Foster Care 59</p>	<p><i>The reports/surveys included key demographic information about the current children attending each program, including</i></p>		

	<p>Parent Incarceration Not Available</p> <p>Child of teen parent Not Available</p> <p>Current # of Infants/ Toddlers Served:</p> <p>Homeless 62</p> <p>Foster Care 15</p> <p>Parent Incarceration Not Available</p> <p>Child of Teen Parent Not Available</p> <p>Sources - Survey of area Pre-K programs and Preschool Promise providers' quarterly report summaries.</p>	<p><i>foster care and housing insecurity.</i></p> <p><i>Data was not reported on parent incarceration or teen parents on the report forms submitted although discussions with pre-k providers and the presence of numerous state corrections institutions in our service area indicate this as a high community challenge for families.</i></p>		<p>value and need in programs that provide Early Head Start and Head Start programs. The community as a whole needs to be more aware of programs families can attend that will meet their unique needs. In addition, having a centralized resource for all programs that are available and what they offer is very much needed. Families requested more programs for families with limited or low income. Additional hours, such as longer days, are needed to support working parents. "There are a lot of single parents that need an all-day full-day childcare while they work or attend school. Many of the programs in the cities of Salem and Keizer are half-time or they are very expensive if they are full time." And "There needs to be more care options available for middle income families. I do not quality for Head Start, and all other care available had limited hours and was very expensive. There needs to be more sliding scale costs for those a little above welfare income status."</p>
	<p>Discussion of quantitative disparity in service</p> <p>Preschool Unmet Need:</p> <p>Homeless 39</p> <p>Foster Care 275</p> <p>Parent Incarceration Not Available</p> <p>Child of teen parent Not Available</p> <p>Infant/Toddler Unmet Need:</p> <p>Homeless 406</p> <p>Foster Care 486</p> <p>Parent Incarceration Not Available</p> <p>Child of teen parent Not Available</p>	<p>Region-wide</p>		
<p>Children from Native</p>	<p>Number of Eligible Children Ages 0-5 in Group: 420</p>	<p>Estimated # of Children Ages 0-5 in Subgroup</p>	<p>MPELH staff met with representatives of a local advocacy group and an online</p>	<ul style="list-style-type: none"> • Parents were able to select up to five factors or preferences they

<p>Hawaiian/Pacific Islander Households</p> <p>High Priority Geographic Areas (Not in Priority Order)</p> <p>97301 Salem – Central Area 97303 Keizer 97304 Salem – West 97305 Salem – Northeast 97306 Salem – South</p> <p>There are five zip codes represented as these were the communities that had six or more children in this group identified through the KA in 2018.</p>	<p>Preschool: 148 Infant/Toddler: 272</p> <p><i>Sources - 2018 KA Lookback</i></p>	<p>97301 140 97303 80 97304 55 97305 95 97306 50</p> <p>Total: 420</p>	<p>family survey was shared across the Hub geographic area; seven responses identified their race/ethnicity as Native Hawaiian or Pacific Islander.</p>	<p>consider when looking for child care and preschool opportunities. For this priority population, families selected factors pertaining to a Sense of Security, Program Quality, followed up by Family Engagement as their top three factors. The Regional Mixed Delivery Profile Matrix offers more details on these categories. Parents went on to share that the high cost of care is a barrier to participating in programs. There is a need and desire for programs that align with cultural values.</p> <ul style="list-style-type: none"> Families shared that the cost of programs prevents them from participating. There is also a need for early care, and extended care for their children. Parents find themselves on waiting lists, and the cost of programs prevent them from attending. Having cultural programs that line up with the values and the different languages is desired. There are many different languages within the Native Hawaiian and Pacific Islander communities; attention will need to be paid to the differences in language within this population group.
	<p>Current # of Children Served by Head Start, OPK, or PSP: 14</p> <p>Current # of Infants/Toddlers Served: 4</p>	<p><i>Sources - Survey of area Pre-K programs and Preschool Promise providers' quarterly report summaries. The reports/surveys included key demographic information about the current children attending each program.</i></p>		
	<p>Discussion of quantitative disparity in service</p> <p>Preschool Unmet Need: Salem/Keizer 134</p> <p>Infant/Toddler Unmet Need: Salem/Keizer 268</p>	<p>All zip codes where Native Hawaiian or Pacific Islander families reside: 97301, 97303, 97304, 97305, and 97306 (all in Salem-Keizer)</p>		

Deliverable 2: Regional Mixed Delivery Profile

The information in this grid came from only the online survey and does not represent the focus group conversations (for focus group reflections, see the “Findings from Family Engagement” in the 5th column in the previous grid). Respondents identified their top five priorities when selecting a childcare or preschool program for their child. The top preferences for each priority population are displayed below; preferences are ranked in order of frequency within each larger category.

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
Children from Economically Disadvantaged Area, at or below 185% of the FPL, with Low KA Scores (354 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Safety record - Relationship with care provider 	Learning Opportunities <ul style="list-style-type: none"> - Healthy meals or snacks provided - Enrichment activities (i.e. music or field trips) - Outdoor play areas 	Program Quality <ul style="list-style-type: none"> - Staff experience or education - Type of care setting - Ability to serve children who experience disabilities - Spark rating 	4. Scheduling 5. Eligibility/Cost 6. Family Engagement 7. Equity and Inclusion 8. Transportation*
Children from Hispanic/Latino Households (207 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Safety record - Relationship with care provider 	Learning Opportunities <ul style="list-style-type: none"> - Healthy meals or snacks provided - Enrichment activities (i.e. music or field trips) - Outdoor play areas 	Equity and Inclusion <ul style="list-style-type: none"> - Values of program - Opportunity for child to hear a particular language - Support for child’s home culture - Diversity of staff 	4. Program Quality 5. Scheduling 6. Family Engagement 7. Transportation* 8. Eligibility/Cost
Children from Emerging Bilingual Households (44 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Safety record - Relationship with care provider 	Learning Opportunities <ul style="list-style-type: none"> - Healthy meals or snacks provided - Enrichment activities (i.e. music or field trips) - Outdoor play areas 	Equity and Inclusion <ul style="list-style-type: none"> - Opportunity for child to hear a particular language - Support for child’s home culture - Diversity of staff - Values of program 	4. Scheduling 5. Program Quality 6. Family Engagement 7. Transportation* 8. Eligibility/Cost
Children Experiencing Disabilities (77 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Safety record - Relationship with care provider 	Program Quality <ul style="list-style-type: none"> - Staff experience or education - Ability to serve children who experience disabilities - Type of care setting - Spark rating 	Scheduling <ul style="list-style-type: none"> - Program schedule aligns with work or school schedule - Extended-hour or before/after school care - Flexibility of schedule 	4. Learning Opportunities 5. Eligibility/Cost 6. Equity & Inclusion - tie - 6. Transportation* 8. Family Engagement

Children from Socially Complex Families (62 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Relationship with care provider - Safety record 	Program Quality <ul style="list-style-type: none"> - Type of care setting - Staff experience or education - Spark rating - Ability to serve children who experience disabilities 	Eligibility/Cost <ul style="list-style-type: none"> - Eligibility/Cost - Payment options (ERDC subsidy, scholarships, etc.) 	<ol style="list-style-type: none"> 4. Scheduling 5. Learning Opportunities 6. Family Engagement 7. Transportation* 8. Equity and Inclusion
Children from Native Hawaiians/Pacific Islander Households (6 survey responses)	Sense of Security <ul style="list-style-type: none"> - Child-safe environment - Cleanliness - Safety record - Relationship with care provider 	Program Quality <ul style="list-style-type: none"> - Staff experience or education - Type of care setting - Ability to serve children who experience disabilities - Spark statewide quality rating 	Family Engagement <ul style="list-style-type: none"> - Welcoming or cheerful atmosphere - Regular communication with families or opportunities for families to be involved - tie - Learning Opportunities <ul style="list-style-type: none"> - Healthy meals or snacks provided - Enrichment activities (i.e. music or field trips) - Outdoor play areas 	<ol style="list-style-type: none"> 5. Scheduling 6. Equity and Inclusion 7. Transportation* 8. Eligibility/Cost

* Transportation includes location, convenience of commute and provided transport to and from a program.

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?	<ul style="list-style-type: none">• MPELH and its many partner provider organizations have a proven record in program implementation and expansion as local OPK, Preschool Promise and Early Head Start programs have demonstrated in the last four years.• Of the 119 Spark providers that serve the MPELH Sector Plan high priority geographic areas, 35 are current OPK, Preschool Promise and Early Head Start partners and 84 additional home and center-based providers are potential candidates for the programs. (Source: TRI data).• MPELH Sector Plan high priority geographic areas have 258 providers of infant care, 351 of toddler care, and 408 for preschool age care and 367 who are willing to serve DHS eligible families (Source: TRI data).• MPELH has been partnering with Willamette Education Service District's Early Intervention and Early Childhood Special Education (EI/ECSE) programs along with several pediatric clinics for the last two years to improve the referral process feedback loop between clinics and EI/ECSE regarding children experiencing disabilities.• TRI data indicates that 29% of our providers speak languages other than English; 6% are bilingual in either English/Spanish or English/Russian. The recent CCR&R survey of providers found 36 providers who are interested in expanding or beginning Early Head Start or Preschool Promise offerings in their programs; one-third of these providers also spoke a language other than English. The ability to communicate in a language other than English is an important skill for the children from bilingual households priority group. The data indicates that these providers are also located in communities with the highest percentage of language diverse learners.• To increase the knowledge and skills of the many Spanish-speaking providers in the MPELH region, Chemeketa Community College, MPELH and the CCR&R have expanded training offerings delivered in Spanish or have simultaneous translation for mixed language groups. Many of these providers have completed ECE college courses offered in Spanish or with English-learner supports in the past three years. These opportunities made Oregon Registry Online and Spark advancement possible for providers who had previously been unable to elevate their standing to rapidly move from Commitment to Quality to 4- and 5-star Spark ratings and complete the conditions of the Preschool Promise waiver plans they needed at the outset of the program.• MPELH has proven partnerships across the priority geographic areas through programs including Focused Child Care Networks, the Kindergarten Partnership and Innovation (KPI) grant, and the Preschool Promise program.

<p>Where are the biggest gaps in service geographically?</p>	<ul style="list-style-type: none"> • There is a region-wide shortage of infant /toddler program capacity. • The largest gap in the MPELH geographic area is the Salem-Keizer community. Eighty-two percent (2,662 children) of the children from economically disadvantaged/low KA score areas reside in Salem-Keizer, although this geographic area represents approximately 60% of the region's child population. The region often has a mistaken perception that the largest community has an abundance of services; the reality is that the need exceeds the available services in Salem-Keizer. Proportionately, Salem-Keizer is the most underserved area in all the priority child demographic subgroups including Latinos/as, Emerging Bilinguals, and Native Hawaiian/Pacific Islanders. • The TRI data indicates that the N. Marion and Gervais areas have a small number of providers but their elementary schools have multiple kindergarten classrooms highlighting a need for recruiting new program offerings. Both areas' school districts offer preschool or child care programs that may help meet local needs. These communities are also likely to have high commuter populations that opt for child care and early education services closer to their work site or rely on informal care providers.
<p>Where are the biggest gaps in service for priority populations?</p>	<ul style="list-style-type: none"> • Increased infant/toddler provider capacity is needed across the region, including expanded public funding for infant and toddler cost of care. • Capacity to serve children experiencing disabilities and in need of behavior supports is needed in all communities. The TRI data identified that only 38 of 569 providers in Marion and Polk counties have training to work with children experiencing disabilities and 76 of 569 providers have training in behavioral issues. The parent surveys identified a strong need for skilled staff that is able to meet their children's needs. • Additional capacity to serve children above 100% of the federal poverty level was frequently mentioned by parents across all groups. • Programs with the ability to provide transportation and extended hours of operation were called out by all working families across the priority populations.
<p>What program characteristics are necessary to meet the demand in your target communities?</p>	<ul style="list-style-type: none"> • Cultural and language diversity are important needs to establish welcoming environments and staff with whom families will be able to maintain effective communications. This knowledge is of high importance to the Hispanic/Latino population, American Indian/Alaskan Native, Russian, and Native Hawaiian/Pacific Islander communities. • The high number of children experiencing disabilities and children from socially complex families indicate that providers will need to have training and workplace skills to meet these children's needs. • Programs and staff will also benefit from the supports provided by WESD's expanded EI/ECSE services. • Families placed high importance on the provision of safe environments and healthy meals and snacks to keep children safe and healthy. A high number of participants in the focus groups

and the survey indicated the need **for a central location or site where they are able to learn about program offerings along with eligibility and enrollment processes.**

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

- The **CCR&R and MPELH have a strong record of building provider capacity for mixed delivery care** through the Focused Child Care Networks and the Preschool Promise Provider supports. MPELH is very accustomed to operation of networks to support providers. Preschool Promise providers function much like a network. All of this is done in concert with the CCR&R.
- MPELH Preschool Promise **Provider network program supports** include group purchase of Teaching Strategies Gold assessment tools and training; Creative Curriculum training in English and Spanish; CLASS observations in English and Spanish; connection with local schools through the KPI project professional development opportunities; annual dental, vision and hearing screenings; and early literacy supports through monthly book distributions and the SMART literacy program.
- Preschool Promise **Provider network administrative supports** include sharing advice on insurance needs and general program budgeting, serving as fiscal agent/administrator of the Oregon Department of Education contract, collecting data as well as reporting and fund draws from EGAMS, the state's education grant funds management system.
- To continue and expand the knowledge and skills of the many Spanish-speaking providers in the MPELH region, Chemeketa Community College, MPELH and the CCR&R need to continue **offering training and classes that are given in Spanish and/or have simultaneous translation.** These opportunities make rapid Oregon Registry Online (ORO) and Spark advancement possible for providers to elevate their Spark ratings and complete the conditions of the Preschool Promise waiver plans they may need at the outset of the program.
- MPELH, along with the local children's behavioral health programs, **WESD, and the CCR&R have developed the Care Connect project that links counselors with providers dealing with children with high behavioral needs to develop strategies** to prevent the removal of the child from their current program. The Devereux Early Childhood Assessment (DECA) for Preschoolers tool is being piloted this year with Preschool Promise providers as a part of this project.
- Across all publicly funded pre-k programs, **MPELH and partners have joined forces to recruit and enroll children in the families' preferred options** for preschool. As a community, we have developed branding and outreach campaigns to encourage families in registering children for preschool.

Deliverable 3: Emerging ECE Expansion Opportunities

Regional Opportunities Expansion

Stakeholder input was gathered through in-person meetings and an online survey was available. More detailed information is included in the appendix. The following summarizes the themes with examples of opportunities across the region.

Theme	Examples of Regional Opportunity
Business Engagement	<ul style="list-style-type: none"> • Willamette Workforce Partners is interested in developing partnerships as a workforce issue. Their board participated in a discussion on the topic of early learning and child care and identified interest in exploring options for staff including incentives for employers to assist staff in meeting child care needs, onsite child care or subsidized care as part of employment, and other forms of employer support. • Polk County Commissioners and Polk County Community Services is exploring the possibility of providing childcare to support businesses in Polk County.
Community Programs	<ul style="list-style-type: none"> • Mixed delivery - tuition based and publicly funded programs (often a variety of publicly funded programs) are part of Oregon Child Development Coalition and Salem Keizer Public Schools. • Tuition based providers, such as Salem Child Development Center, Dragonfly, YMCA and others, in our region often offer scholarships for lower income families. • New child care center opening in Monmouth. • Focus group and stakeholder group input shows strong need for increasing parent capacity through parent education and other resources to meet specific family needs. • Home visiting services throughout the community provide families access to additional educational information aligning with classroom learning as well as potential referral to other services.
OPK/EHS and School Partners interested in preschool expansion and Preschool Promise	<ul style="list-style-type: none"> • In a stakeholder group of all area OPK, Early Head Start, school based Preschool Promise providers, and school-based/funded preschools, all indicated they are very interested in continuing to be able to offer preschool experiences for children in a manner that works best for families. • School districts not currently offering preschool are very interested in having preschool at their schools. • The Hub is a regional asset that has interest in continuing to support a strong and vibrant early learning system across the region. The improved funding for early learning and EI/ECSE creates the opportunity for stronger connections between these programs to provide more and better services for children experiencing disabilities.
Potential Program Partnerships	<ul style="list-style-type: none"> • Children Public Private Partnership (CP3) to reunite 154 Marion county children in foster care with families. This is a community-

	<p>wide and cross-sector collaboration.</p> <ul style="list-style-type: none"> • Strong link between school readiness and chronic absenteeism. Community is taking on chronic absenteeism campaigns; there is a strong desire to link early learning to this work. • A retirement center is opening onsite child care for facility staff employed at the center. • Charter School located in Benton County who serves Polk County children is interested in Preschool Promise. • Continued work with programs and providers to engage with families, such as with parent education opportunities, home visiting and public health workers to assist families in funding high quality preschool as part of family stability.
Data supporting need/priorities	<ul style="list-style-type: none"> • Oregon Pediatric Improvement Partnership (OPIP) data shows that there are a great number of children facing high health complexity scores, thus opportunities for our region to better align services to meet the complex challenges our children and families face. The OPIP data and information highlights the Socially Complex Priority Population, with emphasis on children with incarcerated parents and children in foster care. • The McKinney-Vento data collected by school districts establishes the broad need of children in families that have insecure housing situations.
Facilities	<ul style="list-style-type: none"> • Catholic Community Services Family Resource Center on Portland Road, in a priority area, has empty classrooms. WESD and Salem-Keizer Public Schools hope to fill those classrooms, but currently there is not funding to do so. • Mill City, located in Linn County, just opened a beautiful family service center and preschool serving many Marion County children. The partnership between MPELH and LBCC is an asset to this community. • Polk County offers community and court care and has expanded options for families. • Facilities – cost of purchase and maintenance - are an issue for many providers. Stakeholders encouraged connection with business or philanthropic funders for capital costs. • Families shared that they are interested in a choice of providers – school based, home based, centers – to meet the needs of their family and child.
Provider Network	<ul style="list-style-type: none"> • As part of the CCR&R survey to child care and center providers, 36 of the 74 responses indicated they would be willing to expand and offer infant toddler care, such as Baby Promise or to offer or expand Preschool Promise programs. • We have eight outstanding Focused Child Care Networks in three languages and a newly formed Director Cohort Network overseen by the CCR&R. These providers are all motivated to increase capacity and quality for children in their care. • Focus group and online survey information clearly indicated the

	community wants and needs a resource that identifies program availability, program requirements, and program and provider skills in meeting unique needs of their children.
Stakeholder Support	<ul style="list-style-type: none"> Stakeholder survey responses were very clear that this region has strong partnerships with Head Start, OPK, Preschool Promise, EHS providers and services with the overarching goal to support children and families.
Student Success Act SIA	<ul style="list-style-type: none"> During Salem Keizer SIA focus groups the need for additional early learning services has been a consistent theme.
Workforce	<ul style="list-style-type: none"> During stakeholder conversations and focus groups, the issue of having a high quality Early Childhood Educator (ECE) workforce supply is an issue. Adequate wages and benefits is an issue and the supply of staff who have the desired educational qualifications is a challenge. The wages and benefits requirements of the new Student Success Act ECE programs will help to stabilize and expand this essential workforce. Chemeketa Community College and Western Oregon University both have early childhood programs and have been working to make the educational experiences available to the workforce, including putting educational supports in place for those who may not otherwise qualify for the college level classes. Non-English speaking educators do not have access to training and an educational pathway. Contracted college-level courses delivered in Spanish have been offered and well attended by 30+ providers; and we need to continue to work on offering degree pathways that will be inclusive of our non-English speaking providers.

Appendix

Philosophy and approach

MPELH embarked on this sector plan with the intent to maximize and leverage the great work that our community is doing to meet the needs of children and families and as a way to better know the community.

We worked with the community to form the appropriate oversight structure and engage with community partners and parents at every turn.

Our Regional Stewardship had strong parent participation. We had six parents actively engaged in the meetings and connecting with other parents to participate in the focus groups and online surveys. We offered simultaneous interpretation of our Regional Stewardship meetings to ensure full participation of our Spanish speaking community partners and parents.

Timeline and Role Overview

	September	October	November	December
Board of Directors		<ul style="list-style-type: none"> October 3 	<ul style="list-style-type: none"> Nov 7 	<ul style="list-style-type: none"> Dec 5
Regional Stewardship Committee	<ul style="list-style-type: none"> Sep 26 kick off 	<ul style="list-style-type: none"> Oct 11 Oct 24 	<ul style="list-style-type: none"> Nov 8 Nov 22 	<ul style="list-style-type: none"> Dec 6 Dec 13
Data Subcommittee		<ul style="list-style-type: none"> Oct 9, Oct 16 	<ul style="list-style-type: none"> Nov 19 	<ul style="list-style-type: none"> Dec 5
Early Learning Division Inputs	<ul style="list-style-type: none"> Sep 30 PDG Data received 		<ul style="list-style-type: none"> Nov 15 TRI Provider supply data received Nov 21 FAQ Nov 25 ECE Plan Review Expectations received 	<ul style="list-style-type: none"> Dec 9 FAQ Dec 13 Due to ELD

Roles

MPELH Staff: conveners and drivers for the process. Coordinate logistics, materials, facilitation, liaison with the ELD, and final crafters of the plan to deliver to the ELD.

Board of Directors: Final approvers of plan submitted to the ELD; participate in the overall process.

Regional Stewardship Committee: oversee the planning process and develop the ECE system plan for the Hub region.

Data Subcommittee: Work with Hub staff to analyze the ELD provided data as well as contextual information to include in the plan.

Timeline and agendas

Board of Directors

- October 3 – Officially task Regional Stewardship Committee; provide input on Deliverable 3: Emerging ECE Expansion Opportunities
- November 7 – Review and approve progress made by Regional Stewardship Committee
- December 5 – Review and approve all final Deliverables completed by the Regional Stewardship Committee. Board may recommend revisions.

Regional Stewardship Committee

- October 11 – Initial review of data for Deliverable 1: Analysis of Priority Populations for ECE; Provide guidance and input on outreach strategies: Provide input on Deliverable 2: Regional Mixed Delivery Profile
- October 24 – Review priority population information; Review Deliverable 2: Mixed Delivery Profile
- November 8 – Review input from Stakeholder and Family Outreach
- November 22 – Review and analyze all information collected for Deliverables 1 & 2; Provide input and review Deliverable 3: ECE Expansion Opportunities
- December 6 – Review and analyze all information collected for all Deliverables
- December 13 – Review any final adjustments, if needed. CELEBRATE.

Data Subcommittee

- October 9, 16, November 19, December 5 – Analyze ELD provided data and community contextual data. Make recommendations to the Regional Stewardship Committee on Deliverable 1: Priority Populations
- Other meetings to be scheduled as needed

Regional Family and Stakeholder Outreach

- Utilize battery of questions to gather information from as many points of view and from priority populations. Information will be included in Deliverable 1 and 2 as appropriate
- Targeted Regional Focus Groups, Parent Education settings, online surveys, and other opportunities will be used to gather specific information

Community Outreach – Focus Groups

We held 15 Focus Groups across the region. We held them in English and Spanish. These were held in our higher need areas, and many were held for specific populations we wanted to learn from – Spanish speaking, families living in a domestic violence shelter, and families with children experiencing disabilities. We partnered with the Salem Keizer Coalition for Equality to facilitate and recruit Spanish speaking families. We contracted with neutral facilitators for all of our sessions.

Community partners helped advertise for the Focus Groups. The Salem Reporter did a nice story on the Early Care and Education sector planning process, highlighting families who were on waiting lists but unable to participate in preschool due to being on a waiting list. They also advertised the Focus Group sessions. The sessions that were the best attended were the ones where someone personally invited parents to participate. We offered dinner and child care so that families could fully participate. Books were given to each child in the family.

Questions included:

- In your opinion, what does it mean for a child to be ready for school?
- What is it like to try to get your child ready for school in this community?
 - What challenges or barriers have you experienced?
 - What programs, supports, or services did you want that were not available?
- What can be done to make services better for families? Easier for families to access?
- How can we best get the word out to families about the services and supports available to them in this community?
- What are some reasons you think (this could be modified depending on audience) why families might choose not to participate in the programs and supports available in this community?

Parent Focus Groups

Would you like to participate in a focus group to help shape local early learning programs?

15 parent focus groups total

<p>October 19, 2019 9:30 – 11:30am Community Action Head Start Salem, OR 97301 <i>Facilitated in English only</i></p>	<p>November 7, 2019 10:30 am – Noon Salem-Keizer Coalition for Equality Salem, OR 97301 <i>Facilitated in Spanish only</i></p>	<p>November 18, 2019 6:00 – 8:30 pm AC Gilbert House Museum Salem, OR 97301 <i>Facilitated in English only</i></p>	<p>November 22, 2019 10:00-12:00 pm Simonka House Keizer, OR 97303 <i>Facilitated in English only</i></p>
<p>November 5, 2019 6:30 – 8:30 pm Lincoln Elementary School Woodburn, OR 97071 <i>Facilitated in Spanish only</i></p>	<p>November 13, 2019 6:00 – 8:00 pm Oregon Child Development Coalition Woodburn, OR 97071 <i>Facilitated in English only</i></p>	<p>November 19, 2019 5:30 – 7:30 pm Stayton Public Library Stayton, OR 97383 <i>Facilitated in English only</i></p>	<p>November 25, 2019 4:00 – 6:00pm Lyle Elementary Dallas, OR 97338 <i>Facilitated in English and Spanish</i></p>
<p>November 6, 2019 10:30 am – Noon Salem-Keizer Coalition for Equality Salem, OR 97301 <i>Facilitated in Spanish only</i></p>	<p>November 13, 2019 6:00 – 8:00 pm Oregon Child Development Coalition Independence, OR 97351 <i>Facilitated in Spanish only</i></p>	<p>November 19, 2019 6:00-7:30pm Grand Ronde Employee Services Grand Ronde, OR 97347 <i>Facilitated in English only</i></p>	<p>December 9, 2019 6:00 – 7:30 pm Willamette Education Service District Salem, OR 97301 <i>Facilitated in English and Spanish</i></p>
<p>November 7, 2019 10:30 am – Noon Salem-Keizer Coalition for Equality Salem, OR 97301 <i>Facilitated in Spanish only</i></p>	<p>November 14, 2019 6:00 – 8:00 pm Academy Building Dallas, OR 97388 <i>Facilitated in English only</i></p>	<p>November 20, 2019 6:00 – 8:00 pm Oregon Child Development Coalition Settlemier Center Woodburn, OR 97071 <i>Facilitated in Spanish only</i></p>	



Express your interest in participating in one of the listed focus groups at: bit.ly/ECEFocusGroups
REGISTRATION NOT REQUIRED TO PARTICIPATE

Child care, meal and incentives included while you participate!



MAYOR & POLICE EARLY LEARNING PLAN

Community Outreach – Online Survey

We opened an online survey in addition to the Focus Groups to offer more families a chance to tell us what is important to them. In the survey we asked for demographic information, including race/ethnicity, language at home, parent and child ages, gender, zip code, and indicators of family well-being. We had a total of 563 responses - 491 complete, 72 partial for an 87% completion rate. Average time spent – 7 minutes. We offered a raffle (separate entry after the survey to ensure anonymity) and 79 entered to win. We had educational materials and gift cards as raffle prizes.

We Need Your Voice!

Please share your thoughts on preschool and child care in Marion and Polk counties

Help shape the Student Success Act

Through large public investment, this act creates a new **Early Learning Account** to fund programs focused on children under the age of five and their families in the following ways:

- High-quality slots for more infants and toddlers through Early Head Start.
- Improved and enhanced high-quality preschool slots for more children.
- The creation of new preschool programs.
- Support culturally specific organizations to deliver early learning services through an Equity Fund.
- Funding to ensure all children in Early Childhood Special Education receive the services they need to address developmental delays and disabilities.
- Offering parent education to support children's learning and development at home.

BE ENTERED TO WIN!
AC Gilbert House passes, Kroc Center passes, Dallas Aquatic Center passes, gift cards and MORE!

Lend your voice by taking this online survey today at: bit.ly/ECEParent

To be involved in an in person focus group of this preschool expansion plan please visit: bit.ly/ParentInterest

Questions? Please visit: bit.ly/ParentInterest

hub inc.

¡Necesitamos Su Voz!

Por favor comparta sus ideas sobre el cuidado infantil y preescolar en los condados de Marion y Polk

Ayude a darle forma a la Ley de Exito Estudiantil

A través de una gran inversión pública, esta ley crea una nueva Cuenta de Aprendizaje Temprano para financiar programas enfocados en niños menores de cinco años y sus familias, de las siguientes maneras:

- Espacios de alta calidad para más bebés y niños pequeños a través Early Head Start.
- Mejorar y aumentar los espacios de alta calidad para más niños de preescolar.
- La creación de nuevos programas preescolares.
- Apoyar a organizaciones culturalmente específicas para brindar servicios de Aprendizaje Temprano a través de un Equity Fund (Fundo de Equidad).
- Financiamiento para garantizar que todos los niños en Educación Especial de la Primera Infancia reciban el servicio que necesitan para atender los retrasos y discapacidades de desarrollo.
- Ofrecer educación a los padres para apoyar el desarrollo y aprendizaje de sus hijos.

PARTICIPE PARA GANAR
Pasajes para AC Gilbert House, pasajes para el Kroc Center, pasajes para Dallas Aquatic Center, tarjetas de gasolina y MÁS!

Comparta su voz y realice una encuesta en línea hoy en: bit.ly/ECEParent

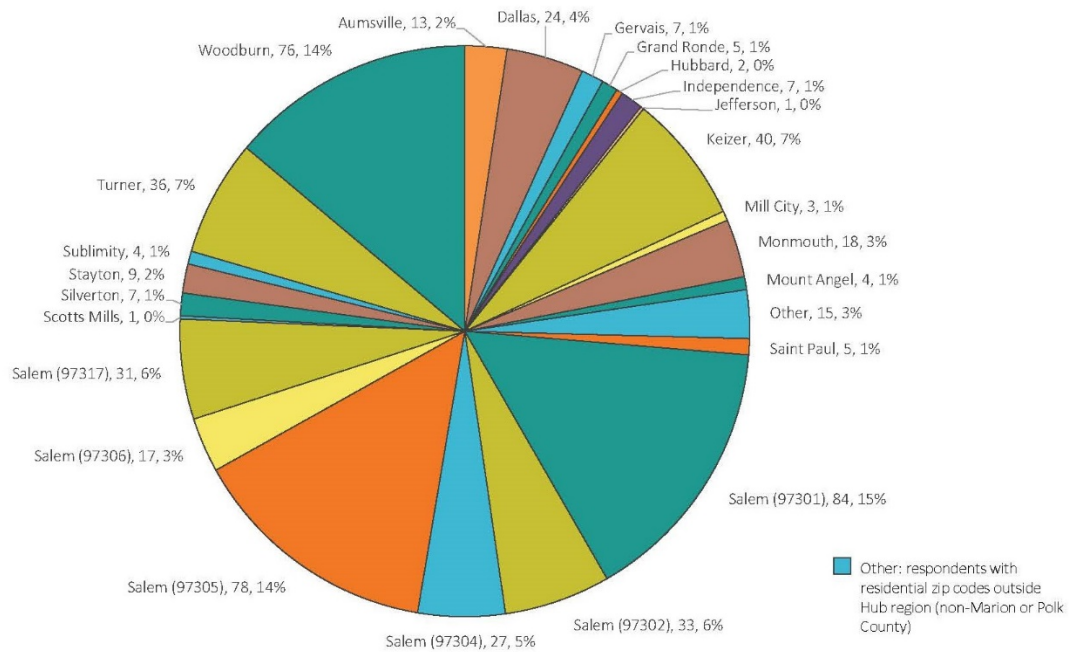
Para participar en un grupo de enfoque en persona de este plan de expansión preescolar, visite: bit.ly/ParentInterest

¿Preguntas? Por favor visite: bit.ly/ParentInterest

hub inc.

Our community helped promote the online survey. In addition, we had a robust social media campaign. Parents were offered the chance to participate in the survey at parent education classes, Preschool Promise sites, Policy Councils, Toddler Tuesday play time at the Kroc Center, doctor offices and more. We had participants from the following zip codes (see next page).

Survey Responses by Zip Code - City/Town, Value, Percentage (out of 563)



Community Outreach – Stakeholder Groups

Key stakeholders provided insight and information across the region. We used opportunities at the Collective Action Team, Woodburn Community Forum, Partners for Young Children, Regional Stewardship Committee, and Kindergarten Partnership and Innovation vertically aligned professional development. We convened all OPK, Head Start, Early Head Start and school-based Preschool Promise providers together. In addition, we convened all school districts that might be interested in offering preschool in their buildings. For those not able to be at a session, an online survey could be utilized to offer feedback.

These sessions offered insight into what families and communities need. They also offered ideas related to opportunities for expansion and partnerships across the region. Questions asked during these sessions included:

- What barriers do you see that may be in the way of a family’s ability to access high quality preschool and/or child care?
- What do families need in order to access preschool and/or child care?
 - From your perspective, are there particular parts of the population that you see as underserved?
- What things can you do to increase awareness of the importance of preschool and/or child care?
- What can we do together to serve families so that families have access to preschool?
- What emerging early care and education opportunities do we have in our community? This may include public-private partnerships, philanthropic investments, K12 expansion, large employers funding on-site child care, etc.

A Note from the Executive Director

I wish to graciously thank the Marion & Polk community for stepping up and stepping into this Sector Planning Process. The amount of hours in reviewing data, sharing perspectives, and making sense of the information coming forward was no small feat. This is the community's plan. All information and data utilized will serve as a foundation for future strategic initiatives and planning.

The family and parent participation exceeded our wildest dreams. Through this process we were able to connect with families in a real way. A special note of gratitude goes to Becca Blessing, Carmen Navarro Rodrigues, Megan Baldwin, and Teresa Urban. As part of the Parent Advisory Committee and the Regional Stewardship Committee you have done so much to share with us valuable insight and deepen the connection to families.

Our Focus Group activities would not have been possible without the work of the Salem Keizer Coalition for Equality. Reaching out to the community, facilitating groups in Spanish, and being a champion for our Hispanic/Latino population was a big part of the success for this work. Thank you. Facilitators James Barta, Debbie Scott, and Danielle Linden helped to bring forward the needed parent voice in a neutral way.

Never have I worked with a more dedicated team in putting this together. The MPELH team is passionate about children and families. Thank you all for your hard work and perseverance in analyzing and capturing all aspects of the data, stakeholder input, and what families told us they need in an early care and education system.

My hope is that this information will serve the community well by articulating both the significant need we have in our hub region AND the readiness on behalf of community partners and providers to serve more children and families in need.

With gratitude,
Lisa Harnisch