

Early Care and Education Sector Plan – Phase 1



Northwest Early Learning Hub

Clatsop, Columbia & Tillamook Counties

Submitted by Regional Early Care & Education Sector Committee

December 11, 2019

Background

Raise Up Oregon, Oregon's statewide strategic plan for its early learning system, created by the Early Learning Council, sets a bold vision for an early care and education sector that ensures all "families have access to high quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meet their needs."

As part of House Bill 2025, passed during the 2019 Legislative Session, Early Learning Hubs, in partnership with Child Care Resource & Referral entities and Head Start grantees, are tasked with creating a plan that helps Oregon realize this objective.

In October 2019, NW Early Learning Hub kicked off regional early care and education planning guided by a **Regional ECE Planning Committee** and extensive **community engagement**. The sector plan developed over the course of the next year and half will **create our regional long-term vision and plan** for early care and education services in our region, and will be integrated into the state's Early Learning Division processes to inform Preschool Promise, Oregon Prekindergarten, and Early Head Start State expansions.

Phase 1 (October 2019 – December 2019)

The Student Success Act passed in the 2019 Legislative Session creates an exciting urgency to begin planning and inform the placements of new and enhanced Early Head Start, Oregon Pre-Kindergarten/Head Start, and Preschool Promise Slots in our communities. Phase 1 deliverables included identifying priority populations for targeted services, the characteristics of providers best suited to serve the priority populations, the supports needed to support providers in delivering high-quality services, and other assets in the communities to further the ECE sector.

Meetings:

Meeting 1: October 18th 10AM - 1:30PM, NWRESA Hillsboro Office

Meeting 2: November 22nd 10AM - 1:30 PM, Seaside School District

Meeting 3: December 9th 3-5PM, OSU Extension Office, PRI Building, Tillamook

NW EL Hub Mission

Work collaboratively to support coordinated systems that are child-centered, family-friendly, culturally and linguistically appropriate, and community-based to meet the needs of the populations and communities of Clatsop, Columbia and Tillamook Counties.

<http://nwelhub.org/early-care-education-sector-planning>

Membership Roster/Lista de miembros

NW Early Learning Hub Regional Early Care and Education Planning Committee Comité de Planificación Regional de Cuidado y Educación Temprana		
NAME/NOMBRE	ORGANIZATION / GROUP REPRESENTING – ORGANIZACIÓN/GRUPO REPRESENTADO	EMAIL ADDRESS/CORREO ELECTRÓNICO
Eva Manderson	NW Regional CCRR/NW EL Hub Governance Council	emanderson@nwresd.k12.or.us
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Marissa Brown	NW Parenting Hub/Parent Leader	mbrown@co.clatsop.or.us
Misty Wharton	Nestucca Valley School District Superintendent/ Tillamook County Child Care Task Force	MistyW@nestucca.k12.or.us
Diane Wilkinson	Nestucca Valley Early Learning Center Director/NW EL Hub Governance Council/ Tillamook County Child Care Task Force	admin@nvelc.com
Kim Lyon	NW Regional ESD EI/ECSE Administrator in Tillamook	klyon@nwresd.k12.or.us

Regional Early Care & Education Planning Committee

	County/ Tillamook County Child Care Task Force	
Sarah Thorud	Clatskanie Elementary School Title I Teacher	sthorud@csd.k12.or.us
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Paige Diaz	Parent Leader	paigerenay@gmail.com
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Nancy Ford	NW Regional ESD Executive Director of Early Intervention and Early Childhood Special Education	nford@nwresd.k12.or.us
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NW Early Learning Hub Staff		
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Racheal Atnip	Administrative Support Specialist	ratnip@nwresd.k12.or.us

Regional Early Care & Education Planning Committee

Working Agreements:

- We are committed to engaging in conversations with courage and openness.
- We believe all voices, especially the voices and perspectives of parents and caregivers, are valuable and will be intentionally engaged.
- We will center our decisions in the needs and preferences expressed by parents and caregivers identified in our priority populations.
- We must have a clear, shared vision and purpose that resonates across all members.
- We all bring our unique roles and perspectives to the committee. It's critical to understand how those roles & perspectives are valued in this work, and to respect the diverse perspectives represented.
- We will seek out and engage the unique roles and perspectives across the communities in our region.
- We are committed to following these working agreements and entering all meetings with transparency about what may get in the way of showing up, digging in, and doing the work.

ECE Sector Planning Core Principles: *Per ECE Toolkit from Early Learning Division*

The following principles will guide all regions within their planning process:

- Early care and education (ECE) is a developmental continuum from birth to school entry.
- Family choice and decision-making occur at all levels of decision making in the ECE sector.
- All children deserve equitable and inclusive access to high-quality ECE opportunities
- The ECE sector thrives when stakeholders collaborate on implementation
- Regions must support and strengthen existing mixed-delivery system
- Innovation should be fostered as a means to achieve shared goals
- Emphasize program quality (i.e. culturally responsive, inclusive, developmentally appropriate) as the key ingredient in achieving the outcomes all children deserve.

Deliverable I: Analysis of Priority Populations for ECE Expansion



Priority Populations
Children of color who live in the following specific school district boundary areas: Seaside, Rainier, St. Helens, Scappoose, Neah-Kah-Nie, Tillamook, Nestucca Valley
Children who are emerging bilingual and live in the following specific district boundary areas: Seaside, Rainier, St. Helens, Scappoose, Neah-Kah-Nie, Tillamook, Nestucca Valley
Children in low income families (200% and below of Federal Poverty Level), as well as children in geographically isolated communities, where access to early childhood education is limited. The school district boundary areas include: Tillamook, Nestucca Valley, Neah-Kah-Nie, Seaside, Vernonia, Scappoose, Jewell, Knappa, Westport (Clatskanie SD), St. Helens, Rainier
Children under the age of 3 across Clatsop, Columbia, and Tillamook counties.



Deliverable 1: Priority Populations Decision Grid

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
<p>Children of color</p>	<p>Estimate # of eligible children: 269 children of color recently started Kindergarten <i>Source – Kindergarten Registration Race/Ethnicity pulled from Synergy</i></p> <p>Estimate # children served: Across the region, 120 children of color reported having 5 or more hours of preschool a week prior to kindergarten entry. Seaside – 39 Rainier – 18 St. Helens – 32 Scappoose – 35 Neah-Kah-Nie – 13 Tillamook - 45 Nestucca Valley – 7</p> <p><i>Source – Kindergarten Registration data pulled from Synergy</i></p> <p>Discussion of quantitative disparity in service: The specific communities below showed a significant gap in preschool experience for children of color.</p>	<p>School district boundary areas as follows:</p> <p>Seaside, Rainier, St. Helens, Scappoose, Neah-Kah-Nie, Tillamook, Nestucca Valley</p>	<p>Focus Groups held in partnership with Migrant Education in each of our counties.</p> <p>Focus group held at Emerald Heights Apartment in partnership with Lower Columbia Hispanic Council.</p> <p>Focus Group held at Champion Apartments (low income apartment complex) where majority of attendees spoke Spanish.</p> <p>Through focus groups we engaged a total of 53 spanish speaking parents across the region.</p> <p>We asked the following questions in our focus groups:</p> <p>What are the top three things that are most important to you as a</p>	<p>Our community navigator shared the following themes that emerged through focus groups of Spanish Speaking families.</p> <ul style="list-style-type: none"> • Increase income eligibility level • Provide culturally and linguistically specific ECE • Inform families on waitlist about their status • Home visits & home activities • Knowing who to connect to for help • Speech therapy in Spanish



Deliverable 1: Priority Populations Decision Grid

	<p>Seaside – 31% of children of color total report having preschool experience. For Hispanic/Latino identifying children, the percentage was 23%.</p> <p>Rainier – 39% of children of color total report having preschool experience.</p> <p>St. Helens – 43% of children of color total report having preschool experience.</p> <p>Scappoose – 66% of children of color total report having preschool experience, but only 12 of the 23 children who identify as Hispanic/Latino reported having preschool experience.</p> <p>Neah-Kah-Nie – 31% of children of color report having total report having preschool experience.</p> <p>Tillamook – 45 total children of color and while Tillamook did not report preschool data into synergy this year, Latinx families and school administration report that Latinx children are under-represented in child care and preschool in the community.</p> <p>Nestucca Valley – 7 total children of color and while Nestucca Valley did not report preschool data into synergy this year, school administration report that Latinx children are</p>		<p>parent when you are looking for child care and preschool?</p> <p>Are you able to access child care and preschool? If so, what enables you to? If not, what are the barriers?</p> <p>How does having child care, or not having child care, affect you and your day to day life?</p> <p>What solutions would you like to see happen to help you get what is important to you in child care and preschool? As a group prioritize three things, three practical next steps that you would like to see community leaders do.</p> <p>What would you recommend on engaging more families in the planning work to expand access to childcare and preschool?</p>	
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Deliverable I: Priority Populations Decision Grid

	<p>under-represented in child care and preschool in the community.</p> <p><i>Source – Kindergarten Registration Race/Ethnicity pulled from Synergy</i></p> <p>Across our counties, the Oregon Kindergarten Assessment scores show a gap between Hispanic/Latino students and white students in letter names, letter sounds, and math. Scores for Hispanic/Latino students are lower in each category than their white peers. OKA scores for children of color, other than Hispanic/Latino, was not available due to population size.</p>			
<p>Children who are emerging bilingual.</p>	<p>Estimate # of eligible children:</p> <p>Based on PDG provided to us, we approximate there are about 581 children under the age 6 that live in households that speak a language other than English.</p> <p>Estimate # of children served:</p> <p>Based on data reported by Head Start and Preschool Promise programs, there are 76 children served by those programs that speak a language other than English.</p>	<p>School district boundary areas as follows:</p> <p>Seaside, Rainier, St. Helens, Scappoose, Neah-Kah-Nie, Tillamook, Nestucca Valley</p>	<p>Focus Groups held in partnership with Migrant Education in each of our counties.</p> <p>Focus group held at Emerald Heights Apartment in partnership with Lower Columbia Hispanic Council.</p> <p>Focus Group held at Champion Apartments (low income apartment</p>	<p>Our community navigator shared the following themes that emerged through focus groups of Spanish Speaking families.</p> <ul style="list-style-type: none"> • Increase income eligibility level • Provide culturally and linguistically specific ECE • Inform families on waitlist about their status • Home visits & home activities



Deliverable 1: Priority Populations Decision Grid

	<p>Discussion of quantitative disparity in service:</p> <p>Across our counties, the Oregon Kindergarten Assessment scores show that children who are identified as limited English proficient score lower than the total population for letter names, letter sounds, and mathematics.</p>		<p>complex) where majority of attendees spoke Spanish.</p> <p>Through focus groups we engaged a total of 53 spanish speaking parents across the region.</p> <p>We asked the following questions in our focus groups:</p> <p>What are the top three things that are most important to you as a parent when you are looking for child care and preschool?</p> <p>Are you able to access child care and preschool? If so, what enables you to? If not, what are the barriers?</p> <p>How does having child care, or not having child care, affect you and your day to day life?</p> <p>What solutions would you like to see happen to help you get what is important</p>	<ul style="list-style-type: none"> Knowing who to connect to for help <p>Speech therapy in Spanish</p>
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Deliverable 1: Priority Populations Decision Grid

			<p>to you in child care and preschool? As a group prioritize three things, three practical next steps that you would like to see community leaders do.</p> <p>What would you recommend on engaging more families in the planning work to expand access to childcare and preschool?</p>	
<p>Children in low income families (200% and below of Federal Poverty Level), as well as children in geographically isolated communities, where access to early childhood education is limited.</p>	<p>Estimate # eligible children:</p> <p>Based on PDG data there are 1793 children 3-5 year olds under 200% of FPL who would be eligible for Head Start and Preschool Promise.</p> <p>Based on Kindergarten enrollment numbers in 18-19 and the Free/Reduced lunch rate per district for ES level children, total approximate eligible children is 634 of incoming kindergarteners would be eligible for Head Start or Preschool Promise.</p> <p>We do not have a way to approximate the number of 0-3 year olds that would be below 200% of FPL.</p>	<p>The school district boundary areas include:</p> <p>Tillamook, Nestucca Valley, Neah-Kah-Nie, Seaside, Vernonia, Scappoose, Jewell, Knappa, Westport (Clatskanie</p>	<p>Across the region partnered with Head Start & DHS-Self sufficiency to survey parents either through parent meetings or by phone calls on the same questions used in focus groups mentioned above. Reached 23 DHS families through phone calls.</p> <p>Additionally we held focus groups in partnership with St Helens Preschool Promise</p>	<p>The findings below relate across the board for family engagement across populations in this chart.</p> <p>Our community navigator shared the following themes that emerged through the focus groups.</p> <ul style="list-style-type: none"> • More preschool options • Childcare for 0-3 • Affordability • Safety- qualified teachers, CPR/First Aid • Education based • Bilingual teachers and staff • Transportation (to and from home to program) • Extended and weekend hours



Deliverable 1: Priority Populations Decision Grid

	<p>Estimate # children served:</p> <p>We currently have 382 children in the region who are served by Preschool Promise & Head Start. This data comes from 2018-2019 enrollment numbers provided to us by Preschool Promise providers and our Head Start program.</p> <p>We currently do not have any federally or state funded programs that serve low income 0-3 year olds.</p> <p>Discussion of quantitative disparity in service:</p> <p>By county we know that in Clatsop County 10% of 0-2 year olds have access to regulated slot and no access to publicly funded (other than ERDC) care. As of October 2019, only 23 0-3 year olds were utilizing ERDC in Clatsop County. 38% of 3-5 year olds had access to a regulated slot. 141 3-5 year olds are being served through Head Start and Preschool Promise. Additionally, ERDC is being utilized for 25 children 3-5 as of October 2019. There are two communities in Clatsop County, Jewell & Knappa, that do not have any preschool promise or Head start programming in the community. Additionally, information provided by TRI did not indicate any early care and education</p>	<p>SD), St. Helens, Rainier</p>	<p>Astoria- Emerald Heights & LCHC</p> <p>Tillamook- Champion Park Apartments</p> <p>Tillamook Early Learning Center</p> <p>Rainier Preschool Promise</p> <p>We reached a total of 86 parents through focus groups (counting those through migrant education mentioned above).</p>	<ul style="list-style-type: none"> • Nutritious food • Parent supports <p>Suggestions/Solutions from parents included:</p> <ul style="list-style-type: none"> • More publicly funded preschool and childcare 0-5 • Increase income eligibility level • Provide transportation • Extend hours to match working families, weekend hours • Provide culturally and linguistically specific ECE • More home visits, and when leaving the hospital • Inform families on waitlist about their status • Pathways for EC workforce <ul style="list-style-type: none"> • Training for homes caring for children • Pathways for Spanish speaking providers • Employer based child care-small part of paycheck (pretax) – this applies to on-site child care options or a partnership where employer pays for slots within a child care program for their employees.
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Deliverable 1: Priority Populations Decision Grid

	<p>providers who serve infants, toddlers, or preschool age children in Jewell or Knappa.</p> <p>Tillamook County has 5% of 0-2 year olds with access to a regulated slot and no publicly funded care outside of ERDC for this age range. As of October 2019, there are 7 children 0-3 that are being served by ERDC. In the county, 29% of 3-5 year olds have access to a regulated slot and 108 children are served by preschool promise and Head Start. ERDC is utilized to serve 8 children age 3-5. Neah-Kah-Nie does not have any publicly funded preschool programming in the community.</p> <p>Columbia County has 8% of children 0-2 with access to a regulated slot and no publicly funded care outside of ERDC for this age range. Currently 42 children age 0-3 are utilizing ERDC. In the county 41% of 3-5 year olds have access to a regulated slot and 222 children are served by Preschool Promise and Head Start. ERDC is supporting 40 children ages 3-5 in the county. All local communities (based on School District catchment area) in Columbia County have some access to publicly funded preschool through Head Start and Preschool Promise.</p>			<ul style="list-style-type: none"> • Talk to community leaders, city, state legislators <ul style="list-style-type: none"> • Community leaders be open to fundraising • Childcare tax • Place to find information <ul style="list-style-type: none"> • Childcare/preschool options • Other services • Community space, online <p>The above findings are across all our priority populations. Hub staff with support from state staff went through all of the feedback notes from the focus groups, along with information provided through a regional survey done earlier in 2019, to identify the top three themes for each priority population. These were determined based on how often the theme was brought up. These themes were brought forward to the stewardship committee to discuss and confirm for submission to ELD.</p>
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Deliverable 1: Priority Populations Decision Grid

	<p>Data is based on PDG data, and local program data reported to us by DHS, Preschool Promise, and Head Start.</p> <p>For 3-5 year olds, the following communities had a significant gap between their F/R lunch rate data and children currently served in PP/HS:</p> <p>Tillamook – F/R eligibility indicates 62% of children eligible and currently only 39% of kindergarteners are served by Preschool Promise and Head Start.</p> <p>Nestucca Valley – While it would appear that currently Head Start and Preschool Promise are serving 86.2% of incoming kindergarteners, Nestucca Valley has the second highest F/R lunch eligibility in the region at 69%. Also we know that Head start serves 41.4% of incoming kindergarteners and it’s necessary to maintain preschool promise in this community if we are to serve low income families.</p> <p>Neah-Kah-Nie - F/R eligibility indicates of 51% children eligible and currently this community does not have any Head Start or Preschool Promise programs in the community.</p> <p>Seaside – Has the highest F/R lunch eligibility at 72% of elementary school age children</p>			
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Deliverable I: Priority Populations Decision Grid

	<p>eligible. Currently only has Head Start programming and Head Start serves 23.9% of incoming kindergarteners.</p> <p>Vernonia – 49.8% F/R lunch rate eligibility and has Head Start in community serving 24.5% incoming kinders.</p> <p>Scappoose – While they have the lowest F/R eligibility in the community at 21%, until recently did not have any Head Start or Preschool Promise program to serve low income families. Currently Head Start serves 18 children which is about 10% of incoming kinders.</p> <p>Jewell – 42.6% F/R lunch eligibility for elementary age children. Does not currently have any publicly funded preschool programming for 3-5 year olds and we know several children eligible for Head Start are commuting to Head Start programs out of the community.</p> <p>Knappa – 51% F/R lunch eligibility for elementary age children. Does not currently have any publicly funded preschool programming for 3-5 year olds.</p> <p>Lastly, across the communities noted, third grade reading proficiency ranges from the highest at 46.7% of students proficient in Scappoose School District to the lowest at</p>			
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Deliverable 1: Priority Populations Decision Grid

	<p>28.1% of all students proficient in Knappa School District. However, when we look specifically at economically disadvantaged students, third grade reading proficiency declines. At the highest end, only 35% of students identified as economically disadvantaged in Vernonia School District were proficient according to the third grade reading assessment. At the lowest end, only 15.4% of students identified as economically disadvantaged in Knappa School District were proficient according to the third grade reading assessment.</p>			
<p>Children under the age of 3</p>	<p>Estimate # eligible children (include data sources used) While not available at a local community level, the following is based on PDG data at a county level. Clatsop County 0-3 population: 1276 Tillamook County 0-3 population: 691 Columbia County 0-3 population: 1667 If we overlay the percentage of children 0-6 below 200% of FPL we get the following: Clatsop County approx. children 0-3 below 200% FPL: 638 Tillamook County approx. Children 0-3 below 200% FPL: 422 Columbia County approx. children 0-3 below 200%: 751</p> <p>Estimate # children served (include data sources used)</p>	<p>Clatsop County Tillamook County Columbia County</p>	<p>Across the region partnered with Head Start & DHS-Self sufficiency to survey parents either through parent meetings or by phone calls on the same questions used in focus groups mentioned above. Reached 23 DHS families through phone calls.</p> <p>Additionally we held focus groups in partnership with</p> <p>St Helens Preschool Promise</p>	<p>The following themes came up by county:</p> <p>Columbia County</p> <ul style="list-style-type: none"> • Home visits when leaving hospital • Place to find information (Rural) • Childcare/preschool options • Other services • Community space, online • Mom night- connect to one another <p>Clatsop and Columbia</p> <ul style="list-style-type: none"> • Pathways for EC workforce • Training for homes caring for children- access to online training • Make it beneficial to become licensed



Deliverable 1: Priority Populations Decision Grid

	<p>Clatsop County 10% of 0-2 year olds have access to regulated slot and no access to publicly funded (other than ERDC) care. As of October 2019, only 23 0-3 year olds were utilizing ERDC in Clatsop County.</p> <p>Tillamook County has 5% of 0-2 year olds with access to a regulated slot and no publicly funded care outside of ERDC for this age range. As of October 2019, there are 7 children 0-3 that are being served by ERDC.</p> <p>Columbia County has 8% of children 0-2 with access to a regulated slot and no publicly funded care outside of ERDC for this age range. Currently 42 children age 0-3 are utilizing ERDC.</p> <p>Data is based on PDG data, and local program data reported to us by DHS.</p> <p>Discussion of quantitative disparity in service Based on current access data at a county level, there is significant need across all three counties, with 10% of 0-2 year olds in Clatsop County having access and as little as 5% of 0-2 year olds with access in Tillamook County. Data limitations, specifically data that allows us to drill down into specific communities within a county did not allow us at this time to drill deeper than a county level.</p>		<p>Astoria- Emerald Heights & LCHC</p> <p>Tillamook- Champion Park Apartments</p> <p>Tillamook Early Learning Center</p> <p>Rainier Preschool Promise</p> <p>We reached a total of 86 parents through focus groups (counting those through migrant education mentioned above).</p>	<ul style="list-style-type: none"> • “It’s a catch 22- good care vs. affordable care. Sometimes have to choose” <p>Tillamook</p> <ul style="list-style-type: none"> • Would like a place for all of our kids to have child care – not in separate locations • Finding information/ ratings on childcare providers • CDA in high schools and have interns in teen parent preschool
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Deliverable 2: Family Needs Preferences Grid

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
Children of Color	Security- The children are safe. The parent feels they are leaving them in good hands, and for the child to feel safe in comfortable. The caretaker is responsible and qualified to care for children- have had background checks, First Aid/CPR.	Access to more affordable and accesible childcare. Families reported working long hours and therefore are over income for preschool. Suggested increasing income qualifications and taking into consideration that they pay taxes, but do not get tax returns or qualify for other government benefits. Includes the need for transportation and extended and weekend hours, and if on the waitlist, informing them of their status.	Need for more Spanish speaking teachers, staff and supports to communicate with child and parents, provide written materials and home activities in Spanish. For the child's language and cultural identity to be fostered and the parent does not have to choose between someone who can support their child's language and culture and a center that supports learning, academics, social emotional development.	Parents added that they often do not participate in parent meetings or events because they do not know if there will be interpreters and they are often during times that they work. These are often spaces where parents share ideas and help make decisions and because they cannot participate their needs are not considered and decisions are made that impact them. Additional suggestions included childcare under age 3, more homevisiting, speech therapy in Spanish, more ECSE hours, providing nutritious food, and more information on how to apply/qualify for childcare and preschool.
Children who are emerging bilingual	Security- The children are safe. The parent feels they are leaving them in good hands, and for the child to feel safe in comfortable. The caretaker is responsible and qualified to care for children- have had background checks, First Aid/CPR.	Access to more affordable and accesible childcare. Families reported working long hours and therefore are over income for preschool. Suggested increasing income qualifications and taking into consideration that they pay taxes, but do not get tax returns or qualify for other government benefits. Includes the need for transportation and extended and weekend hours, and if on the waitlist, informing them of their status.	Need for more Spanish speaking teachers, staff and supports to communicate with child and parents, provide written materials and home activities in Spanish. For the child's language and cultural identity to be fostered and the parent does not have to choose between someone who can support their child's language and culture and a center that supports learning, academics, social emotional development.	Parents added that they often do not participate in parent meetings or events because they do not know if there will be interpreters and they are often during times that they work. These are often spaces where parents share ideas and help make decisions and because they cannot participate their needs are not considered and decisions are made that impact them. Additional suggestions included childcare under age 3, more homevisiting, speech therapy in Spanish, more ECSE hours, providing nutritious food, and more information on how to apply/qualify for childcare and preschool.
Children in low income families (200% and below of Federal Poverty Level), as well as children in geographically isolated communities, where access to early childhood education is limited.	Access to child care, especially infant/toddler (under 3) care. These families report needing more publicly supported facilities or slots, transportation to these programs, and more hours of care (e.g., more days a week, full time care).	These families want caregivers who are trained, caring, repsonsible. Not just babysitters. They want people that are experienced and educated in caring for children and building strong relationships with them.	These families need affordable options for care. Some families make too much money to qualify for some supports, but still don't make enough to pay for child care. These families proposed sliding scale payments and more public support to make child care more affordable. Currently, they may need to sacrifice the amount of care or quality of care for financial reasons.	A number of families also spoke specifically about supports for children with developmental delays, health needs, and behavioral support needs. There is a lack of programs with staff qualified to support children with developmental delays or who have complex health or behavioral needs.
Children under the age of 3	Caregivers who are trained, caring, repsonsible. Not just babysitters. They want people that are experienced and educated in caring for children and building strong relationships with them.	Alternative scheduling and extened care including programs that offer afternoon preschool options, programs with longer evening hours and programs with weekend hours. This is particularly important if you have multiple children that range from under 3 to school age.	Transportation	A number of families also spoke specifically about supports for children with developmental delays, health needs, and behavioral support needs. There is a lack of programs with staff qualified to support children with developmental delays or who have complex health or behavioral needs.

Deliverable 2: 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?	Across Clatsop, Columbia, and Tillamook counties, there is a basic need to increase supply of publicly funded options for preschool for low income and affordable licensed options for families who are able to pay for care. Income eligibility restrictions of state and federal programs like Head Start and Preschool Promise are leaving out many parents just above 200% of Federal Poverty Level that cannot afford the same level of care that those programs provide. As one parent noted, “it’s a catch-22 good care versus affordable care. Sometimes you have to choose.”
Where are the biggest gaps in service geographically?	<p>In Clatsop County, there is a significant need in Seaside School District boundary area and in the more rural parts of the county including Knappa and Jewell where children are currently having to be bussed into services for EI/ECSE and Head Start.</p> <p>In Columbia County, the more populous communities like St. Helens and Scappoose do not have enough options, publicly funded or parent pay, to serve families’ needs and preferences. In more rural parts of Columbia County, like Vernonia, Rainier, and Westport, supply is either non-existent or heavily relies on Head Start and Preschool Promise. This is means that the families just above income eligibility restrictions have no options to extremely limited options to take advantage of early care and education opportunities in their own community.</p> <p>Tillamook County, as an entire county, has the least access to licensed care options across the region. In North County, a public school run preschool program has a half-day program and a sliding scale fee structure. However, there are no Preschool Promise or Head Start Funded programs. In South County, without the investment of Preschool Promise and Head Start, this very rural part of the region would have very limited options for families.</p>
Where are the biggest gaps in service for priority populations?	Families who are just above income eligibility for current publicly funded programs, Head Start and Preschool Promise, are significantly disadvantaged when trying to find care for their children. We have a limited number of providers who are providers of color, specifically Latinx, or speak Spanish, so Latinx families often have to choose if they want to send their child somewhere their culture is not reflected in their care setting. Families with children with a developmental delay or disability also experience difficulty in finding care where providers are trained and supported to provide care to children with early childhood special education needs. Transportation across the board is a need for families. For families in the service industry in particular, but also in other employers with hours outside “typical” work day hours, finding care options for early morning, late afternoon or evening, and weekend care is extremely limited.
What program characteristics are necessary to meet the demand in your target communities?	As our supply grows, either through public investments or other funding opportunities, parents have made it clear that they want programs that offer the following characteristics: transportation to and from home to program; bi-lingual staff and culturally sustaining programming; extended hour care that match the service industry in the community; and trained staff & supports for children with special education needs.
How would small ECE providers meeting these characteristics be supported through a network model?	Through a provider survey, the following themes came up as supports that would be helpful through a network:

Deliverable 2: Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile

Administrative Supports: Substitute pool/technological platform, floating/shared assistants, shared resources/check out library of age appropriate materials, shared disposable supplies, transportation collaboration.

Provider connection and training supports: Pathways to continuing education and degree and more connection opportunities for providers to collaborate and brainstorm together.

Deliverable 3: Emerging ECE Expansion Opportunities

Regional Opportunities Expansion

Early Head Start: Community Action Team, our region's current Head Start provider, is currently underway of identifying the number of children to potentially serve and program model to apply for early head start funds made available through the Student Success Act. This would be the first publicly funded early head start programming in the region if funded.

Early Intervention/Early Childhood Special Education Collaboration: Through community engagement and a planning team, Northwest Regional ESD is working to identify best practices and program models for increasing inclusion of children in community settings and improving instruction. They are collaborating with school district leaders, Head Start, and NW Early Learning Hub to identify potential opportunities for braiding funds together to open preschool classrooms funded in part by EI/ECSE.

School Districts: Across the region, Superintendents are looking at early childhood investments as a potential use for the Student Success Act funds coming to them for use through the Student Investment Account. Superintendents have communicated their interest in blending and braiding funds with Head Start, Preschool Promise, and EI/ECSE to create inclusive settings for preschool age children.

Tillamook County Early Care & Education Task Force: Co-chaired by local leaders in Tillamook County, this task force is identifying potential models for expansion that would be replicable in Tillamook county and doing additional outreach to parents through employers to understand what models best match needs and preferences of families. The Task Force is focusing on expansion beyond just publicly funded options and are working to identify recommendations to move forward on by June 2020.

Clatsop County Early Childcare and Education Task Force: Kicked off in fall of 2019, this task force is forming to identify long-term opportunities for expansion of childcare and preschool in the county. By early 2020, they will have formed their vision, mission, and scope and identified potential pilot project ideas.

Substitute Pool and Building Workforce Pilot Projects: NW Regional CCRR and St. Helens School District has been piloting projects to build a substitute pool for early care and education settings, and pilot strategies to support high school students in their early childhood CTE program to become licensed providers and on the path to a CDA.

Tillamook Bay Community College Early Childhood Pathway: Tillamook Bay Community College developed a degree pathway in partnership with Western Oregon University for early childhood providers. They have begun to work with

Deliverable 3: Emerging ECE Expansion Opportunities



NW Regional Child Care Resource & Referral to explore additional early childhood course offerings.