

# Oregon Early Learning Council Retreat

## October 29-30, 2019

Chemeketa Business Center  
626 High St NE  
Salem, OR 97301

### AGENDA

#### Vision for the Oregon Early Learning System

*All of Oregon's young children deserve the best start. Zip code, race, and family income should not predict the health, educational, and life outcomes of Oregon's children.*

#### GOALS FOR THE EARLY LEARNING COUNCIL RETREAT

- Define what it means to be a member of the Oregon Early Learning Council advancing the vision of an equitable Early Learning System for Oregon.
- Explore the role of the Early Learning Council in implementing *Raise Up Oregon* grounded in the principles of cross-sector collaboration, equity, and outcomes for young children and their families.
- Orient Early Learning Council members to each sector's early childhood priorities, and begin the process of taking a deep dive into each sector, starting with early care and education.
- Provide an opportunity for Early Learning Council members to build relationships with one another, agency directors and key staff.
- Solicit input on ELC priorities for 2020, including how the ELC will advance the work.

#### TUESDAY, OCTOBER 29, 2019

12:00 – 1:00 PM      **Casual lunch for early arrivals**  
Chemeketa Business Center Room 115

1:00 – 1:30 PM      **Welcome & Introduction**

Sue Miller, Chair of the Early Learning Council, will launch the meeting with a welcome and introductions. Council members will introduce themselves by sharing what excites you about being a member of the Early Learning Council. There will be a second opportunity for introductions when the agency directors join later in the afternoon.

1:30 – 2:15 PM

### **Vision of Thriving Oregon Children and Families**

Council members will be joined by Berri Leslie, Deputy Chief of Staff, Governor's Office, and Miriam Calderon, Director of Oregon Early Learning System. They will engage the Council in a discussion about the vision for Oregon's children prenatal to age five and their families and why *Raise Up Oregon* was developed.

2:15 – 3:15 PM

### **Raise Up Oregon Gallery Walk & Cross-Sector Partnerships**

Council members will be joined by members of the Raise Up Oregon Agency Implementation Coordination Team (RUOAICT). RUOAICT members are leaders from the five state agencies that oversee the policies, programs and services that impact young children and their families. Council and RUOAICT members will participate in a Gallery Walk of the *Raise UP Oregon* strategic plan, learning about the strategies and priorities state agencies are moving forward due to funding, key initiatives, recent legislation, etc. Council members will form small groups and rotate through the stations hosted by RUOAICT members.

3:15 – 3:30 PM

### **Break**

3:30 – 4:45 PM

### **Agency Leadership Roundtable**

Directors from the five sectors represented in *Raise Up Oregon* will join Early Learning Council in a roundtable discussion. The five sectors represented in the strategic plan include early care and education, K-12 education, health, housing, and human services.

4:45 – 5:00 PM

### **Reflect and Set-Up Day 2 of the Retreat**

Early Learning Council members will reflect on their experience to inform the start of Day 2. They will have an opportunity to share how Day 1 clarified their role as a Council and their purpose, the intent of *Raise Up Oregon*, as well as pose questions and requests for Day 2.

5:00 PM

### **Break**

5:30 PM

### **Reception & Opening Remarks by Governor Kate Brown**

Governor's Residence, Mahonia Hall, 533 Lincoln St. South, Salem

Governor Kate Brown will welcome the Early Learning Council and Children's Cabinet to Mahonia Hall for a reception and dinner. She will kick-off the reception with brief remarks at 5:30 PM.

6:00 PM                    **Dinner at Governor’s Residence**  
Mahonia Hall, 533 Lincoln St. South, Salem, OR 97302

8:00 PM                    **Hotel Check-In**  
Best Western Mill Creek Inn, 3125 Ryan Drive SE, Salem, OR

**WEDNESDAY, OCTOBER 30, 2019**

8:00 – 8:30 AM            **Breakfast at Chemeketa Business Center**  
Room 115

8:30 – 9:30 AM            **Welcome, Reflections from Day 1 & Role of the Early Learning Council**  
  
A summary of the Council’s reflections from Day 1 will be shared and inform this discussion. Council members will introduce themselves by sharing what excites you about what will be different for children if we are successful in implementing Raise Up Oregon in five years?

9:30 – 10:30 AM           **Priorities for the Coming Year**  
  
Early Learning Council will review priorities of the state agencies and cross-sector teams. They will propose how they are considering what the Council priorities may be for the year ahead.

10:30 – 10:45 AM        **Break**

10:45 – 12:15 AM        **Committee Structure of the Early Learning Council**  
  
Early Learning Council will explore the history of previous committee structures, consider principles that will guide how committees will be formed, and review options for how to proceed going forward.

12:15 – 1:00 PM         **Lunch**

1:00 – 1:45 PM

### **Early Learning Hubs System**

The Council will discuss their knowledge of the Early Learning Hub system, and share experiences with Early Learning Hubs across the state. In addition, the Council will explore how *Raise Up Oregon* sets out an expanded role that the Hubs have in regional systems-building work. This conversation will set a foundation for future dialogue with Early Learning Hub system leaders for how the Early Learning Council works Hubs to implement Raise Up Oregon.

1:45 – 2:45

### **Early Learning System – Sector Deep Dive**

Each Early Learning Council meeting in the first year will include a one-hour deep dive in different aspects of each sector comprising of the Early Learning System. The first deep dive is on the early care and education sector.

2:45 – 3:00 PM

### **Reflections & Closing of Retreat**

3:00 – 4:00 PM

### **Business Meeting**

Council members will prepare for the January 2020 meeting. This session of the retreat is a time for members of the public to attend if they are interested in observing the Council meeting, offering testimony, etc. Council members will be approving the 2020 meeting calendar, preparing for their role in rulemaking, and reviewing the content of the rules that will be presented in January 2020.

4:00 PM

### **Early Learning Council Adjourns**

# Early Learning Council Member Biographies

## *Sue Miller, Chair*

Sue Miller is returning to her position as Chair of the ELC, which she stepped into in November 2016. Ms. Miller brings her extensive background in public administration and early learning to the ELC; she has been working in early childhood for over 20 years and is passionate about giving all children a chance to meet their potential to lead rewarding lives. She is the co-founder and former Executive Director of Family Building Blocks, the Relief Nursery serving Marion and Polk Counties; helped found the Marion-Polk Early Learning Hub and chaired its Board of Directors for three years; served on the Oregon Community Foundation Board for eight years; and was elected the first woman mayor of Salem, in which she served for six years.

## *Angela (Angie) Blackwell*

Angie Blackwell was confirmed to the ELC in October 2019. Ms. Blackwell is the Early Childhood Program Manager for the Confederated Tribes of Grand Ronde. She has been an advocate for the Confederated Tribes of Grand Ronde for over 20 years, including directing the Spirit Mountain Community Fund and sitting as Vice Chair on the Tribal Council. She also has a strong background in early childhood education, including helping to found Head Start of Yamhill County and serving as a federal grant reviewer for Head Start/Early Head Start applications. Currently, she sits on the Early Learning Council of the Yamhill Early Learning Hub.

## *Katy Brooks*

Katy Brooks was confirmed to the ELC in September 2019. Ms. Brooks is the Bend Chamber President, where she works partnering the local business community with education institutions to improve Bend's economy and education outcomes; as well as currently piloting a program to remove barriers to child care. She has over 20 years of economic development and public affairs experience that she brings to the Council, including working for Oregon Department of Transportation and the ports of Portland and Vancouver, WA.

## *Peter Buckley*

Peter Buckley was confirmed to the ELC in October 2019. Mr. Buckley is the Innovation Network Program Manager for Southern Oregon Success. He served as the State Representative for District 5 (Ashland, Talent, Phoenix, Medford, Jacksonville and Ruch) from 2005 until he retired in 2017. During his tenure in office, Rep. Buckley served as the House Co-Chair of the Joint Committee on Ways and Means for eight years and continuously fought for increased funding for all levels of education. After retiring from the Oregon Legislature, he was appointed as a senior adviser to Gov. Kate Brown on transformation and budget stability during the 2017 legislative session.

## *Anne Kubisch*

Anne Kubisch was confirmed to the ELC in September 2019. Ms. Kubisch is the President and CEO of the Ford Family Foundation based in Roseburg, where she has served since 2013 working to improve the lives of rural Oregonians. She comes from an extensive background in international development, including developing and implementing strategies to improve outcomes for low-income children and families. For 19 years previous to Ford, she was the Director of the Aspen Roundtable on Community



## Early Learning Council Member Biographies

Change; from 1977 to 1993, she worked in international development in Latin America and Africa. Currently, she also serves on the Board of Foundations for a Better Oregon and the Federal Reserve Board of San Francisco (Portland Branch).

### *George Mendoza*

George Mendoza was confirmed to the ELC in October 2019. Mr. Mendoza is now in his 3rd year as the Superintendent of the La Grande School District, he is the former Assistant Superintendent of Morrow County School District, and current Adjunct Professor at Concordia University Chicago. Mr. Mendoza has 23 years of education experience, from teaching elementary school to various administrative building and district wide assignments throughout K-12 education. Mr. Mendoza is an Eastern Oregon University alum and has worked in several Eastern Oregon communities for most of his education career. He deeply understands the culture and barriers to education for students and families in Eastern Oregon from his large range of experience. In addition to the ELC, Mr. Mendoza sits on the Board of Trustees for Eastern Oregon University.

### *Dr. Margaret (Peg) Miller, MD*

Dr. Peg Miller was confirmed to the ELC in October 2019. Dr. Miller is a board certified pediatrician based in McMinnville where she practices at Willamette Valley Medical Center. She also serves as the Medical Director at Juliette's House, the Yamhill county child abuse assessment center. Dr. Miller is familiar with the barriers to health that Oregon's rural youth population faces, having served rural Oregon in her practice for over 20 years. She will provide a critical health care lens for the cross sectional work of the ELC. Currently Dr. Miller also sits on the Yamhill County Early Learning Hub and the board of directors of Headstart of Yamhill County. She received her MD from OHSU and completed pediatric residency at the University of Arizona.

### *Eva Rippeteau*

Eva Rippeteau is continuing her position as a member on the ELC, which she stepped into in October 2012. Ms. Rippeteau is the Political Coordinator at AFCSME, where she has been since 2010. Considered an expert in the early learning workforce, Ms. Rippeteau represents the education and health workforces in the Oregon Capitol and beyond. In addition to the ELC, she also sits on the State Public Health Advisory Board. Before her career with AFCSME, she worked in the Legislature for several years under former Representatives Tobias Reed and Larry Galizo.

### *Kali Thorne Ladd*

Kali Thorne Ladd is continuing her position as a member on the ELC, which she stepped into in November 2016. Ms. Thorne Ladd is the co-founder and Executive Director of KairosPDX, an education transformation organization focused on equity and providing opportunity in policy and practice for historically under-served, particularly African-American, children in Oregon. Kali's career spans two decades and includes serving as Education Director for former Mayor Adams, Policy Advisor for State Superintendent Susan Castilo, and Program Manager for school-based programs across Portland. Kali is the immediate past chairperson of Portland Community College and a former Peace Corps Volunteer. Kali currently serves as a trustee to the James and Marion Miller Foundation and is most importantly mom to 7-year-old Jodan and 10-year-old Brynn Ladd.



# Early Learning Council Member Biographies

## *Pat Allen*

Pat Allen is the Director of Oregon Health Authority (OHA), which he has held since 2017. Mr. Allen has a background in public administration, formerly holding positions as the Director of the Department of Consumer and Business Services and Deputy Administrator of the Oregon Building Codes Division. From 1996-2002, Mr. Allen chaired the Clackamas County Commission in Children and Families. An Oregon native, he has built his career improving regulation and economies around the state.

## *Colt Gill*

Colt Gill is the Deputy Superintendent of Public Instruction and Director of the Oregon Department of Education. Mr. Gill has worked in the Oregon education system for over 30 years. Beginning his career as an elementary school teacher, he moved on to serve as both a principal and superintendent. As a K-12 educator, Mr. Gill has been engaged in early learning efforts for the last 20 years and served on the governing council to stand-up the Early Learning Alliance, Lane County's Early Learning Hub. In 2016, Mr. Gill was appointed as Oregon's first Education Innovation Officer by Governor Brown before moving into his current role leading ODE.

## *Margaret Salazar*

Margaret Salazar is the Executive Director of Oregon Housing and Community Services (OHCS), a position she has held since 2016. Ms. Salazar began her career in affordable housing over 20 years ago in San Francisco, where she worked on everything from directing grant programs to developing policy recommendations for the governor. She began working for the US Department of Housing and Urban Development, which took her from California, to Washington D.C., and finally to Oregon, where she was the Director of the HUD Oregon State Field Office until her current position.

## *Liesl Wendt*

Liesl Wendt is the Deputy Director of Department of Human Services (DHS), which she has held since 2018. Before coming to DHS, Ms. Wendt worked across government and nonprofit organizations providing human services at local and national levels. She began her career in Portland Mayor Tom Potter's office; led the Multnomah County Department of Human Services in improving quality of life and increasing economic opportunity for families; and directed 211 first locally and then nationally before coming back to work for her home state of Oregon.

## *Miriam Calderon, Early Learning System Director*

Miriam Calderon is the Early Learning System Director overseeing the Early Learning Division in Oregon. Before coming to Oregon, Miriam served as the Senior Director of Early Learning at the Bainum Family Foundation; as a political appointee in the Obama Administration, advising on early learning policy at the Domestic Policy Council at the White House and at the Department of Health and Human Services; and as the Director of Early Childhood Education at DC Public Schools. Ms. Calderon was also Associate Director of Education Policy at the National Council of La Raza, a Hispanic civil rights organization, where she focused specifically on early education policy for Hispanic and dual language learner children. She



# Early Learning Council Member Biographies

began her career in early childhood working as a mental health consultant in Head Start programs in Portland.



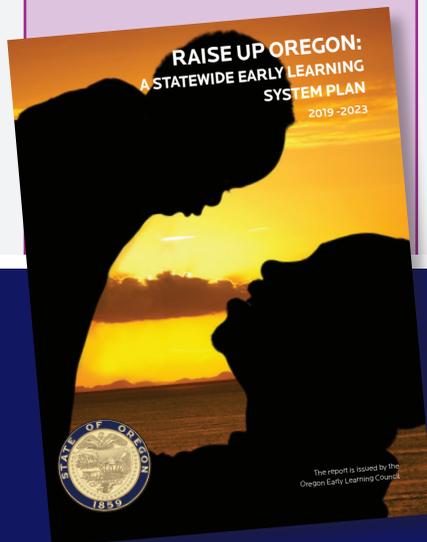


# RAISE UP OREGON: A STATEWIDE EARLY LEARNING SYSTEM PLAN 2019-2023

This report is issued by the Oregon Early Learning Council

## The science of child development underscores the importance of the first 2,000 days of childhood.

From birth to age three, a child's brain makes one million new neural connections every second, reaching 80% of its adult size by age three, and 90% by age five. The tremendous opportunity presented in these early years for rapid and healthy growth must be met by Oregon's use of the best available research and evidence to drive its early childhood system.



## Invest early to get the best return on public investment.

A recent review by RAND Corporation scientists of early childhood program evaluations showed that nearly 90% of programs had a positive effect on at least one child outcome, such as behavior and emotion, cognitive achievement, and adult outcomes. The review revealed that among programs with an economic evaluation, the typical return is \$2 to \$4 for every dollar invested, yet less than 10% of Oregon's combined federal and state investment in children's education occurs before age five.



## Racial, geographic, and economic disparities emerge early.

Income, race, and zip code are powerful predictors of whether children and their families experience the conditions that are optimal for young children's development. Nearly 50,000 young children in Oregon—or two in 10—live in deep poverty. More than one in five children in rural Oregon live in poverty, and children of color are disproportionately represented among young children in poverty. Breaking the link between these factors and life outcomes can only happen if we change the circumstances of families by changing the distribution of opportunities in those years.



## Communities, families, early care and education, K-12, health, housing, and human services all had a voice in creating *Raise Up Oregon*.

The Early Learning Council spent a year working with cross-agency partners—Department of Human Services, Oregon Department of Education, Oregon Health Authority, Oregon Housing and Community Services, as well as the state's Early Learning Division—and hearing from communities, partners, parents, and providers in the areas of early care and education, K-12, health, housing, and human services.



## What are the goals and values framing *Raise Up Oregon*?

The Council framed *Raise Up Oregon* based on its three core goals, the involvement of all sectors needed to drive positive change for Oregon's youngest children and families, and five core values: (1) Embed equity throughout; (2) Represent all sectors within the early learning system that support children prenatal through kindergarten entry and their families; (3) Provide comprehensive objectives and strategies that meet the needs of Oregon's young children and families; (4) Address the whole child, nested in family and nested in community; and (5) Focus on outcomes that support Oregon's young children and families.

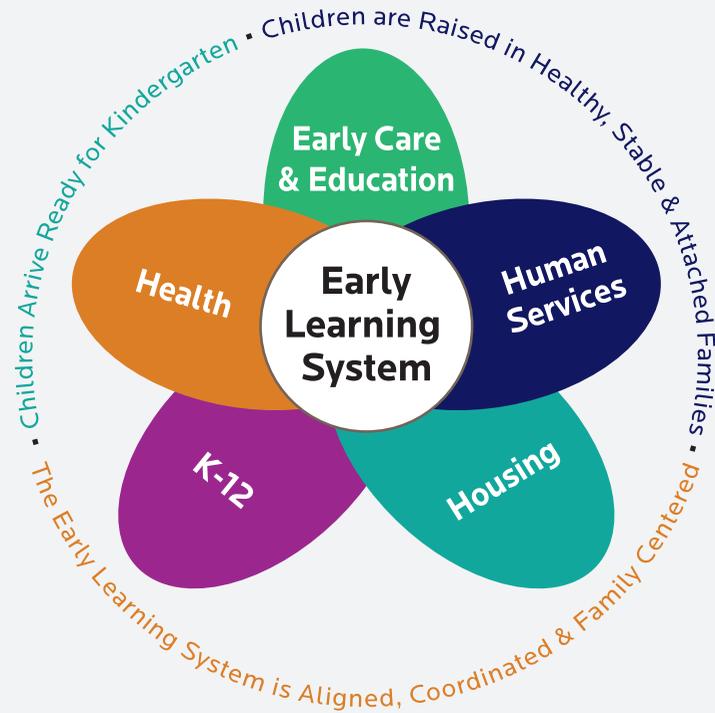


## Vision + Action = Results for Oregon's youngest children and families.

Zip code, race, and income should not predict the health, educational, and life outcomes of Oregon's children. The purpose of the five-year *Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023* is to share a vision of where we as a state intend to go and to identify actionable, concrete strategies for working together across traditional boundaries to get there. *Raise Up Oregon* represents our best thinking about how Oregon can most strategically and positively impact families throughout the state and generate results from 2019 through 2023.



Oregon is home to over 275,000 children, birth to kindergarten entry. Our state has an opportunity to change how it supports these children and their families and, in doing so, put itself on the path to an even brighter future. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime. *Raise Up Oregon: A Statewide Early Learning System Plan* is grounded in the science of child development, equity, and the firm understanding that it takes leaders from early care and education, K-12, health, housing, and human services—together with families, communities, and the public and private sectors—to work together during this critical period of children's lives. Join the Early Learning Council in moving this plan from vision to reality. Download the full report at [www.oregonearlylearning.com/raise-up-oregon](http://www.oregonearlylearning.com/raise-up-oregon).



## 1 SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

- 1 Families are supported and engaged as their child's first teachers.**
  - Provide parenting education and culturally responsive home visiting.
- 2 Families have access to high-quality affordable early care and education that meets their needs.**
  - Expand access to and supply of high-quality affordable infant-toddler and preschool care.
  - Strengthen child care assistance programs.
  - Build and improve state capacity and essential infrastructure for healthy and safe high-quality care.
- 3 The early care and education workforce is diverse, culturally responsive, high quality and well compensated.**
  - Improve professional learning opportunities, pathways to credentials and degrees, and compensation as professionals.
  - Ensure work environments guarantee professional supports.
- 4 Early childhood physical and social-emotional health promotion and prevention is increased.**
  - Ensure comprehensive, high-quality prenatal-to-age-five health care services, including oral health.
  - Increase culturally responsive social-emotional supports for young children and families.
  - Coordinate among sectors to promote health and safety for young children.
- 5 Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.**
  - Improve access, funding, and pathways to services from screening, including Early Intervention/Early Childhood Special Education.
  - Strengthen policies and supports to prevent expulsion and suspension.
- 6 Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.**
  - Establish shared professional culture and practice for K-3.
  - Improve the Oregon Kindergarten Assessment.

## 2 SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES

- 7 Parents and caregivers have equitable access to support for their physical and social-emotional health.**
  - Increase equitable access to reproductive, maternal, and prenatal health services.
  - Improve equitable access to multi-generational approaches to physical and social-emotional health.
- 8 All families with infants have opportunities for connection.**
  - Create a universal connection and provide paid family leave for families with newborns.
- 9 Families with young children who are experiencing adversity have access to coordinated and comprehensive services.**
  - Expand housing supports for families with young children and link high-quality early care and education, self-sufficiency, and housing assistance programs.
  - Provide preventive parenting support services to reduce participation in child welfare system.
  - Improve nutritional security of pregnant women and young children.

## 3 SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED

- 10 State-community connections and regional systems are strengthened.**
  - Family voice is included in system design and implementation to ensure family-friendly referrals.
  - Further develop the local Early Learning Hub system.
- 11 Investments are prioritized in support of equitable outcomes for children and families.**
  - Ensure resources reduce disparities in access and outcomes.
  - Align and expand funding opportunities for culturally specific organizations.
- 12 The alignment and capacity of the cross-sector early learning workforce is supported.**
  - Support consistent, high-quality practice among all professionals in the early learning workforce.
  - Improve cross-sector recruitment, retention, and compensation.
- 13 The business and philanthropic communities champion the early learning system.**
  - Introduce business leaders to the economic value of early care and education and the science of early childhood development.
- 14 The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**
  - Strengthen data-drive community planning and integrate early learning data into the Statewide Longitudinal Data System.
  - Develop and implement a population survey to track child and family well-being.
  - Create and use an early learning system dashboard for shared accountability.



**RAISE UP OREGON:**  
A STATEWIDE  
EARLY LEARNING  
SYSTEM PLAN  
2019-2023

OBJECTIVE 1: Families are supported and engaged as their child’s first teachers.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>1.1 Expand parenting education and family supports</b>	 ELD DHS ODE OHA	 ELD DHS ODE OHA
Expand availability and access to community-based parenting education by building on the philanthropic investment in the Oregon Parenting Education Collaborative (OPEC)	 <b>HB 5047:</b> allocates \$1M for 2020 – 2021 for parenting education	 4  3 <i>SSP</i>  2
Create an Equity Fund to support community-based, culturally specific organizations to extend their reach in providing culturally specific parenting and early learning supports in their communities	 <b>HB 3427:</b> creates statutory framework for Equity Fund & establishes rule-making authority for ELC  <b>HB 5047:</b> allocates \$10M for 2020 – 2021 for Equity Fund	 4  2
<b>1.2 Scale culturally responsive home visiting</b>	 OHA DHS ODE ELD	 OHA DHS ODE ELD
Expand access to Oregon’s current array of evidence-based and evidenced-informed targeted home visiting programs so that more families have access to these supports, prioritizing those families in historically underserved communities	 <b>HB 5047:</b> allocates \$2M for 2020 – 2021 for Healthy Families Oregon  <b>SB 526:</b> Universal Home Visiting	 4  3 <i>SSP</i>  4 <i>CW</i>  3  2
Expand access to professional learning opportunities and address compensation for home visitors in order to build a strong, culturally diverse workforce and increase retention		 3  2  2

**OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate), affordable early care and education that meets their needs.**

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>2.1 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families</b>	  ELD DHS	  ELD DHS
Create, scale, and sustain a statewide, high-quality infant and toddler child care program with a focus on children in historically underserved communities	 <b>HB 2024:</b> authorizing statute for Baby Promise  <b>HB 3247:</b> expands Early Head Start	 4  3 <i>SSP</i>
Create shared service networks within rural and urban communities to better scale infant and toddler care		 3
Increase state investment in Early Head Start by expanding Oregon Prekindergarten as a prenatal-to-five program	 <b>HB 2025:</b> establishes OPK as a prenatal-to-five program  <b>HB 5047:</b> allocates \$22.4M for 2020 – 2021 to expand EHS	 4
<b>2.2 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families</b>	   ELD ODE DHS	   ELD ODE DHS
Expand preschool programs (i.e., Oregon Prekindergarten, Preschool Promise, Early Childhood Special Education) to serve more children, especially those in historically underserved communities	 <b>HB 5047:</b> allocates \$20.8M for 2020 – 2021 to expand Preschool Promise and \$44.4M for OPK  <b>HB 5047:</b> allocates \$37.5M for 20-21 to fully fund EI/ECSE services; an estimated \$75M for future biennia	 4  4
Align policies across Oregon’s three state preschool programs (i.e., Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise) to facilitate blended funding models	 <b>HB 2025:</b> aligns some of the PP & OPK standards (e.g., salary requirements, duration)	 4
Expand use of child care assistance contracts for wraparound care for preschool programs so that they meet the needs of working families		 2

Support Early Learning Hubs to create coordinated preschool enrollment processes		● 4
<b>2.3 Strengthen child care assistance programs</b>	● ● ELD DHS <b>HB 2346:</b> creates a 17-member legislative taskforce to make recommendations on strengthening child care assistance programs	● ● ELD DHS
Unify policy-making and policies across all child care assistance programs (Employment Related Day Care (ERDC), Temporary Assistance for Needy Families (TANF) child care, and contracted child care assistance)		● 2 ● 4 SSP
Increase resources for child care assistance programs so that: 1) reimbursement rates meet the cost of delivering quality care across all types of care and ages, and 2) participating families pay no more than 7% of their income		● 3 ● 3 SSP
Ensure child care assistance policy results in continuity of care, particular for infants and toddlers		● 3 ● 4 SSP
Ensure child care assistance policy reflects the scheduling needs of families		● 3 ● 4 SSP
<b>2.4 Build the state's capacity to ensure children are healthy and safe in child care</b>	● ● ● ELD DHS OHA	● ● ● ELD DHS OHA
Improve child care licensing standards		● 4 ● 3 CW
Improve child care licensing implementation by strengthening technical assistance and monitoring	● <b>HB 2027:</b> provides OCC with additional investigatory and licensing tools	● 4 ● 3
Coordinate investigations into serious violations in child care at the state and local level		● 4 ● 4
Identify and address gaps in current licensing authority, including who is subject to licensing		● 4 ● 4 SSP
<b>2.5 Improve the essential infrastructure for high-quality early care and education</b>	● ● ● ● ELD OHCS DHS ODE	● ● ● ● ELD OHCS DHS ODE
Conduct statewide facilities needs assessment to identify communities with a dearth of ECE facilities and invest accordingly		● 4 ● 2

Identify how to open high-quality family child care and child care centers within affordable housing units and housing developments		<p>● 3</p> <p>● 4</p> <p>● 4 <i>SSP</i></p>
Create a regional plan for expanding access to and supply of high-quality infant, toddler, preschool early care and education, available at times that meet the needs of families, especially for infants, toddlers and preschoolers in historically underserved communities, under the leadership of Early Learning Hubs	<p>● <b>HB 2024</b> directs Early Learning Hubs to develop community plans for infant &amp; toddler care</p> <p>● <b>HB 2025</b> directs Early Learning Hubs to develop community plans for Preschool Expansion</p>	<p>● 4</p> <p>● 4 <i>SSP</i></p> <p>● 4</p>
Use the state's licensing and Spark programs to recruit and support providers, especially in rural communities and communities of color, to become licensed and implement foundational health, safety, and quality practices	<p>● <b>HB 5015:</b> budget note directs ELD to evaluate and report by February 2020 on the efficacy of merging Hub and R&amp;R system</p>	<p>● 3</p> <p>● 3</p>
Expand resources for Spark to support additional ECE providers, including family, friend and neighbor caregivers, in implementing best practices in ECE		<p>● 4</p>

OBJECTIVE 3: The early care and education workforce is diverse, culturally responsive, high quality and well compensated.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce</b>	   ELD OHA ODE	    ELD OHA ODE DHS
Implement a competency-based professional early learning system that is culturally and linguistically relevant for educators, educational leaders, professional development, and training personnel	 <b>HB 5047:</b> budget note requires ELD to submit a plan by February 2020 that identifies steps for building a ECE professional development system	 4  4
Tailor and scale supports for family, friend, and neighbor caregivers, especially for those participating in child care assistance programs		 4  3  4 <i>SSP</i>
Create competencies and professional learning opportunities that speak to the unique role of infant and toddler educators		 4  3
Ensure communities have data needed to design and evaluate the effectiveness of professional learning for the diversity of the workforce – including across different settings		 4  4
Increase the relevance and effectiveness of professional learning through job-embedded supports and the inclusion of culturally responsive pedagogy		 4  4
<b>3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce</b>	  ELD ODE	   ELD ODE DHS
Fully implement all steps in the career pathways	 <b>HB 5047</b> budget note requires ELD to submit a plan by February 2020 that identifies steps for building a ECE professional development system and how to use the \$12.5M Early Learning Fund dollars allocated for this purpose	 4
Partner with higher education institution to ensure degree programs reduce barriers to higher education and meet the needs of the current workforce, equitably addressing cultural, language, learning, and access needs		 4  4

Partner with higher education institutions to ensure degrees programs include curriculum that addresses the prenatal-to-5 continuum		 3  4  4 <i>SSP</i>
Build upon existing scholarship programs to support more educators in entering the field and existing educators in attaining AA and BA degrees in early childhood	 <b>HB 2025</b> provides statutory framework for scholarships for early learning professional pursuing degrees; <b>HB 5047</b> includes funds to support scholarships for this purpose	 4  4
Increase the number of educators entering the field by expanding the opportunities for early care and education preparation in high school that can be leveraged in higher education		 4
<b>3.3 Compensate and recognize early childhood educators as professionals</b>	  ELD ODE	  ELD ODE
Create educator compensation requirements that align with kindergarten education compensation across publicly funded ECE programs (i.e., Oregon Prekindergarten, Preschool Promise, contracted slots) and increase public investment to implement those requirements	 <b>HB 2025</b> aligns salary guidelines for OPK with those of Preschool Promise	 4  4
Create financial incentives for ERDC and TANF child care providers to support compensation that is aligned with kindergarten educators, and increase public investment to support implementation		
In collaboration with Early Learning Hubs and other partners, create understanding of the role and impact of early childhood educators among policy-makers and the public		 3  4
<b>3.4 Improve state policy to ensure early care and education work environments guarantee professional supports</b>	  ELD ODE	  ELD ODE
Incorporate professional supports (e.g., paid planning time, paid professional development time, compensation, wellness and health benefits) into program standards		 3
Collect and use data to improve professional supports (e.g., paid planning time, paid professional development time, compensation, wellness and health benefits)		 4  3

OBJECTIVE 4: Early childhood physical and social-emotional health promotion and prevention is increased.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive</b>	  OHA DHS	 OHA
Improve access to patient-centered primary care homes for all young children		 4
Strengthen the early childhood focus of Coordinated Care Organizations (CCOs) by adding Early Learning Hub representation on CCOs' governing boards or using other tools to improve relationships and coordination		 4
Increase the integration of physical, behavioral, and oral health for young children		 4
Incentivize high-quality, evidence-based pediatric care, including rural communities		 4
<b>4.2 Increase capacity to provide culturally responsive social-emotional supports to young children and their families</b>	    ODE OHA DHS ELD	    ODE OHA DHS ELD
Increase access to culturally responsive mental health services by ensuring there are diverse providers with expertise in children birth through age 5	  <b>HB 2032</b> Mental health navigators for TANF families (through OHA)	 4  2 SSP  2
Train home visitors, mental health professionals, and early care and education providers in relationship-based infant mental health and equity approaches		 3  3  2
Focus on children whose families are affected by substance abuse and family separation, including by ensuring access to community health workers		 4 SSP
<b>4.3 Increase and improve access equitable access to early childhood oral health</b>	 OHA	 OHA
Increase access to and address disparities in prevention and treatment dental services for young children		 2
Advance provider trainings such as First Tooth and Maternity Teeth for Two		 2
Continue integration of oral health services in early care and education settings		 4

4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children	 OHA OHCS ELD DHS	 OHA OHCS ELD DHS
Provide health consultation across ECE settings		 2
Collaborate to support families and ECE providers in implementing safe sleep practices		 4  4  4 CW
Identify areas of shared accountability across housing, health and ECE, and expand joint activities that promote environmental health, injury prevention and safety, physical activity and healthy foods		 4  2  3

OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>5.1 Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education Services</b>	 DHS ODE OHA ELD	 DHS ODE OHA ELD
Increase funding so that Early Intervention/Early Childhood Special Education services are at an adequate level to support the positive development of children with special needs	 <b>HB 5047</b> : allocates \$37.5M for 20-21 to fully fund EI/ECSE services at adequate service level. An estimated \$75M for future biennia.	 4
Review the criteria used to determine whether a child is eligible for Early Intervention/Early Childhood Special Education services and make and implement recommendations regarding the appropriate eligibility thresholds to ensure that all children needing these services are able to access them		 4  2
Provide the array of services available to infants, toddlers, and families that need additional supports		 3 <i>SSP</i>  4  3
Enable integration of Early Intervention and Early Childhood Special Education with other funding streams so that children are served in inclusive settings		 4  4
<b>5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families</b>	 OHA ODE ELD DHS	 OHA ODE ELD DHS
Improving screening		 3  2
Scale successful approaches to build community-based referral systems from screening to services that meet the diverse needs of young children and families		 4  3  3  2 <i>SSP</i>

5.3 Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs	   ODE OHA ELD	   ODE OHA ELD
Align policies across ECE programs and K-12 regarding suspension and expulsion		 4  3
Improve data systems to track suspension and expulsion across the birth-to-five early learning system and early grades, disaggregated by race and other critical indicators		 4  3
Provide culturally responsive mental health consultation to ECE providers		 3  2
Increase access to anti-bias early childhood education training for ECE providers		 4  3

**OBJECTIVE 6: Children and families experience supportive transitions and continuity of services  
across early care and education and K-12 settings.**

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>6.1 Establish shared professional culture and practice between early care and education and K-3 that supports all domains, including social-emotional learning</b>	  ODE ELD	  ODE ELD
Support Professional Learning Teams consisting of both early learning and kindergarten to grade 3 (K-3) educators, including elementary school principals and ECE directors		 4  4
Support school districts in aligning attendance, curriculum, instructional, and assessment practices across the prenatal-to-third grade continuum with a focus on high-quality (culturally responsive, inclusive, developmentally appropriate)		 4  3
Scale and expand the work of Early Learning Hubs and local communities through KPI and local funding sources, to support social-emotional learning across the P-3 continuum		 3  3
<b>6.2 Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders</b>	  ODE ELD	  ODE ELD
Enhance the Kindergarten Assessment (KA) process for children whose home language is not English and who are emerging bilingual children, focusing first on children whose home language is Spanish		 4  4
Provide sufficient support to school districts to ensure that the assessment is administered properly and in ways that are developmentally appropriate		 4  3
Improve the communications and data analysis/interpretation tools for the KA so policymakers, Early Learning Hubs, providers of early learning services, school districts, and elementary schools have access to timely, accessible, and actionable data that supports regional and local decision-making		 4  4
Develop a Kindergarten Entry Family Survey that enables families to provide information about their children’s experiences and provides a more holistic picture of children’s development		 3

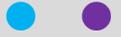
OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social emotional health.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>7.1 Increase equitable access to reproductive, maternal, and prenatal health services</b>	● OHA	● ● OHA DHS
Increase access to traditional health workers (e.g., doulas) and home visiting services		● 4
Address the needs of women impacted by substance use disorder (SUD), such as through integrated prenatal care and SUD treatment, as well as those of infants affected by neonatal abstinence syndrome	● <b>HB 2257:</b> Funds \$2.5M for addiction and recovery services for pregnant people suffering from Substance Use Disorder through the Project Nurture program.	● 3 ● 4 <i>SSP</i>
<b>7.2 Improve access to culturally and linguistically responsive, multi-generational approaches to physical and social-emotional health</b>	● ● OHA DHS	● ● OHA DHS
Reduce the financial burden of health care cost to families		
Expand accessible and culturally responsive systems that support family unity while addressing parent co-occurring health, mental health, addiction, and/or parenting strategies		● 4 <i>CW</i>
Improve access to health care for families, who are pregnant or have young children		● 3
Ensure a continuum of services for children and their caregivers when families are affected by mental health conditions and substance use disorders (SUD)		● 4 <i>CW</i>
Handle the cross-generational transmission of trauma by identifying and addressing adverse childhood experiences		
Increase partnership between Coordinated Care Organizations (CCOs) and community health workers to enable access		● 4

OBJECTIVE 8: All families with infants have opportunities for connection.

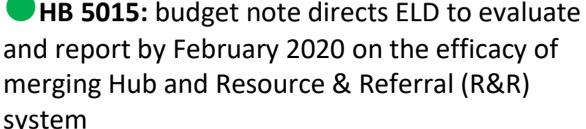
STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>8.1 Create a universal connection point for families with newborns</b>	  OHA ELD	  OHA ELD
Build, in partnership with local communities, Early Learning Hubs, Coordinated Care Organizations, and public health agencies, a system to deliver home visits for all families with newborn children that provides parenting information and helps families with deeper needs to connect to additional services	 <b>SB 526:</b> establishes and funds a universal home visiting program to support new parents	 4  3
<b>8.2 Provide paid family leave</b> 		
Provide paid family leave to all families with a newborn or newly adopted child to support the development of bonding and attachment during this critical window	<b>HB 2005:</b> Creates a paid family leave program to ensure workers can take time away from work for family and medical leave	

OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>9.1 Expand and focus access to housing assistance and supports for families with young children</b>	 OHCS DHS ELD	 OHCS DHS ELD
Expand and focus housing subsidy for families with young children, starting with families with children prenatal to 12 months of age who are experiencing unsheltered homelessness	 <b>HB 2032:</b> TANF Housing Pilot which will provide housing stabilization services to families receiving TANF (collaboration between OHCS & DHS-SSP)	 2  4 SSP
Expand the supply of affordable housing and rental assistance for families with children by exploring new programs and working with providers to establish priorities for assisting families with young children		 4  2
Strengthen relationships between Early Learning Hubs, Community Action Agencies, Department of Human Services (DHS) field offices and local housing authorities to focus on families with infants and toddlers		 4  3
<b>9.2 Provide preventive parenting support services to reduce participation in the child welfare system</b>	 DHS OHA OHCS ELD	 DHS OHA OHCS ELD
Increase access to evidence-based early learning programs (e.g., Relief Nurseries, parenting education, home visiting programs) proven to reduce abuse and neglect for families at imminent risk of entering into the child welfare system	 <b>HB 5047:</b> allocates \$2.8M for 2020 – 2021 for Relief Nurseries, \$1M for parenting education and \$2m for HFO  <b>SB 171:</b> sets the date for implementing the Family First Prevention Services Act (FFPSA) on 7/1/20.	 4 CW  3  4
Expand access to family coaches for local parenting support organizations including community-based, culturally responsive organizations		
Collaboratively develop community-based early child abused and maltreatment prevention plans		 4 CW  3
<b>9.3 Improve the nutritional security of pregnant woman and young children, particularly infants and toddlers</b>	 OHA DHS	 OHA DHS
Promote breastfeeding		 4  2 SSP

<p>Improve connections between the Special Supplemental Nutrition Program for Woman, Infants and Children (WIC) and primary care medical homes and other community services</p>		<p>● 4</p>
<p><b>9.4 Link high-quality early care and education, self-sufficiency, and housing assistance programs</b></p>	<p>● ● ● DHS OHCS ELD</p>	<p>● ● ● DHS OHCS ELD</p>
<p>Implement strategies such as waitlist prioritization and incentives</p>		<p>● 3 ● 2 SSP</p>
<p>Develop innovative child care networks, connected to affordable housing complexes, to deliver high-quality early care and education</p>		<p>● 4 ● 2</p>

OBJECTIVE 10: State-community connections and regional systems are strengthened.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>10.1 Ensure family voice in system design and implementation</b>		
Increase authentic input of family voice in the design and implementation of state policy and programming that welcomes all families		
Establish a mechanism, in collaboration with Early Learning Hubs, for authentic leadership in parent voice to inform Early Learning Council systems-building work		
Work with Early Learning Hubs and their partners in developing local capacity to facilitate culturally responsive family engagement activities across their communities, prioritizing communities that have not yet been engaged		
<b>10.2 Ensure family-friendly referrals</b>		
Develop centralized systems locally to coordinate eligibility and enrollment of services across sectors, starting with early care and education (ECE)		
Develop shared principles for building a community-level, family-friendly, respectful, and easy-to-navigate referral system so that families can easily access services and supports		
<b>10.3 Further develop the local Early Learning Hub system</b>		
Incentivize active participation across sectors on the Early Learning Hub Governance Boards to ensure investment in shared goals, policy, and programming as well as coordinated implementation across a region		
Strengthen the Early Learning Hub role in informing community needs assessments that meet the requirements of each sector, supporting coordinated and aligned community planning and shared problem solving		

Create ongoing feedback loops between the state sectors and communities to improve communication, policy implementation, and collaboration, and address barriers in order to make progress toward the three systems goals

● 4

● 4

OBJECTIVE 11: Investments are prioritized in support of equitable outcomes for children and families.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>11.1 Ensure resources are used to reduce disparities in access and outcomes</b>	 DHS ELD OHCS ODE OHA	 DHS ELD OHCS ODE OHA
Collect, analyze, and consolidate data, across agencies and communities, on disparities in access and outcomes related to the goals of this plan		
Share the results and recommendations for further improvement, including cross-sector funding opportunities		
<b>11.2 Align and expand funding opportunities for culturally specific organizations</b>	 DHS ELD OHCS ODE OHA	 DHS ELD OHCS ODE OHA
Develop a coordinated state approach to increasing the capacity of culturally specific organizations to seed and scale promising culturally responsive practices and programs in early childhood		
Expand funding of culturally specific organizations to implement early childhood programming and build partnerships with other programs	 <b>HB 3427</b> creates statutory framework for Equity Fund; <b>HB 5047</b> allocates \$10M for 2020 – 2021 for Equity Fund.	

OBJECTIVE 12: The alignment and capacity of the cross-sector early learning workforce is supported.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>12.1 Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce</b>	 ELD OHCS ODE OHA	 ELD OHCS ODE OHA
Analyze existing core knowledge and competency frameworks or standards across disciplines for the family- and child-serving workforce to identify commonalities and gaps across sectors		 
Create and implement opportunities for shared professional learning across sectors in established areas of need (e.g., trauma-informed practices and family-centered referral pathways)		 
Collaborate with the Higher Education Coordinating Commission and professional learning partners to incorporate identified areas of shared knowledge into curriculum		 
<b>12.2 Improve cross-sector recruitment, retention, and compensation</b>	 DHS ELD OHCS ODE OHA	 DHS ELD OHCS ODE OHA
Through the Children’s Cabinet, require state agencies to report on the diversity of race/ethnicity, language, compensation, and working conditions of front-line staff within each sector		
Analyze data across the early learning workforce to determine common strengths and shared challenges regarding diversity, compensation, turnover, qualifications, and professional learning pathways in each sector		 
Use data analysis to create and implement a plan based on common strengths and shared challenges		 

OBJECTIVE 13: The business and philanthropic communities champion the early learning system.

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>13.1 Educate business leaders on the economic value of early care and education to the Oregon economy</b>	 ELD OHCS ODE OHA DHS	 ELD OHCS ODE OHA DHS
Engage business leaders in addressing the lack of ECE programs necessary to support Oregon’s workforce, including the availability of high-quality, affordable child care		 3
Demonstrate the value of early educators to leading businesses and business associations		 3  3
Share information on the return on investment of ECE in contributing to Oregon’s economy		 3  3
<b>13.2 Introduce business leaders to the science of early childhood development and the impact of public investment</b>	 ELD OHCS ODE OHA DHS	 ELD OHCS ODE OHA DHS
Share information on early childhood brain development and the impact of adverse childhood experiences		 3  3
Include business leaders as members of the Early Learning Council	 Part of HB 2262 implementation and reconfiguration of ELC	 4

**OBJECTIVE 14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**

STRATEGY	2019 LEGISLATIVE SESSION	Priority Level for Next 18 Months
<b>14.1 Strengthen data-drive community planning</b>		
Increase access to state and local data, and resources, to improve Hub capacity to use data in its planning to ensure the highest needs are met and that the greatest impact for children and families is achieved		
Address data sharing and data governance barriers while protecting family privacy, that limit community access to data needed for decision-making		
Incorporate specific data on children of color and children from historically underserved communities		
Bring state and community leaders together to better understand data in order to track the well-being of children and families in communities, guide a process of quality improvement, and facilitate collaboration across sectors and partners		
<b>14.2 Integrate early learning data into the Statewide Longitudinal Data System</b>		
Build state and program capacity to collect, monitor, and analyze data from early care and education programs in order to support quality improvements in the delivery of early care and education services and programs for children prenatal to kindergarten entry and their families		
Use integrated data from the Statewide Longitudinal Data System to determine impacts of early childhood investment and identify the most effective strategies for supporting positive outcomes for children and their families		

Incorporate specific data on children of color and children from families in historically underserved communities		 2  3 <i>SSP</i>  4
<b>14.3 Develop and implement a population survey to track the well-being of children and families across Oregon</b>	     DHS ELD OHCS ODE OHA	     DHS ELD OHCS ODE OHA
State agencies collaborate to finance, develop, and implement a population survey of Oregon families with young children that provides holistic information on their well-being		 2  3 <i>SSP</i>
Ensure that the survey is developed and implemented so as to provide accurate and holistic information on the well-being of families from historically underserved populations		 2  2 <i>SSP</i>
<b>14.4 Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families</b>	     DHS ELD OHCS ODE OHA	     DHS ELD OHCS ODE OHA
Create and regularly monitor an early learning system dashboard that fosters collective impact and shared cross-sector, cross-agency accountability for population-level outcomes for children and their families		 4  2 <i>SSP</i>
Incorporate specific data on children of color and children from historically underserved populations		 4  2 <i>SSP</i>





# EARLY LEARNING IN THE STUDENT SUCCESS ACT

## A STUDENT'S SUCCESS BEGINS EARLY

Children are born learning. Learning does not begin in kindergarten or even the first day of preschool. It starts at birth. Quality early learning sets children up for success.

The Student Success Act creates a new **Early Learning Account** to fund investments focused on children under the age of five and their families. Funding will support the expansion of existing programs, the creation of new programs and support for communities to deliver early learning. Partnerships with local community-driven organizations, such as Early Learning Hubs and Child Care Resource and Referral Entities, will be critical to the success of this work and engaging families and providers across Oregon. New and expanded programs will help narrow gaps for low-income families to access early care and education programs.

## THE EARLY LEARNING ACCOUNT

**\$200 million** per year (or at least 20% of the overall SSA investment of \$1 billion) will serve 15,000 children birth to five years old in the following ways:

### INFANTS AND TODDLERS

High-quality slots for more than 1,000 infants and toddlers through Early Head Start.

### PRESCHOOLERS

Improved and enhanced high-quality slots to serve more children.

Funding to ensure all children in Early Childhood Special Education receive the services they need to address developmental delays and disabilities.

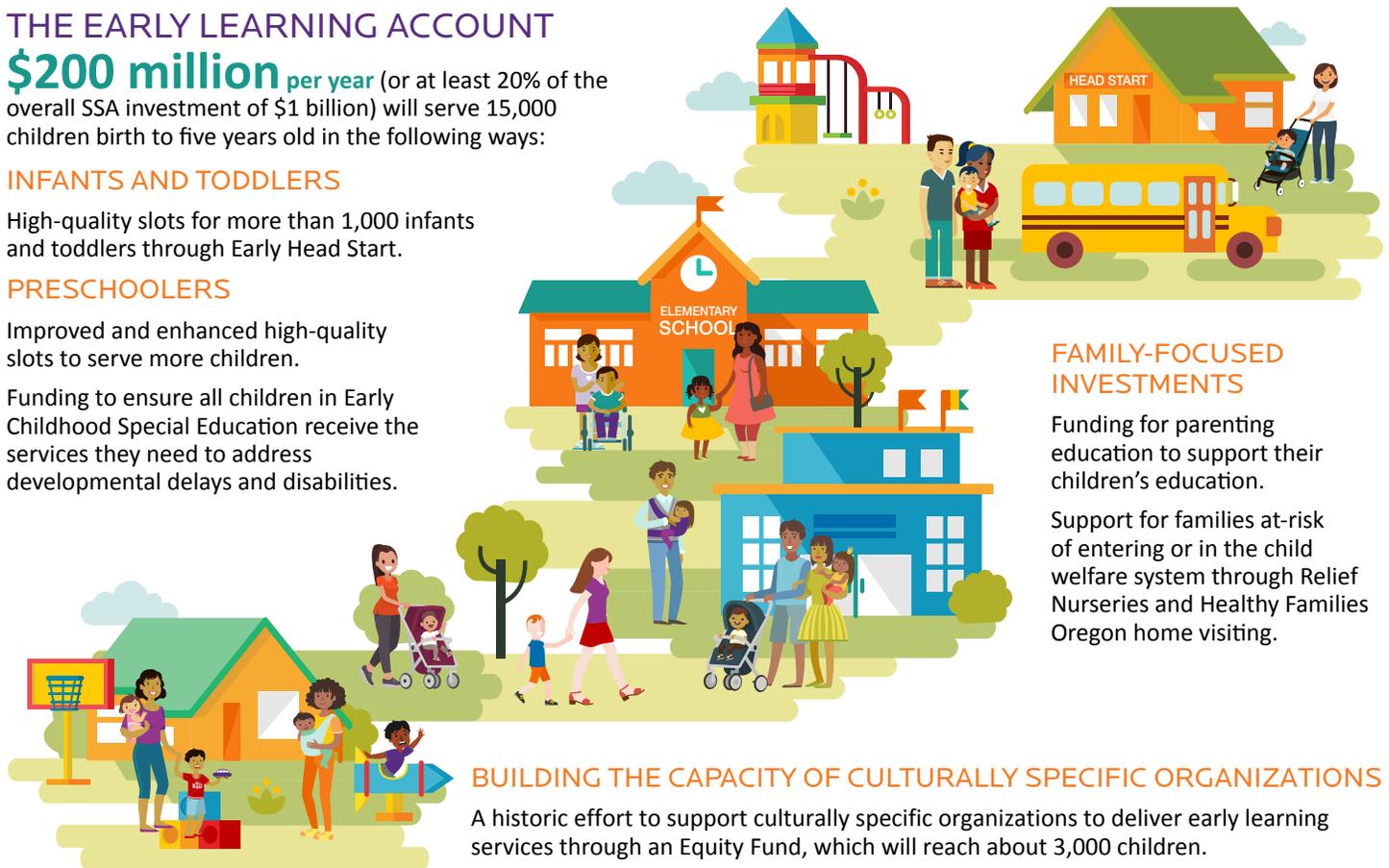
### FAMILY-FOCUSED INVESTMENTS

Funding for parenting education to support their children's education.

Support for families at-risk of entering or in the child welfare system through Relief Nurseries and Healthy Families Oregon home visiting.

### BUILDING THE CAPACITY OF CULTURALLY SPECIFIC ORGANIZATIONS

A historic effort to support culturally specific organizations to deliver early learning services through an Equity Fund, which will reach about 3,000 children.



## EQUITY

Too many children have not had the opportunity to reach their full potential because of the limited supply of early childhood education and gaps between which families can and cannot afford access to programs. For this reason, the investments in the early learning account target services for young children in low-income families. Through the act, more than 15,000 children will be reached through expanded or enhanced programs.

\*current and anticipated

## 3 AND 4 YEAR OLDS SERVED IN PRESCHOOLS

**16,000**

3 and 4 year olds in low-income families served in high-quality preschool\*

**27,000**

3 and 4 year olds in low-income families unserved in high-quality preschool



## HOW WILL THE EARLY LEARNING ACCOUNT SUPPORT EARLY CHILDHOOD EDUCATORS?

The legislation earmarks **\$12.5 million** for professional learning to support **early childhood educators** with training, technical assistance, coaching and other key supports. In addition, the account will support coaching in Early Head Start, Preschool Promise and Oregon Pre-kindergarten.

## WHAT OTHER FUNDS ARE IN THE ACCOUNT TO SUPPORT COMMUNITIES?

**Additional funding** will help support minor improvements for facilities to meet **program standards**. Funding will also go to Early Learning Hubs for Early Care and Education Plans and coordination of enrollment between preschool programs.

# Early Learning in The Student Success Act Timeline



NOW – EARLY 2021

## Community-Led Planning

In partnership with local organizations, Early Learning Hubs will lead the process to develop plans to target services within their communities and create a vision to serve all children in their region.



MARCH - JULY 2020

## Funding Decisions

The Early Learning Division will lead processes to allocate funding from the Early Learning Account to communities for Early Head Start, Oregon Pre-kindergarten, Preschool Promise, Healthy Families Oregon and the Equity Fund.

The Oregon Department of Education will allocate additional funding for Early Intervention and Early Childhood Special Education.

The Early Learning Division will expand supports for birth to 5 educators.



AUGUST – SEPTEMBER 2020

## Services Begin for Children & Families

More than 15,000 children and families will begin receiving services through the Equity Fund, Preschool Promise, Early Head Start, Parenting Education, Healthy Families Oregon, Relief Nurseries and new or enhanced Oregon Pre-kindergarten slots.

These funds are designed to ensure that all children in Early Intervention and Early Childhood Special Education programs will have access to services.



For more information on **early learning investments** in the Student Success Act, go to <https://oregonearlylearning.com/student-success-act>.

## #StudentSuccessAct





A LEARNING BRIEF

# Building the Case for Culturally Specific P-3 Strategies in Oregon

## Listening to Voices From the Field

PREPARED BY CALLIE H. LAMBARTH, AMANDA CROSS-HEMMER, LORELEI MITCHELL, BETH L. GREEN AND KATE NORMAND



WINTER 2019





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The Center for Improvement of Child & Family Services at Portland State University integrates research, education and training to advance the delivery of services to children and families. The CCF research team engages in equity-driven research, evaluation and consultation to promote social justice for children, youth, families and communities. Individuals from the following organizations participated in interviews for this brief and provided feedback on the outline, interview questions and draft brief:

ORGANIZATION	OUTLINE REVIEW	INTERVIEWS	DRAFT REVIEW
Adelante Mujeres	✓	✓	✓
Black Parent Initiative	●	✓	✓
Coalition of Communities of Color	●	●	✓
Confederated Tribes of Warm Springs	●	✓	✓
Immigrant & Refugee Community Organization	✓	✓	●
KairosPDX	✓	✓	✓
Latino Network	✓	✓	✓
Native American Youth & Family Center	●	✓	●
Oregon Child Development Coalition	✓	✓	✓
Oregon Community Foundation	✓	●	✓
Oregon Community Health Workers Association	●	✓	✓
Salem/Keizer Coalition for Equality	✓	✓	●

Special thanks to our reviewers and interviewees: Patricia Alvarado, Jenny Bremner, Abby Bush, Donalda Dodson, Anita Hisatake, Sadie Feibel Holmes, Kali Ladd, Jenny Lee, Amanda Manjarrez, Mary Louise McClintock, Nicole Meyer, Annalivia Palazzo-Angulo, Kimberly Porter, Alise Sanchez, Tawna Sanchez, Lyn Tan and Sonia Worcel.

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# Executive Summary

Oregon's early learning and K-12 systems require transformative changes to address racial disparities in school readiness and success. Prenatal-through-Grade-3 (P-3) initiatives are an innovative way to align, strengthen and expand supports for this goal.

Culturally specific organizations (CSOs) are uniquely poised and expertly prepared to meet the needs of communities of color while helping Oregon achieve its goals for reducing disparities in kindergarten readiness and other educational outcomes.

The proposed Early Childhood Equity Fund, which is included in the governor's recommended 2019 budget, would move Oregon closer to eliminating the opportunity gap in kindergarten readiness and school success by investing in culturally specific early learning and family support programs and allocating more resources to CSOs that are implementing school readiness strategies.

## CSOs & P-3 PROGRAMMING

CSOs provide a wide range of supports across Oregon's P-3 system:

- Parenting education and supports for caregivers with children of all ages.
- Prenatal and perinatal supports, including doulas and healthy pregnancy classes.
- Infant-toddler supports (0-3 years), including home visits, parent-child groups, and breastfeeding and nutrition supports.
- Preschool and early learning supports (4-5 years), including preschool, Head Start, play groups, school readiness and transition programs.
- K-3 supports (6-8 years), including classroom instruction, youth leadership development, and after-school and out-of-school programs.

- Additional family supports, including adult education, employment assistance, housing assistance and transportation assistance, as well as facilitated referrals to other systems and supports (e.g., health and mental health providers).
- Other community-building efforts, including civic engagement training, promoting advocacy and leadership, supporting communities of practice, convening learning communities and providing professional development pathways to employment.
- Community outreach and awareness-raising activities to connect with other early learning, K-12 and family support organizations.

## CSO CHARACTERISTICS

Effective CSOs have the following characteristics:

- The community being served recognizes the organization as culturally specific.
- Mission and outcomes align with expressed community needs.
- Services reflect the values, beliefs, practices and worldview of the community served.
- Meaningful community engagement occurs at all levels of the organization.
- Recognition of the impact of systemic racism is embedded throughout the organization's strategies and programming.
- Interventions are designed or adapted by and for members of the community.
- Services and materials are provided in the first language of the community served.

- People in leadership positions (e.g., directors, managers and board members) belong to the community served.
- Programming sustains shared history, identity, language and pride.
- The culture, language, identity and lived experience of community members and staff are honored as assets.
- Staff and leadership see themselves and their organization as accountable to the communities they serve.

#### BENEFITS OF INVESTING IN CSOs IN THE P-3 SYSTEM

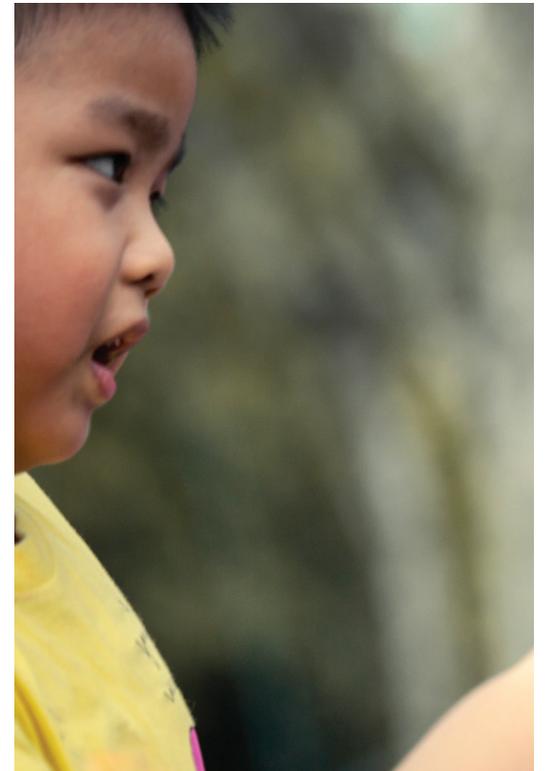
- **Increased engagement and improved outcomes for children of color.** Examples include improved kindergarten readiness, increased school attendance and decreased exclusionary disciplinary practices.
- **Increased family engagement and community involvement.** With the support of CSOs, parents build confidence to support their child's learning at home and are prepared for discussions with service providers, teachers, school boards and elected representatives.
- **Improved ability to address opportunity gaps in access to culturally relevant supports.** Communities of color should have equitable access to educational and service options that reflect their culture and language, such as those provided by CSOs.
- **More inclusive decision-making.** By shifting resources and sharing power so that CSOs are more frequently and authentically involved in decision-making alongside mainstream institutions, Oregon's P-3 system can become more effective, equitable and culturally responsive.
- **Increased capacity to communicate impact and establish culturally specific evidence-based practices.** Research in partnership with CSOs could help both to address the gap in the evidence base for culturally specific P-3 supports and to document program outcomes.

#### RECOMMENDATIONS

- **Allocate adequate public funds to support CSOs engaging in P-3 work.** The state can learn from entities already allocating funds using a racial equity framework to increase public funding of CSOs that provide robust programming within the P-3 system.
- **Scale up culturally specific P-3 programming.** CSOs that are positioned to expand and support culturally specific work across the state can help address unmet needs by providing equity-driven and culturally specific services.
- **Build the evidence base for CSOs and P-3 programming.** Additional resources should be allocated to design and carry out culturally

**“The Equity Fund is a step toward expanding access statewide and transforming Oregon’s system to make it more inclusive and equitable.”**

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responsive evaluation of CSO services. Funders should also expand the definition of “evidence” to include smaller-scale and qualitative evaluations that describe the culturally relevant components and impacts of CSOs. To ensure that the process of building evidence is culturally responsive, CSOs should be involved in designing and implementing these evaluations and in defining the evidence and outcomes of success.

- **Deepen mainstream organizations’ understanding of systemic racism.** Mainstream educational and service organizations must continue working toward cultural responsiveness, using a racial equity analysis framework to identify the root causes of inequities and disparities so they can move beyond superficial understandings and responses.

### SUMMARY

Through the Equity Fund, Oregon’s policymakers and education leaders have a pivotal opportunity to address early learning and education inequities by investing in the vital work of culturally specific organizations within the P-3 system of supports.

Families of color across Oregon deserve access to culturally specific early learning and K-12 experiences that can ensure their children have the opportunity to thrive.

**Families of color across Oregon deserve access to culturally specific early learning and K-12 experiences that can ensure their children have the opportunity to thrive.**



# Introduction

Since 2010, Oregon’s early learning and K-12 systems have been engaged in aligning, strengthening and expanding supports for school readiness and success. These efforts, known as Prenatal-through-Grade-3 (P-3) initiatives, acknowledge the need for early learning providers, K-12 teachers and families to work together to improve long-term educational outcomes, especially for children facing the steepest barriers to opportunity.

Despite recent and renewed attention to closing opportunity gaps in educational success between White children and children of color, P-3 strategies to advance equity often fail to address system-level factors. Instead, they focus on interventions that support families, teachers and leaders, without identifying or addressing the root causes of inequities that impact school readiness and success, such as unequal access to health services, economic opportunity or community safety and well-being. Likewise, efforts by White-dominant organizations to become more trauma-informed and culturally responsive are slow to take root and have had limited success.

By contrast, culturally specific organizations (CSOs) exist both as a response to systems that create barriers and that routinely fail children and families of color, and as a space to refocus on cultural and community assets. In Oregon, these organizations have worked for decades—often in collaboration—to align, strengthen and expand

lifelong family supports. They provide these supports in response to policies and institutions that do not adequately address their needs or that cause more harm (e.g., through disproportionate disciplinary practices in early learning and K-12 systems). CSOs are a testament to the resilience of communities of color in the face of inequities; they strengthen and support communities of color to resist marginalization and re-center their voice, identity, needs and strengths within early learning, education and other institutions.

Bringing community-specific insights, specialized skills, welcoming and validating environments, and a deep commitment to their work, CSOs are well positioned to support children and families of color in the P-3 system.

Today, policymakers, funders and education leaders have an opportunity to invest in and scale up culturally specific programming and organizations that expertly address multiple dimensions of unmet need for marginalized children and families.

CSOs are vital to ensuring that Oregon’s P-3 system includes a wider range of culturally relevant practices and models that prepare children and families for kindergarten. With adequate funding, CSOs can continue strengthening the early learning and K-12 systems, closing educational opportunity gaps for children of color and defining an expanded range of essential elements for school readiness and success.



**The governor’s 2019 education policy agenda states that “we need to focus our improvement efforts to prioritize the kids who face the most barriers.”<sup>1</sup>**

**The governor’s recommended 2019 budget seeks to expand “culturally responsive school readiness strategies through the Equity Fund.”<sup>2</sup>**



This is the third in a series of three learning briefs focused on understanding key lessons learned from Oregon P-3 initiatives funded since 2010.

In describing the unique strengths CSOs bring to P-3 systems and strategies, this brief builds on concepts introduced in the previous briefs, which focused on family engagement and laying the collaborative foundations for P-3 work.<sup>3</sup>

The purpose is both to highlight the work of CSOs within the P-3 system and to emphasize the benefits of increasing funding for CSOs as a recognition of their essential work to help Oregon eliminate disparities for all children in the early learning, family support and K-12 education contexts.

Along with current literature and data, this brief gathers insights shared by 10 key stakeholders and leaders within CSOs across the state. These stakeholders were interviewed in late 2018 by members of the P-3 evaluation team from the Center for Improvement of Child & Family Services (CCF) at Portland State University (PSU).

The 10 organizations represented in these interviews provide a wide range of services, supports and programs in the P-3 system. These include culturally specific programs and materials as well as supports accepted as evidence-based by mainstream systems, such as:

- Parenting education and supports for caregivers with children of all ages.
- Prenatal and perinatal supports, including doulas and healthy pregnancy classes.

- Infant-toddler supports (0-3 years), including home visits, parent-child groups, and breastfeeding and nutrition supports.
- Preschool and early learning supports (4-5 years), including preschool, Head Start, play groups, kindergarten readiness and transition programs.
- K-3 supports (6-8 years), including classroom instruction, youth leadership development, and after-school and out-of-school programs.
- Additional family supports, including adult education, employment assistance, housing assistance and transportation assistance, as well as facilitated referrals to other systems and supports (e.g., health and mental health providers).
- Other community-building efforts, including civic engagement training, promoting advocacy and leadership, supporting communities of practice, convening learning communities and providing professional development pathways to employment.
- Community outreach and awareness-raising activities to connect with other early learning, K-12 and family support organizations.

As noted above, alongside findings from these interviews, we present relevant literature that speaks to the issues raised by stakeholders. First, however, we summarize key data on current educational inequities in Oregon, system-level policies and practices that contribute to them, and recent policies aimed at addressing these inequities.

# Oregon's Students of Color

We provide a brief overview of practices and policies identified through community-engaged research led by the Coalition of Communities of Color (CCC), which focused on understanding the experiences of children, youth and families of color in two Oregon counties.<sup>4</sup> While this brief will not go into the same level of detail, we encourage readers to review and learn from CCC's research, which has identified practices and policies that target, silence, misrepresent or mistreat communities of color and that create or maintain opportunity gaps in the P-3 system. These include:

- **Misrepresentation and erasure of the history, experiences and contributions of communities of color in the early learning and K-12 systems.** In response to decades of such misrepresentation and omission in education curricula, work led by cross-cultural coalitions and champions resulted in the passage of Senate Bill 13 in 2017, which “calls upon the Oregon Department of Education to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socio-economic experiences, and current events.”<sup>5</sup> House Bill 2845 was also passed in 2017 to establish a statewide ethnic studies standard for K-12.<sup>6</sup>
- **Predominately White K-12 teaching staff and leadership.** In 2016, fewer than 1 in 10 Oregon public school teachers were individuals of color, while more than one-third of public school students were individuals of color.<sup>7</sup> Starting in 2018, Meyer Memorial Trust funded Project LEAD (Leadership for Equity and Diversity) to increase the number of school leaders of color.<sup>8</sup>
- **Disproportionate disciplinary practices applied to children of color, starting in preschool.** This can have lasting negative impacts on well-being, ability to learn and ability to avoid contact with the juvenile justice system.<sup>9</sup> A study of six Oregon school districts with data from 2011–2012 mirrors national findings: The percentage of students receiving exclusionary discipline was 2.6 to 3.5 times higher for Black students than for White students in the same grade spans, 1.4 to 2.4 times higher for Native American students than for White students, and 1.3 to 2.0 times higher for Latino students than for White students.<sup>10</sup> In 2015, House Bill 2016 was passed “to develop and implement a statewide education plan for early childhood through postsecondary education students who are Black or African-American,” acknowledging the chronic failure of education systems to support these children.<sup>11</sup>



**In 2017, 86,855 children of color ages 0 to 4 made up 37 percent of Oregon's young child population.<sup>12</sup>**

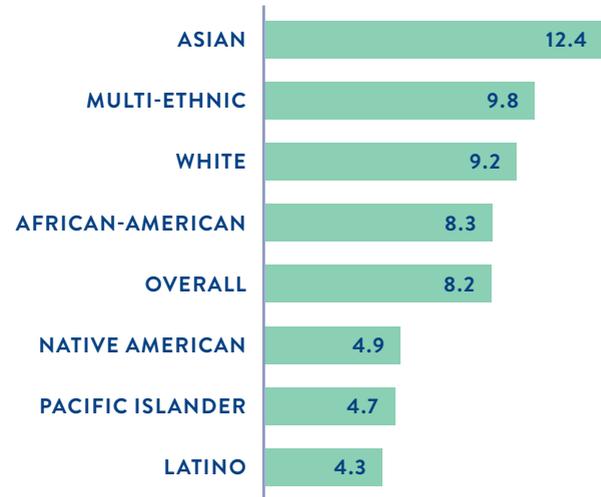


Current practices and policies in Oregon’s early learning and K-12 education systems perpetuate inequities and disadvantage communities of color. To illustrate, 37 percent of incoming kindergarten students were children of color in fall 2017, but average scores for most of these children were below the average for White children.<sup>13</sup>

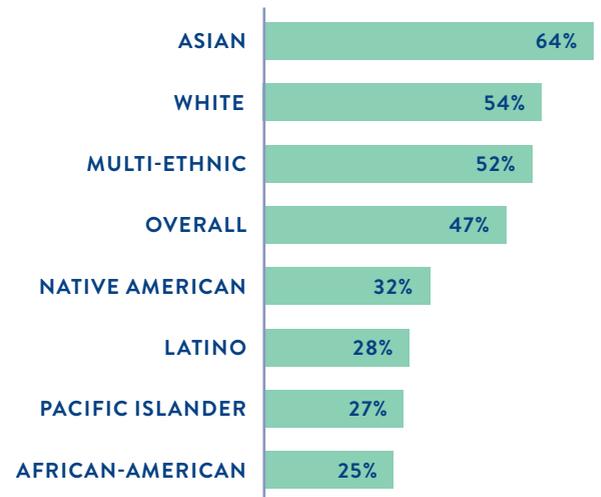
In fall 2017, 39 percent of third-grade students participating in the English language arts assessment were children of color, but fewer students in most groups met proficiency expectations compared to White students.<sup>14</sup>

Due to the historical and persistent opportunity gaps that disadvantage students of color, CSOs have stepped in during the critical early years of children’s lives to provide direct support, connect families with additional resources, serve as a place to build community, and ultimately address the underlying factors that contribute to school readiness and success.

### AVERAGE NUMBER OF LETTER SOUNDS KNOWN AT KINDERGARTEN ENTRY <sup>15</sup>



### PERCENTAGE OF THIRD-GRADERS MEETING READING PROFICIENCY EXPECTATIONS <sup>16</sup>



SOURCE: OREGON DEPARTMENT OF EDUCATION, 2018.

# What Are the Characteristics of CSOs?

CSOs are distinct from mainstream educational and service organizations in a number of key dimensions. The most basic definition of a CSO is that it predominantly serves a particular cultural community and is for the most part staffed and led by members of that community.

There are also culturally specific programs that exist within mainstream organizations and share the basic characteristics of CSOs (for example, a Spanish-language and Latino-led parenting education and school readiness program operating with some degree of autonomy within a White-dominant community-based organization).

CSOs have the following organizational characteristics, which support both individual and community outcomes:<sup>17, 18</sup>

- The community being served recognizes the organization as culturally specific.
- Mission and outcomes align with expressed community needs.
- Services reflect the values, beliefs, practices and worldview of the community served.
- Meaningful community engagement occurs at all levels of the organization.
- Recognition of the impact of systemic racism is embedded throughout the organization's strategies and programming.
- Interventions are designed or adapted by and for members of the community.
- Services and materials are provided in the first language of the community served.
- People in leadership positions (e.g., directors, managers and board members) belong to the community served.

- Programming sustains shared history, identity, language and pride.

When describing their most important features, Oregon's CSO stakeholders also emphasize that:

- The culture, language, identity and lived experience of community members and staff are honored as *assets*.
- Staff and leadership see themselves and their organization as *accountable* to the communities they serve.

“For us to be a culturally specific org... means the organization itself and our programs are developed by and for the Latino community. The leadership of the organization, as well as staff, reflects the diversity of the Latino community in our region. We are accountable to and embedded within the community. We are responsible to the community! This shows up in our staff.... They have a shared cultural context and are part of the community being served. Program development and our approaches to working with families are developed by and for our specific community. We are holding culture, language and family as assets for teaching and learning and understanding unique barriers faced by our families.”

# How Do CSOs Address Opportunity Gaps in the P-3 System?

CSOs grew organically as a response to communities of color seeking to thrive—to meet their own needs and address the opportunity gaps they faced in education and other institutions.

“Many culturally specific orgs have arisen out of a need to address racial and social injustice.”

## ACKNOWLEDGING HISTORICAL EXCLUSION & TRAUMA

People of color have historically been excluded from, or even harmed by, service systems such as education. CSOs can help children and families who distrust mainstream institutions to navigate these systems and access resources.

“Like with the education system—this is hard, with the history of [Native American] boarding schools. Even if we didn’t experience it directly, we experience it through the stories of grandparents, if not our parents. And it’s not just schools; we also have a history of trauma around legal issues, housing issues, even medical issues. Because the impact is still there. The impact of these things for our community, it is still there. People still struggle. We need to be there to help people walk through some of those things so that they can access the resources they need.”

## UNDERSTANDING THE CURRENT CONTEXT

Although the basis for some mistrust is rooted in historical trauma or exclusion, current social conditions—such as the discourse around U.S. immigration, the increase in hate crimes,<sup>19</sup> and the implicit biases of providers and teachers—also create an environment in which engaging with mainstream institutions can pose additional risks and barriers for communities of color.

Studies of social service programs show that people of color often experience being poorly

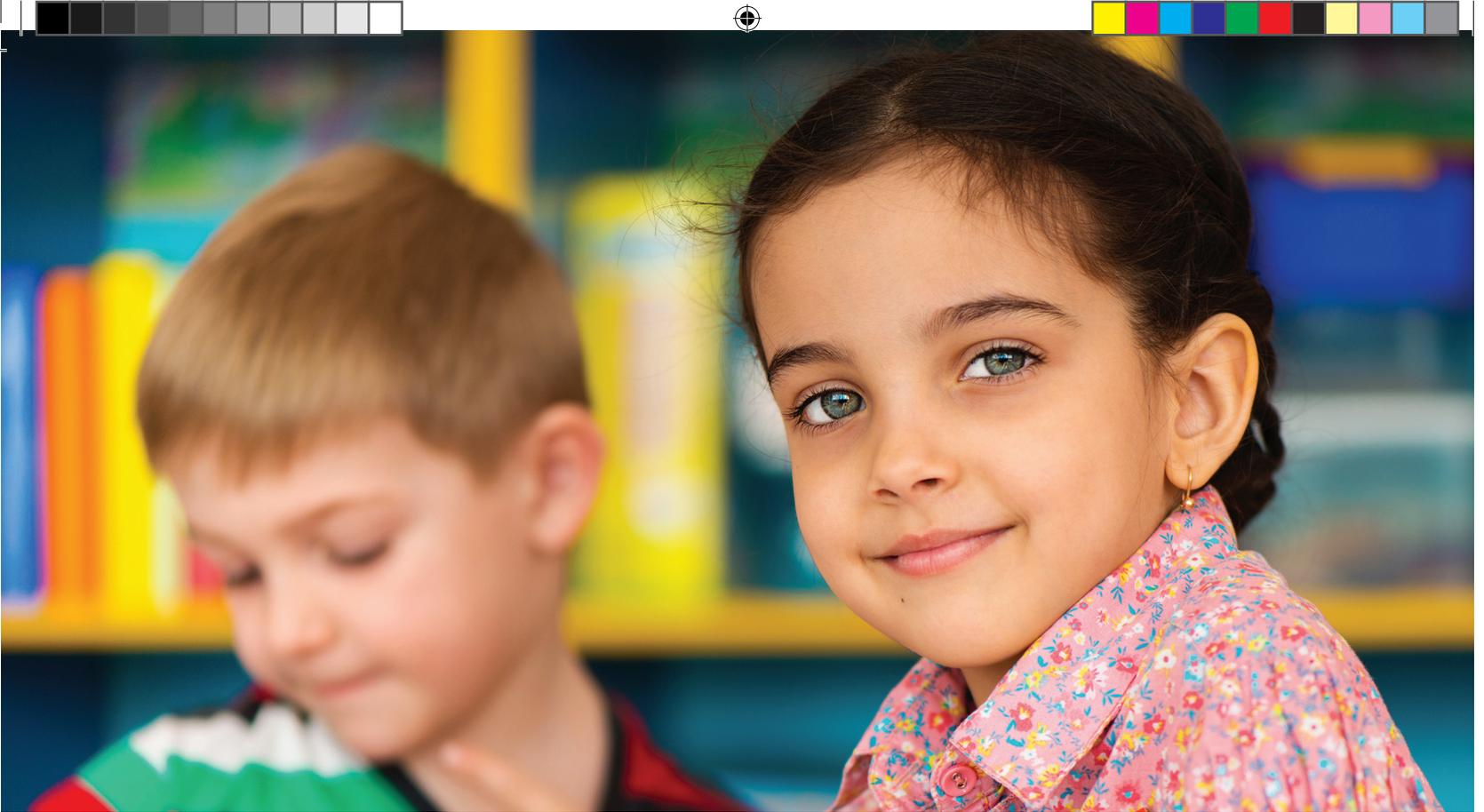
assessed, overdiagnosed, pathologized, misdiagnosed and retraumatized within mainstream service settings.<sup>20</sup>

“There’s a lot of research that talks about this ongoing conversation about being trauma-informed. Part of trauma-informed care and work is ensuring children and adults have a sense of safety and security in a given place. The more the school environment mirrors the home environment [culturally], the child can better operate and learn. When the school environment is counter-cultural or even hostile, that only perpetuates what I see as trauma. A lot of schools are more traumatic than they are healing. The best space for children—especially children of color—is a functional place that is culturally specific. You’ve created something that they recognize, and they don’t have to adjust. They are reinforced and loved. They learn best in that environment, and their brains actually function better.”

## PROVIDING INCLUSION & BELONGING

People of color often experience feelings of isolation in mainstream service settings. They are served primarily by providers or teachers who do not share their home language or culture, are less knowledgeable about their cultural values and do not reinforce their culture as an asset. The inability of many mainstream institutions to protect the people of color who access their services against marginalization and isolation can result in a lack of resources for the clients who need them most.<sup>21</sup>

“Most parents in early childhood ed classes, they’re White. Our community has shared that they try to go to those, and there’s nobody that looks like them. That’s why we [offer maternal child health and early childhood programs].”



## How Do CSOs Meet the Needs of Communities of Color?

For communities of color in Oregon’s P-3 system, CSOs provide an important space that is empowering and grounded in culture. CSOs make the P-3 system more inclusive and equitable by helping families with young children to build and strengthen their relationships and to develop kindergarten readiness skills in a culturally and linguistically relevant context.

Such meaningfully supportive contexts help people meet basic psychological needs for relatedness, competence and autonomy.<sup>22</sup> Research across education and service settings finds that meeting these needs creates a richer motivational environment that serves as a primary pathway for engagement and long-term well-being.<sup>23</sup>

### DESIGNING RELEVANT SUPPORTS WITH THEIR COMMUNITY

By providing services that reflect the worldview, values, beliefs and practices of communities of

color, CSOs demonstrate respect for their unique perspectives.<sup>24</sup>

“There are traditional ways of parenting and practices...we have to get back to understand our roots of parenting to decide what still works for us and understand how colonization affects our community... We can say, ‘These are our roots in parenting. This is what we value and what your system needs to take into consideration when you’re working with us.’”

Through P-3 interventions designed or adapted by and for members of the community, CSOs can offer supportive options that are likely to be relevant and resonant for the people they serve.

CSOs often ask their clients to collaborate on and shape program design or implementation. They also tend to employ participatory and empowerment techniques in their service delivery. One

common approach is popular education, which assumes that participants in education settings 1) arrive with essential knowledge to build on 2) are able to co-construct knowledge through practice, and 3) can understand the causes of inequities and work to address them.<sup>25</sup>

“We use popular education in [parenting] classes, then [parents] put skills in practice in the classroom. They help teachers plan activities when they are comfortable enough, and they are the ones leading, doing art activities, cultural activities. It’s impactful for us to point out that many of these women come in with a sixth-grade education, and less value is placed on their education, so many are hungry for knowledge and learning. But they don’t feel comfortable being in a room with men...when [women are] in a room together, they flourish. They come to see that education is a passion for them.”

### REFLECTING & REPRESENTING THEIR COMMUNITY

Because the staff and leadership of CSOs are often culturally congruent—that is, they share a cultural, racial and/or ethnic context with the people they serve—they also model competence and efficacy for their constituents.

This offers children and families of color role models and provides a context in which they can see themselves represented.<sup>26</sup>

“For children, it means their first experience with education is that their teachers look and behave like their families. Children see themselves reflected in that leadership. As they are forming that first self-concept, they can take for granted that people who look like them can be successful in school.”

### BUILDING AUTHENTICALLY ON THE STRENGTHS OF THEIR COMMUNITY

CSOs honor and respect the culture, language, identity and experiences of their community and staff.<sup>27</sup> This ability to see specific cultural characteristics as assets increases opportunities for

clients to receive recognition and display competencies that would be missed in mainstream contexts.

“They talk about why they do a dance that way, [and] teach the classrooms different kinds of dances. You see the people that donated their time and materials, see that sense of pride at the pow-wows when you see the kids dancing. You embrace the culture that the families have, a wealth of info that families have. They are experts.”

### PROVIDING VITAL SUPPORTIVE CONTEXT

CSO staffing supports the need for relatedness of the people of color who access their services. Staff typically share racial, ethnic, linguistic and cultural contexts—as well as lived experience—with their clients. This gives them an understanding of where their clients are coming from and the barriers they are experiencing.<sup>28</sup>

Culturally congruent providers may also recognize people’s strengths more easily, giving them insight into how to deploy those strengths for behavior change and empowerment. Firsthand knowledge facilitates an ability to connect with, hold in regard and help clients in ways that support their needs.<sup>29</sup>

“It’s about respecting and valuing what families bring: seeing families from a strengths-based point of view instead of seeing all the things they need. We see the opportunities they have, and how we can build from that and support them to feel empowered and important.”

### CREATING SPACES OF BELONGING

When people of color walk through the door of a CSO, they see people who look like them accessing and providing services. They will likely be spoken to in their first language. Because most other people in the CSO will share their racial, ethnic and linguistic context, they can safely assume they will not face barriers or be met with hostility based on these contexts.<sup>30, 31, 32</sup> They also have a level of assurance that they will be dealing with people who have relatable life experiences.

Because they engender these feelings of safety and trust, CSOs can be particularly important in creating bridges to families who may be mistrustful of mainstream supports during the critical early childhood years.

“I see in any of our waiting rooms families feel comfortable because there are people who look like them, talk like them, dress like them. We have a welcoming open door that families feel comfortable coming in. There are people like you there. A welcoming environment makes families feel safe and comfortable and more likely to engage in services.”

### PROVIDING SPECIALIZED KNOWLEDGE

Serving people of color well requires specialized knowledge—an understanding of a community’s history and the laws and policies that apply specifically to that group—as well as knowledge of cultural norms and practices and the complexity and diversity of issues in that community.

“There are thousands of laws that affect only American Indians. This shows we are a unique group, and it takes specialized knowledge to help us.”

In the P-3 domain, for example, deep knowledge of culturally embedded parenting practices—as well as perspectives on the historical roots of family attitudes toward formal support and education systems—often contributes to the overall effectiveness of CSO supports.

“You can’t just say, ‘This is the technique; do it.’ You have to have a clue about where others are coming from.... Like, ideas about childhood...about what you’d expect from kids.”

Further, culturally specific providers who are familiar with cultural practices and norms may be less likely to misidentify symptoms, to label prematurely and overmedicate, and to use diagnostic tools in ways that are ineffective with members of their group.<sup>33</sup>



“For Prenatal-through-Grade-3, we are intentional about making assessments and screening more culturally appropriate. You need to change the questions. The questions need to be different. Our families don’t understand them.”

### DEEP COMMITMENT TO THEIR COMMUNITY

Many of the same features and values of CSOs that support feelings of relatedness, competence and autonomy for clients also create supportive contexts for providers who work in the organization. As members of the communities they serve, they receive support and motivation for their work that is hard to replicate in mainstream settings.<sup>34</sup> This may also be important to retaining the P-3 workforce, given the high rate of turnover among early learning providers.<sup>35</sup>

“A culturally specific organization’s leadership is from within the community. Since cultural values are honored and present at all levels, staff have a different kind of support to work with the communities they are hired to work with.”

### ACCOUNTABILITY TO THEIR COMMUNITY

CSO staff and leadership have a uniquely proximal and enduring relationship to the people they serve. This creates what Curry-Stevens and Muthanna (2016) refer to as “tied futures” among clients, staff and leadership.<sup>36</sup> From service delivery to governance, accountability to the community is a permanent and inseparable part of the CSO structure.

CSO staffing and leadership are key mechanisms for staying in touch with community needs. CSOs also ensure accountability by formally and informally asking communities to define their own needs.

The commitment of CSOs to remain community-driven positions them to respond nimbly to emerging and evolving community needs. The accountability of CSOs fosters community trust. Thus, engaging meaningfully with the community is one of the key aspects of successful P-3 work.<sup>37</sup>

“Our strategic plan is defined by community. We ask what they need. We also go on a grass-roots level to ask what people want.”



# How Will Oregon Benefit from Investing in CSOs?

Oregon stakeholders have identified important benefits to investing in CSOs, including strengthening the early learning and K-12 systems, which will strengthen the P-3 system overall.

## IMPROVED ENGAGEMENT & OUTCOMES FOR CHILDREN OF COLOR

Two large, rigorous studies were identified for this brief, both of which examined CSO outcomes compared to those of mainstream providers.<sup>38,39</sup> They found that clients of color participating in culturally specific services were more likely to engage in services following the first visit, less likely to drop out of services, and more likely to remain engaged in services—and in more types of services—for longer periods than were comparable clients participating in mainstream services.

Although it does not address culturally specific services per se, related literature points toward the efficacy of culturally specific education settings. For example, when students of color are taught by educators who share their racial background, it has a positive impact on test scores, reading acquisition and academic achievement.<sup>40,41</sup>

Examples of P-3 program outcomes shared by CSO stakeholders interviewed for this brief include:

- Improved kindergarten readiness skills in the early literacy, early numeracy, social-emotional and self-regulation domains.
- Increased involvement of parents in supporting their child's learning, growth and development.
- Increased confidence and ability of parents to be their child's advocate in the early learning, K-12 and health systems.
- Increased attendance and decreased use of exclusionary disciplinary practices.

## INCREASED FAMILY ENGAGEMENT & COMMUNITY INVOLVEMENT

A key aspect of P-3 work focuses on strengthening family engagement in children's learning and in decisions about their education. The leadership development and advocacy work that many CSOs view as essential to advancing their mission contributes to families' ability to participate in local and statewide decision-making.

With the support of CSOs, parents build confidence to support their children's learning at home and are prepared for discussions with service providers, teachers, school boards and elected representatives. These outcomes are central to P-3 work<sup>42</sup> and create conditions for systems to be more responsive and accountable to individual, family and community needs.<sup>43</sup>

“We support [parents] and give them a blueprint for what to say and [to express] how they feel [with the school]. We're a liaison between parents and school staff.”

## IMPROVED ABILITY TO ADDRESS OPPORTUNITY GAPS

Communities of color in Oregon are currently experiencing an opportunity gap in access to culturally specific supports. The principle of self-determination, or the right to make one's own choices,<sup>44</sup> posits that communities of color should have equitable access to educational and service options that reflect their specific culture and language. These supports can make all the difference for children of color in their early learning and K-12 experiences.

“If you look at our core values and what drives our work, we are driving toward community self-determination and opportunity for kids of color.”



CSOs also provide insights that the P-3 system can use to benefit all children. By shifting resources and sharing power so that CSOs are more frequently and authentically involved in decision-making alongside mainstream institutions, Oregon's P-3 system can become more effective, equitable and culturally responsive.<sup>45</sup> As essential partners in this system, CSOs should be involved in conversations and decisions about how it can recognize and meet the needs of *all* children, families and communities.

“As the state looks at how to address inequities, the individuals having those conversations need to reflect the kids who are not having the same outcomes. If a state formalizes building capacity [and] pays for staff time to show up at state policy discussions, they will be better informed. And it helps move the whole system toward more equitable implementation of access and outcomes in the long run.”

### ESTABLISHING CULTURALLY SPECIFIC EVIDENCE-BASED P-3 PRACTICES

Despite the needs of communities of color, CSOs are often chronically under-resourced. Although they have built their data collection capacity with limited resources, it has not happened fast enough for their practice-based evidence to be viewed as “evidence-based” by mainstream policymakers and

funders. Evidence-based practices implemented within the P-3 system are typically neither derived from nor created for communities of color.

“In the past, we didn't have the capacity or resources to have our own data system. We have had different ways of collecting data. ... We have a lot more qualitative data. We use storytelling. It depends on the program. For our early childhood education programs, we have more quantitative [data] because we do a lot of assessment.”

Nevertheless, mainstream public and foundation funding mechanisms often demand the use of evidence-based practices. Therefore, CSOs must implement these practices with their communities even if they are not the best fit. Giving CSOs more resources to research and document program outcomes would help to address the gap in the evidence base for culturally specific P-3 supports.

“For culturally specific organizations, funding is particularly challenging in the P-3 space. A lot of public funding is tied to specific and rigid program models. We've developed our own programing. ... The money is tied by statute to rigid models that don't fit [our community]. The statutes don't leave space for community-driven programs, so funding is perhaps more of a challenge.”

Also, some critics of CSOs may misperceive culturally specific services as lower quality or misaligned with mainstream goals. In fact, although CSOs collect information on outcomes relevant to program goals, they are also invested in outcomes identified by the Oregon Department of Education.

“I think there is sometimes a misconception that culturally specific orgs aren't driving toward similar outcomes. The reason we developed our programs was to address disparities. The way we get there looks different than maybe in a mainstream org, but we are really driving toward the same things: language development, families reading together and a lot of the things that get kids ready for school.”



## Recommendations

Based on insights shared by key CSO stakeholders in Oregon, as well as findings from relevant literature, we make the following recommendations, which align with the state's own values of advancing equity within the P-3 system.

### ALLOCATE ADEQUATE PUBLIC FUNDS TO SUPPORT CSOs ENGAGING IN P-3 WORK

Some of Oregon's foundations and municipalities have used a racial equity framework to prioritize specific early learning and K-12 funds. The state can learn from entities already allocating funds using a racial equity framework to increase public funding of CSOs that provide robust programming within the P-3 system.

“The biggest thing...is a lack of proper investment and funders seeing the value of that investment. I feel that the sense of crisis I feel is not shared by all. If it were, there would be more strategic investments in community-based orgs doing work in culturally specific communities most impacted by a number of ‘isms.’”

### SCALE UP CULTURALLY SPECIFIC P-3 PROGRAMMING

In addition to adequately funding CSOs to meet local needs, scale up funding for CSOs so they can expand their P-3 work to communities around the state. CSOs that are positioned to expand and support culturally specific work can help address unmet needs by providing equity-driven and culturally specific services.

“I know programs now that if they were to scale up, they would have a tremendous impact. But it would mean doing that instead of putting millions of dollars into things that are comfortable and known, but only repeat the same traumas and gaps.”

### BUILD THE EVIDENCE BASE FOR CSOs & P-3 PROGRAMMING

CSOs are already collecting and reporting program data to funders and communities to demonstrate outcomes. If policymakers and funders require an additional evidence base to justify funding, further resources should be allocated to design and conduct culturally responsive evaluations of these services.

Concurrently, funders should expand the definition of “evidence” to include smaller-scale and qualitative evaluations that describe the culturally relevant components and impacts of CSOs. To ensure that the process of building evidence is culturally responsive, CSOs should be involved in designing and implementing these evaluations and in defining the evidence and outcomes of success.

“Within early childhood and maternal child health, there is a huge emphasis on evidence-based practices...and those competencies are identified by the dominant culture. I don't really see that lived experience is valued in early childhood, and that's a huge problem. If you're trying to make the systems reflective of people served, evidence-based practice does a disservice to culturally specific providers.”

Furthermore, when CSOs must adapt evidence-based curricula or practices that were not designed with the needs and strengths of their communities in mind, they should be provided with the additional resources they need in order to do this important tailoring.<sup>46</sup>

“I would want funding to be put to culturally specific organizations to ... create our own templates of how we engage with families. That’s a better investment in the long term.”

CSOs also need funders and policymakers to support more culturally appropriate and responsive methods of collecting program data. This will require more complex thinking about how race and ethnicity should be defined, measured and reported.<sup>47</sup>

For example, without appropriate data response categories, the culturally specific needs and strengths of African immigrant and refugee children—which may be distinct from those of African-American children—cannot be recognized at the system level. While it is not the only data system with this limitation, Oregon Department of Education currently categorizes African and African-American children as a single group.<sup>48</sup>

## DEEPEN MAINSTREAM ORGANIZATIONS’ UNDERSTANDING OF SYSTEMIC RACISM

Mainstream educational and service organizations must continue moving toward cultural responsiveness. However, this requires ongoing commitment, resources and work, and it is typically a slow-moving process. Many mainstream organizations have not yet authentically prioritized this labor-intensive process in policy or practice.

“Mainstream orgs also need to be culturally responsive. They can’t just rely on culturally specific orgs to address equity in race and culture.”

Because culturally responsive training in mainstream organizations often lacks an accurate analysis of the root causes of inequities and their consequent disparities, it fails to move beyond superficial understandings and responses.

In the meantime, communities of color—and especially children in these communities, whose developmental clocks are ticking—should not have to wait for mainstream organizations to catch up.<sup>49</sup>

“We’re always talking about preparing children for kindergarten. Schools need to prepare for the diverse children coming to them.”



**“We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and commitments to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.”**

**OREGON EDUCATION INVESTMENT BOARD’S EQUITY LENS, 2013**

# Summary

CSOs are uniquely poised and expertly prepared to meet the needs of communities of color and to help Oregon meet its goals for reducing disparities in kindergarten readiness and other educational outcomes.

However, CSOs are unable to meet the growing needs of children and families of color within existing funding structures. Through additional investments, CSOs could expand the reach of their expertise, skills, knowledge and connections across our state.

CSOs are also positioned to strengthen the P-3 system through the varied and effective ways they work with communities, families and children of color. Investing in CSOs would help Oregon make progress toward the goals prioritized by the

governor and the Oregon Early Learning Division to advance statewide equity in education.

**“Kids of color are Oregon’s kids. Investing in culturally specific orgs is an investment in our future. No one is better positioned to support kids of color than leaders in their own communities.”**

Through the Equity Fund, Oregon’s policymakers and education leaders have a pivotal opportunity to address early learning and education inequities by investing in the vital work of culturally specific organizations within the P-3 system of supports.

Families of color across Oregon deserve access to culturally specific early learning and K-12 experiences that can ensure their children have the opportunity to thrive.





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**“Kids of color are Oregon’s kids. Investing in culturally specific orgs is an investment in our future. No one is better positioned to support kids of color than leaders in their own communities.”**

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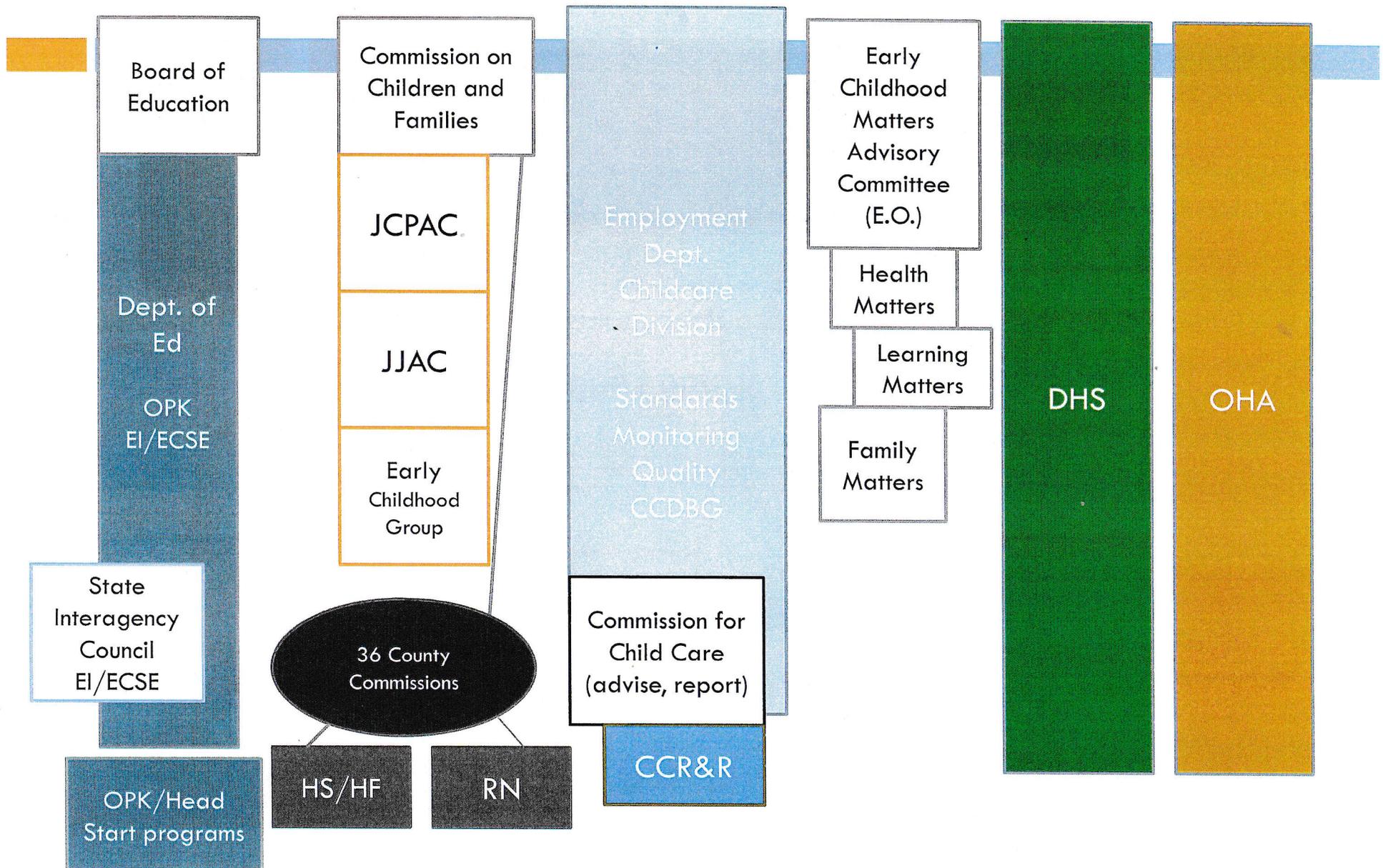
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# Oregon's Historical Early Learning System



The background of the slide features a sunset over a body of water. In the foreground, there is a dark blue silhouette of a man leaning over to kiss a child on the head. The child is also silhouetted and appears to be holding a large, round object, possibly a ball. The text is overlaid on a semi-transparent dark blue rectangular area.

# *Raise Up Oregon*

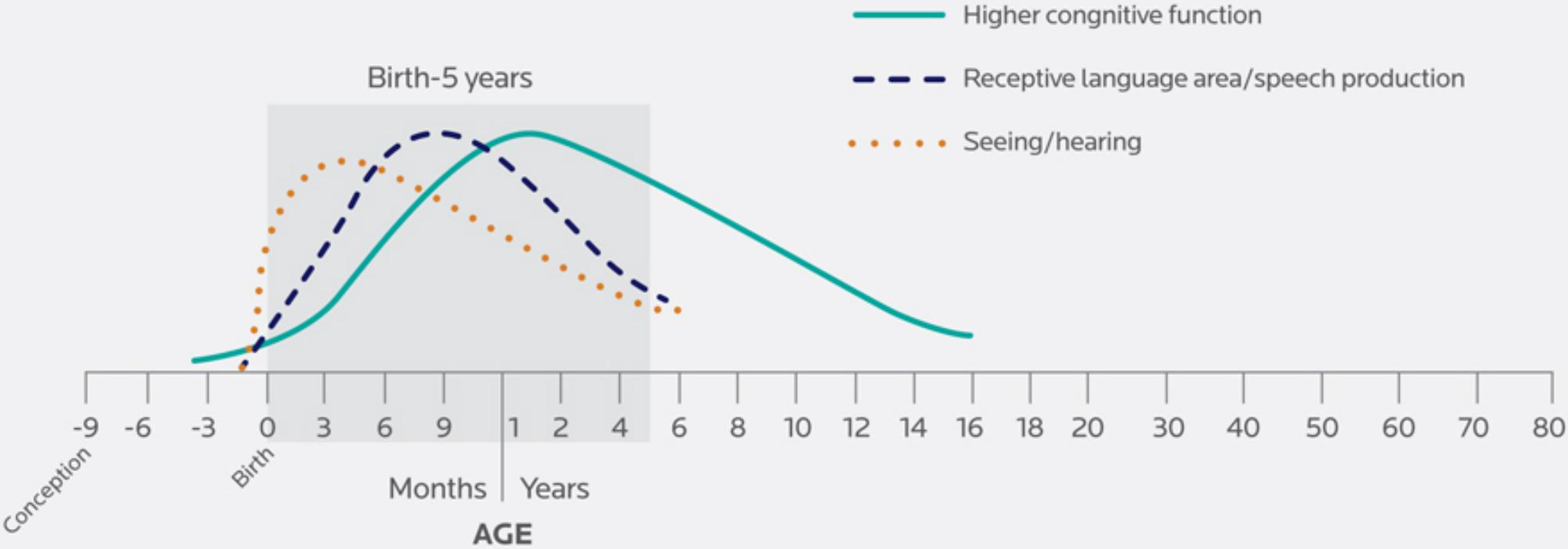
Miriam Calderon  
Early Learning Council  
October 29, 2019

# The Opportunity

# Critical brain development in the early years

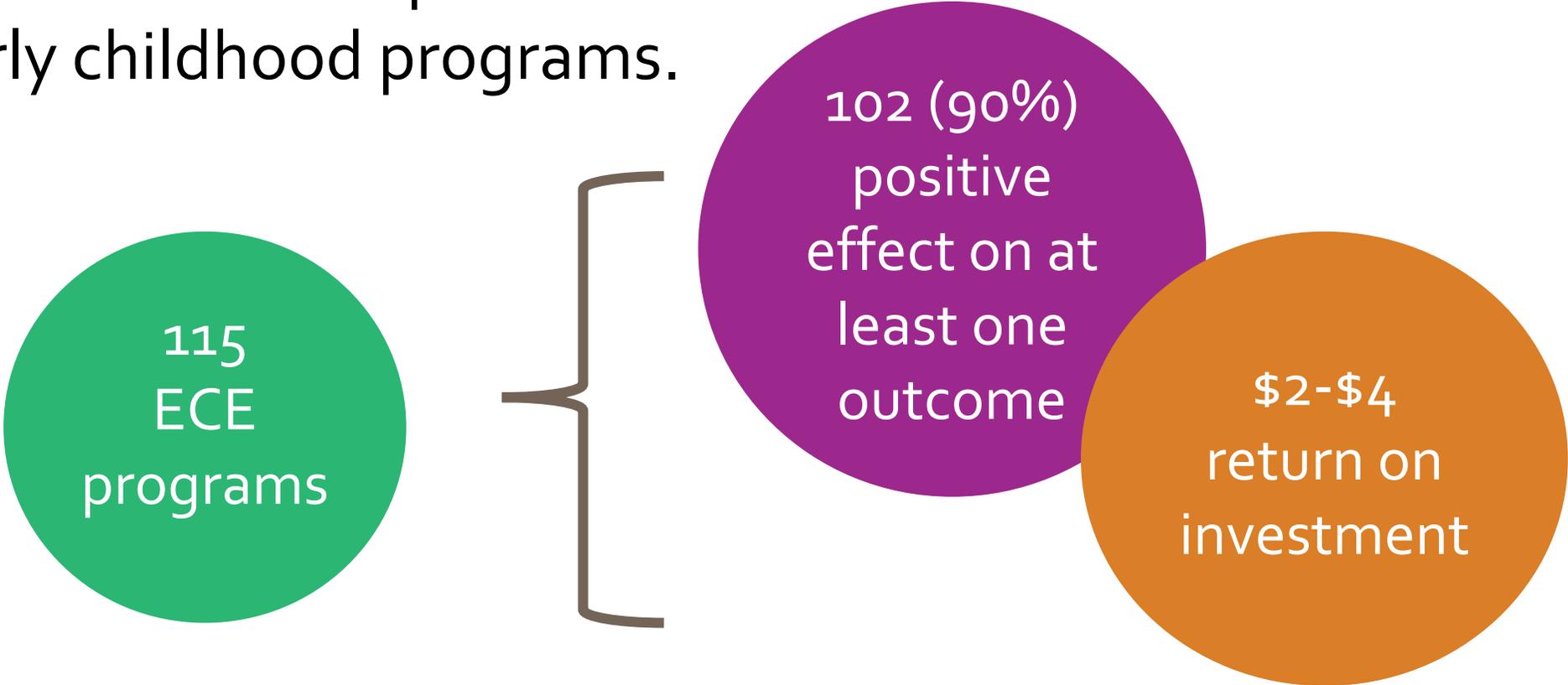
The science of child development underscores the importance of the first 2,000 days of childhood.

Figure 1. Synapse formation in the developing brain<sup>vii</sup>



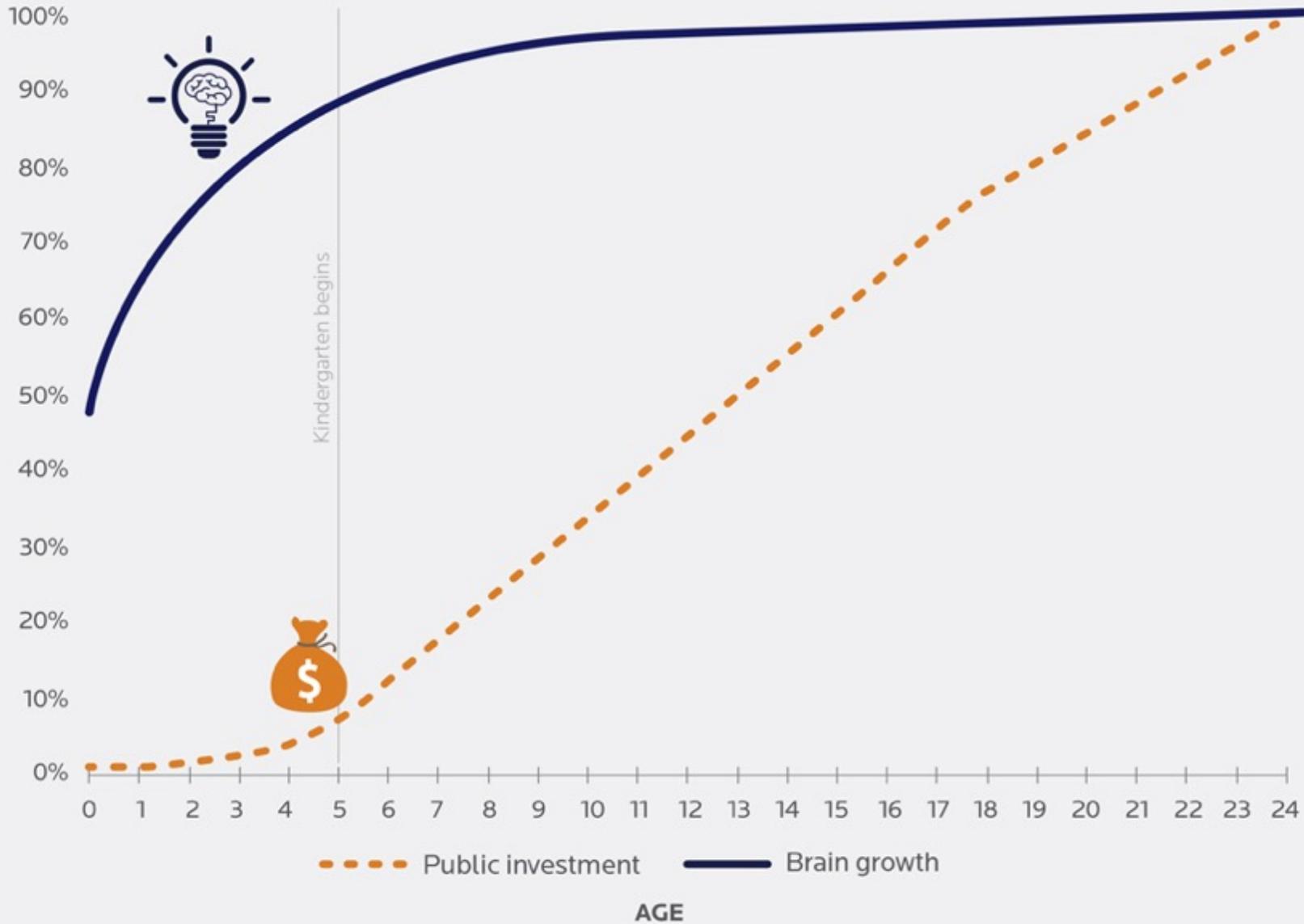
# Early childhood solutions work

Scientists at the RAND corporation reviewed early childhood programs.

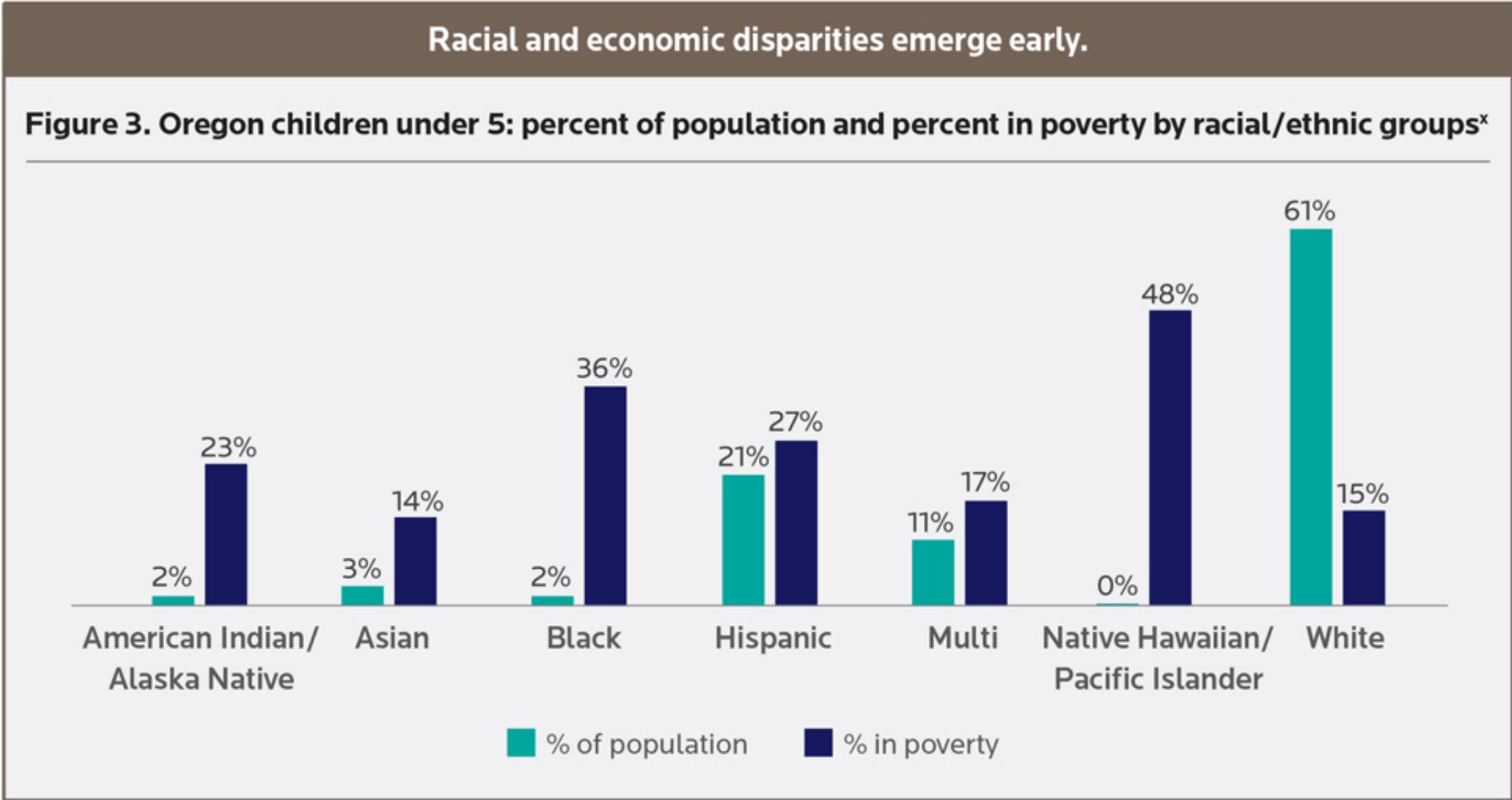


Invest early to get the best return on public investment.

Figure 2. Oregon's cumulative per child public education investment compared to child brain growth<sup>ix</sup>

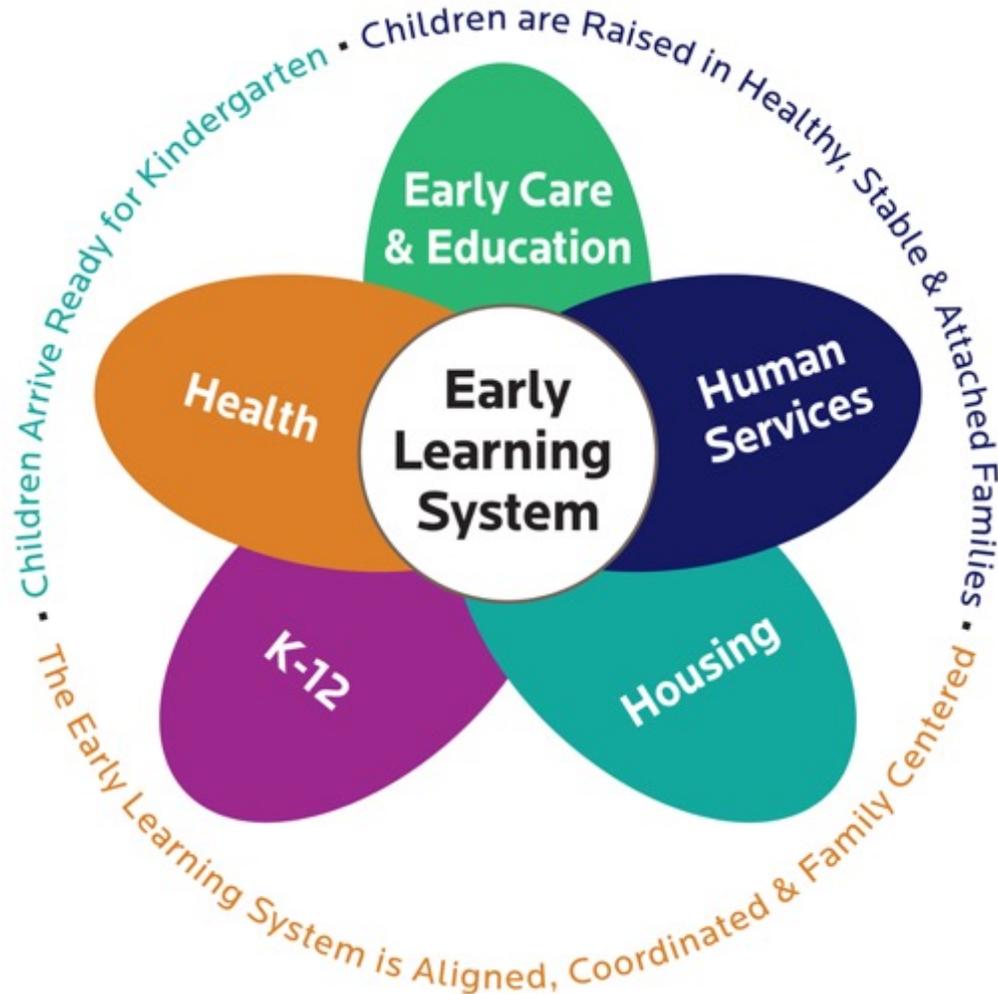


# The 275,000 children under 5 in Oregon are racially and ethnically diverse



# Vision

# OREGON'S EARLY LEARNING SYSTEM



**Vision:** All of Oregon's young children deserve the best start. Zip code, race, and family income should not predict the health, educational, and life outcomes of Oregon's children.

## Plan Development



## Three Goals

- 5-year plan for the system
- Coordination across sectors to meet system goals
- Developed through a year-long public engagement process rooted in equity
- Over 200 people engaged in the development of *Raise Up Oregon*

1. Children arrive ready for Kindergarten.
2. Children are raised in healthy, stable and attached families.
3. The Early Learning System is aligned, coordinated, and family-centered.

# Nuts and Bolts of *Raise Up Oregon*

# PLAN STRUCTURE

Grouped by three system goals

Each system goal contains objectives

Each objective contains strategies

## RAISE UP OREGON AT-A-GLANCE

### SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

● **OBJECTIVE 1: Families are supported and engaged as their child's first teachers.**

**Strategy 1.1** Expand parenting education and family supports.

**Strategy 1.2** Scale culturally responsive home visiting.

● **OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.**

**Strategy 2.1** Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families.

**Strategy 2.2** Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.

● **OBJECTIVE 4: Early childhood physical and social-emotional health promotion and prevention is increased.**

**Strategy 4.1** Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive.

**Strategy 4.2** Increase capacity to provide culturally responsive social-emotional supports for young children and their families.

**Strategy 4.3** Increase and improve equitable access to early childhood oral health.

**Strategy 4.4** Strengthen coordination among early care and education, health, and housing to promote health and safety for young children.

● **OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.**

# CHILDREN ARRIVE READY FOR KINDERGARTEN

- 1:** Families are supported and engaged as their child's first teachers.
- 2:** Families have access to high-quality affordable early care and education that meets their needs.



- 3:** The early care and education workforce is diverse, culturally responsive, high quality and well compensated.
- 4:** Early childhood physical and social-emotional health is increased.
- 5:** Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.
- 6:** Children and families experience supportive transitions and continuity of services across early care and education and K-12.

# CHILDREN ARE RAISED IN HEALTHY, STABLE AND ATTACHED FAMILIES

- 7:** Parents and caregivers have equitable access to support for their physical and social-emotional health.
- 8:** All families with infants have opportunities for connection.
- 9:** Families with young children who are experiencing adversity have access to coordinated and comprehensive services.



# THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY-CENTERED

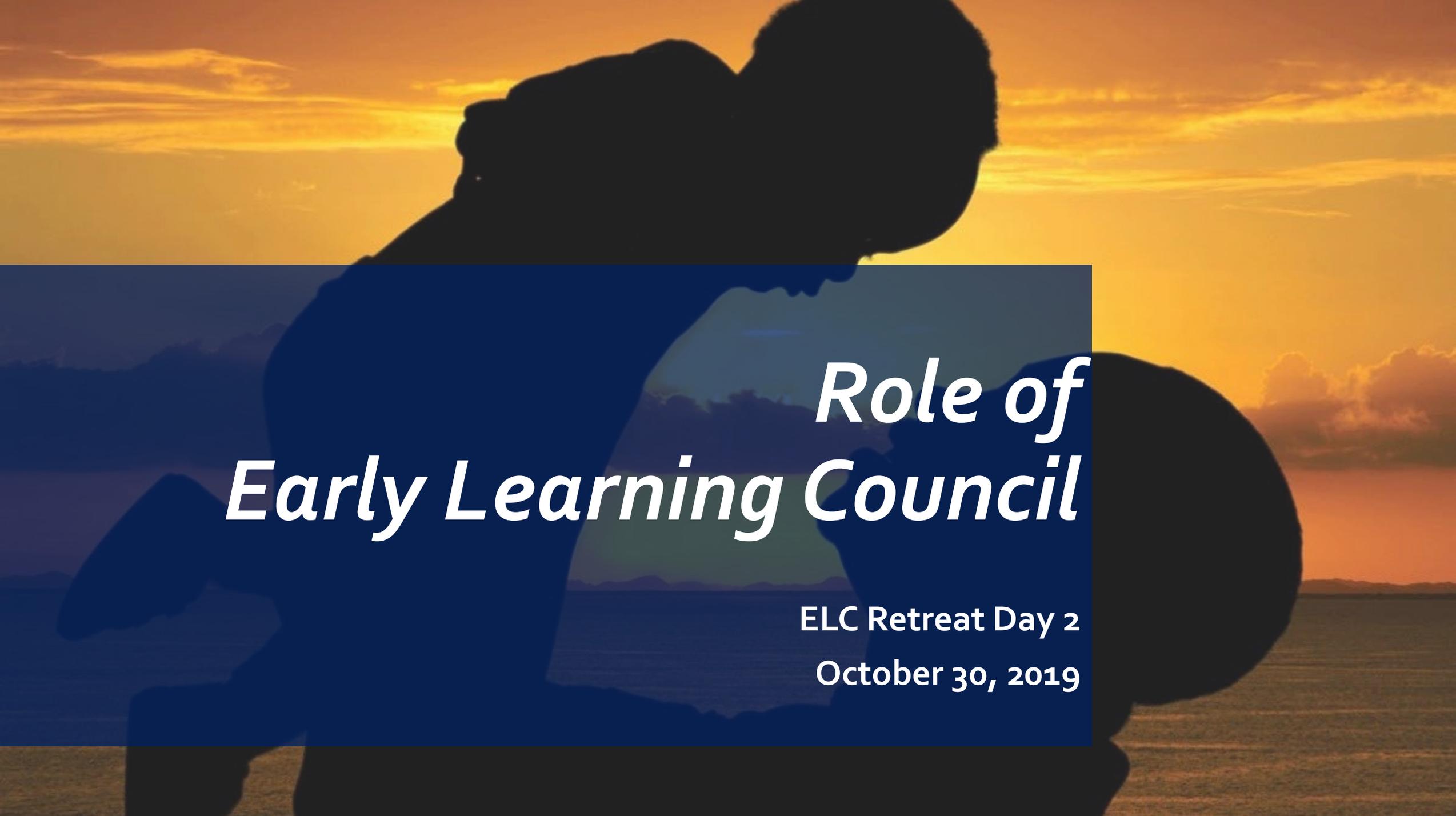


- 10:** State-community connections and regional systems are strengthened.
- 11:** Investments are prioritized in support of equitable outcomes for children and families.
- 12:** The alignment and capacity of the cross-sector early learning workforce is supported.
- 13:** The business and philanthropic communities champion the early learning system.
- 14:** The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.

# Taking Action in 2019

# 2019-2020

- State budget provides strong support for implementation
- Raise Up Oregon Cross-agency Implementation Team provides focal point for implementation
- New Early Learning Council plays a leadership role as champions for Raise Up Oregon

The background of the slide features a warm sunset or sunrise over a body of water. In the foreground, the dark silhouettes of a man and a young child are visible. The man is on the left, leaning forward, and the child is on the right, leaning towards the man. A semi-transparent blue rectangular area is overlaid on the lower half of the image, containing the title and date text.

# *Role of Early Learning Council*

ELC Retreat Day 2

October 30, 2019

# Day 1 Reflections

# Struck you as significant...

- Diverse skills/experience across council members
- Great ideas on how to help young children and their families
- Need for cross-division coordination
- Task ahead will be significant
- Not aware of many programs that exist for children and families
- Impressive commitment from agencies to systems-building
- See some natural priorities in the immediate (home visiting, equity)
- So much is happening all at once!
- Seeing the effort to map overlapping priorities of partner agencies
- Moving toward family/holistic support and upstream
- Energy of the RUO Agency Coordination Implementation Team

# Feedback

## Early Learning Council

- Need clarity on the role of Council members
- Look forward to learning more about Agency Directors' role and priorities
- Our role as champions seems very important
- Learn more about systems and how alignment and integration works

## Raise Up Oregon

- Nice introduction, looking forward to learning more of content where not an expert
- Firehose. Much to learn.
- How much time to show change?
- “Early indicators” of success
- What is the available data?

# What we heard from directors...

- Tell the story of why children birth to five is good for all of us. Especially to external stakeholders.
- Shine the light on what is working for each agency.
- Lift up the data.
- Consider role of Early Learning Hubs and connections with other local offices of state agencies.
- Equity: what is cultural responsiveness?
- Look for and support synergy and cross-sector efforts.
- Support moving upstream.
- Understand agency priorities.

*...What else?*

# Feedback

## Worked Well

- Gallery Walk
- Time for discussion
- Sense of humor
- Access to information
- Meeting agency directors and leaders

## Advice for Second Day

- Understand goal of each discussion
- Small group discussions before large group contributions
- List what we heard from the directors

# Review HB2262

# Highlights of HB 2262

- ELC shifts from oversight to coordinate a unified and aligned system of early learning services for the purposes of ensuring that
  - Children enter school ready to learn, and
  - Families are healthy, stable and attached
- Core Duties
  - Coordinating an integrated system that aligns the delivery of early learning services
  - Developing a long-range plan for serving eligible children and their families

# The Role of Council Members

# Proposed Council Roles in Year 1

1. Champion the Oregon Early Learning System to the executive branch, legislature and communities to raise awareness and build public will
2. Develop expertise across Raise Up Oregon principles (cross-sector, equity, outcomes), strategies, and progress of implementation
3. Help identify and elevate policy successes as well as barriers and roadblocks to Raise Up Oregon implementation
4. Contribute to the discussion of what success looks like in two-five years
5. Learn about and coordinate with agency-specific policy or oversight councils
6. Adopt rules specific to the Early Learning Division administered programs

# Revised Roles of ELC for Year 1

1. Champion the Oregon Early Learning System to the executive branch, legislature and communities to raise awareness and build public will.
2. Develop a common understanding of Raise Up Oregon principles, strategies, and action items.
3. Help identify and elevate policy successes, opportunities, barriers and roadblocks to Raise Up Oregon implementation.
4. Identify what success looks like in two-five years for Early Learning System, Raise Up Oregon and the Early Learning Council with appropriate indicators.
5. Engage and coordinate with agencies on agency-specific policies that impact early childhood.
6. Adopt rules specific to the Early Learning Division administered programs.

# Break into Pairs & Full Group Debrief

Which roles resonate?

What do each of the roles mean to you?

What needs to be clarified?

Any additions?



## The Impact of the Student Success Act Early Learning Account on ELD Budget

Early Learning Division  
2019-21 Grant-In-Aid Budget Overview

2019-21 Grants and Programs Legislatively Approved Budget (in millions)						
Grants and Programs	GENERAL FUND	OTHER FUNDS	FEDERAL FUNDS	STUDENT SUCCESS ACT	Total	Increase
Oregon Pre-Kindergarten	\$156.4			\$44.4	\$200.8	28.39%
Early Head Start	\$1.7			\$22.3	\$24.1	1308.55%
Healthy Families Oregon	\$25.7	\$4.8		\$2.0	\$32.5	6.54%
Office of Child Care		\$2.1	\$19.0		\$21.10	
Focused Child Care Networks	\$1.8				\$1.80	
ERDC (transfer to DHS )			\$116.3		\$116.30	
Baby Promise			\$11.00		\$11.00	
Child Care Resource & Referral			\$16.1		\$16.10	
Child Care Resource & Referral (New Networks)			\$4.4		\$4.40	
Relief Nurseries	\$9.4	\$2.0		\$2.8	\$14.2	24.54%
Kindergarten Partnership Initiative	\$8.7				\$8.7	
Early Learning Hubs	\$15.1	\$2.9		\$2.4	\$20.4	10.73%
Preschool Promise	\$37.1			\$30.8	\$67.9	85.05%
Equity Fund				\$10.0	\$10.0	
Parenting Education				\$1.0	\$1.0	
Professional Learning Networks				\$12.5	\$12.5	
Preschool Promise Capacity				\$4.4	\$4.4	
<b>Total Early Learning Grants and Programs</b>	<b>\$255.9</b>	<b>\$11.8</b>	<b>\$166.8</b>	<b>\$132.6</b>	<b>\$567.2</b>	

# Early Learning Fact Sheets

## Contents

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<b>Early Learning Hubs</b> .....	6
<b>Relief Nurseries</b> .....	7
<b>Spark – Quality Improvement System</b> .....	8
<b>Healthy Families Oregon</b> .....	9
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<b>Child Care Licensing</b> .....	11

# Preschool Promise

## Program Details

**Program Description:** A high-quality state preschool program serving 3- and 4- year old children living in families at or below 200% of the Federal Poverty Line.

**Purpose of Program/Activity:** Preschool Promise serves low-income children in high-quality preschool settings to support their learning and development. High-quality preschool will ensure children enter kindergarten ready to succeed and intends to close the opportunity gap associated with socioeconomic status, as well as race/ethnicity and zip code.

**How is Program/Activity Provided:** Preschool Promise is funded by Early Learning Hub region through a competitive process. It is delivered through local contractors, including licensed family child care providers and child care centers, as well as K-12. Each Hub coordinates enrollment and provides supports to programs. Preschool Promise is currently funded in nine Hubs<sup>1</sup> across the state.

**Coordination with Other Programs:** Preschool Promise coordinates closely with other preschool programs across the state, including Oregon Prekindergarten/Head Start and Early Childhood Special Education to recruit and enroll families and to connect families to appropriate preschool services. Preschool Promise Providers also coordinate with K-12 schools to ensure successful kindergarten transitions through activities like shared professional development and communication between teachers/administrators.

## Children and Families Served

**Target Group and Eligibility Requirements:** Families with children ages 3 to 5 with incomes at or below 200% of the Federal Poverty Level (\$50,200 for a family of four). Enrollment is targeted toward children furthest from opportunity, including low-income children of color and dual language learners, and children with developmental delays and disabilities.

## **Number of Children/Families Eligible:**

Approximately 40,000

## **Number of Children/Families Served:** 1,300

## Financing and Staffing

**Funding for Program or Activity:** \$35,729,707 per biennia of General Fund dollars

**Cost Per Child:** \$11,500

**Number of State FTEs:** 2 (1 GF, 1 Grant-funded)

## Program/Activity Issues and Challenges

- The reach of Preschool Promise is too small, both in number of children served, and in geographical reach across the state
- The supply of early childhood education programs in the state is low, and the pool of programs ready to implement Preschool Promise is even smaller (programs are required to be rated 4- and 5-star in our Spark quality improvement system), necessitating more robust quality improvement supports and supply-building efforts
- Quality programs face major challenges in expanding or improving facilities to serve additional children
- State and local infrastructure to implement quality programs is insufficient, including staff support, as well as supports like coaching and professional development, and data systems to track short- and long-term outcomes

## Outcome Measures

- Quality of classrooms/teaching practices in Preschool Promise classrooms
- Kindergarten readiness of children receiving Preschool Promise
- Third grade proficiency of students receiving Preschool Promise

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<sup>1</sup> The nine Hubs with Preschool Promise include: Clackamas Early Learning Hub, Early Learning Multnomah, Early Learning Washington County, Eastern Oregon Community Based Services Hub, Lane Early Learning Alliance, Marion &

# Oregon Prekindergarten

## Program Details

**Program Description:** A high-quality state preschool program, based on the federal Head Start program, designed to improve school readiness of children living in families facing the most significant economic hardship.

**Purpose of Program/Activity:** Oregon Prekindergarten (OPK) builds on the federal investment in Head Start to serve children and families living in poverty through high-quality early care and education and family support services. OPK seeks to ensure children are ready for kindergarten and families have the tools to ensure their children's lifelong success.

**How is Program/Activity Provided:** OPK grants are awarded largely to federal Head Start grantees and other programs that demonstrate ability to meet federal Head Start Performance Standards. These programs meet Head Start Performance Standards, which require that programs offer high-quality care/education and support family and child needs through comprehensive services, such as dental care, connections to adult education, and nutrition services. Each OPK/Head Start provider serves a designated service area of the state.

**Coordination with Other Programs:** In addition to coordinating with federal Head Start, OPK providers work closely with other preschool providers, K-12 schools, home visiting programs, and medical services within their community to coordinate services.

## Children and Families Served

**Target Group and Eligibility Requirements:** Families with children ages 3 to 5 with incomes at or below 100% of the Federal Poverty Level (\$25,100 for a family of four), families receiving TANF, children in foster care, homeless children,

children receiving SSI, and children with developmental delays and disabilities.

**Number of Children/Families Eligible:** Approximately 20,000

**Number of Children/Families Served:** 8,100 through OPK, an additional 4,400 funded through federal Head Start (12,500 total)

## Financing and Staffing

**Funding for Program or Activity:** \$158,123,362 per biennia of General Fund dollars

**Cost Per Child:** \$9,100 (in half-day programming)

**Number of State FTEs:** 2.5

## Program/Activity Issues and Challenges

- OPK classrooms are largely half-day, which does not meet the needs of young children's development/learning and of working parents
- OPK begins at age three, rather than at birth/pre-natal, with a small amount of Early Head Start funded by state
- Educators, though required to possess Bachelor's degrees, earn only an average of \$35,000 annually and have a 27% annual turnover rate
- Transportation support is not currently provided by the state, meaning families who struggle economically must find their own means of transportation
- State infrastructure to monitor and support the quality of programs is lacking, including staffing and funding to support professional learning supports

## Outcome Measures

- Quality of classrooms/teaching practices in OPK classrooms
- Kindergarten readiness of children attending OPK
- Third grade proficiency of children attending OPK

# Child Care Resource & Referral System

## Program Details

**Program Description:** A network of 13 regional entities that support the needs of child care and other early care and education providers across the state through training, technical assistance, and other supports. The CCR&R system also includes the Oregon Center for Career Development (OCCD) at Portland State, including the Oregon Registry Online, as well as 211 child care referral services, and Focused Child Care Networks.

**Purpose of Program/Activity:** The CCR&R system seeks to improve the quality of environments for children through training, technical assistance through Quality Improvement Specialists, and other professional learning and quality improvement supports to license-exempt and licensed programs, and help new programs become licensed. In addition, the referral component of the systems exists to assist parents in finding care for their child.

**How is Program/Activity Provided:** The primary delivery of CCR&R services through 13 local entities, while referral services for parents are primarily delivered through 211, and data collection and analysis occurs through OCCD

**Coordination with Other Programs:** The CCR&R system coordinates with child care programs, K-12 districts, the licensing program and supports the implementation of Spark, the state's Quality Rating and Improvement System

## Children and Families Served

**Target Group and Eligibility Requirements:** CCR&R services are available to all early care and education programs, including licensed child care centers, homes, K-12 settings, and license-exempt providers

**Number of Children/Families Eligible:** N/A

**Number of Children/Families Served:** N/A

## Financing and Staffing

**Funding for Program or Activity:** \$8,571,432 Federal Dollars; (\$1,500,000 of total for 211 family referral services)

**Cost Per Child:** N/A

**Number of State FTEs:** 4

## Program/Activity Issues and Challenges

- CCR&Rs are not funded to the level necessary to offer robust professional learning opportunities, instead primarily focusing on basic health and safety training
- Quality Improvement Specialists (QISs) were primarily funded by federal grant dollars and were not sustained, leaving CCR&Rs without adequate staffing to serve programs
- There is an insufficient supply of child care programs in the state, making referral services to families necessary

## Outcome Measures

- Participation in trainings by type
- Movement on Oregon Registry steps
- Number of programs improving in quality (as measured by Spark)
- Parents ability to find quality child care

# Early Intervention and Early Childhood Special Education

## Program Details

**Program Description:** Early Intervention and Early Childhood Special Education (EI/ECSE), established by the federal Individuals with Disabilities Education Act (IDEA), provide early intervention services for children age 1 to 3 and special education services for children ages 3 to 5.

**Purpose of Program/Activity:** EI/ECSE exist to address developmental delays and disabilities early, in order to ensure children enter school ready to succeed.

**How is Program/Activity Provided:** Children are identified through developmental screenings administered by their health or early childhood education provider. If a delay or disability is identified, children are entitled to services to address their Individual Family Service Plan (IFSP). The Oregon Department of Education delivers EI/ECSE contracts with local agencies to provide a statewide system of free services for young children with developmental delays and disabilities and their families.

**Coordination with Other Programs:** EI/ECSE coordinates with health providers and other entities providing services needed to identify and serve children with developmental delays or disabilities. In addition, EI/ECSE coordinates with child care, Early/Head Start, and preschool programs to ensure children receive services within these environments.

## Children and Families Served

**Target Group and Eligibility Requirements:** Children age 0-5 years who meet qualifying standards for developmental delay or disability

**Number of Children/Families Eligible:** 26,220

**Number of Children/Families Served:** 26,220 (all eligible children must be served by law)

## Financing and Staffing

**Funding for Program or Activity:** \$208,575,476 total (General Funds \$175,014,948 and Federal Funds \$33,560,528)

**Cost Per Child:** Varies, average of approx. \$7,500 under current funding levels

**Number of State FTEs:** 10

## Program/Activity Issues and Challenges

- Coordinated developmental screenings through Coordinated Care Organizations (CCOs) led to an increase in identified children, resulting in higher caseloads but no additional dollars for children
- Children do not receive adequate service levels
- Children with less severe developmental delays and disabilities do not qualify for services

## Outcome Measures

- Progress toward IFSP goals
- Federally mandated reporting around family and child outcomes

# Early Learning Hubs

## Program Details

**Program Description:** Early Learning Hubs serve 16 regions across the state Early Learning Hubs in order to make supports more available, more accessible, and more effective for children and families, particularly those who are historically overrepresented in the opportunity gap and underrepresented in services.

**Purpose of Program/Activity:** Hubs are directed by statute to accomplish three specific goals: (1) create an early childhood system that is aligned, coordinated, and family-centered; (2) ensure that children arrive at school ready to succeed; and (3) ensure that Oregon's young children live in families that are healthy, stable, and attached. Hubs achieve these goals by aligning and coordinating early learning services to the needs of families within their community and to administer key programs that will ensure young children and their families are successful.

**How is Program/Activity Provided:** The 16 Early Learning Hubs each are administered by a local organization, a.k.a. a backbone. Each Hub is staffed by at least one director, with variable staff functions, sizes, and structures across the state. Hubs coordinate a variety of services, including Kindergarten Partnership Initiative (KPI) dollars, Family Child Care Networks, and Preschool Promise.

**Coordination with Other Programs:** The primary function of Hubs is coordination, and Hubs bring together key health, human services, and K-12 services with early care and education services to facilitate shared learning, partnerships, and services.

## Children and Families Served

**Target Group and Eligibility Requirements:** n/a

**Number of Children/Families Eligible:** n/a

**Number of Children/Families Served:** n/a

## Financing and Staffing

**Funding for Program or Activity:** \$17,767,728

**Cost Per Child:** n/a

**Number of State FTEs:** 2

## Program/Activity Issues and Challenges

- Hubs do not receive funding levels in order to ensure adequate core staffing, which threatens Hubs' ability to serve as adequate conveners and coordinators

## Outcome Measures

All Hubs are monitored on a variety of metrics each year, and each biennium a full evaluation occurs to determine their efficacy in:

- 1) Creating an aligned, coordinated and family-centered system of early learning services;
- 2) Increasing coordination and collaboration among entities involved in, and providers of services related to, early learning services, education and health and human services;
- 3) Increasing focus on outcomes; and
- 4) Improving outcomes, including but not limited to outcomes associated with school readiness, for populations defined by statute or rule as being at-risk.

# Relief Nurseries

## Program Details

**Program Description:** Relief Nurseries support families in crisis, i.e., those most at-risk for abuse and neglect, through therapeutic preschool services and parenting supports.

**Purpose of Program/Activity:** Relief Nurseries seek to intervene in and prevent child abuse and neglect for young children through a therapeutic preschool model.

**How is Program/Activity Provided:** Relief Nurseries are administered by organizations across the state and include services that occur in-home and through individualized classroom experiences. Relief Nurseries maintain low child to adult ratios. Mental health and special education services are integrated into the Relief Nursery classroom.

**Coordination with Other Programs:** Relief Nurseries coordinate with DHS Child Welfare programs, early care and education programs, including through administering Preschool Promise programs and through close partnerships with Head Start programs within their communities. Relief Nurseries also coordinate with home visiting services in order to coordinate appropriate service delivery to programs.

## Children and Families Served

**Target Group and Eligibility Requirements:** Families with children 6 weeks old to kindergarten entry who are at high risk for abuse and neglect

**Number of Children/Families Eligible:** 36,397

**Number of Children/Families Served:** 3,319

## Financing and Staffing

**Funding for Program or Activity:** \$10,991,750, including \$8,918,200 in General Funds

**Cost Per Child:** Approx. \$7,500

**Number of State FTEs:** 0.5

## Program/Activity Issues and Challenges

- Relief Nurseries do not reach enough children that could benefit across the state
- We must do work to harmonize funding of relief nurseries with other preschool programs to ensure that children receive both integrated preschool services and therapeutic preschools

## Outcome Measures

Relief Nurseries are measured on a variety of outcomes, including:

- Reduction in family risk factors associated with abuse and neglect
- Prevention of foster care or other formal DHS involvement for families participating in the program
- Increase families ability to support literacy practices at home

# Spark – Quality Improvement System

## Program Details

**Program Description:** Spark is Oregon’s Quality Recognition and Improvement System (QRIS), which serves as a framework of standards that begin with licensing standards and define a progressive set of standards for all early care and education and school age programs to reach higher quality

**Purpose of Program/Activity:** Spark exists to support child care and other early care and education programs in reaching high-quality standards. Spark focuses on the quality improvement process, providing human and financial resources to complete improvement process, and, ultimately, lead to better environments for children and families.

**How is Program/Activity Provided:** Spark is administered through an external contractor, Teaching Research Institute (TRI) at Western Oregon University. TRI works with programs to complete portfolios to reflect on and assess current program practices, assigns programs ratings, and connects programs to supports. CCR&Rs support programs engaging in Spark through Quality Improvement Specialists

**Coordination with Other Programs:** Spark coordinates with the DHS Employment Related Daycare (ERDC) program to guide families in ERDC toward programs that meet quality standards and to provide higher reimbursement rates/lower family co-pays based on Spark rating. Spark coordinates with the ELD’s licensing program to ensure coordinated review of standards. Spark serves as a basis of quality for Preschool Promise and Oregon Prekindergarten programs and is a fundamental part of supports for those programs.

## Children and Families Served

**Target Group and Eligibility Requirements:** Spark is open to all licensed child care programs, and is working toward more inclusive supports for license-exempt programs.

**Number of Children/Families Eligible:** n/a

**Number of Children/Families Served:** n/a

## Financing and Staffing

**Funding for Program or Activity:** \$5,268,075 in Federal Funds and \$315,000 GF

**Cost Per Child:** n/a

**Number of State FTEs:** 1

## Program/Activity Issues and Challenges

- Spark does not have sufficient resources to help programs improve upon quality, especially those programs at the beginning of the continuum of quality and programs seeking to engage in a continuous quality improvement in order to get licensed
- Spark is not adequately supported at the regional level due to the cuts to Quality Improvement Specialist positions across the state

## Outcome Measures

- Number of programs engaged in Spark
- Number of programs improving on Spark standards
- Number of programs rated in the highest levels of quality

# Healthy Families Oregon

## Program Details

**Program Description:** Healthy Families Oregon (HFO) is an accredited multi-site state system with Healthy Families America and Oregon's largest child abuse prevention program. It is a free family support and parent education home visiting program. HFO is voluntary and focuses on strengthening the parent-child relationship to assure healthy child growth and development.

**Purpose of Program/Activity:** Healthy Families Oregon promotes and supports positive parenting and healthy growth and development for all Oregon families expecting or parenting newborns that need and accept extra support. Healthy Families Oregon promotes positive parent-child relationships, supports healthy childhood growth and development and enhances family functioning.

**How is Program/Activity Provided:** Healthy Families Oregon is provided through contractors within Early Learning Hub regions selected via a competitive process. It is delivered by local home visitors for each local contract. HFO provides parenting education and support from a home visitor, who visits as often as weekly in the first six months after a child's birth and as needed through the first three years. The home visitor focuses on building a family's protective factors and reduce risks such as untreated disorders, unresolved trauma, and substance abuse.

**Coordination with Other Programs:** Healthy Families Oregon partners with local programs and agencies to connect families to wrap-around services, such as WIC, TANF, Early Intervention and other community resources.

## Children and Families Served

### **Target Group and Eligibility Requirements:**

Vulnerable families expecting a child or newborn under 3 months old. Families determined to be at high risk for adverse childhood outcomes through the use of a standardized research-based screening tool are offered intensive home visiting services based on eligibility criteria.

### **Number of Children/Families Eligible:**

Approximately 30,000

**Number of Children/Families Served:** 3,237

## Financing and Staffing

**Funding for Program or Activity:** \$24 million per biennia of General Fund dollars

**Cost Per Child:** \$8,160 (average) per year

**Number of State FTEs:** 2 (GF)

## Program/Activity Issues and Challenges

- Staff turnover due to low pay impact workload as well as relationships with at-risk families.
- The reach of Healthy Families Oregon is too small and limited by the risk factors. Only 11% of the estimated eligible population received services and only 46% of families interested in services qualified to receive them.

## Outcome Measures

The Healthy Families America model for home visiting has been proven to reduce child abuse and neglect, which is directly linked to Safety and Healthy People outcomes in the 10-Year Plan. Maltreatment rates in the state have fallen steadily since implementation of the research-based standards of this program. Oregon collects the following outcomes on its programs:

- Percentage of screenings prenatally or within 2 weeks of birth
- Percentage of children with primary care provider
- Up to date immunizations
- Reading to child 3x per week
- Positive parent-child interaction
- Reduced parent stress
- Rate of maltreatment
- Kindergarten readiness of children and families receiving Healthy Families Oregon services

# Kindergarten Readiness Partnership & Innovation Program

## Program Details

**Program Description:** The Kindergarten Readiness Partnership & Innovation (KPI) program supports prenatal to third-grade alignment at the local level through all 16 Early Learning Hubs by supporting local innovative approaches for linking early learning and kindergarten.

**Purpose of Program/Activity:** KPI supports successful transitions of children from early care and education programs into kindergarten and beyond. KPI seeks to support local communities in to implement innovative approaches in the following areas:

- Supporting kindergarten readiness skills and smooth transitions to kindergarten;
- Increasing family engagement in children's learning and connecting families and schools;
- Providing professional development to early learning and/or elementary school professionals to improve knowledge and skills; and/or
- Increasing alignment, connection, and collaboration in the prenatal to Grade 3 (P-3) system.

**How is Program/Activity Provided:** Hubs administer KPI in concert with local partners. KPI supports a diverse array of activities, from kindergarten transition programs to professional learning for administrators across different types of early care and education programs.

**Coordination with Other Programs:** KPI investments are leveraged to work in coordination with investments such as Preschool Promise and Head Start. KPI funds require Hubs to work with K-12 partners to identify needs related to and ensure successful transitions into kindergarten

## Children and Families Served

**Target Group and Eligibility Requirements:** Available in all communities and targeted toward partnerships with school that serve families and children that are economically disadvantaged, children of color, and dual language learners

**Number of Children/Families Eligible:** n/a

**Number of Children/Families Served:** n/a

## Financing and Staffing

**Funding for Program or Activity:** \$9,065,952 in GF

**Cost Per Child:** n/a

**Number of State FTEs:** 1

## Program/Activity Issues and Challenges

- State-level infrastructure does not allow adequate provision of technical assistance to communities on how to expend resources
- Evaluation by Portland State University recommends that the state adopt a unified vision for family engagement to inform communities work toward a vision
- Current funding does not reach all children who need most support in kindergarten transition, including ability to support adequate levels of shared professional development

## Outcome Measures

- Increased Kindergarten readiness of children participating in programs
- Improved family engagement for families participating in program
- Increased knowledge and skills of early learning/elementary school educators

# Child Care Licensing

## Program Details

**Program Description:** The Early Learning Division Office of Child Care (OCC) is responsible for ensuring the health and safety of children ages birth to 12 in over 4,200 licensed child care facilities and over 2,700 regulated subsidy providers (i.e., providers exempt from licensing, but serving families that receive Employment Related Daycare subsidies). OCC has a responsibility for the over 120,000 children are currently enrolled in licensed and regulated subsidy child care settings. OCC supports programs to meet and maintain compliance with licensing standards, conducts background checks, as well as responds to complaints and concerns received.

**Purpose of Program/Activity:** Child Care Licensing regulates child care facilities and enforces standards to protect the health and safety of children in child care settings. In addition to the regulatory framework, quality programs and services are supported by OCC through quality supports and technical assistance for licensed child care providers to ensure the quality and quantity of child care. High-quality child care environments will ensure children enter kindergarten ready to succeed.

**How is Program/Activity Provided:** Licensing specialists of diverse geography and sociocultural and linguistic backgrounds inspect child care programs, assist providers in moving up in the professional development registry, and provide technical assistance to improve quality, health and safety.

**Coordination with Other Programs:** The Office of Child Care works closely with local law enforcement agencies and the Department of Human Services, particularly when investigating reports of abuse and neglect.

## Children and Families Served

**Target Group and Eligibility Requirements:** All children in licensed or regulated subsidy settings.

**Number of Children/Families Eligible:** Estimated 593,000 children 12 and under in Oregon

**Number of Children Served:** Approximately 120,000

## Financing and Staffing

**Funding for Program or Activity:** \$140 million per biennium of federal dollars (Child Care Development Block Grant)

Office of Child Care - GIA, \$2,159,701 / Office of Child Care – Ops, \$6,060,890

**Cost Per Child:** n/a

**Number of State FTEs:** 117

## Program/Activity Issues and Challenges

- Current staffing caseload is 1:138, while national best practice standards recommend a 1:50 caseload. This limits the amount of interaction between licensors and programs, limiting the amount of both support and monitoring to programs.
- New licensing regulations and directives has increased workload of Legal and Compliance Unit beyond current capacity
- Limited capacity to provide support to programs, including technical assistance to programs to achieve licensing and increase the supply of licensed programs

## Outcome Measures

- Number of programs receiving and maintain license
- Kindergarten readiness of children in high-quality licensed child care settings
- Third grade proficiency of students in high-quality licensed child care settings



# Early Learning Hubs

In 2013, the Oregon Legislature passed House Bill 2013 creating 16 regional and community-based Early Learning Hubs. Hubs are charged with generating partnerships and local conditions that make quality early childhood services more available, accessible and effective for children and families, particularly those who are historically underserved.

The Early Learning Hubs have three specific goals: (1) Create an early childhood system that is aligned, coordinated, and family-centered; (2) Ensure that children arrive at school ready to succeed; and (3) Ensure that Oregon’s young children live in families that are healthy, stable, and attached.



## Goals

## Outcomes

**Create aligned, coordinated and family-centered early learning system**

- There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, early learning, and business)
- Catalytic and transformative leadership is demonstrated
- All five sectors can demonstrate alignment of agendas, strategies, resources and activities.
- Partners share data and information
- The voice of families and communities served by the Hub guides the work of the Hub
- Family Resource Management function has been developed
- Disparities in access to services and supports are reduced and services and supports are culturally responsive

**Ensure school readiness**

- Children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school
- Families are supported as their child’s first and most important teachers
- Early care and education programs and providers are equipped to promote positive child development
- Children and families experience aligned, culturally responsive instructional practices and seamless transitions from early learning programs to kindergarten
- Disparities in outcomes for children of color and from low-income families are reduced

**Ensure healthy, stable and attached families**

- Families have positive physical and mental health, supported by access to high-quality health services
- Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care
- Families have adequate resources to meet their needs, such as housing and transportation, access to healthy communities, and supports to strengthen their resilience to stress
- Working families have access to safe and affordable child care that promotes positive child development

## Early Learning Hub Contacts

Below is a list of all 16 Early Learning Hubs, with contact information.

Hub Name	Coverage Area	Hub Contact
<b>Blue Mountain Early Learning Hub</b>	Umatilla, Morrow and Union counties	<b>Amy Hoffert</b> 541-966-3165   Amy.Hoffert@imesd.k12.or.us
<b>Clackamas Early Learning Hub</b>	Clackamas County	<b>Annette Dieker</b> 971-420-3528   adieker@clackamas.us
<b>Early Learning Hub of Central Oregon</b>	Deschutes, Jefferson and Crook counties	<b>Brenda Comini</b> 541-480-8993   brenda.comini@hdesd.org
<b><u>Early Learning of Linn, Benton &amp; Lincoln Counties</u></b>	Linn, Benton and Lincoln counties	<b>Kristi Collins</b> 541-917-4908   collink@linnbenton.edu
<b>Early Learning Multnomah</b>	Multnomah County	<b>Molly Day</b> 503-226-9364   mollyd@unitedway-pdx.org
<b><u>Early Learning Multnomah</u></b>	Multnomah County	<b>Frances Sallah</b> 503-226-9324   francess@unitedway-pdx.org
<b>Early Learning Washington County</b>	Washington County	<b>Adam Freer</b> 503-846-4491   Adam_Freer@co.washington.or.us
<b>Eastern Oregon Community Based Services Hub</b>	Malheur, Baker and Wallowa counties	<b>Kelly Poe</b> 208-230-0648   kelly.poe@malesd.k12.or.us
<b>Four Rivers Early Learning Hub</b>	Hood River, Wasco, Sherman, Gilliam and Wheeler counties	<b>Christa Rude</b> 541-340-0438   christa.rude@cgesd.k12.or.us
<b>Frontier Early Learning Hub</b>	Grant and Harney counties	<b>Donna Schnitker</b> 541-573-6461   schnitkd@hearneyesd.k12.or.us
<b>Lane Early Learning Alliance</b>	Lane County	<b>Bess Day</b> 541-741-6000 x162   bday@unitedwaylane.org
<b>Marion &amp; Polk Early Learning Hub, Inc.</b>	Marion and Polk counties	<b>Lisa Harnisch</b> 503-967-1185   lharnisch@earlylearninghub.org
<b>Northwest Early Learning Hub</b>	Tillamook, Columbia and Clatsop counties	<b>Dorothy Spence</b> 503-614-1682   dspence@nwresd.k12.or.us
<b>South-Central Oregon Early Learning Hub</b>	Douglas, Lake and Klamath counties	<b>Gillian Wesenberg</b> 541-440-4771   gillian.wesenberg@douglasesd.k12.or.us
<b>South Coast Regional Early Learning Hub</b>	Coos and Curry counties	<b>Sara Stephens</b> 541 435-7751   <a href="mailto:sstephens.screl@orcca.us">sstephens.screl@orcca.us</a>
<b>Southern Oregon Early Learning Services</b>	Jackson and Josephine counties	<b>Rene Brandon</b> 541-858-6731   rene_brandon@soesd.k12.or.us



# Oregon Early Childhood Profile

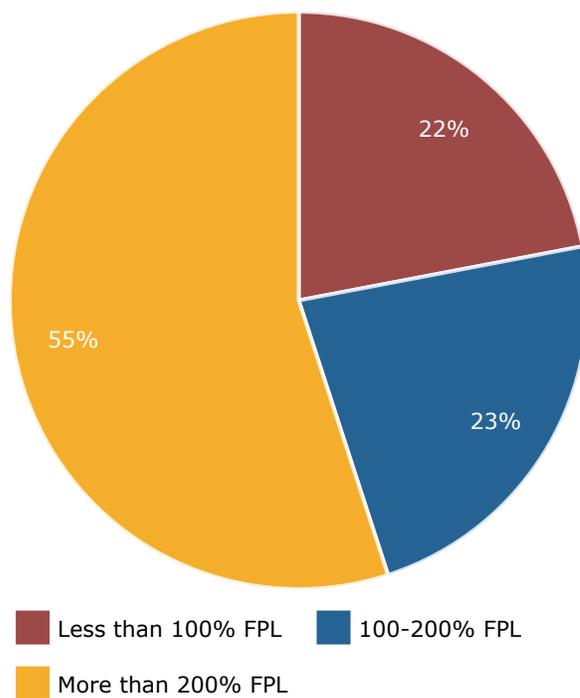
## OVERVIEW

The Early Childhood Two-Generation State Policy Profile shows which state policies meet benchmarks that are favorable to the well-being of children and their families. The profile includes policies that are key elements of a two-generation approach to supporting the well-being and life opportunities of young children and their parents, in the areas of health, early care and education, and parenting and economic support.

A two-generation framework for policy design reflects extensive research that identifies the critical supports young children need over time to thrive<sup>1,2</sup>. Most two-generation supports for young children and families are created through the collective impact of multiple policies. An example is investment in prekindergarten programs and an effective quality improvement system that promotes children’s access to high quality early care and education programs along with state policies such as the Earned Income Tax credit and minimum wage that raise the incomes of low-income working families; another is policies that ensure mental health screenings and access to quality health care for both children and parents.

**Young children (under age 6)<sup>3</sup>: 269,814**

**Young children by income, 2017**



Source<sup>3</sup>

**Young children by race/ethnicity, 2017**



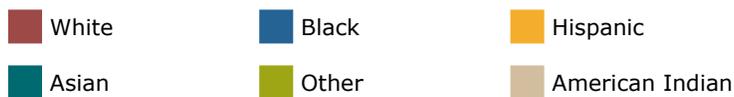
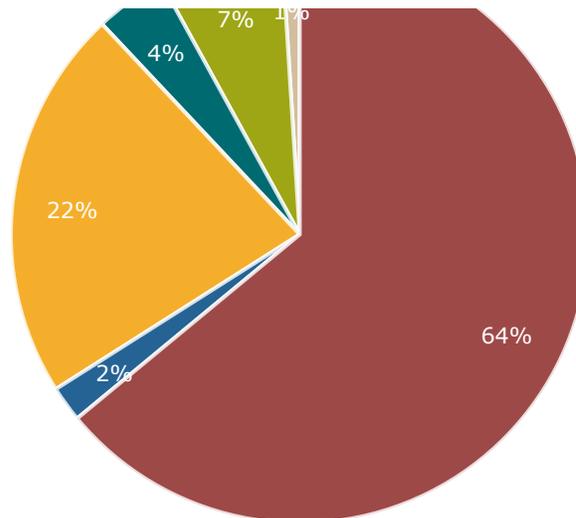
A brief overview of policies in the EC Two-Generation State Policy Profile is provided below (see policy definitions for an explanation of benchmarks). The Profile is limited to policies for which 50-state data are available. Users who wish to examine additional policies specific to their state, within a two-generation framework, can find suggestions in [State Policies through a Two-Generation Lens: Strengthening the Collective Impact of Policies that Affect the Life Course of Young Children and their Parents](#).

### Health and Development

States can support young children's development by making key policy choices in early health and development. This section of ITO highlights states' policy choices for supporting young children's wellbeing: 1) Access to and continuity of health care, including state Medicaid/CHIP eligibility levels and coverage of legal immigrant children; 2) Parents' access to health care, including for low-income pregnant women, and access to a medical home for young children; and 3) Preventive screening and assessment, including adherence to recommended schedules for well-child visits.

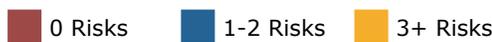
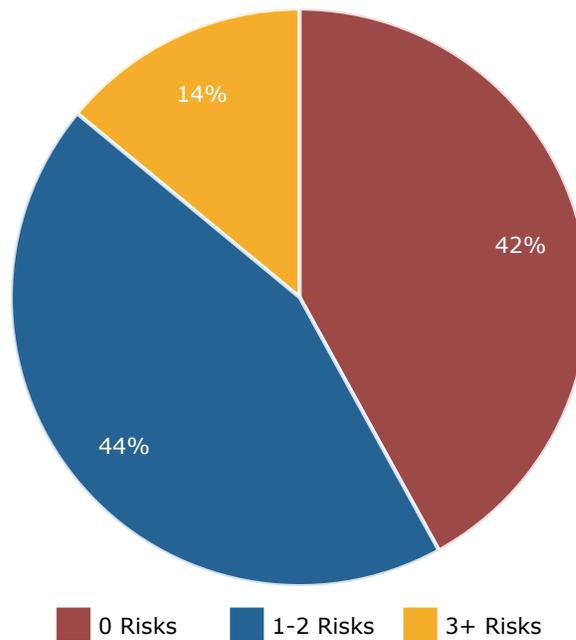
### Early Care and Education

States make important decisions about the early care and education services they provide to young children and families. This section of ITO highlights states' key policy choices that affect children's development and parents' ability to work: 1) Access to childcare, including subsidy eligibility levels and reimbursement rates; and 2) States' investment in Head Start, Early Head Start, pre-kindergarten, child care centers' class size and student-teacher ratios and investment in infant/toddler specialist networks and credentials and Quality Rating Improvement Systems.



Source<sup>3</sup>

### Exposure to multiple risk factors among young children, 2017\*



Source<sup>3</sup>

\* This graph includes all possible risk factors: poor, single parent, teen mother, low parental education, nonemployed parents, residential mobility, households without English speakers, and large family size.

## Parenting and Economic Supports

States make critical policy choices that help low-income parents effectively support young children's healthy development. This section of ITO spotlights states' policy choices related to important economic supports for low-income families with young children: 1) TANF requirements for parents of young children; and 2) Income support policies including tax relief, earned income and dependent care tax credits, as well as child support disregards.

## HEALTH AND DEVELOPMENT

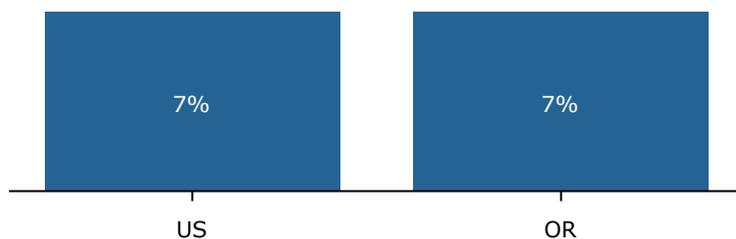
Sets the income eligibility limit for public health insurance (Medicaid/CHIP) at or above 200% of the federal poverty level (FPL) [2019]<sup>5</sup>

- Children <1 year  
*Sets eligibility at 305% (S-CHIP)*
- Children 1-5 years  
*Sets eligibility at 305% (S-CHIP)*
- Children 6-18 years  
*Sets eligibility at 305% (S-CHIP)*
- Pregnant women  
*Sets eligibility at 190% (Medicaid and Unborn Child Option: CHIP-funded)*

- Provides lawfully residing immigrant children with Medicaid/CHIP coverage without 5-year waiting period [2019]<sup>5</sup>
- Provides lawfully residing pregnant immigrant women with Medicaid/CHIP coverage without 5-year waiting period [2019]<sup>5</sup>
- Provides temporary coverage to children under Medicaid or CHIP until eligibility can be formally determined [2019]<sup>5</sup>
- Provides temporary coverage to pregnant women under Medicaid until eligibility can be formally determined [2019]<sup>5</sup>
- Extends Medicaid coverage for family planning to otherwise ineligible low-income women [2019]<sup>6</sup>

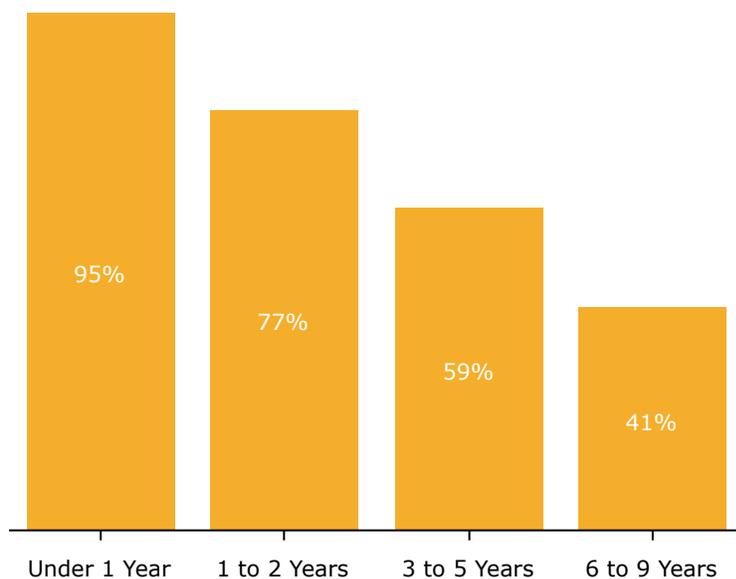
*Eligibility based on income up to 250% FPL, includes men and individuals younger than 19 years of age.*

### Young children under age 6 who lack health insurance, 2017



Source<sup>3</sup>

### Percent of eligible children who received at least one EPSDT screening, by age, FY 2017



Source<sup>4</sup>

- Includes at-risk children in the definition of eligibility for IDEA Part C [2014]<sup>7</sup>
- Does not require redetermination of eligibility for Medicaid/CHIP more than once a year [2019]<sup>5</sup>
- Has adopted Medicaid expansion as part of the Affordable Care Act [2019]<sup>8</sup>
- Has an online dual-benefit form to apply for Medicaid and SNAP [2019]<sup>5</sup>
- Medicaid pays for maternal depression screening during pediatric/family medicine visits under the child's Medicaid [2018]<sup>9</sup>
- Has at least one Help Me Grow affiliate site that has fully implemented a centralized access point [2019]<sup>10</sup>

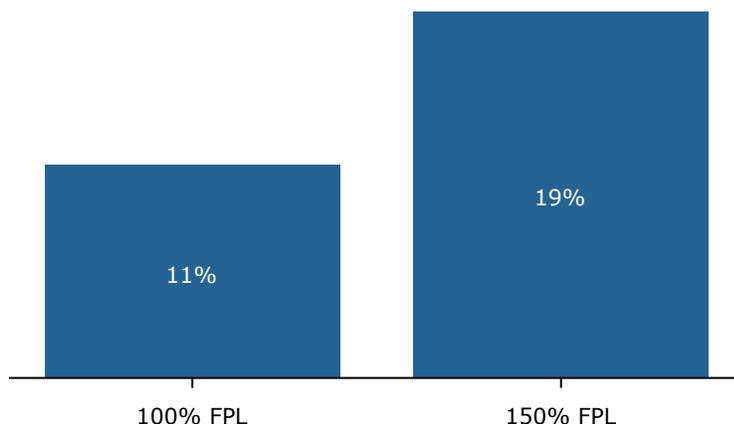
EPSDT screening periodicity schedule meets recommendations of American Academy of Pediatrics [FY 2016]<sup>11</sup>

- 7 screenings for children <1 year  
*State requires 6 screens. 100% of eligible screens were completed in 2017.*
- 4 screenings for children 1-2 years  
*State requires 5 screens. 76% of eligible screens were completed in 2017.*
- 3 screenings for children 3-5 years  
*State requires 3 screens. 67% of eligible screens were completed in 2017.*
- 4 screenings for children 6-9 years  
*State requires 4 screens. 45% of eligible screens were completed in 2017.*

## EARLY CARE AND EDUCATION

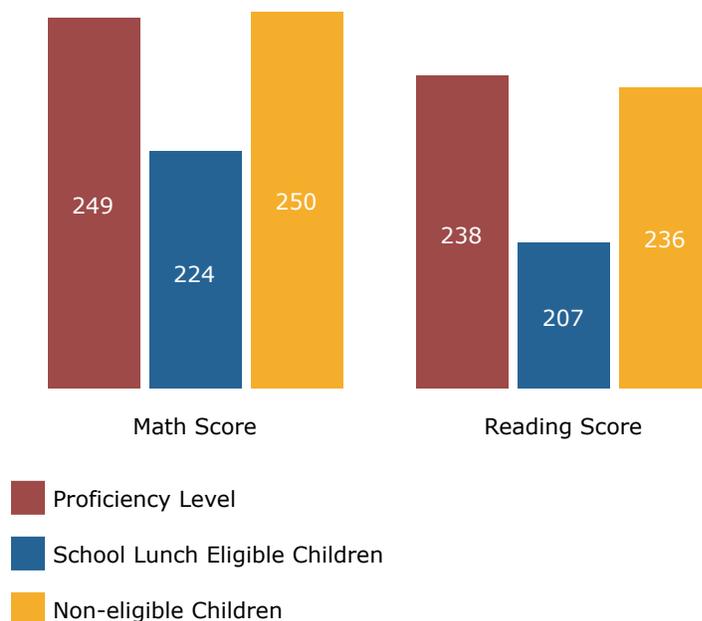
- Sets the income eligibility limit for child care subsidies at or above 200% FPL [2018]<sup>12</sup>  
*A family of three qualifies for assistance with a maximum income at \$37,788 or 182% FPL. This reflects a decrease from 183% FPL in 2017.*
- Uses payment rate at or above the 75th percentile of current market rate for center-based care at the highest quality QRIS tier [2018]<sup>12</sup>  
*The reimbursement rate for center care for a four-year-old in Group Area A (Portland) at the highest quality tier was 9% higher than the rate at the lowest quality tier.*
- Provides families with at least 12 months of continuous eligibility for child care subsidies [FY 2017]<sup>14</sup>
- Funds a pre-kindergarten program and/or supplements Head Start [2017]<sup>15</sup>  
*\$90,146,488 for pre-kindergarten and Head Start*
- Requires districts to offer full day kindergarten [2018]<sup>16</sup>
- Requires one adult for every four 18-month-olds in child care centers [2019]<sup>17</sup>
- Requires one adult for every ten 4-year-olds in child care centers [2019]<sup>17</sup>
- Requires one teacher for every 12 students in kindergarten classrooms [2019]<sup>17</sup>  
*Child care regulations require one teacher for every 15 students.*

**Monthly child care co-payment fees as a percent of income for a family of three with one child in care, 2018**



Source<sup>12</sup>

**National Assessment of Educational Progress (NAEP) fourth grade math and reading scores, 2017**



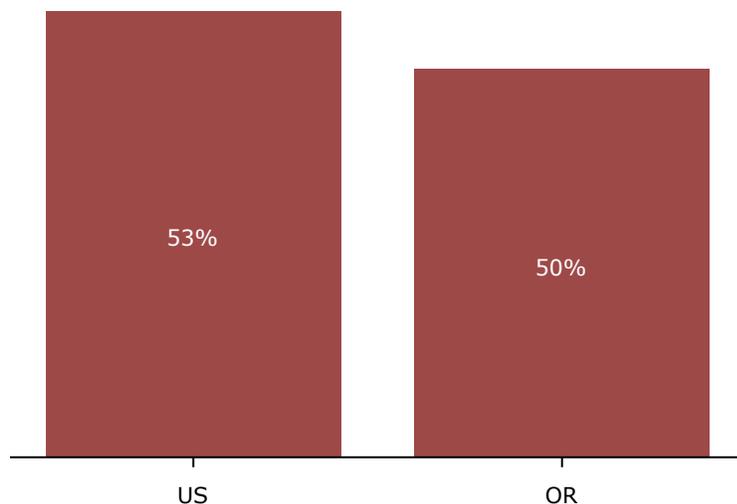
Source<sup>13</sup>

- Has early learning standards or developmental guidelines for infants and toddlers [2019]<sup>18</sup>
- Has an infant/toddler credential or certificate [2018]<sup>19</sup>
- Requires that infants and toddlers in child care centers be assigned a consistent primary caregiver [2019]<sup>17</sup>
- Has implemented a statewide Quality Rating Improvement System (QRIS) [2017]<sup>20</sup>
- Has comprehensive, free-standing standards for social emotional learning at the K-12 level [2018]<sup>21</sup>
- Requires a minimum of a bachelor's degree for lead teachers in public pre-K programs and licensed child care centers [2018]<sup>22</sup>

## PARENTING AND ECONOMIC SUPPORTS

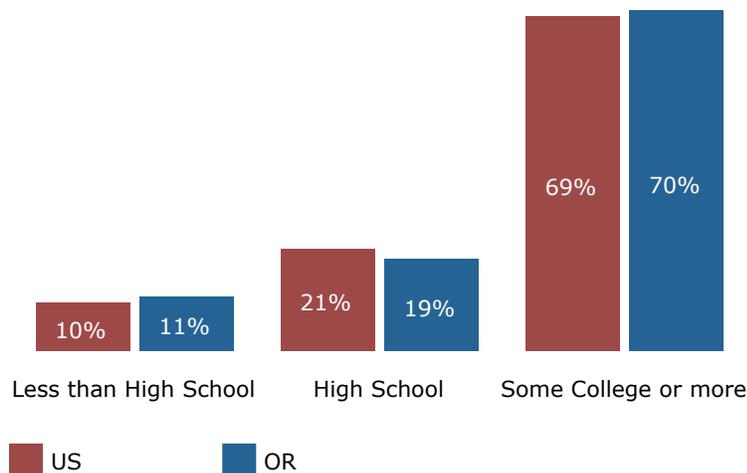
- Exempts single parents on TANF from work requirements until the youngest child reaches age 1 [FY 2017]<sup>23</sup>  
*Parent must return to work when child is 6 months old.*
- Reduces the TANF work requirement to 20 hours or less for single parents with children under age 6 [FY 2017]<sup>23</sup>  
*Case-by-case basis.*
- Has paid family leave for a minimum of 6 weeks with partial replacement of wages [2019]<sup>24</sup>
- Offers accrual of at least five paid sick days [2019]<sup>25</sup>  
*Employees can accrue and use up to 40 hours per year of paid sick leave. This statute does not apply to employers with fewer than 10 employees.*
- Established a state minimum wage that meets or exceeds \$10.25/hr and is indexed to inflation for a family of three [2019]<sup>26</sup>  
*The standard minimum wage is \$11.25. Oregon also sets a higher rate for employers located in the Portland metro (\$12.50), and a lower rate for employers located in nonurban counties (\$11.00).*
- Sets gross income eligibility limit at 200% FPL and does not have asset limits for SNAP [2018]<sup>27</sup>  
*Gross income limit is set at 185% FPL. No asset limit.*
- Does not charge personal income tax for single-parent families of three below the federal poverty level

**Low-income young children with a parent employed full-time, 2017**



Source<sup>3</sup>

**Education levels of mothers with young children, 2017**



[2017]<sup>28</sup>

Source<sup>3</sup>

Offers a refundable state Earned Income Tax Credit [2018]<sup>29</sup>  
*11% of federal EITC for workers with children 3 years and younger; 8% of the federal EITC for others. Oregon's EITC is set to expire at the end of tax year 2019.*

Offers a refundable state dependent care tax credit [2017]<sup>30</sup>  
*Under Oregon Working Families Child and Dependent Credit, the maximum refundable credit is \$18,000. Only care expenses for children under age 13 or disabled spouses or dependents of any age may be claimed for this credit.*

Offers a refundable Child Tax Credit [2019]<sup>31</sup>

Keeps copayments for child care subsidies at or below 7% of family income for families of three at 150% FPL [2018]<sup>12</sup>  
*Copayments set at 19% of income.*

Offers exemptions and/or extensions of the TANF benefit time limit for women who are pregnant or caring for a child under 6 months of age [FY 2017]<sup>23</sup>

Offers a minimum of 28 weeks of Unemployment Insurance benefits [2019]<sup>32</sup>  
*State provides up to 26 weeks of regular state-funded UI.*

**Maximum annual TANF benefit for a family of three, for FY 2017**



Source<sup>23</sup>

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Last Updated: September 3, 2019

**Send us** recent developments to update your state's profile.

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# Oregon Early Learning Hubs System Evaluation

Final Report

December 2018



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Elizabeth Vale Gandhi  
Fiona Innes Helsel  
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Aisling Nagel  
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December 2018



## About Education Northwest

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Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

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# Executive Summary

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The Oregon Department of Education’s Early Learning Division (ODE-ELD) contracted with Education Northwest in Portland, Oregon, to conduct an evaluation of the Early Learning Hubs system. Education Northwest, in partnership with Marzano Research in Denver, Colorado, developed an evaluation plan based on collaborative discussions with ODE-ELD leadership. The mixed-methods evaluation addresses two of the four legislative mandates for the Early Learning Hubs system:

- Create an early childhood system that is aligned, coordinated, and family-centered
- Increase coordination and collaboration among entities involved in, and providers of services related to, early learning services, education, and health and human services

The evaluation team gathered existing documents, collected new data from key stakeholders and partners, and analyzed new and existing data to determine the progress of the hub system toward these two legislative mandates. This report summarizes all data collection and analysis activities and provides recommendations based on those findings.

## Key Findings

### **PROGRESS TOWARD LEGISLATIVE MANDATE 1: Create an early childhood system that is aligned, coordinated, and family-centered**

**What is the collective structure of the Early Learning Hubs system?**

#### *Backbone agencies*

- Hubs most often have backbone agencies from the K–12 sector and least often have backbone agencies from the health and human services/mental health sectors. Backbone agencies vary in how connected they are to other partners in their hubs.
- On average, hub backbone agencies had established relationships with 55 percent of the other organizations in their hub but varied in how connected they were to their partners by child population, location, and geographic size. More rural hubs tended to have less connected backbone agencies than those in more urban areas.
- On average, hub partners reported *trusting* and *valuing* their backbone agencies to a great extent (average trust rating of 3.7 out of 4 and value rating of 3.6 out of 4). This remained

#### **Early Learning Hubs system requirements at a glance**

- **16** early learning hubs in Oregon
- **4** legislative mandates
- **5** required sector partners
  - Early care and education
  - Human services/mental health
  - Health
  - K–12 education
  - Business/private
- Each hub is overseen by a backbone agency that is responsible for fiscal and operational accountability and a governing body that is responsible for multisector coordination

relatively consistent and high across hub locations in terms of urbanicity, child population, and geographic size.

### *Other partners*

- Across all hubs, the contribution of partners to their hubs varied by sector. Those from the human services/mental health and health sectors most often said that their top contribution was providing services to children and families; whereas, partners from the early care and education sector and K–12 sector most often said that their top contribution was providing expertise to their hub. Partners representing the business/private sector were most likely to say that their top contributions were providing business expertise and leadership.

### *Governance structures*

- Each of the 16 hubs has at least one high-level governing body. The names of these bodies vary and include titles such as steering committee, governance board, consortium, council, and early learning [hub/leadership] council.
- Across all hubs, partners from the business/private sector were least likely to be represented within the hub or on the governing body.

## **As a system, how are the early learning hubs coordinating services across the five sectors?**

### *Sector collaboration*

- Hubs varied in the extent to which partners from all five sectors were connected to other partners in the hub. In about a quarter of the hubs, at least one partner from each sector was connected to at least 40 percent of the other hub partner organizations. In those hubs in which a sector was less well connected to other organizations, it was most often the business/private sector.

### *Service coordination strategies*

- Hub partners are using various strategies to coordinate services. The top strategies include exchanging information, knowledge, and resources; networking or relationship-building; collaborating on specific tasks or projects; and bringing together diverse stakeholders.
- All key partners indicated that *families are a major focus of their hub*, and all said they are facilitating service delivery to families.
- The most frequently mentioned way of *coordinating service* delivery was to conduct meetings in which partners present and share information about the services they are providing and/or unmet needs in the community that the hub could address.
- The most frequently mentioned ways of *aligning services* were utilizing strategic or action-planning processes; conducting board meeting discussions; sharing priorities when selecting grantees (e.g., ensuring that grants go to cross-sector projects or programs working toward the same goal as the hub); and using professional development opportunities to discuss how projects are aligned.

## **PROGRESS TOWARD LEGISLATIVE MANDATE 2: Increase coordination and collaboration among entities involved in, and providers of services related to, early learning services, education, and health and human services**

### **What components of early learning hub coordination are working well?**

- The most successful aspects of *facilitating service delivery to families and children* were the formation of new partnerships and connections, increased collaboration, and decreased levels of competition. Some partners also mentioned the application of an equity lens to their work and their collaboration with the Oregon Parenting Education Collaborative.
- The most successful aspects of *service coordination* were the ability to bring partners together and build trust; the increased communication and sharing of information and resources among partners; and the impact of hubs on their partners' abilities to leverage funding, perform at optimal levels, and be innovative.
- The most successful aspects of *service alignment* included the ability of partners to work toward the same goals but in different ways and the ability to use data to align services.

### **What is the quality and intensity of relationships between and among sectors?**

- In most hubs, partners from all sectors rated each other relatively high on trust. In more than a third of hubs, partners from all sectors also rated the value of their fellow partners' work as high. In other hubs, when a sector was valued less, it was most often K–12 or the business/private sector.

### **What changes could be made to improve alignment, coordination, and family-centeredness of the system?**

- Challenges that impact the ability of hubs to *facilitate service delivery for families and young children* include: the ruralness, remoteness, and high poverty level of some communities and the lack of resources, funding, and transportation
- Challenges that impact the ability of hubs to *coordinate services* include: competition for resources, lack of consistent and adequate funding, numerous state-level requirements attached to funds, lack of time to do the work, and difficulty getting the right agencies to participate
- Challenges that impact the ability of hubs to *align services* include: the lack of a coordinated data system, limited capacity to do a big job, and ruralness or remoteness

## Key Recommendations

### Provide clear and consistent communication

- Provide clear and consistent communication to hub partners regarding ODE-ELD's vision and goals for the hub system. This is essential for agencies involved in the hub system that are struggling to understand their role (e.g., service coordination rather than service provision) or struggling to think strategically about hub implementation.
- Provide clearer guidance to hub partners on how to define sector membership. Many partners identified themselves as belonging to "other" sectors. This is especially important given the requirement for hubs to include partners from five sectors.

### Provide contextualized support

- Continue to allow hubs to organize their work in ways that make sense for the context in which they are working. Hubs face place-based challenges such as lack of resources, varying community size, poverty, and lack of transportation, all of which impact the way in which they carry out their work and the progress they make toward the goals of the hub system.
- Consider the unique contexts of each hub and provide resources that are responsive to their specific needs. Hubs vary in location, child population, and geographic size, which impacts how densely connected their partners are and how connected the backbone agency is to other organizations.

### Provide support around data and data systems

- Hub partners emphasized the need for common metrics and a coordinated data system. ODE-ELD should continue to work on improving the alignment and coordination of data systems across all hubs. This will be especially important for measuring the impact of the hub system on improved child and family outcomes.

### Foster collaboration over competition

- Continue to work across partner organizations to encourage collaboration rather than competition and to determine how limited resources can be leveraged for the benefit of all. ODE-ELD should also continue to advocate for adequate and consistent funding for the hub system.
- Create time for hub partners to collaborate during meetings or staff retreats, which can strengthen relationships and build trust.
- Consider how to more purposefully and meaningfully involve the business/private sector in the hub system. Twenty-five percent of the hubs did not have representation from this sector and those that did still found them to be less connected to the work than partners from other sectors. Additionally, about half did not have representation from the business/private sector on their governing body.