

EARLY CARE & EDUCATION SECTOR PLAN FOR JACKSON & JOSEPHINE COUNTIES



Southern Oregon
Early Learning Services

December
2019

Regional Stewardship Committee Report

Early Care & Education Sector Plan for Jackson & Josephine Counties

REGIONAL STEWARDSHIP COMMITTEE REPORT

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BACKGROUND

Raise Up Oregon, Oregon's statewide strategic plan for its early learning system, created by the Early Learning Council, sets a bold vision. A key part of this is a robust sector of early care and education to support the learning and development of our state's youngest children. Oregon has a vision for a sector that ensures all families have access to high-quality, (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.

As part of House Bill 2025, passed during the 2019 Legislative Session, Early Learning Hubs – together with Child Care Resource & Referral Entities and Head Start grantees – are tasked with creating a plan that helps Oregon realize this objective. This plan, an Early Care and Education (ECE) Sector Plan, outlines a vision and roadmap for early care and education services in their region.

In October 2019, Southern Oregon Early Learning Hub convened a Regional Stewardship Committee charged to begin early care and education sector planning for Jackson and Josephine Counties. During Phase 1 of this process, the Committee reviewed data and participated in community engagement activities to identify priority populations for targeted services, the characteristics of providers best suited to serve the priority populations, the supports (e.g., shared services) needed to support these providers in delivering high-quality services, and other assets within communities to further the ECE sector. The sector planning will continue through January 2021 and will be integrated into the processes to inform Preschool Promise, Oregon Prekindergarten, and Early Head Start expansions, and equitable resource allocation across the state.

PHASE 1 EXPANSION PLANNING MILESTONES

SEPTEMBER 12: SHARED ECE SECTOR PLANNING PROCESS WITH INTERAGENCY PRESCHOOL PROVIDER MEETING AND INVITED PARTICIPATION

SEPTEMBER 13: SHARED ECE SECTOR PLANNING PROCESS WITH AGENCY ADVISORY COUNCIL AND INVITED PARTICIPATION. ENCOURAGED AAC MEMBERS TO RECRUIT PARENTS TO PARTICIPATE ON REGIONAL STEWARDSHIP COMMITTEE.

SEPTEMBER 17: SUE PARRISH/ELD ATTENDED HUB GOVERNANCE COUNCIL MEETING TO REVIEW ECE SECTOR PLANNING TOOL KIT AND ANSWER QUESTIONS. ENCOURAGED GC MEMBERS TO RECRUIT PARENTS TO PARTICIPATE ON REGIONAL STEWARDSHIP COMMITTEE.

OCTOBER 8: PRESENTED TO OREGON COMMUNITY FOUNDATION'S GO KIDS COMMITTEE. SHARED ECE SECTOR PLANNING EFFORTS.

OCTOBER 9: SHARED ECE SECTOR PLANNING PROCESS WITH ALEX CAMPBELL, GOVERNOR'S REGIONAL SOLUTIONS OFFICE.

OCTOBER 11: REGIONAL STEWARDSHIP COMMITTEE KICK-OFF MEETING & AND MEMBER SIGNING OF CHARGE DOCUMENT.

OCTOBER 29: REGIONAL STEWARDSHIP COMMITTEE MEETING. REVIEW OF CHILD AND FAMILY DATA AND REACH RATES FOR EARLY LEARNING PROGRAMS.

OCTOBER 30: SHARED ECE SECTOR PLANNING PROCESS AT PUBLIC SCREENING OF NO SMALL MATTER.

NOVEMBER 8: REGIONAL STEWARDSHIP COMMITTEE MEETING. REVIEWED CITY LEVEL AND ELEMENTARY SCHOOL CATCHMENT PRIORITY POPULATION DATA AND SUPPLY LIMITATIONS OF EARLY LEARNING PROGRAMS IN OUR REGION.

NOVEMBER 15: REGIONAL STEWARDSHIP COMMITTEE MEETING. CONTINUED TO REVIEW SUPPLY DATA AND OBSERVE AREAS OF DISPARITY FOR PRIORITY POPULATIONS AND GEOGRAPHIC AREAS.

NOVEMBER 19: UPDATE ON ECE SECTOR PLANNING PROCESS TO SOELS GOVERNANCE COUNCIL.

NOVEMBER 21: REGIONAL STEWARDSHIP COMMITTEE MEETING. REVIEWED QUANTITATIVE DATA ANALYSIS, PROVIDER SURVEY RESULTS, AND VOTED FOR TOP FOUR PRIORITY POPULATIONS.

DECEMBER 3: REGIONAL STEWARDSHIP COMMITTEE MEETING. DISCUSSED MIXED DELIVERY PROFILE QUESTIONS AND ECE EXPANSION OPPORTUNITIES.

DECEMBER 11: SUBMISSION OF FINAL DRAFT TO STEWARDSHIP COMMITTEE AND SOELS GOVERNANCE COUNCIL FOR FINAL APPROVAL.

DECEMBER 13: SUBMISSION OF FINAL REPORT TO EARLY LEARNING DIVISION FOR REVIEW.

Southern Oregon Early Care and Education Sector Plan 2019

Membership Roster

Early Learning Hub: Southern Oregon Regional Stewardship Committee Membership Roster		
	ORGANIZATION / GROUP REPRESENTING	EMAIL ADDRESS
Ann Ackles	Jackson County Health Department – Nurse Family Partnership	acklesam@jacksoncounty.org
Adriana Arizaga	Parent	a.arizaga725@gmail.com
Peter Buckley	Southern Oregon Success (SORS)	peter_buckley@southernoregon success.org
Angelina Camargo	Parent (Spanish Home Language)	texting: 541-890-3601
Katherine Clayton	Southern Oregon Head Start	katherine.clayton@socfc.org
Jacque Doney	Siskiyou Community Health Center – Healthy Families	jdoney@siskiyouhealthcenter.org
Lisa Farlin	Southern Oregon Head Start	lfarlin@socfc.org
Michelle Gallas	Imagine That, Children’s Creative Center	dmichellegallas@gmail.com
Cecilia Giron	Southern Oregon Child And Family Council – LISTO (Culturally Specific Organization)	cecilia.giron@socfc.org
Shelly Inman	Medford School District	shelly.inman@medford.k12.or.us
Nancy Lawson	SOESD – Early Childhood Services	nancy_lawson@soesd.k12.or.us
Adrienne Liufau	Kairos	aliufau@kairosnw.org
Geoffrey Lowry	OCDC	geoffrey.lowry@ocdc.net
Jessica Machen	DHS	
Katrina Mcgrath	Child Care Resource Network	katrina_mcgrath@soesd.k12.or. us
Eileen Micke-Johnson	Rogue Community College ECE Dept	emicke@roquecc.edu
Wendy Nelson	Family Nurturing Center	wendyn@rvfnc.org
Heather Olivier	FACT Oregon	heather@factoregon.org
Carrie Prechtel	AllCare Health	carrie.prechtel@allcarehealth.co m
Sunshine Price	Kids Unlimited Academy	sprice@kuacademycharter.org
Crystal Rowbotham	Parent	crystalrowbotham@gmail.com
Sunny Spicer/ Britt Zimmerman	Kid Time Children’s Museum And Learning Loft Preschool	sunny@kid-time.org britt@kid-time.org
Terah Wheeler-Enrich	Southern Oregon Head Start	terah.henrich@socfc.org
Mary Wolf	Child Care Resource Network	mary_wolf@soesd.k12.or.us
Susan Zottola	Grants Pass School District	szottola@grantspass.k12.or.us

Deliverable I: Analysis of Priority Populations for ECE Expansion

Priority Populations

1. Children under age 3

The PDG Data shows that the reach rate for early learning programs is 9% for Jackson County and 11% for Josephine County. The reach rate for publicly-funded programs for children under age three is 6% for Jackson County and 14% for Josephine County.

53% of Family Survey responses were from families with children under age three.

26% stated they are not connected to any early learning programs and most of those stated the reason was access and cost. The majority also stated full-time care is needed for work and they were from rural communities.

Currently, Early Head Start is only available in three cities: Cave Junction, Grants Pass and Medford. Expansion is needed across the region, and especially in rural communities. The waitlist exceeds 200 children. Transportation barriers need to be addressed if rural families will be required to access expansion slots in larger, adjacent cities.

Provider survey results indicated zero of the 53 respondents wanted to expand to offer infant care. Very few were open to expanding care for one and two year olds.

2. Children birth-5 without early learning opportunities prior to Kindergarten living in areas of high poverty with low reach rates, especially in rural communities

The PDG Data shows that the percentage of children birth-5 whose families are at or below 200% FPL is, 57% for Jackson County (Moderately High-Risk Rate) and 64% for Josephine County (High Risk Rate). The percentage of families who live in areas of high concentrations of poverty are, 44% for Jackson County and 60% for Josephine County (Moderately High-Risk Rate). Reach rates for publicly-funded programs for children birth-5 in the region at or below 200% FPL is, 11% for Jackson County and 14% for Josephine County.

23% of the parents responding to the Family Survey stated their children are not in an early learning program. When asked what prevents their children from attending, 71% said cost is the barrier.

The ACS and publicly-funded program data shows that the rural communities that have at least 20% of families with children under age five living at or below 100% FPL and have the lowest reach rates for publicly-funded programs (at or below 10%) include: Butte Falls, Eagle Point, Talent, O'Brien, Prospect, Selma and Wimer.

The three largest cities, Central Point, Grants Pass and Medford also have low reach rates of 8%, 15%, and 10%, respectively, and have rural, underserved areas within each city.

3. Children birth-5 experiencing a disability or delay and/or mental health condition

According to ODE’s School Report Card data, elementary schools in the region have high percentages of students with disabilities, ranging from 8% to 25%. This means that many children are being supported in K-5. However, without adequate support in early learning programs prior to kindergarten, many of these children lack the early supports needed that could reduce the level of special education needed later on. Statewide EI/ECSE 2017 data shows that only 28% of children under 3 and 2% of high needs children ages 3-5 receive the recommended dose and duration of services, leaving the majority of children without adequate support in their early learning environments.

21% of Family Survey responses were from families with a child experiencing a delay or disability. An additional 10% indicated their child had a mental health condition. These families indicated that teachers need more training and support in the classroom to be able to meet the needs of these children.

Family survey respondents stated their children need providers who are ready to meet the needs of children with delays or disabilities with trained staff, adequate staffing levels, and materials and equipment for inclusive programming.

4. Children birth-5 whose home language is Spanish

Spanish is the fastest growing language in the region. According to ACS 2017 data, 14% of the population in Jackson County and 7% of the population in Josephine County report that Spanish is their home language.

15% of Family Survey responses were from families whose home language is Spanish. The open-ended comments reflected home language, culture and food being supported in early learning programs as critical for their families.

The communities with the largest percentage of Spanish-speaking families (6-24%) include Medford, White City, Phoenix, Talent, Grants Pass and Central Point. Spanish language support in early learning programs is lacking in each of these communities.

Family survey respondents stated their children need programs that demonstrate culturally and linguistically responsive practices, and have policies and practices in place to increase these supports. Programs need teachers who reflect the demographics of the children served.

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Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
Children under age 3	<p>Estimate # eligible children # Children Birth to 3: Jackson Co: 7,890 Josephine Co: 2,687</p> <p><i>Source: PDG Data</i></p> <hr/> <p>Estimate # children served Jackson: 732 (9%) Josephine: 306 (11%)</p> <p>Publicly-Funded 100% FPL: Jackson: 171 (8%) Josephine: 115 (16%)</p> <p><i>Source: PDG Data</i></p>	<p>There is very limited access to publicly-funded early learning opportunities in all regions of Southern Oregon.</p> <p>Given that ACS child population data do not separate 0-2 and 3-5, we cannot determine reach rate by city for this population. However, the low percentages of children served per county as represented by the PDG data, demonstrates high need across the region.</p> <p>Currently, there are only a few cities with access to publicly-funded 0-3 slots: Ashland, Cave Junction, Grants Pass, and Medford. Many of the more rural locations with high poverty rates lack access.</p> <p><i>Source: ACS 2017 and PDG Data November 2019</i></p>	<p>398 FAMILY ENGAGEMENT SURVEYS WERE COMPLETED AND WERE INCLUSIVE OF ALL PRIORITY POPULATIONS, REPRESENTING THE MAJORITY OF CITIES ACROSS THE REGION: So many of the partners serve several of the priority populations, so electronic and paper surveys were sent to:</p> <ul style="list-style-type: none"> Addictions Recovery Center Children's Advocacy Center Choices Community Works Early Head Start and Head Start DHS SS and CW Bridging Communities 	<p>Priority Population Response:</p> <p>53% of the 398 family respondents have at least one child under age 3. -15% enrolled in EHS. -12% receive EI services. -26% report not being connected to any publicly-funded programs for children under 3. Only 5 families stated they do not want or need child care.</p> <p>The top three preferences for child care include:</p> <ol style="list-style-type: none"> 1. Quality of staff/child interactions 2. Clean environment with variety of materials

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	<p>Discussion of quantitative disparity in service</p> <p>The region lacks access to slots for infant/toddler, regardless of ability to pay, in both counties. When income is considered, access is much more limited.</p> <p>Given that expansion for 2020-2021 is focused on preschool expansion rather prioritizing infant/toddler expansion, Southern Oregon stakeholders would like emphasize that infant/toddler care is very needed and we hope to see funding expansion prioritized in the near future.</p>		<p>Perinatal Task Force Members EI/ECSE in both counties FACT Oregon Family Nurturing Center Family Solutions Jackson County Mental Health Jackson County Foster Parent Association Kaleidoscope Facilitators Preschool Promise Programs LISTO Maslow Project Nurse Family Partnership Oasis Oregon Child Development Council</p> <p>OnTrack Options of Southern Oregon Siskiyou Community Health The Family Connection Grants Pass Treatment Center Women's Crisis Support Team Young Parent Group Facilitators Rogue Challenge UCAN</p>	<p>3. Hours that meet the family's needs</p> <p>Other factors:</p> <ul style="list-style-type: none"> -Families from 10 of the 15 cities listed cost as a driving factor. -Families from 7 of the 15 cities cited proximity to home or work as very important and all of these responses were from rural communities. <p>Open ended comments listed:</p> <ul style="list-style-type: none"> -Long waitlists (2+years) for EHS - Limited options in all 0-2 programs -Feeling forced to select a lower quality program because that is what was available -A need for evening/weekend hours to accommodate work schedules.
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<p>Children 0-5 without early learning opportunities prior to kindergarten in areas of high poverty with low reach rates, especially in rural communities</p>	<p>Estimate # eligible children</p> <p># Children under 5: Jackson Co: 12,033 Under 200% FPL: 7,915 (65%)</p> <p>Josephine Co: 4,079 Under 200% FPL: 2,882 (71%)</p> <p><i>Source: PDG Data</i></p>	<p>Reach Rate for publicly-funded programs for children 0-5, by city (cities with at least 20% of families with children 0-5 at or below 100% FPL are highlighted in red):</p>	<p>Priority Population Response: -23% of respondents report their children are not in an early learning program. -When asked what prevents them from using child care or preschool, 71% cited cost as at least one of the top reasons.</p>																																																																
<p>Estimate # children served</p>	<p>Jackson: 3,079 (26%) Jackson Publicly-Funded: 100% FPL: 813 (26%) 101-200% FPL: 72 (2%)</p> <p>Josephine: 1,113 (27%) Josephine Publicly-Funded: 100% FPL: 365 (33%) 101-200% FPL: 46 (4%)</p> <p><i>Source: PDG Data</i></p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">City</th> <th># Slots</th> <th># Pop under 5</th> <th>% Served – Reach Rate</th> </tr> </thead> <tbody> <tr><td>Ashland</td><td>206</td><td>619</td><td>33%</td></tr> <tr><td>Butte Falls</td><td>0</td><td>31</td><td>0%</td></tr> <tr><td>Cave Junction</td><td>77</td><td>75</td><td>102% (CJ child population may be underrepresented due to community under responding to census survey)</td></tr> <tr><td>Central Point</td><td>95</td><td>1,176</td><td>8%</td></tr> <tr><td>Eagle Point</td><td>74</td><td>748</td><td>10%</td></tr> <tr><td>Gold Hill</td><td>18</td><td>73</td><td>25%</td></tr> <tr><td>Grants Pass</td><td>371</td><td>2,403</td><td>15%</td></tr> <tr><td>Jacksonville</td><td>0</td><td>47</td><td>0%</td></tr> <tr><td>Medford</td><td>583</td><td>5,802</td><td>10%</td></tr> <tr><td>Merlin</td><td>20</td><td>41</td><td>49%</td></tr> <tr><td>Phoenix</td><td>88</td><td>136</td><td>65%</td></tr> <tr><td>Rogue River</td><td>25</td><td>184</td><td>14%</td></tr> <tr><td>Ruch</td><td>0</td><td>75</td><td>0%</td></tr> <tr><td>Shady Cove</td><td>0</td><td>475</td><td>0%</td></tr> <tr><td>Talent</td><td>0</td><td>347</td><td>0%</td></tr> </tbody> </table>	City	# Slots	# Pop under 5	% Served – Reach Rate	Ashland	206	619	33%	Butte Falls	0	31	0%	Cave Junction	77	75	102% (CJ child population may be underrepresented due to community under responding to census survey)	Central Point	95	1,176	8%	Eagle Point	74	748	10%	Gold Hill	18	73	25%	Grants Pass	371	2,403	15%	Jacksonville	0	47	0%	Medford	583	5,802	10%	Merlin	20	41	49%	Phoenix	88	136	65%	Rogue River	25	184	14%	Ruch	0	75	0%	Shady Cove	0	475	0%	Talent	0	347	0%	<p>The top three preferences for child care include:</p> <ol style="list-style-type: none"> 1. Quality of staff/child interactions 2. Clean environment with variety of materials 3. Cost
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	<p>Discussion of quantitative disparity in service</p> <p>The region lacks access to slots for 0-5, regardless of ability to pay, in both counties. As noted in the next column, 9 of the 22 cities lack publicly-funded programs.</p>	<table border="1"> <tr> <td>Trail</td> <td>0</td> <td>24</td> <td>0%</td> </tr> <tr> <td>White City</td> <td>59</td> <td>650</td> <td>9%</td> </tr> <tr> <td>Williams</td> <td>20</td> <td>108</td> <td>19%</td> </tr> </table> <p>Sources: ACS 2017 and 2019 Public-funded program data from PSP, HS, OPK from local programs NOTE: O'Brien, Prospect, Selma and Wimer have 0 listed in ACS for child population under 5, although they exist. Opportunities are needed in these communities.</p>	Trail	0	24	0%	White City	59	650	9%	Williams	20	108	19%																																						
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<p>Children 0-5 experiencing disability</p>	<p>Estimate # eligible children</p> <p>Prevalence of disability, per county, for total population:</p> <p>Jackson County: 3,403 out of 203,206</p> <p>Josephine County: 1,355 out of 87,393</p> <p>Source: US Census estimate 2018 and prevalence rate of 1.55% as accepted by The Community of Practice)</p>	<p>Percentage of children 0-5 on IFSP being served in publicly-funded programs, by city:</p> <table border="1"> <thead> <tr> <th>City</th> <th># IFSPs</th> <th># Children</th> <th>% IFSP</th> </tr> </thead> <tbody> <tr> <td>Ashland</td> <td>26</td> <td>207</td> <td>13%</td> </tr> <tr> <td>Butte Falls</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Cave Junction</td> <td>6</td> <td>77</td> <td>8%</td> </tr> <tr> <td>Central Point</td> <td>5</td> <td>95</td> <td>5%</td> </tr> <tr> <td>Eagle Point</td> <td>4</td> <td>74</td> <td>5%</td> </tr> <tr> <td>Gold Hill</td> <td>2</td> <td>18</td> <td>11%</td> </tr> <tr> <td>Grants Pass</td> <td>27</td> <td>371</td> <td>7%</td> </tr> <tr> <td>Jacksonville</td> <td>NA</td> <td></td> <td></td> </tr> <tr> <td>Medford</td> <td>67</td> <td>583</td> <td>11%</td> </tr> <tr> <td>Merlin</td> <td>4</td> <td>20</td> <td>20%</td> </tr> <tr> <td>O'Brien</td> <td>NA</td> <td></td> <td></td> </tr> </tbody> </table>	City	# IFSPs	# Children	% IFSP	Ashland	26	207	13%	Butte Falls	NA			Cave Junction	6	77	8%	Central Point	5	95	5%	Eagle Point	4	74	5%	Gold Hill	2	18	11%	Grants Pass	27	371	7%	Jacksonville	NA			Medford	67	583	11%	Merlin	4	20	20%	O'Brien	NA			<p>The partners include: EI/ECSE FACT Oregon Kairos Options Bridging Communities</p> <p>These partners focus exclusively on supporting families with children experiencing a delay or disability. Additionally, many programs already have families with children experiencing disability.</p>	<p>Priority Population Response: -21% of respondents have at least one child with a disability or delay. -9.9% have at least one child with a mental health condition.</p> <p>The top four preferences for child care include: 1. Quality of staff/child interactions 2. Clean environment with variety of materials 3. Cost 4. Accommodations for child's disability needs.</p>
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<p>Estimate # children served</p> <p># Children Served Jackson Co.: EI- 258 (3.8%) ECSE- 413 (5.6%)</p> <p># Children Served Josephine Co: EI- 90 (4.1%) ECSE- 134 (5.2%)</p> <p>Source: PDG Data</p> <p>Discussion of quantitative disparity in service</p> <p>The biggest disparity is that so few children have access to state-funded programs that are required to assess children and are more likely to refer families to EI/ECSE services. The expulsion rates are increasing for children in early learning settings.</p>	Phoenix	10	88	11%	<p>Open-ended comments:</p> <p>-Staff at early learning programs need training on how to better support children with delays or disabilities.</p> <p>-Environments need to focus more on inclusion and accommodating needs so all children can play outside on playgrounds and play in all activities.</p> <p>-One parent suggested a parent conference helping parents navigate the complexities of the respite care system would be helpful.</p>
	Prospect	NA			
	Rogue River	2	25	8%	
	Ruch	NA			
	Sams Valley	0	18	0%	
	Selma	NA			
	Shady Cove	NA			
	Talent	NA			
	Trail	NA			
	White City	9	59	15%	
	Williams	0	20		
	Wimer	NA	207	13%	

Sources: 2019 Public-funded program data from PSP, HS, OPK from local programs

NOTE: if city does not have publicly-funded early learning, NA is noted.

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	<p>There is an expectation that ECSE needs to provide the preschool opportunity for all children with an IFSP or delay. This mindset does not create inclusive expectations within the early learning system.</p>																																																
<p>Children 0-5 whose home language is Spanish</p>	<p>Estimate # eligible children</p> <p># Children 5-17 with Spanish as home language: Jackson 4,085 Josephine 811</p> <p><i>Source: PDG Data</i></p> <p>Estimate # children served:</p> <p><i>Preschool Promise:</i> Jackson: 67/148 (45%) children being served who have Spanish as home language Josephine: 0/54 children being served who have Spanish as home language</p>	<p>Percentage of Spanish speaking programs compared to percentage of families with Spanish as home language, by city:</p> <table border="1" data-bbox="659 691 1262 1390"> <thead> <tr> <th>City</th> <th>% Spanish as Home Language</th> <th>% Spanish Programs</th> </tr> </thead> <tbody> <tr><td>Ashland</td><td>2%</td><td>0%</td></tr> <tr><td>Butte Falls</td><td>3%</td><td>0%</td></tr> <tr><td>Cave Junction</td><td>3%</td><td>0%</td></tr> <tr><td>Central Point</td><td>6%</td><td>11%</td></tr> <tr><td>Eagle Point</td><td>1%</td><td>0%</td></tr> <tr><td>Gold Hill</td><td>1%</td><td>0%</td></tr> <tr><td>Grants Pass</td><td>6%</td><td>0%</td></tr> <tr><td>Jacksonville</td><td>NA</td><td></td></tr> <tr><td>Medford</td><td>11%</td><td>11%</td></tr> <tr><td>Merlin</td><td>1%</td><td>0%</td></tr> <tr><td>Phoenix</td><td>2%</td><td>0%</td></tr> <tr><td>Rogue River</td><td>1%</td><td>0%</td></tr> <tr><td>Ruch</td><td>2%</td><td>0%</td></tr> <tr><td>Shady Cove</td><td>3%</td><td>0%</td></tr> </tbody> </table>	City	% Spanish as Home Language	% Spanish Programs	Ashland	2%	0%	Butte Falls	3%	0%	Cave Junction	3%	0%	Central Point	6%	11%	Eagle Point	1%	0%	Gold Hill	1%	0%	Grants Pass	6%	0%	Jacksonville	NA		Medford	11%	11%	Merlin	1%	0%	Phoenix	2%	0%	Rogue River	1%	0%	Ruch	2%	0%	Shady Cove	3%	0%	<p>In the larger outreach, electronic and paper surveys were shared with LISTO, a culturally specific family literacy program. LISTO program staff assisted families in completing surveys.</p>	<p>Priority Population Response: -14.6% report Spanish as home language.</p> <p>The top three preferences for child care include:</p> <ol style="list-style-type: none"> 1. Quality of staff/child interactions 2. Clean environment with variety of materials 3. Hours that meet the families' needs. <p>Open-ended comments: When asked what prevents them from accessing care: -48% said cost -38% said long waits lists -24% said transportation</p>
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Head Start/OPK:
Jackson/Josephine:
 97/1,134 (9%) children being served who have Spanish as home language.
Source: ODE, ELD 2017-18, PDG Data

Talent	10%	14%
Trail	0%	0%
White City	24%	14%
Williams	0%	0%

Sources: CCR&R Data Report November 2019 and ACS 2017

Discussion of quantitative disparity in service

Children in Josephine County who are Spanish speaking are not being served by Preschool Promise. Due to data limitations, it is unknown at this time how many children in HS/OPK are Spanish speaking in Josephine County.

Deliverable 2: Regional Mixed Delivery Profile

Family Needs & Preferences Grid

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
Children under age 3	The quality of teacher and staff interactions with children (friendly, smiling, happy, engaging)	The Environment is clean and well maintained and there are a variety of materials available for children to play with	Hours of operation/Hours of availability	
Children 0-5 without early learning opportunities prior to kindergarten, in areas of high poverty and low reach rates, especially rural communities	The quality of Teacher and staff interactions with children (friendly - smiling - happy - engaging)	The Environment is clean and well maintained and there are a variety of materials available for children to play with	Cost out of pocket for family per week/ per month/ per visit	
Children 0-5 experiencing a delay or disability	The Environment is clean and well maintained and there are a variety of materials available for children to play with	The quality of Teacher and staff interactions with children (friendly - smiling - happy - engaging)	Provides accommodations for my child's needs (Diagnosed physical and behavior needs assisted by knowledgeable and kind staff - IEP or IFSP accommodated)	
Children 0-5 whose home language is Spanish	The Environment is clean and well maintained and there are a variety of materials available for children to play with	The quality of Teacher and staff interactions with children (friendly - smiling - happy - engaging)	Hours of operation/Hours of availability	Family survey respondents stated their children need programs that demonstrate culturally and linguistically responsive practices, and have policies and practices in place to increase these supports. Programs need teachers who reflect the demographics of the children served.

Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile	
How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations?	<p>Jackson and Josephine Counties have a mix of child care centers, certified family, and registered family providers to meet the preferences of the region’s priority populations. However, the current overall supply does not meet the demand, with a reach rate for children ages birth-3 at 9% for Jackson County and 11% for Josephine County. The reach rate for children ages birth-5 is 20% for Jackson County and 21% for Josephine County. The analysis of CCR&R data of desired capacity versus licensed capacity revealed the potential for expansion in most of the cities in the region.</p> <p>The Provider Survey results revealed that of the 53 respondents:</p> <ul style="list-style-type: none">• The 23 who currently serve infants and one year olds were willing to expand capacity to serve additional one year old, and an additional six were willing to start serving one year olds.• The 28 respondents who currently serve two year olds were willing to expand, and an additional four were willing to start serving two year olds.• When asked what they would need to be able to expand, the top answers were funding, qualified staff, space, classroom materials and furniture, and professional development for new staff. <p>Family Survey respondents have stated that early learning program staff need both training and ongoing support to meet the needs of children experiencing a disability. There is the desire from early learning programs to provide access for all children but when a child has a need that the provider is not trained or equipped to support, it becomes challenging for the program and frustrating for the child and the family. The region has developed onsite coaching supports for providers to access at no charge. Additional funding is needed to ensure more early learning programs have access to ensure they receive the support they need to meet the needs of all children in care.</p> <p>15% of Family Survey respondents identified Spanish as their home language and noted that more culturally and linguistically supportive programming is needed in this region. To meet the needs of these families, a more diverse early learning workforce is a priority.</p>

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	<p>With financial support and technical assistance to existing early learning programs, there are various expansion opportunities in Southern Oregon to meet the needs of the region’s priority populations. Increased services will require targeted recruitment and retention efforts to expand the early learning workforce.</p> <p><i>Sources: PDG Data from Portland State University September 2019, SOELS Family and Provider Surveys October 2019</i></p>
Where are the biggest gaps in service geographically?	<p>Jackson and Josephine Counties have many rural communities that lack access. In Jackson County, Butte Falls, Prospect, Shady Cove, Talent, Trail, and Wimer lack any access to <i>publicly-funded</i> programs. In Josephine County, O’Brien, Selma, and Wolf Creek lack access to <i>all types of</i> early learning programs. Merlin and Williams have a limited number of publicly-funded slots. Transportation is a barrier for rural families needing to access care in adjacent communities.</p> <p>The largest cities – Central Point, Grants Pass, and Medford – also have low reach rates for publicly-funded programs; 8%, 15%, and 10%, respectively.</p> <p><i>Sources: PDG Data from Portland State University October 2019, Local Head Start and Early Head Start partner data November 2019</i></p>
Where are the biggest gaps in service for priority populations?	<p>Children under Age 3</p> <p>Publicly Funded slots for birth-3 year olds are limited to four cities: Ashland, Cave Junction, Grants Pass, and Medford.</p> <p>The available CCR&R data does not include actual slots for children under three, but instead listed the number of providers offering Infant, Toddler, and Preschool Care. These were duplicate numbers, as providers can select how many from each category they serve. From the available data, we were able to determine that there are limited providers offering infant and toddler care in all rural communities. Those communities with high poverty rates for families with children under age 5 are highlighted in red.</p>

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City	# Providers Infant Care	# Providers Toddler Care
White City	10	13
Phoenix	1	3
Eagle Point	3	3
Rogue River	1	2
Jacksonville	0	0
Talent	2	2
Butte Falls	0	0
Trail	1	1
Shady Cove	1	1
Williams	0	0
Wolf Creek	0	0
Cave Junction	1	1

Sources: NACCRRR CCR&R Data Report November 2019, regional data from Early Head Start November 2019

Children birth-5 without early learning opportunities prior to kindergarten who live in high poverty areas with low reach rates, especially in rural communities

The region lacks access to slots for children birth-5, regardless of ability to pay, in both counties. 9 of the 22 cities also lack publicly-funding early learning programs. Those communities with high poverty rates for families with children under age 5 are highlighted in red.

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City	# Slots	# Pop under 5	% Served – Reach Rate
Ashland	206	619	33%
Butte Falls	0	31	0%
Cave Junction	77	75	102% (CJ child population may be underrepresented due to community under responding to census survey)
Central Point	95	1,176	8%
Eagle Point	74	748	10%
Gold Hill	18	73	25%
Grants Pass	371	2,403	15%
Jacksonville	0	47	0%
Medford	583	5,802	10%
Merlin	20	41	49%
Phoenix	88	136	65%
Rogue River	25	184	14%
Ruch	0	75	0%
Shady Cove	0	475	0%
Talent	0	347	0%
Trail	0	24	0%
White City	59	650	9%
Williams	20	108	19%

Sources: ACS 2017, PDG Data October 2019, NACCRRR CCR&R Data Report November 2019

Children birth-5 experiencing disability and/or mental health condition

Family and Provider survey respondents reported that children experiencing a disability are underserved in the region, due to lack of training and coaching options for providers. It was also noted that materials and equipment accommodations are needed for equitable access to early learning activities.

Source: SOELS Parent and Provider Surveys November 2019

Children birth-5 whose home language is Spanish

Family Survey respondents reported that the biggest gap is in finding programs offering linguistically and culturally appropriate care.

Percentage of programs offering instruction in Spanish compared to percentage of families with Spanish as home language, by city, shows that most of the cities in the region lack linguistically appropriate programming:

City	% Spanish as Home Language	% Programs with Spanish Language Support
Ashland	2%	0%
Butte Falls	3%	0%
Cave Junction	3%	0%
Central Point	6%	11%
Eagle Point	1%	0%
Gold Hill	1%	0%
Grants Pass	6%	0%
Jacksonville	0%	0%
Medford	11%	11%
Merlin	1%	0%
Phoenix	2%	0%
Rogue River	1%	0%
Ruch	2%	0%
Shady Cove	3%	0%
Talent	10%	14%
Trail	0%	0%
White City	24%	14%
Williams	0%	0%

Sources: ACS 2017 and NACCRRR CCR&R Data Report November 2019

<p>What program characteristics are necessary to meet the demand in your target communities?</p>	<ol style="list-style-type: none"> 1. Experienced staff: <ul style="list-style-type: none"> • To provide developmentally appropriate practice to support infants and toddlers. • To recognize when to refer to early intervention or mental health services. Including using screening tools such as the ASQ. • To provide appropriate accommodations for children experiencing a delay or disability, including materials and equipment that is accessible and inclusive • To provide Spanish language support in culturally responsive ways 2. Options for both full time and part time enrollments, as well as odd hour care. 3. Access in rural communities or transportation for rural communities lacking access. 4. A mix of child care center and family child care options. 5. Wrap-around supports for the families of children receiving care. 6. Supports to providers that address behavior challenges, mental health conditions, and other specific needs of children experiencing a delay or disability. 7. Living wage and benefits to attract and retain high quality staff. 8. Professional development, including education pathways, for entry level and experienced teachers and directors, as well as onsite coaching for teaching staff. <p><i>Sources: SOELS Family and Provider Surveys October 2019</i></p>
<p>How would small ECE providers meeting these characteristics be supported through a network model?</p>	<p>A Network model that provides both administrative and programmatic support:</p> <ul style="list-style-type: none"> • Fiscal agent for contract, EGMS, reporting to ELD • Group/Network insurance options • Training and implementation support of business practices • Ongoing, cohort training and support for both directors and teaching staff • Consultation/coaching support in the classroom • Eligibility and enrollment assistance • Navigator to assist with family wrap-around supports <p><i>Source: SOELS Regional Stewardship Committee December 2019</i></p>

Deliverable 3: Emerging ECE Expansion Opportunities

Regional Opportunities Expansion

Regional Opportunities Expansion

Philanthropic Opportunities:

Oregon Community Foundation’s program, GO Kids, “seeks to overcome the opportunity gap by helping community leaders tailor solutions to local conditions and local needs.” <https://www.oregoncf.org/go-kids> SOELS presented to their local committee in October and informed them of the Regional Stewardship Committee’s charge to conduct a data analysis of supply and demand for early learning in the region to prepare for potential expansion. They were very interested in learning more in the future.

The Ford Family Foundation’s (TFFF) Children, Youth and Families department “works to increase the number of children in rural Oregon...who are healthy, kindergarten ready and later will succeed in school and beyond.” TFFF leadership will be engaged to discuss ways to leverage support to early learning programs in rural communities.

K-12 Opportunities:

Six of the eleven school districts in the region are actively engaged with the early learning system and each one is interested in engaging in preschool expansion. Four have indicated they plan to have a district-operated early learning program. At least one district would like to partner with existing early learning programs to expand access to children in their catchment area. Five districts have facilities for an early learning program. Two districts indicate opening a program in 2020-21. Two districts have 2021-22 as the target start date. It is unknown at this time how many children are estimated to be served in year one. It is unknown at this time how districts plan to utilize the Student Investment Account for early learning needs. This is being discussed at SIA planning meetings convened by Southern Oregon ESD.

Partners in the early learning system inclusive of CCR&R, Rogue Community College, a current Preschool Promise Program Provider, and the Early Learning Hub team have been meeting for several months identifying strategies to support programs interested in expansion. The needs of the K-12 system partners are being captured to ensure the support needed for successful expansion into early learning is available.

Business Sector Opportunities:

This is emerging work for the region. The Early Learning Hub met with the Governor’s Regional Solutions Office in September and shared the data analysis work that was just launching at that time. That team is working on some supports that will assist programs interested in early learning expansion; they are producing a brochure that explains zoning laws and land use restrictions. This will be a very useful companion to current resources.

The team also suggested that SOELS present data findings to the board of Southern Oregon Regional Economic Development, Inc. (SORED) to increase their understanding of the importance of child care as a workforce and economic development issue. We believe these two connections will increase access to the private sector business community and new partnerships will emerge.

Opportunities for future engagements include local Chambers of Commerce, service organizations, and large employers such as local hospitals.

Bandon Dunes Golf Course is in the process of adding an early learning program at their resort. It would be valuable to learn from them and share this information with other local businesses who may consider this option.

Other Regional Initiatives Focused on Early Learning:

Southern Oregon Success, the region’s achievement collaborative, has adopted kindergarten readiness as its focus area for this biennium, and will be a strong partner in engaging and supporting partners interested early learning expansion.

The major health partners in Southern Oregon have come together to do a shared Community Health Assessment every three years. The first report was released this year and the stakeholders in the region have identified three focus areas: Housing, Behavioral Health, and Parenting and Life Skills. The Early Learning Hub and several early learning partners are participating on the Parenting and Life Skills workgroup. Child care has been identified as a critical need to be addressed. This cross-sector stakeholder group will be an important asset as this ECE Sector Plan work continues.

Other Considerations:

Facility space has been identified as a potential barrier for early learning expansion. Partnerships with churches and other family-serving partners located in buildings with empty space should be explored for facility partnerships.

Source: SOELS Regional Stewardship Committee December 2019