



Year 1 of the Oregon Early Childhood Equity Fund Evaluation

# Laying the Groundwork for Understanding and Documenting the Effectiveness of Culturally Specific Services

SEPTEMBER 2021

Report submitted to THE OREGON EARLY LEARNING DIVISION

## Acknowledgements

This report is the culmination of hard work and collaboration on the part of many people and organizations, including all the Early Childhood Equity Fund grantees and the Oregon Early Learning Division. We are grateful for everyone's contributions and appreciate the collective commitment to Oregon's families who are often marginalized by services and systems. Special thanks to the members of the Early Childhood Equity Fund Evaluation Leadership Group who contributed to the equitable evaluation framework development, and our deepest appreciation to grantee staff who contributed through participation in surveys and feedback sessions. We look forward to continuing to learn from and with you.

## Photo Credits and Acknowledgements

We are especially thankful to the programs who shared photographs with us, and to the families and staff captured in those images. Organizations sharing original photographs included: Adelante Mujeres, Immigrant and Refugee Community Organization, KairosPDX, Oregon Child Development Coalition, and Todos Juntos.

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View report data in Google Sheets:  
[Children Served through ECEF Programs](#)  
[Race/ethnicity of Children 0-4 in Oregon](#)

# Report Summary

This summary provides key findings from the Year 1 Early Childhood Equity Fund (ECEF) evaluation conducted by Portland State University's Center for Improvement of Child and Family Services (PSU CCF).<sup>1</sup> This report describes: (1) early program outcomes and implementation successes, (2) barriers and challenges experienced by grantees, (3) findings from an assessment of grantee data collection, analysis, reporting and utilization efforts, (4) the evaluation plan to guide future outcome evaluation, and (5) recommendations for the upcoming biennium.

## ECEF Program Description

In 2019 the Oregon State Legislature approved the [Early Childhood Equity Fund](#) (ECEF) as part of the [Student Success Act](#), providing funding “for culturally specific early learning, early childhood, and parent support programs, to promote the capacity of culturally specific organizations to deliver these programs, to monitor capacity needs, and provide technical assistance to grantees.”<sup>2</sup> An investment of \$8.25 million was allocated to the ECEF. In the 2019–2021 biennium, 30 program grants and five planning grants were funded. Funds were distributed to grantee organizations across the state.

1 The full report is available at the Resource Library of the Oregon Early Learning Division: <https://oregonearlylearning.com/news-resources/resource-library/>

2 Oregon Secretary of State. Early Childhood Equity Fund, 414-575-0000. Retrieved June 22, 2021 from [https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID\\_OARD=71NY8Ju2Xj\\_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802](https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID_OARD=71NY8Ju2Xj_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802)



## ECEF Evaluation

ECEF legislation required an external program evaluation, which was charged with documenting the impact of the program on four broad outcomes: “(1) positive child indicators, including early childhood school readiness, (2) positive family indicators, including family stability, (3) use of culturally specific methods, and (4) capacity of culturally specific organizations.”<sup>3</sup>

In October 2020, the Early Learning Division (ELD) contracted with PSU CCF to conduct the evaluation. The evaluation uses a culturally responsive approach that took into account the challenges facing ECEF grantees in implementing new programs during the COVID-19 pandemic. Given this context, the evaluation focused on documenting progress towards two of the four legislatively mandated outcomes: (1) the use of culturally specific methods for service delivery, and (2) capacity expansion for culturally specific organizations. Child and family outcomes will be included in the evaluation plan for the 2021–2023 biennium.

The Year 1 ECEF evaluation included three components: 1) **an Implementation Evaluation** to understand the service delivery process and successes and challenges in providing culturally specific and responsive services, 2) **Collaborative Planning**, working closely with ELD and with ECEF grantees to design a plan for data collection in 2021–2023, and 3) **a Data Capacity Assessment** to learn about grantees’ data collection tools and systems, and to identify needs for technical assistance and infrastructure support in 2021–2023.

### YEAR 1

## ECEF Evaluation Methods

The evaluation team collected data using three methods:

- Reviewing existing documents, reports, and data (e.g., grantee proposals, monthly narrative and progress and service reports, meeting notes),
- Qualitative interviews with representatives from each of the ECEF grantee programs, and
- Qualitative interviews with ELD staff.

Early in the Year 1 evaluation, the PSU CCF evaluation team began to engage in collaborative planning by establishing an ECEF Evaluation Leadership Group (ELG) to inform ongoing Year 1 evaluation and to co-create the evaluation plan for 2021–2023. Eleven grantee representatives chose to participate, and provided input and guidance to the evaluation team. This group will continue work to finalize the 2021–2023 evaluation plan, including prioritizing key research questions and developing culturally responsive definitions of, and data collection methods for, child and family outcomes.

3 Oregon Secretary of State. Early Childhood Equity Fund, 414-575-0000. Retrieved June 22, 2021 from [https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID\\_OARD=71NY8Ju2Xj\\_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802](https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID_OARD=71NY8Ju2Xj_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802)

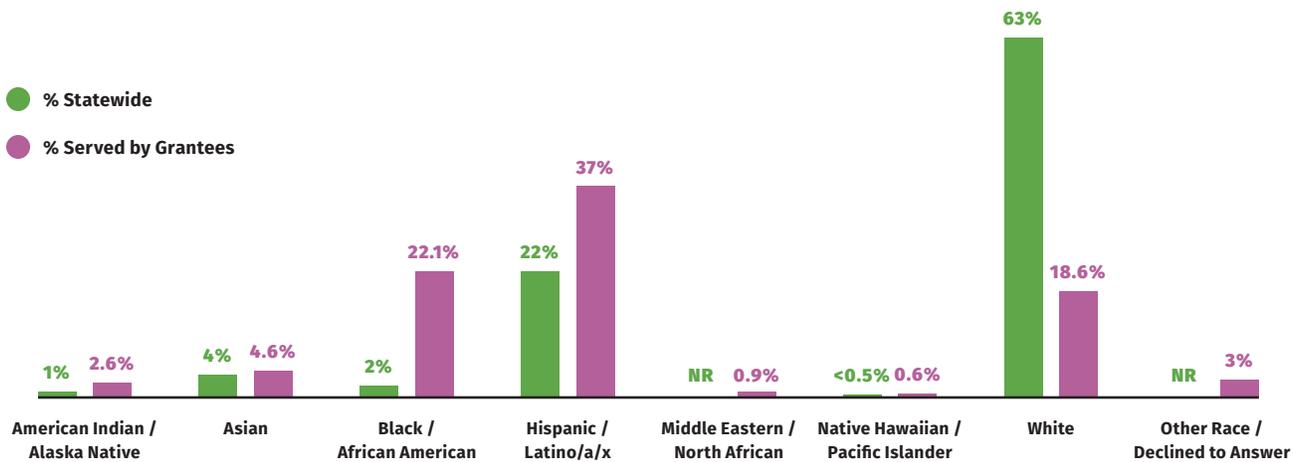
KEY FINDINGS

# Early Program Output and Outcome Successes

## Successful Enrollment of Nondominant<sup>4</sup> Families

Despite the enormous challenges of starting services during the COVID-19 pandemic, ECEF grantees were successful in providing services to a substantial number of families, pregnant people, and young children, meeting and often exceeding expected service levels. From July 2020 to June 30, 2021, 3,041 children were served by grantees. This exceeded the goal of 2,500 children by 21.6%. Most importantly, programs were successful in reaching children who represented the ECEF priority populations (see Figure 1).

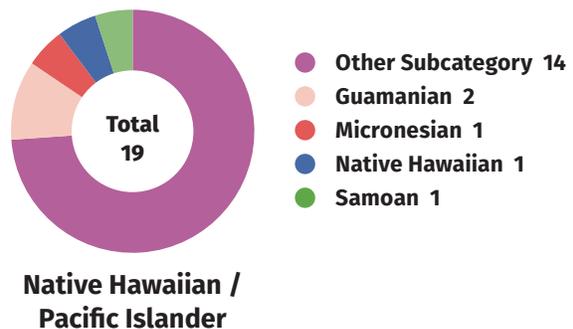
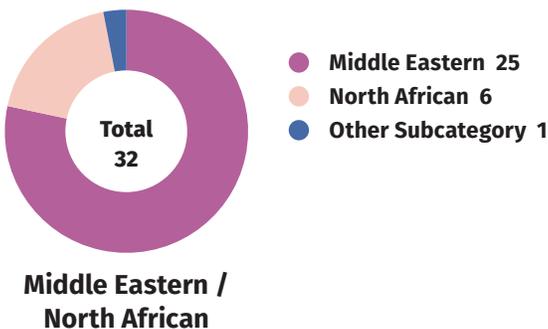
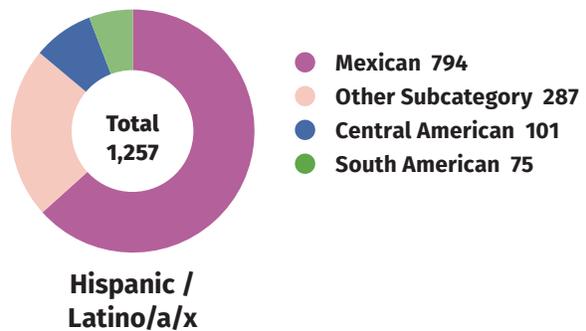
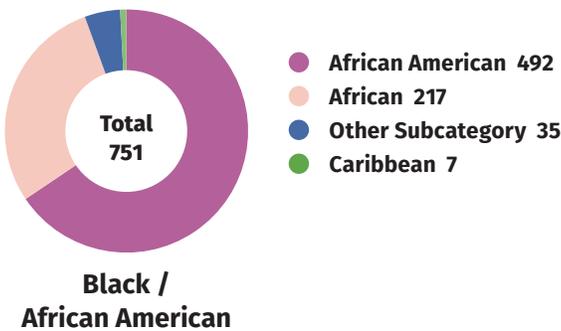
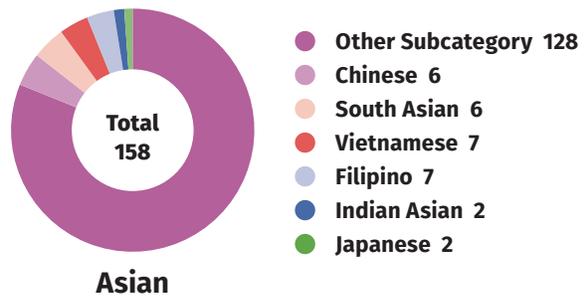
**Figure 1. Race or ethnicity of children served through ECEF programs compared to race or ethnicity of children statewide**



*Notes:* Percent statewide data are from Kids Count. (2020). 2017-2019 Child population by race in Oregon (ages 0-4), US Census Bureau. Retrieved July 31, 2021 from <https://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=39&loct=2#detailed/2/39/false/1729,37,871/68,69,67,12,70,66,71,72/423,424>. “NR” is “Not Reported” according to US Census categories. For percent served by grantees, child race and ethnicity categories were provided by ELD, and this information was required by ELD to be reported as a single category for program participants. Grantees reported this information for participants in their programming. Please see Part 2: Data Capacity Assessment for grantee suggestions regarding expansion and update of demographic categories.

4 For a definition of this and other key terms used in the Report Summary, please see the Full Year 1 Evaluation Report.

**Figure 2. Detailed race/ethnicity information for children enrolled in ECEF programs** (Pie charts read clockwise from top)



*Note:* Child race and ethnicity categories were provided by ELD, and this information was required by ELD to be reported as a single category for program participants. Grantees reported this information for participants in their programming. Please see Data Capacity Assessment for grantee suggestions regarding expansion and update of demographic categories.

## Provision of Culturally Specific Services

Two of the major goals of the ECEF were to support (1) expansion of culturally specific services and (2) capacity development of culturally specific programs. ECEF grantees made significant progress in meeting these goals. Grantees implemented a variety of services that reflected the cultural traditions, values, and history of their communities. Further, organizations had considerable success in expanding their capacity by hiring, training, and retaining nondominant teachers, educators, family resource coordinators, and other staff. Key successes and challenges in meeting these goals are summarized below.

### Implementation of Culturally Specific Program Models

Numerous grantees highlighted how ECEF dollars supported their ability to implement or expand culturally specific preschool programs and other services designed to improve kindergarten readiness. For example, one tribal community was able to double the number of children enrolled in their preschool program.

*“Our organizational values and services mirror the core values, beliefs, practices and worldviews of the community we serve, and to which we belong. All services and programs are in the Mexican variety of Spanish geared toward the background of the immigrant community we serve, and are designed with culturally relevant curriculum, including both evidence based and original... creations designed in collaboration with parent leaders...Our many activities [all] use curriculum, materials, food and programming built around the language, customs and traditions, history, and family structures of the community being served.”*

—ECEF Grantee

## Expanding and Improving Linguistically Appropriate Services

Another success was the expansion of language support for families. Several ECEF grantees noted that the funds significantly improved their ability to translate more materials into more languages, and create new materials and activities adapted from those available in English. Funds also helped grantees hire more staff from the communities served, who were multilingual, or whose primary language was the primary language utilized by the community. ECEF funds also supported several tribal communities to expand and/or implement preschool programs designed to include curriculum to revitalize and teach Native American languages.

*“[We] collaborated with the Black Cultural Library Advocate at the Multnomah County Library to create culturally specific library experiences for our families. We are working toward creating opportunities for our Swahili, Somali and Arabic speaking families to experience the library in their first languages.”*

—ECEF Grantee

## Using Culturally Responsive Approaches to Deliver Remote Early Learning Services

The COVID-19 pandemic brought the unexpected need to change service delivery plans, and to pivot to virtual service platforms. ECEF grantees demonstrated creativity in serving families by providing funding and devices for families to access Internet, Wi-Fi, and computers. Grantees also provided hands-on learning kits and one-on-one support to help families learn to operate and navigate these technologies. These grantees provided culturally responsive supports to ensure that families understood how to use these technologies, including providing “Zoom” trainings for families in their home languages, and doing significant outreach to ensure families understood the unfamiliar technology.

*“The promotion of reading, and making more literature available to families and children in their own homes has seemed to have positive outcomes. We utilize social media (specifically Facebook) to read to the students. Parents are encouraged to post pictures of the activities that the children engage in as a result of these readings. We are currently experiencing a steady amount of parents contributing to the page by sharing pictures of their children engaging in the activities.”*

—ECEF Grantee

### Flexibility and Responsiveness to Family Needs

A key element of implementation success was the grantees’ ability to be flexible in using ECEF dollars to address the broad range of family needs that were exacerbated during the COVID-19 pandemic and support engagement with ECEF-specific programming. Families served by ECEF grantees were disproportionately impacted by shut-downs in the service sectors, resulting in job loss and resulting food and housing insecurity, both of which can negatively impact children’s social-emotional and physical well-being. Importantly, helping to meet these basic needs often served as a first step towards successfully engaging families in school readiness and parenting programs.

*“[The program] agreed to use excess program funds... during the COVID-19 pandemic to help families pay their rent, utilities, and other household and child-related expenses with the expected outcomes of relieving family stress, increasing economic stability and improving mental health for both parents and young children.”*

—ECEF Grantee

### An Emphasis on Family Agency and Empowerment

Another area in which ECEF grantees worked to create change was related to family empowerment. ECEF grantees employed staff from the community and worked with family members to build their advocacy and leadership skills. Also, by working with existing mainstream institutions (e.g., schools), ECEF grantees helped those institutions address barriers to meeting the needs of students and families who have been, and continue to be marginalized and excluded from these systems.

*“Not only is the [Grantee Program] providing resources to [Latinx] families it is building leaders to advocate the local and state level the needs of their community. This past legislative session, families learned how to advocate and testify.”*

—ECEF Grantee

### Attention to Staff Well-being

Because grantee staff often reflected the cultural communities they served, many staff were challenged by the same multifaceted community traumas experienced by the families served. In response, organizations provided a variety of staff supports, including time off for family caregiving, stress reduction/stress management groups and training, and mental health resources. For example, some organizations provided extra hours of paid leave for staff to attend to their own child and family needs; others increased the frequency of supervision and peer learning groups that focused on stress reduction.

*“It was a very stressful month for all, and the uncertainty of what’s to come was a challenge... As an organization, this was a priority and staff were given the space to focus on their mental health. This leads staff to be able to be there for participants and families as well.”*

—ECEF Grantee

## Challenges and Barriers Encountered by ECEF Grantees

While there were numerous successes in implementation this year, there were also challenges. The primary implementation-related challenge for Year 1 was the COVID-19 pandemic, which disproportionately impacted the communities served by ECEF grantees.<sup>5</sup> Grantees described several of the major ways that the pandemic impacted their implementation efforts:

- The exacerbation of existing personal and community-level trauma being experienced by participants,
- The need to develop and implement new service models and approaches to address COVID-19 barriers and issues,
- Complications with and limitations of technology for both families and staff,
- Difficulty in recruiting and retaining staff, especially bilingual/bicultural staff, and
- The need to expand service areas to meet service delivery goals.

### Exacerbation of Complex Community Trauma

Communities of color and other communities served by the ECEF grantees deal with complex, multi-layered trauma on a daily basis—systemic racism, inequities in education, and historical and persistent exclusion from (and simultaneous pressure to assimilate to) White-dominant systems. In 2020-2021, the COVID-19 pandemic and heightened racial trauma, among other factors, compounded the impacts on nondominant communities, creating significant challenges for both ECEF staff and families, such as:

- Limiting families' capacity to fully engage in ECEF early education programming as they struggled to meet essential needs for housing, economic stability, and physical and mental health for their families.
- Heightened experiences of “Zoom fatigue,” being overwhelmed by technology, and the stress caused by schools and services moving to often unfamiliar online platforms.
- The lack of child care and in-person school for the many ECEF families who still needed to work outside the home and the fears of family exposure in doing so.
- An increase in the need for mental health and stress/coping interventions in response to a variety of overlapping stressors.

*“In our past reports, we have not added anything in reference to the political climate as a challenge, choosing to focus on program outcomes and highlights. However, in this month a lot has happened driven by politics that did affect and impact our community, participants and staff alike. It was a very stressful month for all and the uncertainty of what’s to come was a challenge to overcome and remain positive.”*

—ECEF Grantee

5 Centers for Disease Control and Prevention. (2021, April 21). *Health equity: Promoting fair access to health*. Retrieved July 31, 2021 from <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/>

## Developing and Implementing New Service Models Addressing COVID-19 Barriers

In response to the COVID-19 pandemic, grantees had to develop new service models and implementation plans. The time, energy, and resources required to support this shift were substantial. Challenges to providing virtual services, included:

- The need to completely revise ECEF implementation plans to enable virtual services,
- Lack of technology access (devices, Internet, Wi-Fi), and
- Lack of experience and skills, especially among nondominant families, for using technology tools, digital literacy.

While virtual services increased engagement for some families, there were many limitations:

- Some families were not able to be served, including parents and guardians whose work schedules conflicted with virtual class times, those who did not want their young children to be on screens for long periods, or those who were never able to obtain internet access.
- Service providers felt the quality of services was impacted when they were unable to interact directly with children and unable to model and demonstrate approaches for parents.
- Providers described difficulty in conducting developmental and other direct assessments of children, a core part of many early learning services.
- Sessions frequently were disrupted, often due to poor Wi-Fi connections, reducing reported effectiveness.



*“...we realized that we needed to completely pivot services from a model centered around in-person, facilitated parent-child interactions, to finding a virtual model that would support parents in a world with COVID restrictions such as social distancing and closed schools. This is a significant shift and has required a great deal of creative problem-solving from our team.”*

—ECEF Grantee

Other challenges of providing services during COVID-19 included ongoing employee and family concerns with safety, such as:

- Balancing rapidly developing health and safety guidelines with community needs,
- Participant and staff discomfort with in-person services due to health concerns, and
- Continued need for in-person services for some families.

## Staff Recruitment and Retention

Many ECEF grantees planned to expand or implement new programming, requiring hiring and training new culturally specific staff. Hiring is generally challenging for the early learning field, but made more difficult by the pandemic, especially in terms of hiring staff from nondominant communities. Many potential employees needed to stay home to care for their own children or family members, and positions proved difficult to fill. Others were not interested in providing remote services. As a result, some programs experienced implementation delays.

*“Our [largest] challenge has been staffing...part of our service delivery model has been meeting our families where they are—a large portion of that has been in person, and our standard has been ‘greeting everyone with a smile and a handshake’... and hiring individuals that believe they are coming into that type of environment—we are not [doing this now due to COVID]—we are at home working, and we’re on a screen, and very technology-driven. People have said ‘well maybe I’ll apply again when you are back in person’...that has been a huge hurdle for us, in our hiring and getting the right person—because we want individuals that can do the screen but that can also do the in person...”*

—ECEF Grantee



## Expanding Service Areas

Having to serve families in ever-widening geographic service areas also challenged grantees, and this challenge increased due to the COVID-19 pandemic. As grantees explained, disinvestment, gentrification and rising living costs have been displacing the populations they serve for years. Increased job and housing loss due to the pandemic resulted in more families needing to move to find more secure affordable housing. Organizations needed to extend their service reach geographically to maintain the relationships developed with their participants and continue to provide them with service. In turn, organizations had to manage increased staff time necessary for travel, and increased costs around transportation. For grantees serving rural communities, staff time and travel costs (mileage, gas, vehicle maintenance, etc.) were already an issue and became even more challenging during COVID-19.

## KEY FINDINGS

# Successes and Challenges with the ECEF Infrastructure, Training, and Support for Grantees

Grantees shared their perceptions of the strengths and areas for improvement related to the funding and supports provided by ELD. Grantees described the following strengths in the ECEF infrastructure:

- The responsive and supportive approach of ELD central office staff to individualize support and technical assistance,
- The flexibility of ELD in allowing programs to shift their geographic service boundaries during the pandemic and to expand outreach to meet enrollment goals, and
- The planning grant option to support grantees' capacity to provide culturally and linguistically responsive services, often by supporting training and development for staff.

*“People have asked over and over again, how do we reach those families in outlying rural areas that don't want to be involved. You know, they don't want to be involved with WIC...they don't want to be involved with the early childhood community...We knew that the numbers were what was going to be what helped us out. If everybody knew somebody that was enrolled in the program, it's going to be that much easier to get some of those hard to reach families to say 'ok, well I guess if so and so signed up for it, I'll sign up for it too'...We needed that latitude from the Early Learning Division to serve a bunch of kids that are not part of our target population in order to gain the acceptance that will allow us to serve the kids that are in our priority population.*

—ECEF Grantee

The primary challenges related to working with ELD included:

- Delays in contracting and funding, resulting in program implementation delays,
- Difficulty sustaining the ELD's requirement for monthly individual and team meetings,
- Lack of opportunities for grantees to share their experiences and expertise with each other, and
- Confusion around reporting requirements and payment processes.

Grantees also noted that in many cases, the ELD has already worked to address some concerns, e.g., adjusting meeting expectations, changing reporting forms, and providing individual technical assistance related to the data system.



## KEY FINDINGS

## Data Capacity Assessment

One required element of the Year 1 ECEF evaluation was to conduct a strengths and needs assessment of ECEF grantees' capacity for data collection, analysis, reporting, and utilization. Key data-related success strategies demonstrated by some of the grantees in Year 1 included:

- Using technological aids and strategies to collect data,
- Doing intentional culturally responsive and trauma-informed data collection,
- Investing in staff who have the skills and background to effectively collect data from nondominant communities,
- Using participant feedback and community needs assessments to plan and adjust programming, and
- Utilizing partnerships to increase capacity to collect and use data in culturally responsive ways.

*"We try to not ask all of it right up front. But we will sit and have conversations. [Tell them] there are certain things we have to collect. Over a few visits, we will just collect it in conversation. It takes the dynamic of systems out of it. What we have is huge systems trauma, huge amounts of systems trauma, government trauma. What we want to do is obviously reduce that trauma, but still serve them."*

—ECEF Grantee

Key data-related challenges identified in Year 1 included:

- The need to gather data virtually due to COVID restrictions,
- Difficulty collecting specific required data, such as income level and family race/ethnicity, with categories used on standard forms not reflecting how families self-identify,
- Overcoming cultural mistrust and barriers related to systemic racism, mistrust of government, and misuse of data by White-dominant organizations,
- Lack of grantee resources to operationalize or fully utilize data systems,
- Confusion and inconsistencies in ELD reporting requirements and processes,
- Lack of grantee resources to fully use data collected for program improvement and evaluation, and
- Failure of conventional evaluation and data collection tools to reflect the scope of the impact of their programs.

In the upcoming biennium, the ELD will work with grantees and the evaluation team to identify ways to strengthen these areas and leverage the considerable data-related expertise present in some of the grantee organizations.

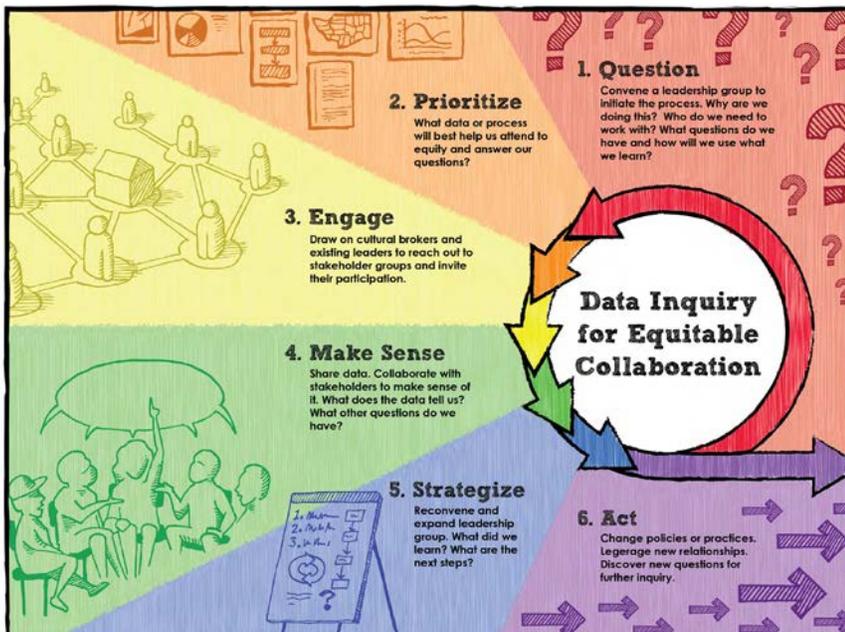
## EVALUATION PLAN

# An Equitable Evaluation Framework

The final area of evaluation work this year was to facilitate a collaborative process that engaged ECEF grantees in shared planning for the ECEF evaluation. The PSU team worked with a group of 11 grantee representatives and the ELD to initiate this process. Based on these discussions, the evaluation team proposed to use an evaluation framework known as Data Inquiry for Equitable Collaboration (see Figure 3)<sup>6</sup>. In this framework, ECEF grantees drive the evaluation process at every step of the way. For example, grantees would have agency in deciding what questions to ask, defining what “data” means, deciding what data to collect and how to collect it, collecting the data, and making meaning of the data. This will also give grantees the opportunity to use the data to support organizational improvement and systems change.

Working with the ELD and the grantee partners, our hope is to use this framework to structure the evaluation process including design, data collection, data interpretation, data reporting and data use. Our first goal for 2021–2022 will be to finalize priority research questions and develop an evaluation plan that balances the legislative requirements, ELD informational needs, and grantee priorities for how to best reflect the important child and family outcomes of their work. The ECEF evaluation represents a unique opportunity for the state and its partners to learn more about how to transform the way that outcomes are defined, measured, and collected with and by nondominant communities. In doing so, we hope to elevate the perspectives and experiences of communities that have long been excluded from conversations about what “success” means—and how to achieve it—for early learning programs and the families and children they support.

Figure 3. Evaluation Framework



Note: Figure reprinted from Ishimaru, A. (2020). *Just Schools: Building Equitable Collaborations with Families and Communities*. Teacher's College Press, NY, NY.

6 Ishimaru, A. M. (2020). *Just schools: Building equitable collaborations with families and communities*. Teachers College Press: New York.

# Summary and Recommendations

While the depth of the work being done by ECEF grantees is impossible to sum up in a few sentences, the following were key successes for ECEF grantees in Year 1:

1. Providing early childhood, parenting, and parent-child interaction services to over 3,041 nondominant children, exceeding service delivery expectations for the number of children served during Year 1.
2. Implementing a range of culturally specific and responsive services that:
  - Used culturally specific approaches that combined early learning services with cultural traditions, history, and values,
  - Expanded the availability of linguistically appropriate services,
  - Used culturally specific approaches to engage families in remote and virtual early learning services,
  - Responded in flexible way to families' broader health, social, and economic needs,
  - Emphasized and intentionally supported family agency and advocacy skills, and
  - Worked with mainstream institutions to help them identify and address barriers to success for children and families.
3. Increasing organizational capacity for delivering culturally specific services by:
  - Providing funding to hire and train staff who reflect the cultural and linguistic backgrounds of families, and
  - Recognizing, and responding to, the impact of the COVID-19 pandemic on staff, and prioritizing staff wellness.

## Recommendations

Based on the data collected in 2020–2021, we make the following recommendations for ongoing support to the ECEF grantees.

1. Ensure sufficient ELD resources are available to adequately support ECEF grantees. Implementing many, if not all, of the recommendations below will require additional staff and other resources be made available by ELD.
2. Continue to support attributes of the ECEF grant structure found to be successful, such as:
  - Providing responsive supports to grantees that acknowledges grantees' expertise in meeting the needs of their families,
  - Allowing flexibility in use of funds,
  - Continuing to offer a planning grant option to build organizational readiness for culturally specific and responsive programming, and
  - Providing ongoing flexibility in ELD requirements around priority populations.
3. Reduce burden linked to ELD processes and requirements through:
  - Providing onboarding training for new grantee program staff,
  - Decreasing turnaround time between grant award and disbursement of funds, and
  - Decreasing turnaround time for approval of budget reallocation requests.

4. Provide additional technical assistance and training for grantees on:
  - Planning for service expansion, and
  - Leveraging other public resources and opportunities.
5. Provide more opportunities for peer learning. Create mechanisms for grantees to share their approaches and lessons learned (e.g., through grantee and ELD site visits, facilitated discussion during webinars, scheduled peer sharing time, grantee “affinity group” time and spaces, local and national conference presentations, etc.).
6. Support grantee access to additional financial resources and opportunities for public-private partnerships to expand resources for service delivery.
7. Improve data reporting processes by:
  - Providing additional training, streamlining and reducing reporting requirements, and providing more timely feedback, and
  - Modifying ECEF forms and data reporting requirements, based on input from grantees.
8. Strengthen grantee capacity for data collection, reporting, and use by:
  - Providing technical assistance and training for grantees, including direct services staff, on data collection tools and how to use them, and ensuring training is available in staffs’ home language,
  - Creating peer mentoring or peer learning communities to share data-related expertise and tools across grantees, and
  - Helping grantees secure additional financial resources to build data capacity (e.g., systems, staff, technology, training).

# Introduction

## History and Background

The Early Childhood Equity Collaborative (ECEC) “was first organized in 2016 to engage the voices of communities of color who were not being heard in critical discussions about the funding and policies relating to their children.”<sup>7</sup> To address some of these inequities, the ECEC was formed by five core member organizations, Black Parent Initiative (BPI), Immigrant and Refugee Community Organization (IRCO), KairosPDX, Latino Network, and Native American Youth and Family Center (NAYA). The focus of this partnership was to build awareness and advocacy to increase state investments in culturally specific early learning and family support programming.<sup>8</sup>

7 Social Venture Partners. (n.d.) *Equity collaborative*. Retrieved June 22, 2021 from <https://www.socialventurepartners.org/portland/profiles/equity-collaborative/>

8 Bhatt, P. interviewed by Otto, R. (2021, March 10). *Children’s Institute Early Link* podcast. <https://childinst.org/wp-content/uploads/2021/03/Transcript-Culturally-Specific-Advocacy.pdf>



Providing culturally specific early learning programs is essential to support the optimal development of all children. “Culturally specific” services are understood to be distinct from “culturally responsive” services along a number of dimensions. Conceptually, both culturally specific and culturally responsive programs intentionally include support for families’ home languages, traditions, and culture, and support children to develop strong self-esteem and sense of personal and cultural pride. The National Association for the Education of Young Children considers the provision of culturally responsive care to be a fundamental pillar of high quality, developmentally appropriate care.<sup>9</sup> Culturally specific organizations, however, have a pronounced advantage over mainstream dominant organizations in delivering culturally responsive care because they are led and staffed by individuals who reflect the communities served, deliver services designed by and/or adapted by members of the communities served, and are most often directly embedded in and answer directly to the communities served. As compared to mainstream dominant programs that strive to be culturally responsive, research has shown that culturally specific services increase family engagement in programs and may lead to more positive outcomes for children.

Recognizing the importance of culturally specific early learning services, especially as provided by culturally specific organizations, the efforts of the ECEC and key community partners resulted in the Oregon State Legislature approved the Early Childhood Equity Fund (ECEC) as part of the Student Success Act, providing funding “for culturally specific early learning, early childhood, and parent support programs, to promote the capacity of culturally specific organizations to deliver these programs, to monitor capacity needs, and provide technical assistance to grantees.”<sup>10</sup>

9 National Association for the Education of Young Children. (2019). *Position Statement on Advancing Equity in Early Childhood Education*. Retrieved July 31, 2021 from <https://www.naeyc.org/resources/position-statements/equity>

10 Oregon Secretary of State. Early Childhood Equity Fund, 414-575-0000. Retrieved June 22, 2021 from [https://secure.sos.state.or.us/oard/displayDivisionRules.action;SESSIONID\\_OARD=71NY8Ju2Xj\\_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802](https://secure.sos.state.or.us/oard/displayDivisionRules.action;SESSIONID_OARD=71NY8Ju2Xj_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802)

## Acronym List

<b>ASQ</b>	Ages and Stages Questionnaire
<b>BPI</b>	Black Parent Initiative
<b>ECEC</b>	Early Childhood Equity Collaborative
<b>ECEF</b>	Early Childhood Equity Fund
<b>ELD</b>	Oregon Early Learning Division
<b>ELG</b>	Evaluation Leadership Group
<b>IRCO</b>	Immigrant & Refugee Community Organization
<b>NAYA</b>	Native American Youth & Family Center
<b>PSU</b>	Portland State University
<b>PSU CCF</b>	PSU Center for Improvement of Child & Family Services

From July 2019 through June 2020, the Oregon Early Learning Division (ELD) held informational webinars for prospective applicants, defined and communicated the application process, accepted and reviewed applications, and awarded grants. Grantees submitted applications prior to the start of the COVID-19 pandemic. However, grant applications were approved in June 2020, after COVID-19 restrictions were first put into place. In total, approximately \$8.25M was allocated to fund 28 organizations through 30 program grants and five planning grants through the end of the 2019-2021 biennium. Funds were distributed to grantee organizations starting July 1, 2020, although some organizations were not able to initiate programming for several months, due to COVID-19 conditions.

## A Note about Language Used in this Report

In writing the Year 1 ECEF Evaluation Report, we use several terms that may have multiple meanings for various communities. We know that language is important and has the power to help and to harm. Language is also constantly evolving and often contested, especially in regards to words used to describe groups of people.

Our understanding is that there is rarely consensus around the most appropriate language to use. However, there may be greater agreement regarding words that are clearly harmful. For the purposes of this report, we want to be transparent about the terms we have chosen to use, acknowledging that they are likely imperfect or incomplete. Below, we offer the following definitions and brief explanations for our choices.



## Selected Terminology and Definitions

**“Marginalized”** and **“Nondominant.”** We use these terms interchangeably to refer to the children, families, and communities served by programs funded through the ECEF. These intended participants are described in the ECEF legislative rules as “children and families who are at risk” (see [Appendix A. Legislative Definition of Key Terms](#)) and defined as follows:

*“Children and families who experience systemic disparities because of any combination of two or more of the following factors: race, ethnicity, English language proficiency, socioeconomic status, and geographic location, including that which has resulted from gentrification and displacement.”*

We elected to use the terms “marginalized” and “non-dominant” rather than “at risk” to push back on the pathologization of families and use of deficit-based language. In defining “marginalized” and “nondominant,” we use the definition provided by Ann Ishimaru, recognizing such families and communities are those whom are “impacted by systemic oppression such as marginalization due to race, class, language, or immigration status that explicitly references relationships to dominant power (p.8).<sup>11</sup>

**“Culturally specific organization.”** We use this term as defined in the ECEF legislative rules, specifically to mean “An organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/

<sup>11</sup> Ishimaru, A. M. (2020). *Just schools: Building equitable collaborations with families and communities*. Teachers College Press.

practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.”

**“Culturally specific early childhood program.”** We also use this term as defined in the ECEF legislative rules, specifically to mean, “A program that is designed to serve a particular cultural community and is primarily staffed and led by members of that community and designed by or adapted by members of the cultural community that it serves.”

**“Culturally specific methods.”** We likewise use this term as defined in ECEF legislative rules, specifically to mean, “Programs and interventions that are designed by or adapted for members of the community served; reflect the values, beliefs, practices and worldviews of the community served; and provided in the preferred language of the community served.”

**“Culturally responsive practices.”** In addition to “culturally specific,” we use the more general term “culturally responsive,” defined as having the knowledge and skills to be able to respect and understand the social, cultural, and linguistic needs of children and families.

It should be noted that a handful of ECEF grantees are smaller programs located within what might be characterized as White-dominant institutions, e.g., public school districts. Although the “parent” organizations do not meet the definition of culturally specific according to the legislative rules, the smaller programs housed within these organizations were themselves deemed to be culturally specific. All applicants were assessed by ELD as being culturally specific (or not) according to their responses to the following questions:

- A. Does the applicant represent a culturally specific organization or operate a culturally specific early learning program? (YES)
- B. Does the organization serve communities within the geographic boundaries of Oregon, or serve communities within Indian country of a federally recognized Indian tribe that is within the geographic boundaries of Oregon? (YES)
- C. Does the organization have experience providing outreach, support, and resources to children and families who experience systemic disparities? (YES)
- D. An organization must demonstrate experience providing outreach, support, and resources to children and families who experience systemic disparities because of two or more of the following factors. Please indicate all the areas in which your organization can demonstrate experience. (NEED AT LEAST TWO)
  - Race
  - Ethnicity
  - English language proficiency
  - Socioeconomic status
  - Geographic location (urban, rural, neighborhoods)
- E. Do people in leadership positions of the applicant organization (e.g., directors, managers and board members) belong to the cultural community(ies) served? (YES)

## Program Evaluation Goals and Approach

According to the legislation, the ECEF requires an evaluation using both qualitative and quantitative data as sources of assessment of program quality. The evaluation is described as responsible for “measuring the demonstrated impact of program outcomes on:

- Positive child indicators, including early childhood school readiness,
- Positive family indicators, including family stability,
- Use of culturally specific methods, and
- Capacity of culturally specific organizations.”<sup>12</sup>

In October 2020, ELD contracted with Portland State University’s Center for Improvement of Child and Family Services (PSU CCF), a research and training center affiliated with PSU’s School of Social Work. Prior work by the PSU CCF research team, working in partnership with numerous culturally specific organizations and with funding from The Oregon Community Foundation, had focused on the benefits of and needs for culturally specific early childhood programming in Oregon (*Culturally Specific Prenatal-Grade 3 Learning Brief*).<sup>13</sup> This brief was used during the 2019 legislative session as an education and communication tool by the ECEC and others advocating for the ECEF legislation. Upon contract award, PSU CCF worked with ELD staff to clarify and develop a plan for the Year 1 evaluation, which was finalized in late 2020.

In developing the Year 1 evaluation, it was important that the evaluation approach and methods be appropriate for these culturally specific and responsive grantees and the communities they serve. Further, it was clear that the Year 1 data collection must be appropriate to the developmental stage of these programs. Not only was the ECEF a new program funding stream, but many grantees were (by design) new to state contracting and/or funded for the first time to substantially expand services to meet the needs of nondominant families with a wide variety of cultural and linguistic backgrounds. Moreover, grantees faced the additional challenge of starting or expanding services during the COVID-19 pandemic—and providing services to communities that were disproportionately impacted socially, economically, and physically by the pandemic. As such, the evaluation approach this year included a focus on understanding the impacts of the COVID-19 pandemic on marginalized communities and how to better meet their changing and unique needs.

Given this context, conventional outcome evaluation approaches were deemed less appropriate, and the decision was made by the ELD and PSU CCF that the evaluation should document progress towards two of the four legislatively mandated requirements. Specifically, the evaluation would collect information about: 1) the use of culturally specific methods for providing services; and 2) the ways in which the ECEF was being used to increase the capacity of culturally specific organizations for providing those services. During the 2021–2023 biennium, a culturally responsive evaluation will be designed and implemented that includes child and family outcomes.

12 Oregon Secretary of State. *Early Childhood Equity Fund*, 414-575-0000. Retrieved June 22, 2021 from [https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID\\_OARD=71NY8Ju2Xj\\_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802](https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID_OARD=71NY8Ju2Xj_4dSuuOmN-nwMP2DK7ecyOjyrS7t5KYy6EQVPvDm4m!-1339856322?selectedDivision=5802)

13 Lambarth, C. H., Cross-Hemmer, A., Mitchell, L., Green, B. L., & Normand, K. (2019). *Building the case for culturally specific P-3 strategies in Oregon: Listening to voices from the field*. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

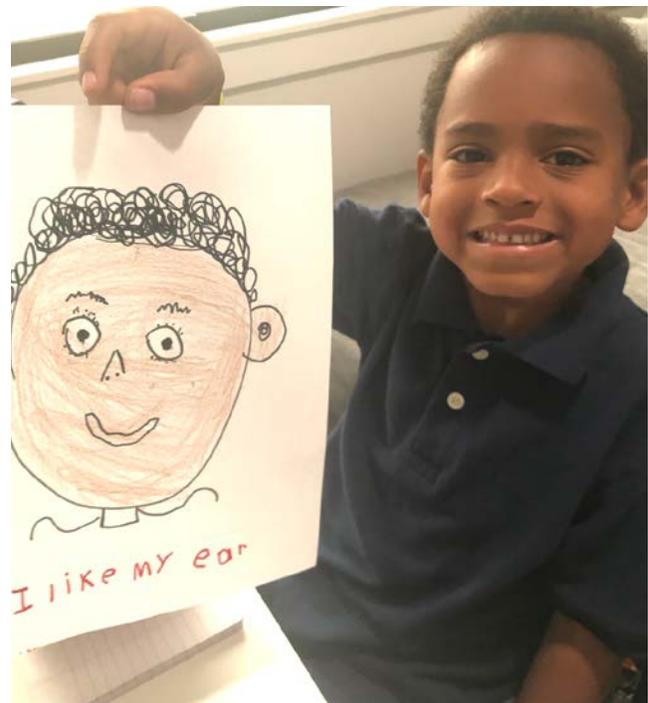
Therefore, in Year 1 PSU CCF provided:

1. An **Implementation Evaluation** to understand the service delivery process and successes and challenges in providing culturally specific and responsive services,
2. A **Data Capacity Assessment** to learn about grantees' data collection tools and systems, and to identify needs for technical assistance and infrastructure support in 2021–2023, and
3. A **collaborative planning process**, to work closely with ELD and with ECEF grantees to design a culturally responsive and appropriate plan for data collection and evaluation in 2021–2023.

## Using an Equitable Evaluation Approach

The PSU CCF team, with the support of ELD, took the position that the ECEF should not only support culturally specific approaches to providing early learning **services**, but also use equitable and culturally responsive **evaluation methods**. Such methods include “practices that recognize the complexity and multidimensionality of context, culture, and power as fundamental elements to be addressed in evaluation design and implementation.”<sup>14</sup> As such, the ECEF evaluation is using a collaborative approach to support co-creation of shared meaning based on the experiences, perspectives, and priorities of grantee communities; one that fosters collective learning, uses culturally-appropriate tools and measures that reflect culturally-grounded definitions of outcomes, and identifies and elevates structural and systemic barriers to success for ECEF grantees and the families they serve.

As a first step in the process of establishing a collaborative planning process, PSU CCF invited ECEF grantees to participate in an Evaluation Leadership Group (ELG). The vision was that this group would work with the PSU CCF team to shape the evaluation for 2021–2023 by providing feedback, guidance, and decision-making regarding proposed data collection methods, measures, and reporting. Grantees were compensated by PSU CCF for participating in what was originally planned to be monthly meetings. Eleven grantees chose to participate ([See Appendix D](#) for a list of participating organizations). While the inability to meet face-to-face to engage in important relationship-building and collaborative planning led the group meetings to be largely discontinued, ELG members continued to shape the evaluation process through small group and one-on-one meetings, and by providing invaluable written and verbal feedback on evaluation design plans and reports, and other documents. This group will continue work to finalize the evaluation plan during the first half of Year 2.



14 Dean-Coffey, J., Casey, J., & Caldwell, L. D. (2014). Raising the bar—integrating cultural competence and equity: equitable evaluation. *The Foundation Review*, 6(2), 8.

# Report Overview

This report is divided into three distinct parts.

**Part 1** describes the key findings from the **Implementation Evaluation**, including the early program successes related to delivering culturally specific early learning services and building ECEF grantee capacity for providing these services. Key successes and challenges during Year 1 implementation are described. Opportunities to increase the impact and effectiveness of the ECEF program are also discussed.

**Part 2** summarizes findings from the **Data Capacity Assessment**, with key strengths and areas for additional support identified.

**Part 3** presents the **Equitable Evaluation Framework**, providing an overview of the collaborative planning process that occurred, the plan for finalizing the 2021–2023 evaluation design, and an initial list of potential research questions.



## Data Collection and Analysis Methods Used

The PSU CCF team engaged with ELD and ECEF grantees through various virtual formats, including attending and periodically presenting at monthly ECEF grantee webinars, meeting regularly (weekly or biweekly) with ELD staff, having one-on-one meetings with all ECEF grantees for information sharing, convening two ECEF ELG meetings and doing follow-up individual feedback sessions with the ELG members.

Implementation evaluation and data capacity data were gathered through the following methods:

- **Administrative and Existing Data**  
**Compilation:** Reviewing ECEF grantee data reported to ELD as well as the grant’s current reporting requirements and systems,
- **Document Review and Analysis:** Reviewing all grantee proposals, monthly narrative and year-end reports, regular ELD check-in reports, and
- **Interviews:**
  - Semi-structured qualitative video and telephone interviews with each of the ECEF grantees (one-on-one and in small groups),
  - Semi-structured qualitative one-on-one video interviews with ELD staff.

To analyze and synthesize data for the **Implementation Evaluation**, PSU CCF reviewed grantee reports and narratives to identify examples and themes related to three categories of program implementation: 1) grantee program operations, staffing, and systems; 2) service delivery; and 3) family engagement. Within each of these categories factors were identified that were either described as “implementation drivers”—that is, things that helped facilitate successful implementation, or “barriers to implementation”—those things that impeded or were challenges to implementation. Lastly, themes related

to ways in which grantees built on their experiences or knowledge as culturally specific providers that addressed challenges or facilitated success were explicitly coded and included in the report.

To compile and synthesize data for the **Data Capacity Assessment**, PSU CCF staff reviewed interview results, reports and narratives, and identified key themes described by grantees related to successes and challenges in 1) data systems, collection, and tools, and 2) data utilization for ongoing improvement. Interviews were coded thematically, pulling identified text/quotes related to the issues identified, and then summarized for this report. [See Appendix B](#) for interview protocols.

To develop the **Equitable Evaluation Framework and Plan**, the PSU CCF evaluation team:

- Reviewed the literature on culturally responsive evaluation methods, and identified a potential framework for ECEF,
- Facilitated preliminary input from ELD and ECEF grantees about potential high-priority evaluation/research questions,
- Provided the proposed framework and draft evaluation/research questions to the ECEF ELG for review and feedback,
- Conducted one-on-one or small group conversations with members of ECEF ELG to get input and feedback regarding the proposed evaluation framework,
- Received written and verbal feedback from ELD and ECEF grantees regarding the framework; and
- Incorporated this feedback into a second revision of the framework, which is included in this report.



A draft of this entire Year 1 Report was provided to ELD and ECEF grantees. These stakeholders were given opportunities to provide feedback via a number of mechanisms: a) individual and small group meetings, b) direct comment in the Google document, and c) participation in a feedback survey. [See Appendix C](#) for feedback and survey protocols.

Subsequent to the collection of all feedback, the PSU CCF team:

- Collected and incorporated feedback into a final report; and
- Shared the final Year 1 Report, including an ECEF Equitable Evaluation Framework and Evaluation Plan for Year 2 with ELD and all grantees.

## Grantee Overview

In July 2020, 28 organizations were awarded 30 program grants and five planning grants for a period of one year. Funded entities included community-based culturally specific organizations, lead organizations of collaboratives or coalitions, tribes, and culturally specific early learning programs within school districts. Program grants funded new or expanded programming focused on supporting parent-child interaction, parenting education, kindergarten transition, and tribal language preservation and revitalization. These programs were delivered through a mix of virtual and in-person programming through parenting groups; child groups; individual services; and in virtual, home-based, and classroom-based settings.

Organizations with program grants served families in 15 counties (some programs served multiple counties and multiple communities):

- Clackamas, served by 7 programs,
- Marion, served by 3 programs,
- Multnomah, served by 17 programs,
- Polk, served by 2 programs,
- Washington, served by 13 programs, and
- Clatsop, Deschutes, Douglas, Gilliam, Hood River, Jefferson, Lane, Malheur, Wheeler, and Yamhill counties each served by 1 program.

Programs served the diversity of families in their communities, and although programs may be tailored with specific cultural or linguistic groups in mind, many programs met the needs of multiethnic families in the community. Again, some programs served multiple counties and multiple communities:

- 10 programs were designed to serve African American families.
- 9 programs were designed to serve Latinx families.
- 13 programs were designed to serve immigrant and refugee families, including 8 specifically serving African immigrant and refugee families, and 3 specifically serving Latinx immigrant and refugee families.
- 4 programs were designed to serve Native American families.
- 4 programs were designed to serve low income and multiethnic families.

Five planning grants were awarded to organizations to build organizational capacity to deliver programming, assess program locations, conduct community-based participatory research to design programming, conduct needs assessment, prepare to launch new programming, and to prepare teachers to deliver language revitalization programming. Organizations with planning grants worked with families in 6 counties, including Clatsop (1), Jefferson (1), Marion (2), Multnomah (2), Polk (1), and Wasco (1) counties. Planning grants were for designing programming to serve a diversity of families in communities, including Latinx families, Native American families, low income families, immigrant and refugee families, and Micronesian Islander families.

Table 1 provides a list of the Year 1 ECEF grantees; additional detail about these grantees and their services is included in [Appendix E](#).



**Table 1. ECEF Year 1 Grantees**

Organization	Org Location	Counties Served	Characteristics of Focus Populations	Grant Type
Adelante Mujeres	Forest Grove Hillsboro Beaverton	Washington	LatinX, Immigrant Families	Program
Better Together Central Oregon	Redmond	Deschutes Jefferson	LatinX	Program
Black Parent Initiative	Portland	Multnomah Clackamas Washington	African American, African, Black, Multiethnic Families	Program (3)
Center for African Immigrant and Refugees Org. (CAIRO)	Portland Beaverton	Multnomah Washington	African, African American, Black Families	Program (3)
Child Care Resource Network— Southern Oregon ESD				Program
Confederated Tribes of the Grand Ronde Community of Oregon	Grand Ronde	Polk Yamhill	Tribal/Native American Families	Program
Consejo Hispano	Seaside Astoria	Clatsop	Latino Community	Planning (1) Program (1)
Cow Creek Band of Umpqua Tribe of Indians	Myrtle Creek	Douglas	Tribal/Native American Families	Program
Education Explorers LLC	Beaverton	Washington	African American, African, Black Families	Program
FACES of America	Salem	Marion Polk	Multicultural Families, Low Income, Subsidy	Program
Hacienda Community Development Corp	Portland Gresham	Multnomah	LatinX Community. Low Income, Immigrant & Refugee Families	Program
Immigrant and Refugee Community Organization	Portland	Multnomah Washington Clackamas Malheur	Immigrant & Refugee Families	Planning (1) Program (2)
KairosPDX	Portland	Multnomah	African American, African Refugees	Program
Latino Network	Rockwood Gresham	Washington Multnomah	Latino Community	Program
Mano a Mano	Salem Independence	Marion Polk	Latino Community, Low Income, Migrant/Seasonal Workers	Planning
Metropolitan Family Service	Portland	Multnomah	Low Income, Multicultural Families	Program
Micronesian Islander Community	Salem Portland	Multnomah Marion	Micronesian Islander Community	Planning
Native American Youth and Family Center	Portland	Multnomah Washington Clackamas	Tribal/Native American Families	Program

**Table 1. ECEF Year 1 Grantees** (continued)

<b>Organization</b>	<b>Org Location</b>	<b>Counties Served</b>	<b>Characteristics of Focus Populations</b>	<b>Grant Type</b>
Ontario School District 8C	Ontario	Malheur	Refugee Families	Program
Oregon Child Development Coalition	Portland Woodburn, etc	Hood River Gilliam Sherman Wheeler	Families under Federal Poverty, Multicultural	Program
Oregon Community Health Workers Association	Portland	Multnomah Washington Clackamas	Multicultural Families	Program
Portland Public School Title VI Indian Education Program	Portland	Multnomah	Tribal/Native American Families	Program
Raise The Village	Gresham	Multnomah	African American Families	Program
Salem Keizer Coalition for Equality	Salem	Marion	Latino Community	Program
Self Enhancement Inc.	Portland	Multnomah	African American Families	Program
South Lane School District	Lane	Lane Douglas	LatinX, Guatemalan Families	Program
The Confederated Tribes of Warm Springs	Warm Springs	Jefferson Wasco	Tribal/Native American Families	Planning
The Family Nurturing Center				Program
Todos Juntos	Canby Molalla Estacada Sandy	Clackamas	Latino Community, Rural, Low Income	Program
Umatilla-Morrow Head Start Inc.				Program
Woodburn School District	Woodburn	Marion	Latino Community, Low Income	Program

# Implementation Evaluation

This section provides information gathered through the Year 1 Implementation Evaluation.

First, we present both the implementation successes and challenges related to two of the four legislative required outcomes: 1) delivering early learning services using culturally specific methods; and 2) increasing grantee capacity to successfully deliver such services. In addition we share findings focused on ELD's approach to working with ECEF grantees and findings that identify key strengths and areas for improvement in regards to ECEF grant procedures, monitoring, and technical assistance. We conclude with a summary of findings and recommendations for ELD to consider in subsequent years to support successful implementation and thus increase the ECEF grantee impact.



## The COVID-19 Pandemic: Impacts on Year 1 Implementation

Many ECEF grantee proposals were developed and submitted before the COVID-19 pandemic and associated statewide closures. However, program implementation largely had not started until after March 2020, and continued throughout the first year of the pandemic.

Throughout this report, the reader will see the intensive impact the pandemic had on ECEF grantee organizations' capacity to provide services, the huge challenges grantees faced both in serving families effectively through remote technologies as well as in hiring, training and supervising additional staff, and responding to the emerging and ever-changing policies, regulations, and safety protocols required for child-serving organizations.

It has been well-documented that the nondominant communities served by ECEF grantees, including the children and families as well as the service providers and staff, continue to be disproportionately impacted by the COVID-19 pandemic in Oregon and across the nation, with higher case rates, hospitalizations, and mortality rates than White families.<sup>15</sup> Reasons for this disproportionate impact stem from historical marginalization and persistent systemic inequities such as reduced access to needed treatment and preventive care, less access to virtual and other critical resources, greater job losses in the service and other sectors, family and community trauma, and loss of critical engagement with educational opportunities for children. This context was the reality for implementation during Year 1 of the ECEF work, and as such many findings are focused on the challenges created, as well as the extraordinary innovation, commitment, and tenacity exhibited by ECEF grantees in continuing to hold the families they were serving at the center of their work.



15 Centers for Disease Control and Prevention. (2021, April 21). Health equity: Promoting fair access to health. Retrieved July 31, 2021 from <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/>

## OUTCOME AREA 1

## Delivery of Culturally Specific Services

This section outlines Year 1 findings around the use of culturally specific approaches to service delivery.

Grantees exhibited strong community connections and successfully delivered culturally specific services to nondominant families. They demonstrated several successful strategies in culturally specific service delivery, including:

1. Implementing culturally specific program models,
2. Valuing cultural celebrations and traditions,
3. Giving attention to community language requirements,
4. Focusing on family advocacy and advocacy skills,
5. Adapting practices when providing virtual services, and
6. Demonstrating flexibility and responsiveness to family needs.

### Strong Community Connections for Recruitment

Despite a tumultuous year, grantees were very successful in recruiting families. In fact, the goal of the ECEF was to serve 2,500 children and in Year 1, grantees successfully provided services to 3,041 children, 21.6% above the Year 1 goal.

A large part of the recruitment success stemmed from community-based recruitment strategies. Numerous grantees mentioned that school systems supported outreach activities, including mailing fliers, outreach to contact lists, and direct referrals. In addition, other community nonprofits and child care providers supported such outreach efforts.

Culturally specific grantee organizations had additional ways to outreach to their specific communities. For example, programs connected to tribes were able to make direct calls to families registered with those tribes. Other Native American-serving organizations reached out to apartment communities specifically serving Native American families and planned service sites within such apartment complexes.

Notably, many grantees shared that even before starting their programs, they had waitlists for services and or did not expect to have trouble recruiting families. In large part, this trend was attributed to the organizations and their staff being long-standing, trusted, and respected service providers in the community. Former and current families also actively recruited for programs through word of mouth and referrals.

*“The community really supports the program...[our facilitators] are well known and reputable in the area. People want to be a part of [the program]. We are consistent with providing the same program [for many years] and high quality materials.”*

—ECEF Grantee

*“We made a special request for [eligible family information] to be pulled and focused on cold calling, to ensure [recruitment of families from the community to be served].”*

—ECEF Grantee

*“These new apartments will create more opportunity for outreach within the...community. As expected word of mouth has still been the major way that we are recruiting families and I expect it will continue that way for quite some time.”*

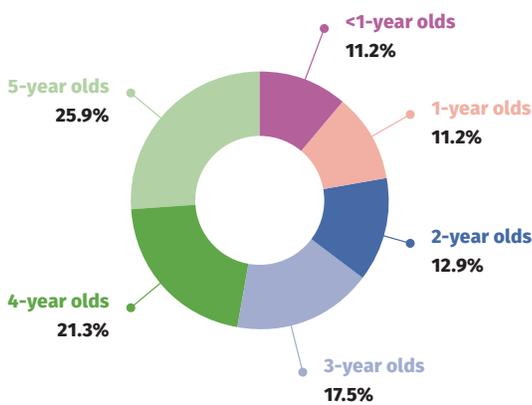
—ECEF Grantee

## Successful Enrollment of Nondominant Families

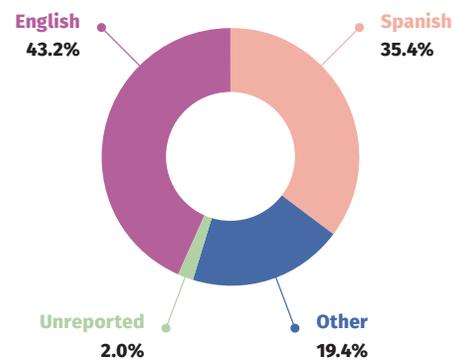
Despite the enormous challenges of starting services during the COVID-19 pandemic, ECEF grantees ultimately provided services to a substantial number of families, pregnant people and young children, meeting and often exceeding expected service levels.

From July 2020–June 2021, 3,041 children were served by grantees, which exceeded the goal of 2,500 children by 21.6%. Further, programs were successful in reaching children who represented the priority populations meant to be supported through this funding stream (see figures below). Note that all data are collected at the individual child level.

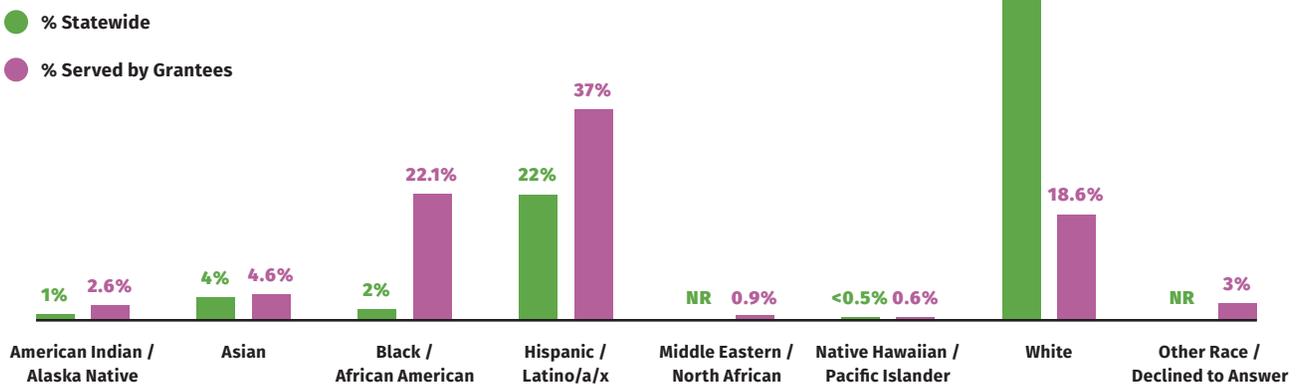
**Figure 4. Age of children served through ECEF Programs**



**Figure 5. Primary language of children served through ECEF programs\***



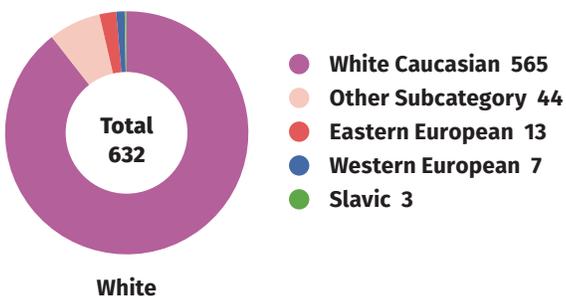
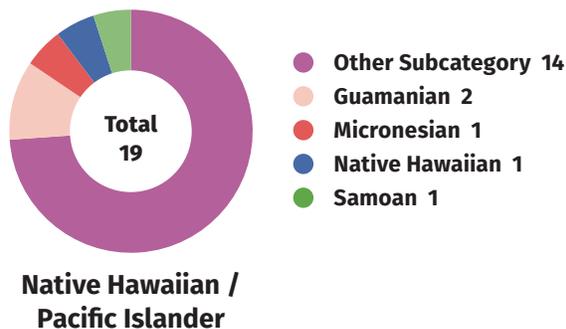
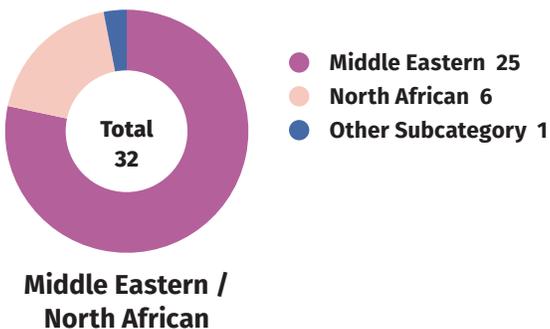
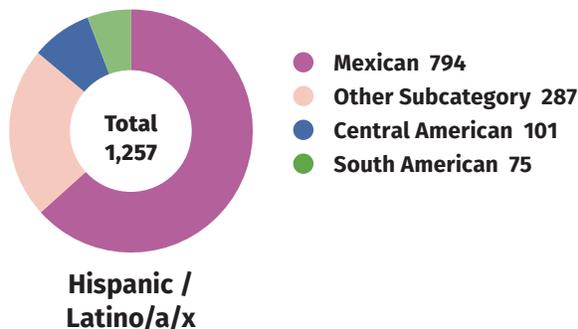
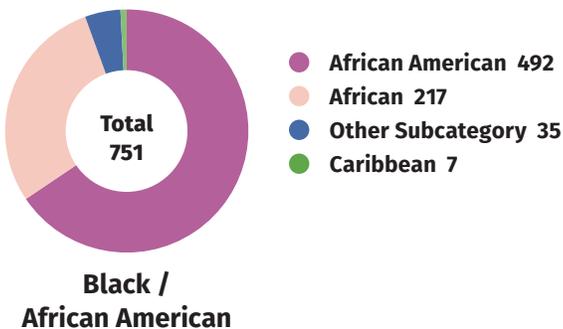
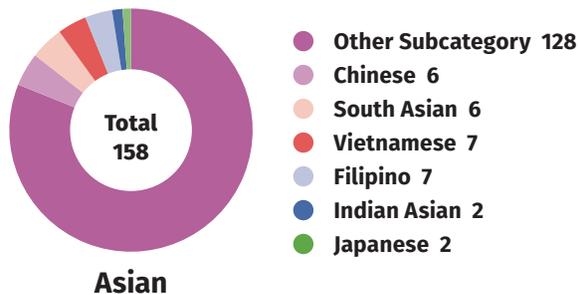
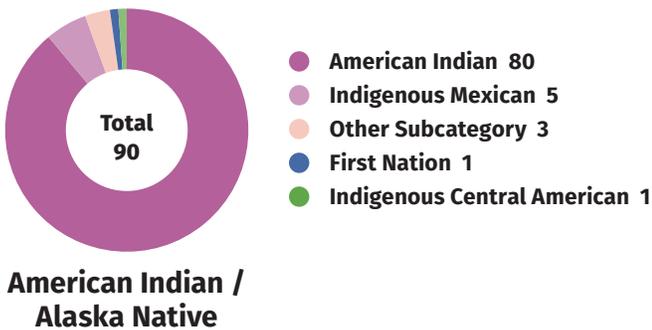
**Figure 6. Detailed race/ethnicity information for children enrolled in ECEF programs\*\***



\* Child primary language categories were provided by ELD. Other primary language categories included: Albanian, Burmese, Cambodian, Cherokee, Chinese, Chinuk Wawa, Chuukese, Farsi, Kiksht, Lakota, Lao, Lingala, Malay, Mam, Mandarin, Marshallese, Mien, Numu, Oromo, Portuguese, Romanian, Russian, Salish, Somali, Swahili, Takelma, Thai, Ukrainian, Vietnamese, and Zomi.

\*\* Percent statewide data are from Kids Count. (2020). 2017-2019 Child population by race in Oregon (ages 0-4), US Census Bureau. Retrieved July 31, 2021 from <https://datacenter.kidscount.org/data/tables/103-child-population-by-race?loc=39&loct=2#detailed/2/39/false/1729,37,871/68,69,67,12,70,66,71,72/423,424>. “NR” is “Not Reported” according to US Census categories. For percent served by grantees, child race and ethnicity categories were provided by ELD, and this information was required by ELD to be reported as a single category for program participants. Grantees reported this information for participants in their programming. Please see Part 2: Data Capacity Assessment for grantee suggestions regarding expansion and update of demographic categories.

**Figure 7. Detailed race/ethnicity information for children enrolled in ECEF programs** (Pie charts read clockwise from top)



*Note:* Child race and ethnicity categories were provided by ELD, and this information was required by ELD to be reported as a single category for program participants. Grantees reported this information for participants in their programming. Please see Data Capacity Assessment for grantee suggestions regarding expansion and update of demographic categories.

## Provision of Culturally Specific Services

ECEF grantees made significant progress in implementing services that reflected the cultural traditions, values, and histories of their communities. Key features and successes of providing these culturally specific services are summarized below.

### Implementation of Culturally Specific Program Models

When asked to describe the most significant impact of ECEF funds, a number of grantees highlighted how ECEF dollars supported their ability to implement or expand culturally specific preschool programs and other services designed to strengthen children's kindergarten readiness skills.

Grantees shared many examples of how they carefully designed services to reflect the values, beliefs, practices, and worldview of the community served and recognize the impact of systemic racism on those practices. For example, one Native American-serving organization utilizes the Relational Worldview Model, developed by the National Indian Child Welfare Association, which considers mind, body, spirit, and context to reflect a Native American concept of balance as the basis for individual, family, and community health. Another grantee utilizes The Relationship Approach which considers the community and provision of cultural continuity and health. Grantees are engaged with a wide network of organizations and institutions around designing appropriate services for their communities.

Because of the worldviews grantees are grounded in, they view not just the child, or parent, but the family, and the community as a whole as the service provision unit. They run programming with multiple points of connection for families and the community as a whole.

Further, many grantees explained how their programs honored the culture, language, identities, and lived experience of community members and staff as assets. Necessarily then, program elements provided early childhood content and experiences for children and families, but also sustained shared history, identity, language, and pride. There is an elimination of a deficit-based framework, replaced by a strengths-based framework for service provision. Recent research has shown that “such meaningfully supportive contexts help people meet basic psychological needs for relatedness, competence and autonomy. 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>16</sup>

Grantee organizations were purposefully structured so that expressed community needs guided organizational direction. Meaningful engagement of community members occurred at all levels of the organization, and there was active participation of the community in the design and/or adaptation of interventions. Often dedicated community engagement staff were central to this work, through coordinated solicitation of community feedback, focus groups to identify solutions, community elder and community youth advisory, and leadership boards.

Another vital element in these organizations is that leadership and staff belonged to the community being served and considered themselves and the organization as accountable to that community. Thus the organization was not solely focused on program goals or grant requirements, but above all, prioritized what was right for the family and the community.

16 Lambarth, C. H., Cross-Hemmer, A., Mitchell, L., Green, B. L., & Normand, K. (2019). *Building the case for culturally specific P-3 strategies in Oregon: Listening to voices from the field*. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.



*“[Our organization] has several focused efforts toward community engagement and has a dedicated Community Engagement Manager whose role involves coordinating the many avenues for community engagement into a clearly defined voice for our people in informing all the programming, services and policies of our organization.”*

**—ECEP Grantee**

*“More than 67% of our board emerges from the African immigrant/refugee communities we serve. 89.5% of staff are from African immigrant/refugee communities, including [our] Executive Director...Families recognize that the organization is African-led and that the majority of staff speak familiar languages and reflect familiar cultural identities. That is why we are successful where many mainstream organizations struggle to connect or build trust.”*

**—ECEP Grantee**

*“Our organizational values and services mirror the core values, beliefs, practices and worldviews of the community we serve, and to which we belong. All services and programs are in the Mexican variety of Spanish geared toward the background of the immigrant community we serve, and are designed with culturally relevant curriculum, including both evidence based and original...creations designed in collaboration with parent leaders. All program managers and their teams of facilitators, peer mentors and child care providers are part of the community we serve; most have been participants and recipients of the programs and services in the past. Our many activities throughout the year all use curriculum, materials, food and programming built around the language, customs and traditions, history, and family structures of the community being served. These are also reflected in our staff and workplace customs and structures.”*

**—ECEP Grantee**

*“The cultural axiology (value-system) of Africans and African Americans...their highest value is relationships. This should not be confused with rapport. Many organizations serving these communities are able to build effective rapport, yet they are unable to sustain engagement or participation because they fail to establish a meaningful relationship. An African-Centered worldview is not ‘I think, therefore I am,’ but rather, ‘I am because we are.’ We use this community-centered worldview to inform our initiatives and programs. Our culturally representative staff have faced many of the same obstacles as those we serve, and offer clients a deep and shared understanding of how it feels to live in Black skin. Our lived experience and expertise have helped us create an environment where we focus on the strengths and abilities of our children and families because we have the greatest confidence in their beauty, promise, and capacity.”*

**—ECEP Grantee**

*“[Grantee’s] longest standing initiative is our [Initiative Name]. This workgroup of 75+ community members has gathered monthly for 5 years to align education and community systems and ensure that Latinx families in Central Oregon are thriving. Over 70% of active group members are from the Latinx community, and over 40 schools, community organizations, higher education institutions, and businesses are represented. [Grantee] provides capacity and resources for Latinx community members to facilitate and lead this work, and to guide our strategies every year.”*

—ECEEF Grantee

*“[Next year] we will double the number of 3-5 year olds that are receiving [Native American language and cultural immersion experience]. The hope is that having more students come through the preschool immersion program will lead to more students enrolling in our [Native American] Kindergarten-Fourth Grade program. Students that graduate from our preschool program have a head start when they enroll in our Kindergarten class as they have had 1-3 years of language immersion as well as the experience and knowledge gained from our culture and place-based curriculum. The preschool experience sets them up for a strong and successful start in our [Native American] Kindergarten and beyond.”*

—ECEEF Grantee



### Valuing Cultural Celebration and Tradition

Many grantees described how they embodied celebrations and traditions in their approach to engaging families. Most organizations had established ways they celebrated holidays and cultural celebrations with families in previous years, and they made it a point to recognize and celebrate them even through the COVID-19 pandemic. Often these celebrations looked very different, but organizations recognized the importance of tradition and actively used these opportunities to build community and engagement.

*“Our graduations are well known in our program, they are our biggest celebration of the year. Our usual graduation program consists of the children performing the traditional waltz which is a custom in Mexico, followed by a special theatrical performance lead by the staff, then we hand out the diplomas for both the children and the parent participants. This is then followed up by a convivio, which consists of everyone sitting down, eating and socializing while reminiscing on the year and saying goodbye until the following year for those that are returning. It is truly a special moment. This year while planning, we knew we could not gather as we wanted, but we still wanted to do something other than having another celebration via the screen. So we decided to plan a drive thru graduation at the schools...At this time, school districts are very busy planning the return of in-person instruction, so we have never heard back from several schools. Because of this, we decided to hold those graduations at our [Gresham] office. It isn’t what we wanted considering one of our goals is to create community within the school that the children will be going to kindergarten, however, we know that this pandemic has made many things change. We hope that despite having to have those graduations at a location other than the school, with all the efforts throughout the year, our goal is still met. We look forward to seeing the smiling faces of our [program] participants even if we can not gather in the usual ways.”*

—ECEEF Grantee

*“The last workshop/meeting of the month was a Dia de los Ninos (Day of the Child) Zoom meeting. We dropped off an aguinaldo, which is a small gift or “bonus.” We used traditional candy and some small cookies as well as a small gift in each bag. I remember being celebrated by my family on this day and it is such a joy to be able to help continue the tradition.”*

—ECEP Grantee

*“We also had our first virtual traditional celebration. In our typical in-person groups we recognize and celebrate three traditions...this year despite being virtual we wanted to continue with our traditions...it was not the same feeling... however, it was still a positive feeling and it was much needed during these difficult times.”*

—ECEP Grantee



## Attention to Community Language Requirements

Another essential element of successful family engagement identified by grantees was providing services and materials in the first languages of the communities served. In programming for Native American communities, organizations prioritized the revitalization of Native American languages as an essential means to build community assets and preserve culture.

To provide services in program participant languages, many organizations prioritized hiring staff from the communities served, who were multilingual, or whose primary language was the primary language utilized by the community.

Language revitalization programs paid significant attention and time to providing training to staff, who might themselves need to learn the language being taught. Tribal grantees shared that it could be challenging to find staff with sufficient Native American language fluency, and the number of elders with language and cultural knowledge was decreasing. This challenge illuminates the vital role of language revitalization efforts in cultural preservation and survivance.<sup>17</sup>

Importantly, organizations pointed out that it was not sufficient to merely translate materials into a community’s primary language. The activity or material needed to be culturally specific as well. For example, organizations did not simply take a YouTube video in English about how families could engage around preparing for dinner and offer voice-over interpretation or subtitles for the video in their community’s primary language. Instead, staff created entirely new YouTube videos, focused on family engagement around preparing for dinner, in a primary language, and with culturally relevant foods and meal traditions displayed that were culturally appropriate and made sense for that particular community.

17 Vizenor, G. (2008). *Survivance: Narratives of Native Presence*. Lincoln, NE: University of Nebraska Press.



Similarly, Native American language revitalization programs paid particular attention to the materials that they translated and the languages, chosen from over a hundred Native American languages, that they decided to incorporate. Languages that contained words related to places located in Oregon were chosen, for example, or tribal languages that reflected the largest proportion of local Native American communities, and that had existing curricula. Several grantees utilized funding from the Oregon Senate Bill 13 Tribal History/Shared History to develop books and resources that supported language revitalization.

*“[We] collaborated with Youth Librarian, Black Cultural Library Advocate of Multnomah County Library to create culturally specific library experiences for our families. We are working toward creating opportunities for our Swahili, Somali and Arabic speaking families to experience the library in their first languages.”*

—ECEP Grantee

*“Each of the classrooms now have framed and hung Takelma words for the kids to reference. Teachers are also leading their students through a choral response type exercise with the Takelma vocabulary words.”*

—ECEP Grantee

*“Tribal members have advocated for years to have language implemented...but because many of the elders that innately possessed this knowledge grew older and left the program...the last fluent speaker left the program nearly 10 years ago. The children need exposure to the dances, songs, stories, dress, and protocols of the people from which they originate. This is beneficial to the child so they too grow up knowing who they are, where they come from and find the strengths of the culture of their ancestors.”*

—ECEP Grantee

*“[One family] shared the experience they had with [their child] when the mother registered in a preschool before the pandemic. [He] did not show interest in attending, did not even speak with his teacher, did not greet him or interact with other children, [The child] showed fear when arriving in-person at school. When the mother found out about our program, [she] loved the idea because this would be the opportunity for her son to join a program in Spanish, socialize with other children of the same age, and adapt to routines and rules. Which would give him security when he entered kindergarten. The family shared that [their child] was very happy when he joined the program, they realized how happy the child was to participate, it motivates him to participate and interact with the teacher and other children. [The child] participates actively; He is always ready and has his materials ready for his class. Parents feel more reassured because they now know that this program is a success, as their child has what it takes to enter kindergarten. [He] has routines, rules, knows how to follow instructions and has the necessary knowledge.”*

—ECEP Grantee

## A Focus on Supporting Family Agency and Advocacy Skills

Many ECEF grantees highlighted their programs' role in supporting systems change, including more equitable access to resources for participant communities. Organizations supported program participants to build agency to advocate for themselves and their children within systems that have historically excluded or marginalized their community. Simultaneously, organization staff made connections within schools, strengthened relationships with staff, and utilized those relationships to provide access and insights to specific community experiences and cultural and linguistic needs.

Organizations demonstrated that they understood how to work within communities and create frameworks that enabled people to leverage their cultural assets to achieve their educational and advocacy goals within existing systems. They showed families how to navigate existing systems while simultaneously working to shift them, for example, by advocating alongside program participants for mainstream institutions to strengthen their culturally responsive practices, supporting parents in navigating school websites, or providing affinity-based advocacy training. Staff emphasized that they were successful because they did not just provide training on the details of advocacy. Because they were of the community themselves, staff were able to explain the nuances and power dynamics specific to their particular cultural community that had to be taken into account in order to achieve the family's goals.

*"There are two students we are serving where the school had informed the parents their child should be held back because of conclusions made about the child's ability to read. After a few weeks of tutoring, the students were able to read words and recall sight words successfully. The benefit of having someone who looks like you and can relate to you is so important, especially when working with underserved and underrepresented populations.*

*Tutoring allows us to build a relationship with the family, increase student's literacy levels and provide insights about their student's strengths and needs. We can then give parents the education terminology they need to advocate effectively for their child's educational, social and emotional needs in school."*

—ECEF Grantee

*"Provided extensive support in the enrollment of Mam/Spanish/Kiche speaking families into the newly opened [school-based preschool program]. These efforts were coordinated with the United Way and included the extensive time and navigation toward the successful completion of required paperwork by both the UW and [grantee]; 15 students were successfully enrolled. Efforts further included advocacy for systems change in serving these marginalized families due to illiteracy. As such, there is a tremendous need for bilingual/bicultural staff to sustain this level of assistance to families."*

—ECEF Grantee

*"Engage African American child care providers and preschool families to collaboratively develop a framework for Black family lifelong success that outlines the skills and habits of mind that Black families need to (a) navigate the public education system, (b) advocate for their children, (c) overturn historic systems of oppression and racism, and (d) leverage their own cultural assets to achieve their educational and advocacy goals."*

—ECEF Grantee

*"Acquisition of knowledge of how to advocate for yourself within a system where there are historic equity issues—the cultural nuances. Not just the dry details, but the power dynamics that are in existence that can only be relayed, experienced, and downloaded by individuals with similar cultural backgrounds."*

—ECEF Grantee

## Culturally Specific Virtual Services

While many services moved to a virtual format, it was clear that simply moving all interaction with families online would not be effective. Thus, program staff very intentionally reflected on the needs of the communities that they were serving and devised innovative and tailored services that included both virtual services and supplemental supports to ensure that families received high-quality services. Grantees determined virtual service formats based on the participating community's needs. Individual families or groups met with organization staff through video conferencing, video phone calls, regular phone calls, and live social media sessions.

Organizations also used technology to supplement live sessions so families could access content at any time, and to engage families in interaction with each other. To accomplish this, grantees used two primary approaches:

1. Private social media groups (Facebook, YouTube). Staff would share short videos, tips, and activities, sometimes to go along with a daily or weekly early childhood content theme. Families could upload photos and videos of interactions with their children, ask questions, make requests, and share ideas with staff and each other.
2. Commercial learning applications (for example, ReadyRosie Active Family Engagement System). Organizations provided families with an account so they could access content to support engagement with their children.

Many organizations also paired technology-enabled services and support with hands-on learning kits. The kits helped parents build and supplement learning environments and experiences and create learning routines in the home, where families and children were spending extended periods. Organizations identified packaged curriculum kits that would build home libraries or provide hands-on activities (for example, KiwiCo crates or the Dolly Parton

Imagination Library). Staff also expressed incredible creativity in putting together their own kits, based upon the learning objectives of the families that they were working with, and incorporating culturally specific activities (for example, books and activities utilizing the primary language of the community or culturally specific games and activities). Organizations delivered kits to family doorsteps, made them available for pick up at local community locations, or mailed them directly to families at regular intervals.

Staff put significant effort into guiding parents on using the various resources with their children.

Organizations provided virtual parent support groups and meetings where parents could give feedback and ask questions. While kits contained booklets and instructions in written format to guide parent-child interaction, staff also created “unboxing” videos for the curriculum kits, demonstrating the use of the materials. In addition, individual check-ins via phone or text were common between staff and parents.

Important elements that also contributed to the success of this approach included:

1. The provision of technological devices and Wi-Fi access to families,
2. Step-by-step technology training for families to access the virtual services,
3. Services provided in the first language of families, and
4. Flexibility/low barriers to program entry.

Ultimately, organizations reported that these services were received enthusiastically, as there was a desire on the part of parents to find ways to engage their children while at home. Furthermore, the additional robustness of the virtual programming and support, paired with low-barrier entry, enabled some organizations to engage with populations, often located in remote areas, that were previously reluctant to join in in-person programming.

*“We also created a partnership with the STEM Hub who helped us put together STEAM activities for families. We sent home the first five activities and families loved them. We will be sending 5 more STEAM activities to families at the end of the month. Although the STEAM activities were not a part of our curriculum we wanted families to have them and be exposed to them. We had so much success we are now creating 10 activities that we are going to implement monthly in our curriculum for the 21-22 school year.”*

—ECEF Grantee



*“During the [parent] conferences we discussed with parents their child’s progress using TS Gold checkpoints [our assessment tool]. We also distributed our ‘Ready Kids’ activity books, and the ‘Parent Get Ready’ guide... Staff gave all of our parents some student specific goals to work on with their children. These daily activities were specifically curated to build upon and/or strengthen some skills that staff had noted in the students... in subsequent phone interactions with parents the importance of spending quality time with children has been discussed. To strengthen this conversation we sent home an ‘Importance of Gratitude’ handout and journal for families/students to track gratitude. Families were provided with a little acorn game to play with for parent and child. This month we also sent home 3 separate books with each child. We have been promoting reading as a great parent child interaction. The promotion of reading, and making more literature available to families and children in their own homes has seemed to have positive outcomes. We utilize social media (specifically Facebook) to read to the students. Parents are encouraged to post pictures of the activities that the children engage in as a result of these readings. We are currently experiencing a steady amount of parents contributing to the page by sharing pictures of their children engaging in the activities.”*

—ECEF Grantee

*“We are working on a short video, with ideas on how to build a home library, nothing complicated. Parents will use spaces and furniture they already have to build it. They will also receive instructions on how to use it and keep a routine.”*

—ECEF Grantee

## Flexibility and Responsiveness to Family Needs

ECEF grantees described a key element of implementation success as their ability to be flexible in their approach to engaging families, and to being responsive to family needs. Grantees described the importance of being able to meet families' immediate and basic needs first as an important step to successfully engaging them in early childhood services. In addition, making these connections to resources for families often served as an important “entry point” for engaging them in early learning services.

Because some grantee organizations were running multiple programs supporting families, they were able to provide services to families even if their ECEF program experienced delays in start-up. Organizations' multiple connections with families were also crucial in light of the multifaceted trauma that communities were experiencing. Many grantees helped stabilize families through essential supports and wrap-around services amidst the COVID-19 pandemic. They supported the broad range of family needs that were exacerbated by COVID-19, and helped families navigate systems, connect with mental health and health services, and meet other basic needs such as housing, food, and child care.

These activities were funded both through ECEF as well as with other program funding and with funding received directly to support COVID-19 relief efforts. Many grantees appreciated the flexibility allowed by ELD in using ECEF dollars to address the needs of program participants during COVID-19. Because families had support getting their basic needs met, there was an increased likelihood that they would engage with ECEF-specific programming.

*“An October success is that a client—a mother of two—lost her job because of COVID-19, but with support from her home visitor, found another job and moved into a two-bedroom apartment. The home visitor worked with her to establish a savings plan for emergencies and learn how to live on her own.”*

—ECEF Grantee

*“[The program] agreed to use excess program funds due to staffing issues during the COVID-19 pandemic to help families pay their rent, utilities, and other household and child-related expenses with the expected outcomes of relieving family stress, increasing economic stability and improving mental health for both parents and young children.”*

—ECEF Grantee

*“Families are provided with a food box once per week. Families are supplied with boxes of fresh vegetables, fresh fruit, dairy products and meat products to help families at risk of hunger due to the hardships caused by the pandemic.”*

—ECEF Grantee



## OUTCOME AREA 2

## Increased Organizational Capacity

A second major goal for the ECEF was to provide resources to culturally specific, community-based organizations who historically have not been able to access state and public funding, often due to funding requirement barriers, and/or the lack of organizational infrastructure (e.g., grant-writing capacity, data systems, etc.).

In Year 1, grantees demonstrated increased capacity supported through ECEF. In particular, information collected in the implementation evaluation documented successes in:

1. Recruiting, hiring and training staff who reflect the communities served by the organization,
2. Supporting comprehensive staff training and supports for staff well-being, and
3. Leveraging partnerships and other resources.

### Recruiting and Hiring Staff Who Reflect the Communities Served

The ECEF grant provided funding that enabled these culturally specific programs to expand by hiring and training additional staff. ECEF funding also expanded the capacity of some larger organizations to more intentionally diversify their workforce and improve their engagement with nondominant and marginalized communities. Grantees described their successes in hiring, training, and retaining teachers, educators, family resource coordinators, and other staff who reflect the communities served by each organization. To provide services in participants' languages, many organizations prioritized hiring staff from the communities served, who were multilingual, or whose primary language was the primary language utilized by the community. To support ongoing staff professional development, some organizations were able to hire more supervisors, mentors, and/or coaches who likewise reflect the communities served by each organization.

### Attention to Staff Training and Well-being

Grantees reported that close attention to staff training needs and overall staff well-being were essential components of their ability to successfully operationalize programming in general as well as specific to ECEF-funded programs. Because organizational leadership and staff were often part of the cultural communities they served, leadership recognized the extreme pressures that grantee staff were under in Year 1, personally and professionally. Staff experienced the impact of multifaceted community trauma brought about by the COVID-19 pandemic, as well as racial, economic, and political unrest unfolding in the United States and around the globe, just as participant communities were experiencing those traumas (further detailed under 'Challenges and Barriers for ECEF Grantees' below).

Organizations understood that the well-being of staff was the well-being of the community and that staff well-being was an integral part of being able to effectively implement services with families. Throughout Year 1, organizations increased staff capacity to deal with the constantly shifting conditions. Organizations also paid attention to potential staff needs and stressors around the service provision pivots occurring in response to COVID-19. In particular, training in technology and the use of technology tools to provide virtual services was required. Additionally, ECEF grantees also were able to expand such supports for staff wellness as time off for family caregiving, stress reduction and stress management training, and social-emotional/mental

health resources. The resources necessary for, and invested in, this work were significant in Year 1.

*“It was a very stressful month for all and the uncertainty of what’s to come was a challenge to overcome and remain positive focusing on the now and not so much the later. As an organization, this was a priority and staff were given the space to focus on their mental health, this leads staff to be able to be there for [program] participants and families as well.”*

—ECEF Grantee

*“[This month, we have] trained all the appropriate staff, built a network of support...purchased Chromebooks, Internet hotspot, hired more facilitators, prepared all COVID-19 protocols, trained and prepared for both online and in person activities, and are ready to begin our first classes on November 9, online!”*

—ECEF Grantee

## Leveraging Partnerships and Resources

Another area in which ECEF grantees expanded their organizational capacity was through successful leveraging of partnerships and resources. Networking and leveraging resources are strategies that these grantees are adept at, given the nature of their work and their community-centered approach. Many grantees had a broad, deep, and long-standing network of partnerships and social resources that they routinely drew on and collaborated with. These networks were internal to their service communities as well as with other early childhood and culturally specific providers locally, regionally, nationally, and internationally.

Grantees also leveraged relationships with public institutions quickly and effectively despite tremendous obstacles. School systems in particular were critical public institutions that grantees partnered with to get programs

off the ground and provide services. In particular, programs affiliated with or housed within public schools could take advantage of cost savings. Examples include:

1. Access to free or low-cost virtual learning platforms for young children who would be enrolling in the school district in the future,
2. Low-cost printing of curriculum materials (for example, Native American language coloring books), and
3. Utilizing the school bidding system to save time and money in the purchase of technology (Chromebooks, hotspots, Wi-Fi connections, etc.) and curriculum box subscriptions for families.

Early Learning Hubs were also resources for grantees through technical assistance and financial support, for example, covering the costs of staff attaining training in administering the Ages and Stages Questionnaires (ASQ).

*“Met with school district and other community partners to strategize client recruitment and to align goals and resources for program launch”*

—ECEF Grantee

*“We also partnered with [School District] this month to create Brain Box Club...we presented the idea to the school and they partnered with us to develop the Club...We thought we might get about 20 families signing up...but already have over 50! [School District] has been a great partner and we love working with them.”*

—ECEF Grantee

*“Our Early Learning Hub partners connected us with a digital content expert who is helping us with live and pre-recorded video content. The consultant helped us to determine what equipment was needed and place orders for cameras, lighting, etc. She also assisted us in creating a studio setup in our workspace and starting lists of the types and content of future videos.”*

—ECEF Grantee

# Implementation Challenges and Barriers for ECEF Grantees

While there were numerous successes in implementation this year, there were also challenges.

The primary implementation-related challenge for Year 1, as mentioned previously, was the COVID-19 pandemic, which disproportionately impacted the communities that are the focus of ECEF programming, including both the families and children as well as ECEF grantee staff.



Below we summarize the major challenges that impacted implementation efforts during Year 1, including:

1. Multifaceted trauma impacting staff and program participants,
2. New service models necessitated by COVID-19,
3. Limitations of technology in recruiting and servicing families,
4. Exacerbation of existing staff recruitment and retention challenges, and
5. Expanding service areas.

## Multifaceted Community Trauma Impacting Staff and Program Participants

Nondominant communities served by ECEF grantees are subjected to multifaceted trauma daily—systemic racism, inequities in education, and historical and persistent marginalization in White-dominant systems, while simultaneously being pressured to assimilate to White-dominant norms, amongst many other traumatic experiences. During 2020 and 2021, the COVID-19 pandemic and racial unrest, amongst other factors such as the wildfires that impacted much of the state, heightened the impacts of this trauma.

Increased trauma understandably decreased communities' (including staff and families served) ability to engage in the early education programming supported by ECEF, as they struggled to maintain the basics: economic stability and physical and mental health. Grantee communities often suffered disproportionate levels of COVID-19-related losses, including loss of life, employment, and housing. Grantee reports reflected increasing program participant struggles to adjust in their daily lives amidst constantly changing and sometimes conflicting messages around health and safety. Grantees largely described the impact of these compounding stressors in terms of the challenges they created in their ability to successfully engage families in their deeply relational early learning work. Specifically, grantees noted:



- Decreased capacity for ECEF staff and families to fully engage in ECEF early education programming as they struggled to meet essential needs for housing, economic stability and physical and mental health for their families. Grantees noted that families were increasingly requesting mental health services which were even more difficult to obtain during the pandemic.
- Parents, children, and staff experiencing “Zoom fatigue” and being overwhelmed by navigating new technology tools and additional pressures as schools moved to online learning. The loss of the support for older children typically provided as part of the in-person school day taxed parents who still needed to work and now had to find alternative child care, further reducing interest in more virtual interaction.
- The lack of child care and in-person school for the many ECEF parents who still needed to work outside the home and the fears of family exposure to COVID-19 in doing so.

*“In our past reports, we have not added anything in reference to the political climate as a challenge, choosing to focus on program outcomes and highlights. However, in this month a lot has happened driven by politics that did affect and impact our community, [program] participants and staff alike. It was a very stressful month for all and the uncertainty of what’s to come was a challenge to overcome and remain positive.”*

—ECEF Grantee

*“We are hearing from families that they currently want more support with basic resource navigation. They have so much online content to navigate that some families feel overwhelmed due to many barriers such as language, complexity of applications. The demand in the community is so high that it is challenging for the family to access it on the spot due to resources being very limited and missing the opportunity to apply as soon as they get the information due to the challenges expressed above. It has been challenging to juggle between connecting families with resources and learning about resource requirements. Many parents have expressed the challenges they are facing to attend virtual groups. Even though they are interested in attending, they feel overwhelmed when they have to prioritize with other older children who need support with their online learning.”*

—ECEF Grantee

## Developing and Implementing New Service Models Necessitated by COVID-19

In response to the COVID-19 pandemic, all grantees had to consider new service models and implementation plans. New models needed to take into account many issues, including but not limited to:

- Balancing rapidly developing and changing health and safety guidelines with community needs,
- Family and staff discomfort with in-person services due to health concerns,
- Staff inexperience with virtual service implementation and lack of technology tools,
- Family inexperience with virtual service participation and lack of technology tools,
- Continued program participant need for in-person services, and
- Completely re-worked implementation plans to enable virtual services.

Implementing the new models and implementation plans required organizational leadership to engage in strategic discussions and innovative thinking. Organizations had to adjust ECEF proposed activities to comply with health and safety guidelines. They needed to listen closely to staff and families to understand how best to modify service provision. Often, solutions identified increased program costs or required re-budgeting to meet changing needs. Timelines also shifted significantly to adjust to changing training and planning needs.



Examples of changes that impacted organizational operations, timelines, and costs include:

1. Purchases to facilitate virtual services, including devices, Internet connectivity, and wireless capabilities for staff and families.
2. Intensive staff and family training to utilize technology tools and implement virtual services.
3. Creation of curriculum materials to supplement virtual services, including hands-on activity supplies and parent guide books, and supplemental materials delivered through social media, websites, or phone apps/texting.
4. Increased staff time and training to create curriculum and supplemental materials.
5. Delivery of hands-on curriculum materials and parent guide books to families via various methods, including home delivery, community-based distribution sites, and mail.
6. Increased staff time to deliver and distribute materials.
7. Increased vehicle and fuel usage for curriculum delivery and expanded travel distances.



*“...we realized that we needed to completely pivot services from a model centered around in-person, facilitated parent-child interactions, to finding a virtual model that would support parents in a world with COVID restrictions such as social distancing and closed schools. This is a significant shift and has required a great deal of creative problem-solving from our team.”*

—ECEP Grantee

*“During this pandemic, we have had to make many adjustments to the way we work...This program is all relational and dependent on that in person interaction for relationship building, yet the pandemic has challenged us in that area...The teams revised curriculum and brainstormed ways to keep children and parents active and participatory as possible over virtual means. At the leadership level, we focused on planning trainings to help train our team on all things virtual and technology so that they felt comfortable implementing the program online and also that they themselves were well versed so that they could then help families that may need help.”*

—ECEP Grantee

## Limitations of Technology in Recruiting and Supporting Families

Even if grantees chose to continue to provide in-person services, COVID-19 health restrictions often reduced the duration or frequency of in-person sessions. Out of necessity, most organizations had to increase their use of technology to provide services. Several associated challenges emerged, including:

1. Lack of technology resources (funds, tools, services),
2. Lack of experience or training, and
3. Limits to virtual service provision.

Organizations and participating families often lacked technological resources and the financial ability to purchase those resources. These included devices that could support virtual check-ins and sufficiently strong connections to the Internet or ensuring that families had any Internet connection at all.

Both organizations and participating families also often lacked experience or training in the various modes of virtual interaction that could support service provision. Organization staff had to learn to utilize new devices or to use their devices in new ways. In addition, because service provision was multi-pronged and tailored to the community, staff had to use multiple technology-driven ways to connect with families, including via video calls, texts, virtual meeting platforms, and a range of social media platforms such as Facebook and YouTube.

Not only did staff have to learn to operate and effectively utilize new devices and platforms, they also had to be able to provide families training so that they could access services. Participating families were often reluctant to engage in technology-enabled services, even if devices were provided to them, and benefited from step-by-step support from staff.

While virtual service provision did expand some possibilities for engaging with communities and was helpful to some organizations focused on working with populations located in very remote areas, the modality had limitations. These included, but were not limited to:

1. Creating prohibitive barriers for some potential participants, including parents whose work schedules conflicted with synchronous class times, those that did not want their young children to be on screens for long periods, or those who could not obtain Internet access.
2. Service providers experiencing restrictions in how they were able to interact with families, reducing engagement. For example, typical classes or meetings with families would include a time when service providers interacted directly with children, modeling behaviors and approaches for parents, and engaging in hands-on activities. Virtual sessions severely restricted this type of interaction and modeling.
3. Virtual sessions experiencing disruptions, reducing reported effectiveness. These disruptions were due most often to poor Wi-Fi connectivity, which was impacted by the strength of the Internet connection, weather conditions, and other individuals in the household simultaneously using the Internet. Various issues would disrupt sessions, including latency, frozen screens, poor quality audio, or loss of connectivity altogether. Organizations reported sometimes seeing the family but not hearing them or hearing the family but not seeing them, due to connectivity issues.
4. Ability to interact with, observe, or assess child or family skills. Several organizations mentioned difficulty conducting various child or family assessments (the ASQ, for example) through a virtual format.



*“Upon enrolling new families, we came to realize that some of them were using their cell phones to connect and try to do our home visit. Some of them rely only on their cell phone service making it virtually impossible to have uninterrupted video call due to spotty service.”*

—ECEP Grantee

*“Created Class DoJo videos [a parent communication tool used by the schools] for parents of K-3 students in our district. We partnered with the district’s English Language Development department in this effort; 40 students and their families were personally contacted as a means of providing oral instructions due to lack of knowledge regarding technology and/or literacy issues... Access to Internet not available to 75 students.”*

—ECEP Grantee

*“A challenge is when one of the students does not have a parent to assist or help out, this can sometimes frustrate the student and because our classes are virtual, we are not able to physically help them. [Instructor] has had this happen several times and to help overcome this challenge, she is able to demonstrate the process over several times, or sometimes other students help. On some occasions, the student was able to ask an older sibling to help them.”*

—ECEP Grantee

## Exacerbated Existing Staff Recruitment and Retention Challenges

Another challenge that many grantees confronted in Year 1 was around staff recruitment, and to a lesser extent, retention. Organizations providing early childhood services often confront staff recruitment and retention challenges; chronically low pay in the early childhood education field further contributes to this difficulty, despite the need for well-trained and supported staff who reflect the communities served.

Moreover, culturally specific early childhood organizations confront unique challenges in recruiting staff that can provide services according to their service delivery models designed to support culturally specific communities. Often, they seek team members with particular language capabilities, are from the community, and have lived experiences that match those of the community served. As a result, many organizations grow staff from within the organization, including formerly participating families. Word of mouth and community network-based circulation of position announcements are also frequently used. Some of these networks were disrupted by the COVID-19 pandemic, increasing staff recruitment difficulties.

The COVID-19 pandemic exacerbated existing staff recruitment and retention challenges, while also requiring organizations to navigate uncertainties and address challenges that went far beyond typical hiring and retention processes. For example, some job listings received very few applications, and candidates would/could not show up for interviews. Further, organizations and their potential candidates grappled with several issues, including:

1. A general concern for health and safety,
2. Reticence to provide services to families in-person due to health concerns, and
3. Low confidence in being able to utilize technology to provide effective virtual services.

It is important to note a tension in Year 1 between the necessary rise in the provision of virtual services and how grantees typically provided services in-person. Through in-person connections, staff would develop the deep personal relationships between the service provider and program participant that is emblematic of many grantees' service delivery models. Challenges that arose included:

1. Some staff, who had successfully supported families in person, decided to leave their positions or needed to take a break from them. Reasons included stressors they were experiencing due to COVID or the challenges of providing virtual services.
2. When hiring, organizations needed to consider an additional skill: navigating technological tools.
3. Sometimes staff skill sets that enabled them to effectively lead virtual services did not translate to an ability to conduct effective in-person services and vice versa.

Overall, hiring, outreach and staffing presented a significant challenge to a large subset of ECEF grantees, especially those that needed to find new staff to implement or expand proposed services. As a result, some programs experienced implementation delays.

*“Our [largest] challenge has been staffing...part of our service delivery model has been meeting our families where they are—a large portion of that has been in person, and our standard has been ‘greeting everyone with a smile and a handshake’...and hiring individuals that believe they are coming into that type of environment—we are not [right now due to COVID-19]—we are at home working, and we’re on a screen, and very technology-driven. People have said ‘well maybe I’ll apply again when you are back in person’...that has been a huge hurdle for us, in our hiring and getting the right person—the right fit for us—because we want individuals that can do the screen but that can also do the in person...”*

—ECEP Grantee

*“We are exploring other options, including bringing on a temporary or consultant staff to draft up our work plan for a pilot. This is not ideal but will allow us to move this project forward, and be in a position to continue this project.”*

—ECEP Grantee

*“In the month of February we held interviews... after the interviews were complete one applicant dropped out. Then we made an offer to the other applicant. The applicant accepted the offer and then rescinded so we were left with a vacant position. The position is now reposted.”*

—ECEP Grantee

## Expanding Service Areas Required More Resources

Grantees described challenges in expanding the reach of their programming to new service areas, which has been exacerbated due to the COVID-19 pandemic. As grantees explained, years of disinvestment, gentrification, and rising living costs have been displacing the communities they serve. During Year 1 of ECEP, families experienced further increased job and housing loss, which were even

more pronounced for women and marginalized communities. As a result, organizations that were already extending their service reach geographically had to devote more resources to this effort.

According to grantees, geographic dispersal caused program retention issues as families moved out of communities. At the same time, there were instances when families, who had developed strong bonds with organizational staff and trusted the organization’s intentions and approaches, traveled great distances to access services. In turn, the organizations had to manage increased staff time necessary for travel, and increased costs around transportation, to maintain the relationships developed with the families they were serving and provide continuity of services.

For grantees serving rural communities, staff time and travel costs (mileage, gas, vehicle maintenance) have always been an issue to contend with and became even more challenging during COVID-19.

*“It is very challenging for our 3 staff to cover the deliveries across all 17 elementary school zones and 6,600 square miles of Oregon counties, but they have been making it work. This struggle informed two of our budget increases submitted... staffing increase and possibly the addition of an economy car for remote deliveries to rural areas.”*

—ECEP Grantee

*“[Families moving because of gentrification] is one of the reasons...transportation of our staff [is important]. That is part of the reason for our tented events—because [families] are further out than they used to be. At the same time...we have [program] participants that will come from as far as almost Gresham to come and receive services...and they pass four other agencies to come to us, because of the relationships that we have. We are having more events outside, where we can meet them where they are at, because we are so dispersed.”*

—ECEP Grantee

## Grantee and ELD Perspectives

In working with PSU CCF to design this implementation evaluation, ELD staff involved with ECEF grantees wanted to include data-gathering that would help them to identify areas for improvement within the larger ELD system as well as specifically related to the support, training, and technical assistance they were providing to ECEF grantees.

Below we summarize the information shared by grantees in terms of both what aspects of these systems were experienced as supportive as well as those that greeted challenges for implementation.

Following this, we share results from interviews with ELD staff, who participated in evaluation interviews to share their experiences and reflections on Year 1 ECEF implementation.

### Grantee Perspectives

#### Flexibility in ELD Grant Policies

One successful attribute of supports provided through ECEF described by grantees was the flexibility that ELD staff provided around budget allocation and priority service populations.

Budget reallocations enabled grantees to adjust to new service models, widen service geographies, make unexpected purchases of equipment and materials, and a host of other adjustments required by the COVID-19 pandemic.

ELD's flexibility around priority populations was an essential component in some organizations' abilities to engage the most underserved members of their communities. For example, organizations shared that being able to engage all members within a particular community, regardless of income level, decreased any stigma associated with participating in a parenting program and increased engagement and uptake, even among community members who previously may have opted out of participating in services.

*“People have asked over and over again, how do we reach those families in outlying rural areas that don’t want to be involved. You know, they don’t want to be involved with WIC...they don’t want to be involved with the early childhood community...they just find all of that to be invasive. We knew that the numbers were what was going to be what helped us out. If everybody knew somebody that was enrolled in the program, it’s going to be that much easier to get some of those hard to reach families to say ‘ok, well I guess if so and so signed up for it, I’ll sign up for it too’...We needed that latitude from the Early Learning Division to serve a bunch of kids that are not part of our target population in order to gain the acceptance that will allow us to serve the kids that are.*

—ECEF Grantee

*“Without the ECEF, we would not have been able to ship the [curriculum boxes] to [hard to reach] families. We would not have been able to afford sending the kits to them.”*

—ECEF Grantee

## Planning Grant Option

Another successful aspect of the ECEF funding stream was the availability of planning grants. ECEF recipients of the planning grants acknowledged that having this option was important for them to have the dedicated time and resources they needed for intentional planning and training for programs often not supported by other funding sources. Proposed planning grants focused on either 1) exploring opportunities to provide early childhood services in a culturally specific organization that had not yet entered into that service provision arena, or 2) training and capacity building on specific program aspects that organizations knew were necessary to provide culturally appropriate services.

Grantees expressed that the planning grants provided them with dedicated time to plan and train appropriately. The planning grant option was also a good time for organizations to explore what was needed to provide services intentionally. For example, at the close of Year 1, one grantee chose not to continue funding through the ECEF because they had found, through the process, that early education services were not a good fit for their organization.

*“[Through the planning grant, teachers] will have received over 500 hours of language instruction, song, and longhouse protocol. They will have nearly 250 hours of cultural teaching. They will have made progress on the GED and college endeavors with nearly 100 hours of advising. They will have learned to make traditional regalia/clothing, arts and crafts to teach to parents and students. They will have stories to tell and kits available for their classrooms.”*

—ECEF Grantee

*“We have been working on our plan for years. We carefully put our plan together to create this preschool project to meet the needs of our target group. With funding and support, we are now working on the startup process.”*

—ECEF Grantee

## Approachable and Responsive ELD Staff

In general, ELD staff’s communication style and reporting systems were generally described as positive. Grantees broadly described ELD staff members as accessible, responsive, and flexible. The specific staff assigned to the program took an active role in working individually with grantees to find solutions and adapt. In addition, tribal grantees acknowledged the liaison position for tribes within ELD as a supportive element of the department.

*“[ELD ECEF staff] have been phenomenal—they are so responsive and so easy to work with...I just love the fact that you never feel like you’re asking a dumb question...they are always just so easy going and happy to answer any question you might have...they are awesome to work with.”*

—ECEF Grantee

*“The check-ins are helpful...if I have questions ... [ELD ECEF staff] is responsive and that is a good opportunity to get clarification and fill her in, and feel like someone understands what we are doing and it’s not just a report that may or may not make sense to somebody.”*

—ECEF Grantee

*“[ELD ECEF staff] have been so accessible. At the very first meeting that we had together they gave us their phone numbers, so we can text them. It’s just been really nice working with them. And so when I do have questions, they get answered.”*

—ECEF Grantee

## ECEF Reporting Requirements

By far, the most frequently mentioned challenges in terms of receiving ECEF funding were those related to ELD requirements for grantees in terms of monitoring and reporting. More information about data reporting and related challenges is also provided in the Data Capacity Assessment section of this report. Findings below reflect key concerns identified through the implementation evaluation process.

ELD requirements of program grantees included monthly check-in meetings with ELD staff via virtual conferencing, monthly attendance at grantee webinars through virtual conferencing, monthly reporting of program participant data (monthly numbers and demographics report) through a web portal, quarterly expenditure reports, and an end of year report. ECEF requirements for planning grantees were similar, with quarterly narrative progress reports replacing the monthly participant data reporting.

Given these requirements, ECEF grantees described several specific challenges during Year 1. First, a number of grantees noted that at times, and especially at the beginning of grant implementation, ELD staff and grantee representatives could not find time to complete monthly check-ins. In addition, grantees with delayed program implementation due to the need to revise service plans in response to COVID-19 or to challenges in staff hiring could not complete narrative or data reporting monthly.

As is detailed in the Part 2: Data Capacity Assessment section of this report, some grantees were confused about reporting requirements, and it took some time for ELD to sufficiently clarify requirements. This confusion also occurred because there were different requirements for program grants and planning grants.

In addition, several grantees reported experiencing program delays because they were unable to receive funds. A tribal grantee noted that a central challenge in working with ELD was the requirement that the Tribe waive sovereign immunity in order to receive funding.

In order to respond to this ELD requirement, more time is needed for decision-making processes.

ELD's approach to their general reporting requirements was somewhat flexible, and grantees communicated successfully with ELD staff to find solutions. Specific requirements, such as monthly meetings, were flexible and could be reconfigured to the needs of grantees. For example, organizations with a small number of staff, those heavily involved in hiring outreach for multiple positions, or those whose pace of implementation necessarily had to slow due to responding to COVID-19 conditions could negotiate bi-monthly meetings with ELD staff.

*“Our funds were not yet available, and because of soft start, our classrooms were not operating as usual (for COVID-19 time) until mid-September.”*

—ECEF Grantee

*“Hopeful...to have funds by August to enroll people into the online training in September; however, that did not happen and we think we will be able to train people as early as December now.”*

—ECEF Grantee

## ELD Staff Perspectives

The ECEF represents a new policy initiative and funding stream that by definition is subject to interpretation by those charged with implementation. In order to better understand the context surrounding implementation of the ECEF at ELD, four key staff were interviewed for this report. Participation in an interview was completely voluntary and all were given the opportunity to review and provide feedback on the themes identified. All quotations are included with the permission of those interviewed.

## ECEF Purpose and Goals

ELD staff were asked about their understanding of the purpose and goals of the ECEF. Staff described a number of interrelated purposes, including:

1. Respond to the stated need and desire for culturally specific early childhood care and education, as articulated by BIPOC communities in Oregon,
2. Invest resources in building the supply of culturally specific early childhood care and education,
3. Recognize and support culturally specific early childhood care and education programs already in existence, and
4. Address educational inequities in early childhood care and education and close the opportunity gap.

ELD staff shared that they hope that the ECEF will help expand and legitimize services that truly meet the needs and preferences of nondominant children and families who may not see themselves reflected, nor fully understood or celebrated, in mainstream, White-dominant settings. It is believed that investing in such programs will likewise support quality and provide BIPOC children with a strong foundation, rooted in cultural pride, for their education. Fundamentally, these ELD staff believe that BIPOC families should have the same access to and choices when it comes to early childhood care and education settings, as do middle-class and affluent White families.

Likewise, ELD staff are curious to learn what lessons the mainstream White-dominant early learning system might learn from culturally specific providers. As historical outsiders to the system, culturally specific providers may well have particular insights and innovations to share that would actually benefit all children and families, and the ECEF evaluation represents a potential opportunity to elevate and learn from these communities.

## Implementation Successes

The first year of implementation is often a steep learning curve for all involved, with some bumps encountered and adjustments needed along the way. ELD staff were asked to share their perceptions of both the successes and challenges encountered in Year 1. ELD staff identified a number of significant successes, all in the service of supporting greater equity.

### Authentic Community Engagement

ELD staff agreed that implementation of the ECEF was a rare opportunity within ELD to be creative, really listen and respond to community leaders in a truly authentic way. Being less prescriptive reportedly allowed for some truly “brilliant ideas” on the part of grantees. Staff highlighted the new and different kinds of questions raised by ECEF grantees that are pushing the agency to engage in critical reflection and bring different lenses to bear. Implementation of the ECEF was identified as an opportunity for system changes that could benefit everyone served by ELD. One staff identified this feedback as “a real gift to ELD.”

*“We can say, you know as an active member of the community that you are part of—tell us your wildest dreams and we will make it happen. And it’s the greatest thing ever, being able to do that...it’s like let’s go crazy, let’s open it up for everybody.”*

—ELD staff

Respondents repeatedly highlighted the importance placed on building relationships with grantees, including inviting frank feedback, providing a high level of transparency, and a willingness to own and correct mistakes. Although the sense of “building the plane and flying it at the same time” was identified as challenging, it also allowed for the creativity and rapid problem-solving that was especially crucial in the context of COVID-19. In terms of the most tangible impacts, ELD staff pointed to the number of children and families served, which far exceeded the original target service numbers. This

achievement was noted as especially significant in the context of COVID-19, with its myriad challenges, especially for communities already marginalized in current systems. ELD staff also noted the capacity development and growth exhibited by grantees over the course of the first year, in particular on the part of some of the smaller organizations.

### **Responsive Timeframes**

Another broader lesson learned from ELD staff perspective was around the importance of allowing sufficient time for authentic relationship-building and equity-focused program implementation. As articulated by one ELD respondent:

*“You have to slow down; everything takes longer than you think it’s going to. The way to really create a space that promotes equity is to slow down and allow that time and space to do so. And it shouldn’t be just for the Equity Fund, it should be a way that we promote equity in all of the work that we do...[we need to slow] everything down... We’ve been able to meet people on the timelines that they’re on for this particular body of work and not have to be like, ‘Oh well, you can’t be part of it now, or we have to pull your funding.’”*

—ELD staff

### **Validating and Uplifting Culturally Specific Spaces**

Another staff highlighted the ability of the ECEF in demonstrating the importance of validating and supporting culturally- and linguistically-specific spaces; of not pressuring communities to simply assimilate to the dominant system and White cultural norms, and providing some respite from the “exhausting” work of living and working in culturally incongruent spaces. Related to this, another staff spoke eloquently about the potential for truly transforming human relationships and mutual understanding and appreciation across languages and cultures. They gave the example of a recent, multicultural preschool graduation ceremony as a sneak preview of this hope for the future:

*“[ELD needs to understand that] everybody is here not tolerating, but respecting and valuing something that might not look like what they’re used to. And then they’re breaking bread and they’re eating all kinds of food and rejoicing and I’m thinking, this is what they are literally not only showing children at the preschool level but showing parents, what the world should look like; that you can really enjoy and be a good person to people who do not look like you.”*

—ELD staff

## **Challenges in Implementation**

ELD staff also shared some broad challenges encountered in Year 1, summarized below.

### **Changes in ELD Leadership and Lack of Consistency in Organizational Vision for ECEF**

Organizationally, there were a number of changes in ELD leadership over the course of implementation. This reportedly contributed to some confusion and conflicting messages internally around strategy and priorities. In particular, there was (and continues to be, according to ELD staff interviewed), varying interpretations within ELD of the designation, “culturally specific,” with some believing it refers to BIPOC communities, and others believing it includes some White cultural groups as well, in particular, additional language groups and immigrant/refugee White communities.

### **Difficulties with Grantee Recruitment and the Application Process**

ELD staff spoke at length about the grantee recruitment and application processes. All agreed that more effort could have been made to publicize the opportunity. There was a road trip to Early Learning Hubs around the state, posting on governmental websites, and some limited outreach to specific communities. Nonetheless, they thought that the majority of applicants were “usual suspects,” i.e., relatively well-established organizations already known to ELD. In subsequent rounds, if the ECEF program is expanded, respondents would like to

see ELD engage in much more concerted outreach to additional communities. Several respondents pointed out that many potential applicants likely feel disenfranchised from the dominant system and may not even think they're eligible for or have a chance at receiving the funding.

The application process itself was reportedly experienced as excessively burdensome and inaccessible to a number of communities, including communities whose primary language was not English. Although there were applications from smaller organizations that were approved, some felt there was an implicit bias operating in favor of those usual suspects, simply by virtue of coming in with established relationships and significant organizational capacity. Several respondents mentioned the need for enhanced translation and interpretation capacity and less reliance on the written word in the application process. One suggestion was to make oral applications an option.

#### **ECEF Data Collection Requirements.<sup>18</sup>**

Additional challenges were described by ELD staff around the data collection requirements specific to the ECEF fund, mirroring what was shared by ECEF grantees. For example, ELD staff shared that many grantees experienced confusion around and difficulty tracking the number of children and families served. Some grantees also questioned the need for collecting the demographic information such as race/ethnicity and family income, explaining that families often found such requests intrusive and sometimes offensive. The process for claiming funds likewise posed challenges for a number of grantees. According to ELD staff, grantees participating in multiple ELD funding opportunities expressed particular frustration regarding the lack of alignment with data collection required by other ELD programs.

ELD staff made adjustments to the data collection forms and processes, in an effort to make them more transpar-

ent and user-friendly, and worked to clarify expectations, often engaging in one-on-one technical assistance conversations with grantees. Subsequent work has been done to revise the grant manual and clarify processes in the upcoming grant year. It also seems likely that grantees will need ongoing technical assistance and capacity building in this regard.

#### **Implementation and Staffing Capacity**

ELD staff expressed a sense of urgency and pressure around implementation, with less time than would have been ideal for recruitment and start-up, including initial relationship-building with grantees, and opportunities to clarify reporting expectations.

ELD staff also expressed the need for additional ELD staff to support grantees, especially in light of the need for intensive relationship-building and concerted troubleshooting in the context of COVID-19, and in particular having additional ELD staff who reflect more of the participating communities.



18 Note that more information about ECEF grantees' perspectives on ELD reporting and other requirements is included in the Data Capacity Assessment section.

# Final Implementation Evaluation Reflections and Recommendations

## Summary of Key Findings

Key **successes** demonstrated by grantees in Year 1 included:

1. Delivering **culturally specific and responsive services**, as demonstrated by:
  - Successfully recruiting and engaging families and children whose cultural and linguistic backgrounds are in alignment with the focus populations that were prioritized in ECEF legislation,
  - Exceeding target enrollment numbers for ECEF-funded programs, ultimately serving 3,041 children and families in Year 1, and
  - Providing early learning services that utilized culturally specific strategies, as reflected by:
    - The use of culturally specific program models,
    - Intentionally embedding cultural values, traditions, and celebrations within developmentally appropriate and educational programming,
    - Attending to language needs and providing services and materials in families' home languages,
    - Providing highly individualized and tailored virtual services,
    - Taking a holistic approach to families that included expanded provision of supports to help meet families' basic needs, and
    - Working to build program participants' agency.

2. Expanding **organizational capacity** for delivering culturally specific and responsive services, as demonstrated by:
  - Successfully hiring and training nondominant early learning staff at multiple levels within organizations (e.g., teachers, coaches, supervisors),
  - Attending to staff training and well-being, especially in light of the impact of COVID-19, and
  - Successfully leveraging partnerships and resources to both create opportunities to help mainstream organizations understand and change systemic barriers experienced by ECEF families and to expand the resources available to families.



While there were numerous successes in implementation this year, there were also challenges. The primary implementation-related challenge for Year 1, not surprisingly, was the COVID-19 pandemic, which disproportionately impacted the communities that were the focus of ECEF services.

The major challenges to grantee implementation efforts in Year 1 included:

- The exacerbation of multifaceted trauma being experienced by participant communities,
- New service models and approaches necessitated by COVID-19,
- Complications with and limitations of technology for both families and staff,
- Difficulty in early learning staff recruitment and retention, and
- The need to expand service areas to meet service delivery goals.



## Recommendations from Grantee Interviews and Feedback

Based on data reflecting the perspectives of ECEF grantees, we make the following recommendations to ELD for potential implementation in Year 2 of the ECEF grant. Following this, we include recommendations informed by interviews with ELD staff.

1. Ensure sufficient ELD resources are available to adequately support the success of ECEF grantees. Implementing many, if not all, of these recommendations will require additional staff and other resources be made available by ELD.
2. Continue to support key attributes of the ECEF grant structure found to be successful during Year 1, including:
  - Ensuring ELD staff continue to provide a flexible, supportive and open approach,
  - Providing ongoing flexibility in ELD funding for service delivery changes such as those that enabled COVID-19-related pivots,
  - Providing ongoing flexibility in ELD requirements around priority population, and
  - Continuing to offer the Planning Grant option.
3. Reduce confusion and burden linked to ELD grant management and reporting through:
  - Providing onboarding training for new grantee program staff,
  - Reducing the frequency of required reporting,
  - Decreasing turnaround time between grant award and disbursement of funds, and
  - Decreasing turnaround time for approval of budget reallocation requests.

4. Provide additional technical assistance and training for grantees, including direct service staff and in multiple languages, on:
  - Planning needed to support service expansion,
  - Leveraging other public resources and opportunities, and
  - Engaging with other grantmakers interested in funding culturally specific early education programs.
5. Elevate grantee best practices in service provision to build capacity amongst grantees and inform the field by creating mechanisms for grantees to share and present their approaches and lessons learned, (e.g., through grantee and ELD site visits, facilitated discussion during webinars, scheduled peer sharing time, grantee “affinity group” time and spaces, local and national conference presentations. Use these mechanisms to describe and document:
  - Culturally specific service provision models,
  - Ways to support staff training and well-being in culturally specific organizations,
  - Strategies for equitable partnership building,
  - Successful strategies for community-based family recruitment,
  - Community-focused curriculum items, and
  - Ways that organizations and programs adapted and adjusted in response to COVID-19, and any successful strategies for engagement or virtual service provision.
6. Build and strengthen networks amongst culturally specific providers by implementing:
  - Site visits and other networking opportunities for grantees, to build relationships and networks of support,
  - Sharing opportunities on best practices, challenges, issue area interests, success stories, and
  - Mentoring opportunities between grantees.
7. Support grantee access to additional financial resources, and explore opportunities for public-private partnerships to expanded resources, in particular to build systems capacity to support:
  - Expanded program services in general,
  - Staff recruitment, retention, and well-being,
  - Necessary expenses to cover expanded service areas,
  - More translation and interpretation resources, and
  - Enhanced technology-related support.



## Recommendations from ELD Staff Interviews

ELD staff had a number of recommendations for adjustments to make moving forward.

1. Stabilize ELD leadership and work toward organizational consistency in definitions and expectations. Most importantly:
  - Develop a shared understanding within ELD of what “culturally specific” and “culturally responsive” mean in the context of this particular funding stream.
  - Within ELD, do work that:
    - Builds understanding that equity work and system transformation requires a substantial investment of time and intentional slowing-down.
    - Provides opportunities for open dialogue that promotes thinking outside the box, questioning longstanding ways of doing things, and bringing fresh eyes to the system.
    - Intentionally learns from ECEF grantees, and in particular, about their understandings of early learning that often go beyond mainstream dominant definitions of child care and/or kindergarten preparation; share these learning with other ELD staff engaged with other early learning programs and services.
2. Expand the infrastructure of resources for grantees, including:
  - Hire an ELD program engagement specialist to do in-person site visits with grantees around the state to support relationships and build better internal understanding of program activities and approaches,
  - More generally, consider hiring additional ELD staff who more broadly reflect the communities served and speak the languages represented, and
  - Invest in grantee technological capacity.
3. Provide additional technical assistance and training to grantees, in particular:
  - Provide more data-related education, technical assistance, and support, and build grantee understanding of the policy and funding implications of being able to provide detailed demographic data.
  - Provide individualized support and explore with grantees other opportunities for technical assistance that meets their needs and interests.
  - Create structures for shared learning and facilitate more opportunities for grantees to network and partner with one another.
4. Improve outreach to expand opportunities for future funding to more community-based organizations. Make the application process itself more accessible by engaging staff that reflect the communities, providing comprehensive translation and interpretation services, and making oral applications a viable option.

# Data Capacity Assessment Findings

A required part of the Year 1 ECEF evaluation was to assess and support grantees' capacity for data collection, analysis, reporting, and utilization. Part 2 provides a summary of information that was gathered by the evaluation team to understand current data systems, needs for data-related support and technical assistance, and strengths and innovation in data-related processes among ECEF grantees.

First, we summarize the current **data collection tools and systems** required and/or being used by ECEF grantees, and the challenges and successes identified by grantees in this area. We provide an overview of **challenges and successes** related to these data collection and reporting required by the ECEF.

Second, we describe grantees' **challenges and successes in data use**—that is, their capacity for compiling and using data and information to understand and improve program effectiveness.

Finally, we provide a summary of findings and recommendations for ELD to consider in subsequent years to help further improve data systems, collection, and capacity within the ECEF program.



# Data Collection Tools and Systems

## Overview of Data Collection Requirements

Every month, ELD required grantees participating in the ECEF to submit basic information about their programs and the families served through the grant.

Grantees were required to report:

- The number of children and families served,
- Child age,
- Family demographic information (e.g., languages spoken, race/ethnicity, income, etc.),
- Income level, and
- Types of activities in which families engaged (e.g., attendance).

Grantees were also required to submit monthly narrative reports to provide context for the program numbers. Narratives included additional qualitative information about progress made in implementing ECEF programs, challenges encountered, staffing levels, and other details about the efforts of grantees to implement services during the COVID-19 pandemic.



To support data collection and reporting, ELD provided grantees with the following tools:

- Demographic Recording Form—an optional spreadsheet that grantees could choose to use to track the demographic and service provision information of individual children served in their programs, including, ECEF service provided, age, gender, primary language, race, and family income levels.
- ECEF Monthly Demographics Report—used to report aggregate demographic information for children enrolled in services that month.
- Budget Template, and
- 2020-2021 Early Childhood Equity Fund Enrollment Form—used to enroll each adult and child, including basic information such as the child’s name, age, language, race and ethnicity. Also included is the parent’s contact information and family income levels.

Grantees utilized these tools in various ways, sometimes adapting, translating, or completely revising reporting tools/templates, depending on what worked best in their communities while also meeting the data requirements for ELD.

In addition to collecting the data required by ELD, grantees also gathered a wide range of additional data for assessment of child and family progress, or to inform program development. Examples include pre- and post-assessments for parents and children, satisfaction surveys, and narrative experiences from program participants. The CCF PSU team is currently working to compile all existing data collection tools and instruments being used by grantees as part of the ECEF work.

## CHALLENGE 1

## Virtual Data Collection Difficulties

A pervasive challenge was related to the need to collect information using virtual/distance protocols.

Grantees shared that some data were more challenging to gather in a virtual setting. Some families felt uncomfortable answering enrollment questions without a staff member to help walk them through the process and answer questions as they went. With limited in-person visits, the process of developing relationships of trust took longer, and thus data collection often took longer as well. In the case of child or family assessments, grantees reported difficulty collecting information over a video call or virtual meeting platform because direct interaction with either child or parent was impeded.

Grantees reported ways in which they were able to support their families in pivoting to new, virtual approaches to data collection, as necessitated by COVID-19 health restrictions. However, these adaptations required substantial additional investment of time and creativity for many organizations.

*“It’s become difficult to collect information from families as old face-to-face collection techniques had to be changed due to COVID-19. We have seen an increase in the amount of time it takes to collect information over the phone.”*

—ECEP Grantee

*“Staff report that completing the Ages and Stages developmental screening tool virtually is difficult; because the home visitor is not present in the home, the children tend not to maintain their focus.”*

—ECEP Grantee

*“Don’t see [families] in person, makes [data collection] hard. Getting information from people is tough when you are asking for help or challenges they don’t want to share. You get [the data] from just hanging out and having conversations, asking for their stories.”*

—ECEP Grantee

## CHALLENGE 2

## Specific Required Data Elements

Specific data elements that were required or requested by ELD were sometimes challenging to collect, especially race/ethnicity data and income level. In particular, some families reported that the choices given did not contain their race/ethnicity identities—the categories provided did not match how they would describe their own racial and ethnic backgrounds. Other program participants experienced general confusion about how to answer race/ethnicity questions.

Further, many program participants expressed hesitancy around participating in data collection and wanted to know why specific data were required. For example, income level was one data element that many grantees highlighted as extremely difficult to collect. Thus, many grantees opted to not collect this specific information, and appreciated that ELD was flexible around individual grantees reporting such data.

According to the grantees, possible reasons for hesitancy included distrust of sharing information, embarrassment, or confusion. The long history of systemic and institutional racism, in particular as related to research and privacy concerns, is likely to also be manifesting among grantees in terms of their reluctance to provide this data.

Finally, grantees that ran multiple programs especially expressed that having to note the number of children for each type of service, Parent Child Interaction or Kindergarten Readiness, for example, could be confusing, as many times programs were utilizing multiple types of services to meet the needs of families.

*“One thing that we have talked about in regards to the data collection points, is the race demographics section. In terms of the categories listed, they’re too broad. Our community mostly goes into “other Asian,” as opposed to being represented specifically. We serve a lot of southeast Asian children and families, that currently all fall into other Asian.”*

—ECEF Grantee

*“One data point we had a hard time gathering was income level for the families. Families would ask us, ‘why do you need to know our income?’”*

—ECEF Grantee

*“Confusing because Parent Child Interaction and Kindergarten Readiness apply to multiple programs. [The grantee] doesn’t know when to put a program in which category.”*

—ECEF Grantee



### CHALLENGE 3

## Data System and Staff Resources Lacking

Grantee organizations utilized a variety of data systems to store, manage and report out on program data. Some of these systems were internally-built databases, using Access for example. Many grantees mentioned using the same client management data systems for example, Efforts to Outcomes or Social Solutions Apricot 360.

While some organizations even had dedicated staff that managed these systems, this was not a resource that a majority of grantees had. Furthermore, having specialized staff sometimes created disconnects between program staff and data staff, causing communication gaps and inhibiting timely reporting of data. For example, data staff might not have a complete comprehension of why a program collected specific data. Similarly, program staff might not fully understand how data could be stored or manipulated using their organization’s particular system.

*“We would have appreciated data collection training to all grantees at the start of the program. Some sort of training on techniques using Excel or otherwise.”*

—ECEF Grantee

*“Chain of passing information to each other in our program needs to be addressed. Increases time and difficult for data to be collected and reported.”*

—ECEF Grantee

*“We created an Access database, which we are using to track, however it is not web-based and therefore does not have real time access for the three staffers.”*

—ECEF Grantee

## CHALLENGE 4

## Reporting Data to ELD

Several challenges related to reporting data to ELD were identified and emerged through grantee interviews. First, while many grantees expressed that ELD's data reporting dashboard system was clear and easy to use, many others considered it cumbersome and time-consuming. Those who had issues with this dashboard system shared that they lacked an initial introduction and training on this system and similar tools.

Further, at the program's start, grantees experienced confusion stemming from a lack of clarity around definitions. For example, grantees misunderstood the required monthly "new" program participant data point. When grantees started their monthly reporting, they were reporting total monthly program participants. When they discovered that they should only be reporting new program participants each month, some grantees had to revise their reporting. Some felt strange reporting "0" each month, even though they were serving the number of children and families that they should have been serving.

Grantees also reported experiencing confusion based upon inconsistencies in forms and reporting templates. Grantees reported that ELD staff were accessible and responsive for the most part to their data-related questions. However, some also struggled with slow feedback from ELD on the data submitted, often waiting several weeks to hear about missing data or an error that needed to be corrected.

*"[Recommend] the monthly reporting form...match the demographic information collection form"*

—ECEP Grantee

*"[Data] collecting isn't hard, but the reporting and organizing it is. Would've liked more help on how to approach it...Suggest a monthly checklist of what's needed and has to be done, with check-marks when things are completed and good to go [approved]."*

—ECEP Grantee

*"Data portal has been frustrating. [Grantee] submitted reports and [ELD] do not receive them. Usually get an email from smart sheets, but instances where [the report] has been filled out and [a confirmation email to the grantee] has never come. [Would like] better feedback when things have been sent."*

—ECEP Grantee

### SUCCESS STRATEGY 1

## Technological Aids

Before the COVID-19 pandemic, program data were most often collected using pen and paper (e.g., parents completing a survey or form) and through conversations/interviews with families. Prompted by the pandemic, however, many organizations pivoted successfully to collecting information using various technological aids. They used websites, e-mail, QR codes, and web-based meetings to gather data, demonstrating an ability to adapt and innovate in the face of challenging circumstances. Because of varying access to technology in participant communities, grantees experienced particular success using QR codes or surveys available to families via smartphones. To some extent, smaller organizations may have had more ability to flexibly support data collection via technology.

*“We ended up creating registration forms to be filled out online via QR codes that can be scanned with their phones, since laptops and computers are less likely to be available to our community. Since then things have been much more successful.”*

*“Our documentation was also adjusted to include waivers regarding teleconferencing services (video services) and allowed for verbal consent of services while...social distancing continues. A ‘wet’ signature will be collected from all new [program] participants enrolled during the COVID-19 pandemic once it is safe.”*

—ECEF Grantee

## SUCCESS STRATEGY 2

### Culturally Specific and Trauma-Informed Data Collection

Grantees were able to successfully collect meaningful data from their communities based on forming trusting relationships, prioritizing the needs and strengths of families, and making sure that forms and collection tools were available in the first language of families.

Grantees took extreme care to recognize the historic mistrust within marginalized communities around data collection and data use, especially in response to governmental and educational institution requests. By placing these concerns at the forefront and making themselves accountable to do no more harm in any data collection efforts, many grantees have, over many years of working in communities, developed successful trauma-informed methods of data collection. For example, grantees collected information informally through multiple conversations, rather than through a more institutional approach like a single “intake interview”. Others refused to collect specific data that they knew would increase feelings of insecurity within their families. Step-by-step in-person guidance through intake forms worked for other communities.

It was crucial to translate data collection forms or create adapted versions of the documents, to increase grantees’ ability to collect quality data, and facilitate communication, access, and comfort.

*“The relationship aspect of working with the community comes first for us as well as family feedback. Making sure that we not only have staff that is bicultural, bilingual, but to build trust first, this is what allows our organization to be successful in data collection.”*

—ECEF Grantee

*“We try to not ask all of it right up front. But we will sit and have conversations. [Tell them] there are certain things we have to collect. Over a few visits, we will just collect it in conversation. It takes the dynamic of systems out of it. What we have is huge systems trauma, huge amounts of systems trauma, government trauma. What we want to do is obviously reduce that trauma, but still serve them.”*

—ECEF Grantee

*“[The program that we adapt] has its own assessment tools...there are some online surveys that people need to complete. We use those as a model, adjusting so that it applies to our community. We are going to be working together [with community] to change it—the language—right now it is in English / Spanish.”*

—ECEF Grantee

## SUCCESS STRATEGY 3

## Trained and Dedicated Staff

Trauma-informed and culturally appropriate data collection was made possible by having adequately trained, supported, dedicated, long-term staff. Often staff also shared similar cultural backgrounds and experiences as grantees, which likely contributed to their ability to form successful trusting relationships. Grantees explained that creating relationships with families and communities requires care and community knowledge that is much more likely with dedicated, long-term staff that reflect the communities served and can converse in the languages used within the community.

Some of the larger organizations also shared that they can have staff focus solely on data systems, leading to more efficient data reporting to ELD.

*“One of our staff members is a well known figure in the community. She personally visits families living and is able to speak and collect data from families due to their relationship.”*

—ECEP Grantee



# Data Use

The PSU CCF team also asked grantees about how programs were currently using data internally to the internal usage of data collected by grantees—i.e., how data were processed and analyzed to improve programming and evaluate outcomes. The section below identifies the major challenges experienced by grantees, pertaining to data analysis and use, as well as strengths that grantees showcased through their work.

## CHALLENGE 1

### Lack of Sufficient Time & Expertise in Data Analysis

Many grantees expressed interest in learning more about how to do data analysis and reporting that could be used to inform service improvement and to communicate program impacts to various audiences. Often, grantees stored data in hard copy and paper files. These data frequently were never compiled or integrated into a format that could be analyzed further than point-in-time, either to combine the information with other family data, or used to track information over time. Generally, grantees shared that their organizations lacked the resources to train staff in how to use data more comprehensively and/or regularly, and/or to provide funding for staff to have enough time to engage more successfully in data analysis and evaluation.

*“We would appreciate training for staff around developing goals and outcomes, as well as interpreting qualitative data so they can better understand their data.”*

—ECEF Grantee

## CHALLENGE 2

### Lack of Appropriate Tools & Requirements to Reflect Key Information & Outcomes

Most fundamentally, several grantees talked about the inadequacy of the data required by ELD, and conventional evaluation methods in general, to demonstrate the true scope of their work. Grantees believed that their work results in improved child and family outcomes and increased community and family well-being and agency, acquisition of cultural knowledge, and other outcomes. Current data requirements speak primarily to service “counts” (attendance in program services and compliance with ECEF grant requirements for both services and populations served). It is the intent of the Equitable Evaluation Framework discussed in the third section of this report to co-create with grantees methods that will contribute to an ability to document these additional program impacts further.

*“A lot of families are Guatemalan immigrant families that don’t speak Spanish, these families participate in almost all events, yet they are only counted for one data point. It’s hard to capture the intensity of the grant. Numbers aren’t enough! Doesn’t capture the scope of what is happening.”*

—ECEF Grantee

*“[Grantees] are going to want to tell the story—what it looks like when first opened the door, what it looks like now, a narrative-based story. Would it be interviews with teachers? Listening sessions with parents? In a perfect world, it would be site visits. Interviews with parents and kids.”*

—ECEF Grantee

*“Collecting data on perceived stress and perceived hope—through surveys...They have seen that some of the data reporting higher level of stress and high schoolers showing much higher perceived stress. Perceived hope fluctuates. Perceived stress translates to what has been going on with politics, COVID, etc. Families are having high level of stress and really do have a sense of isolation. So, tracking the growth or reduction of something like this may be important.”*

—ECEF Grantee

*“Tracking the distances that families will travel to access our programming can showcase how much they find value in the services.”*

—ECEF Grantee

*“Tracking the acquisition of cultural knowledge and the ability to demonstrate appropriate protocol and cultural understanding within the community is of highest importance.”*

—ECEF Grantee

## SUCCESS STRATEGY 1

### Using Family Feedback to Adjust Programs and Services

To guide the constant pivoting required to develop appropriate interventions that were also COVID-safe, a number of grantees collected information about how participants were interacting with their services online. Feedback from communities was collected through surveys and post-service conversations. Grantees shared numerous examples of how they successfully utilized this information to enhance family engagement online and support continued connections to the community and resources.

*“Our organization held Zoom meetings with parents on what’s working and what’s not working online. We are working on building a support group for the families and parents since all are virtual and tailor to their capabilities.”*

—ECEF Grantee

*“I received numerous emails/texts from families expressing gratitude for being able to log in to the workshops and for the high quality materials they received in their primary language.”*

—ECEF Grantee

*“Parents were encouraged to upload pictures, videos, or notes into our curriculum assessment app, COR Advantage of them completing the activities, reading the books, or any art that was created inspired by the week’s activity. Feedback from the parents is that they enjoyed the book selections, the activities and that they get to keep the books.”*

—ECEF Grantee

## SUCCESS STRATEGY 2

## Use of Community Needs Assessments

ECEF grantees described the ways in which they collect and use information by successfully engaging with the community at all levels of the organization, supported by how they consider themselves accountable to the community, and how they use this information to determine services based upon needs expressed through ongoing community assessment and engagement. Grantees also described how they use the recommendations and data provided by the community to guide the organizations in designing culturally appropriate resources and programs.

Grantees shared that they assess community needs via multiple mechanisms: focus groups, program participant feedback, leadership circles, elder and youth advisory groups, and needs assessments and data gathering, amongst many others. The resultant understanding gained from these processes extends beyond the children and families served in early childhood and parenting programs, providing a more comprehensive picture of community needs.

*“[Our] interventions are designed and adapted by a staff and board comprised of primarily of East African immigrants. Our formal community engagement channels include well-attended yearly focus groups and the Sheeko and Shaah (tea and talk) group for mothers, both of which influence [grantee’s] priorities and ongoing program adjustments. Informal channels include parent meetings and meetings with our network of parent leaders.”*

—ECEF Grantee

*“[Our] Board of Directors has parent mentors and open meetings that staff attend. Staff are almost all parents from previous programs and parent leaders who mentor and lead other parents we serve...The parent leadership group participants inform the education advocacy campaigns and decisions, relationships and participation in district decision-making, and other program participants have multiple opportunities to participate in focus groups for education issues, and in program feedback for improved services.”*

—ECEF Grantee

*“[We] incorporate informal and formal feedback processes from program participants and community members, including formal exit interviews, focus groups, grievance procedures, post-session debriefs, feedback during home visits and support groups, and one-on-one informal feedback from community members. Additionally, many programs offer committees for parents to exchange ideas, build relationships, and provide collective feedback on our programs. Because the community is at the core of programs, we adapt program models to respond to feedback, either immediately or as part of the annual planning process.”*

—ECEF Grantee

## SUCCESS STRATEGY 3

## Intentional Partnerships

Grantees described multiple ways that they partner with other organizations to gather and utilize data to support their communities in impactful ways without allowing the processes around data to supersede community and family well-being.

Some grantees reported partnerships with other organizations that focused on culturally specific evaluation to consider ways to evaluate their specific programs authentically. For example, two grantees provided details on how, outside of the ECEF programming, they have successfully engaged with academic partners in long-term community-based research studies to develop, refine, and evaluate culturally specific approaches and measurement tools. These partnerships included shared decision-making processes, community ownership of data, and opportunities for joint authorship.

*“We have a successful academic / community-based partnership with [State University]. We have equal access to the data collected and do co-publishing of the findings as well.”*

—ECEF Grantee

*“It is so exciting to me to have this [partner] who is going to now interpret [our program] data, and be alongside so that [they] can see that growth and put that into parameters of measurement. Because that really is the only way of seeing that [growth]—through demonstration.”*

—ECEF Grantee

# Data Capacity Reflections and Recommendations

## Summary of Key Data Capacity Findings

Key data-related challenges confronted by grantees this year included:

- The need to gather data virtually due to COVID-19 restrictions,
- Difficulty collecting specific required data,
- Lack of program resources to operationalize or fully utilize data systems,
- Confusion and inconsistencies in how data were requested by and/or need to be reported to ELD,
- Lack of resources to fully use data collected for program improvement and evaluation, and
- Failure of conventional methods to evaluate the true scope of the impact of their programs.

Key data-related success strategies demonstrated by grantees in Year 1 included:

- Using technological aids and strategies to collect data,
- Intentional culturally-appropriate and trauma-informed data collection,
- Investment in staff who have the skills and background to collect data within communities effectively,
- Utilization of program participant feedback to iteratively adjust programming,
- Engaging community members through and multiple data collection strategies formats to conduct community needs assessments that inform direct service provision, and
- Utilization of intentional partnership to increase capacity to collect and use data in culturally appropriate ways.



## Data Capacity Recommendations

In light of these findings, we make the following recommendations to ELD for potential implementation in Year 2 of the ECEF grant. At the same time, it is important to note that implementing these recommendations will require that ELD acquire and devote additional resources for improving data and other reporting systems and for expanding technical assistance and support to grantees. Ensuring that sufficient ELD resources are available is critical to ensuring the success of ECEF grantees.

1. As noted in the Implementation Evaluation section, data capacity interviews similarly highlighted the need to reduce confusion and burdens linked to reporting data to ELD through:
  - Providing an “onboarding” training for new grantee program staff,
  - Ensuring greater consistency between data collection forms and data reporting templates,
  - Reducing the frequency of required reporting,
  - Providing more timely feedback on reports submitted, especially for errors and changes required, and
  - Providing guidance, methods or “talking points” to help grantees communicate to families and stakeholders how data is being used by ELD.
2. Modify ECEF forms and data reporting requirements, based on:
  - Discussion with grantees regarding difficult-to-collect data,
  - Provision of tools in grantee participant-specific languages,
  - Provision of simpler ways for grantees to share photographs, videos, and family stories, and
  - Implementing a regular mechanism or system for grantees to provide feedback or make recommendations on tools or reporting templates.
3. Provide technical assistance and training for grantees in multiple languages that includes direct service staff, on:
  - ELD data collection tools,
  - Virtual data collection tools,
  - Data systems,
  - Data analysis, and
  - Presenting program data and impacts.
4. Provide opportunities to elevate grantee best practices in data collection to share expertise and build capacity amongst grantees by facilitating documentation of and sharing about (e.g., during site visits, webinars, conference presentations) their strategies for:
  - Intentional and trauma-informed data collection,
  - Community-centered needs assessment and data collection processes,
  - Impact assessment through non-conventional evaluation methods, and
  - Equitable data partnerships.
5. Support grantee access to additional financial resources to build data capacity such as:
  - Data-focused staff positions,
  - Data system development investments,
  - Data-related training for staff, and
  - Technological equipment.

# Equitable Evaluation Framework

In this section of the report, we describe the evaluation framework for the ECEF evaluation. Within this framework, we lay out the goals, anticipated challenges, and opportunities for learning. We then describe the roles for the ECEF grantees and the PSU CCF evaluation team, along with PSU's history, orientation, and commitment to equity-focused evaluation. Finally, we present the framework, preliminary research questions, and the plan for moving forward in the 2021–2023 biennium.



## The Goal

The goal of the ECEF evaluation is to co-design, with grantees in the lead, an evaluation that authentically reflects the priorities and understandings of participating grantees, fosters site-specific and collective learning, identifies needs for system change and, as deemed necessary by grantees, responds to funder and administrator expectations. The approach seeks to make collaborative decisions with ECEF grantees about how to best balance this aspirational goal with existing pragmatic constraints (e.g., resource availability, legislative requirements of funding, etc.), reflecting the complex reality of negotiating dominant systems while simultaneously working toward systems change.

## The Challenge

1. The ECEF funding legislation includes the requirement for program evaluation (see below). This evaluation design needs to meet the legislative and administrative requirements related to data collection and evaluation, while at the same time staying true to the goal of creating an evaluation that centers the needs, values and priorities of ECEF grantees and the families they serve. For reference, legislative language is included in the sidebar; key definitions are provided in [Appendix A](#).
2. Data—as defined by White-dominant systems—has been given great power in the educational arena, but Black, Indigenous, and Persons of Color (BIPOC) are rarely included in discussions about collecting or interpreting data, or decision-making processes informed by data.

## Legislative Evaluation Requirements

The Division will conduct an evaluation of the Fund grant program each biennium, using both qualitative and quantitative data as sources of assessment of program quality. The evaluation will measure the demonstrated impact of program outcomes on:

- Positive child indicators, including early childhood school readiness;
- Positive family indicators, including family stability;
- Use of culturally specific methods; and
- Building capacity of culturally specific organizations.

The Division will share the results of the biennial evaluation with the [Early Learning] Council. The Division will report to the interim committees of the legislature related to early childhood and child welfare by September 15 of each odd-numbered year. The report will include results of the evaluation identified in (1) of this section, the status and impact of grants made to programs under OAR 414-575-0000, and changes in capacity of culturally specific organizations to deliver culturally specific early learning, childhood, and parent support programs.

3. Historically, many educational measurement strategies, tools, and interpretation have been rooted in racist ideology and/or based on White-dominant assumptions, values and priorities, while claiming to be “universal” or “race neutral.” Many forms of systematic bias in measurement continue today.
4. Culturally-meaningful forms of data such as storytelling are typically viewed with skepticism and/or not taken seriously by White-dominant systems.
5. Disaggregating mainstream “achievement” data has been important in identifying educational disparities, yet has proven to be a double-edged sword, because disaggregated data:
  - May reinforce a deficit-based narrative around BIPOC children and families, obscuring the many strengths and gifts represented.
  - Runs the risk of objectifying BIPOC children and families as problematic “numbers,” rather than actors with agency and full, lived experiences.
  - Rarely identifies root causes such as structurally racist systems and policies, and as such may reinforce rather than disrupt inequities.

## The Opportunity

With the ECEF evaluation, there is an opportunity to conceive and use evaluation strategically to transform power, support collective learning, strengthen organizations, engage communities, and drive system change.

This opportunity requires commitment on the part of ELD, PSU CCF, and ECEF grantees to shift the way that evaluation is usually conducted, and to create new ways of doing this work. There is opportunity to develop and implement ways of creating meaningful evidence of program value and benefits that likely challenge existing, White-dominant conceptions of how outcomes are defined, measured, and described. We take the position that ECEF must not only support culturally specific methods for providing early learning **services**, but also support and build buy-in for equitable and culturally responsive **evaluation methods**.

To build on this opportunity, the PSU CCF evaluation team is using a framework and approach developed by Ann Ishimaru and colleagues at the University of Washington called *Data Inquiry for Equitable Collaboration*<sup>19</sup> (see Figure 8). In this evaluation model, ECEF grantees drive the evaluation process at every step of the way, from deciding what questions to ask, defining what “data” means, deciding what data to collect and how to collect it—to collecting the data itself, making meaning of the data, and using the data to support organizational improvement and motivate system change. In this approach, the PSU CCF team sees its role as a collaborative and supportive partner that can offer or coordinate facilitation, provide input based on our past experience and knowledge of data collection and evaluation practice, create space for collective learning, and provide resources and support (when grantees desire) for direct data collection, analysis, reporting, dissemination and advocacy.

19 Ishimaru, A. M. (2019). *Just schools: Building equitable collaborations with families and communities*. Teachers College Press: New York

## Evaluation Roles for ECEF Grantees

Because of the large number of ECEF grantees and varying levels of availability across grantees, it is not expected that every grantee will be able to participate at the same level of leadership, although all are invited and welcome and will certainly have multiple opportunities to provide input and feedback about major decisions and deliverables along the way. To support a higher level of involvement for grantees, the PSU CCF team asked for grantee volunteers for an Evaluation Leadership Group (ELG) which first met in February, 2021. [See Appendix D](#) for ELG member list.

Eleven (11) grantees volunteered to participate in the ELG and worked with the PSU CCF team to develop, refine, and prioritize research questions, provide input and feedback about evaluation design, and provide review and feedback on the implementation (process) evaluation report for Year 1 of the Fund.

In the 2020-21 program year, annual stipends of \$4,000 were provided by PSU CCF to each grantee participating in the ELG. Expectations included a total time commitment of about 3-3.5 hours/month for the first year, including:

- A monthly 90-minute meeting,
- A brief monthly phone check in,
- Receiving and responding to about 2 email requests per month soliciting input, feedback or comment on draft evaluation documents (about 8 hours total), and
- Reviewing drafted documents, providing feedback or suggesting changes (about 8 hours total).

Moving forward, we intend to continue working with this group to implement the evaluation framework and guide evaluation activities for the remainder of the 2021–2023 biennium. We also intend to create opportunities for all ECEF grantees to provide input and feedback on major decisions and deliverables through a variety of means.

Grantees are also encouraged to think about ways to include others in their organizations, especially staff and families directly involved in programs, in evaluation design, implementation and meaning-making processes. This is something we hope to explore together, in the context of the ELG.

## Role of the PSU CCF team

The PSU CCF team, as the University evaluation partner, provides the following options for support, all open and subject to negotiation and final approval by the ELG, and acknowledging that these negotiations must take into account existing realities of budgetary and other constraints.

## Partnership and Facilitation

- Facilitate a process with the ELG and ELD to establish clear roles and expectations for each organization (ECEF grantee, ELD, and PSU CCF), delineate decision-making processes including final decision-making power, and establish shared group norms for meeting structure, facilitation, and communication.
- Take a seat at the table as a member of the ECEF ELG, facilitating decision-making about how to implement the evaluation framework, research questions, and data collection, and to focus throughout on better articulating the unique qualities and benefits of culturally specific services and organizations.

- Provide a process to support strong communication, collaboration and accountability across partners, including the ELG, all ECEF grantees, PSU CCF and ELD.
  - Identify evaluation components and/or deliverables required by statute.
  - Identify any limitations on the decision-making power of the ELG in regards to evaluation design and implementation.
- Explore any potential funding consequences for evaluation choices.
- Facilitate and support shared meaning-making of both quantitative and qualitative data with members of the ELG, all ECEF grantees and families as possible.
- Facilitate and support shared product development and dissemination.

### Technical Assistance

- Provide consultation to the ELG regarding research methods, tools, and other technical issues as desired/requested by grantees.
- Create drafts or revisions of any new data collection tools (both process and outcome) identified by the ELG, and develop draft proposals for data collection, all subject to approval by the ELG.
- Provide technical assistance, as desired/requested by grantees, to support data collection and/or use of already existing data, as well as conducting data collection as requested/desired.
- Create shared agreements about data ownership and storage, and to ensure, to the full extent allowable by ECEF grantee, ELD and PSU regulations, that grantees have full ownership of and access to their own data.

- Conduct statistical analysis and reporting, as desired/requested by grantees (and/or required by ELD).
- Conduct qualitative analysis and reporting, as desired/requested by grantees (and/or required by ELD).
- Draft reports and other products for review and revision by ECEF ELG, with final versions created in accordance with mutually-agreed upon processes.

### Logistical Support

- Provide financial support for grantee ELG participation.
- Provide incentives (e.g., gift cards) for grantee families and community members participating in identified priority aspects of data collection.
- Facilitate or provide language translation and interpretation for meetings, written documents and email and phone/Zoom check-ins, as requested.

### Dissemination and Advocacy

- In partnership with ECEF grantees and ELD, disseminate evaluation findings to audiences identified by the ECEF ELG.
- Provide financial support for final evaluation products (e.g., graphic design, video storytelling).
- Advocate to advance policy changes suggested by learnings from the evaluation.

## PSU CCF Team History, Orientation, and Commitment

The PSU ECEF evaluation team is a subset of a larger team of researchers at the Center of Improvement for Child and Family Services in the School of Social Work at Portland State University (PSU CCF). In proposing this framework, it is important to acknowledge that doing evaluation in this way is a relatively new way of approaching evaluation for most of our team. Historically, our team has engaged to varying degrees in collaborative decision-making with community agency partners, staff, and families as well as other aspects of community-based, participatory research. However, for the most part our approach has still largely relied on White-dominant ways of doing research and creating meaning. For example, the work often relies on conventional methods of collecting data (surveys, observational assessments, and qualitative and quantitative interviews) that use or draw from measures developed based on White-dominant, upper/middle class understandings of education, well-being, and other indicators, and in which the evaluation staff have made final decisions about how data are collected, presented, and shared. Likewise, our staff has been majority White.

Over the past five years, we have been engaged in an ongoing, iterative team process to redefine our mission, deepen our knowledge of historical and current systemic racism and how it shows up in our work, and change our practices in support of equity. This process led us to re-define our mission statement to reflect this commitment. At the same time, we acknowledge that this mission statement is aspirational, and that our team has much to learn about how to best “walk the talk” to reflect these words. In our projects, we have increasingly made changes in how we do our work, and to continue to try new approaches and engage in ongoing team reflection and learning.

Many of these efforts have been focused on how to ensure that parents, staff, and other community members

from the programs we work with are included in designing tools, interpreting data, and reviewing and sharing reports and findings. For example, we have created opportunities for families and youth to reflect on data and tell us “what it means to them”—and then reflected these interpretations in reports shared with program providers and funders to plan or improve services. We’ve conducted listening sessions with parents to hear in their own words how they understand and define such concepts as “school readiness” and “parent leadership” and then used this information to shift language and questions used on surveys and other data collection tools. We’ve provided financial support and training and coaching for parents to be active participants in evaluation advisory groups, and to share data and facilitate discussion and recommendations at community cafes and other events. We have invited teams of culturally specific “Parent Research Consultants” to review and make recommendations about data collection methods, to review data and reports, and to make decisions about specific findings and how these are described in reports and presentations.

Other internal organizational work has sought to expand our teams’ skills in being able to do research that better engages and reflects the experiences of marginalized communities (e.g., partnering with community organizations to co-host and co-facilitate focus groups with the parents they work with; more intentionally disaggregating quantitative data; dedicating more evaluation resources to better reflect the experiences of BIPOC parents qualitatively in report narratives that rely on parents’ own words to paint a picture of program benefits and challenges), and to always share analyses, reports, and deliverables with the individuals who share data and information with us.

We are also actively working to identify and change the conditions of our organizational culture that have historically privileged White-dominant leadership, in order to create and support positions and opportunities for BIPOC staff to influence, lead, and thrive in our workplace. More recently we have turned our equity work

inward, to focus on transforming ourselves and our relationships with one another on the team, including the creation of affinity spaces for our BIPOC staff as well as White learning and action spaces. We have begun what we know is a long process of creating more equitable internal administrative and management policies and processes. We have a lot of work to do to disrupt and shift our organizational culture away from the White supremacy culture that is well-baked into the University environment, and to create more equitable systems and practices for our own staff.

**The ECEF evaluation framework represents an aspirational, learning goal for how the PSU CCF team will work with ECEF grantees, as well as other partners outside this particular project.** It also represents deeply meaningful personal work for many of the PSU CCF team. We will no doubt fall short and make mistakes along the way. We are committed to identifying, owning and working to repair those mistakes. We have and will continue to invite grantees to share any and all feedback, however and whenever they feel comfortable, and recognize and thank the grantees for that profound gift. We very much look forward to learning from and with our grantee partners, while assuming responsibility for continuing our own individual and team journeys. We also know that there are very real political constraints, expectations, and consequences for this work—and are committed to pushing the edges of those constraints as guided by the ELG to create and implement an evaluation that centers equity and aligns with our mission statement.

### PSU CCF Team Commitments

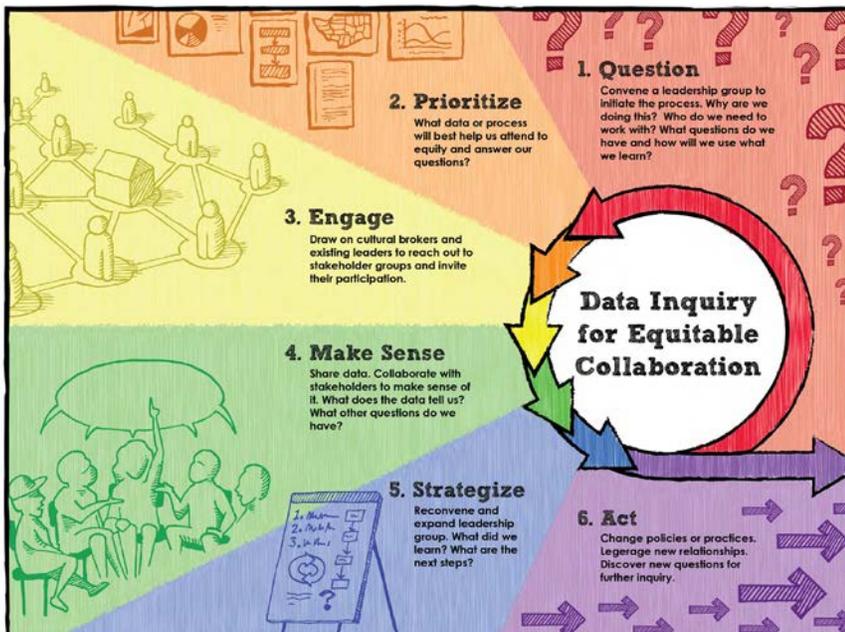
In working with the ECEF ELG and ECEF grantees, the PSU CCF team is committed to:

- Social justice as a core value—both in terms of process and the ultimate goals of our work,
- Showing up as authentic human beings in relationship,
- Continually naming, working to understand, and taking responsibility for the power and privileges we bring individually, collectively, and institutionally to the process,
- Bringing humility and a learning orientation—not operating as the outside “expert”,
- Engaging in ongoing, outside professional development around equitable evaluation while engaging in this process,
- Bringing transparency to communication of our positionalities, approach to the work and mechanisms for decision-making,
- Being transparent about the resources we as an organization can bring to the table and how that impacts the goals of the work,
- Creating space and time for shared conversation, learning, dreaming, creating and strategizing,
- Providing technical consultation and supports for the ELG’s identified priorities;
- Prioritizing data collection, analysis and reporting that elevates the strengths and assets of communities, families, and children,
- Facilitating shared meaning-making and interpretation of data,
- Centering historically-grounded and current contextualization of root cause analyses and system-change recommendations,
- Using our privilege as researchers to advocate on behalf of grantees’ understandings and priorities, and pushing back (externally-facing and within ourselves and our team) on paternalistic, White-centric, racist and pathologizing narratives around BIPOC children, families and communities, and
- Leveraging resources and relationships on behalf of grantees’ understandings and priorities.

# Evaluation Framework and Plan

PSU CCF plans to use the equitable evaluation framework (See Figure 8) to structure the evaluation process including design, data collection, data interpretation, data reporting and data use. Although each phase is numbered 1 through 6, the path through the phases is not necessarily linear or sequential; the process is expected to unfold in a cyclical and iterative way. Below we describe how these phases will be, or are currently being, applied to the ECEF evaluation. Our first goal in working with the ELG during 2021–2022 will be to develop a work plan for designing and implementing the evaluation, strategizing around requirements and expectations from funders/policy makers and prioritizing the work for the year. Intentional, concerted relationship-building work has been and will continue to be foundational to this co-design and implementation process.

Figure 8. Evaluation Framework



*Note:* Figure borrowed from Ishimaru, A. (2020). *Just Schools: Building Equitable Collaborations with Families and Communities*. Teacher's College Press, NY, NY.

## PHASE 1

## Questioning

During Phase 1, which was initiated during 2020-21, the ELG will identify and clarify the purpose of the ECEF Evaluation and identify any practical or required compliance expectations for ECEF grantees. For example, to what extent does the group think the evaluation needs to use standardized measures, and if so what does that look like for ECEF grantees? In this phase, we will answer questions such as, “What “non-negotiables must we be aware of and responsive to? What are the roles, expectations, and processes for ELG members, grantees, ELD, and PSU CCF in terms of the Equitable Evaluation process (e.g., decision-making processes and roles, communication, group norms, etc.)?” This phase includes convening a leadership group (the ELG) to steer the evaluation throughout the process, starting with identifying relevant questions and identifying limits/constraints. The leadership group is also intended to be a place for collective learning, reflection and action.

To jump start this process, and in response to requests from the ELG that the evaluation team generate initial drafts for review, PSU CCF developed a preliminary set of possible research questions that incorporate known requirements. These research questions, which are included in Tables 2-5 and Tables 6-9, are proposed for additional feedback, review, revision and finalization work that we will do with the ELG and ELD. Our intention is to create opportunities to move beyond compliance goals and to refine the more specific Year 2 evaluation questions that are meaningful to ECEF grantees and the families and communities they serve.

## PHASE 2

## Prioritization

There may be wide-ranging research questions identified in Phase 1, especially with the variety of service types, service settings, and communities and families engaged. While all questions are valuable and potentially useful, not all of these questions can be addressed through the evaluation, so prioritizing key questions is critical. During Phase 2, the ELG and the PSU team will work together to prioritize research questions for data collection during the 2021–2023 biennium. Our intention is that final decisions about these priorities will be made by the ELG.

Some considerations for making decisions about priorities may include:

- What information on process or outcomes is required by ECEF administrators, funders, and policymakers?
- What information is most important to the grantees and the communities served?
- What information would help document unrecognized (by dominant culture) gifts and strengths of BIPOC communities, families, children?
- What information would help grantees improve their services?
- What information would help support expansion and sustainability of culturally specific organizations?
- What information is feasible to collect, and to what extent can the evaluation be customized to each grantee, or groups of grantees?
- What are grantees’ existing data collection/evaluation activities that might be built upon for this evaluation?

## PHASE 3

## Engaging Grantees in Collecting Data

This phase is intended to support and facilitate ownership by ECEF grantees of the data they collect, provide and/or share, while being transparent about any existing structural barriers to data ownership or sharing necessitated by ECEF legislation, ELD requirements/regulations, and PSU regulations.

During this phase, the ELG and the PSU CCF team will work together to develop tools and methods for collecting data that reflect the priorities and understandings of the communities represented, including nondominant methods such as individual and community-level storytelling. The ELG and PSU CCF will collaboratively develop specific plans for collecting data and information, and implement data gathering across all grantees. Some initial considerations for the group to discuss are presented in Tables 6-9. A plan for when the ELG hopes to begin this phase will be developed by the ELG early in the 2021–2022 Program Year.

As applicable, financial support for language translation and interpretation will be provided by PSU CCF and/or ELD. Throughout the process, there will be a focus on building capacity for ongoing data collection at the grantee level. At the request of grantees, PSU CCF can provide resources to support data collection, either directly (e.g., PSU CCF collects the information) or indirectly (e.g., PSU CCF creates a survey but grantees engage families to complete it; PSU CCF creates flyers, talking points, or other documents to communicate about data collection; PSU CCF supplies gift card incentives for people who participate in data collection). Any tools, materials or documents created by PSU CCF as a part of this project will be shared and made available for ongoing use by ECEF grantees.



Throughout this process, it will be important to explicitly name the history of using data as a weapon against and without permission of BIPOC communities and to acknowledge and address those dynamics if/when they emerge.

## PHASE 4

## Making Sense of the Data

In this phase, the ECEF ELG will lead interpretation of the data, as owners of and experts on their data. Historically, White researchers have most often interpreted data on behalf of nondominant communities, typically using White-dominant frameworks and contexts that may fail to yield accurate or complete understandings. In this evaluation, meaning will be co-created in partnership with the ELG, the broader group of grantees, family participants, the PSU CCF team, and others as identified by the grantees. In some cases, community-specific subgroups may also be helpful/desired, e.g., Tribal-serving grantees, Latinx-serving grantees. This phase will be rooted in community histories and understandings of root causes. As applicable, financial support for analysis and reporting in languages other than English will be provided.

## PHASES 5 &amp; 6

## Strategize and Act on Data to Inform and Transform

In this phase, the ELG and the PSU team will work together to identify strategies for using the data. Because intended use of the information is important to consider when prioritizing evaluation questions and designing methods, some of this discussion will likely happen during Phase 2 (Prioritization), and considerations for potential use have been included in Tables 6-9. During Phase 5 and 6, when data have been collected, compiled, and discussed, other considerations for using the data might include:

- How can the findings be used to advocate for system change and equitable policies/practices?
- How can the findings be used to support collaboration and collective action among grantees?
- How can the findings be used to expand and sustain culturally specific organizations?
- How can the findings be used to inform resource allocation by the ELD and other state agencies?
- How can the findings be used to engage and mobilize communities?
- What strategies, products, and methods are needed to effectively use the data in these ways?



A variety of conventional as well as culturally responsive and community-specific products will be co-created and disseminated by the ELG and the PSU CCF team, with the ELG providing guidance and final decisions about the use of evaluation and other resources to prioritize the most important products. All products will share credit and authorship (as desired) among ECEF grantees, the PSU CCF team, and any others who have participated in the evaluation design, data collection, and dissemination process. Depending on the identified priorities of ECEF grantees and existing requirements for evaluation from ELD, such products might include:

- Report to ELD
- Report to the legislature (required by statute)
- Learning briefs on topics identified by the ELG
- Storytelling (written and/or video)
- Academic journal publication
- Presentations to audiences identified by the ELG and ELD, e.g., community, policymakers, academic conferences, etc.

# Summary and Next Steps

The evaluation framework described here is intended to guide a collaborative planning and implementation process for the ECEF evaluation that situates ECEF grantees and communities in leadership roles in decision-making. The PSU CCF team believes we have an opportunity to co-design an evaluation that incorporates meaningful ways of demonstrating value, elevates child, family and community assets, adds to our understanding of culturally specific methods, and responds to existing requirements and constraints. The PSU CCF team is committed to challenging conventional White-dominant ways of knowing and the power structures embedded in institutions such as PSU, and to using our privilege in the service of community partners.

The next steps in this work are to continue the review and revision process until we are ready to finalize the evaluation framework and specify a set of initial priority research questions. Once the evaluation framework and priority research questions are finalized, we will move toward identifying tools and processes for collecting, analyzing and reporting the identified data. The plan is to co-design an evaluation that speaks to the legislative requirements while also shifting mainstream dominant understandings and elevating the unacknowledged role of culturally specific organizations and services.

## PHASE 1: WORK TO DATE

### Draft Research Questions for Consideration

In response to requests from the ELG that the evaluation team provide drafts for review and feedback, the PSU CCF team worked to develop a set of proposed research questions. The intention is that these draft questions will help inform decision-making about what kinds of infor-

mation are important to collect and how this information might be gathered most appropriately for the communities served by grantees. These proposed questions draw from our review of the legislative authorizing language, conversations with grantees, review of grantee reports and documents, feedback from the ELG, and feedback from ELD. Because there are many different types of questions that can be asked, and because people and organizations with different roles might prioritize different kinds of questions, a key role for the ELG will be to make recommendations to the full group of grantees about which questions to prioritize for the evaluation, and then to identify methods, tools, and strategies for gathering information. A central question for the ELG will be the extent to which grantees want or are able to share common evaluation tools across programs, and how much customization by program will be needed and possible.

We have integrated the current set of research questions proposed by the PSU CCF team with the legislative requirements for the ECEF evaluation in the tables below. In our clarifying discussions with ELD, we were informed that although the ECEF legislative language provides some guidance about the broad categories of information that the evaluation must include, it leaves defining and operationalizing this information purposefully vague. The language also directs the evaluation to collect information that describes the types of “culturally specific methods” used by grantees in their work. We see the work of the PSU evaluation team as collaborating with the ECEF ELG to specify how the ECEF evaluation will define and measure these outcomes.

The matrix below includes legislative requirements for the evaluation, as well as key high-level questions we have drafted based on conversations with ELD, the ELG, and ECEF grantees. This represents a first draft of how the evaluation might use an equity lens to frame the evaluation questions, and key considerations in using an equity-focused approach to developing measures and methods moving forward. [See Appendix A](#) for additional legislative language related to the evaluation.

Tables 2-5 outline required and potential specific evaluation questions for Year 2. Again, these are proposed for discussion and we will look to the ELG to drive the decision making process. Our plan is to identify together the questions most important and relevant to ECEF grantees and the communities they serve.

Tables 6-9 outline required and potential high level evaluation questions, current data collection, considerations in planning Year 2 data collection, and potential uses of the data by several key stakeholder groups. Again, these questions are proposed—we will work with the ELG to finalize.

## About the Following Tables

### Key Definitions

**“Culturally Specific Methods”** is legislatively defined as: “designed by or adapted for members of the community service; reflect the values, beliefs, practices, and world views of that community; and provided in the preferred language of the community served”

**“Child Positive Indicators”** is legislatively defined as: “children’s skills, knowledge, and experiences that are important for positive development and their early school readiness”

**“Family Positive Indicators”** is legislatively defined as: “families’ skills, knowledge and experiences that are important for supporting children’s positive development and early school readiness, including parental mental health, stable relationships, and a supportive and nurturing home environment

### List of Acronyms

<b>ECEF</b>	Early Childhood Equity Fund
<b>CSEL</b>	Culturally Specific Early Learning
<b>ELD</b>	Early Learning Division
<b>ELC</b>	Early Learning Council
<b>Grantee</b>	Organization funded by ECEF funds
<b>PSU CCF</b>	Portland State University Center for Improvement of Child and Family Services evaluation team

### Table Key

- Items that are legislatively required
- ▲ Items that are questions and concepts that the Evaluation Team has heard during Year 1 planning, and which will be reviewed, revised, and finalized for the 2021–2022 program year by the ECEF Leadership Group

Table 2. Required and Potential Year 2 Evaluation Questions (Service Delivery)

	High-level Required (●) & Potential (▲) Evaluation Questions	Specific Year 2 Required (●) & Potential (▲) Evaluation Questions For Discussion
SERVICE DELIVERY OUTCOMES	<ul style="list-style-type: none"> <li>● Who, and how many, are being served?</li> </ul>	<ul style="list-style-type: none"> <li>● How many children and families participate in ECEF programming?</li> <li>● Do the families and children being served reflect the culturally specific populations identified and prioritized by grantees (locally) and through ECEF legislation (broadly)?</li> <li>▲ How do families describe their community and family?</li> <li>▲ What else is important for describing families/communities served?</li> </ul>
	<ul style="list-style-type: none"> <li>● What are the ways that ECEF grantees are providing services using “culturally specific methods”?</li> </ul>	<ul style="list-style-type: none"> <li>▲ How do grantees describe the culturally specific services they are providing?</li> <li>▲ What do grantees see as unique and/or important about what services they provide and/or how they provide them?</li> <li>▲ How do parents/families describe these CSEL programs and what their experiences are with them?</li> <li>▲ What makes these service experiences different from services that are not culturally specific or adapted?</li> </ul>
	<ul style="list-style-type: none"> <li>▲ Why is providing these services using culturally specific methods and approaches important?</li> </ul>	<ul style="list-style-type: none"> <li>▲ How do grantees understand and describe why CSEL programs are important?</li> <li>▲ What do parents/families value about having programs that are provided in culturally specific ways?</li> </ul>

Table 3. Required and Potential Year 2 Evaluation Questions (Child, Family &amp; Community)

	High-level Required (●) & Potential (▲) Evaluation Questions	Specific Year 2 Required (●) & Potential (▲) Evaluation Questions For Discussion
CHILD, FAMILY & COMMUNITY OUTCOMES	● What are program benefits for children?	<ul style="list-style-type: none"> <li>▲ How do grantees describe expected/hoped for outcomes and benefits for children?</li> <li>▲ What do parents/families see as the important benefits of participating in ECEF services for their children?</li> </ul>
	● What are program benefits for families?	<ul style="list-style-type: none"> <li>▲ How do grantees describe expected/hoped for outcomes and benefits for families?</li> <li>▲ What do parents/families see as the important benefits of participating in ECEF services for their families?</li> </ul>
	▲ What other key benefits are there of providing ECEF services (e.g., benefits to communities?)	<ul style="list-style-type: none"> <li>▲ How do grantees describe other expected/hoped for outcomes and benefits?</li> <li>▲ What do parents/families see as the other important benefits of participating in ECEF services?</li> </ul>

Table 4. Required and Potential Year 2 Evaluation Questions (Organizational)

	High-level Required (●) & Potential (▲) Evaluation Questions	Specific Year 2 Required (●) & Potential (▲) Evaluation Questions For Discussion
ORGANIZATIONAL OUTCOMES	● What changes are there in the capacity of culturally specific organizations to deliver CSEL, Early childhood, and parent support programs?	<ul style="list-style-type: none"> <li>▲ What have been the benefits to grantee organizations and programs of receiving ECEF funding?</li> <li>▲ What have these funds allowed grantees to do that they might not have done otherwise?</li> <li>▲ How important/effective are the organizational TA and supports provided by ELD?</li> </ul>
	● What changes are there in ECEF grantee capacity for evaluation, data collection, and continuous improvement?*	<ul style="list-style-type: none"> <li>▲ What training, TA or other supports would be most useful for grantees to be able to answer required evaluation questions in the future?</li> <li>▲ What data and information recording/collecting systems work best for grantees and still meet ELD/legislative requirements?</li> </ul>

\*Note that while not legislative required, this was prioritized by the ELD and included in the PSU contract for work during Year 1.

Table 5. Required and Potential Year 2 Evaluation Questions (Systems)

	High-level Required (●) & Potential (▲) Evaluation Questions	Specific Year 2 Required (●) & Potential (▲) Evaluation Questions For Discussion
SYSTEMS OUTCOMES	▲ In what ways were challenges created by systems requirements or structures (e.g., through the ELD, other funders, state policy, etc.)?	▲ What needs to change in evaluation and data/measurement to ensure our systems of accountability are equitable and reflect the needs, understandings and preferences of BIPOC communities?
	▲ What changes are needed in the early learning system to more effectively support the capacity of culturally specific programs, staff, and families?	▲ What changes are needed in other systems beyond early learning to better meet the needs of culturally specific communities?

**Table 6. ECEF Evaluation Requirements and Potential Questions, Data Collection, Methods, and Uses Data (Service Delivery)**

SERVICE DELIVERY	
<b>Required and Potential Evaluation Questions</b>	<ul style="list-style-type: none"> <li>● Who, and how many, are being served?</li> <li>● What are the ways that ECEF grantees are providing services using “culturally specific methods”?</li> <li>▲ Why is providing these services using culturally specific methods and approaches important?</li> </ul>
<b>Data Collection Methods</b>	<ul style="list-style-type: none"> <li>● ECEF grantee reports re: enrollment/attendance in services (# children/families served and child/family race/ethnicity, language, and other demographic characteristics)</li> <li>● PSU CCF Evaluation Team Data Capacity Interviews with Grantees</li> <li>● PSU CCF review of ECEF grantee reports, documents and narratives</li> </ul>
<b>Considerations for Discussion</b>	<ul style="list-style-type: none"> <li>▲ How can this information be reported/described in evaluation in ways that reflect grantees’ and community members’ experiences and understandings?</li> <li>▲ What is most important to convey about the communities/families/services being provided?</li> <li>▲ How can strategies be developed that can be sustained by grantees?</li> </ul>
<b>Data Use</b>	<ul style="list-style-type: none"> <li>● To meet ELD/ECEF reporting requirements: Describe demographics of families served, types of services being provided, nature of CSEL programs.</li> <li>▲ By grantees for: <ul style="list-style-type: none"> <li>● Reporting participant/service information to other funders;</li> <li>● Improving family engagement, services, identify strengths and challenges;</li> <li>● Describing CSEL program importance and value to other funders/local stakeholders; and</li> <li>● Sharing information about lessons learned, what’s working, how different grantees are developing their approaches.</li> </ul> </li> <li>▲ By ELD, PSU CCF, and grantees to: <ul style="list-style-type: none"> <li>● Share broadly with funders and other early learning providers/programs in Oregon and/or nationally to build understanding of what CSEL can look like;</li> <li>● Share/expand models of CSEL practices to other places/regions/programs; and</li> <li>● Share why these services are important.</li> </ul> </li> <li>● By ELD and advocacy/policy groups to: <ul style="list-style-type: none"> <li>● Convey to the ELD, ELC, and legislature the extent to which the families served meet the expectations of funders for serving families from priority communities (see footnote 2), and the extent to which services provided are “culturally specific”.</li> </ul> </li> </ul>

**Table 7. ECEF Evaluation Requirements and Potential Questions, Data Collection, Methods, and Uses Data (Child, Family & Community)**

CHILD, FAMILY & COMMUNITY OUTCOMES	
<b>Required and Potential Evaluation Questions</b>	<ul style="list-style-type: none"> <li>● What are the program benefits for children?</li> <li>● What are program benefits for families?</li> <li>▲ What other key benefits are there of providing ECEF services (e.g., benefits to communities)?</li> </ul>
<b>Data Collection Methods</b>	<ul style="list-style-type: none"> <li>▲ Grantee-specific child and family measures (e.g., TSGOLD, Family Surveys, etc.) (some grantees)</li> </ul>
<b>Considerations for Discussion</b>	<ul style="list-style-type: none"> <li>● How do grantees and families define what “school readiness,” “family stability,” and “positive child and family indicators” mean?</li> <li>▲ How can these benefits be best measured and described using different ways of data/information gathering?</li> <li>▲ What measures, tools, or approaches are grantees currently using that are effectively capturing this information and/or what changes might be needed to have more culturally specific/appropriate measures and tools?</li> </ul>
<b>Data Use</b>	<ul style="list-style-type: none"> <li>● To meet ELD/ECEF reporting requirements: Describe how CSEL benefits children/families/communities and what changes happen for children because they have received CSEL services.</li> <li>▲ By grantees to: <ul style="list-style-type: none"> <li>• Understand the benefits their services are having, what’s working, how services might be improved/changed to better meet child needs; and</li> <li>• Build support for programs by sharing with to funders, stakeholders, community partners.</li> </ul> </li> <li>▲ By ELD, PSU CCF, and grantees to: <ul style="list-style-type: none"> <li>• Share broadly with other early learning providers/programs in Oregon and/or nationally to build understanding of the benefits of receiving CSEL services; and</li> <li>• Contribute to “evidence base” that CSEL programs are effective.</li> </ul> </li> <li>● By ELD and advocacy/policy groups to: <ul style="list-style-type: none"> <li>• Convey to the ELD, ELC, and legislature the extent to which children who participate in CSEL services are benefiting in terms of improvements in “School Readiness” and “Family Stability” and “Positive Family and Child Indicators”.</li> </ul> </li> </ul>

**Table 8. ECEF Evaluation Requirements and Potential Questions, Data Collection, Methods, and Uses Data (Organizational)**

ORGANIZATIONAL OUTCOMES	
<b>Required and Potential Evaluation Questions</b>	<ul style="list-style-type: none"> <li>● What changes are there in the capacity of culturally specific organizations to deliver CSEL, Early childhood, and parent support programs?</li> <li>● What is the current status of ECEF grantee capacity for evaluation, data collection, and continuous improvement?*</li> </ul>
<b>Data Collection Methods</b>	<ul style="list-style-type: none"> <li>● PSU Evaluation Team: Data Capacity Interviews with grantees</li> </ul>
<b>Considerations for Discussion</b>	<ul style="list-style-type: none"> <li>▲ How can ECEF grantee infrastructure and capacity needs be understood and supported by the ELD and the Evaluation Team?</li> </ul>
<b>Data Use</b>	<ul style="list-style-type: none"> <li>▲ By grantees to:               <ul style="list-style-type: none"> <li>● Identify organizational strengths/needs; and</li> <li>● Describe infrastructure needs for future funding and resources.</li> </ul> </li> <li>▲ By ELD to:               <ul style="list-style-type: none"> <li>● Inform and improve T and TA supports for grantees.</li> </ul> </li> <li>▲ By PSU CCF to:               <ul style="list-style-type: none"> <li>● Identify data collection/capacity needs; and</li> <li>● Provide or facilitate supports for strengthening capacity.</li> </ul> </li> <li>▲ By funders, ELD and advocacy/policy groups to:               <ul style="list-style-type: none"> <li>● Prioritize decisions about the types of funding most important to sustain community-specific organizations.</li> </ul> </li> </ul>

*\*Note that while not legislative required, this was prioritized by the ELD and included in the PSU contract for work during Year 1.*

**Table 9. ECEF Evaluation Requirements and Potential Questions, Data Collection, Methods, and Uses Data (Systems)**

SYSTEMS OUTCOMES	
<b>Required and Potential Evaluation Questions</b>	<ul style="list-style-type: none"> <li>▲ What are the systems level barriers and challenges for culturally specific organizations, staff, and families?</li> <li>▲ What system changes are needed to more effectively support culturally specific programs, staff, and families?</li> </ul>
<b>Data Collection Methods</b>	<ul style="list-style-type: none"> <li>▲ Grantee and ELD Implementation Evaluation Interviews</li> </ul>
<b>Considerations for Discussion</b>	<ul style="list-style-type: none"> <li>▲ What is the best way to “lift up” and communicate current knowledge and experiences of grantees with systems-related challenges?</li> <li>▲ How can this information be used to inform and create systems change?</li> </ul>
<b>Data Use</b>	<ul style="list-style-type: none"> <li>▲ By grantees to:               <ul style="list-style-type: none"> <li>• Advocate for needed systems changes.</li> </ul> </li> <li>▲ By ELD to:               <ul style="list-style-type: none"> <li>• Inform and build understanding for needed systems changes.</li> </ul> </li> <li>● By ELD and advocacy/policy groups to:               <ul style="list-style-type: none"> <li>• Enact long-lasting policy changes to reduce historic, systemic barriers to success for culturally specific organizations, staff, and families.</li> </ul> </li> </ul>

# Report Appendices

# Legislative Definitions of Key Terms

**“Positive Family Indicators”** means markers of skills, knowledge, and experiences necessary to support positive child development as described in the Oregon Early Learning and Kindergarten Guidelines, located on the Division’s website.

**“Positive Child Indicators”** means markers of skills, knowledge, and experiences necessary to support positive child development as described in the Oregon Early Learning and Kindergarten Guidelines, located on the Division’s website.

**“Early Childhood School Readiness”** means indicators related to children’s success in kindergarten including (1) children’s readiness to engage in and benefit from early learning experiences; (2) families’ ability to support children as evidenced by parental and caregiver attitudes and involvement in their children’s early learning and development and transition to school; and (3) public schools’ ability to provide a learning environment along with practices that foster and support a smooth transition for children into kindergarten and advance and promote the learning of all children.

**“Family Stability”** means the characteristics of a family that support healthy child development, including parental mental health, stable relationships, and a supportive, flexible, and nurturing home environment.

**“Culturally Specific Early Learning Program”** means a program that is designed to serve a particular cultural community and is primarily staffed and led by members of that community and designed by or adapted by members of the cultural community that it serves.

Children and families who are **“at risk”** means children and families who experience systemic disparities because of any combination of two or more of the following factors: race, ethnicity, English language proficiency, socioeconomic status, and geographic location, including that which has resulted from gentrification and displacement.

**“Culturally Specific Methods”** means programs and interventions that are designed by or adapted for members of the community served; reflect the values, beliefs, practices and worldviews of the community served; and provided in the preferred language of the community served.

**“Culturally Specific Organization”** means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

# Data Capacity Interview Protocols

Early Childhood Equity Fund Evaluation  
 Grantee Data Collection, Reporting & Utilization Practices  
 Information Gathering Tool

Organization:  
 Date:  
 Time:  
 Interviewee/s:  
 Interviewer/s:

*Introduction: Part of our role as an evaluation partner for the Early Childhood Equity Fund is to learn more from grantees about what information you are already collecting, and how you are, reporting, and using this information about your program and families you serve.*

*In addition to what you are already doing, we are hoping to learn if there are areas around data collection, reporting, or utilization, that you might want assistance with.*

*This could be related to ways you would like to gather information, store data, report data to the ELD or your communities, or use the information to reflect program accomplishments, challenges, and responding to changing conditions.*

*It will also be useful to us as evaluation partners, and ELD as the funder partner, to understand if there are ways that reporting related to the ECEF-funded work could be made easier, what other information you think would be useful, and if you have suggestions for improving the data collection and reporting.*

*What you tell me today will be kept confidential from the ELD in terms of your specifics. We will not report individual feedback connected to any organization, unless you specifically ask that we do.*

*We will incorporate what you share with us into recommendations that we make to the ELD for how they and we can help improve data collection and reporting processes, as well as to tailor the type of supports you might identify for your program.*

*We plan to share the draft recommendations with all the grantees for review and input before finalizing.*

1. Before we get started today, for our evaluation team's planning purposes in the future, do you have a preference for the language/s we might use in surveys or interviews like these?
2. How are you managing ELD ECEF data collection and reporting?
  - a. Who is involved in this process from your organization / program?
  - b. If there are multiple staff members collecting data, how comfortable are they in this process?
  - c. Do you feel like collecting the information takes about the right amount of your/your staff time? What helps or what gets in the way?

## Appendix B. Data Capacity Interview Protocols (cont.)

- d. Are there any additional supports that would be useful to your staff, in order to collect, enter, and report ECEF data to the ELD (examples – more training, more templates, more languages/translation, etc.)?
3. What do you think about the types of data and reporting that the ELD requires you to collect?
  - a. Do you think this is the right information to be reporting, and if not what else do you think would be important/what would you change?
  - b. How well do you think the forms and tools provided by the ELD (e.g., intake forms, spreadsheets, and particularly the data portal system) are working? What changes might you suggest to improve them?
  - c. Are you able to gather the information from most of the families and children, and if not, what gets in the way?
  - d. Is there information that you are asked to collect that has been more challenging for you to collect and/or enter?
  - e. How, if at all, do you use the information that the ELD asks you to collect? In what ways is it useful for your own program?
4. Do you have feedback on / suggestions regarding the grantee webinars?
5. Do you have feedback on / suggestions for interactions/data or information sharing between grantees?
6. Is there information that isn't required by ELD or that you're not currently collecting that would help you or the ELD understand your program, families, or outcomes better? And if so what is that?
7. Do you have other information that you collect about your services or the families and children you serve, and the impacts of your programming? (this might be satisfaction surveys, child assessment results, photos, videos, interviews, attendance records, etc.)
  - a. **IF Yes--** What additional information do you collect?
    - How often?
    - From who (who provides the information, how do you get it)
    - What format (paper/pencil, on-line, telephone or in person, etc.)
    - How is collected (paper pencil, interview, observation)?
    - How is the data stored (database, paper files, other)?
    - How is this data collection going? Are you able to gather information from most families and children, and if not, what gets in the way?
    - Are you finding this information useful to you? In what ways?

## Appendix B. Data Capacity Interview Protocols (cont.)

8. Have you been able to get the help or guidance you've needed from the ELD about data collection and reporting, and if not, what could improve this?

9. In regards to data collection, storing, and reporting of any type of information that you collect (related to the ECEF or not), is there anything that you would appreciate assistance with?

a. This could be anything from how surveys look or are formatted, to the systems for entering the data or how it's collected and reported, to accessing trainings on using Excel, for example?

b. *[Other Examples if needed - this could be help developing/using spreadsheets, ways to compile data that you're collecting for reports or for you to review/look at, or how forms/tools are designed for families or you/your staff to use]*

10. Thinking back on your successes over the last year, or how you were able to overcome challenges

a. what is it about your organization, and how it works with families and communities, that made this possible?

b. How might those elements of your work show up in data (especially related to culturally-specific work)?

11. Is there anything else the evaluation team or the ELD should think about as we are working on a plan for supporting grantee's data collection and reporting processes and developing an evaluation plan that could include additional information about ECEF programs and families?

Closing:

[If needing / wanting additional time to work through the questions, try to schedule a follow-up time before ending the call based on PSU and grantee availability.]

Thank you so much for talking with us today about your data collection, reporting, and utilization practices, both for ELD ECEF as well as your specific program.

Next steps for the PSU team include connecting with each grantee to gather information about each ECEF funded program's data collection, reporting, and utilization practices. Then, to summarize the themes and recommendations to share back with grantees for review and feedback towards mid-June.

We ultimately need to submit our summary report to ELD by end of June.

Additional pieces of work that the PSU team is working on between now and the end of June is to meet with members of the evaluation stakeholder group, to get feedback and input on the evaluation framework we're co-developing, which will inform the approach to evaluation for the coming year.

We are also going to be identifying if there is additional information beyond what you have been sharing with the ELD in your regular check-ins, to understand and communicate the successes, challenges, and lessons learned from the first year of ECEF-funded program implementation.

## Appendix B. Data Capacity Interview Protocols (cont.)

### Evaluación del Fondo de Equidad para la Primera Infancia

Prácticas de recopilación, presentación de informes y utilización de datos de los beneficiarios

#### Herramienta de recopilación de información

*Introducción: Parte de nuestro papel como socio de evaluación del Fondo de Equidad para la Primera Infancia es aprender más de los beneficiarios sobre la información que ya está recopilando y como está, informando y usando esta información sobre su programa y las familias a las que sirve.*

*Además de lo que ya está haciendo, esperamos saber si hay áreas alrededor la recopilaciones, la presentación de informes o la utilización de datos con las que podría necesitar ayuda.*

*Esto podría estar relacionado con las formas en que le gustaría recopilar información, almacenar datos, reportar datos al ELD o sus comunidades, o usar la información para reflejar los logros del programa, los desafíos y la respuesta a las condiciones cambiantes.*

*También será útil para nosotros, como socios de evaluación, y para el ELD como socio financiador, comprender si hay formas de facilitar la presentación de informes relacionados con el trabajo financiado por el ECEF, que otra información cree que sería útil si tienes sugerencias para mejorar la recopilación de datos y la presentación de informes.*

*Lo que me digas hoy se mantendrá confidencial del ELF a su medida. No informaremos comentarios individuales relacionados con ninguna organización, a menos que usted nos lo solicite específicamente.*

*Incorporaremos lo que comparta con nosotros en las recomendaciones que le hagamos al ELD sobre como ellos y nosotros podemos ayudar a mejorar la recopilación de datos y los procesos de presentación de informes, así como para adaptar el tipo de apoyo que podría identificar para su programa.*

*Planeamos compartir las propuestas de recomendación con todos los beneficiarios para su revisión y aportes antes de finalizar.*

1) Antes de comenzar hoy, para los propósitos de nuestro equipo de evaluación en el futuro, ¿tiene alguna referencia por los idiomas que podríamos usar en encuestas o entrevistas como estas?

2) ¿Cómo están gestionando la recopilación y comunicación de datos del ELD/ECEF?

a) ¿Quién está involucrado en este proceso de su organización/ programa?

b) ¿Qué tan cómodo se siente su personal al recopilar y utilizar los datos recopilados para el ECEF?

## Appendix B. Data Capacity Interview Protocols (cont.)

- c) ¿Cree que la recopilación de información requiere la cantidad adecuada de tiempo para usted o sus empleados? ¿Qué ayuda o que se interpone en el camino?
- d) ¿Existe algún tipo de apoyo adicional que sería útil para su personal, para recopilar, presentar, y reportar datos del ECEF al ELD (ejemplos- Más entrenamientos, más idiomas/traduccionen)?
- 3) ¿Qué piensas de los tipos de datos y reportes que ELD solicita?
- a) ¿Crees que esta es la información correcta para informar, y si no, qué más crees que sería importante? ¿Qué cambiarías?
- b) ¿Qué tan bien cree que están funcionando los formularios y herramientas proporcionados por ELD (Por Ejemplo; Formularios de admisión, hojas de cálculo, sistema de portal de datos?)
- c) ¿Puede recopilar la información de la mayoría de las familias y los niños y, si no, que se interpone en el camino?
- d) ¿Hay información que se le pide recopilar que haya sido más difícil para usted recopilar o entrar?
- e) ¿Cómo, en todo caso, utilizas la información que el ELD le pide que recopile?
- 4) ¿Tiene Comentarios o sugerencias sobre los seminarios por los beneficiarios?
- 5) ¿Tiene comentarios o sugerencias sobre interacciones/intercambio de datos o información entre beneficiarios?
- 6) ¿Existe información que el ELD no requiera o que usted no esté recopilando, que ayudaría usted o el ELD a entender mejor su programa, sus familias, o sus resultados? Y si es así, ¿Qué es eso?
- 7) ¿Tiene otra información que recopile sobre sus servicios o las familias y los niños a los que sirve, y los impactos de tu programa? (Esto podría ser encuestas de satisfacción, Resultados de la evaluación de niños, fotos, videos, entrevistas, registros de asistencia, o más.)?
- a) **Si la respuesta es sí ----** ¿Qué más Información coleccionarías?  
*Si es necesario para entender, pregunta:*
- ¿Con qué frecuencia?
  - ¿De quién? (Quién p proporciona la información, como se obtiene)

## Appendix B. Data Capacity Interview Protocols (cont.)

- iii) ¿Qué formato? (Papel y lápiz, en línea, por teléfono o en persona)
- iv) ¿Cómo se recolecta? (Papel y lápiz, entrevista, observación)
- ¿Cómo guardan los datos? (base de datos, archivos de papel, otros)
- ¿Hay información que se le pide recopilar que haya sido mas difícil para usted recopilar o entrar?
- ¿Estas encontrando la información útil? ¿De qué maneras?

8) ¿Ha podido obtener la ayuda o orientación que necesitaba del ELD sobre la recopilación de datos y los informes? Si no, ¿que podría mejorar esto?

9) ¿Existen áreas alrededor de la recopilación de información, el almacenamiento, o la presentación de datos requeridos a través del ECEF o otra información que recopile con la que le gustaría recibir ayuda?

a) Si es así, ¿Que podría ser mas útil para ti? Esto podría ser cualquier cosa, desde el aspecto o el formato de las encuestas, los sistemas para mandar los datos o cómo se recopilan y reportan, hasta entrenamiento sobre el uso de Excel, por ejemplo.

[Otro ejemplos- esto podría ser de ayuda para usar hojas de cálculo, formas de compilar datos que está recopilando para informes o para que los revise o vea, o como los formularios/herramientas están diseñados para que las familias o usted o los empleados los utilicen]

10) Pensando en sus éxitos durante el último año, como pudo superar los desafíos

a) ¿Qué tiene su organización y como trabaja con las familias y las comunidades que lo hizo posible?

b) ¿Cómo podrían aparecer esos elementos de su trabajo en los datos (especialmente relacionados con el trabajo culturalmente específico)?

11) ¿Hay algo más en lo que el equipo de evaluación o el ELD deberían pensar mientras estamos trabajando en un plan para apoyar los procesos de recopilación y reportando de datos y desarrollando un plan de evaluación que podría incluir información adicional sobre los programas y las familias de ECEF?

Closing:

Muchas gracias por hablar con nosotros hoy sobre su recopilación, informes, y utilización de datos, tanto para el ELD, el ECEF, y para su programa específico.

## Appendix B. Data Capacity Interview Protocols (cont.)

Los próximos pasos para el equipo del Portland State University (PSU) incluye conectarse con cada beneficiario para recopilar información sobre las prácticas de recopilación, reportaría, y utilización de datos de cada programa financiado por el ECEF. Luego, para resumir los temas y recomendaciones para compartir con los beneficiarios para su revisión y comentarios hacia mediados de junio.

Finalmente, necesitamos enviar nuestro informe resumido a ELD al final de junio.

Otras piezas de trabajo en las que el equipo de PSU están trabajando desde ahora hasta el final de junio es reunirse con miembros del grupo de partes interesadas de la evaluación, para obtener comentarios y opiniones sobre el plan de evaluación que estamos desarrollando conjuntamente, que informará la evaluación para el próximo año.

También vamos a identificar si hay información adicional más de lo que has estado compartiendo con el ELD en sus controles regulares, para comprender y comunicar los éxitos, desafíos, y lecciones aprendidas del primer año de implementación del programa financiado por el ECEF.

# Year 1 Report Feedback Protocols

## FEEDBACK SURVEY

Thank you so much for sharing your insights, questions, and feedback on this first ECEF year-end evaluation report draft.

As part of our commitment to providing multiple ways for all the ECEF grantees to provide feedback, we have put together this **brief, optional survey**. If you would like to provide feedback via a survey, you are welcome to respond to any of the following questions that the PSU CCF evaluation team (Alexis, Amber, Beth, Callie, Lorelei, Ron) came up with.

Providing feedback through the survey is not required, and there are no consequences if you opt out of completing the survey, or from providing feedback in any other format. All fields are set as optional.

You may also, or instead, decide to provide feedback through an individual or small group conversation that involves members of the PSU evaluation team. A member of the PSU CCF evaluation team will be reaching out to you via email to schedule those conversations for mid/late July. Or, you can reach out to any of us to schedule a time that is convenient for you.

If you do complete the survey, please also feel free to provide any feedback, even if it might not relate to any of these specific questions.

Your feedback will be anonymous, unless you include your name and organization, in order for the PSU team to follow-up with you if we have any clarifying questions. Providing your name/organization is not required. If you do decide to include your name and organization, **we will not include any individually identifying information** about you, your organization or your feedback in the report.

When reviewing sections of the draft report you can use these reflection questions prepared by the PSU CCF evaluation team if they are helpful to you, to organize your feedback:

1. As an ECEF grantee, do you feel that your experience implementing ECEF programming during the past year is reflected in this report?  
If not, what is missing or needed to be included in the report to better reflect your experience?
2. How do the recommendations listed in this report for improving ECEF next year reflect what you think most needs to be improved or changed?  
What's missing or needs to be changed?
3. What is not currently reflected in this report, that you think is important to communicate to the ELD and legislators about the implementation of ECEF programming over the past year?

## Appendix C. Feedback Protocols (cont.)

### **Overall Report Feedback**

*[Likert scale]*

**Does the overall report reflect your organization's experience with providing services through ECEF over the past year?**

1 - *Not at all*

2 - *Somewhat*

3 - *Very much so*

**Is there anything missing from this report, or that needs to be changed, in order to better reflect the experience of your organization implementing ECEF programming last year?**

*[essay text box]*

### **Specific Report Section Feedback**

#### **Introduction**

**In the introduction, is there anything missing or that needs to be changed, in order to better reflect what you think is important for readers to understand about the ECEF?**

*[essay text box]*

#### **Implementation Evaluation Findings Section**

- Program Operations & Staffing Challenges & Successes
- Participant Recruitment & Service Provision Challenges & Successes
- Participant Engagement Challenges & Successes
- Reflections & Recommendations

*[Likert scale]*

**Does the implementation evaluation findings section reflect your organization's experience with providing services through ECEF over the past year?**

1 - *Not at all*

2 - *Somewhat*

3 - *Very much so*

**Is there anything missing from the implementation findings section of this report, or that needs to be changed, in order to better reflect the experience of your organization implementing ECEF programming last year?**

*[essay text box]*

**How do the recommendations listed in this section reflect what you think most needs to be improved or changed?**

**What's missing or needs to be changed about these recommendations?**

## Appendix C. Feedback Protocols (cont.)

*[essay text box]*

### **Data Collection & Use Section**

Data Collection Tools & Systems Challenges & Successes  
Data Use Challenges & Successes  
Reflections & Recommendations

*[Likert scale]*

**Does the data collection and use section reflect your organization's experience with collecting, reporting, and using data for the ECEF project over the past year?**

- 1 - Not at all
- 2 - Somewhat
- 3 - Very much so

**Is there anything missing from the data collection and use section, or that needs to be changed, in order to better reflect the experience of your organization in the last year?**

*[essay text box]*

**How do the recommendations listed in this section of the report reflect what you think most needs to be improved or changed?**

**What's missing or needs to be changed about these recommendations?**

*[essay text box]*

### **Evaluation Framework & Research Questions**

- Proposed roles for ECEF grantees
- Proposed roles for PSU CCF evaluation team
- Proposed evaluation framework & plan
- Proposed research questions

*[Likert scale]*

**Does the evaluation framework reflect your hopes for how PSU CCF will work with grantees and the ELD?**

- 1 - Not at all
- 2 - Somewhat
- 3 - Very much so

**What questions, comments, or concerns do you have about using the evaluation framework to guide the work of PSU and grantees over the coming biennium?**

**What's missing or needs to be changed about the framework?**

*[essay text box]*

**Do the list of research questions reflect your priorities for what you think is most important for the evaluation to focus on?**

**What's missing or needs to be changed about the proposed research questions?**

## Appendix C. Feedback Protocols (cont.)

*[essay text box]*

**Is there anything else you would like to share with the PSU CCF evaluation team about this draft year-end report at this time?**

*[essay text box]*

**Please let us know if you'd like to have a follow-up conversation with somebody from the PSU team about the report.**

1 - Yes, I'd like to talk by phone or Zoom. My name and contact information is: *[text box]*

2 - No thanks.

If there are any quotations highlighted in this report that you recognize as coming from you/your organization, and that you're not comfortable having included, please contact the PSU CCF team to let us know and that quote will be removed.

You can also provide your contact info here:

*[provide contact info here]*

**Your name**

*[text box]*

**Your organization**

*[text box]*

## Appendix C. Feedback Protocols (cont.)

### INTERVIEW QUESTIONS

Thank you so much for talking with me today to share your insights, questions, and feedback on this first ECEF year-end evaluation report draft.

Providing feedback is not required, and there are no consequences if you opt out of providing feedback, whether through the feedback survey, Google doc comments, or through this conversation.

Our PSU CCF team had prepared some reflection questions that might be helpful to the conversation, but we don't have to use them, and can start where you'd like to focus on. If you'd like to use the reflection questions our team came up with, we organized them to reflect on the report overall, as well as for specific sections.

Your feedback will be confidential, and we will not include any individually identifying information about you, your organization or your feedback in the report.

Would you like to kick off the conversation, or would you like me to share the questions the PSU CCF team came up with, for us to build from?

#### **Overall Report Feedback**

1. **Is there anything missing from this report, or that needs to be changed, in order to better reflect the experience of your organization implementing ECEF programming last year?**

#### **Specific Report Section Feedback**

##### **Introduction**

2. **In the introduction, is there anything missing or that needs to be changed, in order to better reflect what you think is important for readers to understand about the ECEF?**

##### **Implementation Evaluation Findings Section**

3. **Is there anything missing from the implementation findings section of this report, or that needs to be changed, in order to better reflect the experience of your organization implementing ECEF programming last year?**
4. **How do the recommendations listed in this section reflect what you think most needs to be improved or changed?  
What's missing or needs to be changed about these recommendations?**

## Appendix C. Feedback Protocols (cont.)

### Data Collection & Use Section

5. Is there anything missing from the data collection and use section, or that needs to be changed, in order to better reflect the experience of your organization in the last year?
6. How do the recommendations listed in this section of the report reflect what you think most needs to be improved or changed?  
What's missing or needs to be changed about these recommendations?

### Evaluation Framework & Research Questions

7. What questions, comments, or concerns do you have about using the evaluation framework to guide the work of PSU CCF and grantees over the coming biennium?  
What's missing or needs to be changed about the framework?
8. Do the list of research questions reflect your priorities for what you think is most important for the evaluation to focus on?  
What's missing or needs to be changed about the proposed research questions?
9. Are any quotations highlighted in this report that you recognize as coming from you/your organization, and that you're not comfortable having included? If so, we can remove the quote or modify it so as not to be further identifiable.
10. Is there anything else you would like to share with the PSU CCF evaluation team about this draft year-end report at this time?

Thank you so much for talking with me today.

We'll be gathering feedback through the end of July, in order to prepare the next draft for a last review in early August, before we submit to the ELD as final.

We'll look forward to staying connected between now and then.

Thank you!

## Appendix C. Feedback Protocols (cont.)

### ENCUESTA DE OPINIÓN

Le agradecemos por compartir sus impresiones, preguntas y opiniones sobre este primer informe preliminar de evaluación de fin de año del ECEF (Fondo de Equidad para la Primera Infancia).

Como parte de nuestro compromiso de ofrecer múltiples maneras de que todos los beneficiarios del ECEF proporcionen su opinión, hemos preparado esta **breve encuesta opcional**. Si desea brindar su opinión a través de una encuesta, lo invitamos a responder a cualquiera de las siguientes preguntas que el equipo de evaluación del CCF de la PSU (Portland State University) (Alexis, Amber, Beth, Callie, Lorelei, Ron) elaboró.

No es obligatorio proporcionar su opinión a través de la encuesta, y no hay consecuencias si usted opta por no llenarla, o por proporcionar su opinión en cualquier otro formato. Todos los campos son opcionales.

En lugar de ello, también puede decidir dar su opinión a través de una conversación individual o en un pequeño grupo en el que participen miembros del equipo de evaluación de la PSU. Un miembro del equipo de evaluación del CCF de la PSU lo contactará por correo electrónico para programar tales conversaciones para mediados o finales de julio. También puede ponerse en contacto con cualquiera de nosotros para programar una hora que le resulte conveniente.

Si llena la encuesta, no dude en darnos su opinión, aunque no esté relacionada con ninguna de estas preguntas específicas.

Su opinión será anónima, a menos que incluya su nombre y organización, para que el equipo de la PSU pueda hacer un seguimiento con usted si necesita alguna aclaración. No es necesario que indique su nombre u organización. Si decide incluir su nombre y organización, **no incluiremos ninguna información que lo identifique a usted**, a su organización o a su opinión en el informe.

Cuando revise las secciones del informe preliminar, puede utilizar estas preguntas de reflexión preparadas por el equipo de evaluación del CCF de la PSU, en caso de que sean útiles para organizar su opinión:

1. Como beneficiario del ECEF, ¿considera que su experiencia en la aplicación de los programas del ECEF durante el año pasado se refleja en este informe?  
Si no es así, ¿qué falta o qué debería incluirse en el informe para reflejar mejor su experiencia?
2. ¿De qué manera las recomendaciones enumeradas en este informe para mejorar el ECEF del próximo año reflejan, en su opinión, lo que más se necesita mejorar o cambiar?  
¿Qué falta o qué debe cambiarse?

## Appendix C. Feedback Protocols (cont.)

3. ¿Qué es lo que no se refleja actualmente en este informe que usted considere que es importante comunicar a la ELD (División de Aprendizaje Temprano) y a los legisladores sobre la aplicación de los programas del ECEF durante el año pasado?

### **Opiniones sobre el informe general**

*[Escala de Likert]*

**¿El informe general refleja la experiencia de su organización en la prestación de servicios a través del ECEF durante el último año?**

1 - *En absoluto*

2 - *Un poco*

3 - *Mucho*

**¿Hay algo que falte en este informe, o que deba cambiarse, para reflejar mejor la experiencia de su organización en la aplicación de los programas del ECEF el año pasado?**

*[cuadro de texto para desarrollar]*

### **Opiniones sobre una sección del informe específico**

#### **Introducción**

**En la introducción, ¿hay algo que falte o que deba cambiarse para reflejar mejor lo que considera que es importante que los lectores comprendan sobre el ECEF?**

*[cuadro de texto para desarrollar]*

#### **Sección de resultados de la evaluación de la aplicación**

- Retos y éxitos de las operaciones del programa y de la dotación de personal
- Retos y éxitos en el reclutamiento de participantes y la prestación de servicios
- Retos y éxitos de la colaboración de los participantes
- Reflexiones y recomendaciones

*[Escala de Likert]*

**¿La sección de resultados de la evaluación de la aplicación refleja la experiencia de su organización en la prestación de servicios a través del ECEF el año pasado?**

1 - *En absoluto*

2 - *Un poco*

3 - *Mucho*

## Appendix C. Feedback Protocols (cont.)

**¿Hay algo que falte en la sección de resultados de la aplicación de este informe, o que deba cambiarse, para reflejar mejor la experiencia de su organización en la aplicación de los programas del ECEF el año pasado?**

*[cuadro de texto para desarrollar]*

**¿De qué manera las recomendaciones enumeradas en esta sección reflejan lo que considera se debe mejorar o cambiar?**

**¿Qué falta o qué debe cambiarse en estas recomendaciones?**

*[cuadro de texto para desarrollar]*

### **Sección de recopilación y uso de datos**

Herramientas y sistemas de recopilación de datos, retos y éxitos

Retos y éxitos en el uso de los datos

Reflexiones y recomendaciones

*[Escala de Likert]*

**¿La sección de recopilación y uso de datos refleja la experiencia de su organización en la recopilación, la presentación de informes y el uso de datos para el proyecto del ECEF el año pasado?**

1 - *En absoluto*

2 - *Un poco*

3 - *Mucho*

**¿Hay algo que falte en la sección de recopilación y uso de datos, o que deba cambiarse, para reflejar mejor la experiencia de su organización el año pasado?**

*[cuadro de texto para desarrollar]*

**¿De qué manera las recomendaciones enumeradas en esta sección del informe reflejan lo que considera se debe mejorar o cambiar?**

**¿Qué falta o qué debe cambiarse en estas recomendaciones?**

*[cuadro de texto para desarrollar]*

### **Marco de evaluación y preguntas de investigación**

- Roles propuestos para los beneficiarios del ECEF
- Roles propuestos para el equipo de evaluación del CCF de la PSU
- Marco y plan de evaluación propuestos
- Preguntas de investigación propuestas

*[Escala de Likert]*

**¿El marco de evaluación ¿refleja sus expectativas sobre la forma en que el CCF de la PSU trabajará con los beneficiarios y la ELD?**

1 - *En absoluto*

2 - *Un poco*

3 - *Mucho*

## Appendix C. Feedback Protocols (cont.)

**¿Qué preguntas, comentarios o inquietudes tiene sobre el uso del marco de evaluación para guiar el trabajo de la PSU y los beneficiarios durante el próximo bienio?**

**¿Qué falta o qué debe cambiarse en el marco?**

*[cuadro de texto para desarrollar]*

**¿La lista de preguntas de investigación refleja sus prioridades en cuanto a lo que considera que debería ser el enfoque más importante de la evaluación?**

**¿Qué falta o qué debe cambiarse en las preguntas de investigación propuestas?**

*[cuadro de texto para desarrollar]*

**¿Hay algo más que le gustaría compartir con el equipo de evaluación del CCF de la PSU sobre este informe preliminar de fin de año en este momento?**

*[cuadro de texto para desarrollar]*

**Por favor, háganos saber si quisiera tener una conversación de seguimiento con un miembro del equipo de la PSU sobre el informe.**

1 - Sí, me gustaría hablar por teléfono o por *zoom*. Mi nombre y datos de contacto son: *[cuadro de texto]*

2 - No, gracias.

Si hay alguna cita resaltada en este informe que reconozca que procede de usted/su organización, y que no le parezca adecuado que se incluya, póngase en contacto con el equipo del CCF de la PSU para hacérselo saber y esa cita se eliminará.

También puede proporcionar su información de contacto aquí:

*[proporcionar la información de contacto aquí]*

**Su nombre**

*[cuadro de texto]*

**Su organización**

*[cuadro de texto]*

## Appendix C. Feedback Protocols (cont.)

### **PREGUNTAS DE LA ENTREVISTA**

Muchas gracias por hablar conmigo hoy para compartir sus impresiones, preguntas y opinión sobre este primer informe preliminar de evaluación de fin de año del ECEF.

No es obligatorio que proporcione su opinión, y no hay consecuencias si opta por no darla, ya sea a través de la encuesta de opinión, los comentarios en Google Docs o a través de esta conversación.

Nuestro equipo del CCF de la PSU había preparado algunas preguntas de reflexión que podrían ser útiles para la conversación, pero no tenemos que usarlas, y podemos empezar por donde usted quiera centrarse. Si quiere utilizar las preguntas de reflexión que nuestro equipo preparó, las hemos organizado para reflexionar sobre el informe en general, así como secciones específicas.

Su opinión será confidencial y no incluiremos ninguna información que lo identifique a usted, a su organización o a su opinión en el informe.

¿Le gustaría iniciar la conversación, o le gustaría que yo compartiera las preguntas que el equipo del CCF de la PSU elaboró, para que nosotros nos basemos en ellas?

#### **Opinión del informe en general**

1. **¿Hay algo que falte en este informe, o que deba cambiarse, para reflejar mejor la experiencia de su organización en la aplicación de los programas del ECEF el año pasado?**

#### **Opinión de secciones específicas del informe**

##### **Introducción**

2. **En la introducción, ¿hay algo que falte o que deba cambiarse para reflejar mejor lo que considera que es importante que los lectores comprendan sobre el ECEF?**

##### **Sección de resultados de la evaluación de la aplicación**

3. **¿Hay algo que falte en la sección de resultados de la aplicación de este informe, o que deba cambiarse, para reflejar mejor la experiencia de su organización en la aplicación de los programas del ECEF el año pasado?**
4. **¿De qué manera las recomendaciones enumeradas en esta sección reflejan lo que considera se debe mejorar o cambiar?  
¿Qué falta o qué debe cambiarse en estas recomendaciones?**

## Appendix C. Feedback Protocols (cont.)

### Sección de recopilación y uso de datos

5. ¿Hay algo que falte en la sección de recopilación y uso de datos, o que deba cambiarse, para reflejar mejor la experiencia de su organización el año pasado?
6. ¿De qué manera las recomendaciones enumeradas en esta sección del informe reflejan lo que considera se debe mejorar o cambiar?  
¿Qué falta o debe cambiarse en estas recomendaciones?

### Marco de evaluación y preguntas de investigación

7. ¿Qué preguntas, comentarios o inquietudes tiene sobre el uso del marco de evaluación para guiar el trabajo del CCF de la PSU y los beneficiarios durante el próximo bienio?  
¿Qué falta o qué debe cambiarse en el marco?
8. ¿La lista de preguntas de investigación refleja sus prioridades en cuanto a lo que considera que es más importante que se centre la evaluación?  
¿Qué falta o qué debe cambiarse en las preguntas de investigación propuestas?
9. ¿Hay alguna cita resaltada en este informe que reconozca que procede de usted/su organización y que no le parezca adecuado que se incluya? Si es así, podemos eliminar la cita o modificarla para que no sea más identificable.
10. ¿Hay algo más que le gustaría compartir con el equipo de evaluación del CCF de la PSU sobre este informe preliminar de fin de año en este momento?

Muchas gracias por hablar conmigo hoy.

Recogeremos las opiniones hasta finales de julio con el fin de elaborar el siguiente informe preliminar para una última revisión a principios de agosto, antes de presentarlo a la ELD como definitivo.

Estaremos encantados de seguir conectados hasta entonces.

¡Gracias!

# Evaluation Leadership Group

## Organizations Participating in Year 1

- Adelante Mujeres
- The Confederated Tribes of Warm Springs
- Education Explorers
- Immigrant and Refugee Community Organization
- Latino Network
- Metropolitan Family Service
- Micronesian Islander Community
- Oregon Community Health Workers Association
- Raise the Village Inc.
- The Salem/Keizer Coalition for Equality
- Todos Juntos

# ECEF Year 1 Grantee List

Applicant	Org Location	Counties Served	Characteristics of Focus Populations	Grant Type	Programs	Activities	Start Date
Adelante Mujeres	Forest Grove Hillsboro Beaverton	Washington	LatinX, Immigrant Families	Program	Parent-Child Interaction	Parent-Child Interactive Groups, Parent Education	08/01/2020
Better Together Central Oregon	Redmond	Deschutes Jefferson	LatinX	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Kindergarten Readiness Program, Parent-Child Interactive Groups, Parent Education	07/01/2020
Black Parent Initiative	Portland	Multnomah Clackamas Washington	African American, African, Black, Multiethnic Families	Program	Kindergarten Transition	Kindergarten Readiness Program	09/01/2020
Black Parent Initiative	Portland	Multnomah Clackamas Washington	African American, African, Black, Multiethnic Families	Program	Parenting Education	Parent Education Program, Parent-Child Interactions, Parent Engagement	09/01/2020
Black Parent Initiative	Portland	Multnomah Clackamas Washington	African American, African, Black, Multiethnic Families	Program	Parent-Child Interaction	Parent Education, Parent-Child Interaction	09/01/2020
Center for African Immigrant and Refugees Org. (CAIRO)	Portland Beaverton	Multnomah Washington	African, African American, Black Families	Program	Parenting Education	Parent Education	09/01/2020
Center for African Immigrant and Refugees Org. (CAIRO)	Portland Beaverton	Multnomah Washington	African, African American, Black Families	Program	Kindergarten Transition	Parent Education, Kindergarten Readiness/ Transition Program	09/01/2020
Center for African Immigrant and Refugees Org. (CAIRO)	Portland Beaverton	Multnomah Washington	African, African American, Black Families	Program	Parent-Child Interaction	Parent-Child Interaction, Parent Education	09/01/2020
Child Care Resource Network—Southern Oregon ESD				Program	Kindergarten Transition		
Confederated Tribes of the Grand Ronde Community of Oregon	Grand Ronde	Polk Yamhill	Tribal/Native American Families	Program	Kindergarten Transition, Tribal Language Preservation and Revitalization	Language Revitalization, Kindergarten Readiness Program, Parent Education Program	01/01/2021
Consejo Hispano	Seaside Astoria	Clatsop	Latino Community	Program	Parent-Child Interaction	Parent Education, Parent-Child Interaction	09/01/2020

Applicant	Org Location	Counties Served	Characteristics of Focus Populations	Grant Type	Programs	Activities	Start Date
Consejo Hispano	Seaside Astoria	Clatsop	Latino Community	Planning	Planning Grant	Conduct Needs Assessment with Community	09/21/2020
Cow Creek Band of Umpqua Tribe of Indians	Myrtle Creek	Douglas	Tribal/Native American Families	Program	Parent-Child Interaction, Kindergarten Transition, Tribal Language Preservation and Revitalization	Language Revitalization, Kindergarten Readiness Program, Parent-Child Interactive Groups	08/24/2020
Education Explorers LLC	Beaverton	Washington	African American, African, Black Families	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Kindergarten Readiness Program, Early Learning Program Capacity	07/01/2020
FACES of America	Salem	Marion Polk	Multicultural Families, Low Income, Subsidy	Program	Parent-Child Interaction, Kindergarten Transition	Professional Development, Kindergarten Readiness (Dual Language Immersion) Program	07/01/2020
Hacienda Community Development Corp	Portland Gresham	Multnomah	LatinX Community. Low Income, Immigrant & Refugee Families	Program	Parent-Child Interaction	Parent-Child Interactive Group, Parent Education	07/01/2020
Immigrant and Refugee Community Organization	Portland	Multnomah	Immigrant & Refugee Families	Planning	Planning Grant	Early Learning Program Launch - Operations	07/01/2020
Immigrant and Refugee Community Organization	Portland	Multnomah Washington	Immigrant & Refugee Families	Program	Kindergarten Transition	Parenting Education, Kindergarten Readiness Program	07/01/2020
Immigrant and Refugee Community Organization	Portland Ontario	Multnomah Washington Clackamas Malheur	Immigrant & Refugee Families	Program	Parent-Child Interaction	Play & Learn Groups, Parent Education	07/01/2020
KairosPDX	Portland	Multnomah	African American, African Refugees	Program	Parenting Education, Kindergarten Transition	Parent Education, Kindergarten Readiness Program	08/10/2020
Latino Network	Rockwood Gresham	Washington Multnomah	Latino Community	Program	Parent-Child Interaction	Parent-Child Interactions, Program Expansion	09/28/2020
Mano a Mano	Salem Independence	Marion Polk	Latino Community, Low Income, Migrant/Seasonal Workers	Planning	Planning Grant	Building Organizational Capacity, Assessment of Program Locations	09/01/2020

<b>Applicant</b>	<b>Org Location</b>	<b>Counties Served</b>	<b>Characteristics of Focus Populations</b>	<b>Grant Type</b>	<b>Programs</b>	<b>Activities</b>	<b>Start Date</b>
Metropolitan Family Service	Portland	Multnomah	Low Income, Multicultural Families	Program	Parenting Education, Parent-Child Interaction	Home Visits, Parent/Child Group Play, Parent Education	09/01/2020
Micronesian Islander Community	Salem Portland	Multnomah Marion	Micronesian Islander Community	Planning	Planning Grant	Community-based Participatory Research	09/01/2020
Native American Youth and Family Center	Portland	Multnomah Washington Clackamas	Tribal/Native American Families	Program	Parent-Child Interaction	Playgroups, Professional Development, Early Learning Program Capacity	10/01/2020
Ontario School District 8C	Ontario	Malheur	Refugee Families	Program	Kindergarten Transition	Home Based Services or Center Base by School Readiness Specialist	09/01/2020
Oregon Child Development Coalition	Portland Woodburn, etc	Hood River Gilliam Sherman Wheeler	Families under Federal Poverty, Multicultural	Program	Parent-Child Interaction	Play & Learn Groups, Parent-Child Interactions	09/01/2020
Oregon Community Health Workers Association	Portland	Multnomah Washington Clackamas	Multicultural Families	Program	Parenting Education, Parent-Child Interaction	Parent-Child Interaction Services, Parent Education	07/01/2020
Portland Public School Title VI Indian Education Program	Portland	Multnomah	Tribal/Native American Families	Program	Kindergarten Transition	Kindergarten Readiness Program, Language Revitalization	08/15/2020
Raise The Village	Gresham	Multnomah	African American Families	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Professional Development, Parent-Child Interactions, Parent Education, Kindergarten Readiness Program,	10/01/2020
Salem Keizer Coalition for Equality	Salem	Marion	Latino Community	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Parent Education Program, Kindergarten Readiness Program, Parent-Child Interactive Opportunities	10/01/2020
Self Enhancement Inc.	Portland	Multnomah	African American Families	Program	Parenting Education, Parent-Child Interaction	Parent-Child Interactive Groups, Early Learning Program Capacity, Parent Education	10/01/2020

<b>Applicant</b>	<b>Org Location</b>	<b>Counties Served</b>	<b>Characteristics of Focus Populations</b>	<b>Grant Type</b>	<b>Programs</b>	<b>Activities</b>	<b>Start Date</b>
South Lane School District	Lane	Lane Douglas	LatinX, Guatemalan Families	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Parenting Education, Parent-Child Interaction, Kindergarten Readiness Program	09/01/2020
The Confederated Tribes of Warm Springs	Warm Springs	Jefferson Wasco	Tribal/Native American Families	Planning	Planning Grant	Professional Development, Language Revitalization	09/01/2020
The Family Nurturing Center				Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition		
Todos Juntos	Canby Molalla Estacada Sandy	Clackamas	Latino Community, Rural, Low Income	Program	Parenting Education, Parent-Child Interaction, Kindergarten Transition	Parent Education, Kindergarten Readiness Program in Spanish	07/01/2020
Umatilla-Morrow Head Start Inc.				Program	Parenting Education, Parent-Child Interaction		
Woodburn School District	Woodburn	Marion	Latino Community, Low Income	Program	Parent-Child Interaction	Early Learning Program Expansion	09/01/2020