

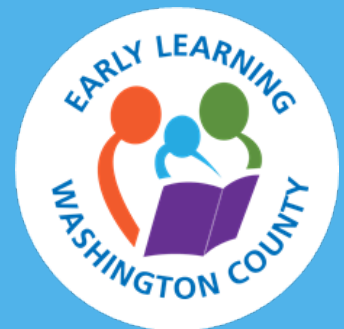
Washington County Early Care & Education (ECE) Sector Plan- Phase I

2019-21



Developed by the Washington County
Regional Stewardship Committee

VERSION: JANUARY 17, 2020



Washington County Early Care & Education (ECE) Sector Plan - Phase I

FY2019-2021

Version date: January 17, 2020

Introduction

Early childhood is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them. Early care and education (ECE) involves more than preparation for kindergarten. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECE is one of the best investments to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programs. For vulnerable children, ECE plays an important role in engaging families and communities in achieving social, educational and economic justice now and for future generations.

Raise Up Oregon: A Statewide Early Learning System Plan bolstered by gubernatorial and legislative leadership and action ushered in the Student Success Act. Both the Plan and the Act present boundless opportunities for Oregon's children, families and communities to thrive at the community level.

The Early Learning Washington County (ELWC) Hub convened a Stewardship Committee comprised of a passionate and diverse group of partners, parents, providers, caregivers and researchers to develop and finalize this Phase I Early Care and Education Sector Plan. The Plan is data informed, family driven and community inclusive. The Plan prioritizes the unmet early care and education needs of an estimated 20,480 children, of which 7,177 children are 0 – 2 years of age and 13,303 are children 3-5 years of age.

With support from ELWC's research partners, Pacific Research and Evaluation, the Stewardship Committee utilized data mapping composites to hone-in on school catchment areas where layered vulnerabilities allow for an equity driven focus. The Coalition of Communities of Color Washington County ECE Family Engagement Report elevated family voice through the participation of 470 families, 368 of which were identified as being from communities of color. The mapping and family engagement report will serve as public resources to help inform and guide closely linked sectors toward weaving a network of culturally and linguistically responsive linked structures and supports. Through data sharing and collaboration, the community, can further strengthen future outcomes for Washington County's most vulnerable and marginalized priority populations.

The ELWC is extremely grateful for the wisdom, time, effort and passion that the community brought to this task and the beginnings of a worthy path moving forward, with the shared belief and values that continued collaboration and integration will enhance our ability for young children and their families to realize their hopes, dreams and aspirations now and into the future!

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Stewardship Committee Roster

Note: The Stewardship Committee does not currently have formal membership. Therefore, all those who participated in the Stewardship and workgroup meetings through which this plan was developed are included here.

Regional Stewardship Committee Membership Roster	
NAME	ORGANIZATION / GROUP REPRESENTING (GC=Governance Council)
Parent Leaders	
Benjamin Ruiz	Parent leader / Latinx community
Blanca Santamaria	Parent leader/ Latinx community
Carol Cochran	Parent leader/ Latinx community
Claudia Guevara	Parent leader/ Latinx community
Dorila Nava	Parent leader/ Latinx community
Elizabeth Garcia	Parent leader/ Latinx community
Gaudencia Duran-Carranza	Parent leader/ Latinx community
Jessica Gonzalez	Parent leader/ Latinx community
Lacey Hays	Parent leader, EI/ECSE, LGBTQ (GC)
Lucinda Morales	Parent leader/ Latinx community
Luis Nava	Parent leader/ Latinx community (GC)
Marindira Lucas-Sales	Parent leader/ Latinx community
Martha Dominguez	Parent leader/ Latinx community
Martha Herrera	Parent leader/ Latinx community
Micaela Castilla	Parent leader/ Latinx community
Olga Merecias	Parent leader/ Latinx community

Regional Stewardship Committee Membership Roster

Ritu Dhungana	Parent leader/ Nepalese community
Sandra Mariscal	Parent leader/ Latinx community
Sandra Nallely Rodriguez	Parent leader/ Latinx community
ECE Providers	
Alexandra Nahill	Adelante Mujeres/ Culturally specific org
Alissa Stark	Community Action / Head Start
Angelica Molina	Community Action / Head Start
Araceli Madrigal	Community Action / ECE
Bridget Cooke	Adelante Mujeres/ Culturally specific org (GC)
Cecilia Bonvino	Community Action /ECE
Donalda Dodson	Oregon Child Development Coalition (OCDC) / Non-Profit, Preschool Promise (GC)
Julie Novakowski	Community Action / Head Start, Preschool Promise Director
Katherine Galian	Community Action / Regional housing representative
Kelly Skopil	YMCA/ Non-Profit, Preschool Promise
LaRue Williams	OCDC/ Preschool Promise, Head Start
Nancy Ford	NWRESA/ EI/ECSE (GC)
Patricia Alvarado	Adelante Mujeres/ Preschool Promise, Culturally specific org
Sabi Velasco	Amazing Minds/ Culturally specific Preschool Promise provider (GC)
Vy Le	Community Action / Head Start
Child Care Resource & Referral (CCR&R)	
Jessica Rosengreen	Community Action / CCR&R
Karen Henkemeyer	Community Action / CCR&R Director

Regional Stewardship Committee Membership Roster

Stephanie Davison Community Action / CCR&R

K-12 Sector

Angella Graves	Forest Grove School District
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Dorotea Lopez Perez Hillsboro School District

Elena Zoila Pinedas de Samayoa	Beaverton School District
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Kristina Kurtz Tigard-Tualatin School District/ K-12 EL administrator

Laura Ramirez Altamirano	Hillsboro School District
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Luciana Ribeiro Hillsboro School District

Mariela Mireles	Forest Grove School District (GC)
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Michelle Ornelas Forest Grove / Early Learning Resource Coordinator

Nancy Ashton	Beaverton School District
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Olga Acuña Hillsboro School Dist./ K-12 Early Learning Administrator (GC)

Susan Salkield	Tigard-Tualatin School District/ K-12 Early Learning Administrator (GC)
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Health Sector

Peg King Health Share CCO (GC)

Oregon Department of Human Services (DHS)

Angela Day	DHS
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Karen Alexander DHS

Maria Cervantes	DHS Community Partnership Coordinator
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Rolanda Garcia DHS/ Regional DHS District Manager (GC)

Community-based Organizations

Amy Shea Reyes	Lifeworks NW/ CBO, mental and behavioral health (GC)
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Regional Stewardship Committee Membership Roster

Claire Morgan

Washington Co Kids

Juana Garcia

Lifeworks NW/ Non-Profit, mental and behavioral health (GC)

Community Colleges/Universities

Patrick Willis

OSU Extension / Youth development

Libraries

Katie Anderson

Wash. Cty Cooperative Library Services/ Library (GC)

Martin Blasco

Wash. Cty Cooperative Library Services/ Library (GC)

Local Government and Unions

Ahmed Mohamed

Washington County HHS

Aimee Olin

Union American Federation of State, County and Municipal Employees (AFSCME)

Maureen Seferovich

Washington County Behavioral Health (GC)

Sarah Wells

Washington County Behavioral Health

Deliverable I: Analysis of Priority Populations for ECE Expansion

Refined Priority Population List

Priority Populations
<p>Children of houseless/ homeless families</p> <p>An estimated 542 houseless/homeless children are not receiving ECE services. Houseless/Homeless families represent those with the greatest need for ECE services, with multiple barriers to access.</p>
<p>Children from single parent households with income 200% of the Federal Poverty Level (FPL) and under</p> <p>Single parents typically work and often have to pay a higher proportion of their salaries for ECE providers. Providing subsidized ECE services can reduce a significant financial burden to these families. There are an estimated 6,346 single-parent families not currently served.</p>
<p>Children from underserved communities of color: Asian, Pacific Islander and Native Hawaiian, Black/African American, American Indian/Alaskan Native or Latinx/ Hispanic</p> <p>Prioritizing these communities is intended to help alleviate sustained disparities. Those currently eligible, but unserved in each population are: Asian- 424 (92%), Black/African American- 379 (83%), American Indian/Alaska Native - 137 (90%) Latinx/Hispanic- 2,838 (79%).</p>
<p>Children of families with income 200% of the Federal Poverty Level (FPL) or below</p> <p>The county has an estimated 14,471 children within this income threshold, and only 8% are currently receiving subsidized care. In order to be inclusive of families qualifying for different services (both early education and other supports such as SNAP) the community chose to include all families below 200% of poverty but focus in areas of highest concentration.</p>
<p>Children ages 0-2 years</p> <p>There are approximately 7,291 unserved children between 0-2 years of age (below 200% FPL). approximately 1.5% of the population is currently receiving services. Due to the gross lack of capacity to serve young children, our community chose to prioritize this population throughout the entirety of Washington County.</p>
<p>Children of families with multiple vulnerabilities</p> <p>Children from families facing more than one vulnerability have a heightened need for ECE services. Some key vulnerability factors include: children with disabilities, Department of Human Services involvement, single parent households and communities of color.</p>

Priority Populations Decision Grid

The Stewardship Committee selected potential priority populations based on their experience and available data. Workgroups then gathered and analyzed additional data to inform the decisions of the final priority populations. Two consulting firms, Coalition for the Communities of Color (CCC) and Pacific Research & Evaluation (PRE), were contracted to support the community engagement and data gathering and analysis, respectively. Areas with the highest concentration of the populations were ranked and the Stewardship Committee selected the proportion of areas (ranging from the top 12.5% to the full county) to prioritize for each factor. The final population reflects those areas with high concentrations of multiple factors.

Priority Population	Quantitative Data Analysis	Geographic Areas ¹	Family Engagement Efforts	Findings from Family Engagement
Children of houseless/homeless families	Estimated # eligible children: 790²	Countywide	The Stewardship Committee created and helped distribute surveys in-person and online. The Coalition for Communities of Color was contracted to elicit input from ethnic minority populations in cooperation with a large number of community partners, including DHS and WIC. In addition to demographics and income, questions focused on identifying ECE service needs and preferences:	<ol style="list-style-type: none"> Trust in ECE providers N=15 88% Flexible Hours – nights, weekends N=10 59% Provider speaks my language N=5 29% Developmentally appropriate care N=5 29% Developmentally appropriate education N=5 29% Higher quality programs N=4 24% Children from the same household placed at the same site N=4 24% Culturally specific/responsive care N=4 24%
	Estimated # children served: <i>.207³ * 1,198⁴ = 248</i> <i>(% of homeless served) X (Total Public Spots)</i>			
	Discussion of quantitative disparity in service: 542 (69%) eligible but not Served.			

¹ The geographic units used were elementary school catchment areas, which are the service areas of a given elementary school. All children living within the catchment area would be served by that school.

² Community Connect Data Report - Community Action Organization

³ Community Action Head Start Services Snap Shot

⁴ Preschool Development Grant (PDG) Workbook 3

Priority Population	Quantitative Data Analysis	Geographic Areas ¹	Family Engagement Efforts	Findings from Family Engagement
	<p>The community understands that the homeless or houseless population is one of, if not the, most vulnerable population. It is due to this recognition that the group must be considered a priority for additional service. The disparity in service shown to the population is likely underrepresented given the difficulty in accurately quantifying a highly mobile and invisible group. In fact, estimates of the population size varied greatly between our two main sources of data (HMIS Single Point of Entry and McKinney – Vento Liaisons)</p> <p>Finally, we recognize the disparity is likely most acute amongst 0-2 population given the difference in publicly funded slots (160 0-2yrs vs 993 3-5yrs).</p>		<ul style="list-style-type: none"> • Total surveys collected: <u>470</u> • Total children represented: <u>582</u> • Number indicating either living with others and not paying or houseless/homeless: <u>17</u> <p>In addition, a focus group of Latinx/ Hispanic parents was conducted.</p>	<p>9. Culturally specific/responsive Education N=4 24%</p>

Priority Population	Quantitative Data Analysis	Geographic Areas ¹	Family Engagement Efforts	Findings from Family Engagement
Children from single parent households with income 200% of the Federal Poverty Level (FPL) and under	Estimated # children eligible: 6,801⁵	Priority Areas: Beaverton School District Aloha-Huber Park School Fir Grove Elementary School Kinnaman Elementary School Vose Elementary School Errol Hassell Elementary School Beaver Acres Elementary School Chehalem Elementary School William Walker Elementary School Hazeldale Elementary School Barnes Elementary School Elmonica Elementary School Greenway Elementary School Bonny Slope Elementary School Raleigh Hills Elementary School Hiteon Elementary School Terra Linda Elementary School Cooper Mountain Elementary School Forest Grove School District Echo Shaw Elementary School Fern Hill Elementary School Joseph Gale Elementary School Hillsboro School District Lincoln Street Elementary School Eastwood Elementary School W L Henry Elementary School	Number of survey respondents with single parent households: <u>94</u>	<ol style="list-style-type: none"> 1. Trust in ECE providers N=55 59% 2. Flexible Hours N=44 47% 3. Developmentally appropriate education N=25 27% 4. Developmentally appropriate care N=24 26% 5. Provider speak my language N=21 22% 6. Children from the same household placed at the same site N=16 17% 7. Culturally specific/responsive care N=14 15% 8. Culturally specific/responsive Education N=10 11%
	Estimated # children served: Estimated 39% of HS & PP Slots serve single parents ⁶ 1168 * .39= 455			
	Discussion of quantitative disparity in service: 6,346 (93%) eligible but not served Although they share many of the same challenges as others, single parent families have some unique challenges, including that the parent must serve as sole economic and parenting resource. This results in less interaction with the child and less involvement in their lives. Consequently, research shows that children of single-parent families display increased academic difficulties and more			

⁵ National Center for Children In Poverty Estimates 47% of low income families in Oregon are Single Parent ,http://www.nccp.org/profiles/OR_profile_6.html. Multiplied 200% income population provided in PDG Workbook I by .47

⁶ Community Action Head Start SnapShot

Priority Population	Quantitative Data Analysis	Geographic Areas ¹	Family Engagement Efforts	Findings from Family Engagement
	<p>emotional, psychological, and behavior problems.⁷</p> <p>This disparity is believed to reflect the overall lack of affordable ECE services and limitations of current service providers (transportation, service boundaries, lack of facilities in portions of the county, lack of adequate full day care slots).</p>	<p>W Verne McKinney Elementary School Brookwood Elementary School Tobias Elementary School Butternut Creek Elementary School Free Orchards Elementary School Reedville Elementary School Ladd Acres Elementary School Paul L Patterson Elementary School Indian Hills Elementary School Jackson Elementary School Farmington View Elementary School Minter Bridge Elementary School Rosedale Elementary School Orenco Elementary School Witch Hazel Elementary School Imlay Elementary School Mooberry Elementary School</p> <p>Tigard-Tualatin School District Bridgeport Elementary School</p>		

⁷ Garfield, C. (2009). Variations in Family Composition. In Carey, W.B., Crocker, A.C., Coleman, W.L., Elias, E.R., Feldman, H.M. (Eds.) *Developmental-Behavioral Pediatrics, Fourth Edition*. St. Louis: W.B. Saunders, 94-102. Retrieved 1.16.20 from <https://www.sciencedirect.com/topics/psychology/single-parent-family>

<p>Children from underserved communities of color: Latinx/Hispanic; Asian, Pacific Islander and Native Hawaiian; Black/African American, or American Indian/Alaskan Native</p>	<p><u>All children from communities of color</u></p> <p>Estimated #children eligible: 11,017⁸</p> <p>Estimated # children served: 1,947⁹</p> <p>Discussion of quantitative disparity in service:</p> <p>9,070 (82%) eligible but not served</p> <p>This disparity due to a combination of factors, including structural racism and not having culturally responsive or linguistically appropriate services. Additionally, the same barriers which exist for Single Parent Families also apply to many communities of color.</p> <p>In order to combat the disparity of service to this population our community elected to focus on the two highest scoring</p>	<p>Priority Areas:</p> <p><u>Latinx/ Hispanic</u></p> <p>Beaverton School District Aloha-Huber Park School William Walker Elementary School Vose Elementary School Barnes Elementary School Chehalem Elementary School Kinnaman Elementary School Elmonica Elementary School McKinley Elementary School</p> <p>Forest Grove School District Cornelius Elementary School Fern Hill Elementary School Echo Shaw Elementary School</p> <p>Hillsboro School District Witch Hazel Elementary School W Verne McKinney Elementary School Lincoln Street Elementary School W L Henry Elementary School Mooberry Elementary School Free Orchards Elementary School</p> <p>Tigard-Tualatin School District Metzger Elementary School Durham Elementary School James Templeton Elementary School</p>	<p>Number of survey respondents from communities of color:</p> <p>Latinx/Hispanic: <u>219</u></p> <p>Asian, Pacific Islanders and Native Hawaiian: <u>20</u></p> <p>Black/ African American: <u>20</u></p> <p>American Indian/ Alaska Native: <u>13</u></p> <p>Total: <u>292</u></p>	<p>Service Preferences (in addition to Cost and Transportation):</p> <p><u>All Communities of Color (N=292)</u></p> <ol style="list-style-type: none"> Trust in ECE providers N=207 71% Flexible Hours N=143 49% Provider speaks my language N=116 40% Developmentally appropriate care N=102 35% Developmentally appropriate education N=101 35% Culturally specific/responsive Education N=78 27% Culturally specific/responsive care N=76 26% Children from the same household placed at the same site N=72 25%
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⁸ Community Action Head Start Federal Reporting Service Snapshot FY17-18 and Health Share Enrollment (Children 5 yrs and younger)

⁹ PDG Workbook 2. Note: this includes children accessing EI/ECSE services at all income levels rather than only those under 200% FPL, which creates a likely overstatement of those receiving services and understatement in those eligible but not served.

	<p>Elementary Catchment Areas (ECA) above the median value for the county.</p> <p><u>Latinx/ Hispanic</u></p> <p>Estimated #children eligible: 3,612¹⁰</p> <p>Estimated # children served: 1,381¹¹</p> <p>Discussion of quantitative disparity in service:</p> <p>2,231 (62%) eligible but not served</p> <p>In order to combat the disparity of service to this population the community elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p><u>Asian, Pacific Islanders and Native Hawaiian</u></p> <p>Beaverton School District McKinley Elementary School Beaver Acres Elementary School Aloha-Huber Park School Kinnaman Elementary School Barnes Elementary School Greenway Elementary School Chehalem Elementary School Cooper Mountain Elementary School McKay Elementary School Nancy Ryles Elementary School Vose Elementary School William Walker Elementary School Elmonica Elementary School Hazeldale Elementary School Scholls Heights Elementary School Sexton Mountain Elementary School Springville K-8 School Cedar Mill Elementary School Errol Hassell Elementary School Fir Grove Elementary School Hiteon Elementary School Oak Hills Elementary School Raleigh Hills Elementary School</p> <p>Forest Grove School District Harvey Clarke Elementary School</p>		<p><u>Latinx/ Hispanic (N=219)</u></p> <ol style="list-style-type: none"> Trust in ECE providers N=118 54% Flexible hours- nights, weekends N=88 40% Provider speaks my language N=79 36% Developmentally appropriate education N=59 27% Developmentally appropriate care N=58 26% Children from the same household placed at the same site N=49 22% Culturally specific/responsive Education N=41 19% Culturally specific/responsive care N=39 18% <p><u>Asian, Pacific Islanders and Native Hawaiian (N=20)</u></p> <ol style="list-style-type: none"> Trust in ECE providers N=7 35% Culturally specific/responsive care
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¹⁰ Community Action Head Start Federal Reporting Service Snapshot FY17-18 and Health Share Enrollment (Children 5 yrs and younger)

¹¹ PDG Workbook 2. Note: this includes children accessing EI/ECSE services at all income levels rather than only those under 200% FPL, which creates a likely overstatement of those receiving services and understatement in those eligible but not served.

	<p><u>Asian, Pacific Islanders and Native Hawaiian</u></p> <p>Estimated #children eligible: 462¹²</p> <p>Estimated # children served: 221¹³</p> <p>Discussion of quantitative disparity in service:</p> <p>241 (52%) eligible but unserved</p> <p><u>Black/ African American</u></p> <p>Estimated #children eligible: 454¹⁴</p> <p>Estimated # children served: 114¹⁵</p> <p>Discussion of quantitative disparity in service:</p> <p>340 (75%) eligible but unserved</p>	<p>Hillsboro School District Lenox Elementary School Butternut Creek Elementary School Imlay Elementary School Indian Hills Elementary School Minter Bridge Elementary School Reedville Elementary School North Plains Elementary School Quatama Elementary School Witch Hazel Elementary School</p> <p>Sherwood School District Edy Ridge Elementary School</p> <p>Tigard-Tualatin School District Charles F Tigard Elementary School</p> <p><u>Black/ African American</u></p> <p>Beaverton School District McKinley Elementary School Barnes Elementary School Aloha-Huber Park School Elmonica Elementary School Beaver Acres Elementary School Kinnaman Elementary School Fir Grove Elementary School Nancy Ryles Elementary School</p>		<p>N=6 30%</p> <p>3. Culturally specific/responsive Education N=5 25%</p> <p>4. Developmentally appropriate care N=5 25%</p> <p>5. Flexible hours- nights, weekends N=4 20%</p> <p>6. Provider speaks my language N=4 20%</p> <p>7. Children from the same household placed at the same site N=4 20%</p> <p>8. Developmentally appropriate education N=3 15%</p> <p><u>Black/ African American (N=20)</u></p> <p>1. Trust in ECE providers N=11 55%</p> <p>2. Flexible hours- nights, weekends N= 8 40%</p> <p>3. Children from the same household placed at the same site</p>
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¹² Community Action Head Start Federal Reporting Service Snapshot FY17-18 and Health Share Enrollment (Children 5 yrs and younger)

¹³ PDG Workbook 2. Note: this includes children accessing EI/ECSE services at all income levels rather than only those under 200% FPL, which creates a likely overstatement of those receiving services and understatement in those eligible but not served.

¹⁴ Community Action Head Start Federal Reporting Service Snapshot FY17-18 and Health Share Enrollment (Children 5 yrs and younger)

¹⁵ PDG Workbook 2. Note: this includes children accessing EI/ECSE services at all income levels rather than only those under 200% FPL, which creates a likely overstatement of those receiving services and understatement in those eligible but not served.

	<p>Similar to the challenges of serving the Asian, Pacific Islander and Native Hawaiian populations exist for the Black/African American population as well. Although it should be noted the community has made positive developments in establishing relationships and programs with this community.</p> <p><u>American Indian/ Alaska Native</u></p> <p>Estimated #children eligible: 153¹⁶</p> <p>Estimated # children served: 12¹⁷</p> <p>Discussion of quantitative disparity in service:</p> <p>141 (92%) eligible but not served</p> <p>Services to the American Indian/ Alaskan Native populations face similar difficulties to other Communities of Color as noted above. One unique difficulty in serving this population is they</p>	<p>McKay Elementary School Oak Hills Elementary School Hazeldale Elementary School Errol Hassell Elementary School Greenway Elementary School Springville K-8 School Vose Elementary School Chehalem Elementary School Cooper Mountain Elementary School Raleigh Hills Elementary School Raleigh Park Elementary School Ridgewood Elementary School Sexton Mountain Elementary School William Walker Elementary School Cedar Mill Elementary School Hiteon Elementary School Scholls Heights Elementary School</p> <p>Forest Grove School District Harvey Clarke Elementary School Joseph Gale Elementary School</p> <p>Hillsboro School District Lenox Elementary School Imlay Elementary School Tobias Elementary School West Union Elementary School Mooberry Elementary School North Plains Elementary School Quatama Elementary School Reedville Elementary School</p>		<p>N=6 30%</p> <p>4. Developmentally appropriate education N=6 30%</p> <p>5. Culturally specific/ responsive education N=5 20%</p> <p>6. Culturally specific/responsive care N=4 30%</p> <p>7. Developmentally appropriate care N=3 15%</p> <p>8. Provider speaks my language N=3 15%</p> <p><u>American Indian/ Alaska Native (N=13)</u></p> <p>1. Trust in ECE providers N=9 69%</p> <p>2. Flexible hours- nights, weekends N= 8 62%</p> <p>3. Provider speaks my language N=6 46%</p> <p>4. Culturally specific/ responsive education N=5 38%</p> <p>5. Children from the same household placed at the same site N=4 31%</p>
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¹⁶ Community Action Head Start Federal Reporting Service Snapshot FY17-18 and Health Share Enrollment (Children 5 yrs and younger)

¹⁷ PDG Workbook 2. Note: this includes children accessing EI/ECSE services at all income levels rather than only those under 200% FPL, which creates a likely overstatement of those receiving services and understatement in those eligible but not served.

<p>are obscured into other racial and ethnic categories by assumption. Also, this community is very dispersed.</p> <p>In order to combat the disparity of service to this population the community elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p>Tigard-Tualatin School District Metzger Elementary School Charles F Tigard Elementary School Durham Elementary School James Templeton Elementary School Alberta Rider Elementary School Tualatin Elementary School</p> <p><u>American Indian/ Alaska Native</u></p> <p>Beaverton School District Aloha-Huber Park School Elmonica Elementary School Fir Grove Elementary School Vose Elementary School Hazeldale Elementary School Nancy Ryles Elementary School Beaver Acres Elementary School Chehalem Elementary School Kinnaman Elementary School McKinley Elementary School Raleigh Park Elementary School Ridgewood Elementary School William Walker Elementary School Cooper Mountain Elementary School Errol Hassell Elementary School Hiteon Elementary School McKay Elementary School Sexton Mountain Elementary School</p> <p>Forest Grove School District Echo Shaw Elementary School Cornelius Elementary School Joseph Gale Elementary School Dilley Elementary School</p> <p>Hillsboro School District Witch Hazel Elementary School Lincoln Street Elementary School West Union Elementary School Lenox Elementary School</p>		<p>6. Developmentally appropriate care N=4 31%</p> <p>7. Culturally specific/responsive care N=4 31%</p> <p>8. Developmentally appropriate education N=1 8%</p> <p>Additional preferences expressed by a focus group of Latinx/ Hispanic parents:</p> <ul style="list-style-type: none"> • We need better trained staff to provide services to children with special needs. • We need more options for parents who are a little bit over the 200% FPL and also teachers who are trained on different cultures. • Use the same academic curricula in all the schools/providers. • Every ECE provider needs to have a license and providers need to have a background in early learning and a specific number of hours of training annually. • We are worried that this expansion doesn't include the license-exempt providers. Our children don't receive the same quality service, which is an inequity.
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		Eastwood Elementary School Farmington View Elementary School Jackson Elementary School Minter Bridge Elementary School Rosedale Elementary School W L Henry Elementary School W Verne McKinney Elementary School Brookwood Elementary School Mooberry Elementary School North Plains Elementary School Orenco Elementary School Tigard-Tualatin School District Metzger Elementary School Durham Elementary School Deer Creek Elementary School James Templeton Elementary School		
Children of families with incomes 200% of Federal Poverty Level (FPL) and under	Estimated # children eligible: 14,471 ¹⁸ Estimated # children served: 1,168 ¹⁹	Priority Areas: Beaverton School District Beaver Acres Elementary School Kinnaman Elementary School Aloha-Huber Park School Raleigh Park Elementary School	Number of survey respondents: <u>364</u>	1. Trust in ECE providers N=205 56% 2. Flexible Hours N=141 39% 3. Provider speaks my Language N=112 31%

¹⁸ PDG Workbook 1

¹⁹ PDG Workbook 2

	<p>Discussion of quantitative disparity in service:</p> <p>13,303 (92%) eligible but not served.</p> <p>The largest priority population also represents the deep inadequacy of subsidized care in our community. With less than 10% of this population being served the community understands the urgent need to develop a more robust ECE sector. This disparity largely stems from the same issues discussed throughout this document (systemic racism, lack of adequate facilities, not enough full day slots, etc.) This group faces an additional barrier that those above 100% of FPL are disqualified from a number of state and federal services which could support their economic and family stability.</p> <p>In order to combat the disparity of service to this population the community elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p>Chehalem Elementary School</p> <p>Forest Grove School District Fern Hill Elementary School Joseph Gale Elementary School Harvey Clarke Elementary School</p> <p>Hillsboro School District Brookwood Elementary School Orenco Elementary School W L Henry Elementary School Indian Hills Elementary School Imlay Elementary School Eastwood Elementary School Ladd Acres Elementary School Rosedale Elementary School Butternut Creek Elementary School Reedville Elementary School Quatama Elementary School Tobias Elementary School</p>		<ol style="list-style-type: none"> 4. Developmentally Appropriate Education N=99 27% 5. Developmentally Appropriate Care N=95 26% 6. Children from the same household placed at the same site N=69 19% 7. Culturally Specific/Responsive Care N=68 19% 8. Culturally Specific/Responsive Education N=66 18%
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<p>Children ages 0-2 years</p>	<p>Estimated # children eligible: 7,291²⁰</p> <p>Estimated # children served: 114²¹</p> <p>Discussion of quantitative disparity in service:</p> <p>7,177 eligible But not Served. <i>Currently serving approximately 1.5% of the population.</i></p> <p>Washington County has been designated as a child care desert for the 0-2 population. Additionally, there are significantly less subsidized slots in comparison to the service for 3-5 year olds.</p>	<p>Countywide</p>	<p>Number of survey respondents: <u>174</u></p>	<ol style="list-style-type: none"> 1. Trust in ECE providers N=117 67% 2. Flexible hours- nights, weekends N= 74 43% 3. Provider speaks my language N=57 33% 4. Developmentally appropriate education N=53 30% 5. Developmentally appropriate care N=52 30% 6. Children from the same household placed at the same site N=42 24% 7. Culturally specific/responsive Education N=37 21% 8. Culturally Specific/Responsive Care N=34 20%
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²⁰ PDG Workbook 1

²¹ PDG Workbook 2

<p>Children of families with multiple vulnerabilities</p>	<p>The Stewardship Committee prioritized communities with high concentrations of multiple vulnerability factors. For this priority population, communities were ranked according to the factors below, which were compiled into a composite score that indicated high levels of concentrations of people experiences those risk factors:</p> <ul style="list-style-type: none"> Children of families with income 100% FPL or below <p>Estimated # children eligible: 6,728²²</p> <p>Estimated # children served: 348²³</p> <p>6,380 (95%) Eligible but not served</p> <ul style="list-style-type: none"> Families with young children receiving Supplemental Nutrition Assistance Program (SNAP) benefits <p>Estimated # children eligible: 11,304²⁴</p> <p>Estimated # children served: This information could not be</p> <ul style="list-style-type: none"> Communities of color (see above) Homeless families with young children (see above) 	<p>Priority Areas:</p> <p>Beaverton Aloha-Huber Park School Beaver Acres Elementary School Fir Grove Elementary School Kinnaman Elementary School Vose Elementary School McKinley Elementary School Elmonica Elementary School Chehalem Elementary School Barnes Elementary School</p> <p>Hillsboro Lincoln Street Elementary School W L Henry Elementary School Eastwood Elementary School Reedville Elementary School Minter Bridge Elementary School Tobias Elementary School Brookwood Elementary School Witch Hazel Elementary School Butternut Creek Elementary School W Verne McKinney Elementary School Rosedale Elementary School</p>	<p>Number of survey respondents: <u>153</u></p>	<ol style="list-style-type: none"> Trust in ECE providers N=84 55% Flexible hours- nights, weekends N=67 44% Provider speaks my language N=51 33% Developmentally appropriate care N=45 29% Developmentally appropriate education N=44 29% Children from the same household placed at the same site N=34 22% Culturally specific/responsive Education N=26 17% Culturally Specific/Responsive Care N=26 17%
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	<ul style="list-style-type: none">• Single parent families (see above) <p>It should be noted these factors or groups were analyzed individually as well, and some were included as separate priority populations.</p>			
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²² PDG Workbook 2

²³ Ibid

²⁴ Provided by Dept. of Human Services

Deliverable 2: Regional Mixed Delivery Profile

Family Needs & Preferences Grid

Priority Population (Number of Survey Respondents)	Preference #1	Preference #2	Preference #3	Other Considerations
Children experiencing Houselessness/ Homelessness (N=17)	Trust in ECE providers (88%, N=15)	Flexible hours- nights, weekends (59%, N=10)	<ul style="list-style-type: none"> Provider speaks my language (29%, N=5) Developmentally appropriate care (29%, N=5) Developmentally appropriate education (29%, N=5) 	<ul style="list-style-type: none"> Children from the same household placed at the same site (24%, N=4) Culturally specific/responsive care (24%, N=4) Culturally specific/ responsive education (24%, N=4) Higher quality care- more attention, equality, patience (24%, N=4)
Children from a Single Parent Household (N=94)	Trust in ECE providers (59%, N=55)	Flexible hours- nights, weekends (47%, N=44)	Developmentally appropriate education (27%, N=25)	<ul style="list-style-type: none"> Developmentally appropriate care (26%, N=24) Provider speaks my language (22%, N=21) Children from the same household placed at the same site (17%, N=16) Culturally specific/responsive care (15%, N=14) Culturally specific/ responsive education (11%, N=10)
Children from underserved communities of color (N=292)	Trust in ECE providers <u>All: 71%, N=207</u>	Flexible hours- nights, weekends <u>All: 49%, N=143</u>	Provider speaks my language <u>All: 40%, N=116</u>	Developmentally appropriate care Additional preferences expressed by a focus group of Latinx/ Hispanic parents:

	<p><u>Latinx/ Hispanic:</u> 54%, N=118</p> <p><u>Asian, Pacific Islanders and Native Hawaiian:</u> 35%, N=7</p> <p><u>Black/ African American:</u> 55%, N=11</p> <p><u>American Indian/ Alaska Native:</u> 69%, N=9</p>	<p><u>Latinx/ Hispanic:</u> 40%, N=88</p> <p><u>Black/ African American:</u> 40%, N=8</p> <p><u>American Indian/ Alaska Native:</u> 62%, N=8</p> <p>Culturally specific/responsive care</p> <p><u>Asian, Pacific Islanders and Native Hawaiian:</u> 30%, N=6</p>	<p><u>Latinx/ Hispanic:</u> 36%, N=79</p> <p><u>American Indian/ Alaska Native:</u> 46%, N=6</p> <p>Culturally specific/responsive education</p> <p><u>Asian, Pacific Islanders and Native Hawaiian:</u> 25%, N=5</p> <p>Developmentally appropriate education; Children from the same household placed at the same site</p> <p><u>Black/ African American:</u> 30%, N=6 - tie</p>	<ul style="list-style-type: none"> • We need better trained staff to provide services to children with special needs. • We need more options for parents who are a little bit over the 200% FPL and also teachers who are trained on different cultures. • Use the same academic curricula in all the schools/providers. • Every ECE provider needs to have a license and providers need to have a background in early learning and a specific number of hours of training annually. • We are worried that this expansion doesn't include the license-exempt providers. Our children don't receive the same quality service, which is an inequity.
<p>Children of families with income 200% of Federal Poverty Level and under (N=296)</p>	<p>Trust in ECE providers (69%, N=204)</p>	<p>Flexible hours- nights, weekends (48%, N=141)</p>	<p>Provider speaks my language (38%, N=112)</p>	<ul style="list-style-type: none"> • Developmentally appropriate education (33%, N=99) • Developmentally appropriate care (32%, N=95) • Children from the same household placed at same site (23%, N=69) • Culturally specific/responsive care (23%, N=68)

<p>Children ages 0-2 years (under 200 % FPL, N=174)</p>	<p>*Trust in ECE providers (67%, N=117)</p>	<p>*Flexible hours-nights, weekends (43%, N=74)</p>	<p>*Provider speaks my language (33%, N=57)</p>	<ul style="list-style-type: none"> ● Culturally specific/ responsive education (22%, N=66) ● *Developmentally appropriate education (30%, N=53) ● *Developmentally appropriate care (30%, N=52) ● *Children from the same household placed at same site (24%, N=42) ● *Culturally specific/responsive education (21%, N=37) ● *Culturally specific/responsive care (20%, N=34) <p>*Important disclaimer: The 0-2 priority population was prioritized based on the Stewardship Committee’s final review and analysis of the both the demographic data and the family engagement data. The family engagement workgroup and the Coalition of Communities of Color did not design the survey for the purposes of separating family preference separately for children 0-2. Families with multiple children articulated preferences based on all children in their households ages 0 – 6. In other words, the preferences indicated might pertain to an older child rather than the 0-2 year olds. Consequently, the results should be viewed with caution.</p>
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<p>Children of families with multiple vulnerabilities (N=153)</p>	<p>Trust in ECE providers (55%, N=84)</p>	<p>Flexible hours- nights, weekends (44%, N=67)</p>	<p>Provider speaks my language (33%, N=51)</p>	<ul style="list-style-type: none"> ● Developmentally appropriate care (29%, N=45) ● Developmentally appropriate education (29%, N=44) ● Children from the same household placed at same site (22%, N=34) ● Culturally specific/responsive care (17%, N=26) ● Culturally specific/ responsive education (17%, N=26)
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Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile

How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations?

The planning process involved developing a plan to meet the full demand of the priority populations and their preferences. The quantitative disparities indicate an extreme gap in services to indicated populations, such as subsidized care for children ages 0-2 years. A primary barrier is a lack of appropriate facilities. The lack of culturally and linguistically responsive services is also stark. Many programs are not inclusive and unable to accommodate children with disabilities. Very few programs provide any transportation due to cost and risk.

Both provider language and expanded hours were prevalent in the preferences of families from the priority populations. According to the Early Childhood Provider data provided to us by the Office of Child Care, the community is currently unlikely to meet the needs of the priority populations. Of those providers who responded with information about expanded hours approximately 10% (range N= 72 to 79) provide regular hours before or after the typical work day or on weekends. Only about 4% (N = 29) of providers have overnight hours.

For language capacity, providers overwhelmingly speak English (70%, N=540). A sizable minority speak Spanish (17%, N=132). However, given the size of the Spanish speaking community (estimated 2,838 eligible but unserved children) it is unlikely that these providers represent an adequate amount of service. Finally, the community is greatly lacking providers who speak languages other than English and Spanish as demonstrated by the fact all other languages listed comprise only about 4% (N=26) of total provider population.

It is important to recognize that the priority populations are much more likely to require services such as expanded hours or non-English language capacity than the general population of Washington County. The preceding analysis about current capacity in two key program characteristics (language and hours) cannot speak to the affordability of the providers. Relatedly, the analysis cannot determine the likelihood that members of the priority populations are currently utilizing these specific early childhood providers' services. Thus, it is difficult to make an accurate determination about the need and supply for these desired program characteristics as it relates to priority populations.

Other less visible, but still significant gaps were identified by the Stewardship Committee. Those additional gaps include the fact that parents do not have sufficient information about the existence and quality of ECE programs, and they are often not aware of information that does exist.

Parent participants in the Stewardship Committee articulated a general hypothesis about parents with young children with the lead researchers from the Coalition of Communities of Color. Parents expressed beliefs that many parents in the community have a limited awareness of how to best support their child's development and learning. They felt that if parents had opportunities to expand their knowledge, children and families would experience greater success. The researchers responded to their input by developing a question that would serve to test this hypothesis. The question on the survey read: *From your point of view, at what age do children start learning?* Survey results

in the table below supports the hypothesis and further underscores the need for increased family engagement and learning opportunities embedded in ECE programs and systems to strengthen parents existing knowledge about child development and learning.

Question: From your point of view, at what age do children start learning?

Table 15.

Age	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
Before birth	27	6.29	23	6.99	13	5.14
Birth - 1 year	221	51.52	147	44.68	112	44.27
1 year	62	14.45	51	15.50	43	17.00
2 years	42	9.79	35	10.64	32	12.65
3 years	48	11.19	45	13.68	30	11.86
4 years	11	2.56	10	3.04	8	3.16
5 years or older	18	4.20	18	5.47	15	5.93
<i>Total</i>	<i>429</i>		<i>329</i>		<i>253</i>	

The Stewardship Committee members suggested that any referral system needs to include education for parents. A lack of early childhood mental health consultation was identified as a major gap.

They also identified the need for 2Gen and 3Gen approaches in which parents and/or grandparents can learn alongside their children. They also identified the need for a strong pathway for parents interested in entering the early care and education field as well as educational scholarships to support this effort.

Where are the biggest gaps in service geographically?

Gaps in service were selected by leveraging data from a national study by the Center for American Progress on Child Care Deserts. This data set formulated children to ECE slots into ratios at the census tract level. The reasoning for selecting this data set was twofold. One, the level of geographic specificity allowed by the data set. Two, under the advisement from the Director of the Washington County Child Care Resource & Referral program that the data was sufficiently valid for the purposes of strategic planning. The understanding of the community was that ECE service data varies greatly in its reliability dependent upon the date of collection and which specific elements are being discussed. It should be noted that beyond the areas specifically listed below all of Washington County has been designated a child care desert for both the 0-2 year and 3-5-year-old child population. Additionally, most of the densely populated portions of the county fall into the highest cost tiers for ECE services according to the most recent OSU Child Care Research Market Analysis.

<p>Where are the biggest gaps in service for priority populations?</p>	<p>Children experiencing houselessness/ homelessness: The community understands that the homeless or houseless population is one of, if not the, most vulnerable population. It is due to this recognition that the group must be considered a priority for additional service. The disparity in service shown to the population is likely underrepresented given the difficulty in accurately quantifying a highly mobile and invisible group. In fact, estimates of the population size varied greatly between our two main sources of data (HMIS Single Point of Entry and McKinney – Vento Liaisons).</p> <p>Finally, we recognize the disparity is likely most acute amongst 0-2 population given the difference in publicly funded slots (160 0-2yrs vs 993 3-5yrs).</p>	<p>790 Eligible but not served</p>
	<p>Children from single parent households with income 200% of the Federal Poverty Level (FPL) and under: Single Parents with young children are known to be a vulnerable population both from an economic and family stability standpoint. In order to combat the disparity of service to this population the community elected to focus on those Elementary Catchment Areas (ECA) ranking above the median value for the county.</p> <p>This disparity is believed to reflect the overall lack of affordable ECE services and limitations of current service providers (transportation, service boundaries, lack of facilities in portions of the county, lack of adequate full day care slots).</p>	<p>6,346 Eligible but not served</p>
	<p>Children from underserved communities of color: This disparity due to a combination of factors, including structural racism and not having culturally responsive or linguistically appropriate services. Additionally, the same barriers which exist for Single Parent Families also apply to many communities of color.</p> <p>Latinx/ Hispanic: This community faces similar issues as those outlined above within the Communities of Color section.</p> <p>Asian, Pacific Islander and Native Hawaiian: In addition to the discussion about communities of color, it should be noted the Asian, Pacific Islander and Native Hawaiian population’s service disparity is linked with the challenges in providing services to where these families are most concentrated. While efforts have been made to reach the Asian, Pacific Islander and Native Hawaiian populations have not been fully engaged.</p> <p>Black/African American: Similar to the challenges of serving the Asian, Pacific Islander and Native Hawaiian populations exist for the Black/African American population as well. Although it should be noted the community has made positive developments in establishing relationships and programs with this community.</p> <p>American Indian/ Alaskan Native: Services to the American Indian/ Alaskan Native populations face similar difficulties to other Communities of Color as noted</p>	<p>10,092 Eligible but not served</p> <p>2,838 Eligible but not served</p> <p>424 Eligible but not served</p> <p>379 Eligible but not served</p> <p>137 Eligible but not served</p>

	above. One unique difficulty in serving this population is they are obscured into other racial and ethnic categories by assumption. Also, this community is very dispersed.	
	Children of families with income 200% of Federal Poverty Limit and under: The largest priority population also represents the deep inadequacy of subsidized care in our community. With less than 10% of this population being served the community understands the urgent need to develop a more robust ECE sector. This disparity largely stems from the same issues discussed throughout this document (systemic racism, lack of adequate facilities, not enough full day slots, etc.) This group faces an additional barrier that those above 100% of FPL are disqualified from a number of state and federal services which could support their economic and family stability.	13,303 Eligible but not served
	Children ages 0-2 years Washington County has been designated as a child care desert for the 0-2 population. Additionally, there are significantly less subsidized slots in comparison to the service for 3-5 year olds.	7,177 Eligible but not served

What program characteristics are necessary to meet the demand in your target communities?

Families engaged in the process validated cost, trust in providers and transportation/proximity as top preferences, but cost and transportation/proximity were not included in the preference rankings in this plan based on guidance received indicating these were already well-known preferences. Members of the Stewardship Committee and the researchers agreed it was still important to validate these family preference assumptions through inclusion in the survey, because they are dominant forces in a parent’s decision in choosing ECE service options. Overall, survey participants overwhelmingly identified their current ECE service arrangements as: (1) children cared for by a parent (2) children cared for by a relative as illustrated in the table below.

Current Childcare Arrangement	All		Communities of Color		Under 175% Fed. Poverty	
	N	%	N	%	N	%
By parent or guardian	379	65.12	295	66.44	282	90.97
By relatives	201	34.54	158	35.59	154	49.68
Headstart	112	19.24	89	20.05	94	30.32
Center-based daycare	62	10.65	39	8.78	34	10.97
Family-based daycare	56	9.62	36	8.11	32	10.32
K-12 school - Public	52	8.93	39	8.78	31	10.00
Preschool - Public	47	8.08	42	9.46	39	12.58
Preschool - Private	35	6.01	21	4.73	10	3.23
Daycare provided by parent or guardian’s place of work	9	1.55	8	1.80	4	1.29
K-12 school - Private	7	1.20	5	1.13	6	1.94
Other	32	5.50	26	5.86	26	8.39
<i>Total</i>	<i>582</i>		<i>444</i>		<i>310</i>	

	<p>Parents clearly expressed trust in their ECE providers as a critical element in their preferences. A further correlation potentially exists related to the types of care that parents are currently using. The breakdown reflected in families who had household incomes of less than 175% of the Federal Poverty Level, relied overwhelmingly on a parent/guardian or relative for care. Head Start was represented as the most utilized, subsidized program by name.</p> <hr/> <p>The ECE system must instill trust in parents, which can be done by requiring background checks, ensuring teachers are well trained and are highly skilled, that facilities are clean and safe, and parents are engaged. Programs are needed in a wide variety of languages. Programs also need to provide flexible hours to align with both traditional and non-traditional work schedules, such as nights, weekends and holidays. They should provide developmentally appropriate care and education. Whenever possible, they should seek to accommodate all eligible children from a family at one site. Many families also expressed a desire for programs that provide culturally responsive care and education.</p>
<p>How would small ECE providers meeting these characteristics be supported through a network model?</p>	<p>Fiscal Agents could assume many of the business and administrative functions, such as payroll, invoicing, contracting, human resources, healthcare, etc. Centralizing these functions could help reduce costs by reducing redundancy and increasing efficiency.</p> <p>Additional funding for professional development could be allocated in order to continually develop the business skills as well as the instructional capacity of providers. Over time, this will increase the ability of each provider to manage all aspects of the work, which will strengthen the ECE sector and allow for greater growth and expansion.</p> <p><i>Providers in a network could work together in a variety of ways to meet the needs of parents, such as:</i></p> <p>Transportation - providers could coordinate transportation across multiple sites by pooling funding or providers that already provide transportation could expand that service to support other providers.</p> <p>Hours - Providers could be incentivized to provide services over a broader number of hours.</p> <p>Peer learning - State funded programs could require collaborative communities of practice that include community-based providers in sharing knowledge through regular convenings. These could ensure continual development in developmentally appropriate education and care as well as cultural responsiveness and understanding. They could also share best practices on building trust with parents.</p> <p>Substitute Pool Some small providers struggle to find substitutes. This is highly problematic for parents, who may not be able to easily take off from work to care for their children. To this end, a pool of substitute teachers could be established to support all providers.</p>

Deliverable 3 Template: Emerging ECE Expansion Opportunities

Regional Expansion Opportunities

YMCA Child Development Centers

The YMCA has 15 Child Development Centers. They accept third party funding and offer financial assistance to those that qualify. They are working on recruitment/hiring, which would open up more spaces. Additionally, the Beaverton Hoop Campus could potentially serve 82 children ages 0-5.

In Spring 2019, a law was passed to provide an estimated \$5 million lottery funds to the YMCA of Columbia-Willamette to establish a Child Development Center in Beaverton. The law took effect July 1, 2019. Additionally, the Washington County Board of Commissioners contributed another \$200,000 in October 2019. The facility is anticipated to open in 2022 and will serve approximately 140 children. The future early childhood development and school enrichment programming will help address a growing need for access to quality, affordable ECE services in Oregon.

Adelante Mujeres New ECE classrooms

Adelante has completed a new Family Engagement Center that includes six early childhood and two adult education classrooms including a computer lab and a Makerspace available for youth and families and a Commercial Kitchen for food-based entrepreneurs. With the new building they will have the capacity to open three new ECE classrooms, serving up to 60 3-5 year old children in the Forest Grove area - and 2 Generation (2 Gen) programs with parents and children learning together.

Beaverton School District increased early learning funding to add 2 new sites in FY19-20

This reflects a 51% increase in pre-kindergarten funding from the previous year and the ability to serve up to 40 children in the district. These will be inclusive classrooms in partnership with Northwest Regional Education Services District.

Prioritization of early learning by Tigard-Tualatin School District including establishment of an Early Learning Center

The Tigard Tualatin School District developed its first long-term Strategic Financial Plan in 2017. It identified early learning as one of three strategic investment areas. This has led to more refined visioning and additional investments, including plans to establish a new Early Learning Center in 2021.

Sherwood School District is planning for expansion.

District plans include an inclusive Pre-K classroom at each elementary school in partnership with the Northwest Regional Education Services District. No funding has yet been acquired, but if fully funded, this would provide preschool for up to 60 additional children in the Sherwood area.

Regional Kindergarten Readiness Network (AKA All:Ready)

All:Ready is a multi-sector collaboration focused on improving kindergarten readiness across the three metro counties (Washington, Multnomah and Clackamas). It has 4 workgroups, one of which is focused on Funding and Political Will. At a recent network convening, the group prioritized ECE services as one of its top areas for collective advocacy in the coming year. The strategy would be to advocate for the state legislature to make investments to improve and expand ECE services. The workgroups will work in partnership with the Child Care Coalition and the legislative Child Care Taskforce.

Washington County Kids (WCK) Pushing for Sustained Funding

WCK was created for the purpose of advocating for sustainable funding so that all children have access to ECE services, after school and summer programs. They are currently advocating for a tax levy to be placed on the ballot for voters dedicated to these programs.

Tri-County Effort to Increase Early Childhood Mental Health Services

Infant and Early Childhood Mental Health Consultation (IECMHC) is a prevention-based service recommended by SAMHSA and HHS. A tri-county workgroup is strategizing how to fund and implement this evidence-based practice in the region as an upstream, diversity-informed intervention. The workgroup includes decision-makers from the three counties in behavioral health, public health, education, mental health, early learning hubs, advocates and investors.

Health Share CCO Investments in Integrated Referral and Developmental Screening (Help Me Grow)

For the past few years, Health Share has funded Help Me Grow, a national program promoting early screening for developmental delays, across the tri-county Metro region. Starting in 2019, they also invested in a two-year pilot program in Washington County to develop an integrated referral system through which any parent of a young children could be connected to needed services. This system could potentially include ECE programs to facilitate coordinated enrollment in the county. This effort is led by the Early Learning Hub in coordination with Providence Swindells' Center and Community Action and will inform similar efforts by the other two metro county Hubs.

Universally-Offered Home Visitation Being Launched in the County

Washington County was selected as one of the early adoption sites for the Family Connects, a Home Visitation program intended to be offered to all new parents in the county to connect them to a wide range of supportive services and resources, including ECE programs and more intensive home visitation (e.g. Healthy Families Oregon, Nurse Family Partnership). The program is being spearheaded by Washington County Public Health in close coordination with the early learning hub.