



Executive Summary

Department of Early Learning and Care Mission, Vision, and Values Engagement
Summer 2022

Acknowledgments

Our deepest appreciation to the MVV Engagement participants who shared their time, energy, and input with us.

We are also grateful to ELD employees, ODHS employees, and community partners who assisted with outreach and engagement efforts. Special thanks to the ELD Research Team for providing support with the development of the MVV Feedback Survey.

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Project Overview

The Oregon Legislature passed [HB 3073](#) in June of 2021, which included the establishment of the new early learning agency, named the Department of Early Learning and Care (DELIC). The Early Learning Division (ELD) began the DELIC Mission, Vision, and Values (MVV) work in 2021 with two internal staff engagement sessions with ELD and Oregon Department of Human Services (ODHS) staff.

The overall goal of the project was to engage with diverse voices in the co-creation of DELIC’s Mission, Vision, and Values. Through two engagement strategies, **MVV Feedback Survey** and **MVV Community Conversations**, the team engaged with Oregonians from across the state to help create mission, vision, and values statements that reflect, represent, and support Oregon communities. This engagement project was the first opportunity for Oregon communities to help guide future DELIC efforts and establish an inclusive foundation for the new agency. The insights and reflections from this effort will also help guide best practices for future engagement opportunities.

The MVV Feedback Survey received a total 400 responses, 367 in English and 33 in Spanish, from every county in Oregon. A majority of respondents (51%) selected “I provide early care and education services” when asked to select from a list of audiences. See Table 1 for race and ethnicity shared by survey respondents in the question “Which of the following racial or ethnic groups describes your background? (select all that apply).”

A total of 104 people registered to attend the MVV Community Conversations. Of the 104 registered, 78 participated in the sessions. In each session, there was representation from urban, suburban, and rural areas across Oregon. The Early Learning Hub and Child Care Resource (CCR&R) sessions had the most participants.

American Indian or Alaska	4%	17
African American or Black	2%	8
Asian	2%	8
Hispanic or Latino	19%	74
Native Hawaiian or Pacific Islander	1%	5
Middle Eastern or North African	1%	4
White	66%	263
Other	2%	8
Don't know/prefer not to answer	8%	32
No answer	5%	20

Table 1, Feedback Survey: Ethnicity and Race

[For additional details and data on this project, please view the full report.](#)

Findings

MVV Feedback Survey

Respondents were asked to review the mission, vision, and values and rate the below statements on a Likert scale (Strongly Agree, Agree, Neither Agree or Disagree, Disagree, and Strongly Disagree).

1. Overall, I am satisfied with this proposed [mission, vision, or value] statement(s).
2. The proposed [mission, vision, or value] statement(s) is simple and clear.
3. The proposed [mission, vision, or value] statement(s) connects with my personal goals for children, families, and early educators in Oregon.

A majority of respondents (80.1%, 79.8%, and 80.3%) selected “Strongly Agree” or “Agree” to all three statements for the mission. Similar feedback was shared for the vision (80.6%, 79.5%, and 82.3%) and value (89.5%, 87.5%, 90.5%) statements, with a majority of respondents selecting “Strongly Agree” or “Agree.”

The survey also included four open-ended prompts:

- **In your own words, how would you write the [mission, vision, or values] for DELC?**
- **If there is a specific value(s) that you feel needs to be changed, how would you change it?**

Across all questions, survey participants indicated more support for the early learning workforce should be included in the mission, vision, and values (e.g., resources, tools, value, pathways, pay, etc.). Respondents also expressed, across all statements, the desire to strengthen language in support of families (e.g., recognize partnership with families, parent and guardian role, access to services/resources, etc.).

For both the mission and vision, respondents indicated that language related to quality, development, diversity, equity, inclusion, and access should be included or emphasized. Respondents also expressed concern about the reading level for the proposed mission, vision, and value statements. A number of respondents also indicated that all vision statements need to be simplified (e.g., prefer one statement, confusing language, jargon, lack of clarity, etc.).

These values were frequently mentioned by respondents: equity, diversity/inclusion, respect, and continuous improvement. Respondents acknowledged gaps in the descriptions for each of these values and provided suggestions for editing and improving.

MVV Community Conversations

Community Conversation participants emphasized the importance of involving, collaborating, and supporting families as children's first teachers. Across audience groups, participants expressed a strong desire for Oregon's system to meet all children's needs and for DELC to be committed to doing so. This included the suggestion to separate and distinguish diversity from inclusion. Participants from rural communities highlighted the need for additional supports and cross-sector expertise due to limited resources.

Early Learning Hub and CCR&R participants consider DELC a partner in building and supporting systems. They lean on DELC to provide avenues for partnerships and collaboration. Participants expressed a strong desire for DELC to continue collaborating and co-creating with communities. Participants from the Spanish and Russian language sessions highlighted the need for subject-area language and clarity.

General Agency and Systems Findings

In addition to feedback directly related to the draft language, MVV engagement participants provided opinions, ideas, and suggestions for DELC. Listed below is a summary of participants' feedback:

- Recognize and respond to the needs of the early learning workforce.
- Prioritize the expansion of early learning and care programs, services, and resources.
- Address power dynamics and support trusting and respectful relationships between licensing specialists and child care providers.
- Maintain transparency and accountability by sharing ongoing evaluations of agency goals.

- Improve customer service and relationship building with external audiences.
- Ensure a community-driven early learning system. Respond to experiences and input from community.
- Increase access to resources and supports for children experiencing disabilities. Support inclusive and responsive early learning and care settings.
- Expand the network of support for families (especially for families with children experiencing disabilities).
- Embrace parents, guardians, and families as partners in the early learning system.
- Continue to engage in conversations and co-creation with community. Expand engagement efforts and include compensation for community.
- Need for language and culturally diverse staff to support refugee families and children

[For additional details and data on this project, please view the full report.](#)

Recommendations

Revision Process

After reviewing the key findings from both the survey and conversations, the project team drafted a revised version of the Mission, Vision, and Value (MVV) statements in July 2022. The project team presented this version to the Executive Team on July 21, 2022. Two additional engagement activities followed this presentation. On July 27, ELD hosted an “Advocates Engagement Session” to share the revised version and gain feedback from 16 participants representing seven partner organizations. The team presented the revised version to Early Learning Division (ELD) and Oregon Department of Human Services (ODHS) staff on August 3. In August 2022, the team completed drafting the recommended statements (included below) based on participants’ input from the three meetings, and from MVV Feedback Survey and Community Conversation.

Recommended Mission, Vision, and Value Statements

Original Mission Statement

Young children in Oregon are equitably supported by a community of early educators and care professionals, empowered to help children and families thrive.

Mission Statement (revised)

Our mission is to grow a coordinated, culturally appropriate, and family-centered early learning and child care system that recognizes and respects the strengths and needs of all children, families, and early learning and care professionals

Original Vision Statements

A coordinated, culturally responsive, family-focused early learning and childcare system that supports the varied needs of children delivered in diverse settings.

Healthy, safe, and stable environments that enable children to learn and grow.

An employer of choice for the State of Oregon that values the diverse backgrounds of staff and supports each team member in reaching their individual goals.

Vision Statement (revised)

Our vision is an equitable early learning and care system in which all children, families, early care and education professionals, and communities are supported and empowered to thrive.

Original Value Statements

Trust: We are worthy stewards of the public's trust; we are honest, transparent, and keep our commitments.

Respect: We believe that family is a child's first teacher, and our employees and community partners are professionals with valuable knowledge.

Integrity: We are accountable for our actions, decisions, and our work to reliably achieve high quality outcomes.

Equity: We are committed to prioritizing fairness and addressing disparities of communities that have historically been underserved through equitable access to services.

Safety: We put safety and well-being first for our children and professionals.

Diversity and Inclusion: We foster a culturally responsive environment that values diverse thinking and encourages authenticity of self.

Community Partnerships: We support, collaborate with, and rely on the expertise of our partners to strengthen our community.

Continuous Improvement: We set goals, seek input, and use data to improve quality of service and efficiency, and drive innovation.

Value Statements (revised)

Equity: We are committed to dismantling the systems of oppression that harm and create disparities for communities who are historically and institutionally excluded. We are committed to addressing these disparities by adopting anti-racist principles, expanding access to services, and ensuring community representation and shared power in agency efforts.

Diversity: We welcome and value the diverse identities, backgrounds, ideas, and cultures within our workforce and communities. We are committed to challenging the dominant white culture and fostering a culturally responsive environment.

Inclusion: We create opportunities for all individuals (regardless of race, gender, sexual orientation, appearance, language, or ability) to participate and engage, experience a sense of belonging, and access programs, services, and resources.

Respect: We believe that family is a child's first teacher. We are committed to nurturing family partnerships built on mutual respect. We recognize and value the knowledge and experiences of families, early care and education professionals, and community partners.

Trust: We value the public's trust through honesty, transparency, and keeping our commitments.

Relationships: We acknowledge the importance of nurturing relationships in the field and with community. We listen to, support, collaborate with, and celebrate the professionals, families, and children in our communities.

Safety: We put safety and well-being first for our children, families, and early learning and care professionals.

Continuous Improvement: We set goals, seek input from community, and use data to improve quality of service and programs, increase quality and efficiency, and drive innovation.

Next Steps

The project team will send this Executive Summary (available in English, Spanish, Russian, Vietnamese, and Traditional Chinese) to participants to share how their input and feedback was incorporated into the recommended revision. The team will also submit the summary and full report to the Early Learning Division (ELD) Leadership. During fall 2022, ELD Leadership will partner with early learning advocates to plan listening sessions and explore the meaning of these statements with families and early care and education professionals. [Watch for MVV updates on the Early Learning Division website.](#)

[For additional details and data on this project, please view the full report.](#)