



Department of Early Learning and Care: Mission, Vision, and Values Engagement

Report to the Executive Team at the Early Learning Division
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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Table of Contents

Introduction	4
Project Overview	4
Project Purpose	4
Methodology	4
Engagement Tools	4
Communications and Outreach	5
Audience Demographics	5
Feedback Survey	5
Community Conversations	6
Key Findings	7
Quantitative Findings: Feedback Survey	7
Qualitative Findings: Feedback Survey	8
Qualitative Findings: Community Conversations	10
General Agency and Systems Findings	11
Recommendations and Reflections	13
Revision Process	13
Mission, Vision, and Values Revision 1	13
Mission, Vision, and Values Revision 2	15
Reflections	16
Next Steps	17
Appendix A: Mission, Vision and Values Feedback Survey	18
Appendix B: Focused Outreach for Feedback Survey	24
Appendix C: Survey Demographics, County Breakdown	25
Appendix D: Survey Demographics, Partner and Provider Types	26
Appendix E: Survey Demographics, Race and Ethnicity	26
Appendix F: Themes from Feedback Survey	28

Introduction

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. Following these sessions, ELD formed a team to coordinate an engagement project with external partners, communities we serve, and staff. MVV Engagement team members are listed below.

- **Sponsor:** Marion Suitor Barnes
- **Project Manager:** Dawn Taylor
- **Leads:** Karina Guzmán Ortiz, Katie Schergen
- **Subject Matter Expert:** Allison Delorey

Project Purpose

The overall goal of the project was to engage with diverse voices in the co-creation of DELIC’s mission, vision, and values. These audiences are listed below. 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 value statements that reflect, represent, and support Oregon communities.

- Parents and families of young children
- Providers of early learning and care
- Representatives from unions and advocacy organizations
- Representatives from culturally specific, community-based organizations
- Tribal Nations representatives
- Publicly Funded Programs and Grantees
- ELD and ODHS employees

Both strategies include a feedback loop with participants to share how their input and feedback was incorporated into the updated mission, vision, and value statements. 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.

Methodology

Engagement Tools

Primary tools for engagement included a Feedback Survey and Community Conversations with partners. The MVV Feedback Survey included questions that measure overall satisfaction, clarity, alignment with personal goals, and feedback through open-ended prompts, “In your own words, how would you write . . . ?” (See **Appendix A**). The survey editing process included the expertise and input from ELD’s

Research Team and Executive Team leaders. After a thorough review, the survey was translated in Spanish, Russian, Vietnamese, and Chinese. The survey was made available online through a SmartSheet form tool, and open from June 2 to June 21.

Community Conversations were planned out based on audience type. The goal of these conversations was to listen to participants feedback on the draft MVV language. Conversations were planned in three main groups: Child Care Providers, Publicly Funded Program Grantees, and Early Learning Hub and Child Care Resource and Referral (CCR&R) partners. Participants were able to register for the session which they most identified with and that worked with their schedule. Conversations with child care providers were held during the evening hours, Early Learning Hub and CCR&R sessions were held during the day, and the Program grantees could attend an evening or daytime option. All session materials were translated to Spanish and Russian. One child care provider session was facilitated in Spanish and another in Russian.

The format of these sessions included a review of HB 3073 which established DELC, an overview of MVV engagement goals, and then transitioned into conversations with participants by asking them "what is a priority to your community that you would like ELD/DELC to know?" A majority of the session was spent reviewing and gathering feedback on the draft MVV language. While reviewing the draft MVV language, the previously mentioned community priorities were referenced by facilitators to support exploration, alignment, and conceptualization of existing and newly proposed language.

Communications and Outreach

The MVV Feedback Survey included a focused outreach plan to inform a variety of audiences about this opportunity. Emails to 32 points of contact ([See Appendix B](#)) included an outreach toolkit with translated materials including a flier, sample email or newsletter copy, and social media slides. During the open period, the project team reviewed survey response demographics and followed up with points of contact to confirm and encourage further outreach for specific audiences (e.g., connect with regional managers from regions without many responses). The MVV Feedback Survey was also shared through ELD's website, "Child Care Update" newsletter, Facebook and Twitter accounts, and in meetings with community groups (e.g., BIPOC Community Engagement, Early Intervention/Early Childhood Special Education contractors, ELD Advocates, staff, etc.).

Outreach for the MVV Community Conversations included promoting and encouraging awareness with ELD point of contacts for "Publicly Funded Programs" and "Early Learning Hubs & CCR&Rs" sessions. The opportunity was also shared on ELD's website, "Child Care Update" newsletter, and Facebook and Twitter accounts. Licensing specialists assisted with focused outreach to the Slavic and Russian speaking community. Interested parties were asked to complete a short registration through a Microsoft form. Reminder emails were sent to registered attendees on the day of each session.

Audience Demographics

Feedback Survey

The MVV Feedback Survey received a total **400 responses**, 367 in English and 33 in Spanish, from every county in Oregon ([See Appendix C](#)). A majority of respondents (51%) selected "I provide early care and

education services” when asked to select from a list of audiences. See **Figure 1** for breakdown of audience representation. See **Appendix D** for data on provider and partner types.

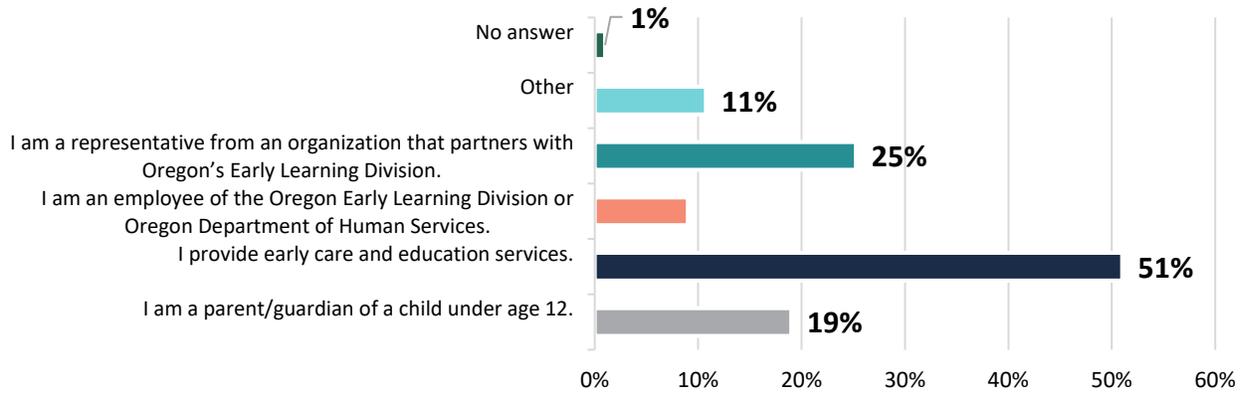


Figure 1, Feedback Survey: Audience Representation

Respondents self-identified as American Indian or Alaska (1%), African American or Black (2%), Asian (2%), Hispanic or Latino (19%), Native Hawaiian or Pacific Islander (1%), Middle Eastern or North African (1%), White (66%), or another race or ethnicity (2%). Of the 397 responses, 32 respondents (8%) selected “Don’t know/prefer not to answer” and 20 respondents (5%) did not respond to the question “Which of the following racial or ethnic groups describes your background? (select all that apply).” See **Table 1** with race and ethnicity data. See **Appendix E** for additional data.

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

When asked “Are you fluent in the following languages? (select all that apply)” a majority of respondents selected English (70%), and the remaining selected Spanish (17%), Other language (4%), Russian (0.25%), Ukrainian (0.25%), “I don’t want to answer” (7%), or did not respond (15%). Respondents varied in their familiarity with DELC (**See Figure 2**). Almost half (47%) of respondents indicated they were “Extremely” or “Moderately” familiar with the plan for DELC.

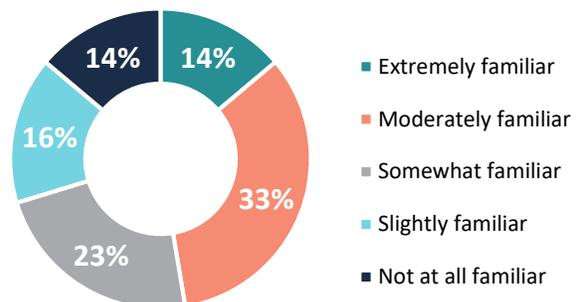


Figure 2, Feedback Survey: Familiarity with DELC

Community Conversations

A total of **104 people** registered to attend the MVV Community Conversations. Of the 104, **a total of 78 participated** in the sessions. In each session, there was representation from urban, suburban, and rural areas across Oregon. This information was not captured in the registration forms in an attempt to ease the process for those interested. However, participants were asked to share their location during session introductions. The Early Learning Hub and Child Care Resource and Referral (CCR&R) sessions had the most participants. See **Table 3** for session information.

Community Conversation	Participants	Location
Child Care Provider: English, Spanish, and Russian	28	Ontario, Salem, Milton-Freewater, Coos Bay, Portland, Springfield, Canby, Sheridan
Publicly Funded Program Grantees	6	Madras, Malheur, North Bend, Forest Grove, Hillsboro, Klamath Falls, Monmouth
Early Learning Hub and Child Care Resource and Referral partners	44	Union, Morro, Klamath, Lake, Clackamas, Washington, Sherman, Wasco, Hood River, Gilliam Wheeler, Clatsop, Polk, Douglas, and Wallowa County

Table 3, Community Conversation Participants

Key Findings

Quantitative Findings from the Feedback Survey

Respondents were asked to review the mission, vision, and value statements and rate their satisfaction, perspective on clarity, and connection to personal goals 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%) selected “Strongly Agree” or “Agree” to statement 1 (See **Figure 3**). Similarly, 79.8 percent of respondents selected “Strongly Agree” or “Agree” to statement 2 (See **Figure 4**). When asked for their perspective on statement 3, most of the respondents (80.3%) selected “Strongly Agree” or “Agree” (See **Figure 5**).

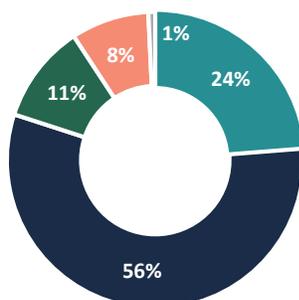


Figure 3, Mission Question 1

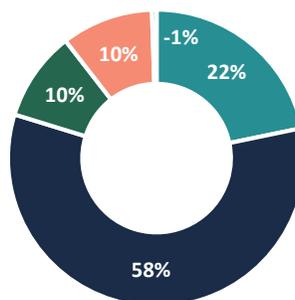


Figure 4, Mission Question 2

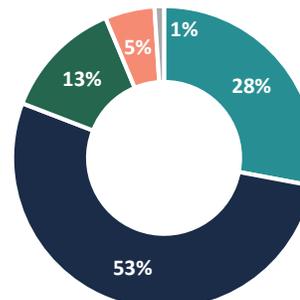


Figure 5, Mission Question 3



For the vision statements, most respondents selected “Strongly Agree” or “Agree” to the three statements (80.6%, 79.5%, and 82.3%). See Figures 6, 7, and 8.

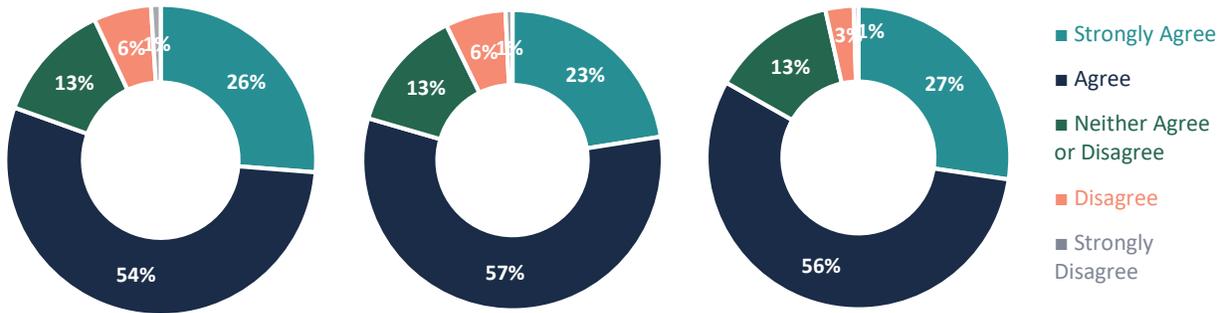


Figure 6, Vision Question 1

Figure 7, Vision Question 2

Figure 8, Vision Question 3

The value statements indicated similar feedback, with a majority of respondents selecting “Strongly Agree” or “Agree” to the three statements (89.5%, 87.5%, 90.5%). See Figures 9, 10, and 11.

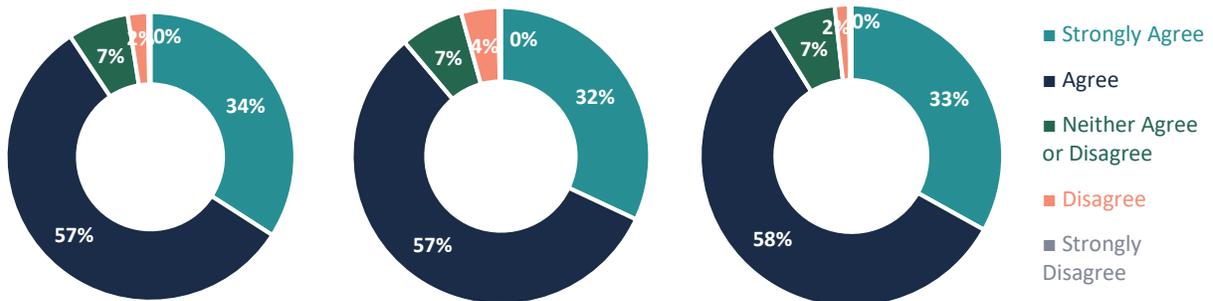


Figure 9, Values Question 1

Figure 10, Values Question 2

Figure 11, Values Question 3

Qualitative Findings: Feedback Survey

The MVV Feedback Survey included four open-ended prompts, listed in Table 3 below.

Question	Response Rate
In your own words, how would you write the mission for DELC?	39% (156 responses)
In your own words, how would you write the vision for DELC?	31% (124 responses)
If there is a specific value(s) that you feel needs to be changed, how would you change it?	27% (108 responses)
In your words, what should be the values for DELC?	19% (76 responses)

Table 3, Open-ended Survey Response Rate

An analysis of the qualitative feedback in the open-ended questions revealed a number of themes. See tables in Appendix F for a full list of identified themes. 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 and 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 values.

In the mission statement, respondents suggested adding “all” to “Young children in Oregon are equitably supported.” Respondents also shared the desire to see more of the system represented (e.g., partners, programs, services, communities, etc.), expressed the need for stronger language, clarity on “who is empowered,” and the agency’s role in the mission statement.



“A problem we often run into in this field (a crisis at the national level) is glossing over or forgetting how important it is for the teachers/workers to be supported and openly valued, as they struggle with their own livelihood and dignity. As documented all over the country, [employee] workers, teachers, early educators are leaving the field at an alarming rate. I feel part of the mission statement should be supporting the people who do this education, including the workers who often have so little voice at the policy level.”

“There is a glaring omission in this mission statement from a parent or primary caregiver perspective and those that engage and support them. The mission statement elevates the role of ‘community of early educators and care professionals’ and thus minimizes the more important role that families play in partnership with educators and professionals in child care, home visiting and parent peer-to-peer learning opportunities.”

Many respondents expressed confusion and general dislike with the vision statement “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.” 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.). In addition, respondents provided alternatives and expanded on “varied needs” in the first vision statement (e.g., individualized or specific, “embracing the uniqueness of each child,” meets the needs of each child, support families with children

“Estoy convencida que la mision del DELC es brindar cuidado de calidad a los ninos pequenos y que todos tengan las mismas oportunidades independientemente de su sexo, raza, cultura, habilidades, preferencias y creencias en entornos donde se hagan modificaciones para cubrir las necesidades de cada nino considerando las opiniones de las familias.”

“I am convinced that the mission of the DELC is to provide quality care to young children and that all have the same opportunities regardless of gender, race, culture, abilities, preferences and beliefs in environments where modifications are made to meet the needs of each child.”

experiencing special needs, etc.). A few respondents suggested replacing “family-focused” with “family-centered” or “family-driven.”

These values were frequently mentioned by respondents: equity, diversity and inclusion, respect, and continuous improvement. Respondents acknowledged gaps in the descriptions for each of these values and provided suggestions for editing and improving. A few respondents also expressed confusion or dislike of the word “steward,” and dislike of the phrase “authenticity of self.”

"Equity: take out fairness PLEASE, white people use that in so many inappropriate ways. I would add something about working toward dismantling systems that perpetuate systemic oppression and continue to create those disparities we are addressing."

"D and I: feels watered down, would like it to mention something about noticing and addressing where the dominant culture is treated as default/standard and recognizing and honoring other cultures as much as the dominant one"

"Respect: 'We believe that family is a child's first teacher, and our employees and community partners are professionals with valuable knowledge.' This communicates that parents have an expectation but professionals have valuable knowledge. Why not the other way around? Sounds patronizing."

"Respect: Include in a statement that reflects the need to make sure the people that directly work with and support early learning educators and care professionals have input into the directives that will come down from DELC. Vet ideas with them before implementing. Have room for bottom up ideas/proposals. Recognize that a one size fits all approach doesn't work best over such a wide geographical area with many different models of child care. Look at the outcome that is desired and allow for thinking outside the box ways to achieve that reflects

Qualitative Findings: Community Conversations

Community conversations were an additional opportunity for participants to share feedback on the MVV language. Nearly half of session participants had previously completed the MVV survey. After reviewing the draft mission, vision and value statements, participants were asked three open-ended questions to reflect upon:

1. What ideas and statements do you connect with most?
2. What would you add to the existing language?
3. How does this connect to your community priorities?



"Thank you for recognizing families as a child's first teacher. I would love to see this thread emphasized in the Mission and Vision as well."



“[On Values] only talking about diversity, not inclusion... not making sure all children are getting their needs met in the most appropriate setting, getting supports they need, any of those inclusive pieces”

Themes around the topics of family, inclusive environments, and system building were discussed in each conversation. In the Spanish and Russian sessions, participants expressed interest and concern for language translations.

Participants also 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. The participants mentioned that these terms are interconnected but distinct. Rural community participants highlighted the need for additional supports and cross-sector expertise due to limited resources in area.

Early Learning Hub and CCR&R partners consider DELC a partner in building and supporting systems. They lean on DELC to provide avenues for partnerships and collaboration and strongly desire DELC to continue collaborating and co-creating with communities.

"Even for big Central OR, there's no special providers for disabilities or specialized doctors. Mental health is hard . . . if you want specialized care you have to go to OHSU and you're traveling 2.5 hours, even Bend is an hour away - there's nothing really local. Transportation can be an issue . . . it's pretty limited in tri county. Those are the big ones – resources, especially with disabilities."

The Spanish and Russian language sessions highlighted the need for revised and vetted language translations across the system. It was stated that the language used in the presented translations did not entirely reflect the meaning of the English version. Participants expressed a need for subject-area language and clarity.

General Agency and Systems Findings

In addition to feedback directly related to the draft language, Feedback Survey and Community Conversation participants provided suggestions for how DELC can better support children, families, providers, partners and communities. With the goal of being responsive and conduits of communication, the project team captured common themes related to the overall agency purpose and experiences within Oregon's early learning system.

Listed below is a summary of participants' feedback, ideas, concerns, and needs:



- 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.

“Continuing to ignore the needs of the workforce will not create the systems we need with the capacity to care for and educate young children and their families. Only continue to overburden, overwhelm and drive people out of a workforce that has already seen a decline and is not seen as a viable career option. Let's address the root and stop trying to place a Band-Aid on a broken leg.”

“Respect: We believe that family is a child's first teacher, and our employees and community partners are professionals with valuable knowledge.’ This would be a welcome change to how we (child care professionals, teachers, etc.) are typically treated. I have been in business for over 44 years in a high quality child care center and still feel as if the certifiers don't trust or respect us.”

“We appreciate the agency looking for ways to collect community feedback on the vision, mission, values of the agency but do not feel this is the right format to collect said feedback. This should really be a conversation among community and the agency in which these statements are jointly created. We propose the agency engage in a different process and we would be happy to connect to discuss what that process could look like.”

Recommendations and Reflections

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 the “Revision 1” version to the Executive Team on July 21, 2022. Two additional engagement activities followed this presentation. On July 27, Early Learning Division (ELD) hosted an “Early Learning Advocates Engagement Session” to share “Revision 1” and gain feedback from 16 participants representing seven partner organizations. The team also presented to ELD and Oregon Department of Human Services (ODHS) staff on August 3. In August 2022, the team drafted the **recommended statements on page 15** based on participants’ input from the three meetings, and from MVV Feedback Survey and Community Conversations.

Mission, Vision, and Values Revision 1

Considering the key findings from both the survey and conversations, the project team drafted the below revised mission, vision, and value statements. **Tables 4, 5, and 6** include revised statements shared with ELD leadership, ELD and ODHS staff, and early learning advocates.

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 REVISION 1	
1.	DELC’s mission is to build an equitable early learning and care system where all children, families, early education and care professionals, and communities are supported and empowered to thrive.
2.	DELC’s mission is to grow Oregon’s early learning and care system to ensure all children, families, early education and care professionals, and communities are supported and empowered to thrive.
3.	DELC’s mission is to ensure all children in Oregon thrive through the support of their family, early educators and care professionals, and community.
4.	Our agency’s mission is to strengthen and connect partnerships within Oregon’s early learning systems so that all children, families, and early educators and care professionals thrive.
5.	Our mission is to strengthen Oregon’s early learning system by empowering families, early educators and care professionals, and communities to help children and families thrive.
6.	Our mission is to equitably support and connect families, early educators and care professionals, and communities to the resources and services they need to help children and families in Oregon thrive.
7.	Our mission is to support access to healthy, safe, and culturally responsive environments for all children and families by empowering a community of early learning and care professionals, partners, and families.
8.	Our mission is to support access to healthy, high quality, and culturally responsive environments for all children, families, and early learning and care professionals.
9.	Our mission is to ensure access to healthy, safe, and culturally responsive environments where all children, families, and early learning and care professionals can learn, grow, and thrive.

Table 4, Revised Mission Statements

Original Vision Statements

A coordinated, culturally responsive, family-focused early learning and child care 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 STATEMENTS REVISION 1	
1.	Our vision is to create a coordinated, diverse, and culturally responsive early learning and care system that meets the needs of each child and family.
2.	Our vision is an early learning and care system that is responsive to the diverse cultural, linguistic, physical, and developmental needs of children and families in Oregon.
3.	Our vision is to provide all families a coordinated, culturally responsive, and nurturing early learning and child care system that supports the diverse needs of each child.
4.	Our vision is for all children in Oregon to experience healthy, safe, and high-quality early learning and care environments and to establish meaningful relationships with caring adults.
5.	Our vision is to establish a coordinated, culturally responsive, family-centered early learning and child care system that supports the diverse cultural, linguistic, physical, and developmental needs of children and families in Oregon.
6.	Our vision is a coordinated, culturally responsive, and family-driven early learning and care system that values the differences and goals of a diverse workforce and community.
7.	Our vision is a coordinated, culturally responsive, and inclusive early learning and child care system that recognizes and respects the strengths and needs of all children, families, and early learning and care professionals.

Table 5, Revised Vision Statements

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 REVISION 1	
Equity:	<ol style="list-style-type: none"> 1. We seek to dismantle the systems of oppression that create disparities for communities who have historically been underserved. We are committed to addressing these disparities by adopting anti-racist principles, expanding access to services, and ensuring community representation and power in agency efforts. 2. We recognize the disparities experienced by communities who have historically been underserved and underrepresented through systems of oppression. We are committed to dismantling systems of oppression by adopting anti-bias and anti-racist principles, and applying these principles to agency policies, programs, and partnerships. 3. We are committed to addressing and dismantling the systems of oppression that create disparities for communities who have historically been underserved and underrepresented.
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, child care providers, and community partners.
Trust:	We value the public's trust through honesty, transparency, and keeping our commitments.
Relationships (<i>replacing Community Partnerships</i>):	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.

Table 6, Revised Value Statements

Mission, Vision, and Values Revision 2

In response to feedback shared in the Executive Team presentation on July 21, the Early Learning Advocates Engagement Session on July 27, and the staff presentation on August 3, the team continued the revision process and drafted the below recommended statements.

Mission Statement

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

Vision Statement

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.

Value Statements

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.

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

Reflections

This project was the first Department of Early Learning and Care (DELIC) engagement effort. Project team members navigated the new concepts of DELIC and the new engagement approach for co-creation of a mission, vision, and values. Throughout the project, the team reflected on experiences and takeaways to consider in future efforts. The development of a meaningful charter was crucial to guiding project decisions and approach.

The team recognized the importance of compensation and funding for engagement projects. The availability of funding for these efforts can have a significant impact on the project timeline, community participation, and representation. Workload and capacity concerns throughout the agency and within the team also limited the project activities and community participation. However, the project activities executed did provide valuable insights.

The combination of the Feedback Survey and Community Conversations helped engage a variety of audiences. Providing alternative methods of engagement support more access and participation. The

timeline of activities supported conversations with community. By scheduling the survey first, and then inviting community to dig a little deeper by joining a conversation, participants were more familiar and invested in collaborating with the agency. Initial feedback from the survey also helped guide some of the conversation. In addition, scheduling the Community Conversations close together was beneficial to shifting and improving sessions based on experience and feedback.

Next Steps

The project team will send this report (available in English) and the 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 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.](#)

Appendix A

Department of Early Learning and Care (DELIC) Mission, Vision and Values Feedback Survey

Greetings,

Thank you for taking the time to complete this anonymous survey. We value your feedback and want to make sure our future efforts match what you believe is important for Oregon's young children and families.

Words matter. This opportunity to help draft DELIC's statements is designed to be a powerful tool for connecting communities across the state to a shared vision for Oregon's Early Learning System. By participating in this survey, you can help make sure DELIC's mission, vision, and values support an inspiring and inclusive foundation for the agency and Oregon.

Our mission, vision, and values may not reflect where we are now, but what we want DELIC to be in the near future. We are happy to have you join us on this journey; let's get started!

Gratefully,

Alyssa Chatterjee, Early Learning System Director

If you have any questions about this survey or would like more information from the Early Learning Division, visit <https://oregonearlylearning.com/HB3073#MVVSurvey> or email katie.schergen@ode.oregon.gov.

What is a mission statement?

It explains why DELIC exists--the agency's purpose.

What is a vision statement?

It explains how DELIC will achieve its mission - how we'll get there. The vision statement explains how DELIC will achieve its mission.

What are values?

Values are the qualities that DELIC has or would like to have. Values guide the agency's actions.

Survey is Anonymous and Confidential

Your responses on this survey will be anonymous. Your answers will NOT be connected to your name, and we will keep your responses confidential. Your participation is completely voluntary.

How familiar are you with the plan for Oregon's Department of Early Learning and Care?

- a. Extremely familiar
- b. Moderately familiar
- c. Somewhat familiar
- d. Slightly familiar
- e. Not at all familiar

Please select yes or no to the below statements.

I am a parent/guardian of a child under age 12	Yes	No
I provide early care and education services.	Yes	No
I am a representative from an organization that partners with Oregon’s Early Learning Division.	Yes	No
I am an employee of the Oregon Early Learning Division or Oregon Department of Human Services.	Yes	No
Other, please describe: _____		

If you responded “yes” to “I provide early care and education services,” please select your program type:

- a. Registered Family
- b. Certified Family
- c. Certified Center
- d. License Exempt
- e. School-Age Child Care

If you responded “yes” to “I am a representative from a partner organization,” please select all that apply:

- a. Union
- b. Advocacy organization
- c. Community-based organizations
- d. Tribal Nations
- e. Publicly Funded Programs and Grantees
- f. Other, please describe: _____

Proposed 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.

1	Overall, I am satisfied with this proposed mission statement.	strongly agree agree neither agree nor disagree disagree strongly disagree
2	The proposed mission statement is simple and clear.	strongly agree agree neither agree nor disagree disagree strongly disagree
3	The proposed mission statement connects with my personal goals for children, families, and early educators in Oregon.	strongly agree agree

		neither agree nor disagree disagree strongly disagree
4	In your own words, how would you write the mission for DELC?	

Proposed vision statements

A coordinated, culturally responsive, family-focused Early Learning and Child Care 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.

1	Overall, I am satisfied with the proposed vision statements.	strongly agree agree neither agree nor disagree disagree strongly disagree
2	The proposed vision statements are simple and clear.	strongly agree agree neither agree nor disagree disagree strongly disagree
3	The proposed vision statements connect with my personal goals for children, families, and early educators in Oregon.	strongly agree agree neither agree nor disagree disagree strongly disagree
4	In your own words, how would you write the vision for DELC?	

Proposed stated values

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.

1	Overall, I am satisfied with the proposed values.	strongly agree agree neither agree nor disagree disagree strongly disagree
2	The proposed values are simple and clear.	strongly agree agree neither agree nor disagree disagree strongly disagree
3	The values connect with your personal goals for children and families in Oregon.	strongly agree agree neither agree nor disagree disagree strongly disagree
4	In your words, what should be the values for DELC?	

Next, there are a few questions about you. These questions will help us make sure the data collected in this survey represents the opinions and lived experiences of people who are part of our many, diverse communities in Oregon. Collecting and using demographic data supports ELD’s efforts to advance equity and inclusion.

There will be questions in four demographic categories:

- **Location**
- **Race**
- **Ethnicity**

In each category, you can respond “I don’t want to answer.”

1. In which Oregon county or counties do you live and work? (Check all that apply)

Baker County
Benton County
Clackamas County
Clatsop County
Columbia County
Coos County
Crook County
Curry County
Deschutes County
Douglas County
Gilliam County
Grant County
Harney County

Hood River County
Jackson County
Jefferson County
Josephine County
Klamath County
Lake County
Lane County
Lincoln County
Linn County
Malheur County
Marion County
Morrow County
Multnomah County

Polk County
Sherman County
Tillamook County
Umatilla County
Union County
Wallowa County
Wasco County
Washington County
Wheeler County
Yamhill County
I don't want to answer

2. Which of the following racial or ethnic groups describes your background? (select all that apply)

American Indian or Alaska Native Yes No

If yes, are you:

- American Indian
- Alaska Native
- Canadian Inuit, Metis, or First Nation
- Indigenous Mexican, Central American, or South American

African American or Black Yes No

If yes, are you:

- African American
- African
- Caribbean
- Other Black: _____

Asian Yes No

If yes, are you:

- Asian Indian
- Chinese
- Filipino/a
- Hmong
- Japanese
- Korean
- Laotian
- South Asian
- Vietnamese
- Other Asian: _____

Hispanic or Latino Yes No

If yes, are you:

- Central American
- Mexican
- South American
- Other Hispanic/Latino

Native Hawaiian or Pacific Islander Yes No

If yes, are you:

- Guamanian
- Micronesian
- Native Hawaiian
- Samoan
- Tongan
- Other Pacific Islander: _____

Middle Eastern or North African Yes No

If yes, are you:

- North African
- Middle Eastern

White Yes No

If yes, are you:

- Eastern European
- Slavic
- Western European
- White/Caucasian
- Other White

Other Yes No

Please describe: __

Don't know/prefer not to answer Yes No

3. Are you fluent in the following languages? (select all that apply)

- Chinese
- English
- Russian
- Spanish
- Ukrainian
- Vietnamese
- Other, please specify: _____
- I don't want to answer

Thank you for completing the survey!

The DELC Mission, Vision, and Values will be finalized in the next few months and will be shared widely.

Watch for updates on our [Child Care Updates newsletter](#) and follow us: [FACEBOOK](#) | [TWITTER](#) | [YOUTUBE](#) | [LINKEDIN](#)

If you would like to receive updates about this survey and learn how the feedback was used, please include your contact information below. Please note: Your responses in this survey are collected anonymously. This means your answers will NOT be connected to your name.

Name:

Email:

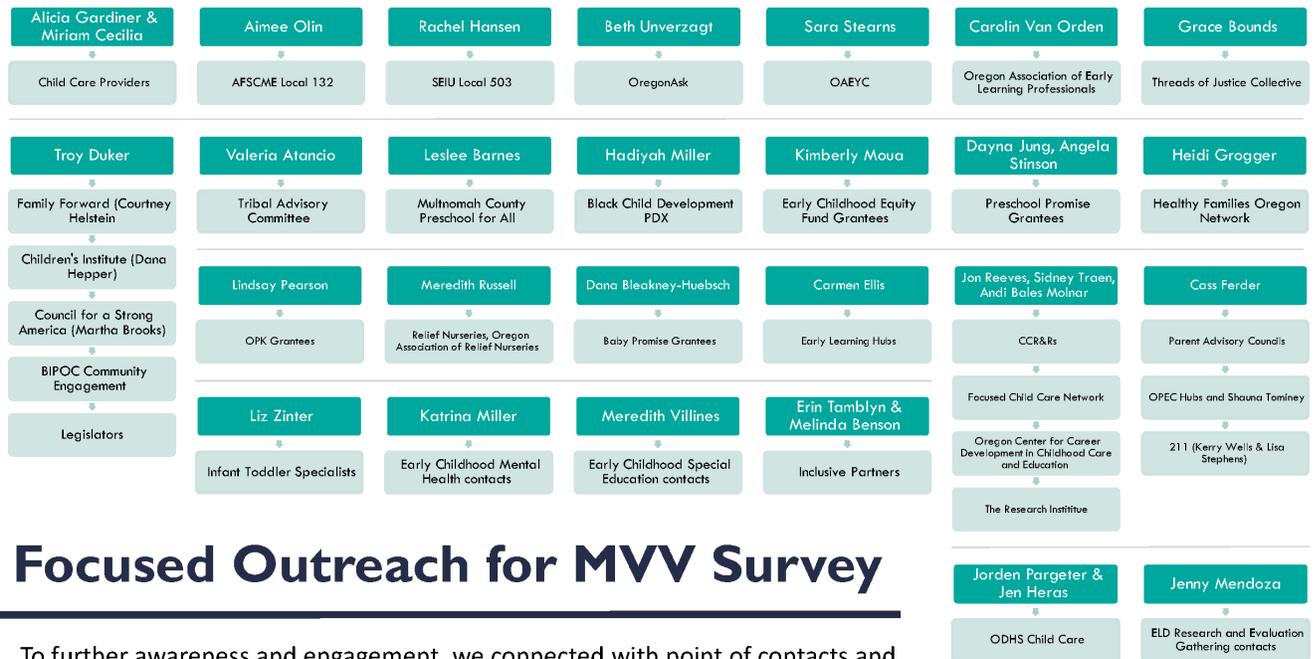
Phone:

Are you interested in other opportunities to support the development of DELC? Select yes, if you would like to receive opportunities to participate in future engagement activities.

Yes

No

Appendix B



Focused Outreach for MVV Survey

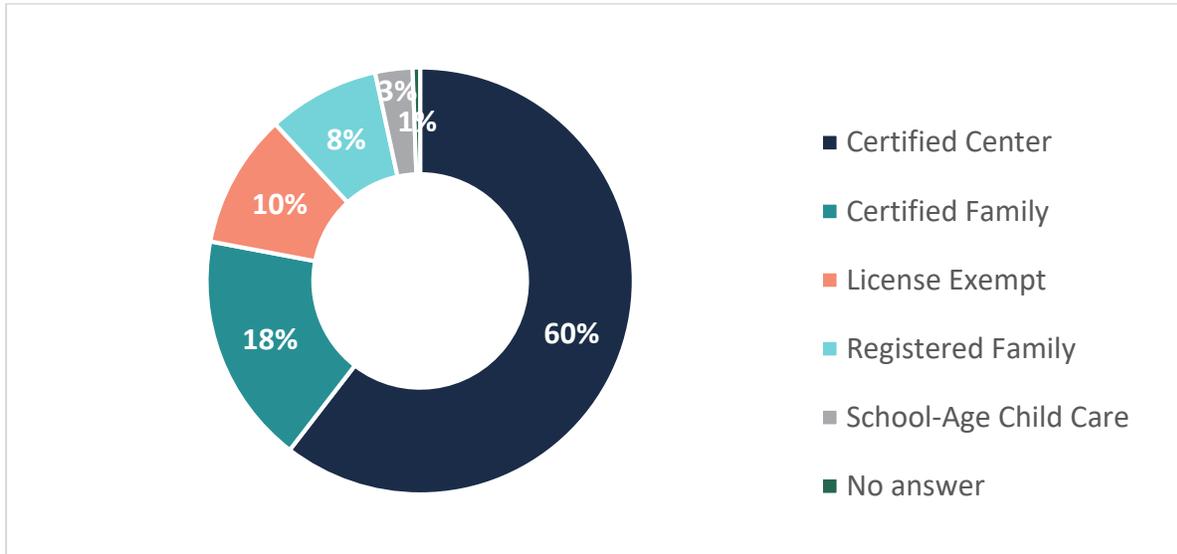
To further awareness and engagement, we connected with point of contacts and shared an outreach toolkit.

Appendix C

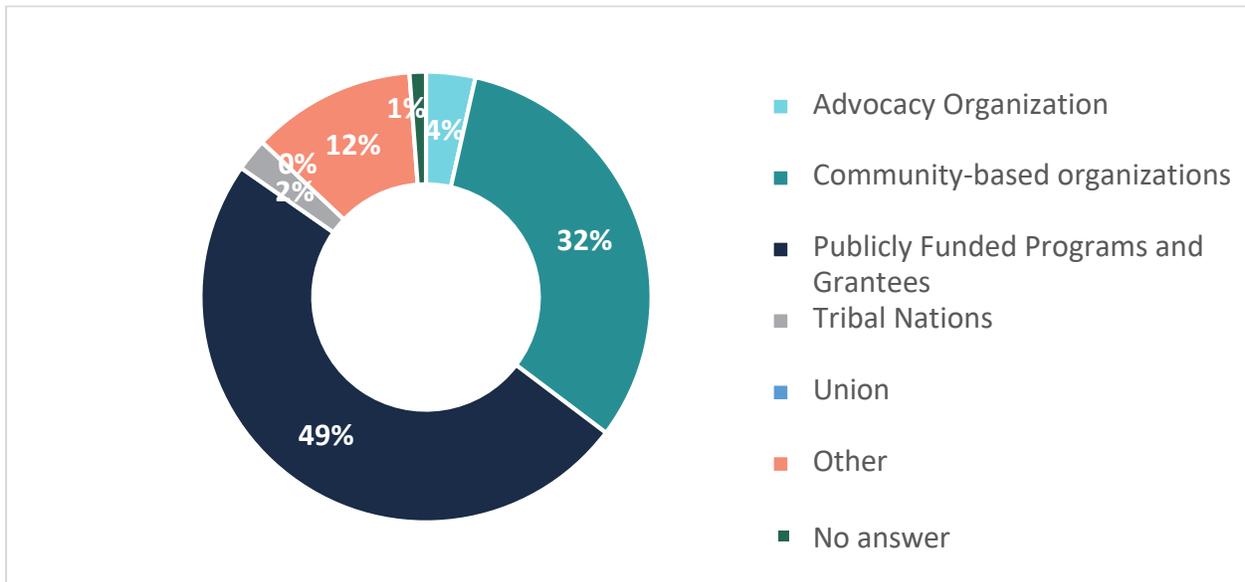
Feedback Survey Demographics: County Breakdown		
Baker County	10	3%
Benton County	20	5%
Clackamas County	44	11%
Clatsop County	8	2%
Columbia County	9	2%
Coos County	17	4%
Crook County	5	1%
Curry County	10	3%
Deschutes County	13	3%
Douglas County	25	6%
Gilliam County	3	1%
Grant County	6	2%
Harney County	3	1%
Hood River County	7	2%
Jackson County	11	3%
Jefferson County	7	2%
Josephine County	8	2%
Klamath County	8	2%
Lake County	5	1%
Lane County	42	11%
Lincoln County	11	3%
Linn County	18	5%
Malheur County	10	3%
Marion County	43	11%
Morrow County	9	2%
Multnomah County	46	12%
Polk County	29	7%
Sherman County	4	1%
Tillamook County	13	3%
Umatilla County	15	4%
Union County	8	2%
Wallowa County	6	2%
Wasco County	5	1%
Washington County	61	15%
Wheeler County	3	1%
Yamhill County	14	4%
I don't want to answer	12	3%
Unanswered	26	7%

Appendix D

Feedback Survey Demographics: Provider Types



Feedback Survey Demographics: Partner Types



Appendix E

Feedback Survey Demographics: Race and Ethnicity

Ethnicity/Race		
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

Ethnicity/Race: American Indian or Alaska		
American Indian	74%	14
Alaska Native	11%	2
Canadian Inuit, Metis, or First Nation	0%	0
Indigenous Mexican, Central American, or South American	16%	3

Ethnicity/Race: African American or Black		
African	13%	1
African American	63%	5
Caribbean	13%	1
Other Black	13%	1

Ethnicity/Race: Asian		
Asian Indian	13%	1
Chinese	13%	1
Filipino/a	13%	1
Japanese	25%	2
Korean	13%	1
Laotian	13%	1
South Asian	13%	1
Other Asian	13%	1

Ethnicity/Race: Hispanic or Latino		
Central American	12%	5
Mexican	60%	26
South American	12%	5
Other Hispanic/Latino	23%	10

Ethnicity/Race: Native Hawaiian or Pacific Islander		
Micronesian	20%	1
Native Hawaiian	40%	2
Other Pacific Islander	20%	1
Tongan	20%	1

Ethnicity/Race: Middle Eastern or North African		
Middle Eastern	75%	3
North African	25%	1
No Answer	25%	1

Ethnicity/Race: White/Caucasian		
Eastern European	5%	14
Slavic	2%	5
Western European	24%	62
White/Caucasian	68%	180
Other White	2%	5
No Answer	3%	8

Appendix F

Themes from Open-Ended Responses in Feedback Survey

Mission: Question 4

Below is a summary of emerging themes from responses to “In your own words, how would you write the mission for DELC?”

Total English Comments: 135

Total Spanish Comments: 21

N/A Comments: 15

Themes	Frequency: English	Frequency: Spanish	Percentage of Comments (ALL)	Percentage of Comments (Without N/A)
Add support for early learning workforce (resources, tools, value, etc.)	14	2	10%	11%
Expand and include system (partners, programs, services, resources, etc.)	14	1	10%	11%
Add all to "children"	8	4	8%	9%
Inclusiveness (of children with disabilities, meet unique needs, be responsive to children/families, etc.)	9	3	8%	9%
Add families at beginning	11	0	7%	8%
Add quality or high quality	4	6	6%	7%
Clarity on who is empowered	9	0	6%	6%
Add access	6	3	6%	6%
Add partnership (parent/guardian and child care provider)	7	1	5%	6%
Add safe or safety	5	2	4%	5%

Themes	Frequency: English	Frequency: Spanish	Percentage of Comments (ALL)	Percentage of Comments (Without N/A)
Stronger language (replace support, empower and/or help)	5	1	4%	4%
Add ensure	6	0	4%	4%
Add support develop/development	4	1	3%	4%
Rephrase to make clear agency role (vague, make an action statement, etc.)	4	0	3%	3%
Delete young from "young children"	4	0	3%	3%
High reading level	3	0	2%	2%
Add communities to end	3	0	2%	2%
Add parents/guardian role within community	3	0	2%	2%
Early learning instead of early education	3	0	2%	2%
Add support for families	2	1	2%	2%
Add support for specific communities (Marginalized, BIPOC, low-income, etc.)	2	1	2%	2%
Add "unbiased"	2	0	1%	1%
Add diverse	2	0	1%	1%

Vision: Question 4

Below is a summary of emerging themes from responses to “In your own words, how would you write the vision for DELC?”

Total English Comments: 105

Total Spanish Comments: 19

N/A Comments: 24

Themes	Frequency: English	Frequency : Spanish	Percentage of Comments (ALL)	Percentage of Comments (Without N/A)
Unclear what statement #3 means, confusing, and general dislike	26	0	21%	26%
Support workforce (training, connection to providers, low pay, help providers reach goals, have fulfilling experience, pathways, tools, strategies, professional learning, etc.)	17	3	16%	20%
Support for families and parents	13	2	12%	15%
Needs to be rewritten (prefer one statement, simplify, confusing, lack of clarity, jargon, etc.)	15	0	12%	15%

Themes	Frequency: English	Frequency : Spanish	Percentage of Comments (ALL)	Percentage of Comments (Without N/A)
Delete varied (needs), individualized or specific, embracing the uniqueness of each child, meets the needs, support families with children experiencing special needs, be responsive, culturally responsive, culturally sensitive.	10	3	10%	13%
Language related to quality (high-quality, quality, evidence-based, trauma-informed care, research, innovation, ethics-based, professional, etc.)	11	1	10%	12%
Add DEI language, anti-bias, systemic racism, break the cycle of disparities, equity, etc.	6	4	8%	10%
Add accessible or access (regardless of income, race, culture, etc.)	9	1	8%	10%
Add developmentally appropriate, support social emotional development, etc.	4	3	6%	7%
Add inclusive, inclusivity, inclusion	4	2	5%	6%
Add partnership with families (collaboration, working together, etc.)	4	0	3%	4%
Delete family-focused (family-centered, family-driven, etc.)	4	0	3%	4%
Add language that alludes to nurture, empathy, compassionate, responsive etc.	2	1	2%	3%
Agency role	3	0	2%	3%
Recognize relationships.	2	0	2%	2%

Values: Questions 4 and 5

Below is a summary of emerging themes from responses to:

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

Total English Question 4 Comments: 87
 Total English Question 5 Comments: 57
 Total Spanish Question 4 Comments: 21
 Total Spanish Question 5 Comments: 19

Total Comments: 184
 Total N/A Comments: 52

Themes	Frequency: English, Q4	Frequency: English, Q5	Frequency: Spanish, Q4	Frequency: Spanish, Q5	Percentage of Comments (ALL)	Percentage of Comments (Without N/A)
Reword Equity (Delete fairness)	19	2	0	0	11%	16%
Reword Diversity and Inclusion	9	2	1	1	7%	10%
Support for workforce	6	4	0	2	7%	9%
Add families (recognize partnership, add in safety, etc.)	4	3	1	1	5%	7%
Update Respect	6	1	0	2	5%	7%
Update Continuous Improvement	8	0	0	0	4%	6%
Too many values or too wordy or too high of reading level	6	1	0	0	4%	5%
Update or delete "steward"	6	1	0	0	4%	5%
Add Service	1	3	0	1	3%	4%
Add Relationships	3	1	0	0	2%	3%
Add Transparency	2	1	0	1	2%	3%
Add more support for children experiencing disabilities	3	1	0	0	2%	3%
Add accountability	0	2	0	1	2%	2%
Dislike "Authenticity of self"	2	1	0	0	2%	2%
Add Engagement	0	2	0	0	1%	2%
Add developmentally appropriate	1	1	0	0	1%	2%
Add Belonging, Connection	1	1	0	0	1%	2%
Add Compassion, Empathy, Healing	0	1	0	1	1%	2%