OREGON'S BIRTH-AGE FIVE SYSTEM: A FIRST LOOK AT HIGHLIGHTS FROM THE PRESCHOOL DEVELOPMENT GRANT STATEWIDE NEEDS ASSESSMENT

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PDG Strengths & Needs Assessment Team

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- ☐ Portland State University
  - ◻ Beth Green, PhD – Co-Principal Investigator
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  - ◻ Katherine Pears, PhD – Co-Principal Investigator
  - ◻ Deena Scheidt – Project Coordinator
  - ◻ Alicia Miao, PhD – Research Associate

Objectives for Today

- Participants will **learn about the Preschool Development Grant** process and needs assessment data

- Participants will **hear initial findings** reflecting:
  - Oregon's 0-5 population
  - Availability of early learning services in Oregon
  - The strengths and needs of the early childhood workforce
  - Geographic and other differences in family characteristics, access to 0-5 services, and workforce capacity

- Participants will **help to co-create and share ideas** for how to improve the supports for children ages birth-five.

- Participants will **share ideas about how to engage families** in local processes to "dig deeper" into community strengths and needs
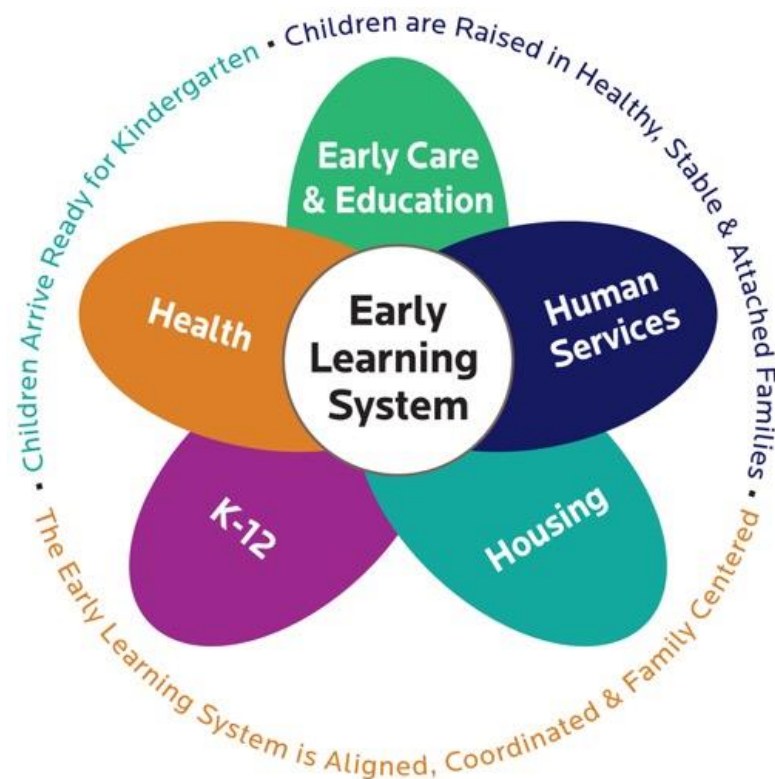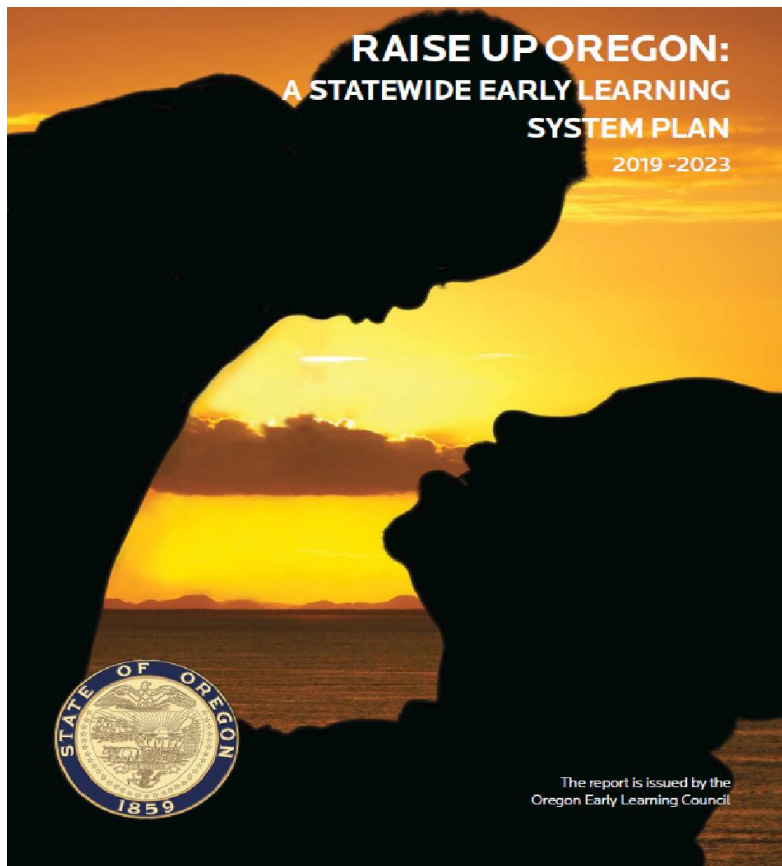
What is the Oregon Preschool Development Grant?

- ❑ One year federal planning grant
- ❑ Collect data to inform and refine the statewide strategic plan
- ❑ Support state early childhood systems to:
    - ❑ Maximize parental choice and knowledge
    - ❑ Share best practices among early childhood providers
    - ❑ Improve the overall quality of early childhood education services
- ❑ Set the stage for second phase, competitive grant

https://oregonearlylearning.com/administration/pdg

PDG Activities Support *Raise Up Oregon*

https://oregonearlylearning.com/raise-up-oregon

Select *Raise Up Oregon* Strategies

CHILDREN ARRIVE READY FOR KINDERGARTEN

2: Families have access to high-quality affordable early care and education that meets their needs.

CHILDREN ARE RAISED IN HEALTHY, STABLE AND ATTACHED FAMILIES

8: All families with infants have opportunities for connection.

THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY-CENTERED

14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.

PDG Strengths & Needs Assessment

Overarching Goals:

❑ To determine the **reach and quality** of current programs that serve families with children **birth to age 5 (B-5)** in Oregon to the most historically underserved populations;

❑ To better understand the **capacity of Oregon's current workforce and systems** to expand the reach and quality of early care and education programs from B-5.

❑ To **inform local and statewide planning** to improve the quality and availability of supports for children and families B-5

Oregon's Current PDG Grant and Renewal Application

- Current PDG Grant:
  - Complete Needs Assessment & Strategic Plan
  - Support Hubs to complete ECE sector plans, plan for coordinating enrollment
  - Support transitions for children in Tribal Nations to transition to kindergarten
  - Implement Family Connects Home Visiting

- In renewal application, states are encouraged to:
  - Expand high-quality early childhood education services
  - Improve supports for educators
  - Ensure families have better access to knowledge
  - Fill gaps in data

PDG Needs Assessment Oversight

Agency Workgroup

- **Who?** State agency representatives

- **What?** Support inter-agency coordination of needs assessments & liaison to existing data

Community SNAAC

- **Who?** Broad geographic and organizational representation of EL agencies/programs

- **What?** Input to ELD on needs assessment plan & liaison to key EC partners & communities

Family Voice Workgroup

- **Who?** Culturally specific organizations

- **Who?** HUB leaders and other key EL partners

- **What?** Input to ELD & Research Team for elevating & learning from family voice

Research Team Approach

- ❑ **Build on existing data** where possible;
- ❑ **Prioritize** new data for areas where less is known;
- ❑ **Use an equity lens** that elevate the needs and voices of children and families farthest from opportunity and most likely to face institutional and systemic barriers to needed supports.
- ❑ **Make it useful:**
  - ❑ To multiple stakeholders
  - ❑ Ongoing, sustainable

Timeline & Key Deliverables

Timeframe	Activity	Progress to Date
Current- Aug '19	Conduct Early Learning Provider and Director Surveys	Complete (n=1300)
Current- Aug '19	Gather Agency/Program Enrollment Data	Complete
Current-Aug '19	Gather Existing Population, Risk and Resiliency Data	Complete
Sept. 30, 2019	Provide Initial Data Worksheets to Hubs	Complete
October 31, 2019	**Phase 1 Report Due to ELD**	In progress
Current-March 2020	**Develop PDG Interactive Planning Map**	In progress
Sept.-Dec. 2019	**Conduct Household Surveys**	Survey roll-out 11/1
Oct.-Jan. 2019	**Family Focus Groups/Listening Sessions**	Planning in progress
Feb-March 2020	**Household Survey Brief** **Family Listening Sessions Brief** **PDG Strengths and Needs Assessment Final Map & Report**	

Data Collection Strategies

| Complete – Phase 1	In Progress - Phase 2
1. **Compile Existing Data:** a. Census, National Survey Data b. State Agency Administrative Data c. State Funded Early Learning Program Data (e.g., Head Start, OPK, Preschool Promise, Relief Nursery d. Child Care Facility, Quality, and Workforce 2. **Collect Child Care Provider/Program Surveys (n=1400 licensed providers)** a. ECE/Child Care/PreK/Head Start Director Surveys b. ECE/Child Care/PreK/Head Start Staff Surveys	3. **Statewide Household Telephone Survey –** ECE Use, Satisfaction, Challenges 4. **Family Focus Groups –** Priority Populations, Key Needs & Barriers Experienced

Key Insights from Statewide Data

What Can the PDG Needs Assessment Tell Us About Needs of Families & Providers (So Far)?
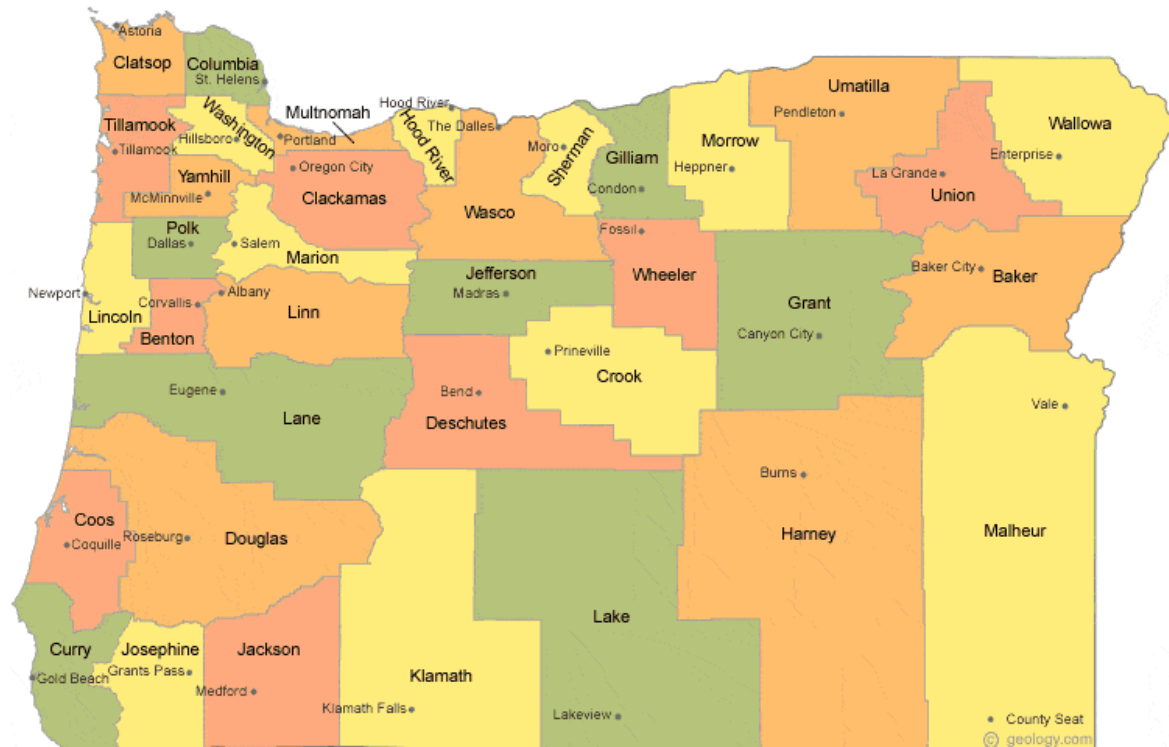
The Big Picture – Overview of Key Indicators for Report & Map (See Handout)

- **Population Characteristics (number of children, families 0-5, demographic information)**

- **Risk & Resiliency Factors**
  - **Overall Risk Index –** Combines risk factors into a single metric of overall risk at the county level
  - **Domain 1: Early Childhood, School Readiness, School Success**
    - children in poverty, children in food insecure households, child immunization rate, low birth weight infants, % children with complex health needs, child abuse and neglect rates
  - **Domain 2: Healthy Stable and Attached Families**
    - Births to moms with adequate prenatal care, children living in single parent households, children living in homes with no parent in labor force, children living in concentrated poverty, drug related deaths, violent crime rates, affordable housing rate, K-12 houseless students

- **% of Estimated Eligible Children Enrolled in Early Learning & Parenting Services**
  - **Publicly funded PreK** (Head Start, OPK, PP)
  - **Healthy Families Oregon home visiting**
  - **Relief Nurseries**
  - **OPEC parenting education** services
  - **Early Intervention (0-2)**
  - **Early Childhood Special Education (3-5)**
  - **By Race/ethnicity**

% of Estimated Eligible Children or Families Enrolled in Supportive Services

- Developmental screening rate
- TANF & SNAP Enrollment rates
- WIC Enrollment
- Health Insurance Coverage rates (children)
- Housing Supports
- Use of 211 Info for child care referrals
- By race/ethnicity where available

Overview of Key Indicators – Availability & Quality of Early Learning Programs

- **Child Care/PreK/Head Start Availability**
  - Number of child care facilities by county and type (centers, certified family, registered family)
  - Child Care Slots per child (0-2 and 3-5 years)
  - Publically funded child care slots (0-2 and 3-5)
  - % of facilities providing sick, extended, flexible hours services
  - % of facilities that have waitlists

- **Child Care/PreK/Head Start Quality**
  - % Child Care Facilities that have 50% or more teachers at Step 7
  - % Child Care Facilities with 50% or more teachers having a degree

- **% Facilities Spark Rating 3 or higher**

Overview of Key Indicators
Early Learning Workforce

❑ **Child Care Workforce**

- % providers who are persons of color

- % of providers who speak a language other than English

- % of teachers that have a Bachelor's degree*

- % of teachers at a given facility/provider retained in position for 1 year or more (CC) or more than 5 years median time providing care (CF, RF)*

- Provider compensation and benefits

- PDG Provider Survey Data
  - Child suspension/expulsion: % facilities asking child to leave or "take a break"*
  - Training and Coaching
    - % providers receiving formal mentoring/coaching at least 1-2 times per year
    - % were coaching sessions sufficient
    - Perceived availability and helpfulness of professional development supports

- By race/ethnicity

Home Visiting Workforce (Workforce Survey) (statewide only)

- % home visitors with a Bachelor's degree
- HVs by race/ethnicity
- HVs by primary language spoken
- Average number of trainings received last year / provider
- % HVs remaining on the job for more than 1 or 4 years
- % providers making more than average compensation
- Average scores on reported perceived financial distress

- **Current Transition Supports Provided by Early Learning Providers**
  - Average number of **transition supports** provided by childcare providers
  - Estimated % of eligible families **enrolled in Kindergarten Partnership & Innovation** funded transition services
  - By race/ethnicity

Overview of Key Indicators – System Outcomes

- **Overall Early Educational Success Indicator** (meets benchmarks or demonstrating, not chronically absent)
- **OKA benchmarks** (% demonstrating/at benchmark)
  - Approaches to Learning
  - Letter Names
  - Letter Sounds
  - Numeracy/Math
- **3rd grade benchmarks**
  - Language Arts
  - Math
- **chronic absenteeism** (% chronically absent)
- By race/ethnicity

Initial Highlights
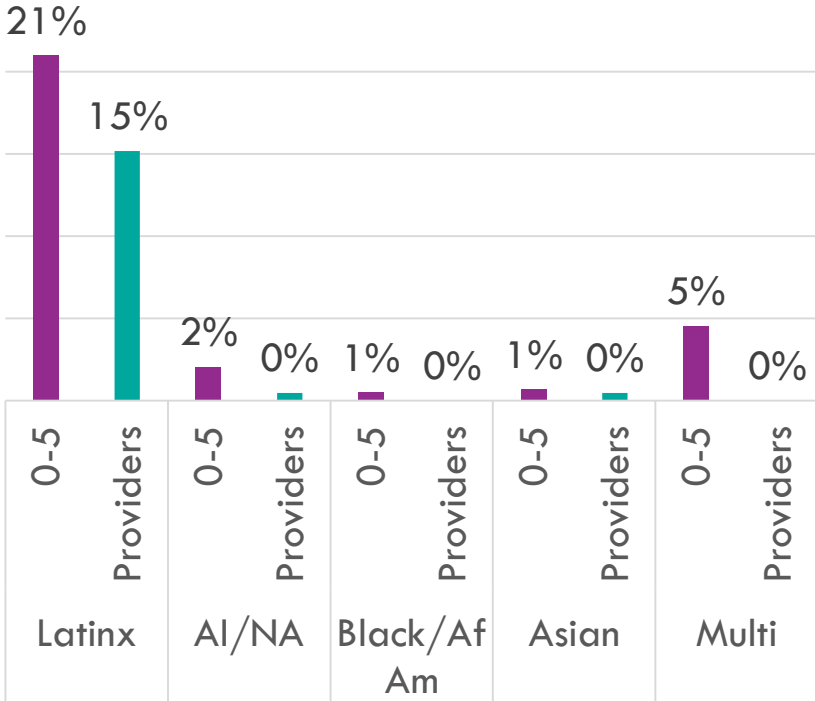# Cultural Diversity Across Oregon

Oregon Regions by County

Frontier Region	Rural Region	Mixed (Urban/Rural)	Primarily Urban
Baker	Benton, Clatsop	Clackamas	Marion
Gilliam	Columbia, Coos	Deschutes	Multnomah
Grant	Crook, Curry	Jackson	Washington
Harney	Douglas, Hood River	Lane	
Lake	Jefferson, Josephine	Linn	
Klamath	Lincoln, Polk		
Malheur	Tillamook, Umatilla		
Morrow	Umatilla, Union		
Sherman	Wasco, Wheeler		
Wallowa			

Culturally Diverse Children 0-5 & Providers in Frontier & Rural Counties

Frontier

	Latinx		AI/NA		Black/Af Am		Asian		Multi	
	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers
	21%	15%	2%	0%	1%	0%	1%	0%	5%	0%

Rural

	Latinx		AI/NA		Black/Af Am		Asian		Multi	
	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers
	23%	17%	3%	4%	1%	0%	2%	2%	6%	0%
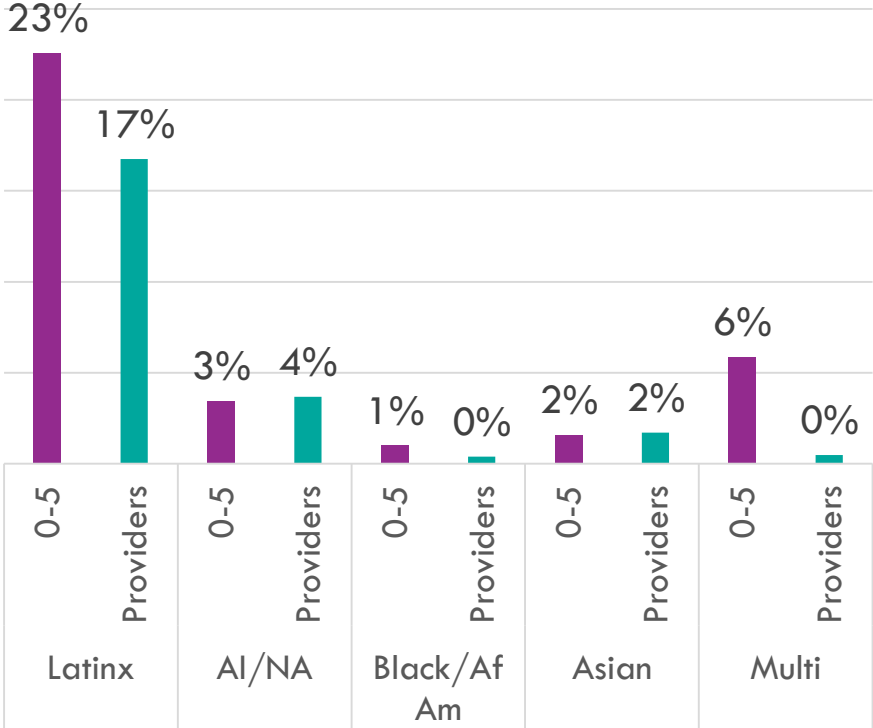
Culturally Diverse Children 0-5 & Providers in Mixed and Urban Counties

Mixed U/R

	Latinx		AI/NA		Black/Af Am		Asian		Multi	
	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers
	18%	13%	1%	1%	1%	1%	2%	2%	6%	1%

Urban

	Latinx		AI/NA		Black/Af Am		Asian		Multi	
	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers	0-5	Providers
	32%	26%	1%	1%	4%	5%	7%	6%	7%	1%
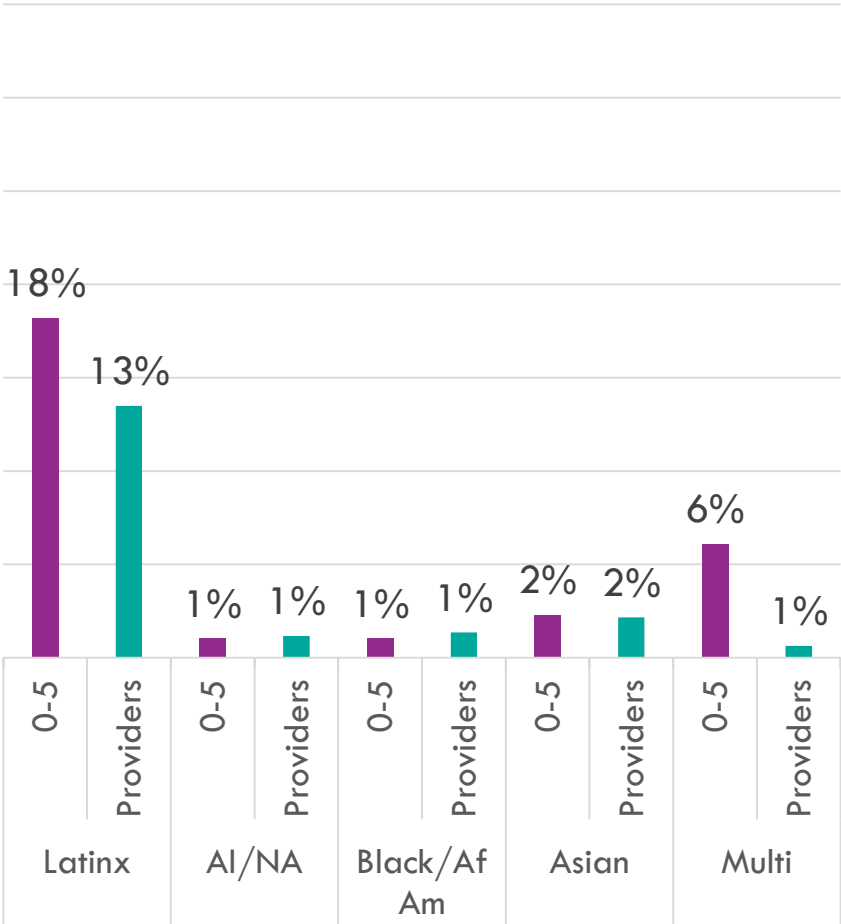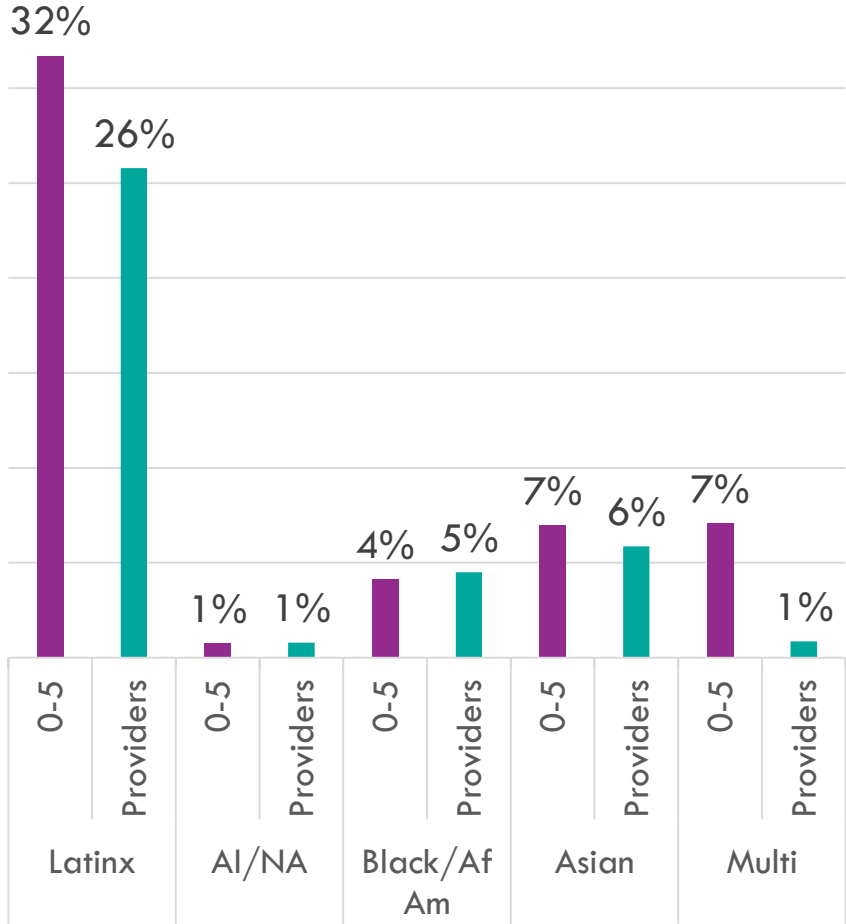
Linguistically Diverse Children & Providers
% Speaking Languages Other Than English By Region

Region	Children Other Languages	Providers Other Languages
Frontier	13%	6%
Rural	14%	10%
Mixed U/R	12%	9%
Urban	30%	22%

■ Children Other Languages ■ Providers Other Languages
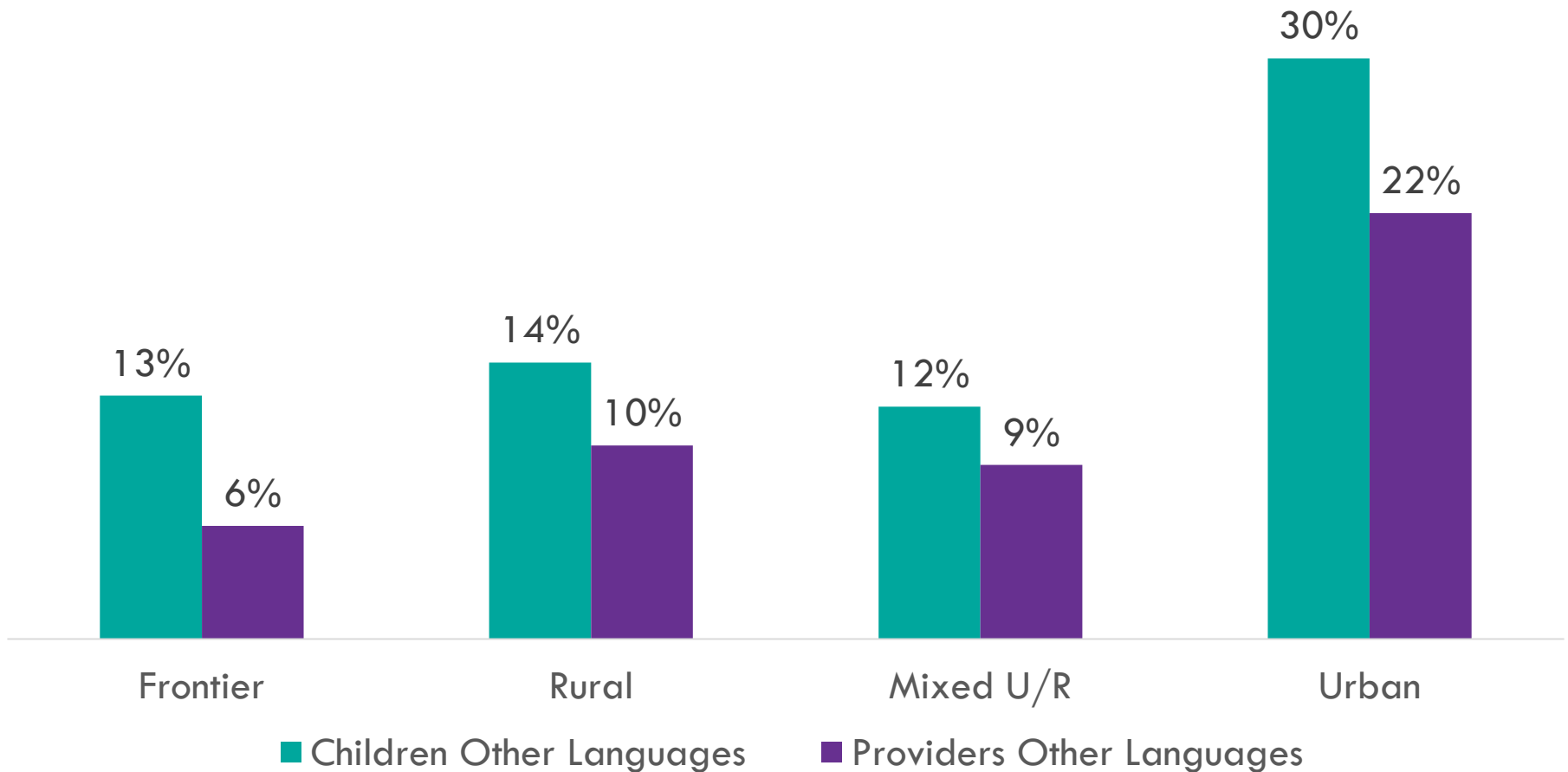
"Fun Facts"

- Of the 7 counties with over 30% Latinx children:
  - 2 are frontier,
  - 4 are rural
  - 1 is urban
- **All** of the 4 counties with 5% or more American Indian children are rural or frontier

- The counties with the **greatest %** of linguistically diverse children are:
  - Hood River (39%)
  - Morrow (36%)
  - Marion (35%)
  - Umatilla (32%)
  - Malheur (31%)

Providing Culturally Responsive Early Learning Program – Food for Thought

- In a survey of 408 licensed child care programs:
  - 67% reported using a curriculum
  - Of these, 55% felt their curriculum was "culturally responsive"
- 87% of OPK and Preschool Promise program directors felt their curriculum was culturally responsive
  - The primary reasons were:
    - It shows respect for other cultures (94%)
    - It treats the classroom like a community (95%)
    - It addresses different learning styles (97%)
  - The curriculum most often used by these providers was Creative Curriculum

Small Group Reflections

- ☐ Identify a recorder/reporter
- ☐ Each person share 1 thing that:
  - ◻ Surprised you or made you wonder?
  - ◻ You wish you knew more about
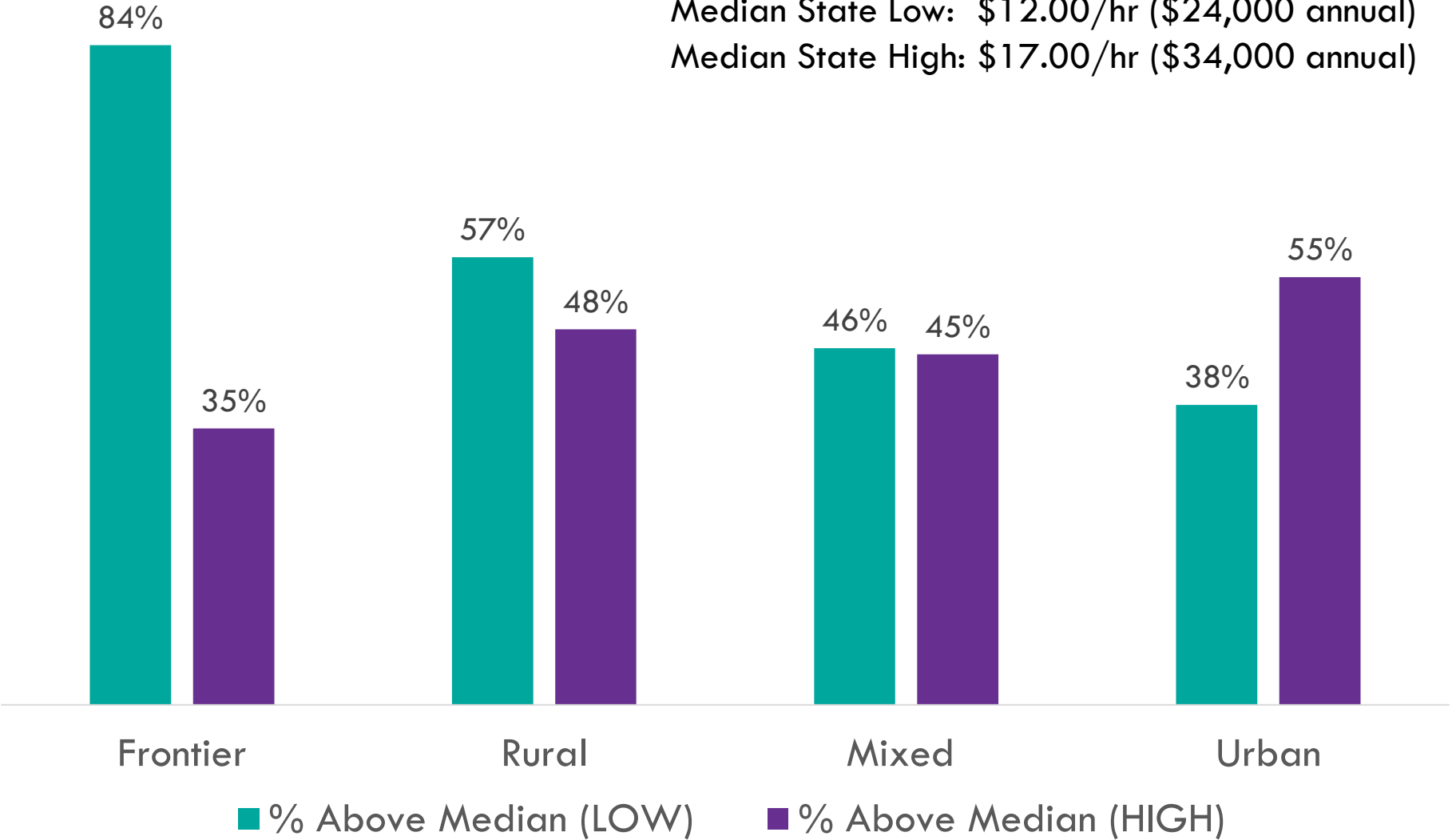 - ◻ Data suggests needs work/improvement

Key Findings:

Early Learning Provider Compensation Regional Variation

Regional Pay Ranges for Early Learning Providers

|	Median LOW	MEDIAN HIGH
Frontier	$11.07	$12.10
Rural	$11.71	$16.53
Mixed	$12.48	$17.13
Urban	$12.18	$17.42

Early Learning Workforce Compensation by Region – Median High and Low Pay Ranges

Median State Low: $12.00/hr ($24,000 annual)
Median State High: $17.00/hr ($34,000 annual)

Region	% Above Median (LOW)	% Above Median (HIGH)
Frontier	84%	35%
Rural	57%	48%
Mixed	46%	45%
Urban	38%	55%

■ % Above Median (LOW)　　■ % Above Median (HIGH)

Early Learning Workforce Compensation by Region – Median High and Low Pay Ranges

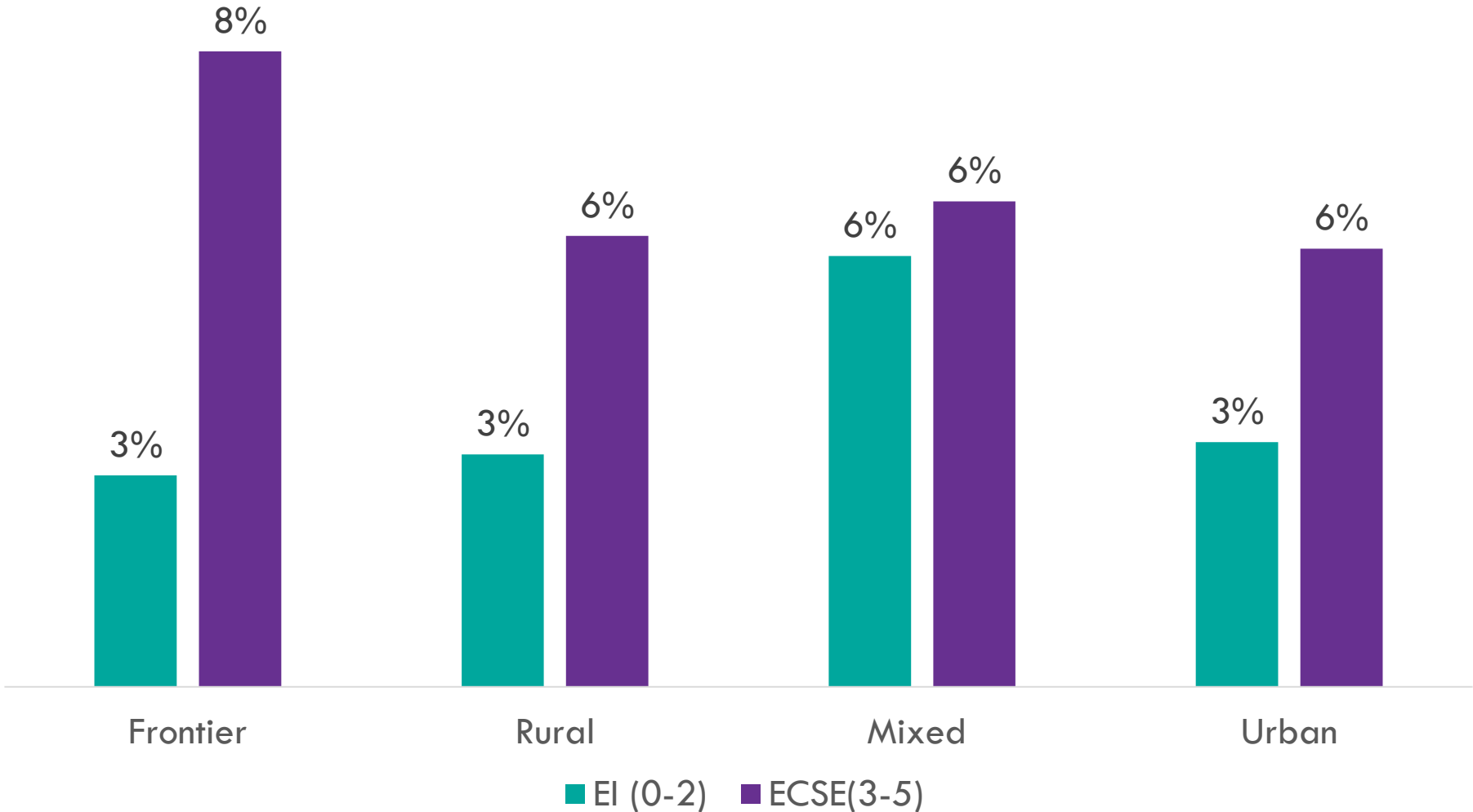% with BA/BS
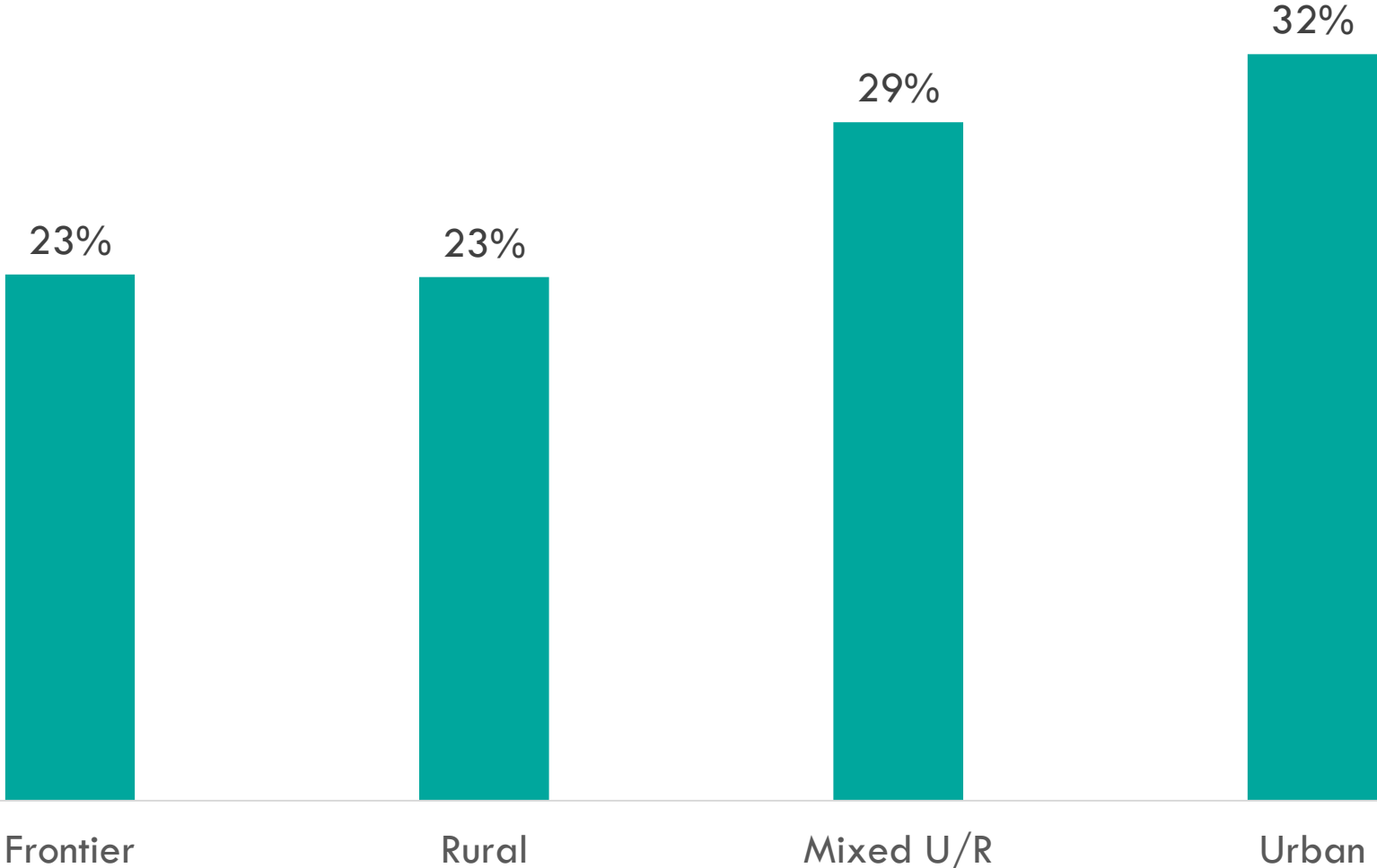
Small Group Reflections

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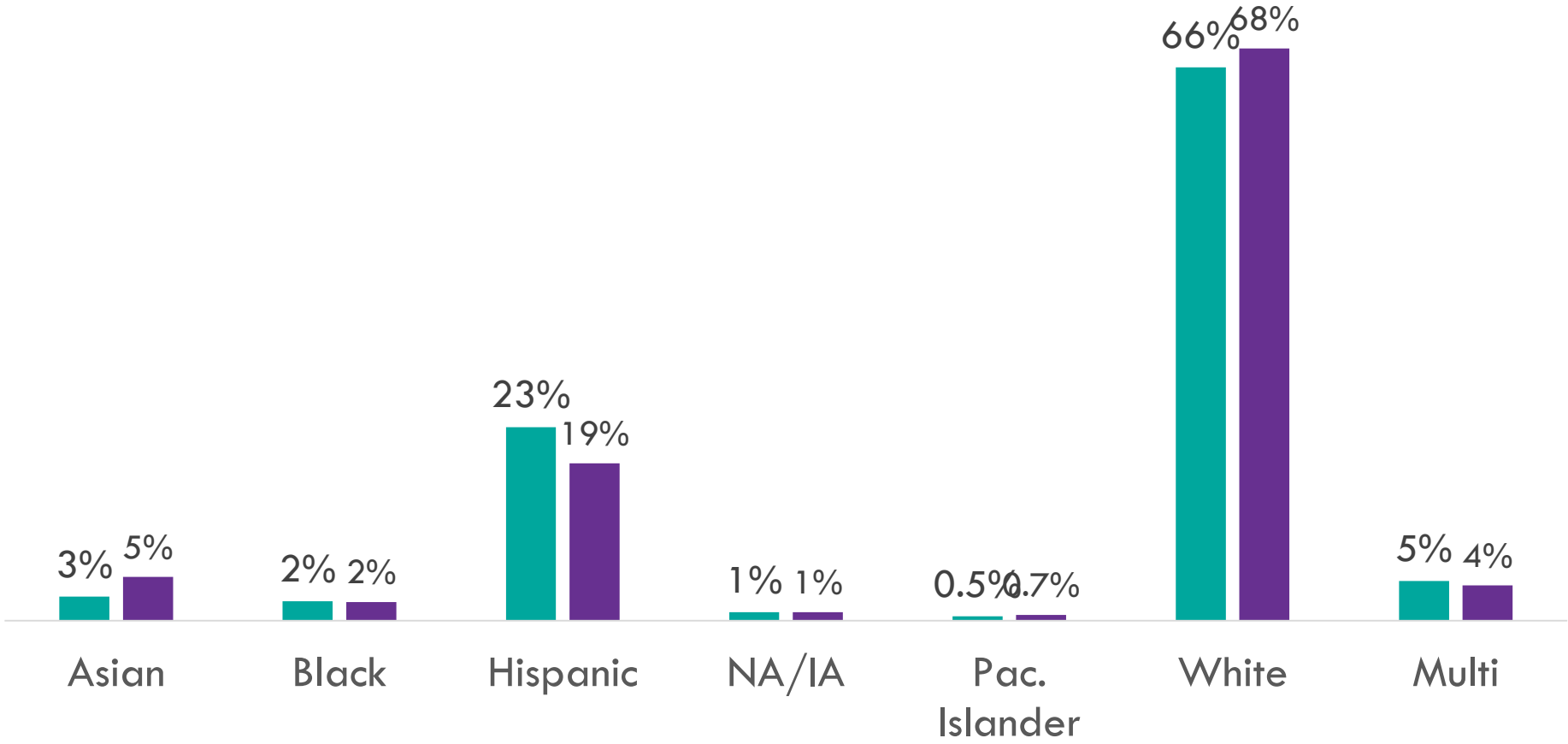- ◘ May need work/improvement

Key Findings:

Access & Use of Early Intervention/Early Childhood Special Education

Estimated Percent of Children Enrolled in EI (0-2) or ECSE (3-5)

Statewide: Estimated Percent of Population Enrolled in ECSE* By Race/Ethnicity

Bar chart showing % of ECSE (teal) and population (purple) by race/ethnicity:

- Asian: 3%, 5%
- Black: 2%, 2%
- Hispanic: 23%, 19%
- NA/IA: 1%, 1%
- Pac. Islander: 0.5%, 0.7%
- White: 66%, 68%
- Multi: 5%, 4%

■ % of ECSE

Patterns in EI are similar

Early Identification & Screening Context

- Research suggests about **15% of all children** have a developmental delay
- But only about **3%** are identified during 0-3 period
- **Oregon** has one of the highest rates of developmental screening 0-5 nationwide (about 59% of children screened before age 3
- Nevertheless, **rates of identification remain lower** than what might be expected, especially in 0-3 period

Small Group Reflections

□ Share 1 thing that:

■ Surprised you or made you wonder?

■ You wish you knew more about

■ May need work/improvement

PDG: Phase 2 Overview of Family Voice Data Collection

Purpose: To learn more about:

- ◻ Barriers and challenges families face finding quality 0-5
- ◻ Availability and perceptions of culturally appropriate 0-5 services
- ◻ Perceptions of supports most needed in 0- 5

Household Survey	Parent/Caregiver Focus Groups
What? Brief 8-10 minute telephone survey of families **Who?** A broad, representative sample of approximately 3,000 families across the state of Oregon with children 0 – 5	**What?** Listening Sessions with specific groups of families for in-depth learning **Who?** Families whose voices are most needed to inform birth-five service planning – historically marginalized or underserved populations

What Information Do We Already Have?

PDG Team Reviewed Recent Community Needs Assessments

- Oregon Head Start Collaboration Office Survey 2017, 2018

- Oregon Infant Toddler State Needs Assessment 2018

- Regional (Early Learning Hub) Needs Assessments 2016-2018

Reviewed & Compiled 16 Existing "Family Voice" Reports

- Collected by a variety of agencies/programs/Early Learning Hubs/other stakeholders

Parent Voice Focus Groups – Who Was Included?

Sample populations
- Haitian
- Chinese
- Native Hawaiian
- Pacific Islander
- White
- Latinx
- Black or African American
- Parents of children with special health needs

Languages:
- Spanish
- Cantonese
- Mandarin
- Vietnamese
- Slavic
- English

Geographic regions:
- Multnomah County (predominant)
  - Gresham
  - Fairview
  - Portland
- Josephine County
- Marion County
- Washington County
- Douglas County

Key Findings/High Level Takeaways Existing Community Needs Assessments

- Better Systems, Services, and Supports to Meet **Behavioral and Social/Emotional** Needs of Children & their Families

- Early Learning **Workforce Expansion & Support**

- More **Affordable and Accessible Spark-Rated/High Quality** Child Care/Early Learning Programs, Especially in Rural Areas

- **More Coordinated & Accessible Supportive Services** (Health, Housing, etc.)

- More **Collaboration** Between Early Learning and K12

Key Findings & High Level Takeaways
Family Voice Focus Groups

- **More child care and early learning programs** that are culturally responsive, affordable, and accessible for working families

- **More outreach and information about available resources tailored** to specific cultural and linguistic groups

- **Support persons/advocates to help with navigating** and understanding complex health, housing, school and early learning systems

- Programs and supports that help support children's **social-emotional and behavioral development** as well as building pre-academic skills

- More **non-judgmental, flexible** home visiting services

- More opportunities and programs to help parents support each other, manage stress and take care of themselves as parents

Filling the Gaps – Next Steps & Input

- Reflect on questions from earlier in the session
- What do we need to ask families about to gain insights into improving:
  - Quality of Early Learning
  - Availability/Accessibility of Early Learning
  - Reducing disparities in availability, access, outcomes?

Questions?

?