



# ELD LISTENING SESSION: CREATING EQUITABLE ACCESS TO HIGH QUALITY PRE-K

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# The Challenge

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- Opportunity gaps start before birth.
- Income, race, and zip code are powerful predictors of whether children experience conditions that are optimal for their early development and learning, including access to high quality early care and education (ECE).
- Every county in Oregon is considered a 'child care desert,' meaning that there are at least 3 children for every child care slot.
- Nearly 50,000 young children in Oregon live in poverty, yet fewer than 20% of them are able to access a publicly funded ECE program.
- Over half of all children in Oregon enter kindergarten without the benefit of a high quality ECE experience outside the home.

# Our Opportunity

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- The Student Success Act creates the Early Learning Account, which **doubles** the current investment in the ECE sector.
- Early Learning Hubs --in collaboration with ECE, K-12, and community partners-- are leading the first phase of ECE Sector Planning.
- K-12 is an important partner in this historic moment for ECE expansion, and school districts will play a critical role of helping to reach scale within a mixed delivery model.

# Student Success Act investments

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## Early Learning Account (At least 20%)

- Fully Fund Early Intervention/Early Childhood Special Education (EI/ECSE)
- Expand Relief Nurseries
- Establish the Early Learning Equity Fund\*
- More Preschool Slots:
  - Preschool Promise
  - Oregon Prekindergarten Programs (half and full day)
- Professional Development for Early Childhood Educators
- Early Head Start
- Healthy Families Oregon
- Parenting Engagement

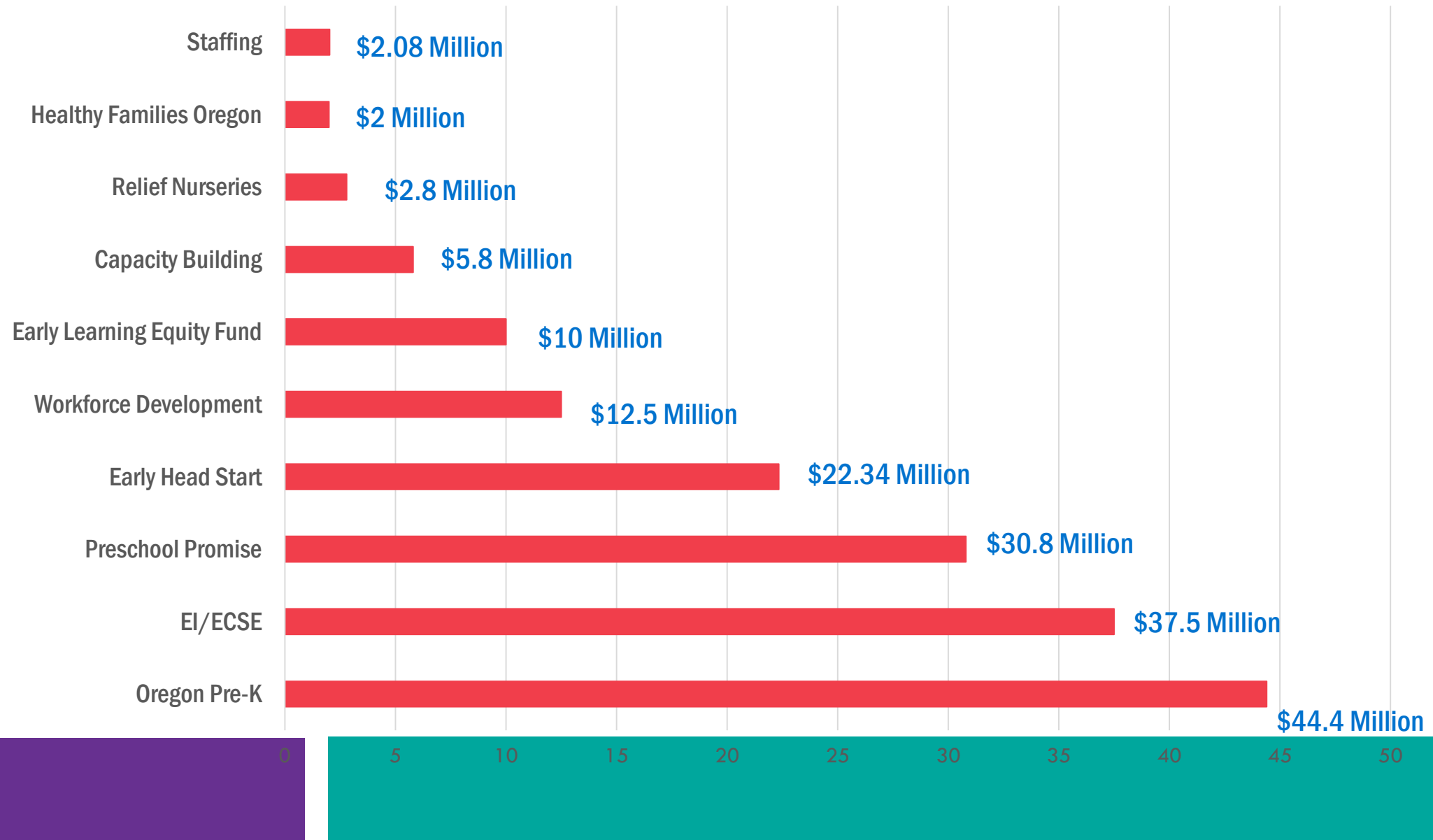
## Student Investment Account\* (At least 50%)

- Meet students' mental or behavioral health needs, and
- Increase academic achievement for students, including reducing academic disparities for:
  - Economically disadvantaged students;
  - Students from racial or ethnic groups that have historically experienced academic disparities;
  - Students with disabilities;
  - Students who are English language learners;
  - Students who are foster children;
  - Students who are homeless; and
  - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

## Statewide Education Initiatives Account (Up to 30%)

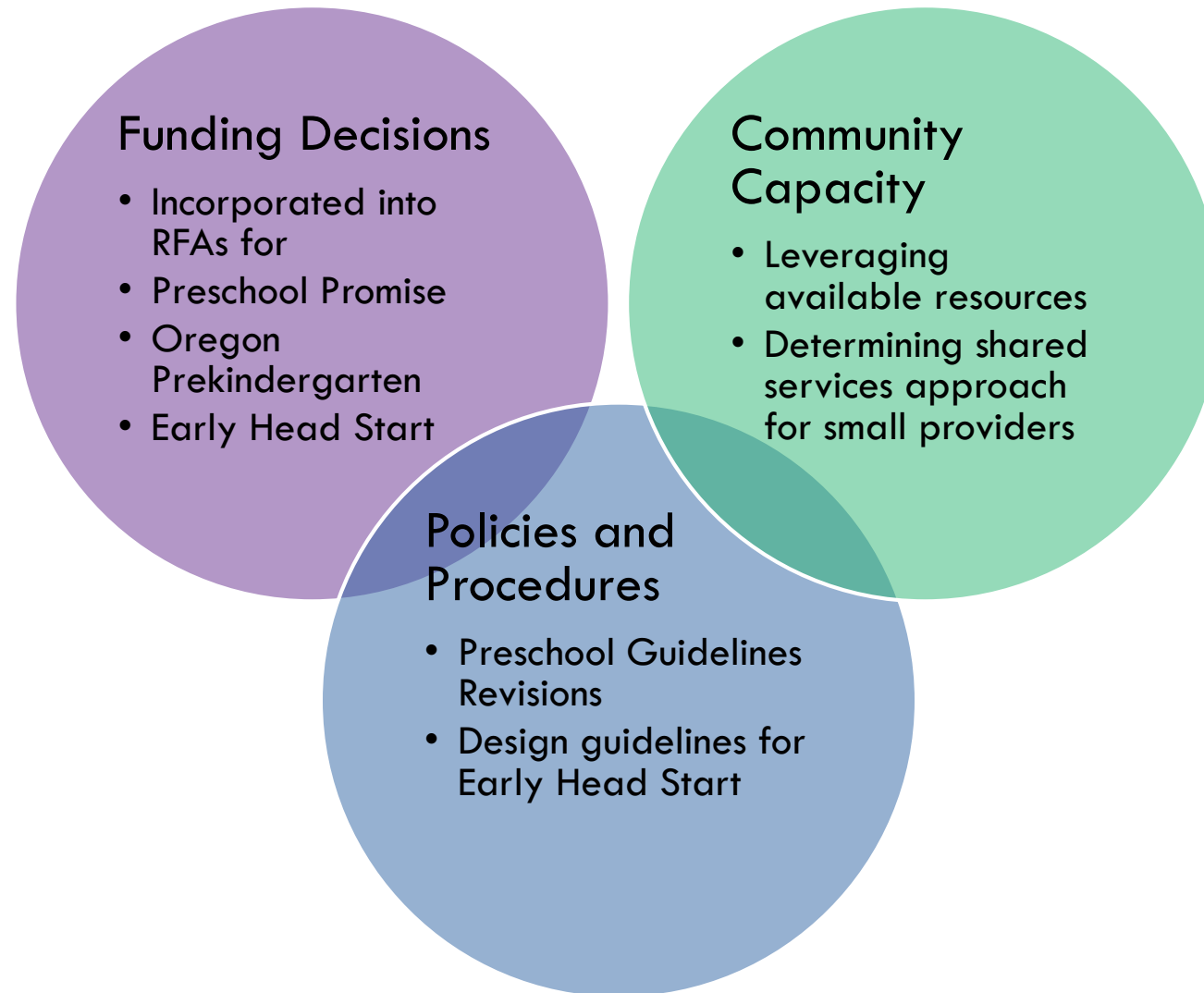
- High School Success (M98)
- Expansion of Nutrition Programs
- Youth reengagement Program\*
- School Safety\*
- African American/Black Student Success Statewide Plan
- American Indian/Alaska Native Student Success Plan
- Latinx Student Success Statewide Plan\*
- Professional Learning for Educators\*
- ESD support for school districts\*
- Summer School for Title I schools\*
- Early Indicator and Intervention Systems\*
- High Cost Disability Fund
- District Support\*
- Accountability and Transparency\*

# SSA Annual Investments in Early Childhood



# How Will the Phase I ECE Sector Plans Be Used?

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# Leading With Equity

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- The focus of ECE sector expansion is on increasing access to high quality ECE programs for children from historically underserved communities
  
- Important elements of high quality ECE include:
  - Developmentally appropriate practice
  - Inclusion
  - Cultural responsiveness

# Activity: Increasing Access to High Quality ECE

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- In small groups, review some of Oregon's standards for high quality ECE programs, and discuss the following:
  - ▣ *What questions do you have about the standard you reviewed?*
  - ▣ *What capacity do you have to meet the program standard?*
  - ▣ *What supports would you need to successfully implement program standard?*
- Record your responses on chart paper, and be prepared to share out with the whole group



# Wrap Up

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- On a notecard, answer the following questions:
- *What is one thing from today's session that you will bring back to share with your colleagues?*
- *What have we not discussed today that you think is important for the Early Learning Division to know?*

# Contact Info

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**Brett Walker** | P-3 Alignment Specialist

**EARLY LEARNING DIVISION** | OREGON DEPARTMENT OF EDUCATION

OFFICE 503.378.5160 | MOBILE 971.273.823