



RAISE UP OREGON: A STATEWIDE PLAN FOR PROMOTING KINDERGARTEN READINESS

October 22, 2019

Session Objectives

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By the end of this session, participants will be able to describe:

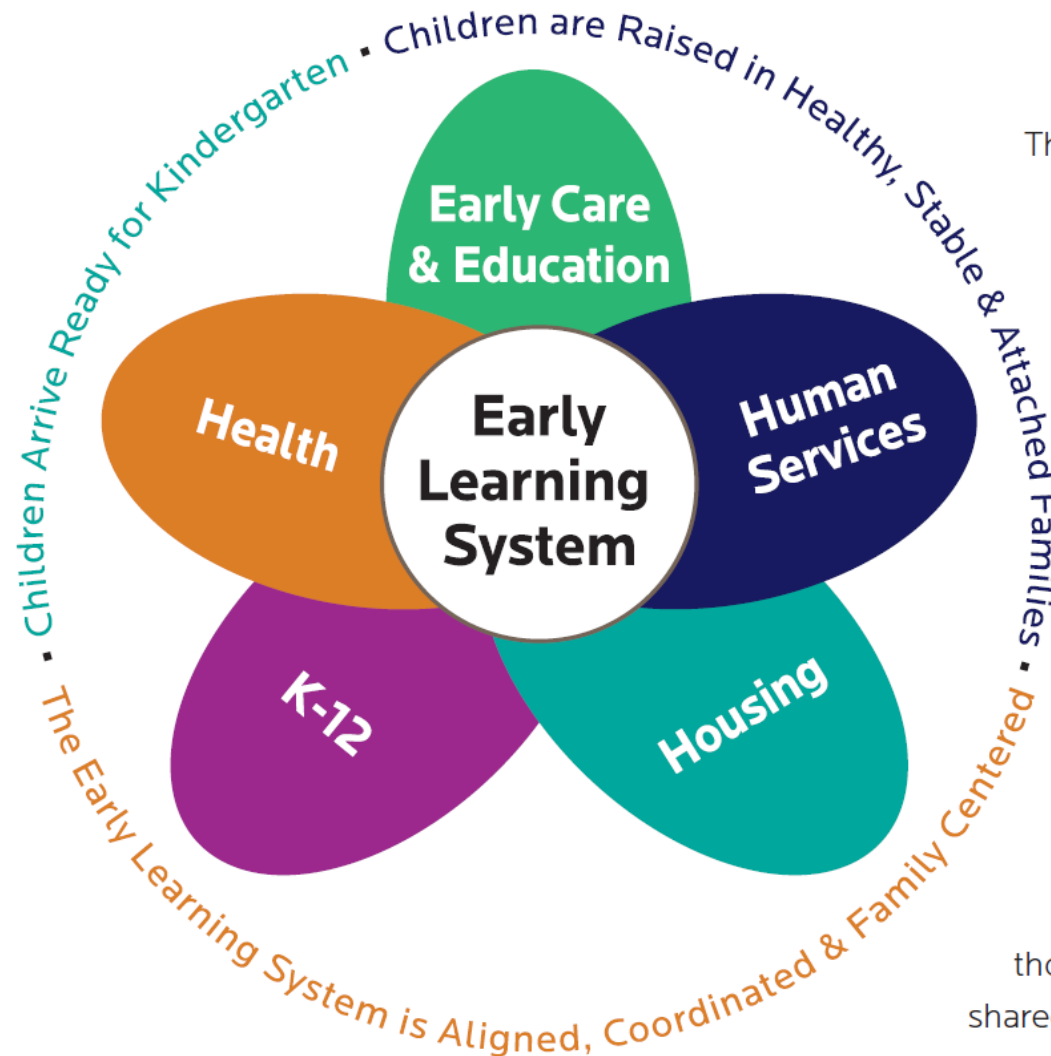
1. Key elements of *Raise up Oregon*.
2. New investments in early care and education under the Student Success Act.
3. Key elements of Phase I of the early care and education (ECE) sector planning process

Intro Activity

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- Review the *Raise Up Oregon* executive summary on your own.
- At your table, discuss:
 - *What really stood out for you?*
 - *What would you like to learn more about during today's?*
- Be prepared to share out 1-2 key takeaways with the whole group.

Raise Up Oregon Overview



The Council framed *Raise Up Oregon: A Statewide Early Learning System Plan* using the Council's [guiding principles](#), which are rooted in equity, community and family engagement, and evidence-based practices in all decision-making processes within the early learning system. In order to engage diverse voices throughout the state, outreach included partners and providers representing children and families in historically underserved communities. The Council was particularly interested in: parents' and providers' experiences with services during the early childhood years; each sector's key goals and priorities for children prenatal to five and their families; strengths for and barriers to reaching those goals and priorities; and opportunities for shared interests and work across sectors.

System Goals

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Children Arrive Ready for Kindergarten

Children Are Raised in Healthy, Stable, and Attached Families

The Early Learning System Is Aligned, Coordinated, and Family Centered

System Goal 1 Objectives

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Families are supported and engaged as their child's first teacher

Families have access to high quality, affordable ECE services

The ECE Workforce is diverse, culturally responsive, and well compensated

Early childhood health promotion and prevention is increased

Young children's SEL, developmental and health needs are identified early

Children and families experience supportive kindergarten transitions

Activity: Unpacking System Goal 1

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- In small groups, review one of the Goal 1 objectives.

- Discuss the following questions:
 - What are the key strategies for this objective?
 - What is something that is happening in your community or program that aligns with the objective?
 - What are some questions or wonderings that came up for you as you discussed the objective?

- Record your responses on a piece of chart paper and be prepared to share with the whole group

New Investments in Early Care & Education

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

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

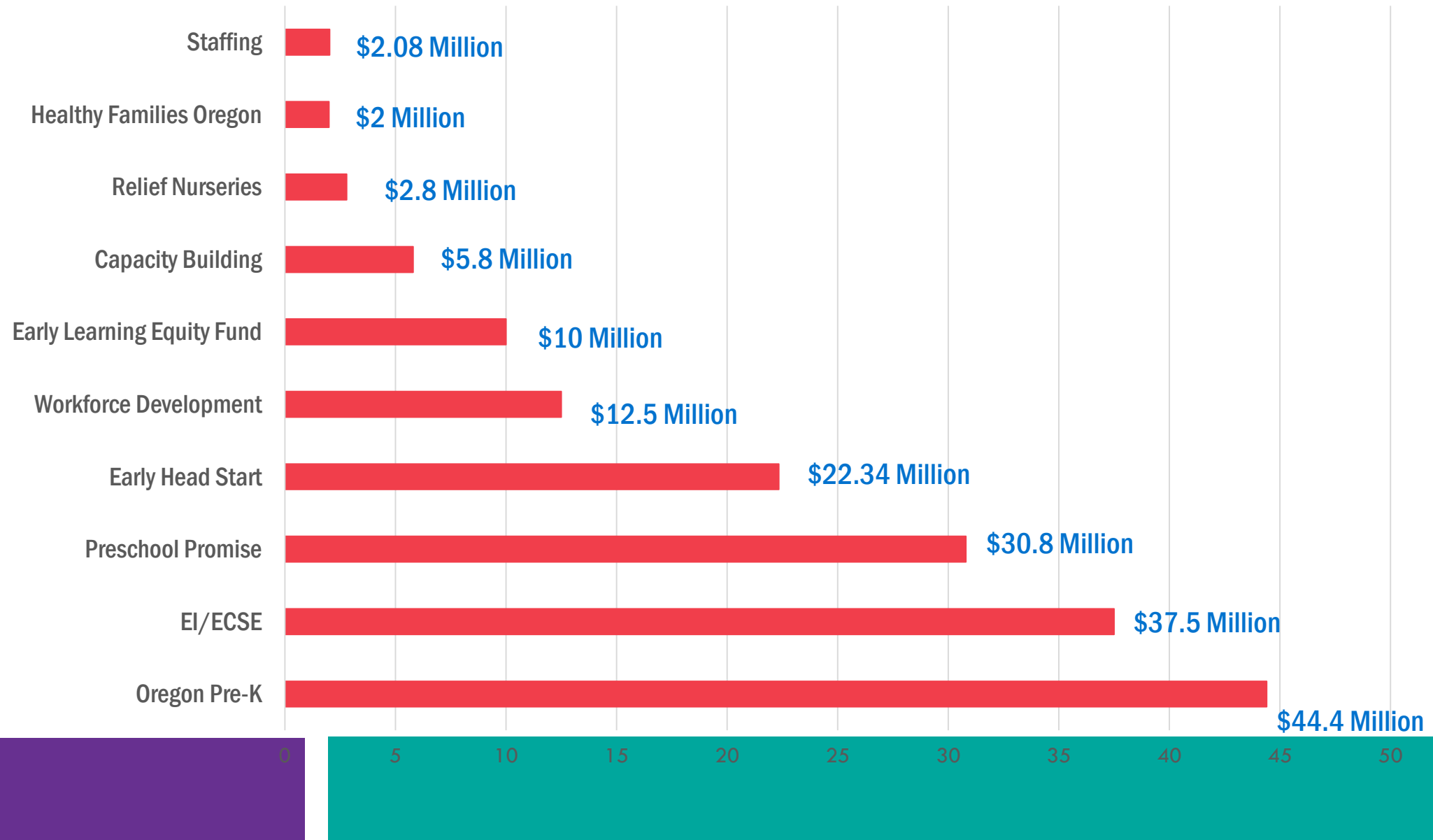
Student Investment Account* (At least 50%)

- 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



ECE Sector Planning

ECE Sector Planning: Purpose

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Purpose:

Create an early care and education sector in each Hub region that results in: ***at scale*** access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets family needs.

Policy Driver:

House Bill 2025 (2019) requires Hubs to create regional plans in concert with CCR&Rs and Head Start.

Placing Equity at the Center of ECE Sector Planning

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- We support Oregon's young children and families to learn and thrive. Our work recognizes that there is an urgency to support all children and families, but places an emphasis on ensuring access for children from historically underserved communities.
- We know for Oregon's children and families, race, class, and zip code determine whether children and families have access to high-quality early care and education (ECE). These factors also shape the supply of ECE quality programs available in a community.
- We recognize that for every child and family to reach their full potential, we must correct this, in part, by providing the conditions for building a supply of quality ECE that is rooted in cultural and linguistic responsiveness and addresses the preferences and the choices of families.
- We must also ensure that the ECE sector is equitable for providers. For far too long, we have asked providers/educators to subsidize the ECE sector with inadequate compensation and serve children and families without the needed supports to advance their own professional learning.

ECE Sector Planning Timeline

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TIMELINE FOR COMMUNITY PLANNING



Phase I Deliverables: Regional Profile of ECE Needs & Opportunities

Analysis of
Priority
Populations
for ECE
Expansion



Regional
Mixed
Delivery
Profile



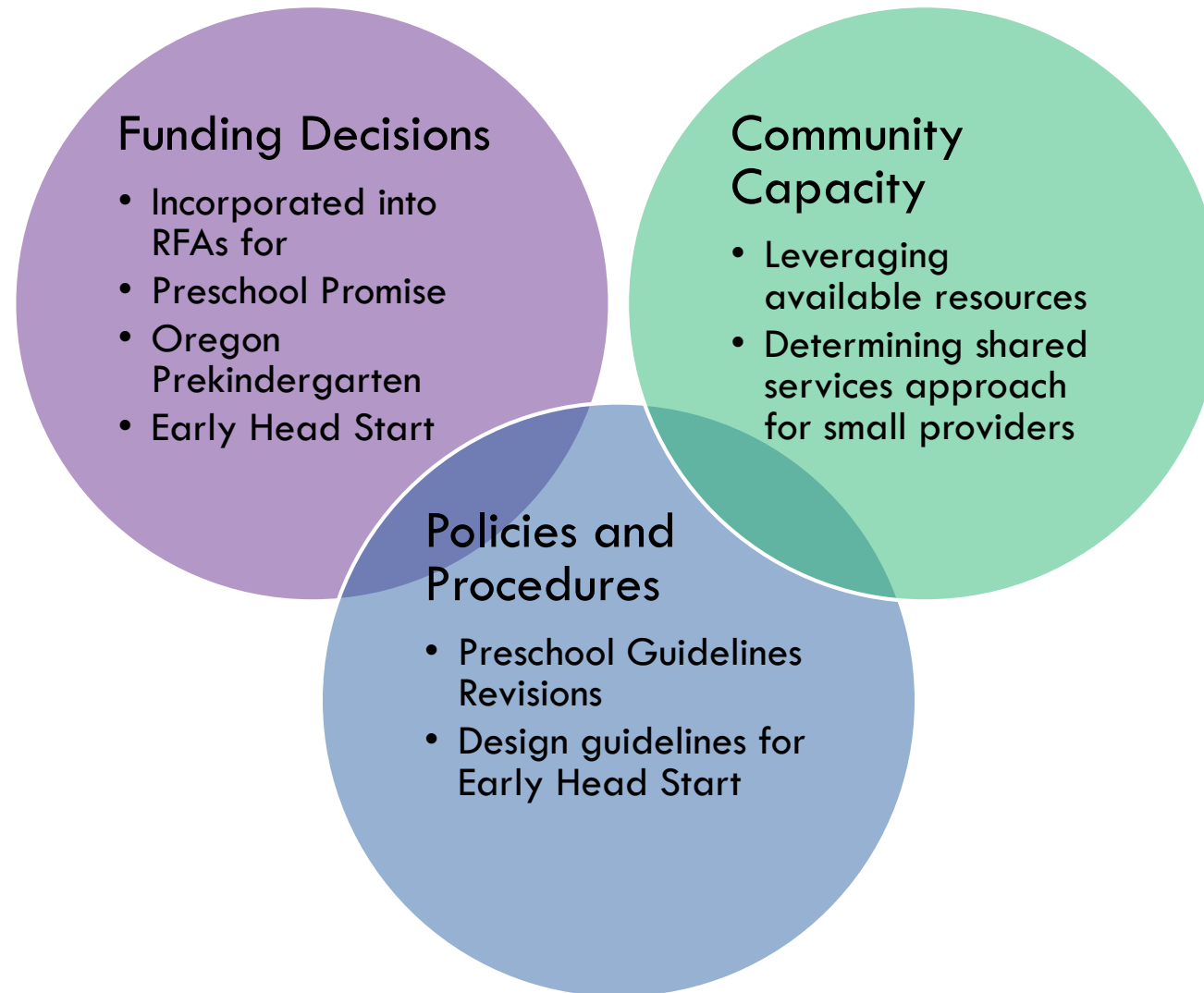
Emerging
Regional
Opportunities
for ECE
Expansion



**Regional
Profile of
ECE Need,
Supply &
Opportunity**

How Will the Phase I ECE Sector Plans Be Used?

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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