



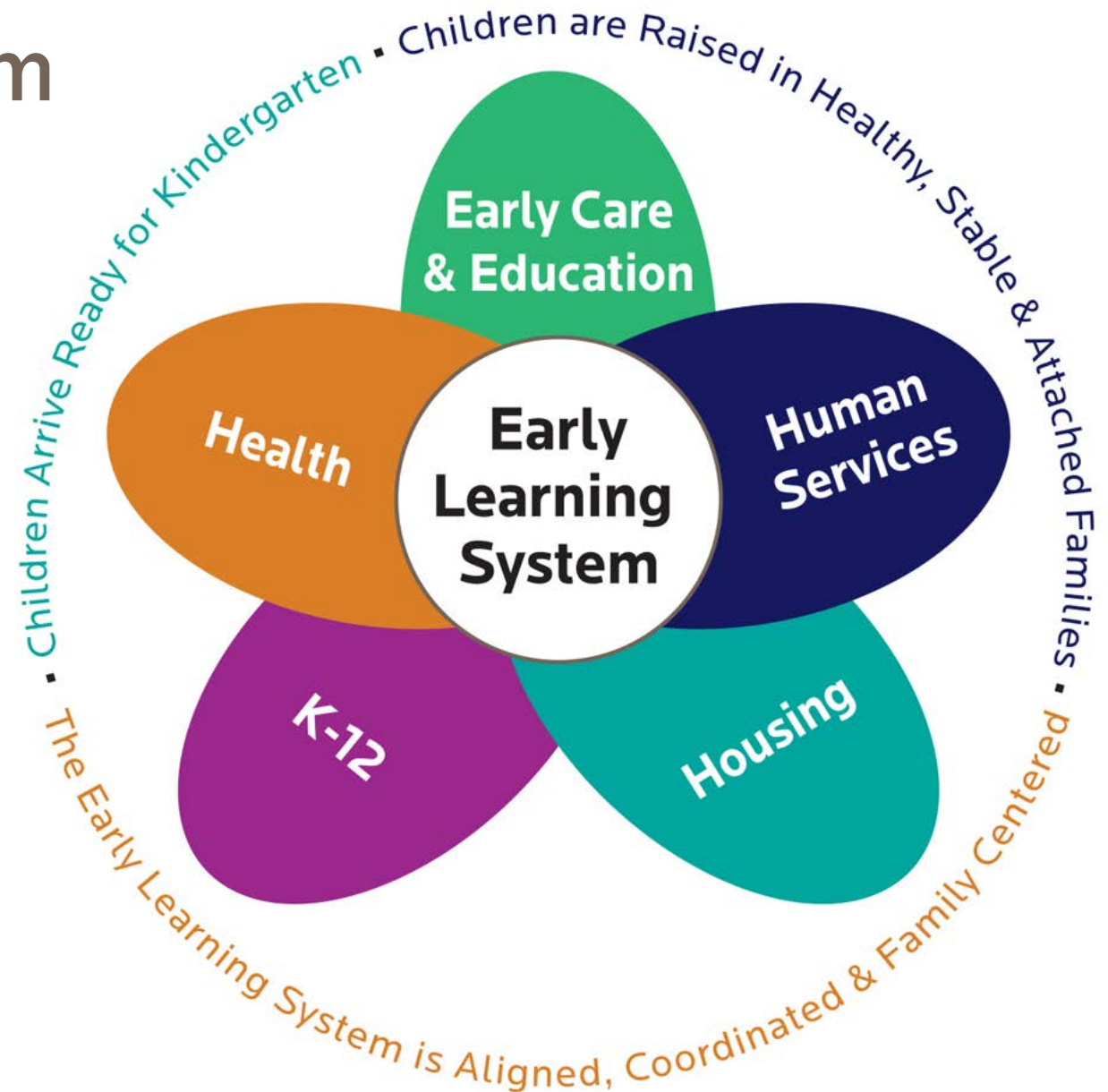
JOINT WAYS & MEANS SUBCOMMITTEE ON EDUCATION: EARLY LEARNING DIVISION OVERVIEW

MIRIAM CALDERON, EARLY
LEARNING SYSTEM DIRECTOR

May 2, 2019

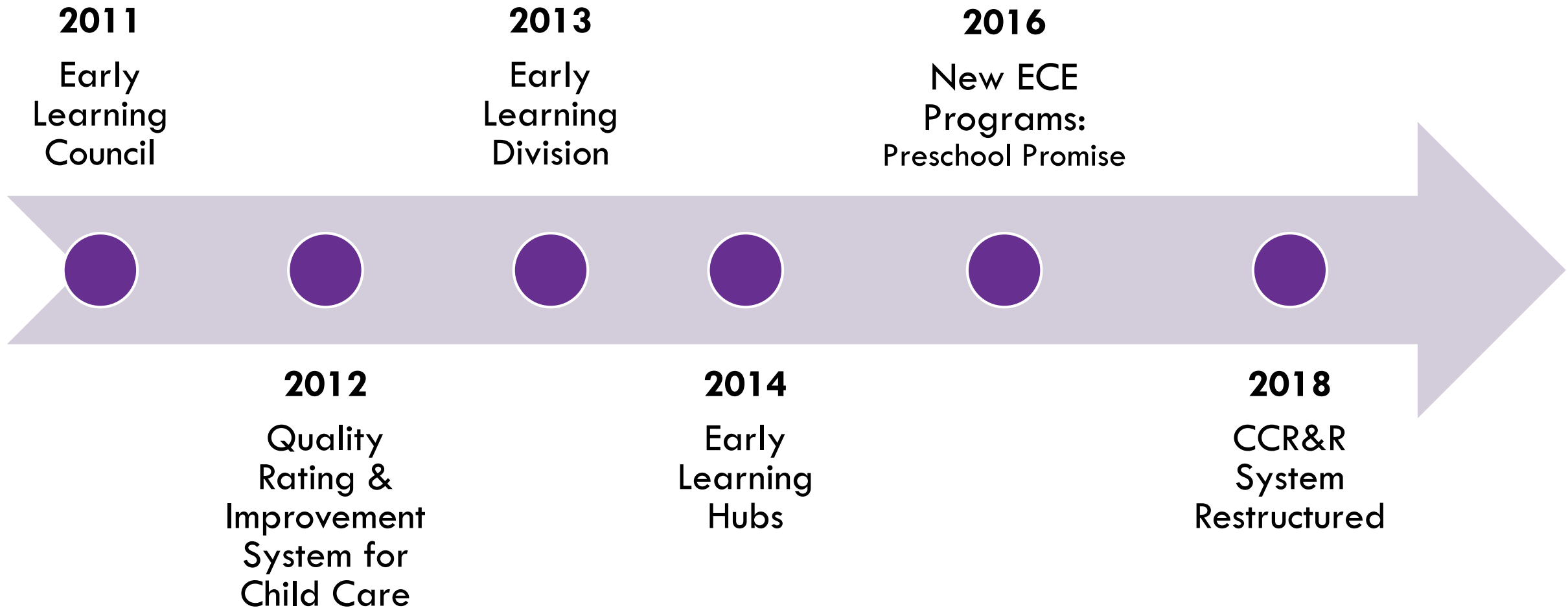
Early Learning System

“ Breaking the link between inherited factors and life outcomes can only happen if change the circumstances of families, which means changing the distribution of opportunities in those years....” Raise Up Oregon, 2019



Milestones in Governance of Early Learning System

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Early Learning Council (ELC)

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Three System Goals

1. Children arrive at kindergarten ready to succeed.
2. Children are raised in healthy, stable and attached families.
3. The Early Learning System is aligned, coordinated, and family-centered.

ORS 326.425

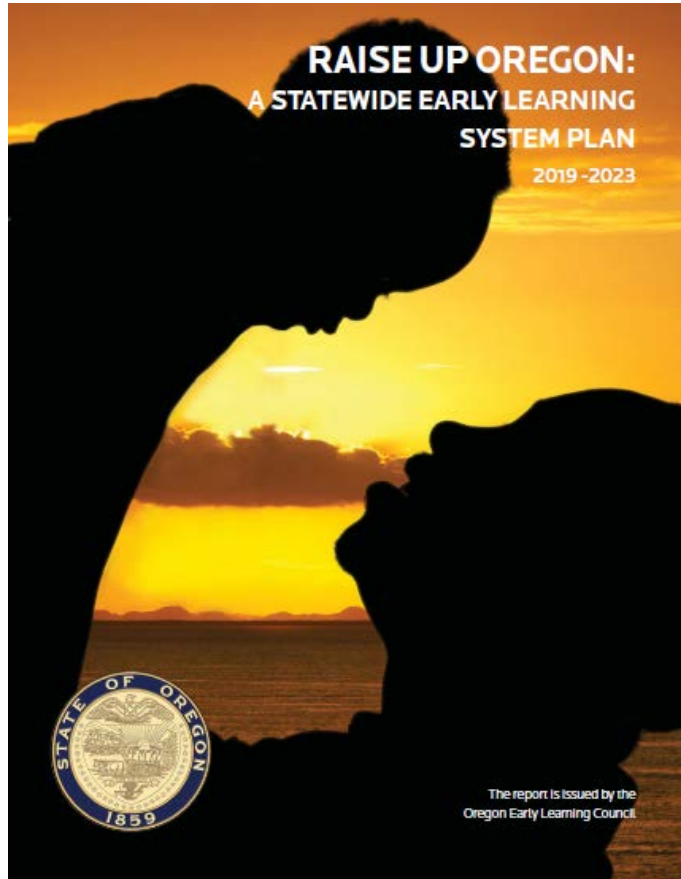
- The council is established to oversee a unified system of early learning services for the purpose of ensuring that children enter school ready to learn...
- ...The council may adopt rules necessary for the administration of the laws that the council is charged with administering.

ORS 417.728

- The Early Learning Council shall lead a joint effort with other state and local early childhood partners to establish the policies necessary for a voluntary statewide early learning system.

Raise Up Oregon – An Early Learning System Plan

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Cross-Sector Ownership of Raise Up Oregon: A Statewide Early Learning System Plan

DRAFT: Pending Agency Review Approval

	Early Learning Council	Children's Cabinet	Education Cabinet	Dept. of Human Services	Early Learning Division	Oregon Dept. of Education	OR Health Authority	OR Housing & Community Services
2.4 Build the state's capacity to ensure children are healthy and safe in child care.	●			●	●		●	
2.5 Improve the essential infrastructure for high-quality early care and education.	●			●	●	●		●
3. The early care and education workforce is diverse, culturally responsive, high-quality and well compensated.								
3.1 Improve professional learning opportunities for the full diversity of the ECE workforce.				●	●	●		
3.2 Build pathways to credentials and degrees that recruit and retain a diverse ECE workforce.			●		●			
3.3 Compensate and recognize early childhood educators as professionals.					●	●		
3.4. Improve state policy to ensure ECE work environments guarantee professional supports.				●	●	●		
4. Early childhood physical and social-emotional health promotion and prevention is increased.								
4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality and culturally and linguistically responsive.				●			●	
4.2 Increase the capacity to provide culturally responsive, social-emotional supports for young children and their families.				●	●	●	●	

A full dot means that an agency (or agencies) is taking a lead role in implementing the strategy.

The half circle indicates that an agency or partner will play a smaller role, but needs to remain involved in the implementation of the strategy.

ELC Measuring Success Committee: Measure Library

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DRAFT Measuring Success Committee Measures Library **DRAFT**

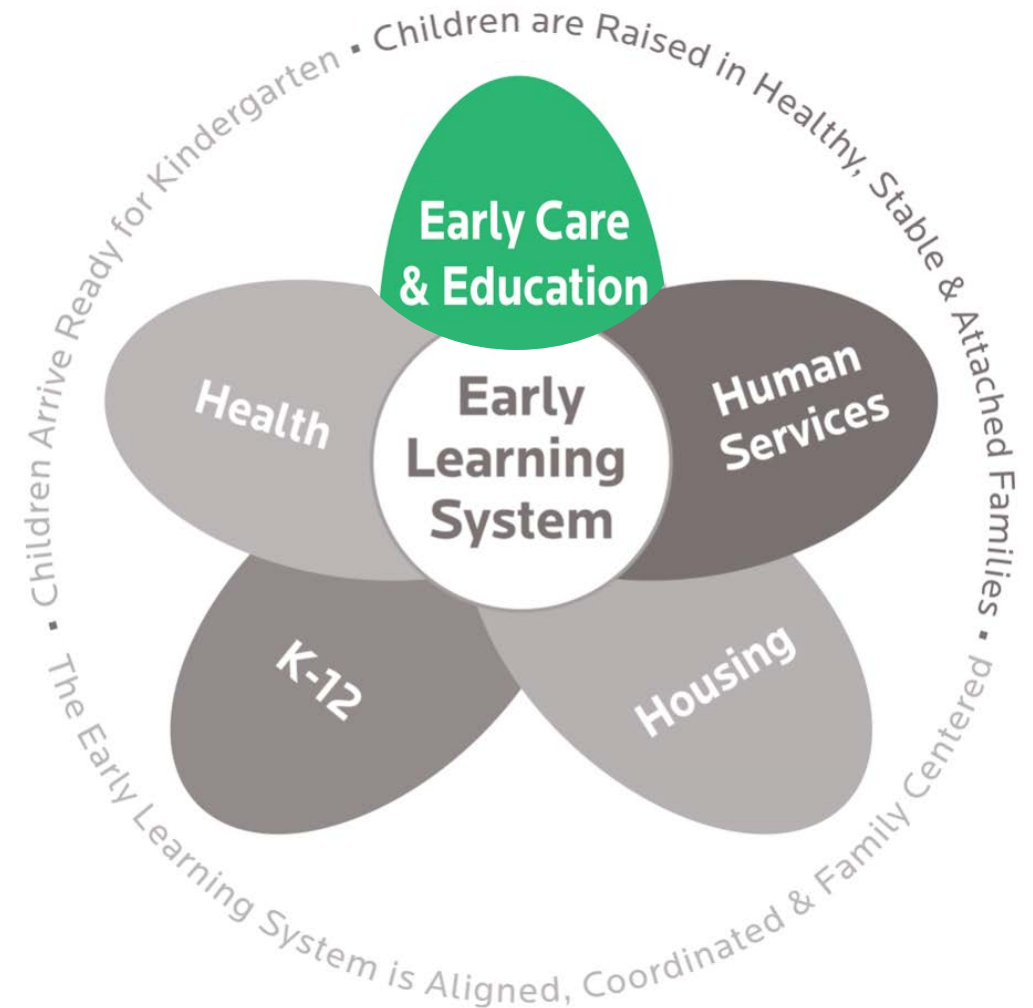
SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN			D = Data Provider A = Analysis * = Strategic/Programatic Involvement				
CURRENTLY IN USE:	Long-term System Measures	Data Source	OHA	DHS	Housing	ODE	ELD
✓	Adequate birthweight	OHA Vital Stats	D, A *	*			*
	Frequency of reading to children	PRAMS-2 or NSCH	D *	*			A *
✓	OKA Approaches to Learning: Interpersonal Skills & Self-Regulation	ODE	*			D	A *
✓	OKA Math, Letter Names, & Letter Sounds	ODE	*			D	A *
✓	Kindergarten attendance (90% + of days attended)	ODE	*			D *	A *
✓	Third-grade reading (% proficient)	ODE				D *	A
	Intermediary Measures						
Objective 1: Families are supported and engaged as their child's first teachers.							
	Home Visiting measure(s):	HV programs	D, A *				D, A *
✓	Parenting Ed measure: Engagement (70%+ attendance)	OPEC					*
✓	Parenting Ed measure: Parenting Skills Ladder (pre/post)	OPEC					*
Objective 2: Families have access to high-quality affordable early care and education.							
✓	% of children with access to child care slot	OSU	*	*	*		D *
✓	# of SPARK-rated programs	WOU					*
✓	# of children in SPARK-rated programs	WOU					*
✓	Continuity of care in ERDC	OSU/DHS		D *			D *

Early Learning Division: Building an early care and education sector

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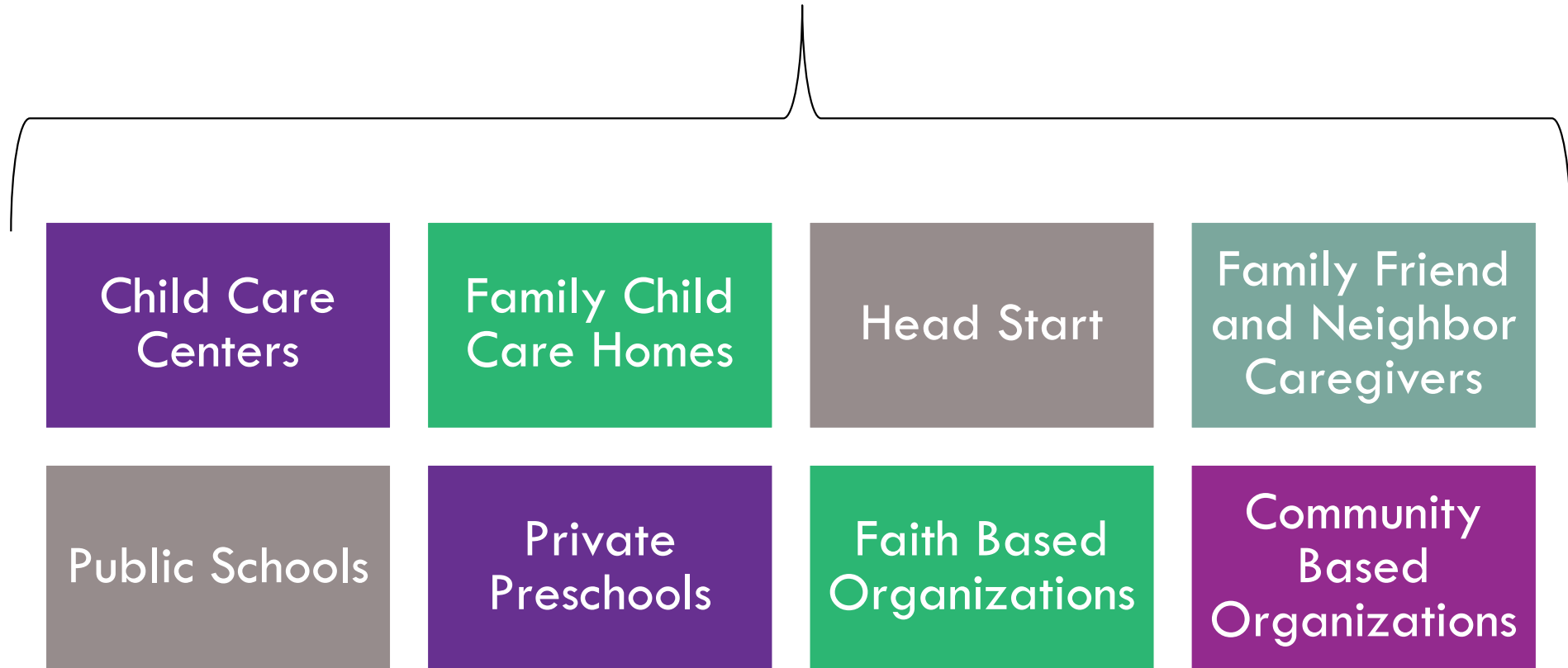
The Early Learning Division supports all of Oregon's young children and families to learn and thrive.



Early Care and Education Sector

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Mixed Delivery Settings





Programs within the Early Care & Education Sector

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- Baby Promise
- Child Care Licensing
- Child Care Resource & Referral Networks
- Early Learning Hubs
- Healthy Families Oregon
- Kindergarten Partnership and Innovation Fund
- Oregon Prekindergarten
- Preschool Promise
- Relief Nurseries
- Spark

What have we learned?

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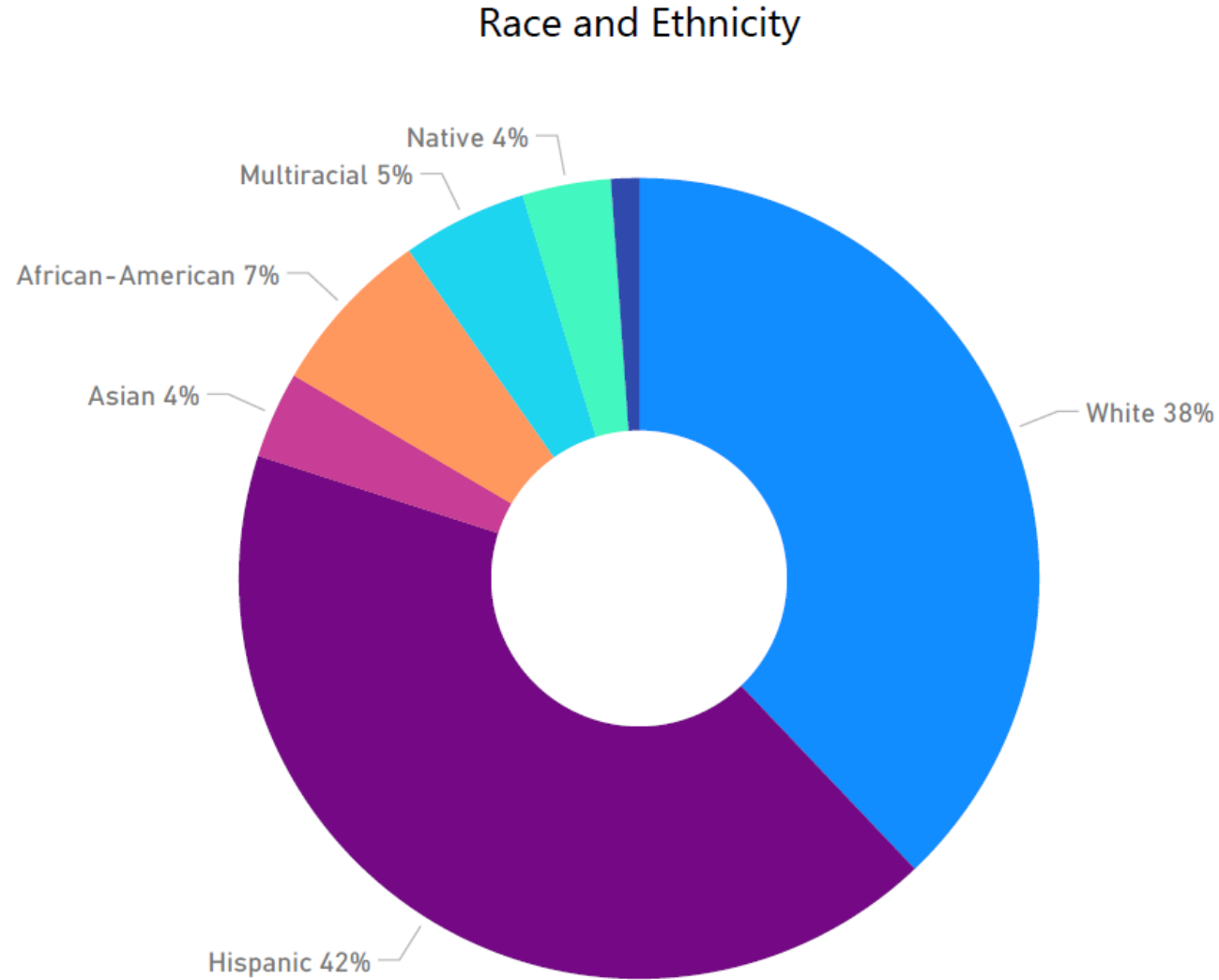
- Implementation
- Equity
- Efficiency
- Laser-like focus
- Accountability

“ Careful and deliberate assessment of state’s early childhood governance structure is an integral step in reducing fragmentation, uneven quality, and inequity in programs and services...”

- Build Initiative, 2013

What have we learned?

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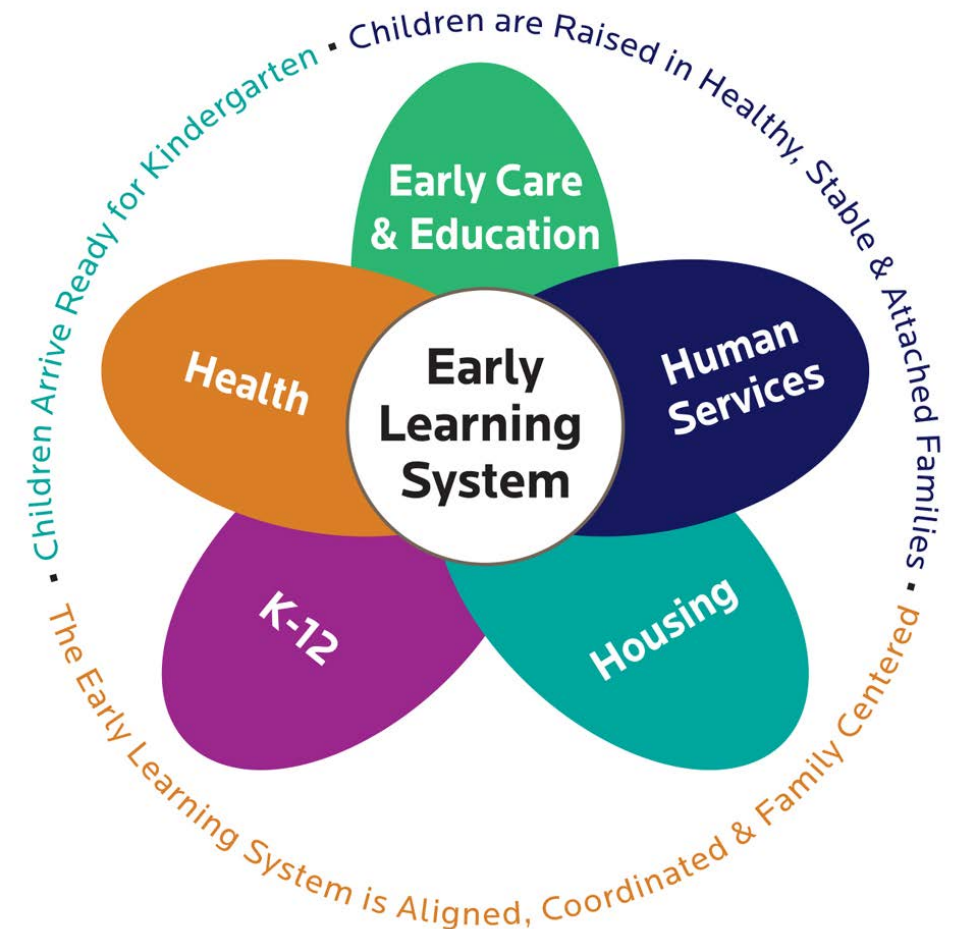


Early Learning Hubs

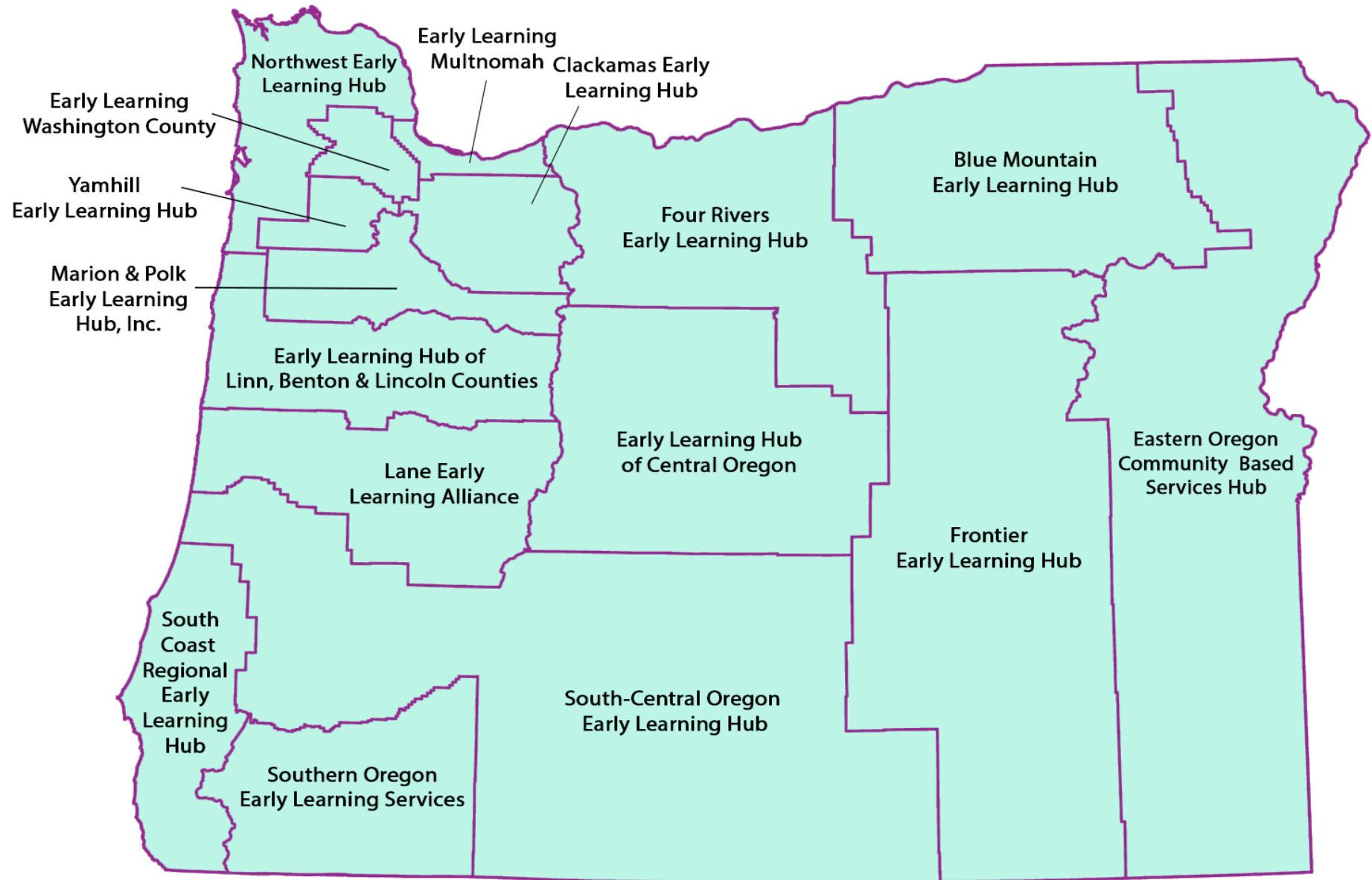
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ORS 417.827

- Coordinate early learning services
 - [Align] with the services provided by the public schools of the community...
 - [Align] with...the system of public health care and services available through local health departments and other publicly supported programs delivered through, or in partnership with, counties and coordinated care organizations.
 - ...Integrate efforts among education providers, providers of health care, providers of human services and providers of other programs and services in the community.

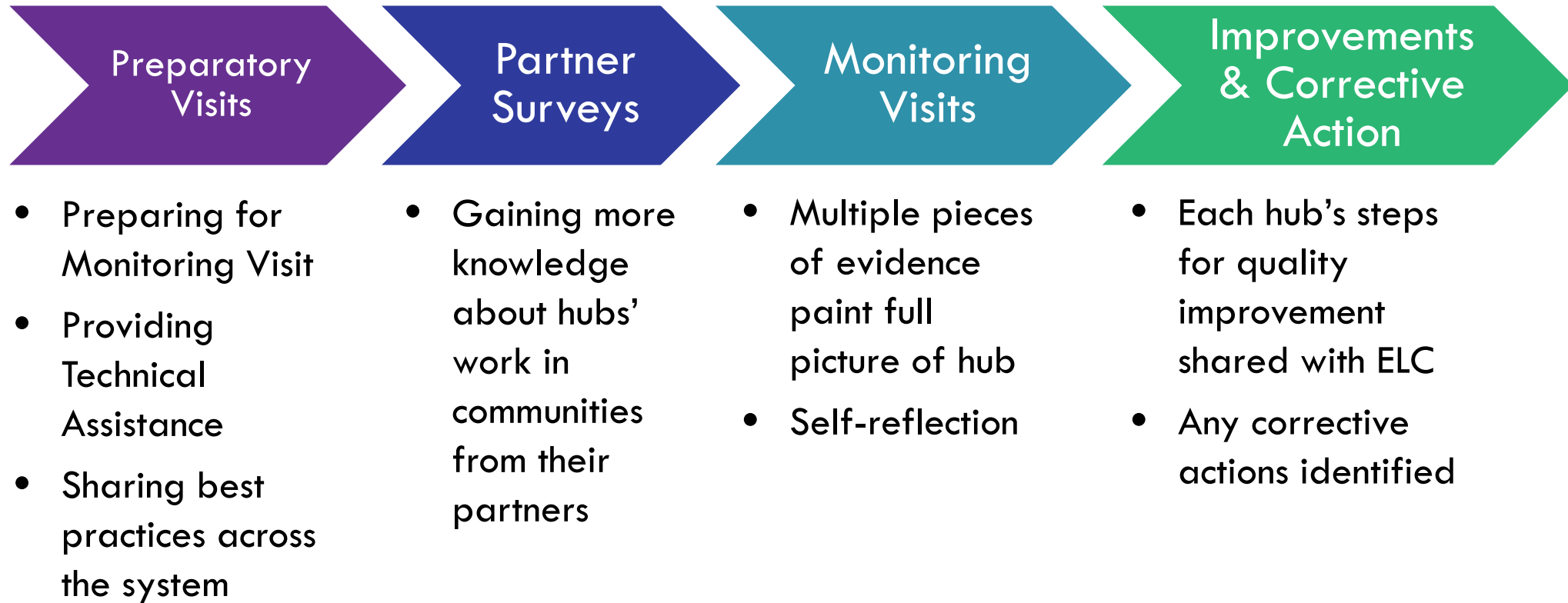


Early Learning Hub Regions



Hub Monitoring Process

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What have we learned?

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- Need local entity to help identify priority populations and programs best able to serve those populations, and other community assets, such as available facilities
- Coordination of enrollment across OPK, Preschool Promise and other preschool programs
- HB 2025 makes necessary statutory changes
- Role in implementation in systems work/Raise Up Oregon

Looking Ahead: Hubs in Raise Up Oregon

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Strategy 2.2 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.



- Expand preschool programs (i.e. Oregon Prekindergarten, Preschool Promise, Early Childhood Special Education) to serve more children, especially those in historically underserved communities.
- Align policies across Oregon's three state preschool programs (Early Childhood Special Education, Oregon Prekindergarten, and Preschool Promise) to facilitate blended funding models.
- Expand use of child care assistance contracts for wraparound care for preschool programs so they meet the needs of working families.
- Support Early Learning Hubs to create coordinated preschool enrollment processes.

Strategy 6.1 Establish shared professional culture and practice between early care and education and K-3 that supports all domains, including social-emotional learning.

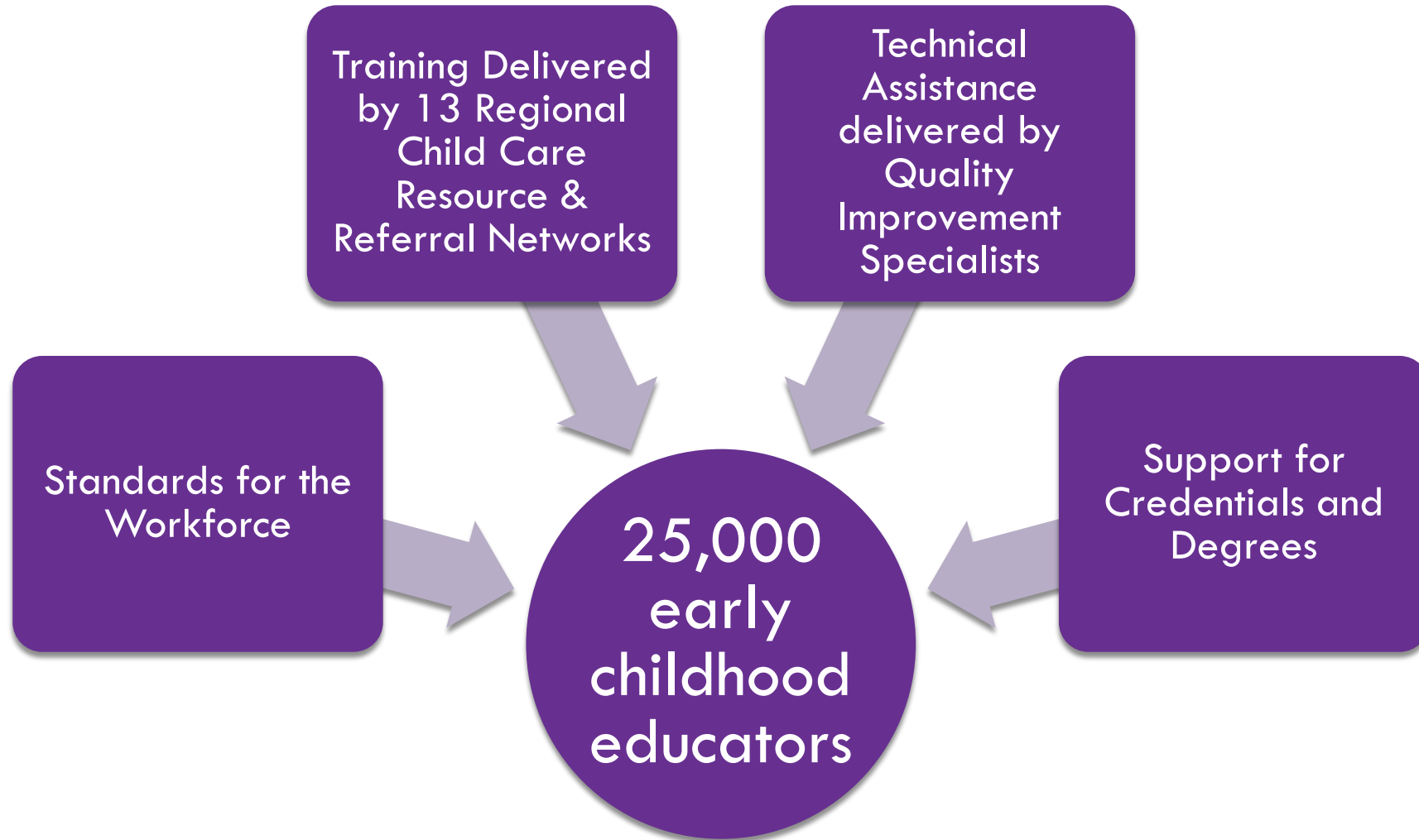


- Support Professional Learning Teams, consisting of both early learning and kindergarten to grade 3 (K-3) educators, with participation in shared statewide and regional professional development activities on the part of both early learning and K-3 educators, including elementary school principals and ECE directors.
- Support school districts in aligning attendance, curriculum, instructional, and assessment practices across the prenatal-to-third-grade continuum with a focus on high-quality (culturally responsive, inclusive, developmentally appropriate).
- Scale and expand the work of Early Learning Hubs and local communities through KPI and local funding sources, to support social-emotional learning across the P-3 continuum.

Strategy 10.2 Ensure family-friendly referrals.

- Develop centralized systems locally to coordinate eligibility and enrollment of services across sectors, starting with early care and education (ECE).
- Develop shared principles for building a community-level, family-friendly, respectful, and easy-to-navigate referral system so that families can easily access services and supports.

Professional Development System



The Early Childhood Workforce in Oregon

Approx. 25,000 early childhood educators across Oregon



29%
people
of color

\$8-\$35/
hour

13 – 31%
bilingual or
non-English
speaking

35%
BA+

25%
turnover

CCR&R: Supporting the ECE Workforce

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□ Responsibilities

- Develop professional development supports for the early learning workforce across mixed-delivery settings
- Recruitment and retention
 - Support new early educators
 - Promote progression for professional development through the Oregon Registry
- Training and Professional Development
 - Access to required trainings
- Community collaboration
 - Lead efforts to align and coordinate plans specific to the child care system with early learning community partners and stakeholders

CCR&R: Building a Supply of Quality Programs

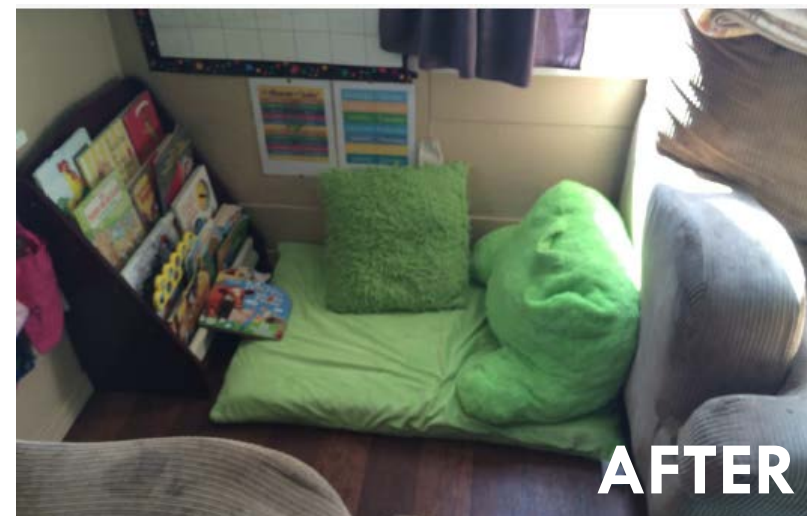
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- Licensing Standards/Health & Safety (ALL)
- Standards to inform continuous quality improvement
 - ▣ Spark
- Publicly-funded program standards
 - ▣ Head Start Performance Standards
 - ▣ Preschool Promise Guidelines

CCR&R Focused Child Care Networks

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- Focused Child Care Networks (FCCN) pair Quality Improvement Specialists with a group of educators/providers
- FCCNs tailor focus to needs of the network members, based on program standards
- Utilized additional federal CCDF resources to increase FCCNs



Looking Ahead: CCR&Rs in Raise Up Oregon

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Strategy 3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce.



- Implement a competency-based professional learning system that is culturally and linguistically relevant for educators, educational leaders, professional development, and training personnel.
- Tailor and scale supports for family, friend, and neighbor caregivers, especially for those participating in child care assistance programs.
- Create competencies and professional learning opportunities that speak to the unique role of infant and toddler educators.
- Ensure communities have data needed to design and evaluate effectiveness of professional learning for the diversity of the workforce – including across different settings.
- Increase the relevance and effectiveness of professional learning through job-embedded supports and the inclusion of culturally responsive pedagogy.

Strategy 3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce.



- Fully implement all steps in the career pathway.
- Partner with higher education institutions to ensure degree programs reduce barriers to higher education and meet the needs of the current workforce, equitably addressing cultural, language, learning, and access needs.
- Partner with higher education institutions to ensure degree programs include curriculum that addresses the prenatal-to-5 continuum.
- Build upon existing scholarship programs to support more educators in entering the field and existing educators in attaining AA and BA degrees in early childhood.
- Increase the number of educators entering the field by expanding opportunities for early care and education preparation in high school that can be leveraged in higher education.

Strategy 3.3 Compensate and recognize early childhood educators as professionals.



- Create educator compensation requirements that align with kindergarten educator compensation across publicly funded ECE programs (i.e. Oregon Prekindergarten, Preschool Promise, contracted slots) and increase public investment to implement those requirements.
- Create financial incentives for ERDC and TANF child care providers to support compensation that is aligned with kindergarten educators and increase public investment to support implementation.
- In collaboration with Early Learning Hubs and other partners, create understanding of the role and impact of early childhood educators among policymakers and the public.

What have we learned?

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- Providers benefit most from 1:1 training and onsite technical assistance
 - ▣ Emphasis on professional development over referring parents to child care providers
 - 211 Info
- 2018 Re-compete for contracts
 - ▣ Closer Alignment with Early Learning Hubs
 - Hubs work with 1 CCR&R
 - ▣ Economy of Scale: adequate number of child care providers for operational infrastructure