

Impactful Investments in Early Care and Education

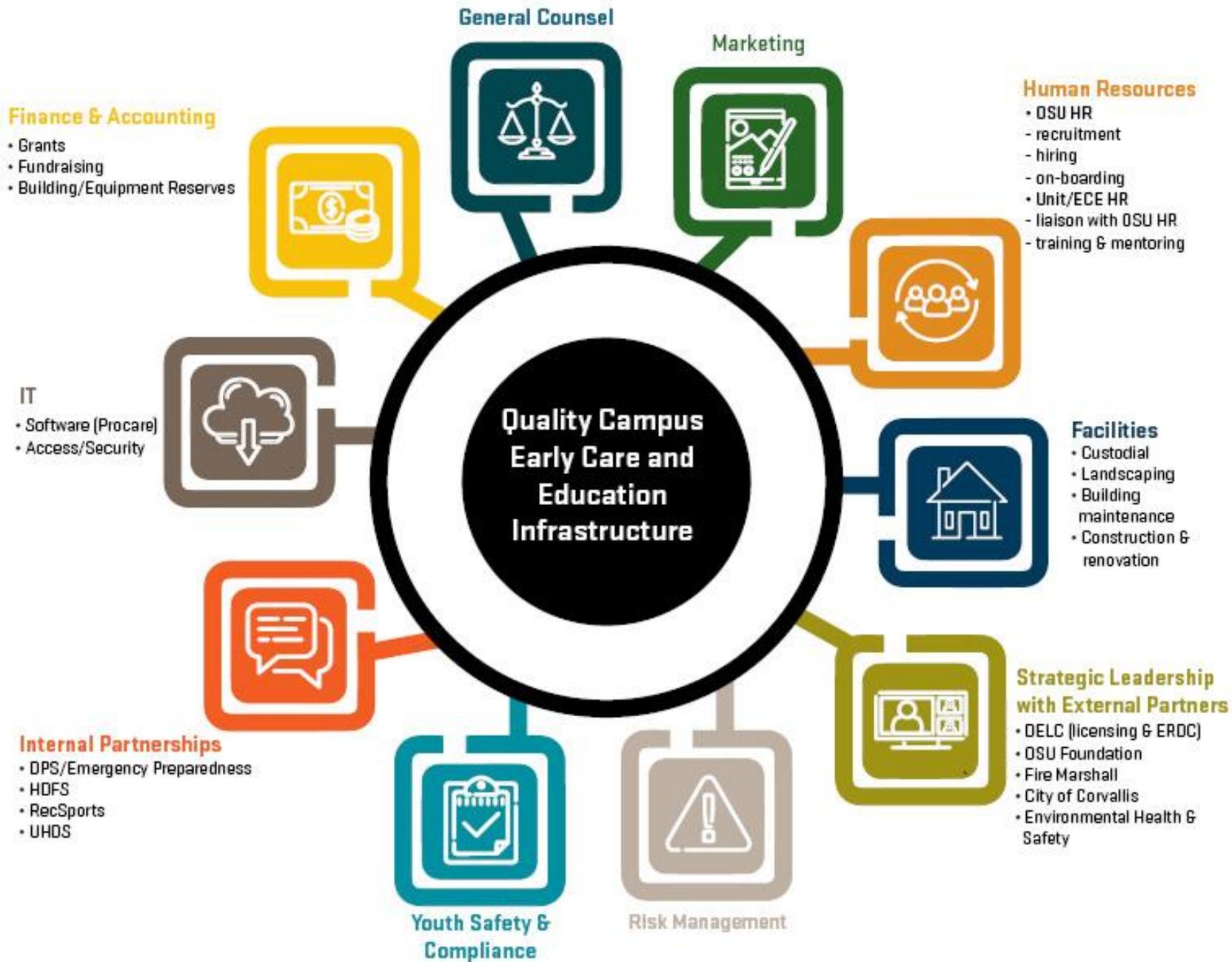
ADDRESSING OREGON'S CHILD CARE CRISIS



Oregon State
University

Problem

- Oregon has an early care and education (ECE) crisis.
- Oregon's lack of universal access to quality ECE is a children's rights issue; children who need to be in care have a right to be in a quality of care that optimizes their growth and development.
- Oregon lacks a qualified ECE workforce and quality ECE center-based programs to address the issue.
- Historic lack of a valued, educated and professionally compensated ECE workforce has negatively impacted the degree seeking, ECE workforce pipeline for quality center-based ECE programs.
- The current ECE crisis is an anchor that holds back individual, community, and state economic development.



Quality center based ECE programs are resource intensive and require operational subsidies.

Goal



Create universally accessible, affordable, and quality Early Care and Education for the youngest Oregonians in need of child care by investing in this public good across Oregon.

Child care is infrastructure; a basic need for Oregon's working and studying families.

Call to Action

We need to significantly invest and target public funds in high impact solutions across the state that address multiple layers foundational to quality ECE: educated and prepared workforce, expanded and new child care centers, operational subsidies and universal access. Publicly funded campus affiliated child care and ECE programs have a pivotal, unique role in addressing the needs of child care educators and a rising, qualified workforce.

Rationale Statement

The majority of Oregon's publicly funded higher education campuses have an ECE academic program, some with associated ECE operations. In addition to serving campus employees and community members, campus ECE centers provide essential child care for parenting students of young children.

When we invest in parenting students, we invest in at least two generations, and we impact academic success while supporting community economic stability.

Investing in our post-secondary publicly funded campuses, especially in our more rural areas, will provide an anchor for the ECE profession in that community, providing networking, support, and professional development opportunities, and economic growth for both family and center-based providers.



Investment in ECE Academic Programs and Operations

Bold and targeted financial investments will initiate a watershed moment in Oregon's ability to begin developing an accessible and affordable ECE center-based system.

Building ECE capacity on our campuses and funding the needed operational subsidy creates essential, urgently needed child care.

Of equal importance, this capacity prepares and builds up a highly visible career oriented, professionally compensated ECE workforce; ECE positions that serve the pipeline for other professions across the state.

The Public Investment Roadmap

Investment in expanding existing and funding new campus based ECE. State will need to fund needed operational subsidy.

Create income driven sliding fee/tuition scale and require centers to be ERDC providers.

Link campus centers with academic programs including and beyond early childhood education.

Exemplify diverse levels of leadership within the ECE profession and related careers in support of children and families.

Tangible Funding Proposal

Leverage existing Oregon publicly funded campus ECE infrastructure via capital and operational pilot program investments. This will result in sustainable, replicable, and scalable expansion of quality ECE center-based child care, enhancement of the critically needed ECE workforce, and localized economic and community development in Oregon's community college and university communities.

This presentation was prepared by Oregon State University's Family Resource Center in partnership with Central Oregon Community College and Oregon Coast Community College.

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