



Oregon

Tina Kotek, Governor



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Date: March 7, 2025

From: Alyssa Chatterjee, Director of the Department of Early Learning and Care

To: Co-Chair Janeen Sollman, Co-Chair Ricki Ruiz, and Members of the Joint Ways and Means Sub-Committee on Education

Subject: DELC Follow Up Responses from the March 6th Joint Ways and Means Sub-Committee on Education

The following information is offered by the Department of Early Learning and Care (DELIC) in response to questions asked during the Sub-Committee hearings on March 6th (Thursday).

*The Mission of the Department of Early Learning and Care fosters coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals. **Our Vision** is that all children, families, early care and education professionals, and communities are supported and empowered to thrive.*



Questions from March 6th

1. What are the other literacy programs the agency supports?

The variety of programs DELC administers address the unique needs of families and the development progression of children. The array of programs is designed to promote early literacy, learning and development, affordability, and supports for families. These existing programs can be leveraged as DELC works to provide the resources and services requested by community to enhance literacy development across the state. DELC programs promote early literacy development through culturally specific child and caregiver programming and professional learning for the early educator workforce. These programs leverage several strategies promote early literacy.

- Parenting Education: Parent education workshops, classes and community events all focus on recognizing parents as each child's first teacher, providing them with tools, resources and supports to meet their child's needs. This strategy is implemented through **Early Childhood Equity, Oregon Parenting Education Collaborative, and Relief Nurseries**.
- Home Visiting: Standalone and complementary home visiting services continue to promote parents as their child's first teachers, with a focus on the mental, behavioral and physical health needs of parents and young children prenatally through age three. This strategy is implemented through **Healthy Families Oregon, Oregon Prenatal to Kindergarten, and Relief Nurseries**.
- Community Need: It is important to center community voice in understanding what works in different communities. This means being responsive to community need by resourcing innovative programming that meets the needs of diverse communities and align with the goals and outcomes of DELC across professional development, parenting education, kindergarten transition programs, and more. This strategy is implemented through **Early Childhood Equity and Kindergarten Readiness Partnership and Innovation**.
- Tribal Language Preservation: DELC has a government-to-government commitment to support the nine federally recognized tribes within Oregon's borders to revitalize and preserve Tribal language and culturally sustaining care. This strategy is implemented through **Early Childhood Equity, Tribal Early Learning Hub, and Brith Through Five Literacy**.



- Developmentally Appropriate Practice: The Oregon Department of Education and then-Early Learning Division released the **Early Learning and Kindergarten Guidelines** in 2016. This comprehensive document includes developmentally appropriate practices for preschool and kindergarten and is a tool for ongoing professional development of the shared workforce.
- Direct Early Literacy Instruction: While DELC programs are not funded to be universal, several programs focus on direct early literacy instruction to children in a developmentally appropriate way. This strategy is implemented **through Baby Promise, Oregon Prenatal to Kindergarten, and Preschool Promise**.
- Additionally, DELC supports **Dolly Parton’s Imagination Library of Oregon** to provide free, high-quality, age appropriate books monthly to children under five, personalized with their names and mailed directly to their homes.

2. How would DELC spend the early literacy funding?

DELC leveraged the 23-25 Birth Through Five Literacy funding as one-time investments. For 25-27, the agency proposes leveraging the funding outlined in the Governor’s Recommended Budget to fund the following:

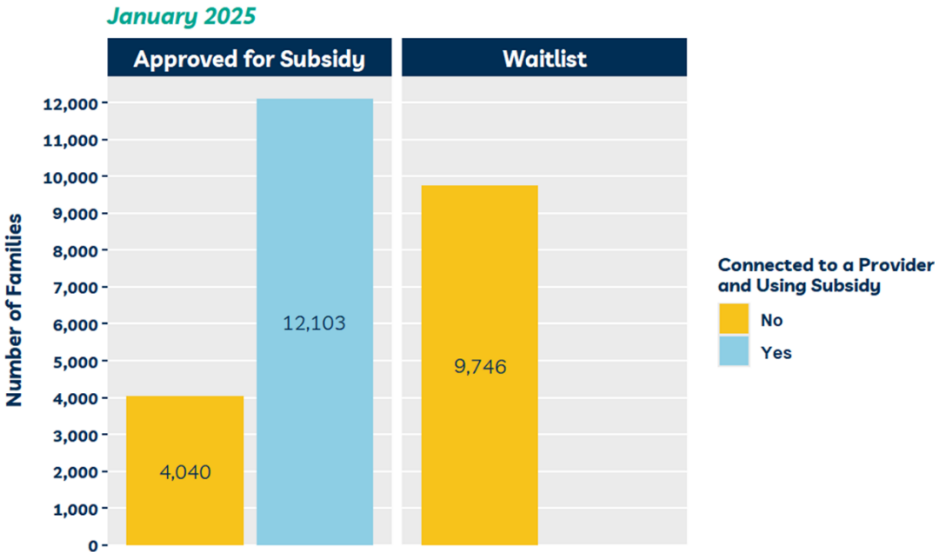
Centering Tribal Sovereignty \$3.6M
1. Expanding culturally specific programs, promoting family engagement in early literacy, and supporting tribal language revitalization.
Connection to Libraries \$800K
2. Strengthen collaboration between DELC and libraries. 3. Increase book distribution and culturally responsive family education.
Workforce Supports \$1.3M
4. Early Learning & Kindergarten Guidelines (ELKG) : \$841.5K to update and revise the guidelines to include guidance for children 0-3 and develop training and culturally relevant materials. 5. Development of Early Literacy Specialization Pathways : \$500K to develop coursework, curriculum, and train-the-trainer models for providers to receive formal recognition for their expertise in early literacy aligned to the Oregon Registry, DELC’s professional development system.
Program Services \$15.9M
6. Reach Out and Read : \$200K to expand home language literacy efforts and book distribution, focused on children ages 0-3. 7. Dolly Parton Imagination Library (DPIL) : \$2.2M to increase book access. 8. Enhance Home Visiting Programs : \$3M to Oregon Prenatal to Kindergarten, Relief Nurseries, and Healthy Families Oregon to improve access to culturally specific literacy materials.



- 9. **Early Childhood Equity Fund:** \$3M for developing culturally relevant literacy initiatives, including early literacy resource, materials, and culturally relevant early literacy training.
- 10. **Community Funding for Literacy:** \$7.5M for regional Early Learning and Parenting Education Hubs

Additional Information and Follow-up: March 5th

This is the correct graph for the number on the ERDC waitlist on slide 104.



Additional Information and Follow-up: March 4th

1. Are there any issues during the background check process with identifying sexual predators/abusers?

The Central Background Registry accesses the Oregon sex offender registry for every criminal check that we run through the Oregon State Police via WebLEDS. It is part of our criminal history check (Name/DOB Search) that we run on every new, reopen, and renewal application. For any applicant who has lived outside of Oregon in the last five years, we access the sex offender registries in those states and run name and address checks in those systems. As part of our fingerprint based national criminal history check, we receive fingerprint-based results from the National Sex Offender Registry (NSOR) for every applicant, new or renewal. In addition, we receive name/DOB NSOR results from the Oregon State Police. The only issue that we have regarding the NSOR is that our results are sent to us in a separate transaction, usually a



day after we electronically receive the results from the fingerprint-based FBI criminal history check.

2. Provide data on the ERDC caseloads based on parent status (working, in school, work search, etc).

