PRESCHOOL PROMISE
PRESENTATION FOR LINN BENTON LINCOLN PROVIDER NETWORK

PRESENTED BY:
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Rationale

The Need:

- In Oregon only 15,000 children, out of 96,000 3 & 4 year olds, have access to publicly funded preschool.
- Prior to Preschool Promise access to publicly funded preschool was restricted to children living at or below 100% of the Federal Poverty Level (FPL).

The Plan:

- Provide high quality preschool, in a variety of settings, to children whose family's income is at or below 200% of the Federal Poverty Level.

The Outcome:

- Children who attend high quality preschool are more likely to arrive at kindergarten ready to learn and are more likely to sustain an academic growth trajectory.
- High quality preschool is one of the most effective strategies for closing opportunity and learning gaps.

Legislative Requirements

- Preschool age children in families with income up to 200% of the Federal Poverty Line

- Early Learning Hubs are the applicants for funding and responsible for identifying and coordinating the providers who are delivering the preschool program

- Providers must achieve a 4 or 5 star rating in the Quality Rating and Improvement System (QRIS)

- Instructional hours equivalent to full-day Kindergarten

- Supports for staff to obtain bachelor degree and/or Step 10 on Oregon Registry

- Lead teachers with a bachelor degree minimum salary level commensurate with local kindergarten teacher salaries

Mixed Delivery Model
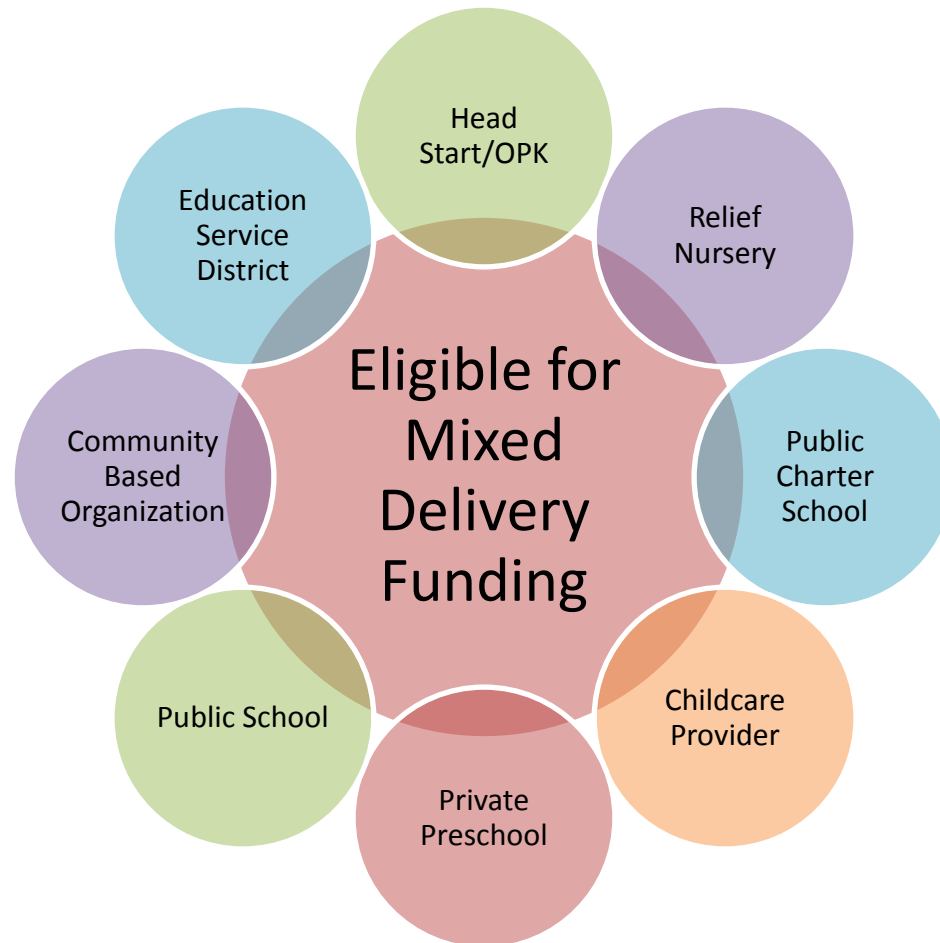
Goals

Expanded access to prekindergarten results in more young children thriving and ready to succeed in school and life.

Families have access to programs that meet their needs and treat them as partners.

A common set of high standards promoting school readiness and active family engagement.

Preschools offer culturally and linguistically responsive services.

Collaboration between Head Start programs, K-12 schools, child care programs and community based organizations treat each as equal partners.

Professionalizing and increasing compensation for the early childhood workforce.

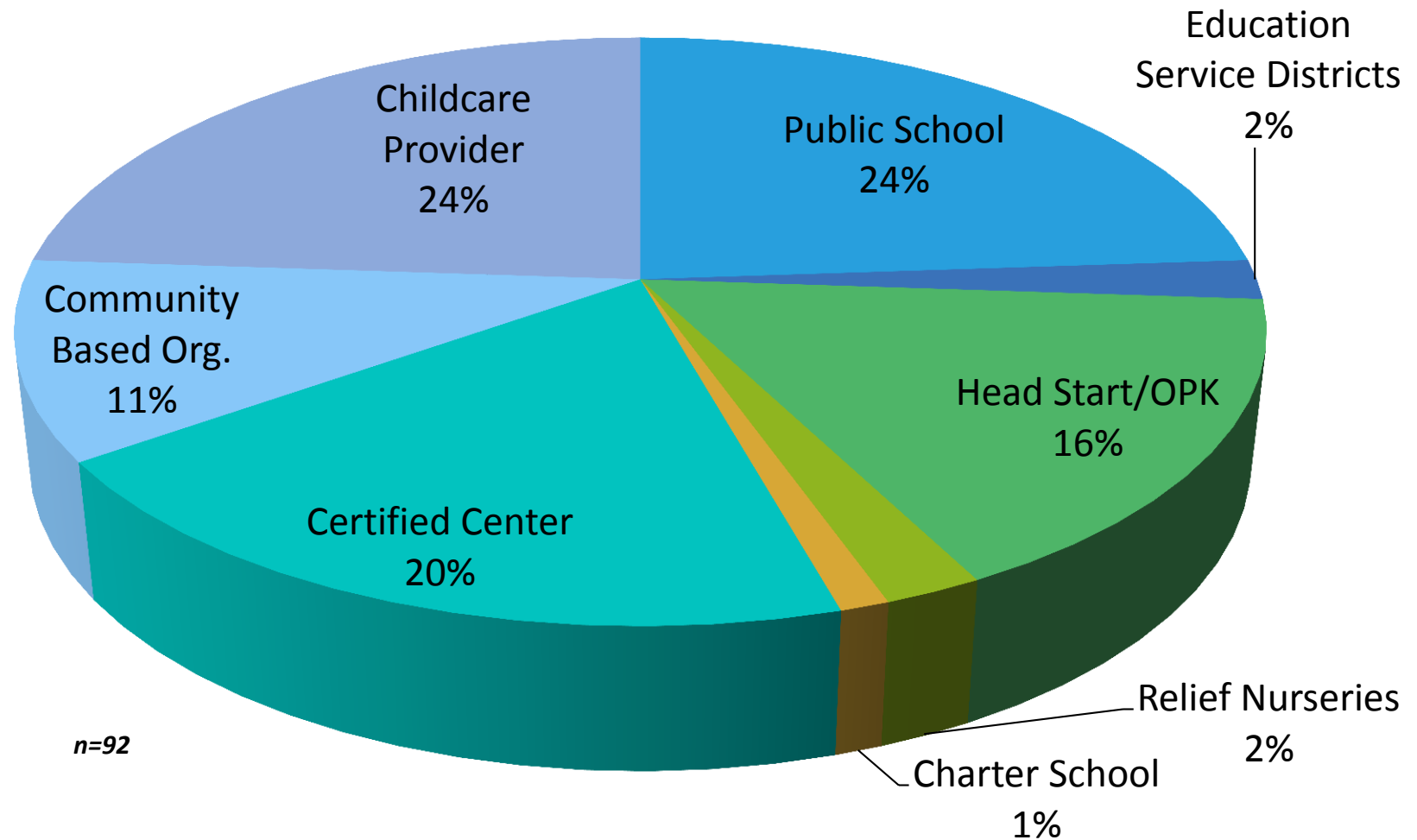Opportunities to direct resources to and build the capacity of programs.

Support children and families from varied cultural and linguistic backgrounds.

Enrollment Opportunity Distribution
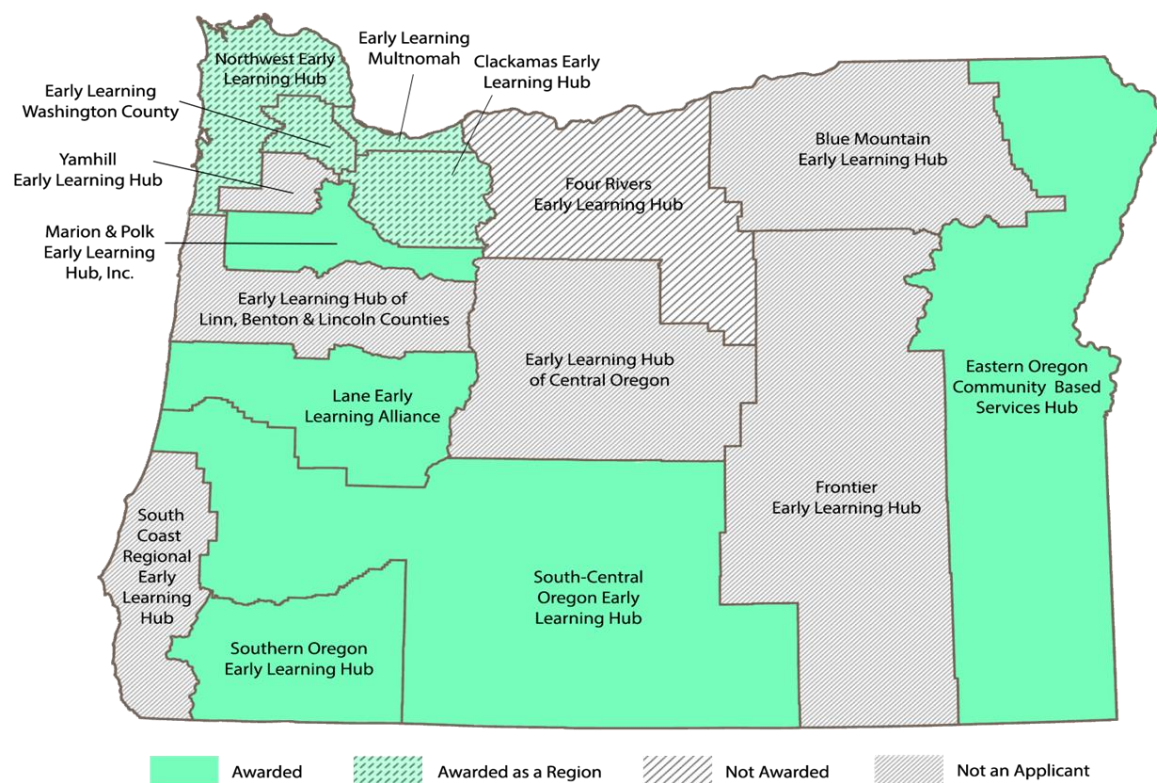
Early Learning Hub	Awarded Enrollment Opportunities
Regional Application * NW Regional ELH: 78 * Early Learning Multnomah: 192 * Clackamas ELH: 28 * Early Learning Washington: 167	465
Marion & Polk Early Learning Hub, Inc.	330
Southern Oregon ELH	180
Lane Early Learning Alliance	175
South-Central ELH	100
Eastern Oregon ELH	50
TOTAL	1300

Achieving Goals:
Mixed Delivery Actualized

Public School 24%
Education Service Districts 2%
Head Start/OPK 16%
Relief Nurseries 2%
Charter School 1%
Certified Center 20%
Community Based Org. 11%
Childcare Provider 24%
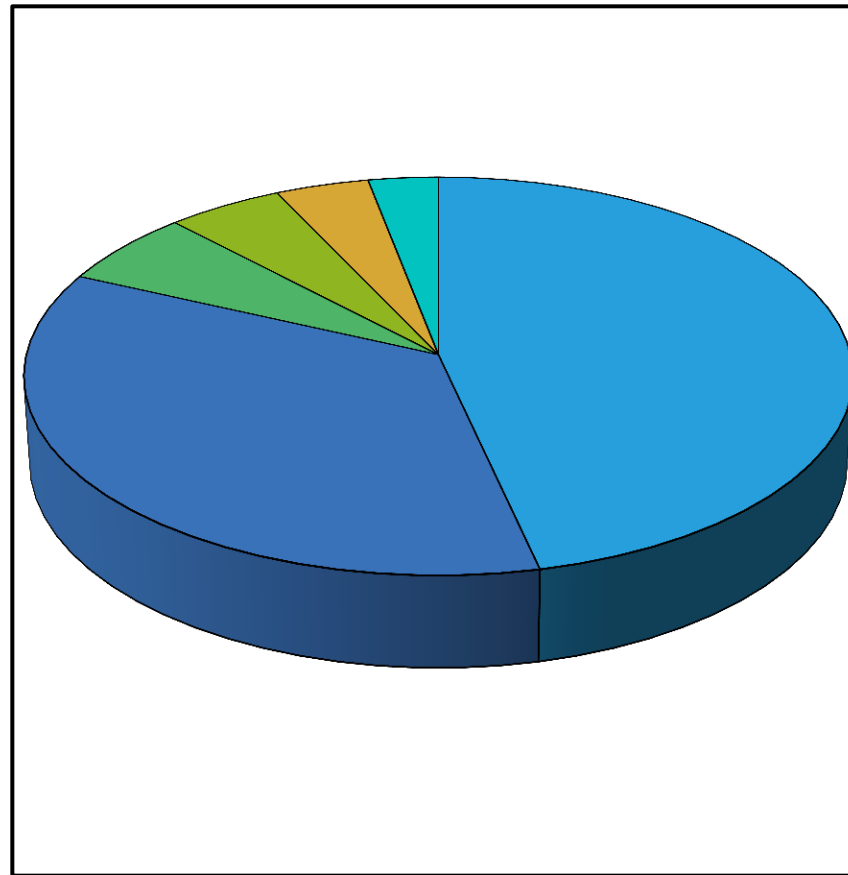
n=92

Achieving Goals:
Student Demographics

1,259 students

Primary Language:
65% English
35% Spanish

Income at or below
100% of the
Federal Poverty
Levels: 33%

Income between
101-200% of the
Federal Poverty
Levels: 67%

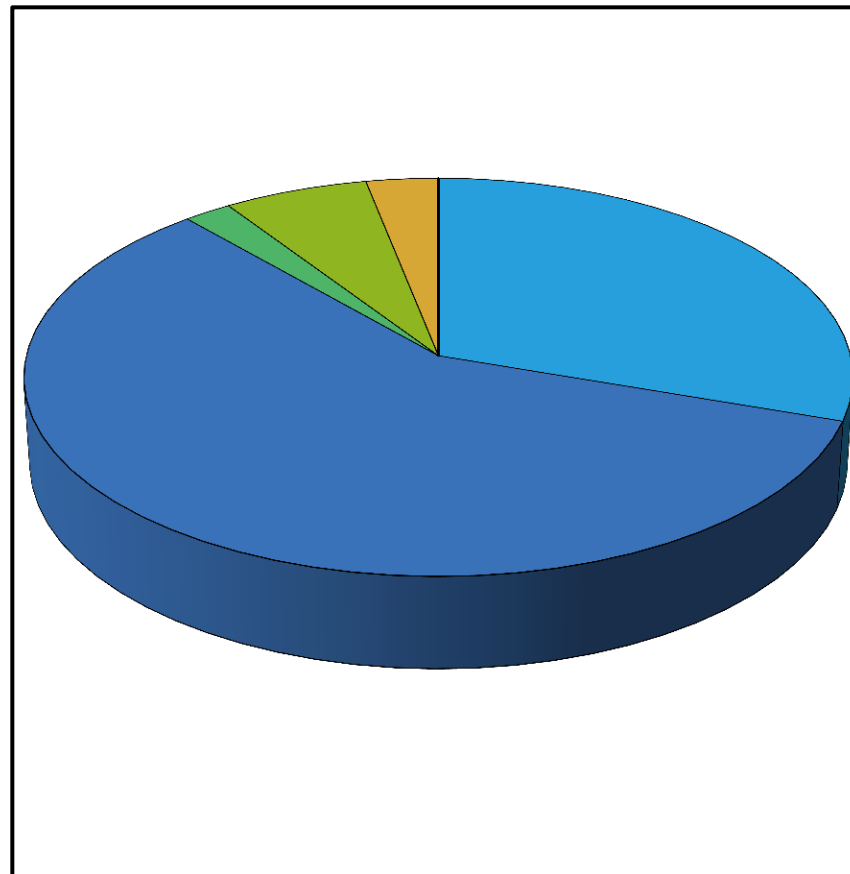- Hispanic 46%
- White 35%
- Black 6%
- Multiracial 5%
- Asian 4%
- American Indian/American Native 3%

Achieving Goals:
Teaching Staff Demographics

This is inclusive of both lead teachers, assistants and support staff that interact with the students.
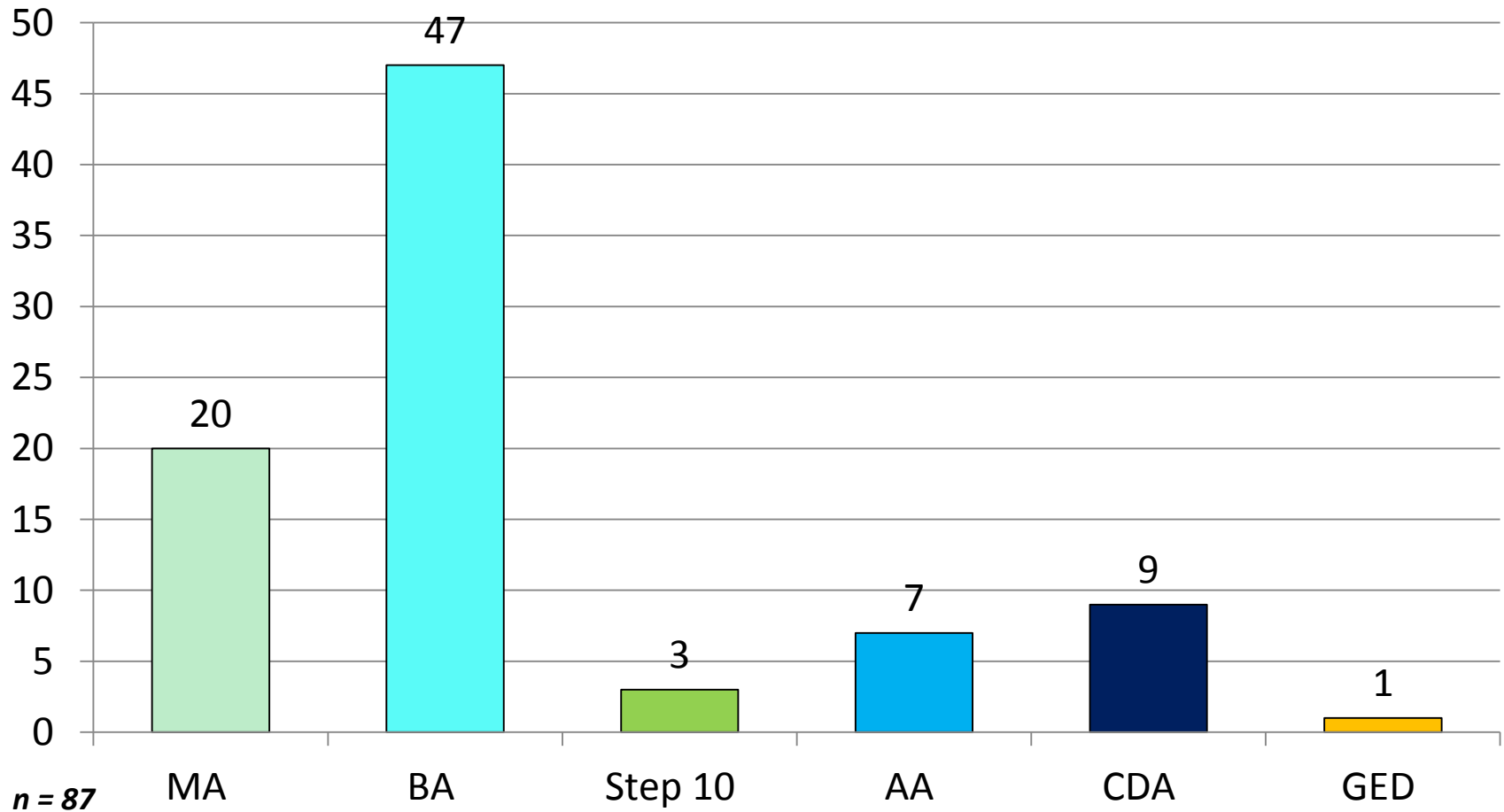

- Hispanic 29%
- White 56%
- Black 2%
- Multiracial 6%
- Asian 3%
- American Indian/American Native 0%

Achieving Goals:
Lead Teacher Education Level

n = 87

77% of the lead teachers have a Bachelor Degree or higher

Achieving Goals:
Teacher Salary Levels

The Early Learning Council established salary targets commensurate with local kindergarten teacher salaries:

- *Statewide Range for Step 10, Bachelor Degree or higher:*
  - *$34, 000- $63,000*

- *First Year Actual:*
  - **$46,500** Statewide Average
    for lead teachers

Average Cost per Enrollment Opportunity

Type of Provider	Average Cost Per Child
Registered Family	$8,308
Certified Family	$9,532
ESD	$10,405
Community Based Org.	$10,584
Certified Center	$10,883
Head Start	$10,984
Relief Nursery	$11,400
School Districts	$11,513

Cost drivers include teacher salaries, benefits, transportation, adult:child ratio, and class size.

Questions from Providers

- *Are school districts who currently operate exempt programs able to access Preschool Promise (through a waiver or otherwise)?*

- *What should we be doing currently in order to be best prepared to be a Preschool Promise Hub, school district, site etc.?*

- *In some communities there has been a feeling of competition to receive funds, what processes were developed to help prevent that?*

- *What are the data and/or reporting requirements for being a Preschool Promise site?*

Topics for Consideration

- ☐ *New or existing providers? What will be the impact?*
- ☐ *Need for appropriate facilities*
- ☐ *Implementation nuances for rural and urban communities*
- ☐ *Who are your targeted populations? Use of community assessment.*
- ☐ *Enrollment practices—centralized or at provider level?*
- ☐ *Who can provide licensing and Spark supports and TA?*
- ☐ *Coordination with CCR&R and Special Education Services, including Inclusive Child Care Program (ICCP)*
- ☐ *Community coordinated services distribution*
- ☐ *Mission alignment*
- ☐ *Professional Development related to Relationship Based approaches to partnering with families; Trauma Informed services; curriculum, assessment, CLASS, Environmental Rating Scales.*
- ☐ *Preparing for data collection requirements*

Sample of Data Elements

Total Numlpe of Preschool Promise Classrooms at this Site:	
Total (cumulative) number of children served in Preschool Promise at this Site:	

Transportation Services *Please only include Preschool Promise Children*	
Number of children who received Transportation Services:	
Number of children who DID NOT receive Transportation Services:	

Identified Special Circumstances *Please only include Preschool Promise Children*	
Number of children who have an IFSP (Individual Family Service Plan):	
Number of children who have a medical condition that requires specialized services:	
Number of children who are in Foster Care:	
Number of children who are homeless or have housing insecurities:	

Gender and Race / Ethnicity *Please only include Preschool Promise Children*								
	Hispanic	American Indian / Alaskan Native	Asian	African American	Hawaiian / Pacific Islander	White	Biracial or Multiracial	Race / Ethnicity Declined
Number of male children who identify as:								
Number of female children who identify as:								

Sample of Data Elements

	Classroom Name		
Program Operation	Program Start Date		
	Program End Date		
	Hours Per Day		
	Daily Start Time		
	Daily End Time		
	# Days in Program Year		
	# of Planned Service Hours		
	# of Actual Service Hours		
Class Composition	Total # of PP Children		
	Total # of non-PP Children in PP Classrooms		
	Of the non-PP Children, # of Parent Pay (Tuition)		
	Of the non-PP Children, # funded by Child Funds		
	Of the non-PP Children, # funded by HS/OPK		
	Of the non-PP Children, # receiving ERDC		
	Of the non-PP Children # funded by other source (please also include name of source)		

Instructional Tools	Curricula used (list all) *Example: High Scope, Creative Curriculum, etc.*	
	Assessment Tools (list all) *Example: TSGOLD, AEPS*	
	Screening Tools Used (list all) *Example: ASQ, ASQ-SE, vision, hearing, etc.*	
Spark/QRIS Status	Spark Rating at Beginning of Program Year *Please indicate:* *Not Licensed, Licensed, C2Q, 3 Star, 4 Star, or 5 Star*	
	Spark Rating at End of Program Year *Please indicate:* *Not Licensed, Licensed, C2Q, 3 Star, 4 Star, or 5 Star*	