



Early Learning Hub

of Linn, Benton & Lincoln Counties

Governing Board Packet December, 2018

Governing Board
Early Learning Hub
December 13, 2018
lblearlylearninghub.org

Packet Overview

In your Governing Board packet for December, you will find the following information:

1. The Agenda
2. Special Presentation – Any handouts will be provided at meeting & uploaded to Basecamp
3. Director's Report – Will be provided at the meeting
4. Fiscal Report – October financials and the financial narrative are provided.
5. Consent Items
 - a. November Meeting Minutes
6. Discussion Items
 - a. System of Care Coordinator – Action Needed
 - b. Subcontractor Concern – Update
 - c. February Board Retreat - Informational
 - d. Parent Engagement Update – Informational, Update will be provided at the meeting
 - e. Pollywog Update – Informational
 - f. Early Learning Hub Monitoring – Informational, attached as separate document
 - g. Early Learning Council Draft Strategic Plan Update – Informational, attached as separate document
 - h. Governor's Proposed Budget – Informational, attached as separate document

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Agenda

Governing Board Members

Claire Hall, Co-Chair
Lincoln County Commissioner

Julie Manning, Co-Chair
Samaritan Health Services

Marco Benavides
Department of Human Services

DeAnn Brown
Confederated Tribes of Siletz
Indians

Rebecca Cohen
Newport Public Library-retired

Jeff Davis
Linn-Benton Community
College

Sarah Dorgan
Citizens Bank

Tonja Everest
Linn Benton Lincoln
Education Service District

Laura Farmer
Parent

Jennifer Gere
Parent

Glenna Hughes
Linn County Public Health

Stephany Koehne
Kids & Company of Linn County

Kelly Locey
Benton County Health
Department

Todd Miller
Santiam Canyon School District

Lorena Reynolds
The Reynolds Law Firm PC

Bettina Schempf
Old Mill Center

Lauren Sigman
Lincoln County School District

Paul Smith
Strengthening Rural Families

Marc Thielman
Alsea School District

Rich Waller
Samaritan Health Services



December 13th, 2018
2:00 – 4:00 PM
Center for Health Education
Conference Hall C
740 SW 9th Street
Newport, OR

Members of the public wanting to make public comment must sign in. Each individual speaker will have 3 minutes during the Public Comment portion of the Agenda.

- I. Roll Call
 - a. Welcome new Board Member, Todd Miller
- II. Special Presentations
 - a. Lincoln County Relief Nursery, Maygen Blessman
- III. Director's Report / EL Hub Updates
- IV. Fiscal Report
- V. Consent Items
 - a. November Meeting Minutes
- VI. Discussion Items
 - a. System of Care Coordinator, Bill Bouska – Action Needed
 - b. Subcontractor Concern – Update
 - c. February Board Retreat – Informational
 - d. Parent Engagement Update, Shirley Blake – Informational
 - e. Pollywog Update, LeAnne Trask – Informational
 - f. Early Learning Hub Monitoring - Informational
 - g. Early Learning Council Draft Strategic Plan Update – Informational
 - h. Governor's Proposed Budget - Informational
- VII. Public Comment
- VIII. Next Meeting – February 14th, Board Retreat @ LBCC
- IX. Adjournment

All members of the EL Hub Governing Board **must disclose** when they believe they have or may have a conflict of interest, and may participate in discussions that are leading to consensus. If, however, consensus cannot be reached and the group uses the fall-back voting process, the individual with the conflict of interest may not participate in that final vote.

Fiscal Report

October Financial Narrative



Finance

October 2018

MONTH-END DETAILS

Revenue:

During the month of October, the only revenue that came into the Early Learning Hub accounts was the monthly Coordination Funds, which accounted for about \$25,000+.

Expenditures:

October was a reporting month for our partners, and we processed a large number of Reimbursement Requests from our funded partners, and paid out almost \$36,000. Next month we will report that number to the State for reimbursement to LBCC.

Miscellaneous:

In October, the EL Hub funded the "JumpStart Read for the Record" event on the 25th. The Hub purchased 169 English books and 107 Spanish books to distribute to schools and child care providers in the three counties, at a cost of \$1401 (including some printing costs). The number of children who participated in the event was 3,899, which makes the cost per child about \$.36 – well worth the effort that it takes to put on the event!

October Financial Summary

Early Learning Hub of Linn, Benton & Lincoln Counties Early Learning Hub - 2-Year Budget (7/1/17 - 6/30/19) Governing Board Summary Financial Update as of 10/31/2018

| Resources | Budget | Current Month | YTD | Balance | % Rcvd |
|--|------------------------|---------------------|----------------------|------------------------|------------|
| Revenues | | | | | |
| Reimbursable Revenues | \$ - | \$ - | \$ - | \$ - | 0% |
| Grant Resources | | | | | |
| NWHF (Carryover) | \$ 16,552.54 | \$ - | \$ 3,641.95 | \$ 12,910.59 | 22% |
| Local Resources | | | | | |
| IHN-CCO Funds | \$ 150,000.00 | \$ - | \$ 150,000.00 | \$ - | 100% |
| IHN-CCO Funds (Carryover) | \$ 50,869.08 | \$ - | \$ 25,000.00 | \$ 25,869.08 | 49% |
| State Resources | | | | | |
| Coordination | | | | | |
| Dept. of Education - ELD - Coordination (Carryover) | \$ 244,821.35 | \$ 25,635.71 | \$ 179,450.39 | \$ 65,370.96 | 73% |
| Dept. of Education - ELD - Coordination | \$ 610,528.80 | \$ - | \$ 148,969.92 | \$ 461,558.88 | 24% |
| Reimbursement Grants | | | | | |
| Dept. of Education - Vroom | \$ 5,471.57 | \$ - | \$ 3,000.00 | \$ 2,471.57 | 55% |
| Dept. of Education - School Readiness | \$ 224,270.39 | \$ - | \$ 48,919.40 | \$ 175,350.99 | 22% |
| Dept. of Education - Great Start | \$ 12,488.63 | \$ - | \$ 9,283.63 | \$ 3,205.00 | 74% |
| Dept. of Education - Title IV-B2 | \$ 156,269.69 | \$ - | \$ 13,711.28 | \$ 142,558.41 | 9% |
| Dept. of Education - Family Stability | \$ 77,193.10 | \$ - | \$ 19,870.32 | \$ 57,322.78 | 26% |
| Dept. of Education - Focused Child Care Network | \$ 135,744.74 | \$ - | \$ 32,799.00 | \$ 102,946.74 | 24% |
| Dept. of Education - Kindergarten Partnership & Innovation | \$ 556,601.71 | \$ - | \$ 97,732.59 | \$ 458,869.12 | 18% |
| Total All Resources | \$ 2,240,811.60 | \$ 25,635.71 | \$ 732,377.48 | \$ 1,507,565.04 | 33% |

| Expenditures | Budget | Current Month | YTD | Balance | % Used |
|---------------------------------------|------------------------|---------------------|------------------------|------------------------|------------|
| Reimbursable Expenditures | \$ - | \$ - | \$ - | \$ - | 0% |
| Grant Expenditures | | | | | |
| NWHF (Carryover) | \$ 16,552.54 | \$ 236.91 | \$ 3,641.95 | \$ 12,910.59 | 22% |
| Local Expenditures | | | | | |
| IHN-CCO Funds | \$ 200,869.08 | \$ - | \$ 118,631.95 | \$ 82,237.13 | 59% |
| State Expenditures | | | | | |
| Coordination | \$ 855,350.15 | \$ 47,330.92 | \$ 479,977.57 | \$ 375,372.58 | 56% |
| Reimbursement Grants | | | | | |
| Vroom | \$ 5,471.57 | \$ - | \$ 2,268.98 | \$ 3,202.59 | 41% |
| School Readiness | \$ 224,270.39 | \$ 2,345.52 | \$ 77,613.43 | \$ 146,656.96 | 35% |
| Great Start | \$ 12,488.63 | \$ - | \$ 12,488.63 | \$ - | 100% |
| Title IV-B2 Funds | \$ 156,269.69 | \$ - | \$ 57,110.31 | \$ 99,159.38 | 37% |
| Family Stability | \$ 77,193.10 | \$ 7,611.91 | \$ 51,435.24 | \$ 25,757.86 | 67% |
| Focused Child Care Network | \$ 135,744.74 | \$ 18,795.11 | \$ 67,488.81 | \$ 68,255.81 | 50% |
| Kindergarten Partnership & Innovation | \$ 556,601.71 | \$ 7,208.35 | \$ 194,936.44 | \$ 361,665.27 | 35% |
| Total All Expenditures | \$ 2,240,811.60 | \$ 83,528.73 | \$ 1,065,593.31 | \$ 1,175,218.17 | 48% |

Ending Balance \$0.00

Revenues
 Other Resources (funds not located at LBCC)

| Expenditures | Budget | Current Month | YTD | Balance | % Used |
|-------------------------------------|--------------|---------------|-------------|--------------|--------|
| IHN-CCO (funds not located at LBCC) | \$ 44,742.50 | \$ - | \$ 6,635.00 | \$ 38,107.50 | 15% |

Consent Items

November Minutes

Early Learning Hub of Linn, Benton & Lincoln Counties Governing Board Meeting Minutes

| | |
|-----------------------------------|---|
| MEETING COMMENCED | 2:00pm, November 1, 2018 LBL-ESD, Albany |
| MEETING CALLED BY | Kristi Collins |
| WORK GROUP MEMBERS PRESENT | Marco Benavides, Rebecca Cohen, Jeff Davis, Jennifer Gere, Stephany Koehne, Kelly Locey, Julie Manning, Lorena Reynolds, Bettina Schempf, Lauren Sigman, Paul Smith, Sarah Dorgan, Tonja Everest, Rich Waller |
| VERSION | Draft – Pending Board approval |
| RECORDED | Yes |

Agenda topics

| | |
|---|---|
| SPECIAL PRESENTATION | 211 Community Engagement Coordinator – Claudia Torres |
| <p>Claudia relocated from Bend to our region just recently. She is currently updating the 211 records for Thanksgiving and Christmas resources. This includes holiday meals and gift baskets.</p> <p>Her office is located at Samaritan Health Services in the Walnut building in Corvallis.</p> <p>Consider paying attention to the 211 utilization report that is released every quarter. This report publishes information pertinent to Pollywog.</p> <p>What is currently listed for your agency? Please notify Claudia of agency changes or other information to be updated.</p> | |

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| SPECIAL PRESENTATION | ACES & Resiliency Resource – Kelly Locey |
| <p>Kelly presents a PowerPoint presentation to the Board.</p> <p>She provides a handout called “Adverse Childhood Experiences” that promotes resiliency.</p> <p>The grant funding is for four years and lasts until the end of this biennium. Hopefully it will become base-funding next year.</p> <p>The toolkit includes: 1 page information sheets, rack card, and wallet card.</p> <p>These informational materials are available for download at www.onecaringperson.com</p> <p>You can look into Trauma Informed Oregon to become trauma informed, which could be useful for K-12 or professional development.</p> <p>There has been a major shift toward using ACES as a screening tool in primary care.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Consider reaching out to Jerri Wolfe at Linn-Benton Community College/CCR&R • Consider inviting a representative to present at a 2019 Governing Board meeting on integrating social determinates and behavior health into the CCO priority. • As we move forward with the metrics, can we request the prioritization of social determinates of health. | |

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| DISCUSSION ITEM | Director's Report / EL Hub Updates |
| <p>Jumpstart Read for the Record: This year's book, <i>Maybe Something Beautiful</i>, celebrates the magic that can happen when a community comes together to create something beautiful and bring about change — a fitting metaphor for a campaign that features thousands of events in communities across the world each year. Prior to the event, we distributed 276 books in English and Spanish to 40 partner organizations that registered to read to approximately 3899 children. This is our highest level of participation since beginning our participation in this event. Many agencies coordinated a reading event. They plan to send Jennifer Hartsock photos soon.</p> <ul style="list-style-type: none"> • Tonja has access to the K-12 superintendents. | |
| <p>Mid-Valley Mid-Coast Partnership: On October 15th, Kristi attended my first MVMCP meeting at OSU. This is a group of leaders from post-secondary (presidents of OSU, LBCC and OCCC), superintendents from K-12 (Corvallis, Lebanon, GAPS, Philomath), the ESD, and other interested parties, primarily from LBCC and OSU. During their September meeting, the words "Pre-K-20" were used which brought up the question, why don't we have the Early Learning Hub at the table. Kristi feels this is yet another acknowledgement of the importance of early learning in the educational continuum. She is excited to participate in this group and hope to shift the conversation from "P" being Pre-K to prenatal.</p> | |
| <p>COSA Conference: On November 8th and 9th, Hub staff and many of our KPI partners attended the COSA Early Learning Conference. This conference is an opportunity for early learning and early grade educators to come together in a shared learning environment to hear about innovative strategies happening around our state and best practices in P-3 work. KPI subcontractors have been encouraged to use their KPI funds to attend.</p> | |
| <p>Holiday Resource Guide: The Hub will once again be posting a comprehensive Holiday Resource Guide. Jennifer Hartsock has been working diligently to compile a list of agencies that provide meals, gifts and other resources to families in need around the holidays. We will be sending the Resource Guide out to all families in our Pollywog database and posting it to both the Pollywog and EL Hub Facebook pages. Parenting Success Network will also have the guide available on their website and Facebook page. Please share the guide through your networks as well.</p> | |

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| DISCUSSION ITEM | Fiscal Report |
| LeAnne presents the revenue, expenditures, and miscellaneous reports for September. | |
| The Hub no longer has to submit a monthly report in order to draw down money. | |

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| CONSENT ITEM | October Meeting Minutes | | | | | | | | | | | | | | |
| The Board is being asked to approve the October meeting minutes with the following amended change: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Retitle the meeting as "Governing Board" instead of the "Early Childhood Coordinating Council." | | | | | | | | | | | | | | | |
| Motion: Paul Smith | | | | | | | | | | | | | | | |
| 2 nd : Lauren Sigman | | | | | | | | | | | | | | | |
| The Board votes unanimously to approve the meeting minutes with the amended change. Bettina Schempf abstains. | | | | | | | | | | | | | | | |
| VOTING RESULTS | Individual Votes cast by Board Members (Yes, No, Abstain) | | | | | | | | | | | | | | |
| Benavides | Y | N | A | Everest | Y | N | A | Dorgan | Y | N | A | Waller | Y | N | A |
| Brown | Y | N | A | Hall | Y | N | A | Schempf | Y | N | A | Reynolds | Y | N | A |
| Cohen | Y | N | A | Hannahs | Y | N | A | Sigman | Y | N | A | Hughes | Y | N | A |
| Davis | Y | N | A | Koehne | Y | N | A | Smith | Y | N | A | Open | Y | N | A |
| Farmer | Y | N | A | Locey | Y | N | A | Sneddon | Y | N | A | Open | Y | N | A |
| Gere | Y | N | A | Manning | Y | N | A | Thielman | Y | N | A | Open | Y | N | A |

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| DISCUSSION ITEM | Subcontractor Concern – Action Needed | | | | | | | | | | | | | | |
| The Hub has two subcontracts with the HART Center in Harsburg. | | | | | | | | | | | | | | | |
| HART hasn't submitted reimbursements requests, data reports, haven't offered classes which they are contracted to offer, and have low enrollment. | | | | | | | | | | | | | | | |
| Many efforts were made to connect with the agency to work out these issues. | | | | | | | | | | | | | | | |
| The Board discusses the possibility of reimbursable services provided. We need clarification. | | | | | | | | | | | | | | | |
| The Board is being asked to approve the following motion: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Reimburse the HART Center for services provided. Reallocate the remaining funds to Family Tree Relief Nursery. Amendment: Should Family Tree Relief Nursery deny funds, the remaining funding will open to other recipients that serve children ages 0-6 in Harrisburg. | | | | | | | | | | | | | | | |
| Motion: Bettina Schempf | | | | | | | | | | | | | | | |
| 2 nd : Kelly Locey | | | | | | | | | | | | | | | |
| The motion is accepted unanimously with the stated amendment. Jeff Davis abstains. | | | | | | | | | | | | | | | |
| Discussion: Kidco cannot enroll any more children in Harrisburg due to the license cap - licensing only allows them to enroll 17 kiddos max at this site. They also do not have children on their waitlist at this location or they would certainly share names of waitlisted kiddos. They cannot accept funding at this time. | | | | | | | | | | | | | | | |
| VOTING RESULTS | Individual Votes cast by Board Members (Yes, No, Abstain) | | | | | | | | | | | | | | |
| Benavides | Y | N | A | Everest | Y | N | A | Dorgan | Y | N | A | Waller | Y | N | A |
| Brown | Y | N | A | Hall | Y | N | A | Schempf | Y | N | A | Reynolds | Y | N | A |
| Cohen | Y | N | A | Hannahs | Y | N | A | Sigman | Y | N | A | Hughes | Y | N | A |
| Davis | Y | N | A | Koehne | Y | N | A | Smith | Y | N | A | Open | Y | N | A |
| Farmer | Y | N | A | Locey | Y | N | A | Sneddon | Y | N | A | Open | Y | N | A |
| Gere | Y | N | A | Manning | Y | N | A | Thielman | Y | N | A | Open | Y | N | A |

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| DISCUSSION ITEM | Pollywog Update | | | | | | | | | | | |
| LeAnne presents the Pollywog Update as of November 01, 2018. | | | | | | | | | | | | |
| DHS subpoenaed information regarding a parent in the Pollywog system. This reminds us to be mindful and intentional with our case notes. | | | | | | | | | | | | |
| Julie reminds the group about the Oregon Community Foundation multi-region demonstration project that links prenatal and parenting education in a measurable manner. There is an agreement for OCF to entertain a proposal. Next steps include demonstrating how Pollywog upholds and promotes quality metrics, which will likely include immunization rates. | | | | | | | | | | | | |

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| DISCUSSION ITEM | 2019 Board Meeting Schedule | | | | | | | | | | | |
| Please note these dates in your calendar. | | | | | | | | | | | | |

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| DISCUSSION ITEM | Parent Engagement Committee Updated | | | | | | | | | | | |
| At the last Parent Engagement Committee, the group discussed overall goals, sustainability, and the budget for Parent Cafes. | | | | | | | | | | | | |
| Shirley has scheduled the first budget sub-group committee meeting is scheduled for November 6, 2018 at Old Mill Center, Corvallis. | | | | | | | | | | | | |
| Consider collaborating with other parent engagement projects for sustainability. | | | | | | | | | | | | |

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| DISCUSSION ITEM | Data Book Update |
| <p>The Data & Evaluation work group took the outline approved by the Governing Board in February 2018, collected census demographic data, kindergarten assessment and 3rd grade reading scores, SPARK and early learning data, and other data related to kindergarten readiness and social determinants of health.</p> | |
| <p>The work group created a data book committee and is currently scheduling roundtable sessions to complete the data book. Regular work group meetings will begin in March.</p> | |
| <p>Lynn Hall and Jennifer Hartsock are currently writing narrative summaries for each section. They will present the summaries to the data book committee the November roundtable session to fine-tune.</p> | |
| <p>The data book presents health, education, social, and economic factors of our region's children ages 0 - 6. This includes census demographic data, kindergarten assessment and 3rd grade reading scores, SPARK, early learning, and other data related to kindergarten readiness and social determinants of health.</p> | |
| <p>Although the greatest care has been taken to ensure that our data is up to date and accurate, it is not always possible. Census data are estimates. As a result, there are often revisions to back-year estimates. The Data & Evaluation work group designed this data book to include pullouts that will be updated and exchanged once updated data becomes available.</p> | |
| <p>The data book is on schedule to be printed and presented at the Governing Board retreat in February.</p> | |

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| DISCUSSION ITEM | Early Learning Council Draft Strategic Plan Update |
| <p>The Early Learning Council hosted cross-sector engagement sessions to create a strategic plan for the early learning system.</p> | |
| <p>The Measuring Success Committee is creating an early learning dashboard to track work and foresee next steps. The dashboard demonstrates long-term population change.</p> | |
| <p>Feedback was incorporated into this most current version.</p> | |
| <p>This draft will be adopted and distributed in December.</p> | |

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| DISCUSSION ITEM | Subcontractor Database – Demo |
| <p>The Subcontractor database is not ready for a demo; however, VistaLogic now offers online reporting.</p> | |
| <p>Partners can print their reports and manage their project, if they wish</p> | |
| <p>Pollywog staff will reach out to subcontractors in January to pilot.</p> | |
| <p>Encourage people seeking work and need child care to apply to DHS.</p> | |

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| PUBLIC COMMENT | |
| <p>None.</p> | |

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| NEXT MEETING | Thursday, December 13, 2018 |
| <p>2:00pm, Center for Health Education, Newport</p> | |
| MEETING ADJOURNED | 4:00pm |

Discussion Items

System of Care Coordinator

Regional System of Care Project Coordination

Goal: Provide administrative and project coordination to ensure the Regional System of Care Executive Council and its' duties are progressing to continually improve the system of services of supports for children and youth in the three-county region.

Financial Support: The position would be funded through multi system financial and/or in-kind support. This strategy would increase sustainability and regional standing of the System of Care Executive Council and demonstrate a commitment to developing cross system accountability and collaboration.

Duties/Functions:

1. Provide administrative support to the monthly Regional Executive Council (REC); minutes, agenda, scheduling, and others.
2. Facilitate agenda setting meeting with co-chairs (steering committee) between Council meetings.
3. Support workgroups that may be chartered by the Council.
4. Coordinate REC activities with the Regional Advisory Committee.
5. Develop and maintain barrier submission form process through the 3-county region.
6. Collect, analyze, and report regional system data elements (dashboard).
7. Create communication loop within the SOC structure; prepare and disseminate information to the counties.
8. Seek grant funding to sustain and grow the Regional System of Care.
9. Facilitate youth and family recruitment and retention.
10. Monitor system of services and supports for regional continuity and consistency.

System of Care Regional Coordinator with a 3 year funding commitment beginning January 1, 2019

| Calendar year 2019 | | | |
|---------------------------|---------------------------|--------------------|-------------------|
| | | 2019 BUDGET | PERCENTAGE |
| BUDGET | IHN - CCO | \$ 21,375 | 22.5% |
| | BENTON COUNTY | \$ 8,740 | 9.2% |
| | LINN COUNTY | \$ 8,740 | 9.2% |
| | LINCOLN COUNTY | \$ 8,740 | 9.2% |
| | DHS | \$ 21,375 | 22.5% |
| | ESD/School Districts | \$ 21,375 | 22.5% |
| | Trillium | \$ 4,655 | 4.9% |
| | TOTAL | \$ 95,000 | 100.0% |
| EXPENDITURES | | | |
| | COORDINATOR Contract | 90,000 | - |
| | MILEAGE Travel | 1,000 | - |
| | TRAINING COORDINATOR | 1,000 | - |
| | COUNCIL & MTG EXP | 1,000 | - |
| | SUPPLIES | 1,000 | - |
| | STIPEND | 1,000 | - |
| | TOTAL | 95,000 | - |
| | TOTAL BUDGET | 95,000 | - |
| | TOTAL EXPENDITURES | 95,000 | - |

Pollywog Update

POLLYWOG UPDATE 12/13/2018

Analytics:

- We currently have 665 individuals (adults and children) in the Pollywog database
- We currently have 83 courses available in the Pollywog database
- 311 website users in November
- 79% of our readers are female
- 38% of our readers are 25-34 years old
- 12 of our readers are 55-64 years old
- 75% of our readers are Return Visitors
- The November Parent Newsletter was sent out on the first of the month to 280 families. The November topic was our Holiday Resource Guide, and the newsletter contained information about places that families could go for Thanksgiving and Christmas meals and gifts, in all three counties. This is a very valuable resource, and this year's newsletter was greater expanded from the previous couple of years that we have been doing this.
- The Parent Blog was published on:
 - November 5 (Holiday Expectations) – 43 views on website, 436 reached on Facebook, 49 engagements
 - November 19 (Gratitude: The Winning Attitude) – 59 views on website, 30 reached on Facebook, 5 engagements

Completed Events:

- 11/1/2018 FTRN Training – Retrained staff at Family Tree Relief Nursery (previous two staff members had left employment at FTRN).
- 11/26/2018 Pollywog Demonstration – Attended a Lincoln County Discussion Group sponsored by the Olalla Center, and then gave a



POLLYWOG UPDATE

12/13/2018

Pollywog demo to the Program Manager for Child Health at Lincoln County Health & Human Services.

Upcoming Events:

- Pollywog Partner Meeting – Thursday, Dec. 13, will be meeting with Pollywog Partners to update them on changes to VistaLogic software and distribute new pages for their User's Manuals, review and update the services listed in Pollywog (by agency), and review and update agency 211 listings, discussion about status of 211 Community Engagement Coordinator, and roll-out of new Subcontractor module for Pollywog.
- Parenting Together Meeting – Friday, Dec. 14, will be giving a presentation to the Parenting Together group in Newport regarding the proposed CFO.



Early Learning Hub Monitoring

I have included (as a separate document) the Early Learning Division Instructions and Guidance for Monitoring Visit Process 2019-2021 Bi-ennium. We will be discussing the document and how it relates to our Hub during the meeting.

Early Learning Council DRAFT Strategic Plan

I am including the most recent draft of the Early learning Council Strategic Plan. This document was approved at their November 30th meeting and they only anticipate minor edits during the design process for consistency in language.

Governor's Proposed Budget

I posted this to Basecamp after it was released we will be discussing in greater detail what this means for Hubs in the upcoming biennium.

November 26, 2018

Dear Early Learning Hub Leaders,

Thank you for your sharing comprehensive feedback this last year and a half since we initiated our first Early Learning Hub Monitoring process in 2017. You will find numerous changes made to this packet with the intention of both streamlining the process, and reducing any confusion in the field re: the purpose of certain questions or evaluation tools. We appreciate your continued partnership and remain committed to building a healthy culture of learning and improvement while also honoring the responsibility we have as managers of public funds.

The comprehensive document that follows represents an effort to compile all aspects of the monitoring process into one place.

It contains:

- Timeline for ELD's Monitoring and Evaluation Process with EL Hubs
- Overview of ELD's Monitoring and Evaluation Goals, Process, and Use of Findings
- The seven Indicators of Success that guide this process
- List of information that will be gathered as part of this review
- Template letter for you to customize in distributing the partner survey
- Requirements and guidance in determining partners to survey
- Text of the partner survey(s)
- Narrative Questionnaire
- Information about the site visit, initial and final assessment processes
- Quality Improvement planning process that will conclude this effort

There are several steps to the process as laid out. We've sought to clarify each step so you know what is being asked of whom and when. Also, we have color-coded the process for your convenience:

Blue = General information/instructions

Green = Documents to be submitted prior to site visit

Purple = Documents relevant during the site visit

Orange = Documents relevant following the site visit

Though revisions are largely complete, we encourage you to **submit any additional suggested revisions through Friday, November 23rd**. We hope you will see specific changes in response to the feedback we've received over this last 18 months. We tried to strike a balance between improving the process, and maintaining its integrity so that we can all effectively see changes over time. In particular, please let us know if any of the instructions are unclear to you or if you foresee unintended consequences from changes made that could adversely affect the work of your Hub.

Best,

The ELD Hub Team



Early Learning Hub Monitoring Process: 2019-2021

**Early Learning Division
Instructions and Guidance for Monitoring Visit Process
2019-2021 Bi-ennium**

Contact: Sue Parrish (sue.parrish@state.or.us) or Denise Swanson (denise.swanson@state.or.us) with any questions or comments regarding this document.



Early Learning Hub Monitoring Process: 2019-2021

Timeline

| Date | Item |
|---|---|
| November 14, 2018 | Close to final package released for final comment |
| November 23, 2018; by noon | Deadline for final comments |
| November 27 | Final details for monitoring and evaluation process released |
| November 29, 2018 | Partner lists submitted to ELD |
| November 29, 2018 | Partner Survey and Partner Letter Released to EL Hubs for customization and distribution. |
| November 29 – December 5, 2018 | Partner Surveys distributed |
| January 10, 2019 | All Partner Surveys received by ELD. |
| January 14, 2019 | Deadline for EL Hub to submit written answers to the narrative questions |
| January 14, 2019 | Deadline for document submission for review |
| Variable/Prior to visit | Document review completed for EL Hubs prior to site-visits |
| January 14 – May 12, 2019 | Site visits conducted |
| Variable – up to four weeks following scheduled site visits | Deadline for submission of Continuous Quality Improvement Plans. |
| June 1, 2017 | Deadline for submission of final site visit's Continuous Quality Improvement Plans. |
| June 27, 2019 | Presentation of findings to ELC |
| August 2019 | Debrief and review of this monitoring process and EL Hub input to ELD, EL Hubs and ELC. |



General Information about the Monitoring Process

Early Learning Hub Monitoring Process: 2019-2021

What are the goals of ELD’s monitoring and evaluation process with EL Hubs?

The ELD seeks to meet three distinct goals. First, there is an accountability review that must be completed to ensure each Hub is carrying out its essential functions - including the requirements of its role as a steward of state dollars allocated to regional communities.

A second goal is to determine the degree each EL Hub is meeting the indicators of success (see p. 4) and making progress toward the three shared goals of the Early Learning Division and Early Learning Hub system. The aim of these indicators is to determine if Hubs are engaging in successful system-building and the regional collaboration they’re legislatively designated to implement.

The third and final goal is that the monitoring process offers a constructive method of Hub self-assessment that supports Hub learning, growth, and self-guided continuous improvement.

Who and how will the information collected be used?

The information collected and the findings of the process are intended to be useable and helpful to the Hub itself and its partners. The information gathered will be used by the Early Learning Division to: 1) Guide policy, 2) Ensure that investments in Early Learning Hubs are effectively making progress toward the three main goals of the Early Learning System, 3) Effectively tailor technical assistance for Hubs, and 4) Facilitate internal alignment of operations and systems. The Early Learning Council (ELC) will receive summaries and recommendations from the process, and any other information as requested.

Assessment and Ratings explained

A number of inputs and “pieces of evidence” are being gathered to support the monitoring and evaluation process, including partner surveys, ELD Program team (particularly KPI, Preschool Promise and FCCN) observations, Hub leaders’ responses to narrative questions, and a number of essential documents. All of these inputs inform an initial and final assessment of Early Learning Hub effectiveness and development. A quantitative score and qualitative comments will be generated independently by ELD Reviewers and Hub Leaders and discussed during the site visit. The assessment is organized around the seven Indicators of Success and utilizes the following scoring method:

| Score | Rating | Meaning |
|-------|--------------------------|---|
| 4 | Practicing and Achieving | Demonstrates consistent actions, practices, and processes that show evidence of contributing to impact on children and community being served. |
| 3 | Developing | Shows evidence and information that suggests processes and productivity that will have long-term benefit to children and community being served. |
| 2 | Requires Attention | Evidence and information suggest there is not a shared understanding of early learning hub requirements, theories of change, priorities, and processes. |
| 1 | Requires Intervention | Evidence and information require additional action be taken. |



Indicators of Hub Success

Early Learning Hubs are collaborative, cross-sector entities in their communities, working in partnership with the Early Learning Division to increase the number of children from vulnerable populations in their region who live in stable and attached families, and enter kindergarten ready to succeed.

Indicators of their success include the following:

1. Hub governance bodies are multi-sector collaborations actively stewarding systems alignment across sectors and building a shared regional understanding and commitment to a common vision for young children and families.
2. Hub - with its partners - aggregates, interprets and effectively communicates regional data to identify their priority populations and direct investments to address disparities in access, quality and overall success of those populations.
3. The voice of the families and communities from priority populations are reflected, in a culturally responsive manner, in the Hub's strategies, workplan and investments.
4. Hub stakeholders and partners are implementing shared strategies and leveraging shared community resources toward the collective vision and outcomes identified through Hub's planning activities.
5. Hub stakeholders and partners address identified barriers, tailor creative solutions, and coalesce around regional opportunities through participation in their Hub.
6. Hub uses qualitative and quantitative data analysis along with feedback from community and family engagement as part of their continuous evaluation process for hub activities, including making adjustments and adaptations.
7. Hub demonstrates it meets contractual obligations as outlined in the contract with the ELD.



Early Learning Hub Monitoring Process: 2019-2021

**Information and Evidence Gathered
for Review**

What information and evidence will be reviewed?

The ELD Reviewers will collate all documents they already have to minimize duplication for each Hub. A shared digital folder will be created for each Hub for electronic document sharing.

The reviewers will be utilizing Hub strategic plans, workplans, quarterly reports, and submitted equity documentation as part of this review. A Hub may be asked to submit any of the following documents not currently on file.

You may also be asked to submit:

| Document Name | What Reviewers Will Look For |
|---|---|
| Hub Governance | <ul style="list-style-type: none"> • Copies of approved minutes of the governing board meetings and all related governing bodies (parent council, operations committee, etc.), highlighting references to significant decisions (strategic, allocation) related to the work of the hub (chronologically arranged) • Governance by-laws or charter • Membership rosters |
| MOU's, DOCs, Interagency Agreements | <ul style="list-style-type: none"> • Copies of all Memoranda of Understanding, Declarations of Cooperation and interagency agreements. |
| Any RFPs (or other selection processes) for investment of ELD funds | <ul style="list-style-type: none"> • Copies of all RFPs (or other documents) hub used to solicit requests for hub dollars • Copies of actual subcontracts • Rubrics or scoring sheets showing criteria used to award hub dollars |
| Subcontracts | <ul style="list-style-type: none"> • Copies of subcontracts • Copies of invoices and receipts for a specific subcontract. |
| Hub Budget and/or other financial documentation | <ul style="list-style-type: none"> • Copies of Hub budget including expenditures by funding stream. • Copy of last audited financials. |

Note: You will be given a link to a DropBox folder. Please drop any documents requested in this process into that folder.



Early Learning Hub Monitoring Process: 2019-2021

Template Partner Invitation Letter for Early Learning Hub

Dear [PARTNER]:

Our Early Learning Hub is engaged in a comprehensive monitoring and evaluation process being conducted by the State of Oregon's Early Learning Division. A key aspect of this process is getting the input of our partners and Governance Members. Your feedback is essential to reviewing the strengths and areas of growth for [Name of Early Learning Hub]. It will take 10-20 minutes to complete.

You will be offered the option to provide your contact information, or be anonymous, as you complete the survey. If you provide your contact information we will be able to utilize the information gathered for our continuous improvement, and we would welcome that. If you feel that you need anonymity to complete the survey, we encourage you to use that option as well.

Two staff from each of our partners have been selected to fill out this survey as it is our desire to get feedback from both organizational decision-makers and staff working directly on Hub-related or supported activities for a multi-layer view of our work in the community.

Along with the Early Learning Division, we will use the data gathered to determine how we can continue to build and improve partnerships that help us reach our collective goals. Please use the link provided below to access the survey. ***We need to receive your survey by January 10th, 2019*** for inclusion in our monitoring process.

Survey Link:

If you have any questions about this survey, please do not hesitate to contact me at [YOUR CONTACT INFORMATION HERE] or Sue Parrish at the Early Learning Division at sue.parrish@state.or.us.

Thank you for your time,

[EL HUB LEADER]



Functions of Partner Survey

The ELD appreciates both the role you play in your region, and your willingness to help engage your partners in the survey. By rigorously seeking feedback, the ELD and everyone involved in the Hub can be assured that we are together continuously holding ourselves accountable to excellence and are in a process of continuous quality improvement. Communities are being actively engaged with hubs and the ELD to build a dynamic and strong system.

The Partner Survey serves numerous functions. Most of them are in service to building a strong, statewide system. We hope you also find the results of the Partner Survey useful to your Hub's continuous quality improvement efforts. The Partner Survey provides the following:

1. It provides a vehicle for each partner involved or affected by the Hub, as a community stakeholder, to give input into what they're experiencing and would like to see in the future regarding their Hub. These community voices are aggregated into one picture in the Partner Survey Summary, providing a more complete picture of a community's experience of a Hub.
2. It enables the state to both account for the use of public dollars, and identify areas where the ELD, ELC or other state-level entity can support the success of the Hubs or the larger early learning system.
3. It provides the Hub with community feedback, and constructive areas to focus over the next bi-ennium.
4. It documents the evolution of a Hub's regional partnerships over time by providing feedback every two years over a series of bi-enniums.



Requirements and Guidance for Partner Selection

Requirements and Guidance:

This guidance is intended to clarify how to identify and communicate with the Early Learning Hub partners who will be completing the survey as part of your Hub's monitoring process. Below please find a list of mandatory partners to survey, as well as some additional space for you to add partners whom you would like surveyed as well.

Directions for selecting partners:

1. When listing your mandatory partners, you must include ALL of the organizations/entities within that type of partner. For example, you need to include all the school districts, Department of Human Services (DHS) offices, Coordinated Care Organizations (CCOs)... in your region – regardless of whether you actively collaborate with them or not.
2. In the third column of this form, you're asked to identify what kind of collaboration you practice with each partner (if there are numerous programs and it's different by program, please feel free to identify by program). We encourage you to compare their responses to this same question. The types of collaboration are described below the partner list – please choose one or more of these in your response.
3. Please ***submit your list of partners to Sue and Denise by November 29, 2018.***
4. ***When sending your survey invitations to your partners, please cc Denise or Sue (whoever is your main contact)*** so we are a part of the communication. Note that we won't contribute to email conversations so that you continue to be the holder and manager of communications with your Hub partners.



List of Partners to be surveyed
 (Please submit this to both Hub Managers by November 29, 2018)

Early Learning Hub Monitoring Process: 2019-2021

1. List of required partners:

Note that each survey respondent will choose one of the following three identifiers after reading these definitions at the beginning of the survey.

Direct Service/Field Staff – You primarily implement activities to benefit young children and families.

Organizational Decision Maker – You have significant authority regarding shared investments or strategic partnerships with the Early Learning Hub.

Outreach and/or Community Engagement – You primarily engage or communicate with your community about activities that benefit young children and families..

Other: You are engaged with the Early Learning Hub in another way that is not reflected above (ex – Community Volunteer).

| Partner | Name of Organization and <u>two contacts</u> – one a decision-maker and one either field or outreach staff (as defined above) – who will be invited to complete survey | **Please identify the type of collaboration you have with this partner (ex – Cooperate) | Date survey sent |
|---|--|--|------------------|
| *Governance Council (If they're also a Community Partner (ex – Head Start), they'll need to designate someone else from their org/entity to also complete the survey as a Community Partner, or complete it twice). | (Pls include everyone on Governance Council) | | |
| *Sub-contractors (please list below or share same info on separate sheet) | | | |
| Relief Nursery - | | | |
| Head Start - | | | |
| Healthy Families OR - | | | |
| Other Home Visiting Program- | | | |
| CCR & R - | | | |
| DHS – | | | |
| **K-12 (School Districts; see note below) - | | | |
| ESD(s) - | | | |
| EI/ECSE | | | |
| *CCOs and other health partners | | | |
| Public Health (one per county) | | | |
| Any of nine sovereign tribes in Oregon | | | |
| Business partners | | | |



Early Learning Hub Monitoring Process: 2019-2021

*For your Governance Council, school districts, sub-contractors (or any other type of partner with multiple organizations/entities), feel free to use this table and add rows, or submit a separate list of members/sub-contractors, including names of people being surveyed, type of collaboration you engage in, and date survey sent. Note that the “two contacts in each organization may not apply to each partner. This is noted in each case.

** See chart on bottom of this page for kinds of collaboration – identify one or more types of collaborative activity you engage in for each partner organization/entity listed

2. List of additional partners you’d like to survey (ex – Community Action Agency, Regional Achievement Collaborative, early learning providers, etc):

| Partner | Name of Organization and two contacts – one a decision-maker and one field staff – who will be invited to complete survey | **Please identify the type of collaboration you have with this partner (ex – Cooperate) | Date survey sent |
|---|---|---|------------------|
| Parent Council (if you have one – feel free to include all members; decision-maker/field staff is N/A here) | | | |
| Advisory Groups (if you have them – feel free to include all members; decision-maker/field staff is N/A here) | | | |
| Other partners, such as county or municipal partners? | | | |
| Any KPI Partners? | | | |
| And anyone else you’d like to include who participates in your Hub. | | | |

Kinds of Collaboration: Please use this chart to identify the kind(s) of collaborative activity you engage in with each partner.

| Compete | Co-exist | Communicate | Cooperate | Coordinate | Collaborate | Integrate |
|--|--|---|---|---|--|--|
| Competition for clients, resources, partners, public attention | No systemic connection between efforts | Inter-organizational sharing and networking happens | As needed, often, informal, on discrete projects and activities | Systemically adjusting and aligning work with each other for greater outcomes | Longer term interactions happening based on shared mission, goals, shared decision-making, and resources | Fully integrated programs, planning, and funding |



Early Learning Hub Monitoring Process: 2019-2021

EL Hub Partner Survey

Note: This is the text of the surveys. You will be sent an electronic link to send to partners.

Note: There are three survey versions contained in this section – one for Community Partners, one for Governance Members, and one for Parents.

Community Partner Survey

Introductory note: This will show up as they open the survey online.

Dear Early Learning Hub Community Partner,

Thank you for completing the Early Learning Hub Partnership Survey! We so appreciate you taking the time to offer your insights and experiences about the community systems and activity developing around early childhood in your region. As a regional systems facilitator, Hubs provide a crucial link for us, working to identify regional priorities, cultivate opportunities for collaboration, and utilize state investments in a way that works for your region. We hope to see that, over a period of years, both the regions and state are continuing to work better together on behalf of young children and families. This survey information enables the Early Learning Division to be better partners, informing future technical assistance, monitoring, investments, etc.

Thank you for focusing available early learning activities and investments where they're needed most in your communities from year to year. We realize this means that not all of you are implementing activities directly with the Hub at any given time. We appreciate you filling out the survey, regardless, and sharing how you participate in community conversations, collaborative activities, and/or early learning investments.

Lastly, this survey goes out to a broad group of constituents, with various relationships with the Hub so there may be a question or two where you're not quite sure of the best fit or answer for you. We encourage you to make your best approximation if that's the case. And, if it really doesn't apply at all, feel free to skip the question and go on to the next one.

Please feel free to be in touch with Denise Swanson (denise.swanson@state.or.us) or Sue Parrish (sue.parrish@state.or.us) with any questions about the monitoring process.

Best,

The Early Learning Division Hub Team



Early Learning Hub Monitoring Process: 2019-2021

Survey Questions

1. What Early Learning Hub are you completing this partner survey for? (only one Hub per survey) – *[item will be in alphabetical order via a drop down menu]*

- Early Learning Multnomah (Multnomah County)
- Clackamas Early Learning Hub (Clackamas County)
- Early Learning Washington County-ELWC (Washington County)
- Four Rivers Early Learning Hub (Hood River, Wasco, Sherman, Wheeler, Gilliam Counties)
- Northwest Early Learning Council (Tillamook, Clatsop and Columbia Counties)
- Lane Early Learning Hub (Lane County)
- South Central Oregon Early Learning Hub (Lake, Klamath and Douglas Counties)
- Marion & Polk Early Learning Hub, Inc. (Marion and Polk Counties)
- Yamhill Early Learning Hub (Yamhill County)
- Linn Benton Lincoln Early Learning Hub (Linn, Benton and Lincoln Counties)
- Central Oregon Early Learning Hub (Jefferson, Crook and Deschutes Counties)
- Southern Oregon Early Learning Services (Josephine and Jackson Counties)
- Eastern Oregon Hub (Wallowa, Baker and Malheur Counties)
- Blue Mountain Early Learning Hub (Umatilla and Union Counties)
- Frontier Oregon Services Hub (Grant and Harney Counties)
- South Coast Regional Early Learning (Coos and Curry Counties)

2. Please indicate whether you a member of one of the nine sovereign tribal governments or other tribal entity.

- I'm a member of one of the nine sovereign tribal governments
- I'm a member of a tribal entity (NOT one of the nine sovereign tribal governments)
- Neither of the above

3. What sector best describes the perspective of your organization:

- K-12: Education Service District (ESD)
- K-12: School District
- K-12 Elementary School
- Health: Coordinated Care Organization (CCO)
- Health: Public Health
- Health: Oregon Health Authority (OHA)
- Health: Mental Health Agency or Organization
- Business and/or Industry: Provider
- Business and/or Industry: Community Based Organization (CBO)
- Business and/or Industry: Business
- Business and/or Industry: Consultant



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- Social or Human Services: Department of Human Services (DHS)
- Social or Human Services: Community Based Organization (CBO)
- Social or Human Services: Community Action Agency
- Community: Parent
- Community: Volunteer
- Early Learning: Head Start or Oregon Pre-Kindergarten (OPK)
- Early Learning: Child Care Resource and Referral (CCR&R)
- Early Learning: Healthy Families Oregon (HFO)
- Early Learning: Relief Nursery
- Early Learning: Other Home Visiting Organization

Comment Box: Other (Please specify)

5. What is your role in your organization/agency? Select from: *(Definitions from page 9 will be included in this question)*

- Direct Service/Field Staff
- Organizational Decision Maker
- Outreach and/or Community Engagement
- Other: Text entry

6. What is your current financial relationship with the Hub? (pick all that apply)

- Our organization/agency directly invests in Hub-led activities or initiatives.
- Our organization/agency offers in-kind resources to the Hub.
- Our organization/agency receives funds from the Hub.
- Our organization/agency is supported by the Hub with in-kind resources.
- Our organization/agency expects to receive funds from the Hub in the future.
- Our organization/agency has no financial relationship with the Hub.
- N/A – I do not represent an organization or agency.

7. Optional Sharing of Contact Information: This is an anonymous and confidential survey. However, if you'd like to leave your name so that the ELD or your Hub may follow up with you, please enter it here.

- Full Names: Text entry for maximum input - equity
- Best email:

8. In a few sentences, please describe the nature of your organization's partnership with your Hub.

- Text entry - limit to 100 words

9. What do you most want the Hub you partner with to know about your experience collaborating with them?



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- Open Text Item - limit to 250 words

10. Please rate the degree to which your Early Learning Hub is currently progressing toward the goal of children in your region arriving at kindergarten ready to succeed.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)
- Unsure (5)
- I don't know what this means (6)
- Comments and Evidence: Text entry

11. Please rate the degree to which the work of your Hub is contributing to families in your region being healthy, stable, and attached.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)
- Unsure (5)
- I don't know what this means (6)
- Comments and Evidence: Text entry

12. Please rate the degree to which the work of your Hub is contributing to your region's Early Learning System being coordinated, aligned, and family-centered.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)
- Unsure (5)
- I don't know what this means (6)
- Comments and Evidence: Text entry

13. Please rate the following statements (4 item scaled matrix from Strongly Disagree to Strongly Agree, with N/A option):

- The mission of our Early Learning Hub is clear to me.
- The Hub's decision-making process, and my role in it, are clear to me.
- The partners involved in our Hub mutually support each other toward common outcomes.
- As community barriers arise, I take them to our Hub as a community resource for systems alignment and problem-solving.



Early Learning Hub Monitoring Process: 2019-2021

- As community opportunities arise, I take them to our Hub as a resource for nurturing collaborative community efforts.
- I invest resources (in-kind or financial) in shared activities or goals with my Hub.
- Comment Box_ Please describe
- The Hub’s success in implementing its strategies will improve the success of my work.
- The way our Hub is organized provides appropriate opportunities for sharing amongst partners.
- Parents and families’ voices are heard and affect my EL hub’s strategies and decision-making.
- My Hub is raising awareness about racial equity in our region.
- My Hub raises awareness about early childhood and early learning in our region.
- Our Hub’s leadership fosters regional collaboration.

14. Please mark within the grid the description you think best states the kind of partnership and collaboration you think you have with (or because of) your Early Learning Hub?

| Compete | Co-exist | Communicate | Cooperate | Coordinate | Collaborate | Integrate |
|--|--|---|---|---|--|--|
| Competition for clients, resources, partners, public attention | No systemic connection between efforts | Inter-organizational sharing and networking happens | As needed, often, informal, on discrete projects and activities | Systemically adjusting and aligning work with each other for greater outcomes | Longer term interactions happening based on shared mission, goals, shared decision-making, and resources | Fully integrated programs, planning, and funding |

Open Ended Questions (150 word limit for each item)

1. Please describe your sense of your Hub’s community engagement process, and how it has begun to address disparities in your region?
2. Does your Hub have all relevant early learning and system partners at the table? Who is missing? If there are partners missing- what needs to happen to engage them?
3. What changes, lessons, or reactions have happened as a result of your Hub’s efforts?
4. What supports does your Hub need from internal staff, community partners, or the Early Learning Division (ELD) that will help move the Hub to the next phase in its development?



Early Learning Hub Monitoring Process: 2019-2021

Early Learning Hub Partner Survey – Hub Governance Members

Introductory note at beginning of survey:

Dear Hub Governance Council Member,

Thank you for completing the Early Learning Hub Partnership Survey! We so appreciate you taking the time to offer your insights about the community systems and activity developing around early childhood in your region. As a regional systems facilitator, each Hub provides a crucial link to the statewide early learning system. They identify regional priorities, cultivate collaboration, and utilize state investments to best meet the needs of your region. We hope to see that, over a period of years, both the regions and state are continuing to work better together on behalf of young children and families. This survey information enables the Early Learning Division to be better partners, informing future technical assistance, monitoring, investments, etc.

We hope you find the results of this survey valuable as well as you continue to strengthen partnerships and align services and activities. We appreciate the leadership you provide to your Hub on behalf of young children and families in your region.

We ask that you fill out the following survey from the perspective of a Governance Member, and not from any other professional or leadership role you may play in the region.

Please feel free to be in touch with Denise Swanson (denise.swanson@state.or.us) or Sue Parrish (sue.parrish@state.or.us) with any questions about the monitoring process.

Best,

The Early Learning Division Hub Team

1. What Early Learning Hub are you completing this partner survey for? (only one Early Learning Hub per survey) – *[item will be in alphabetical order via a drop down menu]*

- Early Learning Multnomah
- Clackamas Early Learning Hub
- Early Learning Washington County-ELWC
- Four Rivers Early Learning Hub
- Northwest Early Learning Council
- Lane Early Learning Hub
- South Central Oregon Early Learning Hub
- Marion & Polk Early Learning Hub, Inc.
- Yamhill Early Learning Hub
- Linn Benton Lincoln Early Learning Hub
- Central Oregon Early Learning Hub
- Southern Oregon Early Learning Services



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- Eastern Oregon Hub
- Blue Mountain Early Learning Hub
- Frontier Oregon Services Hub
- South Coast Regional Early Learning

2. Please indicate whether you are a member of one of the nine sovereign tribal governments or other tribal entity.

- I'm a member of one of the nine sovereign tribal governments
- I'm a member of a tribal entity (NOT one of the nine sovereign tribal governments)
- Neither of the above

3. Optional Sharing of Contact Information: This is an anonymous and confidential survey. However, if you'd like to leave your name so that the ELD or your EL Hub may follow up with you, please enter it here.

- Full Names: Text entry for maximum input - equity
- Best email:

4. What sector do you represent on your Governance Council (please mark all that apply)?

- K-12
- Health
- Business &/or Industry
- Social or Human Services
- Early Learning

5. Please rate the degree to which your Hub is currently progressing toward the goal of children in your region arriving at kindergarten ready to succeed.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)
- Unsure (5)
- Comments and Evidence: Text entry

6. Please rate the degree to which the work of your Hub is contributing to families in your region being healthy, stable, and attached.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)



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- Unsure (5)
- Comments and Evidence: Text entry

7. Please rate the degree to which the work of your Hub is contributing to your region's Early Learning System being coordinated, aligned, and family-centered.

- No progress (1)
- Early indicators of progress exist (2)
- Satisfactory progress (3)
- Indicators suggest significant progress (4)
- Unsure (5)
- Comments and Evidence: Text entry

8. Please rate the following statements (4 item scaled matrix from Strongly Disagree to Strongly Agree, with N/A option):

- The mission of our Early Learning Hub is clear to me.
- The Hub's decision-making process, and my role in it, are clear to me.
- I have influence over decision-making within the Hub.
- K-12, human services, health care, and early learning partners all participate in the governance of my Hub.
- I am able to make productive contributions to our Hub.
- The partners involved in our Hub mutually support each other toward common outcomes.
- As community barriers arise, I take them to our Hub as a community resource for systems alignment and problem-solving.
- As community opportunities arise, I take them to our Hub as a resource for nurturing collaborative community efforts.
- I invest resources (in-kind or financial) in shared activities or goals with my Hub.
- Comment Box_ Please describe
- Our Hub's success in implementing its strategies will improve the success of my work.
- The way our Hub is organized provides appropriate opportunities for sharing amongst partners.
- Parents and families' voices are heard and affect my Hub's strategies and decision-making.
- My Hub utilizes the data available to them to develop strategies and guide their decisions.
- My Hub invests in priority populations (the children you've identified as furthest from opportunity in your region).
- My Hub is raising awareness about racial equity in our region.
- My Hub raises awareness about early childhood and early learning in our region.
- Our Hub's leadership fosters regional collaboration.

Open Ended Questions (150 word limit for each item)



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1. Please describe your sense of the Early Learning Hub's community engagement process and how it has begun to address disparities in your region?
2. Does your Hub have all relevant early learning and system partners at the table? Who is missing? If there are partners missing- what needs to happen to engage them?
3. What changes, lessons, or reactions have happened as a result of your Hub's efforts?
4. What supports does your Hub need from internal staff, community partners, or the Early Learning Division (ELD) that will help move the Hub to the next phase in its development?
5. How do your Council members manage any potential conflicts of interest you may have in the multiple roles you play in your community? What policies are in place, and what do Council members practice to delineate these roles?

Early Learning Hub Partner Survey – Parents

Introduction before the survey questions –

Thank you for offering this valuable information about your Early Learning Hub to the Early Learning Division of the State of Oregon! This information helps us understand how to better support young children and families all around the state. It also provides your Early Learning Hub with important feedback about how their work meets the needs of young children and families in your community.

Please feel free to contact Sue Parrish (sue.parrish@state.or.us) with any questions about this survey.

Best,

The Early Learning Division Hub Team

Survey Questions

1. What is the name of your Early Learning Hub? (only one Hub per survey) – *[item will be in alphabetical order via a drop down menu]*
 - Early Learning Multnomah
 - Clackamas Early Learning Hub
 - Early Learning Washington County-ELWC
 - Four Rivers Early Learning Hub
 - Northwest Early Learning Council
 - Lane Early Learning Hub
 - South Central Oregon Early Learning Hub
 - Marion & Polk Early Learning Hub, Inc.
 - Yamhill Early Learning Hub
 - Linn Benton Lincoln Early Learning Hub
 - Central Oregon Early Learning Hub



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- Southern Oregon Early Learning Services
- Eastern Oregon Hub
- Blue Mountain Early Learning Hub
- Frontier Oregon Services Hub
- South Coast Regional Early Learning

2. Do you participate in the governance of your Early Learning Hub (on a Governance or Parent Advisory Council)?

Yes

No

If no, please describe how you participate in your Hub.

3. Optional Sharing of Contact Information: This is an anonymous and confidential survey. If you choose to share your contact information, we could potentially follow up with you for additional information.

- Full Names: Text entry for maximum input - equity
- Best email:
- Or, if phone/text is better, please provide your phone number:

4. (or 8. In the other surveys...) Please rate the following statements (4 item scaled matrix from Strongly Disagree to Strongly Agree, or I don't know.

- I know how I help my Early Learning Hub make decisions.
- My voice and experience as a parent is important to my Early Learning Hub.
- My voice and experience as a parent influences how my Early Learning Hub serves my community.
- I see how my Early Learning Hub is helping improve the lives of children and families in my community.
- My Early Learning Hub raises awareness about honoring every child's culture and needs.
- My Early Learning Hub raises awareness about early childhood and early learning.

Add Comment Box - If you have something more you'd like to say about any of these statements, please say it here.

Additional optional questions – If you have anything to share regarding the following questions, please do so here.

1. Feel free to share a story or experience that shows how the Early Learning Hub has made a difference for children and families in your community.
2. What challenges have you encountered while participating in your Early Learning Hub? How did you and the other members of your Hub work to address them?
3. Anything else you'd like to share about your experience participating with the Early Learning Hub?



Developmental Phases of Collaborative Work

Early Learning Hub Monitoring Process: 2019-2021

This document was originally developed to determine the phase of a Hub’s development. This was important in the last bi-ennium, as some Hubs were just a year old when the monitoring visit process started, while others had had three-plus years to get established. Hubs now have their basic functions established and are deeper into “the work” itself. When utilizing this tool last bi-ennium, the Hubs and ELD learned two things:

1. The phase of development identified by a Hub depended on which area of Hub functioning we were discussing (data, governance, collaboration with a certain sector, etc).
2. The process is cyclical – after Phase 4 starts the next step, which is often Phase 1 again...

Given the cyclical nature of collaborative systems work and the fact that each Hub’s structure is generally now established, we’ll now use this tool to identify how different aspects or initiatives are developing within your Hub. As we review each indicator during the site visit, you’ll be asked to identify the Hubs’ Phase related to that particular indicator, intended as a framework for speaking to the developmental phase the Hub is cycling through in the various facets of its work.

Charting EL Hub Development

| Components | Formation (Phase 1) | Stabilization (Phase 2) | Routinization (Phase 3) | Extension (Phase 4) |
|--------------------------------------|--|--|--|--|
| Collaborative Development | Focus is on getting participants together, agreeing on a common goal, building relationship, trust, and norms. | Participants working to gain legitimacy for their efforts and nurturing skills to sustain collaboration. | Cooperation is the norm and participants develop rules and guidelines for continued cooperation. | Extension: The collaborative effort is seen and is a viable operation. |
| Governance and Infrastructure | Convene community stakeholders. | Identify champions & form cross-sector group. | Create infrastructure (backbone and processes) | Facilitate and refine |
| Strategic Capacity | Hold dialogue about issues, community context, and available resources | Map the landscape and use data to make case | Create common agenda (goals and strategy) | Support strategic implementation |
| Community involvement | Facilitate community outreach specific to goal | Facilitate community outreach | Engage community and build public will | Continue engagement and conduct advocacy |
| Evaluation and improvement | Determine if there is consensus/ urgency to move forward | Analyze baseline data to ID key issues and gaps | Establish shared metrics (indicators and approach) | Collect, track, and report progress. Learn from and use findings to improve. |
| Capacity for Joint Action | Understanding collaboration dynamics & capacity needed to act | Beginning to actively develop trust, resources, and shared leadership | Actively advancing resource, leadership, and knowledge development | Possess resources, knowledge, leadership, trust, and commitment |

Note: ¹ The chart was developed by integrating the stages of collective impact with frameworks from Kirk Emerson (2016) and Mandell and Keast (2008).



Early Learning Hub Monitoring Process: 2019-2021

Narrative Questions

The following questions are provided in advance to each Early Learning Hub. Written responses are due to the ELD by January 14th, 2019. The information gathered should be treated as an input into the assessment process alongside additional documents, partner surveys, etc. The responses themselves are not scored or evaluated directly.

Directions: Please cite specific examples as often as possible. Limit total narrative responses to five pages single-spaced using 1 inch-margins and 12 point standard font.

1. *In reflecting on your work in the last two years, describe what you have accomplished as an Early Learning Hub, including successes you've experienced and challenges you've faced. Please share a story that reflects the work of your Hub.*
2. *Discuss the relationship between your Hub as an organization, a set of partners, and a funder of children and families in your community? How do you approach this? What does success look like?*
3. *What are the critical roles your Hub provides in your particular region? How are you accomplishing it, and what challenges are you encountering?*
4. *What support from the ELD or ELC would help your Hub be even more successful?*



Site Visit Protocol

Protocol:

1. **Introductions and overview of the goals of the monitoring and evaluation process, including review of this protocol.**
2. **Discuss qualitative evidence, such as narrative questions, partner survey, etc.:** Reviewers and Hub leaders will review all material (or evidence) prior to site visit, using the time at the visit to discuss the various pieces of evidence gathered. This discussion, and the pieces of evidence, will inform the ratings to follow on the rubric (pp. 24-26).
3. **Complete the Document Review and any related Q&A:** Using the document list provided on page 5, reviewers will ask questions and engage with the artifacts gathered. Again, the documents themselves will not be scored but used to inform the ratings to follow on the Rubric.
4. **Move through the Rubric:** Hub Leaders and Reviewers work through the assessment one indicator at a time each identifying the rating they currently assess the Hub to be at for the given indicator.
5. **Share Rubric Scores and Document Key Comments:** Moving one indicator at a time, Hub Leaders and Reviewers share their independent ratings. Key comments are documented in the space provided.
6. **Discuss the timeline and process for completing the Overall Summary of Findings** (which the ELD Hub Team will send to you after the visit) **and Continuous Quality Improvement Plan** (pp.27-29 – to be submitted by each Hub at the end of this process).



Assessment Rubric

Early Learning Hub Monitoring Process: 2019-2021

Note:

*See page 3 for full description of Rating Scale, which is as follows – 4 =Practicing and Achieving; 3 = Developing; 2 = Requires Attention; and 1 = Requires Intervention.

**See page 22 for full description of Developmental Phases of Collaborative Work, which are as follows – Formation, Stabilization, Routinization, Extension.

| Indicators of Success | Hub Rating | Reviewers Rating |
|---|--|--|
| 1. Hub governance bodies are multi-sector collaborations actively stewarding systems alignment across sectors and building a shared regional understanding and commitment to a common vision for young children and families. | <i>*(Pls Circle one)</i> 1 2 3 4 <i>** (Please write phase)</i> Phase of Dev't: | 1 2 3 4 Phase of Dev't: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |
| 2. Hub - with its partners - aggregates, interprets and effectively communicates regional data to identify their priority populations and direct investments to address disparities in access, quality and overall success of those populations. | 1 2 3 4 Phase of Dev't: | 1 2 3 4 Phase of Dev't: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |
| 3. The voice of the families and communities from priority populations are reflected, in a culturally responsive manner, in the Hub's strategies, workplan and investments. | 1 2 3 4 Phase of Dev't: | 1 2 3 4 Phase of Dev't: |
| Hub Evidence and Comments: | | |



Early Learning Hub Monitoring Process: 2019-2021

| | | |
|--|-----------------------------------|-----------------------------------|
| | | |
| ELD Evidence and Comments: | | |
| 4. Hub stakeholders and partners are implementing shared strategies and leveraging shared community resources toward the collective vision and outcomes identified through Hub’s planning activities. | 1 2 3 4 Phase of Dev’t: | 1 2 3 4 Phase of Dev’t: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |
| 5. Hub stakeholders and partners address identified barriers, tailor creative solutions, and coalesce around regional opportunities through participation in their Hub. | 1 2 3 4 Phase of Dev’t: | 1 2 3 4 Phase of Dev’t: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |
| 6. Hub uses qualitative and quantitative data analysis along with feedback from community and family engagement as part of their <u>continuous evaluation process</u> for hub activities, including making adjustments and adaptations. | 1 2 3 4 Phase of Dev’t: | 1 2 3 4 Phase of Dev’t: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |



Early Learning Hub Monitoring Process: 2019-2021

| | | |
|---|--|--|
| 7. Hub demonstrates it <u>meets contractual obligations</u> as outlined in the contract with the ELD | 1 2 3 4 Phase of Dev't: | 1 2 3 4 Phase of Dev't: |
| Hub Evidence and Comments: | | |
| ELD Evidence and Comments: | | |

| Overall Summary | EL Hub Total Rating | Reviewers Total Rating |
|--|---------------------|------------------------|
| 1. Hub Governance Bodies are multi-sector collaborations. | | |
| 2. Hub uses data to ID populations and make investments. | | |
| 3. Voices of families and communities are reflected. | | |
| 4. Hubs are implementing shared strategies and investments. | | |
| 5. Hubs address barriers, develop solutions, cultivate regional opportunities. | | |
| 6. Hubs imbed ongoing evaluation processes in their work. | | |
| 7. Hub meets contractual obligations. | | |
| Total Indicators Score | /28 | /28 |
| Final Hub Comments at time of site-visit: | | |
| Final ELD Comments at time of site-visit: | | |



ELD's Summary of Findings and Hubs' Continuous Quality Improvement Plans

Protocol for completion:

1. ELD Reviewers will provide a the completed Hub Assessment Rubric (see pp. 20-22) within two weeks of your site visit, and ask for you to review it for any missing information or inaccuracies.
2. EL Hubs will have four weeks from the completion of the visit to complete the Continuous Quality Improvement Plan on the following pages.
3. The ELD Reviewers will be available for follow up questions or discussion, as needed, to discuss the completed Assessment Rubric and its incorporation into the Hub's Continuous Quality Improvement Plan.
4. ELD Reviewers will then utilize the Assessment Rubric, Hub's Quality Improvement Plan, and Partner Survey to develop a Site Visit Summary for public sharing.



Hubs' Continuous Quality Improvement Plans

Protocol for Completion:

1. Early Learning Hubs will complete the following plan to finalize the monitoring process. A summary of this plan and the summary provided by the ELD (above) will be shared with the ELC, along with any other documentation requested by the ELC.
2. Focus areas for Continuous Improvement: Based on the results of the visit, please identify at least three of the seven Hub Indicators for Success your Hub intends to focus on for quality improvement this next bi-ennium. Please include or reference the recommended action steps from the ELD in your plan.
3. **In the chart below**, please identify the next steps to be taken in each focus area (will be included in next year's work plan).
4. Continuous Quality Improvement Plan, in total, must not exceed three pages.
5. ELD staff participating in site visit will provide a completed Assessment Rubric within two weeks of the visit to provide state-level input to Hub staff when developing this document.

Note: If any indicators were determined by Reviewers as “Requiring Intervention”, that may be prescriptive in dictating specific actions. In general, this process is meant to support a process of getting findings from the monitoring visit used in support of Hub growth and development.

1. 3-4 Focus areas for Continuous Quality Improvement: Please choose from seven Indicators of Hub Success (**Note** – ELD may request certain focus areas as needed)

2. Please outline specific next steps the EL Hub will take to move forward in focus areas identified above. Feel free to use as many lines– or add lines – as needed.

| Identified Next Actions (what?) | Responsible Person/Party (who?) | Timing (by when?) |
|---------------------------------|---------------------------------|-------------------|
| | | |



Early Learning Hub Monitoring Process: 2019-2021

| | | |
|---------------------------------------|--|--|
| | | |
| | | |
| | | |
| (Insert as many rows as you need....) | | |

3. Reflections (Please include any particular learnings you are taking away from this process, or reflections about the process itself.)

4. TA or Supports that would support your next steps in quality improvement.

5. Please describe how your backbone organization and Governance Council were involved in the development of this plan, and who was involved in writing it.

Signature of Hub

Date

Signature of Backbone Organization

Date

Discussion Draft

TBD: Oregon’s Early Learning System Plan 2018.11.21

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Explanation of Symbols

The  symbol is next to strategies with a focus on infants and toddlers.

Existing state plans and this plan have shared strategies, as indicated by the following symbols.

 : Aligns with plans from Oregon Health Authority, including the Statewide Health Improvement Plan¹, the Public Health Division Maternal and Child Health Section 2018 Strategic Plan², and CCO 2.0 Recommendations of the Oregon Health Policy Board.³

 : Aligns with Oregon Housing and Community Services 2019 Statewide Housing Plan.

 : Aligns with Oregon Department of Education 2017-2019 Strategic Plan.⁴

 : Aligns with Department of Human Services 2016-2019 Self Sufficiency Programs (SSP) Strategic Plan and SSP Fundamentals Map.

 : Aligns with Governor's Agenda, e.g., Health Care for All: Sustaining the Oregon Model of Health Care Coverage, Quality, and Cost Management; Education Policy Agenda: Every Oregon Student Engaged, Empowered, and Future Ready; Housing Policy Agenda: Housing Stability for Children, Veterans, and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities; Child Welfare Policy Agenda: Protecting Children, Supporting Families and Ending the Cycle of Poverty; and The Children's Agenda: Pathways Out of Poverty for Children to Achieve Their Full Potential.⁵

Introduction

Oregon has the opportunity to change how it supports young children and their families and, in doing so, put Oregon on the path to an even brighter future. The research confirms that supporting young children and their families can have a lasting, positive impact across their lifetime. The lives of young children and families are influenced by so many different things, including stable housing, consistent health care, and affordable, quality care and education. Therefore, early care and education, education, health, housing, human services—together with families, communities, and the public and private sectors—must work together during this critical period of a child's life. The purpose of this five-year Early Learning System

¹ Statewide Health Improvement Plan (SHIP). 2015-2019.

<https://www.oregon.gov/oha/PH/About/Pages/HealthImprovement.aspx>

² Public Health Division Maternal & Child Health Section 2018 Strategic Plan. 2018.

<https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/orientation/orientation-mch.PDF>

³ CCO 2.0 Recommendations of the Oregon Health Policy Board. 2018.

<https://apps.state.or.us/Forms/Served/le9830.pdf>

⁴ Oregon Department of Education Strategic Plan Goals. 2017-2019. https://www.oregon.gov/ode/about-us/Documents/Pages%20from%201170823_ODE_Strategic%20Plan%208.5x11_2016%20V7-5%20Goals.pdf

⁵ State of Oregon, Office of Governor Kate Brown. (2018). <https://www.actionplanfororegon.com/>

Plan is to share a vision for where we as a state want to go and to identify actionable, concrete strategies for working together across traditional boundaries to make this vision a reality.

Economic and racial disparities emerge very early on – they are present in birth outcomes data, access to early care and education opportunities, and again at kindergarten entry. If Oregon is going to change the story for children as a state, we need to start early. Breaking the link between zip code and life outcomes can only happen if we change that trajectory in the early years, which means changing the distribution of opportunities in the early years. Doing better for our youngest children and families can only happen if we do better for the early childhood workforce. That means doing business differently not only as a state, but in how we work with community partners and – particularly – communities of color. That means adequately funding programs in our state that are designed to support these communities and those who have been historically marginalized and underserved.

In order to make a difference for young children and their families, we need to approach the early years in a different way. No one sector can change the lives of young children and their families by itself. Oregon must bring everyone to the table so that all sectors are working together in the early learning system to make the impact. The Early Learning Council spent a year working with cross-agency partners— Oregon Department of Education, Oregon Department of Housing and Community Services, Oregon Department of Human Services, Oregon Division of Early Learning, Oregon Health Authority-- and hearing from communities, partners, parents, and providers. This plan aligns with the plans of cross-agency state partners and the governor’s office and provides an opportunity to intervene early and be more successful in the individual missions of each agency. This plan represents our best thinking about how Oregon can most strategically positively impact families across the different systems.

The Importance of Investing in Oregon’s Early Learning System

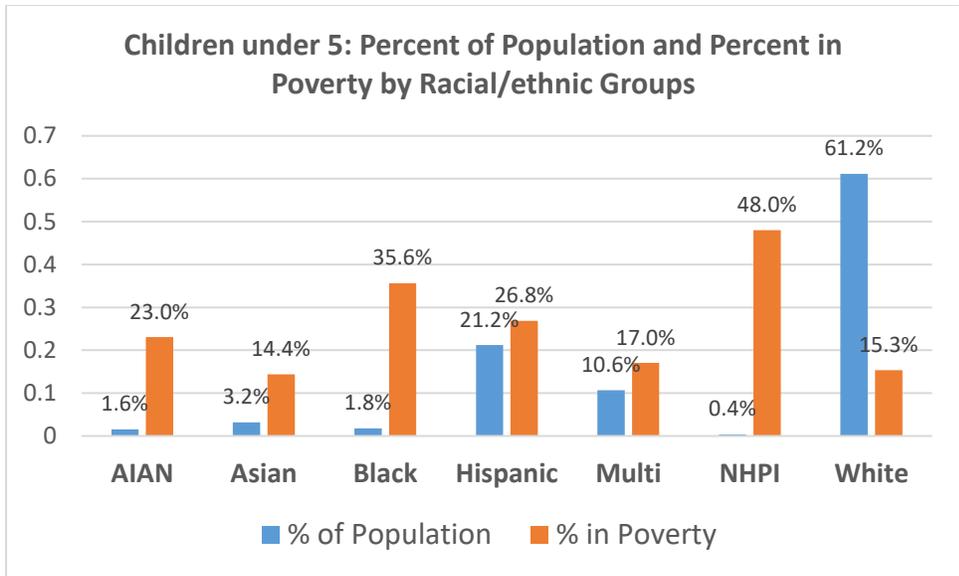
All of Oregon’s young children deserve the best start. Over 40,000 children are born in Oregon every year.⁶ Zip code, race, and family-income should not predict the health, educational, and life outcomes of these children. However, for too many of Oregon’s children, these variables remain predictors of disparities. In 2017, approximately 43% of young children in the state, or 115,000 children under the age of six, lived in families that earned below 200% of the federal poverty level, while nearly 50,000 (19%) lived in families below 100% of the federal poverty level.

Figure 1. Children under 5: Percent of Population and Percent in Poverty by Racial/Ethnic Groups ⁷

⁶ Oregon resident births by county of residence. 2010-2017.

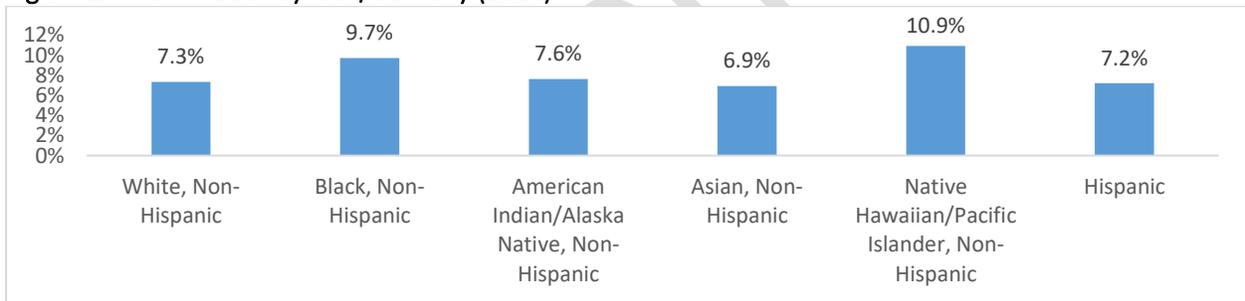
<https://www.oregon.gov/oha/PH/BIRTHDEATHCERTIFICATES/VITALSTATISTICS/BIRTH/Documents/CountybyZipCode/2010-2019/TOTAL1017.pdf>

⁷ Early Learning Division (2018). Data from the American Community Survey, 2017, U.S. Census Bureau.



These rates are even higher for children of color and for our youngest children below the age of three.

Figure 2. Preterm Birth by race/ethnicity (2014)⁸



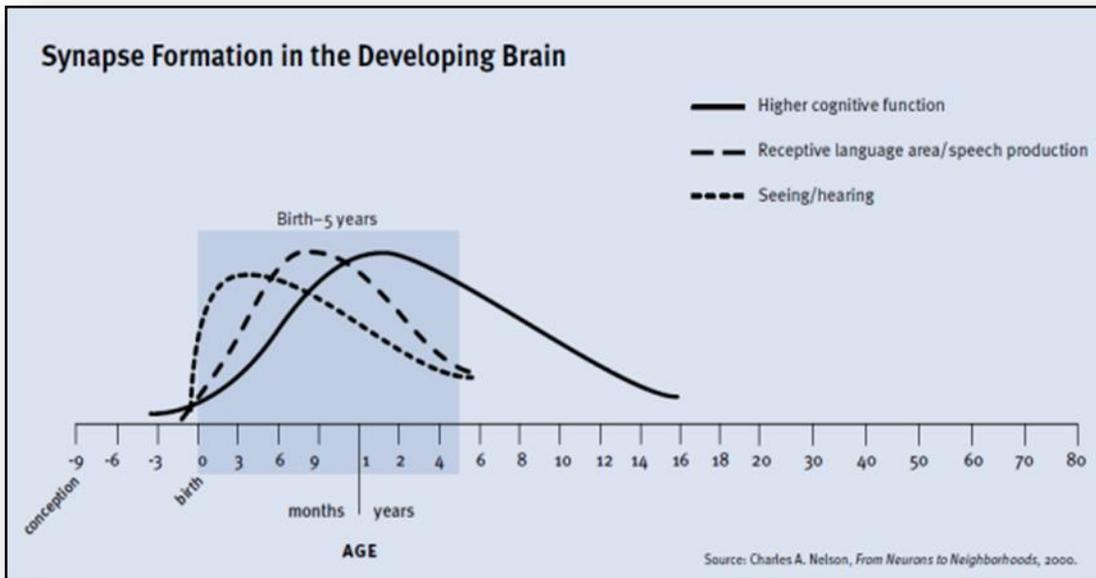
The impact of these inequities begins early, with disparate rates of pre-term and low-weight birth, and follows children as they develop and transition to kindergarten. By changing what happens to children and families during the youngest years, Oregon can break these links and ensure that all children have the chance to flourish and succeed.

Children’s early years of life are marked by rapid growth across multiple domains of development – physical, cognitive, emotional, and social. From birth to age three, a child’s brain makes one million new neural connections every second, reaching 80% of its adult size by age three, and 90% by age five.

Figure 3. Synapse Formation in the Developing Brain⁹

⁸ Kleinschmit, S., Wilcox, C., Ness, M. (2018) Presentation to the Measuring Success Committee.

⁹ Nelson, C. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: The National Academies Press



The rapid pace of synapse formation in the brain makes the first five years of life an extremely sensitive period of development. Yet, child development does not occur in isolation. As the brain is developing, children are establishing critical attachment to caregivers, learning to communicate with others, and regulating their emotions. These interactions during the early years present tremendous opportunity for rapid and healthy growth.

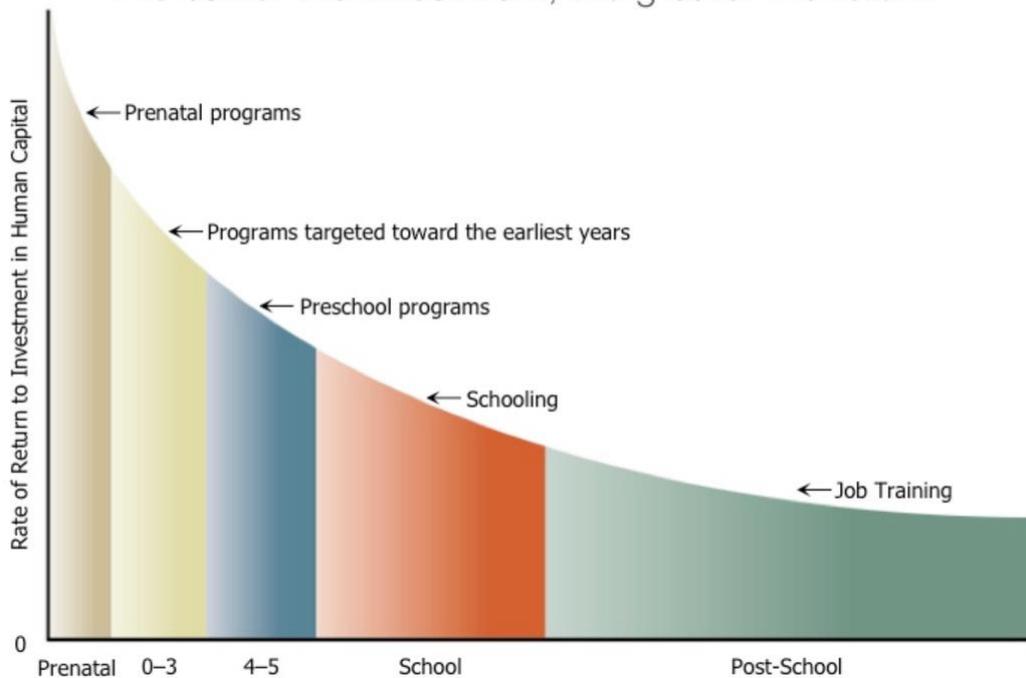
Decades of research demonstrate the efficacy of investing early. A recent comprehensive review of rigorous evaluations of early childhood programs by scientists at the RAND Corporation confirms that many early childhood programs have improved an important range of outcomes for children. Of the 115 programs reviewed, 102--or nearly 90%--had a positive effect on at least one child outcome, such as behavior and emotion, cognitive achievement, developmental delay, child health, child welfare, crime, educational attainment and adult outcomes. The RAND review showed that among programs with an economic evaluation, the typical return is \$2 to \$4 for every dollar invested.¹⁰ The Perry Preschool program and Abecedarian project have famously demonstrated that the impact of high-quality early learning and intervention programs lasts a life time, including health and economic benefits.

Figure 4. The Earlier the Investment, the Greater the Return¹¹

¹⁰ Cannon, J.S., Kilburn, M.R., Karoly, L.A., Mattox, T., Muchow, A.N., Buenaventura, M. (2017). *Decades of Evidence Demonstrate That Early Childhood Programs Can Benefit Children and Provide Economic Returns*. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_briefs/RB9993.html

¹¹ Heckman, J. J., S. H. Moon, R. Pinto, P. A. Savelyev, and A. Q. Yavitz (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics* 94 (1-2), 114–128.

The earlier the investment, the greater the return



Access to high-quality early childhood programs is essential. But it is also not enough. Young children need access to high-quality, culturally responsive health care that supports their physical and emotional growth. Their well-being depends on that of their family. For Oregon’s families to thrive, access to good paying jobs, affordable, safe housing and quality, affordable health care are all essential. Yet, too many of Oregon’s families are struggling and, thus, may need additional supports.

Why the Early Learning Council Developed this Plan

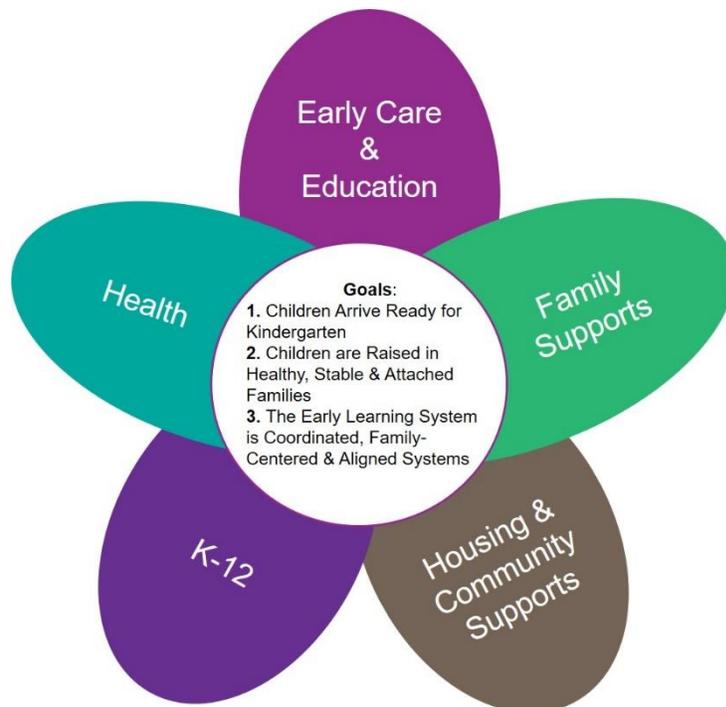
The Early Learning Council is statutorily charged with overseeing the early learning system and the services it delivers, which are defined as “programs and services for children ages 0 through 6 years of age that address language and literacy development, cognition, general knowledge and learning approaches, physical health and well-being, motor development, and social and emotional development.”¹²

In 2014, the Council created and adopted a five-year strategic plan which focused on the work of the Early Learning Division, established in 2011,¹³ as well as on supporting the newly established Early Learning Hubs. In October 2016, a review of the Council’s 2015-2020 Strategic Plan found that the majority of the plan had been implemented.

¹² OAR 414-900-0010. (2014). <https://secure.sos.state.or.us/oard/view.action?ruleNumber=414-900-0010>

¹³ Oregon House Bill 3234. (2013). <https://olis.leg.state.or.us/liz/2013R1/Downloads/MeasureDocument/HB3234>

Thus, in 2017, the Council elected to begin a new strategic planning process that engaged with all sectors of the early learning system, including health, human Services and family supports, K-12, housing, and early care and education. This cross-sector approach is consistent with the Council's three cross-sector



system goals, first adopted in 2012: (1) Children arrive ready for kindergarten; (2) Children are raised in healthy, stable, and attached families; (3) The Early Learning System is aligned, coordinated, and family-centered.

These three goals make it apparent that key cross-sector partners with shared populations, interests, and outcomes for young children and their families must work together. Ultimately, this systems approach will make certain that children and families are receiving the services and supports they need to ensure that children enter kindergarten learning, thriving, and healthy.

Principles and Values

The Early Learning Council adopted a series of principles and values to guide its work, including principles for rule adoption, funding formulas, and waiver requirements, as well as those that direct the Council's approach to the work of the early learning system as a whole. Three of note are the Oregon Equity Lens, the Council's guiding principles, and the Council's core values for the strategic plan.

The [Oregon Equity Lens](#) spells out the state's shared goals and its aim to make intentional investments in an equitable educational system and clear accountability structures. The Equity Lens includes a set of questions about impact on priority populations, strategies to decrease and eliminate disparities, tackling barriers that prevent equitable outcomes, involvement of key stakeholders, collecting data, etc.

The Early Learning Council's [guiding principles](#), adopted in March 2017, are embedded in all of the Council's work. The principles are rooted in equity, community and family engagement, and evidence-based practices in all decision-making processes within the early learning system.

The core values identified by the Council for the strategic plan include: (1) Have equity embedded throughout; (2) Represent all sectors that support children prenatal to age five and their families within the early learning system; (3) Provide comprehensive objectives and strategies that meet the needs of young children and families in Oregon; (4) Address the whole child, nested in family and nested in community; (5) Focus on outcomes that support Oregon's young children and families.

ELC Engagement Approach to Developing the Plan

The Early Learning Council consulted with critical stakeholders to develop the plan, focusing on the most strategic ways to make progress over the next five years (2019-2024) toward the vision embodied by these three system goals: (1) Children are raised in healthy, stable, and attached families; (2) Children arrive ready for kindergarten; (3) The Early Learning System is aligned, coordinated, and family centered.

A series of engagement sessions took place in 2018 with stakeholders with different roles such as government, providers, advocates, and families from each of the following key sectors: Early Care and Education, Health, Housing and Community Services, Human Services, and K-12. In order to engage diverse voices throughout the state, outreach included partners and providers representing children and families who are historically underserved. Individuals who were not able to attend in-person meetings were invited to provide their ideas in other ways. In developing the plan, 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 related to the three systems goals.

Infographic to be created by designer:

Over 150 people, beyond the members of the Early Learning Council, contributed to the plan. These included but were not limited to representatives from state agency and division leadership, program administrators and providers, families, and all four Early Learning Council [committees](#).

Six Early Learning Council meeting with presentations from state agency and division leadership, program administrators, Early Learning Hubs and other regional entities, providers, and families across Early Care and Education, Health, Housing and Community Supports, Human Services, K-12, Public Health

Two parent engagement sessions

Sixteen sessions with each of the Early Learning Hub Governance Boards

Four Early Learning Council Committees—Best Beginnings, Equity Implementation, Child Care and Education, and Measuring Success

50 people gave input to the plan via survey

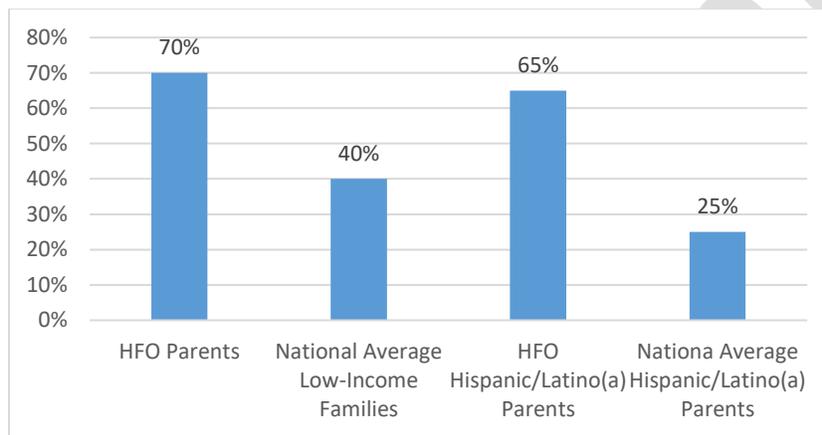
Four meetings were held with top leadership of the Department of Education, Department of Human Services, Oregon Health Authority, and Oregon Housing and Community Services involving the Early Learning Council chair and the Early Learning System Director

Throughout, Early Learning Council members probed how to most strategically, over the next five years, advance an early learning system that has the capacity to support the development and well-being of children prenatal to age five nested in their families and communities across Oregon.

SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

Kindergarten readiness begins with parents who have the greatest impact on their children’s learning and development. Early learning programs that actively and intensively partner with families to provide interactions and experiences targeted to the child’s developmental period are more likely to generate greater cognitive and social outcomes for young children than those that do not. Seventy percent of parents who participated in Healthy Families Oregon home visiting program for at least six months reported reading to their children on a daily basis, compared to the national average of just 40%.

Figure 5. Percentage of Parents Reading to Children 0-5 Daily¹⁴



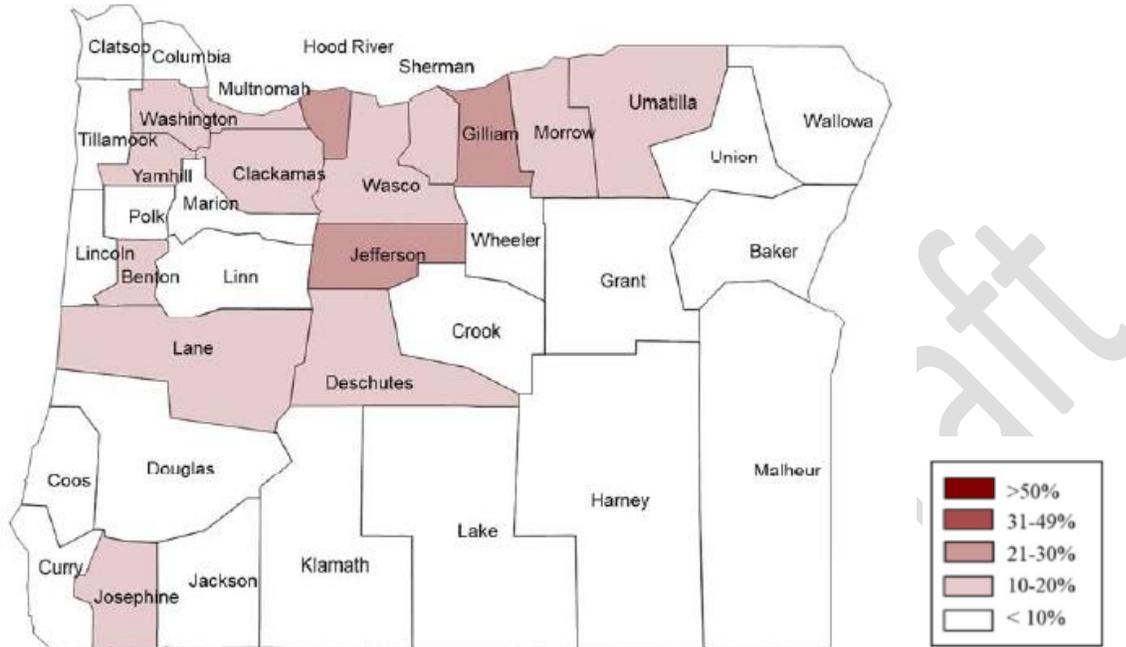
Yet, only 15% of eligible families in Oregon have access to a home visiting program. In Oregon, parenting education programs focused on families with young children only reach 3% of families, and culturally-specific organizations that have some of the strongest and most trusting relationships with families often lack access to available public resources needed to serve their communities.

While the short- and long-term benefits of high-quality early care and education (ECE) are well documented, Oregon families face significant barriers to accessing ECE. These include finding programs that are high-quality, affordable, culturally or linguistically responsive, and that meet their scheduling needs. These barriers are even steeper for working parents seeking high-quality care for their infant and toddler. All but one of Oregon’s counties meet the national guidelines for an infant and toddler care “desert.”

Figure 6. Percent of Oregon Young Children with Access to Regulated Child Care Slot for 0-3 Year Olds¹⁵

¹⁴ Healthy Families Oregon Key Evaluation Findings FY 2016-2017.

¹⁵ Prepared by the Oregon Child Care Research Partnership.



When parents can find care, the cost is usually prohibitive. For a family making a median income and with just one infant in care, child care, housing, and food costs are nearly 70% of the monthly household budget, with the average monthly cost of center-based care for an infant at \$1,410. Achieving a supply of accessible, high-quality ECE takes sound policy, resources, and the engagement of families.

A supply of high-quality culturally responsive ECE programs requires a well-trained and fairly compensated, diverse workforce. Yet, Oregon’s early childhood educators typically make between \$25,000 and \$35,000 annually. As a result of low pay, more than a quarter of the workforce leaves the field each year.

Figure 7. Teacher and Provider Retention in the Workforce ¹⁶

¹⁶ Oregon Center for Career Development in Childhood Care and Education, Portland State University., Oregon Child Care Research Partnership, Oregon State University. (2018). Oregon Early Learning Workforce: Four Years Beyond Baseline Comparison of 2012 and 2016. <https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/oregon-early-learning-workforce-four-years-beyond-baseline-2018-05-31.pdf>

| 2012 Position* | "Leavers" | | "In and Out" | | "Stayers" | | Total | |
|----------------------------|-----------|-----|--------------|----|-----------|-----|-------|------|
| | N | % | N | % | N | % | N | % |
| Center | | | | | | | | |
| Director | 606 | 52% | 50 | 4% | 520 | 44% | 1,176 | 100% |
| Site Director / Supervisor | 25 | 61% | | | 16 | 39% | 41 | 100% |
| Head Teacher | 1,156 | 51% | 102 | 4% | 1,025 | 45% | 2,283 | 100% |
| Teacher | 4,519 | 59% | 432 | 6% | 2,721 | 35% | 7,672 | 100% |
| Aide II | 739 | 69% | 60 | 6% | 272 | 25% | 1,071 | 100% |
| Aide I | 2,172 | 77% | 158 | 6% | 496 | 18% | 2,826 | 100% |
| Large Home-Based | | | | | | | | |
| Provider | 244 | 33% | 20 | 3% | 481 | 65% | 745 | 100% |
| Assistant II | 458 | 62% | 39 | 5% | 238 | 32% | 735 | 100% |
| Assistant I | 627 | 77% | 58 | 7% | 130 | 16% | 815 | 100% |
| Small Home-Based | | | | | | | | |
| Provider | 1,754 | 50% | 91 | 3% | 1,664 | 47% | 3,509 | 100% |

*Based on the highest position an individual held during the 2012 calendar year.

The state has made some progress by requiring compensation parity for educators in its Preschool Promise program, but this is the only program with compensation standards for educators. In addition, we know that professional compensation is a necessary but not sufficient condition: educators also need pathways to early childhood degrees, ongoing professional learning supports, and positive, supportive work environments in order to implement best practice. As we seek to improve the conditions for the ECE workforce, we must ensure that we maintain and build upon the racial/ethnic and linguistic diversity of the current field and honor the often decades of work that our current educators have contributed toward making the lives of Oregon’s youngest children better.

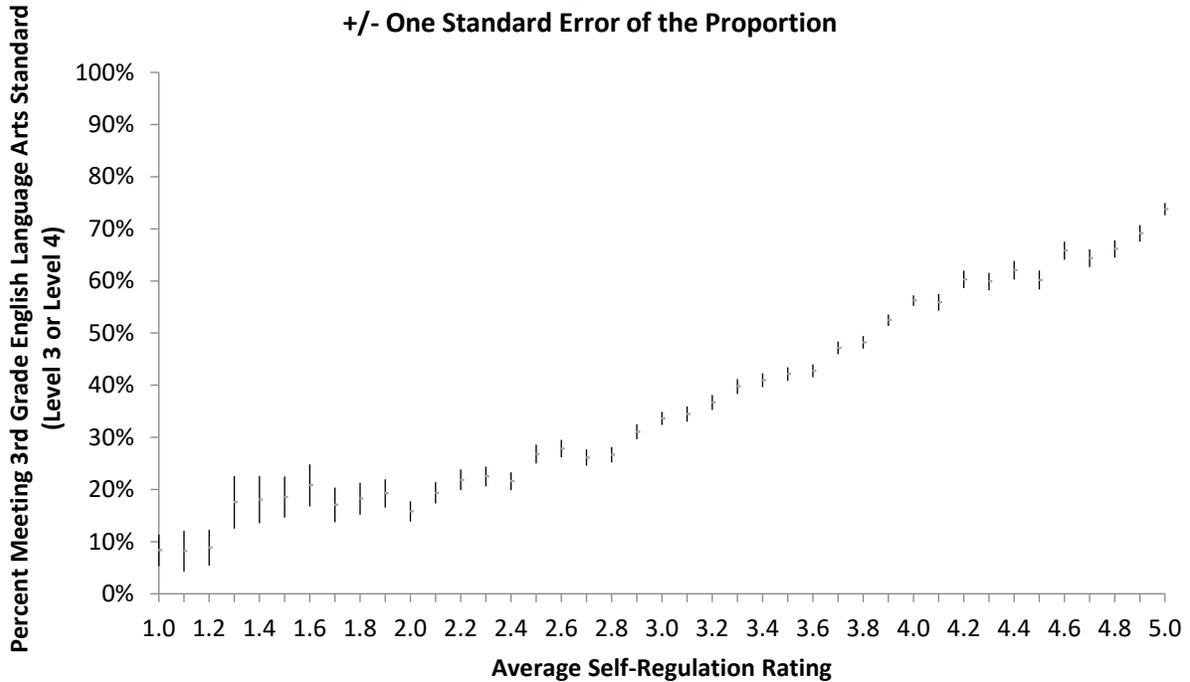
While Oregon is a leader in providing health care coverage for children, access has not eliminated health disparities that inhibit the ability of young children to learn and flourish. Physical and emotional health provide the foundations for school readiness and more remains to be done for the health of young children. For example, children who arrive at kindergarten with strong social-emotional skills, as measured by Oregon’s Kindergarten Assessment, are more likely to be on track in third grade reading and math.

Figure 8. Relationship between Kindergarten Self-Regulation Rating and Percent Meeting 3rd Grade English Language Arts Standard¹⁷

¹⁷ State of Oregon. Department of Education. (2018). *Kindergarten to Third Grade Outcomes*. Salem, OR.

Relationship between Kindergarten Self-Regulation Rating and Percent Meeting 3rd Grade English Language Arts Standard

+/- One Standard Error of the Proportion



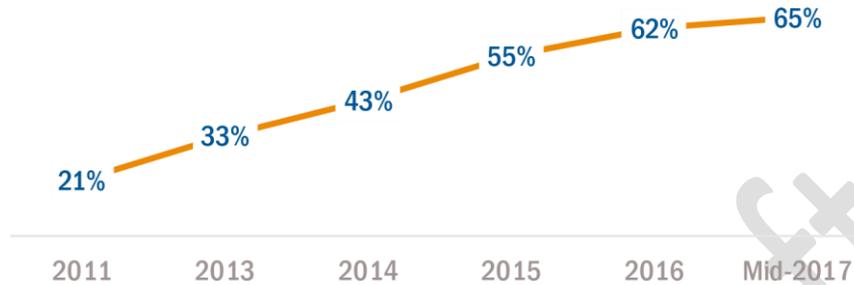
Fifty-two percent of children ages 6-9 in Oregon have tooth decay, one of the most prevalent chronic conditions of childhood, which can lead to problems with eating, speaking, playing, and learning. The infant mortality rate, while slightly lower than the national average and decreasing in recent years, still indicates significant racial disparities, with Native Americans and African Americans nearly twice as likely to die before their first birthday than other children.

Oregon has made significant progress in ensuring that children with social-emotional, developmental, and health care needs are identified early. The rate of developmental screening for children enrolled in the Oregon Health Plan in the first thirty-six months of life has increased from 21% in 2011 to 62% by 2016.

Figure 9. Developmental Screenings in the First Six Months of Life¹⁸

¹⁸ Allen, P., Hargunani, D., Wilcox, C. (2018). Oregon Health Authority presentation to the Early Learning Council.

Statewide.



However, too many children who are identified at screening never receive services. Building local community-based systems that ensure early learning detection and a family-friendly process of referral to the supports that best address the needs of the individual child and family is essential to achieving that end. For children who are identified and enrolled in Early Intervention and Early Special Education (EI/ECSE), services remain too limited due to funding. Only 30% of infants and toddlers currently enrolled in Early Intervention receive the recommended level of services to maximize their development.

Figure 10. Adequate Special Education Services (2017)¹⁹

| EI: Level of Need (Infants & Toddlers) | Adequate Service Level | % of Children |
|--|--|----------------------|
| Services for infants & toddlers (typically home-based) | Specialized consultation services with caregivers: 1 X Week | 29.1% |

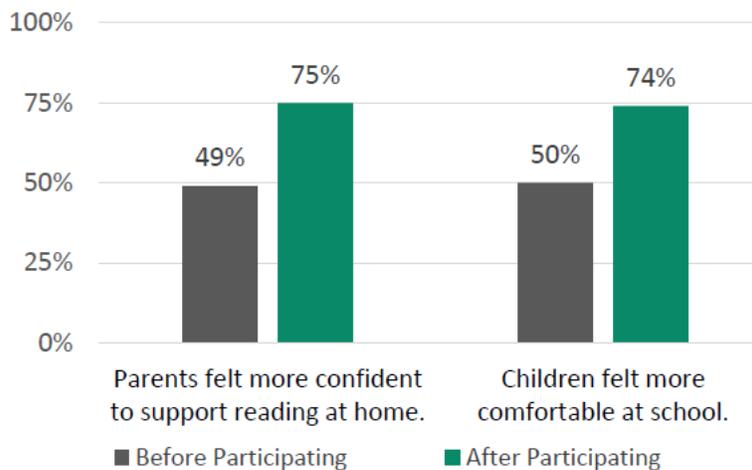
| ECSE: Level of Need (Preschool) | Adequate Service Level | % of Children |
|---|---|----------------------|
| Low Needs: Delayed in 1-2 areas of development | <ul style="list-style-type: none"> Specialized ECSE services: 1 X week | 64.3% |
| Moderate Needs: Delayed in 3-4 areas of development | <ul style="list-style-type: none"> Preschool: 12 hours/week Specialized consultation: 1 X week Parent Education: 1 X month | 8.1% |
| High Needs: Delayed in most or all areas of development | <ul style="list-style-type: none"> Preschool: 15 hours/week Specialized consultation: 1 X week Parent Education: 1 X month | 1.6% |

Children and families need to be supported not only in the early years, but also as they transition into the K-12 system. Oregon has made meaningful strides to support kindergarten transitions over the last

¹⁹ Howard, K., Gill, C., Drinkwater, S., Johnson-Dorn, N., Williams, K. (2018). Oregon Department of Education presentation to the Early Learning Council.

several years, particularly in relation to the implementation of summertime transition camps and parenting education programs. After participating in family engagement and kindergarten transition activities supported by the Kindergarten Readiness Partnership and Innovation Fund (KPI), parents felt more confident in supporting their children’s learning in reading and math and children and parents felt more comfortable and welcomed in school.

Figure 11. Benefits of KRPI-Funded Programs ²⁰



Significant work remains to be done to strengthen and align local practices related to culturally responsive, developmentally appropriate practices in settings in which child learn and grow.

Objective 1: Families are supported and engaged as their child’s first teachers.

Strategy 1.1 Expand parenting education and family supports.

- Expand availability and access to community-based parenting education by building off of the philanthropic investment in the Oregon Parenting Education Collaborative (OPEC).
- Create an Equity Fund to support community-based, culturally specific organizations to extend their reach in providing culturally specific parenting and early learning supports in their communities.

Strategy 1.2 Scale culturally responsive home visiting.

- Expand access to Oregon’s current array of evidenced-based and evidence-informed targeted home visiting programs so that more families have access to these supports.
- Expand access to professional learning opportunities and address compensation for home visitors in order to build a strong, culturally diverse workforce and increase retention.

²⁰ Green, B., Patterson, L., Reid, D. (2018). KPI Evaluation. Center for Improvement of Child and Family Services, Portland State University.

Objective 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.

Strategy 2.1 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families. 🎓

- Create, scale, and sustain a state-wide, high-quality infant and toddler child care program with a focus on children who are historically underserved. 👤
- Create shared service networks within rural and urban communities to better scale infant and toddler care. 👤
- Increase state investments in Early Head Start by expanding Oregon Prekindergarten as a prenatal-to-five program. 👤

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 who are historically underserved.
- Align policies across Oregon's three state preschool programs (Early Childhood Special Education, Oregon Prekindergarten, 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.

Strategy 2.3 Strengthen Child Care Assistance programs. 👤 🌐

- Unify policymaking and policies across all child care assistance programs (i.e. ERDC, TANF child care and contracted child care assistance). 👤
- Increase resources for child care assistance programs so that: 1) reimbursement rates meet the cost of delivering quality care to align to the cost of delivering quality care across all types of care and ages, and 2) participating families pay no more than 7% of their income on care. 👤
- Ensure child care assistance policy results in continuity of care, particularly for infants and toddlers. 👤
- Ensure child care assistance policy reflects the scheduling needs of families. 👤

Strategy 2.4 Build the state's capacity to ensure children are healthy and safe in child care. 🏠 👤



- Improve child care licensing standards. 🏠 👤
- Improve child care licensing implementation by strengthening technical assistance and monitoring.
- Coordinate investigations into serious violations in child care at the state and local level.
- Identify and address gaps in current licensing authority, including who is subject to licensing.

Strategy 2.5 Improve the essential infrastructure for high-quality early care and education.

- Conduct a statewide facilities needs assessment to identify communities with a dearth of early care and education (ECE) facilities and invest accordingly.
- Identify how to open high-quality family child care and child care centers within affordable housing units and housing developments. 
- Create a regional plan for expanding access to and supply of high-quality infant, toddler, and preschool early care and education, available at times that meet the needs of families, especially to historically underserved infants, toddlers, and preschoolers, under the leadership of the Early Learning Hubs. 
- Use the state's licensing and Spark programs to recruit and support providers, especially in rural communities and communities of color, to become licensed and implement foundational health, safety, and quality practices.
- Expand resources for Spark to reach additional ECE providers, including family, friend, and neighbor caregivers, to implement best practices in ECE. 

Objective 3: A high-quality, well compensated, culturally responsive, and diverse early care and education workforce is in place.

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, and curriculum addressing the prenatal-to-5 continuum. 
- Build upon existing scholarship programs to support more educators to enter the field and existing educators to attain 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.

Strategy 3.4 Improve state policy to ensure early care and education work environments guarantee professional supports.

- Incorporate professional supports (e.g., paid planning time, paid professional development time, compensation, wellness and health benefits) into program standards.
- Collect and use data to improve professional supports (e.g., paid planning time, paid professional development time, compensation, wellness and health benefits).

Objective 4: Early childhood physical and social-emotional health promotion and prevention is increased.

Strategy 4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high-quality, and culturally and linguistically responsive. 🏠👤🌐

- Improve access to patient-centered primary care homes for all young children. 🏠👤
- Strengthen the early childhood focus of CCOs by adding Early Learning Hub representation on CCOs' governing boards or using other tools to improve relationships and coordination. 🏠👤
- Increase the integration of physical, behavioral, and oral health for young children. 🏠👤🌐
- Incentivize high-quality, evidence-based pediatric care, including rural communities. 🏠👤🌐

Strategy 4.2 Increase capacity to provide culturally responsive social-emotional supports for young children and their families. 👤👤🌐

- Increase access to culturally responsive mental health services by ensuring there are diverse providers with expertise in children birth through age 5. 🏠👤🌐
- Train home visitors, mental health professionals, and early care and education providers in relationship-based infant mental health and equity approaches. 👤👤
- Focus on children whose families are affected by substance abuse and family separation, including by ensuring access to community health workers. 🏠👤🌐

Strategy 4.3 Increase and improve equitable access to early childhood oral health. 🏠👤

- Increase access to and address disparities in prevention and treatment dental services for young children. 🏠👤
- Advance provider trainings such as First Tooth and Maternity Teeth for Two. 👤👤
- Continue integration of oral health services in early care and education settings. 🏠👤

Strategy 4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children. 🤝🌐

- Provide health consultation across early care and education (ECE) settings. 🤝
- Collaborate to support families and ECE providers in implementing safe sleep practices. 👤🤝
- Identify areas of shared accountability across housing, health, and ECE, and expand joint activities that promote environmental health, injury prevention and safety, physical activity, and healthy foods. 🤝🌐

Objective 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.

Strategy 5.1 Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education services. 🤝👤

- Increase funding so that that Early Intervention/Early Childhood Special Education services are at an adequate level to support the positive development of children with special needs as defined by the 2010 report to the Oregon Legislature. 👤
- Review the criteria used to determine whether a child is eligible for Early Intervention/Early Childhood Special Education services and make and implement recommendations regarding the appropriate eligibility thresholds to ensure that all children needing these services are able to access them.
- Provide resources for communities to expand the array of services available to infants, toddlers, and families that need additional supports. 👤🤝
- Enable integration of Early Intervention and Early Childhood Special Education with other funding streams so that children are served in inclusive early care and education settings.

Strategy 5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families. 🤝

- Improve screening. 🤝
- Scale successful approaches to build community-based referral systems from screening to services that meet the diverse needs of young children and families. 🤝

Strategy 5.3 Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs. 🤝

- Align policies across ECE programs and K-12 regarding suspension and expulsion.
- Improve data systems to track suspension and expulsion across the birth-to-five early learning system and early grades, disaggregated by race and other critical indicators.
- Provide culturally responsive mental health consultation to early care and education (ECE) providers. 🤝
- Increase access to anti-bias early childhood education training for ECE providers.

Objective 6: Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.

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 (PLT's), consisting of both early learning and 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 early care and education (ECE) directors. 🎓
- Support school districts to align attendance, curriculum, instructional, and assessment practices across the prenatal-to-3rd-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 the Early Learning Kindergarten Readiness Partnership and Innovation program (KPI) and local funding sources, to support social-emotional learning across the P-3 continuum.

Strategy 6.2 Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders.

- Enhance the kindergarten assessment (KA) process for children whose home language is not English and who are dual language learners, focusing first on children whose home language is Spanish.
- Provide sufficient support to school districts to ensure that the assessment is administered properly and in ways that are developmentally appropriate.
- Improve the communications and data analysis/interpretation tools for the KA so that policymakers, Early Learning Hubs, providers of early learning services, school districts, and elementary schools have access to timely, accessible, and actionable data that supports regional and local decision-making.
- Develop a Kindergarten Entry Family Survey that enables families to provide information about their children's experiences and provides a more holistic picture of children's development.

SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE AND ATTACHED FAMILIES

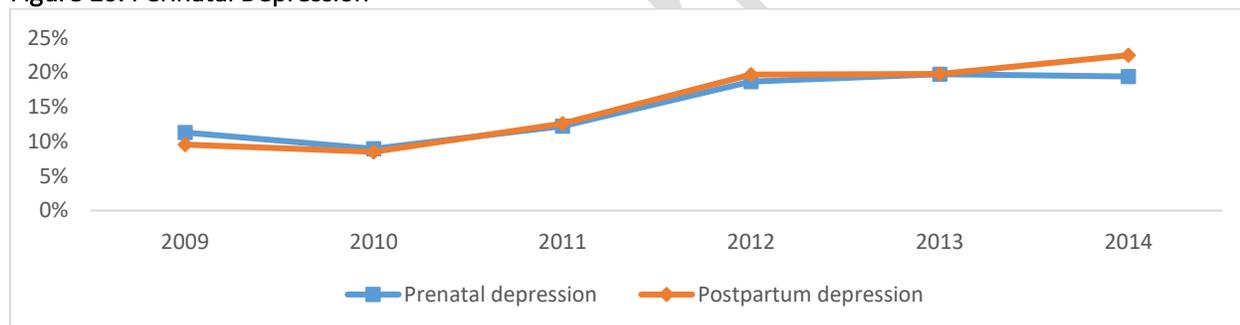
Children's healthy development depends to a large extent on the health and well-being of their parents and caregivers. First, supporting parents' health and mental health means parents are able to provide nurturing relationships and the important parent-child interactions needed for children's health, growth, resiliency, and development, which could lead to improved outcomes, reduced health costs over time, and improved health equity. Second, covering parents' health care helps create financial stability for the families. A 2017 study showed that Medicaid reduces poverty in the U.S. 3.8 percentage points, with a 6.1 percentage point reduction for Latinos and 4.9 for African-Americans.²¹ And Oregon has invested deeply in health care coverage, with 94% of Oregonians having health care coverage, with Medicaid as an important contributor: Medicaid reaches 1 in 4 Oregonians. This has helped improve access to

²¹ Remler, DK, Korenman, SD., Hyson RT., "Estimating the effects of Health Insurance and other social programs on poverty under the Affordable Care Act," *Health Affairs*, 36, No. 10 (2017): 1828-1837. DOI 10.1377/hlthaff.2017.0331. Cited in "Health Care for All: Sustaining the Oregon Model of Health Care, Coverage, Quality and Cost Management." Governor Kate Brown and Tina Edlund (2018).

preconception, reproductive, and timely prenatal care services that support healthier birth outcomes. But disparities in access and outcomes persist. African-American mothers are almost twice as likely to have received inadequate prenatal care as their white counterparts. Oregon clearly has more to do to provide culturally responsive care and eliminate these disparities.

Optimizing parental mental health can break the transgenerational impact of maternal depression, and can help to improve children’s social-emotional development, secure attachments, and kindergarten readiness. One in five women in Oregon suffers from either prenatal or postpartum depression. There is also an increasing concern about the impacts of adverse childhood experiences (ACES). Forty-six percent of Oregon adults have experienced two or more such experiences, and 22% have experienced four or more. ACES are often a root cause of many social, emotional, physical and cognitive impairments in childhood, and persist into adulthood with increased rates of chronic diseases, mental illness, disability, and premature mortality. More needs to be done to address the cross-generational transmission of trauma and ensure access to a continuum of culturally responsive systems that address the physical and emotional needs of both parent and child.

Figure 10. Perinatal Depression²²



Oregon families from all backgrounds have been hard hit by the chronic disease of substance use disorder (SUD). The abuse of tobacco, alcohol, and illicit drugs costs the U.S \$740 billion a year, owing to crime, lost work, and increased health care spending.²³ The impact of substance use disorders hits Oregon’s families particularly hard. According to data from the Department of Human Services, nearly 75% of Oregon foster care placements involved parents with substance use disorders.²⁴ In response to this challenge, Oregon has also begun developing new innovative models that integrate prenatal and postpartum care with SUD treatment. Oregon has the opportunity to expand such innovative practices as it continues to integrate physical and mental health services.

Housing, food, and employment instability often create an environment of desperation and household turmoil that adversely affects the life trajectory of our youngest children. In 2017, Oregon had the second highest rate of homelessness among people in households with children in the United States. According to the 2017 Point-in-Time Count, 3,500 of the 13,953 Oregonians experiencing homelessness were

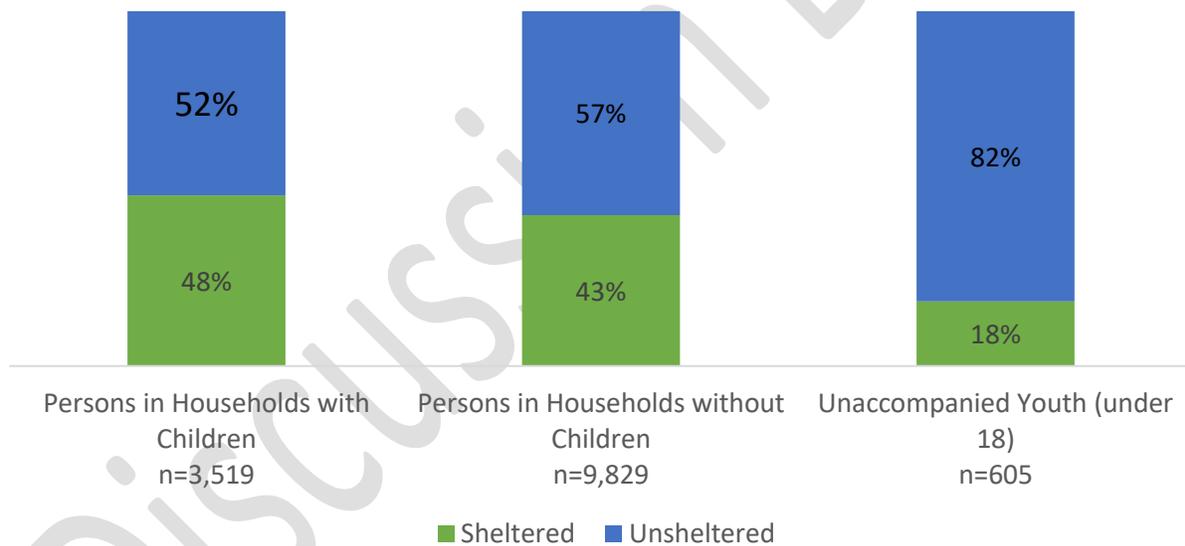
²² Kleinschmit, S., Wilcx, C., Ness, M. (2018) Presentation to the Measuring Success Committee.

²³ National Institute of Drug Abuse, <https://www.drugabuse.gov/related-topics/trends-statistics#supplemental-references-for-economic-costs>. Cited in “Health Care for All: Sustaining the Oregon Model of Health Care, Coverage, Quality and Cost Management.” Governor Kate Brown and Tina Edlund (2018).

²⁴ “The Children’s Agenda: Pathways Out of Poverty for Children to Achieve Their Full Potential,” Governor Kate Brown, p. 8.

families with children.²⁵ Thirty-one percent of all renter household families with children under age five spend more than half of their incomes on rent and are considered severely housing cost-burdened. The stress of finding affordable housing is experienced by both urban and rural Oregonians. The median rents in rural Oregon are 16 % higher than the U.S. average for rural communities.²⁶ These factors, coupled with the high cost of child care, are placing families in a complex, insurmountable situation that they are unable to traverse alone. Expanding and focusing access for housing supports for families with young children will help reduce this stress and provide children with the stable environment in which they need to learn and grow.

Figure 11. Homeless Families in Oregon²⁷



The stresses placed on families with young children contribute to their high rates of involvement with the child welfare system. In 2017, 11,077 children in Oregon were found to be victims of abuse and neglect. Almost half of these children were under the age of six and more than a quarter were under the age of three.²⁸ Reducing the number of children who enter into the child welfare system must be a priority for

²⁵ U.S. Department of Housing and Urban Development, The 2017 Annual Homeless Assessment Report (AHAR) to Congress: Part 1: Point-in-Time Estimates of Homelessness, (U.S. Department of Housing and Urban Development, 2017). Cited in “Housing Policy Agenda: Housing Stability for Children, Veterans, and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities,” Governor Kate Brown and James LaBar, Housing Policy Advisor.

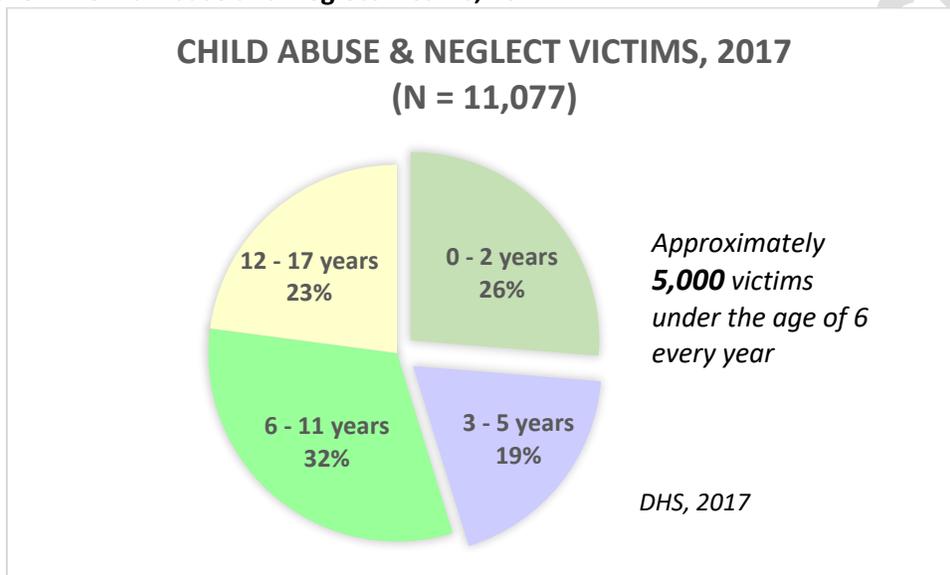
²⁶ Lehner, Josh, “Update on Rural Housing Affordability,” Oregon Office of Economic Analysis: Oregon Economic News, Analysis and Outlook (blog), March 7, 2018, <https://oregoneconomicanalysis//2018/03/update-on-rural-housing-affordability>. Cited in “Housing Policy Agenda: Housing Stability for Children, Veterans, and the Chronically Homeless and Increased Housing Supply for Urban and Rural Communities,” Governor Kate Brown and James LaBar, Housing Policy Advisor.

²⁷ Salazar, M., Seguin, C., LaPoint, K., Bunch, C. (2018). Oregon Housing and Community Services presentation to the Early Learning Council.

²⁸ “Children’s Welfare Policy Agenda: Protecting Children, Supporting Families and Ending the Cycle of Poverty,” Governor Kate Brown and Rosa Klein, Human Services Policy Advisor, p. 3.

all Oregonians. Doing so will require strong partnerships across sectors and with communities. Investing in evidenced-based early learning and parent support programs proven to reduce abuse and neglect needs to be an important part of this strategy. Oregon’s self-sufficiency programs also provide vital supports for families with the youngest children, serving over 125,000 children under the age of six. Increased collaboration across sectors can also help ensure that these children have increased access to high-quality early learning programs that promote positive child development.

Figure 12. Child Abuse and Neglect Victims, 2017²⁹



Objective 7: Parents and caregivers have equitable access to support for their physical and social-emotional health.

Strategy 7.1. Increase equitable access to reproductive, maternal, and prenatal health services.



- Increase access to traditional health workers (e.g., doulas) and home visiting services.
- Address the needs of women impacted by substance use disorder (SUD), such as through integrated prenatal care and SUD treatment, as well as infants affected by neonatal abstinence syndrome.

Strategy 7.2 Improve access to culturally and linguistically responsive multi-generational approaches to physical and social-emotional health.

- Reduce the financial burden of health care costs to families.
- Expand accessible and culturally responsive systems that support family unity while addressing parent co-occurring health, mental health, addiction, and/or parenting strategies.

²⁹ Office of Reporting, Research, Analytics, and Implementation, Oregon Department of Human Services (2018). 2017 Child Welfare Data Book. Available at <https://www.oregon.gov/DHS/CHILDREN/CHILD-ABUSE/Pages/Data-Publications.aspx>.

- Improve access to health care for families who are pregnant or have young children. 🏠👨‍👩‍👧‍👦🌐
- Ensure a continuum of services for children and their caregivers when families are affected by mental health conditions and substance use disorders. 🏠👨‍👩‍👧‍👦🌐
- Handle the cross-generational transmission of trauma by identifying and addressing adverse childhood experiences. 🏠👨‍👩‍👧‍👦🌐
- Increase partnerships between CCOs and community health workers to enable access. 🏠👨‍👩‍👧‍👦🌐

Objective 8. All families with infants have opportunities for connection.

Strategy 8.1 Create a universal connection point for families with newborns. 🏠👨‍👩‍👧‍👦🌐

- Build, in partnership with local communities, Early Learning Hubs, Coordinated Care Organizations (CCOs), and public health agencies, a system to deliver home visits for all families with newborn children that provides parenting information and helps families with deeper needs connect to additional services. 🏠👨‍👩‍👧‍👦🌐

Strategy 8.2 Provide paid family leave. 🏠👨‍👩‍👧‍👦🌐

- Provide paid family leave to all families with a newborn or newly adopted child to support the development of bonding and attachment during this critical window. 🏠👨‍👩‍👧‍👦🌐

Objective 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.

Strategy 9.1 Expand and focus access to housing assistance and supports for families with young children. 🏠👨‍👩‍👧‍👦🌐

- Expand and focus housing subsidy for families with young children, starting with families with children prenatal to 12 months of age that are experiencing unsheltered homelessness. 🏠👨‍👩‍👧‍👦🌐
- Expand the supply of affordable housing and rental assistance for families with children by exploring new programs and working with providers to establish priorities for assisting families with young children. 🏠
- Strengthen relationships between Hubs, Community Action Agencies, and local housing authorities to focus on families with infants and toddlers. 🏠👨‍👩‍👧‍👦🌐

Strategy 9.2 Provide preventive parenting support services to reduce participation in the child welfare system. 🏠👨‍👩‍👧‍👦🌐

- Increase access to evidence-based early learning programs (e.g., Relief Nurseries, parenting education, home visiting programs) proven to reduce abuse and neglect for families at imminent risk of entering into the child welfare system. 🏠👨‍👩‍👧‍👦🌐
- Expand access to family coaches for local parenting support organizations, including community-based, culturally responsive organizations.
- Collaboratively develop a community-based early childhood child abuse and maltreatment prevention plan. 🌐

Strategy 9.3 Improve the nutritional security of pregnant women and young children, particularly infants and toddlers. 🧑🏻‍🍼👶

- Promote breastfeeding. 🧑🏻‍🍼👶
- Improve connections between WIC and primary care medical homes and other community services. 🏠🧑🏻‍🍼

Strategy 9.4 Link high-quality early care and education, self-sufficiency, and housing assistance programs. 🏠🌐

- Implement strategies such as waitlist prioritizations and incentives. 🏠
- Develop innovative child care networks, connected to affordable housing complexes, to deliver high-quality early care and education. 🏠

SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY-CENTERED

The Early Learning System plan outlines a bold cross-sector agenda to support Oregon’s young children and their families. If children are to arrive ready for kindergarten and live in healthy, stable, and attached families, it’s going to take hard work from every sector – early care and education, health, human services, K-12, housing, and the business community. In addition to this hard work from each sector, it is also going to require everyone doing business together in a new, more coordinated way that lifts up family voice and puts families first.

This new way of doing business will only succeed if state-community connections are deepened and regional systems are strengthened. Early Learning Hubs have a unique role to play in working with other sectors to build coherent local systems where families with young families can easily connect with needed supports and services. Because Hubs are closer to communities and the lives of families, they also have an important function to play in engaging families and making sure it is their voice that is guiding the development of policy at all levels.

All of the work in this plan must be guided by a deep commitment to equitable outcomes for children from historically underserved families. This means taking action to address the avoidable conditions that impact those who have experienced socioeconomic disadvantage or historical injustices, and that children’s outcomes are no longer predicted by race, where they live, or economic status. All sectors need to come together on a regular basis to analyze disparities in access and outcomes to achieve the goals of this plan.

Despite working in different settings, the early learning workforce – consisting of health, human services, K-12, and the early care and education sector – serves young children and their families largely toward the same end: ensuring children’s health and development is on track. This also requires some common knowledge and skills, as well as partnerships with one another. In order to support families and children in a consistent way, key areas of shared knowledge and competency must be identified and supported in a way that is shared across the entire system.

The success of all these strategies will also depend on the smart use of data to drive decision-making and ensure that disaggregated data is used to assess impacts of policies and investments on children who are historically underserved. In order to live up to this commitment, Oregon needs to increase its capacity to collect, integrate, analyze, and disseminate data across the early learning system and at the state, local, and programmatic levels.

Objective 10: State-community connections and regional systems are strengthened.

Strategy 10.1 Ensure family voice in system design and implementation.

- Increase authentic input of family voice in the design and implementation of state policy and programming that welcomes all families. 
- Establish a mechanism in collaboration with Early Learning Hubs for authentic leadership in parent voice to inform Early Learning Council systems-building work.
- Work with Early Learning Hubs and their partners in developing local capacity to facilitate culturally responsive family engagement activities across their communities, prioritizing communities that have not yet been engaged.

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. 
- Develop shared principles for building community-level, family-friendly, respectful and easy-to-navigate referral system so that families can easily access services and supports.

Strategy 10.3 Further develop the local Early Learning Hub system.

- Incentivize active participation across sectors on the Early Learning Hub Governance Boards to ensure investment in shared goals, policy, and programming and that implementation is coordinated across a region.
- Strengthen the Early Learning Hub role in informing community needs assessments that meet the requirements of each sector, supporting coordinated and aligned community planning and shared problem solving.
- Create ongoing feedback loops between the state sectors and communities to improve communication, policy implementation, and collaboration, and address barriers in order to make progress toward the three systems goals.

Objective 11: Investments are prioritized in support of equitable outcomes for children and families.

Strategy 11.1 Ensure resources are used to reduce disparities in access and outcomes.

- Collect, analyze, and consolidate data across agencies and committees on disparities in access and outcomes for the goals in this plan. 
- Share the results and recommendations for further improvement, including cross-sector funding opportunities. 

Strategy 11.2 Align and expand funding opportunities for culturally specific organizations.

- Develop a coordinated state approach to increasing the capacity of culturally specific organizations to scale and seed promising culturally responsive practices and programs in early childhood.
- Expand funding of culturally specific organizations to implement early childhood programming and build partnerships with other programs.

Objective 12: The alignment and capacity of the cross-sector early learning workforce is supported.

Strategy 12.1 Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce. 🔄

- Analyze existing core knowledge and competency frameworks or standards across disciplines for the family- and child-serving workforce to identify commonalities and gaps across sectors.
- Create and implement opportunities for shared professional learning across sectors in established areas of need (e.g., trauma-informed practices and family-centered referral pathways). 🔄
- Collaborate with the Higher Education Coordinating Commission and professional learning partners to incorporate identified areas of shared knowledge into curriculum.

Strategy 12.2 Improve cross-sector recruitment, retention, and compensation. 🔄🌐

- Through the Children’s Cabinet, require state agencies to report on the diversity of race/ethnicity, language, compensation and working conditions of front-line staff within each sector. 🔄🌐
- Analyze data across the early learning workforce to determine common strengths and shared challenges regarding diversity, compensation, turnover, qualifications, and professional learning pathways in each sector.
- Use data analysis to create and implement a plan based on the common strengths and shared challenges.

Objective 13: The business community champions the early learning system.

Strategy 13.1 Educate business leaders on the economic value of ECE to the Oregon economy.

- Showcase the value of early educators to leading businesses and business associations.
- Share information on the role of ECE in contributing to Oregon’s economy.

Strategy 13.2 Introduce business leaders to the science of early childhood development and the impact of public investment.

- Share information on early childhood brain development and adverse child experiences.
- Include business leaders as members of the Early Learning Council.

Objective 14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.

Strategy 14.1 Strengthen data-driven community planning. 🔄

- Increase access to state and local data, as well as resources, to improve Hub capacity to use data in its planning to ensure the highest needs are met and that the greatest impact for children and families is achieved. 🔄
- Address data sharing and data governance barriers, while protecting family privacy, that limit community access to data needed for decision-making.
- Incorporate specific data on children of color and children from historically underserved communities. 🔄
- Bring state and community leaders together to better understand data in order to track the well-being of children and families in communities, guide a process of continuous quality improvement, and facilitate collaboration across sectors and partners. 🔄

Strategy 14.2 Integrate early learning data into the Statewide Longitudinal Data System.

- Build state and program capacity to collect, monitor, and analyze data from early care and education programs to support quality improvements in the delivery of early care and education services and programs for children pre-natal to five and their families.
- Use integrated data from Statewide Longitudinal Data System to determine impacts of early childhood investment and identify the most effective strategies for supporting positive outcomes for children and their families.
- Incorporate specific data on children of color and children from families in historically underserved communities.

Strategy 14.3 Develop and implement a population survey to track the well-being of children and families across Oregon. 🔄

- State agencies collaborate to finance, develop, and implement a population survey of Oregon families with young children that provides holistic information on their well-being. 🔄
- Ensure that the survey is developed and implemented so as to provide accurate and holistic information on the well-being of families from historically underserved populations. 🔄

Strategy 14.4 Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families. 🔄

- Create and regularly monitor an Early Learning System Dashboard that fosters collective impact and shared cross-sector, cross-agency accountability for population-level outcomes for children prenatal to five and their families. 🔄
- Incorporate specific data on children of color and children from families historically farthest from opportunity. 🔄

Next Steps

Moving from this plan to action requires many partners working together as we strive to do more and better for young children and their families. The table below outlines how key systems partners are expected to contribute to the next phase of moving the plan forward.

Discussion Draft

Appendix A: Synthesis of Input Received

The Early Learning Council conducted a series of engagement sessions from January to September 2018, hosting stakeholders from each of the key sectors: Human Services, Early Care and Education, K-12, Health, Public Health, Housing and Community Supports. Using the Equity Lens and the Council’s guiding principles, each sector meeting was constructed to maximize the number of perspectives included in the information-gathering stage. During these sessions, Council members debriefed and captured their ideas on the potentially most strategic ways to advance the Oregon early learning system. These initial debriefs were then organized into themes. The following list summarizes the themes:

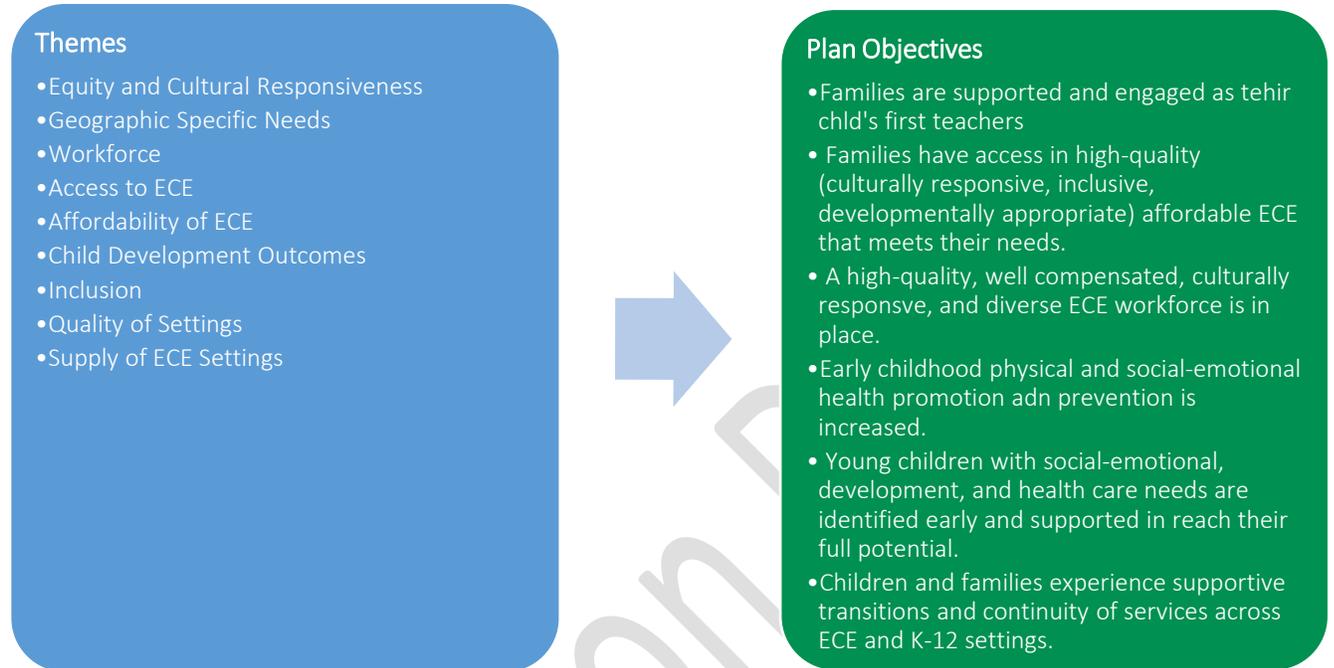
1. Access to Early Care and Education.
2. Affordability of Early Care and Education.
3. Building a Systems Approach.
4. Child Development Outcomes.
5. Community Context.
6. Connecting with Business.
7. Cultural Responsiveness and Equity.
8. Data.
9. Family-Centered Systems.
10. Financing & Leveraging Resources.
11. Geographic Specific Needs.
12. Inclusion.
13. Quality of Settings.
14. Role of Early Learning Council.
15. Standards/Regulations Alignment.
16. State-Community Connections.
17. Supply of Early Care and Education Settings.
18. Supporting Families.
19. Trauma-Informed Care.
20. Workforce.

Issues that cut across and throughout the strategic plan include equity and geographic context/specific needs across Oregon. To start the process of developing a strategic plan, the themes were reviewed and organized by the three system goals. Some themes have content that fell into more than one goal.

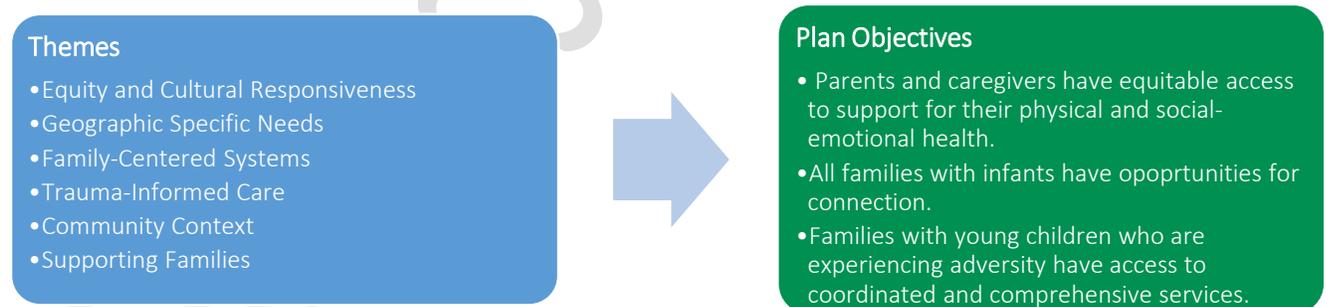
| Children arrive ready for kindergarten | Children are raised in healthy, stable, and attached families | The Early Learning System is aligned, coordinated, and family-centered |
|--|---|--|
| Equity and Cultural Responsiveness | Equity and Cultural Responsiveness | Equity and Cultural Responsiveness |
| Geographic Specific Needs | Geographic Specific Needs | Geographic Specific Needs |
| | Family-Centered Systems | Family-Centered Systems |
| Workforce | | Workforce |
| | Trauma-Informed Care | Trauma-Informed Care |
| Access to ECE | Community Context | Building a Systems Approach |
| Affordability of ECE | Supporting Families | Connecting with Business |
| Child Development Outcomes | | Data |
| Inclusion | | Financing & Leveraging Resources |
| Quality of Settings | | Role of Early Learning Council |
| Supply of ECE Settings | | Standards/Regulations Alignment |
| | | State-Community Connections |

The following charts demonstrate how the themes were transitioned to objectives for the strategic plan.

SYSTEM GOAL 1: Children arrive ready for kindergarten



SYSTEM GOAL 2: Children are raised in healthy, stable, and attached families



SYSTEM GOAL 3: The Early Learning System is aligned, coordinated, and family-centered.

Themes

- Equity and Cultural Responsiveness
- Geographic Specific Needs
- Family-Centered Systems
- Workforce
- Trauma-Informed Care
- Building a Systems Approach
- Connecting with Business
- Data
- Financing & Leveraging Resources
- Role of Early Learning Council
- Standards/Regulations Alignment
- State-Community Connections



Plan Objectives

- State-community connections and regional systems are strengthened.
- Investments are prioritized in support of equitable outcomes for children and families.
- The alignment and capacity of the cross-sector early learning workforce is supported.
- The business community champions the early learning system.
- The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.

Discussion Draft

Appendix B: Glossary

The following glossary was originally published by the Oregon Child Care Research Partnership, Corvallis, Oregon, August 2016 and updated by the Early Learning Division, October 2018. This glossary presents a list of terminology and definitions used to discuss state support, regulation, and involvement in early care and education services in the State of Oregon. Interspersed with Oregon-specific terms are terms used both within Oregon and nationally, as can be seen in [Research Connections Child Care and Early Education Glossary](#).

| Early Learning Terms | Definition |
|---|--|
| Affordability | The degree to which the price of child care is a reasonable or feasible family expense. States maintain different definitions of "affordable" child care, taking various factors into consideration, such as family income, child care Market Rates, and Subsidy acceptance, among others. |
| Approaches to Learning | Refers to the ways in which children learn, including children's openness to and curiosity in tasks and challenges, task persistence, imagination, attentiveness, and cognitive learning style. |
| At Risk | A term used to describe children who are considered to have a higher probability of non-optimal Child Development and learning. |
| Attachment | The emotional and psychological bond between a child and adult, typically a parent or caregiver, that contributes to the child's sense of security and safety. It is believed that secure attachment leads to psychological well-being and Resilience throughout the child's lifetime and is considered a key predictor of positive Child Development and learning. |
| Child Care Access | Refers to the ability of families to find quality Child Care Arrangements that satisfy their preferences, with reasonable effort and at an affordable price. See related: Child Care Availability. |
| Child Care Assistance | Any public or private financial assistance intended to lower the cost of child care for families. See related: Child Care Subsidy. |
| Child Care Availability | Refers to whether Quality child care is accessible and available to families at a reasonable cost and using reasonable effort. See related: Child Care Access. |
| Child Care Provider | An organization or individual that provides early care and education services. |
| Child Care Resource & Referral (CCR&R) | Child care Resource and Referral services promote the health, safety and development of young children in child care settings as part of Oregon's Early Learning System. They are responsible for providing a wide variety of program services which include recruiting, training and promoting retention of a high-quality , diverse early learning workforce through professional development and collaborating with community partners to align and coordinate local early learning systems. |

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| Child Care Slots | The number of openings that a child care setting has available as dictated by its Licensed Capacity . The desired capacity of a facility is often lower than its licensed capacity. Child care slots may be filled or unfilled. |
| Child Care Subsidy | A type of Child Care Assistance primarily funded by the federal CCDF program. See related: Employment Related Day Care (ERDC). |
| Child Development | The process by which children acquire skills in the areas of social, emotional, intellectual, speech and language, and physical development, including fine and gross motor skills. Developmental stages describe the expected, sequential order of gaining skills and competencies that children typically acquire. See related: Developmental Milestones; Approaches to Learning. |
| Child Welfare | |
| Children of Incarcerated Parents | Refers to children who have a parent or parental figure(s) involved in the criminal justice system from arrest through parole. |
| Children’s Cabinet | The Governor’s Children’s Cabinet involves the major sector partners involved with ensuring young children enter kindergarten ready to succeed. It includes the agency leadership from the Department of Human Services, Early Learning Division, Oregon Department of Education, Oregon Health Authority and Oregon Housing and Community Services. |
| Coaching | A relationship-based process led by an expert with specialized knowledge and adult learning Competencies that is designed to build capacity for or enhance specific professional dispositions, skills, and behaviors. Coaching is typically offered to teaching and administrative staff, either by in-house or outside coaches, and focuses on goal-setting and achievement. See related: Consultation; Technical Assistance. |
| Collective Impact | A commitment to a common agenda for solving a complex social problem by a group of actors from different sectors. A collective impact model provides a foundation for the work of Oregon’s Early Learning Hubs. |
| Communities of Color | Four communities are traditionally recognized as being of color – Native American, African American, Asian, and Latino. Additional groups that have been impacted by racism in a given community can be added. |
| Community-Based Child Care/Community-Based Organization (CBO) | A nonprofit organization that provides educational or related services to children and families within their local community. CBOs that provide child care may be associated with faith-based organizations or other nonprofit organizations. CBOs are subject to section 501(c)(3) of the Internal Revenue Code. See related: Center-based Child Care. |
| Competencies (refers to Workforce Knowledge or Core Competencies) | Refers to the range of knowledge and observable skills that early childhood practitioners need to provide effective services to children and families. Competencies, sometimes referred to as "core competencies," are typically linked with states' early learning |

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| | guidelines and provide a framework for Professional Development at various career stages. |
| Comprehensive Services | An array of coordinated services that meet the holistic needs of children and families enrolled in a given program, from health and developmental screenings to family literacy trainings and parent education. |
| Continuity of Care | Refers to the provision of care to children by consistent caregivers in consistent environments over a period of time to ensure stable and nurturing environments. Research shows that maintaining continuity and limiting transitions in a child's first few years of life promotes the type of deep human connections that young children need for optimal early brain development, emotional regulation, and learning. |
| Contracted Slots | Contracted slots are an agreement made between a state and a child care provider prior to service delivery that the provider will make available a certain number of child care slots, which will be paid for by the state so long as contracted state program or attendance conditions are met. |
| Coordinated Care Organization (CCO) | A network of all types of health care providers (physical health care, addictions and mental health care and dental care providers) who work together in their local communities to serve people who receive health care coverage under the Oregon Health Plan (Medicaid). CCOs focus on prevention and helping people manage chronic conditions, like diabetes. This helps reduce unnecessary emergency room visits and gives people support to be healthy. |
| Core Body of Knowledge | The Core Body of Knowledge for Oregon's Childhood Care and Education Profession is the basis for training and education essential for on-going professional development in the childhood care and education profession, a foundation for both the Oregon Registry and the Oregon Registry Trainer Program. It embodies what professionals should know and be able to do to effectively care for and educate Oregon's young children, ages 0-8, with special consideration for children 9-12 years old. Ten core knowledge categories make up the Core Body of Knowledge. Three sets of knowledge constitute a progression of increased depth and breadth of knowledge within each core knowledge category. |
| Cost of Care | The monetary cost of providing early care and education services. Major contributors to the cost of care include staff wages and salaries, benefits, rent, supplies, Professional Development, and training. The cost of care can be different from the actual price of care charged by the provider. |
| Cultural Responsiveness | A term that describes what happens when special knowledge about individuals and groups of people is incorporated into standards, policies, and practices. Cultural responsiveness fosters an appreciation of families and their unique backgrounds and has been shown to increase the quality and effectiveness of services to children. |

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| Curriculum | A written plan that includes goals for children's development and learning, the experiences through which they will achieve the goals, what staff and parents should do to help children achieve the goals, and the materials needed to support the implementation of the curriculum. |
| Department of Human Services (DHS) | DHS is Oregon's principal agency for helping Oregonians achieve well-being and independence through opportunities that protect and respect choice and preserve dignity, especially for those who are least able to help themselves. DHS manages ERDC, Oregon's major child care subsidy program. |
| Developmental Screening and Assessment | The practice of systematically measuring a child's development across multiple domains and looking for signs of developmental delays. Screening and assessment tools are typically administered by professionals in healthcare, community, or school settings with children and families and can consist of formal questionnaires or checklists that ask targeted questions about a child's development. |
| Developmentally Appropriate | Practices, behaviors, activities, and settings that are adapted to match the age, characteristics, and developmental progress of a specific group of children. Developmentally Appropriate Practice (DAP) in early learning settings reflects knowledge of Child Development and an understanding of the unique personality, learning style, and family background of each child. |
| Dual Language Learners (DLL) | Refers to children under the age of five who have at least one parent or guardian that speaks a language other than English at home and who are mastering their native language while learning English simultaneously. See related: English Language Learners (ELL); Limited English Speaking/Limited English Proficiency (LEP); Bilingual. |
| Early Childhood Mental Health Consultation | A strategic intervention geared towards building the capacity of early childhood staff, programs, families, and systems to prevent, identify, treat, and reduce the impact of mental health problems in children from birth to age six. In a child-focused consultation, the consultant may facilitate the development of an individualized plan for the child. In a classroom-focused consultation, the consultant may work with the teacher/caregiver to increase the level of social-emotional support for all the children in the class through observations, modeling, and sharing of resources and information. In a program-focused consultation, the consultant may help administrators address policies and procedures that benefit all children and adults in the program. |
| Early Childhood Special Education (ECSE) | Specialized instruction that is provided by trained early childhood Special Education professionals to young children with disabilities in various early childhood settings such as Preschool , child care, Prekindergarten and Head Start , among others. ECSE is mandated by the federal Part B of the IDEA. |
| Early Head Start | A federally funded program that serves low-income pregnant women and families with infants and toddlers to support optimal child development while helping parents/families move toward economic |

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| | independence. EHS programs generally offer the following core services: (1) High-Quality early education in and out of the home; (2) family support services, home visits, and parent education; (3) comprehensive health and mental health services, including services for pregnant and postpartum women; (4) nutrition; (5) child care, and (6) ongoing support for parents through case management and peer support. Programs have a broad range of flexibility in how they provide these services. |
| Early Intervention | Services that are designed to address the developmental needs of infants and toddlers with disabilities, ages birth to three years, and their families. Early intervention services are generally administered by qualified personnel and require the development of an Individualized Family Service Plan (IFSP) . Early intervention is authorized by the federal Individuals with Disabilities Education Act (IDEA), Part C. |
| Early Learning Council (ELC) | In 2011 the Oregon Legislature created the ELC to provide policy direction and oversee Oregon’s early learning system. Council members are appointed by the Governor and provide policy guidance to the Early Learning Division. |
| Early Learning Division (ELD) | In 2013 the Oregon Legislature created the Early Learning Division within the Oregon Department of Education to oversee the early learning system, including policies and programs that support stable and attached families and school readiness. The Division is overseen by the Early Learning Council. |
| Early Learning Hubs | The 2013 Legislature authorized creation of 16 regional and community-based Early Learning Hubs to make support more available, accessible, and effective for children and families, particularly those who are historically underserved. Hubs bring together the following sectors in order to improve outcomes for young children and their families: early education, k-12, health, human services, and business. |
| Early Literacy | Refers to what children know about and are able to do as it relates to communication, language, reading, and writing before they can actually read and write. Children's experiences with conversation, books, print, and stories (oral and written) all contribute to their early literacy skills. |
| Education Cabinet | The Education Cabinet is convened to include all major sector partners in supporting the P-20 education continuum. The Cabinet includes agency leadership from the Chief Education Office , Early Learning Division , Oregon Department of Education and Higher Education Coordinating Commission. |
| Employment-Related Day Care (ERDC) | Oregon’s major form of financial assistance for child care for low-income families is funded by a combination of federal Child Care and Development Fund and Oregon General Fund dollars. The program is managed by DHS . |
| Equity | Equity is the notion that each and every person will receive the necessary resources he/she needs individually to thrive, regardless of |

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| | national origin, race, gender, sexual orientation, first language, or differently abled or other distinguishing characteristics. |
| Equity Lens | Oregon’s Chief Education Office (formerly, the Oregon Education and Investment Board) adopted and works to ensure that its Equity Lens guides education policy. The Lens articulates a set of beliefs. It is intended to “clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. This lens was created to propel the educational system into action to shift policies, procedures, and practices in order to move our committee to an equitable system into actively pursuing an equitable system.” |
| Evidence-Based Practice | A practice, regimen, or service that is grounded in evidence and can demonstrate that it improves outcomes. Elements of evidence-based practice are standardized, replicable, and effective within a given setting and for a particular group of participants. See related: Best Practices. |
| Family Coach | Assists families transitioning into a state of independence through collaboration and partnership within the community. |
| Family Friend and Neighbor Care (FFN) | Child care provided by relatives, friends, and neighbors in the child's own home or in another home, often in unregulated settings. |
| Family Engagement | Refers to an interactive process of relationship-building between early childhood professionals and families that is mutual, respectful, and responsive to the family’s language and culture. Engagement in the early years prepares families to support their children's learning throughout their school years and support parent/family-child relationships that are key to healthy Child Development, School Readiness , and well-being. |
| Head Start | A federal program that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income families. The program is designed to foster stable family relationships, enhance children's physical and emotional well-being, and support children's cognitive skills so they are ready to succeed in school. Federal grants are awarded to local public or private agencies, referred to as "grantees," that provide Head Start services. Head Start began in 1965 and is administered by the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS). See related: Oregon PreKindergarten |
| Healthy Families Oregon | Healthy Families Oregon is an accredited multi-site state system with Healthy Families America (HFA) and Oregon’s largest child abuse prevention program. Healthy Families empowers parents to be their child’s best teacher from the very start. |
| High-Quality | Refers to the characteristics of early learning and development programs and settings that research has demonstrated are associated with positive child outcomes. These programs identify and support the needs of children from diverse cultures, children who |

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| | <p>speak a language other than English, and children with emerging and diagnosed special needs. These programs and settings seek out and use their resources in an equitable manner to ensure developmentally appropriate, culturally, and linguistically responsive communication, activities, and parent engagement. They create a dynamic relationship between the family and the educator that works to define what the physical, social, emotional, and cognitive needs are for that child to ensure an optimal learning environment for that individual.</p> |
| Historically Underserved | <p>Refers to communities that the Early Learning Council Equity Implementation Committee identified as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures.</p> |
| Home Visiting Programs | <p>Programs that aim to improve child outcomes by helping high-risk parents who are pregnant or have young children to enhance their parenting skills. Most home visiting programs match trained professionals and/or paraprofessionals with families to provide a variety of services in families' home settings. Examples of home visiting services can include health check-ups, developmental screenings, referrals, parenting advice, and guidance with navigating community services.</p> |
| Housing/Oregon Housing and Community Services (OHCS) | <p>Oregon Housing and Community Services is Oregon's housing finance agency, providing financial and program support to create and preserve opportunities for quality, affordable housing for Oregonians of lower and moderate income.</p> |
| Inclusion | <p>The principle of enabling all children, regardless of their diverse backgrounds or abilities, to participate actively in natural settings within their learning environments and larger communities.</p> |
| Individualized Education Program (IEP) | <p>The Individualized Education Program (IEP), is a written document that is developed for each public school child who is eligible for special education services. The IEP is created through a team effort and reviewed at least once a year. See related: IEP Team.</p> |
| Individualized Education Program (IEP) Team | <p>The members of the multidisciplinary team who write a child's IEP.</p> |
| Individualized Family Services Plan (IFSP) | <p>A written plan that outlines the special services children ages birth through two years and their families will receive if found eligible for early intervention services. The plan is mandated by the federal Individuals with Disabilities Education Act (IDEA), Part C. See related: Early Intervention.</p> |
| Infant/Toddler Mental Health (ITMH) | <p>Defined as the healthy social and emotional development of young children, birth to three years of age. ITMH builds on responsive relationships with primary caregivers (parents, family, child care) that build healthy attachment and foundations for life.</p> |

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| Kindergarten Assessment (KA) | Assessment developed by Oregon and aligned with the state’s early learning and development standards to assess what children know and are able to do as they enter kindergarten. |
| Kindergarten Transition | Refers to a process or milestone in which a child moves from a Preschool setting to kindergarten. |
| Licensed Child Care | The care and supervision of a child, on a regular basis, unaccompanied by their parent or guardian, in a place other than the child’s own home, with or without compensation. |
| License Exempt Child Care | Child care that is not required to be licensed based on a series of exemptions in the state of Oregon. See related: Regulated Subsidy Child Care |
| Mentoring | A form of Professional Development characterized by an ongoing relationship between a novice and an experienced teacher or provider to deliver personalized instruction and feedback. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness. See related: Coaching, Consultation. |
| Monitoring | The process used to enforce child care providers' compliance with licensing rules and regulations. States use "differential monitoring" as a regulatory method for determining the frequency or depth of monitoring based on an assessment of the child care facility's compliance history and other quality indicators. |
| Office of Child Care | A public office located within the Early Learning Division responsible for child care licensing, compliance, background checks and monitoring. |
| Oregon Department of Education (ODE) | ODE is responsible for implementing the state’s public education policies. The department is overseen by the Governor, acting as State Superintendent of Public Instruction, with an appointed Deputy Superintendent acting as chief administrator. |
| Oregon Health Authority (OHA) | OHA is the state agency at the forefront of working to improve the lifelong health of Oregonians through partnerships, prevention, and access to quality, affordable health care. It includes most of the state’s health and prevention programs such as Public Health, Oregon Health Plan, and Healthy Kids, as well as public-private partnerships. |
| Oregon Parenting Education Collaborative (OPEC) | Oregon Parenting Education Collaborative (OPEC) was founded to help parents along on their parenting journey. The OPEC initiative provides access to regional Parenting Education Hubs that provide high quality (research-based) resources, and parenting education classes in Oregon. |
| Oregon PreKindergarten and Early Head Start | Oregon Head Start PreKindergarten (OHSPK) and Early Head Start (EHS) are comprehensive high-quality early childhood development programs offering integrated services. OHSPK and EHS programs receive funding from the Federal Office of Head Start, the Early Learning Division , or both. All OHSPK programs follow the same guidelines for providing services. |

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| Parent Choice | Refers to families' ability to access Child Care Arrangements of their choosing. The term is often used to refer to the CCDF stipulation that parents receiving Subsidies should be able to use all legal forms of care, even if a form of child care would be otherwise unregulated by the state. |
| Parenting Education | Instruction or information directed toward parents and families to increase effective parenting skills. |
| Preschool | Programs that provide early education and care to children before they enter kindergarten, typically from ages 2.5-5 years. Preschools may be publicly or privately operated and may receive public funds. |
| Preschool Promise | A high-quality state preschool program serving 3- and 4- year old children living in families at or below 200% of the Federal Poverty Line. It was created by the 2015 Oregon Legislature with a commitment to supporting all of Oregon's young children and families with a focus on equity and expanding opportunities to underserved populations. The program is administered by Early Learning Hubs throughout the state, bringing together early learning programs operated by Head Start, K-12, licensed child care and community-based organizations in a mixed-delivery model. |
| Professional Development (PD) | Refers to a continuum of learning and support activities designed to prepare individuals for work with, and on behalf of, young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and Technical Assistance (TA) , which leads to improvements in the knowledge, skills, practices, and dispositions of early education professionals. |
| Regulated Subsidy | Regulated subsidy refers to federal child care funds offered through the state to qualifying families to support care that is provided to their children. See related: Subsidized Child Care. |
| Regulated Subsidy Child Care | A Regulated Subsidy Provider is a non-relative who cares for children whose families are eligible for child care assistance through the Department of Human Services (DHS) , but who is not required to be licensed. A Regulated Subsidy Provider (sometimes referred to as a License-Exempt Child Care provider) is required to be listed with DHS and to follow new federal regulations for training and allow a visit by the Office of Child Care. |
| Relief Nurseries | A public-private partnership program that serves families at high risk for abuse and neglect with the intensive trauma-informed support they need. |
| Retention (of Staff) | Refers to the ability of programs to retain their employees over time. Staff retention is a well-documented problem in early childhood programs that affects program quality |
| Risk Factors | Refers to circumstances that increase a child's susceptibility to a wide range of negative outcomes and experiences. Risk factors for low school readiness may include parental/family characteristics such as low socioeconomic status and education, children's characteristics, such as whether the child has Special Needs , or community |

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| | conditions and experiences, such as whether the child has access to high-quality early care and education. |
| Self-Sufficiency Programs (SSP) | Self-Sufficiency Programs serves Oregonians of all ages through a variety of programs and partnerships with the goal to reduce poverty in Oregon, help families create a safe, secure environment through careers and housing, and stop the cycle of poverty for the next generation. |
| Social-Emotional Development | Refers to the development process whereby children learn to identify and understand their own feelings, accurately read and comprehend emotional states in others, manage and express strong emotions in constructive manners, regulate their behavior, develop empathy for others, and establish and maintain relationships. |
| Spark | Spark, formerly known as Oregon’s Quality Rating and Improvement System or QRIS, is a statewide program that raises the quality of child care across the state. Spark recognizes, rewards and builds on what early childhood care and education professionals are already doing well. |
| Special Needs | A term used to describe a child with an identified learning disability or physical or mental health condition requiring Special Education services, or other specialized services and supports. See related: Early Intervention (EI), IEP; IFSP; Special Needs. |
| Statewide Longitudinal Data System (SLDS) | The Oregon State Legislature charged the Chief Education Office with providing an integrated, statewide, student-based longitudinal data system that monitors outcomes to determine the return on statewide educational investments. This data system will provide secure, non-identifiable educational data to enhance policy makers, educators and interested parties the ability to improve the educational outcomes for students. |
| Subsidized Child Care | Child care that is at least partially funded by public or charitable resources to decrease the cost to families. See related: Regulated Subsidy. |
| Subsidy | Private or public assistance that reduces the cost of child care for families. |
| Supply Building | Efforts to increase the quantity of child care programs in a particular local area. |
| Technical Assistance (TA) | The provision of targeted and customized supports by a professional(s) with subject matter expertise and adult learning knowledge and competencies. In an early education setting, TA is typically provided to teaching and administrative staff to improve the quality of services and supports they provide to children and families. See related: Coaching; Mentoring; Consultation; Professional Development. |
| Trauma Informed Care | Refers to an approach used in working with children exposed to traumatic events or conditions. Children exposed to trauma may display heightened aggression, poor social skills, and impulsivity; they also may struggle academically or engage in risk-taking or other challenging behaviors. Service providers and family members that are |

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| | <p>trained in TIC learn effective ways to interact with these children, such as by helping them cope with traumatic “triggers,” supporting their emotion regulation skills, maintaining predictable routines, and using effective behavior management strategies. See related: Adverse Childhood Experiences (ACE); Toxic Stress.</p> |
| Workforce | <p>The broad range of individuals engaged in the care and education of young children. Members of the early childhood workforce may include teaching, caregiving, and administrative staff, as well as consultants, learning specialists, and others that provide training and Technical Assistance to programs.</p> |
| Wrap-Around Services | <p>A team of providers collaborate to improve the lives of the children and families they serve by creating, enhancing, and accessing a coordinated and comprehensive system of supports. Supports might include formal services and interventions, such as enrichment and academic supports outside of regular child care programming, community and health services, such as doctor visits, and interpersonal assistance, such as family counseling.</p> |

Discussion Draft

2019 - 2021

TURNING POINT An Agenda for Oregon's Future

GOVERNOR'S RECOMMENDED BUDGET
AND POLICY AGENDA



Governor Kate Brown

Kate Brown



TURNING POINT

AN AGENDA FOR OREGON'S FUTURE

Oregon is at a turning point. Hundreds of thousands of people have moved here in the past 20 years, and a million more are on their way. We've done some good things over the years, but our state is changing, and changing rapidly. With the aging of Oregon's baby boomer generation, and the impacts of recent dramatic federal tax changes and burgeoning federal deficits exacerbating these changes, one thing is clear: we can no longer do things the way we have in the past. We must grow up as a state, and we need to decide—together—what we want to be over the next 20 years. The challenges of affordability, of educating our kids, of mitigating the effects of climate change, and of maintaining a strong democracy will not get better unless we change our approach.

Our current strong economy gives us the best chance in a generation to address persistent, structural challenges so we can achieve our full potential. We must accept this challenge now, while the economy is good.

This budget represents both my priorities for the operation of state government over the next two years, and my policy agenda as Governor. The juncture our state is at demands that our state government act now on the values that all Oregonians share:

1. **We must renew and strengthen Oregonians' faith in democracy.** While Oregon is at the forefront of voter access, to maintain a strong democracy, we must take further actions to reduce the flow of money into politics, increase accountability, and ensure voter accessibility.
2. **We must spend every dollar wisely.** I have worked for the past several years to hold state government accountable to carefully allocating taxpayer dollars, essentially squeezing every bit of toothpaste out of the tube before we buy more toothpaste. I am furthering that focus in this budget by streamlining state agencies, eliminating our permitting backlog, and modernizing state IT systems to operate more efficiently.
3. **We must address the affordability crisis.** For too many Oregonians, the costs of housing, health care, child care, and higher education have outpaced their ability to thrive. This budget makes a historic investment in housing, makes strides towards more affordable health care and child care, and works to match higher education with the skills employers need at costs Oregonians can afford.
4. **We must prepare for the future.** Now is the time to invest in common sense policy to address the root causes of poverty and addiction, to cap and reduce our state's greenhouse gas emissions at the least possible cost, and to increase our preparedness for a Cascadia-level earthquake.



5. **We must finally fix our underfunded education system.** In addition to my proposed base budget, I have added a \$2 billion education investment package that will transform opportunities for our state and her people. From preschool to K-12 to universities and community colleges, my plan aligns with the priorities of the Student Success Committee and the Oregon Business Plan. This is emblematic of the broad agreement among Oregonians that we must address the long-term structural obstacles to improving our education system.

My values of accountability and promoting opportunity for all Oregonians, particularly rural residents, communities of color, and low-income communities, are the lens through which this budget was crafted.

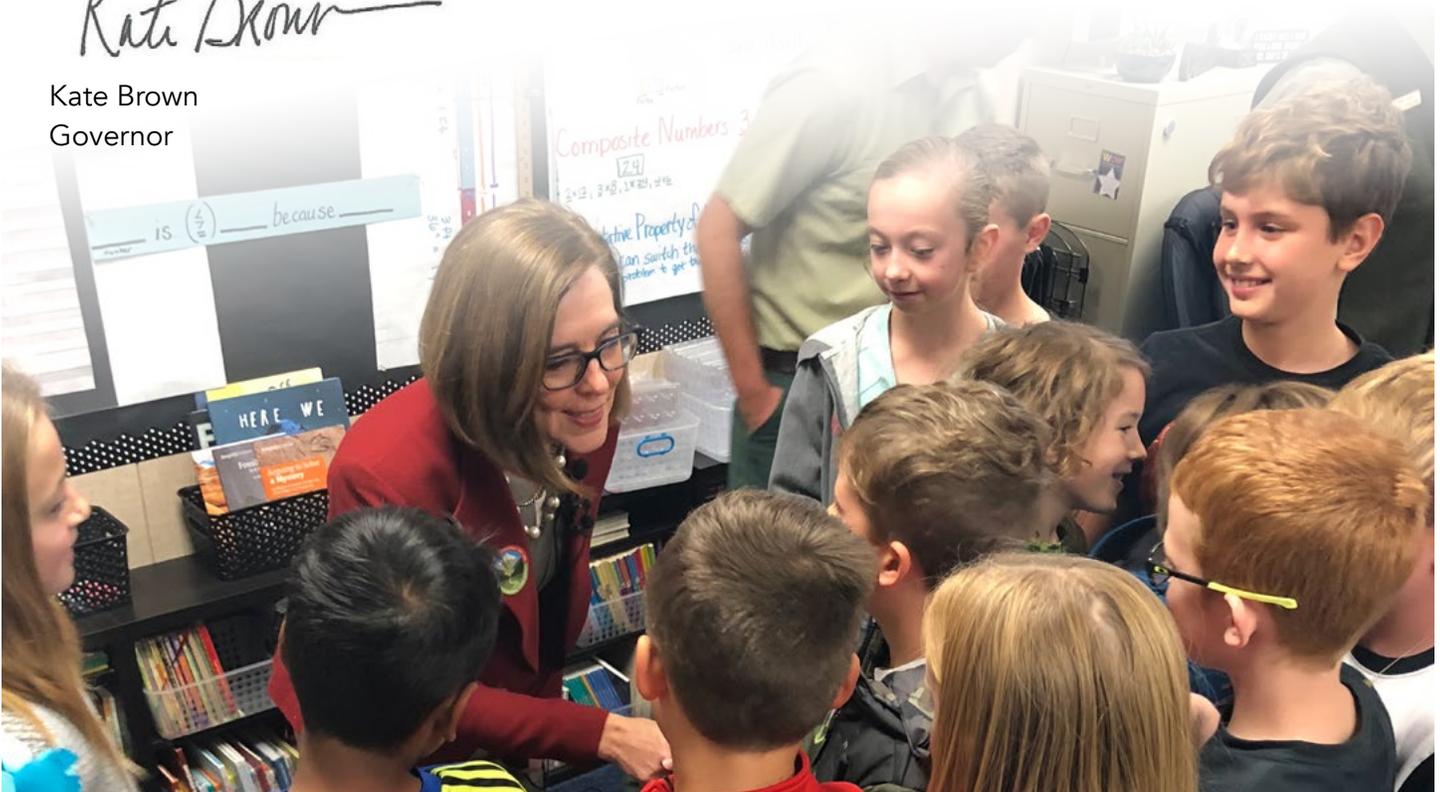
It was also crafted with the understanding that states can no longer count on a strong partnership with the federal government to achieve mutual goals. Rather, Oregon must work independently and with other states to navigate our relationship with the federal government when protecting the values Oregonians hold.

Never has Oregon's motto rung more true, "She Flies with Her Own Wings."

My budget finds inspiration in this pioneering spirit in securing a promising future for the next generation of Oregonians.



Kate Brown
Governor



Turning Point: An Agenda for Oregon’s Future

2019-21 Governor’s Recommended Budget

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www.actionplanfororegon.gov

Defending Democracy



Voting is our country's greatest collective responsibility, and we must work continuously to safeguard the sanctity of our elections. However, across the country, the fundamental right of voting itself is increasingly at risk. More states are moving to obstruct voting rights than are increasing access to the ballot.

Oregon's elections institutions are among the best in the nation, but we must continue to fortify and refine this infrastructure to ensure that every voice is heard, that no one voice is more important than another, and that Oregonians always feel empowered to speak up and vote.

CAMPAIGN FINANCE REFORM

Across the country, and in Oregon, a wealthy few seek to unduly influence the electoral process. Moreover, this influence is mired in shadows as wealthy donors move money in ways voters are unable to track. After the 2010 Supreme Court case *Citizens United*, Oregon saw record political fundraising, and the influence of dark money seeped into the electoral process. We must restrict the flow of immense contributions into campaigns and we must expose the big money that wealthy donors seek to hide. Governor Brown's primary goals are to:

- Refer a constitutional amendment to the ballot so that voters in the future can approve the ability to impose campaign finance limitations in Oregon elections.
- Pass legislation to allow Oregonians to follow the money in real time for both candidates and ballot measures. Technology allows reporting of campaign transactions almost immediately, which is especially important leading up to an election.
- Form a task force comprised of experts to examine dark money groups who use loopholes in the tax code to hide donors, and recommend legal pathways to expose those who seek to hide this political influence.

STRENGTHEN VOTING RIGHTS

Oregon was the first state to pass automatic voter registration, which allows for any eligible person who signs up for a driver's license or identification card to become automatically registered to vote. This law makes Oregon the most modern, efficient, and secure state to vote in the country. Seventeen states and the District of Columbia have since adopted some form of automatic voter registration.

This advantage should not just be limited to interactions with the Oregon Driver and Motor Vehicles Division. Any state agency interaction should allow eligible voters to easily register. Whether accessing health care, signing up for classes, applying for financial aid, or getting a license to fish, every eligible Oregonian should be given the opportunity to vote in the next election.

- The Governor's Office will work with state agencies and the Secretary of State to give full force and effect to the Automatic Voter Registration law, ensuring that the information of eligible voters is securely sent to the Secretary of State to be added to the voter list.

A large, stylized graphic of the word "vote!" in a bold, blue, sans-serif font. The exclamation point is also in blue and is positioned to the right of the word.

PRE-PAID POSTAGE ON BALLOTS

While Oregon's vote by mail system is one of the most innovative ways any state has increased voter access, it's also hobbled by something less modern: the postage stamp. Many people who have disabilities, military personnel serving outside of Oregon, young voters, rural voters, and people on a fixed income have an increased disadvantage to accessing or finding postage. When Oregon is on the forefront of ensuring that every eligible voter has a ballot, we must also ensure those ballots can be returned at no additional cost to Oregonians.

- Governor Brown's budget fully funds this program with \$2.7 million. Secretary of State Dennis Richardson is a partner in this effort.

CENSUS

Every decade, the federal government undertakes the national census, and states are constitutionally mandated to apportion their districts accordingly. As the end of another decade nears, and as actions by the federal government instill ever-greater fear in our nation, Governor Brown has added a Census Project Manager to her administration. The Census Project Manager role is housed in the Governor's Office to safeguard the process and to ensure a complete and accurate count in Oregon. The position leads statewide outreach campaigns and collaborates with local partners and stakeholders to engage with Oregonians of all creeds, colors and codes, especially communities of color, immigrant and refugee communities, and rural communities who are traditionally undercounted. The accurate data will help Oregon's tribal, state, and local governments to receive a fair share of the more than \$675 billion annually in federal funds that support schools, hospitals, roads, local programs, services, and emergency response. Additionally, census data will be used in redistricting the state's legislative districts in the future.

OREGON DEFENSE FUND

Over the past two years, it has become clear that the priorities of the federal government are increasingly conflicting with the values of Oregonians. When federal authorities advance such policies, the only recourse for the state to protect and support Oregonians has often been through legal action. The continuation of these unprecedented circumstances call for a more structured response infrastructure within state government's legal apparatus. Governor Brown is dedicating \$2 million in funding for legal action against the federal government to support Oregon values and prevent retaliatory practices in response to these actions.

Smart Government



SPENDING EVERY DOLLAR WISELY

Oregon's government should be as innovative and efficient as the people it serves, a government that delivers services effectively while being wise with the use of every taxpayer dollar. In the past few years, Governor Brown has challenged state agencies and other statewide elected leaders to look for both short-term savings and ways to address long-term cost drivers throughout state government.

At Governor Brown's direction, agencies have adopted policies to freeze hiring, reduce travel expenditures, and optimize facility usage. In total, state agencies have saved nearly \$500 million since 2015. But in working with the Oregon Department of Administrative Services to closely evaluate state agency operations, it has become clear that it is not nearly enough just to tighten belts. The state must continually push to reduce administrative overhead and protect dollars that provide direct services to Oregonians. That means state government must have a culture that is open to change and innovation, constantly evaluating existing systems and processes, and then make changes when opportunities arise—even when it's difficult to do.

The major priorities in Governor Brown's budget includes major priorities related to improving the operations of state government.

ELIMINATING BACKLOGS IN PERMITTING AND INSPECTIONS

To live safe and productive lives, Oregonians depend on a successful relationship between Oregon businesses and the state agencies that regulate them. From assisted living and child care facilities, to food safety, to water and air emissions, this relationship is critical to the safety and success of millions of Oregonians and thousands of Oregon businesses. Once regulations are finalized by policymakers, state agencies must both fairly enforce them and provide consistent and timely processing of permit applications and facility inspections.

Unfortunately, the state currently has backlogs in various permitting and inspection programs. One goal of this budget is to prioritize eliminating them. Specifically, Governor Brown is proposing investments at the Oregon Department of Human Services, the Oregon Department of Environmental Quality, and the Early Learning Division to eliminate existing backlogs in the areas of child care and assisted living center inspections, food safety inspections, and water and air permitting.

By early 2019, the Governor's Office will issue a report of all critical permit and inspection backlogs and a plan to reduce or eliminate them in the 2019-21 biennium.

IT MODERNIZATION

The state provides numerous services to help Oregonians live healthy, fulfilling lives. From enrolling in health care to managing the criminal justice system, to tracking student progress in school, Oregonians depend on software systems to deliver these services. Over the past year, the Office of the Chief Information Officer has worked with state agencies and the Governor's Office [to improve how the state evaluates and procures IT](#). This budget includes significant investments in IT systems that are critical to the delivery of state services and should also improve efficiency and customer service.

These systems include:

- An unemployment modernization system for the Oregon Employment Department to improve services to both employers and people seeking employment
- A new Juvenile Justice Information System for the Oregon Youth Authority
- An Electronic Health Records system for the Oregon Department of Corrections to dramatically improve efficiency in health management for adults in custody
- Continued progress on the Driver Motor Vehicle Services Modernization System to provide improved service to all drivers in Oregon
- Investments in centralized IT Security throughout state government to improve overall security throughout the state's IT systems
- Cloud-based Human Resources and Training systems for the state's 40,000 employees.

Earlier this year, the Governor's Office issued a policy agenda on [state information technology](#).

SMART PROCUREMENT

Oregon's state agencies spend roughly [\\$8 billion each biennium purchasing goods and services](#). This amount represents approximately 10 percent of the entire \$80 billion state budget—close to the

amount of state funds spent on the K-12 education system. Creating efficiency in procurement brings a tremendous opportunity to save money, opening up more state funds to be spent directly on education or critical social services that help Oregon's families. This budget includes an investment in an enterprise procurement system called Oregon Buys that over time will eliminate purchasing systems that individual agencies have in favor of a statewide system to drive lower costs.

Earlier this year, the Governor's Office issued a policy agenda on [improving state purchasing](#).

EVOLVING AND IMPROVING STATE AGENCY ACCOUNTABILITY

We must continuously evaluate the structure of state government to make sure we are set up in the best way possible to tackle our biggest challenges. In this budget, Governor Brown is proposing two significant changes.

Eliminate Chief Education Office and move functions to existing offices

The Chief Education Office sunsets statutorily on June 30, 2019. The interagency and cross-sector functions of the Chief Education Office are critical to achieving the Governor's vision of a seamless system of education and will be assumed by the Governor as Superintendent of Public Instruction. Under the Governor's direct leadership and authority, continued reform of state government functions to improve student opportunity and outcomes, and greater accountability across the education system will be achieved. The Educator Advancement Council will remain an innovative and independent public-nonprofit partnership supported administratively by the Oregon Department of Education. The Statewide Longitudinal Data System and its research functions are transferred from the Chief Education Office to the Office of the State Chief Information Officer (OSCIO).

Create the Oregon Climate Authority and Eliminate Two State Offices

The Governor's budget reflects the importance of climate issues and carbon policy, while understanding the value of existing energy policy and programs. To integrate these objectives, the Governor's budget creates a new agency to align Oregon's climate and energy policies and ceases the operations of the Carbon Policy Office and Oregon Department of Energy. Through administrative changes, the new entity will result in a 25 percent reduction in the Energy Supplier Assessment currently paid by Oregon utilities. The Oregon Climate Authority will include the new carbon marketplace, greenhouse gas emissions reporting and accounting, energy markets data collection and analysis, as well as energy programs central to the state's climate and clean energy goals.

Hire Internal Auditors in 13 Agencies to Improve Accountability

Following up on a 2017 audit from the Secretary of State, which recommended additional internal auditing staff, the Governor is proposing the hiring of internal auditors in 13 state agencies to improve accountability. Internal auditors play a critical function of catching potential issues related to compliance, fraud, or mismanagement early on. The Governor's budget is also recommending an internal auditor for the Oregon Department of Administrative Services to coordinate and track internal auditing functions throughout state government.

Specific Agency Actions Related to Improving Accountability and Right-Sizing Agency Structures

Throughout the Governor's budget there are recommendations in individual agencies to improve operations, accountability, and organizational structure to respond to caseload. Specific examples include:

- Oregon Youth Authority: eliminate 60 community services residential beds that have been contracted for but rarely used
- Oregon Department of Human Services: eliminate the Stabilization and Crisis Unit Elliott Homes
- Oregon Department of Forestry: add a compliance expert to improve reimbursement from FEMA for forest firefighting costs
- Oregon Department of Corrections: add 12 positions for hospital security watches to reduce overtime costs associated with regular corrections deputies performing these duties

Repair, Reform, and Reinvest in Education



A PATH FORWARD FOR OUR UNDERFUNDED SCHOOLS

Governor Brown's [vision](#) is for a seamless system of education from cradle to career where every student graduates high school with a plan for their future, and teachers have the tools they need to help our students succeed.

Oregon's education system was once a point of pride for Oregonians across the state, a promise that our children would receive a world-class education and have the opportunity to achieve their dreams. But over the past three decades, Oregon has failed to keep its commitment to our children by not significantly increasing spending per student since the early 1990s.

How our state provides for the needs of children is a marker of who we are as a community, and after years of underinvestment, it will take more than additional funding to bring our schools back to the level Oregon can be proud of. We must repair the education our children receive with targeted programs that lead to success in the classroom and support our teachers with the tools to help students thrive. We must reform the governance infrastructure that oversees our schools by increasing accountability and streamlining state agencies. And

we must reinvest in our education system to improve education outcomes across the state.

Education can be transformational, both for students and our state as a whole. But, for Oregon students to experience this again, we must work together to make a commitment to our schools that our children deserve.

AN EARLY START TO ENSURE HIGH SCHOOL GRADUATION

To achieve her vision, Governor Brown's budget offers a comprehensive and complementary package of investments to put Oregon on a path to graduating every student in high school. No single solution is going to change the future of our students, so a multi-pronged approach is needed. We must set early, solid foundations for kids, with access to [high-quality preschool](#) for our highest-need families and manageable class sizes in kindergarten through third grade. As Oregon students progress through middle and high school they should [have access to hands-on, career-connected learning](#) and a jump-start toward a college degree. All K-12 students should have a [longer school year](#) closer to national norms, a [safe school environment](#) that supports learning, and [culturally-responsive](#)

[instruction and curriculum](#) that reflects Oregon’s rich diversity. And to ensure that additional classroom time is optimized, [teachers need tools](#) and [professional support](#) designed by educators, for educators.

FUNDING SCHOOLS AT THE LEVEL OUR CHILDREN DESERVE

In the past, Oregonians considered the state’s education system as one of our greatest assets. However, for most of the past three decades, Oregon has continued year-after-year to underfund its K-12 system. Since the passage of property tax limitations in the early 1990s, [funding per student in Oregon has decreased overall](#). While other states were able to invest in schools and take advantage of the economic recoveries in the early 2000s and of this decade, Oregon has had to rely on state funds to backfill local property tax reductions.

Now, funding our schools requires a significant investment to finally bring funding to adequate levels and repair our schools. The most recent Quality Education Model report estimates that the

state is almost \$2 billion per biennium short of what districts need for a system of highly effective schools.

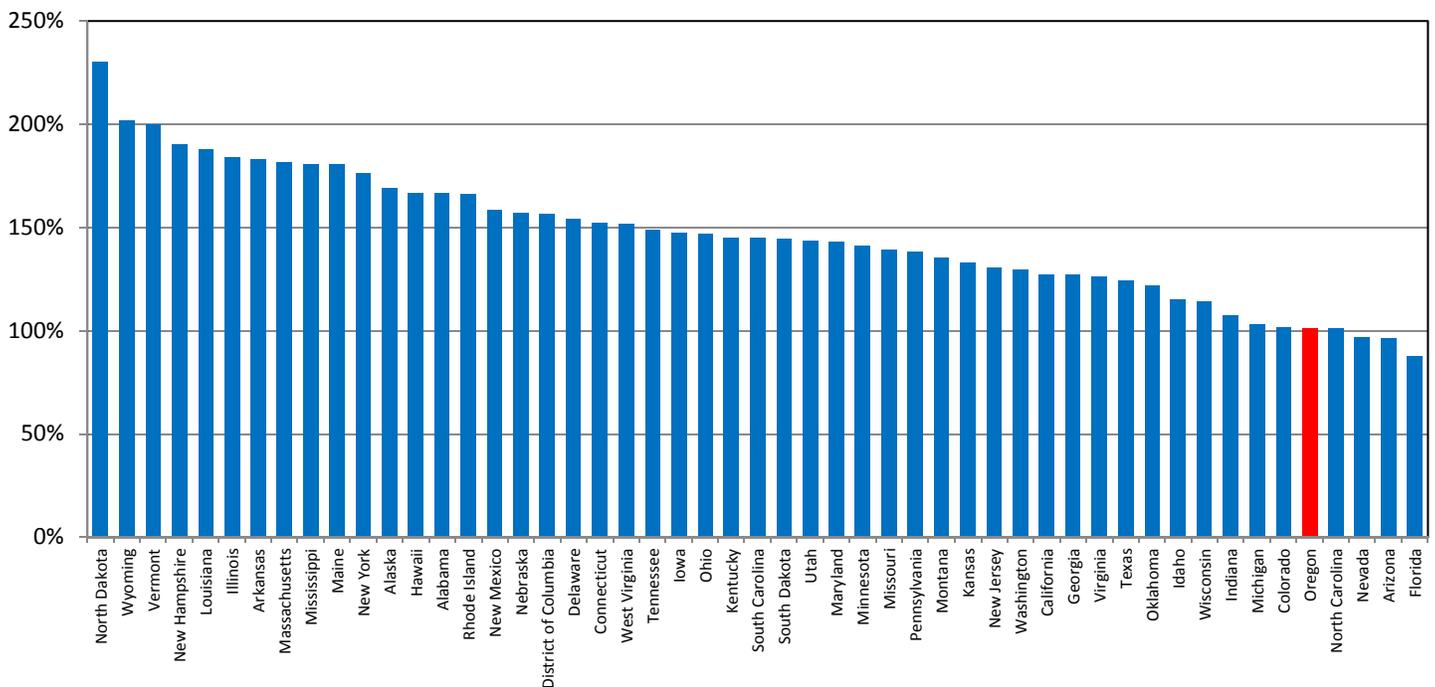
To begin to close this gap, Governor Brown expects the legislature to reform Oregon’s revenue system to adequately fund our education system.

Governor Brown’s historic reinvestment proposal includes significant expansion of preschool, increased time in the classroom, further increases in hands-on learning opportunities, and making college more affordable. Coupled with structural governance changes, these investments will help put all Oregon students on a path to graduate from high school with a plan for the future, with a focus on achieving equitable student outcomes and eliminating opportunity gaps.

Expand Kindergarten Readiness for 10,000 Additional Children

Research shows that children who start school lacking fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. The benefits of high-quality pre-kindergarten and early childhood education programs are especially beneficial to children from

Percent Change in Per Pupil Expenditures by State, 1990-91 to 2014-15



low-income families. Between the Governor's budget and investment plan, an additional \$285.8 million expands access to high-quality preschool through Preschool Promise, and culturally responsive school readiness strategies through the Equity Fund (\$15 million) to 10,000 additional Oregon children. This investment also includes making Oregon Pre-Kindergarten work better for working families by increasing wrap-around services, like transportation, and converting nearly one-third of Oregon Pre-Kindergarten slots from half-day programs to full day. Recognizing the importance of nurturing development even earlier than preschool, the budget also includes \$10 million to expand access to quality child care for low-income families with babies and infants.

Smaller Class Sizes in Kindergarten Through Third Grade and a Full School Year for All Students

Oregon lags other states in the amount of time students spend in the classroom. In addition, large class sizes, particularly in early elementary grades, mean students do not get the attention they need when they are in school. School districts have struggled to make improvements in these areas because funding has not kept up with rising costs. Governor Brown's budget and investment plan aims to reverse this trend by providing an \$800 million increase in funding for K-12 to help all districts provide a 180-day school year and to reduce average class sizes in kindergarten through third grade for districts where class size exceeds nationally recommended standards. The investment in smaller class sizes and longer school years will be funded through a School Improvement Fund, which will have additional accountability requirements for school districts.

Expand Career Technical Education (CTE) and Career-Connected Learning for All

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. In addition



to helping students graduate, we must guarantee that every student is [future ready](#) and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. Governor Brown's investment plan fully funds Measure 98 by investing an additional \$133 million in career technical education. It also invests \$70 million in CTE pathway programs at community colleges and universities. The budget continues to fund regional CTE and STEAM networks, which create partnerships between education and business to help prepare students for the jobs of tomorrow.

Make Oregon Home to the Best Teachers in the Nation

In order for students to be successful, we must support the educator workforce. Quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school through higher test scores, increased attendance, and increased graduation rates. Governor Brown's budget includes \$60 million for the Educator Advancement Council to create a statewide system to support, strengthen, and diversify the educator workforce.

Double College Scholarship Funds and Keep Tuition Rates Low

Making college affordable is critical to both our students and our economy. Governor Brown's investment plan invests an additional \$220 million in higher education support funds, which will allow Oregon's community colleges and public universities to keep tuition increases under 5 percent. However, the Governor recognizes that the current cost of college is still out of reach for many Oregonians. In her investment plan, she is nearly doubling the amount of money available through the Oregon Opportunity Grant, which is the state's largest need-based grant program for college students.

Addressing PERS Rates for School Districts

PERS is the promise of a secure retirement for thousands of public employees who spend their careers educating our kids, protecting our communities, and keeping us safe and healthy. In keeping this commitment, Governor Brown has focused on evaluating compensation for public employees from the perspective of total compensation, taking into account salary, health care, and retirement benefits holistically. She issued an [Executive Order](#) that clarified statewide bargaining policies, and the Governor's office worked with both private sector and union representatives to re-evaluate the methodology behind the biennial state compensation survey that the state uses to evaluate total compensation for employees. The new report is due for release by the end of 2018 and will guide the state in bargaining with state employees.

For our K-12 education system, we must stabilize PERS rates paid by school districts so that every new dollar from the Governor's proposed education investment package goes into the classroom to benefit students. To accomplish this, the state, school districts, and educators must work together to develop a shared solution. PERS estimates that to stabilize school district rates, \$1-1.5 billion is needed. In her budget, the Governor has dedicated \$100 million in state funds toward the school district PERS side account that was created in 2018 under

Senate Bill 1566. That, combined with anticipated dedicated funds, brings the fund to an estimated \$225 million. The Governor is committed to working during the 2019 session to identify the remaining funds needed to stabilize school district PERS rates.

Changing Structural Governance to Increase Accountability

While the interagency and cross-sector coordination the Chief Education Office oversees remains important to reaching the Governor's education vision, this can also be achieved by the Governor in her role as Superintendent of Public Instruction. The Governor's budget moves this function from the Chief Education Office to the Office of the Governor, and the Statewide Longitudinal Data System and its research functions to the Office of the State Chief Information Officer (OSCIO). The Educator Advancement Council will remain an independent public-nonprofit partnership but will be supported administratively by the Oregon Department of Education.

Accountability for Use of Investments

State government provides the majority of funding for school districts. Governor Brown is proposing the development of a new statewide audit to determine how funds are used at the state and local level to achieve the state's goals. The results of this audit will be shared publicly and integrated into longitudinal data studies to evaluate return on investment. The Governor believes that Oregonians deserve transparency into how tax dollars are spent, and she will work with Oregon's 197 school districts to develop plans by Spring 2019 to show what these new investments will mean for students in each community in the state.

Districts will also be asked to share their ideas for structural reform to reduce overhead and how they plan to invest new funding.

The investment in smaller class sizes and longer school years will be funded through a School Improvement Fund, which will have additional accountability requirements for school districts.

Keeping Oregon Affordable



Even as unemployment is at a record low, too many people in our state are struggling with the costs of basic needs. The ability to keep a roof over a family's head, afford adequate health care or child care, or pursue an education and train for the right job skills are increasingly out of reach for too many Oregonians.

HOUSING

There is no single solution—not one entity, or one person—that can solve the crises across the housing spectrum, from homelessness to stable rental housing to increasing homeownership. Coordinated responses are needed to bring together philanthropy, business leaders, developers, builders, and all levels of government to prevent people from slipping into homelessness, to get people quickly off the street, and to help all Oregonians access stable homes.

Read Governor Brown's [full plan](#) to address homelessness and the housing crisis.

Governor Brown's proposed housing budget includes a total of \$406.1 million in resources and investments, with a focus on housing stability for families with children, veterans, and the chronically

homeless, as well as accelerating the supply of housing throughout Oregon.

Prioritize Ending Children's Homelessness (\$298 million)

The current housing market has made it increasingly difficult for Oregon families to provide the basic necessities for their children's futures, including a safe and stable roof over their heads. The Governor's budget invests in a concerted, focused effort to end child homelessness. The major tactics and investments include:

- Increasing the supply of affordable housing by bolstering the Local Innovation and Fast Track (LIFT) Housing Program to build 1,700-2,100 units of affordable owner and rental housing with private and nonprofit housing developers: \$130 million
- Applying a portion of the recently increased Document Recording Fee (DRF) resources to continue providing additional gap financing for new construction of affordable housing: \$30 million
- Preventing and addressing homelessness by increasing and sustaining the Emergency Housing Assistance (EHA) and State

Homeless Assistance Program (SHAP) (\$44 million); applying recently increased DRF resources (\$6 million); and incorporating national best practices and outcome-oriented approaches to address the homeless crisis.

- Addressing child homelessness through a new interagency partnership between Oregon Housing and Community Services (OHCS) (\$14 million) and the Department of Human Services' Family Self-Sufficiency program (\$6.5 million) to make new investments and increase coordination to house Oregon families with young children who are experiencing unsheltered homelessness.
- Preserving 400 units of existing, publicly-supported affordable housing: \$25 million
- Seeding the "Acquisition of Naturally Occurring Affordable Housing Investment Fund" to acquire at least 450 units in multifamily housing properties that offer rents at or below market rate, but do not currently have rent or income restrictions, with the option to revolve funds and purchase additional homes in future biennia: \$15 million
- Maintaining the Individual Development Account program to help families build assets and find pathways out of poverty: \$7.5 million
- Providing tenant and landlord resources to build on successful strategies that help navigate tight, dynamic rental markets, including increasing low-income renters' access to private market rental housing; helping meet the housing needs of domestic violence/sexual assault survivors and their children; enhancing renters' access to legal resources; and providing landlords fair housing training: \$20 million

House Oregon's Veterans (\$22.2 million)

The 2017 Point-in-Time Count identified Oregon as having 1,251 veterans experiencing homelessness. As a result, Governor Brown called for an end to veteran homelessness, and this strategy continues efforts aimed at achieving that goal. OHCS and the Oregon Department of Veterans' Affairs partnered to initiate the development of a robust veteran homelessness delivery system across Oregon, including an interactive map of current veteran resources, the creation of a Veteran Homelessness Integrator position at OHCS, increased funding to Community Action Agencies and permanent housing, and the deployment of a pilot program providing community technical assistance and consultation.

- Apply recently increased DRF resources to functionally end veteran homelessness.
- Develop a comprehensive roadmap to prevent veteran homelessness, identify those experiencing homelessness, provide immediate shelter and crisis services, and quickly connect veterans experiencing homelessness to housing assistance and services (including earned VA benefits).

Invest in Permanent Supportive Housing (\$54.5 million)

One out of four people experiencing homelessness in Oregon is chronically homeless. Permanent supportive housing (PSH) is a best practice and proven strategy to stabilize people experiencing chronic homelessness. PSH combines non-time-limited affordable housing with wrap-around supportive services for people experiencing homelessness who also have disabilities.

- The Oregon Health Authority (OHA) (\$4.5 million) and OHCS (\$50 million) are collaborating to invest in PSH to create 500 new units of housing with supportive services across Oregon



Accelerate Growth of Housing Supply (\$31.4 million)

From 2000 to 2015, 23 states underproduced housing to the tune of 7.3 million units, which has created an imbalance in supply and demand that is reflected in home prices and rental rates. Oregon underbuilt 155,156 housing units during that fifteen-year period. The Governor's budget will invest in communities throughout Oregon to help accelerate the overall housing supply and ensure moderate income Oregonians have housing choices in the communities where they work.

- Launch the Greater Oregon Housing Accelerator to provide incentives to a minimum of three dozen collaborative partnerships between employers, housing developers, and communities statewide: \$15 million
- Modify the Housing Development Guarantee Account to lessen the risk for housing developers in rural communities: \$15 million
- Provide technical assistance resources through the Department of Land Conservation and Development to help communities be ready for development: \$1.4 million

HEALTH CARE

All Oregonians must have quality, affordable health care, regardless of who they are or where they live. Because we all share this belief, Oregon is a national

model for health care reform. Under Governor Brown's leadership, 94 percent of all Oregonians and 100 percent of children now have access to quality health care coverage. But coverage alone does not create health. Governor Brown's vision means that we must also improve the conditions in which Oregonians and their families are born, live, learn, work, and age. A central goal is to ensure that as we work toward improving the health of Oregonians, we fully integrate health equity, tribal, and racial justice into our focus on social determinants of health.

The pathway to improved health includes increasing connections between health care and early learning, human services, social support, and affordable housing to address social factors that influence health. A key strategy to achieving lower costs, better outcomes and better health is to reduce the silos in health care and connect Oregonians to integrated care. Physical health, mental health, and substance use disorder treatments and oral health services are too often delivered in separate, fragmented ways. By integrating these services, we can expand access to appropriate treatment at the right time and at the right place, and maximize the opportunity to achieve better health. Finally, a healthy population requires a 21st century public health system with the capacity and resilience to provide foundational public health services across the state, such as communicable disease control, chronic disease prevention, and emergency preparedness. For more details, read [Governor Brown's health care agenda](#).

Ensuring Oregonians' Access to Health Insurance Coverage

When people have access to health care, communities are healthier. More people can work or go to school. Employers benefit from a healthier workforce, lower insurance costs, and less absenteeism, fueling local economies. Fewer people turn to social services, and there are fewer households facing unaffordable, crushing medical bills. Oregon's uninsured rate has been reduced from 17 percent to 6 percent.

In prior biennia, a significant portion of the Oregon Health Plan (OHP) has been supported with one-time revenue no longer available in 2019. Additionally, the federal matching rate to support the Affordable Care Act (ACA) Medicaid expansion population is permanently decreasing to 90 percent in 2020, and the federal match rate for the pre-ACA portion of the program has also decreased as Oregon's economy has improved. Inclusive of holding inflation flat at 3.4 percent, the Governor's budget addresses the challenge of appropriately, sustainably, and equitably

funding our health care system. Governor Brown convened health care partners in a consensus-driven plan to secure long-term, sustainable funding for OHP to provide health care coverage for 99 percent of adults and 100 percent of kids by optimizing federal funds, funding the program from a broader revenue base, and providing a six-year, stable funding timeline. This plan not only funds the OHP, but some of the revenue supports the Oregon Reinsurance Program in the individual market, lowering premiums on average by 6 percentage points for 220,000 Oregonians.

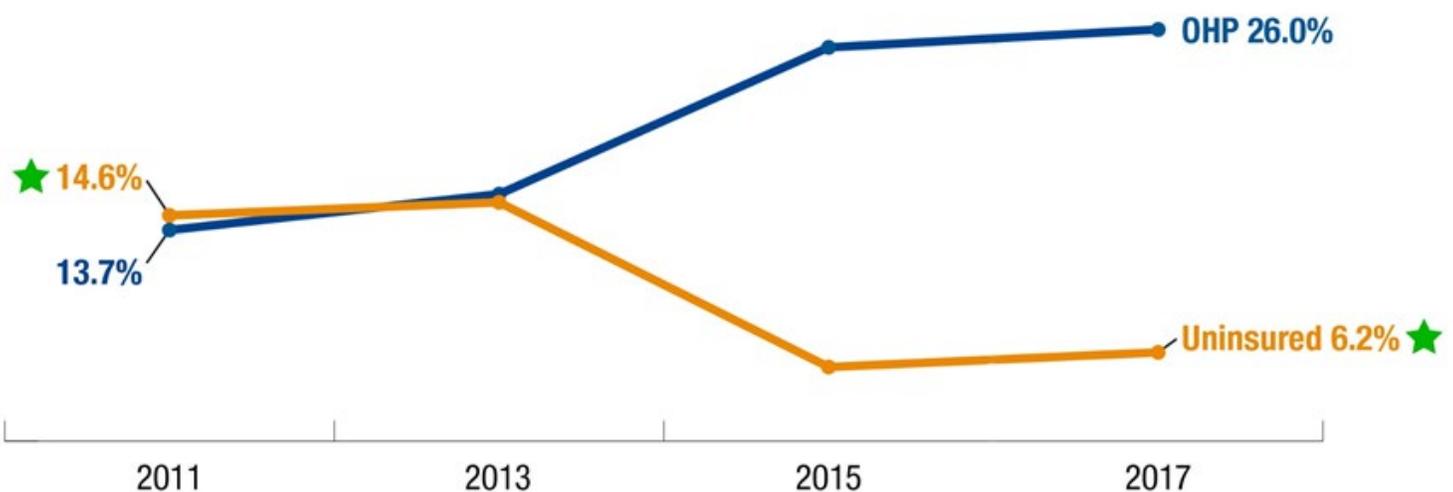
Governor Brown's budget reforms how OHP is funded in the following key ways:

- **Hospital Assessment** – The budget revises the hospital assessment structure to maximize the fully reimbursable hospital assessment from 5.3 percent to 6 percent of net patient revenue for Diagnosis Related Group hospitals.
 - Revenue: \$98 million



- Health Insurance, Managed Care, and Stop-Loss Assessments** – The budget reinstates the current insurance and managed care tax that expires at the end of 2019 at 2 percent of the premium, and broadens the base by including an assessment on stop-loss coverage.
 - Revenue: \$410 million; \$90 million is allocated to the Oregon Reinsurance Program in the Individual Market
- Subsidized Employer Assessment** – In the third quarter of 2017, there were approximately 44,000 Oregonians working more than 30 hours a week at firms with 50 or more employees who were enrolled in OHP, shifting costs to state and federal taxpayers. Public programs that provide affordable health care coverage, such as OHP, are subsidizing some employers who do not provide health care coverage to low-income workers, or whose workers cannot afford the coverage they are offered.
 - The Subsidized Employer Assessment will levy an assessment on employers who do not meet threshold health care contributions on behalf of their workers. Revenue: \$119.5 million
- Tobacco Tax** – About 31 percent of adults on OHP currently smoke. The cost of tobacco-related illness among the OHP population was \$374 million in 2010, or 9 percent of OHP expenditures. The Governor’s budget increases cigarette taxes by \$2 a pack, aligning the state with Washington and California tobacco taxes. The proposal also increases taxes on other tobacco products (e.g., chew, skinny cigars) as well as e-cigs and vaping products. Tobacco remains the number one cause of preventable death and disease in Oregon (See [Oregon Tobacco Facts 2018](#)). When OHP members can quit using tobacco, all Oregonians benefit, and increasing cigarette taxes is a critical component of a comprehensive public health tobacco strategy.
 - Revenue: Assuming a December 2020 start date: \$95 million; with a projection of \$346 million in the next biennium

400,000 Additional Oregonians Were Insured Due to ACA Expansion



CHILD CARE

Baby Promise (\$10 million): In 2018, all Oregon counties were identified as child care deserts. Affordability is also a challenge; according to a recent report from Child Care Aware of America, Oregon is one of the least affordable states for child care in the country. In order to support working families, we must create more access to high-quality, affordable infant/toddler child care. Through an investment in the Baby Promise program we will utilize child care assistance funds and state funds to create contracted spaces for children through a mixed-delivery system across the state. This program will also include a Quality Rating and Improvement System (QRIS) that provides a framework of quality standards that begin with foundational health and safety standards and progress to higher levels.

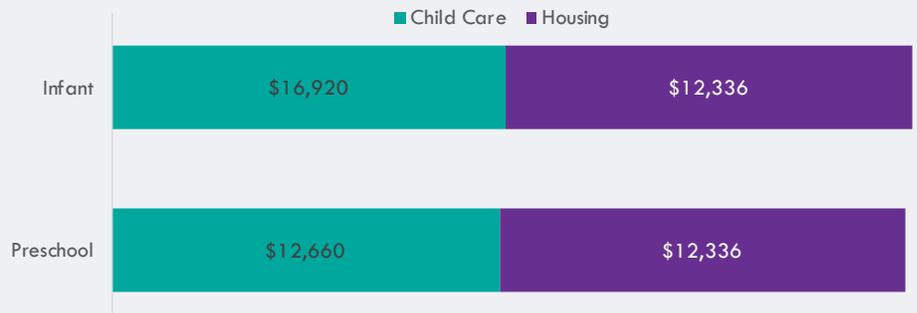
ECONOMIC DEVELOPMENT

Giving Oregonians the opportunity to succeed with good health, stable housing, and a good education works in tandem with responsible economic development. While Oregon’s economy is breaking records, this growth isn’t felt everywhere. That’s why Business Oregon—the state’s economic development agency—makes nearly 80 percent of their infrastructure investments and 50 percent of their business project investments in rural Oregon. Over the past year, Business Oregon has restructured to further focus on the needs of rural and underserved urban communities. This suite of investments builds on Business Oregon’s new approach to create jobs where they are needed most.

The Affordability of Early Childhood Education

Many families in Oregon cannot afford child care for their young children.

A **single parent** household making 200 percent of federal poverty level (\$32,920) would have **\$305 per month** after paying for housing and child care for an infant (or **\$660 per month** for a preschooler) for all other expenses.



For a **two-parent family** making 200 percent of federal poverty level and with just one preschooler, preschool education, housing, and food costs are nearly 80 percent of the monthly household budget.

| 200% Federal Poverty Level – 2 Parent Household | \$3,463 |
|---|---------|
| Child Care (75 th percentile market price) | \$1,000 |
| Housing (Fair Market 2-bedroom apt) | \$1,028 |
| Food (USDA “low-cost” food plan) | \$700 |
| Remaining | \$735 |

“The requirements that some programs have, such as Head Start. If you just make one dollar over the requirement you are not eligible, which is hard because we cannot afford to pay for other forms of preschool.”

Economic Infrastructure (\$125 million)

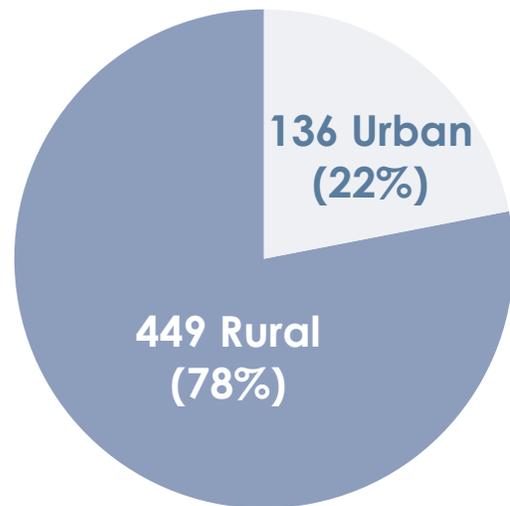
Communities can't thrive without basic economic infrastructure. In 2017, we made unprecedented transportation investments that are now improving roads, ports, and rail throughout Oregon. We must also fund longstanding priorities like water and wastewater infrastructure, as well as new ones like broadband. We will address these priorities through programs like the [Special Public Works Fund](#), which provides funds for publicly-owned facilities that support economic and community development. We will establish an Oregon Broadband Office in Business Oregon to develop broadband investment and deployment strategies for underserved areas, promote public-private partnerships, support local broadband planning, and pursue federal funding.

Innovation and Entrepreneurship (\$12 million)

The new University Innovation Research Fund (\$10 million) in the Governor's Education Investment Package will increase Oregon public university competitiveness for federal research awards, leveraging federal funding and increasing the number of Oregon researchers in the areas of applied research and development, technology demonstration, and deployment. The program will focus on grants in priority industries: advanced manufacturing; high technology; outdoor gear and apparel; health care innovation, food and beverage; and forestry and wood products. This fund will create jobs, lead to invention, and improve Oregon's reputation as a state with strong innovation and research capacity. The [Oregon Growth Fund](#) (\$2 million) invests in early-stage businesses by providing institutional capital to match private investment dollars. Studies show that minorities, women, and rural entrepreneurs have less access to traditional

Over the last 15 years, employment in urban Oregon grew 12 percent, while it remained flat in rural Oregon.

585 state investments in business development and infrastructure projects in FY17 and FY18 with \$578 million invested in rural projects



funding sources to grow their businesses. The OGF is critical to supporting these under-represented entrepreneurs.

Regional Solutions (\$15 million)

The Governor's [Regional Solutions](#) program recognizes that Oregon is comprised of many different economies and tailors the state's support to create thriving communities across the state. Regional Solutions staff live and work in the communities they serve, making sure state agencies work together efficiently and collaborate with local partners. They work on the nuts and bolts of economic development: streamlining permits, advising on land use, and building partnerships between the private, public, and philanthropic sectors. We see the results when businesses grow and things get built: roads, water systems, broadband, homes, innovation centers, food hubs, and more. That leads to not just more jobs, but better jobs across the state. Regional Solutions helps communities access a wide range of state funds, including the Regional Infrastructure Fund, which supports capital construction projects identified as priorities by local partners.

For a complete list of specific economic development projects recommended in the Governor's budget, see the Inclusive Prosperity Section.

Preparing for the Future



While we address the persistent issues that have eluded Oregon for decades, we must also prepare for future challenges. The changing climate demands that we meet our carbon reduction goals with a system that fuels our economy and protects the health of our children. The threat of a devastating earthquake and tsunami demands that we prepare our families to survive. The rapid growth of Oregon's population demands a renewed focus on public safety. And the terrible effects of substance use disorder, which are a root cause of many other challenges society faces, including foster care, must be addressed.

CLIMATE

Climate change threatens our communities, our economy, our ecosystems, and our way of life in Oregon. The Oregon Climate Change Research Institute indicates [Oregon is at risk](#) of serious impacts to its natural resources, some of which we are already experiencing, such as wildfires. The changing climate has brought hotter and drier conditions, with decreased winter snowpack in particular leading to unprecedented droughts across our state.

Oregon has long been a national and world leader in demonstrating the Oregon Way: policies that preserve our natural environment while also

supporting long-term economic competitiveness and business growth. Meeting the challenge of climate change and growing our economy are not mutually exclusive goals: we must do both.

Now, the world is at a crossroads on climate policy, and Oregon must continue to pursue solutions that reduce emissions while creating good jobs and building a clean energy economy.

Governor Brown is pursuing several strategies to achieve the state's greenhouse gas reduction goals and create clean energy jobs.

The Governor's plan includes strategies to accelerate the transition to clean energy, bolster savings from energy efficiency, electrify our vehicle fleet, and help rural communities and Tribes foster greater resilience to climate change.

Carbon Market

Foremost among these strategies is the implementation of a well-designed market-based program to achieve our state climate emissions reduction goals at the least possible cost, while protecting our manufacturing industry and mitigating impacts on low-income and rural communities, communities of color, and Tribes. The Governor supports a program that sets a firm but gradually

declining limit on greenhouse gas emissions, requires large emitters to obtain allowances in order to emit under the cap, and establishes a market for emitters to buy and sell allowances, ideally linked to larger, established carbon markets in North America. The cap ensures that the state will achieve emissions reductions with certainty, while the market provides strong incentives for emitters to benefit from adopting the most cost-effective technologies that minimize the costs of reduction. Any proceeds from the auction of allowances can be invested in strategies to reduce emissions, protect vulnerable Oregonians from cost-pressures, help rural communities adapt to a changing climate, and enhance the capacities of our natural and working landscapes to sequester carbon.

Creating the Oregon Climate Authority

In response to the urgency of the climate crisis and the need to better align state programs and expertise to achieve the state's climate goals, Governor Brown is proposing the creation of a new Oregon Climate Authority and ceasing the operations of the Oregon Department of Energy and Carbon Policy Office. The Governor's vision is for a new entity—transparent and responsive to stakeholders and the regulated community—with exceptional domain and market expertise that is responsible for implementing the state's climate strategies and tracking progress toward the state's climate goals. This would include the new carbon marketplace, greenhouse gas emissions reporting and accounting, energy markets data collection and analysis, as well as energy programs central to the state's climate and clean energy goals. The Governor would appoint a Director, subject to Senate approval, and work with the Legislature to appoint an advisory board to advise the Director and determine the best long-term placement for existing energy programs at this new entity or other state agencies. By aligning state programs in this new capacity, the state can significantly reduce the Energy Supplier Assessment currently paid by utility rate payers.



The budget assumes current programs operating at the Oregon Department of Energy move to the Oregon Climate Authority. However, the Governor will work with the Legislature to determine the best long-term placement for important programs focused on priorities other than climate, including Energy Facility Siting and Nuclear Safety, which may ultimately be best placed in a different agency.

For details, read [Governor Brown's climate policy agenda](#).

Wildfires

Wildfires have increased in intensity and severity in the past decade, threatening our livelihoods, economic security, environment, health, and well-being. Increasing temperatures, exacerbated by intense heat waves, and the lack of water mean our lands are at increasing risk for wildfires. [Wildfire season](#) is starting earlier, burning hotter, and lasting longer year-to-year, and not just in Oregon.

Oregon's firefighting approach leads the nation in effectiveness. However, wildfire dynamics are changing and it is never too soon to evaluate the approach to wildfire education, prevention, suppression, attack, and community recovery. Further, the costs of large wildfires are unsustainable and new models of cost-sharing for base fire and



large fire costs, as well as the state's large fire insurance, must be evaluated.

Governor Brown will sign an executive order to establish the Governor's Council on Wildfire Response. The charge of the Council is to evaluate Oregon's current system for responding to large fires, and determine whether or not the current model is sustainable. The Council will issue a report in September of 2019 to make recommendations for the future of Oregon's wildfire response infrastructure.

Protecting Air and Water Quality

Clean air and water underlie the most fundamental aspects of daily life for Oregonians. Breathing clean air is essential to health, but particularly important for the health of developing lungs in children. Clean water in Oregon lakes and rivers reduces the cost of water treatment and reduces the risk of contamination in drinking water. Oregon's reputation for a pristine, natural environment relies on clean air and clean water. Guaranteeing these fundamentals helps Oregon's families feel safe, and helps businesses feel secure when they invest in our state. [Cleaner Air Oregon](#), the new air toxics reduction program specifically tailored to our state, helps protect future generations of Oregonians from the most harmful environmental pollutants. Coupled with a major

investment in [clearing the backlog of air quality permits](#), Oregonians can expect improved air quality across the state, and they can keep up to date on the quality of air in their community on the [Oregon Department of Environmental Quality's website](#).

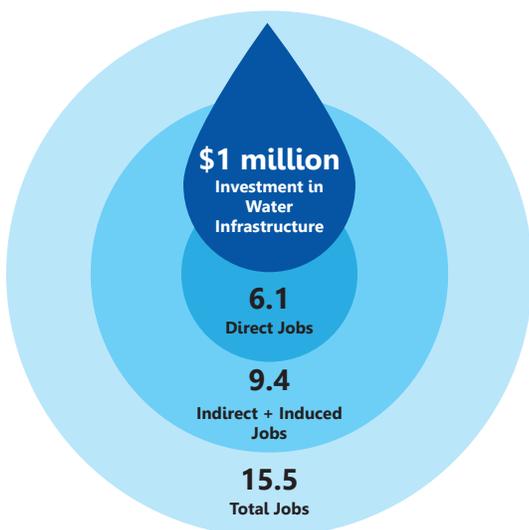
Clean water benefits communities, the economy, and our unique fish and wildlife heritage. During the Great Recession, [underinvestment in permitting](#) caused the state to fall behind in issuing water quality permits. This budget prioritizes restoring the water quality capacity of state agencies and bringing the regulated community into compliance with modern water quality standards.

Additionally, Governor Brown will seek to pass the [Oregon Environmental Protection Act](#) in 2019. This legislation adopts the standards of the federal Clean Air Act and the Clean Water Act into state law. The legislation ensures the federal environmental standards of the Clean Air and Clean Water Acts that were in place and effective as of January 19, 2017, before President Trump took office, shall remain in effect and be enforceable under state law even if the federal government rolls the standards back. Since announcing the Oregon Environmental Act, the Governors of California, Colorado, Hawaii, and Washington [have committed to pursuing similar action](#) in their states.

Water

Oregon is known for its clean and relatively abundant water. However, climate change, population dynamics, and lack of ongoing investments in clean water stress the quality of water in our rivers and streams, create significant water scarcity in the summer and fall seasons, and increase the potential for water infrastructure failures and public health impacts. Oregon's local economies and communities are increasingly vulnerable to drought, floods and fires. These realities place Oregon's quality of life, natural resources, and economic future at risk.

To address changes in climate and population dynamics, [Oregon will steward its water resources](#) to ensure clean and abundant water for our people, our economy, and our environment, now and for future generations. Strategic investments will result in resilient natural and built water systems across the state to support safe and healthy communities, vibrant local economies, and a healthy environment.



ADDRESSING ROOT CAUSES

Children rely on successful adults and safe, stable environments to grow up to be successful adults themselves. Strong communities provide the support both kids and their families need to be successful: family wage jobs, good schools, stable and affordable housing, quality child care, and accessible health care. Governor Brown envisions that all Oregonians have access to these building blocks for a successful life and as a result, reduce reliance on and strengthen the integrity of social services. To accomplish this, we must focus on reducing poverty and supporting family stability by using a two-generation approach that supports both vulnerable kids and their families. We must create a more resilient system that recognizes the precarious conditions facing kids and families in poverty: they are often one accident, health issue, job loss, or large rent increase away from having a major disruption to their lives. To truly close the opportunity gap, the system and our services must tackle the disproportionate representation of communities of color living in poverty. We must design our social services to meet the cultural needs of our families.

Children's Agenda

Governor Brown convened her Children's Cabinet in 2017 to create pathways toward prosperity for our children and families living in poverty. The Cabinet is made up of leading experts in health, housing, human services, early learning, and education from the public, private, and non-profit sectors. Working collaboratively, the Cabinet has identified the highest priority concerns and existing gaps in services for working families and their children. The Cabinet identified evidence-based solutions that provide the biggest return on investment toward helping families achieve success.

[The Governor's Children's Agenda](#) builds on existing programs to both address root causes of family instability, and create a more resilient safety net that helps kids and families who face increased challenges.

The core components of the Children’s Agenda, funded in both the budget and investment plan are:

- Prioritize ending children’s homelessness by providing greater housing stability for families with children: \$20 million
- Ensure 100 percent of children have health care coverage
- Integrate substance use disorder treatment and behavioral health programs for families: \$13.8 million
- Increase quality, affordable child care so kids are safe and educated while parents are working: \$10 million
- Provide high-quality preschool and culturally responsive school readiness for 10,000 additional kids in poverty so they start kindergarten ready to learn: \$285.8 million
- Ensure every child has a quality education by lowering class sizes for K-3 and having longer school years for all of Oregon’s schools: \$793.7 million
- Help parents get better jobs to support their families through training and apprenticeship programs for the jobs of the future: \$15 million
- Finalize a comprehensive child welfare system based on positive human development and safely reduce the need for foster care: \$47.1 million from Children’s Cabinet

Child Welfare

In 2017, 11,077 Oregon children were found to be victims of abuse and neglect. Almost half of these children were younger than six years old, and more than a quarter of them were under the age of three. Oregon’s child welfare system is meant to be a last resort for children and families experiencing crisis. In order to improve the lives of children, there has to be a two-pronged approach: one that continues to improve the effectiveness of the child welfare



system to keep children safe, while also striving to work upstream to reduce the number of kids who enter into the system. Children thrive with stable and nurturing families, and ensuring that family environment should be the ultimate aim of Oregon’s child welfare system.

The Governor’s [strategy for reforming the child welfare system](#) contains six key elements:

- Promote healing for kids by providing the right placements: \$22.3 million
- Elevate child and youth voices in case management and program development: \$13.2 million
- Focus on the root causes that drive foster care placements (includes housing investments, addiction treatment investments, future-ready jobs, and quality early childhood education): \$300 million
- Provide high-quality support for foster parents: \$7.3 million
- Ensure caseworkers have the tools and resources to support families and protect children: \$6.7 million
- Establish quick, safe, and complete case management that provides more consistent and targeted support: \$10.2 million

Addiction and Recovery

Drug and alcohol misuse, overdose, and addiction (i.e. Substance Use Disorder) remain persistent, costly, and devastating problems for Oregonians. The effects are far reaching, impacting Oregon’s foster care system and health care system alike. Underserved and rural communities suffer the worst of these effects, a problem compounded by the damaging stigma associated with the disease of addiction. Furthermore, our system fails to adequately address the frequent connection between addiction and mental illness. Under Governor Brown’s leadership, Oregon has made great strides in reducing both overdose deaths and prescription rates of dangerous opioid medications. However, much work remains to be done. To address the ongoing public health crisis of addiction in Oregon, Governor Brown will make key investments to:

- Apply a multi-generational approach to prevention, treatment, and recovery with an eye toward equity and cultural competency: \$5 million



PROJECT NURTURE

\$5 Million Investment:

Project Nurture provides prenatal care, inpatient maternity care, and postpartum care for women who struggle with addiction.



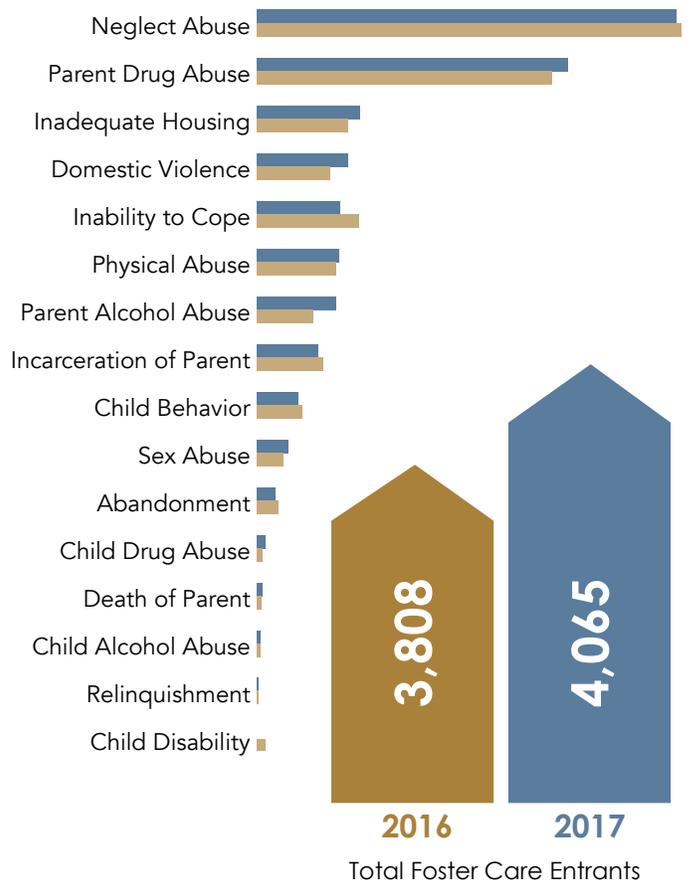
Women who give birth with Project Nurture have custody of their infants at program exit



Women who were exposed to Project Nurture had 70% lower odds of preterm birth

- Support the completion of a statewide assessment and plan with a goal of reducing substance abuse disorder for 75,000 Oregonians in five years
- Improve standards of care and access to treatment for Oregonians with Substance Use Disorder and/or mental illness, with an emphasis on outcomes and transparency: Over \$2 million
- Fix treatment structures and accreditation standards, including support for rural focused programs such as tele-health
- Continue to support Oregon’s Prescription Drug Monitoring Program
- Make key investments in housing and other essential recovery support
- Provide life-saving overdose drugs to first responders through a strategic stockpile of Naloxone: \$0.5 million

Foster Care Removal Reasons 2016-2017



PUBLIC SAFETY

Oregon State Police

Almost 40 years ago, the Oregon State Police (OSP) funding source changed from gas taxes to the General Fund, and since that time, the department has seen its budget shrink despite the population of the state increasing. Impacts of the decreasing budget are compounded by a practice of double-filling positions. Currently, Oregon has eight troopers for every 100,000 citizens, one of the lowest ratios in the country. With fewer troopers around the state, our highways are less safe and our rural communities experience severely delayed response times. Governor Brown believes we must increase our trooper capacity and she is supporting a legislative concept that would nearly double the



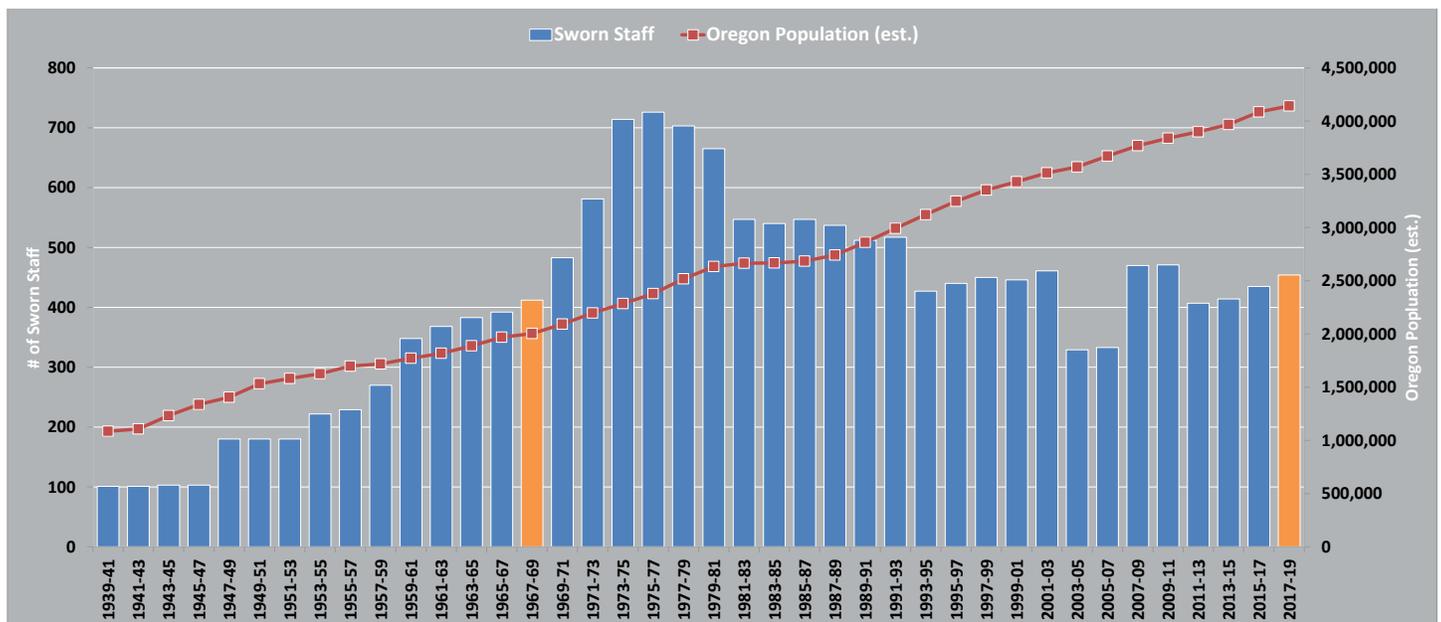
number of troopers over the next decade. By truing up the budget, she will set the agency on a path to increasing trooper numbers, ensuring Oregonians and our troopers are safer.

Governor Brown has resolved the problem of long-term double fills by restoring \$8 million to the OSP budget, enabling the department to fill vacant trooper patrol positions. She has also invested \$3 million for ten additional trooper positions to deploy throughout the state. Finally, a new position is created and funded within the State Medical Examiner's Office. The newly funded Forensic Anthropologist will continue the state's efforts to solve the unidentified remains of 171 souls, including 11 children.

Firearm Safety

In the wake of the 2015 mass shooting at Umpqua Community College, Governor Brown convened many leaders of higher education in our state to discuss next steps. A Campus Safety Work Group was formed and several recommendations were made. In her budget, Governor Brown has devoted \$15 million of potential new revenue to enable institutions of higher education to create a statewide

Oregon State Police traffic/patrol division sworn staffing level history vs. Oregon population (Legislatively Approved/Budgeted)



Ensure Inclusive Prosperity



Underserved communities, including rural communities, low-income communities, and communities of color, deserve a state government that values their perspectives and a budget that is built through their lens.

No single solution can ensure that every Oregonian—regardless of who they are or where they live—has the opportunity to thrive. Rather, this budget contains a constellation of investments made throughout state agencies in a wide variety of ways, with the central goal of reducing the opportunity gap for rural and underserved populations.

SPECIFIC INVESTMENTS FOR RURAL COMMUNITIES

Health Care

- Dedicated funding for continuation of the Oregon Health Plan and the Medicaid expansion population, which has created over 12,000 jobs in rural Oregon, supported rural health systems and hospitals, and ensures rural Oregonians have health care
- Support for tele-health efforts to better serve rural Oregon with mental health counseling and substance use disorder treatment

Community Colleges

- Central Oregon Community College — Redmond Campus Classroom: \$8 million
- Blue Mountain Community College — Facility for Agricultural Resource Management: \$13 million
- Klamath Community College — Apprenticeship and Industrial Trades Center: \$3.9 million
- Oregon Coast Community College — Workforce Education and Resiliency Center: \$8 million
- Umpqua Community College — Industrial Technology Building: \$8 million
- Southern Oregon Community College — Dellwood Hall: \$2.7 million
- Clatsop Community College — Marine Science Center: \$5 million

Infrastructure Funds

- Broadband Infrastructure Fund for rural Oregon: \$5 million
- Brownfields Redevelopment Fund to restore contaminated sites in rural Oregon: \$10 million

- Regional Solutions: \$15 million, with over two-thirds going to rural Oregon
- Water Supply Development Fund: \$15 million
- Water/Wastewater Loan Program: \$15 million
- Special Public Works Fund for a wide range of critical public works projects throughout Oregon, including replacing the unsafe Wallowa Dam: \$52 million
- Dam Safety task force to evaluate dams throughout Oregon
- Seismic Rehabilitation Grants for Schools: \$100 million
- Emergency Services Buildings for use throughout the state: \$20 million
- Housing Accelerator Expansion to build on the successful rural pilot programs started in 2017: \$15 million
- Numerous transportation investments continuing throughout rural Oregon as part of the House Bill 2017 Keep Oregon Moving legislation passed in 2017

Specific Community Projects

- Klamath County Youth Inspiration Program Facility: \$12 million
- Oregon Coast Aquarium: \$10 million
- State Fair Poultry and Horse Barns: \$5 million
- Port of Coos Bay Channel Improvements: \$20 million
- Dundee Bypass Right of Way purchases to continue completion of the project: \$32 million
- Klamath Water investments in water quality through the Oregon Department of Environmental Quality (DEQ) and the Oregon Department of Agriculture (ODA)
- Wolf Plan implementation investments at the Oregon Department of Fish & Wildlife (ODFW): \$700,000

SPECIFIC INVESTMENTS FOR UNDERSERVED COMMUNITIES

Education (funded in both the budget and investment plan)

- High-quality preschool for low-income children: \$286 million
- Early Childhood Equity Fund: \$15 million
- Specific K-12 initiatives that seek to close the opportunity gap for specific populations, including the African-American Student Success Plan, the American Indian/Alaska Native State Plan, and the implementation of the tribal curriculum bill (Senate Bill 13)
- Educator Advancement Council to create a statewide system to support, strengthen, and diversify the educator workforce: \$60 million

Health Care and Human Services

- Cover All Kids continuation
- Adding metrics related to equitable outcomes in the next CCO contracts
- Increased mental health and addiction treatment programs
- Universal home visiting: \$4 million

Housing

- Prioritize ending children's homelessness through:
 - Affordable housing acquisition: \$15 million
 - Preservation focused on low-income communities experiencing displacement: \$25 million
 - EHA/SHAP: \$50 million
- LIFT program with a statutory goal of providing housing to underserved communities: \$130 million
- An additional 1,000 Summer Work Experience internships for under-engaged Oregonians

Public Safety

- Immigration defense services: \$2 million
- Culturally responsive and trauma-informed public safety training
- Fund specialty courts, which support alternatives to incarceration that adversely impact communities of color

Natural Resources

- Environmental Justice Coordinator position added in DEQ

Legal Services for Underserved Communities

- Funding for legal aid representation of low-income Oregonians facing wrongful evictions.
- Additional judicial positions, case managers, and capacity at residential treatment programs, to facilitate intensive case management for families facing removal of children due to drug and alcohol addiction.
- Public defense representation for parents and children in the child welfare system, yielding better outcomes from the child welfare system and shorter periods in care.
- Legal representation for DHS caseworkers in court, ensuing fair processes in child welfare cases.
- Adequate funding for Oregon's deficient public defense system, including progress toward pay-parity with prosecutors.

The Economic and Revenue Environment

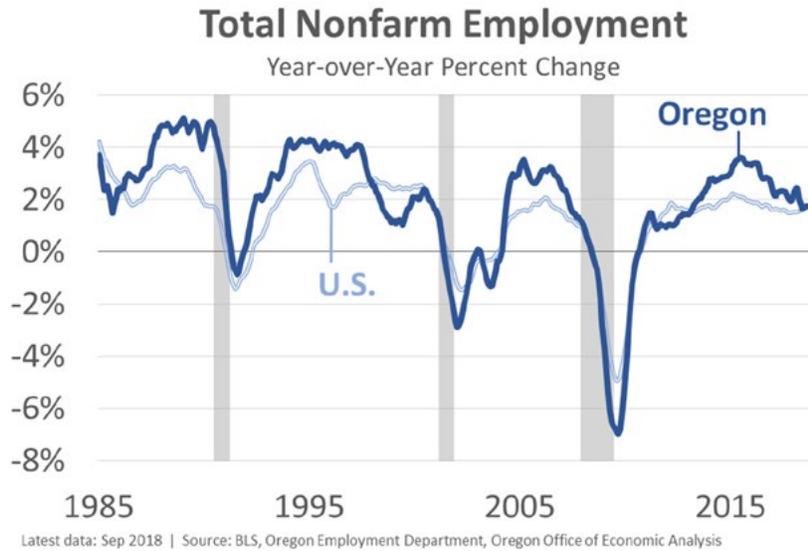
Economic Performance and Outlook

Recent Performance

Heading into the 2019-21 biennium, Oregon's economy remains strong. Leading indicators continue to flash green. Economists expect 2019 to be another good year for growth across the US, with risks evenly balanced or tilted to the upside.

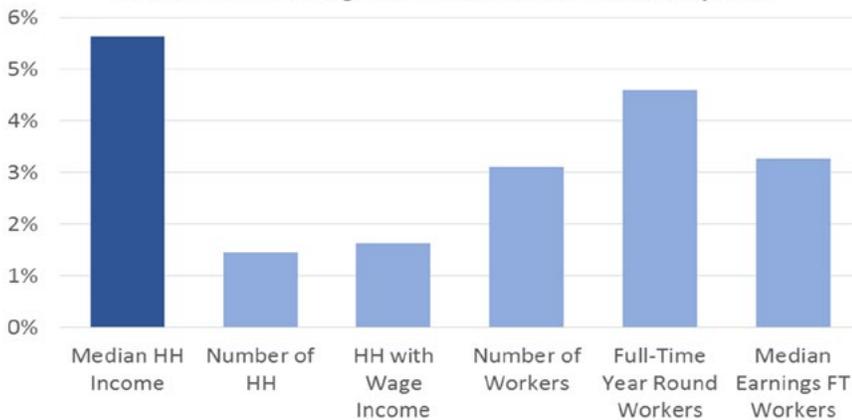
More importantly, while economic output remains near its potential and workers are relatively scarce, households continue to see improvements. Layoffs are at record lows. Wage growth continues to pick up

nationwide and is set to see further acceleration next year. In Oregon, the rate of labor market gains has slowed from the full-throttle pace seen a couple of years ago. Even so, growth in local jobs and wages remains faster than in the average state.



Underlying Dynamics of Household Income

Annual Percent Change 2014 to 2017, Not Inflation-Adjusted



Between today and the next recession, whenever it may come, Oregon's economy will continue to hit the sweet spot. More Oregonians are working and even larger gains are being seen in the number working full time.

The strong labor market is helping working households in all corners of the state. Poverty rates are being driven lower for all ages, racial and ethnic groups. Household incomes are reaching historic highs on an inflation-adjusted basis. The median household in Oregon now earns as much as their counterparts in other states, which has not been the case since the timber industry restructured almost four decades ago. The feel-good part of the economic expansion has clearly arrived.

Median Household Income

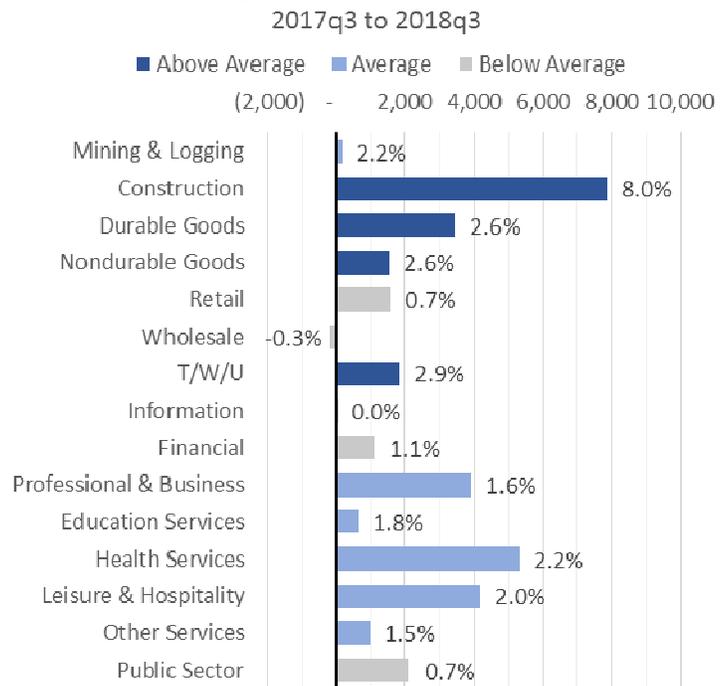


Oregon's Industries

So far in recovery, Oregon's large service sector industries have generally led job growth in terms of the number of jobs added and the rate of growth. These include jobs in professional and business services, health services, and leisure and hospitality industries. These three industries have gained 13,400 jobs in the past year and account for 39 percent of all job gains across the state. The good news is that this dependence on service jobs has fallen as the expansion continues. Other industries have been adding jobs, which was not the case earlier in the expansion.

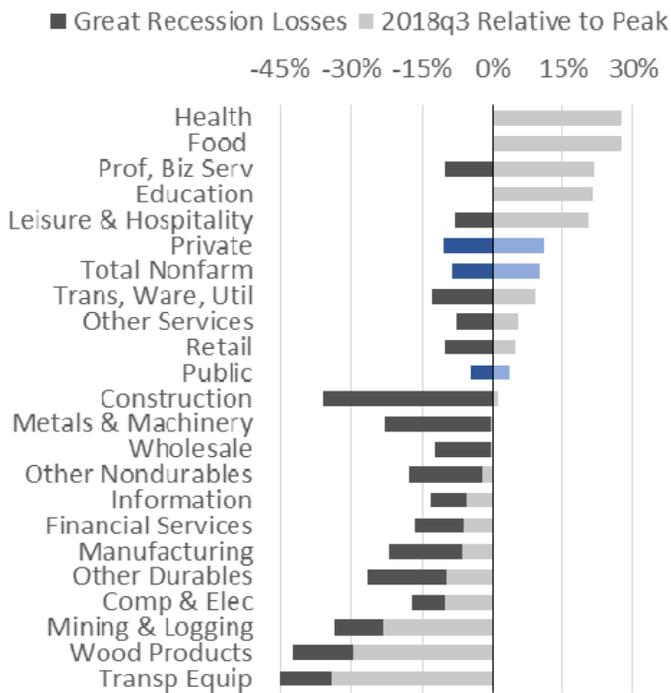
Looking at the business cycle as a whole, each of Oregon's major industries has experienced some growth in recovery, albeit uneven. Currently, payrolls in 10 major industries are at all-time highs. Food manufacturing, education, and health never really suffered recessionary losses – although their growth did slow during the recession. Professional and business services and leisure and hospitality have each regained all of their losses and are leading growth today. In recent quarters, the public sector, retail trade, transportation, warehousing and utilities, and construction have surpassed their all-time highs. The nine private sector industries at all-time highs account for 64 percent of all statewide jobs. The public sector accounts for an additional 16 percent of all jobs.

Oregon Employment Growth



With the Great Recession being characterized by a housing bubble, it is no surprise to see wood products, construction, mining and logging, and financial services (losses are mostly real estate agents) among the hardest hit industries. These housing-related sectors are now recovering, although they still have much ground to make up.

Oregon Employment by Industry



Goods-producing industries are very sensitive to the business cycle. Coming off such a deep recession, goods-producing industries exhibited stronger growth than in past cycles. While all manufacturing subsectors have seen some growth, most are unlikely to fully regain all of their lost jobs.

Transportation equipment manufacturing suffered the worst job cuts and is likely in structural decline due to the RV industry’s collapse. With that being said, the subsectors tied to aerospace are doing better and the ship and boat building subsector is growing again. Metals and machinery manufacturing, along with mining and logging, have shown the largest improvements since the depths of the recession.

Despite structural challenges, Oregon’s manufacturers typically outperform those in other states, in large part due to the local industry make-up. Oregon does not rely upon old automakers or

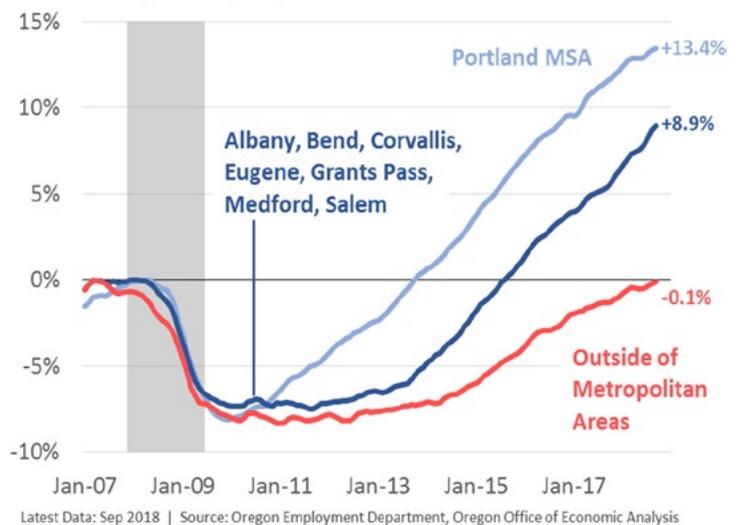
textile mills. The state’s manufacturing industry is comprised of newer technologies like aerospace and semiconductors. Also, Oregon’s food processing industry continues to boom.

As the economy continues to expand there will be net winners and net losers among industries when it comes to jobs, income and sales. Business cycles have a way of restructuring the economy.

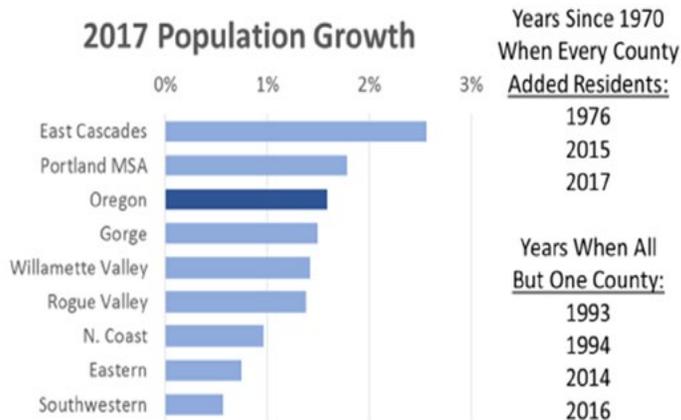
Oregon’s Regions

At the statewide level, most economic indicators have fully recovered from the recession. Oregon’s economic expansion first began in the Portland metro region in 2010. Job growth returned first to the largest and most diverse regional economy in the state.

Oregon Employment: Metro and Nonmetro



Every County Growing



Over the subsequent years, the recovery has spread out across the state's regions and industries. Make no mistake, disparities remain, however, and Oregonians of all types and in all locations are seeing gains as recent Census data has confirmed. Every county in the state added population in 2017. During each of the past four years, no more than one of Oregon's counties missed out on population growth. Such widespread gains have been very rare historically, even during boom times.

Population growth and migration trends represent Oregon's largest comparative advantage relative to other states. Recent erosion in housing affordability puts this advantage at risk. In both Oregon's population centers and rural areas, housing costs account for a large share of household income. Recent house price appreciation has been driven by a lack of supply. Across the state, construction activity has not kept up with the growth in households, pushing house prices upward.

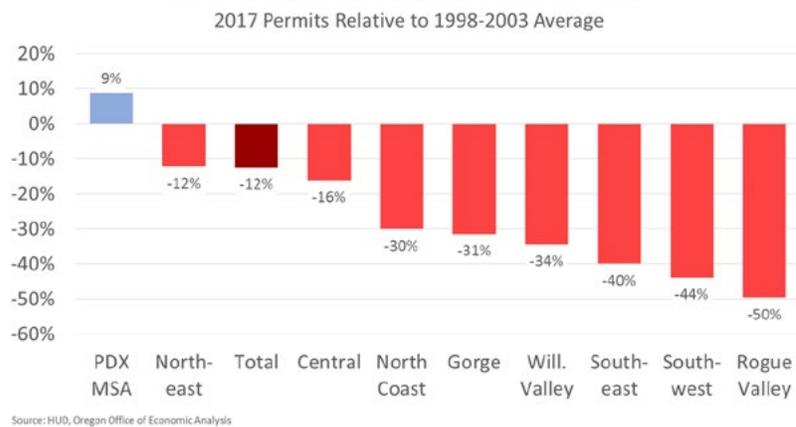
The Portland region continues to experience transformational growth. When compared with the other big metro areas around the country, Portland's growth in high-wage jobs, increases in educational attainment, and household income gains all rank in the Top 5 among the 100 largest metros.

The rest of the Willamette Valley's population centers are likewise experiencing strong income growth to accompany their recent

economic improvements. Corvallis and Salem are at historic highs for median household income, while Albany and Eugene are close. The gains in Lane County are especially encouraging given the severity of the Great Recession and restructuring of the regional economy after the permanent closure of two major manufacturing industries.

Bend continues to defy expectations in the aftermath of one of the nation's worst housing bubbles a decade ago. Incomes are finally growing again in southern Oregon, in the Umpqua and Rogue Valleys. These regions were hit hard by the housing downturn too, but recovery has been a bit more difficult than in Bend. The underlying dynamics driving higher incomes remains the same as in the Portland region--it is all about employment rates and wage gains. Incomes in Jackson and Douglas counties are at historic highs. Josephine County has yet to fully regain its losses, but saw sharp improvement in 2017.

Low Levels of New Construction



2019-21 Outlook and Risks

Current economic growth remains strong, but is set to slow during the 2019-21 biennium for a number of reasons. Labor force growth is slowing as many baby boomers reach their retirement years. The hot economy has also made workers scarce, and led to other capacity constraints including scarce equipment, supplies, transportation and commercial space.

Such hurdles to growth do not prevent firms from expanding and propelling the economy, but they do require time, plans, and money to overcome. The low-hanging fruit of growth is gone in a mature expansion.

At the peak of the cycle, Oregon was adding around 5,000 jobs per month as it has been climbing out of the recessionary hole and pulling workers back in from the sidelines. With workers now becoming harder to find, this rate of growth cannot be sustained going forward. Only around 2,000 new jobs per month will be needed to keep up with our growing population over the next biennium.

Not only is growth expected to slow, but uncertainty surrounding the economic outlook increases over the course of the upcoming 2019-21

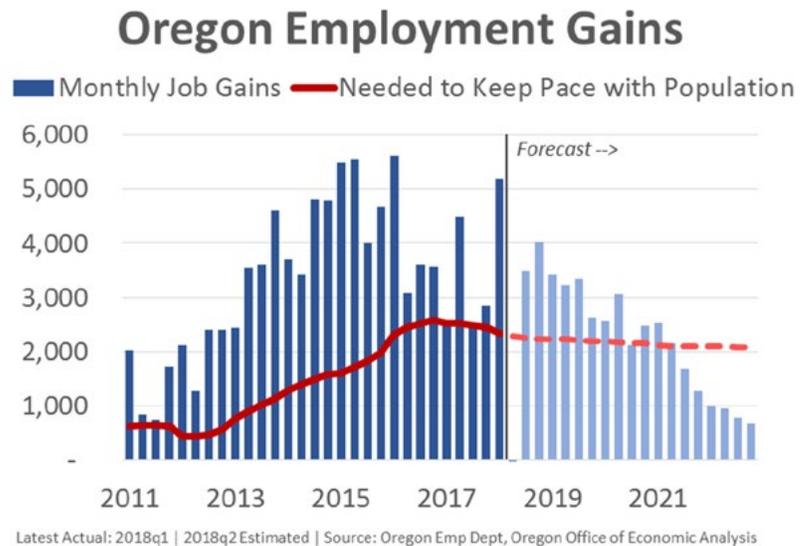
biennium. The primary drivers of uncertainty relate to federal policies and the magnitude of their impact on the economy. As the tax cuts and spending increases play out at the federal level, fiscal policy will turn from a driver to a drag on growth in 2020. Similarly, monetary policy will have transitioned from accommodative to neutral, and likely even restrictive in a couple of years. The full impact of the Federal Reserve's rate hikes that began in late 2015 will be working to slow the economy.

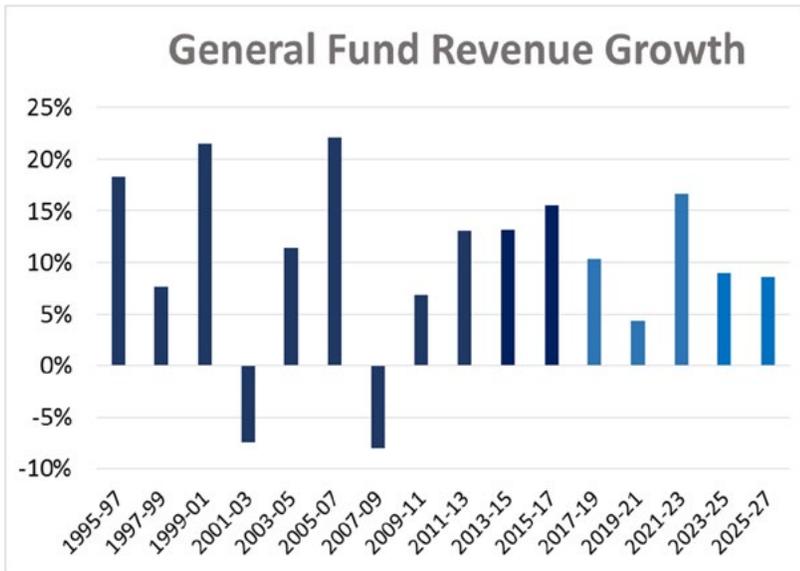
To be clear, the next recession is not yet seen in the data, nor most forecasts, however the shape of the business cycle is coming into focus. It will largely be up to the Federal Reserve, and how it responds over the coming year or two, in determining when this expansion ends and the next recession begins.

2019-21 Revenues

Oregon's economy is volatile. State General Fund revenues are even more so. The expected slowdown in economic growth during the 2019-21 budget period is magnified in the revenue outlook. Should a recession occur, state revenue losses will be more pronounced than the underlying income losses suffered by households and businesses.

Taxable investment income such as dividends, rents and capital gains can dry up overnight. Taxable business sales and profits are very fickle as well.





Making matters worse, as the baby boom population cohort works less and spends less, traditional state tax instruments such as personal income taxes and general sales taxes will become less effective, covering a smaller share of economic activity. Going forward, Oregon’s General Fund resources are only expected to grow around 10 percent per biennium, which is not fast enough to keep up with the rising cost of public services.

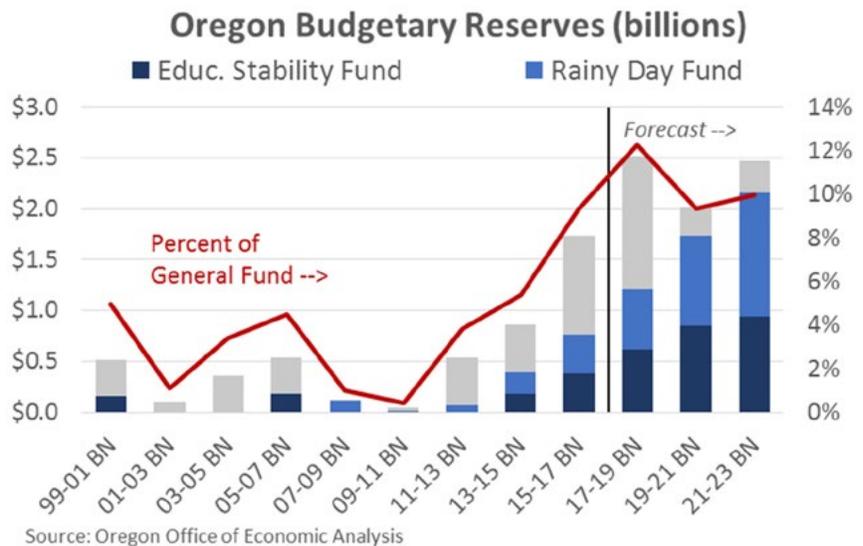
Another factor behind slower expected revenue growth is the impact of federal policy. As with the economic outlook, federal policy turns from a driver to a

drag on the revenue outlook going forward. Federal tax reforms generated a surge in state tax collections, much of which is temporary in nature. Together with the fleeting nature of recent tax collections, Oregon’s unique kicker law is acting to mute expected revenue growth. While more revenue has been collected during the current biennium, less will be available during the 2019-21 budget period.

Growth will certainly slow to a sustainable rate in the coming years, but the path taken to get there is unknown. The exact timing and steepness of this deceleration is difficult to predict, leading to a wide range of possible revenue outcomes for the 2019-21 budget period.

While the revenue outlook is uncertain, Oregon is in a better position than in the past to manage this risk. Encouragingly, Oregon has saved a larger amount of reserve funds than ever before. Due to automatic deposits into Oregon’s Rainy Day Fund and Education Stability Fund throughout the long expansion, total budget reserves of \$2.5 billion are expected by the start of the biennium.

Oregon’s budget writers have never had access to significant reserve funds during past recessions. Although today’s reserves will not cover all of the likely shortfall caused by a recession, they are large enough to ease much of the pain.



Demographic Change

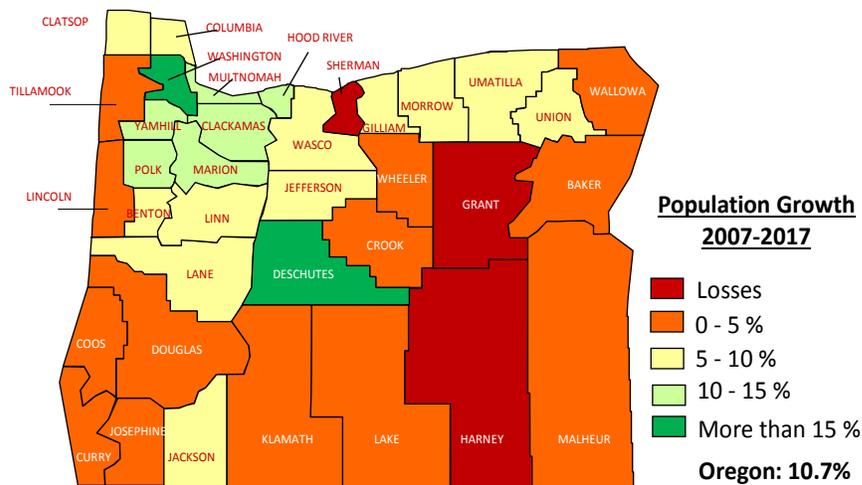
Oregon’s population is currently showing very strong growth as a consequence of the state’s strong economic recovery. Population growth between 2016 and 2017 was 10th fastest in the nation. Based on the current forecast, Oregon’s population of 4.1 million in 2017 will reach 4.7 million in the year 2027 with an annual rate of growth of 1.2 percent between 2017 and 2027.

Oregon’s population growth changes with its economic and employment outlook. After an economic and population boom in the 1990’s, two severe recessions during the decade preceding the 2010 Census curtailed population gains and probably cost Oregon one additional seat in the U.S. House of Representatives. The population growth during the decade of 2000 to 2010 was 12.0 percent, down from 20.4 percent growth from the previous decade. Oregon’s rankings in terms of decennial growth rate dropped from 11th between 1990-2000 to 18th between 2000 and 2010. Oregon’s decennial population growth rate during the most recent census decade was the second lowest since 1900. Census 2020 data will look much better.

GEOGRAPHIC VARIATIONS

The figure below shows a decade long population change by county between 2007 and 2017. Overall, Oregon’s population growth was 10.7 percent during this period. However, there are large variations by region and county. Exceptionally high growth counties (exceeding 15 percent increase) were Deschutes and Washington. Although growth slowed considerably in Deschutes County during the recent

Population Growth By County, 2007-2017



Source: Population Research Center, PSU

Office of Economic Analysis

recession, the county led the state with 21.9 percent growth over the past decade. The moderately growing counties (between 10 and 15 percent increase) were Hood River, Multnomah, Clackamas, Polk,

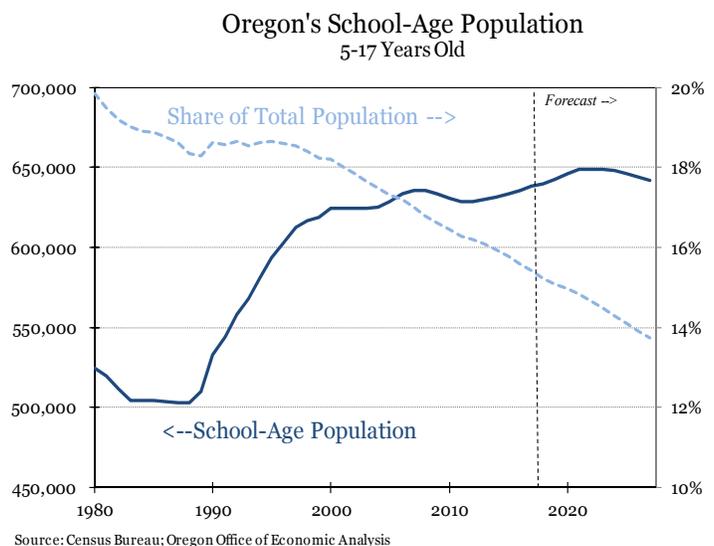
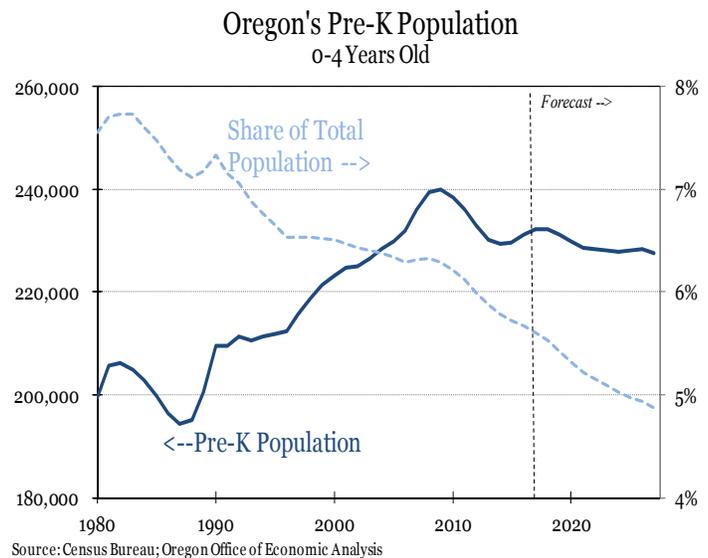
Yamhill, and Marion. The slow growing counties (between 5 and 10 percent increase) were Benton, Jefferson, Linn, Wasco, Jackson, Umatilla, Lane, Columbia, Gilliam, Union, Morrow, and Clatsop. The counties with very slow growth (between 0 and 5 percent) were Lincoln, Crook, Josephine, Douglas, Tillamook, Lake, Baker, Klamath, Malheur, Curry, Wallowa, Wheeler and Coos. Three counties losing population (negative growth) were Sherman, Harney, and Grant. Population growth by county reflects the local economic environment. In general, counties in the upper Willamette Valley and Central Oregon experienced the fastest population growth.

CHANGE IN AGE STRUCTURE

The figures below show that population growth differs by age group with budgetary implications.

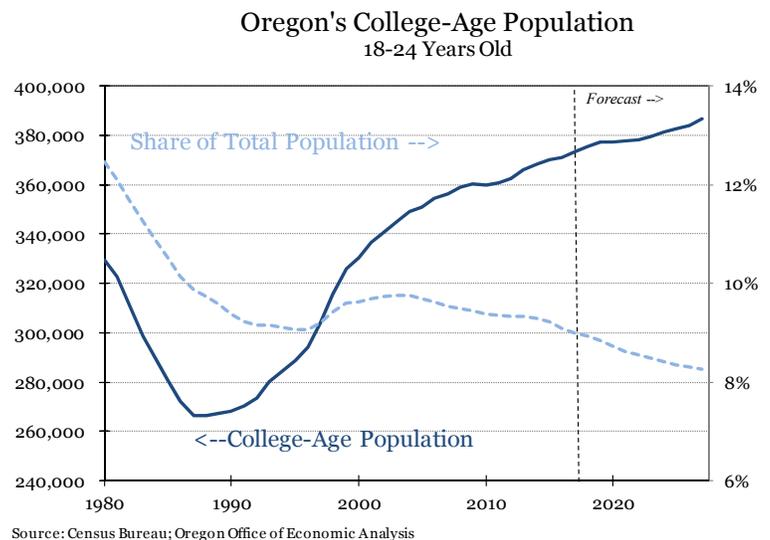
Children

- Under five years. The size of this age group directly affects demand for childcare, Head Start, and Temporary Assistance for Needy Families (TANF). Between 2019 and 2021 the number of children under age five will decrease by 1.2 percent. The growth in this cohort was negative or slow in the recent past mainly due to the decline in the annual number of births associated with an increasing tendency towards smaller family-size and slowdown in the net in-migration of children and young adults at the early stage of family formation.
- School age. The children in the five to 17 year age group drive demand for K-12 public school enrollment. Nearly 90 percent of five to 17 year-olds are enrolled in public schools. After growing rapidly during the early 1990's, population growth in this age group has slowed for nearly two decades and will continue this trend in the near future. After several years of negative growth, the growth in the number of school-age children has turned positive starting in 2012. However, the percentage increase remains well below the state's overall population rate of change. Between 2019 and 2021, the number of school-age children is expected to grow by 0.9 percent.

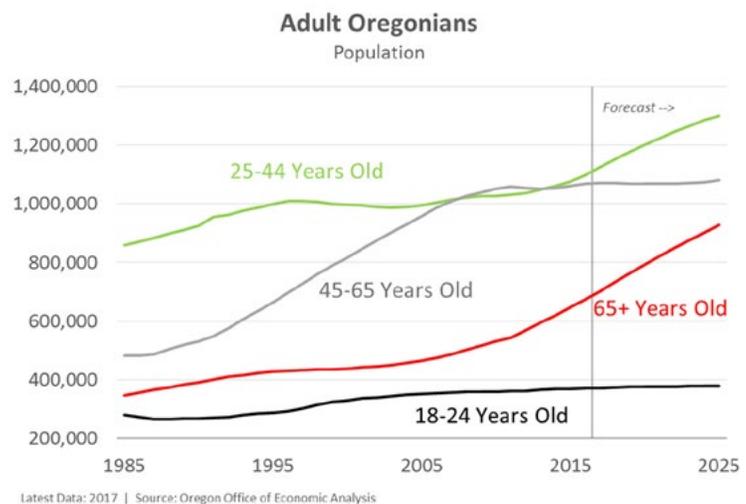


Adults

- Ages 18 to 24.** This age group drives demand for post-secondary education and entry-level jobs. Nearly 70 percent of all undergraduate students in Oregon public universities are 18 to 24 years old. Although the population in this age group has shown very small change, college enrollment in general is associated with competing opportunities. Enrollment increased in the past at a much faster rate than the 18-24 age population due to the lack of competing employment opportunities. Also, males in this age group are the criminally “at risk” population with the highest arrest rate of all adults. Consequently, population in this age group is a major factor in forecasting demand for prison and jail beds and probation services. The growth in this population group, however, has slowed and will continue to taper off to negative territory as the “baby-boom-echo” cohort exits this age group. Between 2019 and 2021, this population will remain virtually unchanged.



- Ages 25 to 64.** Working-age adults comprise 53 percent of the total population. The nature of this group is heavily influenced by baby-boomers. The working-age population is the major contributor to the state’s tax revenue and puts very little direct pressure on state services. However, younger adults need entry-level jobs and older adults require continued training in a changing technological environment. All of them, especially young adults at the beginning stage of their family formation, need affordable housing, childcare, and schools for their young children. Overall, this population group will grow by 2.2 percent between 2019 and 2021, with older working age adults 45 to 64 virtually unchanged as the baby-boomers continue to mature out of this age category.



Older Adults

- Ages 65 and over.** Since 1950, Oregon’s older adult population has more than tripled, while the total population has nearly doubled. Growth in this group was slow between 1995 and 2002, largely

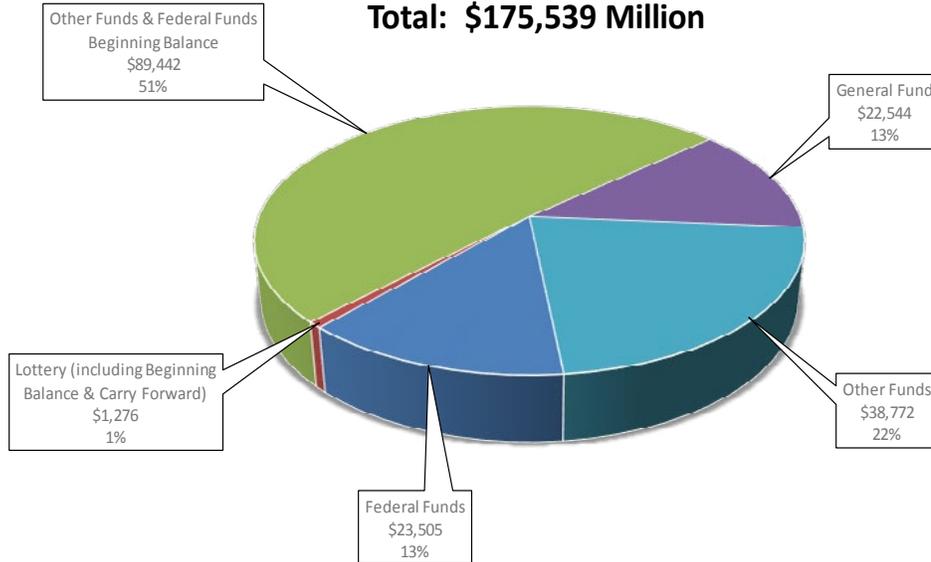
due to the depression era birth-cohort reaching retirement age. However, the trend has already reversed and will continue its faster pace of growth. Beginning in 2011, this population group has consistently exceeded a four percent annual growth rate. The older adult population accounts for 17.0 percent of the total population. Between 2019 and 2021, the combined older adult population will grow by 7.7 percent. However, the number of elderly aged 75 to 84 will increase by a larger 9.1 percent as the early baby boomers enter and depression era cohort exit this age group, far exceeding the state's overall growth of 2.6 percent and will grow at the fastest pace of all age groups. During the same period, the number of oldest elderly (85 plus) will increase by 2.8 percent. The young elderly require relatively little government assistance, while persons aged 85 and over tend to require more public assistance. Many members of the senior population require health care, pension support, and special housing. They are highly dependent on state long-term care services. Different age groups of the elderly population will manifest the effects of people born during the depression era and baby boom period.

Race and Ethnic Composition

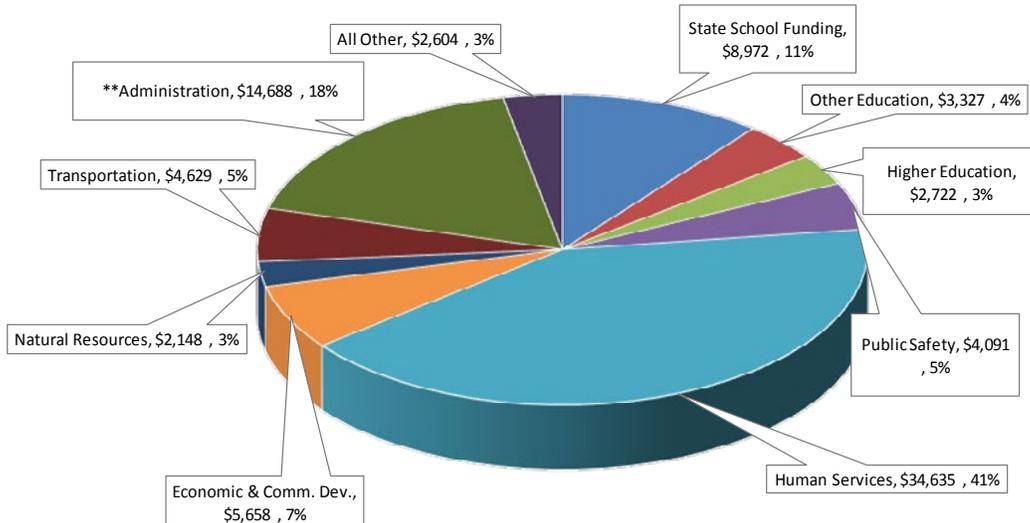
- Oregon has become more racially and ethnically diverse. A more diverse population entails meeting the needs of increasing racial and ethnic minorities. Oregon's population is overwhelmingly White. The Census Bureau estimated 87.1 percent of Oregon's population as of the White racial group in 2017. However, only 75.8 percent were non-Hispanic White in 2017, down from 83.9 percent in 2000 Census. Each of the other racial groups accounted for less than five percent of the population.
- Oregon's Hispanic population. The Hispanic or Latino ethnic group, which can be of any race, reached 12.7 percent of Oregon's population in 2017. This ethnic group has been increasing very rapidly. The Hispanic population increased from 112,707 in 1990 to 450,062 in 2010 Census. This ethnic group has grown to 540,923 in 2017.

2019-21 All Funds Budget

Resources Total: \$175,539 Million



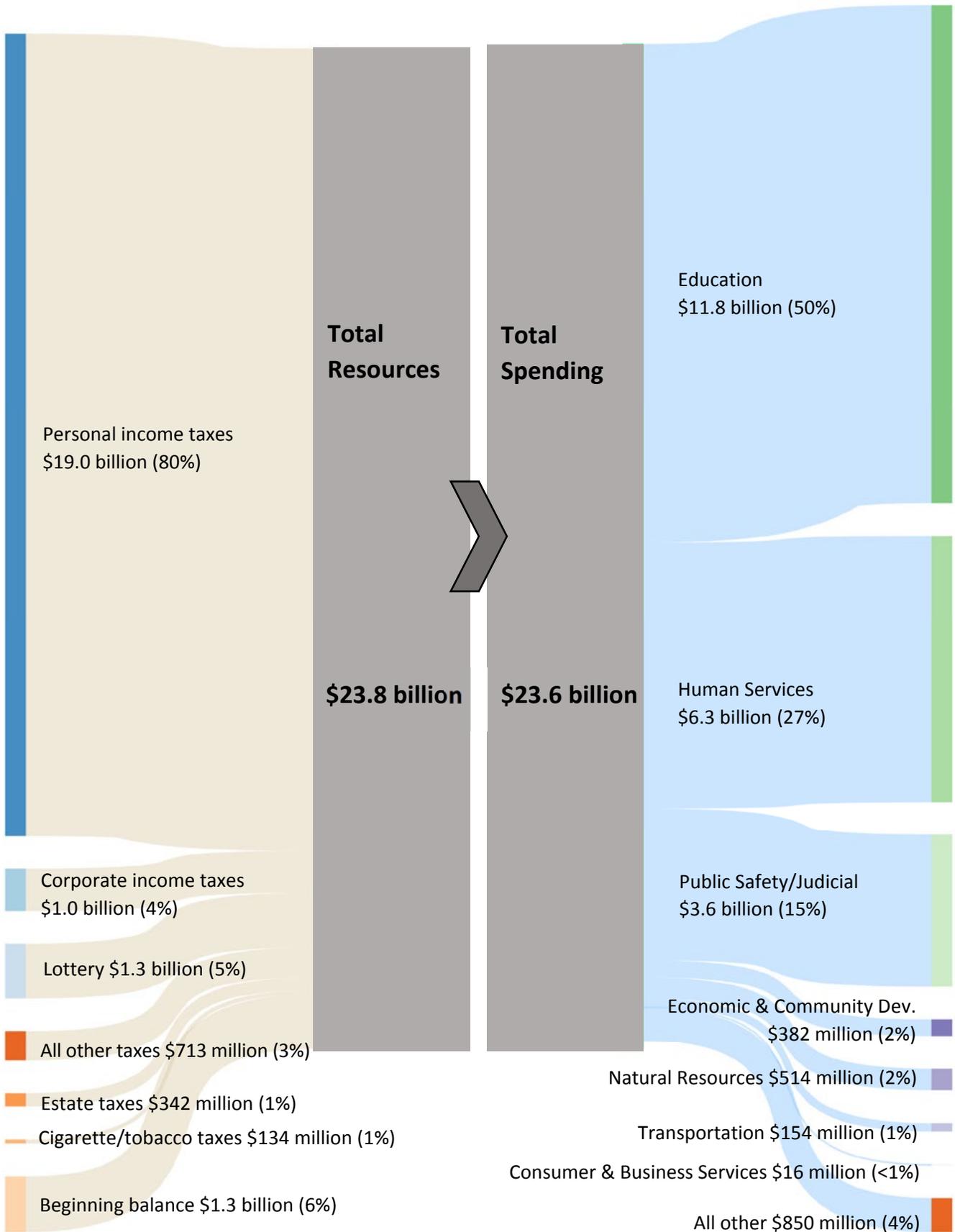
Expenditures Total: \$83,475.3 Million



*Totals may not foot due to rounding.

** Other Funds include \$12.5 billion from the PERS investment fund for paying out to retirees under the Administration section in Expenditures.

2019-21 General Fund/Lottery Funds Budget



*Numbers may not foot due to rounding.



STATE OF OREGON

Department of Administrative Services

Chief Financial Office

155 Cottage St. N.E.

Salem, OR 97301-3965

budget.oregon.gov

actionplanfororegon.gov



STATE OF OREGON
Office of the Governor
KATE BROWN

New Investments in Early Care and Education

Governor's Recommended Budget, 2019-21

Research shows that children who start school lacking the fundamental, developmentally appropriate social and emotional skills are less likely to succeed in school and graduate. The benefits of high-quality pre-kindergarten and early childhood education programs are especially beneficial to children from low-income families. Governor Brown's budget invests \$368.9 million into early care and education, to set up the youngest Oregonians for success.

Investments include:

Child Care Supply & Quality: The Governor's budget and investment proposal addresses the child care shortage throughout the state with a combination of efforts to incentivize more providers to provide quality care.

- Infant & Toddler Care (Baby Promise): \$10 million aimed at increasing the supply of quality and affordable infant and toddler care.
- Licensing Caseloads: \$1.5 million to prevent an increase in caseloads, which impact quality oversight, and continue to improve efficiencies when multiple agencies are involved in investigations.

Preschool & Kindergarten Readiness: There are about 30,000 low-income kids who have no access to preschool, and we know that high-quality preschool is a key driver of success starting in kindergarten. The Governor's investment plan proposes to close this gap through the following:

- Preschool Promise: \$169.7 million to create six times more slots (nearly 6600) in Oregon's Preschool program that serves children in families at 200% of Federal Poverty Level or below.
- Equity Fund: \$15 million to create a new fund to provide culturally specific and responsive kindergarten readiness services to historically underserved families around the state.

- Oregon Prek & Early Head Start: \$101.3 million to convert nearly a third of existing Oregon Prekindergarten slots to full-day and make the program work better for families by providing transportation services and allowing Head Start to retain high-quality staff. It will also add 960 slots for Early Head Start for families with children birth to 3.
- Early Intervention/Early Childhood Special Education: \$45.6 million to increase the level of service provided to children under 5 years old with disabilities and learning delays.

Workforce Quality: As we grow the early childhood system to serve more kids through high-quality child care and preschool, the Governor is committed to building the pipeline of quality early childhood educators with three strategies.

- Early Learning Professional Networks: \$18.3 million to enhance support for child care providers to improve their quality rating and enhance their ability to serve more children to address the child care shortage.
- Scholarships: \$7 million in scholarships for early childhood educators interested in gaining additional certifications and credentials through a partnership with the Higher Education Coordinating Commission, the Early Learning Division, and the Educator Advancement Council.
- Centers for Excellence: \$3.5 million to create regional demonstration sites to promote collaboration across communities with the ability to best practices in teaching and learning successful transitions across early childhood and K-12.

Community-Based Family and Parenting Support: Governor Brown believes families with young children need a range of services and supports. Her budget invests in the following areas, which will help an additional 2,000 families access programs that promote positive child development and family well-being.

- Relief Nurseries: \$5 million
- Healthy Families Oregon home visiting program: \$2 million
- Parenting education: \$2 million