

Central Oregon Early Care and Education Sector Plan



*Early Learning Hub
of Central Oregon*

*December 2019
January 2020 Approved*





Early Learning Hub of Central Oregon Stewardship Workgroup Charge

Purpose

The Central Oregon Stewardship Workgroup for Early Care and Education Sector Expansion will oversee the regional Early Care and Education planning process and develop the ECE system plan for the region.

Responsibilities

With authority delegated by the Early Learning Leadership Council (Hub Governance Council) the Regional Stewardship Committee will:

- Represent the perspectives of key constituencies and communities in the regional ECE sector planning process
- Develop a base of common knowledge and understanding about the ECE system
- Contribute to the planning for and successful facilitation of family and provider engagement activities
- Review and make meaning of quantitative and qualitative data
- Inform the preparation of deliverables to ELD
- Prioritize issues to target in the regional ECE system plan
- Make recommendations to the Hub Governance Council about the structure needed to oversee the implementation of the regional ECE system plan.

Membership

Early Learning Leadership Council has appointed the following Regional Stewardship Workgroup membership with cross sector representation across the geographic span of Central Oregon. Community engagement activities will also be conducted to gather parent/caregiver specific needs and early care and education professional perspective to service needs in the Region.

Duration

The Stewardship Workgroup will convene for three sessions in October and November to form recommendations to the Early Learning Leadership Council for key deliverables for Student Success Act expansion efforts and Regional Early Care and Education Strategic Plan.

Stewardship Workgroup members agree and commit to this charter as indicated by signatures below.



Early Learning Hub of Central Oregon Regional Stewardship Workgroup Membership

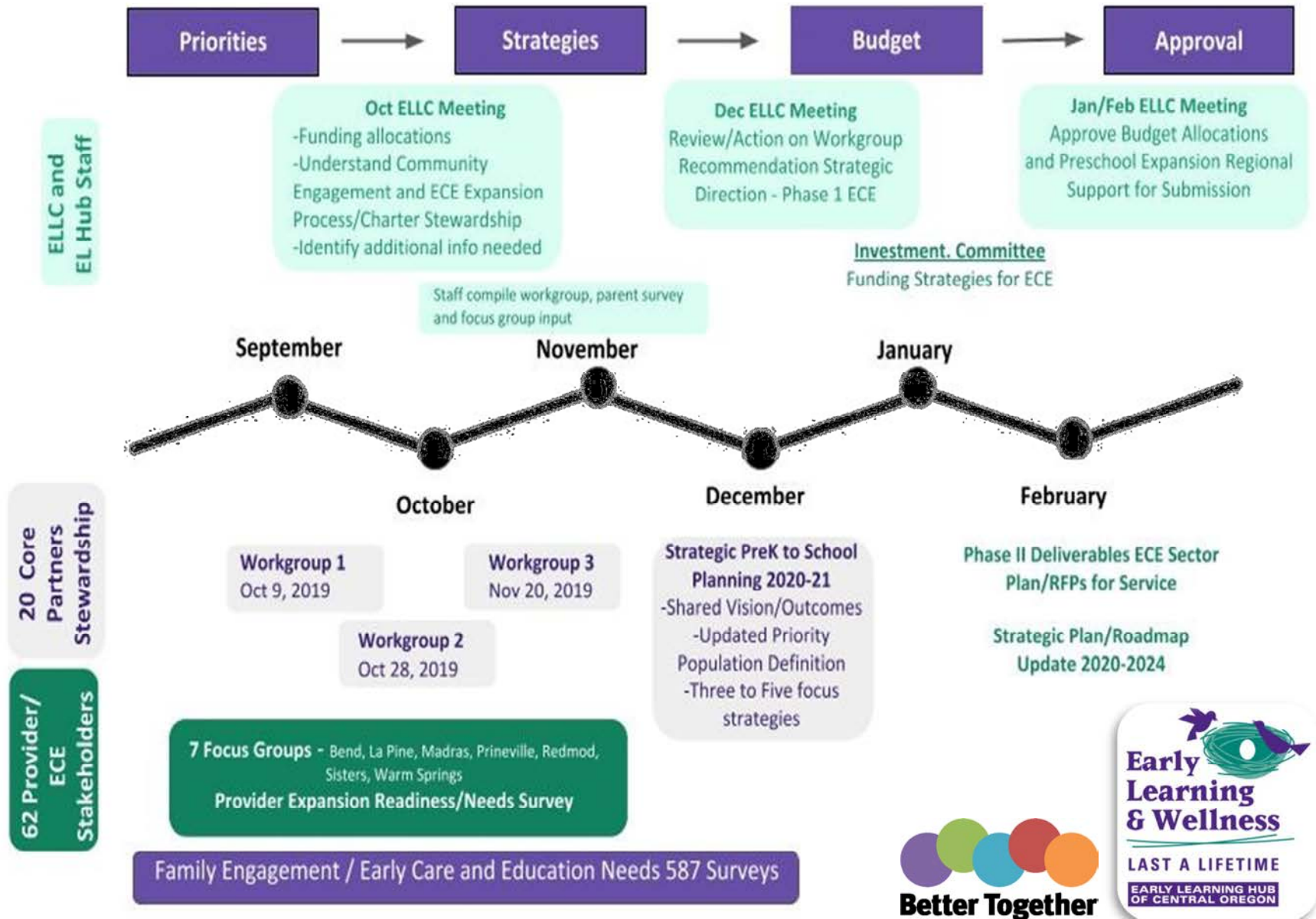
NAME	ORGANIZATION / GROUP REPRESENTING	EMAIL ADDRESS
Paul Andrews	High Desert ESD	paul.andrews@hdesd.org
Kim Brown	NeighborImpact Head Start/Early HS	kimb@neighborimpact.org
Kendra Coates	HDESD P-3 Initiative	kendra.coates@hdesd.org
Caroline Cruz	Warm Springs Health and Human Services	caroline.cruz@wstribes.org
Amy Howell	Central OR Community College ECE Program	ahowell@cocc.edu
Maribel Jimenz	Parent, Barnes Butte Elementary Teacher, COCC ECE Program Instructor,	mjimenez5@cocc.edu
Misty Kopplin	Warm Springs Health and Human Services	misty.kopplin@wstribes.org
DeeAnn Lewis	Family Resource Center/Parenting Hub	deeannl@frconline.org
Desiree Margo	Redmond School District – Redmond Early Learning Center	desiree.margo@redmondschools.org
Teresa Martin	The Children's Learning Center	teresam@madrastclc.org
Donna Mills	Central Oregon Health Council	donna.mills@cohealthcouncil.org
Cassandra Moses	Warm Springs Head Start and Tribal Care	c.moses@wstribes.org
Lora Nordquist or designee	Bend – La Pine School District	lora.nordquist@bend.k12.or.us
Ken Parshall	Jefferson County School District/ESD	kparshall@509j.net
Gabriella Peden	Parent, Juntos Aprendemos Leadership	gabriella.peden@hdesd.org
Karen Prow	NI Child Care Resource and Referral	karenp@neighborimpact.org
Heather Rogan	Oregon Child Development Coalition	heather.rogan@ocdc.org
Kara Tachikawa	Mountain Star Relief Nursery	karat@mtstar.org
Oliver Tatom	Parent	olivertatom@gmail.com
Diane Tipton	HDESD Early Intervention/Early Childhood Special Education	diane.tipton@hdesd.org
ELLC Leadership:		
Tim Rusk	Chair	timr@mtstar.org
Patty Wilson	Vice Chair/Chair-Elect	pattyw@neighborimpact.org

Staff Support and Consultation:

Brenda Comini	Director	brenda.comini@hdesd.org
Marci Oakes	Program Coordinator	marci.oakes@hdesd.org
Whitney Swander	Data Director	whitney.swander@hdesd.org
Cora Ives	Data Specialist	cora.ives@hdesd.org
Jen Rusk	Rusk Coaching & Consulting	jen.rusk@gmail.com

Central Oregon Early Care and Education Sector Plan

Process and Timeline



Deliverable 1: Analysis of Priority Populations for ECE Expansion

Historically Underserved Populations

Children at economic disadvantage and experiencing gaps in access to school readiness services and supports where current services are available to less than 50% of the eligible population.

Geographically: <100% FPL - Sisters, Crook County, Redmond, Bend, La Pine/Sunriver
100% up to 200% FPL - Crook, Deschutes, Jefferson Counties, Warm Springs

Children who are emerging bilingual speakers without access to quality care and education with cultural and linguistic supports

Geographically: Prineville, Culver, Sisters, Madras, Bend, Redmond

Children experiencing social complexity and trauma

Indicator Focus:

- Parents incarcerated or single parent
- Parents accessing mental health/substance abuse services
- Children in foster care or experiencing homelessness

Children experiencing developmental delay and/or health complexity

Indicator Focus: Children participating in Early Childhood Special Education in need of preschool opportunities at recommended duration with inclusion supports

Children identifying as Native American without access to culturally specific programming including native language and indigenous history supports

Geographically: Warm Springs and broader Central Oregon area.

Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement																										
Children at economic disadvantage - <100% federal poverty level	Estimate # eligible children: 3,021 children age 0-5 <100%FPL	<table><tr><th><100% FPL</th><th colspan="2">%/# Eligible not served</th></tr><tr><td>Sisters</td><td>100%</td><td>238</td></tr><tr><td>Crook Co</td><td>85%</td><td>337</td></tr><tr><td>Redmond</td><td>85%</td><td>777</td></tr><tr><td>Bend</td><td>77%</td><td>608</td></tr><tr><td>La Pine/Sunriver</td><td>76%</td><td>128</td></tr></table>	<100% FPL	%/# Eligible not served		Sisters	100%	238	Crook Co	85%	337	Redmond	85%	777	Bend	77%	608	La Pine/Sunriver	76%	128	Outreach and survey on family early care and education needs with emphasis on hours and type of care needed, qualities parents look for when seeking care, current and preferred cost and additional attributes desired. Over 500 respondents, representing over 700 children aged birth to 5 are represented in results shared by location through an interactive format at www.earlylearninghubco.org	Parents responding indicated a majority, 56% needed full time care, with 13% indicating a need for school day care; 19% needing half-time care and an average of 4% needing evening and/or weekend care.								
	<100% FPL		%/# Eligible not served																											
	Sisters		100%	238																										
	Crook Co		85%	337																										
Redmond	85%	777																												
Bend	77%	608																												
La Pine/Sunriver	76%	128																												
Source: 2017 ACS 5 year estimate																														
Estimate # children served: Region wide – 545 children (17% served/83% unserved)																														
Source: 2019 Provider Data, NACRA and Head Start Provider Survey																														
Children at economic disadvantage - from 100% up to 200% federal poverty level	Discussion of quantitative disparity in service: Regionally the percentage of children served ranges from 0 to 69% with access to publically insured (primarily Head Start) opportunities significant less in five areas of the Region.	Nearly 2/3 of unserved children reside in geographic areas with less than 25% of eligible children served	Respondent reports of current cost of care indicate that our sampling does highly reflect our population experiencing economic disadvantage.	Approximately 8% of respondents reported not needing care, with parent/family support available.																										
	Estimate # eligible children 3,735 children age 0-5 at 100% up to 200% FPL Source: 2017 ACS 5 year estimate Estimate # children served Up to 649 children served through ERDC – Source: Oregon DHS Public Assistance Programs – Branch/District Data, July 2019	<table><tr><th>100 to 200% FPL</th><th colspan="2">%/# Eligible not served</th></tr><tr><td>Sisters</td><td>100%</td><td>477</td></tr><tr><td>Culver</td><td>100%</td><td>22</td></tr><tr><td>Crook Co</td><td>90%</td><td>386</td></tr><tr><td>Bend</td><td>84%</td><td>1460</td></tr><tr><td>Warm Springs</td><td>77%</td><td>94</td></tr><tr><td>La Pine/Sunriver</td><td>76%</td><td>105</td></tr><tr><td>Redmond</td><td>74%</td><td>542</td></tr><tr><td>Madras</td><td>66%</td><td>131</td></tr></table>	100 to 200% FPL	%/# Eligible not served		Sisters	100%	477	Culver	100%	22	Crook Co	90%	386	Bend	84%	1460	Warm Springs	77%	94	La Pine/Sunriver	76%	105	Redmond	74%	542	Madras	66%	131	In addition to cost and availability, program safety, nutritious meals and transportation were the highest basic care needs shared in parent comments.
			100 to 200% FPL	%/# Eligible not served																										
			Sisters	100%	477																									
Culver			100%	22																										
Crook Co	90%	386																												
Bend	84%	1460																												
Warm Springs	77%	94																												
La Pine/Sunriver	76%	105																												
Redmond	74%	542																												
Madras	66%	131																												
Discussion of quantitative disparity in service: Central Oregon Region does not currently have any public Preschool Promise funded programs and has limited participation in ERDC by families and providers.	Note: # served not broken down by age/reflects maximum number served and includes duplicated child #'s																													
				48 Respondents report attending an early care or education program outside their city of residence.																										
				Variances in care needs: <ul style="list-style-type: none">The highest percentage of respondents reporting needing full time or school day care were 80% in Bend, 71% in Warm Springs and 70% in La Pine/Sunriver.																										
				<ul style="list-style-type: none">24% of Jefferson County respondents report seeking care outside their city of residence.10% of Warm Springs respondents report needing evening and weekend care options, followed by Crook County at 7%, Redmond and Jefferson County at 6%.33% of Hispanic/Latino respondents in Jefferson County report needing half-time care compared to 28% of Jefferson County overall, and 22% of respondents in Redmond.																										

Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement																																																																																										
Children who are emerging bilingual speakers	Estimate # eligible children: 840 children		Outreach and survey on family early care and education needs with emphasis on hours and type of care needed, qualities parents look for when seeking care, current and preferred cost and additional attributes desired. Over 500 respondents, representing over 700 children aged birth to 5 are represented in results shared by location through an interactive format at www.earlylearninghubco.org	Spanish language family surveys highlight preferences of safety, trust and program reputation. Reliable care was also frequently mentioned. Parent respondents also reflected a lack of affordable services in their community and several shared that their income just missed Head Start eligibility. Overall, family preference is for programs that support culture and language with some parents specifying a “family like” setting and looking for options where siblings of varying ages could attend. Parents specifically noted that they could not find options in Bend that were Spanish language or reflected their cultural values. 71% of respondents report needing full day or school day care, with 24% preferring half day care and 3% needing evening or weekend care. Current reported cost of care for families by mean and median amount was \$221/\$0 monthly with ideal monthly amount \$257/\$200 respectively.																																																																																										
	Source: 2017 ACS 5-year estimate																																																																																													
	<table><tr><th>Location</th><th># Children < 6 yrs</th><th colspan="2">Linguistic/ Spanish Lang</th><th colspan="2"># Slots Provider Preferred Lang Spanish</th></tr><tr><th></th><th></th><th>#</th><th>% pop</th><th># slots</th><th>% pop</th></tr><tr><td colspan="6">CROOK</td></tr><tr><td>Prineville</td><td>1021</td><td>66</td><td>6%</td><td>0</td><td>0%</td></tr><tr><td colspan="6">DESCHUTES</td></tr><tr><td>Bend</td><td>6723</td><td>323</td><td>5%</td><td>71</td><td>22%</td></tr><tr><td>La Pine</td><td>447</td><td>7</td><td>1%</td><td>0</td><td>0%</td></tr><tr><td>Sisters</td><td>1346</td><td>36</td><td>3%</td><td>0</td><td>0%</td></tr><tr><td>Redmond</td><td>2765</td><td>166</td><td>6%</td><td>36</td><td>22%</td></tr><tr><td colspan="6">JEFFERSON</td></tr><tr><td>Madras</td><td>725</td><td>161</td><td>22%</td><td>26</td><td>16%</td></tr><tr><td>Culver</td><td>225</td><td>74</td><td>13%</td><td>0</td><td>0%</td></tr><tr><td colspan="6">CONFEDERATED TRIBES</td></tr><tr><td>Warm Springs</td><td>495</td><td>7</td><td>1%</td><td>0</td><td>0%</td></tr><tr><td>Totals</td><td>13747</td><td>840</td><td>6%</td><td>133</td><td>16%</td></tr></table>				Location	# Children < 6 yrs	Linguistic/ Spanish Lang		# Slots Provider Preferred Lang Spanish				#	% pop	# slots	% pop	CROOK						Prineville	1021	66	6%	0	0%	DESCHUTES						Bend	6723	323	5%	71	22%	La Pine	447	7	1%	0	0%	Sisters	1346	36	3%	0	0%	Redmond	2765	166	6%	36	22%	JEFFERSON						Madras	725	161	22%	26	16%	Culver	225	74	13%	0	0%	CONFEDERATED TRIBES						Warm Springs	495	7	1%	0	0%	Totals	13747	840	6%	133	16%
	Location	# Children < 6 yrs			Linguistic/ Spanish Lang		# Slots Provider Preferred Lang Spanish																																																																																							
					#	% pop	# slots	% pop																																																																																						
	CROOK																																																																																													
	Prineville	1021			66	6%	0	0%																																																																																						
	DESCHUTES																																																																																													
	Bend	6723			323	5%	71	22%																																																																																						
	La Pine	447			7	1%	0	0%																																																																																						
Sisters	1346	36	3%	0	0%																																																																																									
Redmond	2765	166	6%	36	22%																																																																																									
JEFFERSON																																																																																														
Madras	725	161	22%	26	16%																																																																																									
Culver	225	74	13%	0	0%																																																																																									
CONFEDERATED TRIBES																																																																																														
Warm Springs	495	7	1%	0	0%																																																																																									
Totals	13747	840	6%	133	16%																																																																																									
Estimate # children served: 133 children, ages 0-5		Geographic Areas of Highest need (with over 35 children):																																																																																												
Source: Provider Preferred Spanish Language/# of slots for ages 0-5, provider self-report, NACRA Nov 2019 Provider Report.		Prineville 0% Culver 0% Sisters 0% Madras 16% Bend 22% Redmond 22%																																																																																												
Discussion of quantitative disparity in service: Spanish language and bilingual families have limited options across the region, with no provider preference Spanish language or bilingual programming indicated in Prineville or Culver. While the largest numbers of children without access to provider preference for Spanish language programming in Redmond (130 children). Madras (135 children) and Bend (252 children).																																																																																														

Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement		
Children experiencing social complexity and trauma	Estimate # eligible children: 2,229 (3+ Factors)		Outreach and survey on family early care and education needs with emphasis on hours and type of care needed, qualities parents look for when seeking care, current and preferred cost and additional attributes desired. Over 500 respondents, representing over 700 children aged birth to 5 are represented in results shared by location through an interactive at www.earlylearninghubco.org	While we did not specifically ask families to self-identify as facing social complexity or trauma, parent comments include references to barriers/lack of care to serve children who have experienced trauma, preference for child placement in environments that are less hectic, fewer children and with higher adult/child ratios. Reflections also highlighted a need/concern for consistent adult presence in establishing safety and looking for skilled providers to help support children who are acting out, needing toilet training and socialization support with other children.		
	Regional Social Complexity among Children ages 0-5					
		Crook (pop. 970)			Deschutes (pop. 5888)	Jefferson (pop. 1433)
	3+ Factors	295/30.4%			1348/22.9%	586/40.9%
	2 Factors	112/11.5%			695/11.8%	216/15.1%
	1 Factor	232/23.9%			1395/23.7%	274/19.1%
	0 Factors	331/34.1%			2449/41.6%	357/24.9%
	Social Complexity Factors:					
		Crook			Deschutes	Jefferson
	Parent Incarceration	179/18.5%			888/15.1%	310/21.6%
Mental Health (parent)	415/42.8%	2144/36.4%	651/45.4%			
Substance Abuse (parent)	241/42.8%	1064/18.1%	444/31.0%			
Foster Care	51/5.3%	259/4.4%	13/9.6%			
Mental Health (child)	67/6.9%	605/10.3%	117/8.2%			
	(Source: OPIP Health Complexity County Summaries, Oct 2019)					
	Estimate # children served: Current service numbers for this population is currently unknown with opportunity to strengthen intentional service delivery. Currently Head Start family assessments collect information on parent legal involvement, and parent self-report for mental health and substance abuse.					
	Discussion of quantitative disparity in service: We know that families with high social complexity are often not able to navigate systems to access quality care, especially in areas where resources are scarce and in high demand. Prioritizing this population is to ensure strategic action to providing service for young children during the most vulnerable years. Provider support would include family engagement and support services and where indicated, collaboration with other service sectors supporting child/family.					
<i>*Social complexity is defined by COE4CCN as “a set of co-occurring individual, family or community characteristics that have a direct impact on health outcomes or an indirect impact by affecting a child’s access to care and/or a family’s ability to engage in recommended medical and mental health treatments.”</i>						

Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement		
Children experiencing developmental delay and/ or health complexity	Estimate # eligible children: 1,375 children Regionally with Health Complexity 178 children regionally in ECSE Programming at Med/High need/recommended preschool participation		Outreach and survey on family early care and education needs with emphasis on hours and type of care needed, qualities parents look for when seeking care, current and preferred cost and additional attributes desired. Over 500 respondents, representing over 700 children aged birth to 5 are represented in results shared by location through an interactive at www.earlylearninghubco.org Note: Additional parent preference provided for this priority population from EI/ECSE Parent Survey.	Although we did not ask parents to self-identify if they were seeking/accessing care for a child with developmental delay or health complexity, the following <u>parent reflections were shared as barriers to accessing care</u> : <ul style="list-style-type: none">• Able to care for medically complex child affordably• not experienced with special needs children like (Autism)• Ability to work with children with disabilities• Lack of support for children with developmental delay in setting with typically developing peers Specific input from parents to Early Intervention/Early Childhood Special Education Parent Survey for Student Success Act Priorities included: <ul style="list-style-type: none">• A desire for more opportunities for interaction with other children, including play in an informal setting• Activity opportunities outside the classroom• Additional preschool days per week/more often/longer days Overall, 76.5% of respondents reported interest in increased preschool time.		
	Regional Health Complexity among Children ages 0-5					
		Crook (pop. 970)			Deschutes (pop. 5888)	Jefferson (pop. 1433)
	Complex Chronic	44/4.9%			245/4.2%	51/3.6%
	Non-complex Chronic	117/12.9%			663/11.2%	155/10.8%
	Healthy	743/82.2%			4989/84.6%	1224/85.6%
	Children eligible for ECSE Service at service level					
		Low Need			Med Need 12 hrs preschool wk	High Need 15 hrs preschool wk
	Bend/La Pine SD	70			44	25
	Redmond SD	48			37	20
Crook SD	22	18	8			
Jefferson SD (w/o WS)	44	4	10			
Warm Springs	12	2	4			
Sisters SD	12	2	4			
Estimate # children served: Unknown at Health Complexity, more information needed from provider service on access; 0 at recommended ECSE service level (178 eligible)		Geographic Areas with Highest # of ECSE Students with unmet need: Bend/La Pine School District Redmond School District Crook School District				
Discussion of quantitative disparity in service: There are currently no children in Central Oregon that are accessing preschool services at the recommended service level. This is in part due to an overall lack of preschool opportunities with previously limited inclusion service supports through ECSE. Expansion preference for the region is inclusion of students with typically developing peers in blended classrooms support by ECSE program services.						

Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
Children identifying as Native American without access to culturally specific programming	Estimate # eligible children 495 children <6 yrs 356 children <200% FPL Source: 2017 ACS 5-year estimate	Warm Springs (on Reservation) Broader Central Oregon area with Native residents	Outreach and survey on family early care and education needs with emphasis on hours and type of care needed, qualities parents look for when seeking care, current and preferred cost and additional attributes desired. Over 500 respondents, representing over 700 children aged birth to 5 are represented in results shared by location through an interactive at www.earlylearninghubco.org	Program consistencies in both hours of operation and across ages/rooms within programming were the most listed ask or concern of Warm Springs parents.
	Estimate # children served 154 children served in Tribal Head Start, Day Care and ERDC Funding Source: Nacraware Provider Data and DHS ERDC Service Report			Parent reflections on desired program attributes emphasized culture, traditions and language.
	Discussion of quantitative disparity in service: The Confederated Tribes of Warm Springs prioritizes integration of Native culture and language in early care and education. Current disparity exists with access to care beyond Head Start eligibility. Currently 72% of children under 6 years on the reservation are at economic disadvantage with less than half served in Head Start or Tribal Day Care. Many families accessing Tribal Day Care are responsible for cost of care, with few accessing or eligible for Employment Related Day Care subsidy. With current costs of programming and facility needs, there is not specific funding available to help advance/fund cultural and native language programming. For native children ages 0-5 who do not live on the reservation, there are few, if any, opportunities to access culturally responsive care options.			
71% of parent respondents indicate a need for full day or school day care with 10% reporting a need for evening and/or weekend care.				

Deliverable 2: Regional Mixed Delivery Profile - Family Needs & Preferences

Over 525 families participated in outreach efforts to inform our understanding of early care and education needs in Central Oregon. In partnership with stakeholder organizations that have trusted relationships with families of young children, we administered the Pacific Research Institute Parent Survey. The survey was adapted to plain language to reduce jargon and a translator was engaged to convert to Spanish language. Recruitment of survey participants included specific outreach to residents in affordable housing (served through Hub Family Engagement work), families served with UpStart on-line preschool services (waitlisted or over-income for Head Start, lack of access or could not afford private preschool option), families participating in Juntos Aprendemos (bilingual, bicultural literacy program), Warm Springs parents, Head Start and Home Visiting Programs. We also shared on social media, on our parent resource page and shared with families participating in the Imagination Library program. Surveys were available to complete on-line through phone or laptop, were completed with home visitors, in parent meetings or on request, we provided paper copies. Overall all families indicated that their highest preference (ranging from 44 – 53% across priority populations) was having consistency in who was providing care for their child(ren). Specifics on the next three preferences by priority population are included below. *From combined family survey results – other considerations taken from parent additional comments/barriers

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
Children at economic disadvantage	Healthy meals and/or snacks provided (17%)	A clean, comfortable, friendly space (13%)	Number of children in program (10%)	Qualified and caring staff; Ratio of staff to children/low number of children Reputation of the program/word of mouth referrals Mix of education and opportunity for play Duration of care needed: 69% full time/school day care; 19% part time care; 4% needing evening and or weekend care
Children who are emerging bilingual speakers	Healthy meals and/or snacks provided (15%)	Number of children in program (10%)	A clean, comfortable, friendly space (9%)	Providers are trustworthy, have a good reputation Bilingual/in Spanish Cultural and like family Educational/learning environment Duration of care needed: 71% full time/school day care; 24% prefer part time care; 3% needing evening and/or weekend care
Children experiencing social complexity *	Healthy meals and/or snacks provided (17%)	A clean, comfortable, friendly space (13%)	Number of children in program (10%)	Access to programs serving siblings of different ages Stable and consistent providers and program structure Sense of safety Support for children who have experienced trauma, or are exhibiting social delay (example toilet training, socialization with peers, need for quiet space, etc.)
Children experiencing developmental delay or medical complexity*	Healthy meals and/or snacks provided (17%)	A clean, comfortable, friendly space (13%)	Number of children in program (10%)	Provider skill and ability to meet needs of medically complex children Experience, training and support to work with children with autism Ability to work with children with physical disabilities Providers to support inclusion with typically developing peer groups 76.5% of EI/ECSE parents report interest in increased preschool time, with majority stressing up to half-time
Children identifying as Native American without access to culturally specific programming	Healthy meals and/or snacks provided (24%)	Regular communication with families (7%)	A clean, comfortable, friendly space (5%)	Teachers know our culture; culture and language are part of curriculum Program reputation; staff are trustworthy and screened for safety Transportation options needed Duration of care needed: 71% full time/school day care; 10% reporting need for evening and/or weekend care

Deliverable 2: Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile

How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations?

Provider Table Key:
Data as reported in Nacraware, Nov 2019
Preschool – serving 3 or 4 year olds, including Head Start
Center - Serving variety of ages with 8 or more children
Family – In-home care, serving a variety of ages

Location	Type of Provider		
	# Served Part/Full Time		
	Preschool	Center	Family
CROOK			
Prineville/Crook	146/71	10/30	0/46
DESCHUTES			
Bend	563/63	40/1157	21/593
La Pine/Sisters	67/0	0/100	0/37
Sisters	0/80	0/98	0/0
Redmond	535/70	0/310	0/264
JEFFERSON			
Madras/Metolius	20/0	0/145	0/63
Culver	10/0	0/8	0/6
CONFEDERATED TRIBES			
Warm Springs	0/126	0/95	0/0
TOTAL	1341/410	50/1848	21/940

The Central Oregon Region has a mix of providers that include Family, Center and Preschool opportunities that provide both part and full time options for families. Current regional service profile by location, type and duration are included here. Regionally, families indicated a preference for full time/school day care (69%) with the current service capacity at 69% full-time care (31% part-time care).

The current capacity does not assure access to families within our identified priority populations. With a current lack of publicly funded/subsidized care opportunities, beyond Head Start funded programs, our provider pool is largely dependent on parent payment for service. This provides a ripe opportunity to expand Head Start access to full-time care in conversion of current slots and new classroom expansion.

Beyond Employment Related Day Care (ERDC) funding, the region currently does not have access to subsidized care for families between 100% and 200% FPL, or nearly 30% of our current 0-5 population.

Through collaboration of public/private partnerships, there are opportunities to expand care strategically to priority populations and overall in the region.

Where are the biggest gaps in service geographically?

The largest gaps in service (current provider capacity) geographically by percentage of need met are Sisters, Crook County, Redmond, Bend and La Pine/Sunriver. The largest number of unserved eligible children is within Bend and Redmond. The entire region (Crook, Deschutes, Jefferson Counties and the Confederated Tribes of Warm Springs) is severely lacking in publicly supported options for families between 100% and 200% of the Federal Poverty Level.

Where are the biggest gaps in service for priority populations?

Nearly 2/3 of unserved children at economic disadvantage reside in geographic areas with less than 25% of eligible children served. For children from families at or below 100% federal poverty level, gaps in service reflect an opportunity to develop more full-time care opportunities in response to family preference/need. The entire region has minimal access to subsidy for children from families from 100 to 200% FPL. Employment Related Day Care (ERDC) opportunities are limited with provider capacity, parent/family qualification requirements and lack of best match service to family need.

Across the region, there is a disparity between program capacities to serve emerging bilingual students (Spanish/English) compared with current service numbers. This could reflect a lack of alignment with family preference – increased full time care in smaller, family care settings.

	<p>0% of Early Childhood Special Education (ECSE) students at Moderate or High need have access to best practice recommended preschool classroom hours with inclusion supports.</p> <p>For Native American children, there is a gap in services where family income exceeds Head Start eligibility and/or there is a need for care before and after Head Start scheduled hours. Tribal Day Care provides services on a sliding fee scale, with little subsidy support available or funding to imbed cultural/language supports. For Native children ages 0-5 there are few, if any culturally specific programs that include resources for native language and tradition outside the reservation.</p>
What program characteristics are necessary to meet the demand in your target communities?	<ul style="list-style-type: none"> • Programs that retain consistent, qualified staff at age appropriate ratios • Programs that demonstrate a commitment to safety and licensure requirements • Programs that imbed culture and native language supports within curriculum/activities • Programs that are trauma informed and have skilled staff in child social and emotional development • Programs with commitment to and accommodation for children with high needs including physical disabilities • Programs that are skilled to support inclusion of children with high needs with typically developing peer groups • Programs that are able to accommodate families with siblings of different ages • Programs with increased full day care options • Programs providing non-traditional work hours • Programs with transportation options
How would small ECE providers meeting these characteristics be supported through a network model?	<p>Provider supports include:</p> <ul style="list-style-type: none"> • Focused Child Care Networks, managed through NeighborImpact Child Care Resource and Referral (CCR); • Shared Services Business Platform and Coaching through CCR; • Emerging opportunities for shared services sub pool; • Advocacy /intervention with zoning/siting costs and processes by Child Care Accelerator position and Steering Committee partners; • CCR full-time Inclusionary Care Specialist to support providers serving children with high needs; • Early Intervention/Early Childhood Special Education supports for students in care settings; • Professional Development support including certificate and AA Degree candidates through Partners in Practice and COCC Early Childhood Education Program. <p>Additionally, identified provider interest in expanded resources addressing social and emotional, behavioral consultation and strategies to implement developmental screening for children in their care are all regional priorities for the Early Learning Hub for investment/partnership for shared service model with priority given to providers with limited resources.</p>

Deliverable 3: Emerging ECE Expansion Opportunities

Regional Opportunities Expansion

The lack of child care and early education opportunities have been a key focus in Central Oregon with growing momentum over the last year and a half. As a result, partnerships between public and private sectors and Chamber Leadership have developed Child Care Task Forces in Bend and Redmond, with emerging groups in Madras and La Pine. To increase capacity for expansion, business, education and social service partners have provided investment to hire a Child Care Accelerator position. Housed within the Bend Chamber Foundation office, key activities to address barriers to child care retention and expansion include:

- Address policy barriers through municipal and land use code, including licenses and fees, extended time to work through the permitting system, inconsistencies with State licensing requirements, etc.
- Identify buildings and/or property for renovation or new construction facilities and cultivate relationships with Developers to integrate child care options in new development planning.
- Implement a partnership between higher education partners for a model early care and education center that would provide service to students/families and provide training and practicum opportunities for ECE students, with option to replicate across the region.

With the first year's funding secured locally, the region has been invited by the Pritzker Foundation to apply for a Community innovation grant to support a three-year pilot for this work (Early Learning Hub/Better Together and regional partners).

In addition to this focus on facilities/siting, Central Oregon continues work to address our priority to support a quality early care and education workforce. This work has been led by Central Oregon Community College in partnership with NeighborImpact CCR, regional providers and the Early Learning Hub through Partners in Practice. With funding from the Meyer Memorial Trust, the project leverages tuition scholarship funding from a variety of sources, maximizes provider training funds and is intentionally developing pathways for existing and emerging ECE providers to participate in certificate and higher education degree programs, with a particular emphasis on providers representing our priority populations. With this partnership in place, the region has an infrastructure to address growing workforce needs for early care and education.

Central Oregon is also one of three Oregon Pilot sites for Baby Promise, infant/toddler care expansion. NeighborImpact Child Care Resources is working with recruited sites to assure supports for quality care and provider retention. With the assistance of NI CCR, it is anticipated that we will be able to build regional capacity for PreK services in some of the Baby Promise sites and in particular, with Family Care providers.

The Region is also actively pursuing shared services opportunities to support retention of early care and education providers. CCR has recently hired a Business Coach (funding from the Early Learning Hub) to work with providers on business and financial planning and implementation of ProCare software (accounting/recordkeeping). With the consultation of Opportunities Exchange (Oregon Pritzker Shared Services Technical Assistance Partnership), business modeling to support sustainable budgeting and readiness for diversification of revenue is a key goal.

Additional shared services exploration currently underway includes an early care and education substitute pool. Services of interest identified through provider assessment and included in the Early Learning Hub 2020 Work Plan are Behavioral Consultation services, community based developmental screening support with navigation to services and social and emotional support through training and consultation.

Early indicated expansion opportunities are included here (provider submitted). Skill indicators are based on NACRA self-report by provider.

Central Oregon ECE Expansion Survey Results

Initial Interest Fall 2019

City	Name of Program	Current Number of Children/Slots	Waiting list Y/N	Ages of children served	Capacity to Expand Y/N/M	Interest in new startup Y/N/M	If yes # projected	Property Needed	Organization Contact	Hispanic/Latino	Spanish Lang	Inclusion
Bend	Bend Immersion Preschool	16	yes	36mos to pre-k	no	yes	tbd Infant/Toddler		Tracy Howard		X	
Bend	Bend Preschool	16	no	6 weeks - 5 year	yes	yes	16		Ruth Crawmer			
Bend	Bloom Children's Center	16	yes	currently 2-6	yes	yes	min 25		Stephanie Krause			
Bend	Bridge Charter Academy	K-12	no	school age	yes	yes	18	no	Jennifer Bridges			
Bend	Busy Beavers Playcare	15	yes	6weeks-12years	no	yes	15	yes-larger	Jennifer Hutt			
Bend	Child Care Provided by Nadene	10	no	3-7	maybe	yes			Nadene Kalliel			
Bend	Desert Sky Montessori Primary	20	yes	3-6	maybe	yes	20		Jodie Borgia			
Bend	Kathrine's Nature School	3	yes	0-5	no	yes	10		Kathrine Edwards			
Bend	Little Sprouts Daycare	12	yes	6 wk - 13 yr	maybe	yes	8-10		Norma Amaro de Avila		X	
Bend	Montessori In The Pines, LLC	20	yes	34 mth- 6 yr	maybe	yes		yes	Lisa Maruna			
Bend	NeighborImpact Head Start		yes	3-5	yes	yes			Kim Brown	NA	X	X
Bend	Pearls Playroom	14	yes	2-5 yr	maybe	maybe			Pearl Watkins			
Bend	Sprouts Montessori Children's Hou	12	yes	2-6	maybe	yes	24		Sharon Richardson			
Bend	Starview Academy /						65					
Bend	Active Learning Academy	16	yes	3mos-6years	yes	yes			Jennifer Gordon	X		X
La Pine	Cub Corner (Private)	40	no	3 years - 6th gra	yes				Julia Kerlin	X		X
La Pine	Jennifer's Child Care	16	yes	2+	no	yes			Jennifer Town	X		X
La Pine	La Pine Parks and Rec - 3 locations	56	no	school age	yes				Mary Thorson	NA		
La Pine	NeighborImpact Head Start	40	yes	3-5 year olds	yes	yes	18 HS/22 EHS	yes	Kim Brown	NA	X	X
La Pine	Rising Star Preschool	32	yes	3-5 years	no				Alyssa Allen			X
Madras	Jefferson County Schools 509J	0-4 none	no	K-12	yes			no	Melinda Boyle	NA		
Madras	Madras HS Child Care	30	yes	0-5	yes				Julie Mitchell	X	X	
Madras	Mid Columbia Children's Council	40							Andrea White	NA	X	X
Madras	The Children's Learning Center	148	yes	0-5	maybe	maybe			Teresa Martin	X	X	X
Prineville	NeighborImpact Head Start	60	yes	3-5 yrs	yes	yes	19-20 HS/ 22 EHS	no	Kim Brown	NA	X	X
Prineville	Smaller Scholars		no	0-5	yes	yes	12	no	Cathy Fall	X	X	
Redmond	Ermila's Child Care/Preschool	42	yes	0-5	yes	maybe			Ermila Holmes	X	X	X
Redmond	Growing Hands Daycare	6	no	5 mth-11yr	yes	yes	6		Summer Saadeddin	X		X
Redmond	High Desert Montessori	65	yes	6 wk-12 yr	maybe	yes	tbd		Bobbie Bolton	X	X	X
Redmond	NeighborImpact Head Start		yes	0-5	yes	yes	34 HS Dur/ 22 EHS	yes	Kim Brown	NA	X	X
Sisters	NeighborImpact Head Start	0	no	0-5	40	yes	18 3-5/ 22 EHS	yes	Kim Brown	NA	X	X
Sisters	Sisters Parks & Recreation	40	yes	3-5	maybe	maybe			Jennifer Holland	X		X

Appendices:

Table 1: Economic Disadvantage Populations/Numbers Served/Provider Profile	page 16
Summary Information: Family Engagement Regional Data	page 17
Early Care and Education Provider Focus Group Report – Fall 2019	page 18

Provider Capacity

Table 1: Economic Disadvantage Population/Numbers Served/Provider Profile

Location	Population - at Economic Disadvantage								Numbers served by Duration/subsidy						Type of Provider		
	# Children < 6 yrs	0-5 <100% FPL		0-5 100-<200%FPL		Total 0-5 <200%			0-5 <100% FPL ¹		0-5 100 to 200%FPL ²		% served		# Served Part/Full Time		
		Number	% pop	Number	% pop	Number	% pop		P/F	% served	P/F	% served	< 200%		Preschool	Center	Family
CROOK																	
Prineville/Crook	1021	396	39%	429	42%	825	81%		20/40	15%	43	10%	12%		146/71	10/30	0/46
DESCHUTES																	
Bend	6723	789	12%	1738	26%	2527	38%		160/20	23%	280	16%	18%		563/63	40/1157	21/593
La Pine/Sunriver	447	169	38%	138	31%	307	69%		20/20	24%	41	30%	26%		67/0	0/100	0/37
Sisters	1346	238	18%	477	35%	715	53%		0/0	0%	0	0%	0%		0/80	0/98	0/0
Redmond	2765	914	33%	733	27%	1647	60%		140/0	15%	189	26%	20%		535/70	0/310	0/264
JEFFERSON																	
Madras/Metolius	725	255	35%	198	27%	453	62%		20/145	65%	68	34%	51%		20/0	0/145	0/63
Culver	225	63	24%	117	52%	180	80%		10/8	29%	0	0%	10%		10/0	0/8	0/6
CONFEDERATED TRIBES																	
Warm Springs	495	234	47%	122	25%	356	72%		0/126	54%	28	23%	43%		0/126	0/95	0/0
TOTAL	13747	3058	22%	3952	29%	7101	51%		310/233	18%	649	16%	17%		1341/410	50/1848	21/940

¹Services to families up to 100% Federal Poverty level reflect publicly funded Head Start slots across the Region

²Services to families from 100% up to 200% Federal Poverty level reflect ERDC service numbers as proxy estimate of maximum number of children served. Please note that ERDC service numbers include children up to 12 years of age and can include part time care for children counted in part-time publicly funded Head Start slots, resulting in unduplicated 0-5 children served being lower than these estimates.

Family Preference Overview Data

For access to survey results in interactive format, visit our website:

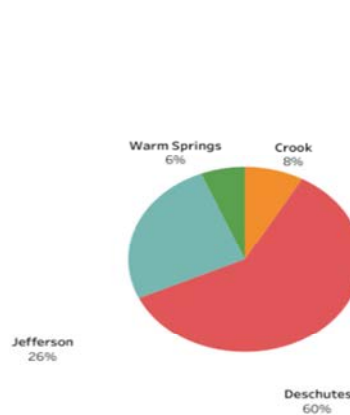
www.earlylearnnghubco.org

Early Learning Hub Parent Survey about childcare & early learning programs: An Overview

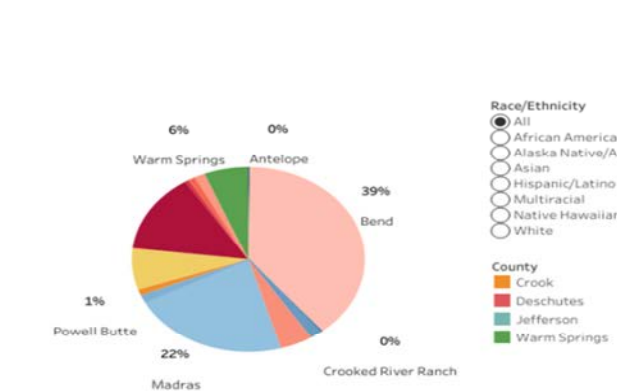
In the fall of 2019, The Early Learning Hub of Central Oregon and affiliated partners distributed a survey to parents. They were asked questions about their family, their care needs, and qualities they value in Early Learning Programs (ELPs). The survey was sent out in English and Spanish.

578 families are represented in the survey. It is important to note that the survey reached families who are connected with Early Learning Hub partner programs. These data are to act as a snapshot of the lives of the families we serve.

Respondents by County



Respondents by City



Children 0-5
All

Race/Ethnicity

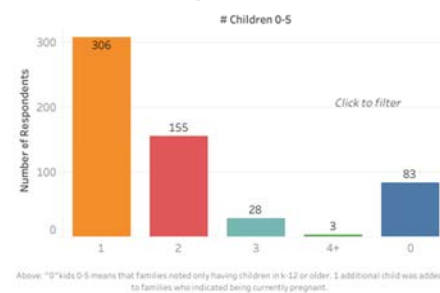
- ☒ All
- ☐ African American/Black
- ☐ Alaska Native/American Indian
- ☐ Asian
- ☐ Hispanic/Latino
- ☐ Multiracial
- ☐ Native Hawaiian/Pacific Islander
- ☐ White

County

- ☐ Crook
- ☐ Deschutes
- ☐ Jefferson
- ☐ Warm Springs

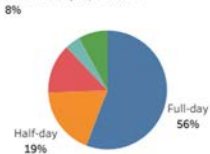
What do our families look like? What kind of care do they need?

Number of Children ages 0-5

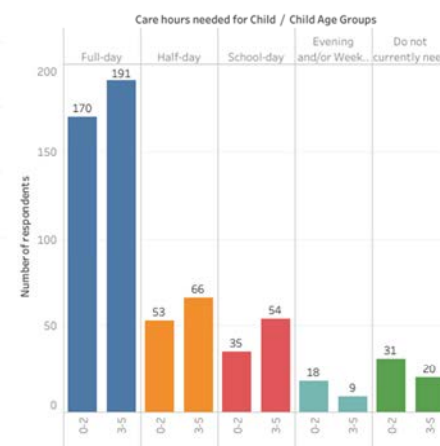


Care hours needed

Do not currently need child care and/or preschool



Care Hours needed



48 respondents reported attending an Early Learning Program (ELP) outside the city where they live

What factors are most important to you when selecting an ELP?

Parents were asked to rate important factors they consider when they are choosing an Early Learning Program (ELP). They provided their Top 5 qualities. Below is the factor families reported to be #1.

Top 10 Most Important Qualities

Having the same person take care of my child regularly	44%
Healthy meals and/or snacks provided	17%
A clean, comfortable, friendly space	13%
Number of children in a program	10%
Regular communication with families by program staff	8%
Indoor/Outdoor space for movement and play	4%
Family welcome to participate in the program	3%
A daily routine and planned activities	1%
Adequate materials/books and toys provided	1%
Staff training and education	1%

- ☒ All
- ☐ African American/Black
- ☐ Alaska Native/American Indian
- ☐ Asian
- ☐ Hispanic/Latino
- ☐ Multiracial
- ☐ Native Hawaiian/Pacific Islander
- ☐ White



Report: Early Care and Education Regional Needs Assessment Provider Focus Groups (Fall 2019)

1. Background and Purpose

During the months of October and November, the Early Learning Hub of Central Oregon convened focus groups of Early Care and Education (ECE) Providers by regional cities in Deschutes, Crook, and Jefferson Counties, and Confederated Tribes of Warm Springs. The purpose of these sessions was to understand, from the ECE Provider perspective, the current strengths and gaps in our early learning network as we develop our initial iteration of a regional Early Care and Education Plan. Two specific areas of focus were to gather providers ideas for strategies and actions they believe can improve our region's early learning opportunities and alignment with K-12 systems and to gauge interest and capacity for expansion opportunities.

2. Overview of Sessions

The Early Learning Hub conducted a total seven focus group sessions in the following communities: Bend, La Pine, Madras, Prineville, Redmond, Sisters, and Warm Springs. A total of 62 providers participated in the sessions, with the number of participants ranging from 3 to 16 in each.

The focus groups were facilitated by Jen Rusk of Rusk Coaching and Consulting; Brenda Comini, Director of the Early Learning Hub of Central Oregon attended each of the sessions and shared an overview of the Student Success Act Early Learning strategies and investments and how input gathered would help inform the local Early Care and Education Plan.

The question guide was developed in consultation with Heidi McGowan, East Consulting & Associates and Kendra Coates, Regional P-3 Director with High Desert ESD.

3. Focus Group Participants

The focus groups were comprised of early care and education, community programs and K-3 teachers and administrators. Participants were recruited from regional child care expansion needs conversations, existing P-3 Teams and Early Childhood Teams and Partners for Young Children members. Within our participants the following types of providers are represented: Family Care, Center Care, Private and Public Preschool, Head Start, Community-based programs and K-3 Teachers and Administrators.

4. Discussion of Key Themes

Below is a summary of the themes that emerged across the seven focus groups.

What's Working?

Across all sessions there was a consensus that efforts to increase collaboration between ECE centers, K-12 systems and families are important and highly valued. In particular, across many communities, participants cited the intentional visits for preschool classrooms to visit Kindergarten classes as important in helping children transition for early learning into the K-12 system. Likewise, a number of communities named community programs and events, like meet-ups, family nights, and acceleration camps, that help smooth this transition point for both for children and families.

Additionally, a number of sessions also called out the importance of community partnerships that provide early learning exposure in a community-based setting. Healthy Beginnings and the Deschutes Public Library were named explicitly in a number of sessions as being key partners to the ECE network.

In communities where ECE capacity has increased due to the expansion of specific programs, noted that these expansions have been very helpful. In particular, providers named the importance of increased EI/ESCE capacity to relieve the need to best serve children with learning delays and disabilities. Also, in communities where Head Start programs have expanded to full-day programs, participants commented that children are exiting their programs more prepared to enter kindergarten.

What are children's greatest needs?

The number one issue cited by participants was access to early learning opportunities for children in our region both due to the limited number of options available and also the high cost of care. As a sub-topic in this theme, the barriers to access for historically underserved and economically disadvantaged families were also mentioned across sessions. In particular, the following were cited as additional barriers vulnerable families commonly face in accessing early learning services: unmet physical needs of children and families, unique needs of commuting and working parents (transportation and extended hours, for example), and a lack of community support and sense of social isolation.

The next most common need emerged around a desire for whole child approaches to early childhood education. In particular, providers cited the need for more focus on social emotional learning and the development of self-regulation skills, including self-advocacy skills, and essential to their programs. Additionally within this theme, providers cited the importance of trauma-informed practices both in their programs, but also the need to support parents in this area as well. Finally, many sessions discussed the needs for increased access to and connections for children and families to behavioral health services.

Another theme emerged around culturally responsive ECE centers and programming that validates and builds on childrens' early experiences and identities. The discussions included ECE centers that would be both culturally and linguistically specific, in particular for Native and Latinx children, that would affirm and build on language, literacy, and cultural experiences gained at home among families and communities.

The last theme in this area, focused on improving the transition from ECE to Kindergarten. Nearly every session touched on some aspect here, some broadly stated a need for better alignment and transition from ECE to Kindergarten for all students; other sessions honed in on a specific need to support the transition from EI/ECSE programs into Kindergarten. Among a few sessions, providers focused on the need to improve the criteria for “readiness” for individuals; some worried that children who were not yet developmentally and/or emotionally ready for Kindergarten are being pushed into the transition.

Early Childhood and Elementary School Connections

Overall focus group sessions struggled to identify clear connections that exist between Early Childhood and Elementary Schools beyond what was cited in the *what works* section above. However, providers did cite an interest in continuing to expand the number of ECE sites that are co-located specifically in elementary school buildings. In this area, a few providers also mentioned the value of dual-language programs at elementary schools to welcome and integrate Spanish-speaking families coming from ECE programs.

Early Childhood and Elementary School Gaps

Participants had significantly more to say about the gaps that exist between ECE and Elementary Schools. An echo from the greatest needs section, nearly all sessions discussed that limited access to ECE opportunities, due to few options and the high costs, created a big gap in the early learning system, as many children and families are excluded. Many also cited that ECE centers are siloed from the K-12 system which deepens these access gaps. In one community, it is important to note, providers reported that even after accessing ECSE services, some families are choosing not to pursue a special education designation or services for their child due to a perception of stigma in their community.

Almost unanimously, provider groups named the opportunity for ECE and Elementary Teachers to Connect as a key gap to address. Through these peer-to-peer connections, providers expressed a desire for shared professional learning opportunities, both formal and informal, and opportunities to better communicate and collaborate among themselves. While calling out this gap, providers also cited the system barriers to overcome in making this happen. ECE and Elementary Teachers work on different daily and school year schedules that make finding mutually available times challenging, but also, a lack of substitute teachers and infrastructure in the ECE space make it especially challenging to build professional learning into the school/work day the way K-12 educators are able to do.

On a related note, providers also mentioned a need to better align the cultures and routines from ECE classrooms to Kindergarten for students, but also for families. In particular, providers discussed the challenges that children face when they are thrust into a new setting with new expectations without an intentional and gentle process for children to adapt. The groups also noted that there are very different cultures between ECE programs and K-12 schools with regard to attendance, arrival times, communication, etc. that can cause additional stress and challenges for children and families when transitioning from one system to the next which could be addressed with system alignment and opportunities for intentional planning.

Early Learning Hub Role

Foremost, providers believe the role of the Hub should be to advocate for the importance and value of early learning in our region. In addition to this, providers believe that the Hub should play a specific role in facilitating collaboration among ECE and other sectors and increasing ECE system capacity.

On the theme of facilitating collaboration, providers suggested the Hub take a leading role in improving communication between the ECE and K-12 system, but also better integrating diverse cross-sector partners (housing, health, etc.) into the ECE network to meet the range of families' needs. Additionally, in at least 3 sessions, providers requested that the Hub take on re-forming or re-energize the regional, interdisciplinary Early Childhood Teams in specific counties/communities. Two of the focus groups also called on the Hub to collaborate with the Chambers of Commerce and the Youth Career Connect system to create internship opportunities to increase knowledge about and pathways into ECE careers. A need for a more robust ECE communication plan was also cited, with participants reporting that often "Hub Communications" are not often distributed beyond agency directors and administrators, and educators don't always get access to valuable information.

With regard to increasing ECE system capacity, the general theme was *more everything* overall! The definition of increasing capacity ranged from a call to institute universal pre-school access, to increase eligibility and access for families who earn up to 300% of the Federal Poverty Level. For others increasing capacity referred specifically to the number of available slots, to the acquisition of space, to access to kitchen and other specific facilities. Additionally providers stated the Hub role should be to advocate for more resources generally that could be used to provide additionally subsidies to families, focus on social emotional learning and self-regulation skill development, and increase professional development opportunities for ECE professionals.

Strategies and Actions

The suggestions and actions that ECE providers put forth are not wholly different from what has already been discussed in previous sections. For both clarity and brevity, the following is a list of key common recommendations from the provider focus groups:

- Increase ECE Capacity, specifically
 - Expanded EI/ECSE Services
 - Head Start in Sisters
 - Increased slots/subsidies for low-income families
 - Funding for classroom materials/resources and curriculum
- Pursue more co-location of ECE classrooms in elementary school buildings
- Increase opportunities for collaboration between ECE and Kindergarten teachers
- Implement whole child education, emphasizing Social Emotional Learning
- Increase mental and behavioral health supports for children and families
- Increase culturally and linguistically specific ECE programs
- Support parents to continue learning/education activities at home
- Engage high school students as interns, mentors, or buddies in ECE programs
- Increase community connections and partnerships that provide support for parents