



JOINT COMMITTEE ON WAYS AND MEANS SUBCOMMITTEE ON EDUCATION
Testimony in Support of Early Learning Investments in GRB and HB 5016 – March 10-11, 2015
William Thomas, Director, Early Learning Washington County

Co-Chairs Komp and Monroe and Members of the Subcommittee:

For the record, my name is William Thomas, and I am Director of Early Learning Washington County, the Early Learning Hub for our region. I am submitting this written testimony in support of Early Learning Investments included in the Governor's Recommended Budget and in HB 5016.

Early Learning Washington County (ELWC) is a partnership between United Way of the Columbia-Willamette and Washington County Department of Health and Human Services, which serve as Co-Conveners and Backbone Organizations for a broad-based collaboration among parents and business, culturally specific, early childhood, health, human/social services and K-12 organizations. The goals of ELWC are to ensure that children in Washington County are ready for Kindergarten and are reading at grade level by the 3rd grade, that families are healthy, stable and attached, and that services are coordinated, efficient and effective.

The attached table, derived from Oregon's Statewide Annual Report Card, clearly documents that the same subgroups of Oregon students are disproportionately at risk for reading below 3rd grade reading standard and not graduating high school in their 4-year cohort, and that these subgroups were even more at risk in 2013-14 than they were in 2011-12: English learners, children with disabilities (including abused and trauma-affected children), children who are homeless and migrant, most children of color (including Hispanic origin, Black not of Hispanic origin, Native Hawaiian/Pacific Islander and American Indian/Alaskan Native children), and economically disadvantaged children. Moreover, statewide Kindergarten Assessment data indicate that these exact same at risk subgroups of children are not ready for Kindergarten.

Consequently, it is essential to Oregon's children that the Legislature approves sufficient funds:

- For the Early Learning Division and Early Learning Hubs to support increased investments in community-based Early Intervention, Early Literacy, Family Engagement, Home Visitation, Kindergarten Readiness, Parent Education, Preschool and P-3 alignment programs/services;
- To provide Early Learning Hubs and K-12 districts with sufficient resources to ensure that at risk children are ready for Kindergarten and are reading at grade level by 3rd grade; and
- To provide K-12 districts, Early Learning Hubs and their community partners with sufficient resources to ensure that schools are ready to support at risk children in growth and learning.

I urge your support for Early Learning Investments contained in the 2015-17 Governor's Recommended Budget, and also urge you to advocate for increased latitude in the Co-Chairs' budget in order to fund Early Learning Investments that are critical to the success of Oregon's 40-40-20 goals and essential for the future of Oregon's children. Thank you for your support.

Oregon Student Subgroups Disproportionately At Risk For Reading Below 3rd Grade Standard and Not Graduating High School in Their 4-Year Cohort
March 9, 2015

	% Reading Below 3 rd Grade Reading Standard		% Not Graduating High School in Their 4 - Year Cohort
	2011-12	2013-14	2010-11 to 2013-14
School Years for Reported Data	2011-12	2013-14	2010-11 to 2013-14
3 rd Grade Reading Standard (“Cut Score”)	211	211	
STUDENT SUBGROUPS THAT ARE DISPROPORTIONATELY AT-RISK			
English Learners	64%	69%	48%
Students With Disabilities	64%	68%	49%
Migrant	58%	66%	37%
Hispanic origin	50%	55%	35%
Black (not of Hispanic origin)	47%	52%	40%
Native Hawaiian/Pacific Islander	39%	50%	31%
American Indian/Alaskan Native	42%	46%	46%
Economically Disadvantaged	41%	46%	36%
Male	33%	37%	32%
Multi-Ethnic	See below	See below	30%
ALL STUDENTS	30%	34%	28%
STUDENT SUBGROUPS THAT ARE AT LOWER RISK			
Female	27%	31%	24%
Multi-racial (not reporting Hispanic Ethnicity)	24%	29%	See above
White (not or Hispanic origin)	23%	26%	26%
Asian	19%	24%	14%
Talented and Gifted	5%	5%	8%

2011-12 and 2013-14 3rd grade reading data from [Statewide Annual Report Card - 2011-2012](#) and [Statewide Annual Report Card - 2013-2014](#), Oregon Department of Education (ODE)

2011-12 and 2013-14 data also available from [Student Achievement Data in Education Explorer \(2004 through 2013\)](#), ODE (subgroup data available both by school district and by school.)

Cohort graduation data from [Summary of 2013-14 Cohort Graduation Rates](#), ODE

Table developed by William Thomas, Director, Early Learning Washington County

FOUNDATIONS

ELWC STRATEGIC FRAMEWORK

ELWC Goals (Children are ready for Kindergarten & reading at grade level by the 3rd grade - Families are healthy, stable & attached – Services are coordinated, efficient & effective)

Equity Lens
(Culturally responsive services - Equity Advisory Council – Reducing disparities for six subgroups of at risk children)

Family Engagement, Support & Voice
(Family Resource Managers - Focused Child Care Network - Healthy Families - Parent Advisory Council)

Universal Strategies & Targeted Resources
(Targeting 25 Highest Need Elementary School Catchment Areas)

KEY STRATEGIES

Early Literacy

Books (Traveling Books)

Information, Strategies & Tips (Reach out and Read, stORYime)

Workshops for childcare providers & parents (Every Child Ready to Read)

Parent Education

Classes (Abriendo Puertas, Incredible Years, Nurturing Parenting ABCs)

Information, Strategies & Tips (campaign, newsletter, Triple P Primary Care, website)

Workshops (Financial Resiliency, Nurturing Parenting, Triple P)

P-3 Alignment

Attendance, interpersonal skills and self regulation (addressing chronic absenteeism, Good Behavior Game)

Preschool and Kindergarten transition (Kinder enrollment & readiness, Ready! for Kindergarten)

Professional development & standards