

The Oregon Bright Futures Plan Is an Early Childhood Intervention

We know that early investments through adequate nutrition, access to healthcare, quality childcare and quality educational experiences ensure that our children are able to thrive. Children's Savings Accounts, such as **The Oregon Bright Futures Plan**, are designed as an early investment in our children's educational futures.

The Oregon Bright Futures Plan will be a savings account opened for each child at birth and allowed to grow with:

- A small seed from the state of Oregon,
- Community designed incentives and scholarships,
- And deposits from friends, family members and the children themselves.

This savings platform will demonstrate to Oregon's children that their state, local community and family all expect big things from them.

Improving Oregon's abysmal educational outcomes will require early intervention. Setting the early expectation that our children should pursue post-high school opportunities is an essential step in their pathway toward high school completion and participation in postsecondary education. Dedicating savings toward this expectation allows children to believe that postsecondary education is a viable option for their future¹.

This early intervention also results in early outcomes. Children with savings accounts dedicated to postsecondary education have been shown to have improved social emotional development² and higher math and reading scores^{3,4} during grade school. Better social-emotional development improves the learning environment for everyone in the classroom and, as noted by Oregon's Early Learning System, social-emotional development is an important predictor of school success⁵.



The Oregon Bright Futures Plan is a perfect complement to early childhood development efforts.

¹ Elliot, W., Harrington, K. (2016). Identifying Short Term Metrics for Evaluating Whether Children's Savings Accounts Programs Are on Track. Federal Reserve Bank of Boston. Retrieved from file:///Users/jillw/Downloads/cdbrief12016.pdf

² Huang, J., Sherraden, M., Kim, Y., & Clancy, M. (2014). Effects of Child Development Accounts on early socialemotional development: An experimental test. *JAMA Pediatrics*, 168(3), 265-271.

³ Assets and Education Initiative. (2013). Building expectations, delivering results: Asset-based financial aid and the future of higher education (Biannual report on the assets and education field).

⁴ Zhan, M. (2006). Assets, parental expectations and involvement, and children's educational performance. *Children and Youth Services Review*, 28(8), 961-975.

⁵ Oregon's Early Learning System. Retrieved from <http://oregonearlylearning.com/kindergarten-assessment/>

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