



Oregon Early Learning Division

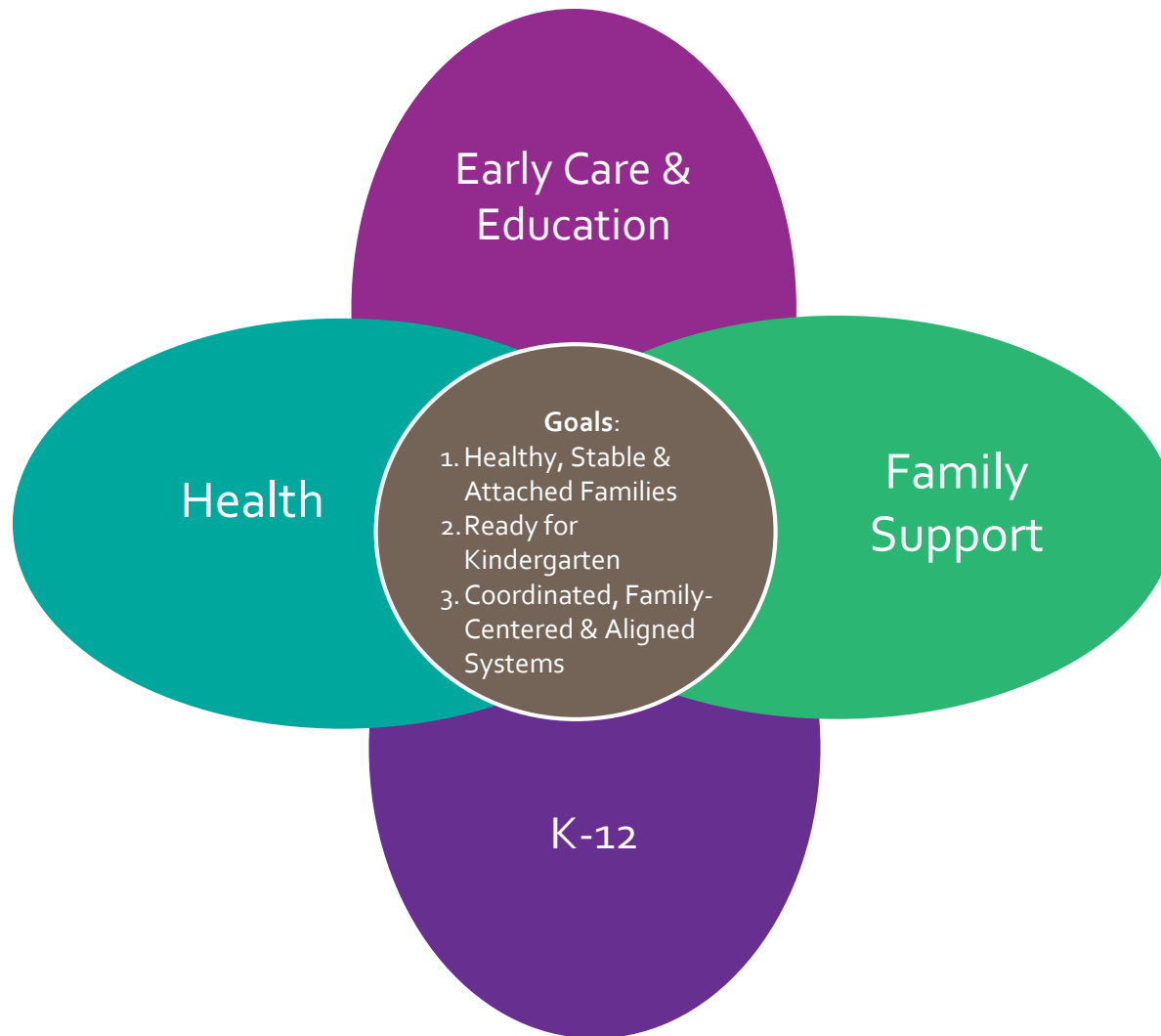
Presentation for The Early Childhood & Family Supports Committee

February 2018

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Early Learning Council and Children's Cabinet Focus: Building an Early Learning System



ELC Strategic Planning Timeline

Stakeholder Engagement Sessions

March 22/23 –
Early Care and
Education &
Human Services

April 26 –
K-12

May 31 –
Health

June 28 –
Housing

Ongoing Engagement and Plan Drafting

July –
Synthesis and
Addt'l Engagement

August –
Synthesis and
Addt'l Engagement

September –
Additional Agency
Engagement

October – Early
Learning Council
Retreat

November 2018 –
Early Learning Council Adoption of Strategic Plan

Council Priorities for the ECE Sector

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Early Care &
Education

- ❑ **Preschool** – creating a system in both formal and informal setting for 3-5 year-olds
- ❑ **Supports for Infants/Toddlers** – affordable, high-quality infant-toddler child care for all; home visiting; parent education; paid family leave
- ❑ **Professional Development** – a stable, diverse workforce with access to PD and compensation
- ❑ **Safe Child Care**
- ❑ **Culturally-specific Services Fund**
- ❑ **P-3 Transition**
- ❑ **ELD Capacity**

Key challenges in Oregon's ECE Sector

- Low supply of child care
 - ~100,000 licensed slots for 231,200 children under 4
 - Few programs rated at the top tiers of quality
 - 32% of ECE workforce with HS Diploma as highest degree and paid \$10.25-\$14.50 hour (lead teachers)
- Access to early care and education dependent on what parents can pay
 - Families contribute 72% of all funding for ECE in Oregon
 - Federal expenditures - 19%
 - State expenditures - 9%

Early Care & Education Sector Principles

All elements of the ECE sector must work together to provide equitable access, and quality, culturally relevant experiences, environments, and relationships that support young children and families.

Programs & Services

have the capacity/resources to support families in supporting children's learning & development and/or caregivers and educators that support children's learning and development . Programs are based on standards aligned to the developmental science, promote inclusion, are culturally relevant, and address needs of Dual Language Learners , and children with disabilities.

The Workforce

Is supported through connections to high-quality, ongoing professional learning – including access to post-secondary degrees and job-embedded supports; fairly compensated commensurate with knowledge, experience, & credentials; supported by positive work environments; and by policies for support and retention that promote cultural & linguistic diversity.

Hubs

have the capacity/resources to engage as critical partners in identifying quality programs, supporting existing programs in reaching quality, building supply, and coordinating services to meet the range of needs of children and families, and ensuring that priority populations are served in the highest quality programs.

The State

has the capacity to set and support statewide standards and monitoring/accountability systems that articulate expectations for high-quality programs, practices, and practitioners; capacity to collect and provide timely data to inform needs assessments and equitable investments aligned to the cost of delivering high quality care and education.

Building the ECE sector in Oregon

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Building a Quality Supply

Financing Quality Programs

**Supporting Continuous Quality
Improvement**



Thank You

