EARLY CARE & EDUCATION SECTOR PLAN FOR MULTNOMAH COUNTY 2019

Phase 1

Submitted by the Regional Stewardship Committee
through Early Learning Multnomah
December 13, 2019, revised 1/15/2020

**EARLY LEARNING
MULTNOMAH**

Regional Stewardship Committee

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Analysis of Priority Populations for ECE Expansion

Refined Priority Population List

Appendix A contains additional information on the Regional Stewardship Committee's analysis of the priority populations

Priority Populations
Children ages 0-5 from communities that have been and continue to be marginalized because of their race or their immigrant or refugee experience These communities include African, African American, Asian, Latinx, Middle Eastern and North African, Native American, Pacific Islander, and Slavic. The Regional Stewardship Committee (RSC) acknowledges that these demographic categories are not fully descriptive of all marginalized and historically underrepresented communities in Multnomah County. The RSC intentionally removed income modifiers when setting this population as their highest priority, recognizing that the negative impact of racism on children and families is not eliminated by increased household income.
Households with children ages 0-5 and with incomes at or below the Self-Sufficiency Standard for Multnomah County The Self Sufficiency Standard is a measure of income adequacy that is based on the costs of basic needs for working families: housing, childcare, food, health care, transportation and miscellaneous items, as well as the cost of taxes and the impact of tax credits. The proxy of 0-200% FPL is used here for the Self Sufficiency Standard in order to align this plan with currently available data and in recognition of the 0-200% FPL eligibility requirements for state-funded preschool. Extensive community engagement through the Preschool For All Taskforce and its workgroups, and through the Regional Stewardship Committee, has established the limitations of using the FPL (Federal Poverty Level) for prioritizing services due to its inability to account for variations in living costs such as the high cost of housing in Multnomah County. This plan will be updated as more accurate proxies become available, including data analysis for households whose income is in the 0-300% FPL bracket.
Children ages 0-5 with developmental delays or disabilities from communities that have been and continue to be marginalized because of their race or their immigrant or refugee status. The Regional Stewardship Committee recognizes the inadequacy of the terminology "developmental delays or disabilities" to identify the population they are prioritizing. This phrase allows data collection and analysis of children receiving EI/ECSE services as a community plan is constructed. The RSC recognizes that this is an inadequate proxy for the complex intersectionality of race and trauma, and of behaviors that may not fit screening or diagnostic criteria yet negatively impact children's access to early care and education services and how they benefit from services. This plan will be updated as more comprehensive data on the intersectionality of race and trauma becomes available.

Family engagement efforts:

The Regional Stewardship Committee (RSC) includes parent leaders from African American, Native American, Latinx, Slavic, Asian and North African communities. These leaders have met monthly for five years and have established a pattern to engage extended members of their communities for input and analysis of qualitative data points in ways that resonate with their own communities. Every three months the parent leaders hold meetings in their community to bring forward an ECE sector-related question for input. That input is collected and brought back to the monthly meeting. Parent leaders bring the information they gathered from their communities and the group, as a whole, identifies and verifies commonalities and places where a community has a unique and specific perspective. Data collection and analysis occurs in formats that are culturally appropriate and that highlight family voice, including peer to peer conversations, facilitated groups, events using the Parent Café model and Popular Education pedagogy. We estimate that hub staff, PFA staff and parent leaders have compiled and analyzed at least 600 hours of parent input involving more than 800 parents over the past five years. Parent leaders in the RSC have collected and analyzed information on:
- Data parents use to identify and select ECE settings
- Competencies and skills needed in quality teaching
- Components of a high quality ECE setting
- Administrative skills and competencies needed in an ECE setting and system
- Preferred formats of ECE (full day, half day, two generation, etc)
- Barriers to access ECE services, both logistical such as transportation and language and relational such as bias and discrimination
- Supports needed for inclusive ECE settings and to eliminate expulsions
- Effective evaluation of quality ECE programs
- ECE system elements that sustain and support parent involvement
- Professional development pathways to increase quality and diversity of ECE workforce

Findings from Family Engagement:

The Regional Stewardship Committee (RSC) created an aggregated analysis of data from specific communities relevant to the identification of priority populations for this document. The RSC has not separated out these findings by specific cultural or racial group. Through the data analysis conducted by parent leaders and described under the heading of "Family Engagement Efforts", RSC members noted that the amount of commonality far outweighed any differences. Perspectives that were unique to particular communities were specific statements such as: don't have pork in preK menus for religious reasons. The parent leaders were able to identify a common underlying finding in these specific statements such as 'respect us and honor our culture and beliefs', anticipating that this finding would be demonstrated in culturally specific ways. This finding that commonalities were more significant than the differences between particular communities is foundational to the preferences listed in the Family Needs and Preferences Grid in the Mixed Delivery Profile, Deliverable 2.

Potential Priority Populations	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
Children ages 0-5 from communities that have been and continue to be marginalized because of their race or their immigrant or refugee experience **Proxy**: Demographic categories in census data	Share of children birth though age 6 with poverty status below 200% FPL at midpoint of 95% confidence interval Total county-wide: 40% African American: 80% Hispanic/Latino: 65% Asian: 55% Native Hawaiian/Pacific Islander: 75% American Indian/Alaska Native: 75% Middle Eastern/North African: 40% White alone, not Hispanic/Latino, Slavic or MENA: 25%[1]	This priority population is over-represented in poverty so the geographic areas for demographic prioritization match the income prioritization areas. We recognize the limitations of this assumption and support investments in isolated culturally specific communities in other parts of the county. East Portland: 1,954 children age 3 and 4 living under 200% FPL or 59% of area's children.	The findings from family engagement listed in this column throughout the table and the Family Needs and Preferences Grid in the Mixed Delivery Profile, Deliverable 2, were drawn from accumulated notes and conversations with parent leaders from the priority populations and verified with them in their role as members of the RSC. The specific language in the preferences in Deliverable 2 was unanimously approved by 18 parent leaders in the RSC on November 15, 2019.	The information that follows in this column throughout the table is organized by themes that families, parent leaders and ECE stakeholders compiled through extensive conversations and analysis conducted by the Preschool For All Taskforce and workgroups in 2018-19. The RSC and its parent leaders reviewed and approved the language used here. Where parent leaders had areas of specific emphasis, this is noted in the content. These are not specific quotes from individual parents but are summary statements generated by the parent leader group of the RSC. 1. Prioritize children from communities that have been and continue to be marginalized because of their race. • Create and sustain programs that support positive racial and cultural identity formation. Parent leaders emphasized this importance because so many negative messages are sent to children of color and Native children • Create and support a professional development system that produces inclusive, culturally relevant and specific settings and other attributes of preK

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[1] ECONorthwest analysis of ACS PUMS 2016 five-year data

		Gresham & Troutdale: 2,243 children age 3 and 4 living under 200% FPL or 46% of area's children. North & NE Portland: 1,232 children age 3 and 4 living under 200% FPL or 37% of area's children. [2]		settings identified in Multnomah County's Vision for Preschool that was written by parents and ECE community leaders in 2016. • Evaluate new investments based on the applicants' current and historical capacity to effectively serve children in the priority population. Parent leaders underscored the need to ask how good the applicants are at partnering with parents in the education of their children because parents are their child's first teacher.
Households with children ages 0-5 and with incomes at or below the Self Sufficiency Standard **Proxy:** population of children age 3 and 4 in households with 0- 200% FPL, 2012-16 **Note:** ECONW data uses age range 3-4	Total population at 0-200% FPL eligible for federal and state funded preK: • 7,219 children age 3 and 4 [3] • 10,403 children age 3-5 [4]	Priority geographic areas: East Portland: 1,954 children age 3 and 4 living under 200% FPL or 59% of area's children. Gresham & Troutdale: 2,243 children age 3 and 4 living under 200% FPL		2. Prioritize families with incomes at 200% FPL and lower • Open access to families whose income is too high for Head Start but who cannot afford preschool. Parent leaders noted that this happens a lot and an increase in minimum wage has added challenges. • Sustain and extend Head Start, Early Head Start and OPK programs because they work. Parent leaders emphasized the importance of these programs knowing how to adapt menus and other classroom elements to support children's religious and cultural needs.

[2] ECONorthwest analysis of ACS PUMS 2016 five-year data
[3] ECONorthwest analysis of ACS PUMS 2016 five-year data
[4] PDG Workbook 2 – Early Learning Enrollment & Reach, Federal and State Funded PreK Enrollment, Table 1

PDG data uses age range 3-5	Population enrolled in federal and state funded preK: • 2,842 children age 3 and 4 enrolled or 39% of those eligible[6] • 3,300 children age 3-5 enrolled or 32% of those eligible[7] Population eligible for federal and state funded preK and not enrolled: • 4,377 children age 3 and 4 not served or 61% of those eligible8 • 7,103 children age 3-5 not served or 68% of those eligible[9] Majority of children not enrolled are in 100-200% FPL[10]	or 46% of area's children. North & NE Portland: 1,232 children age 3 and 4 living under 200% FPL or 37% of area's children. [5]		• Recognize that families with low incomes have limited workplace flexibility. Parent leaders emphasized the need to help out working families by offering a variety of preK and childcare settings for families. They noted that some families prefer family childcare where their preschooler can stay with their infant while others prefer a school classroom so that all their children are on the same school schedule and still others need a preK setting with before and after care to match their work hours. 3. Prioritize services in geographic areas of the county that have a high percentage of young children in households earning 200% FPL or less as these areas will have an over-representation of children from communities of color due to sustained systematic and institutional racism. • Honor the cultural networks and community home of families who have been displaced through gentrification by allowing fluidity with boundary lines.

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[6] ECONorthwest analysis of ACS PUMS 2016 five-year data, May 2018 enrollment reporting by OPK program mapped to early learning hub (from the Children's Institute)

[7] PDG Workbook 2 – Early Learning Enrollment & Reach, Federal and State Funded PreK Enrollment, Table 1

[5] ECONorthwest analysis of ACS PUMS 2016 five-year data

[8] ECONorthwest analysis of ACS PUMS 2016 five-year data, May 2018 enrollment reporting by OPK program mapped to early learning hub (from the Children's Institute)

[9] PDG Workbook 2 – Early Learning Enrollment & Reach, Federal and State Funded PreK Enrollment, Table 1

[10] PDG Workbook 2 – Early Learning Enrollment & Reach, Federal and State Funded PreK Enrollment, Table 1

				Parent leaders and ECE stakeholders noted that rising housing costs have pushed some families out to east county but their extended family and community roots are in N/NE Portland where they want their children to go to preK. Parent leaders emphasized that many families have to move frequently so boundary lines should be suggestions rather than firm rules. Parent leaders and ECE stakeholders emphasized that services were needed all across the county. • Recognize that these geographic areas may not contain extensive culturally specific services or have a workforce in place that reflects the race, culture or life experience of the children enrolled in ECE services. Parent leaders noted that established providers, schools and organizations in these geographic areas may not have adapted to the changes in population and while they may be located in the priority geographic areas, they may lack skills and experience in effectively providing early care and education for children from communities that have been and continue to be marginalized because of their race.

Children ages 0-5 with developmental delays or disabilities from communities that have been and continue to be marginalized because of their race or their immigrant or refugee status **Proxy**: Demographic categories in census data	Total proxy population at 0-200% FPL: 10,403 total children aged 3-5[11] 1,582 children aged 3-5 enrolled in EI/ECSE services or 5.8% of total[12] Unable to determine what is the % reach that indicates adequate reach therefore PDG reach quartiles are confusing. The hub region expects to see an increase in the percentage of children from priority populations who are enrolled in EI/ECSE services as more authentic connections and culturally relevant practices address the intersection of race and disability.	Specific geographic information for this subset not available at this time.		4. Prioritize inclusive practices that understand and address the intersectionality of racism and disabilities. • Disaggregate EI/ECSE data to uncover disparities in service delivery and ECE system practices of screening, referral and evaluation. Parent leaders noted that some families are not participating in Special Ed for good reasons, but it can lead to conflict with a teacher. • Partner with and hire community liaisons to understand culturally specific perspectives and practices re developmental delays and disabilities. Parent leaders noted that most disability rights advocates are White and can assume there is only one way to understand and handle disabilities. • Make sure teachers know how to support and include children with disabilities in their classroom. Parent leaders emphasized the need to give teachers the support they need to be successful and not stressed.

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[11] PDG Workbook 2 – Early Learning Enrollment & Reach, Federal and State Funded PreK Enrollment, Table 1
[12] PDG Workbook 2 – Early Learning Enrollment & Reach, Enrollment in Early Intervention or Early Childhood Special Education, Table 1

Regional Mixed Delivery Profile

Family Needs & Preferences Grid

Conversations with families of children younger than school age often started with two statements of need: *We can't find childcare. When we find it, we can't afford it.* These concerns are evident in the severe shortage of childcare in the county. Only 18% of 27,088 infants and toddlers in the county have access to a regulated childcare slot, leaving 22,212 without access to regulated care[13]. Overall, there are 17,913 regulated slots on record for the county's 58,949 children aged 0-5 leaving 41,036 children without access to regulated care at any price point[14].

Four years ago the ECE sector and parent leaders began exploring universal access to preK as a way to address some of these pressing needs. It quickly became evident that increasing access and affordability alone did not address the significant decision-making factors for families in the priority populations detailed throughout this document. Families related story after story of finally getting off a waiting list for ECE services only to find the staff at the site rude to them, dismissive of religious practices and unwilling to adapt the classroom environment to fully include their child. Families across all races, ethnicities, cultural groups, legal status and those who have been in the US for generations and those who have arrived within the past five years—all of them were clear that they wanted a childcare experience as described in the preferences listed in this document. Parent leaders had more pointed demands for the planning teams in this hub region: *We want preschool that is designed by us and for us, that employs us and that builds on our strength.*

Input was collected from priority populations, including African American, Latinx, Native American, Somali, African immigrant, Slavic, Vietnamese, Nepali and Pacific Islander. Input was collected and analyzed by the parent leaders of the RSC who are from these communities.

Priority Population	Preference #1	Preference #2	Preference #3	Other Considerations
Children ages 0-5 from communities that have been and continue to be marginalized because of their race or their immigrant or refugee experience	**Safe and joy-filled spaces** An educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience	**Teachers who support school success** Quality of teacher's relationships with the children and ability to teach content and skills that will help children be successful in school	**Teachers from our communities** Teachers who partner with parents in a respectful way and skillfully support children's positive cultural and racial identity formation	Appendix B contains significant insights related to these preferences, which emerged through the RSC's family engagement efforts.

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[13] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1
[14] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1

Households with children ages 0-5 and with incomes at or below the Self-Sufficiency Standard	**Variety of settings** A variety of preK settings that meet families' needs such as full-day, part-day, two-generation, extended-day, in schools, in community-based organizations, in family-based and center-based childcare	**Qualified teachers** Teachers with combinations of qualifications that include relevant experience, education, training, competencies, certifications and specific skills such as Special Education	**Culturally specific and culturally relevant settings** PreK settings that are designed specifically for families from the same community and cultural group as well as preK settings that are designed to honor and support children in a multi-cultural environment	
Children ages 0-5 with developmental delays or disabilities from communities that have been and continue to be marginalized because of their race or their immigrant or refugee status	**No expulsion** A recurrent theme from parent meetings is the negative impact of disproportionate discipline, expulsion or other forms of push-out in ECE and school settings. Parent leaders in the RSC generated this statement: *We have studied, and we understand teacher bias and how it makes black and brown children look threatening and we want that stopped.*	**Safe and joy-filled spaces** An educational environment that keeps children safe in the least restrictive environment and makes learning a joyful experience	**Teachers from our communities** Teachers who partner with parents in a respectful way and skillfully support children's positive cultural and racial identity formation	

Regional Mixed Delivery Profile
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?	A. The region's ability to meet the demand for childcare and preschool
	  1. Demand defined by current supply compared to population data:
	    a. Based on PDG data[15], there are 5,497 slots of all types of care for the 30,089 infants and toddlers in the county (ages birth -2). That leaves families of 24,592 infants and toddlers without access to childcare in the county. For the 28,860 3-5 year old children in the county, there are 12,416 slots. This leaves families of 16,444 children age 3-5 without access to childcare. Data for the 0-5 population indicates that 70% of the children do not have access to regulated care.
	
	  2. Existing providers that could potentially meet the demand assuming financial investments, increased infrastructure capacity such as classroom spaces, business stabilization elements such as shared services or sub pool, available qualified teachers and staff and experience in or commitment to implementing culturally responsive practices (note: this is not an exhaustive list)
	
	    a. *Childcare providers:* There are 1,241 regulated facilities in the hub region[16]. Further revisions of the Preschool For All plan and the ECE Sector Plan in 2020 will include a more detailed assessment of the capacity of current providers to meet the various requirements for expansion set by local and state-level funders. Early Learning Multnomah and the CCRR are working together to identify which providers are ready for expansion under the terms of the 2020 investment of SSA funds. As the eligibility requirements of specific expansion opportunities are established, the RSC will be able to create profiles of providers who are ready to apply for those expansion opportunities, including what those providers will need in terms of infrastructure, teaching staff, business supports and implementing culturally responsive practices.
	
	    b. *OPK:* There are five Head Start or OPK grantees in the hub region. They are all ready to expand and have established and successful models.

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[15] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1
[16] PDG Workbook 3 – Early Learning Availability & Quality, Number of Facilities by Type of Care, Regulation Type, and Facility Type, Table 1

c. *Community-based organizations:* Several community-based organizations are currently exploring establishing or expanding childcare and preschool or preschool-like services. This list is not exhaustive. Latino Network is actively looking to expand their *Juntos Aprendemo* programs. Metropolitan Family Services wants to expand their *Ready, Set, Go!* programs. IRCO is developing a business plan for a preschool for families with immigrant and refugee experiences. Rosewood Initiative is actively seeking funding and a location for a multi-cultural children's center in the Rockwood area. CAIRO is looking for funding to add preschool classrooms for Somali and other African immigrant and refugee families. AEME is looking for funding to expand Montessori education in Title 1 schools. Neighborhood House is preparing for construction of a site in North Portland with affordable housing and co-located childcare, infant care or preschool.

d. *K-12*: David Douglas School District, Reynolds School District, Gresham-Barlow School District, Portland Public Schools, Parkrose School District and Centennial School District are all exploring on-site preschool or partnerships with community organizations to increase their early learning supports. These districts operate in the priority geographic areas: East Portland, Gresham, Troutdale, North and Northeast Portland.

B.   The region's ability to respond to the preferences of the priority population:

Caveat: There is limited data related to these preferences in the TRI provider analysis and in the ECONW analysis for Preschool For All. Proxies named here are an inadequate base for drawing meaningful conclusions. They are included here in order to give a complete answer to the question asked in this Mixed Delivery Profile.

Preferences
a. *Safe and joy-filled spaces:* The available proxy is whether the provider offers regulated care in order to address physical safety of the childcare setting and minimal training of the provider in first aid. This is not an adequate proxy for the full description of the preference as described in the Family Needs & Preferences Grid which includes making learning a joyful experience and extending the definition of safety to include mitigating the risks families from communities of color face when interacting with established power-holders. Given the caveats in this paragraph, the proxy of regulated care indicates that 30% or 17,913 children from birth-age 5 have access to regulated care, leaving 41,036 without access[17].

b. *Teachers who support school success*: The available proxy is the amount of federal and state funded care because most of these providers assess the quality of teacher interactions with children through an

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[17] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1

instrument like CLASS. Note that this proxy data covers a limited number of providers and that questions exist about the ability of CLASS to adequately support culturally relevant practices. Given the caveats, the proxy of federal and state funded care indicates that 31% of eligible 3-5 year-olds (200% FPL and lower) are enrolled in Federal and State-funded preK (Preschool Promise, OPK, Head Start)[18].

c. *Teachers from our communities*: Several proxies are available, and all are incomplete and have the potential to be misleading. The use of "speaks a language other than English" as proxy for person of color makes invisible African American, Native, and English-speaking Latinx, API, and African communities. At the same time, just because a provider speaks a language other than English, doesn't mean they are from the community being served.

- PDG data[19] for children age 5-17 indicates that 29% of children who are school age speak a language other than English. TRI data[20] shows the number of providers in roughly the priority geographic areas who speak languages other than English peak at Russian speaking providers (roughly 103), then Spanish speaking providers (roughly 72), then Vietnamese speaking providers (roughly 42), then Cantonese speaking providers (roughly 17). After that, the numbers drop to 10 or less for Mandarin, Romanian, Taishanese, Ukrainian, Somali, Arabic, then drop to five or less for Zomi, Karin, Hindi, Hmong, and more. Language is not an adequate proxy for race or ethnicity. TRI could not report data on providers disaggregated by race, culture or ethnicity. Based on the rough totals of providers who report speaking languages other than English, 71% of the 1,241 regulated facilities have a provider who speaks a language other than English. The 1,241 regulated facilities serve 30% of the 0-5 population in the county[21]. 71% of the facilities that serve 30% of the 0-5 population have a provider who speaks a language other than English.
- ECONorthwest[22] estimated that 73% of children age 3 & 4 in the county in households below 100% FPL are people of color, and 66% of children age 3 & 4 in the county in households between 100 and 200% FPL are people of color. Given the large number of children age 3 and 4 in the county who are people of color, and the small percentage of providers who speak languages other than English, the data supports the need for increased numbers of providers and teachers from communities of color.
- Qualitative data from family input sessions indicates that there is a severe shortage of preK teachers and childcare providers from communities of color due to a number of institutional barriers that range

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[18] PDG Workbook 2 – Early Learning Enrollment and Reach, Federal and State Funded Pre-K enrollment, Table 2
[19] PDG Workbook 1 – Child & Family Characteristics, Children 5-17 who speak a language other than English, Table 1
[20] TRI data table from the ELD, provider language sheet
[21] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1
[22] ECONorthwest, Multnomah County Preschool Population Demographics, September 20, 2018, ECONorthwest analysis of ACS PUMS 2016 five-year data

from the lack of pathways into teaching positions for people without English fluency, to the long-term impact of red-lining practices in banking and real estate that restricted the ability of non-White families to own a home that could become a childcare business.

d. *No expulsion:* There is no available proxy in data sets for the population due to lack of agreed upon definitions of expulsion across ECE sectors, among other reasons. Local leaders working to establish an NBCDI chapter (National Black Child Development Institute) are addressing this issue and collecting qualitative and quantitative data.

e. *Variety of settings:* The available proxy is a question on a voluntary survey of providers that asks about sick care, extended care and flexible drop off/pick up. In Multnomah County, 72 facilities[23], or 5% of regulated facilities, responded to the survey. The sample size is too small to draw any conclusions.

f. *Qualified teachers:* There is no available proxy as the preference from the priority population extends beyond qualifications for state and federally funded care and Spark-rated care.

g. *Culturally specific and culturally relevant settings*: There is no available proxy for this as the preference from the priority population includes more than the language of the teacher or information reported to Spark reviewers.

C. Existing providers and partners that could potentially meet the demand for these preferences assuming financial investments, political support, etc (note: this is not an exhaustive list)

a. *CCRR:* The CCRR operates Focused Child Care Networks to increase the quantity and quality of culturally specific care. The networks are supported by state funds and Portland Children's Levy. There is room to expand and an established and successful model to build on.

b. *Mt Hood Community College*: The College has created a Vocational English as a Second Language (VESL) class to support cohorts of students who are becoming fluent in English as they work toward their CDA (Child Development Associate degree). This increases the number of bi-lingual providers and teachers in the early care and education workforce with an AA degree. There is room to expand and an established and successful

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[23] PDG Workbook 3 – Early Learning Availability & Quality, Sick Extended and Flexible Care, Table 1

model to build on for providers who have their high school diploma or GED.[24] Many highly skilled early learning providers from immigrant experiences faced barriers in their home countries and in the US and do not hold a diploma or GED. This limitation is an important one to recognize as we consider the system's readiness to support professional development and career tracks for a workforce that reflects our children.

c. *Culturally specific and culturally relevant community-based organizations*: As identified in section 2 above, there are several organizations in the region who are ready to support culturally specific and culturally relevant settings. There is room to expand and established and successful models to build on.

d. *Preschool For All:* This local initiative is committed to addressing these preferences as it builds public support for increased access to publicly-funded preschool and creates an implementation plan. The RSC (Regional Stewardship Council) for this ECE Sector Plan is a part of the Preschool For All initiative.

e. *Early Learning Multnomah:* The local early learning hub and other members of the RSC are developing a research proposal to determine the racial, ethnic and cultural demographics of early care and education providers and teachers in the hub region. The baseline will allow the hub and other leaders in the Preschool For All initiative to assess whether or not new investments and associated policies support the goal of increasing the diversity of providers and teachers.

Where are the biggest gaps in service geographically?	The areas of Multnomah County with the largest gaps in services for the priority population are East Portland, Gresham, Troutdale, North and Northeast Portland as they have the highest percentage of children age 3 and 4 who live in households whose income is below 200% FPL. In East Portland that is 1,954 children or 59% of the area's children. In Gresham and Troutdale that is 2,243 children or 46% of the area's children. In North and NE Portland that is 1,232 children or 37% of the area's children[25]. Children from communities that have been and continue to be marginalized because of their race are significantly over-represented in low income neighborhoods. The RSC discussed whether these identified areas should be specified by zip codes or boundary lines to make clear who is in or out of the priority areas. The density of the urban population in the hub region made that option challenging and, in the end, counterproductive. "Challenging" because there is no overlap between geographic areas defined by zip codes, census tracts, city limits, street addresses, school districts and common use of neighborhood names. This is a distinctive characteristic of the urban density of Multnomah County. "Counterproductive" because

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[24] https://www.pri.org/stories/2019-12-02/early-childhood-education-critical-limited-oregon-immigrant-teachers-could-be

[25] ECONorthwest, Multnomah County Preschool Population Demographics, September 20, 2018, ECONorthwest analysis of ACS PUMS 2016 five-year data

	there is a historical pattern in the region in which gentrification follows significant investments in geographically specific areas, whether those investments are in the built environment (new public transit lines, for example) or in high-quality site-specific services (Earl Boyles and Faubion elementary schools, for example). Gentrification, push-out, and the rising cost of housing results in high mobility of families with young children. For these reasons, the RSC chose to prioritize these geographic areas without specific boundary lines.
Where are the biggest gaps in service for priority populations?	The biggest gap in service for priority populations are culturally specific and culturally relevant early care and education settings and services. This is substantiated by the preferences listed in the Family Needs & Preferences Grid and the limited data on providers able to meet those preferences listed above in this table. The RSC is clear that this gap is the highest priority for service expansion in the county. Priority geographic areas were identified because of the high percentage of children from priority populations but it should not be assumed that services located in these geographic areas are culturally specific or culturally relevant.
What program characteristics are necessary to meet the demand in your target communities?	First and foremost, priority populations in the identified geographic areas want culturally specific and culturally responsive settings. Additional program characteristics: Inclusive settings for children with delays and disabilities Providers who speak the home language of priority populations Full-day, full-year childcare and preschool Part-day care Extended-day options The priority populations in these geographic areas constitute a large section of the 41,036[26] children age birth to five in the county who do not have access to childcare. As PFA planning moves forward, further work is underway to connect with families around desired program characteristics and other issues by considering the areas in smaller but comprehensive categories such as school catchment areas, for example. The statements below are taken from family engagement events and illustrate the need for a range of program characteristics to address the racial, religious, ethnic, cultural and linguistic diversity of the large priority population in the county.

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[26] PDG Workbook 3 – Early Learning Availability & Quality, Percent of Children Ages 0-2, 3-5 and 0-5 with Access to a Slot, Table 1

	• Some families who are fluent in languages other than English are very interested in culturally specific models like *Juntos Aprendemos*, and in two-generation models like *Ready, Set, Go* and *Tutu & Me* where parents and elders attend school with their children. • Some families with precarious housing are interested in programs that do not have strict boundary lines for eligibility as their home location can change and disrupt placements. • Some families who are over-represented in the foster care and child welfare system (such as African American, Native American and African immigrant families) are hesitant to participate in programs that require a home visit. • Some families want programs that support the behaviors and learning styles that built their own resiliency in their country of origin, and others want programs that clearly follow the American education system.
How would small ECE providers meeting these characteristics be supported through a network model?	Small ECE providers could be supported through a network model. Based on the region's experience with the CCRR's guidance of Focused Child Care Networks and the inter-related supports provided through the early learning hub's coordination of Preschool Promise, a network of these small ECE providers could be supported by an entity who can provide the following services. 1. Manage the funder's contract for the network of ECE providers as a fiscal agent in order to buffer inconsistencies in the scheduled availability of state funds 2. Translate, collect and double check data reports and other information requests from the funder in order to make sure data is accurate and to minimize the administrative load for the funder 3. Provide or coordinate professional development specific to the needs of small ECE providers, such as managing a small business, which are different from the professional development needs of school districts, Head Starts, and larger childcare businesses such as KinderCare, for example 4. Advise the funder on the collectively determined CQI needs of the network rather than having each provider apply directly to the funder 5. Serve as the local connection and gathering point for small ECE providers who would otherwise be part of a large state-wide system that might not speak their language or understand their specific local context 6. Facilitate community-building and connections between providers within the network

Emerging ECE Expansion Opportunities

Appendix C contains contact information related to these opportunities for ECE expansion

Regional Opportunities Expansion	Opportunities for ECE expansion in the hub region:
Preschool For All	Through the leadership of Commissioner Jessica Vega Pederson and in partnership with SVP and United Way of Columbia-Willamette's Early Learning Multnomah, the Preschool for All Task Force was convened in September 2018. The Task Force was comprised of a cross-sector group of community leaders including early learning experts and advocates, higher education leaders, Multnomah County school district superintendents, members of the business community, health sector leaders, culturally specific community-based organizations and parents[27]. The Task Force met monthly, facilitated by Megan Irwin, Oregon's former Early Learning System Director. At each meeting the Task Force reviewed data related to Multnomah County's current preschool and early learning capacity, and reviewed and discussed recommendations generated by Preschool for All Work Groups to address workforce shortages and needs, infrastructure gaps, administrative structure needs, and program design policies. To ensure that the Task Force's vision for Preschool for All truly reflected the unique strengths and needs of Multnomah County, Commissioner Vega Pederson invited local technical experts to participate in four Work Groups. More than 95 individuals participated in the Task Force and the Work Groups, representing over 50 organizations, including Head Starts, the CCRR and others[28]. The Task Force also relied on the leaders at Early Learning Multnomah to utilize the structure and expertise of the Parent Accountability Council (PAC) to help shape and give feedback on the recommendations. This structure paved the way for innovative strategies to emerge, embedding the wisdom and lived experience of community members.

[27] See Preschool For All Report at https://multco.us/preschool-all-task-force, pp 24-25

[28] See Preschool For All Report at https://multco.us/preschool-all-task-force, pp 25-27

The Preschool for All Task Force Work Group facilitators guided discussions and helped each group arrive at consensus around critical decisions from workforce compensation to the breadth and depth of the program model. Facilitators of each Work Group then helped craft these decisions into recommendations for Task Force and PAC feedback. The Work Group revised each set of recommendations based on this input and returned it to the Task Force for a vote on their final recommendation. ECONorthwest, as a respected economic consulting agency, provided contextual data, including analysis of population estimates, workforce data, cost models and learnings from similar preschool expansion efforts across the country.

The Task Force concluded in June 2019 with the recommendations outlined in a report[29] forming the framework for a universal preschool system in Multnomah County.

As of December 2019, a Pre-referral Steering Committee is actively working to determine feasibility of 2020 ballot measure supporting universal access to preK in Multnomah County. Implementation planning is in the hands of the Technical Advisory Committee. The Parent Accountability Council retains its role of key advisor to the PFA committees and is represented on the steering committee. Parent leaders are preparing for new roles in mobilizing their communities in support of this initiative.

Implementation design: The county's plan for PFA includes full day programming such as Preschool Promise and Head Start, as well as part-day options and two-generation models like *Juntos Aprendemos* and *Tutu & Me*. Income eligibility is based on the Self-Sufficiency Standard rather than FPL to take into consideration the high cost of housing, etc in Multnomah County. Provider participation in the program, coordinated enrollment and professional development would be handled on the local level through an administrative structure to be determined. Additional documentation[30] of the extensive work done by the PFA Task Force Workgroups on teacher competencies, evaluation, professional development, infrastructure needs, etc can be found on the PFA website. The hundreds of hours of research, discussion and deliberation put in by the 95 community and parent experts from the ECE sector and other parts of the community have become a strong foundation for the Technical Advisory Committee, and for ECE planning by school districts and the ECE Sector Plan's Regional Stewardship Committee.

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[29] https://multco.us/file/82324/download
[30] https://multco.us/file/84789/download

	Reach: The number of settings and children served in the first year will be determined based on factors such as cost-modeling and polling that are under consideration by the Pre-referral Steering Committee. Priority population: PFA will provide all families with access to affordable preK and will prioritize children from historically marginalized communities including children from those communities with developmental delays or disabilities. Related work: PFA has sparked further thinking and planning for workforce development and infrastructure expansion so that there are spaces and teachers to support the expansion of preK in the county and is actively looking for partners in that work. Early Learning Multnomah is working closely with the PFA initiative to connect the work happening through the ECE Sector Plan with the multi-layered components of PFA planning.
Head Start, OPK and Early Head Start	Each organization has their own strategic plan including options for expansion. PPS Head Start is working closely with the PPS Early Learning department to determine a comprehensive strategic plan to support early learning programing in the district.
Preschool Promise providers	Several current providers are considering applying for more Preschool Promise slots.
School Districts planning preK expansions in next 1-3 years	Planning is underway in many districts and most are planning 2-3 years out.
Community Based Organizations planning ECE expansions in next 1-3 years	Many community-based organizations across the county are preparing for ECE expansion in anticipation of new resources. Organizations are looking for space in schools and other public places to support expansion of ECE services.
Childcare providers planning ECE expansions in next 1-3 years	Multnomah County's Child Care Resource and Referral (CCRR) is in communication with over a thousand licensed childcare providers in the county and is the connection point for providers looking to expand. Lack of space is often the barrier to expansion, so providers are often looking to partner with other organizations or find affordable locations. The CCRR partners with the Portland Children's Levy (PCL) on a Childcare Improvement Project that stabilizes ERDC payment shortfalls for some providers, CCRR is also working with the Early Learning Division to pilot Baby Promise which will support the true costs of infant care.

Early Care and Education programs ready to expand	There are many programs active in Multnomah County that are ready to expand their ECE services, such as Relief Nurseries, Health Families home visiting programs, kindergarten transition programs, P-3 programs in SUN community schools, Community Education Workers and more.
Infant and Early Childhood Mental Health Consultation	Infant and Early Childhood Mental Health Consultation (IECMHC) is a prevention-based service recommended by SAMHSA and HHS. A tri-county workgroup Is strategizing how to fund and implement this evidence-based practice in the region as an upstream, diversity-informed intervention. The workgroup includes decision-makers from the three counties in behavioral health, public health, education, mental health, early learning hubs, advocates and investors.
Collective advocacy for child care investments	All:Ready, the Regional Kindergarten Readiness Network has 4 workgroups, one of which is focused on Funding and Political Will. At a recent network convening, the group prioritized child care as one of its top areas for collective advocacy in the coming year. The strategy would be to advocate for the state legislature to make investments to improve and expand child care. The workgroups will work in partnership with the Child Care Coalition and the legislative Child Care Taskforce.

Appendix A
Regional Stewardship Committee (RSC) considerations regarding priority populations

The RSC recognizes that this definition of a priority population for Multnomah County encompasses a substantial percentage of the 7,103 children age 3-5 who live in households that are at or below 200% FPL, who are eligible for state and federally funded preK and currently do not have access to those preK services in Multnomah County . The RSC chose to include the full range of children who are from marginalized communities rather than identifying specific communities by language, race or culture because all of these specific communities that make up the larger priority population have significant needs for services, with minimal access to culturally and linguistically specific licensed childcare or preschool. As part of the RSC, Early Learning Multnomah is supporting further research to identify the current demographic diversity of early care and education providers. This research will serve as a baseline to inform ECE Sector Plan revisions regarding specific gaps in services as well as the impacts of investments and policies on racial disparities.

Historically and currently marginalized communities can be rendered invisible by aggregated demographic categories. The RSC supports the use of the Race, Ethnicity, Language and Disability (REAL D) policy for data collection related to early care and education services. This policy currently applies to all Oregon Health Authority and Department of Human Services programs that collect, record, and report demographic data and assists these agencies in seeing and addressing health disparities.[31] The REAL D policy allows individuals to select more than one demographic category. The communities identified in the first priority population as African, African American, Asian, Latinx, Middle Eastern and North African, Native American, Pacific Islander, and Slavic include: American Indian; Alaska Native; Canadian Inuit, Metis, or First Nation; Indigenous Mexican, Central American, or South American; Asian Indian; Chines;, Filipino/a; Hmong; Japanese; Korean; Laotian; South Asian; Vietnamese; African American; African (Black); Caribbean (Black); Central American; Mexican; South American; Hispanic or Latino/a/x; Middle Eastern; North African; Chamorro; Guamanian; Micronesian/Marshallese/Palauan (COFA); Native Hawaiian; Samoan; Tongan; Eastern European and Slavic.[32]

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[31] https://www.oregon.gov/oha/PH/DISEASESCONDITIONS/COMMUNICABLEDISEASE/REPORTINGCOMMUNICABLEDISEASE/Pages/REAL-D-Collection-Toolkit.aspx; https://www.oregon.gov/oha/OEI/REALD%20Documents/REAL-D%20rules.pdf
[32] https://www.oregon.gov/oha/OEI/Pages/REALD-Temp-Page.aspx

Current Preschool Promise sites in the county prioritize these four geographic locations as well as an OPK site in SW Portland addressing the needs of immigrant and refugee children in that part of the county. Current Preschool Promise grantees demonstrate the county's commitment to mixed delivery: three childcare settings, one OPK, one Head Start, two community-based organizations and two schools. Three of the Preschool Promise programs have a culturally specific focus (African American, Somali and families from Myanmar). The majority of students at all sites are from communities of color.

This description of priority populations is in line with the priority populations of our hub region's Child Care Resource and Referral (CCRR). The CCRR and the early learning hub worked together to determine eligibility for the state-funded Baby Promise program for programs participating in culturally specific networks, City of Portland's Community Child Care Initiative, Preschool Promise programs, and Early Head Start. The Community Child Care Initiative funded through Portland Children's Levy has also identified children of color, children with special needs, children in foster care, infants/toddlers and East Portland as priority populations.

The Self-Sufficiency Standard defines the minimum income needed to realistically support a family, meeting basic needs without aid from government, community, or family and friends. These expenses are calculated based on local cost data and are adjusted for different family types. The official poverty measure, the Federal Poverty Level (FPL), was developed half a century ago. It is methodologically out of date and no longer accurately measures poverty.[33] The Self-Sufficiency Standard was developed by the Center for Women's Welfare and addresses many of the limitations of the FPL. Multnomah County's Department of Human Services and the Multnomah County Commission for Economic Dignity released a 2019 report on poverty in Multnomah County that contains extensive information on the Self-Sufficiency Standard and population demographics in the county.[34]

This ECE Sector Plan identifies the priority populations for the 0-5 age range. The RSC focused on the 3-5 population during the planning period for Phase 1, from September 17 through December 13, 2019. The RSC expects initial new state investments in the 0-2 population to involve the current EHS providers in the county. These providers have clear plans for how to handle expansion and are currently providing early care and education services to the priority population identified in this plan. Further consideration of the needs of the 0-2 population will be picked up in Phase 2 of ECE Sector Planning. An initial brief data analysis of the number of childcare providers offering infant care is included in the Mixed Delivery Profile.

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[33] http://selfsufficiencystandard.org/sites/default/files/selfsuff/docs/OR2017.pdf
[34] https://drive.google.com/file/d/1Bx48_RZJejqR9dIZJCby5Kkk--FgWuAW/view; https://www.opb.org/news/article/multnomah-county-oregon-poverty-self-sufficiency-standard-report/

Appendix B
Additional insights from family engagement regarding family preferences

• Safety also means that teachers and administrators understand the many risks parents face whenever they interact with people who have power, due to their skin color or religion.

• In order for the children in priority populations to be seen as successful, they need to be really successful in school, so parents want to be sure teachers know how smart their children are and will challenge them to be their best so they will excel in school.

• Parents from the priority populations endorsed this statement as summing up their preference for teachers: We want teachers who look like us, respect us and include us as partners.

• Some parents want to learn English with their children. Some parents work long hours. Some want their youngest to go to school for a few hours until they get a bit older. So parents need a lot of different kinds of preK and childcare.

• Parents emphasized that It doesn't matter so much to them whether the teacher has a degree or not—they just want the teacher to be experienced, skilled, smart and open to learning new things. They want the best teachers possible.

• Parents want their children to be taught in ways that honor their language and culture and they also want their children to learn about other cultures and communities.

Appendix C
Contact information for emerging ECE expansion opportunities

Regional Opportunities for Expansion	Contact information for opportunities for ECE expansion
Preschool For All	For more information about PFA, please contact Brooke Chilton-Timmons brooke.chilton-timmons@multco.us or Molly Day mollyd@unitedway-pdx.org.
Head Start, OPK and Early Head Start	For more information about Albina Head Start in North and Northeast Portland contact Ronald Herndon ronalbina@aol.com and Elaine Harrison ElaineH@albinaheadstart.org. For Mt Hood Community College Head Start in East County contact Pam Greenough Corrie Pam.Corrie@mhcc.edu. For Neighborhood House in Southwest Portland contact Lindsay Wills lwills@nhpdx.org. For OCDC and migrant families contact Maria Mottaghian Maria.Mottaghian@ocdc.net. For PPS Head Start contact Eileen Isham eisham@pps.net , Robert Cantwell rcantwel@pps.net and Emily Glasgow eglasgow@pps.net
Preschool Promise providers	For more information and connections with current Preschool Promise providers contact Mina Smith: minas@unitedway-pdx.org.
School Districts planning preK expansions in next 1-3 years	For information and connections with early childhood-focused administrators in each district, please contact Angela Hubbs at Multnomah Educational Service District: ahubbs@mesd.k12.or.us
Community Based Organizations planning ECE expansions in next 1-3 years	For information and connection with specific organizations planning ECE expansion, please contact Brooke Chilton Timmons brooke.chilton-timmons@multco.us with Preschool For All and Molly Day mollyd@unitedway-pdx.org with Early Learning Multnomah. Rosewood Initiative in Rockwood is actively looking for early learning space. Contact Jenny Glass jenny@rosewoodinitiative.org

	Neighborhood House is working on a new development in North Portland with affordable housing and childcare or preschool on site to open Fall 2020. For more information contact Chris Chiacchierini cc@nhpdx.org
Childcare providers planning ECE expansions in next 1-3 years	For connections with childcare providers planning expansion, contact Christine Waters Christine.Waters@mhcc.edu.
Early Care and Education programs ready to expand	Early Learning Multnomah has put together a directory of programs ready for expansion, including brief summaries of the work, contact information and how they fit with SSA goals. It will be posted to www.earlylearningmultnomah.org in February.
Infant and Early Childhood Mental Health Consultation	For more information contact Peg King kingp@healthshareoregon.org
Collective advocacy for child care investments	For more information, contact Kari Lyons lyonsk@healthshareoregon.org