



Oregon's Early Learning System

Supporting Young Children and Families to Learn and Thrive

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Agenda

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- Oregon: Perception vs. Reality
- Oregon's Early Learning System
 - ▣ Rationale for systems change
 - ▣ Early Learning Hubs
 - ▣ Governance Structure
 - ▣ Key Programs & Initiatives
- P-3 in Oregon
 - ▣ Public-Private Partnership
 - ▣ Early Learning/Kindergarten Readiness Partnership & Innovation Program
 - ▣ Focus on Social-Emotional Development
- Wrap Up

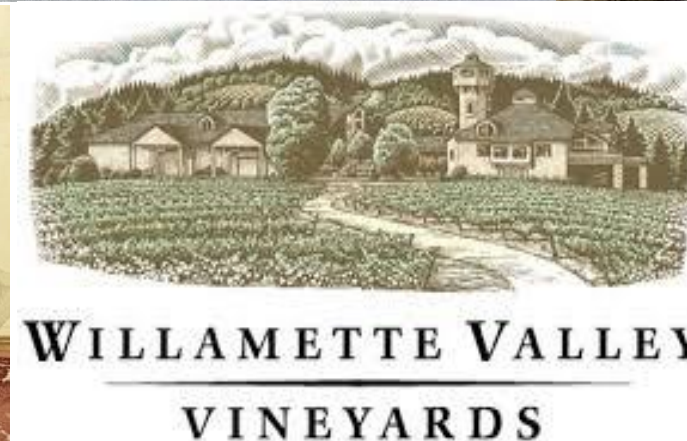
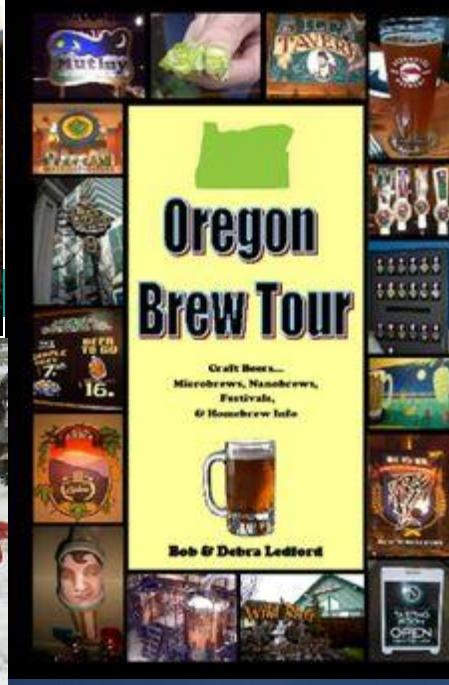
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Oregon: Perception vs. Reality

Perception

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*Oregon is a great place to live
and to raise children.*



Reality

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*Oregon is a great place to live and to raise children for **some**, but too many of our children do not have access to opportunities that will allow them to thrive as they grow up.*

Reality

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- 45,000 children born a year – half are born on Medicaid
- 25% of children 0-5 considered “at risk” by definition of statute (HB 4165.)
- 40% of children 0-5 are in an unlicensed care environment
 - ▣ 14% on Head Start/Oregon Pre-K
 - ▣ 4% in 3, 4, or 5 star QRIS rated facilities
- 24% of 4th/8th graders are chronically absent -- 4th worst in the country
- 72% graduation rate (2014) – again, 4th worst in the country.
- Across all of the areas, we see disparities in outcomes when we disaggregate data by SES, race/ethnicity, and home language.

Here's the Problem

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*When the perception is that life is good...
...it's hard to deal with reality.*

Table Discussion #1

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- What are some of the differences between perception and reality in your state?
- What are some of the realities in your state that are driving your work?

Oregon's Early Learning System

- Rationale for Systems Change
- Early Learning Hubs
- Governance Structure
- Key Programs & Initiatives

Rationale for Systems Change

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- Prior to 2013, Oregon was spending approximately \$2 billion/year supporting young children and their families.
- In spite of this significant investment, outcomes for children and families remained stagnant and population-based disparities persisted.
- *Our system was perfectly designed for the outcomes we were achieving, so...*
- ...we needed a new theory of action.

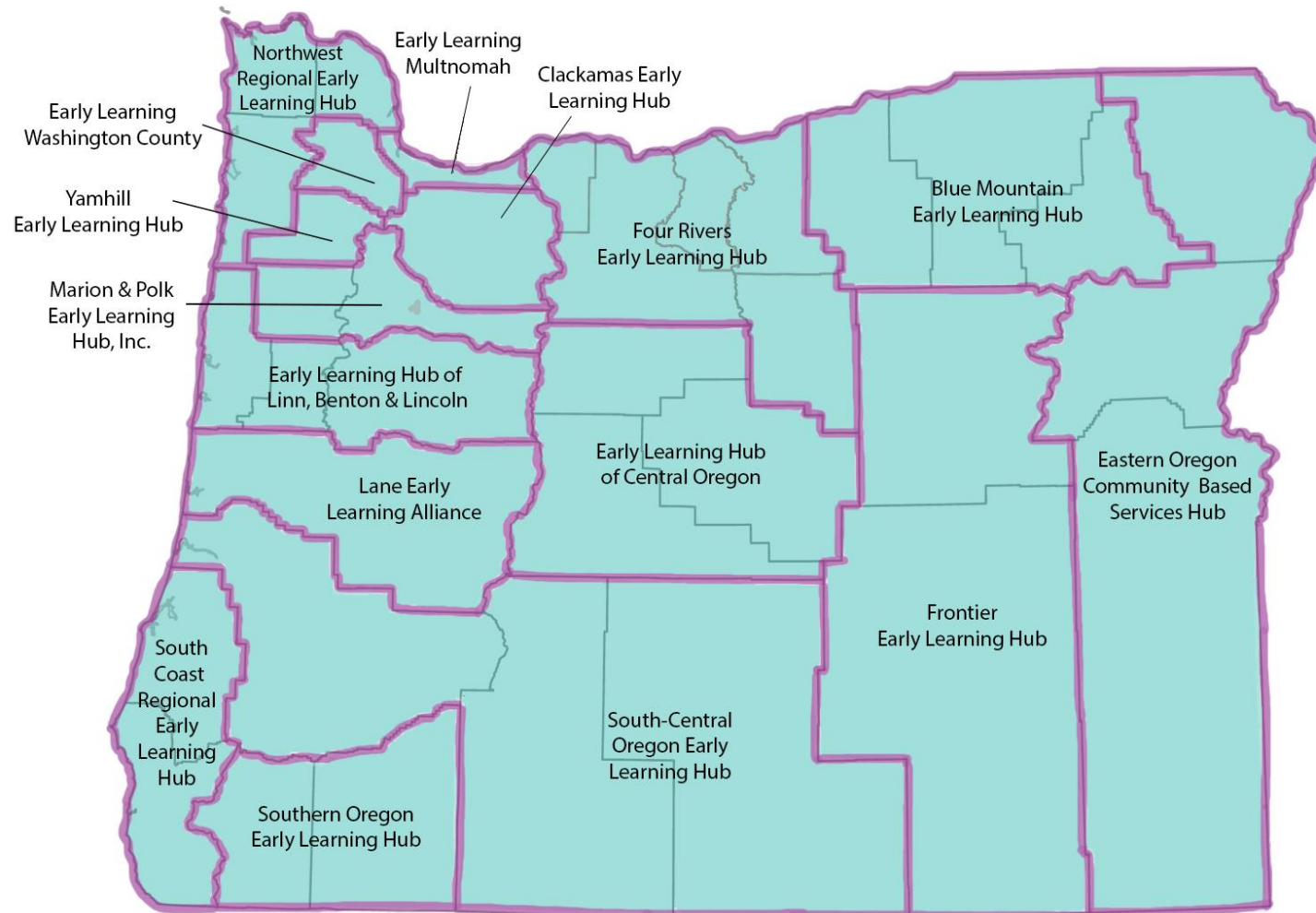
Early Learning Hubs

- 16 regional organizations, first funded in 2013, serving the entire state
- Housed within regional 'backbone' organizations, hubs are not direct service providers
- Facilitate cross-sector collaboration to:
 - ▣ Strategically invest resources
 - ▣ Execute a shared work plan
 - ▣ Achieve systems-level goals
 - Families are healthy, stable, and attached
 - Children are ready for kindergarten and reading on grade level by the end of third grade
 - Systems are aligned, coordinated, and family centered

Hubs are Conveners, Collaborators, and Catalysts

Hubs by location

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2. Identify the needs of
these children and **their**
families.

1. Identify the
populations of
children
experiencing
greatest
disparities
early in life.

3. Work across
sectors to connect
children and
families to services
and support that
will meet their
needs.

4. Account for Outcomes
collectively across the
system.



Early Learning Hub Outcomes

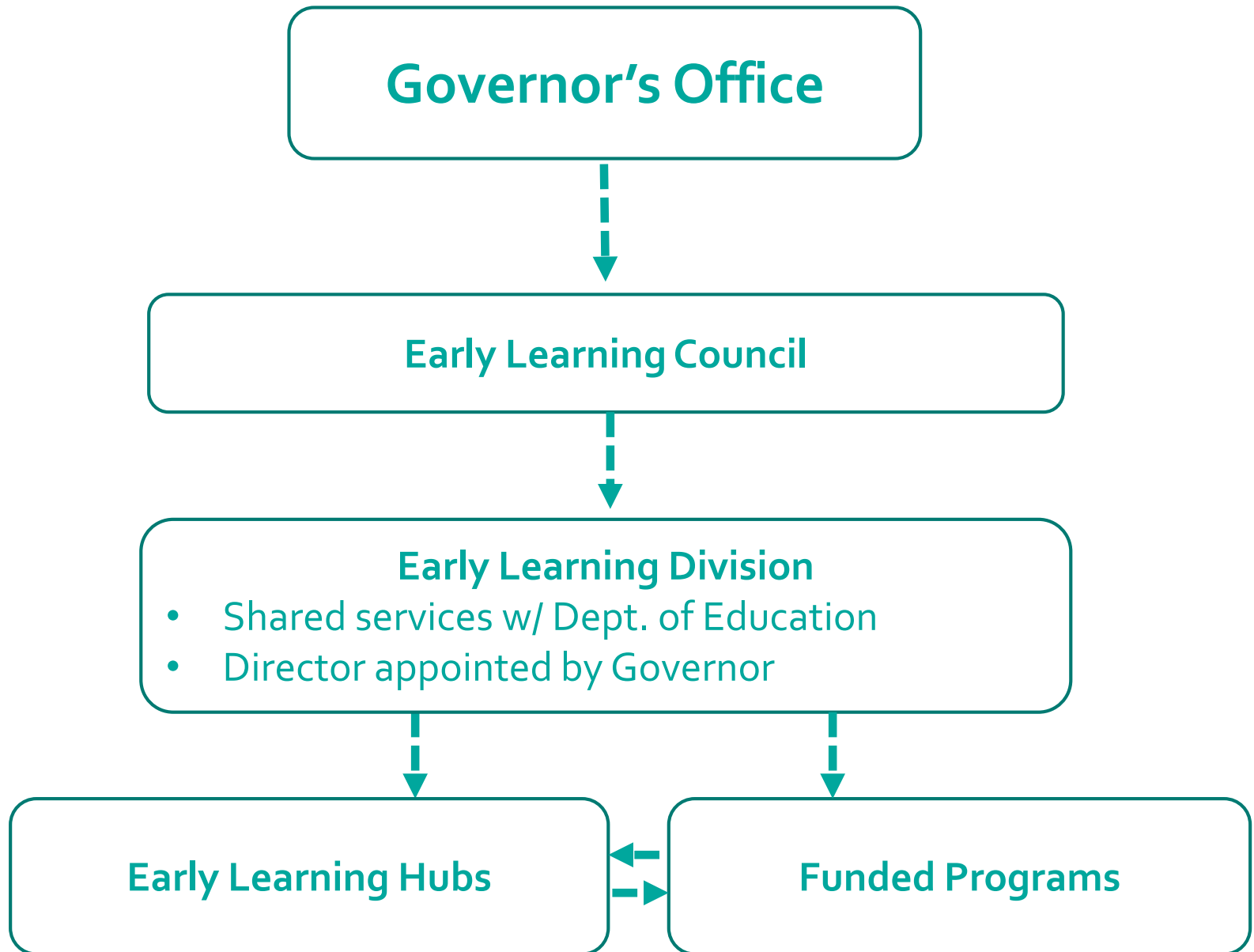
Goals	Outcomes
Create aligned, coordinated and family-centered early learning system	<ul style="list-style-type: none"> • There is a common vision and agenda for focus population of children across five sectors (health, human services, K-3 education, early learning programs, business) • Catalytic and transformative leadership is demonstrated • All five sectors can demonstrate alignment of agendas, strategies and resources • Partners share data and information • All five sectors demonstrate coordination of activities • The voice of families and communities served by the Hub guides the work of the Hub • Family Resource Management function has been developed • Disparities in access to services and supports are reduced and services and supports are culturally responsive
Ensure school readiness	<ul style="list-style-type: none"> • Children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school • Families are supported as their child's first and most important teachers • Early care and education programs and providers are equipped to promote positive child development • Children and families experience aligned, culturally responsive instructional practices and seamless transitions from early learning programs to kindergarten • Disparities in outcomes for children of color and from low-income families are eliminated
Ensure healthy, stable and attached families	<ul style="list-style-type: none"> • Families have positive physical and mental health, supported by access to high-quality health services • Parents and families have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care • Families have adequate resources to meet their needs, such as housing and transportation, access to healthy communities, and supports to strengthen their resilience to stress • Working families have access to safe and affordable child care that promotes positive child development

Table Discussion #2



- How are early learning services in your state integrated between state, regional, and local levels?
- What are some of the challenges and opportunities associated with integrating services between state, regional, and local levels?

Early Learning Structure



Early Learning Division Programs

- **Oregon Prekindergarten**

- Oregon funds over 7,600 preschool slots for 3 and 4 year olds across the state

- **Healthy Families Oregon**

- HFO provides family support and coaching to eligible parents and caregivers
- Over 2,470 families received family support and coaching in 2014

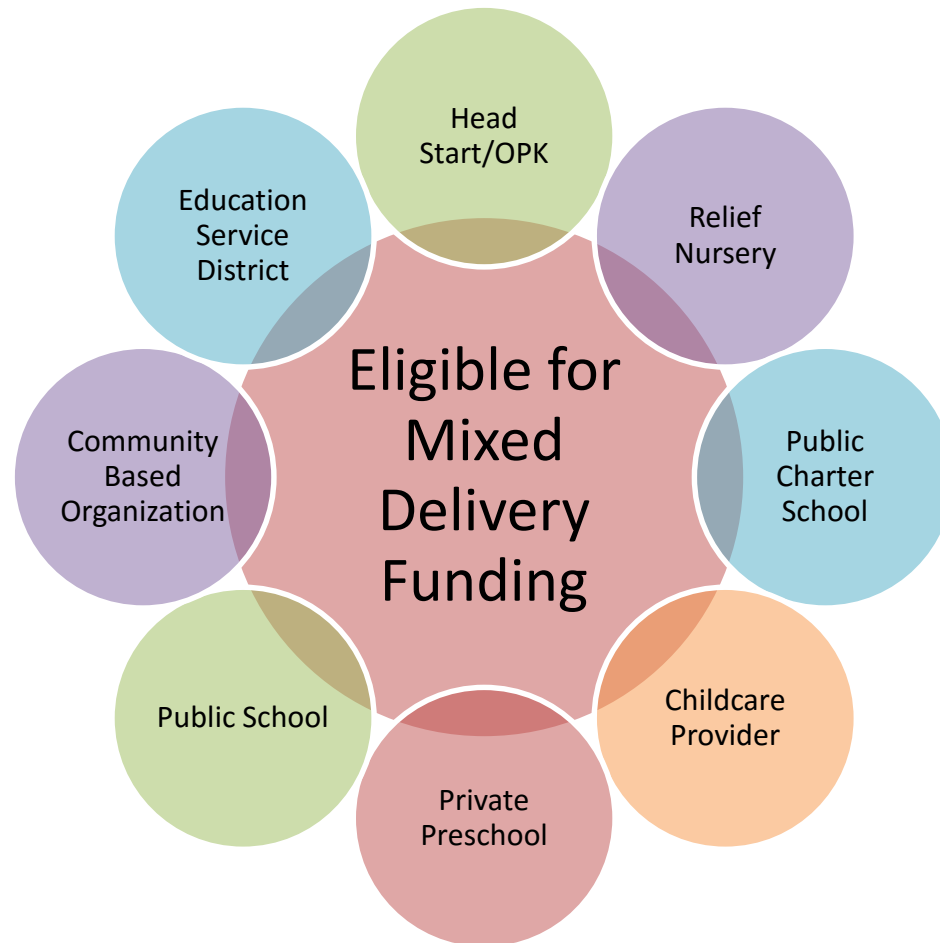
- **Relief Nurseries**

- Provide respite care and family services in order to prevent the cycles of child abuse and neglect

- **Child Care Supports**

- Licensing, compliance, and monitoring
- Oregon's Quality Rating and Improvement System encourages licensed child care providers to meet child learning and development standards and supports them in doing so.
- Child Care Resource & Referral Network
- Early childhood professional development system

Preschool Promise: Oregon's Mixed Delivery Pre-K Program



Vision For *Preschool Promise*

The Need:

- In Oregon only 15,000 out of 96,000 3 & 4 year olds have access to publicly funded preschool.
- Currently access to publicly funded preschool is restricted to children who are living at or below 100% of the federal poverty level.

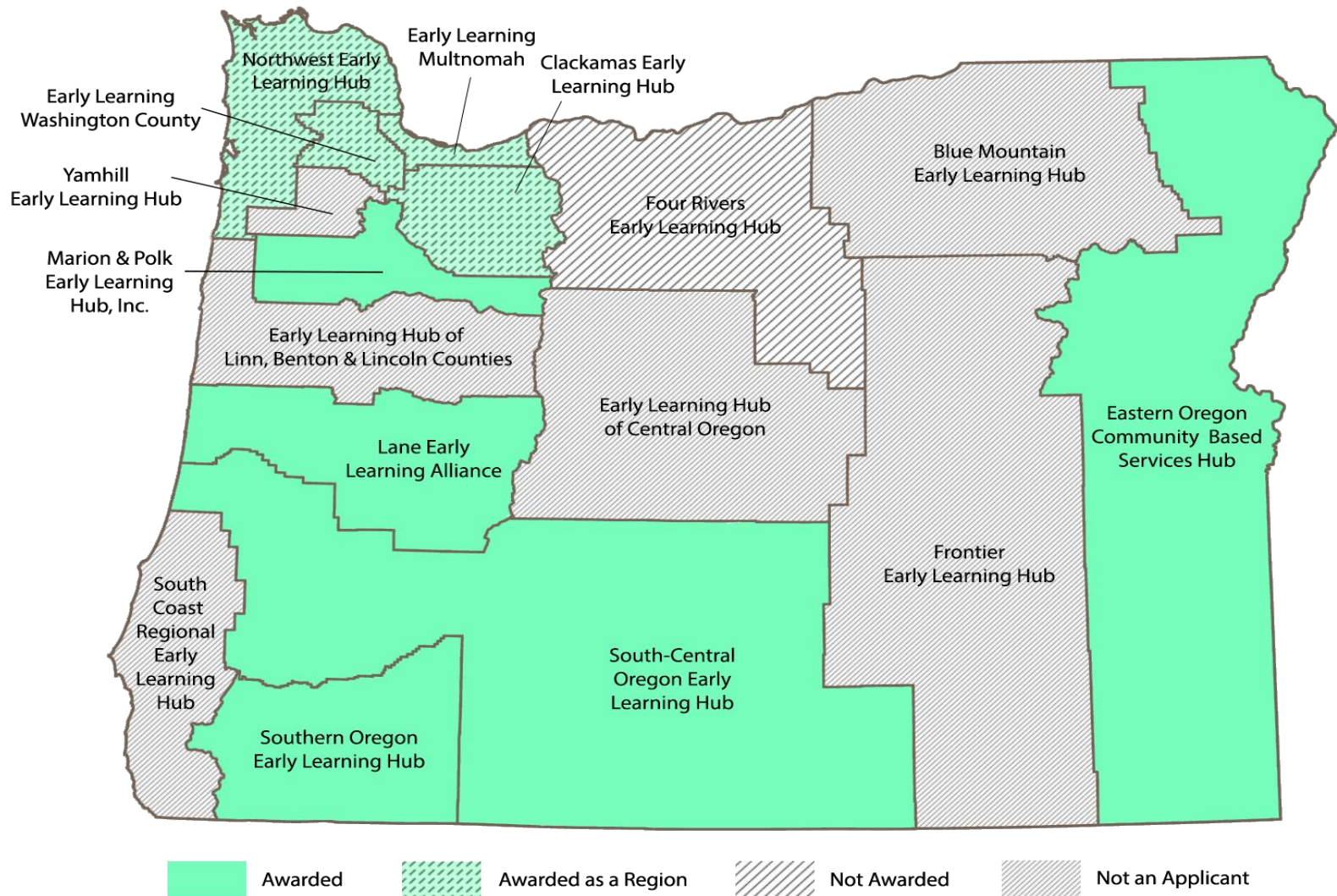
The Plan:

- Provide high quality, culturally responsive preschool, in a variety of settings, to children from a higher threshold of the federal poverty level.

The Outcome:

- Children who attend high quality preschool are more likely to arrive at kindergarten ready to learn and are more likely to sustain an academic growth trajectory.
- High quality preschool is one of the most effective strategies for closing early opportunity and learning gaps.

Preschool Promise Awardees



Provider type by Hub

Hub	Number of Providers	Registered Family	Certified Center/Preschool	Certified Family	HS/OPK	K12	CBO	Relief Nursery
Marion & Polk	27	4	4	12	5	2	0	0
Lane	14	0	3	4	0	4	2	1
South-Central	19	3	2	2	2	9	0	1
Southern	13	4	4	4	1	0	0	0
Clackamas	4	0	2	0	1	1	0	0
Multnomah	18	0	9	2	1	6	0	0
NW Regional	9	0	5	0	0	4	0	0
Washington	19	1	3	4	7	4	0	0
Eastern OR	6	0	0	0	6	0	0	0
TOTALS	129	12	32	28	23	30	2	2

Leading with Equity

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- Our equity goals and beliefs drive everything we do
- A 2015 Early Learning Council Equity Subcommittee Report identified four key focus areas
 - ▣ Culturally responsive practice
 - ▣ Early learning operating systems
 - ▣ Data
 - ▣ Resource allocation
- All early learning hubs, ELD funded programs, and contractors are required to perform an extensive equity self-assessment, and ensure that eliminating disparities in access, opportunity and outcomes are at the forefront of their work

Table Discussion #3

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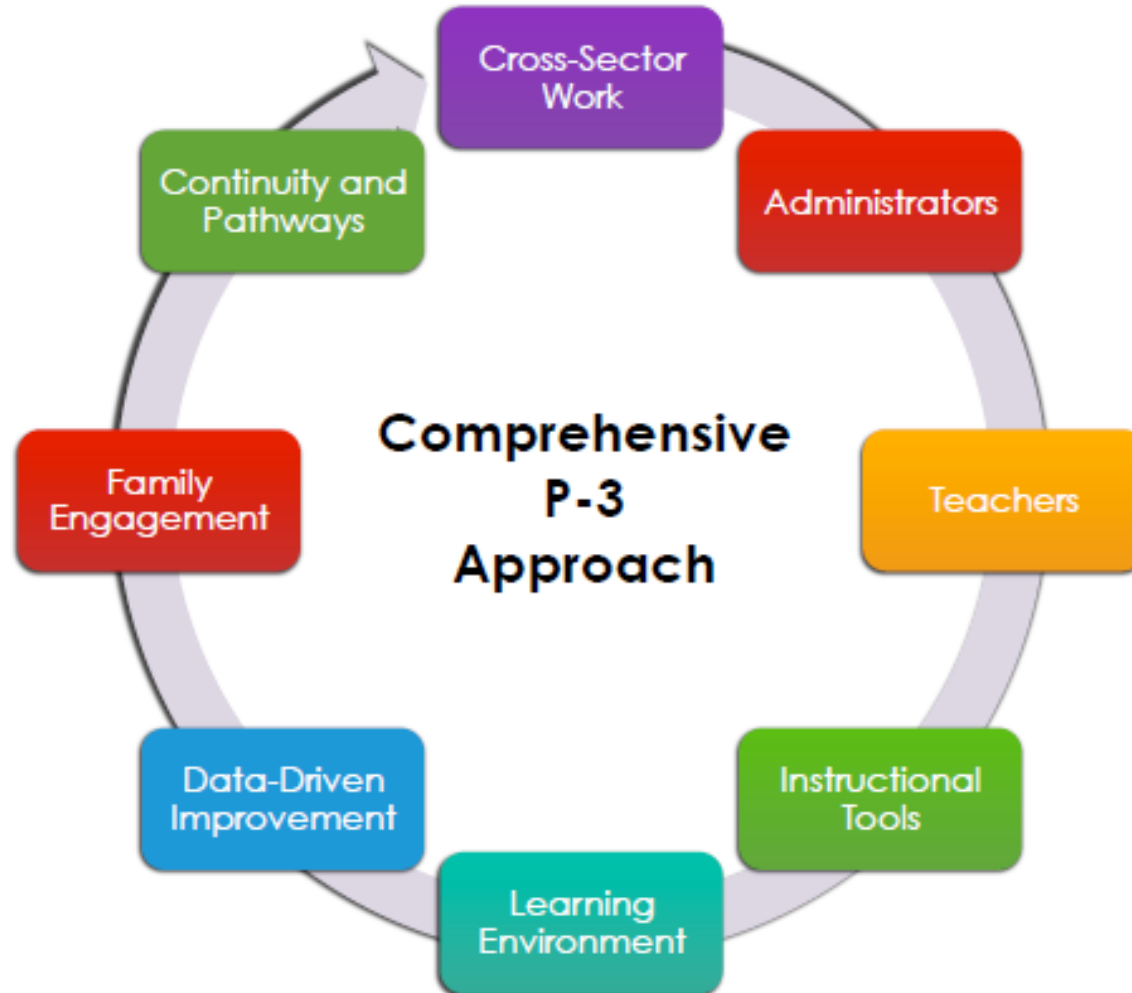
- How are services for children and families integrated across programs in your state?
- How is your state using equity goals, beliefs, and/or policies to drive program implementation?

P-3 Initiatives

- Public/Private Partnership
- Early Learning/Kindergarten Readiness Partnership & Innovation Program
- Supporting Social-Emotional Development

P-3 Alignment Framework

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Kauerz, K. and Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.

State Level P-3 Initiatives



- Early Learning and Kindergarten Guidelines
- Kindergarten Entry Assessment
- PreK-3 Literacy
- P-3 Professional Development
- Public/Private Partnership
- Early Learning Kindergarten Readiness Partnership & Innovation Program

P3 Public/Private Partnership

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- Collaboration between ELD, ODE, two large foundations, one non-profit/advocacy organization, and Portland State University
- Partner to conduct professional learning opportunities
- Oregon-specific P-3 resource website
- Shared approach to program evaluation

Partnership & Innovation Program

Goals

1. Strengthen connections between early learning and K-3.
2. Expand or launch innovative models for early learning/K-12 integration that has the potential to be replicated in other communities throughout the state.
3. Engage families as key partners in children's learning and development; Increasing children's readiness for kindergarten as measured by the Oregon Kindergarten Assessment.
4. Ensure that the work is culturally responsive, respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse populations.

Partnership & Innovation Priority Areas

1. Supporting successful kindergarten transitions.
2. Engaging families as partners in children's learning and development.
3. Creating opportunities for shared professional development between providers of early learning services and K-3 educators.

Promising Practices: K Transition & Family Engagement

- Kids in Transition to School (KITS) (Lane Hub)
- *Ready! for K* (Yamhill Hub)
- *Learning is Fun Together* (LIFT) (Lincoln County)
- Parenting Education (*Abriendo Puertas, Triple P*) (Multiple hubs/communities)
- *Parent-Teacher Home Visit Project* (Douglas County)

Promising Practices: Shared PD

- *Kaleidoscope* (Southern Oregon Hub)
- *PAX Good Behavior Game* (Hillsboro)
- *P-3 PLT's + Conscious Discipline* (Blue Mt. Hub)
- *Growth Mindset* (Central OR)
- *CLASS Observation + Instructional Rounds Model* (Four Rivers)

Lessons Learned

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- Take time to plan.
- Respond to community needs and assets, and build on what is already in place.
- It's better to go deep than broad...P-3 is not 'light touch' work!
- Kindergarten transition and family engagement activities are easier to implement than shared PD activities...
- ...but shared PD might get more bang for the buck over the long haul.
- Leadership matters – particularly at the district and building levels.

Supporting Children's Social-Emotional Development

KEA

Early Learning/Kindergarten Guidelines

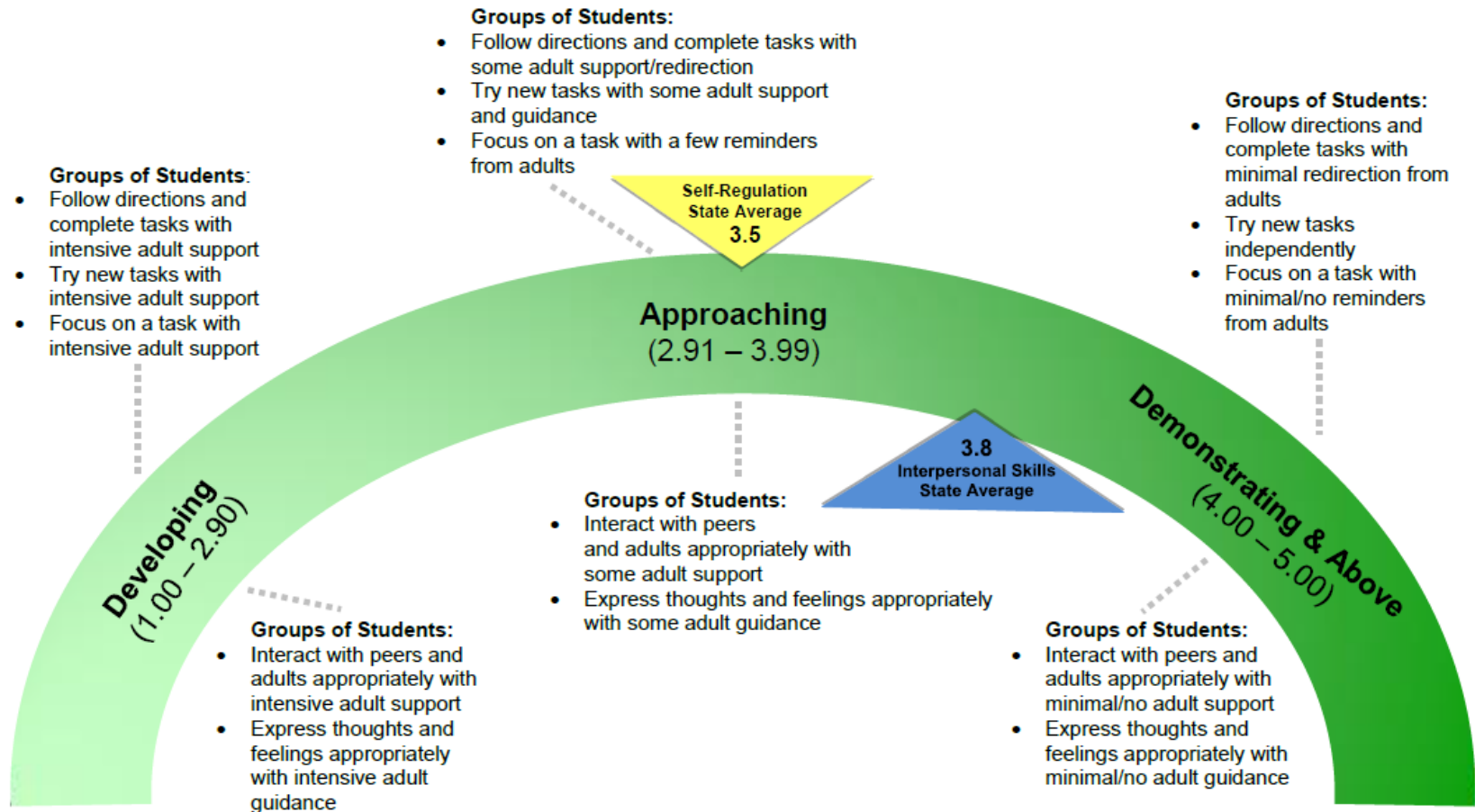
Vroom

Supporting Children's Social-Emotional Development: Statewide KEA

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GROUP INTERPRETIVE GUIDANCE FOR THE 2015-16 KINDERGARTEN ASSESSMENT

SELF-REGULATION



INTERPERSONAL SKILLS

Supporting Children's Social-Emotional Development: Early Learning/K Guidelines

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Definition

Positive social-emotional development in the early years provides a critical foundation for lifelong development and learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond to others' emotions. Though children express emotions at birth, the preschool years are a critical time for learning how to manage emotions in ways that can help children build strong social skills.

Social-Emotional Development



Supporting Children's Social-Emotional Development: Early Learning/K Guidelines

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Social-Emotional Development

EMOTIONAL FUNCTIONING

Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. ^{P-SE6}

Social and Emotional Learning Competency: Self-Awareness and Social Awareness

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
<ul style="list-style-type: none"> Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. Notifies when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad. 	<ul style="list-style-type: none"> Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating "Don't be mad" when engaged in play with other children. 	<ul style="list-style-type: none"> Recognizes and labels basic emotions in books, photographs, or other media images. Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised. Uses at least 3–5 words or gestures to describe the feelings of adults or other children. 	<ul style="list-style-type: none"> Frequently recognizes and labels a variety of emotions across different media. Frequently uses a variety of expressive words or gestures to describe own feelings. Often uses words or gestures to describe the feelings of a trusted adult or other children.

Goal 2: Child expresses care and concern toward others. ^{P-SE7}

Social and Emotional Learning Competency: Social Awareness

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
<ul style="list-style-type: none"> Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out trusted adult support to help another child who is distressed. 	<ul style="list-style-type: none"> Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves. 	<ul style="list-style-type: none"> Sometimes makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed. 	<ul style="list-style-type: none"> Often makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed, with increased confidence.

Supporting Children's Social-Emotional Development: Early Learning/K Guidelines

Social-Emotional Development

Social-Emotional Learning: What Adults Should Do

Family Engagement & Home Language Support

- Invite family members and community members who speak the child's home language into the classroom to speak, read, and sing with the children. **DL**
- Use culturally relevant pictures and other materials to support children's understanding of words and concepts in the second language, with care to avoid stereotypes. **DL**
- Ask children how to say words and phrases in their home language and teach it to other children. **DL**
- Ask families what activities their child particularly enjoys so that you can incorporate that into activities. **CR**
- Bring in books, audiobooks, and music that reflect authentic, positive images of children and families from all of the cultures and languages in the classroom. **CR DL**

Learning Environment

- Establish consistent daily routines in the classroom so children know what to expect and gain a sense of security. **CR**
- Post the daily schedule with pictures and home languages so children have visual cues of what happens during the day. **CR DL**
- Include items that represent children's families and cultures in the home or classroom setting. **CR DL**
- Give children responsibilities, such as cleaning tables or putting away toys.
- Engage children in developing classroom or home rules. **CR**

Learning Practices

- Use gestures and body language when speaking to provide context and help children understand what is being said. **DL**
- Use real objects and visual aids to demonstrate what is being said. For example: "Do you want to paint?" while holding a paint cup and moving the paintbrush up and down. **DL**
- Give children ample response time to think of what they want to say when communicating in English. **DL**
- Encourage children to ask questions and try different ways of using materials.
- Allow children to be active participants during circle time instead of passive observers. **CR**
- Encourage children to make choices, such as what they will wear or what activity they want to do. **CR**

Supporting Children's Social-Emotional Development: Vroom

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- Vroom is a powerful way to prompt simple, everyday moments of parent-child interaction that are fun brain-building activities.
- Based on the latest science and designed to fit into parents' existing routines, Vroom's 1,000+ brain-building tips can be accessed via its free Smartphone app (Daily Vroom) and other free materials in English, Spanish, Chinese, Russian, and Vietnamese.
- Learn more at www.joinvroom.org.

Brain Building Basics



1. Look

Even before babies can talk, they're showing you what they're interested in. Look into their eyes, or at what catches their eye, and begin brain building!



2. Follow

Powerful brain building moments are created when you let children lead the way, and you follow by responding to their words, sounds, actions, and ideas.



3. Chat

It may not seem like it, but the sounds and gestures young children make are their way of communicating with you! So talk out loud together and keep chatting as your children grow, engaging them in learning about the world around them.



4. Take Turns

Back and forth interactions between you and your children are one of the most important ways to help their brains develop. So be sure to take turns while you're talking, playing, or exploring with your children.



5. Stretch

Make the moment last longer by building on what your child says, or asking follow-up questions that expand your child's thinking and learning.

Brain Building Basics in Action

The Brain Building Basics were created to break the science down into actions that can turn any moment into a brain building moment. Let's take a look at how the following Vroom activity utilizes the Brain Building Basics.

His Hair, Her Hair

When you are brushing your child's hair, talk to him/her about how his/her hair compares to others'. "Who has hair that's curly like yours? Who has hair that is the same color as yours? Who has hair that is the same color as mine?"

Ages 2-3



Brainy Background

powered by Mind in the Making

Back and forth conversations about how your child's hair compares to others' help him/her learn to pay attention to what he/she sees, to use his/her memory, and to group things into categories - all important in the development of vocabulary and math skills.

For more activities like these, check out the free Daily Vroom mobile app!

The Daily Vroom App

Daily Vroom can be downloaded from your phone's app store or at www.joinvroom.org.

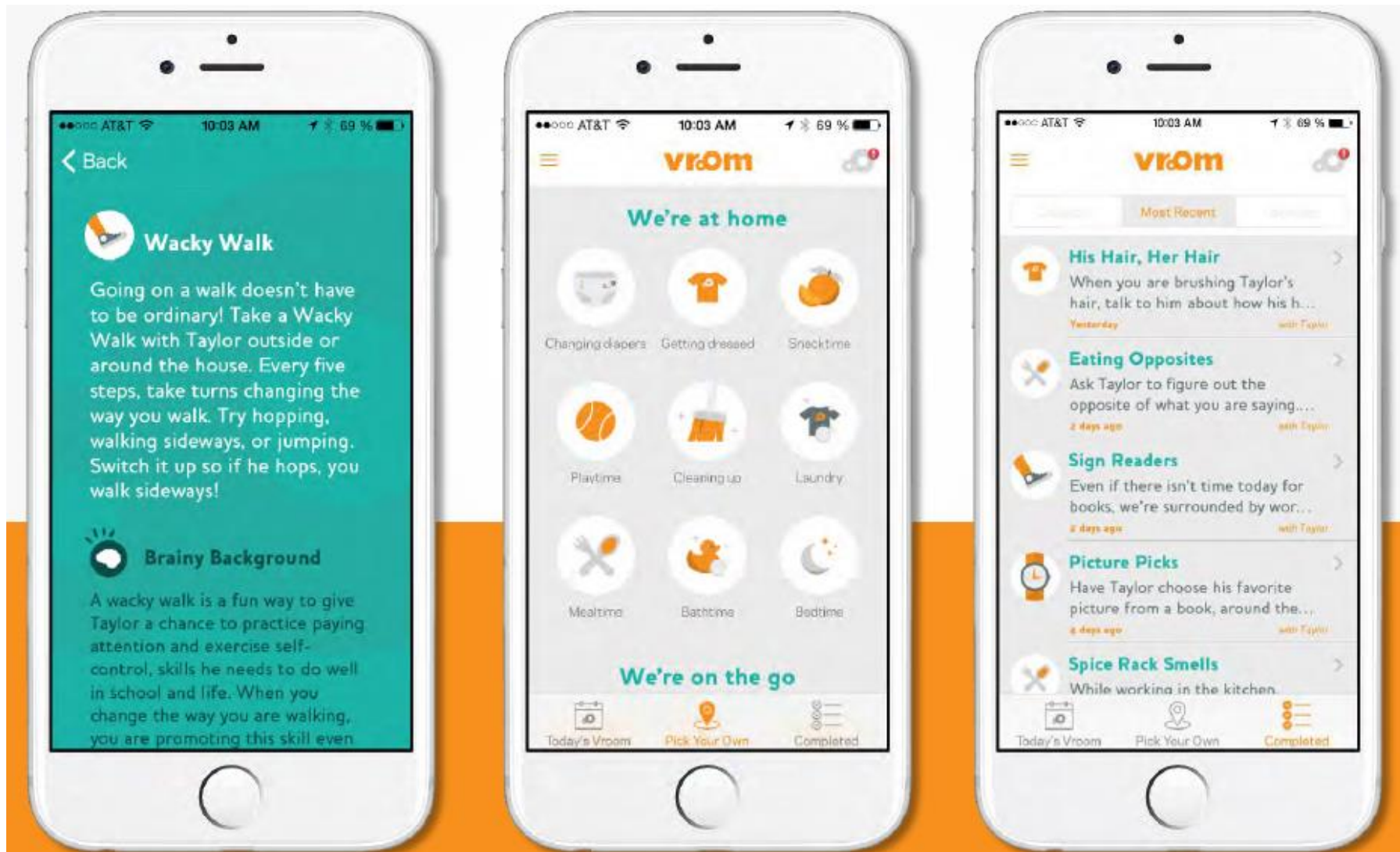


Table Discussion #4

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- What are some of the things that are happening in your state to connect early learning and K-3 education?
- What are some of the investments your state is making to support children's social-emotional development?

P-3 in Oregon: Where we're headed...

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- Increased emphasis on professional development
 - Early learning workforce
 - Social-emotional development PD for kindergarten teachers
 - P-3 Leadership development
 - Regional P-3 learning communities
 - Local P-3 PLC's

Contact Info

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