

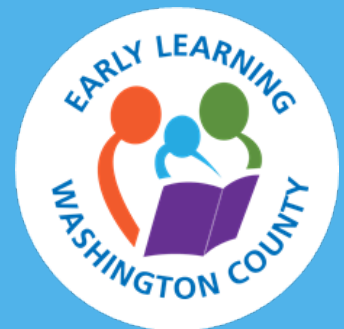
Washington County Early Care & Education (ECE) Sector Plan- Phase I

2019-21



Developed by the Washington County
Regional Stewardship Committee

VERSION: DECEMBER 13, 2019



Washington County Early Care & Education (ECE) Sector Plan - Phase I

FY2019-2021

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Introduction

Early childhood is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them. Early care and education (ECE) involves more than preparation for kindergarten. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECE is one of the best investments to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programs. For vulnerable children, ECE plays an important role in engaging families and communities in achieving social, educational and economic justice now and for future generations.

Raise Up Oregon: A Statewide Early Learning System Plan bolstered by gubernatorial and legislative leadership and action ushered in the Student Success Act. Both the Plan and the Act present boundless opportunities for Oregon's children, families and communities to thrive at the community level.

The Early Learning Washington County (ELWC) Hub convened a Stewardship Committee comprised of a passionate and diverse group of partners, parents, providers, caregivers and researchers to develop and finalize this Phase I Early Care and Education Sector Plan. The Plan is data informed, family driven and community inclusive. The Plan prioritizes the unmet early care and education needs of an estimated 20,480 children, of which 7,177 children are 0 – 2 years of age and 13,303 are children 3-5 years of age.

With support from ELWC's research partners, Pacific Research and Evaluation, the Stewardship Committee utilized data mapping composites to hone-in on school catchment areas where layered vulnerabilities allow for an equity driven focus. The Coalition of Communities of Color Washington County ECE Family Engagement Report elevated family voice through the participation of 470 families, 368 of which were identified as being from communities of color. The mapping and family engagement report will serve as public resources to help inform and guide closely linked sectors toward weaving a network of culturally and linguistically responsive linked structures and supports. Through data sharing and collaboration, the community as a whole can further strengthen future outcomes for Washington County's most vulnerable and marginalized priority populations.

The ELWC is extremely grateful for the wisdom, time, effort and passion that the community brought to this task and the beginnings of a worthy path moving forward, with the shared belief and values that continued collaboration and integration will enhance our ability for young children and their families to realize their hopes, dreams and aspirations now and into the future!

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Stewardship Committee Roster

Note: The Stewardship Committee does not currently have formal membership. Therefore, all those who participated in the Stewardship and workgroup meetings through which this plan was developed are included here.

Regional Stewardship Committee Membership Roster	
NAME	ORGANIZATION / GROUP REPRESENTING (GC=Governance Council)
Parent Leaders	
Benjamin Ruiz	Parent leader / Latinx community
Blanca Santamaria	Parent leader/ Latinx community
Carol Cochran	Parent leader/ Latinx community
Claudia Guevara	Parent leader/ Latinx community
Dorila Nava	Parent leader/ Latinx community
Elizabeth Garcia	Parent leader/ Latinx community
Gaudencia Duran-Carranza	Parent leader/ Latinx community
Jessica Gonzalez	Parent leader/ Latinx community
Lacey Hays	Parent leader, EI/ECSE, LGBTQ (GC)
Lucinda Morales	Parent leader/ Latinx community
Luis Nava	Parent leader/ Latinx community (GC)
Marindira Lucas-Sales	Parent leader/ Latinx community
Martha Dominguez	Parent leader/ Latinx community
Martha Herrera	Parent leader/ Latinx community
Micaela Castilla	Parent leader/ Latinx community
Olga Merecias	Parent leader/ Latinx community

Regional Stewardship Committee Membership Roster

Ritu Dhungana	Parent leader/ Nepalese community
Sandra Mariscal	Parent leader/ Latinx community
Sandra Nallely Rodriguez	Parent leader/ Latinx community
ECE Providers	
Alexandra Nahill	Adelante Mujeres/ Culturally specific org
Alissa Stark	Community Action / Head Start
Angelica Molina	Community Action / Head Start
Araceli Madrigal	Community Action / ECE
Bridget Cooke	Adelante Mujeres/ Culturally specific org (GC)
Cecilia Bonvino	Community Action /ECE
Donalda Dodson	Oregon Child Development Coalition (OCDC) / Non-Profit, Preschool Promise (GC)
Julie Novakowski	Community Action / Head Start, Preschool Promise Director
Katherine Galian	Community Action / Regional housing representative
Kelly Skopil	YMCA/ Non-Profit, Preschool Promise
LaRue Williams	OCDC/ Preschool Promise, Head Start
Nancy Ford	NWRESO/ EI/ECSE (GC)
Patricia Alvarado	Adelante Mujeres/ Preschool Promise, Culturally specific org
Sabi Velasco	Amazing Minds/ Culturally specific Preschool Promise provider (GC)
Vy Le	Community Action / Head Start
Child Care Resource & Referral (CCR&R)	
Jessica Rosengreen	Community Action / CCR&R
Karen Henkemeyer	Community Action / CCR&R Director

Regional Stewardship Committee Membership Roster

Claire Morgan Washington Co Kids

Juana Garcia	Lifeworks NW/ Non-Profit, mental and behavioral health (GC)
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Community Colleges/Universities

Patrick Willis OSU Extension / Youth development

Libraries

Katie Anderson	Wash. Cty Cooperative Library Services/ Library (GC)
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Martin Blasco Wash. Cty Cooperative Library Services/ Library (GC)

Local Government and Unions

Ahmed Mohamed	Washington County HHS
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Aimee Olin Union American Federation of State, County and Municipal Employees (AFSCME)

Maureen Seferovich	Washington County Behavioral Health (GC)
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Sarah Wells Washington County Behavioral Health

Deliverable I: Analysis of Priority Populations for ECE Expansion

Refined Priority Population List

Priority Populations
<p>Children of houseless/ homeless families</p> <p>An estimated 542 houseless/homeless children are not receiving ECE services. Houseless/Homeless families represent those with the greatest need for child care, with multiple barriers to access. Strategies may include: intentional outreach, preference when applying and providing additional services to the population.</p>
<p>Children of single parent families in Tiers 1-4¹ (see Table 1)</p> <p>Single parents typically work and often have to pay a higher proportion of their salaries for child care. Providing subsidized child care can reduce a significant financial burden to these families. This may include specific preference given to single parent families when applying. There are an estimated 6,346 single-parent families not currently served.</p>
<p>Families below 200% of Federal Poverty Level (FPL) in Tiers 1-2 (see Table 2)</p> <p>There are an estimated 14,471 children within this income threshold, and only 8% are currently receiving subsidized care. In order to be inclusive of families qualifying for different services (both early education and other supports such as SNAP) the community chose to include all families below 200% of poverty but focus in areas of highest concentration.</p>
<p>Racially and Ethnically Diverse Communities. Families living in areas which scored in Tiers 1-2 of the composite metric (see Table 3)</p> <p>The composite score incorporates racial and ethnic diversity, while also taking into consideration other factors which we know disproportionately impact people of color. Families living within these regions display a variety of characteristics associated with risk, vulnerability or systemic racism. These characteristics include high rates of: poverty, children with disabilities, DHS involvement, single parent households in addition to minority populations. The reason our community decided on this measure was due to potential inaccuracies and limitations of our data sources which obscure the diversity of ethnic and racial types in our community. Strategies may include: providers would implement culturally responsive care and education, conduct outreach to one or more minority populations.</p>

¹ The 79 elementary school catchment areas in the county were placed into tiers for each factor based upon concentration of children. This is explained further immediately following this table.

Priority Populations

Families who identify as Asian, Pacific Islander and Native Hawaiian, Black/African American, American Indian/Alaskan Native or Hispanic living in specified high concentration areas (see Tables 4, 5, 6, 7)

Service data shows a disparity in utilization from families earning 200% FPL and below located in these communities. Directing a preference toward these communities is intended to help alleviate sustained disparities. Those currently eligible, but unserved in each population are: Asian- 424 (92%), Black/African American- 379 (83%), American Indian/Alaska Native - 137 (90%) Latinx/Hispanic- 2,838 (79%). Strategies may include: providers would implement culturally responsive care and education and conduct outreach to one or more of these populations. Target areas for these groups include Tiers 1-2 for Latinx/ Hispanic and Tiers 1-4 for Asian, Pacific Islander and Native Hawaiian, Black/African American, and American Indian/Alaskan Native (see Tables 4, 5, 6, and 7).

Children ages 0-2 years

There are approximately 7,291 unserved children between 0-2 years of age (below 200% FPL). We are currently serving approximately 1.5% of the population. Due to the gross lack of capacity to serve young children, our community chose to prioritize this population throughout the entirety of Washington County.

Understanding Geographic Selection

A research consulting firm, Pacific Research & Evaluation (PRE), was contracted to help identify the locations of priority populations. PRE's work was guided by the Stewardship Committee designated data analysis ad-hoc members. They produced tables and interactive maps showing the areas with the highest concentration of the potential priority populations selected by the Stewardship Committee. These resources can be viewed at: <https://dgkeyes.github.io/elwc-map/>.

Elementary Catchment Area (ECA): The service area of a given elementary school. All people living within the boundary would be served by that school.

Median: The median is the middle number in a group of numbers.

Example: in the set of numbers – 1, 1, 2, 10,10. The number 2 is the median, because it is in the middle.

Score Relative to Median: The factor by which the concentration value varies from the median for that population.

Example: If the median number of homeless children in all school catchment areas is 10. A school catchment area with 20 children who are homeless would have a value of 2, and an ECA with 5 children would have a value of 0.5.

Tiers – Groups of catchment areas by concentration using the scores relative to the median. Each Tier has approximately 10 elementary school catchment areas.

Geographic focus	Number of School Catchment Areas	Percentage of schools included
Tier 1	Top ~10 ECAs with the highest concentrations	Top 12.5%
Tiers 1-2	Highest ~20 School Areas	Top 25%
Tiers 1-3	Highest ~30 School Areas	Top 37.5%
Tiers 1-4	Highest ~40 School Areas	Top 50%
Below Median	All School Areas Scoring Below the Median ~40 School Areas	Bottom 50%
All (no geographic preference)	79 School Areas	100%

Table I - Priority Areas for children of single-parent families (Tiers 1-4)

Catchment Area	District	Score Relative to Median	Tier
Lincoln Street Elementary School	Hillsboro	2.70	1st Tier
Eastwood Elementary School	Hillsboro	2.31	1st Tier
W L Henry Elementary School	Hillsboro	2.28	1st Tier
W Verne McKinney Elementary School	Hillsboro	1.87	1st Tier
Aloha-Huber Park School	Beaverton	1.82	1st Tier
Fir Grove Elementary School	Beaverton	1.81	1st Tier
Brookwood Elementary School	Hillsboro	1.75	1st Tier
Tobias Elementary School	Hillsboro	1.70	1st Tier
Kinnaman Elementary School	Beaverton	1.67	1st Tier
Butternut Creek Elementary School	Hillsboro	1.65	1st Tier
Vose Elementary School	Beaverton	1.61	2nd Tier
Errol Hassell Elementary School	Beaverton	1.59	2nd Tier
Free Orchards Elementary School	Hillsboro	1.59	2nd Tier
Beaver Acres Elementary School	Beaverton	1.58	2nd Tier
Reedville Elementary School	Hillsboro	1.57	2nd Tier
Chehalem Elementary School	Beaverton	1.55	2nd Tier

Catchment Area	District	Score Relative to Median	Tier
Ladd Acres Elementary School	Hillsboro	1.51	2nd Tier
Echo Shaw Elementary School	Forest Grove	1.50	2nd Tier
William Walker Elementary School	Beaverton	1.46	2nd Tier
Paul L Patterson Elementary School	Hillsboro	1.41	2nd Tier
Indian Hills Elementary School	Hillsboro	1.34	3rd Tier
Hazeldale Elementary School	Beaverton	1.31	3rd Tier
Fern Hill Elementary School	Forest Grove	1.29	3rd Tier
Barnes Elementary School	Beaverton	1.26	3rd Tier
Jackson Elementary School	Hillsboro	1.24	3rd Tier
Farmington View Elementary School	Hillsboro	1.20	3rd Tier
Minter Bridge Elementary School	Hillsboro	1.20	3rd Tier
Rosedale Elementary School	Hillsboro	1.18	3rd Tier
Elmonica Elementary School	Beaverton	1.17	3rd Tier
Orenco Elementary School	Hillsboro	1.17	3rd Tier
Greenway Elementary School	Beaverton	1.14	4th Tier
Witch Hazel Elementary School	Hillsboro	1.12	4th Tier
Bonny Slope Elementary School	Beaverton	1.11	4th Tier
Joseph Gale Elementary School	Forest Grove	1.08	4th Tier
Imlay Elementary School	Hillsboro	1.08	4th Tier
Raleigh Hills Elementary School	Beaverton	1.05	4th Tier
Hiteon Elementary School	Beaverton	1.04	4th Tier
Mooberry Elementary School	Hillsboro	1.04	4th Tier
Terra Linda Elementary School	Beaverton	1.03	4th Tier
Bridgeport Elementary School	Tigard-Tualatin	1.00	4th Tier
Cooper Mountain Elementary School	Beaverton	1.00	4th Tier

Table 2 - Priority Areas for children living Below 200% FPL (Tiers 1-2)

Catchment Area	District	Score Relative to Median	Tier
Brookwood Elementary School	Hillsboro	1.96	1st Tier
Orenco Elementary School	Hillsboro	1.91	1st Tier
W L Henry Elementary School	Hillsboro	1.86	1st Tier
Beaver Acres Elementary School	Beaverton	1.68	1st Tier
Indian Hills Elementary School	Hillsboro	1.68	1st Tier
Imlay Elementary School	Hillsboro	1.61	1st Tier
Fern Hill Elementary School	Forest Grove	1.56	1st Tier
Eastwood Elementary School	Hillsboro	1.54	1st Tier
Kinnaman Elementary School	Beaverton	1.53	1st Tier
Ladd Acres Elementary School	Hillsboro	1.50	1st Tier
Rosedale Elementary School	Hillsboro	1.48	2nd Tier
Joseph Gale Elementary School	Forest Grove	1.46	2nd Tier
Aloha-Huber Park School	Beaverton	1.44	2nd Tier
Raleigh Park Elementary School	Beaverton	1.41	2nd Tier
Butternut Creek Elementary School	Hillsboro	1.39	2nd Tier
Reedville Elementary School	Hillsboro	1.36	2nd Tier
Chehalem Elementary School	Beaverton	1.36	2nd Tier
Quatama Elementary School	Hillsboro	1.35	2nd Tier
Tobias Elementary School	Hillsboro	1.34	2nd Tier
Harvey Clarke Elementary School	Forest Grove	1.33	2nd Tier

Table 3 - Priority Areas for Racial and Ethnic Diversity (Tiers 1-2)

Catchment Area	District	Score Relative to Median	Tier
Lincoln Street Elementary School	Hillsboro	2.51	1st Tier
W L Henry Elementary School	Hillsboro	2.34	1st Tier

Catchment Area	District	Score Relative to Median	Tier
Aloha-Huber Park School	Beaverton	2.15	1st Tier
Eastwood Elementary School	Hillsboro	1.97	1st Tier
Reedville Elementary School	Hillsboro	1.85	1st Tier
Beaver Acres Elementary School	Beaverton	1.82	1st Tier
Fir Grove Elementary School	Beaverton	1.81	1st Tier
Kinnaman Elementary School	Beaverton	1.79	1st Tier
Vose Elementary School	Beaverton	1.79	1st Tier
Minter Bridge Elementary School	Hillsboro	1.75	1st Tier
Tobias Elementary School	Hillsboro	1.69	2nd Tier
McKinley Elementary School	Beaverton	1.69	2nd Tier
Brookwood Elementary School	Hillsboro	1.66	2nd Tier
Witch Hazel Elementary School	Hillsboro	1.62	2nd Tier
Elmonica Elementary School	Beaverton	1.58	2nd Tier
Chehalem Elementary School	Beaverton	1.58	2nd Tier
Butternut Creek Elementary School	Hillsboro	1.57	2nd Tier
W Verne McKinney Elementary School	Hillsboro	1.54	2nd Tier
Barnes Elementary School	Beaverton	1.48	2nd Tier
Rosedale Elementary School	Hillsboro	1.38	2nd Tier

Table 4 - Concentration of Children in the Asian Race Category (Tiers 1-4)

Catchment Area	District	Score Relative to Median	Tier
McKinley Elementary School	Beaverton	6	1st Tier
Beaver Acres Elementary School	Beaverton	4.5	1st Tier
Aloha-Huber Park School	Beaverton	3.25	1st Tier
Kinnaman Elementary School	Beaverton	3	1st Tier
Lenox Elementary School	Hillsboro	2.25	1st Tier

Catchment Area	District	Score Relative to Median	Tier
Charles F Tigard Elementary School	Tigard-Tualatin	2.25	1st Tier
Barnes Elementary School	Beaverton	2	1st Tier
Deer Creek Elementary School	Tigard-Tualatin	2	1st Tier
Greenway Elementary School	Beaverton	1.75	2nd Tier
Metzger Elementary School	Tigard-Tualatin	1.75	2nd Tier
Chehalem Elementary School	Beaverton	1.5	2nd Tier
Cooper Mountain Elementary School	Beaverton	1.5	2nd Tier
McKay Elementary School	Beaverton	1.5	2nd Tier
Nancy Ryles Elementary School	Beaverton	1.5	2nd Tier
Vose Elementary School	Beaverton	1.5	2nd Tier
William Walker Elementary School	Beaverton	1.5	2nd Tier
Elmonica Elementary School	Beaverton	1.25	3rd Tier
Hazeldale Elementary School	Beaverton	1.25	3rd Tier
Scholls Heights Elementary School	Beaverton	1.25	3rd Tier
Sexton Mountain Elementary School	Beaverton	1.25	3rd Tier
Springville K-8 School	Beaverton	1.25	3rd Tier
Harvey Clarke Elementary School	Forest Grove	1.25	3rd Tier
Butternut Creek Elementary School	Hillsboro	1.25	3rd Tier
Imlay Elementary School	Hillsboro	1.25	3rd Tier
Indian Hills Elementary School	Hillsboro	1.25	3rd Tier
Minter Bridge Elementary School	Hillsboro	1.25	3rd Tier
Reedville Elementary School	Hillsboro	1.25	3rd Tier
Edy Ridge Elementary School	Sherwood	1.25	3rd Tier
Bridgeport Elementary School	Tigard-Tualatin	1.25	3rd Tier
James Templeton Elementary School	Tigard-Tualatin	1.25	3rd Tier
Mary Woodward Elementary School	Tigard-Tualatin	1.25	3rd Tier

Catchment Area	District	Score Relative to Median	Tier
Cedar Mill Elementary School	Beaverton	1	4th Tier
Errol Hassell Elementary School	Beaverton	1	4th Tier
Fir Grove Elementary School	Beaverton	1	4th Tier
Hiteon Elementary School	Beaverton	1	4th Tier
Oak Hills Elementary School	Beaverton	1	4th Tier
Raleigh Hills Elementary School	Beaverton	1	4th Tier
North Plains Elementary School	Hillsboro	1	4th Tier
Quatama Elementary School	Hillsboro	1	4th Tier
Witch Hazel Elementary School	Hillsboro	1	4th Tier
Durham Elementary School	Tigard-Tualatin	1	4th Tier

Table 5 - Concentration of Children in the Black/African American Race Category (Tiers 1-4)

Catchment Area	District	Score Relative to Median	Tier
McKinley Elementary School	Beaverton	12	1st Tier
Barnes Elementary School	Beaverton	9	1st Tier
Aloha-Huber Park School	Beaverton	6	1st Tier
Elmonica Elementary School	Beaverton	6	1st Tier
Beaver Acres Elementary School	Beaverton	5.5	1st Tier
Kinnaman Elementary School	Beaverton	5.5	1st Tier
Lenox Elementary School	Hillsboro	5	1st Tier
Fir Grove Elementary School	Beaverton	4	1st Tier
Nancy Ryles Elementary School	Beaverton	4	1st Tier
Metzger Elementary School	Tigard-Tualatin	4	1st Tier
McKay Elementary School	Beaverton	3.5	2nd Tier
Oak Hills Elementary School	Beaverton	3.5	2nd Tier
Hazeldale Elementary School	Beaverton	3	2nd Tier

Catchment Area	District	Score Relative to Median	Tier
Charles F Tigard Elementary School	Tigard-Tualatin	3	2nd Tier
Errol Hassell Elementary School	Beaverton	2.5	2nd Tier
Greenway Elementary School	Beaverton	2.5	2nd Tier
Springville K-8 School	Beaverton	2.5	2nd Tier
Vose Elementary School	Beaverton	2.5	2nd Tier
Chehalem Elementary School	Beaverton	2	3rd Tier
Cooper Mountain Elementary School	Beaverton	2	3rd Tier
Raleigh Hills Elementary School	Beaverton	2	3rd Tier
Raleigh Park Elementary School	Beaverton	2	3rd Tier
Ridgewood Elementary School	Beaverton	2	3rd Tier
Imlay Elementary School	Hillsboro	2	3rd Tier
Tobias Elementary School	Hillsboro	2	3rd Tier
West Union Elementary School	Hillsboro	2	3rd Tier
Durham Elementary School	Tigard-Tualatin	2	3rd Tier
James Templeton Elementary School	Tigard-Tualatin	2	3rd Tier
Sexton Mountain Elementary School	Beaverton	1.5	4th Tier
William Walker Elementary School	Beaverton	1.5	4th Tier
Mooberry Elementary School	Hillsboro	1.5	4th Tier
North Plains Elementary School	Hillsboro	1.5	4th Tier
Quatama Elementary School	Hillsboro	1.5	4th Tier
Reedville Elementary School	Hillsboro	1.5	4th Tier
Alberta Rider Elementary School	Tigard-Tualatin	1.5	4th Tier
Tualatin Elementary School	Tigard-Tualatin	1.5	4th Tier
Cedar Mill Elementary School	Beaverton	1	4th Tier
Hiteon Elementary School	Beaverton	1	4th Tier
Scholls Heights Elementary School	Beaverton	1	4th Tier

Catchment Area	District	Score Relative to Median	Tier
Harvey Clarke Elementary School	Forest Grove	1	4th Tier
Joseph Gale Elementary School	Forest Grove	1	4th Tier

Table 6 - Concentration of Children in the American Indian/Alaskan Native Race Category (Tiers 1-4)

Catchment Area	District	Score Relative to Median	Tier
Witch Hazel Elementary School	Hillsboro	6	1st Tier
Aloha-Huber Park School	Beaverton	5	1st Tier
Echo Shaw Elementary School	Forest Grove	5	1st Tier
Lincoln Street Elementary School	Hillsboro	5	1st Tier
West Union Elementary School	Hillsboro	5	1st Tier
Elmonica Elementary School	Beaverton	4	2nd Tier
Fir Grove Elementary School	Beaverton	4	2nd Tier
Vose Elementary School	Beaverton	4	2nd Tier
Cornelius Elementary School	Forest Grove	4	2nd Tier
Joseph Gale Elementary School	Forest Grove	4	2nd Tier
Lenox Elementary School	Hillsboro	4	2nd Tier
Metzger Elementary School	Tigard-Tualatin	4	2nd Tier
Hazeldale Elementary School	Beaverton	3	2nd Tier
Nancy Ryles Elementary School	Beaverton	3	2nd Tier
Eastwood Elementary School	Hillsboro	3	2nd Tier
Durham Elementary School	Tigard-Tualatin	3	2nd Tier
Beaver Acres Elementary School	Beaverton	2	3rd Tier
Chehalem Elementary School	Beaverton	2	3rd Tier
Kinnaman Elementary School	Beaverton	2	3rd Tier
McKinley Elementary School	Beaverton	2	3rd Tier

Catchment Area	District	Score Relative to Median	Tier
Raleigh Park Elementary School	Beaverton	2	3rd Tier
Ridgewood Elementary School	Beaverton	2	3rd Tier
William Walker Elementary School	Beaverton	2	3rd Tier
Farmington View Elementary School	Hillsboro	2	3rd Tier
Jackson Elementary School	Hillsboro	2	3rd Tier
Minter Bridge Elementary School	Hillsboro	2	3rd Tier
Rosedale Elementary School	Hillsboro	2	3rd Tier
W L Henry Elementary School	Hillsboro	2	3rd Tier
W Verne McKinney Elementary School	Hillsboro	2	3rd Tier
Deer Creek Elementary School	Tigard-Tualatin	2	3rd Tier
James Templeton Elementary School	Tigard-Tualatin	2	3rd Tier
Cooper Mountain Elementary School	Beaverton	1	4th Tier
Errol Hassell Elementary School	Beaverton	1	4th Tier
Hiteon Elementary School	Beaverton	1	4th Tier
McKay Elementary School	Beaverton	1	4th Tier
Sexton Mountain Elementary School	Beaverton	1	4th Tier
Dilley Elementary School	Forest Grove	1	4th Tier
Brookwood Elementary School	Hillsboro	1	4th Tier
Mooberry Elementary School	Hillsboro	1	4th Tier
North Plains Elementary School	Hillsboro	1	4th Tier
Orenco Elementary School	Hillsboro	1	4th Tier

Table 7 - Concentration of Children in the Hispanic Ethnicity Category (Tiers 1-2)

Catchment Area	District	Score Relative to Median	Tier
Cornelius Elementary School	Forest Grove	5.72	1st Tier
Aloha-Huber Park School	Beaverton	4.72	1st Tier
William Walker Elementary School	Beaverton	4.61	1st Tier
Vose Elementary School	Beaverton	4.44	1st Tier
Fern Hill Elementary School	Forest Grove	3.61	1st Tier
Witch Hazel Elementary School	Hillsboro	3.56	1st Tier
Echo Shaw Elementary School	Forest Grove	3.28	1st Tier
Barnes Elementary School	Beaverton	3.11	1st Tier
W Verne McKinney Elementary School	Hillsboro	3.06	1st Tier
Chehalem Elementary School	Beaverton	3.00	2nd Tier
Lincoln Street Elementary School	Hillsboro	3.00	2nd Tier
Kinnaman Elementary School	Beaverton	2.89	2nd Tier
W L Henry Elementary School	Hillsboro	2.78	2nd Tier
Metzger Elementary School	Tigard-Tualatin	2.56	2nd Tier
Elmonica Elementary School	Beaverton	2.44	2nd Tier
McKinley Elementary School	Beaverton	2.44	2nd Tier
Mooberry Elementary School	Hillsboro	2.44	2nd Tier
Durham Elementary School	Tigard-Tualatin	2.28	2nd Tier
Free Orchards Elementary School	Hillsboro	2.17	2nd Tier
James Templeton Elementary School	Tigard-Tualatin	2.17	2nd Tier

Priority Populations Decision Grid

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
Children experiencing Houselessness/ Homelessness	Estimated # eligible children: 790²	Countywide	Many were involved in collecting surveys in-person and online. The Coalition for Communities of Color was hired to elicit input from ethnic minority populations in cooperation with a large number of community partners, including DHS and WIC. In addition to demographics and income, questions focused on identifying child care needs and preferences: <ul style="list-style-type: none"> • Total surveys collected: <u>470</u> • Total children represented: <u>582</u> • Number indicating either living with others and not paying or 	<ol style="list-style-type: none"> 1. Trust in childcare providers N=15 88% 2. Flexible Hours – nights, weekends N=10 59% 3. Provider speaks my language N=5 29% 4. Developmentally appropriate care N=5 29% 5. Developmentally appropriate education N=5 29% 6. Higher quality programs N=4 24% 7. Children from the same household placed at the same site N=4 24% 8. Culturally specific/responsive care N=4 24% 9. Culturally specific/responsive Education
	Estimated # children served (include data sources used): $.207^3 * 1,198^4 = 248$ 0-5 yr. olds (% of homeless served) X (Total Public Spots)			
	Discussion of quantitative disparity in service: 542 (21%) Eligible but not Served. The community understands that the homeless or houseless population is one of, if not the, most vulnerable population. It is due to this recognition that the group must be considered a			

² Community Connect Data Report - Community Action Organization

³ CAO Head Start Services Snap Shot

⁴ PDG Workbook 3

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>priority for additional service. The disparity in service shown to the population is likely underrepresented given the difficulty in accurately quantifying a highly mobile and invisible group. In fact, estimates of the population size varied greatly between our two main sources of data (HMIS Single Point of Entry and McKinney – Vento Liaisons)</p> <p>Finally, we recognize the disparity is likely most acute amongst 0-2 population given the difference in publicly funded slots (160 0-2yrs vs 993 3-5yrs).</p>		<p>houseless/ homeless: <u>17</u></p>	<p>N=4 24%</p>
<p>Children from a single parent household</p>	<p>Estimated # children eligible: 6,801</p>	<p>Tiers 1-4 Lincoln Street Elementary School Eastwood Elementary School W L Henry Elementary School W Verne McKinney Elementary School</p>	<p>Number of survey respondents with single parent households: <u>94</u></p>	<ol style="list-style-type: none"> 1. Trust in childcare providers N=55 59% 2. Flexible Hours N=44 47%

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>Estimated # children served:</p> <p>Estimated 39% of HS & PP Slots serve single parents⁵</p> <p>1168 * .39= 455</p> <p>Discussion of quantitative disparity in service:</p> <p>6,346 (93%) eligible but not served</p> <p>Single Parents with young children are known to be a vulnerable population both from an economic and family stability standpoint. In order to combat the disparity of service to this population the community elected to focus on those Elementary Catchment Areas (ECA) ranking above the median value for the county.</p> <p>This disparity is believed to reflect the overall lack of affordable childcare and limitations of current service providers (transportation, service boundaries, lack of facilities in portions of the</p>	<p>Aloha-Huber Park School Fir Grove Elementary School Brookwood Elementary School Tobias Elementary School Kinnaman Elementary School Butternut Creek Elementary School Vose Elementary School Errol Hassell Elementary School Free Orchards Elementary School Beaver Acres Elementary School Reedville Elementary School Chehalem Elementary School Ladd Acres Elementary School Echo Shaw Elementary School William Walker Elementary School Paul L Patterson Elementary School Indian Hills Elementary School Hazeldale Elementary School Fern Hill Elementary School Barnes Elementary School Jackson Elementary School Farmington View Elementary School Minter Bridge Elementary School Rosedale Elementary School Elmonica Elementary School Orenco Elementary School Greenway Elementary School Witch Hazel Elementary School Bonny Slope Elementary School Joseph Gale Elementary School Imlay Elementary School Raleigh Hills Elementary School Hiteon Elementary School</p>		<ol style="list-style-type: none"> 3. Developmentally appropriate education N=25 27% 4. Developmentally appropriate care N=24 26% 5. Provider speak my language N=21 22% 6. Children from the same household placed at the same site N=16 17% 7. Culturally specific/responsive care N=14 15% 8. Culturally specific/responsive Education N=10 11%

⁵ Community Action Head Start Snapshot

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	county, lack of adequate full day care slots)	Mooberry Elementary School Terra Linda Elementary School Bridgeport Elementary School Cooper Mountain Elementary School		
Children from ethnic minority families/ communities of color	<p>Estimated #children eligible: 0-2 yr 5,965 3-5 yr 5,052 Total 11,017⁶</p> <p>Estimated # children served: 0-2 yr 94 3-5 yr 831 Total 925</p> <p>Discussion of quantitative disparity in service: 0-2 yr 5,871 (98%) 3-5 yr 4,221 (84%) Total 10,092 (92%) eligible but unserved</p> <p>This disparity due to a combination of factors, including structural racism and not having culturally responsive or linguistically appropriate services. Additionally, the same</p>	<p>Tiers 1-2 (of areas with multiple vulnerability factors):</p> <p>Lincoln Street Elementary School W L Henry Elementary School Aloha-Huber Park School Eastwood Elementary School Reedville Elementary School Beaver Acres Elementary School Fir Grove Elementary School Kinnaman Elementary School Vose Elementary School Minter Bridge Elementary School Tobias Elementary School McKinley Elementary School Brookwood Elementary School Witch Hazel Elementary School Elmonica Elementary School Chehalem Elementary School Butternut Creek Elementary School W Verne McKinney Elementary School Barnes Elementary School Rosedale Elementary School</p>	<p>Number of survey respondents from communities of color: <u>292</u></p>	<ol style="list-style-type: none"> Trust in childcare providers N=207 71% Flexible Hours N=143 49% Provider speaks my language N=116 40% Developmentally appropriate care N=102 35% Developmentally appropriate education N=101 35% Culturally specific/responsive Education N=78 27% Culturally specific/responsive care N=76 26% Children from the same household placed at the same site N=72 25%

⁶ All data on communities of color, race and ethnicities was derived from Community Action Head Start Federal Reporting Data and Health Share Enrollment (Children 5 yrs and younger)

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>barriers which exist for Single Parent Families also apply to many communities of color.</p> <p>In order to combat the disparity of service to this population our community elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>			
<p>Latinx/ Hispanic</p>	<p>Estimated #children eligible: 0-2 yr 1,034 3-5 yr 2,578 Total 3,612</p> <p>Estimated # children served: 0-2 yr 101 3-5 yr 673 Total 774</p> <p>Discussion of quantitative disparity in service: 0-2 yr 933 (90%) 3-5 yr 1,905 (74%) Total 2,838 (79%) eligible but not served</p> <p>See Discussion of Disparity Above (Communities of Color)</p> <p>In order to combat the disparity of service to this population the community elected to focus on the two highest scoring</p>	<p>Tiers 1-2:</p> <p>Cornelius Elementary School Aloha-Huber Park School William Walker Elementary School Vose Elementary School Fern Hill Elementary School Witch Hazel Elementary School Echo Shaw Elementary School Barnes Elementary School W Verne McKinney Elementary School Chehalem Elementary School Lincoln Street Elementary School Kinnaman Elementary School W L Henry Elementary School Metzger Elementary School Elmonica Elementary School McKinley Elementary School Mooberry Elementary School Durham Elementary School Free Orchards Elementary School James Templeton Elementary School</p>	<p>Number of survey respondents: <u>219</u></p>	<ol style="list-style-type: none"> 1. Trust in childcare providers N=118 54% 2. Flexible hours- nights, weekends N=88 40% 3. Provider speaks my language N=79 36% 4. Developmentally appropriate education N=59 27% 5. Developmentally appropriate care N=58 26% 6. Children from the same household placed at the same site N=49 22% 7. Culturally specific/responsive Education N=41 19% 8. Culturally specific/responsive care

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	Elementary Catchment Areas (ECA) above the median value for the county.			N=39 18%
<p>Asian, Pacific Islanders and Native Hawaiian</p>	<p>Estimated #children eligible: 0-2 yr 184 3-5 yr 278 Total 462</p> <p>Estimated # children served: 0-2 yr 5 3-5 yr 33 Total 38</p> <p>Discussion of quantitative disparity in service: 0-2 yr 179 (97%) 3-5 yr 245 (87%) Total 424 (92%) eligible but unserved</p> <p>In addition to the discussion about communities of color, it should be noted the Asian, Pacific Islander and Native Hawaiian population’s service disparity is linked with the challenges in providing services to where these families are most concentrated. While efforts have been made to reach the Asian, Pacific Islander and Native Hawaiian populations have not been fully engaged.</p> <p>In order to combat the disparity of service to this population the community elected to focus on</p>	<p>Tiers 1-4:</p> <p>McKinley Elementary School Beaver Acres Elementary School Aloha-Huber Park School Kinnaman Elementary School Lenox Elementary School Charles F Tigard Elementary School Barnes Elementary School Deer Creek Elementary School Greenway Elementary School Metzger Elementary School Chehalem Elementary School Cooper Mountain Elementary School McKay Elementary School Nancy Ryles Elementary School Vose Elementary School William Walker Elementary School Elmonica Elementary School Hazeldale Elementary School Scholls Heights Elementary School Sexton Mountain Elementary School Springville K-8 School Harvey Clarke Elementary School Butternut Creek Elementary School Imlay Elementary School Indian Hills Elementary School Minter Bridge Elementary School Reedville Elementary School Edy Ridge Elementary School Bridgeport Elementary School James Templeton Elementary School Mary Woodward Elementary School Cedar Mill Elementary School Errol Hassell Elementary School</p>	<p>Number of survey respondents: <u>20</u></p>	<ol style="list-style-type: none"> 1. Trust in childcare providers N=7 35% 2. Culturally specific/responsive care N=6 30% 3. Culturally specific/responsive Education N=5 25% 4. Developmentally appropriate care N=5 25% 5. Flexible hours- nights, weekends N=4 20% 6. Provider speaks my language N=4 20% 7. Children from the same household placed at the same site N=4 20% 8. Developmentally appropriate education N=3 15%

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p>Fir Grove Elementary School Hiteon Elementary School Oak Hills Elementary School Raleigh Hills Elementary School North Plains Elementary School Quatama Elementary School Witch Hazel Elementary School Durham Elementary School</p>		
<p>Black/ African American</p>	<p>Estimated #children eligible: 0-2 yr 173 3-5 yr 281 Total 454</p> <p>Estimated # children served: 0-2 yr 8 3-5 yr 67 Total 75</p> <p>Discussion of quantitative disparity in service: 0-2 yr 165(95%) 3-5 yr 214(69%) Total 379(83%) eligible but unserved</p> <p>Similar to the challenges of serving the Asian, Pacific Islander and Native Hawaiian populations exist for the Black/African American population as well. Although it should be noted the community has made positive developments in establishing relationships and programs with this community.</p> <p>In order to combat the disparity of service the community</p>	<p>Tiers 1-4:</p> <p>McKinley Elementary School Barnes Elementary School Aloha-Huber Park School Elmonica Elementary School Beaver Acres Elementary School Kinnaman Elementary School Lenox Elementary School Fir Grove Elementary School Nancy Ryles Elementary School Metzger Elementary School McKay Elementary School Oak Hills Elementary School Hazeldale Elementary School Charles F Tigard Elementary School Errol Hassell Elementary School Greenway Elementary School Springville K-8 School Vose Elementary School Chehalem Elementary School Cooper Mountain Elementary School Raleigh Hills Elementary School Raleigh Park Elementary School Ridgewood Elementary School Imlay Elementary School Tobias Elementary School West Union Elementary School Durham Elementary School James Templeton Elementary School</p>	<p>Number of survey respondents: <u>20</u></p>	<ol style="list-style-type: none"> 1. Trust in childcare providers N=11 55% 2. Flexible hours- nights, weekends N= 8 40% 3. Children from the same household placed at the same site N=6 30% 4. Developmentally appropriate education N=6 30% 5. Culturally specific/ responsive education N=5 20% 6. Culturally specific/responsive care N=4 30% 7. Developmentally appropriate care N=3 15% 8. Provider speaks my language N=3 15%

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p>Sexton Mountain Elementary School William Walker Elementary School Mooberry Elementary School North Plains Elementary School Quatama Elementary School Reedville Elementary School Alberta Rider Elementary School Tualatin Elementary School Cedar Mill Elementary School Hiteon Elementary School Scholls Heights Elementary School Harvey Clarke Elementary School Joseph Gale Elementary School Lincoln Street Elementary School Witch Hazel Elementary School Edward Byrom Elementary School</p>		
<p>American Indian/ Alaska Native</p>	<p>Estimated #children eligible: 0-2 yr 57 3-5 yr 96 Total 153</p> <p>Estimated # children served: 0-2 yr 0 3-5 yr 16 Total 16</p> <p>Discussion of quantitative disparity in service: 0-2 yr 57(100%) 3-5 yr 80(83%) Total 137(90%) eligible but unserved</p> <p>Services to the American Indian/Alaskan Native populations face similar difficulties to other Communities of Color as noted above. One unique difficulty in</p>	<p>Tiers 1-4:</p> <p>Kinnaman Elementary School McKinley Elementary School Raleigh Park Elementary School Ridgewood Elementary School William Walker Elementary School Farmington View Elementary School Jackson Elementary School Minter Bridge Elementary School Rosedale Elementary School W L Henry Elementary School W Verne McKinney Elementary School Deer Creek Elementary School James Templeton Elementary School Cooper Mountain Elementary School Errol Hassell Elementary School Hiteon Elementary School McKay Elementary School Sexton Mountain Elementary School Dilley Elementary School Brookwood Elementary School</p>	<p>Number of survey respondents: <u>13</u></p>	<ol style="list-style-type: none"> 1. Trust in childcare providers N=9 69% 2. Flexible hours- nights, weekends N= 8 62% 3. Provider speaks my language N=6 46% 4. Culturally specific/ responsive education N=5 38% 5. Children from the same household placed at the same site N=4 31% 6. Developmentally appropriate care N=4 31% 7. Culturally specific/responsive care

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
	<p>serving this population is they are obscured into other racial and ethnic categories by assumption. Also, this community is very dispersed.</p> <p>In order to combat the disparity of service to this population the community elected to focus on the two highest scoring Elementary Catchment Areas (ECA) above the median value for the county.</p>	<p>Mooberry Elementary School North Plains Elementary School Orenco Elementary School Tobias Elementary School Middleton Elementary School Alberta Rider Elementary School Bridgeport Elementary School Charles F Tigard Elementary School Mary Woodward Elementary School</p>		<p>N=4 31%</p> <p>8. Developmentally appropriate education N=1 8%</p>
<p>Children in families with income under 200 % of Federal Poverty Level</p>	<p>Estimated # children eligible: 14,471⁷</p> <p>Estimated # children served: 1,168⁸</p> <p>Discussion of quantitative disparity in service:</p> <p>13,303 (92%) eligible but not served.</p> <p>The largest priority population also represents the deep inadequacy of subsidized care in</p>	<p>Tiers 1-2:</p> <p>Brookwood Elementary School Orenco Elementary School W L Henry Elementary School Beaver Acres Elementary School Indian Hills Elementary School Imlay Elementary School Fern Hill Elementary School Eastwood Elementary School Kinnaman Elementary School Ladd Acres Elementary School Rosedale Elementary School Joseph Gale Elementary School Aloha-Huber Park School Raleigh Park Elementary School Butternut Creek Elementary School</p>	<p>Number of survey respondents: <u>364</u></p>	<ol style="list-style-type: none"> 1. Trust in Childcare Providers N=205 56% 2. Flexible Hours N=141 39% 3. Provider speaks my Language N=112 31% 4. Developmentally Appropriate Education N=99 27% 5. Developmentally Appropriate Care N=95 26% 6. Children from the same household placed at the same site

⁷ PDG Workbook 1

⁸ IPDG Workbook 2

Priority Population	Quantitative Data Analysis	Geographic Areas	Family Engagement Efforts	Findings from Family Engagement
<p>Children 0-2 (under 200 % FPL)</p>	<p>Estimated # children eligible: 7,291⁹</p> <p>Estimated # children served: 114¹⁰</p> <p>Discussion of quantitative disparity in service:</p> <p>7,177 Eligible But not Served. <i>Currently serving approximately 1.5% of the population.</i></p> <p>Washington County has been designated as a child care desert for the 0-2 population. Additionally, there are significantly less subsidized slots in comparison to the service for 3-5 year olds.</p>	<p>Countywide</p>	<p>Number of survey respondents: <u>82</u></p>	<p>This population was not in the initial set of potential populations selected for review. Therefore, the responses were not analyzed in the same manner as those above. However, researchers denoted high levels of consistency in responses across groups with trust and flexible hours routinely scoring as the top preference amongst respondents (after costs and transportation).</p>

⁹ PDG Workbook 1

¹⁰ PDG Workbook 2

Deliverable 2: Regional Mixed Delivery Profile

Priority Population (Number of Survey Respondents)	Preference #1	Preference #2	Preference #3	Other Considerations
Children experiencing Houselessness/Homelessness (N=17)	Trust in childcare providers (88%, N=15)	Flexible hours- nights, weekends (59%, N=10)	<ul style="list-style-type: none"> Provider speaks my language (29%, N=5) Developmentally appropriate care (29%, N=5) Developmentally appropriate education (29%, N=5) 	<ul style="list-style-type: none"> Children from the same household placed at the same site (24%, N=4) Culturally specific/responsive care (24%, N=4) Culturally specific/ responsive education (24%, N=4) Higher quality care- more attention, equality, patience (24%, N=4)
Children from a Single Parent Household under 200% FPL (N=94)	Trust in childcare providers (59%, N=55)	Flexible hours- nights, weekends (47%, N=44)	Developmentally appropriate education (27%, N=25)	<ul style="list-style-type: none"> Developmentally appropriate care (26%, N=24) Provider speaks my language (22%, N=21) Children from the same household placed at the same site (17%, N=16) Culturally specific/responsive care (15%, N=14) Culturally specific/ responsive education (11%, N=10)
Children from All Communities of Color (N=292)	Trust in childcare providers (71%, N=207)	Flexible hours- nights, weekends (49%, N=143)	Provider speaks my language (40%, N=116)	<ul style="list-style-type: none"> Developmentally appropriate care (35%, N=102) Developmentally appropriate education (35%, N=101) Culturally specific/ responsive education (27%, N=78)

				<ul style="list-style-type: none"> • Culturally specific/responsive care (26%, N=76) • Children from the same household placed at same site (25%, N=72)
Children from families identifying as Hispanic/ Latinx (N=219)	Trust in childcare providers (54%, N=118)	Flexible hours- nights, weekends (40%, N=88)	Provider speaks my language (36%, N=79)	<ul style="list-style-type: none"> • Developmentally appropriate education (27%, N=59) • Developmentally appropriate care (26%, N=58) • Children from the same household placed at the same site (22%, N=49) • Culturally specific/ responsive education (19%, N=41) • Culturally specific/responsive care (18%, N=39)
Children from families identifying as Asian, Pacific Islanders and Native Hawaiian (N=20)	Trust in childcare providers (35%, N=7)	Culturally specific/responsive care (30%, N=6)	Culturally specific/responsive Education (25%, N=5)	<ul style="list-style-type: none"> • Developmentally appropriate care (25%, N=5) • Flexible hours- nights, weekends (20%, N=4) • Provider speaks my language (20%, N=4) • Children from the same household placed at the same site (20%, N=4) • Developmentally appropriate education (15%, N=3)

<p>Children from families identifying as Black/ African American (N=20)</p>	<p>Trust in childcare providers (55%, N=11)</p>	<p>Flexible hours- nights, weekends (40%, N=8)</p>	<ul style="list-style-type: none"> • Developmentally appropriate education (30%, N=6) • Children from the same household placed at the same site (30%, N=6) 	<ul style="list-style-type: none"> • Culturally specific/ responsive education (25%, N=5) • Culturally specific/responsive care (20%, N=4) • Developmentally appropriate care (15%, N=3) • Provider speaks my language (15%, N=3)
<p>Children from families identifying as American Indian/ Alaska Native (N=13)</p>	<p>Trust in childcare providers (69%, N=9)</p>	<p>Flexible hours- nights, weekends (62%, N=8)</p>	<p>Provider speaks my language (46%, N=6)</p>	<ul style="list-style-type: none"> • Culturally specific/ responsive education (38%, N=5) • Developmentally appropriate care (31%, N=4) • Culturally specific/responsive care (31%, N=4) • Children from the same household placed at the same site (31%, N=4) • Developmentally appropriate education (8%, N=1)
<p>Children from families with income under 200% of Federal Poverty Limit (N=296)</p>	<p>Trust in childcare providers (69%, N=204)</p>	<p>Flexible hours- nights, weekends (48%, N=141)</p>	<p>Provider speaks my language (38%, N=112)</p>	<ul style="list-style-type: none"> • Developmentally appropriate education (33%, N=99) • Developmentally appropriate care (32%, N=95) • Children from the same household placed at same site (23%, N=69) • Culturally specific/responsive care (23%, N=68) • Culturally specific/ responsive education (22%, N=66)

<p>Children 0-2 (under 200 % FPL)</p>	<p>Researchers denoted common theme of a lack of child care for infants and toddlers. (N= 82)</p> <p><i>Note: Many responses were similar across groups with Trust and Flexible hours routinely scoring as the top preference amongst respondents.</i></p>			
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Supply Analysis & Mixed Delivery Profile

Mixed Delivery Profile	
<p>How well is your region equipped to meet the demand and respond to the preferences of the families of your refined priority populations?</p>	<p>The planning process indicated that the region must develop a plan to meet the full demand of the priority populations and/or their preferences. The quantitative gaps indicate an extreme gap in services to indicated populations, such as subsidized care for children ages 0-2 years. A primary barrier is a lack of appropriate facilities. The lack of culturally and linguistically responsive services is also stark. Some programs are not inclusive and are not able to accommodate children with disabilities. Very few programs provide any transportation due to cost and risk.</p> <p>Other less visible, but still significant gaps were identified by the Stewardship Committee. Those additional gaps include the fact that parents do not have sufficient information about the existence and quality of childcare programs, and they are often not aware of information that does exist. Parents also largely lack understanding of child development. They suggested that any referral system needs to include education for parents. A lack of early childhood mental health consultation was identified as a major gap.</p> <p>The Stewardship Committee identified the need for 2Gen and 3Gen approaches in which parents and/or grandparents can learn alongside their children. They also identified the need for a strong pathway for parents interested in entering the early care and education field as well as educational scholarships to support this effort.</p>
<p>Where are the biggest gaps in service geographically?</p>	<p>Gaps in service were selected by leveraging data from a national study by the Center for American Progress on Child Care Deserts. This data set formulated children to child care slots into ratios at the census tract level. The reasoning for selecting this data set was twofold. One, the level of geographic specificity allowed by the data set. Two, under the advisement from the Director of the Washington County Child Care Resource program that the data was sufficiently valid for the purposes of strategic planning. The understanding of the community was that child care service data varies greatly in its reliability dependent upon the date of collection and which specific elements are being discussed. It should be noted that beyond the areas specifically listed below all of Washington County has been designated a Child Care Desert for both the 0-2 year and 3-5 year child population. Additionally, most of the densely populated portions of the county fall into the highest cost tiers for childcare according to the most recent OSU Child Care Research Market Analysis.</p> <p>Areas with most children per childcare slot:</p> <ul style="list-style-type: none"> Ladd Acres Elementary School Brookwood Elementary School Imlay Elementary School W L Henry Elementary School Deer Creek Elementary School

Alberta Rider Elementary School
 Butternut Creek Elementary School
 Reedville Elementary School
 Indian Hills Elementary School
 Orenco Elementary School
 Edy Ridge Elementary School
 Tobias Elementary School
 Fern Hill Elementary School
 Banks Elementary School
 Harvey Clarke Elementary School
 Beaver Acres Elementary School
 Joseph Gale Elementary School
 Forest Grove
 Montclair Elementary School
 Beaverton
 Paul L Patterson Elementary School
 James Templeton Elementary School
 Kinnaman Elementary School
 Errol Hassell Elementary School
 Scholls Heights Elementary School
 North Plains Elementary School
 Nancy Ryles Elementary School
 Raleigh Hills Elementary School
 Mary Woodward Elementary School
 Sexton Mountain Elementary School
 Bridgeport Elementary School
 Cedar Mill Elementary School
 Rosedale Elementary School
 Terra Linda Elementary School
 Middleton Elementary School
 Chehalem Elementary School
 Cornelius Elementary School
 Oak Hills Elementary School

Where are the biggest gaps in service for priority populations?

Homeless:	790 Eligible but not served
Single Parent:	6,346 Eligible but not served
Communities of Color:	10,092 Eligible but not served
Hispanic:	2,838 Eligible but not served
Asian:	424 Eligible but not served
Black/African American:	379 Eligible but not served
American Indian/Native Alaskan:	137 Eligible but not served
200% and Below FPL:	13,303 Eligible but not served

	<table border="1"> <tr> <td data-bbox="545 186 997 260">Children Under 2 yrs (200% FPL Below):</td> <td data-bbox="997 186 1430 260">7,177 Eligible but not served</td> </tr> </table>	Children Under 2 yrs (200% FPL Below):	7,177 Eligible but not served
Children Under 2 yrs (200% FPL Below):	7,177 Eligible but not served		
<p>What program characteristics are necessary to meet the demand in your target communities?</p>	<p><i>[In order of parent preference]</i> Families validated both cost, proximity and transportation as top preferences. Beyond that parents expressed trust as a critical element in their child care preferences. The ECE system must instill trust in parents, which can be done by requiring background checks, ensuring teachers are well trained and are highly skilled, that facilities are clean and safe, and parents are engaged. Programs are needed in a wide variety of languages. Programs also need to provide flexible hours to align with both traditional and non-traditional work schedules, such as nights, weekends and holidays. They should provide developmentally appropriate care and education. Whenever possible, they should seek to accommodate all eligible children from a family at one site. Many families also expressed a desire for programs that provide culturally responsive care and education.</p>		
<p>How would small ECE providers meeting these characteristics be supported through a network model?</p>	<p>Fiscal Agents could assume many of the business and administrative functions, such as payroll, invoicing, contracting, human resources, healthcare, etc. Centralizing these functions could help reduce costs by reducing redundancy and increasing efficiency.</p> <p>Additional funding for professional development could be allocated in order to continually develop the business skills as well as the instructional capacity of providers. Over time, this will increase the ability of each provider to manage all aspects of the work, which will strengthen the ECE sector and allow for greater growth and expansion.</p> <p><i>Providers in a network could work together in a variety of ways to meet the needs of parents, such as:</i></p> <p>Transportation - providers could coordinate transportation across multiple sites by pooling funding or providers that already provide transportation could expand that service to support other providers.</p> <p>Hours - Providers could be incentivized to provide services over a broader number of hours.</p> <p>Peer learning - State funded programs could require collaborative communities of practice that include community-based providers in sharing knowledge through regular convenings. These could ensure continual development in developmentally appropriate education and care as well as cultural responsiveness and understanding. They could also share best practices on building trust with parents.</p> <p>Substitute Pool Some small providers struggle to find substitutes. This is highly problematic for parents, who may not be able to easily take off from work to care for their children. To this end, a pool of substitute teachers could be established to support all providers.</p>		

Deliverable 3 Template: Emerging ECE Expansion Opportunities

Regional Expansion Opportunities

YMCA Child Development Centers

The YMCA has 15 Child Development Centers. They accept third party funding and offer financial assistance to those that qualify. They are working on recruitment/hiring, which would open up more spaces. Additionally, the Beaverton Hoop Campus could potentially serve 82 children ages 0-5.

In Spring 2019, a law was passed to provide an estimated \$5 million lottery funds to the YMCA of Columbia-Willamette to establish a Child Development Center in Beaverton. The law took effect July 1, 2019. Additionally, the Washington County Board of Commissioners contributed another \$200,000 in October 2019. The facility is anticipated to open in 2022 and will serve approximately 140 children. The future early childhood development and school enrichment programming will help address a growing need for access to quality, affordable child care in Oregon.

Adelante Mujeres New ECE classrooms

Adelante has completed a new Family Engagement Center that includes six early childhood and two adult education classrooms including a computer lab and a Makerspace available for youth and families and a Commercial Kitchen for food-based entrepreneurs. With our new building we have the capacity to open three new ECE classrooms, serving up to 60 3-5 year old children in the Forest Grove area - and 2 Generation (2 Gen) programs with parents and children learning together.

Beaverton School District increased early learning funding to add 2 new sites in FY19-20

This reflects a 51% increase in pre-kindergarten funding from the previous year and the ability to serve up to 40 children in the district. These will be inclusive classrooms in partnership with Northwest Regional Education Services District.

Prioritization of early learning by Tigard-Tualatin School District including establishment of an Early Learning Center

The Tigard Tualatin School District developed its first long-term Strategic Financial Plan in 2017. It identified early learning as one of three strategic investment areas. This has led to more refined visioning and additional investments, including plans to establish a new Early Learning Center in 2021.

Sherwood School District is planning for expansion.

District plans include an inclusive Pre-K classroom at each elementary school in partnership with the Northwest Regional Education Services District. No funding has yet been acquired, but if fully funded, this would provide preschool for up to 60 additional children in the Sherwood area.

Regional Kindergarten Readiness Network (AKA All:Ready)

All:Ready is a multi-sector collaboration focused on improving kindergarten readiness across the three metro counties (Washington, Multnomah and Clackamas). It 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.

Washington County Kids (WCK) Pushing for Sustained Funding

WCK was created for the purpose of advocating for sustainable funding so that all children have access to early child care, after school and summer programs. They are currently advocating for a tax levy to be placed on the ballot for voters dedicated to these programs.

Tri-County Effort to Increase Early Childhood Mental Health Services

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.

Health Share CCO Investments in Integrated Referral and Developmental Screening (Help Me Grow)

For the past few years, Health Share has funded Help Me Grow, a national program promoting early screening for developmental delays, across the tri-county Metro region. Starting in 2019, they also invested in a two-year pilot program in Washington County to develop an integrated referral system through which any parent of a young children could be connected with needed services. This system could potentially include child care programs to facilitate coordinated enrollment in the county. This effort is led by the Early Learning Hub in coordination with Providence Swindells' Center and Community Action and will inform similar efforts by the other two metro county Hubs.

Universally-Offered Home Visitation Being Launched in the County

Washington County was selected as one of the early adoption sites for the Family Connects, a Home Visitation program intended to be offered to all new parents in the county to connect them to a wide range of supportive services and resources, including ECE programs and more intensive home visitation (e.g. Healthy Families Oregon, Nurse Family Partnership). The program is being spearheaded by Washington County Public Health in close coordination with the early learning hub.