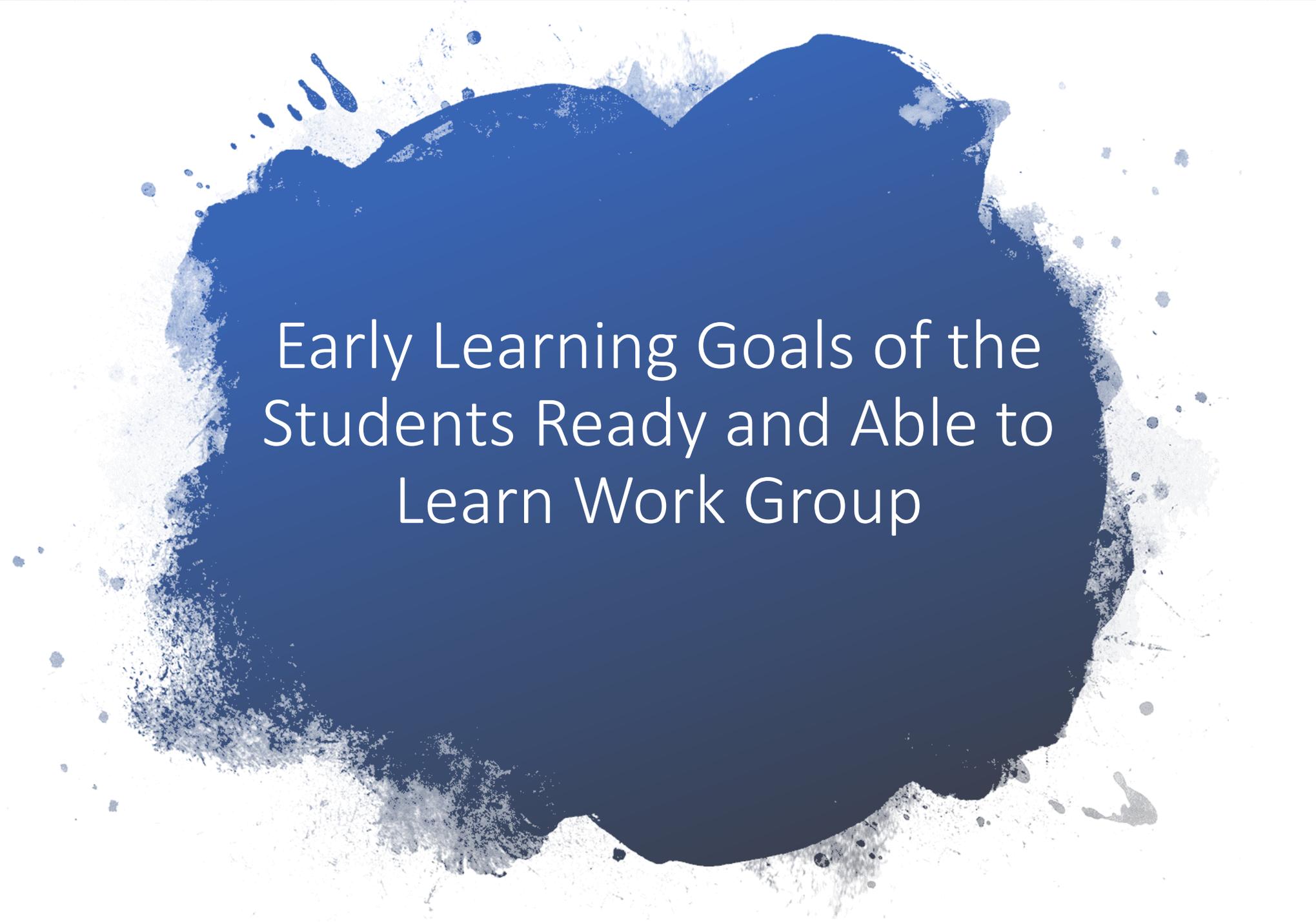


Presentation to Joint  
Committee on Student  
Success

Subcommittee on Early  
Childhood Education

Legislative Fiscal Office

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Early Learning Goals of the  
Students Ready and Able to  
Learn Work Group

# Work Group Members

- Senator Alan DeBoer
- Senator Mark Hass
- Representative Greg Smith
- Representative Barbara Smith Warner
- Representative Julie Fahey

# Four Major Goals

1. Support healthy, attached family relationships to help ensure every child is ready to learn when they enter school by providing access to services for all children and families who need them. This includes, but is not limited to, prenatal care, home visiting, education and engagement for new parents, and school readiness programs.
2. Provide all children with access to affordable high-quality preschool programs.
3. Provide sufficient resources to schools and families to meet the behavioral health, physical health, nutritional and support needs so students can reach their full potential to learn.
4. Maximize learning time for students.

# Implementation Principles

- A rational and thoughtful examination of whether the existing set of services and programs best meet the need of students and families.
- Using existing organization, including community partners, and coordinating structures whenever possible instead of creating new delivery systems.
- Maximizing and coordinating the role of existing non-education entities such as Community Care Organizations (CCOs) or public health agencies to meet the goals, whenever appropriate.

## Implementation Principles Continued

- Programs identified to serve more children will likely need to be scaled up over time, given the need to expand both the available workforce and facilities.
- As programs are scaled up over time, expansions should be prioritized based on need, family income and risk level.
- Strategies must use an equity lens and address the need to provide services in a culturally appropriate way.
- Strategies must be cost-effective and whenever possible maximize the use of federal funding.

# Goal 1

Support healthy, attached family relationships to help ensure every child is ready to learn when they enter school by providing access to services for all children and families who need them. This includes, but is not limited to, prenatal care, home visiting, education and engagement for new parents, and school readiness programs.

Expand home visiting programs to move toward voluntary universal home screening and ensure that families with identified service needs are directed to the appropriate service providers.

- Current program in ELD is Healthy Families Oregon where the overall goals are to reduce child maltreatment, increase positive health outcomes, and improve school readiness.
- Currently serves roughly 10% of the estimated 30,000 eligible families at a cost of \$25.7 million GF (19-21 CSL).
- Other Family visiting programs at Oregon Health Authority including Family Connects, Babies First and Cacoon.
- Estimated cost to serve 25% of eligible population is an additional \$40 million GF.

## Increase access to intensive early childhood services such as Early Head Start.

- Early Head Start serves low income families through home visiting and center-based services to support healthy parent/child relationships, child growth and development, and self sufficiency.
- 2019-21 CSL funding would provide for 64 state slots at a cost of \$1.7 million GF.
- ELD estimates that there are roughly 25,000 eligible children.
- There are also approximately 2,000 federally funded slots.
- Adding another 1,000 slots would cost roughly \$25 million GF.

## Increase access to intensive early childhood services such as Relief Nurseries.

- Relief nurseries support families in crisis including children at risk of abuse.
- Services include therapeutic preschool services and support services.
- Current funding is \$9 million GF and \$2 million OF (19-21 CSL).
- Currently serve 3,300 children out of an estimated population of over 36,000.
- Estimated cost of serving an additional 1,000 children is \$7.8 million GF.

## Fully fund Early Intervention (EI) and Early Childhood Special Education (ECSE) services for children with disabilities and delayed learning.

- Federally mandated program serving children up to age 5 who meet qualifying standards for developmental delay or disability.
- Specific services are provided identified through developmental screenings to better prepare children to enter school.
- Services provided through local agencies (e.g. ESDs).
- Current funding (19-21 CSL) is \$194 million GF/\$33 million FF.
- To fully fund the total number of children and their needed services is estimated at an additional \$70+ million GF.

## Explore additional policy options to build an integrated birth-to-five system that supports children and families.

- Was outside of the scope of the Workgroup, but members felt they were important enough to discuss.
- Options include expanding the capacity of parenting education programs like the Oregon Parenting Education Collaborative.
- Workgroup also mentioned that investments in child care and Pre-K programs are coordinated to meet the needs of working families.

## Goal 2

Increase access to state subsidized preschool programs for children aged 3 to 5 who have not entered kindergarten, particularly for children living at or below 200% of the federal poverty level.

Increase access to state subsidized preschool programs for children aged 3 to 5 who have not entered kindergarten, particularly for children living at or below 200% of the federal poverty level.

- The state has two major state funded preschool program – Oregon Pre-K (OPK) serving children under 100% of the FPL and the newer Preschool Promise program serving children under 200% FPL.
- The combination of the federal Head Start program and these two programs serve approximately 13,500 of the 40,000 eligible children.
- OPK is funded with \$156 million GF (19-21 CSL) and costs roughly \$9,100 per child while Preschool Promise is funded with \$37.1 million GF at a cost per child of \$11,500.

# Preschool Programs Continued

- To serve up to the estimated 7,500 children eligible for the federal Head Start program and OPK who are not participating in the program is roughly \$70 million GF phased-in over the biennium.
- The Governor has proposed to serve up to another 10,000 children in the Preschool Promise program by the end of the 2019-21 biennium (1,300 currently) which would cost approximately \$130 million GF (phased in over the biennium). This estimate includes a number of capacity building costs. The full two year cost of this expansion would be \$239 million GF.

# Preschool Programs Continued

The Workgroup members wanted the following factors considered in funding preschool programs:

- An Equity Fund should be included for grants to organizations and providers for culturally specific preschool opportunities and early learning programs. This was proposed in 2018 (HB 4006). To serve 3,500 children and families, a \$15 million GF investment has been proposed.
- There should be a review of other models for delivering preschool programs based on cost, quality and effectiveness.
- Facilities capacity and workforce availability must be considered.
- Programs and rules across the programs should be similar or the same whenever possible.

## Expand the early learning workforce by increasing the capacity of training and certification programs across the state.

- Given the shortage of early learning staff, the state needs to take a more active role in supporting and expanding programs to increase and diversify this workforce.
- Primary reasons for this shortage include wage levels as well as the number of students receiving the required or desired degrees.
- Alternatives include increasing coordination between community colleges and public universities, financial aid for eligible students, and more intense efforts to include a more diverse group of students.
- The Governor's budget includes resources for early learning student financial aid and grants to institutions for greater coordination.

## Other Goals of Workgroup

- Provide sufficient resources to schools and families to meet the behavioral health, physical health, nutritional and support needs so students can reach their full potential to learn.
- Maximize learning time for students, including instructional time, through a longer school year, summer learning programs and increased student attendance.