SOELS Regional Stewardship Committee

November 21, 2019

Updated Committee Timeline:

Nov 8

- Get familiar with Oregon Kindergarten Assessment 2018-19 for the region
- Walk Through a city-level data analysis of OKA scores, disability rates, poverty rates, and Spanish home language needs for priority populations
- Identify disparities we see in the data we analyze together & Identify questions we may have about some of the data provided
- Update: parent surveys are out & survey ends 11/11; finalizing provider survey questions today & sending out via CCRN today, 11/8 and ending Thursday, 11/14.

Nov 15

- Review Family Needs and Preferences Survey results – confirm themes
- Revisit City-Level Mapping with Early Learning Program Data Added
- ~~Review Quantitative Data Analysis of everything we have reviewed (Deliverable 1)~~
- ~~Ranking: committee will identify top 4 priority populations & identify geographic areas of need, based upon the available data reviewed (Deliverable 1)~~

Nov 21

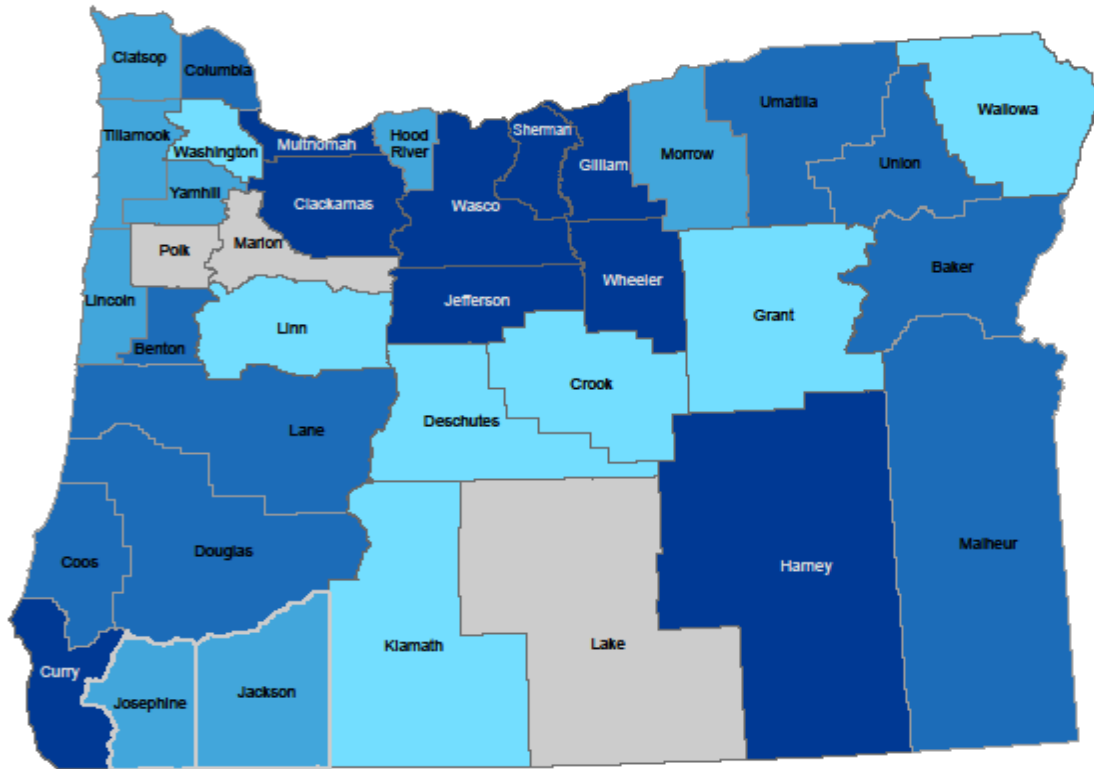Review Quantitative Data Analysis of everything we have reviewed (Deliverable 1)

- Review Provider Survey results – confirm interest for expansion and what is needed for successful expansion
- Ranking: committee will identify top 4 priority populations & identify geographic areas of need, based upon the available data reviewed (Deliverable 1)
- Begin discussion of Regional Mixed Delivery Profile (Deliverable 2)

December 3

- Finalize Regional Mixed Delivery Profile
- Discuss ideas, opportunities, existing efforts for engaging K-12, philanthropic organizations, and private sector businesses in ECE expansion (Deliverable 3)
- Celebrate!

Reach Levels for Public-funded Enrollments

PDG Workbook 2 - FEDERAL AND STATE FUNDED PreK ENROLLMENT

County Name	Est. Pop. Ages 3-5 Within 0-200% FPL	Est. % of Eligible Children Enrolled in Federal and State Funded PreK	Estimated Reach Level
Sherman	13	92.3%	H
Harney	119	73.8%	H
Curry	178	66.5%	H
Wheeler	28	57.8%	H
Jefferson	552	52.2%	H
Wasco	443	42.5%	H
Gilliam	42	38.6%	H
Clackamas	3761	32.3%	H
Multnomah	10403	31.7%	H
Columbia	712	28.1%	MH
Douglas	1779	27.8%	MH
Umatilla	2029	27.3%	MH
Baker	293	26.9%	MH
Malheur	838	26.8%	MH
Union	443	26.4%	MH
Benton	682	26.3%	MH
Coos	1045	26.1%	MH
Lane	5402	25.6%	MH
Morrow	255	23.5%	LM
Josephine	1396	23.4%	LM
Yamhill	1658	23.2%	LM
Jackson	3898	23.2%	LM
Hood River	428	21.5%	LM
Clatsop	592	21.4%	LM
Lincoln	890	21.4%	LM
Tillamook	489	19.2%	LM
Klamath	1347	18.5%	L
Washington	7180	18.3%	L
Deschutes	2451	14.9%	L
Grant	138	14.5%	L
Linn	2458	14.1%	L
Wallowa	114	13.2%	L
Crook	490	11.8%	L
Lake	173		NA
Marion	7243		NA
Polk	1257		NA

ESTIMATED REACH LEVEL: H MH LM L NA

Josephine   23.4%   LM
Jackson   23.2%   LM

Example of Priority Population Description

Priority Population: Latinx

Data indicates that the following school catchment areas have the highest number of children whose race is Hispanic/Latino. These schools also have low OKA scores for Hispanic/Latino students.

Jackson County:

1. Eagle Point – Table Rock Elementary

2. Medford – Oak Grove Elementary

3. Medford – Howard Elementary

4. Phoenix – Phoenix Elementary

5. Medford – Washington Elementary

6. Medford – Jefferson Elementary

7. Talent – Talent Elementary

8. Medford – Kennedy Elementary

9. Medford – Griffin Creek Elementary

10. Medford – Orchard Hill Elementary

Josephine County:

1. Redwood Elementary

2. Evergreen Elementary

3. Allen Dale Elementary

Backup Data for Priority Population Description

Schools with Highest # Hispanic/Latino Kinders and Low OKA Scores for Hispanic/Latino

School	# LatinX Kinders	# Kinders/School
Table Rock	69	123
Oak Grove	28	90
Howard	25	55
Phoenix	24	50
Washington	22	54
Jefferson	20	63
Talent	19	77
Kennedy	17	91
Griffin Creek	15	69
Orchard Hill	15	73
Lone Pine	11	81
Roosevelt	10	56
Hillside	10	80
Mae Richardson	9	101
Redwood	7	67
Evergreen	7	81
Eagle Rock	6	49
Allen Dale	6	59

Methodology: Identify schools with1) the highest number of Latino students, and 2) have low OKA scores for Latino students.

Mixed Delivery Profile – Questions to Consider

- How well is our region equipped to meet the demand and respond to the preferences of families from our refined priority populations?

- Where are the biggest gaps in service geographically?

- Where are the biggest gaps in service for priority populations?

- What program characteristics are necessary to meet the demand in your target communities?

- How would small ECE providers meeting these characteristics be supported through a network model?