

# Southern Oregon Early Learning Services Hub Agency Advisory Council

May 10, 2019



Southern Oregon  
Early Learning Services

# Racial Equity in Early Childhood Systems

Oregon's Early Learning Council Call to Action:

*“Income, Race, and Zip Code are powerful predictors of whether children and their families experience the conditions that are optimal for young children’s development, including access to high quality child care and preschool. Breaking the link between these inherited factors and life outcomes can only happen if we change the circumstances of families, which means changing the distribution of opportunities in those years.”*

*-Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023*

# Racial Equity in Early Childhood Systems

Using Equity Action Framework – The Build Initiative

## Four Levels of Change:

- **Personal:** *individually*, work to understand our own values, beliefs and implicit biases, unconscious racism and relative privileges
- **Interpersonal:** *with others*, we share power, actively include those typically excluded, raise issues of equity, act to support positive change and reduce conflict
- **Institutional:** *at the program*, apply racial equity/ economic justice lens to policies, practices, regulation and work culture to remove barriers to equity and advance opportunities
- **Structural:** *at the program and regional level*, recognize that structural arrangements are interconnected and resistant to change, develop *new* approaches that foster shared leadership and collective power that leads to positive change

# Racial Equity in Early Childhood Systems

Using Equity Action Framework – The Build Initiative

**Goal:** develop policies, practices, and programs that provide opportunities, promote fairness and access, and remediate racial inequities

**Process:** use Agency Advisory Council as sounding board for regional equity challenges partners are facing

- Cross-sector collaboration
- Raise equity issues
- Work together toward increased, education, awareness, advocacy, solutions

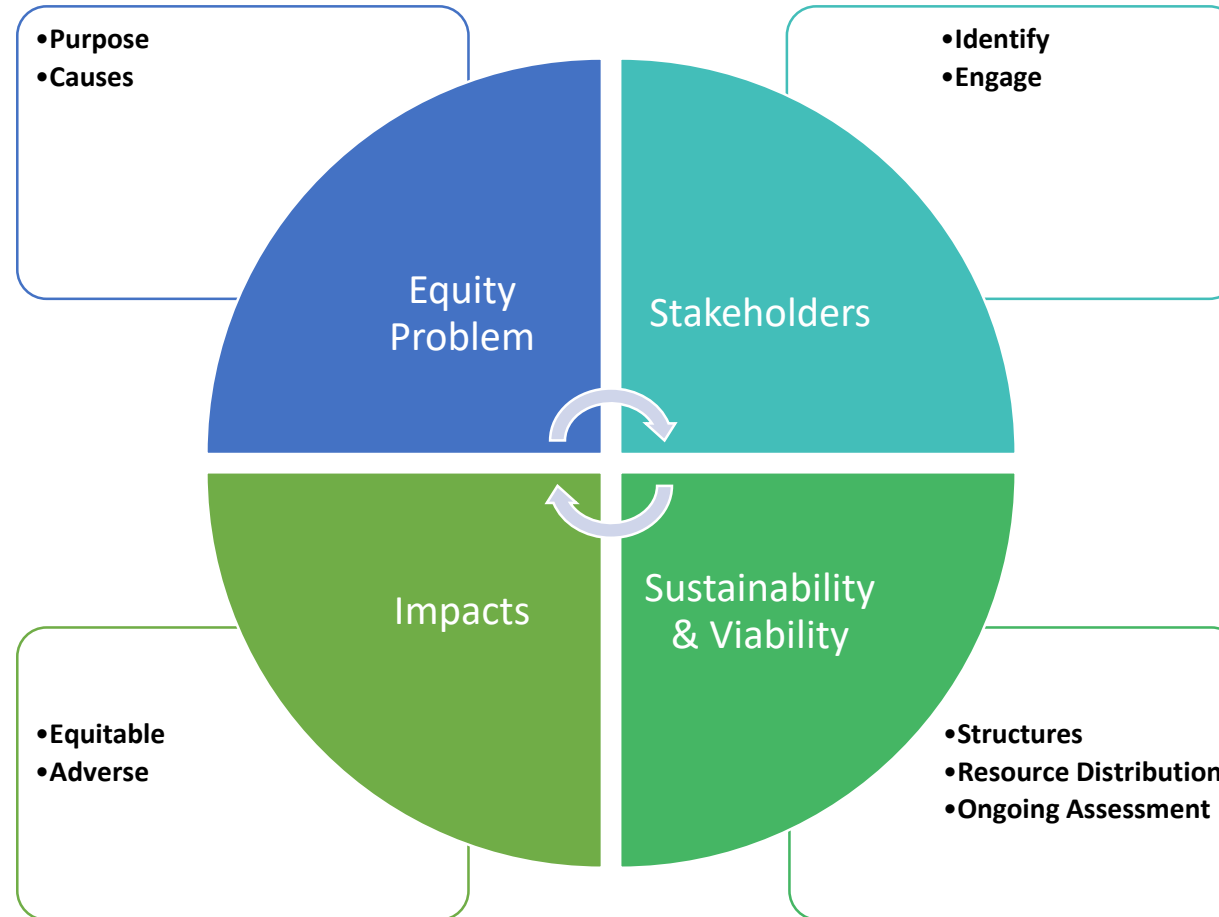
# Racial Equity in Early Childhood Systems

Using Equity Action Framework – The Build Initiative

## **Key sections of the Framework:**

1. Areas of Authority, Influence, and Goals
2. Understanding the Problem and Causes
3. Stakeholders
4. Impacts
5. Sustainability and Viability

# Racial Equity in Early Childhood Systems



# Brainstorm problems related to racial disparities and inequities in our region

## For children prenatal to age six

- e.g., poverty rate for children of color is higher than for white children

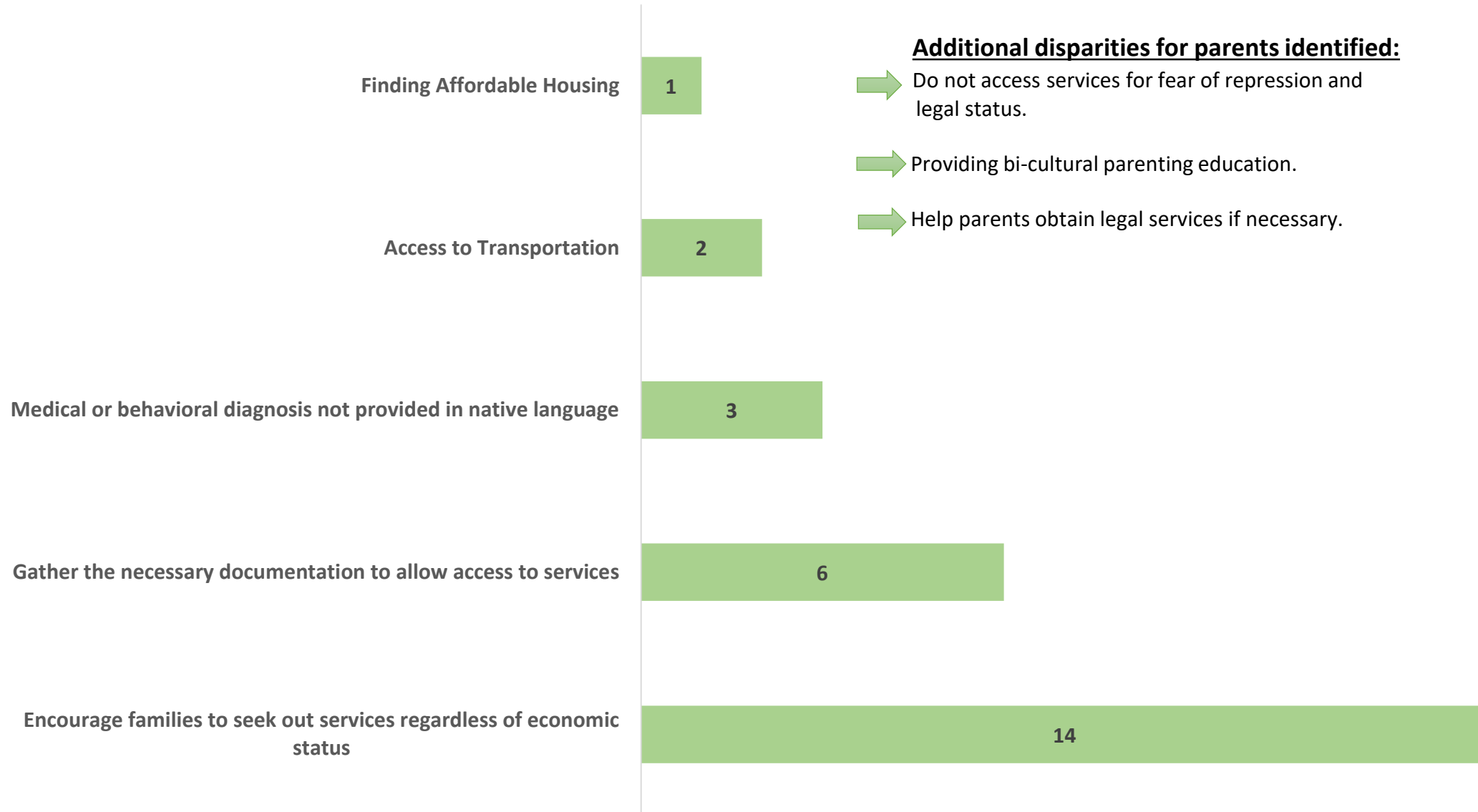
## For parents of young children

- e.g., shortage of bilingual home visitors

**Which problems do you and/or your organization have some direct authority or influence over?**

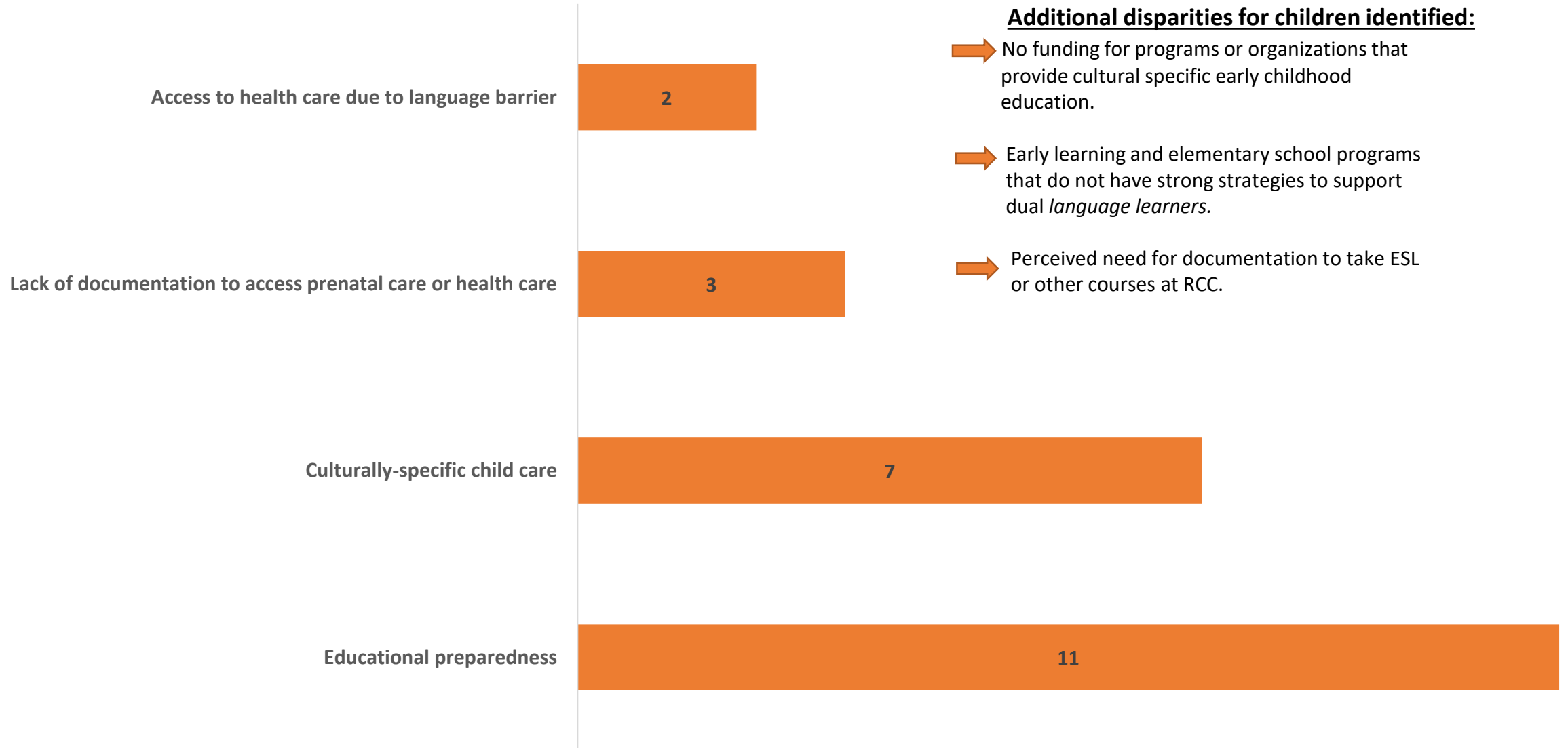
- Committees; Funding; Service Delivery; Lobbying; Parent Groups, etc.

**Racial disparities for parents: Please select all that your organization either has direct **AUTHORITY AND RESPONSIBILITY** for, OR that you have **INFLUENCE** over.**

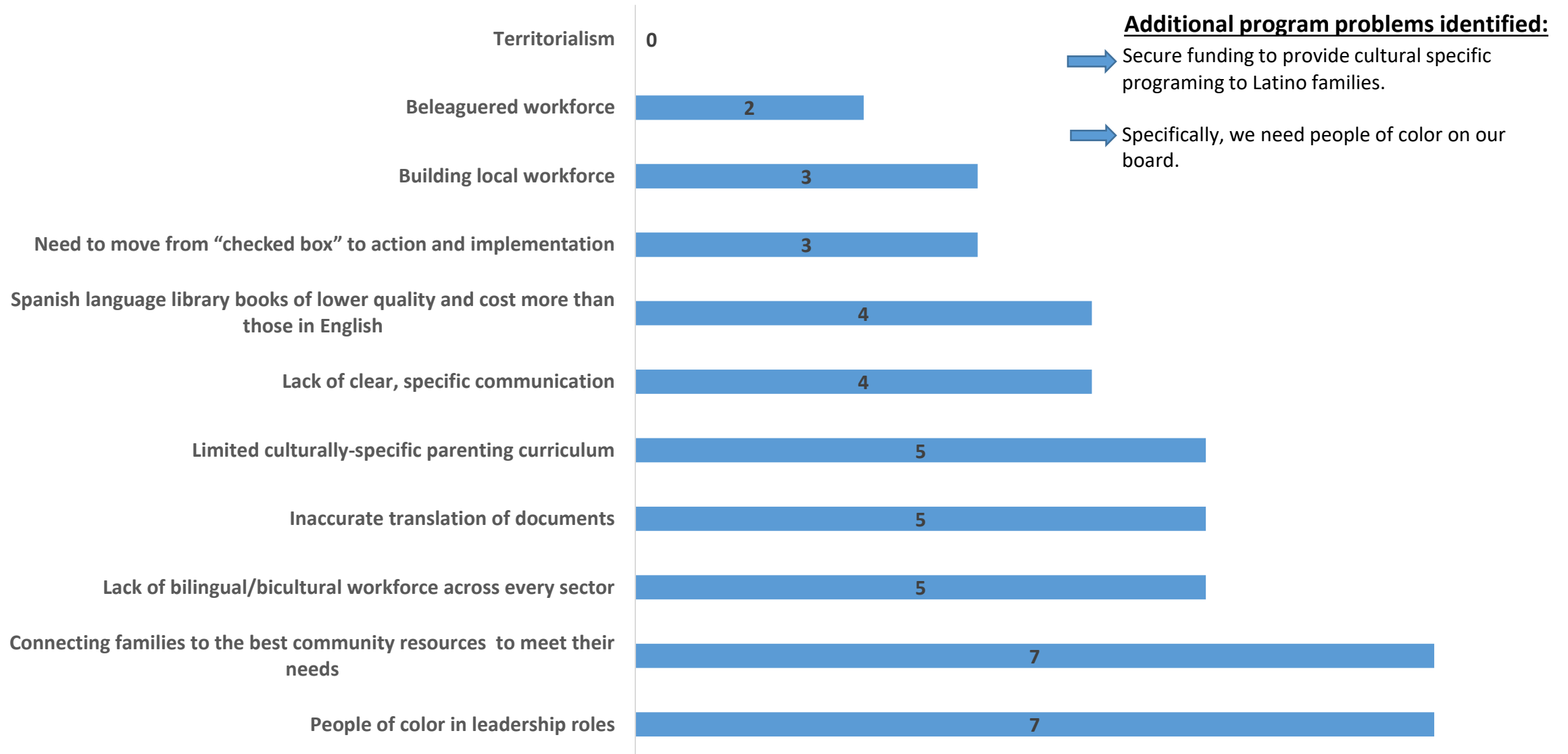




**Racial disparities for children: Please select all that your organization either has direct **AUTHORITY AND RESPONSIBILITY** for, **OR** that you have **INFLUENCE** over.**



**PROGRAM PROBLEMS: Please select all that your organization either has direct AUTHORITY AND RESPONSIBILITY for, OR that you have INFLUENCE over.**



# Ranking Identified Equity Challenges

- Relevance – how important is it?
- Appropriateness – should we do it?
- Impact – what will we get out of it?
- Feasibility – can we do it?

The Equity Priority Winner is.....

# Defining the Focus and Resources

- **Who are the primary decision makers needed** to advance the program, policy, budget, or any systemic change to reduce the EQUITY PRIORITY we identified?
- **Who are the beneficiaries?**
  - What population would we like to receive primary benefits?
    - Children? Families? Workforce? Communities?
- **What geographic area are we working to impact?**
  - County, City, Neighborhood?
- **How have beneficiaries informed the definition of the equity priority?**
- **What are the characteristics of the beneficiaries?**
  - Race/ethnicity, Immigrants, High-poverty, rural, poorly resourced in terms of health care, child care, etc.
- **Next Steps:** understanding the problem and causes

# Raise Up Oregon & SOELS Strategic Plan

- Goal 1: Children arrive at kindergarten prepared and supported for success
  - Objective 1: Families are supported and engaged as their child's first teachers
    - Strategy 1.1 Expand parenting education and family supports
    - Strategy 1.2 Scale culturally responsive home visiting

**What are we doing now?**

**What else can/should we do?**

# Raise Up Oregon & SOELS Strategic Plan

- Goal 1: Children arrive at kindergarten prepared and supported for success
  - Objective 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate), affordable early care and education that meets their needs
    - Strategy 2.1 Expand access to, and build the supply of, high quality affordable infant-toddler early care and education
    - Strategy 2.2 Expand access to, and build the supply of, high quality affordable preschool that meets the needs of families
    - Strategy 2.3 Strengthen child care assistance programs
    - Strategy 2.4 Build the state's capacity to ensure children are healthy and safe in child care
    - Strategy 2.5 Improve the essential infrastructure for high-quality early care and education

**What are we doing now?**

**What else can/should we do?**

# Raise Up Oregon & SOELS Strategic Plan

- Goal 1: Children arrive at kindergarten prepared and supported for success
  - Objective 3: The early care and education workforce is diverse, culturally responsive, high quality and well compensated
    - Strategy 3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce
    - Strategy 3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce
    - Strategy 3.3 Compensate and recognize early childhood educators as professionals
    - Strategy 3.4 Improve state policy to ensure early care and education work environments guarantee professional supports

**What are we doing now?**

**What else can/should we do?**