

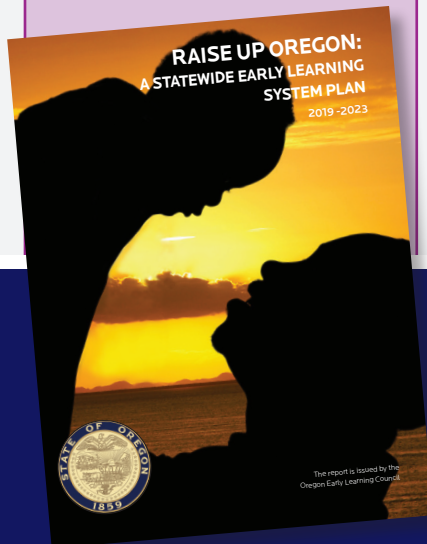


# RAISE UP OREGON: A STATEWIDE EARLY LEARNING SYSTEM PLAN 2019-2023

This report is issued by the Oregon Early Learning Council

## The science of child development underscores the importance of the first 2,000 days of childhood.

From birth to age three, a child's brain makes one million new neural connections every second, reaching 80% of its adult size by age three, and 90% by age five. The tremendous opportunity presented in these early years for rapid and healthy growth must be met by Oregon's use of the best available research and evidence to drive its early childhood system.



## Invest early to get the best return on public investment.

A recent review by RAND Corporation scientists of early childhood program evaluations showed that nearly 90% of programs had a positive effect on at least one child outcome, such as behavior and emotion, cognitive achievement, and adult outcomes. The review revealed that among programs with an economic evaluation, the typical return is \$2 to \$4 for every dollar invested, yet less than 10% of Oregon's combined federal and state investment in children's education occurs before age five.



## Racial, geographic, and economic disparities emerge early.

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. Nearly 50,000 young children in Oregon—or two in 10—live in deep poverty. More than one in five children in rural Oregon live in poverty, and children of color are disproportionately represented among young children in poverty. Breaking the link between these factors and life outcomes can only happen if we change the circumstances of families by changing the distribution of opportunities in those years.



## Communities, families, early care and education, K-12, health, housing, and human services all had a voice in creating *Raise Up Oregon*.

The Early Learning Council spent a year working with cross-agency partners—Department of Human Services, Oregon Department of Education, Oregon Health Authority, Oregon Housing and Community Services, as well as the state's Early Learning Division—and hearing from communities, partners, parents, and providers in the areas of early care and education, K-12, health, housing, and human services.



## What are the goals and values framing *Raise Up Oregon*?

The Council framed *Raise Up Oregon* based on its three core goals, the involvement of all sectors needed to drive positive change for Oregon's youngest children and families, and five core values: (1) Embed equity throughout; (2) Represent all sectors within the early learning system that support children prenatal through kindergarten entry and their families; (3) Provide comprehensive objectives and strategies that meet the needs of Oregon's young children and families; (4) Address the whole child, nested in family and nested in community; and (5) Focus on outcomes that support Oregon's young children and families.

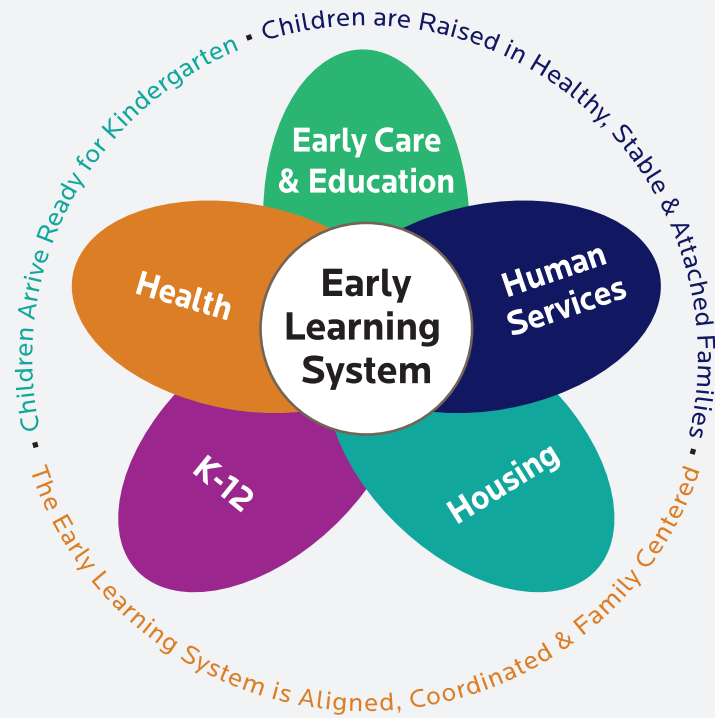


## Vision + Action = Results for Oregon's youngest children and families.

Zip code, race, and income should not predict the health, educational, and life outcomes of Oregon's children. The purpose of the five-year *Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023* is to share a vision of where we as a state intend to go and to identify actionable, concrete strategies for working together across traditional boundaries to get there. *Raise Up Oregon* represents our best thinking about how Oregon can most strategically and positively impact families throughout the state and generate results from 2019 through 2023.



Oregon is home to over 275,000 children, birth to kindergarten entry. Our state has an opportunity to change how it supports these children and their families and, in doing so, put itself on the path to an even brighter future. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime. *Raise Up Oregon: A Statewide Early Learning System Plan* is grounded in the science of child development, equity, and the firm understanding that it takes leaders from early care and education, K-12, health, housing, and human services—together with families, communities, and the public and private sectors—to work together during this critical period of children's lives. Join the Early Learning Council in moving this plan from vision to reality. Download the full report at [www.oregonearlylearning.com/raise-up-oregon](http://www.oregonearlylearning.com/raise-up-oregon).



## 1 SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

- 1 Families are supported and engaged as their child's first teachers.**
  - Provide parenting education and culturally responsive home visiting.
- 2 Families have access to high-quality affordable early care and education that meets their needs.**
  - Expand access to and supply of high-quality affordable infant-toddler and preschool care.
  - Strengthen child care assistance programs.
  - Build and improve state capacity and essential infrastructure for healthy and safe high-quality care.
- 3 The early care and education workforce is diverse, culturally responsive, high quality and well compensated.**
  - Improve professional learning opportunities, pathways to credentials and degrees, and compensation as professionals.
  - Ensure work environments guarantee professional supports.
- 4 Early childhood physical and social-emotional health promotion and prevention is increased.**
  - Ensure comprehensive, high-quality prenatal-to-age-five health care services, including oral health.
  - Increase culturally responsive social-emotional supports for young children and families.
  - Coordinate among sectors to promote health and safety for young children.
- 5 Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.**
  - Improve access, funding, and pathways to services from screening, including Early Intervention/Early Childhood Special Education.
  - Strengthen policies and supports to prevent expulsion and suspension.
- 6 Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.**
  - Establish shared professional culture and practice for K-3.
  - Improve the Oregon Kindergarten Assessment.

## 2 SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES

- 7 Parents and caregivers have equitable access to support for their physical and social-emotional health.**
  - Increase equitable access to reproductive, maternal, and prenatal health services.
  - Improve equitable access to multi-generational approaches to physical and social-emotional health.
- 8 All families with infants have opportunities for connection.**
  - Create a universal connection and provide paid family leave for families with newborns.
- 9 Families with young children who are experiencing adversity have access to coordinated and comprehensive services.**
  - Expand housing supports for families with young children and link high-quality early care and education, self-sufficiency, and housing assistance programs.
  - Provide preventive parenting support services to reduce participation in child welfare system.
  - Improve nutritional security of pregnant women and young children.

## 3 SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED

- 10 State-community connections and regional systems are strengthened.**
  - Family voice is included in system design and implementation to ensure family-friendly referrals.
  - Further develop the local Early Learning Hub system.
- 11 Investments are prioritized in support of equitable outcomes for children and families.**
  - Ensure resources reduce disparities in access and outcomes.
  - Align and expand funding opportunities for culturally specific organizations.
- 12 The alignment and capacity of the cross-sector early learning workforce is supported.**
  - Support consistent, high-quality practice among all professionals in the early learning workforce.
  - Improve cross-sector recruitment, retention, and compensation.
- 13 The business and philanthropic communities champion the early learning system.**
  - Introduce business leaders to the economic value of early care and education and the science of early childhood development.
- 14 The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**
  - Strengthen data-drive community planning and integrate early learning data into the Statewide Longitudinal Data System.
  - Develop and implement a population survey to track child and family well-being.
  - Create and use an early learning system dashboard for shared accountability.

