



**Children at Risk**  
**Early Learning**  
**Early Intervention**



**LEAGUE OF WOMEN VOTERS®**  
**OF OREGON**  
*Education Fund*

E-version of this Study is available at: <http://voteoregon.org/children-at-risk/>

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# Children at Risk

## Early Learning Early Intervention



### INTRODUCTION

This League of Women Voters of Oregon Education Fund (LWVOR-EF) study focuses on children's early years—from pregnancy to age six—and looks at state governmental programs and services for children at risk. It looks at the impetus for recent legislative changes; defines *at risk*; and examines the effects of new efforts to coordinate services among various state bodies, such as the Early Learning Council (ELC), Early Learning Division (ELD), Oregon Education Investment Board (OEIB), Oregon Health Authority (OHA), Department of Human Services (DHS), and Regional Accountability Collaboratives (RAC). The study also looks at national and state funding. Underlying the report is the question:

*“What’s Best for Oregon’s Youngest Children?”*

This study provides background on Oregon's efforts to improve its educational system for young children while reducing risk factors. It is a snap-shot written in early 2015. Many changes are still being put into place, so it is too early to know specifically how Oregon will fare in these endeavors. Readers are encouraged to follow ongoing efforts to prepare young children to succeed in school, and in life, through measurable, documented early interventions.



### CHILDREN AT RISK DEFINED

Many definitions of Children “At Risk” exist, but for this study we use the definition found in a 2012 Oregon law.

**“At-risk child”** means a child who is at risk of not entering school ready to learn due to factors including, but not limited to:

1. Living in a household that is at or near poverty, as determined under federal poverty guidelines;
2. Living in inadequate or unsafe housing;

3. Having inadequate nutrition;
4. Living in a household where there is significant or documented domestic conflict, disruption or violence;
5. Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
6. Living in circumstances under which there is neglectful or abusive care-giving;
7. Having unmet health care and medical treatment needs; and
8. Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.” (ORS 2013 Edition Chapter 37, Section 12). [1-1, 1-2](#)

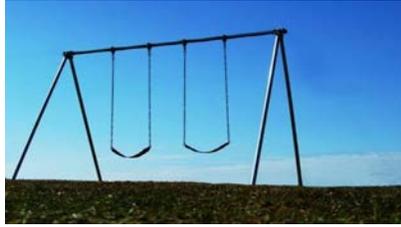
This very broad definition recognizes the importance of stable and secure homes, adequate health care (physical, mental, dental), good nutrition, and caregivers able to focus on the positive development of children. Rather than focusing only on children with special needs or those in foster care, evidence-based studies discussed later in this report show support that all young children may require to thrive.

An added **“equity lens”** approach adopted by the Oregon Education Investment Board (OEIB) and the Early Learning Council (ELC) considers children at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, geographic location, and being differently abled. These are children historically underserved in both urban and rural areas. [1-3](#)

**Of the 45,000 children born in Oregon each year about forty percent, or 18,000, of them are considered to be at risk.** Currently in Oregon, many children are not identified early enough to provide early intervention services. **Only 32% of children under age 6 received a developmental screening in Oregon in 2011-2012. Yet before beginning school 90% of all of Oregon’s children will be seen by a medical provider, and 60% will show up in a daycare setting.** Coordination between health care (physical, mental, dental) and social services can identify those youngsters who need early intervention services. [1-4](#)



## 1. MANY INFANTS AND CHILDREN FACE HIGH ODDS OF FAILURE



Who are the children at risk?

They are *invisible* and *underserved*.

They are unlikely to be ready to learn when entering kindergarten.

These demographics show some of the challenges.

- In 2012, 50% of Oregon children under the age of 6 lived in families with incomes less than \$23,283. 86% of young children whose parents do not have a high school degree live in low-income families.<sup>1-5</sup>
- In 2012, 42% of young white children lived in low-income families. 74% of young black children lived in low-income families. 71% of young Hispanic children lived in low-income families. 66% of young American Indian children lived in low-income families. 62% of young children of immigrant parents lived in low-income families.<sup>1-6</sup>
- 29% of Oregon infants and toddlers live with a single parent. 46% of young children in low-income families live with a single parent. <sup>1-5, 1-6</sup>
- Oregon's babies born pre-term by race and ethnicity: White 8.7%, Hispanic 9.8%, Black 13.2%, Native American 12.8%, and Asian 9.2%. 20.1% of uninsured women have pre-term babies <sup>1-7</sup>
- 43% of Oregon births are covered by Medicaid. <sup>1-8</sup>
- 14% of Oregon Supplemental Nutrition Assistance Program (SNAP) participants are under age 5. 23% of Women Infants and Children (WIC) recipients are infants. <sup>1-9</sup>
- An estimated 9,529 of the 38,216 homeless Oregon children are under age 6. <sup>1-10</sup>
- 28% of Oregon's maltreated children are under age 3. <sup>1-11</sup>
- 42% of households receiving Temporary Assistance for Needy Families (TANF) in Oregon had at least one child under age 3. <sup>1-12</sup>
- 34% of Oregon children entering foster care are under the age of 3.<sup>1-13</sup>
- By 16-18 months, word learning is significantly affected by economic background.<sup>1-14</sup>

Children First, Oregon County Data Book, provides specific county data. Children's Trust Fund of Oregon linked these ten family factors to neglect and abuse: poverty, unemployment, food stamp usage, births to teen mothers, single status, less than high school education, low birth weight, domestic violence calls, drug related arrests, violent crime. County demographic maps show areas of the state with the greatest risk factors.

<sup>1-15</sup>



## 2. PRENATAL TO SIX IS CRITICAL

“Timing is everything,” says child trauma specialist Dr. Bruce Perry in talking about brain development. <sup>2-1</sup> When the brain is changing the most, and doing so quickly, that is the time to make a difference. Dr. Perry uses the analogy of a home that is 90% built; **90% of brain development takes place by 3-4 years of age.** <sup>2-2</sup> “The first three years of life are a period of incredible growth in all areas of a baby’s development.” <sup>2-3</sup>

With the advancement of neuroscience, researchers now know that the foundation of how the brain works for the rest of one’s life is formed at a young age, although some brain plasticity for further development is life-long. Brain development is maximized by positive relationships and interactions with others at an early age, thus building a child’s well-being from a physical, mental and emotional perspective.

All of a child’s experiences influence the formation of the brain. As the brain develops, it requires stimulation at specific times in order for systems to function at their best. Learning to read and write shouldn’t start in kindergarten or first grade. Developing language and literacy skills should begin at birth through everyday loving interactions – sharing books, telling stories, singing songs, and talking to one another. By providing nurturing, positive experiences to very young children brain functioning is promoted for a lifetime. <sup>2-4, 2-5</sup>

Positive attachment is the foundation for positive experiences for a child. Development in many other areas is rooted in the development of a healthy attachment to a primary caregiver. These areas include development of emotional, social, cognitive and self-regulatory capabilities. A recent study found infants under age 3 who do not form strong bonds with their mothers or fathers are more likely to be aggressive, defiant and hyperactive as adults. These bonds, or secure attachments, are formed through early parental care. The approximate 40% who lack secure attachments are more likely to have poor language skills and behavior issues before entering school. This effect continues throughout the children’s lives, and such children are more likely to leave school without higher education or technical job training. <sup>2-6, 2-7</sup>

The earliest developmental period in a child’s life provides the greatest opportunity to have a positive impact. Researchers examining early childhood studies and economic data bring to the forefront the question, “Why have we waited so long when the statistics are so clear? Money spent here may be the best financial investment a society can make. The return on investment really pays off.” <sup>2-8</sup>

## VIDEOS: CHILDHOOD DEVELOPMENT & PUBLIC POLICY

Because learning is interactive, before reading further, we urge you to watch a few of these short videos on maximizing the human potential of young children. The LWV committee selected these as an integral part of the Study, "Children at Risk: Early Learning, Early Intervention" to convey complex information in a brief time frame. Each is available via Internet by clicking on the underlined links below or at our web site <http://voteoregon.org/children-at-risk/> within the longer e-version of this Study.

- ***"Change the First Five Years and you Change Everything!"***  
<http://www.youtube.com/watch?v=GbSp88PBe9E&feature=kp> is a four-minute video highlighting the difference between children at risk and those who have established stronger interpersonal relationships.
- ***"Infant Brain Development – The Critical Intervention Point"***  
<https://www.youtube.com/watch?v=0EYXx9iI64> explains in seven minutes that the child's brain is 24% "wired" at birth, 75% by age one, and by age three has achieved 90% of its development. This small period of time in a child's development is critical.
- The interactive ***"Baby Brain Map"*** on this web site <http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html> shows areas of the brain responsible for movement, touch, language, vision and hearing at different ages. It shows what parents, grandparents and other caretakers might do to positively influence a child's development.
- "The nine months before birth shapes the rest of our lives," per Annie Murphy Paul in [Origins](#) and in this eight-minute TED talk ***"What We Learn Before We're Born"***  
[http://www.ted.com/talks/annie\\_murphy\\_paul\\_what\\_we\\_learn\\_before\\_we\\_re\\_born](http://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born)
- ***"Saving Brains"*** shows what it takes to develop the full potential of children.  
<https://www.youtube.com/watch?v=vw0TkwiJpZU&feature=youtu.be>
- ***"Working for Outcomes for Children: The 5-minute Story"*** explores risk factors for children and then explores practices and policies that make a difference.  
[http://developingchild.harvard.edu/resources/multimedia/videos/theory\\_of\\_change/](http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change/)
- ***"The Statistics Lottery"*** five minute video considers ways to narrow the learning gap between children from low-income families and their more affluent peers, why that gap occurs and how to close it. <http://gradelevelreading.net/video-the-statistics-lottery>
- A half-hour documentary ***"The Raising of America, Are We Crazy About Our Kids?"*** uses return-on-investment economic analysis of funding and policy issues for the early years prenatal to age six.  
<http://www.raisingofamerica.org/?q=crazy-about-our-kids>

## RECENT HISTORY OF CHANGES IN OREGON FOR EARLY LEARNING

Over the past five years many changes in Oregon have been directed toward at-risk infants and children as part of a larger prenatal-to-age-20 (P-20) education reform.\*

ACTION	DATE	ACTION
Federal gov't announced "State Advisory Councils on Early Childhood Learning and Care" Grants	2009-2010	Gov. Kulongoski issued an executive order to establish Early Childhood Matters Advisory Council to meet grant eligibility
"40-40-20" Gov. Kitzhaber announced educational reform and Early Learning Transition Team	2010-2011	SB 909 established Oregon Education Investment Board (OEIB)
		SB 4165 codified six priorities for Early Learning Council (ELC)
Oregon received Race to the Top, Early Learning Challenge Grant (RTT)	2012	
	2013	HB 3234 created Early Learning Division (ELD) within Oregon Dept. of Education
HB 2013 implemented the Early Learning Plan and called for Requests for Applications for regional accountability groups called Hubs		Oregon Commission on Children and Families was disbanded and funds transferred to the Early Learning Division
Early Learning Council (ELC) and Oregon Health Policy Board (OHPB) team for critical alignment and integration	2014	First regional early learning accountability Hub contracted
Oregon Department of Human Services (DHS) regional meetings in August 2014 placed a priority on working jointly with Early Learning Hubs		Five additional regional Hubs contracted
		Geographic boundaries for all 16 Hubs defined; 14 of 16 are anticipated to be operational by early 2015
The Legislature will determine funding for 2015-2017	2015-2017 +	Many proposed bills in the Oregon Legislature in the 2015 session consider support for children at risk

\* While Oregon is indeed unique in some ways, it is not acting in isolation; similar changes are occurring in other states. See the on-line [Detailed Supplement](http://voteoregon.org/children-at-risk/) section *Oregon Early Learning System from a Federal Framework* at <http://voteoregon.org/children-at-risk/> to understand how recent federal funding changes influenced new Oregon legislation and resulted in restructuring of the delivery of early learning services. The above chart provides a very brief summary of pertinent legislation and activities addressing restructuring to Oregon's delivery system for services to Children at Risk—Early Childhood, Early Learning.



#### **4. FOLLOW THE LEGISLATION & MONEY**

For the past two decades, a key player in the welfare of children at the local level was the County Commission on Children and Families. Sweeping changes in the past few years have replaced these organizations with regional accountability Hubs. A brief history follows.

The Oregon Commission on Children and Families (OCCF) was created in the 1993 Legislative Session through HB 2004 to set policies for services to children and families, to require comprehensive planning, to insure that state and federal funds are available, and to enable counties to supervise local services. State and county boards were appointed and OCCF administration was funded effective July 1, 1993. County CCFs were required to submit comprehensive plans before receiving funds for local services beginning in 1996. In 1999 legislation required evidence based research as the basis for local funding decisions, SB 555. Local boards had discretion in developing local collaborative programs in response to local needs, but they were required to supervise budgets and report outcomes. [4-1](#)

An Oregon Commission for Children and Families (OCCF) statewide data system was established and staff recorded local outcomes. Legislators were not satisfied with the data at the state level and queried state officials. In 2003 the state budget crisis resulted in a decrease in state funding, which continued through the following biennia. County leaders and state legislative representatives continued to support local services in their areas, but the data quality remained an issue. In 2011 Governor Kitzhaber proposed a new administrative structure to emphasize the goal of readiness for school, including coordination of health and human services for the pre-school population. An Early Learning Design Team was appointed to review the research data on early learning programs. [4-2](#)

The Governor submitted SB 909 in the 2011 Legislative Session to establish the Oregon Education Investment Board (OEIB) with the goal to improve the educational system from birth through higher education. The bill included an Early Learning Council (ELC) for school readiness services to children 0-6 and a Youth Development Council (YDC) for services to children 6 to 20. The bill required an ELC plan by December 2011. Recommendations were submitted by the OCCF and the Association of Counties regarding a transition from OCCF to the Department of Education. [4-3](#)

The 2013 Legislature approved transfer of the prevention programs from OCCF to the Early Learning Division (ELD) and created the Youth Development Division (YDD) within

the Department of Education (HB 3234 and HB 3231). The Oregon Commission for Children and Family funds were transferred to the Early Learning Division and Youth Development Division within the Department of Education on July 1, 2013 when the OCCF agency ceased to exist. The following year the counties received funding to continue local services while the Early Learning Division established requirements for regional hubs and plans for administration and services in those regional areas. A gap in funding still existed after July 2014 because Hub plans were not finalized until 6 months later in some areas. The Early Learning Plan was implemented in the 2013 Legislative Session through HB 2013. The new program is to provide services to families to prepare children for kindergarten. 4-4

## **Oregon Comprehensive Children's Budget in 2012**

Historically, funding for children's well-being was scattered across several state agencies, and it was difficult to see how the agencies coordinated budgeted services and where they operated in isolation from one another. The development of the first Oregon Comprehensive Children's Budget in 2012 (required per HB 4165) looked at all funding sources directed toward children. This compilation did not mean that children's services received increased funding or that funding levels were adequate, simply that they were finally viewed in one document rather than being scattered across many departmental budgets. 4-5, 4-6, 4-7, 4-8



## **5. EARLY LEARNING STRUCTURE IN OREGON**

The legislation described above put in place a new structure for Early Learning in Oregon.

The **Early Learning Council (ELC)** has been given broad authority. The ELC, appointed by the Governor, has six priorities as outlined in the 2012 House Bill 4165:

1. Promote outcomes based on collaboration, competition and local creativity
2. Integrate Early Learning with Head Start, Oregon Pre-K, Early Intervention and Early Childhood Special Education
3. Oversee consistent screening and developmental readiness of young children
4. Develop quality ratings in childcare facilities and make those ratings more accessible to parents
5. Maintain accountability for early-learning efforts and report to the Oregon Legislature
6. Compile and oversee a Comprehensive Children's Budget 5-1

The **Early Learning Division (ELD)**, which is functionally within the Oregon Department of Education but under the directive of the Early Learning Council (ELC) and the Oregon Education Investment Board (OEIB), is charged with the mission to assure: **“All children are ready for kindergarten and reading in 3rd grade, children are raised in stable and attached families, and resources and services are integrated statewide.”** The Early Learning Division has launched several Core Initiatives. These include: community support for children and families, connecting to healthcare, improving child-care quality, and enhancing Pre-K engagement and social experiences. [5-2](#)

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## **Hubs: Community Support for Children and Families**

HB 2013 (2013) established a system of regional collaboratives, also called Early Learning Hubs or simply Hubs, to administer the delivery of services within 16 regions in the state. These Early Learning Hubs are charged legislatively with five core responsibilities:

1. find the children who need help the most
2. work with families to identify specific needs
3. link families with service providers who can best address their needs
4. account for outcomes collectively and cost effectively
5. work across traditional program boundaries to achieve collective community accountability

Hubs are collaborative service arrangements among local government and non-government providers of services in early-childhood care, health, education, and family support. Hubs are based on a collective-impact theory of action, in which cooperation, interaction, and sharing information across historical boundaries accomplish more than what each agency working in isolation might do alone. Different service providers share a common agenda and measurement system; reinforce one another's efforts; continuously communicate to learn, adapt, and improve outcomes; and are bolstered by an independent staff that maintains and supports the vision and strategy. [5-3](#), [5-4](#)

Early Learning Hubs are statutorily required to work with healthcare providers, human services, K-12 education, early-education providers and businesses. Hubs are also required to work closely with local governments, tribes, parents, and families. One of the Hub's operating premises is that at-risk children will receive early intervention, moving them along the spectrum toward readiness for learning in kindergarten and beyond. [5-5](#), [5-6](#), [5-7](#)

Hubs are encouraged to coordinate all of the funding streams available to children and families, not just monies flowing directly through the Department of Education or federal grants for the development of early learning. "The funds provided directly via the Early Learning Council should be viewed as the floor, not the ceiling. Coordination of state-level services provided from the Oregon Health Authority (OHA) and Oregon Department of Human Services (DHS) with regional and local agencies serving children and families is important for the early identification of children at risk and provision of wrap-around services across agencies. [5-8](#), [5-9](#), [5-10](#), [5-11](#)

Early Learning Hubs are each directed to:

- Include service providers, parents, community members, county governments and school districts and other stakeholders in the creation of the Hub
- Align services coordinated by the Hub with the services provided by public schools
- Align services coordinated by the Hub with health services provided by Coordinated Care Organizations and county public health departments
- Integrate efforts across health, K-12 education, human services, early education and the business community using coordinated and transparent budgeting as well as a governing body with representation from each of the above sectors and parents of children using the early learning services
- Demonstrate an ability to improve results for at-risk children
- Leverage additional private and public funds – including in-kind support
- Keep administrative overhead at 15% or lower [5-12](#)

**Time is needed** to know how effective Hubs will be in obtaining and prioritizing funding for young children most at risk and in creating a synergistic collaborative effort among all the participating groups.

### **Hub Geographic Areas**

HB 2013 (passed in 2013) stipulated the Request for Applications (RFA) process for the establishment of no more than 16 regional accountability Hubs. Counties within Oregon had an opportunity to consider how they wished to band together to form regional accountability Hubs and submitted applications in a rigorous RFA process. Following this competitive RFA procedure and extensive technical assistance to applicants the initial six Hubs contracted by mid-2014 include:

- Early Learning Hub, Inc. (Marion—with Polk added later)
- Yamhill Early Learning Hub
- Frontier Oregon Services Hub (Harney and Grant)
- South-Central Oregon Early Learning Hub (Douglas and Lake—with Klamath added later)
- Lane Early Learning Hub
- Early Learning Multnomah

A great deal of online information is available about the initial six Hubs. [5-13](#)

On June 25, 2014, Early Learning Hubs Round Two announced eight more Hubs:

- Blue Mountain Early Learning Hub (Umatilla, Morrow, Union)
- Clackamas County Early Learning Hub
- Eastern Oregon Community Services Hub (Malheur, Wallowa, Baker)
- Linn Benton Lincoln Early Learning Hub
- North West Regional Early Learning Council (Columbia, Clatsop, Tillamook)
- Southern Oregon Early Learning Services Hub (Jackson, Josephine)
- Washington County Early Learning Hub
- Wellness and Education Board of Central Oregon (Crook, Jefferson, Deschutes)

The June 2014 selection committee directed that two counties be incorporated within already contracted Hubs. Polk County joined Marion County in Early Learning Hub, Inc. Klamath County joined with Douglas and Lake Counties in South Central Oregon Early Learning Hub.

The South Coast Regional Early Learning Hub (Coos and Curry Counties with Coastal Douglas County near Reedsport) and the Four Rivers Early Learning Hub (Sherman, Gilliam, Wasco, Wheeler, and Hood Counties) were told extensive technical support from the ELC and ELD was needed before they are ready for contracting. These two additional regions have been geographically reserved to reach the maximum 16 Hubs allowed by statute.

The Early Learning Division will provide state level support and monitor the metrics for evidence-based data on Hubs' impact with young children and their families. [5-14](#)

### **The Budget: Early Learning Division**

The Early Learning Division (ELD) portion of the Department of Education Budget includes the Office of Child Care, Early Intervention and Early Special Education, Early Head Start, and Pre-Kindergarten programs. The Department of Education Budget also includes the Early Learning Council staff and operation costs, federal funds for Head Start, and state funds for Early Intervention—Special Education, and Pre-Kindergarten programs. [5-15](#)

The direct Budget for the Early Learning Division for the 2013-15 biennia included

- \$4.3 million for regional Hub formation

- \$4 million for Kindergarten Readiness
- \$387,618 for Healthy Start and Relief Nurseries
- \$2.2 million for the continuation of current county programs
- \$720,000 for counties (\$20,000 each) to administer existing programs during the bridge year(s) while the 16 Hubs were established

Federal “State Advisory Councils on Early Childhood Education and Care Grants” and federal “Race to the Top” monies have encouraged major restructuring in many states including Oregon (see the online Detailed Supplement section: Oregon Early Learning System from a Federal Framework). However, these grants are small compared with other funding that flows to states from the federal government. **The three largest federally funded child care and early education programs are: the Child Care and Development Block Grant paying for some Employment Related Day Care programs (ERDC) in Oregon, Temporary Assistance for Needy Families (TANF), and Head Start.** It is hoped that by creating a synergistic impact among the agencies administering these funds, the at-risk factors for families and young children may be reduced while increasing the probability of their success.



## 6. 2015 – ANTICIPATED NEXT STEPS TO WATCH

It will take time for recent changes in the delivery of services in the Early Learning System to mature, yet children can’t wait. Community members and advocates for children are encouraged to follow the rollout of the sixteen regional Hubs throughout Oregon and monitor other Early Learning Core Initiatives. **The current level of state funding provides services for only about 50% of the children who need early intervention or special education even though funds were increased in the 2013 legislative session.** Head Start and Early Head Start reach only 40% of eligible children. Relief Nurseries are funded only in 16 locations statewide. <sup>6-1</sup> Local observers may watch to see if the children most in need of early intervention services are reached and if services are coordinated with health, human services, K-12 education, early education and businesses within their geographic region. The success of the Hub system will depend on sufficient funding as well as local support for coordination of services.

## Outlook for 2015:

In making recommendations for the **Budget for the Early Learning and Affiliated Services for 2015-2017**, Oregon Education Investment Board (OEIB) November 2014 meeting materials stated, **“Healthy babies, stable and attached families, and quality childcare and early learning experiences are what is best for Oregon. More students, especially students of color and students from poverty must begin kindergarten ready to learn both academically and socially.** The creation of an early learning system, grounded in the community and involving all partners, leverages collective impact to produce family stability, health, and school-readiness.” OEIB’s budget recommendation to the Governor included “age three to grade three” or P-3 funding recommendations for the K-12 budget and an additional \$135 million for early learning:

- Aligned Home Visiting (\$10 M)
- Early Intervention/Early Childhood Special Education (\$15 M)
- Employment Related Daycare (\$55 M)
- Targeted Pre-school Strategy (\$30 M)
- Early Learning Hubs (\$20 M)
- K-Readiness Partnerships and Innovation (\$5 M)

Governor Kitzhaber’s Recommended Budget (GRB) for the next biennium was released in December 2014 for consideration by the legislature. Sen. Devlin and Rep. Buckley, the co-chairs of the Legislature’s Joint Ways and Means Committee released the Co-Chairs’ Budget Framework for 2015-17 in January. The “actual” budget is determined by the 2015 Legislative session and will be finalized in the Legislatively Approved Budget (LAB) in July 2015. The early learning and early intervention aspects of the Governor’s Recommended Budget (GRB) and the Co-Chair’s Budget (CCB) are discussed in the Detailed Supplement section of this Study. Follow the 2015 Legislative session to determine what is actually budgeted. [6-2](#)

The **Early Learning Hub Metrics Committee** recommendations are included in the February 2015 report to the Legislature defining measurements for success of the Early Learning Hub Demonstration Projects. While the Oregon Education Investment Board (OEIB) supports a comprehensive database system (delayed in startup by funding, privacy and technology issues), the Hubs are presently constrained by the lack of a state-level early learning data system and the inability to get an unduplicated count of children and families accessing state early-learning services. [6-3](#), [6-4](#), [6-5](#)

An **Early Learning Council Equity Lens Subcommittee** has developed policies to implement culturally responsive practices and examine institutional or systemic barriers and discriminatory practices that have historically limited access for many students in the Oregon educational system. Equity Lens emphasizes racial equity because race and ethnicity continue to compound disparity. Target populations include communities of color, immigrants, migrants, and low-income rural populations. [6-6](#)



## 7. WHAT YOU CAN DO

From a regional perspective, ask questions of your regional Hub and your local child-care facilities:

- Are at-risk children receiving needed services at an earlier age?
- Are funding levels for these services adequate? Are dollars actually spent on children and families in local service settings?
- Do agencies and organizations work together to break down historic barriers offering coordinated services to make access more family friendly?
- Are families able to find assistance for children with high risk factors through “any door” in the community through education, social services or healthcare providers?
- How is success being documented?
- How does the Return on Investment (ROI) over the lifetime of a young child who receives early intervention services reduce public costs for unemployment, housing, nutrition, incarceration, health care, and more?
- What are examples and evidence that the five sectors are really aligning their programs, resources and services?
- How is the Equity Lens concretely changing the funding and organization of local service delivery systems?

At the State level consider:

- When will the state’s proposed OEIB database be able to count unduplicated services to individual children and track their success in school?
- Are adequate services in place to promote health (physical, mental, dental) of young children?
- If Oregon is to improve our alarming statistics on children’s well-being (demonstrated on the swing-set graphic earlier in this study on page 4) what more can be done? Are the measurable outcomes improving?
- Is there funding for increased enrollment in Head Start, Early Head Start and other quality early learning programs?
- Are there educational opportunities for parents with low basic skills so that they can be more effective partners in the education of their children? (42% of U.S. English-speaking adults fit into the low basic skills category)

- How will funding these Early Learning programs impact the K-12 programs? Is funding sustainable?
- As Oregon moves to statewide full-day kindergarten in 2015 and considers increasing the number of school days, will early learning receive adequate funding?
- Is a transparent and seamless link being created across early learning and K-12 efforts?
- Will the 2015 Legislature significantly increase funding for Early Learning?

This report is *a snap-shot in time* for Oregon from early 2015. LWVOR-EF will continue to provide timely information through the Children at Risk web link: <http://voteoregon.org/children-at-risk/> where you may access the longer online version of this study with **Detailed Supplement** and the direct links for footnotes, references, bibliography and Drop Box.

**[Click here to view LWVOR-EF Children at Risk Drop Box 2014-15](https://www.dropbox.com/l/9KVQVE7XUlns8ifdYV4Kmp)**

<https://www.dropbox.com/l/9KVQVE7XUlns8ifdYV4Kmp> library of state and national information compiled while writing this report. Drop Box was created for a library of items that were current at this writing but might, at some point, be removed from Internet links.

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- M. Actions To Take in Your Own Neighborhood and with Children at Risk
- N. Governor Kitzhaber's Recommended 2015-2017 Budget priorities for Children at Risk, Early Learning and the Co-Chairs' Budget framework for Early Learning.
- O. Past LWV Studies and Positions on Children at Risk **LWVOR-EF**

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<b>Acronym</b>	<b>Definition</b>
40-40-20	Goal that by the year 2025, 40% of adult Oregonians will have a bachelor's or advanced degree, 40% will have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians will have a high school diploma
AAP	Academy of Pediatrics
ACEs	Adverse Childhood Experiences (ACE) was a landmark public health study
ACF	Federal Administration for Children and Families (ACF)
AMH	Addictions and Mental Health Division, Oregon Health Authority
ARRA	American Recovery and Reinvestment Act of 2009
ASD	Autism Spectrum Disorder
ASQ	Ages and Stages Questionnaire (ASQ) tool for general development screening
ASQ-3	Ages & Stages Questionnaires®, Third Edition
ASQ-SE	Ages & Stages Questionnaires®: Social-Emotional
CCDBG	Federal Child Care and Development Block Grant
CCOs	Coordinated Care Organizations, 15 in Oregon
CF	Collins Foundation
CNS	Child Neurology Society
DHS	Department of Human Services
DM	Developmental Milestones
EHS	Early Head Start, administered by the U.S. Department of Health and Human Services
EI & ECSE	Early Intervention and Early Childhood Special Education
ELC	Early Learning Council
ELD	Early Learning Division within the Department of Education
ELDPs	Early Learning and Development Providers
EPSDT	Medicaid's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) benefit requires screening at each well-child visit
ERDC	Employment Related Day Care
FASD	Fetal Alcohol Spectrum Disorders
FFF	Ford Family Foundation
FTE	full-time equivalent (40 hour/week employee)
GAO	U.S. Government Accountability Office
GRB	Governor's Recommended Budget, released for the next biennium by December 1
HB	House Bill
HHS	U.S. Department of Health and Human Services
HS	Head Start, administered by the U.S. Department of Health and Human Services
HSC	Federal Health Services Commission
Hubs	A system of 16 regional collaboratives, also called Early Learning Hubs
IDEA	Federal Individuals with Disabilities Education Act
IFSP	Individual and Family Services Plan
K-12	Kindergarten to Twelfth Grade
K-3	Kindergarten through Third Grade
KRA	Kindergarten Readiness Assessment assesses three areas – early literacy, early math and approaches to learning
LAB	Legislatively Approved Budget
LC	Legislative Concept
LWVOR-EF	League of Women Voters of Oregon Education Fund
M-CHAT-R/F	Modified Checklist for Autism in Toddlers, Revised with Follow-Up
MMT	Meyer Memorial Trust
OCCF	Oregon Commission on Children and Families
OCF	Oregon Community Foundation

OEIB	Oregon Education Investment Board
OHA	Oregon Health Authority
OHP	Oregon Health Plan
OHPB	Oregon Health Policy Board
OPEC	Oregon Parenting Education Collaborative, multiyear grant program partnership among foundations OCF, FFF, MMT and CF, along with OSU
ORS	Oregon Revised Statutes
OSU	Oregon State University
P-20	Prenatal to Year 20--Prenatal through Community College
P4P	Pay for Prevention
PCPCHs	Patient-Centered Primary Care Homes
PEDS	Parents Evaluation of Developmental Status
QRIS	Oregon's Quality Rating and Improvement System
RAC	Regional Accountability Collaboratives
RFA	Request for Applications
ROI	Return on Investment
RTT	Federal Race to the Top, Early Learning Challenge Grant
RTT-ELC	Race to the Top 2 – Early Learning Challenge
SAC	State Advisory Council on Early Childhood Education and Care
SAC	State Advisory Council on Early Childhood Education and Care, Federal generic term. ELC in Oregon
SB	Senate Bill
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance for Needy Families
WIC	Women Infants and Children
YDC	Youth Development Council
YDD	Youth Development Division within the Department of Education



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