

Strategic Plan 2024-2028

Goal 1

Effective Use of State and Federal Funding

- Determine the existing funding available at the local, regional, and national levels that can be accessed to support inclusive practices in early learning and care environments, including identifying opportunities to blend or braid funding.

Goal 2

Improving Early Care and Education Environments and Workforce

- The early learning system is responsive to Black, Indigenous, People of Color, and those historically marginalized. Communities of Black, Indigenous, People of Color, those with disabilities and developmental delays, and those located in rural areas. Co-design policy, strategy development, and implementation result in programs and services being accountable to those communities for outcomes and supporting partners in implementation and problem-solving.
 - Ensure the Early Learning and Care Professionals are prepared and have access to training materials.
 - Identify training needs and training gaps for Early Learning and Care Professionals.

Goal 3

Data for Decision Making

- Improve, integrate, align, and coordinate early learning SYSTEMS data collection.
- Create and facilitate a seamless flow of information that supports evidence-based decision-making, enhances program effectiveness, and ultimately improves outcomes for all children, and intentional support for Black, Indigenous, BIPOC Communities, and those with disabilities and developmental delays and those located in rural areas.

Goal 4

Prioritize Children, Families, and Communities

- Increase involvement, participation, access(enrollment) and quality of inclusive early care and education services and environments for all Children, Families, and Communities in Oregon.
- Ensure the services and environments are culturally and linguistically responsive to children birth to five and their families and provide the support of the further development of social and emotional supports for Early Learning and Care Professionals.

Effective Use of State and Federal Funding



Engage

- Build public awareness that results in advocacy for budget and policy actions that enhance the stability of the Early Learning and Care Professionals. (messaging)
- Connect with regional administrative advocates for funding streams.
- Connect with regional health equity centers, Early learning hubs, school districts, housing coalitions, and family shelters.
- Connecting with regional leaders of EC programs (Head Start, Relief nurseries, preschool promise, community organizations)
- Share information with partners in Early Learning and Care and school districts on the opportunities and possibilities of braiding and layering multiple funding streams.

Plan

- Support interagency collaboration and coordination to optimize and streamline operations and use of funds.
- Drive an aligned advocacy effort to accomplish legislative and budgetary priorities, as well as increase community awareness of early childhood education priorities and options.

Do

- Establish a diverse and sustainable funding structure across state agencies to support the expansion of high-quality pre-k.
- Strengthen financial sustainability and identify investment targets where they are most needed and most effective and that Strengthen equity, coordination, and alignment in the investment of statewide early learning system.
- Streamline funding sources and mechanisms to increase funding efficiency.
- Increase and secure the quality and delivery of early care through increased and sustainable funding and operational improvements through high-impact investments in the early care system through innovative financing levers and proactive sources of funding such as grants.

Review

- Investigate the pathways and means to increase shared funding and coordination across agencies, for example, drafting joint ODE & DELC legislative concepts and/or policy option packages for legislative consideration in relation to funding to support inclusive practices in early learning and care settings. (long term goal for 2025, 27-29).
- Support EI/ECSE programs to use SSA/ELA funding to support inclusion (one of the identified ways that they can spend funding).
- Collect information on current legislation and exec orders that provide funding.

Improving Early Care and Education Environments and Workforce



Engage

- Develop and retain a robust workforce of qualified, skilled, diverse, anti-racist, culturally responsive, prepared, and well-supported Early Learning and Care Professionals to both build capacity and support the current demand for Early Learning and Care Professionals in the state.
- Provide Early Learning and Care Professionals with multiple pathways available to support continuing education, recruitment, and retention to enhance the social-emotional skills of staff through professional development experiences.
- Empower the Early Learning and Care Professionals to feel comfortable, confident, and culturally responsive in supporting all children, with an emphasis on Black, Indigenous, People of Color, those with disabilities and developmental delay, and those located in rural areas.

Plan

- Align, coordinate, and streamline Early Learning and Care Professionals' career development SYSTEMS.

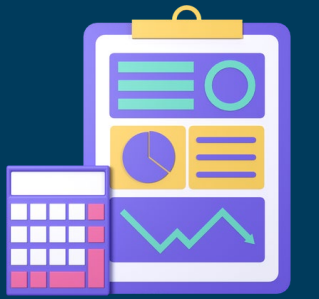
Do

- Continued development, implementation, and training on the Pyramid model.

Review

- Ensure the Early Learning and Care Professionals have meaningful pathways towards career advancement.

Data for Decision Making



Engage

- Communicate findings to support policy, practice, and equitable access to the desired services, program, and resources for children and families and Early Learning and Care Professionals.

Plan

- Conduct ongoing research and needs assessments to inform updates to the SLT Strategic Plan.
- Measure progress on the Strategic Plan, identify opportunities for improvement, and determine the overall health of the Early Childhood System.
- Regularly review progress and performance data.

Do

- Promote and Share Knowledge within the Early Childhood System.
- Support and invest in research, evaluation, and data collection capacity

Review

- Expand the depth and quality of family and child-level data accessible to and used by agencies, programs, and partners to drive decisions.
- Use data to drive action and updates to the Strategic Plan.
- Improve and expand the use of the state's ECCE data among users, including families and programs.

Prioritize Children, Families, and Communities



Engage

- Honor and recognize the sovereignty of the nine federally recognized Tribes within Oregon's borders and ensure strong government-to-government relationships to benefit Tribal communities.
- Local communities have the power to articulate their needs, assets, and hopes and to have an equitable partnership with and be able to influence and inform the statewide system of practices, policies, and decisions.
- Build Community Capacity
- Maximize family knowledge, engagement, and support.
- All early learning services and supports develop and embed continuous improvement mechanisms that allow for flexibility and change. These mechanisms support Black, Indigenous, and People of Color and historically marginalized communities and include meaningful engagement of parents, caregivers, and families.
- Connect and empower families using culturally responsive practices.

Plan

- Leverage community-embedded resources to support parents to understand, navigate, and sustain engagement in the comprehensive programs and services and ensure services are culturally and linguistically responsive.
- Build Community Capacity.
- Maximize family knowledge, engagement, and support.
- Connect and empower families using culturally and linguistically responsive practices identified within the communities.
- Provide inclusive opportunities for family engagement and leadership.

Do

- Children with special needs, trauma, and other challenges are nurtured, and their families receive the specific support they have identified.
- Community-embedded resources to help parents understand, navigate, and remain engaged in the comprehensive array of culturally and linguistically responsive programs and services.

Review

- Meaningful Early learning services and supports are available for all children and their families, with support on creating accessibility and consistency for Black, Indigenous, BIPOC, those with disabilities and developmental delays, and those located in rural areas.
- Every community has inclusive, culturally, and linguistically responsive resources delivered in their language of choice, supporting Black, Indigenous, and Communities of Color.
- All early learning services and supports develop and embed continuous improvement mechanisms that allow for flexibility & change that support Black, Indigenous & People of Color, and historically marginalized communities, and include engagement of parents, families, and Early Learning and Care Professionals in meaningful ways.
- Families with young children are being supported and know how to access a full range of services that fit their needs and are culturally and linguistically responsive.