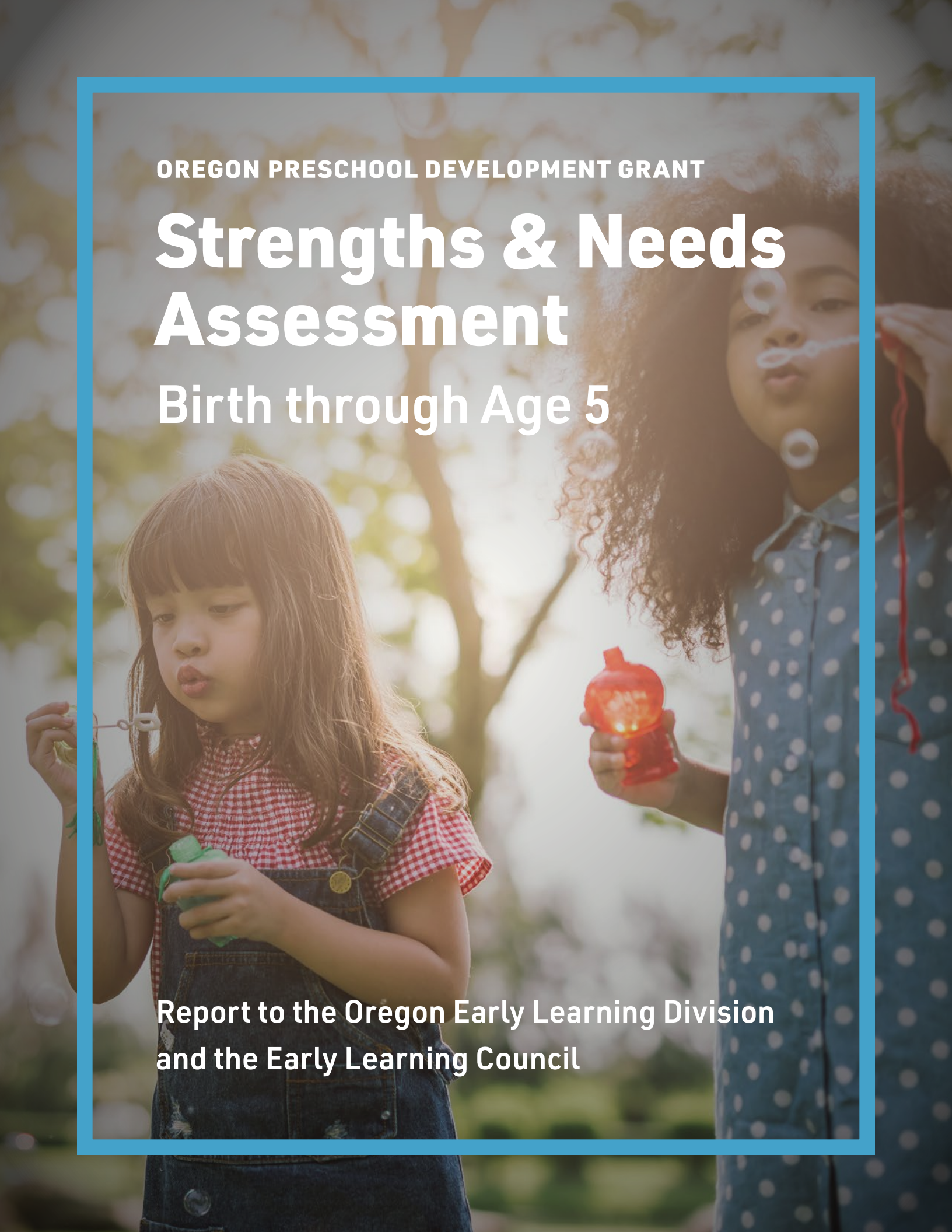

OREGON PRESCHOOL DEVELOPMENT GRANT

Strengths & Needs Assessment

Birth through Age 5

Report to the Oregon Early Learning Division and the Early Learning Council

Acknowledgements

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Introduction & Definitions

Project Overview

In 2019, Oregon's Early Learning Division (ELD) received a one-year Birth through 5 Preschool Development Grant (PDG B-5) from the Administration for Children and Families, in coordination with the Department of Education. The PDG B-5 grant supported several state-level planning activities, with a primary emphasis on conducting a comprehensive statewide needs assessment to identify the current strengths and challenges of the existing landscape of services and supports for families with children from birth through age five. In February 2019, the ELD contracted with Portland State University's Center for the Improvement of Child and Family Services to conduct the PDG B-5 Needs Assessment. This report presents the findings and key recommendations from Phase 1 of the PDG B-5 Needs Assessment. Additional information for Phase 2 is currently being collected in the form of a statewide household survey of families with children ages 0-5 and a series of family focus groups with priority populations. Further, Phase 1 data are being utilized to support an online interactive mapping tool that will enhance state and local capacity to understand community strengths and needs at the county, census tract, and school district levels. The interactive map will be built during Phase 2, which will be completed in February 2020.

Purpose of the PDG B-5 Needs Assessment

The Phase 1 report of Oregon's PDG B-5 Needs Assessment serves several major purposes. First, it provides an overview of the current Oregon early childhood service landscape using existing statewide and county-level data, including:

1. Information about family and child demographic and social characteristics, referred to here as risk and resiliency factors;
2. Enrollment and "reach" rates for key state funded early learning and other supportive services;
3. Data describing the availability and quality of early care and education programs including those that serve families with infants and toddlers (birth-2 years old) as well as those focused on preschool aged children (3-5 years old); and
4. Information about the capacity, strengths, and needs of Oregon's early childhood workforce.

Second, the report identifies barriers to and gaps in access to high-quality, affordable, and culturally responsive early learning supports for children and families; highlights disparities in access to and use of available services; and makes initial recommendations for priority areas for improving and strengthening Oregon's B-5 system.

Third, the PDG B-5 Needs Assessment supports the state's recent strategic plan, "*Raise up Oregon*" by providing baseline data that can be used to measure statewide progress on a core set of meaningful early learning and cross-sector data indicators.

Finally, the report documents areas in which Oregon's current data sources and systems fall short of being able to provide high-quality, disaggregated, unduplicated, and important information about the reach and impact of Oregon's B-5 early learning and support system.

Statewide Vision

Oregon's current vision for creating a high-quality B-5 system has been outlined in "*Raise Up Oregon*", the state's Early Learning System strategic plan, and is built around three system goals:

1. Children arrive at school ready for kindergarten;
2. Children are raised in healthy, stable, and attached families; and,
3. The Early Learning System is aligned, coordinated, and family-centered.

To achieve these goals, the Early Learning Division works to:

"*support an Early Learning System that will harness the enormous potential of the early childhood years by better building a strong mixed delivery Early Learning System that can reach historically underserved children and address the root causes of adversity and inequities…Oregon's vision is to create a robust, high-quality, and coordinated mixed delivery system to ensure that all children enter kindergarten ready to learn. The mixed delivery approach to early childhood education in Oregon also supports families to access the setting that best meet their needs and preferences and positions communities to capitalize on all available resources for children and families.*" (Oregon PDG B-5 Grant Application, 2018)

Definitions of Key Terms

In developing the Early Learning System strategic plan, the Early Learning Division adopted the following definitions for key terms:

Early Childhood Care & Education Services

Early Childhood Care and Education Services, or as known in Oregon, Early Care and Education Services, include early learning and development programs providing center and home-based services to children aged birth-five years, such as Head Start, Oregon PreKindergarten, Relief Nurseries, Preschool Promise, other preschool programs, and child care. These services are further defined as including "the formal settings outside of the home, regardless of funding source, that provide care and education for children from birth through kindergarten entry."

Early Childhood Care & Education System

Oregon distinguishes between the Early Care and Education (ECE) Sector as one component of the broader Early Learning System. The Early Learning System is defined in *Raise Up Oregon* as "including the coordination and alignment across key sectors, including Early Care and Education, Health, K-12, and Family Support (e.g., Human Services, Housing & Community Services, Self-Sufficiency, etc.)." Oregon's Early Learning System is coordinated at the state level by the Oregon Early Learning Division, and regionally through 16 Early Learning Hubs. The mission of the Early Learning Hubs is to "ensure collaboration and coordination between all early learning and early childhood (prenatal to 8 years old)-serving entities in the areas of health, safety, and education."

The ECE Sector comprises a system in and of itself, focusing on bringing together the often disparate programs, funding streams, and approaches for caring for and educating children birth-to-five. The ECE Sector is inclusive of all programs with the primary focus of providing education to young children, including, but not limited to, Early Head Start and Head Start, Oregon Prekindergarten, Baby Promise, Preschool Promise, regulated child care programs in homes and centers, and child care assistance efforts (e.g., ERDC). The ECE Sector is further defined as including "the formal settings outside of the home, regardless of funding source, that provide care and education for children from birth through kindergarten entry."

The term "provider" is used to refer to staff and organizations providing early care and education services.

Affordability

Raise Up Oregon defines "Affordability" as "the degree to which the price of child care is a reasonable or feasible family expense." States maintain different definitions of "affordable" child care, taking various factors into consideration, such as family income, child care market rates, and subsidy acceptance, among others.

In 2014, Oregon's Early Learning Council adopted the following benchmark for affordable child care, following earlier recommendations by the Oregon Progress Board: "families pay no more than 10% of their gross monthly income on child care."

Quality

Raise Up Oregon defines "Quality" as "the characteristics of learning environments that promote the physical, social, emotional and cognitive development of young children. High-quality programs typically exceed state regulatory requirements, utilizing Developmentally Appropriate curricula and prioritizing culturally competent practice, adequate teacher and administrative qualifications, ongoing Professional Development, and Family Engagement strategies, among other qualities." This definition will drive the definition of "Quality Early Childhood Care and Education."

Vulnerable/Underserved Populations

Oregon defines vulnerable children as children who are historically underserved—meaning that they are from a group that has not typically received adequate access to early care and education based on income, geography, ability, and race/ethnicity. *Raise Up Oregon* includes a definition of historically underserved, which "refers to communities that the Early Learning Council Equity Implementation Committee identified as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures." For the purposes of the PDG B-5 Needs Assessment, this population of children will be referred to as "vulnerable" and vulnerable children/families who are not enrolled in a high-quality ECE program will be considered "underserved."

Children in Rural Areas

Children in Oregon may reside in primarily urban, rural or frontier communities. The Oregon Office of Rural Health defines rural as any geographic areas in Oregon ten or more miles from the centroid of a population center of 40,000 people or more. Oregon also is characterized by even more geographically sparse communities that are considered to be frontier as any county with six or fewer people per square mile. 10 of Oregon's 36 counties are characterized as frontier, defined as urban areas using the U.S. Census definition of urbanized areas, specifically, "continuously built-up area with a population of 50,000 or more". According to the Oregon Office for Rural Health, 33% (1,166,154) of Oregon's population lives in rural areas, 2% (94,669) in frontier, and 65% (2,160,564) in urban areas.

Risk & Resiliency Factors

Risk and resiliency refer to key demographic, social, and other factors that are broadly associated with child and family well-being across a number of domains. It is important to note that these are factors that increase the likelihood that families or children may be more vulnerable—or more resilient—to a variety of negative outcomes. The factors included here have a broad research base indicating correlational (not causal) associations with at least one or more domains of well-being, including health, academic outcomes, mental health, economic stability, and other indicators. Many of these community-level variables reflect what at an individual level comprise some of the dimensions included in measures of Adverse Childhood Experiences (ACES) and represent aspects of a child's developmental context that may influence their long term well-being. These factors describe features of the environment, community or family context that are important for understanding the strengths and needs of Oregon's children. Importantly, these domains represent key information that is important for both providing services that can ameliorate their potential negative impact in the short term, as well as for identifying key areas where changes are needed to reduce the likelihood that children will experience them in the future.1

Data & Key Indicators Overview

This report includes data related to 57 Key Indicators that are provided at the county level. For each Key Indicator, the following information is included:

1. **Rationale/Relevance.** Background information about why this information is relevant to understanding Oregon's current landscape of early learning services and supports, and how it might be useful for identifying areas of strength and needs related to the Early Learning System.
2. **Oregon Overview.** A brief summary of the findings for that indicator across Oregon counties, and additional information about national or other data to provide context for interpretation (where available).
3. **References** to related information in the Report Appendices. If available, data tables with additional detail at the county and/or state level are provided. This typically includes data that are disaggregated by race/ethnicity, child's age, and/or type of program (e.g., for child care centers, certified family care, or registered family care). This information is not available for all indicators.
4. **Key Indicator Data Table.** A table providing the key indicator data for each county, as well as the county ranking relative to other counties in the state. Rankings are based on quartiles, such that for each indicator, a county is categorized as follows: Low (ranked within the lowest 25% of counties in the state); Low-Moderate (ranked within the 26-50th percentile in the state); Moderate-High (51st-75th percentile); and High (above the 75th percentile, or ranked in the highest 25% of counties in the state). Appendix A, Table A64 outlines key indicator calculations, data sources, and details on methodology if applicable.
5. **County Indicator Map.** A statewide map reflecting each county's relative quartile ranking for that key indicator.
6. **Data Information.** A brief summary of the data sources, documentation, and additional detail about how the key indicator was calculated.

Additional data that were not available at the county level are also included where relevant. This information includes:

1. **Statewide PDG Provider Survey Data.** Information collected through a statewide survey of over 1,600 licensed child care providers representing 882 early care and education programs across the state (conducted in Spring 2019).
2. **Statewide Home Visiting Workforce Survey Data.** Information collected through a statewide survey of 250 home visitors and home visiting supervisors as part of a regional workforce study conducted in 2017-18 by the University of Denver.
3. **Home Visiting Program Enrollment Data**. Information on early childhood and health-focused home visiting programs for which county level data were not available.

Report Organization

Data are organized into the following sections in this report:

- **Population Characteristics, Risk and Resilience Factors**
- **Supports for Resiliency**
- **Availability and Quality of Early Care and Education Services**
- **Early Learning Workforce**
- **Transitions**
- **System Outcomes**

1 see https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/aboutace.html for more information

Following each set of Key Indicators, there is a brief overall summary and analysis, indicating priority needs and strengths across the state. Following this, information is presented related to informing funding streams for early care and education, system integration and coordination, plans for using the data for tracking statewide progress over time, and final analysis and initial recommendations.

Some Guidance for Interpreting Maps, Reach & Risk Levels

When using the information in this report to guide local work, it is important to keep a few things in mind. Below we offer some guidance that may be helpful to understand and contextualize the information in this report.

1. **What do the "risk" and "reach" levels mean for the key indicators? What does it mean to be "high" or "low"?** The "risk" and "reach" levels in this report give you information about how a county is doing relative to the other counties in Oregon—and in particular, to the statewide average. To create the categories (high, high-moderate, low-moderate, and low), we used "quartiles". These are created by rank-ordering all counties by their score on a particular indicator. For example, to create categories for the number of children 0-5 (Population Indicator #1), counties are ranked from most populated to least populated. Then, counties are divided into four equal groups, or "quartiles". The lowest quartile is the bottom fourth (25%) of counties. These are the counties that have the smallest number of children ages 0-5 in the state. Put another way, these counties have populations that are smaller than 75% of Oregon's counties.

2. **Pay attention to the range of scores.** While the categories give the reader a sense of where a particular county falls relative to the rest of the state, they don't tell you whether that county is really achieving a successful or positive outcome. Sometimes the range of scores across counties is very uneven.

   In some cases, all counties might have a relatively high score or be doing fairly well. An example is Indicator #30, "The percent of children 0-5 with health insurance coverage". In this case, while counties in the low range would likely benefit from improvement efforts—or there might be "pockets" of children who are less likely to be covered—those counties in the low-moderate and higher ranges are generally performing positively in this area, with over 94% of children covered by health insurance.

   In other cases, counties may generally not be doing well at all. An example of this latter case is in the information provided about access to publicly funded child care slots for children 0-2 at or below 100% FPL (Indicator #35, "Percent of children with access to publicly funded child care slots, 0-2"). In this case, it is important to keep in mind the actual percentages that are reflected in the "high" categories. The lowest category means there is no access (0%) or no publicly funded slots. The highest category goes up to 50% (Wasco County). The large range within the highest category (5.4%-50%) tells you that the great majority of Oregon counties do not have much available publicly funded child care—75% of Oregon counties have less than 5.4% of children with access to such a slot. What the actual scores tell you is important to pay attention to when interpreting your county-level data—as well as where the county falls relative to the rest of the state.

3. **Disaggregated data are important.** Another key piece of information is any disaggregated data that is available in the report Appendices. This information often provides more detail that can inform our understanding of children with different racial/ethnic backgrounds, or in different age groups. The overall maps combine data for everyone—this can often hide important inequities and disparities. While not all data were available at disaggregated levels, knowing more about how specific groups of children are doing is critical to local planning work.

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1 Population Characteristics, Risk & Resiliency Factors

Understanding Oregon's current population of children ages birth-five years, their families, and the communities in which they live

This section of the report includes detailed tables and maps related to describing the population of children ages birth-five years, their families, and the communities in which they live. Data are presented related to (1) Overall Population; and (2) Risk & Resiliency Factors.

Population Characteristics

Population characteristics include the number of young children living in Oregon counties, their racial/ethnic characteristics (as available through Census data) and their home languages. This information provides a high-level picture about the numbers of children representing diverse racial, ethnic, and linguistic communities across the state.

Risk & Resiliency Factors

Risk and resiliency factors included in this section were modeled after those used by the Erikson Institute in their Illinois Risk and Reach report.[1] There are a total of fifteen risk and resiliency factors included, as well as an Overall Risk Indicator that combines eleven of these factors into a single aggregate variable for each county. Risk and resiliency factors reflect a variety of child, family, and community experiences and characteristics that research has found to be correlated with later child well-being. These factors cut across multiple domains such as health, socio-economic status, crime, and family stability. Risk & Resiliency factors are organized alphabetically. For more information, see Definitions of Key Terms.

1 https://riskandreach.erikson.edu/illinois-map/

KEY INDICATOR

01 Child Population 0-5

Rationale / Relevance

Estimates the total number of children ages 0-5 in each county.

Oregon Overview

Based on the most recently available U.S. Census Bureau's American Community Survey (ACS) estimates, there are 277,299 children under the age of six living in Oregon. Counties range from a low of 64 to a high of 54,447.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 1. Child population 0-5

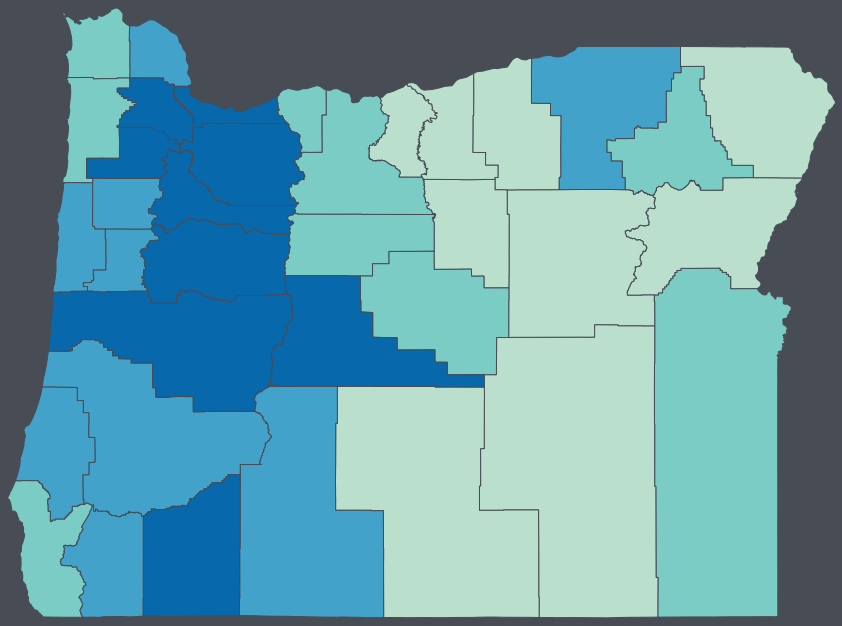
POPULATION L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Margin of Error	Level
Baker	991	889 - 1,093	L
Benton	4,516	4,233 - 4,799	HM
Clackamas	26,323	25,443 - 27,203	H
Clatsop	2,412	2,210 - 2,614	LM
Columbia	3,212	2,953 - 3,471	HM
Coos	3,774	3,389 - 4,159	HM
Crook	1,311	1,094 - 1,528	LM
Curry	1,047	848 - 1246	LM
Deschutes	11,168	10,459 - 11,877	H
Douglas	6,527	6,119 - 6,935	HM
Gilliam	128	91 - 165	L
Grant	394	332 - 456	L
Harney	446	381 - 511	L
Hood River	1,813	1,593 - 2,033	LM
Jackson	14,125	13,372 - 14,878	H
Jefferson	1,759	1,557 - 1,961	LM
Josephine	4,762	4,346 - 5,178	HM
Klamath	4,614	4,284 - 4,944	HM
Lake	493	404 - 582	L
Lane	22,059	21,293 - 22,825	H
Lincoln	2,865	2,585 - 3,145	HM
Linn	9,061	8,610 - 9,512	H
Malheur	2,567	2,341 - 2,793	LM
Marion	26,551	25,565 - 27,537	H
Morrow	967	844 - 1,090	L
Multnomah	54,447	53,193 - 55,701	H
Polk	5,508	5,131 - 5,885	HM
Sherman	71	42 - 100	L
Tillamook	1,610	1,381 - 1,839	LM
Umatilla	6,339	5,929 - 6,749	HM
Union	1,779	1,592 - 1,966	LM
Wallowa	391	327 - 455	L
Wasco	2,047	1,841 - 2,253	LM
Washington	44,074	43,014 - 45,134	H
Wheeler	64	41 - 87	L
Yamhill	7,084	6,636 - 7,532	H
Oregon	**277,299**	**274,331 - 280,267**	

Source: 2017 ACS 5-year estimates, Table B09001

Map 1. Child population 0-5

- **Low** 64-1,033
- **Low-Moderate** 1,034-2,716
- **High-Moderate** 2,717-6,666.25
- **High** 6,666.26-54,447
- **Not Available**



State Total

277,299

Source: 2017 ACS 5-year estimates, Table B09001

KEY INDICATOR

02 Race/Ethnicity of Children under 18 in Oregon

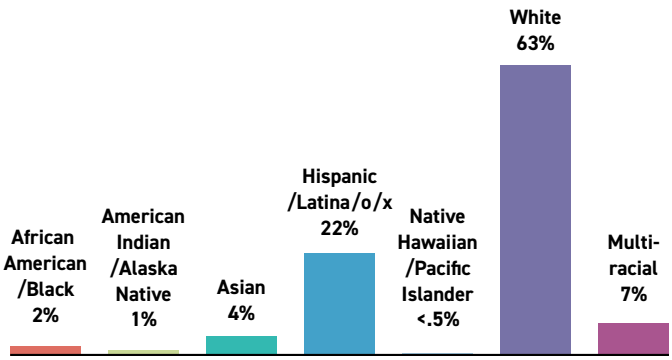
Rationale / Relevance

This indicator provides information about the percentage of children under 18 years old living in Oregon with different racial/ethnic backgrounds. Understanding the racial and ethnic diversity of Oregon's children is important for informing early childhood programming in order to ensure culturally responsive and specific services are available to these children in the communities in which they live.

Oregon Overview

According to the U.S. Census Bureau's American Community Survey (ACS) the majority of children between the ages of 0-18 living in Oregon identify as White (71%); 24% identified as Hispanic/Latinx; 7% Non-Hispanic/two or more races; 5% Asian; 3% African American/Black and 1% as American Indian/ Alaska Native and 1% Native Hawaiian/Pacific Islander.

Figure 1. The percentage of children 0-4 by race/ethnicity



Source: 2017 Census, Kids Count

Table 2. Percentage of children under 18, by race/ethnicity

County	African American /Black	American Indian /Alaska Native	Asian	Hispanic/ Latina/o/x	Native Hawaiian /Pacific Islander	White	Multi-racial
Baker	1	1	1	8	0	91	5
Benton	2	1	10	16	0	100	8
Clackamas	1	1	5	15	0	81	7
Clatsop	1	1	2	19	0	83	5
Columbia	1	1	1	9	0	91	7
Coos	1	4	1	13	0	83	8
Crook	1	1	1	15	0	87	4
Curry	1	3	1	16	0	82	7
Deschutes	1	1	1	15	0	87	5
Douglas	1	2	1	11	0	88	6
Gilliam	0	2	2	16	1	83	4
Grant	0	2	1	7	0	94	5
Harney	1	5	1	10	0	88	5
Hood River	0	1	1	51	0	52	4
Jackson	1	1	1	25	0	76	6
Jefferson	2	23	1	36	0	43	4
Josephine	1	1	1	14	0	87	6
Klamath	1	5	1	25	0	72	7
Lake	1	3	0	17	0	81	7
Lane	1	1	3	18	0	84	8
Lincoln	1	5	1	23	0	72	7
Linn	1	1	1	17	0	83	6
Malheur	1	1	0	55	0	51	3
Marion	1	1	2	45	1	55	5
Morrow	1	1	0	56	0	50	2
Multnomah	9	1	8	22	1	62	9
Polk	2	2	2	26	0	77	6
Sherman	0	4	0	14	0	87	5
Tillamook	0	1	1	25	0	76	6
Umatilla	1	4	1	43	0	57	3
Union	1	1	1	9	2	94	5
Wallowa	0	1	1	6	0	95	5
Wasco	1	3	1	34	1	65	4
Washington	3	1	11	28	1	59	8
Wheeler	1	4	1	15	0	82	10
Yamhill	1	1	2	28	0	77	5
Oregon	**3**	**1**	**5**	**24**	**1**	**71**	**7**

Source: Kids Count

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KEY INDICATOR

03 Dual Language Learners

Rationale / Relevance

Research shows that young dual language learners are more successful in school and later in life when they develop strong language and literacy skills in both their home language and English.[1] While meeting the educational needs of children who speak languages other than English is an ongoing challenge to educational systems, supporting positive language development in children's home languages as well as English can have profound long-term benefits. Communities with higher proportions of dual language learners will need to expand the resources available to provide linguistically appropriate services to these families and children. These communities may also need to invest more resources in expanding the early learning provider workforce to ensure high-quality linguistically diverse providers are affordable and available to these families.

Oregon Overview

Approximately 21% of children 5-17 years old speak a language other than English. Counties range from a low of 3% to a high of 39%.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 3. Children 5-17 who speak a language other than English

POPULATION L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	206	2,328	8.85	4.9 - 12.8	LM
Benton	2,003	11,056	18.12	15.5 - 20.8	HM
Clackamas	10,665	66,570	16.02	14.9 - 17.2	HM
Clatsop	621	5,380	11.54	9.2 - 13.9	LM
Columbia	259	8,450	3.07	1.6 - 4.5	L
Coos	702	8,596	8.17	6.2 - 10.1	LM
Crook	398	3,246	12.26	7.8 - 16.7	HM
Curry	229	2,549	8.98	3.8 - 14.2	LM
Deschutes	1,982	27,882	7.11	5.5 - 8.7	L
Douglas	675	15,453	4.37	2.8 - 5.9	L
Gilliam	*	321	*		NA
Grant	58	995	5.83	0.9 - 10.8	L
Harney	91	1,135	8.02	4.0 - 12.1	L
Hood River	1,600	4,145	38.60	32.9 - 44.3	H
Jackson	4,440	32,351	13.72	12.2 - 15.3	HM
Jefferson	978	3,980	24.57	20.0 - 29.2	H
Josephine	836	12,510	6.68	4.9 - 8.5	L
Klamath	1,174	10,249	11.45	9.5 - 13.4	LM
Lake	71	1,047	6.78	3.0 - 10.6	L
Lane	5,464	50,754	10.77	****	LM
Lincoln	907	5,841	15.53	12.5 - 18.6	HM
Linn	2,034	20,550	9.90	8.2 - 11.6	LM
Malheur	1,723	5,607	30.73	26.2 - 35.2	H
Marion	21,064	60,972	34.55	****	H
Morrow	801	2,255	35.52	29.7 - 41.4	H
Multnomah	31,018	108,397	28.62	****	H
Polk	2,452	13,945	17.58	14.9 - 20.2	HM
Sherman	*	186	*		NA
Tillamook	448	3,656	12.25	7.9 - 16.7	LM
Umatilla	4,571	14,401	31.74	29.7 - 33.8	H
Union	222	4,241	5.23	3.3 - 7.1	L
Wallowa	32	923	3.47	0.8 - 6.2	L
Wasco	785	4,169	18.83	14.1 - 23.6	HM
Washington	28,308	100,341	28.21	27.3 - 29.1	H
Wheeler	*	168	*		NA
Yamhill	3,435	17,753	19.35	17.6 - 21.1	HM
Oregon	**130,299**	**632,402**	**20.60**	**20.2 - 21.0**	

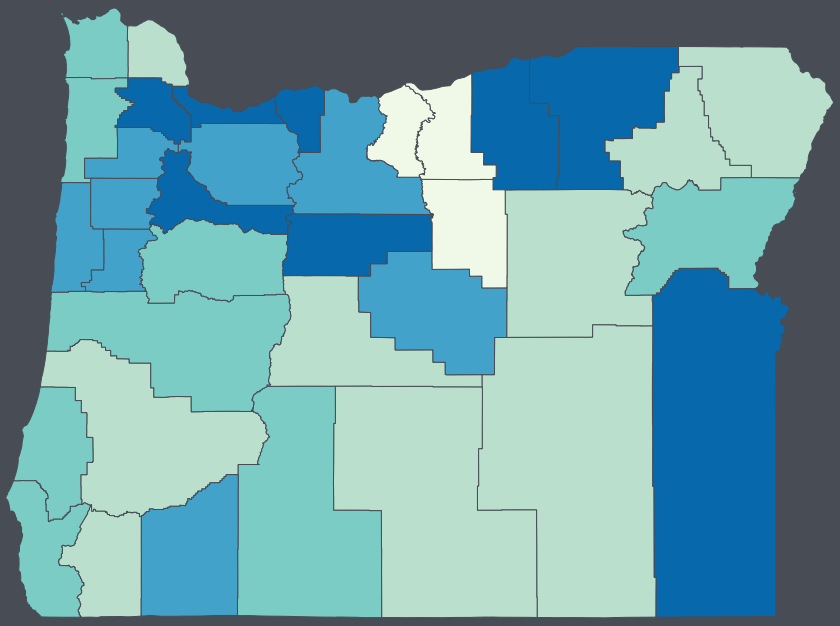
Source: 2017 ACS 5-year estimates, Table B16007

Asterisk (*) indicates data are suppressed due to small sample size; **** = ACS estimates controlled for these counties. See Appendix C for further information about Margin of Error.

1 https://eclkc.ohs.acf.hhs.gov/culture-language/article/home-language-support

Map 2. Children 5-17 who speak a language other than English

- **Low** 3.07-8.02%
- **Low-Moderate** 8.03-12.25%
- **High-Moderate** 12.25-19.35%
- **High** 19.35-38.60%
- **Not Available**

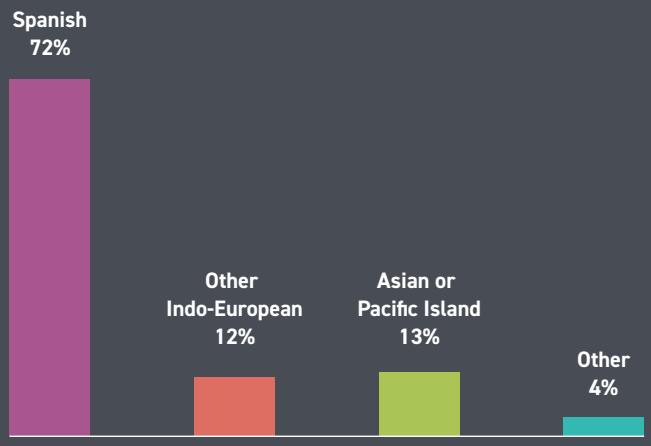


State Total

130,299
21%

Figure 2. Percentage of 5-17 year olds speaking the following languages

of those who speak a language other than English



Data Information: Percentages of each non-English language category are for the population of children aged 5-17 who speak a language other than English. Numerators are number of children 5-17 who speak Spanish, Other Indo-European language, Asian or Pacific Island language, or Other language. Denominator used for each of these language categories is the number of children who speak a language other than English. Counties are assigned a Population Level based on their relationship to the state average of children 5-17 years old who speak a language other than English. Counties above the state average are in the High-Moderate Population or High Population categories while counties below the state average are either in Low-Moderate Population or Low Population categories.

Source: 2017 ACS 5-year estimates, Table B16007

KEY INDICATOR

04 Children Living in Poverty

Rationale / Relevance

Children living in poverty are at risk for poor outcomes in health, development and lower academic achievement, and these negative effects can last a lifetime. Children living below the poverty level have been shown to experience developmental delays up to 2-4 years below grade level and are more likely to remain poor as an adult. Communities with more children living in poverty are likely to benefit from more supportive services across the spectrum of family wellness, including early learning, health, mental health, housing, etc. Because these families are often receiving or in need of services across multiple agencies, these communities are also most likely to need services related to helping families navigate these often complex and challenging service systems.

Oregon Overview

Nationally, it is estimated that 19.2% of children ages 0-5 are living in poverty.[1] In Oregon, this rate is slightly higher, with an estimated 22% of young children living in poverty. Further, in at least 10 Oregon counties, as many as one in three young children—a third—are living in poverty. In 2019, this equates to an annual household income of $25,750 for a family of four. Counties range from a low of 13% to a high of 49%.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 4. Children 0-5 living below the 100% federal poverty level

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	265	979	27.07	19.9 - 34.2	HM
Benton	720	4,455	16.16	12.5 - 19.9	L
Clackamas	3,227	25,755	12.53	10.6 - 14.4	L
Clatsop	436	2,397	18.19	12.7 - 23.7	L
Columbia	591	3,143	18.80	13.3 - 24.3	L
Coos	1,103	3,750	29.41	22.8 - 36.0	HM
Crook	405	1,288	31.44	19.3 - 43.5	H
Curry	170	996	17.07	7.7 - 26.4	L
Deschutes	1,941	11,035	17.59	14.1 - 21.1	L
Douglas	1,884	6,224	30.27	26.0 - 34.6	H
Gilliam	*	128	*		NA
Grant	110	394	27.92	18.7 - 37.2	HM
Harney	122	446	27.35	13.8 - 40.9	HM
Hood River	438	1,806	24.25	12.2 - 36.3	LM
Jackson	4,049	13,835	29.27	25.8 - 32.7	HM
Jefferson	662	1,721	38.47	30.5 - 46.5	H
Josephine	1,336	4,510	29.62	23.8 - 35.4	HM
Klamath	1,113	4,437	25.08	21.1 - 29.0	LM
Lake	235	481	48.86	32.7 - 65.1	H
Lane	4,946	21,283	23.24	21.0 - 25.5	LM
Lincoln	938	2,800	33.50	28.3 - 38.7	H
Linn	2,023	8,841	22.88	19.1 - 26.7	LM
Malheur	1,168	2,493	46.85	41.3 - 52.4	H
Marion	6,785	25,828	26.27	23.9 - 28.7	LM
Morrow	261	949	27.50	19.0 - 36.0	HM
Multnomah	10,791	53,351	20.23	18.8 - 21.7	L
Polk	1,127	5,347	21.08	16.5 - 25.6	LM
Sherman	*	71	*		NA
Tillamook	483	1,605	30.09	22.9 - 37.3	HM
Umatilla	1,865	6,196	30.10	25.3 - 34.9	HM
Union	391	1,704	22.95	16.3 - 29.6	LM
Wallowa	118	391	30.18	17.9 - 42.5	H
Wasco	353	2,038	17.32	12.8 - 21.8	L
Washington	6,728	43,608	15.43	13.8 - 17.1	L
Wheeler	26	62	41.94	36.6 - 47.3	H
Yamhill	1,737	6,972	24.91	20.4 - 29.5	LM
Oregon	**58,548**	**271,319**	**22**	**21.2 - 22.8**	

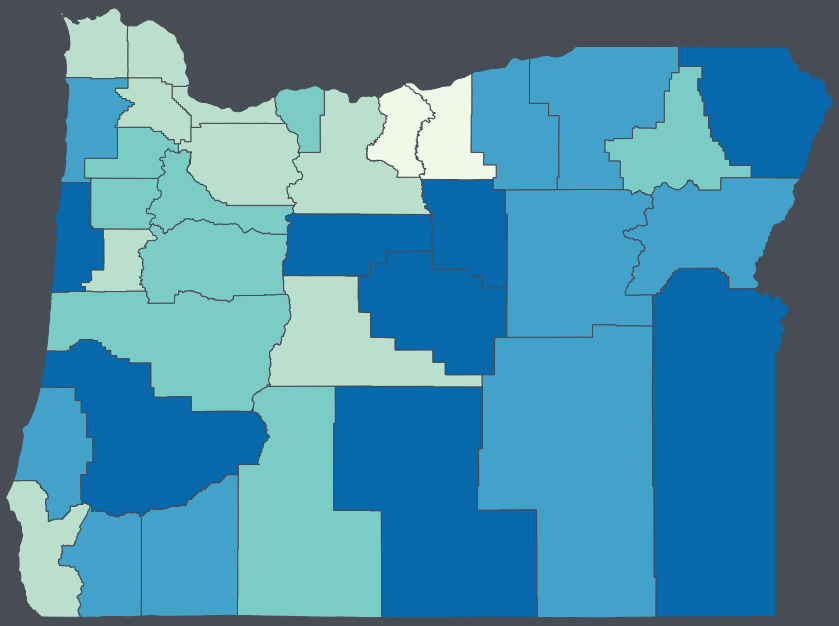
Source: 2017 ACS 5-year estimates, Table B17001

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.childtrends.org/indicators/children-in-poverty

Map 3. Estimated percentage of children 0-5 living below the 100% federal poverty level

- **Low** 12.53-20.44%
- **Low-Moderate** 20.45-26.67%
- **High-Moderate** 26.68-30.10%
- **High** 30.11-48.86%
- **Not Available**



State Total

58,548
22%

Figure 3. Percentage of all children 0-5 living in poverty, by race/ethnicity

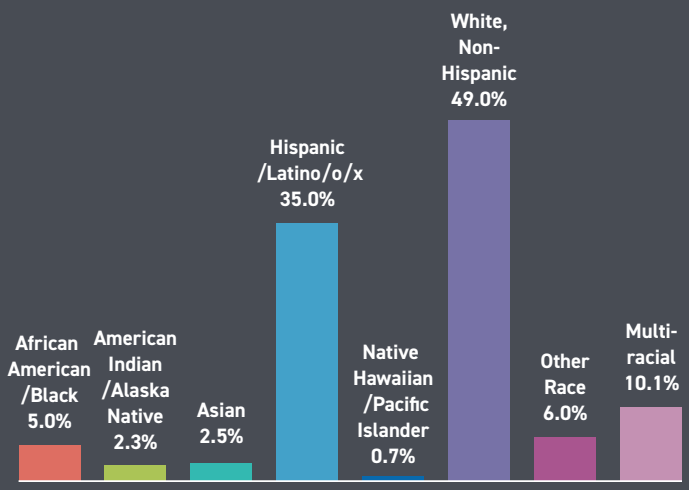
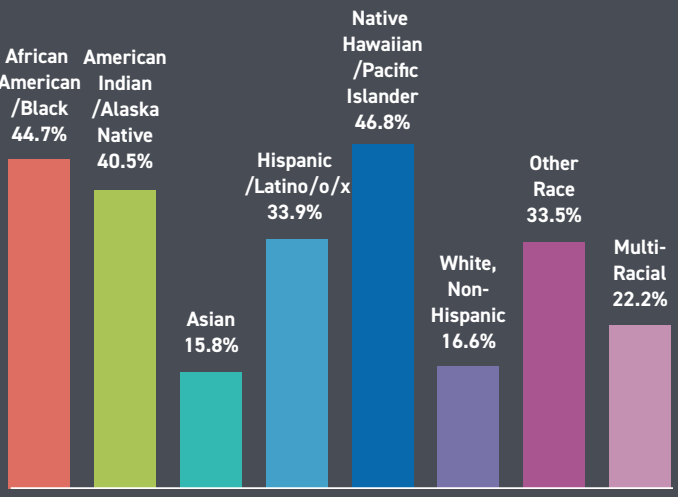


Figure 4. For all children 0-5 within each racial/ethnic group, the percentage who are living in poverty



Note: Percentages for race and ethnicity categories are not exclusive and, thus, do not sum to 100%. Ethnicity is a category separate from Race in the ACS data used to create this indicator.

Definition of Terms: Numerator and denominator are from the universe of persons for whom poverty status can be determined. The numerator represents the total number of children 0-5 living at or below 100% FPL. Counties are assigned a Risk Level based on their relationship to the state average of children 0-5 at or below 100% FPL. Counties above the state average are in the High-Moderate Risk or High Risk categories while counties below the state average are either in Low-Moderate Risk or Low Risk categories.

Source: 2017 ACS 5-year estimates, Table B17001

KEY INDICATOR

05 Children Living in Concentrated Poverty

Rationale / Relevance

Estimates the percentage of children under 5 years old living in poverty who are in census tracts with rates of concentrated or high poverty. Census tracts with concentrated poverty have 40% or more of the population at or below the Federal Poverty Level (FPL). Census tracts with High poverty have 20-39% of the population at or below the Federal Poverty Level (FPL). Higher estimates indicate more children experiencing broader community-level risks related to poverty.

Oregon Overview

Oregon had an estimated 20,909 children under 5 years old living in poverty who resided in census tracts with Concentrated or High poverty rates in 2017, based on data from the U.S. Census Bureau's American Community Survey (ACS). Counties ranged from a low of 9.4% to a high of 65.8% of children under 5 years old in poverty living in Concentrated or High poverty areas.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. Census tract concentrated and high poverty estimates were not included in county estimates if the margin of error indicated suppression. See Appendix C for further information about Margin of Error.

Table 5. Children 0-4 living in concentrated or high poverty

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

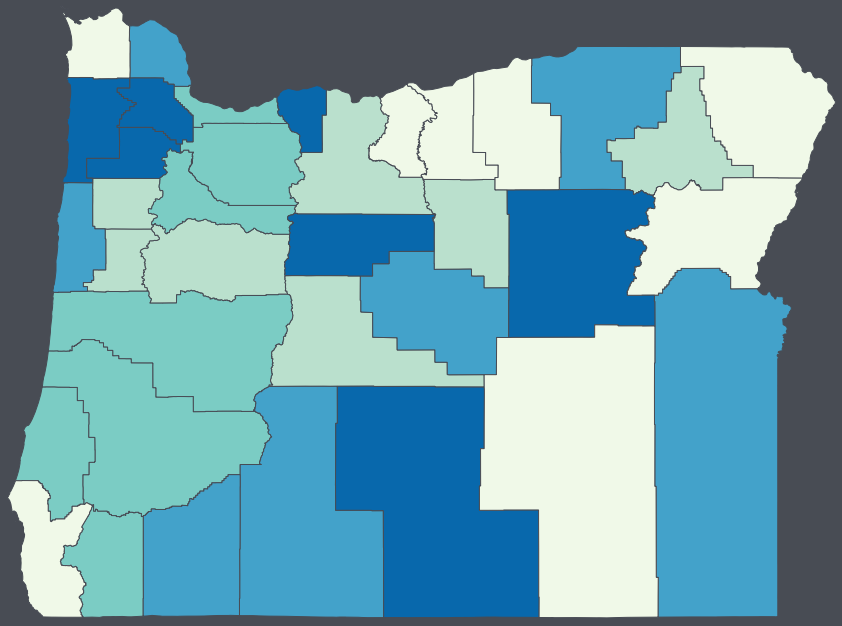
County	#	Total Population	%	Margin of Error	Level
Baker	*	*	*		NA
Benton	190	483	39.3	16.5 - 62.1	L
Clackamas	159	396	40.2	10.7 - 69.7	LM
Clatsop	*	*	*		NA
Columbia	188	367	51.2	16.4 - 86.0	HM
Coos	507	1,272	39.9	24.8 - 55.0	LM
Crook	207	404	51.2	18.7 - 83.7	HM
Curry	*	*	*		NA
Deschutes	371	970	38.2	19.3 - 57.1	L
Douglas	1,056	2,509	42.1	33.4 - 50.8	LM
Gilliam	*	*	*		NA
Grant	38	62	61.3	28.8 - 93.8	H
Harney	*	*	*		NA
Hood River	356	541	65.8	25.0 - 100	H
Jackson	1,033	2,170	47.6	38.0 - 57.2	HM
Jefferson	317	535	59.3	40.4 - 78.2	H
Josephine	618	1,549	39.9	26.8 - 53.0	LM
Klamath	584	1,256	46.5	35.1 - 57.9	HM
Lake	191	313	61.0	36.5 - 85.5	H
Lane	1,487	3,598	41.3	33.4 - 49.2	LM
Lincoln	405	885	45.8	31.6 - 60.0	HM
Linn	579	1,630	35.5	24.9 - 46.1	L
Malheur	863	1,639	52.7	41.8 - 63.6	HM
Marion	3,005	7,596	39.6	33.3 - 45.9	LM
Morrow	*	*	*		NA
Multnomah	5,192	12,790	40.6	35.9 - 45.3	LM
Polk	412	1,077	38.3	23.6 - 53.0	L
Sherman	*	*	*		NA
Tillamook	67	119	56.3	16.0 - 96.6	H
Umatilla	763	1,596	47.8	33.6 - 62.0	HM
Union	17	118	14.4	5.0 - 23.8	L
Wallowa	*	*	*		NA
Wasco	63	176	35.8	18.6 - 53.0	L
Washington	1,647	3,046	54.1	44.1 - 64.1	H
Wheeler	18	54	33.3	16.2 - 50.4	L
Yamhill	576	1,020	56.5	30.9 - 82.1	H
Oregon	**20,909**	**48,171**	**43.4**	**41.0 - 45.8**	

Source: 2013-2017 ACS 5-year estimates, Table S1701

Asterisk (*) indicates data are suppressed due to small sample size

Map 4. Estimated percentage of children 0-4 living in concentrated or high poverty

- **Low** 9.40 - 39.50%
- **Low-Moderate** 39.6 - 43.95%
- **High-Moderate** 43.96 - 53.05%
- **High** 53.06 - 65.8%
- **Not Available**



State Total

20,909
43.4%

Source: 2013-2017 ACS 5-year estimates, Table S1701

KEY INDICATOR

06 Children in Food Insecure Households

Rationale / Relevance

Ensuring that families and children have enough nutritious food to eat is foundational to well-being. Food insecurity is likely to be especially challenging for families with children 0-5 as such children often do not have access to the basic nutritional supports available to their school aged peers (e.g., free and reduced price meals at school). At times during the year, these households were uncertain of having, or unable to acquire enough food to meet the needs of all their members because they had insufficient money or other resources for food.[1] Food insecure households include those with low food security and very low food security. Communities with higher rates of food insecurity should seek to expand availability and access of nutritional support resources such as WIC, Food Stamps, Food Banks, etc. Expanding preschool and early learning services that can provide nutritional meals to children can also help to reduce food insecurity.

Oregon Overview

Among U.S. households with children under age 18, 13.9% were food insecure at some time during 2018. On average, in Oregon approximately 19% of households with children under age 18 were food insecure at some time, a rate considerably higher than the national average. Moreover, 63% of families with children living at 185% of the federal poverty level or below were rated as food insecure. Counties range from a low of 16% to a high of 24%. In 22 of 36 Oregon counties, more than 1 in 5 households were rated as food insecure.

Table 6. Children under 18 in food insecure households

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

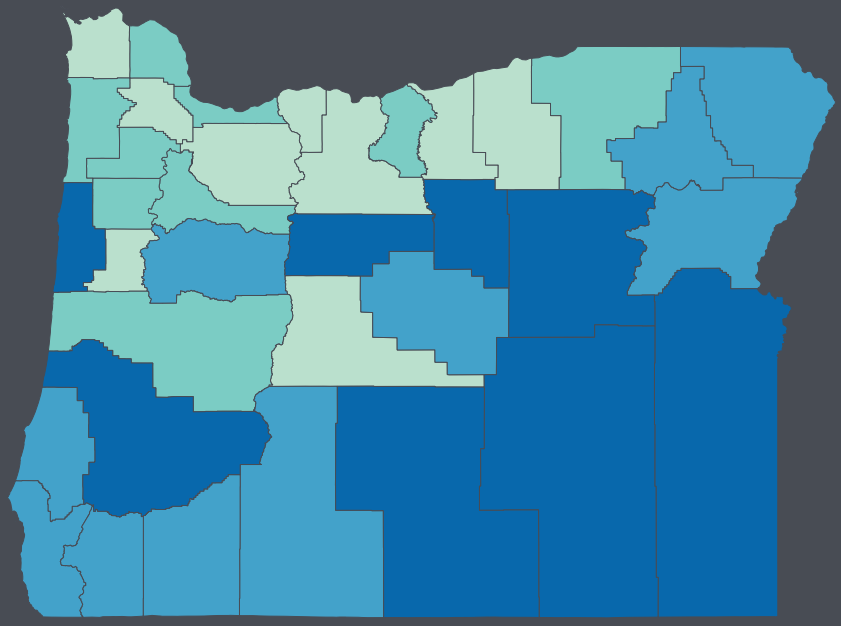
County	#	%	Level
Baker	710	22.50	HM
Benton	2,500	16.90	L
Clackamas	14,500	16.40	L
Clatsop	1,370	18.30	L
Columbia	2,170	19.60	LM
Coos	2,650	22.60	HM
Crook	960	22.70	HM
Curry	740	21.80	HM
Deschutes	6,890	18.50	L
Douglas	4,800	22.80	H
Gilliam	70	15.80	L
Grant	310	23.10	H
Harney	350	23.00	H
Hood River	960	16.90	L
Jackson	9,260	20.90	HM
Jefferson	1,240	22.80	H
Josephine	3,760	22.70	HM
Klamath	3,190	22.30	HM
Lake	340	23.30	H
Lane	13,940	20.20	LM
Lincoln	1,900	23.40	H
Linn	5,840	20.90	HM
Malheur	1,790	23.10	H
Marion	16,230	19.40	LM
Morrow	550	18.00	L
Multnomah	28,860	18.70	LM
Polk	3,480	18.70	LM
Sherman	50	19.20	LM
Tillamook	1,010	20.50	LM
Umatilla	4,060	20.50	LM
Union	1,260	22.00	HM
Wallowa	270	22.00	HM
Wasco	1,030	17.70	L
Washington	22,570	16.50	L
Wheeler	50	24.10	H
Yamhill	4,460	18.80	LM
Oregon	**165,290**	**19.00**	

Source: 2017 Map the Meal Gap

1 https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx

Map 5. Estimated percentage of children under 18 in food insecure households

- **Low** 15.8-18.65%
- **Low-Moderate** 18.66-20.7%
- **High-Moderate** 20.8-22.7%
- **High** 22.8-24.1%
- **Not Available**



State Total

165,290
19%

Data Information: The child food-insecurity estimates are derived from the same questions used by the USDA to identify food insecurity in households with children at the national level.

Source: 2017 Map the Meal Gap

Citation: Gundersen, C., A. Dewey, M. Kato, A. Crumbaugh & M. Strayer. Map the Meal Gap 2019: A Report on County and Congressional District Food Insecurity and County Food Cost in the United States in 2017. Feeding America, 2019.

KEY INDICATOR

07 Child Immunization Rate

Rationale / Relevance

Vaccinations are an important component of children's health, in protecting them from potentially life-threatening diseases. According to the Centers for Disease Control and Prevention (CDC) maintaining the recommended vaccination schedule during the infant and toddler period is particularly important for building a strong immune system and protecting very young children who are most vulnerable to serious consequences of disease.

Oregon Overview

The national rate of on-time immunizations for recommended set of vaccines at age two years was 70.4%[1] in 2017. Oregon's statewide rate of immunizations at age two is 69%, slightly less than the national average. Counties range from a low of 54% to a high of 77%. Ten counties fell into the lowest 25% for immunizations; 14 fell in the median quartile; 4 were between 50th and 75th percentile, and 6 were in the upper 75th percentile, exceeding the national average.

Table 7. Percentage of children immunized at age 2

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	%	Level
Gilliam, Sherman, Wasco	67	LM
Baker	66	LM
Benton	67	LM
Clackamas	71	HM
Clatsop	64	L
Columbia	61	L
Coos	67	LM
Crook	68	HM
Curry	56	L
Deschutes	68	HM
Douglas	65	LM
Gilliam	-	-
Grant	66	LM
Harney	73	H
Hood River	77	H
Jackson	63	L
Jefferson	65	LM
Josephine	65	LM
Klamath	75	H
Lake	54	L
Lane	74	H
Lincoln	61	L
Linn	64	L
Malheur	70	HM
Marion	71	HM
Morrow	67	LM
Multnomah	66	LM
Polk	67	LM
Sherman	-	-
Tillamook	64	L
Umatilla	61	L
Union	64	L
Wallowa	69	HM
Wasco	-	-
Washington	73	H
Wheeler	*	NA
Yamhill	73	H
Oregon	**69**	

Source: 2018 ALERT Immunization Information System, Oregon Immunization Program

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates combined data

1 https://www.cdc.gov/mmwr/volumes/67/wr/mm6740a4.htm#T1_down

Map 6. Children immunized at age 2

- **Low** 54-64%
- **Low-Moderate** 65-67%
- **High-Moderate** 68-71%
- **High** 72-77%
- **Not Available**

State Total

69%

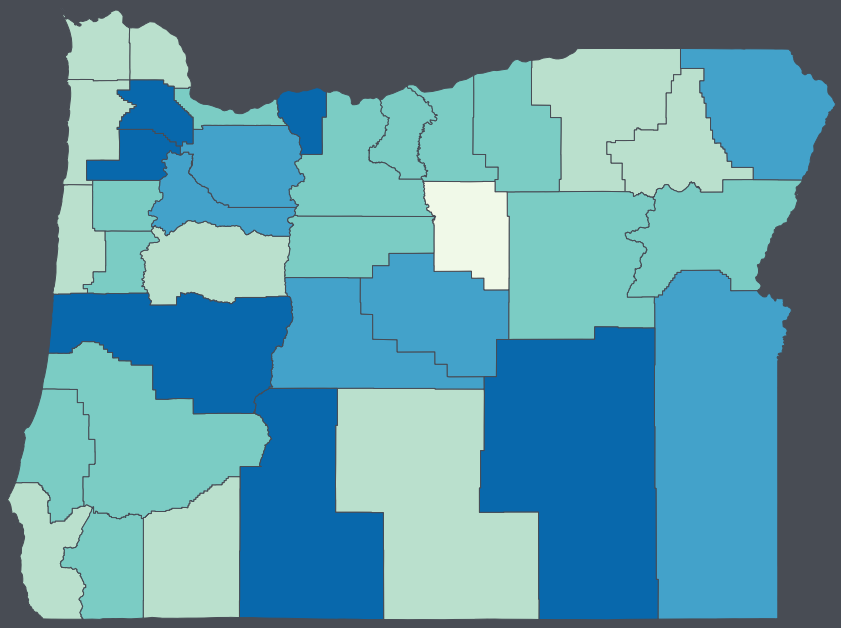
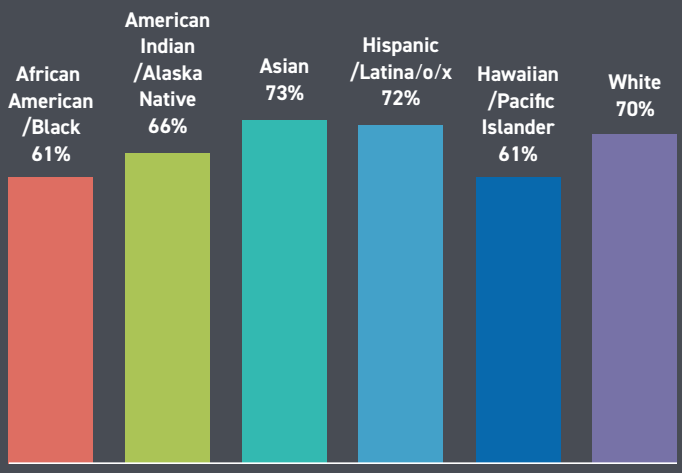


Figure 5. For all children within each ethnic group, the percentage who are immunized at age 2



Data Information: Fully immunized with 4 doses of DTaP, 3 doses of IPV, 1 dose MMR, 3 doses Hib, 3 doses HepB, 1 dose Varicella, and 4 doses PCV; this is the official childhood vaccination series. Gilliam, Sherman, and Wasco county rate of immunizations were grouped together due to small population sizes. The resiliency level presented in the map for these counties represents the percent of 2 year olds immunized across all three counties.

Source: 2018 ALERT Immunization Information System, Oregon Immunization Program

KEY INDICATOR

08 Low Birth Weight

Rationale / Relevance

Low birth weight is a term used to describe babies who are born weighing less than 2,500 grams (5 pounds, 8 ounces). Infants born with low birth weight are more at risk for both short and long term health problems, as well as cognitive and developmental delays.[1] While there are multiple causes of low birth weight, some of the primary factors are maternal smoking, substance use including alcohol during pregnancy, and socio-economic risk factors related to poverty. Communities with higher rates of low weight babies may benefit from services that engage mothers in the early phases of pregnancy, such as maternity case management and evidence based home visiting; these communities may also need more services to help reduce rates of smoking and increase access to alcohol and drug abuse treatment.

Oregon Overview

In 2017, Oregon's average rate of children born at low birth weight was 7%, slightly lower than the national rate of 8.2%. Counties range from a low of 0% to a high of 16%. Four of Oregon's smaller, rural counties have rates of low birth weight approaching 10% or higher. Rates vary for births to mothers of varying racial/ethnic backgrounds, with Native American, Asian, and African American mothers being most at risk.

Table 8. Percentage of births with low birth weights

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	13	8.33	H
Benton	42	6.03	LM
Clackamas	270	6.61	LM
Clatsop	18	4.83	L
Columbia	31	5.97	LM
Coos	43	7.16	HM
Crook	9	3.42	L
Curry	10	5.95	LM
Deschutes	124	6.86	HM
Douglas	84	7.85	H
Gilliam	0	0.00	L
Grant	6	9.52	H
Harney	5	6.94	HM
Hood River	7	2.65	L
Jackson	175	7.78	HM
Jefferson	21	7.96	H
Josephine	75	8.51	H
Klamath	63	7.99	H
Lake	10	16.13	H
Lane	243	7.03	HM
Lincoln	23	5.69	LM
Linn	82	5.60	LM
Malheur	40	9.98	H
Marion	301	6.78	LM
Morrow	5	2.96	L
Multnomah	585	6.95	HM
Polk	48	5.58	L
Sherman	*	*	NA
Tillamook	14	6.42	LM
Umatilla	51	5.36	L
Union	33	11.11	H
Wallowa	2	3.13	L
Wasco	24	7.64	HM
Washington	445	6.71	LM
Wheeler	0	0.00	L
Yamhill	78	7.05	HM
Oregon	**2,981**	**7**	

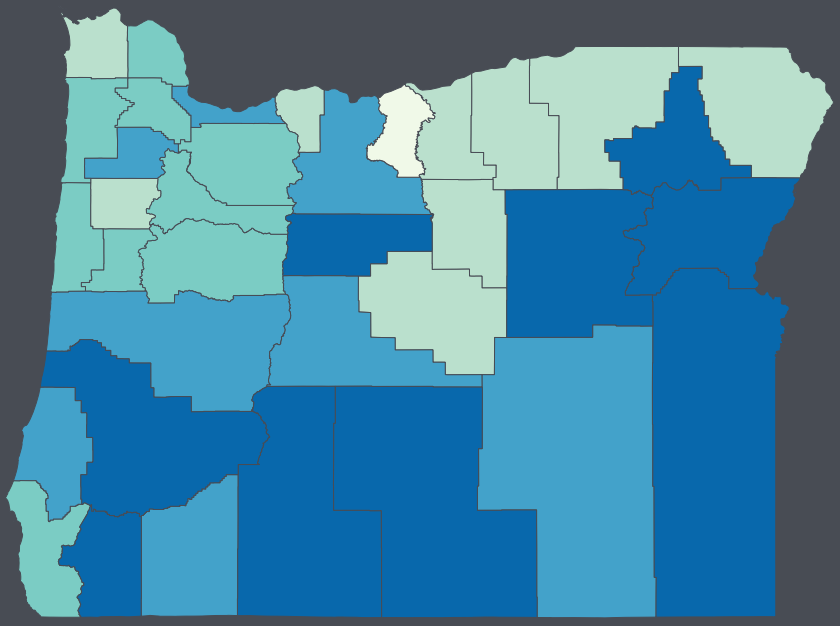
Source: 2017 OHA Vital Statistics

Asterisk (*) indicates data are suppressed due to small sample size

1 https://ephtracking.cdc.gov/showRbLBWGrowthRetardationEnv.action

Map 7. Percentage of infants with low birth weights

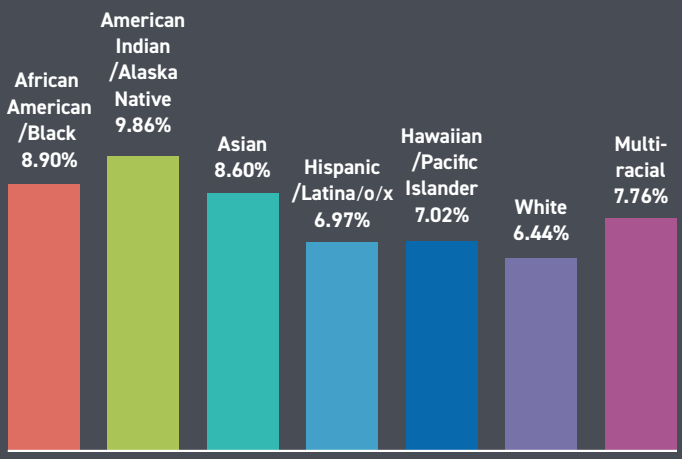
- **Low** 0-5.59%
- **Low-Moderate** 5.60-6.78%
- **High-Moderate** 6.79-7.82%
- **High** 7.82-16.2%
- **Not Available**



State Total

2,981
7%

Figure 6. Percentage of all infants within each racial/ethnic group with low birth weight



Source: 2017 OHA Vital Statistics

KEY INDICATOR

09 Children with Complex Medical Needs

Rationale / Relevance

The Oregon Pediatric Improvement Partnership (OPIP), the Oregon Health Authority (OHA), and the Department of Human Services (DHS) released reports in 2018 of the number of Medicaid/CHIP insured children with chronic medical conditions as part of their Health Complexity reports. The Pediatric Medical Complexity Algorithm (PMCA) was developed and tested in children 0 to 18 years of age insured by Washington State Medicaid (WA-Medicaid) and seen at Seattle Children's Hospital (SCH) for more than one emergency department (ED) visit and/or inpatient stay in 2010. Medical complexity utilizes the Pediatric Medical Complexity Algorithm (PMCA) and takes into account 1) utilization, 2) diagnoses, and 3) number of body systems impacted. The algorithm then assigns children into one of three categories: a) complex with chronic conditions; b) non-complex with chronic conditions; or c) healthy. For this indicator, categories a and b were combined.

Counties with a higher percentage of children and/or with more children categorized as having complex/chronic or chronic health care needs may need to identify where these children are receiving early care and education services, and focus additional professional supports for these caregivers. Families, too, may need additional supports to best meet the complex needs of these children.

Oregon Overview

Statewide, overall 16.5% of children 0-5 who were enrolled in Medicaid/CHIP from July 2015–June 2016 were identified having some level of medical complexity based on health care services received. Of this population, almost 5% (4.7%) of children ages 0-5 who meet the definition of having complex, chronic conditions. 11.9% (n=17,370) of children ages 0-5 meet the definition of having non-complex, chronic conditions. These children were identified due to their utilization of health care services and claims that indicate multiple body systems being impacted. For children ages 0-5 with medical complexity in the counties range from having 8.1% to 21.2% of Medicaid enrolled children.

Table 9. Children 0-5 with complex medical needs

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total # Insured	%	Level
Baker	102	619	12.05	L
Benton	408	1,926	21.20	H
Clackamas	1,624	9,642	16.80	HM
Clatsop	239	1,381	17.40	H
Columbia	218	1,474	14.80	LM
Coos	503	2,492	20.20	H
Crook	161	904	17.80	H
Curry	102	712	14.40	LM
Deschutes	908	5,897	15.40	HM
Douglas	784	4,346	18.00	H
Gilliam	39	88	11.00	L
Grant	22	200	12.70	L
Harney	21	259	8.10	L
Hood River	171	1,093	15.70	HM
Jackson	1,645	9,336	17.60	H
Jefferson	207	1,431	14.40	LM
Josephine	541	3,730	14.50	LM
Klamath	452	3,191	14.20	LM
Lake	39	239	16.30	HM
Lane	2,328	12,448	18.70	H
Lincoln	269	1,822	14.80	LM
Linn	783	5,129	15.30	HM
Malheur	274	1,960	14.00	LM
Marion	2,746	16,299	16.80	HM
Morrow	63	564	11.20	L
Multnomah	4,156	24,557	16.90	HM
Polk	417	2,871	14.50	LM
Sherman	6	49	12.20	L
Tillamook	139	916	15.20	LM
Umatilla	386	3,669	12.80	L
Union	135	1,052	12.80	L
Wallowa	21	222	9.50	L
Wasco	258	1,239	20.80	H
Washington	2,521	15,711	16.10	HM
Wheeler	5	28	17.90	H
Yamhill	619	3,700	16.80	HM
Oregon	**23,312**	**142,236**	**16.50**	

Source: 2016-2017 Oregon Health Authority

Map 8. Estimated percentage of children 0-5 with complex medical needs

- **Low** 8.10-13.10%
- **Low-Moderate** 13.11-15.25%
- **High-Moderate** 15.26-17.27%
- **High** 17.28-21.20%
- **Not Available**

State Total

23,312
16.5%

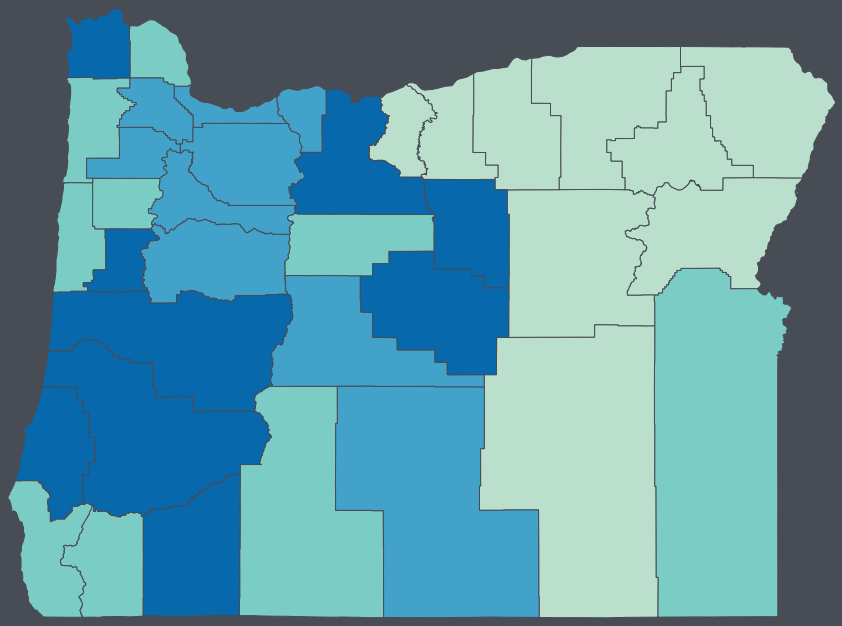
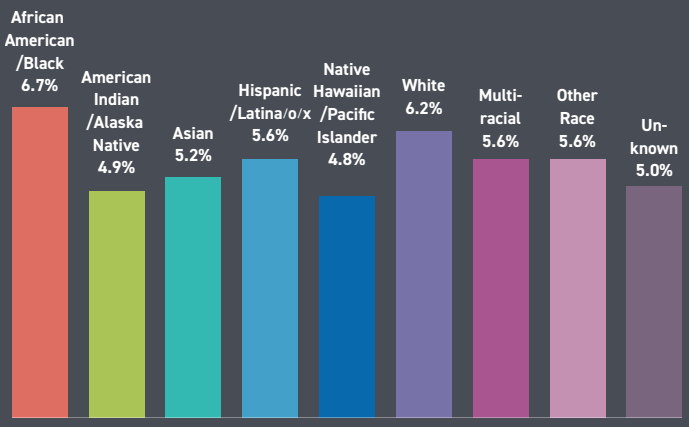


Figure 7. For all children within each ethnic group, the percentage with complex medical needs



Data Information: Medical complexity utilizes the Pediatric Medical Complexity Algorithm (PMCA) that takes into account 1) utilization, 2) diagnoses, 3) number of body systems impacted. Assigns children into one of three categories: a) complex with chronic conditions (PMCA=1); b) non-complex with chronic condition (PMCA-=2)s; or c) healthy. The indicator used in these reports combines PMCA categories 1 and 2 (complex with chronic conditions and non-complex chronic conditions) and stratifies each county by the proportion of children ages 0-5 that fall into one of these categories. Each county is then ranked and displayed in quartiles, where the top quartile shows counties with a lower proportion of children with chronic conditions. This data was taken from the November 2018 health complexity reports that were published by the OHA transformation center. More information on the health complexity reports can be found here: https://www.oregon.gov/oha/HPA/dsi-tc/Pages/Child-Health-Complexity-Data.aspx.

Source: 2016-2017 Oregon Health Authority

KEY INDICATOR

10 Child Abuse & Neglect

Rationale / Relevance

Reported child abuse and neglect is one key indicator of the extent of child maltreatment, although research consistently demonstrates that these official maltreatment rates are likely to significantly under-represent actual maltreatment rates.[1] Oregon's Department of Human Services tracks all reported instances of abuse or neglect, and victimization rates reflect those instances where evidence of maltreatment has been substantiated through the investigative process. Children who experience abuse or neglect are more likely to experience short and long term adverse consequences across numerous indicators of well-being, including health, mental health, academic success, and lifetime earnings, making maltreatment a serious public health concern.

Oregon Overview

Nationally, there were 9.1 children per 1000 who were victims of maltreatment.[2] In Oregon, the comparable rate of victimization is 14.1, considerably higher than the national average. While states vary considerably in terms of the procedures and policies for investigating and substantiating reports of child abuse and neglect, this statistic is concerning. Statewide, the rate of victimization of all children 0-18 is 14.1 per 1000 children (1.4%). Almost half of Oregon's maltreatment victims (43.7%) are under the age of 6, and children under the age of 1 year represent the single age group most likely to be victimized (11.2% of victims). County rates of abuse and neglect for children 0-18 range from 0 victims per 1000 children to 41.1 victims per 1000, with 6 counties having rates lower than 10 per 1000 and 14 counties having rates above 20 per 1000. Note that because maltreatment is a relatively infrequent occurrence relative to the population, rates in small counties can be misleading due to small numbers. Black and American Indian/Native Alaskan children are disproportionately represented in official reports of maltreatment, relative to their respective populations. 4.8% of victims are Black/African American, compared to only 3.7% in the state; 3.2% of victims are Native American/Alaska Native compared to only 1.6% of the population.

Table 10. Rates of abuse and neglect for children under 18*

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Victim Rate*	Level
Baker	41.1	H
Benton	9.9	L
Clackamas	8.5	L
Clatsop	16.4	LM
Columbia	15.1	LM
Coos	36.8	H
Crook	15.2	LM
Curry	21.1	HM
Deschutes	18.0	HM
Douglas	23.8	H
Gilliam	27.5	H
Grant	41.0	H
Harney	55.7	H
Hood River	7.2	L
Jackson	16.4	LM
Jefferson	18.6	HM
Josephine	17.7	HM
Klamath	21.9	HM
Lake	25.9	H
Lane	16.0	LM
Lincoln	18.0	HM
Linn	20.4	HM
Malheur	28.9	H
Marion	15.7	LM
Morrow	17.4	LM
Multnomah	11.9	L
Polk	15.0	LM
Sherman	0.0	L
Tillamook	23.2	HM
Umatilla	12.1	L
Union	24.5	H
Wallowa	14.5	LM
Wasco	20.1	HM
Washington	8.0	L
Wheeler	0.0	L
Yamhill	13.3	L
Oregon	**14.4**	

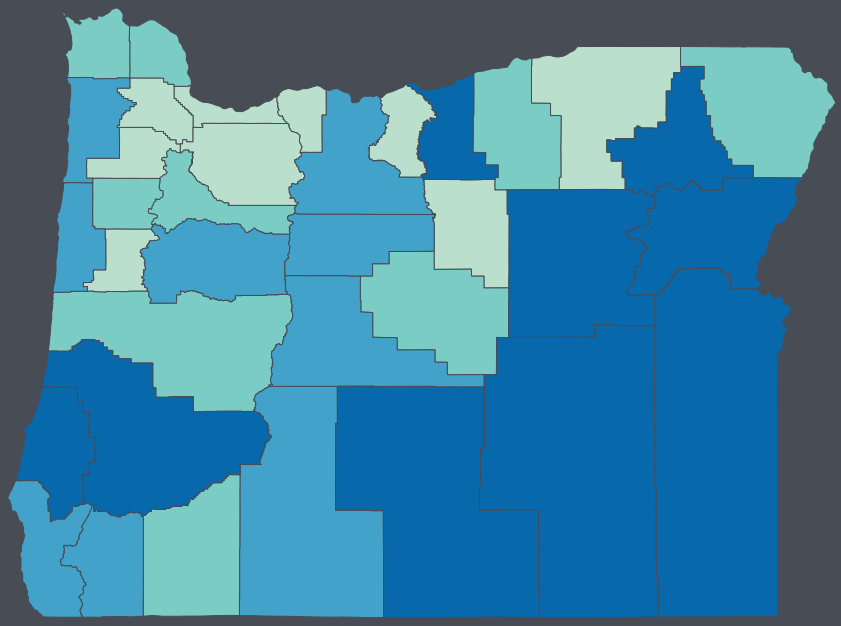
Source: 2017 Department of Human Services

*per 1,000 children

1 https://www.cdc.gov/violenceprevention/pdf/childmaltreatment-facts-at-a-glance.pdf
2 https://www.acf.hhs.gov/sites/default/files/cb/cm2016.pdf

Map 9. Victimization rate for children 0-18*

- **Low** 0-14.2
- **Low-Moderate** 14.21-17.55
- **High-Moderate** 17.56-23.35
- **High** 23.36-55.7
- **Not Available**



State Total

14.4*

*victims per 1,000 children

Figure 8. Victimization rates by age

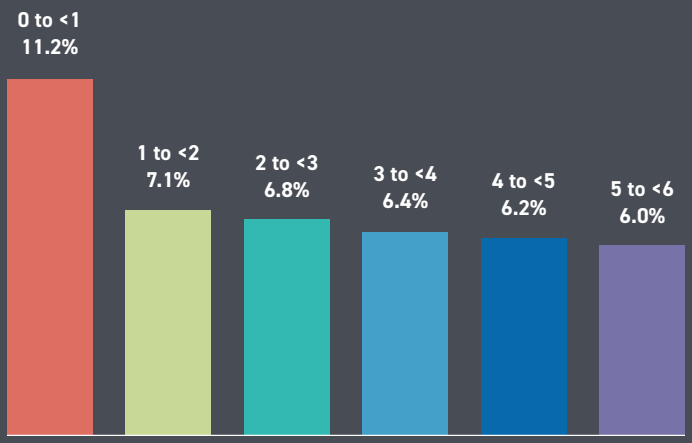


Figure 9. Percentage of all victims 0-18, by race/ethnicity

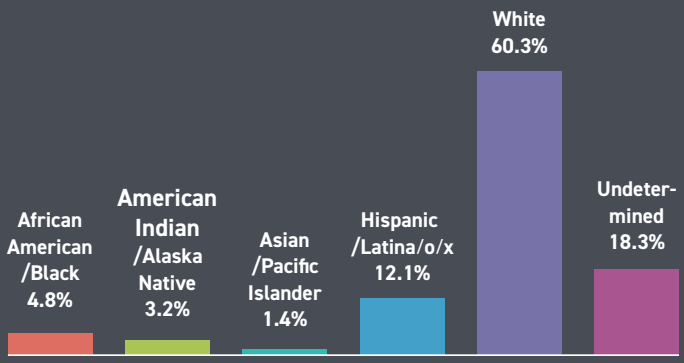


Table Notes: State total includes investigations of child abuse conducted by the Office of Training, Investigations, and Safety (OTIS), formerly the Office of Adult Abuse Prevention & Investigations (OAAPI). Population data is always a year behind victimization rates. Population data is from Puzzanchera, C., Sladky, A. and Kang, W. (2018). "Easy Access to Juvenile Populations: 1990-2017." Online. Available: http://www.ojjdp.gov/ojstatbb/ezapop/.

Source: 2017 Department of Human Services

KEY INDICATOR

11 Adequate Prenatal Care

Rationale / Relevance

Prenatal care can help prevent complications and inform women about important steps they can take to protect their infant and ensure a healthy pregnancy.[1] Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mother who do get care.[2] Doctors can spot health problems early when they see mothers regularly. This allows doctors to treat them early which can cure many problems and prevent others. Prenatal care visits also provide an opportunity for doctors to talk to pregnant women about things they can do to give their unborn babies a healthy start to life. Adequate prenatal care is defined as five or more visits and starting in the first or second trimester.

Oregon Overview

Nationally, about 93.8% of mothers were categorized as receiving adequate prenatal care.[3] Oregon's rate of 94% is thus comparable to the national average. On average, approximately 94% of mothers that gave birth in 2017 received adequate prenatal care. Counties range from a low of 88% to a high of 97%.

Table 11. Percentage of births to mothers with adequate prenatal care

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	140	90.32	L
Benton	671	96.69	H
Clackamas	3,817	94.29	HM
Clatsop	352	94.37	HM
Columbia	473	93.11	LM
Coos	548	92.26	L
Crook	250	96.53	H
Curry	148	90.80	L
Deschutes	1,745	97.27	H
Douglas	1,004	94.27	HM
Gilliam	*	*	NA
Grant	57	90.48	L
Harney	67	97.10	H
Hood River	230	93.12	LM
Jackson	2,085	93.37	LM
Jefferson	237	92.58	LM
Josephine	815	92.93	LM
Klamath	714	90.84	L
Lake	57	91.94	L
Lane	3,179	92.60	LM
Lincoln	383	95.04	HM
Linn	1,386	95.26	H
Malheur	348	87.66	L
Marion	4,073	93.78	HM
Morrow	149	88.69	L
Multnomah	7,744	92.61	LM
Polk	813	95.99	H
Sherman	*	*	NA
Tillamook	202	93.09	LM
Umatilla	880	94.02	HM
Union	264	90.10	L
Wallowa	61	96.83	H
Wasco	287	93.49	HM
Washington	6,232	95.64	H
Wheeler	*	*	NA
Yamhill	1,041	94.81	HM
Oregon	**40,452**	**94.00**	

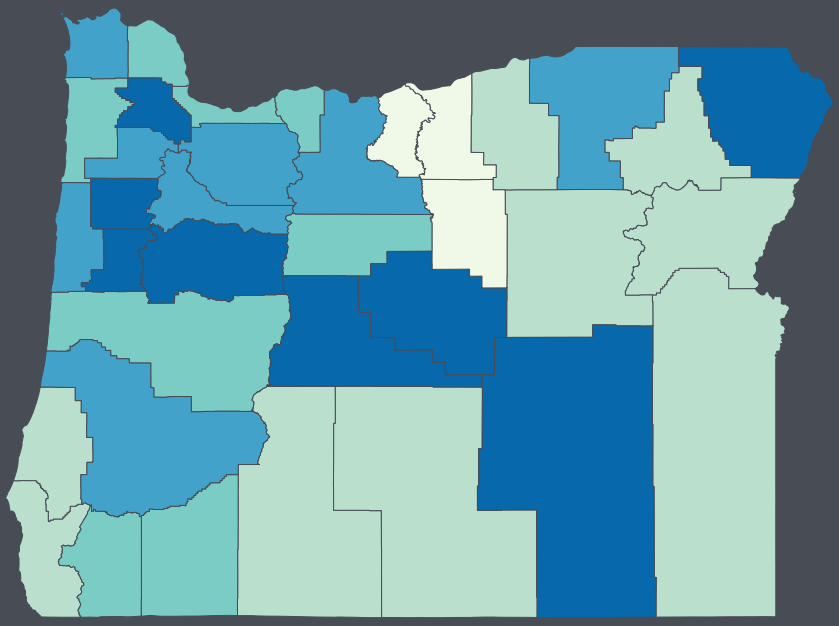
Source: 2017 Oregon Health Authority, Oregon Public Health Assessment Tool

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care
2 https://www.womenshealth.gov/a-z-topics/prenatal-care
3 https://www.cdc.gov/nchs/data/nvsr/nvsr67/nvsr67_03.pdf

Map 10. Births to mothers with adequate prenatal care

- **Low** 87.66-92.26
- **Low-Moderate** 92.27-93.37
- **High-Moderate** 93.38-95.04
- **High** 95.05-97.27
- **Not Available**

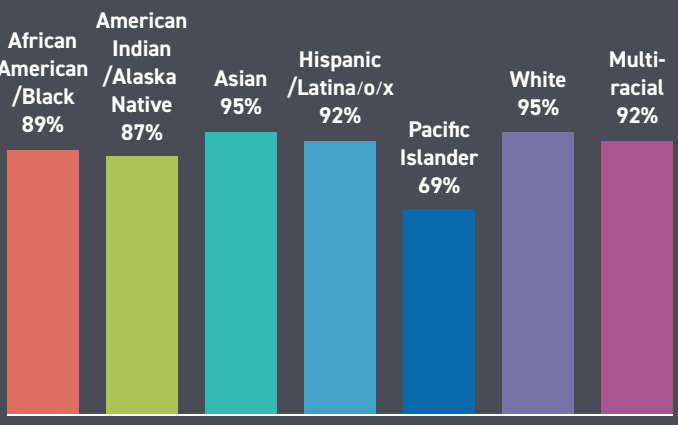


State Total

40,452
94%

All counties are above 88%

Figure 10. For all births within each ethnic group, the percentage that are to mothers with adequate prenatal care



Source: 2017 OHA Oregon Public Health Assessment Tool

KEY INDICATOR

12 Single Parent Households

Rationale / Relevance

This indicator estimates the percentage of children under age 5 living in families with one parent or adult caregiver. Single parenthood has been associated with increased risk of a variety of negative outcomes for children, likely due to related to socioeconomic factors as well as social isolation. Children living in single parent households complete fewer years of school, and are less likely to complete high school and college, although studies are correlational in nature.[1]

Oregon Overview

The national rate of children under 5 years old living in single parent households was 7.57%.[2] Oregon's statewide rate is 6.66%, slightly less than the national average. Counties range from a low of 2.31% to a high of 13.47%.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 12. Children under 5 living in single parent households

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	# All Households	%	Margin of Error	Level
Baker	150	2,812	5.33	3.0 - 7.7	L
Benton	313	13,538	2.31	1.4 - 3.3	L
Clackamas	3055	79,746	3.83	3.3 - 4.4	L
Clatsop	512	6,538	7.83	5.6 - 10.1	HM
Columbia	729	9,616	7.58	5.4 - 9.8	LM
Coos	905	9,739	9.29	6.5 - 12.1	H
Crook	256	3,699	6.92	3.7 - 10.2	LM
Curry	238	2,948	8.07	3.9 - 12.3	HM
Deschutes	2042	33,728	6.05	4.9 - 7.3	LM
Douglas	1550	17,605	8.80	7.0 - 10.6	HM
Gilliam	47	349	13.47	4.6 - 22.3	H
Grant	119	1,194	9.97	6.1 - 13.9	H
Harney	64	1,414	4.53	1.0 - 8.0	L
Hood River	400	4,710	8.49	3.5 - 13.5	HM
Jackson	3437	39,308	8.74	7.4 - 10.1	HM
Jefferson	481	4,108	11.71	7.9 - 15.5	H
Josephine	1033	13,396	7.71	5.7 - 9.8	HM
Klamath	1123	12,295	9.13	7.3 - 10.9	HM
Lake	139	1,296	10.73	5.7 - 15.8	H
Lane	4470	60,641	7.37	6.5 - 8.2	LM
Lincoln	783	6,741	11.62	9.2 - 14.1	H
Linn	1728	24,568	7.03	5.6 - 8.5	LM
Malheur	729	6,897	10.57	7.9 - 13.2	H
Marion	5624	74,305	7.57	6.6 - 8.5	LM
Morrow	159	2,640	6.02	3.6 - 8.5	L
Multnomah	10110	137,459	7.35	6.8 - 7.9	LM
Polk	905	16,526	5.48	4.1 - 6.9	L
Sherman	*	199	*	*	NA
Tillamook	486	4,385	11.08	6.4 - 15.8	H
Umatilla	1651	17,756	9.30	7.0 - 11.6	H
Union	376	5,076	7.41	4.8 - 10.1	LM
Wallowa	86	1,077	7.99	3.2 - 12.7	HM
Wasco	282	5,175	5.45	3.4 - 7.5	L
Washington	6022	127,242	4.73	4.2 - 5.3	L
Wheeler	*	168	*	*	NA
Yamhill	1259	20,947	6.01	4.7 - 7.3	L
Oregon	**51277**	**769,841**	**6.66**	**6.41 - 6.92**	

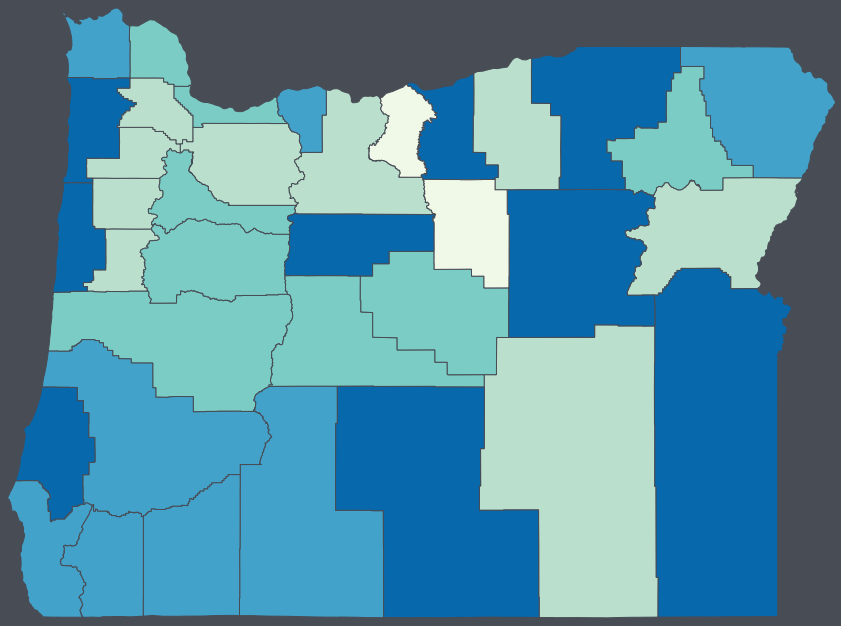
Source: 2017 ACS 5-year estimates, Table B09002

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.educationnext.org/one-parent-students-leave-school-earlier
2 2013-2017 American Community Survey 5-Year Estimates

Map 11. Estimated percentage of children under 5 living in single parent households

- **Low** 2.31-6.03%
- **Low-Moderate** 6.04-7.65%
- **High-Moderate** 7.66-9.25%
- **High** 9.25-13.47%
- **Not Available**



State Total

51,277
7%

Source: 2017 ACS 5-year estimates, Table B09002

KEY INDICATOR

13 Maternal Education

Rationale / Relevance

Maternal education has been found to be consistently correlated with children's academic skills and health. Children's educational outcomes—their cognitive skills, grades, and educational attainment—are closely, although not causally linked to their parents' level of education. Mother's education is also associated with economic well-being, as persons with less than a high school education have higher lifetime risk of being unemployed and of living in poverty. Communities with higher rates of births to mothers with less than a high school education may need to prioritize services to these families to partner with families to encourage support for children's learning at home, and to help families secure resources needed to meet challenges associated with poverty.

Oregon Overview

Nationally, only about 10% of births are to mothers without a high school diploma;[1] in Oregon, 2017 data suggests that 13% of births are to mothers who have not graduated from high school or attained their GED. Counties range from a low of 5% to a high of 27%. In six Oregon counties, more than 1 in 5 births were to mothers with less than a high school education.

Table 13. Percentage of mothers with less than a high school diploma at child's birth

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Level
Baker	20	155	12.90	LM
Benton	37	694	5.33	L
Clackamas	301	4,062	7.41	L
Clatsop	56	371	15.09	HM
Columbia	63	515	12.23	LM
Coos	102	598	17.06	HM
Crook	37	261	14.18	HM
Curry	28	166	16.87	HM
Deschutes	160	1,805	8.86	L
Douglas	146	1,068	13.67	HM
Gilliam	*	*	*	NA
Grant	6	61	9.84	L
Harney	5	73	6.85	L
Hood River	47	264	17.80	HM
Jackson	345	2,236	15.43	HM
Jefferson	55	262	20.99	H
Josephine	113	877	12.89	LM
Klamath	116	783	14.82	HM
Lake	17	62	27.42	H
Lane	362	3,422	10.58	LM
Lincoln	77	403	19.11	H
Linn	187	1,460	12.81	LM
Malheur	94	398	23.62	H
Marion	816	4,415	18.48	H
Morrow	41	168	24.41	H
Multnomah	1,024	8,383	12.22	LM
Polk	86	858	10.02	L
Sherman	*	*	*	NA
Tillamook	22	215	10.23	L
Umatilla	201	952	21.11	H
Union	36	298	12.08	LM
Wallowa	3	64	4.69	L
Wasco	57	314	18.15	H
Washington	674	6,610	10.20	L
Wheeler	*	*	*	NA
Yamhill	117	1,103	10.61	LM
Oregon	**5,455**	**43,412**	**13.00**	

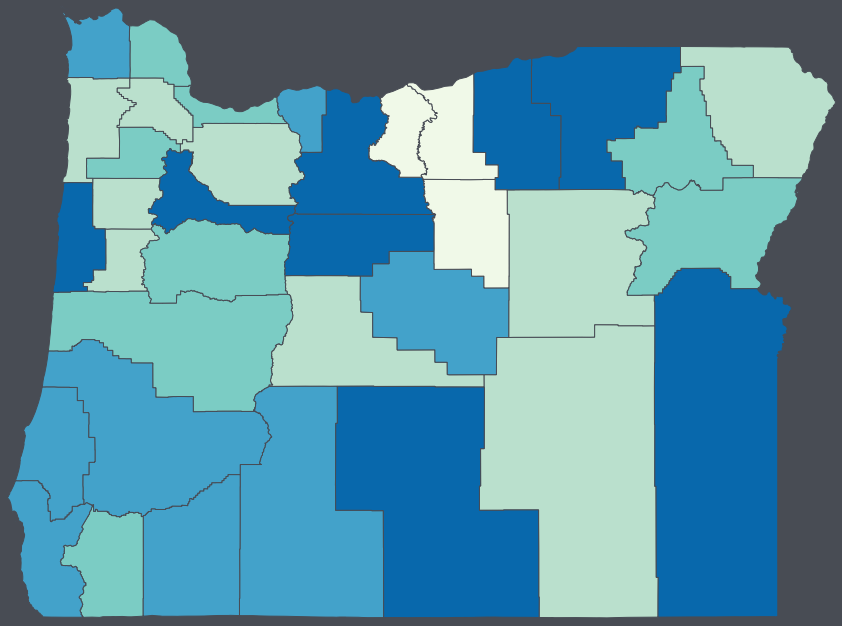
Source: 2017 Vital Statistics, Oregon Health Authority

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.cdc.gov/nchs/products/databriefs/db332.htm

Map 12. Estimated percentage of mothers with less than a high school diploma at child's birth

- **Low** 4.7-10.23%
- **Low-Moderate** 10.24-12.90%
- **High-Moderate** 12.91-17.80%
- **High** 17.81-27.5%
- **Not Available**



State Total

5,455
13%

Data Information: Percentage of mothers reporting education level as less than a High School diploma at the time of child's birth; taken from birth certificates.
Source: 2017 Vital Statistics, Oregon Health Authority

KEY INDICATOR

14 No Parent in the Workforce

Rationale / Relevance

Estimates the percentage of children 0-5 living in families with no employed adult. Higher estimates indicate more young children whose well-being may be negatively impacted by family unemployment.

Oregon Overview

The 2017 estimated national rate of children under 6 living with parents who are not in the workforce was 8.14%.[1] Oregon's statewide rate of children under 6 living with no parents in the workforce is 8.14%, slightly less than the national average. Counties range from a low of 4.73% to a high of 21.65%.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 14. Children 0-5 with no parent in the workforce

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Households	%	Margin of Error	Level
Baker	86	976	8.81	3.8 - 13.8	LM
Benton	219	4,336	5.05	2.1 - 8.1	L
Clackamas	1,486	25,541	5.82	3.8 - 7.8	L
Clatsop	172	2,359	7.29	3.3 - 11.3	LM
Columbia	317	3,069	10.33	5.3 - 15.3	HM
Coos	565	3,597	15.71	9.7 - 21.7	H
Crook	84	1,265	6.64	1.6 - 11.6	L
Curry	*	933	*	*	NA
Deschutes	515	10,878	4.73	2.7 - 6.7	L
Douglas	532	6,036	8.81	6.8 - 10.8	LM
Gilliam	*	128	*	*	NA
Grant	70	374	18.72	5.7 - 31.7	H
Harney	*	438	*	*	NA
Hood River	115	1,797	6.40	0.4 - 12.4	L
Jackson	1,467	13,642	10.75	7.8 - 13.8	HM
Jefferson	195	1,677	11.63	5.6 - 17.6	HM
Josephine	941	4,347	21.65	15.6 - 27.6	H
Klamath	387	4,361	8.87	5.9 - 11.9	LM
Lake	*	412	*	*	NA
Lane	2,287	20,842	10.97	9.0 - 13.0	HM
Lincoln	360	2,754	13.07	7.1 - 19.1	H
Linn	792	8,599	9.21	6.2 - 12.2	HM
Malheur	302	2,452	12.32	7.3 - 17.3	H
Marion	2,108	25,235	8.35	6.4 - 10.4	LM
Morrow	118	946	12.47	3.5 - 21.5	H
Multnomah	4,330	52,508	8.25	7.2 - 9.2	LM
Polk	380	5,326	7.13	4.1 - 10.1	L
Sherman	*	69	*	*	NA
Tillamook	206	1,595	12.92	1.9 - 23.9	H
Umatilla	468	6,061	7.72	4.7 - 10.7	LM
Union	172	1,652	10.41	4.4 - 16.4	HM
Wallowa	71	391	18.16	1.2 - 35.2	H
Wasco	136	2,014	6.75	3.8 - 9.8	L
Washington	2,045	43,103	4.74	3.7 - 5.7	L
Wheeler	*	62	*	*	NA
Yamhill	755	6,897	10.95	6.9 - 14.9	HM
Oregon	**21,716**	**266,672**	**8.14**	**7.1 - 9.1**	

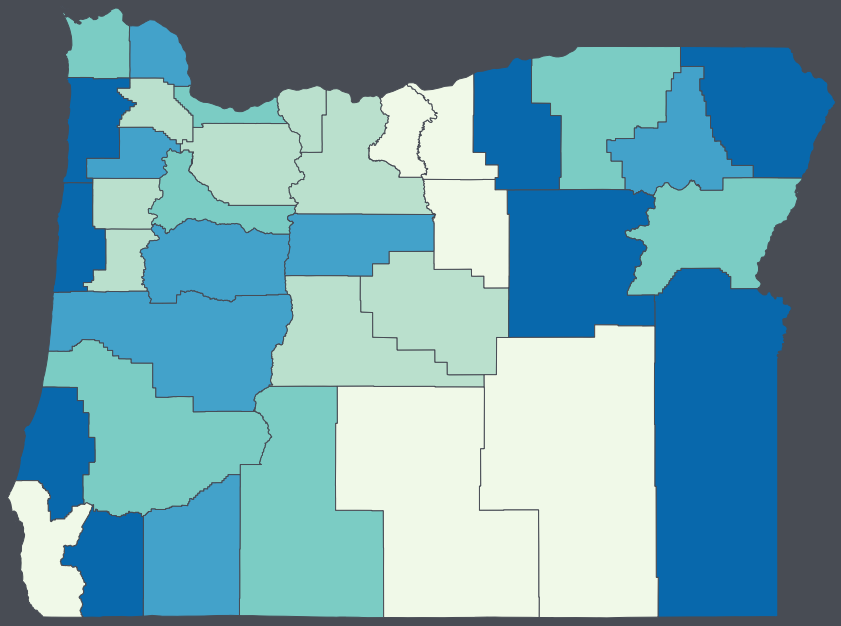
Source: 2017 ACS 5-year estimates, Table B23008

Asterisk (*) indicates data are suppressed due to small sample size

1 https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

Map 13. Estimated percentage of children 0-5 with no parent in the workforce

- **Low** 4.73-7.17%
- **Low-Moderate** 7.18-9.04%
- **High-Moderate** 9.05-12.14%
- **High** 12.15-21.65%
- **Not Available**



State Total

21,716
8.14%

Data Information: Individuals who are living in institutions (for example, a correctional institution or a residential nursing or mental health care facility) and those on active duty in the Armed Forces are not included in this data.

Source: 2017 ACS 5-year estimates, Table B23008

KEY INDICATOR

15 Drug-Related Deaths

Rationale / Relevance

Estimates the rate of drug-related deaths occurring in each county. These estimates are not specific to families with young children. These estimates include all drug-related deaths occurring in each county. High estimates may indicate regions in which there are high rates of substance use/abuse and/or low availability of substance abuse treatment. Children living in households affected by substance abuse are at greater risk for maltreatment and other negative outcomes.

Oregon Overview

Nationally, the rate of drug-induced fatalities in 2017 was 22.8.[1] Thus, Oregon's current rate of 16.2 is lower than the national rate. Concerningly, however, Oregon's rate has increased over recent years, with 2017 marking the record-high number of drug related deaths in the state.

Oregon had an estimated 671 drug-induced fatalities per 100,000 in 2017. Drug-induced deaths include deaths attributed to drug-related causes, including those categorized as mental disorders, unintentional injuries, and suicides. The rate of drug-induced deaths has trended upwards in Oregon recently, with the 2017 rate of 16.2 per 100,000 population being a record high. Counties ranged from a low of 0 drug-induced deaths to a high of 30.7 per 100,000 population.

Table 15. Drug-related deaths

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Deaths	Rate*	Level
Baker	3	16,054	17.9	HM
Benton	5	90,951	5.4	L
Clackamas	48	412,672	11.6	LM
Clatsop	3	39,182	7.7	L
Columbia	6	51,782	11.7	LM
Coos	15	63,888	23.7	H
Crook	3	23,123	13.6	HM
Curry	7	22,669	30.7	H
Deschutes	24	186,875	13.1	LM
Douglas	15	109,405	13.5	HM
Gilliam	0	1,855	0.0	L
Grant	0	7,190	0.0	L
Harney	1	7,289	13.6	HM
Hood River	3	23,377	11.9	LM
Jackson	40	217,479	18.4	HM
Jefferson	3	23,758	12.9	LM
Josephine	24	86,352	28.0	H
Klamath	16	66,935	23.6	H
Lake	0	7,863	0.0	L
Lane	86	374,748	23.2	H
Lincoln	11	48,920	22.9	H
Linn	14	125,047	11.3	LM
Malheur	2	30,480	6.3	L
Marion	56	341,286	16.5	HM
Morrow	1	11,166	8.4	LM
Multnomah	187	807,555	23.3	H
Polk	8	83,696	9.9	LM
Sherman	0	1,758	0.0	L
Tillamook	6	26,690	22.9	H
Umatilla	8	76,985	9.9	LM
Union	5	26,222	18.6	HM
Wallowa	2	7,051	27.8	H
Wasco	4	26,437	14.8	HM
Washington	48	588,957	8.1	L
Wheeler	0	1,357	0.0	L
Yamhill	17	105,722	16.0	HM
Oregon	**671**	**4,142,776**	**16.2**	

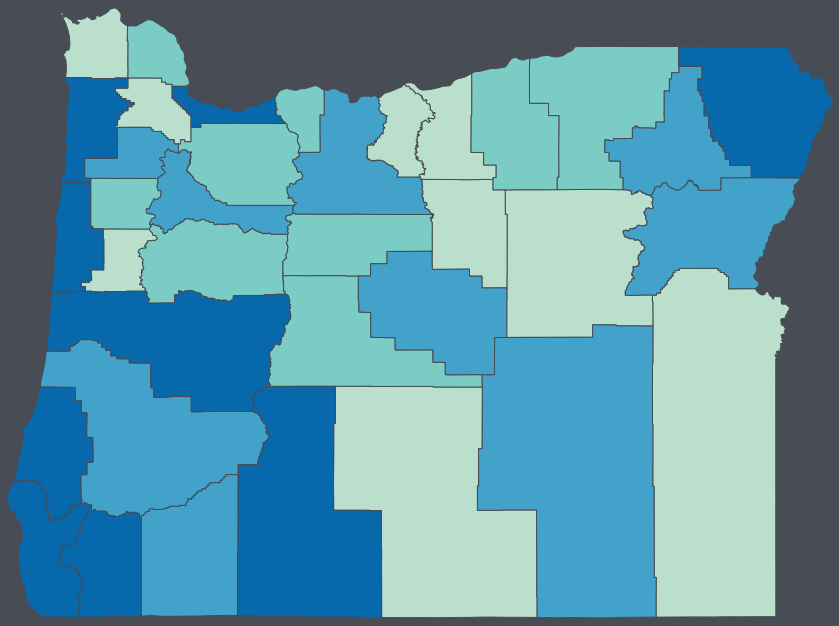
Source: 2017 Vital Statistics, Oregon Health Authority

*Rate is per 100,000

1 https://www.healthypeople.gov/2020/topics-objectives/topic/substance-abuse/national-snapshot)

Map 14. Estimated rate of drug-related deaths*

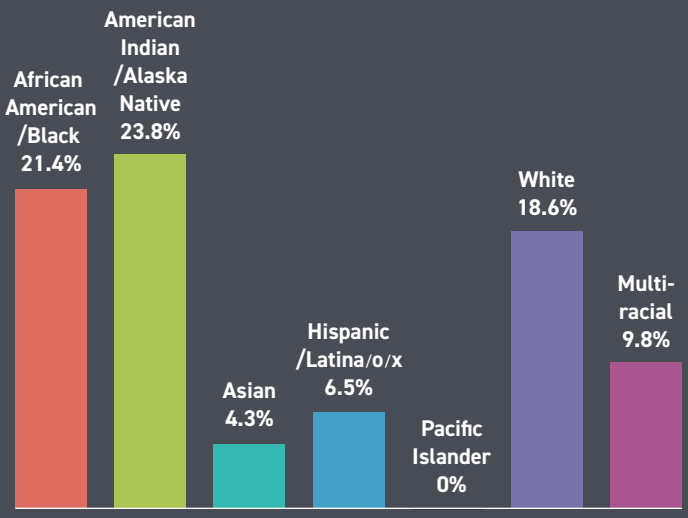
- **Low** 0-8.325
- **Low-Moderate** 8.326-13.3
- **High-Moderate** 13.4-19.675
- **High** 19.676-30.7
- **Not Available**



State Total

671
16.2 per 100,000

Figure 11. For all deaths within each ethnic group, the percentage that are drug-related



*Note: Categories are not exclusive and therefore percentages can exceed 100

Source: 2017 Vital Statistics, Oregon Health Authority

KEY INDICATOR

16 Violent Crimes

Rationale / Relevance

Exposure to violence can lead to long-lasting physical, mental, and emotional harm, whether the child is a direct victim or a witness. Children who are exposed to violence or live in communities where there are more violent crimes committed are more likely to suffer long-term negative consequences. Exposure to violence is considered one of the adverse childhood experiences that has been repeatedly linked to increased risk for a variety of health, mental health, and other problems across the lifespan.[1] Communities with high rates of violent crimes may be especially in need both of violence prevention programs and strategies, as well as programs that help to ameliorate the impact of exposure to community violence on children.

Oregon Overview

The average violent crime rate in Oregon is 249 violent crimes per 100,000 persons; this rate is low compared to national estimates of 368 per 100,000 persons. This rate is not specific to individuals with young children. It is reflective of all individuals residing in each county. Oregon counties range from a low of 0 to a high of 474 crimes per 100,000 persons. Five counties, which include both rural and urban areas, have violent crime rates higher than 300 per 100,000.

Table 16. Violent crime rate

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Rate*	Level
Baker	43	264	H
Benton	113	128	L
Clackamas	621	160	LM
Clatsop	57	163	LM
Columbia	65	133	LM
Coos	103	170	LM
Crook	74	346	H
Curry	23	108	L
Deschutes	294	169	LM
Douglas	232	219	HM
Gilliam	0	0	L
Grant	5	69	L
Harney	17	230	H
Hood River	34	147	LM
Jackson	714	335	H
Jefferson	49	222	HM
Josephine	189	223	HM
Klamath	142	218	HM
Lake	-	-	-
Lane	1,007	330	H
Lincoln	162	347	H
Linn	136	112	L
Malheur	65	226	HM
Marion	771	233	H
Morrow	38	331	H
Multnomah	3,716	474	H
Polk	182	230	HM
Sherman	1	58	L
Tillamook	25	97	L
Umatilla	172	223	HM
Union	36	137	LM
Wallowa	0	0	L
Wasco	41	159	LM
Washington	968	169	LM
Wheeler	3	184	HM
Yamhill	132	128	L
Oregon	**10,027**	**249**	

Source: 2019 County Health Rankings: FBI Uniform Crime Reporting

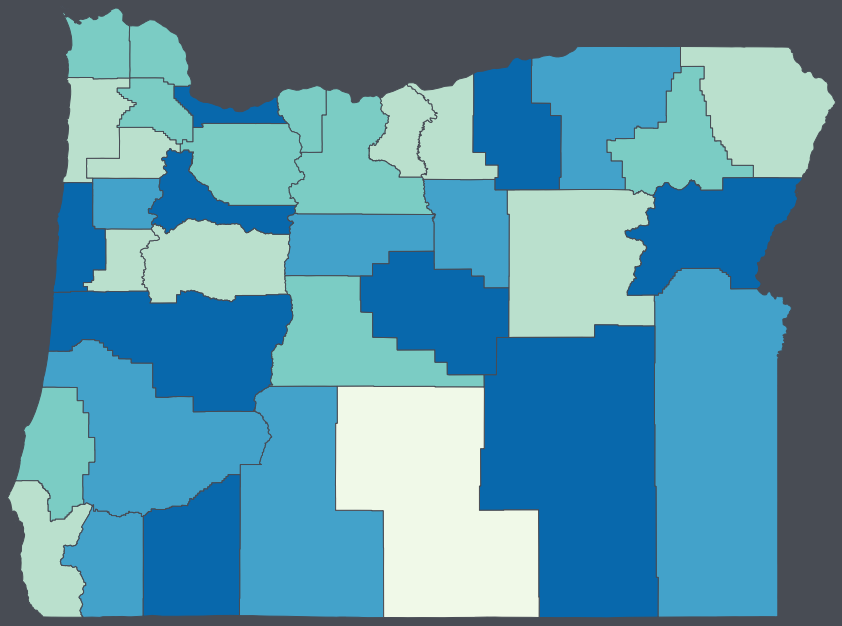
Dash (-) indicates no data available

*Rate is per 100,000

1 https://nij.ojp.gov/topics/articles/children-exposed-violence

Map 15. Violent crime rate*

- **Low** 0-130.6
- **Low-Moderate** 130.7-170.4
- **High-Moderate** 170.5-230.1
- **High** 230.2-474
- **Not Available**



State Total

10,027
249 per 100,000

Source: 2019 County Health Rankings: FBI Uniform Crime Reporting

KEY INDICATOR

17 Lack of Affordable Housing

Rationale / Relevance

Estimates the extent to which housing units in a given region may cost more than 30% of household income. High estimates may indicate communities in which there is a lack of affordable housing, especially for families at lower income levels. Access to affordable housing leads to unstable housing situations for families and dramatically increases the risk that families may lose housing altogether as well as increasing the risk of a variety of other potentially negative outcomes for families and children.[1] Low income families are especially negatively impacted, as escalating housing costs further reduce financial resources available to meet other basic needs such as food, medical care, etc. A related indicator, enrollment in housing assistance programs, should be considered when interpreting these data to provide more information about the extent to which families who live in communities with less affordable housing are or are not likely to be receiving needed supports to ensure housing stability.

Oregon Overview

Oregon had an estimated 554,145 households where rent or owner costs were 30% or more of the household's income, based on data from the U.S. Census Bureau's American Community Survey (ACS) in 2017. Approximately 35.8% of Oregon's households statewide put 30% or more of income towards rent or owner costs, with counties ranging from a low of 21.3% to a high of 40%. Twelve Oregon counties have more than 35% of households paying more than a third of their income for housing; these counties include both rural and urban communities.

Important Note

Estimates of housing units are based on the most recent available five-year ACS data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 17. Households where rent/owner costs were 30% or more of income

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

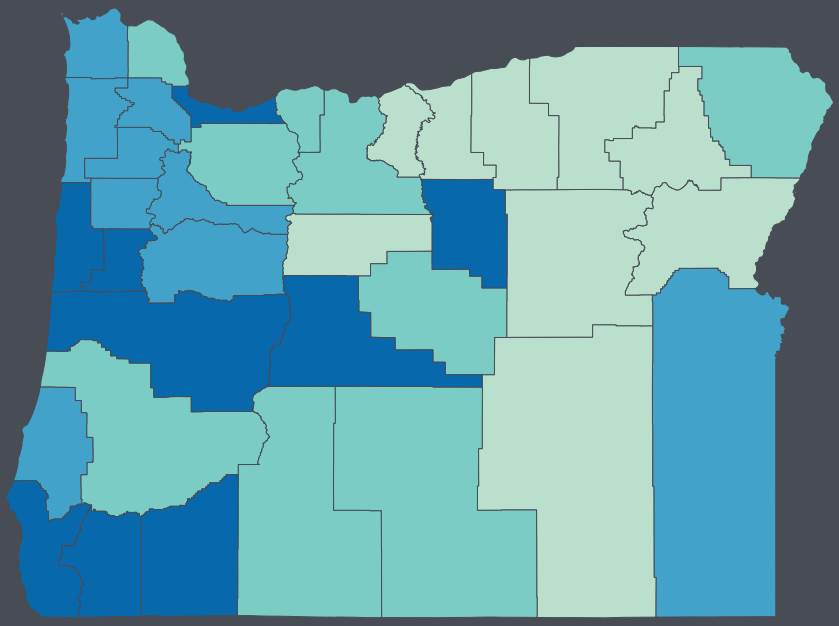
County	#	Total Housing Units	%	Margin of Error	Level
Baker	1,801	6,750	26.7	23.8 - 29.6	L
Benton	12,472	34,211	36.5	34.7 - 38.3	H
Clackamas	50,200	151,983	33.0	32.2 - 33.9	LM
Clatsop	5,465	15,636	35.0	32.8 - 37.1	HM
Columbia	5,748	18,863	30.5	28.2 - 32.8	LM
Coos	9,086	25,848	35.2	33.0 - 37.3	HM
Crook	2,962	9,035	32.8	29.2 - 36.3	LM
Curry	3,728	10,176	36.6	33.1 - 40.2	H
Deschutes	25,234	68,714	36.7	35.2 - 38.3	H
Douglas	14,229	43,759	32.5	30.7 - 34.3	LM
Gilliam	191	742	25.7	18.9 - 32.6	L
Grant	844	3,055	27.6	23.5 - 31.7	L
Harney	789	2,806	28.1	23.0 - 33.2	L
Hood River	2,401	7,993	30.0	26.0 - 34.1	LM
Jackson	33,938	84,759	40.0	38.8 - 41.3	H
Jefferson	2,237	7,452	30.0	26.7 - 33.4	L
Josephine	13,745	34,915	39.4	37.2 - 41.5	H
Klamath	8,453	26,689	31.7	29.9 - 33.4	LM
Lake	1,082	3,266	33.1	27.4 - 38.9	LM
Lane	57,533	146,267	39.3	38.4 - 40.3	H
Lincoln	7,328	20,106	36.5	34.4 - 38.5	H
Linn	16,018	45,586	35.1	33.4 - 36.9	HM
Malheur	3,312	9,671	34.3	31.5 - 37.0	HM
Marion	39,517	114,619	34.5	33.4 - 35.6	HM
Morrow	820	3,846	21.3	17.6 - 25.1	L
Multnomah	12,473	314,545	39.7	39.0 - 40.3	H
Polk	9,727	28,730	33.9	31.8 - 36.0	HM
Sherman	210	734	28.6	22.7 - 34.5	L
Tillamook	3,529	10,105	34.9	31.7 - 38.2	HM
Umatilla	7,287	26,322	27.7	25.7 - 29.7	L
Union	2,899	9,963	29.1	26.4 - 31.8	L
Wallowa	973	3,028	32.1	28.7 - 35.5	LM
Wasco	3,089	9,779	31.6	29.0 - 34.2	LM
Washington	70,242	210,801	33.3	32.6 - 34.0	HM
Wheeler	224	614	36.5	29.7 - 43.2	H
Yamhill	12,095	35,616	34.0	32.3 - 35.6	HM
Oregon	**554,145**	**1,546,984**	**35.82**	**35.5 - 36.1**	

Source: 2017 ACS 5-year estimates, Table DP04

1 https://homeforallsmc.org/wp-content/uploads/2017/05/Impact-of-Affordable-Housing-on-Families-and-Communities.pdf

Map 16. Estimated percentage of households where rent/owner costs were 30% or more of income

- **Low** 21.3-30.02%
- **Low-Moderate** 30.02-33.23%
- **High-Moderate** 33.24-36.12%
- **High** 36.13-40.04%
- **Not Available**



State Total

554,145
35.8%

Data Information: Housing units included in this data are not specific to housing units with young children. All housing units are included.

Source: 2017 ACS 5-year estimates, Table DP04

KEY INDICATOR

18 Student Homelessness

Rationale / Relevance

Estimates the percentage of students in the K-12 system in the region whose families are homeless. Higher estimates indicate more children whose well-being may be negatively impacted by homelessness. The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; or living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.[1]

Oregon Overview

Oregon had one of the highest rates of unsheltered homeless families with children in the United States (4%), and has a high rate of unsheltered homeless students.[2] The national rate of K-12 homeless students was 2%[3] in 2015-16. Oregon's statewide rate of K-12 students who are homeless is 4%, which is double the national average. Counties range from a low of 0% to a high of 15%.

Table 18. K-12 homeless students

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

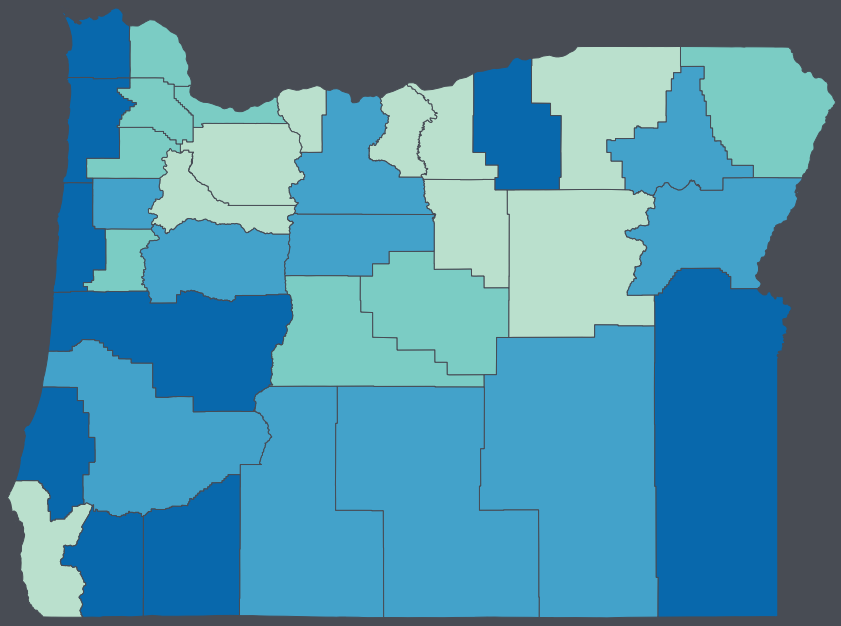
County	#	Total Population	%	Level
Baker	175	4,187	4.18	HM
Benton	259	9,025	2.87	LM
Clackamas	1,147	59,876	1.92	L
Clatsop	312	5,226	5.97	H
Columbia	229	7,472	3.06	LM
Coos	576	10,052	5.73	H
Crook	92	2,930	3.14	LM
Curry	129	5,193	2.48	L
Deschutes	884	27,008	3.27	LM
Douglas	629	14,408	4.37	HM
Gilliam	0	303	0.00	L
Grant	6	868	0.69	L
Harney	68	1,775	3.83	HM
Hood River	32	4,061	0.79	L
Jackson	2,206	30,470	7.24	H
Jefferson	137	3,652	3.75	HM
Josephine	969	10,938	8.86	H
Klamath	367	9,719	3.78	HM
Lake	48	1,210	3.97	HM
Lane	2,296	46,297	4.96	H
Lincoln	825	5,556	14.85	H
Linn	1,024	22,836	4.48	HM
Malheur	261	5,109	5.11	H
Marion	1,649	62,550	2.64	L
Morrow	112	2,488	4.50	H
Multnomah	3,349	93,207	3.59	LM
Polk	269	6,992	3.85	HM
Sherman	0	270	0.00	L
Tillamook	249	3,511	7.09	H
Umatilla	177	13,948	1.27	L
Union	168	3,929	4.28	HM
Wallowa	26	859	3.03	LM
Wasco	141	3,561	3.96	HM
Washington	2,638	87,548	3.01	LM
Wheeler	22	1,275	1.73	L
Yamhill	589	16,351	3.60	LM
Oregon	**21,756**	**584,660**	**4.00**	

Source: 2018 Oregon Department of Education

1 https://www2.ed.gov/programs/homeless/guidance.pdf
2 https://files.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf
3 https://nche.ed.gov/wp-content/uploads/2018/12/ehcy_profile.pdf; https://nces.ed.gov/programs/digest/d15/tables/dt15_203.10.asp

Map 17. Estimated percentage of K-12 homeless students

- **Low** 0-2.75%
- **Low-Moderate** 2.76-3.75%
- **High-Moderate** 3.76-4.49%
- **High** 4.50-15%
- **Not Available**



State Total

21,756
4%

Source: 2018 Oregon Department of Education

KEY INDICATOR

19 Overall Risk Index

Rationale / Relevance

This indicator estimates an overall risk index based on 11 different factors. The overall risk index includes factors related to risk and resilience across two domains: (1) early childhood well being and (2) healthy, stable, and attached families. These two domains are part of the goals of Oregon's statewide early learning systems strategic plan to support children and families. The 11 indicators included in the overall risk index are:

- Children in Poverty
- Children in Food Insecure Households
- Low Birth Weight Infants
- Child Abuse and Neglect Rates
- Children Living in Single Parent Households
- Children Living in Homes with No Parent in the Labor Force
- Rates of Drug-Induced Deaths
- Violent Crime Rates
- Lack of Affordable Housing Rates
- K-12 Houseless Students
- Maternal Education at Child's Birth (Less than a High School Diploma)

For more information, see prior section on Key Definitions. The methods used to create this index are modeled on those utilized in the Illinois Risk and Reach Report.[1]

Oregon Overview

Oregon's counties were each assigned an estimated overall average risk level based on combining multiple indicators of risk. The overall risk index was calculated by standardizing each risk indicator (a statistical procedure that allows measures with different reference/scales to be combined), then summing the z-scores for each of the individual indicators, and dividing by the number of indicators. Where data were missing for an indicator, the average of the z-scores present was divided by the number of indicators used. Z-scores represent the number of standard deviations above or below the state average for each county.

As can be seen, overall community level risk is not associated with a single geographic area in the state. Several of the counties which were categorized as low for these risk indicators represent smaller rural and frontier areas of the state (e.g., Sherman and Gilliam counties) as well as more urban areas (e.g., Washington and Clackamas counties). Similarly, counties higher in these risk indicators represent both large urban areas (e.g., Lane county) as well as smaller more rural communities (e.g., Coos county).

The 11 indicators used come from a broad range of areas that research has shown are correlated with child and family well-being. Looking at them in combination provides a relatively stable way of seeing where more (or fewer) risk indicators exist in combination. Sensitivity analysis showed that removing any single indicator does not change the estimated overall risk levels for the five highest and lowest ranked counties. However, because counties reflect varying levels of the different risk indicators, removing two or more individual indicators did result in changing the overall (combined) risk index in some cases. In the majority of cases tested using different combinations of risk indicators, counties did not shift categories by more than 1 level higher or lower than was the case for the original 11-indicator risk index. This suggests that while unique risk indicators may be more or less important in interpreting the level of risk in a given county in some cases, the combined estimate can be considered to be a stable indicator for cross-county comparisons.

Important Note

In interpreting these data, it is important to keep in mind that In interpreting these data, it is important to keep in mind that many of the indicators included in the Overall Risk Index are based on U.S. Census Bureau's American Community Survey (ACS), which has large margins of error for small communities. See Appendix C for further information about Margin of Error.

How to Interpret County Scores

Data in this table reflects standardized scores, or "z-scores" which are based on a normal distribution; the statewide average for each indicator is always equal to zero. Scores that are negative for a particular indicator mean that the county is below the state average for that indicator. Scores that are positive for a particular indicator mean that the county is above the state average for that indicator. Scores that exceed -1 or +1 are more than one standard deviation below (-1) or above (+1) the statewide average.

1 Illinois Risk and Reach Report (Spring, 2019). RiskandReach.erikson.edu.

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19 Overall Risk Index *continued*

Table 19. Overall risk index by county, 2017

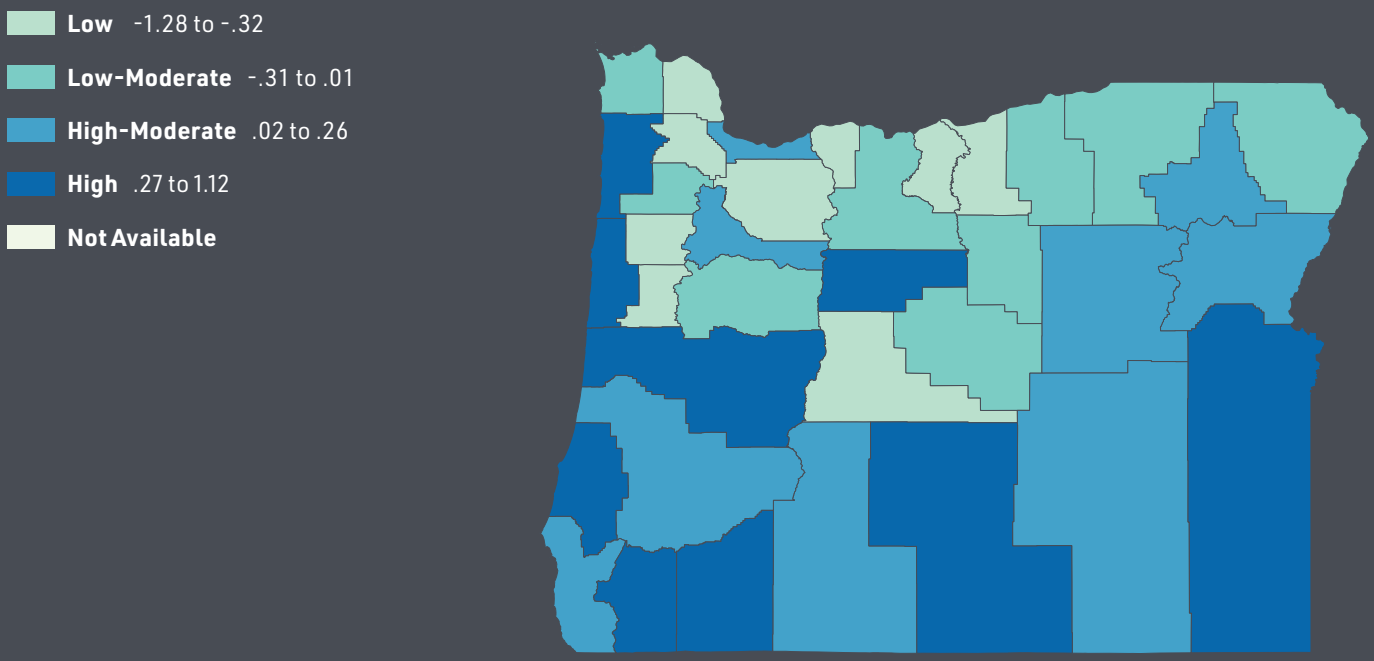
RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Child Poverty	Child Food Insecurity	Low Birth Weight	Child Abuse & Neglect Rate	Single Parent Household	No Parent in Labor Force	Drug-Induced Death Rate	Violent Crime Rate	Affordable Housing Rate	K-12 Houseless Students	Maternal Education	Overall Risk	Estimated Overall Risk Level
Baker	0.06	0.84	0.61	1.95	-1.01	-0.32	0.48	0.71	-1.46	0.09	-0.23	0.16	HM
Benton	-1.23	-1.47	-0.17	-0.85	-2.25	-1.22	-0.99	-0.64	0.84	-0.40	-1.62	-0.91	L
Clackamas	-1.66	-1.68	0.03	-0.97	-1.63	-1.04	-0.26	-0.32	0.04	-0.76	-1.24	-0.86	L
Clatsop	-0.99	-0.89	-0.58	-0.27	0.01	-0.68	-0.72	-0.29	0.49	0.76	0.17	-0.27	LM
Columbia	-0.92	-0.36	-0.19	-0.38	-0.09	0.04	-0.25	-0.58	-0.57	-0.33	-0.36	-0.36	L
Coos	0.33	0.89	0.21	1.57	0.61	1.33	1.16	-0.22	0.54	0.67	0.53	0.69	H
Crook	0.57	0.93	-1.06	-0.37	-0.36	-0.84	-0.02	1.51	-0.02	-0.30	0.00	0.00	LM
Curry	-1.12	0.55	-0.20	0.16	0.11	*	1.99	-0.83	0.89	-0.54	0.49	0.15	HM
Deschutes	-1.06	-0.81	0.11	-0.12	-0.72	-1.29	-0.08	-0.24	0.90	-0.25	-0.97	-0.41	L
Douglas	0.43	0.97	0.45	0.40	0.41	-0.32	-0.04	0.26	-0.08	0.16	-0.09	0.23	HM
Gilliam	*	-1.93	-2.22	0.73	2.32	-2.43	-1.63	-1.89	-1.68	-1.47	*	-1.13	L
Grant	0.16	1.09	1.02	1.94	0.88	2.05	-1.63	-1.21	-1.23	-1.21	-0.79	0.10	HM
Harney	0.09	1.05	0.14	3.26	-1.34	*	-0.02	0.37	-1.12	-0.04	-1.34	0.11	HM
Hood River	-0.27	-1.47	-1.32	-1.09	0.28	-0.90	-0.23	-0.45	-0.67	-1.18	0.66	-0.60	L
Jackson	0.32	0.18	0.43	-0.27	0.38	0.14	0.54	1.40	1.69	1.23	0.23	0.57	H
Jefferson	1.40	0.97	0.49	-0.07	1.60	0.35	-0.11	0.29	-0.67	-0.07	1.24	0.49	H
Josephine	0.36	0.93	0.68	-0.15	-0.04	2.75	1.67	0.29	1.53	1.84	-0.24	0.87	H
Klamath	-0.18	0.76	0.50	0.23	0.54	-0.31	1.15	0.25	-0.28	-0.06	0.12	0.25	HM
Lake	2.63	1.18	3.27	0.59	1.19	*	-1.63	-	0.06	0.01	2.42	1.08	H
Lane	-0.39	-0.11	0.17	-0.30	-0.18	0.20	1.11	1.35	1.52	0.38	-0.66	0.28	H
Lincoln	0.82	1.22	-0.28	-0.12	1.56	0.70	1.07	1.52	0.84	4.07	0.90	1.12	H
Linn	-0.44	0.18	-0.32	0.09	-0.32	-0.23	-0.30	-0.79	0.53	0.20	-0.25	-0.15	LM
Malheur	2.39	1.09	1.17	0.86	1.13	0.52	-0.88	0.33	0.32	0.44	1.72	0.83	H
Marion	-0.04	-0.44	0.08	-0.33	-0.10	-0.43	0.32	0.39	0.38	-0.49	0.79	0.01	HM
Morrow	0.11	-1.02	-1.22	-0.18	-0.73	0.55	-0.64	1.36	-2.72	0.21	1.87	-0.22	LM
Multnomah	-0.75	-0.73	0.14	-0.67	-0.19	-0.46	1.12	2.77	1.60	-0.13	-0.36	0.21	HM
Polk	-0.65	-0.73	-0.32	-0.39	-0.96	-0.72	-0.46	0.36	0.23	-0.03	-0.76	-0.40	L
Sherman	*	-0.52	*	-1.74	*	*	-1.63	-1.32	-1.00	-1.47	*	-1.28	L
Tillamook	0.41	0.02	-0.04	0.34	1.34	0.66	1.07	-0.94	0.48	1.18	-0.72	0.35	H
Umatilla	0.41	0.02	-0.40	-0.65	0.61	-0.58	-0.46	0.30	-1.22	-1.00	1.27	-0.15	LM
Union	-0.43	0.64	1.56	0.46	-0.16	0.06	0.56	-0.54	-0.89	0.13	-0.38	0.09	HM
Wallowa	0.42	0.64	-1.16	-0.44	0.07	1.91	1.65	-1.89	-0.17	-0.34	-1.73	-0.09	LM
Wasco	-1.09	-1.14	0.38	0.07	-0.97	-0.81	0.12	-0.33	-0.30	0.01	0.73	-0.30	LM
Washington	-1.32	-1.64	0.06	-1.02	-1.26	-1.29	-0.67	-0.24	0.11	-0.35	-0.73	-0.76	L
Wheeler	1.81	1.51	-2.22	-1.74	*	*	-1.63	-0.09	0.85	-0.83	*	-0.29	LM
Yamhill	-0.20	-0.69	0.18	-0.54	-0.74	0.19	0.26	-0.64	0.26	-0.13	-0.65	-0.25	LM

Source: Various

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 18. Overall risk index by county, 2017



Source: Various

ANALYSIS OF RISK/RESILIENCY

Key High-Level Takeaways: Population, Risk & Resiliency Factors

There is increasing cultural and linguistic diversity in Oregon, especially among young children and young children living in poverty.

Many of these culturally and linguistically diverse children live in rural and frontier communities. Oregon has a rapidly increasing population of children 0-5 who are Latinx; these children live in rural, urban, and frontier regions of the state, where they represent up to one in five children under age five. All of the five communities in which more than a third of children come from families whose home language is not English are in counties that are primarily rural or frontier, with the exception of Marion County, which does include large rural areas as well as some more urbanized areas.

Southern Oregon includes many regions that are higher in community risk factors.

An analysis of communities that are highest in overall risk suggests that southern Oregon rural and frontier counties are somewhat more likely to be places in which children are most likely to experience a variety of risk factors that increase their vulnerability to long term negative outcomes.

Local, county-level analysis of factors that are driving higher overall risk is important.

While there are some state-level insights that can be gained from analysis of overall risk, it is clear that geography, including population density, does not solely account for a county being categorized as at highest risk. For example, Lane County, home to Eugene, Oregon and the University of Oregon, is ranked among those counties at highest risk. Analysis of individual risk factors suggests that while Lane County is generally below the state median for some socioeconomic risk factors (maternal education, children living in poverty) it is characterized by low housing affordability, a high proportion of homeless K-12 students, and higher than average violent crime.

More fine-grained analysis of risk and resilience within counties is a critical next step.

Again, while there are important insights that can be gained by understanding risk and resilience factors at the county and state level, every county is likely to have areas of more concentrated risk. For example, several counties that have moderate or low rates of overall poverty may be higher in concentrated poverty. Marion and Lane counties show this pattern, which may be related to their combination of dense urban areas as well as less populated outlying areas.

Statewide summary of priority risk factors.

Relative to national information or comparators, the following risk and resiliency factors warrant prioritization for Oregon as a state:

1. **Children living in poverty:** Statewide, approximately 22% of Oregon's youngest citizens are living at or below the federal poverty line—currently $25,750 annual income for a family of four, which is higher than the national rate of 19.2%. Further, in an estimated ten Oregon counties, as many as one in three young children—a third—are living in poverty.
2. **Food insecurity:** Statewide, more children are living in households characterized by food insecurity (19%)—that is, uncertainty about whether they would have enough to eat and/or sufficient resources to obtain food needed for their household—than is the case nationally (13.9%). Further, there are regional differences in food insecurity that warrant attention. In 22 of 36 Oregon counties, more than 1 in 5 households with children were food insecure in 2018.
3. **Child abuse and neglect:** Oregon has higher rates of child abuse and neglect (14.4 victims ages 0-18 per 1,000 children) compared to the national average of 9.1 victims per 1,000. While states vary considerably in terms of the procedures and policies for investigating and substantiating reports of child abuse and neglect, this statistic is concerning. Moreover, in 14 Oregon counties, these rates exceed 20 victims per 1,000. Further, it is clear that some children of color, notably Black/African American children and American Indian/Alaska Native children, are particularly likely to be found to be victims of abuse or neglect.
4. **Drug related deaths.** While Oregon has a lower overall rate of drug-related deaths compared to national statistics, the most recent data (2017) indicate the highest number of drug-related fatalities ever recorded in the state. Given the serious negative consequences for children growing up in families affected by substance abuse, this issue warrants cross-sector focus. In particular, those counties with the highest rates of drug-related fatalities should be prioritized.
5. **Homeless K-12 students.** The national rate of K-12 homeless students was 2% in 2015-16. Oregon's statewide rate of K-12 students who are homeless is 4%, which is

double the national average. Moreover, in some communities this figure is considerably higher, with three counties having more than 7% of K-12 students meeting the federal definition of homelessness.

Equity Analysis

While not all population and risk/resilience information is available for different racial, ethnic, and/or linguistic groups, the data that are available underscore what has already been recognized by the Oregon Early Learning Division in terms of the presence of significant disparities in the extent to which these groups face disproportionately higher levels of community and other risk factors. Data included in this section of the report underscore this understanding. A few key disparities are worth noting in terms of their particular relevance for the well-being of young children. Overall, the children most consistently facing a variety of community and family risk factors in Oregon are children of Black/African American, American Indian/Alaskan Natives, or Pacific Island descent. These children are more likely to:

- Live in poverty;
- Be reported victims of abuse or neglect;
- Lack key immunizations at age 2;
- Be born low birth weight; and
- Be born to mothers who have not received good prenatal care

Although children of Hispanic/Latinx descent are disproportionately represented among children living in poverty and are less likely than other children to demonstrate academic success (see Section 6, Systems Outcomes) they do not appear disproportionately represented by the other family and community risk factors presented here. Hispanic/Latinx children, for example, are no more or less likely to be born at low birth weight, to be fully immunized at age two, or to be born to mothers receiving adequate prenatal care. Moreover, they are less likely to be reported victims of child abuse or neglect than would be expected—only 12% of victims of maltreatment were Latinx (vs. 24% in the population).

It is important to note that many of these risk factors are, at their root, related to the systemic and institutionalized racism and historical trauma experienced by these cultural groups in the United States and in Oregon. Successfully reducing these disparities, then, will require efforts to address these root causes. Systemic barriers to economic opportunities, coupled with social and economic marginalization, racism and implicit bias continue to work to the detriment of the well-being of families and young children in these racial/ethnic groups. Current statewide efforts to more meaningful disrupt these patterns, including the operationalization and use of an equity lens to prioritize resources and hold communities accountable for improving outcomes for these children will be important to strengthen and sustain moving forward. One such current effort being undertaken through the Early Childhood Equity Fund authorized through the 2019 Student Success Act, which provides funding dedicated to supporting increased capacity for culturally-specific organizations to provide high-quality early learning and development programs for young children.[1]

Strengths Summary

Most counties have between 60-75% of children fully immunized at age 2. Considering the national rate of on-time immunizations is 70%, most counties are close to that national rate. Oregon counties are providing adequate prenatal care to 88-97% of mothers however, the US has the highest maternal morbidity rate when compared to similar countries.[2]

1 https://oregoncf.org/Templates/media/files/early_childhood/p3_alignment/cso_brief_online.pdf
2 https://www.commonwealthfund.org/publications/issue-briefs/2018/dec/womens-health-us-compared-ten-other-countries

2 Supports for Resiliency

Enrollment in Early Childhood & Other Support Services

To better understand the extent to which key publicly funded early learning and other services are being provided to Oregon's children and families, we identified and compiled data related to enrollment across a variety of cross-sector publicly funded programs. The extent to which potentially eligible children and families are enrolled in these programs is referred to here as the "reach rate" for the given program.

Indicators in this section reflect the data that were available and provided to the PDG B-5 Strengths and Needs Assessment research team by September 30, 2019. Starting in April 2019, members of the research team reached out to state agency partners representing health, K-12 education, early learning, self-sufficiency, child welfare, and housing sectors to request enrollment data across a number of domains for this report. Data were requested that represented the most recent calendar year available, and which could be provided at the county and state level. Agencies were also asked to provide disaggregated information reflecting enrollment across racial/ethnic groups and for children age 0-2, 3-5, and 0-5 if available.

Currently in Oregon, there are few state agency databases that allow unduplicated counts of enrolled children or family. The exception to this was for programs operating under the Oregon Department of Human Services (DHS), which administers TANF, SNAP, and Child Welfare programs. Oregon's DHS was able to provide unduplicated counts across programs for each of these program areas.

Key Indicators are organized into two sections: (1) Enrollment Rates in Early Childhood and Parenting Services; and (2) Enrollment Rates in Broader Systems of Supports.

The information provided was used to develop indicators of the estimated percentage of potentially eligible children or families served for the following programs:

- Head Start, Oregon Pre-Kindergarten, and Preschool Promise programs
- Oregon Healthy Families Oregon home visiting programs
- Parenting programs coordinated through the Oregon Parenting Education Collaborative (OPEC)
- Oregon's Relief Nursery programs
- Early Intervention and Early Childhood Special Education services
- Temporary Assistance for Needy Families (TANF)
- Special Supplemental Assistance for Women, Infants, and Children (WIC)
- Supplemental Nutrition Assistance Programs (SNAP)
- Housing Supports (multiple)
- Use of 211info for referrals for child care
- Rates of developmental screening in medical settings

A Caveat About Estimated Reach Rates. It is important to keep in mind that all reach rates reflect estimates of the share of population enrolled in these programs and are meant to provide approximations of the level of program reach in the state or county. Eligibility criteria for these programs are often complex, and data which more accurately represent the number of eligible children are often not available. The research team worked with agency partners to determine the best available proxy for the number of children in the population who would be likely to be eligible. Further, these estimates are more likely to be unstable in communities with very small populations.

KEY INDICATOR

20 State & Federally Funded Public Preschool

Rationale / Relevance

This indicator estimates the percentage of potentially eligible 3-5 year olds who were enrolled in state and federally funded preschool (specifically, Head Start, Oregon Prekindergarten (OPK), and Preschool Promise) in 2017-18. Attending high-quality preschool has been found to be predictive of children's school readiness at kindergarten and of later school success, especially for children who face other systemic barriers to positive academic outcomes.[1] Nationally and in Oregon, there have been a number of efforts to increase the availability and quality of preschool for low income children and other high priority populations. Tracking the patterns of which children are enrolled is a key indicator for informing decisions about where additional resources are needed to serve Oregon's most at-risk communities.

Important Note

Estimates of potentially eligible children served are based on the most recently available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error. Further, data presented here estimates the percentage of income-eligible 3-5 year old children being served. Note, however, that income is not the sole eligibility criteria for these programs, which also prioritize children with special needs and often have additional factors that influence eligibility determination.

Oregon Overview

Nationally, estimates suggest that about a third of all 3-5 year olds are enrolled across all preschool programs; further, data suggest that children whose parents are higher in education and income are more likely to be enrolled in preschool than those whose parents have less education.[2] Forty-one (41%) of four year olds nationally are enrolled in publicly funded preschool[3] while in Oregon only 33% of (continued next page)

Table 20. Enrollment in publicly funded preschool

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	# Enrolled	# <200 FPL	%	Margin of Error	Level
Baker	79	282	28.01	22.7 - 36.6	HM
Benton	179	702	25.50	20.8 - 32.9	LM
Clackamas	1,214	3,744	32.43	28.9 - 36.9	H
Clatsop	127	604	21.03	17.3 - 26.9	LM
Columbia	200	713	28.07	23.0 - 36.1	HM
Coos	273	1,110	24.59	20.5 - 30.8	LM
Crook	58	458	12.66	9.7 - 18.4	L
Curry	118	183	64.66	44.1 - 100	H
Deschutes	365	2,511	14.54	12.7 - 17.1	L
Douglas	495	1,814	27.30	23.9 - 31.8	HM
Gilliam	16	42	38.55	24.8 - 86.5	H
Grant	20	136	14.71	11.3 - 21.1	L
Harney	88	132	66.92	46.4 - 100	H
Hood River	92	460	20.02	14.1 - 34.4	L
Jackson	904	3,958	22.84	20.5 - 25.8	LM
Jefferson	288	563	51.20	42.1 - 65.2	H
Josephine	326	1,441	22.62	19.4 - 27.2	LM
Klamath	249	1,425	17.48	15.0 - 21.0	L
Lake	NA	184	NA	*	NA
Lane	1,381	5,357	25.78	23.8 - 28.1	HM
Lincoln	190	883	21.53	18.4 - 26.0	LM
Linn	347	2,398	14.47	12.6 - 17.0	L
Malheur	225	829	27.14	22.9 - 33.2	HM
Marion / Polk	3,192	8,516	37.48	34.0-41.8	H
Morrow	60	249	24.14	18.3 - 35.6	LM
Multnomah	3,300	10,389	31.77	29.8 - 34.0	HM
Sherman	12	*	NA	*	NA
Tillamook	94	493	19.09	14.8 - 26.9	L
Umatilla	555	1,962	28.29	24.4 - 33.7	HM
Union	117	448	26.15	20.9 - 34.9	HM
Wallowa	15	113	13.27	9.3 - 23.1	L
Wasco	188	442	42.53	34.7 - 55.0	H
Washington	1,315	7,236	18.17	16.7 - 19.9	L
Wheeler	16	26	62.75	40.5 - 100	H
Yamhill	385	1,683	22.88	19.6 - 27.6	LM
Oregon	**16,665**	**61,488**	**27.10**	**26.4 - 27.9**	

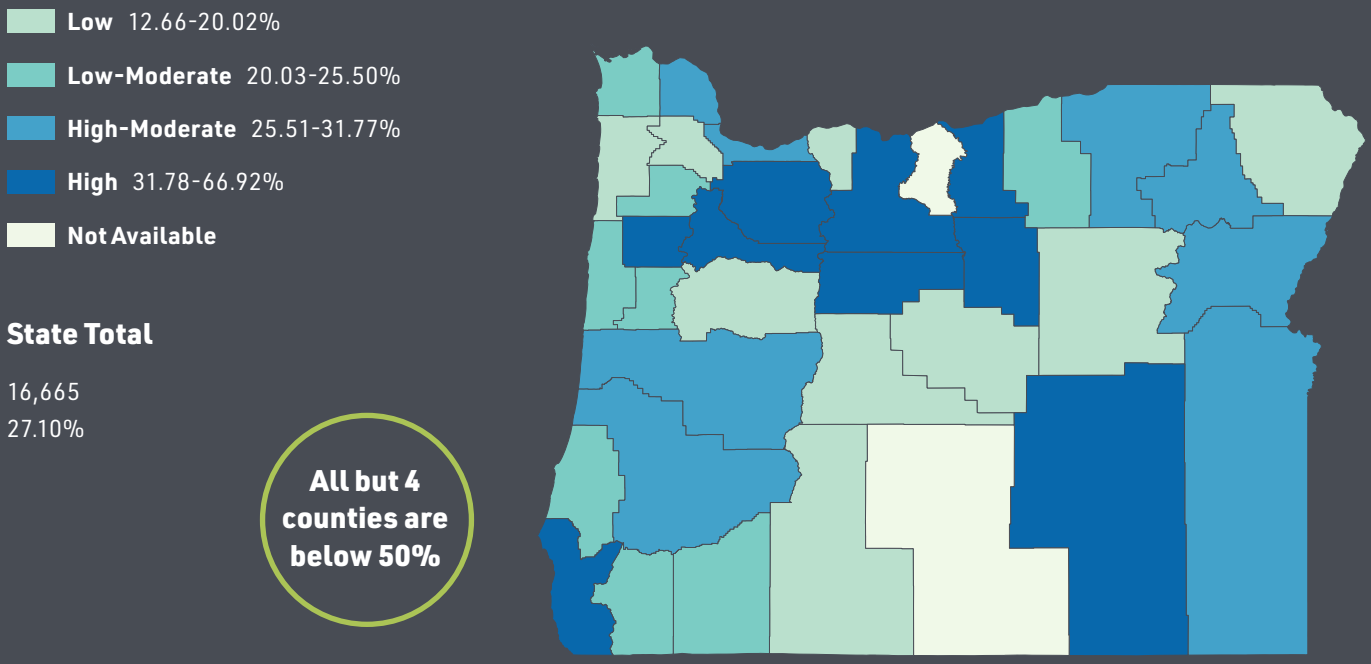
Source: 2017-2018 Oregon Department of Education, Early Learning Division; 2017 ACS 5-year estimates, Table B17024 & Table B17001

Asterisk (*) indicates data are suppressed due to small sample size

Note: Marion and Polk not included separately in Reach level due to large amount of missing enrollment data by county

1 https://learningpolicyinstitute.org/product/untangling-evidence-preschool-effectiveness-report
2 https://nces.ed.gov/programs/coe/indicator_cfa.asp
3 https://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf

Map 19. Estimated percentage of eligible children enrolled in publicly funded preschool



State Total

16,665
27.10%

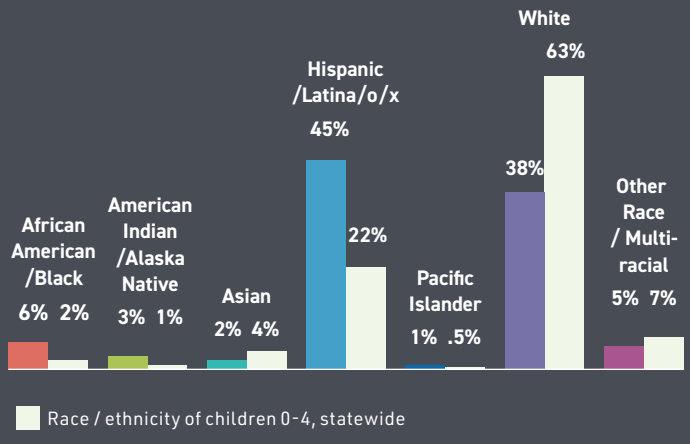
All but 4 counties are below 50%

Oregon Overview, continued

four-year olds are enrolled in these programs, making Oregon one of the lowest-ranking states for enrollment in public preschool.

Data provided for Oregon's primary public preschool programs (Head Start, OPK, and Preschool Promise) found that in 2017-18, there were 16,665 children enrolled in these preschool programs, an estimated 27% of potentially eligible 3-5 year olds. Thus, Oregon serves only about 1 in 4 children in preschool who would likely benefit from these programs. Counties range from a low of 13% to over 60%, with four counties enrolling more than 50% of potentially eligible children, and 7 enrolling fewer than 20% of potentially eligible children. Note, however, that these figures likely underestimate the actual enrollment in publicly funded preschool, which can be funded through other local sources (e.g., school districts). Further, county-level enrollment estimates may not accurately reflect enrollment due to variability in reporting by Head Start programs, some of which do not provide detailed enrollment information for specific counties (e.g., Head Start programs that serve multiple counties may not report specific county level enrollment statistics).

Figure 12. Percentage of children enrolled in publicly funded preschool, by race/ethnicity



Source: 2017-2018 Oregon Department of Education, Early Learning Division; 2017 ACS 5-year estimates, Table B17024 & Table B17001

KEY INDICATOR

21 Healthy Families Oregon Home Visiting

Rationale / Relevance

Clear evidence now exists that the most significant period of brain development for children is in their first year of life.[1] Further, research shows that disparities in language, social-emotional, and cognitive development begin long before children enter preschool, let alone kindergarten.[2] This has led to an increasing emphasis at the national and state levels to provide early childhood and family support services to families beginning at birth, including a major federal funding initiative known as the Maternal, Infant, and Early Childhood Home Visiting Program.[3] Estimates provided here allow communities to understand the proportion of their potentially eligible 0-2 population who may be currently receiving services through Healthy Families Oregon.

Note, however, that eligibility criteria for these programs is rarely if ever based solely on income; further, the enrollment estimates provided represent only one of the home visiting programs currently operating in Oregon, Healthy Families Oregon. Unlike state-funded preschool programs, there is no system for systematically collecting or reporting information about enrollment in home visiting programs across the various state agencies that provide these services, limiting the data that can be reported here.

Oregon Overview

Estimates suggest that 10% of potentially eligible families with children 0-2 are being served in Oregon through Healthy Families Oregon. Counties range from a low of 2% of potentially eligible children served to a high of 46%. National estimates suggest that only about 6% of potentially eligible infants and toddlers receive evidence-based early childhood home visiting services.

Table 21. Enrollment in Healthy Families Oregon home visiting programs

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	25	121	20.63	15.6 - 30.3	H
Benton	40	380	10.52	8.4 - 14.1	HM
Clackamas	104	1,597	6.51	5.5 - 7.9	LM
Clatsop	58	230	25.24	18.7 - 38.7	H
Columbia	40	296	13.50	10.0 - 20.7	HM
Coos	12	617	1.95	1.5 - 2.6	L
Crook	14	171	8.19	5.5 - 16.2	LM
Curry	13	90	14.44	8.9 - 37.4	HM
Deschutes	97	1,030	9.42	7.7 - 12.0	HM
Douglas	37	977	3.79	3.2 - 4.6	L
Gilliam	*	*	*	*	NA
Grant	13	53	24.62	17.5 - 41.5	H
Harney	9	73	12.30	8.2 - 24.9	HM
Hood River	39	251	15.55	10.0 - 35.4	H
Jackson	78	2,084	3.74	3.3 - 4.4	L
Jefferson	15	342	4.39	3.4 - 6.0	L
Josephine	62	713	8.69	7.0 - 11.3	LM
Klamath	71	634	11.20	9.5 - 13.7	HM
Lake	6	128	4.69	3.3 - 8.2	L
Lane	173	2,428	7.13	6.4 - 8.1	LM
Lincoln	-	462	-	-	NA
Linn	63	952	6.62	5.5 - 8.2	LM
Malheur	23	575	4.00	3.5 - 4.7	L
Marion	281	3,361	8.36	7.5 - 9.4	LM
Morrow	12	124	9.66	7.1 - 15.1	HM
Multnomah	1,199	5,381	22.28	20.6 - 24.2	H
Polk	24	610	3.93	3.2 - 5.2	L
Sherman	-	*	*	*	NA
Tillamook	42	245	17.16	13.2 - 24.6	H
Umatilla	44	865	5.09	4.3 - 6.3	LM
Union	18	200	9.01	6.7 - 13.9	HM
Wallowa	8	58	13.75	9.1 - 28.5	HM
Wasco	34	176	19.34	15.0 - 27.3	H
Washington	164	3,419	4.80	4.3 - 5.4	LM
Wheeler	5	11	46.30	29.1 - 100	H
Yamhill	59	893	6.60	5.4 - 8.4	LM
Oregon	**2,886**	**29,548**	**9.77**	**9.4 - 10.2**	

Source: 2017 Healthy Families Oregon; 2017 ACS 5-year estimates, Table B17001

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html
2 https://www.childtrends.org/reducing-disparities-in-early-care-and-education-and-school-readiness
3 https://mchb.hrsa.gov/sites/default/files/mchb/MaternalChildHealthInitiatives/HomeVisiting/pdf/programbrief.pdf

Map 20. Estimated percentage of eligible children enrolled in Healthy Families Oregon home visiting programs

- **Low** 1.95-4.94%
- **Low-Moderate** 4.95-9.01%
- **High-Moderate** 9.02-14.99%
- **High** 15.00-46.30%
- **Not Available**

State Total

2,886
9.77%

All counties but 1 are under 30%

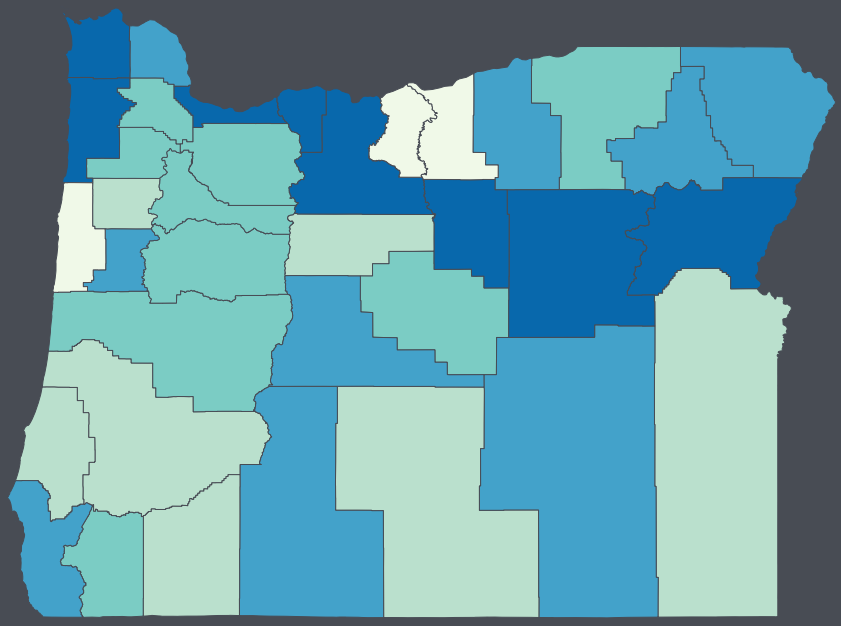
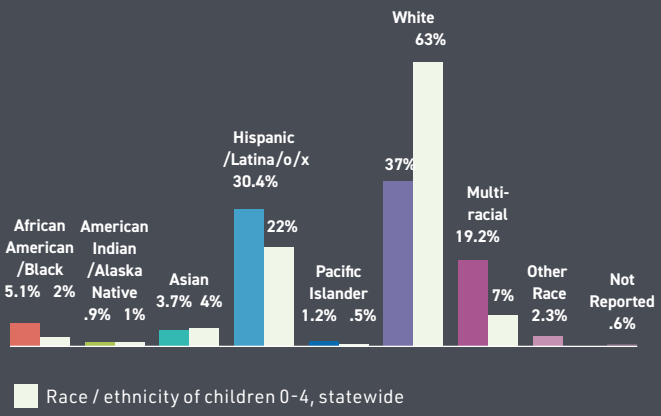


Figure 13. Percentage of families enrolled in Healthy Families Oregon, by race/ethnicity



Important Note

Estimates of potentially eligible infants and children served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Data Information: Metric calculation denominator: ACS 2017 5-year estimate, Table B17001: Number of children in poverty under 5 divided by 5 = number of children in poverty for each year of age for children birth through under 5. This number was multiplied by 3 to create estimated number of children 0-2 at or below 100% FPL. Enrollment numbers include families who have incomes over 100% FPL. Enrollment by race/ethnicity includes prenatal mothers and children over age 3. Reach levels over 100% reflect communities where more children are served than estimated number of children 0-2 living at or below 100% FPL.

Source: 2017 Healthy Families Oregon; 2017 ACS 5-year estimates, Table B17001

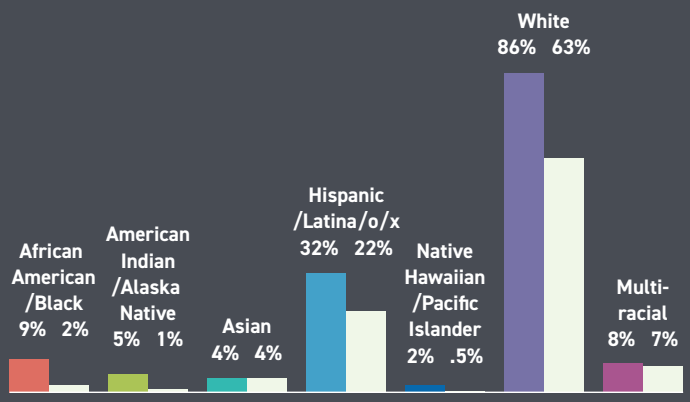
21 Healthy Families Oregon Home Visiting *continued*

Oregon Overview, continued

In Oregon, a number of home visiting programs provide services across the state; however, enrollment information was only available by county for the Healthy Families Oregon program; thus, these are the figures represented in the accompanying maps and tables. Statewide, across the two main state and federally funded programs administered by the Early Learning Division (Health Families Oregon and Early Head Start) 6,735 families were served in 2017-18. In addition, the Oregon Health Authority provided home visiting through its Babies First program, a shorter-term health-focused home visiting model, to 1945 new mothers and 2,821 children in 2018. Additionally, Oregon receives federal funding through the Maternal, Infant, Early Childhood Home Visiting (MIECHV) initiative to fund 923 slots across three program models (Healthy Families Oregon, Early Head Start, and Nurse-Family Partnerships). Families served with these funds by Healthy Families Oregon are included in these enrollment figures. Families served through Nurse-Family Partnership models and Early Head Start, however, are not included. Data suggests that an additional 470 families statewide received services through Nurse-Family Partnership programs.

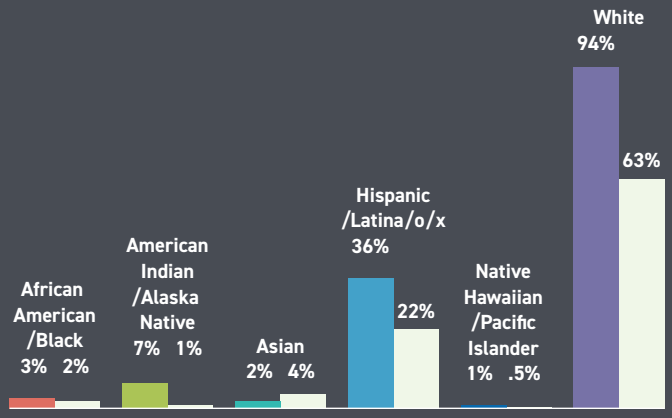
Combining these statewide figures across programs, a rough estimate reflecting a duplicated total of 9,150 families with children ages 0-2 received services through one or more of the following: Healthy Families Oregon, Early Head Start, Babies First, and Nurse-Family Partnership. If this represents unique families, it suggests a higher reach rate, closer to 31% of children 0-2 living in poverty. Nevertheless, this indicates considerable need for larger investments in home visiting programs.

Figure 14. Percentage of children enrolled in Babies First, by race/ethnicity



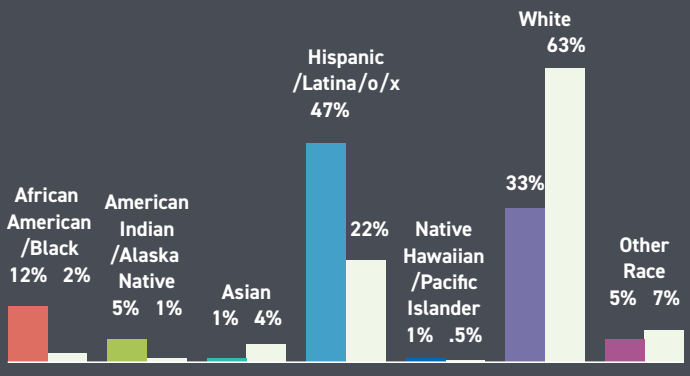
Source: 2018 Babies First

Figure 15. Percentage of children enrolled in CaCoon, by race/ethnicity



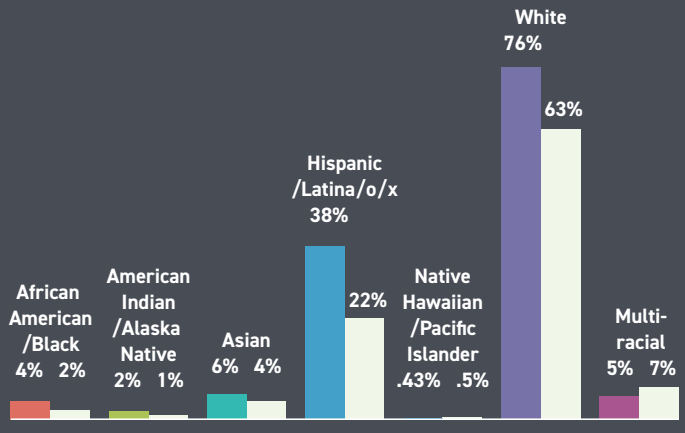
Source: 2018 CaCoon

Figure 16. Percentage of children enrolled in Early Head Start, by race/ethnicity



Source: 2017-2018 Oregon Department of Education, Early Learning Division

Figure 17. Percentage of children enrolled in Nurse-Family Partnerships, by race/ethnicity



Source: 2018 Nurse-Family Partnerships

Race / ethnicity of children 0-4, statewide

KEY INDICATOR

22 Relief Nurseries

Rationale/Relevance

Oregon's Relief Nurseries provide intensive services to children who are at risk for child maltreatment. Services are provided through a combination of therapeutic center-based services as well as family home visits. Relief Nurseries are unique to Oregon and have been providing child abuse and neglect prevention services for over 40 years. Research suggests that more than 93% of children served have no reports of abuse or neglect after involvement with a Relief Nursery.[1]

This indicator provides an estimate of the percentage of potentially eligible children ages 0-5 served by Oregon Relief Nurseries. Note that eligibility for Relief Nurseries is not based on income, but rather on a combination of family stressors. Income is used to estimate the potentially eligible population for this service. Higher estimates indicate that a larger percentage of children living in poverty in a region are being served through Relief Nurseries.

Oregon Overview

Oregon's statewide rate of children served in Relief Nurseries as compared to children 0-5 below poverty is 8%. Counties range from a low of 0.67% to a high of 42%. Eighteen counties do not currently offer Relief Nursery services and are not included in the Reach level calculations.

Important Note

Estimates of potentially eligible infants and children served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 22. Enrollment in Relief Nurseries

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	-	265	-	-	NA
Benton	207	720	28.75	23.2 - 37.8	H
Clackamas	53	3,227	1.64	1.4 - 1.9	L
Clatsop	-	436	-	-	NA
Columbia	-	591	-	-	NA
Coos	136	1,103	12.33	9.9 - 16.5	HM
Crook	52	405	12.84	9.0 - 22.5	H
Curry	-	170	-	-	NA
Deschutes	242	1,941	12.47	10.3 - 15.7	HM
Douglas	800	1,884	42.46	36.6 - 50.6	H
Gilliam	*	*	*	*	NA
Grant	-	110	-	-	NA
Harney	-	122	-	-	NA
Hood River	-	438	-	-	NA
Jackson	208	4,049	5.14	4.5 - 5.9	LM
Jefferson	72	662	10.88	8.7 - 14.5	HM
Josephine	55	1,336	4.12	3.4 - 5.3	L
Klamath	-	1,113	-	-	NA
Lake	-	235	-	-	NA
Lane	673	4,946	13.61	12.3 - 15.2	H
Lincoln	-	938	0.00	0.0 - 0.0	NA
Linn	135	2,023	6.67	5.7 - 8.1	LM
Malheur	80	1,168	6.85	5.9 - 8.1	LM
Marion	554	6,785	8.17	7.4 - 9.1	LM
Morrow	-	261	-	-	NA
Multnomah	471	10,791	4.36	4.1 - 4.7	L
Polk	138	1,127	12.24	10.0 - 15.9	HM
Sherman	*	*	*	*	NA
Tillamook	-	483	-	-	NA
Umatilla	139	1,865	7.45	6.3 - 9.1	LM
Union	-	391	-	-	NA
Wallowa	-	118	-	-	NA
Wasco	-	353	-	-	NA
Washington	45	6,728	0.67	0.6 - 0.8	L
Wheeler	-	26	-	-	NA
Yamhill	143	1,737	8.23	6.9 - 10.3	HM
Oregon	**4,203**	**58,548**	**8.00**	**6.9 - 7.5**	

Source: 2019 Relief Nurseries, Inc.; 2017 ACS 5-year estimates, Table B17001

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates not applicable

1 https://reliefnursery.org/about-relief-nursery/our-history/

Map 21. Estimated percentage of eligible children enrolled in Relief Nurseries

Low 0.67-4.94%

Low-Moderate 4.95-8.20%

High-Moderate 8.21-12.56%

High 12.57-42%

Not Available

State Total

4,203
8.00%

All but 2 counties are under 15%

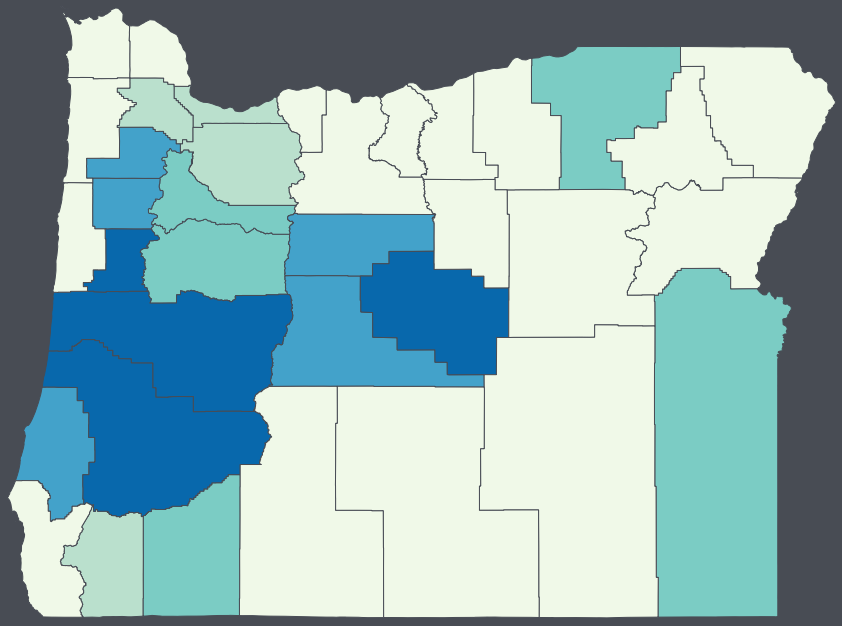
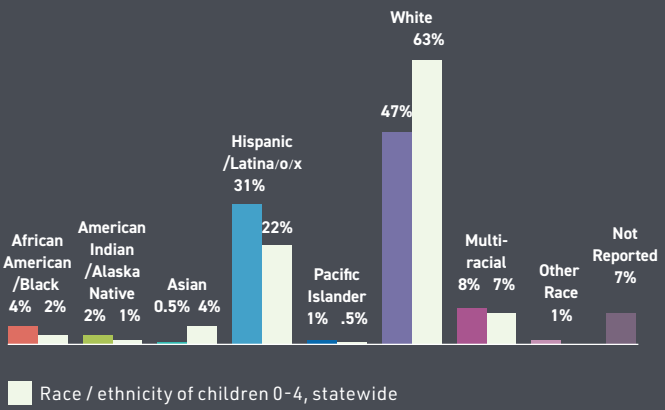


Figure 18. Percentage of children enrolled in Relief Nurseries, by race/ethnicity



Data Information: Enrollment counts include home-based services and the therapeutic classroom model. NA indicates that there are no Relief Nursery services available in that county.

Source: 2019 Relief Nurseries, Inc.; 2017 ACS 5-year estimates, Table B17001

KEY INDICATOR

23 OPEC Parenting Education Series

Rationale / Relevance

This indicator provides an estimate of the percentage of families with children ages 0-5 who attended at least one session of a parenting education series offered through the Oregon Parenting Education Collaborative.

Launched in July 2010, the Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative led by The Oregon Community Foundation (OCF), The Ford Family Foundation, and Oregon State University (OSU). Financial supporters of the initiative's infrastructure include OCF, The Ford Family Foundation, Meyer Memorial Trust, The Collins Foundation, OCF Donor Advised Funds, and the Department of Human Services.

Organizations receiving OPEC Hub funding were selected by their community partners through a collaborative process to coordinate parenting education activities for their region. The Hub organizations work with private and public partners in their region to provide universal parenting education and build a coordinated network of parenting education programs for parents of children of all ages, with OPEC funds specifically designated to support programs for parents of children prenatal to age six.

It is important to note that these figures likely underestimate the total number of parents involved in parenting education as they do not include parenting education programs offered through other programs/entities. At the time these data were collected, not all counties were supported by an OPEC funded Hub, so these data reflect 14 Hubs statewide serving 32 of Oregon's 36 counties (OPEC expanded to 15 Hubs covering 35 counties in July 2019). Further some communities only recently received OPEC support, and are likely offering parenting education through other means not reflected in these data.

In addition, these data only reflect enrollment in parenting education series, which are multi-week programs using a parenting education curricula. Organizations often also offer other parenting programs to engage and educate parents such as topical workshops, parent-child groups, and family activities, for which the numbers are not reported here.

Table 23. Enrollment in OPEC Parenting Education

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	16	916	1.75	1.5 - 2.0	HM
Benton	373	4,089	9.12	8.4 - 9.9	H
Clackamas	236	23,343	1.01	1.0 - 1.1	L
Clatsop	50	2,106	2.37	2.1 - 2.7	HM
Columbia	90	2,681	3.36	3.0 - 3.8	H
Coos	35	3,176	1.10	1.0 - 1.3	L
Crook	49	1,117	4.39	3.6 - 5.6	H
Curry	11	889	1.24	1.0 - 1.6	LM
Deschutes	137	10,109	1.36	1.3 - 1.5	LM
Douglas	131	5,448	2.40	2.2 - 2.7	HM
Gilliam	--	128	--	-	NA
Grant	--	347	--	-	NA
Harney	--	429	--	-	NA
Hood River	9	1,585	0.57	0.5 - 0.7	L
Jackson	269	12,262	2.19	2.1 - 2.4	HM
Jefferson	25	1,305	1.92	1.6 - 2.3	HM
Josephine	171	3,707	4.61	4.1 - 5.3	H
Klamath	62	3,834	1.62	1.5 - 1.8	LM
Lake	--	411	--	-	NA
Lane	227	19,039	1.19	1.1 - 1.3	LM
Lincoln	17	2,444	0.70	0.6 - 0.8	L
Linn	643	7,725	8.32	7.7 - 9.1	H
Malheur	59	2,117	2.79	2.5 - 3.2	HM
Marion	347	23,060	1.50	1.4 - 1.6	LM
Morrow	--	837	--	-	NA
Multnomah	200	47,849	0.42	0.41 - 0.4	L
Polk	98	4,899	2.00	1.83 - 2.2	HM
Sherman	--	65	--	-	NA
Tillamook	19	1,509	1.26	1.1 - 1.5	LM
Umatilla	45	5,624	0.80	0.7 - 0.9	L
Union	79	1,504	5.25	4.6 - 6.2	H
Wallowa	18	306	5.88	4.6 - 8.2	H
Wasco	26	1,811	1.44	1.3 - 1.6	LM
Washington	200	40,152	0.50	0.5 - 0.5	L
Wheeler	--	45	--	-	NA
Yamhill	91	6,230	1.46	1.4 - 1.6	LM
Oregon	**3,733**	**243,098**	**1.54**	**1.5 - 1.6**	

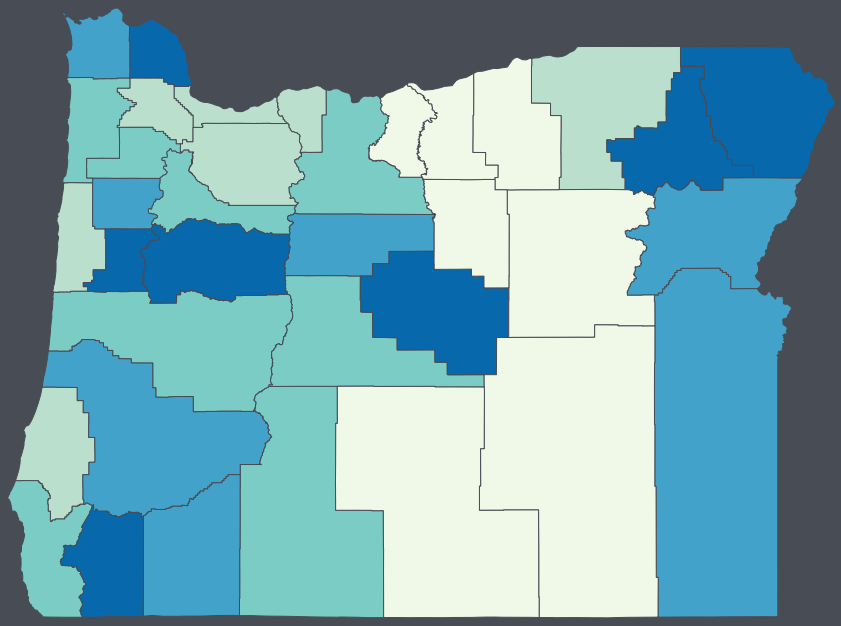
Source: 2018-19 Oregon State University; 2017 ACS 5-year estimates, Table B09002

Dash (-) indicates no data available; (--) indicates no individuals in category

Map 22. Estimated percentage of families enrolled in OPEC Parenting Education series

- **Low** 0.42-1.14%
- **Low-Moderate** 1.15-1.62%
- **High-Moderate** 1.63-3.07%
- **High** 3.08-9.12%
- **Not Available**

All counties are below 10%



State Total

3,733
1.54%

Rationale / Relevance, continued

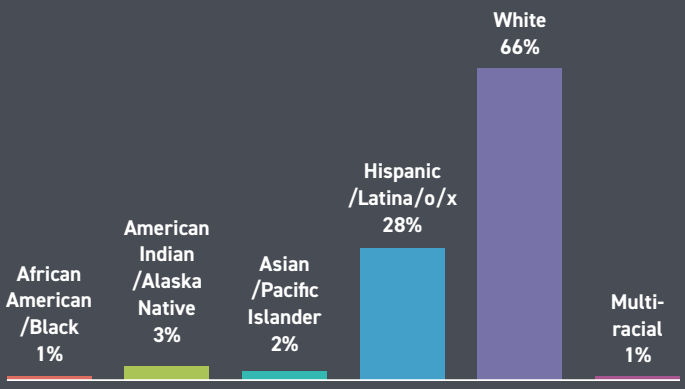
Although there are parenting education opportunities for families with older children, the majority of parenting education series target families in the younger age range. Therefore, the denominator that was used was families that have a child under age 6.

For counties with OPEC Hubs, lower estimates suggest that additional resources for expanded parenting, as well as communication and engagement of families in OPEC programs, may be important.

Oregon Overview

Statewide, only about 1.54% of families with children 0-5 participated in at least one parent education session offered through OPEC. Counties range, however from <1% to 8-9%. Higher estimates may also reflect regions that have systematically used the OPEC Hub structure to facilitate higher levels of coordination across parenting education programs being offered.

Figure 19. Percentage of families enrolled in OPEC Parenting Education series, by race/ethnicity



Important Note

Estimates of families are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Data Information: Data reflects the percentage of parents of children under 6 who have participated in at least one session of a parenting education series coordinated by the Oregon Parenting Education Collaborative from July 2018 - June 2019. This is likely an underestimation of the number of parents engaged in parenting education as it only reflects programs affiliated with OPEC Hubs as well as only participation in parenting education series.

Source: 2018-19 Oregon State University; 2017 ACS 5-year estimates, Table B09002

KEY INDICATOR

24 Early Intervention Services

Rationale / Relevance

Early Intervention (EI) are federally mandated services and supports required under the Individuals with Disabilities Education Act (IDEA, 2004). Supports include individually designed services for children birth to age three, and support for parents to enhance children's physical, cognitive, communication, social emotional and/or adaptive development.[1] This key indicator estimates the percent of age-eligible children in each county who are served annually by Early Intervention. Low estimates indicate less early identification and enrollment in EI services compared to other counties, and indicate potential need to strengthen systems for early developmental screening.

Oregon Overview

The national percent of children birth through age 2 served in Early Intervention services was 3.26% in the 2017-18 school year.[2] Oregon's statewide rate of children served in the 2018-19 school year was 3.25%, matching the national average. Counties range from a low of 1.32% to a high of 5.45%, this does not include counties where data are suppressed due to children served being equal or less than 5. Six counties served fewer than 5 children and therefore have suppressed data.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 24. Enrollment in Early Intervention

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	11	566	1.94	1.8 - 2.2	L
Benton	45	2,125	2.12	2.0 - 2.3	L
Clackamas	432	12,306	3.51	3.4 - 3.7	HM
Clatsop	54	1,276	4.23	3.8 - 4.7	H
Columbia	62	1,667	3.72	3.4 - 4.1	HM
Coos	58	1,697	3.42	3.0 - 4.0	HM
Crook	33	605	5.45	4.6 - 6.6	H
Curry	7	504	1.39	1.1 - 1.9	L
Deschutes	159	5,145	3.09	2.9 - 3.4	LM
Douglas	138	3,207	4.30	4.0 - 4.6	H
Gilliam	*	40	*	*	*
Grant	*	143	*	*	*
Harney	6	238	2.52	2.1 - 3.1	LM
Hood River	24	737	3.26	2.8 - 3.9	LM
Jackson	258	6,742	3.83	3.6 - 4.1	HM
Jefferson	32	829	3.86	3.4 - 4.5	H
Josephine	90	2,171	4.15	3.7 - 4.7	H
Klamath	91	2,160	4.21	3.8 - 4.7	H
Lake	*	306	*	*	*
Lane	412	10,775	3.82	3.7 - 4.0	HM
Lincoln	37	1,348	2.74	2.4 - 3.2	LM
Linn	105	4,506	2.33	2.2 - 2.5	LM
Malheur	42	1,176	3.57	3.2 - 4.0	HM
Marion	355	13,196	2.69	2.6 - 2.8	LM
Morrow	7	531	1.32	1.1 - 1.6	L
Multnomah	891	27,088	3.29	3.2 - 3.4	LM
Polk	58	3,067	1.89	1.8 - 2.0	L
Sherman	*	36	*	*	*
Tillamook	23	691	3.33	2.8 - 4.2	LM
Umatilla	104	3,501	2.97	2.8 - 3.2	LM
Union	17	912	1.86	1.7 - 2.1	L
Wallowa	*	169	*	*	*
Wasco	31	1,068	2.90	2.6 - 3.3	LM
Washington	722	20,983	3.44	3.3 - 3.5	HM
Wheeler	*	40	*	*	*
Yamhill	71	3,367	2.11	2.0 - 2.3	L
Oregon	**4,388**	**134,918**	**3.25**	**3.2 - 3.3**	

Source: 2018-2019 Oregon Department of Education, Special Education Child Count; 2017 ACS 5-year estimates, Table B09001

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx
2 https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html

Map 23. Estimated percentage of eligible children in Early Intervention

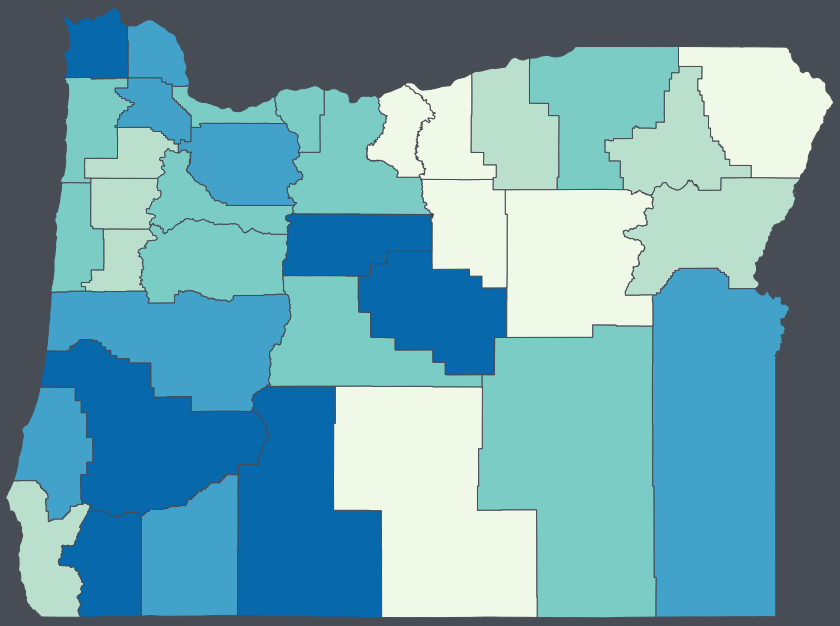
Low 1.32-2.2%

Low-Moderate 2.3-3.3%

High-Moderate 3.4-3.8%

High 3.9%-5.5%

Not Available



State Total

4,388

3.25%

Figure 20. Percentage of children enrolled in Early Intervention, by race/ethnicity

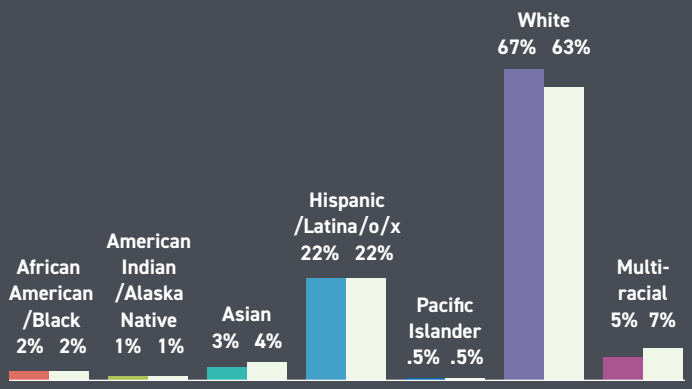
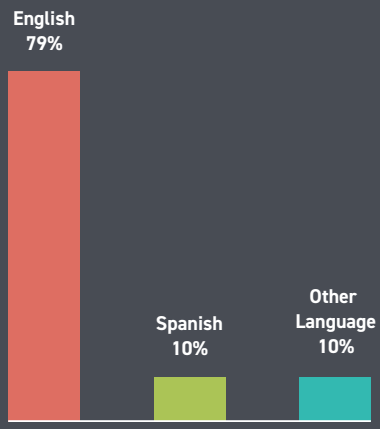


Figure 21. Percentage of children enrolled in Early Intervention, by home language spoken



Data Information: To conform with the Department of Education's confidentiality policy, cell sizes less than 6 are suppressed.

Source: 2018-2019 Oregon Department of Education, Special Education Child Count; 2017 ACS 5-year estimates, Table B09001

KEY INDICATOR

25 Early Childhood Special Education

Rationale / Relevance

Early Childhood Special Education (ECSE) is part of a federally mandated system of supports (mandated under the Individuals with Disabilities Education Act (IDEA, 2004), to provide specially designed instruction and support for children ages 3 until the age of public school eligibility (typically age 5). Support is provided in the areas of communication, cognitive, social/emotional, adaptive and other skills.[1] This key indicator estimates the percent of age-eligible children in each county who are served annually by ECSE. Low estimates indicate less early identification and enrollment in ECSE services compared to other counties, and indicate potential need to strengthen systems for early developmental screening.

In Oregon, a child who is enrolled in ECSE may receive specialized supports while enrolled in a community preschool. Approximately 43.9% of children with Individualized Family Service Plan (IFSP, e.g., receiving specialized supports) are served in inclusive settings; that is, they receive these services during their regular preschool day and with their typically developing peers. Twenty-seven percent of children on IFSPs who are enrolled in community preschool receive services as "pull out" services (outside of the classroom) typically for language and speech.

Oregon Overview

The national percentage of children served in ECSE services was 6.41% in the 2017-18 school year.[2] Across childhood national estimates suggest that about 15% of all children have a developmental delay that meets federal standards for services.[3] Oregon's statewide rate of children served in the 2018-19 school year was 6.10%, only slightly lower than the national average. Counties range from a low of 2.70% to a high of 17.14%, this does not include counties were data are suppressed due to children served being equal or less than 5. Two counties served fewer than 5 children and therefore have suppressed data.

Table 25. Enrollment in Early Childhood Special Education

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	25	425	5.88	4.9 - 7.3	HM
Benton	91	2,391	3.81	3.5 - 4.2	L
Clackamas	808	14,017	5.76	5.5 - 6.1	LM
Clatsop	118	1,136	10.39	9.1 - 12.1	H
Columbia	131	1,545	8.48	7.5 - 9.8	H
Coos	144	2,077	6.93	6.0 - 8.1	HM
Crook	44	706	6.23	4.9 - 8.5	HM
Curry	24	543	4.42	3.5 - 6.1	L
Deschutes	264	6,023	4.38	4.0 - 4.8	L
Douglas	268	3,320	8.07	7.3 - 9.0	H
Gilliam	*	88	*	*	*
Grant	17	251	6.77	5.7 - 8.4	HM
Harney	32	208	15.38	12.5 - 19.9	H
Hood River	69	1,076	6.41	5.5 - 7.7	HM
Jackson	413	7,383	5.59	5.2 - 6.1	LM
Jefferson	73	930	7.85	6.7 - 9.5	HM
Josephine	134	2,591	5.17	4.6 - 5.9	L
Klamath	143	2,454	5.83	5.3 - 6.5	LM
Lake	10	187	5.35	4.0 - 8.0	LM
Lane	1,069	11,284	9.47	9.0 - 10.0	H
Lincoln	82	1,517	5.41	4.7 - 6.3	LM
Linn	270	4,555	5.93	5.5 - 6.4	HM
Malheur	75	1,391	5.39	4.8 - 6.2	LM
Marion	682	13,355	5.11	4.8 - 5.4	L
Morrow	39	436	8.94	7.4 - 11.3	H
Multnomah	1,582	27,359	5.78	5.6 - 6.0	LM
Polk	118	2,441	4.83	4.3 - 5.5	L
Sherman	6	35	17.14	10.9 - 40.3	H
Tillamook	50	919	5.44	4.5 - 6.8	LM
Umatilla	195	2,838	6.87	6.1 - 7.8	HM
Union	44	867	5.07	4.3 - 6.2	L
Wallowa	6	222	2.70	2.2 - 3.5	L
Wasco	95	979	9.70	8.3 - 11.7	H
Washington	1,379	23,091	5.97	5.8 - 6.2	HM
Wheeler	*	24	*	*	*
Yamhill	180	3,717	4.84	4.4 - 5.4	L
Oregon	**8,688**	**142,381**	**6.10**	**6.0 - 6.2**	

Source: 2018-2019 Oregon Department of Education, Special Education Child Count; 2017 ACS 5-year estimates, Table B09001

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx
2 https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html
3 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5418588/

Map 24. Estimated percentage of eligible children in Early Childhood Special Education

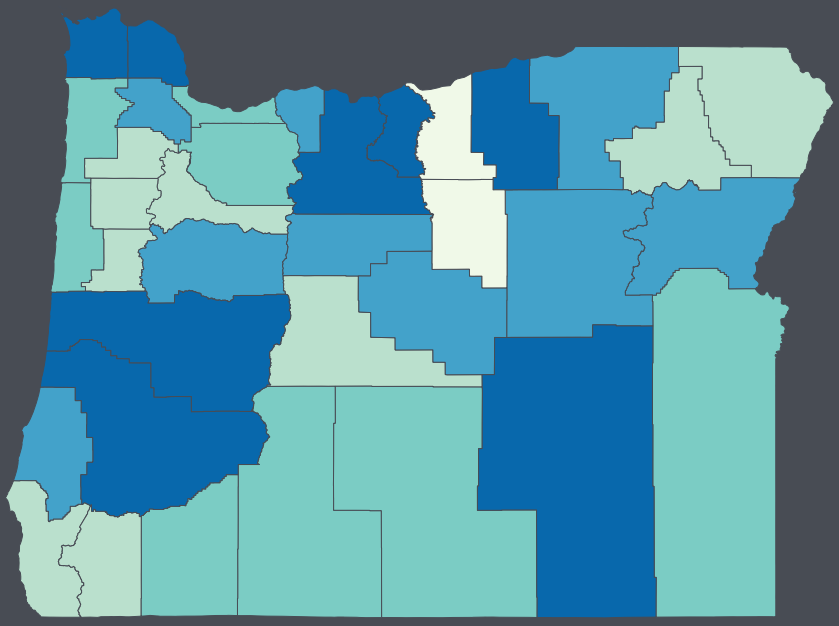
Low 2.7-5.2%

Low-Moderate 5.3-5.8%

High-Moderate 5.9-7.8%

High 7.9-17%

Not Available

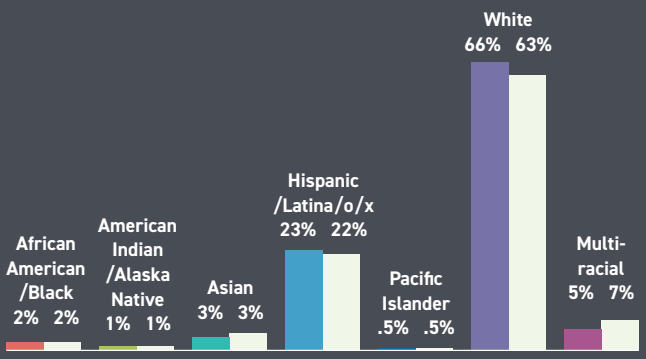


State Total

8,688

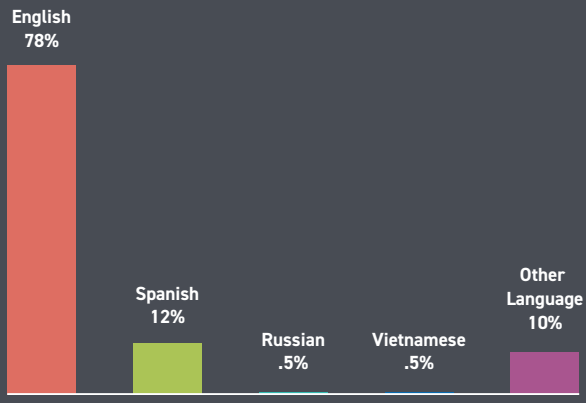
6.10%

Figure 22. Percentage of children enrolled in Early Childhood Special Education, by race/ethnicity



Race / ethnicity of children 0-4, statewide

Figure 23. Percentage of children enrolled in Early Childhood Special Education, by home language



Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Data Information: To conform with the Department of Education's confidentiality policy, cell sizes less than 6 are suppressed.

Source: 2018-2019 Oregon Department of Education, Special Education Child Count; 2017 ACS 5-year estimates, Table B09001

KEY INDICATOR

26 Childhood Developmental Screenings

Rationale / Relevance

Estimates children who are Medicaid recipients under 7 years old receiving developmental screenings as a percentage of the population of children under 7 years old living below 185% of the Federal Poverty Level (FPL). Developmental screenings in childhood can determine if there are developmental concerns or delays, and identify children in need of additional early intervention or education services. Early identification of developmental concerns is key to the delivery of appropriate services, which can prevent subsequent delays and negative developmental outcomes.

Oregon Overview

Oregon has approximately 133,557 Medicaid recipients under 7 years old, not including out-of-state recipients or where county of residence is unknown. For children under 7 years old in Oregon in 2018 who are Medicaid recipients, approximately 49% received developmental screening in the past year. Counties ranged from a low of 9.11% to a high of 97.63%.

Important Note

Percentages of children receiving developmental screens may exceed 100% when the estimated number of children at or below 185% FPL is smaller than the number of children who were screened. Estimates of potentially eligible infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 26. Children receiving developmental screenings

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

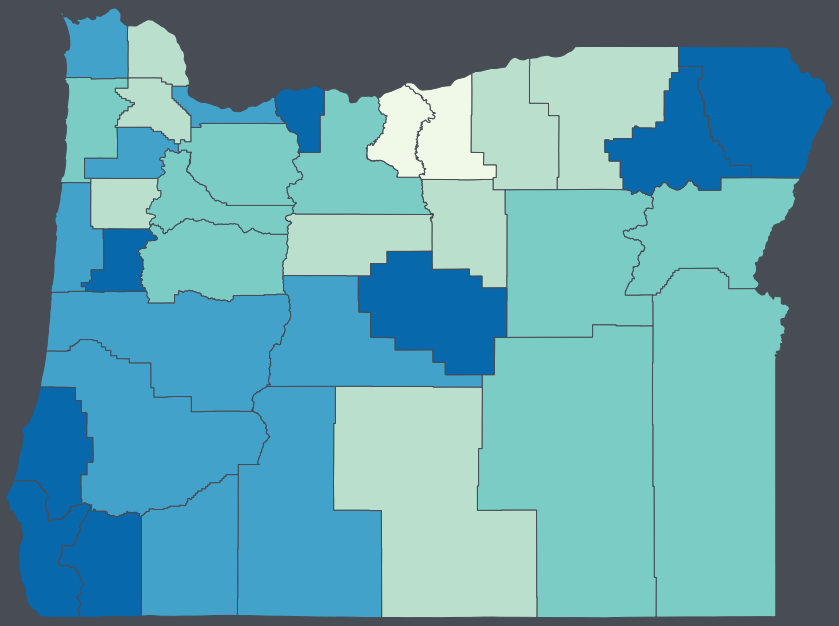
County	#	Medicare Recipients	%	Margin of Error	Level
Baker	199	596	33.42	24.9 - 50.6	LM
Benton	1,267	1,566	80.89	63.3 - 100	H
Clackamas	3,555	7,878	45.12	39.1 - 53.3	LM
Clatsop	727	1,230	59.10	47.1 - 79.2	HM
Columbia	139	1,525	9.11	7.2 - 12.5	L
Coos	1,662	2,407	69.06	56.2 - 89.7	H
Crook	981	1,005	97.63	71.2 - 100	H
Curry	404	437	92.45	56.9 - 100	H
Deschutes	2,776	5,431	51.12	42.7 - 63.8	HM
Douglas	2,480	4,004	61.94	51.9 - 76.9	HM
Gilliam	-	78	NA	-	NA
Grant	109	259	42.03	29.2 - 75.3	LM
Harney	123	309	39.83	26.0 - 84.9	LM
Hood River	861	929	92.73	61.9 - 100	H
Jackson	3,980	8,773	45.37	39.7 - 53.0	HM
Jefferson	153	1,258	12.16	9.7 - 16.3	L
Josephine	2,499	3,211	77.83	63.6 - 100	H
Klamath	1,806	3,027	59.66	49.3 - 75.5	HM
Lake	36	394	9.14	6.4 - 16.1	L
Lane	6,609	11,373	58.11	52.5 - 65.1	HM
Lincoln	996	1,924	51.77	43.1 - 64.9	HM
Linn	2,186	5,303	41.22	34.8 - 50.6	LM
Malheur	765	1,828	41.85	33.5 - 55.7	LM
Marion	6,282	16,031	39.19	35.3 - 44.1	LM
Morrow	66	506	13.06	9.3 - 21.7	L
Multnomah	14,321	22,461	63.76	58.9 - 69.5	HM
Polk	363	2,847	12.75	10.3 - 16.7	L
Sherman	-	*	NA	*	NA
Tillamook	463	1,057	43.82	33.0 - 65.3	LM
Umatilla	620	4,182	14.83	12.5 - 18.3	L
Union	760	996	76.32	58.6 - 100	H
Wallowa	163	245	66.53	43.8 - 100	H
Wasco	328	938	34.96	27.4 - 48.2	LM
Washington	4,685	15,720	29.80	26.9 - 33.4	L
Wheeler	11	60	18.44	10.6 - 71.1	L
Yamhill	1,920	3,760	51.06	42.7 - 63.5	HM
Oregon	**64,918**	**133,557**	**48.61**	**47.0 - 50.4**	

Source: 2018 Oregon Health Authority

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 25. Estimated percentage of eligible children receiving developmental screenings

- **Low** 9.11-33.80%
- **Low-Moderate** 33.81-45.25%
- **High-Moderate** 45.26-63.30
- **High** 63.31-97.63%
- **Not Available**



State Total

64,918
48.61%

Source: 2018 Oregon Health Authority

KEY INDICATOR

27 Temporary Assistance for Needy Families

Rationale / Relevance

Temporary Assistance for Needy Families (TANF) is a federally administered program that provides supplemental income to low income families.[1] The goals of the TANF program are to encourage self-sufficiency by providing temporary financial assistance paired with education, training, and other supports. In Oregon, TANF subsidies are limited to its poorest citizens: families must have a household income at or below 36% of the Federal Poverty Level; additional eligibility requirements apply. Ensuring that families who meet these eligibility requirements are connected with supports available through TANF is an important first step to ensuring family stability.

Oregon Overview

Nationally, about 23% of families in poverty are served annually through TANF[2]; note, however that eligibility criteria vary widely across states, with some states providing TANF subsidies to families who are up to 100% of the Federal Poverty Level. When looking at the number of children birth through 5 years old receiving TANF in Oregon compared to the number of families at or below 50% of the Federal Poverty Level (note that data reflecting the specific eligilbity cut-offs for TANF were not available), Oregon's statewide rate was estimated at 76%. Counties range from a low of 24% to a high of 100%. The estimated percent served may exceed 100% when the number of children served exceeds the estimated number of children 0-5 at or below 50% FPL; these estimates have significant margins of error for the data available from the U.S. Census Bureau's American Community Survey (ACS) for small communities (see below), and therefore should be interpreted with caution. Data suggest that two counties have 25% or fewer of potentially eligible children enrolled in TANF; conversely, 7 counties have enrollment rates exceeding 90%.

Table 27. Children 0-5 enrolled in TANF

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	123	97	100~	77.8 - 100	H
Benton	207	320	64.69	43.9 - 100	LM
Clackamas	973	1,293	75.25	58.2 - 100	HM
Clatsop	86	126	68.25	41.1 - 100	LM
Columbia	199	161	100~	81.2 - 100	H
Coos	355	755	47.02	33.7 - 77.68	L
Crook	104	*	*	*	NA
Curry	66	*	*	*	NA
Deschutes	334	640	52.19	35.9 - 95.43	L
Douglas	771	848	90.92	73.8 - 100	H
Gilliam	*	*	*	*	NA
Grant	27	43	62.79	37.5 - 100	LM
Harney	42	47	89.36	45.7 - 100	HM
Hood River	43	181	23.76	13.2 - 100	L
Jackson	1,321	1,534	86.11	67.1 - 100	HM
Jefferson	222	362	61.33	42.8 - 100	LM
Josephine	803	730	100~	84.6 - 100	H
Klamath	502	384	100~	97.1 - 100	H
Lake	10	*	*	*	NA
Lane	1,676	2,147	78.06	63.6 - 100	HM
Lincoln	235	374	62.83	45.4 - 100	LM
Linn	581	971	59.84	43.8 - 94.63	LM
Malheur	377	288	100~	90.8 - 100	H
Marion	2,139	3,050	70.13	58.4 - 87.66	LM
Morrow	73	124	58.87	35.6 - 100	L
Multnomah	4,473	5,590	80.02	71.5 - 90.90	HM
Polk	555	675	82.22	57.5 - 100	HM
Sherman	*	*	*	*	NA
Tillamook	54	213	25.35	14.1 - 100	L
Umatilla	571	775	73.68	54.9 - 100	HM
Union	211	197	100~	68.5 - 100	H
Wallowa	24	*	*	*	NA
Wasco	81	159	50.94	34.0 - 100	L
Washington	1,378	2,219	62.10	50.6 - 80.26	LM
Wheeler	*	*	*	*	NA
Yamhill	426	557	76.48	56.9 - 100	HM
Oregon	**19,057**	**25,176**	**75.70**	**70.9 - 81.22**	

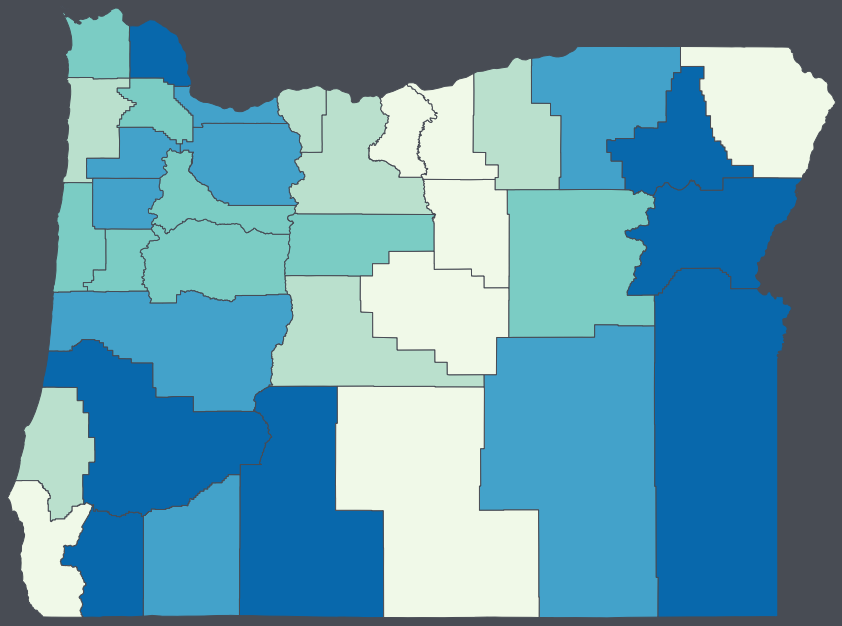
Source: 2018 DHS/OHA Integrated Client Services; 2017 ACS 5-year estimates, Table B17024

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.napequity.org/public-policy/frontline-legislation/temporary-assistance-needy-families/
2 https://www.cbpp.org/research/family-income-support/tanf-reaching-few-poor-families

Map 26. Estimated percentage of eligible children 0-5 enrolled in TANF

- **Low** 23.76-59.75%
- **Low-Moderate** 59.76-72.00%
- **High-Moderate** 72.01-89.50%
- **High** 89.51-100%
- **Not Available**



State Total

19,057
75.70%

Important Note

Estimates of potentially eligible infants and children served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Source: 2018 DHS/OHA Integrated Client Services; 2017 ACS 5-year estimates, Table B17024

KEY INDICATOR

28 Special Supplemental Nutrition Program for Women, Infants & Children

Rationale / Relevance

The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) is a prevention focused, public health nutrition program that serves pregnant, postpartum, and breastfeeding women and infants and children up until the age of five. WIC is federally funded through the U.S. Department of Agriculture, Food and Nutrition Program. In Oregon, WIC services are provided by County Health Departments, two Tribal organizations, two Head Start Programs, one Federally Qualified Health Center, and one non-profit. WIC provides nutrition and health screening, breastfeeding promotion and support, referrals, and supplemental foods targeted specifically to meet the most common nutrient deficiencies in the target population of women and children. WIC provides access to Registered Dietitians (RDNs) and International Board Certified Lactation Consultants (IBCLC) for participants needing a greater level of clinical support.

Oregon Overview

Nationally, WIC serves about half of all infants born in the United States[1]; in Oregon WIC serves 55% of the number of children 0-5 who are estimated to be eligible for WIC (at or below 185% Federal Poverty Level). Counties range from a low of 20% to a high of 84% reach. These estimates are based on August 2019 child participant counts. As such they present a snapshot of the number of infant/child WIC participants at that moment and are not an exhaustive de-duplicated count.

Important Note

Estimates of potentially eligible infants and children served are based on the most recently available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 28. Children 0-5 served in WIC

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	300	509	58.94	47.4 - 77.9	HM
Benton	854	1,313	65.04	52.7 - 85.1	H
Clackamas	2,770	6,764	40.95	36.3 - 47.0	L
Clatsop	637	1,092	58.33	47.3 - 76.1	HM
Columbia	944	1,317	71.68	58.1 - 93.7	H
Coos	1,057	2,130	49.62	41.1 - 62.6	LM
Crook	566	887	63.81	48.5 - 93.2	HM
Curry	290	345	84.06	56.8 - 100	H
Deschutes	2,486	4,751	52.33	45.4 - 61.8	LM
Douglas	2,420	3,384	71.51	62.4 - 83.7	H
Gilliam	-	71	-	-	NA
Grant	108	224	48.21	36.5 - 71.1	L
Harney	191	260	73.46	50.9 - 100	H
Hood River	504	816	61.76	42.3 - 100	HM
Jackson	3,697	7,549	48.97	43.8 - 55.5	L
Jefferson	785	1,103	71.17	58.5 - 91.0	H
Josephine	1,627	2,712	59.99	51.1 - 72.7	HM
Klamath	1,817	2,618	69.40	59.0 - 84.3	H
Lake	121	353	34.28	24.7 - 55.8	L
Lane	4,948	9,810	50.44	46.4 - 55.3	LM
Lincoln	834	1,689	49.38	42.0 - 60.0	L
Linn	2,376	4,497	52.84	45.9 - 62.3	LM
Malheur	1,015	1,553	65.36	55.0 - 80.6	H
Marion	8,460	13,542	62.47	57.3 - 68.7	HM
Morrow	223	432	51.62	38.2 - 79.6	LM
Multnomah	9,955	19,190	51.88	48.5 - 55.7	LM
Polk	785	2,507	31.31	26.2 - 38.9	L
Sherman	-	*	-	-	NA
Tillamook	443	938	47.23	36.3 - 67.7	L
Umatilla	2,324	3,636	63.92	54.8 - 76.6	HM
Union	527	832	63.34	50.2 - 85.7	HM
Wallowa	84	211	39.81	27.5 - 72.4	L
Wasco	675	808	83.54	67.9 - 100	H
Washington	6,911	13,436	51.44	47.2 - 56.6	LM
Wheeler	10	51	19.61	13.0 - 40.0	L
Yamhill	1,674	3,260	51.35	43.8 - 62.1	LM
Oregon	**62,418**	**114,597**	**54.47**	**52.9 - 56.1**	

Source: 2019 Oregon WIC; 2017 ACS 5-year estimates, Table B17024

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://www.fns.usda.gov/wic

Map 27. Estimated percentage of eligible children 0-5 served in WIC

- **Low** 19.61-49.44%
- **Low-Moderate** 49.45-55.58%
- **High-Moderate** 55.59-64.76%
- **High** 64.77-84.06%
- **Not Available**

State Total

62,418
55%

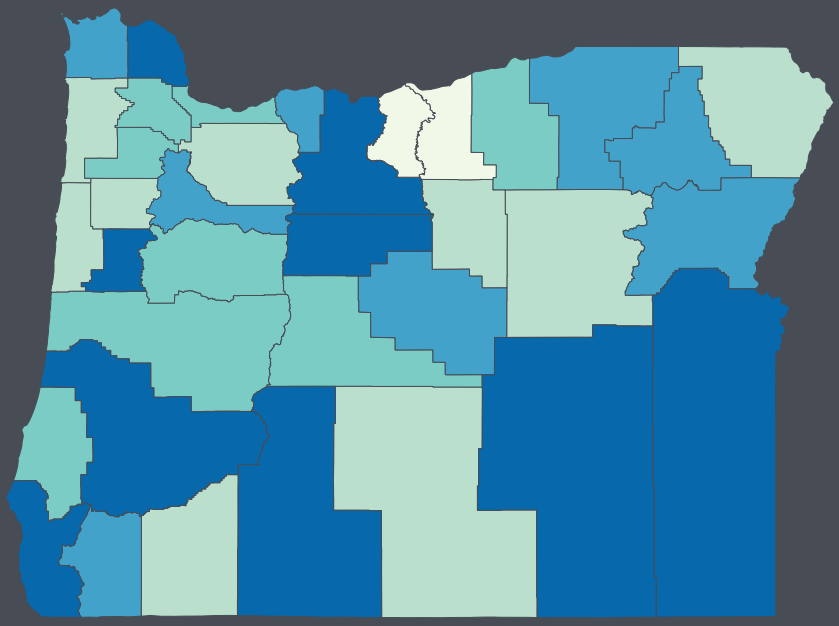
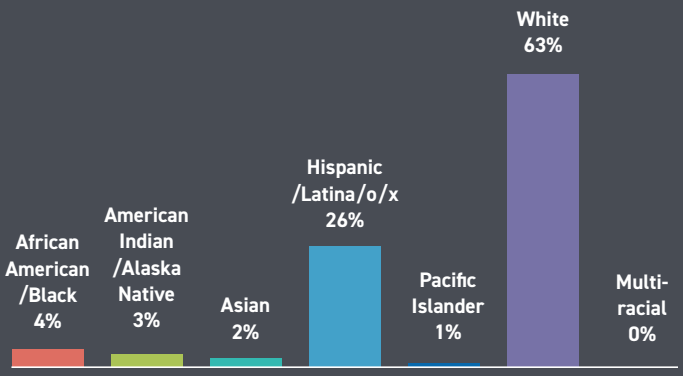


Figure 24. Percentage of children, infants, and mothers enrolled in WIC, by race/ethnicity



Source: 2019 Oregon WIC; 2017 ACS 5-year estimates, Table B17024

KEY INDICATOR

29 Supplemental Nutrition Assistance Program

Rationale / Relevance

The Supplemental Nutrition Assistance Program (SNAP) is a federal program that provides low income families with financial assistance to purchase nutritious food. SNAP is targeted towards vulnerable citizens, predominantly serving households with children, elderly or disabled members. Nearly half of all SNAP participants are children. SNAP benefits are limited to purchases of grocery and food products. Ensuring access to healthy food and nutrition is critical to supporting children's well-being and school readiness. This indicator estimates the percentage of potentially eligible children in Oregon who receive SNAP benefits.

Oregon Overview

The national rate of those eligible for SNAP receiving benefits was 83% in 2015, 66% of those receiving SNAP were families with children.[1] Oregon's statewide rate of children 0-5 receiving SNAP benefits was estimated at 98%, well above the national average. Counties range from a low of 42% to a high of 100%.

Important Note

Estimates of potentially eligible infants and children served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 29. Children 0-5 served in SNAP

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	576	509	100~	91.1 - 100	H
Benton	1,386	1,313	100~	85.5 - 100	H
Clackamas	6,782	6,764	100~	88.8 - 100	H
Clatsop	1,002	1,092	91.76	74.4 - 100	LM
Columbia	1,259	1,317	95.60	77.4 - 100	LM
Coos	2,231	2,130	100~	86.7 - 100	H
Crook	745	887	83.99	63.8 - 100	LM
Curry	608	345	100~	100 - 100	H
Deschutes	3,835	4,751	80.72	70.0 - 95.3	L
Douglas	3,913	3,384	100~	100 - 100	H
Gilliam	30	71	42.25	26.0 - 100	L
Grant	146	224	65.18	49.4 - 95.8	L
Harney	242	260	93.08	64.5 - 100	LM
Hood River	586	816	71.81	49.2 - 100	L
Jackson	7,587	7,549	100~	89.9 - 100	H
Jefferson	1,262	1,103	100~	94.0 - 100	H
Josephine	3,340	2,712	100~	100 - 100	H
Klamath	3,003	2,618	100~	97.5 - 100	H
Lake	206	353	58.36	42.1 - 95.1	L
Lane	10,127	9,810	100~	94.9 - 100	H
Lincoln	1,518	1,689	89.88	76.4 - 100	LM
Linn	4,419	4,497	98.27	85.3 - 100	LM
Malheur	1,765	1,553	100~	95.6 - 100	H
Marion	13,347	13,542	98.56	90.3 - 100	HM
Morrow	456	432	100~	78.1 - 100	H
Multnomah	19,425	19,190	100~	94.7 - 100	H
Polk	2,650	2,507	100~	88.5 - 100	H
Sherman	31	*	*	*	NA
Tillamook	670	938	71.43	54.8 - 100	L
Umatilla	3,340	3,636	91.86	78.8 - 100	LM
Union	976	832	100~	93.0 - 100	H
Wallowa	143	211	67.77	46.8 - 100	L
Wasco	935	808	100~	94.0 - 100	H
Washington	10,928	13,436	81.33	74.6 - 89.5	L
Wheeler	32	51	62.75	41.8 - 100	L
Yamhill	2,792	3,260	85.64	73.0 - 100	LM
Oregon	**112,296**	**114,597**	**97.99**	**95.2 - 100**	

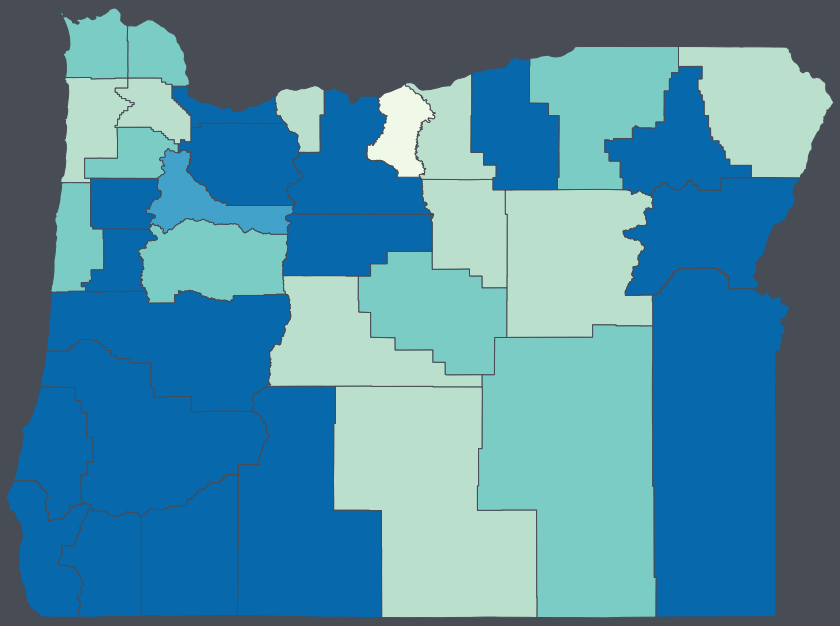
Source: 2018 DHS/OHA Integrated Client Services Database; 2017 ACS 5-year estimates, Table B17024

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.nokidhungry.org/who-we-are/hunger-facts

Map 28. Estimated percentage of eligible children 0-5 served in SNAP

- **Low** 42.25-81.33%
- **Low-Moderate** 81.34-98.56%
- **High-Moderate** 98.56-99.99%
- **High** 100-100%
- **Not Available**



State Total

112,296
97.99%

17 counties are serving an estimated 100% of eligible children in SNAP

Source: 2018 DHS/OHA Integrated Client Services Database; 2017 ACS 5-year estimates, Table B17024

KEY INDICATOR

30 Health Insurance Coverage

Rationale / Relevance

Health insurance coverage improves child well-being. When children have health insurance, they are more likely than uninsured children to be healthy and receive needed medical care.[1] While Oregon's overall rates of health insurance coverage are generally high, it should be noted that health insurance coverage is an important first step in ensuring adequate health access and delivery. Communities with lower rates of coverage may do well to increase outreach and communication to families about available health insurance, as well as to provide more logistical and hands-on support to help families navigate the often complicated process of enrollment and eligibility for publicly funded insurance.

Oregon Overview

Approximately 97% of children under 6 in Oregon have health insurance coverage. Counties range from a low of 80% to a high of 100%.

Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 30. Percentage of children 0-5 with health insurance coverage

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

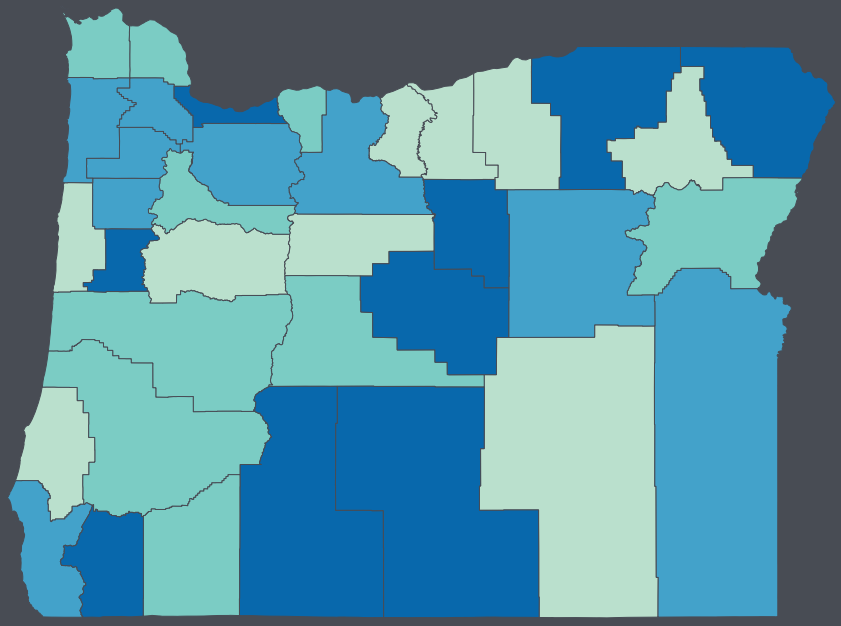
County	#	Total Population	%	Margin of Error	Level
Baker	949	991	95.76	91.9 - 99.6	LM
Benton	4,446	4,516	98.45	86.9 - 100	H
Clackamas	25,386	26,325	96.43	94.6 - 98.2	HM
Clatsop	2,308	2,429	95.02	78.1 - 100	LM
Columbia	3,059	3,212	95.24	90.2 - 100	LM
Coos	3,565	3,780	94.31	91.1 - 97.5	L
Crook	1,286	1,311	98.09	90.7 - 100	H
Curry	1,024	1,047	97.80	89.5 - 100	HM
Deschutes	10,605	11,168	94.96	91.7 - 98.2	LM
Douglas	6,241	6,542	95.40	91.1 - 99.7	LM
Gilliam	103	128	80.47	59.5 - 100	L
Grant	380	394	96.45	87.0 - 100	HM
Harney	409	446	91.70	73.6 - 100	L
Hood River	1,759	1,845	95.34	85.8 - 100	LM
Jackson	13,465	14,141	95.22	92.6 - 97.8	LM
Jefferson	1,627	1,759	92.50	83.4 - 100	L
Josephine	4,676	4,772	97.99	96.0 - 100	H
Klamath	4,532	4,614	98.22	84.5 - 100	H
Lake	491	493	99.59	96.0 - 100	H
Lane	21,234	22,061	96.25	94.7 - 97.8	LM
Lincoln	2,709	2,874	94.26	88.4 - 100	L
Linn	8,537	9,061	94.22	91.0 - 97.5	L
Malheur	2,472	2,567	96.30	90.0 - 100	HM
Marion	25,494	26,562	95.98	90.6 - 100	LM
Morrow	893	967	92.35	80.2 - 100	L
Multnomah	53,479	54,467	98.19	97.0 - 99.4	H
Polk	5,370	5,508	97.49	94.2 - 100	HM
Sherman	57	71	80.28	62.8 - 97.8	L
Tillamook	1,574	1,610	97.76	94.0 - 100	HM
Umatilla	6,221	6,346	98.03	94.3 - 100	H
Union	1,623	1,779	91.23	85.4 - 97.0	L
Wallowa	391	391	100.00	66.7 - 100	H
Wasco	1,991	2,056	96.84	92.4 - 100	HM
Washington	42,553	44,079	96.54	94.8 - 98.3	HM
Wheeler	64	64	100.00	0.4 - 100	H
Yamhill	6,910	7,096	97.38	94.4 - 100	HM
Oregon	**267,883**	**277,472**	**97**	**94.9 - 98.2**	

Source: 2017 ACS 5-year estimates, Table B27001 & Table B09001

1 https://www.childtrends.org/publications/health-insurance-coverage-improves-child-well

Map 29. Estimated percentage of eligible children 0-5 with health insurance coverage

- **Low** 80-94.8%
- **Low-Moderate** 94.81-96.28%
- **High-Moderate** 96.29-97.85%
- **High** 97.86-100%
- **Not Available**



State Total

267,883
97%

All 36 counties are above 80%

Source: 2017 ACS 5-year estimates, Table B27001 & Table B09001

KEY INDICATOR

31 Housing Assistance

Rationale / Relevance

This indicator provides an estimate of the percentage of potentially eligible extremely and very low income households with children under 18 who are receiving housing assistance in the form of public housing, housing choice vouchers, and Section 8 housing. Lower estimates indicate regions in which families may face more challenges in finding affordable housing. Families living in regions with low rates of housing assistance coupled with higher housing costs (see Housing Affordability) may be particularly at risk. Housing instability is a serious concern for young children, and leads to mobility and disruption of learning experiences that can have profound negative effects on academic and other long term outcomes.[1] Connecting families with needed supports to provide stable housing is a critical aspect of family stability.

Oregon Overview

In 2018, approximately 15,368 Oregon households reported receiving housing assistance through Housing Choice Vouchers, Project Based Section 7, and Public Housing with the U.S. Department of Housing and Urban Development (HUD). Oregon has an estimated 98,784 extremely or very low income households with children under 18 years old living at or below 50% of the Area Median Income (AMI). The sum of the number of households receiving housing assistance (Housing Choice Vouchers, Project Based Section 8, Public Housing) was multiplied by the percentage of households with children under 18 receiving housing assistance (the percentages of households with 2 parents and 1 or more children plus the percentage of households with 1 parent and 1 or more children, as reported in HUD's Picture of Subsidized Households) to create the share of households with children under 18 years old receiving housing assistance. Statewide, on average, approximately 15.6% of the share of extremely or very low income households with children under 18 received housing assistance. Counties ranged from a low of 4% to a high of 36.7%.

Table 31. Households with children under 18 receiving housing assistance

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Total Population	%	Margin of Error	Level
Baker	64.5	489	13.2	8.4 - 31.4	LM
Benton	265.8	1995	13.3	10.4 - 18.6	LM
Clackamas	850.3	7490	11.4	9.9 - 13.4	L
Clatsop	83.5	656	12.7	8.4 - 25.9	LM
Columbia	155.1	631	24.6	16.2 - 51.1	H
Coos	263.6	1575	16.7	12.8 - 24.3	HM
Crook	48.0	446	10.8	6.7 - 27.8	L
Curry	26.2	648	4.0	2.7 - 7.8	L
Deschutes	382.4	3480	11.0	9.0 - 14.1	L
Douglas	299.1	2594	11.5	9.2 - 15.3	LM
Gilliam	*	*	*	*	NA
Grant	23.4	*	*	*	NA
Harney	19.7	*	*	*	NA
Hood River	76.9	*	*	*	NA
Jackson	772.7	5692	13.6	11.7 - 16.3	LM
Jefferson	34.4	430	8.0	4.9 - 21.2	L
Josephine	321.5	1955	16.4	12.9 - 22.8	HM
Klamath	347.4	2280	15.2	12.2 - 20.4	LM
Lake	13.8	*	*	*	NA
Lane	1,472.0	8185	18.0	15.8 - 20.9	HM
Lincoln	229.7	934	24.6	17.2 - 42.9	H
Linn	720.0	2687	26.8	21.5 - 35.5	H
Malheur	177.3	815	21.8	15.3 - 37.6	H
Marion	1,673.3	9711	17.2	15.3 - 19.7	HM
Morrow	3.1	*	*	*	NA
Multnomah	4,058.1	21128	19.2	17.7 - 21.0	H
Polk	422.7	2507	16.9	13.6 - 22.2	HM
Sherman	4.0	*	*	*	NA
Tillamook	28.2	559	5.0	3.3 - 11.2	L
Umatilla	245.8	1649	14.9	11.3 - 21.8	LM
Union	233.6	637	36.7	24.3 - 74.4	H
Wallowa	16.8	*	*	*	NA
Wasco	180.1	504	35.7	22.7 - 84.3	H
Washington	1,192.2	14318	8.3	7.5 - 9.3	L
Wheeler	*	*	*	*	NA
Yamhill	580.6	3064	18.9	15.5 - 24.3	HM
Oregon	**15,368.1**	**98,784**	**15.6**	**15.0 - 16.2**	

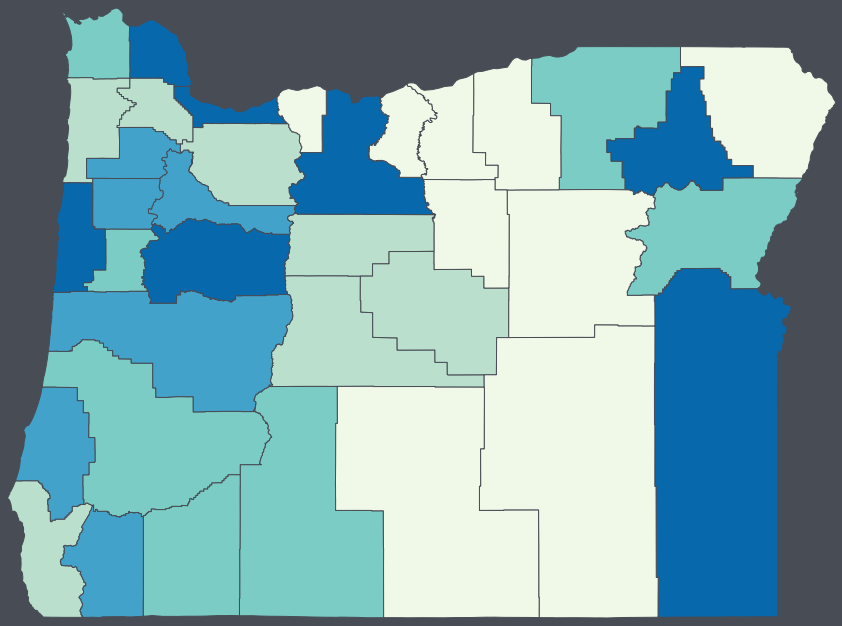
Source: U.S. Department Housing and Urban Development 2018 Picture of Subsidized Households; 2017 ACS 5-year (PUMS) housing and population data; 2017 ACS 5-year estimates, Table B19113; Missouri Data Center (MABLE) geocorr14; Public User Microdata Areas (PUMA) 2010

Asterisk (*) indicates data are suppressed due to small sample size

1 https://pediatrics.aappublications.org/content/141/2/e20172199

Map 30. Estimated percentage of eligible households with children under 18 receiving housing assistance

- **Low** 4.0 - 11.4%
- **Low-Moderate** 11.5 - 15.2%
- **High-Moderate** 15.3 - 19.1%
- **High** 19.2 - 36.7%
- **Not Available**



State Total

15,368
15.6%

Important Note

Estimates of households and potentially eligible families served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Data Information: All cases with American Community Survey data present for income and household composition are included. Area Median Income (AMI) estimates were rounded after allocation to counties. Rounded estimates are shown for the share of households with children under 18 reported receiving HUD assistance.

Source: U.S. Department Housing and Urban Development 2018 Picture of Subsidized Households; 2017 ACS 5-year (PUMS) housing and population data; 2017 ACS 5-year estimates, Table B19113; Missouri Data Center (MABLE) geocorr14; Public User Microdata Areas (PUMA) 2010

KEY INDICATOR

32 211info Child Care Referrals

Rationale / Relevance

211info is a statewide service that provides a phone and online system for connecting people with health and social service organizations. 211info is currently the state's central hub and primary service for providing child care referrals for families. Working with the Training Research Institute (TRI) at Western Oregon, 211info provides linkages for families to learn about types of child care and to receive personalized referrals based on their needs. They also provide specific hotline/supports for foster parents and parents can get parenting information and referrals from a parent educator. Counties in which lower percentages of families using 211info may need to strengthen communication about the availability of these services.

Oregon Overview

Overall, an estimated 2.16% of families with children 0-5 used 211info for a child care referral. Counties range from a low of 0% to a high of 5.13%.

Important Note

Estimates of families served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 32. Individuals referred to child care through 211info

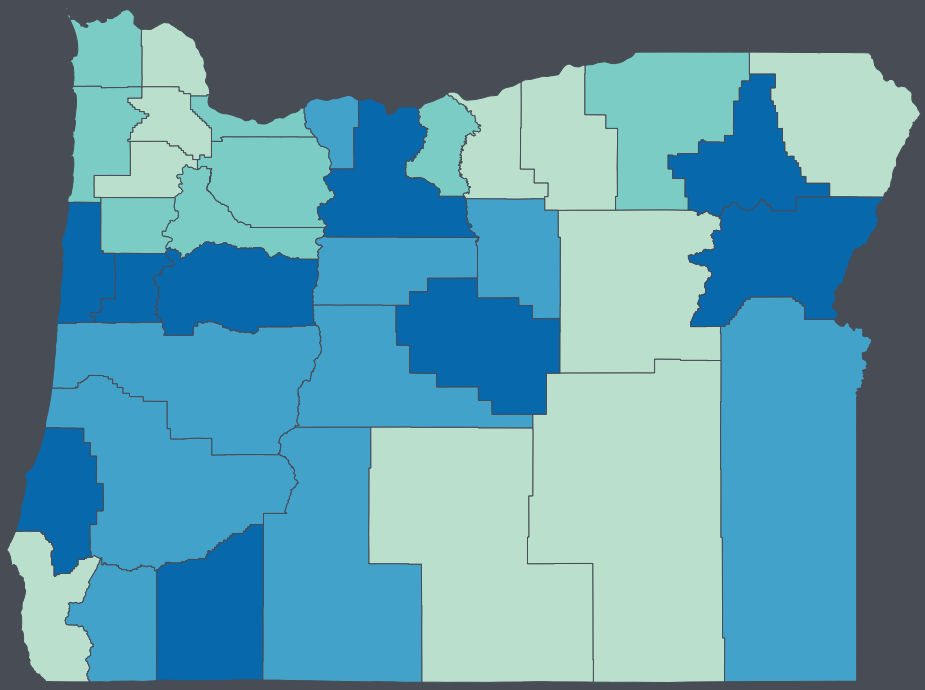
REACH LEVEL L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	# Seeking Referrals	# Families w/children 0-5	% w/0-5 Seeking Referrals	Margin of Error	Level
Baker	47	916	5.13	4.5 - 6.0	H
Benton	180	4,089	4.40	4.1 - 4.8	H
Clackamas	347	23,343	1.49	1.4 - 1.6	LM
Clatsop	29	2,106	1.38	1.2 - 1.6	LM
Columbia	25	2,681	0.93	0.8 - 1.1	L
Coos	106	3,176	3.34	3.0 - 3.8	H
Crook	35	1,117	3.13	2.6 - 4.0	H
Curry	12	889	1.35	1.1 - 1.8	L
Deschutes	314	10,109	3.11	2.9 - 3.4	HM
Douglas	126	5,448	2.31	2.1 - 2.6	HM
Gilliam	0	128	0.00	0.0 - 0.0	L
Grant	4	347	1.15	1.0 - 1.5	L
Harney	3	429	0.70	0.6 - 0.9	L
Hood River	43	1,585	2.71	2.2 - 3.5	HM
Jackson	400	12,262	3.26	3.0 - 3.5	H
Jefferson	39	1,305	2.99	2.5 - 3.6	HM
Josephine	89	3,707	2.40	2.1 - 2.7	HM
Klamath	89	3,834	2.32	2.1 - 2.6	HM
Lake	3	411	0.73	0.6 - 1.0	L
Lane	463	19,039	2.43	2.3 - 2.6	HM
Lincoln	88	2,444	3.60	3.2 - 4.1	H
Linn	323	7,725	4.18	3.9 - 4.6	H
Malheur	49	2,117	2.31	2.0 - 2.7	HM
Marion	506	23,060	2.19	2.1 - 2.3	LM
Morrow	11	837	1.31	1.1 - 1.6	L
Multnomah	944	47,849	1.97	1.9 - 2.0	LM
Polk	78	4,899	1.59	1.5 - 1.8	LM
Sherman	1	65	1.54	1.0 - 3.4	LM
Tillamook	21	1,509	1.39	1.2 - 1.7	LM
Umatilla	101	5,624	1.80	1.6 - 2.0	LM
Union	77	1,504	5.12	4.4 - 6.0	H
Wallowa	1	306	0.33	0.3 - 0.5	L
Wasco	84	1,811	4.64	4.1 - 5.3	H
Washington	538	40,152	1.34	1.3 - 1.4	L
Wheeler	1	45	2.22	1.3 - 6.6	HM
Yamhill	76	6,230	1.22	1.1 - 1.3	L
Oregon	**5,254**	**243,098**	**2.16**	**2.1 - 2.2**	

Source: 2018 211info; 2017 ACS 5-year estimates, B09002

Map 31. Estimated percentage of individuals referred to child care through 211info

- **Low** 0.00-1.35%
- **Low-Moderate** 1.36-2.21%
- **High-Moderate** 2.22-3.11%
- **High** 3.12%-5.13%
- **Not Available**



State Total

5,254
2.16%

All 36 counties are below 6%

Data Information: Counts the number of unique clients associated with referral searches that returned results.

Source: 2018 211info; 2017 ACS 5-year estimates, B09002

ANALYSIS OF REACH RATES

Data System Challenges, Gaps & Needs

In the course of developing this report, a number of challenges were encountered in obtaining data reflecting enrollment across Oregon's many early childhood and other programs related to the quality, consistency, and general availability of data. These challenges are summarized briefly below.

Oregon needs an integrated early childhood data system.

While data about children and families who are enrolled in the state's K-12 and early intervention/early childhood special education systems is maintained and available through the Oregon Department of Education, no similar system exists to allow collection, storage, or management of data for either the state's publicly funded preschool programs (Oregon Pre-Kindergarten and Preschool Promise) or for children served through school-district funded preschool. This system needs to have real-time data entry available to local program providers to enter and report enrollment data for these key programs (e.g., online data entry systems), as well as state level data infrastructure for quality control. Ideally this system would also include enrollment in birth-three services such as home visiting. This is a serious gap that needs to be addressed in order for the Early Learning Division to have critical, foundational information about the preschool services being provided through these programs.

Lack of early childhood outcome data during the 0-5 age range.

Moreover, little to no information was available that reflects early learning outcomes prior to kindergarten entry. The primary sources of information available for this report that reflect child well-being were in the health domain (e.g., low birth weight, immunizations, health insurance coverage). Data were available reflecting rates at which children are screened for developmental delays, but not their status (unless they are enrolled in Early Intervention/Early Childhood Special Education). In the long term, an ideal early childhood data system would allow coordinated enrollment across publicly funded programs at the local level and include information that describes the characteristics of children and families served, as well as child outcomes. Such a data system would ideally be "cradle to college" in terms of providing longitudinal, child-level information across the child's first eighteen years.

Lack of information about cross-agency provision of early childhood home visiting programs.

Oregon's home visiting programs are funded through a variety of mechanisms, and are administered by at least three different state agencies (Oregon Health Authority, Oregon Department of Human Services, and the Early Learning Division). While progress is being made to develop and implement a more integrated data system for home visiting, it is not yet scaled up to represent all of the major home visiting programs in the state. Data were not available at the county level that reflected unduplicated enrollment in the state's complex OHA-administered home visiting programs. Further, national evidence-based model programs that store data for the Nurse-Family Partnership programs operating in Oregon were unable to provide enrollment figures except at the state level due to confidentiality restrictions. These challenges need to be addressed to provide critical data about the home visiting system.

Limited parenting education program data.

Information about parenting education was limited to programs coordinated by the Oregon Parent Education Collaborative (OPEC). Parenting education comprises a broad array of programs designed to support and promote positive parenting. These programs are funded by many different state agencies across multiple sectors, as well as by many local, philanthropic, and other funders. Even more so than child-focused preschool and home visiting programs, there is a lack of information about the number of families enrolled in parenting education across this diverse array of programs. In some communities, however, OPEC (largely funded through private and philanthropic dollars) operates "parenting education hubs" that act to coordinate parenting education. Part of the role of the OPEC Hubs is to collect data about program enrollment and outcomes. Data available for the "reach" of parenting education programs was limited to programs engaged with the OPEC Hubs. Scaling up the existing OPEC Hubs may provide a key organizational structure for coordinating data collection and reporting for Oregon's many parenting education programs.

Lack of consistent information about children's race, ethnicity, and languages spoken.

Across state agencies, the manner in which family and/or child information about racial/ethnic background, as well as about languages spoken, was inconsistent, making comparisons and analysis of disparities difficult. Most often, discrepancies reflected: (1) the inability to separate children of Asian descent from those of Pacific Islander descent; (2) the inability to reflect different Asian subpopulations within the broad category of "Asian"; and, (3)

differences in how and whether individuals whose backgrounds reflect more than one racial/ethnic group are categorized and counted.

Priorities for Improving Reach of Oregon's Early Learning & Supportive Services

Publicly Funded Preschool

While nationally about one in three (33%) 3-5 year old children are enrolled in preschool—a rate that remains low despite the growing recognition of the importance of preschool for increasing children's school readiness—Oregon's rate is even lower, with only about 1 in 4 (27%) income-eligible children estimated to be served in the state's major publicly funded preschool programs. Given the preponderance of children who arrive in Oregon's kindergartens without the social-emotional and early academic skills that contribute to academic success, this is a critical area for future resource investment.

Oregon Relief Nurseries

Oregon Relief Nurseries serve about 8% of children under 6 at or below 100% FPL. Relief Nurseries provide therapeutic center and home-based services to families with children at highest risk for child abuse and neglect. As with other ECE sector programs, these numbers may not represent unduplicated counts. Oregon's Relief Nursery model represents a potentially scaleable approach for ameliorating the influence of early childhood adverse experiences on later development.

Early Childhood Home Visiting

While data were not available across all of Oregon's home visiting programs, statewide about 10% of potentially eligible families with children ages birth-2 years old were served in the state's largest evidence-based home visiting program, Healthy Families Oregon. Additionally, a rough estimate reflecting a duplicated total of 9,150 families with children ages birth-2 years old received services through one or more of the following: Healthy Families Oregon, Early Head Start, Babies First, and Nurse-Family Partnership. If this estimated represented unique families, it would suggest a higher reach rate of close to 31% of children ages birth-2 years old living in poverty served by these programs. Nevertheless, considerable need for larger investments in home visiting programs is indicated.

Parenting Education

Data indicate that a very small percentage of Oregon's parenting families are engaged in parenting education services—although the data available reflect only those services coordinated by OPEC Hubs, which were not operating in all counties at the time of data collection. In a few counties, as many as 8-9% of parents are receiving parenting education. Within communities with an OPEC Hub, data may more accurately reflect the provision of parenting education services, as well as underscore the potential for a broader provision of high-quality parenting education in the state.

EI/ECSE

Oregon's rate of enrollment of young children in both EI and ECSE services is comparable to national rates for both programs. It is worth noting, however, that there is considerable variability across counties in the rate of children being identified and enrolled in these programs. This suggests the importance of enhancing screening, identification, and enrollment in some communities. Further, given that national data suggest that as many as 15% of school-aged children have a developmental delay and could benefit from supportive services, comparing Oregon's enrollment rates to national rates may not fully reflect the need for additional work in this area. While Oregon has a relatively high rate of early developmental screenings (almost half of children enrolled in the state's Oregon Health Plan received at least one developmental screening prior to age 5), the rate of identification and successful engagement of children who might benefit from EI/ECSE services does not reflect what may be expected with such high screening rates. Two areas that may need strengthening, then, are: (1) data systems that allow child-level information to be tracked and monitored from the point of the initial screen though the referral and EI/ECSE service delivery process; and, (2) strengthening resources that support better outreach and engagement of families whose children may benefit from EI/ECSE supports.

Equity Analysis

Oregon's publicly funded early childhood programs appear to be doing well in terms of engagement and enrollment of children and families of color. The rates of enrollment for publicly funded preschool students, Relief Nurseries, and Healthy Families Oregon all reflect over-enrollment (relative to the population) of Hispanic/Latinx, African American, Asian (and/or Pacific Islander), American Indian, and Multi-racial children. Publicly funded preschool (Head Start, Oregon Pre-Kindergarten, Preschool Promise), in particular, reflects higher rates of enrollment of Hispanic/Latnix children (about 45% of all enrolled 3-5 year olds) relative to the population (22%), as well as American Indian children (3% vs. 1% in the population). This may speak to the key role of federal funding to specialized Head Start programs focused on Migrant families

and Tribal communities. Nevertheless, given the overall low rates of enrollment in publicly funded early childhood programs, there is no doubt that large numbers of children remain unserved by these foundational early learning programs.

Broader System of Services & Supports

Housing assistance

Statewide, on average, approximately 15.6% of the share of extremely or very low income households with children under 18 received housing assistance. Counties ranged from a low of 4% to a high of 36.7%. The need for more housing assistance and more affordable housing remains a critical area for additional investments to support the well-being of Oregon's children.

WIC

Nationally, WIC serves about half of all infants born in the United States[1]; in Oregon WIC serves 54% of the number of children 0-5 who are estimated to be eligible for WIC (at or below 185% Federal Poverty Level). Counties range from a low of 20% to a high of 84% reach. While Oregon's rates are comparable to those nationally, the fact remains that about half of potentially eligible children and families who might benefit from these key supports are not engaged in WIC services.

TANF

About three-fourths of families in deep poverty (below 50% of the Federal Poverty Level) are served by TANF. Thus, almost one in four are not being reached. Further, TANF supports are only provided to the poorest of Oregon's families, leaving many families out of the eligibility range for these supports.

Use of 211info for child care referrals

Oregon's primary system for providing information and referrals for families for child care services is the state's 211info hotline and online referral services. Only about 2% of parents with young children used 211info for this service in 2018. Continued work to communicate the availability of this resource to families is clearly needed to increase utilization.

Strengths Summary

Nationwide about one third of children under age 3 have received a developmental screening. Oregon has the highest rate of developmental screenings at 58.8% for children under age 3 in the U.S.[2] Between 80-100% of children under 6 in Oregon have access to health insurance.

1 https://www.fns.usda.gov/wic
2 https://www.jhsph.edu/news/news-releases/2018/developmental-screening-and-surveillance-rates-remain-low-new-study-suggests.html

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3 Availability & Quality of Early Care & Education Services

For children 0-5 years old in Oregon

This section of the report includes detailed tables and maps related to describing the availability and quality of early care and education services to children ages birth through five years old. Data within this section are taken from several existing statewide datasets, as well as from a statewide provider survey (described below).

PDG B-5 Early Care & Education Provider Survey Description

PDG B-5 Provider Survey: Data Collection Method

To supplement information about the Early Care and Education (ECE) workforce, the PDG B-5 research team conducted a direct survey in spring/summer 2019 of early childhood care directors, owner-providers (individuals who owned the business and also provided care within it) and providers at center-, home- and school-based facilities specifically for the Strengths and Needs Assessment. The PDG Early Care and Education Provider Survey (referred to throughout this report as the "PDG B-5 Provider Survey") was disseminated to all registered early childhood child care and education providers in the state. Providers were sent emails and postcards inviting them to participate using one of the three different forms (director, owner-provider or teacher/provider) depending on their role. Additionally, local child care resource and referral networks, regional Early Learning Hubs, and a number of other organizations connected to early childhood care and education within the state were asked to send information to their local programs and providers. The surveys were offered in a number of languages, including English, Spanish, Vietnamese, Traditional Chinese, and Russian. Surveys were self-administered online and participants received a $20 gift card on completion of a survey. Questions covered such topics as basic characteristics (including ethnicities and language spoken) of the children and families served, professional development opportunities, processes used to ensure continuous quality improvement, whether standard curricula and assessment tools were utilized, and the use of different funding streams. Questions varied according to the role of the respondent. A copy of the survey for owner-providers (which contains all of the questions that were asked) is located in Appendix B.

Survey Sample Description

Overall, 1628 individuals responded (1241 providers, 200 owner-providers, and 187 directors). Of these individuals, 1264 indicated that they worked at center-based facilities and 323 indicated that they worked at home-based facilities (41 did not respond to the question). Across the sample, the individuals represented a total of 882 facilities, 605 of which were center-based and 277 home-based. Throughout this report, when facility level data is presented, it is based on the report of only one respondent—the director or owner-provider—for a total of 433 separate facilities. Overall, 72.5% of the respondents who answered a query about their ethnicity identified as White, 12.7% as mixed race, 9.7% as Latino/Hispanic, 2.8% as Asian/Pacific, 1.6% as African American, and 0.7% as American Indian/Native Alaskan. These rates were similar across role categories with the exception that more providers identified as mixed race (14.2%) and more owner-providers identified as African-American (3.0%). The largest percentage of respondents had a Bachelor's degree (36.2%) with providers being most likely (41.8%) and owner-providers being least likely (17.2%) to have this level of education. The next most prevalent level of education was "some college credit but no degree" (21.1%) with the largest percentage of owner-providers falling into this category (35.4%). Finally, 15.5% of respondents had an Associate's degree.

Indicators of Early Care & Education Availability

Early Care & Education Available Slots

This section includes information about the number of slots in early care and education facilities (registered, recorded, and license exempt) available across the state and within each county. Desired capacity is the number of slots early care and education providers desire to fill and may differ from their licensed capacity since a facility may be licensed for more slots than they chose to fill. Additionally, slots represent the number of children a facility can have at one time. If a program has part day programs (i.e., separate a.m. and p.m. sessions), then two children can be served with one slot. Finally, the number of available slots does not reflect the number of children who are actually enrolled in programs.

KEY INDICATOR

33 Availability of Child Care Slots for Children 0-2

Rationale / Relevance

Estimates the availability of early care and education slots relative to the number of young children in the region. Higher estimates indicate that families in the region may have more options for available early care and education. This estimate is also an indicator of overall availability of early care and education for children in the region. Families living in regions with lower estimates have fewer available options for early care and education.

Oregon Overview

Statewide, Oregon has an estimated 74,661 early care and education slots for children ages 0-5. For ages 0-2, counties range from a low of 2% to a high of 29% with access to available early care and education for children birth through 2 years of age. For ages 3-5, coverage in counties range from a low of 20% to a high of 98% with access to early care and education for children from 3 to 5 years of age. National experts (Malik, Hamm, Schochet, Novoa, Workman, & Jessen-Howard, 2018) define a child care desert as a community with more than three children for every regulated child care slot. That is, 33% or fewer children in a community have access to a slot.

Table 33. Availability of child care slots, children 0-2

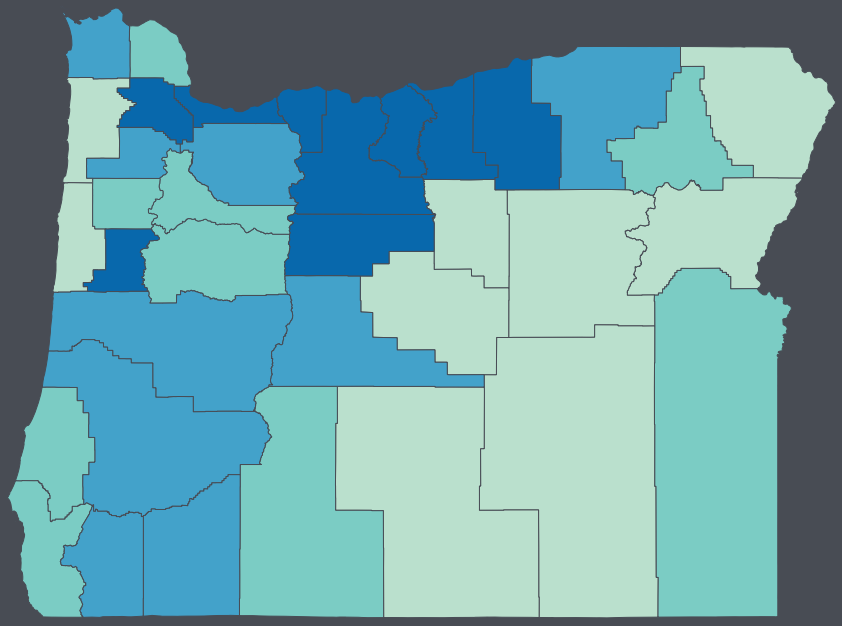
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Population	# Slots	% Access	Level
Baker	574	26	4.53	L
Benton	2,161	416	19.25	H
Clackamas	13,704	1,799	13.13	HM
Clatsop	1,383	134	9.69	HM
Columbia	1,672	126	7.54	LM
Coos	2,199	150	6.82	LM
Crook	654	37	5.66	L
Curry	522	47	9.00	LM
Deschutes	6,930	800	11.54	HM
Douglas	3,546	347	9.79	HM
Gilliam	71	18	25.35	H
Grant	188	10	5.32	L
Harney	244	8	3.28	L
Hood River	953	202	21.20	H
Jackson	7,890	732	9.28	HM
Jefferson	951	271	28.50	H
Josephine	2,687	306	11.39	HM
Klamath	2,404	214	8.90	LM
Lake	221	4	1.81	L
Lane	10,881	1,387	12.75	HM
Lincoln	1,510	65	4.30	L
Linn	4,973	324	6.52	LM
Malheur	1,426	123	8.63	LM
Marion	15,355	1,397	9.10	LM
Morrow	468	63	13.46	H
Multnomah	30,089	5,497	18.27	H
Polk	3,316	292	8.81	LM
Sherman	66	12	18.18	H
Tillamook	972	46	4.73	L
Umatilla	3,714	442	11.90	HM
Union	1,132	103	9.10	LM
Wallowa	285	17	5.96	L
Wasco	1,113	194	17.43	H
Washington	24,962	3,834	15.36	H
Wheeler	46	2	4.35	L
Yamhill	4,119	437	10.61	HM
Oregon	**153,381**	**19,882**	**13**	

Source: 2018 Estimating Supply, Oregon State University; 2017 Population Research Center, PSU

Map 32. Estimated availability of child care slots, children 0-2

- **Low** 1.81-6.38%
- **Low-Moderate** 6.39-9.19%
- **High-Moderate** 9.2-13.21%
- **High** 13.22 - 28.5%
- **Not Available**



State Total

19,882
13%

A child care desert is a community with more than three children for every regulated child care slot, or under 33.33% access. All counties in Oregon are child care deserts for 0-2 care.

Data Information: The Estimating Supply dataset is put together by Oregon State University by merging licensing data (Child Care Regulatory Information System) and Child Care Resource & Referral databases (NACCRRAware). Every two years, the Central Coordination manages a data update process in which data on capacity and price by age group are collected from all Oregon child care facilities within a three-month period to ensure all data were comparable and current. Desired capacity is the number of slots they desire to fill and may differ from their licensed capacity since a facility may be licensed for more slots than they chose to fill. Additionally, slots represent the number of children a facility can have at any one time. If a program has two part day programs, then two children can be served with one slot.

Access to child care is calculated by taking the Estimated Supply of Child Care in Oregon as of January 2018 and dividing it by the population of children in the county who fall in the age group. Population estimates from the Population Research Center at Portland State University were used for the number of children in each age group. Population estimates were from the 2017 Annual Population Report Tables, released April 15, 2018. The percent of children with access has been used as an Oregon benchmark for child care availability since the early 1990s.

Source: 2018 Estimating Supply, Oregon State University; 2017 Population Research Center, PSU

KEY INDICATOR

34 Availability of Child Care Slots for Children 3-5

Table 34. Availability of child care slots, children 3-5

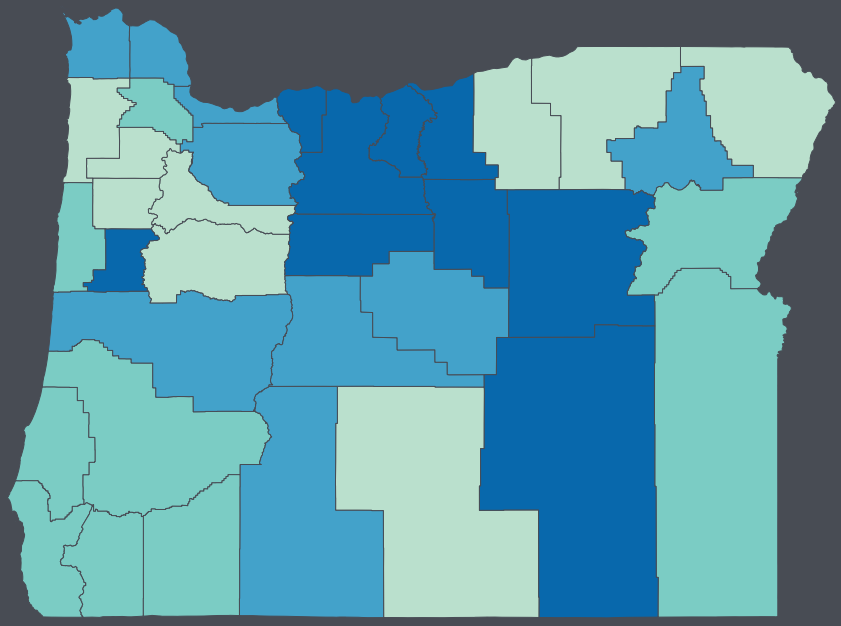
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Population	# Slots	% Access	Level
Baker	544	198	36.40	LM
Benton	2,232	1,222	54.75	H
Clackamas	14,203	5,294	37.27	HM
Clatsop	1,334	505	37.86	HM
Columbia	1,706	699	40.97	HM
Coos	2,092	666	31.84	LM
Crook	672	259	38.54	HM
Curry	507	157	30.97	LM
Deschutes	6,923	2,607	37.66	HM
Douglas	3,476	1,029	29.60	LM
Gilliam	61	36	59.02	H
Grant	183	146	79.78	H
Harney	242	135	55.79	H
Hood River	986	515	52.23	H
Jackson	7,618	2,347	30.81	LM
Jefferson	896	459	51.23	H
Josephine	2,644	807	30.52	LM
Klamath	2,339	1,045	44.68	HM
Lake	212	47	22.17	L
Lane	10,875	4,033	37.09	HM
Lincoln	1,405	492	35.02	LM
Linn	4,905	1,291	26.32	L
Malheur	1,377	477	34.64	LM
Marion	15,188	4,183	27.54	L
Morrow	488	94	19.26	L
Multnomah	28,860	12,416	43.02	HM
Polk	3,277	710	21.67	L
Sherman	60	29	48.33	H
Tillamook	913	266	29.13	L
Umatilla	3,651	1,042	28.54	L
Union	1,094	486	44.42	HM
Wallowa	268	74	27.61	L
Wasco	1,077	551	51.16	H
Washington	25,122	9,286	36.96	LM
Wheeler	42	41	97.62	H
Yamhill	4,165	1,135	27.25	L
Oregon	**151,637**	**54,779**	**36**	

Source: 2018 Estimating Supply, Oregon State University; 2017 Population Research Center, PSU

Map 33. Estimated availability of child care slots, children 3-5

- **Low** 19.26-29.49%
- **Low-Moderate** 29.5-37.02%
- **High-Moderate** 37.03-45.59%
- **High** 45.6-97.62%
- **Not Available**



State Total

54,779
36%

Data Information: The Estimating Supply dataset is put together by Oregon State University by merging licensing data (Child Care Regulatory Information System) and Child Care Resource & Referral databases (NACCRRAware). Every two years, the Central Coordination manages a data update process in which data on capacity and price by age group are collected from all Oregon child care facilities within a three-month period to ensure all data were comparable and current. Desired capacity is the number of slots they desire to fill and may differ from their licensed capacity since a facility may be licensed for more slots than they chose to fill. Additionally, slots represent the number of children a facility can have at any one time. If a program has two part day programs, then two children can be served with one slot.

Access to child care is calculated by taking the Estimated Supply of Child Care in Oregon as of January 2018 and dividing it by the population of children in the county who fall in the age group. Population estimates from the Population Research Center at Portland State University were used for the number of children in each age group. Population estimates were from the 2017 Annual Population Report Tables, released April 15, 2018. The percent of children with access has been used as an Oregon benchmark for child care availability since the early 1990s.

Source: 2018 Estimating Supply, Oregon State University; 2017 Population Research Center, PSU

KEY INDICATOR

35 Access to Publicly Funded Child Care Slots for Children 0-2

Rationale / Relevance

Estimates the percentage of available child care slots in each region that are supported by public funds for infants and toddlers (0-2) and preschool aged children (3-5). Thus this indicator provides an estimate of the potential availability of affordable (in most cases free) public child care in each region. The accessibility rate is calculated based on the number of children living in poverty, who are often prioritized for publicly available child care programs. Note, however, that not all publicly funded child care slots are represented in this data, based on limited availability. Therefore, public slots reported here include Oregon Head Start Prekindergarten, Early Head Start, Preschool Promise, Federal and Tribal Head Start, and Federal Migrant and Seasonal Head Start managed by the Oregon Child Development Coalition.

Oregon Overview

Statewide, Oregon has an estimated number 12,259 public slots for children ages 0-5 out of 74,661 total estimated slots. Thus, about 16% of all available child care for children 0-5 are publicly funded. For ages 0-2, counties range from a low of 0% coverage (no public slots per child in poverty) to a high of 50% coverage (enough slots to serve half of the children in poverty). For ages 3-5, counties range from a low of 18.7% coverage (enough slots to serve 18.7% of children in poverty) to a high of 100% coverage. Four counties have more public slots than estimated children in poverty (at or below 100% FPL).

Important Note

Estimates of potentially eligible infants and children served are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Table 35. Access to publicly funded child care slots, children 0-2

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

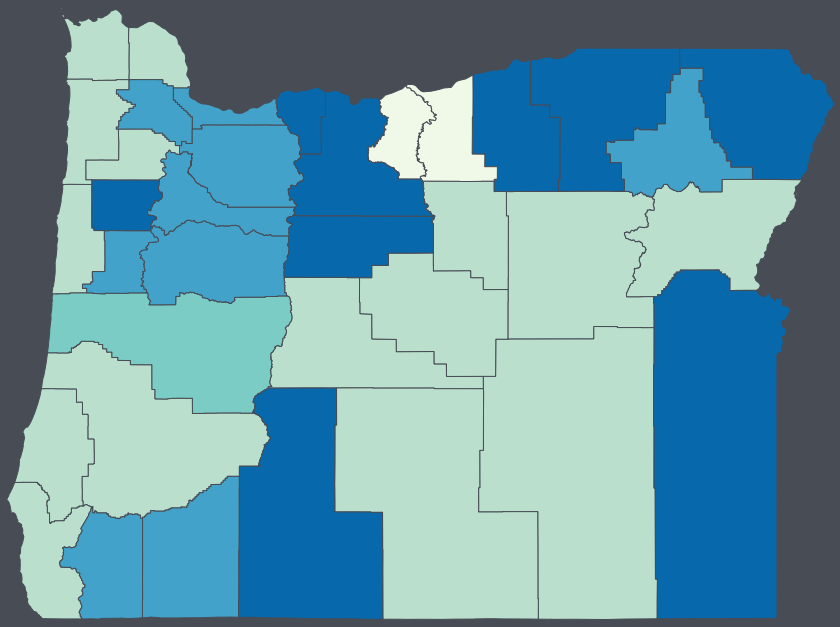
County	# in 100% FPL	# Slots	% Access	Margin of Error	Level
Baker	0	121	0.00%	0.0 - 0.0%	L
Benton	8	380	2.10%	1.7 - 2.8%	HM
Clackamas	27	1,597	1.69%	1.4 - 2.1%	HM
Clatsop	0	230	0.00%	0.0 - 0.0%	L
Columbia	0	296	0.00%	0.0 - 0.0%	L
Coos	0	617	0.00%	0.0 - 0.0%	L
Crook	0	171	0.00%	0.0 - 0.0%	L
Curry	0	90	0.00%	0.0 - 0.0%	L
Deschutes	0	1,030	0.00%	0.0 - 0.0%	L
Douglas	0	977	0.00%	0.0 - 0.0%	L
Gilliam	8	*	*	*	NA
Grant	0	53	0.00%	0.0 - 0.0%	L
Harney	0	73	0.00%	0.0 - 0.0%	L
Hood River	72	251	28.71%	18.4 - 65.4%	H
Jackson	56	2,084	2.69%	2.4 - 3.1%	HM
Jefferson	106	342	30.99%	24.3 - 42.7%	H
Josephine	32	713	4.49%	3.6 - 5.9%	HM
Klamath	56	634	8.83%	7.5 - 10.8%	H
Lake	0	128	0.00%	0.0 - 0.0%	L
Lane	8	2,428	0.33%	0.3 - 0.4%	LM
Lincoln	0	462	0.00%	0.0 - 0.0%	L
Linn	8	952	0.84%	0.7 - 1.0%	HM
Malheur	32	575	5.57%	4.8 - 6.6%	H
Marion	116	3,361	3.45%	3.1 - 3.9%	HM
Morrow	46	124	37.04%	27.2 - 57.8%	H
Multnomah	273	5,381	5.07%	4.7 - 5.5%	HM
Polk	56	610	9.18%	7.4 - 12.2%	H
Sherman	0	*	*	*	NA
Tillamook	0	245	0.00%	0.0 - 0.0%	L
Umatilla	222	865	25.68%	21.6 - 31.6%	H
Union	8	200	4.00%	3.0 - 6.2%	HM
Wallowa	8	58	13.75%	9.1 - 28.5%	H
Wasco	88	176	50.06%	38.8 - 70.7%	H
Washington	114	3,419	3.33%	3.0 - 3.8%	HM
Wheeler	0	11	0.00%	0.0 - 0.0%	L
Yamhill	0	893	0.00%	0.0 - 0.0%	L
Oregon	**1,344**	**29,548**	**4.55%**	**4.4 - 4.7%**	

Source: 2018 Estimating Supply, Oregon State University; 2017 ACS 5-year estimate, Table B17001

Asterisk (*) indicates data are suppressed due to small sample size

Map 34. Estimated access to publicly funded child care slots, children 0-2

- **Low** 0%-0%
- **Low-Moderate** 0.01%-0.58%
- **High-Moderate** 0.59%-5.44%
- **High** 5.45%-50.06%
- **Not Available**



State Total

1,344
4.55%

15 of 36 counties in OR have no publicly funded child care slots for 0-2 year-olds. All but 2 counties fall under 33.33% access (greater than 3 eligible children per publicly funded slot).

Data Information: The Estimating Supply dataset is put together by Oregon State University by merging licensing data (Child Care Regulatory Information System) and Child Care Resource & Referral databases (NACCRRAware). Data on publicly funded slots by age group came from multiple sources. The Early Learning Division (ELD) program managers provided lists of their publicly-funded early learning programs and numbers of children served or slots funded by each program: Oregon Head Start Prekindergarten (OPK), Early Head Start (EHS), and Preschool Promise (PP). Also included here are federally funded Head Start (HS) programs that did not receive either OPK or PP funding. These included federal HS, tribal HS, and Migrant and Seasonal HS programs managed by the Oregon Child Development Coalition (OCDC) but which do not receive state funding. Public slots reported here do not include all public investments in child care, and are likely to underestimate availability. Programs funded by local entities such as school districts or counties were not included as these data are not available. Head Start Child Care Partnerships that use federal dollars to fund child care slots within community facilities were also not included due to lack of information. In addition, investments in the Employment-Related Day Care program (ERDC) are not included in this analysis of slots. Therefore, public slots reported here include Oregon Head Start Prekindergarten, Early Head Start, Preschool Promise, Federal and Tribal Head Start, and Federal Migrant and Seasonal Head Start managed by the Oregon Child Development Coalition.

Source: 2018 Estimating Supply, Oregon State University; 2017 ACS 5-year estimate, Table B17001

KEY INDICATOR

36 Access to Publicly Funded Child Care Slots for Children 3-5

Table 36. Access to publicly funded child care slots, children 3-5

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

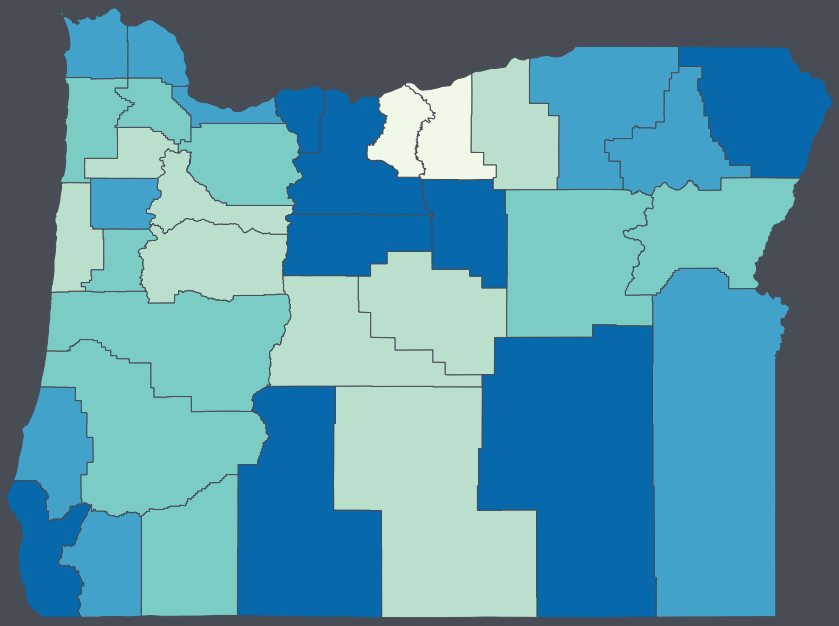
County	# in 100% FPL	# Slots	% Access	Margin of Error	Level
Baker	46	144	31.94	21.9 - 59.1	LM
Benton	121	340	35.59	26.2 - 55.3	LM
Clackamas	541	1,630	33.19	27.2 - 42.4	LM
Clatsop	117	206	56.80	38.7 - 100	HM
Columbia	174	295	58.98	40.9 - 100	HM
Coos	268	486	55.14	41.4 - 82.4	HM
Crook	60	234	25.64	15.3 - 79.6	L
Curry	60	80	75.00	39.6 - 100	H
Deschutes	200	911	21.95	16.6 - 32.4	L
Douglas	273	907	30.10	24.2 - 39.9	LM
Gilliam	12	*	*	-	NA
Grant	20	57	35.09	22.3 - 81.9	LM
Harney	32	49	65.31	32.7 - 100	H
Hood River	120	187	64.17	37.6 - 100	H
Jackson	642	1,965	32.67	27.2 - 40.8	LM
Jefferson	218	320	68.13	49.7 - 100	H
Josephine	250	623	40.13	30.4 - 59.0	HM
Klamath	449	479	93.74	75.9 - 100	H
Lake	20	107	18.69	11.1 - 59.9	L
Lane	810	2,518	32.17	27.9 - 38.0	LM
Lincoln	100	476	21.01	16.2 - 29.7	L
Linn	247	1,071	23.06	18.0 - 32.0	L
Malheur	248	593	41.82	32.9 - 57.3	HM
Marion	1,004	3,424	29.32	25.3 - 34.9	L
Morrow	40	137	29.20	18.7 - 67.0	L
Multnomah	2,400	5,410	44.36	39.5 - 50.6	HM
Polk	241	517	46.62	35.6 - 67.5	HM
Sherman	11	*	*	-	NA
Tillamook	84	238	35.29	25.1 - 59.5	LM
Umatilla	498	1,000	49.80	38.4 - 70.9	HM
Union	77	191	40.31	27.8 - 73.0	HM
Wallowa	37	60	61.67	36.5 - 100	H
Wasco	272	177	100~	100 - 100	H
Washington	993	3,309	30.01	25.7 - 36.0	LM
Wheeler	16	15	100~	61.6 - 100	H
Yamhill	214	844	25.36	19.5 - 36.1	L
Oregon	**10,915**	**29,000**	**37.64**	**35.6 - 39.9**	

Source: 2018 Estimating Supply, Oregon State University; 2017 ACS 5-year estimate, Table B17001

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 35. Estimated access to publicly funded child care slots, children 3-5

- **Low** 18.69-29.83%
- **Low-Moderate** 29.84-37.86%
- **High-Moderate** 37.87-59.65%
- **High** 59.66-100.00%
- **Not Available**



State Total

10,915
37.64%

Data Information: The Estimating Supply dataset is put together by Oregon State University by merging licensing data (Child Care Regulatory Information System) and Child Care Resource & Referral databases (NACCRRAware). Data on publicly funded slots by age group came from multiple sources. The Early Learning Division (ELD) program managers provided lists of their publicly-funded early learning programs and numbers of children served or slots funded by each program: Oregon Head Start Prekindergarten (OPK), Early Head Start (EHS), and Preschool Promise (PP). Also included here are federally funded Head Start (HS) programs that did not receive either OPK or PP funding. These included federal HS, tribal HS, and Migrant and Seasonal HS programs managed by the Oregon Child Development Coalition (OCDC) but which do not receive state funding. Public slots reported here do not include all public investments in child care, and are likely to underestimate availability. Programs funded by local entities such as school districts or counties were not included as these data are not available. Head Start Child Care Partnerships that use federal dollars to fund child care slots within community facilities were also not included due to lack of information. In addition, investments in the Employment-Related Day Care program (ERDC) are not included in this analysis of slots. Therefore, public slots reported here include Oregon Head Start Prekindergarten, Early Head Start, Preschool Promise, Federal and Tribal Head Start, and Federal Migrant and Seasonal Head Start managed by the Oregon Child Development Coalition.

Source: 2018 Estimating Supply, Oregon State University; 2017 ACS 5-year estimate, Table B17001

Indicators of Early Care & Education Availability *continued*

Waitlists

In addition to knowing the number of early child care and education slots available for children, having information about the number and length of waitlists can indicate whether the amount of care available is adequate for the population. Understanding whether there are longer waitlists for a given type of facility or a particular age group can also help elucidate potential gaps in care.

Information on waitlists was collected from directors and owner-providers who completed the PDG B-5 Provider Survey. For each program, the director or owner-provider was asked whether they held a waitlist. If so, they were asked to give the number of children aged 0-2 and 3-5 years who were on their waitlists.

On average, across the state, most facilities answering the survey (77%) reported having a waitlist. Across the state, on average, there are more 3-5 year-olds on waitlists (mean = 24) than 0-2-year-olds (mean = 12; Appendix A, Table A30). Seventy-eight percent of center-based facilities had waitlists, and they showed the same pattern as the statewide pattern with more 3-5 year-olds (mean = 26) than 0-2-year-olds (mean = 19) on their waitlists. However, for the 74% of home-based facilities with waitlists, these numbers are reversed with more children aged 0-2 on waitlists (mean = 5) than those aged 3-5 years (mean = 2). When counties were examined, (see Appendix A, Table A30 for details) most facilities who answered the survey question reported having a waitlist (range = 33-100%). Facilities in half of the counties reported having more 3-5-year-olds on their waitlists while facilities in half of the counties showed the opposite pattern. There was wide variability in the average numbers of children on waitlists across the counties.

Sick, Extended & Flexible Hours

According to recent studies, parents (particularly those from lower income brackets) increasingly need care that may fall outside typical business hours as well as greater flexibility in dropping children off early or picking them up late. Such flexibility is needed so that parents can accommodate non-traditional work schedules (e.g., night shifts) or can partake in educational and training opportunities in the evenings.[1] This indicator was taken from director and owner-provider reports on the PDG B-5 Provider Survey. It indicates the percentages of facilities that reported offering care during non-traditional hours (sick care, extended care, and flexibility in drop off and pick up times). Lower estimates indicate that families who work non-traditional hours or want to pursue training and educational opportunities may have fewer options for child care.

On average, across the state, only 7% of facilities represented by the survey reported offering care for sick children, while 36% of facilities offered extended hours and 43% offered early drop-off and late pick-up. Home-based facilities were more likely than center-based facilities to offer care for sick children (9% vs. 5%), extended hours (49% vs. 25%) and flexibility in drop-off and pick-up times (63% vs. 27%). For individual counties, in 13, no facilities reported offering sick care while 9 counties had a higher number of facilities offering sick care than the state average. In terms of extended care, no facilities offered such care in 3 counties while in 13 counties more facilities than the state average offered extended care. Finally, in 3 counties, no facilities offered flexibility in drop-off or pick-up times, while in 11 counties a higher than average number of facilities did so. (For additional detail, see Appendix A, Table A31).

1 https://www.urban.org/sites/default/files/publication/84326/2000938-Strategies-to-Meet-the-Child-Care-Needs-of-Low-Income-Parents-Seeking-Education-and-Training.pdf

Indicators of Early Childhood Care & Education Quality

Within this domain are variables that might help to provide information about the quality of care provided at a program. These include indicators of: staff experience, programmatic characteristics, and ability to provide programming for all children and families.

Staff Experience

The length and type of training received by staff as well as how long they have been at a given facility give some indication of program quality. Higher levels of training can indicate staff who can offer higher quality experiences. Higher rates of retention suggest that staff will be more experienced with the program and may show that the program is responsive to staff needs. It should be noted, however, that higher rates of retention may mean different things in large and small communities. In large communities, where there may be a wide range of employment opportunities, high retention rates might indicate that staff have chosen to stay based on characteristics of and satisfaction with the program. In smaller communities, in which the range of employment opportunities may be more limited, higher retention rates may reflect this limited range rather than staff satisfaction with the program.

Programmatic Characteristics

The overall rating of a program on a state's rating system can indicate the quality of programming that is represented in a given facility.

KEY INDICATOR

37 Early Learning Teacher & Provider Training

Rationale / Relevance

Child care providers in Oregon have access to a professional development system called the Oregon Registry Online (ORO) or "Oregon Registry," which is a statewide program that records and recognizes the professional development growth and achievement of people who work with and for children and families. Participation in the Oregon Registry is increasingly seen as an important tool for professional development. It is also important to note that the Oregon Registry is a voluntary program, not all providers who are eligible actually participate. An estimated 71% of providers employed in regulated facilities have provided data on key indicators of education, race, ethnicity, and language. Oregon Registry data does not include data on those employed in programs exempt from licensing.[1] This system organizes professional development through a series of "steps" ranging from Step 1 (meeting minimum criteria of 12 hours of training) to Step 12 (a doctoral degree, or Ph.D.). In order for programs to be rated a 3-star or above by Oregon's Spark quality rating and improvement system, 50% or more of center-based teachers need to be a Step 7 or above and a family provider needs to be Step 7.5 or above. Providers with more education and training may provide higher quality child care environments for children. Lower estimates may indicate that families in the region have less access to higher quality child care, as well as areas that may need increased access to and engagement with the Oregon Registry.

Oregon Overview

Statewide, 44% of early care and education certified centers had 50% or more of their teachers at a Step 7 or higher, while 21% of home-based providers were at a Step 7.5 of higher. Step 7 and 7.5 thresholds come from state-set standards outlined in the Spark Quality Rating and Improvement System. The home-based provider threshold at 7.5 is slightly higher because they are considered a program leader, similar to a center-based director. For centers, counties range from a low of 25% facilities meeting the benchmark to a high of 100% facilities meeting the

Table 37. Centers with 50% or more of teachers at Step 7 or higher

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Total Facilities	#	%	Level
Baker	*	*	*	NA
Benton	34	23	68	HM
Clackamas	104	30	29	L
Clatsop	11	4	36	L
Columbia	13	7	54	LM
Coos	10	8	80	H
Crook	*	*	*	NA
Curry	5	2	40	LM
Deschutes	55	21	38	L
Douglas	20	14	70	H
Gilliam	-	-	-	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	15	7	47	LM
Jackson	49	28	57	LM
Jefferson	9	6	67	HM
Josephine	33	20	61	HM
Klamath	14	10	71	H
Lake	*	*	*	NA
Lane	111	54	49	LM
Lincoln	8	5	63	HM
Linn	22	13	59	LM
Malheur	8	8	100	H
Marion	90	34	38	L
Morrow	8	3	38	L
Multnomah	284	112	39	L
Polk	20	12	60	HM
Sherman	*	*	*	NA
Tillamook	7	6	86	H
Umatilla	20	17	85	H
Union	7	6	86	H
Wallowa	*	*	*	NA
Wasco	8	5	63	HM
Washington	195	48	25	L
Wheeler	*	*	*	NA
Yamhill	20	10	50	LM
Oregon	**1,195**	**526**	**44**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregon-early-learning-workforce-2018-report.pd

Map 36. Centers with 50% or more of teachers at Step 7 or higher

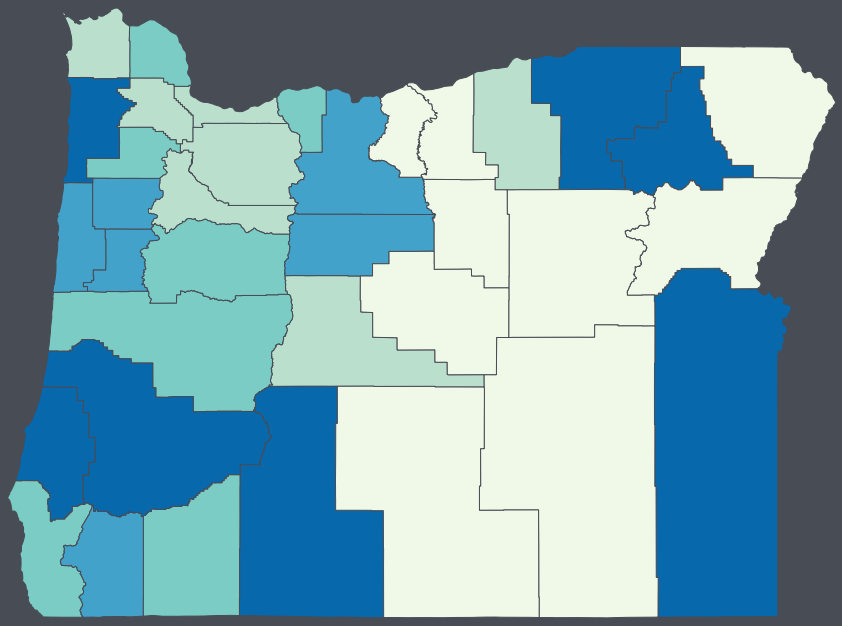
Low 25-39.5%

Low-Moderate 39.51-59%

High-Moderate 59.01-69%

High 69.01-100%

Not Available



State Total

526

44%

Oregon Overview, continued

benchmark. For home-based providers, counties range from a low of 0% providers meeting the benchmark to a high of 53% providers meeting the benchmark. This does not include counties where data have been suppressed due to 4 or fewer facilities reporting on this indicator.

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by the Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. Starting in 2012, the specific structural indicators tracked were aligned with the QRIS/Spark standards. In most cases, the indicators vary by type of care with different indicators for centers than for family homes. The Oregon Registry Steps include Step 1 through Step 12. Each step represents training and education in Oregon's Core Knowledge Categories. There are three pathways for moving up: Degree, Credential, Certificate (DCC); College Course Credit (CCC); and Community Based Training (CBT). Persons were considered enrolled in the Registry when they applied for, documented competency, and were awarded a step. A Step 7 is equivalent to a Child Development Associate credential (CDA); 12 quarter/8 semester college credits; or 120 hours community-based training hours. Teachers includes individuals in the head teacher and teacher positions.

Source: 2018 Structural Indicators, Oregon State University

37 Early Learning Teacher & Provider Training *continued*

Table 38. Home-based providers at Step 7.5 or higher

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

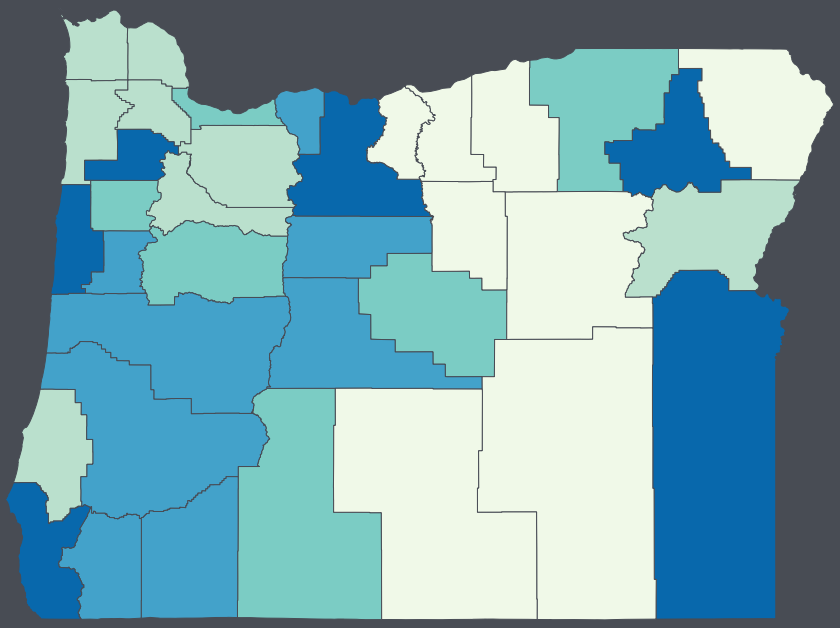
County	Total Providers	#	%	Level
Baker	19	2	11	L
Benton	28	7	25	HM
Clackamas	184	33	18	L
Clatsop	12	1	8	L
Columbia	20	2	10	L
Coos	33	6	18	L
Crook	9	2	22	LM
Curry	6	2	33	H
Deschutes	99	28	28	HM
Douglas	52	13	25	HM
Gilliam	*	*	*	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	21	6	29	HM
Jackson	144	39	27	HM
Jefferson	12	3	25	HM
Josephine	25	7	28	HM
Klamath	21	4	19	LM
Lake	-	-	-	NA
Lane	184	54	29	HM
Lincoln	15	5	33	H
Linn	58	11	19	LM
Malheur	17	9	53	H
Marion	250	42	17	L
Morrow	*	*	*	NA
Multnomah	624	117	19	LM
Polk	53	12	23	LM
Sherman	*	*	*	NA
Tillamook	12	2	17	L
Umatilla	56	11	20	LM
Union	34	15	44	H
Wallowa	*	*	*	NA
Wasco	27	8	30	H
Washington	416	71	17	L
Wheeler	*	*	*	NA
Yamhill	67	20	30	H
Oregon	**2,511**	**536**	**21**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 37. Home-based providers at Step 7.5 or higher

- **Low** 0-18%
- **Low-Moderate** 18.01-24%
- **High-Moderate** 24.01-29%
- **High** 29.01-53%
- **Not Available**



State Total

536
21%

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by the Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. Starting in 2012, the specific structural indicators tracked were aligned with the QRIS/Spark standards. In most cases, the indicators vary by type of care with different indicators for centers than for family homes. The Oregon Registry Steps include Step 1 through Step 12. Each step represents training and education in Oregon's Core Knowledge Categories. There are three pathways for moving up: Degree, Credential, Certificate (DCC); College Course Credit (CCC); and Community Based Training (CBT). Persons were considered enrolled in the Registry when they applied for, documented competency, and were awarded a step. A Step 7.5 is equivalent to a Child Development Associate credential (CDA) plus 8 quarter/5 semester college credits; 20 quarter/13 semester college credits; or 200 hours community-based training hours. Home-based providers are considered the "program leader" and therefore have a higher Step qualification than the indicator for center teachers.

Source: 2018 Structural Indicators, Oregon State University

KEY INDICATOR

38 Early Learning Teacher & Provider Education

Rationale / Relevance

Estimates the extent to which child care providers in the region have completed formal education (associate's degree, bachelor's degree, master's degree, or PhD/EdD). Lower estimates may indicate that families in the region have less access to higher quality child care, as well as areas that may need better pathways for degree completion for child care providers.

Oregon Overview

Statewide, 49% of centers have 50% of more of their teachers with a formal degree, while 19% of home-based providers have a formal degree. For centers, counties range from a low of 20% facilities meeting the benchmark of having 50% or more of their teachers with a degree to a high of 88% facilities meeting the benchmark. For home-based providers, counties range from a low of 0% providers to a high of 32% of providers having a degree. This does not include counties where data have been suppressed due to 4 or fewer facilities reporting on this indicator. Gilliam County had no center facilities and Lake county had no home-based facilities.

Table 39. Centers with 50% or more teachers having a degree

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

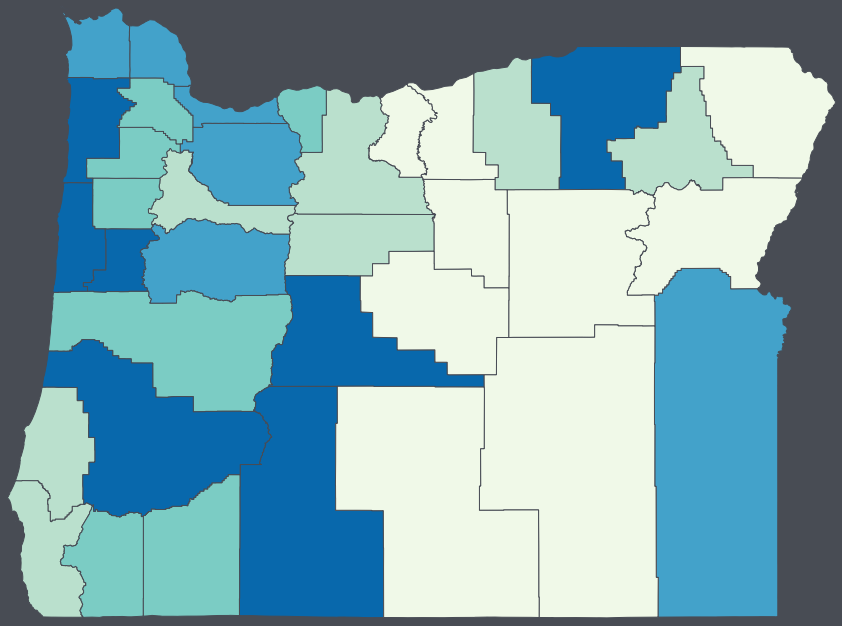
County	Total Facilities	#	%	Level
Baker	*	*	*	NA
Benton	34	20	58.82	H
Clackamas	104	52	50.00	HM
Clatsop	11	6	54.55	HM
Columbia	13	7	53.85	HM
Coos	10	2	20.00	L
Crook	*	*	*	NA
Curry	5	1	20.00	L
Deschutes	55	32	58.18	H
Douglas	20	13	65.00	H
Gilliam	-	-	-	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	15	6	40.00	LM
Jackson	49	24	48.98	LM
Jefferson	9	2	22.22	L
Josephine	33	14	42.42	LM
Klamath	14	8	57.14	H
Lake	*	*	*	NA
Lane	111	53	47.75	LM
Lincoln	8	7	87.50	H
Linn	22	11	50.00	HM
Malheur	8	4	50.00	HM
Marion	90	34	37.78	L
Morrow	8	3	37.50	L
Multnomah	284	154	54.23	HM
Polk	20	9	45.00	LM
Sherman	*	*	*	NA
Tillamook	7	4	57.14	H
Umatilla	20	13	65.00	H
Union	7	2	28.57	L
Wallowa	*	*	*	NA
Wasco	8	2	25.00	L
Washington	195	83	42.56	LM
Wheeler	*	*	*	NA
Yamhill	20	8	40.00	LM
Oregon	**1,195**	**585**	**49**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 38. Centers with 50% or more teachers having a degree

- **Low** 20.00-38.89%
- **Low-Moderate** 38.90-48.98%
- **High-Moderate** 48.99-55.84%
- **High** 55.85-87.50%
- **Not Available**



State Total

585
49%

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by the Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual workforce level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. Teachers includes individuals in the head teacher and teacher positions. The definition of degree includes an associate's degree, bachelor's degree, master's degree, or PhD/EdD.

Source: 2018 Structural Indicators, Oregon State University

38 Early Learning Teacher & Provider Education *continued*

Table 40. Percentage of home-based providers with a degree

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

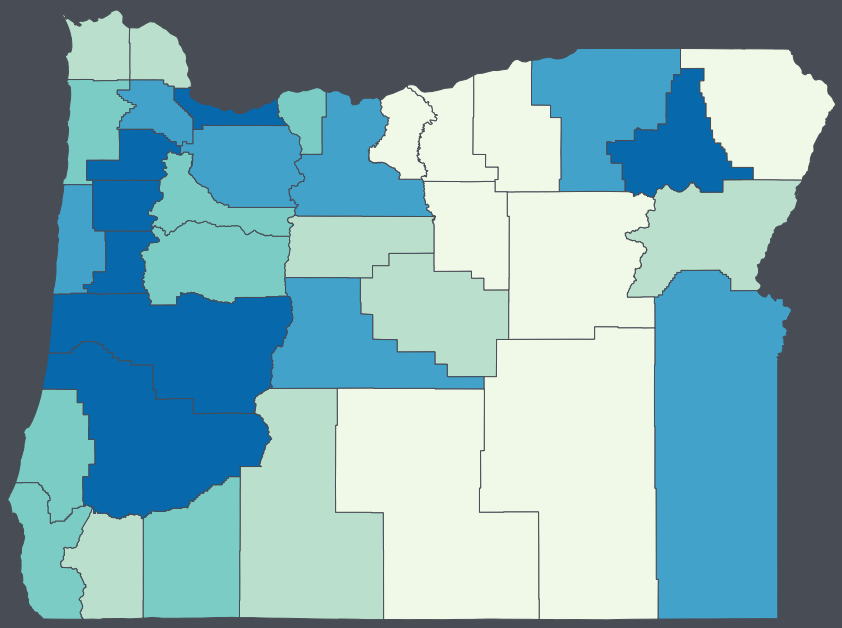
County	Total Providers	#	%	Level
Baker	19	1	5.26	L
Benton	28	6	21.43	H
Clackamas	184	38	20.65	HM
Clatsop	12	0	0.00	L
Columbia	20	2	10.00	L
Coos	33	4	12.12	LM
Crook	9	1	11.11	L
Curry	6	1	16.67	LM
Deschutes	99	18	18.18	HM
Douglas	52	11	21.15	H
Gilliam	*	*	*	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	21	3	14.29	LM
Jackson	144	24	16.67	LM
Jefferson	12	0	0.00	L
Josephine	25	3	12.00	L
Klamath	21	2	9.52	L
Lake	-	-	-	NA
Lane	184	42	22.83	H
Lincoln	15	3	20.00	HM
Linn	58	8	13.79	LM
Malheur	17	3	17.65	HM
Marion	250	38	15.20	LM
Morrow	*	*	*	NA
Multnomah	624	134	21.47	H
Polk	53	12	22.64	H
Sherman	*	*	*	NA
Tillamook	12	2	16.67	LM
Umatilla	56	10	17.86	HM
Union	34	11	32.35	H
Wallowa	*	*	*	NA
Wasco	27	5	18.52	HM
Washington	416	81	19.47	HM
Wheeler	*	*	*	NA
Yamhill	67	16	23.88	H
Oregon	**2,511**	**482**	**19.20**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 39. Percentage of home-based providers with a degree

- **Low** 0-12.09%
- **Low-Moderate** 12.1-17.16%
- **High-Moderate** 17.17-20.78%
- **High** 20.79-32.35%
- **Not Available**



State Total

482
19.20%

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by the Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual workforce level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. The definition of degree includes an associate's degree, bachelor's degree, master's degree, or PhD/EdD.

Source: 2018 Structural Indicators, Oregon State University

KEY INDICATOR

39 Early Learning Teacher & Provider Retention

Rationale / Relevance

Child care and early care and education programs across the nation struggle to retain qualified staff. Frequent program staff turnover is costly and is associated with negative outcomes—not only for programs, but also for the children they serve. Low wages, lack of opportunities for professional development, and increasing demands on the child care workforce to meet the complex needs of children and families all contribute to turnover.[1] State and local efforts to retain a qualified early care and education workforce are ongoing, and this indicator can help to provide information about regions where these efforts need to be strengthened. Counties in which retention rates are lower may need to consider additional ways to retain their child care provider workforce.

Oregon Overview

The average annual turnover rate among early childhood care providers nationally is at least 30%[2] (e.g., a retention rate of about 70% from year to year). Data shown here provide information separately for home-based and center based providers.

For centers, in one small Oregon county, facilities had 100% retention of staff, indicating that over a one year period no teacher left employment. However, most centers reported at least some turnover, with retention ranges from 92% to 47%. In one county (Crook) facilities retained more than half of their center teacher staff in a one-year period. Statewide, retention was 71% for center based providers. Statewide, 61% of home-based providers have provided care for more than five years. Regulated home-based providers tend to have overall lower annual turnover than center-based providers.1 Counties ranged from a high of 73% retained for more than five years, to lows of 33-44%; four counties had retention rates for home-based providers that were less than 50%.

Table 41. Percentage of teachers at their center for more than one year

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Total Teachers	#	%	Level
Baker	5	5	100	H
Benton	241	157	65	L
Clackamas	738	527	71	LM
Clatsop	47	35	74	HM
Columbia	73	56	77	HM
Coos	73	54	74	HM
Crook	17	8	47	L
Curry	12	8	67	L
Deschutes	334	211	63	L
Douglas	147	116	79	HM
Gilliam	-	-	-	NA
Grant	*	*	*	NA
Harney	9	8	89	H
Hood River	50	35	70	LM
Jackson	259	195	75	HM
Jefferson	76	65	86	H
Josephine	131	110	84	H
Klamath	134	100	75	HM
Lake	*	*	*	NA
Lane	740	541	73	LM
Lincoln	46	33	72	LM
Linn	128	87	68	LM
Malheur	76	70	92	H
Marion	436	311	71	LM
Morrow	33	21	64	L
Multnomah	2,101	1,535	73	LM
Polk	92	60	65	L
Sherman	*	*	*	NA
Tillamook	15	11	73	LM
Umatilla	129	99	77	HM
Union	33	26	79	HM
Wallowa	7	6	86	H
Wasco	50	44	88	H
Washington	1,741	1,161	67	L
Wheeler	*	*	*	NA
Yamhill	136	88	65	L
Oregon	**8,120**	**5,792**	**71**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/staff-recruitment-retention.pdf
2 https://www.childresearch.net/projects/ecec/2012_04.html

Map 40. Percentage of teachers at their center for more than one year

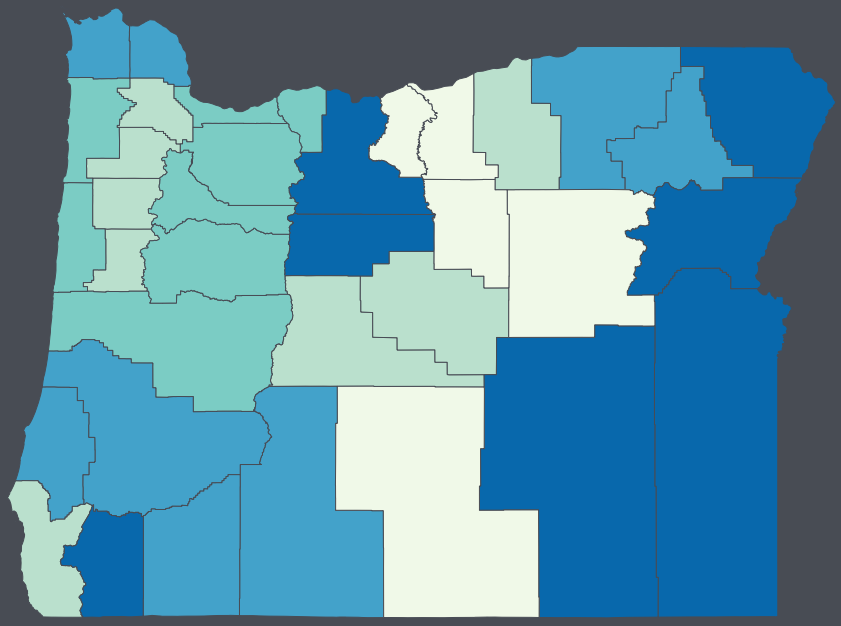
Low 47-67.5%

Low-Moderate 67.51-73%

High-Moderate 73.01-79%

High 79.01-100%

Not Available



State Total

5,792

71%

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual workforce level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. Starting in 2012, the specific structural indicators tracked were aligned with the QRIS/Spark standards. In most cases, the indicators vary by type of care with different indicators for centers than for family homes. In contrast to other Structural Indicator categories, the N in the Teacher Retention indicator is at the individual level (number of teachers), rather than the facility level. Data has been suppressed if fewer than 5 facilities reported on the indicator. Caution should be taken when interpreting cells with small sample sizes. Teachers includes individuals in the head teacher and teacher positions.

Source: 2018 Structural Indicators, Oregon State University

39 Early Learning Teacher & Provider Retention *continued*

Table 42. Percentage of home-based providers providing more than five years of care

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

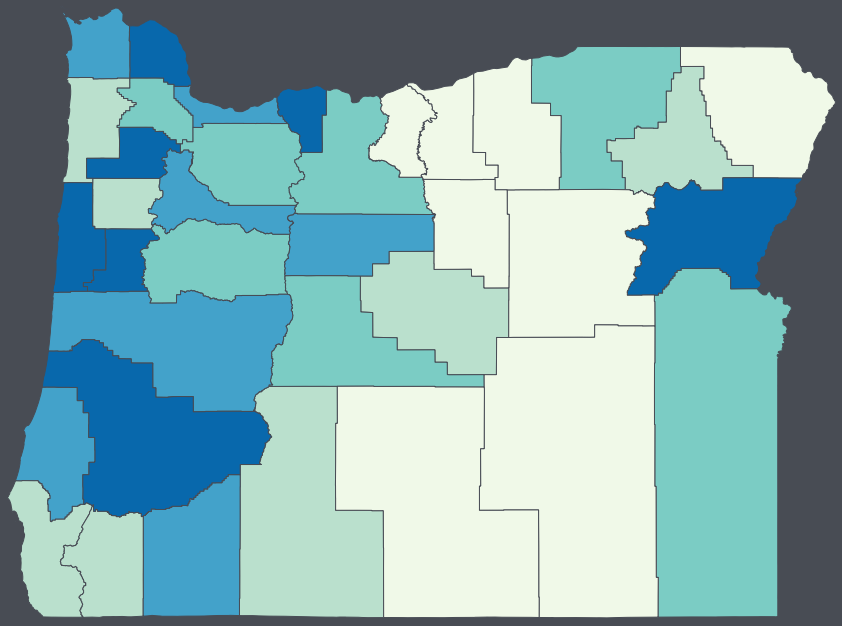
County	Total Providers	#	%	Level
Baker	19	13	68	H
Benton	28	19	68	H
Clackamas	184	112	61	LM
Clatsop	12	8	67	HM
Columbia	20	14	70	H
Coos	33	21	64	HM
Crook	9	4	44	L
Curry	6	2	33	L
Deschutes	99	56	57	LM
Douglas	52	38	73	H
Gilliam	*	*	*	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	21	15	71	H
Jackson	144	95	66	HM
Jefferson	12	8	67	HM
Josephine	25	12	48	L
Klamath	21	11	52	L
Lake	-	-	-	NA
Lane	184	115	63	HM
Lincoln	15	11	73	H
Linn	58	33	57	LM
Malheur	17	10	59	LM
Marion	250	156	62	HM
Morrow	*	*	*	NA
Multnomah	624	386	62	HM
Polk	53	29	55	L
Sherman	*	*	*	NA
Tillamook	12	5	42	L
Umatilla	56	34	61	LM
Union	34	19	56	L
Wallowa	*	*	*	NA
Wasco	27	16	59	LM
Washington	416	238	57	LM
Wheeler	*	*	*	NA
Yamhill	67	47	70	H
Oregon	**2,511**	**1,532**	**61**	

Source: 2018 Workforce Demographics, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 41. Percentage of home-based providers providing more than five years of care

- **Low** 33-56.75%
- **Low-Moderate** 56.76-61.5%
- **High-Moderate** 61.51-67.25%
- **High** 67.26-73%
- **Not Available**



State Total

1,532
61%

Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected byOffice of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual workforce level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. Starting in 2012, the specific structural indicators tracked were aligned with the QRIS/Spark standards. In most cases, the indicators vary by type of care with different indicators for centers than for family homes. Home-based facilities include Certified Family and Registered Family homes.

Source: 2018 Structural Indicators, Oregon State University

KEY INDICATOR

40 Spark Quality Rating

Rationale / Relevance

Spark, Oregon's Quality Rating and Improvement System or QRIS, is a statewide program that strives to promote quality improvements in child care across the state. All child care programs in Oregon are welcome to participate in Spark's ongoing system of quality rating and improvement. However, Spark is a voluntary system that does not assess the quality of all programs, only those that have decided to enter the Spark system. Ratings range from a commitment to quality to a 5. This indicator estimates the percentage of child care programs in a region that are engaged in the Spark quality rating system and have achieved a rating of "3" or higher. A Spark rating of 3 indicates the program meets essential elements of quality for child care. Higher estimates indicate that there may be more high-quality child care options in a region, at least relative to the overall level of child care available.

Oregon Overview

Statewide, 18% of facilities have achieved a Spark rating of 3 or higher. Counties range from a low of 10% of facilities achieving a Spark rating of 3 or higher to a high of 100% of facilities meeting this benchmark. Areas in which fewer programs are Spark-rated may need to adjust and tailor efforts to engage providers with this quality improvement resource. However, this only represents the early care and education programs that have decided to engage in Spark and should be interpreted with caution. With such low participation rates of programs in Spark this does not provide a full picture of program quality.

Table 43. Child care facilities with a Spark rating of 3 or higher

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Total Facilities	#	%	Level
Baker	20	2	10.00	L
Benton	62	13	20.97	LM
Clackamas	288	35	12.15	L
Clatsop	23	5	21.74	LM
Columbia	33	9	27.27	HM
Coos	43	8	18.60	LM
Crook	13	5	38.46	H
Curry	11	2	18.18	L
Deschutes	154	38	24.68	LM
Douglas	72	16	22.22	LM
Gilliam	1	1	100.00	H
Grant	4	2	50.00	H
Harney	2	1	50.00	H
Hood River	36	8	22.22	LM
Jackson	193	51	26.42	HM
Jefferson	21	7	33.33	HM
Josephine	58	18	31.03	HM
Klamath	35	11	31.43	HM
Lake	1	1	100.00	H
Lane	295	77	26.10	HM
Lincoln	23	8	34.78	H
Linn	80	11	13.75	L
Malheur	25	11	44.00	H
Marion	340	49	14.41	L
Morrow	11	3	27.27	HM
Multnomah	908	135	14.87	L
Polk	73	18	24.66	LM
Sherman	3	1	33.33	HM
Tillamook	19	4	21.05	LM
Umatilla	76	16	21.05	LM
Union	41	8	19.51	LM
Wallowa	6	3	50.00	H
Wasco	35	6	17.14	L
Washington	611	65	10.64	L
Wheeler	3	1	33.33	HM
Yamhill	87	16	18.39	L
Oregon	**3,706**	**665**	**17.94**	

Source: 2018 Estimating Supply, Oregon State University

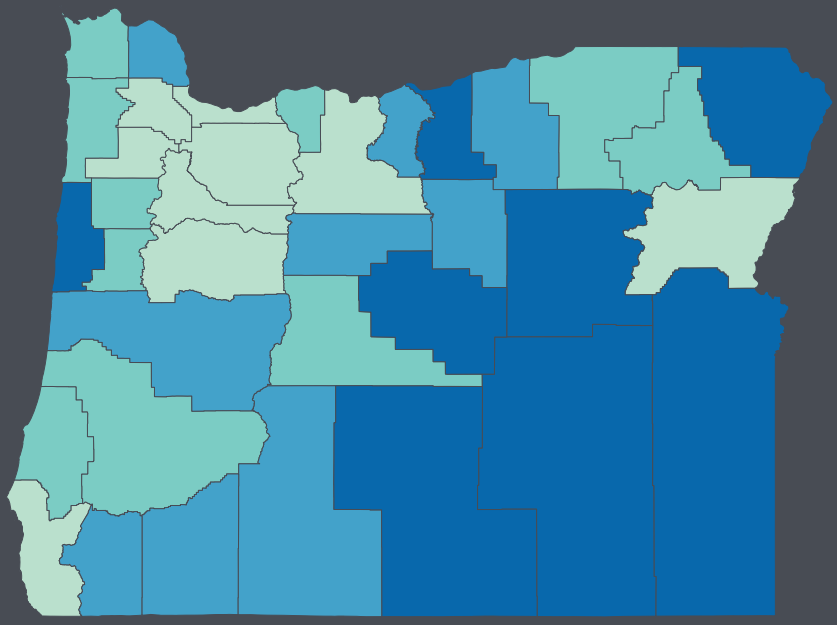
Map 42. Child care facilities with a Spark rating of 3 or higher

- **Low** 10%-18.75%
- **Low-Moderate** 8.76%-25.00%
- **High-Moderate** 25.01%-33.00%
- **High** 33.01-100%
- **Not Available**

State Total

665
17.94%

All but 5 counties fall below 50%



Data Information: Structural Indicators of Quality are measured for all regulated child care and education programs annually. Facility-level data is collected by the Office of Child Care through the renewal process for all regulated facilities including Certified Centers, Certified Family homes, and Registered Family homes. Individual level data is provided by Oregon Registry Online and is merged in based on the individuals who were at a facility at the license renewal date. Therefore, data is current as of the licensing date of each facility during 2018. All individual level data is aggregated at the facility level, and findings are reported at the state, county, and Early Learning Hub levels. Starting in 2012, the specific structural indicators tracked were aligned with the QRIS/Spark standards. In most cases, the indicators vary by type of care with different indicators for centers than for family homes. Positions included in Structural Indicators vary by license type and include: Director, Teacher (includes both Head Teachers and Teachers), and Aide 2 at Centers; Provider and Assistant 2 in Certified Family homes; and Providers in Registered Family Homes. Spark data provided by the Teaching Research Institute at Western Oregon University for inclusion in the Structural Indicator of Quality dataset managed by Oregon State University. Spark rating as of December 2013.

Source: 2018 Structural Indicators, Oregon State University

Indicators of Early Childhood Care & Education Quality *continued*

Accredited Early Learning Programs

Accreditation is an optional process through which early learning programs can be reviewed by external organizations to assess alignment with specific quality criteria. Because accreditation is typically costly and time consuming, few programs in Oregon are accredited; however, accreditation provides information to the public about the extent to which programs meet nationally recognized standards for quality care. In Oregon, accreditation organizations that have met Oregon standards include: National Association for the Education of Young Children, Association for Christian School International, National Afterschool Association, National Accreditation Commission for Early Care and Education Programs, and the National Association for Family Child Care.

Using information provided by Oregon State University's Structural Indicators data, out of 3,706 licensed and regulated early care and education programs reviewed, only 1% (51 programs) were nationally accredited as of 2018. Twenty seven (27)—well over half—of Oregon's counties have no accredited programs operating in their geographic region. Only a few counties have more than a single accredited program currently operating.

For additional information related to accreditation for different facility types, see Appendix A, Tables A32-A33.

Curriculum Use & Continuous Quality Improvement Cycles

Additionally, understanding whether and what types of curricula are used within a program can aid in understanding overall program quality. The National Association for the Education of Young Children (NAYEC) lists having a curriculum as one of its 10 standards for high-quality child care programs.[1] In the PDG B-5 Provider Survey, directors and owner-providers were asked to indicate whether their program utilized a primary curriculum. On average, across the state, the majority of facilities answering the survey (67%) reported using a primary curriculum. Approximately 20% more center-based facilities (75.3%) reported using a primary curriculum than did home-based facilities (54.7%). Across the state, the percentage of facilities reporting using a primary curriculum was equal to or above the state level in 16 counties while the percentage was below the state average in 10 counties. (For additional detail, see Appendix A, Table A34).

In addition to using a primary curriculum, NAYEC notes that teaching social-emotional skills is an important part of high-quality programming. Directors and owner-providers were asked whether their facilities utilized a social-emotional curriculum. On average, across the state, the majority of facilities answering the survey (67.8%) reported using a social-emotional curriculum. Approximately 19% more center-based facilities (75.9%) reported using a social-emotional curriculum than did home-based facilities (56.5%). Across the state, the percentage of facilities reporting using a social-emotional curriculum was equal to or above the state level in 12 counties while the percentage was below the state average in 14 counties. Detailed information for counties can be found in Appendix A, Table A35.

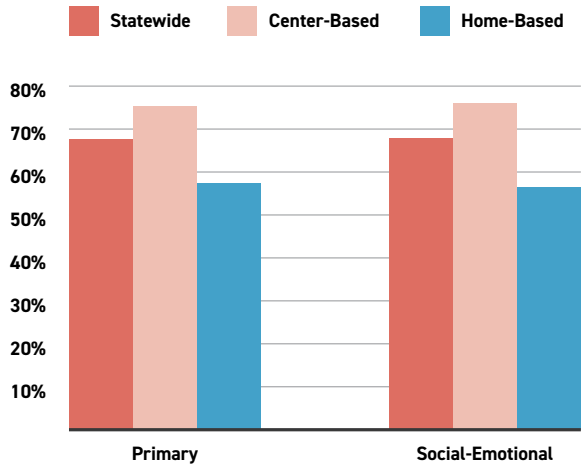
Another program-level indicator of quality is the extent to which the facility engages in continuous quality improvement (CQI). This is described as "...a process, in which data are used to identify a program's strengths and opportunities for improvement, which are then tested, refined, incorporated into practice, and re-examined over time."[2] Programs that engage in more CQI practices would be expected to be of higher quality. On the PDG B-5 Provider Survey, directors and owner-providers were asked to rate how much their program participated in three activities that were considered to indicate using data for CQI or engaging in practices that would support CQI. These were: 1) leading regular, data-informed processes with your staff (e.g., meetings to review child assessments, class observations, etc.) meant to help improve the quality of teaching and learning; 2) organizing and facilitating job-embedded professional learning for your staff (e.g., coaching/mentoring, peer learning groups, team lesson planning); and 3) ensuring systems to support teacher practice (e.g., regular staff training on curriculum, leading or supporting collaborative learning teams focused on issues of practice). Respondents were asked to rate the extent to which they were engaging in these activities on a three point scale: 1 "not at all", 2 "a little but not thoroughly/systematically", and 3 "doing thoroughly/systematically". For each facility, a mean score of the three items was created. Higher scores indicate that a facility is more regularly engaging in these CQI activities.

The statewide average score for CQI activity engagement was 2.33 (SD= 0.65). Center-based facilities had a higher average than the state (M = 2.51; SD=0.50) while the average for home-based

1 https://www.naeyc.org/our-work/families/10-naeyc-program-standards
2 https://www.childtrends.org/supporting-continuous-quality-improvement-in-programs-and-services-for-young-children

facilities was lower (M = 2.09; SD=0.73). Across the counties with data, 13 had scores that were at or above the state average. For more detailed information, see Appendix A, Table A36.

Figure 25. Facilities use of curricula



Family Engagement & Inclusive Practice

This topic covers the extent to which programs are able to engage families, be responsive to cultural differences and provide services even when children's behaviors present challenges.

Directors and owner-providers were asked to indicate the extent to which their programs followed practices of family engagement. These were: 1) using strategies for supporting family engagement; 2) including teachers and families in decision making about children's needs and goals; and 3) including teachers and families in program-level decision making. Respondents were asked to rate the extent to which they were engaging in these activities on a three point scale: 1 "not at all", 2 "a little but not thoroughly/systematically", and 3 "doing thoroughly/systematically". For each facility, a mean score of the three items was created. Higher scores indicate that a facility is more regularly practicing family engagement strategies.

The statewide average score for practicing family engagement strategies was 2.44 (SD= 0.55). As with CQI strategies, Center-based facilities had a higher average than the state (M = 2.57; SD=0.47) while the average for home-based facilities was lower (M = 2.27; SD=0.58). Across the counties with data, 13 had scores that were at or above the state average. For more detailed information, see Appendix A, Table A37.

Directors and owner-providers were also asked to indicate the extent to which the program engaged in practices aimed at "addressing and ensuring equity and eliminating conscious and unconscious bias (e.g., racial, gender, socioeconomic, cultural)". This would give some indication of a program's ability to serve all families. Respondents rated the extent to which they were engaging in these activities on a three point scale: 1 "not at all", 2 "a little but not thoroughly/systematically", and 3 "doing thoroughly/systematically."

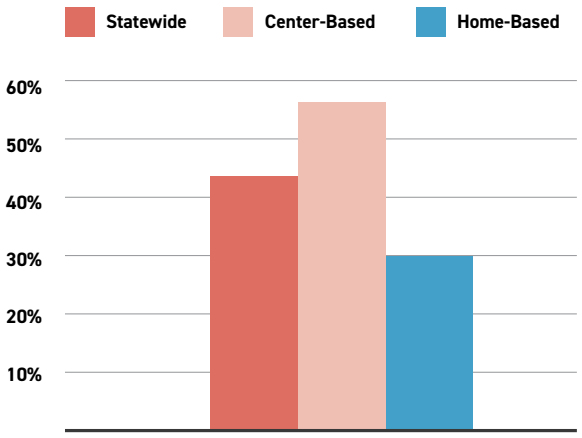
Across the state, programs indicated that they were engaging in this practice at a high rate (M= 2.57; SD = 0.60). This high level was repeated in both center-based (M= 2.58; SD = 0.55) and home-based (M= 2.50; SD = 0.66) facilities. As can be seen in the detailed Table A38 in Appendix A, 12 counties engaged in these practices at the same or higher rates than the state average.

Children Asked to Leave Care

A final potential indicator of how well programs can serve all children and families is the extent to which they have asked children to leave or take a break from care or reduce hours due to behavioral or other issues. If a high number of children are asked to leave care, this might indicate unmet needs for care as well as needs for professional development around behavior and classroom management. Directors and owner-providers were asked to indicate if this had ever happened at the facility.

One study indicated that nationally, in 2016, about 250 preschoolers were suspended or expelled daily. While data from the PDG B-5 Provider Survey does not allow us to estimate the number of preschoolers in Oregon who have been asked to leave or take a break from care, across Oregon, 44% of facilities have asked a child to leave care at some point. The likelihood of a facility having asked a child to leave care is higher for center-based facilities (57.4%) than for family/home-based facilities (30.5%). Percentages of facilities in individual counties who have ever asked a child to leave care range from 20–100%. Four counties fell into the lowest 25% for facilities having asked a child to leave; 8 fell in the median quartile; 8 were between 50th and 75th percentile, and 6 were in the upper 75th percentile. Detailed information for counties can be found in Appendix A, Table A39.

Figure 26. Facilities that have asked a child to leave, take a break from, or reduce hours in care due to behavior



Analysis

There is a clear need for additional publicly funded child care slots as well as for child care expansion overall; this is particularly true for children ages 0-2 years. Overall, these data suggest that only about one-third (37%) of potentially eligible 3-5 year old children have access to a publicly funded slot. For 0-2 year olds this figure is even lower—fewer than 5% of potentially eligible infants and toddlers have access to publicly funded early learning programs (not including home visiting models). Further, very few counties have even 20% of the slots needed for 0-2 year-olds. While the numbers are somewhat better for 3-5-year-olds, very few counties are above the 50% mark. Further, when the provision of flexible care and hours that may allow parents to work even when their children are sick or to attend evening classes or training opportunities is examined, very few child care and education programs offer such flexibility. Further, over three-quarters (77%) of the providers responding to the PDG B-5 provider surveys indicated that they currently had a waiting list for available space.

Turning attention to the quality of child care and education, a number of the indicators are positive. For example, 71% of center-based facilities are retaining their staff from year to year, and 61% of home-based providers have been providing care for more than five years. Further, almost half of all center-based facilities and 20% of home-based facilities feature a workforce where more than 50% of staff have a degree. However, the numbers are less positive when the numbers of facilities with an adequate or above rating on the Spark are examined with 32% of center-based facilities and 25% certified home-based facilities meeting that level (See Appendix A, Table A40). That is mirrored in the extent to which facilities report engaging in CQI practices. They generally report that they are engaging in some practices but not thoroughly or systematically. These numbers may all be reflective of a need for more targeted and more accessible professional development opportunities. The high rates at which children are being asked to leave care due to behavioral or other issues also suggest the need for more training and professional development opportunities. In addition, more support and resources are needed for children and families facing difficulties that impact their ability to engage in early learning environments.

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4 Early Learning Workforce

Strengths and Needs

In order to successfully meet the needs of Oregon's children and families for high-quality early learning and development programs, there must be a ready and qualified early childhood workforce in place. At the same time, however, research increasingly shows that the early learning workforce is underpaid, under-prepared, and inadequately supported in their professional role to provide high-quality supports.[1]

The indicators in this section reflect data available that describes the current educational and demographic characteristics of Oregon's early care and education workforce, as well as the most current information available about wages provided for these workers. Additionally, results from the statewide PDG B-5 Provider Survey (described in Section 5) are included that describe the current landscape of workforce supports—specifically the extent to which early learning providers receive mentoring, coaching, and have access to beneficial and affordable training opportunities. Finally, we include a summary of key findings from a workforce study conducted with a sample of Oregon's home visiting workforce, which provides key supports to pregnant women and parents of infants and toddlers.

1 https://cscce.berkeley.edu/files/2014/ReportFINAL.pdf

KEY INDICATOR

41 Early Learning Providers Who Are People of Color

Rationale / Relevance

Increasing the quality of early learning programs requires creating more opportunities for linguistically, culturally, and racially/ethnically diverse individuals to move into the early learning workforce. Understanding where there are fewer providers of color in the early learning provider system is one key way to understand where such efforts may need to be strengthened to ensure that the cultural and linguistic needs of children are being met.

Oregon Overview

Statewide, 30% of early learning providers working in regulated child care programs are people of color (American Indian/ Alaskan Native, Asian, Black/African American, Hispanic/ Latino/Spanish, Native Hawaiian/Pacific Islander, Multiracial). Statewide, Census data estimates that about 25% of adults are persons of color, suggesting that child care providers are more likely than the general population to be persons of color (non-White). There is considerable variability, however, across counties. Six (6) counties had fewer than 10% providers of color, while 5 counties have almost half of responding providers who represent communities of color. This does not include counties where data have been suppressed due to 6 or fewer providers reporting on this indicator.

Table 44. Percentage of early learning providers who are people of color

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	0	0.00	L
Benton	56	20.59	HM
Clackamas	248	19.54	LM
Clatsop	11	12.09	L
Columbia	17	10.63	L
Coos	32	21.33	HM
Crook	7	15.56	LM
Curry	7	20.00	HM
Deschutes	72	12.86	LM
Douglas	27	10.59	L
Gilliam	0	0.00	L
Grant	0	0.00	L
Harney	0	0.00	L
Hood River	47	47.47	H
Jackson	155	27.24	HM
Jefferson	95	79.83	H
Josephine	29	13.68	LM
Klamath	56	28.57	HM
Lake	*	*	NA
Lane	273	21.43	HM
Lincoln	11	15.07	LM
Linn	58	15.85	LM
Malheur	102	64.97	H
Marion	446	41.80	H
Morrow	18	46.15	H
Multnomah	1,229	34.19	HM
Polk	61	27.85	HM
Sherman	*	*	NA
Tillamook	7	14.58	LM
Umatilla	128	46.21	H
Union	2	3.08	L
Wallowa	2	8.33	L
Wasco	36	36.73	H
Washington	1,024	40.67	H
Wheeler	*	*	NA
Yamhill	62	18.90	LM
Oregon	**4,320**	**30.00**	

Source: 2018 Workforce, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

Map 43. Early learning providers who are people of color

Low 0-12.09%

Low-Moderate 12.1-19.54%

High-Moderate 19.55-34.19%

High 34.2-80%

Not Available

State Total

4,320

30%

All but 2 counties fall below 50%

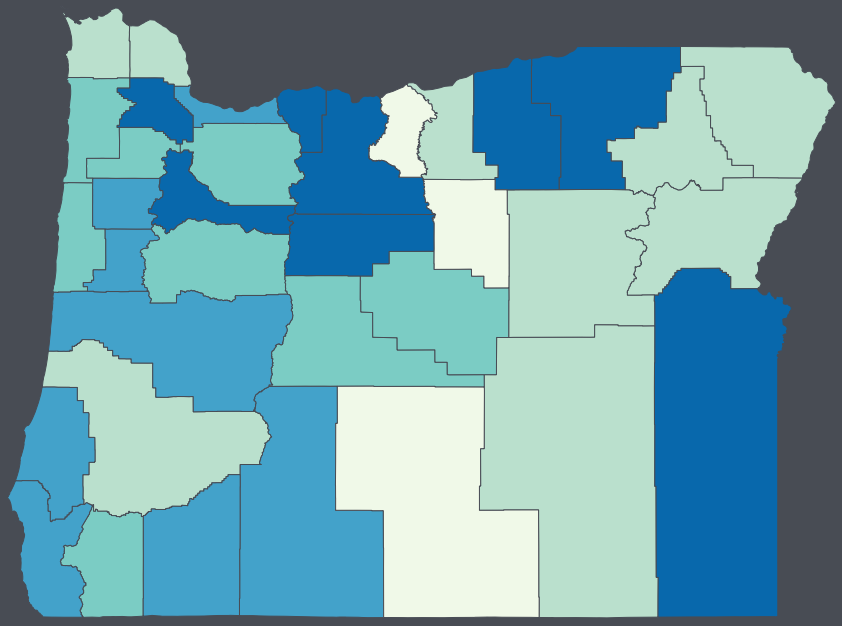
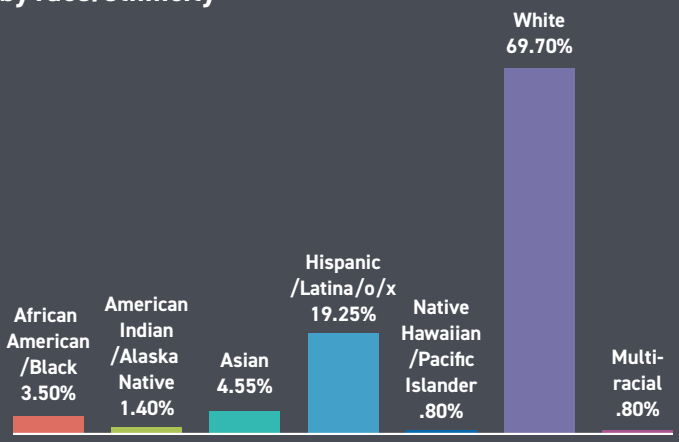


Figure 27. Early learning providers, by race/ethnicity



Data Information: The workforce is defined as any individual that worked in a regulated facility in positions associated with direct work with children. For PDG purposes, the PDG team requested data for the following positions: Certified Centers: Head Teacher, Teacher, Aide II; Certified Family: Provider, Assistant II; Registered Family: Provider. Data includes individuals who worked in these designated positions during the calendar year of 2018. An individual is categorized in the highest position they held during the calendar year based on a hierarchy of the amount of time spent directly with children.

Data Suppression: Data is being provided with the caveat that cells with small sample sizes will be suppressed and not made publicly available. Due to the nature of the data, the Oregon Center for Career Development (source of data) and OSU recommends that the data be suppressed if the number of individuals in the denominator is less than ten, and when the percentage is less than 5% or greater than 95%, a "<5" and ">95" should be displayed. In some instances, larger cells may require suppression in order to maintain confidentiality. Caution should be taken when interpreting cells with small sample sizes.

Demographics Data: Data on race, ethnicity, age, gender, and primary language were asked of providers on the Oregon Registry Online database (ORO) Enrollment form. Completion of this form was optional for those who did not participate in a program managed by OCCD (e.g., Betty Gray Early Childhood Training and Certification Scholarships, or Education Awards). In addition, completion of questions about race/ethnicity and primary language was optional due to the nature of the information. 71% of workforce members provided all data for gender, race/ethnicity, and primary language in 2018, and 10% provided some data on some of the indicators.

Source: 2018 Workforce, Oregon State University

KEY INDICATOR

42 Early Learning Providers Who Speak a Language other than English

Rationale / Relevance

Meeting the needs of Oregon's increasingly diverse communities is a key goal for strengthening the early learning system. This measure provides an estimate of the number of early care and education providers, including both home and center based providers, who speak languages other than English. Being able to provide services in children's primary home language is an important element of providing culturally responsive early learning services.

Oregon Overview

Statewide, 16% of early learning providers speak a language other than English as their primary language. Counties range from a low of 0% providers who speak a language other than English to a high of 36% providers who speak a language other than English. The language most commonly spoken in Oregon, other than English, is Spanish. This does not include counties where data have been suppressed due to 6 or fewer providers reporting on this indicator.

Table 45. Percentage of early learning providers who speak a language other than English

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	# Reported	#	%	Level
Baker	28	0	0.00	L
Benton	295	18	6.10	LM
Clackamas	1,361	135	9.92	HM
Clatsop	100	3	3.00	LM
Columbia	166	2	1.20	L
Coos	165	5	3.03	LM
Crook	47	1	2.13	LM
Curry	39	2	5.13	LM
Deschutes	603	32	5.31	LM
Douglas	265	5	1.89	L
Gilliam	10	0	0.00	L
Grant	10	0	0.00	L
Harney	14	0	0.00	L
Hood River	104	27	25.96	H
Jackson	637	107	16.80	HM
Jefferson	124	41	33.06	H
Josephine	223	4	1.79	L
Klamath	210	26	12.38	HM
Lake	*	*	*	NA
Lane	1,374	92	6.70	HM
Lincoln	76	6	7.89	HM
Linn	397	21	5.29	LM
Malheur	163	58	35.58	H
Marion	1,173	300	25.58	H
Morrow	41	7	17.07	H
Multnomah	3,892	722	18.55	H
Polk	234	37	15.81	HM
Sherman	10	0	0.00	L
Tillamook	49	4	8.16	HM
Umatilla	287	86	29.97	H
Union	71	3	4.23	LM
Wallowa	27	0	0.00	L
Wasco	104	25	24.04	H
Washington	2,728	609	22.32	H
Wheeler	*	*	*	NA
Yamhill	350	22	6.29	HM
Oregon	**15,387**	**2,401**	**15.60**	

Source: 2018 Workforce, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

Map 44. Early learning providers who speak a language other than English

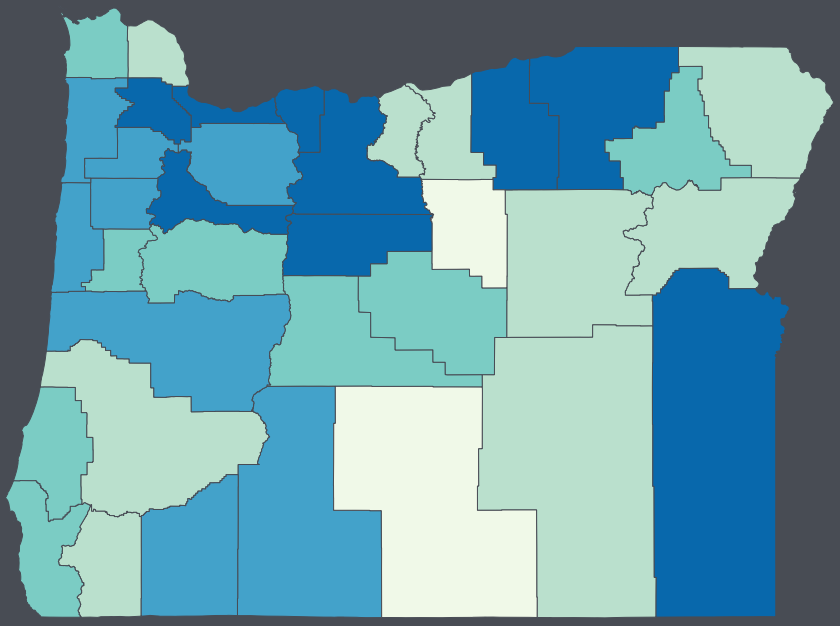
Low 0-1.95%

Low-Moderate 1.96-6.19%

High-Moderate 6.20-17.00%

High 17.01-36.00%

Not Available

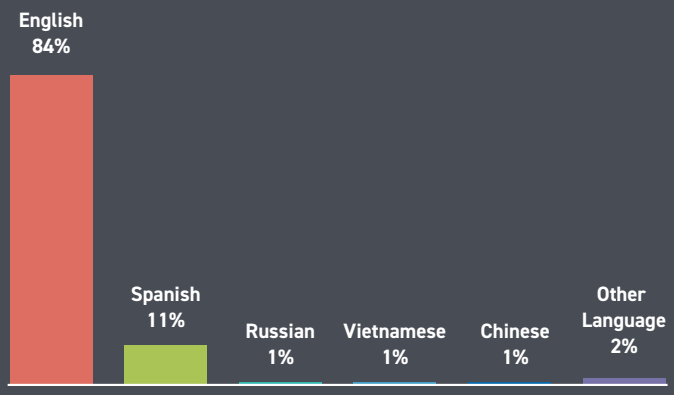


State Total

2,401

15.60%

Figure 28. Languages spoken by early learning providers



Data Information: The workforce is defined as any individual that worked in a regulated facility in positions associated with direct work with children. For PDG purposes, the PDG team requested data for the following positions: Certified Centers: Head Teacher, Teacher, Aide II; Certified Family: Provider, Assistant II; Registered Family: Provider. Data includes individuals who worked in these designated positions during the calendar year of 2018. An individual is categorized in the highest position they held during the calendar year based on a hierarchy of the amount of time spent directly with children.

Data Suppression: Data is being provided with the caveat that cells with small sample sizes will be suppressed and not made publicly available. Due to the nature of the data, the Oregon Center for Career Development (source of data) and OSU recommends that the data be suppressed if the number of individuals in the denominator is less than ten, and when the percentage is less than 5% or greater than 95%, a "<5" and ">95" should be displayed. In some instances, larger cells may require suppression in order to maintain confidentiality. Caution should be taken when interpreting cells with small sample sizes.

Demographics Data: Data on race, ethnicity, age, gender, and primary language were asked of providers on the Oregon Registry Online database (ORO) Enrollment form. Completion of this form was optional for those who did not participate in a program managed by OCCD (e.g., Betty Gray Early Childhood Training and Certification Scholarships, or Education Awards). In addition, completion of questions about race/ethnicity and primary language was optional due to the nature of the information. 71% of workforce members provided all data for gender, race/ethnicity, and primary language in 2018, and 10% provided some data on some of the indicators.

Source: 2018 Workforce, Oregon State University

KEY INDICATOR

43 Early Learning Providers with a Bachelor's Degree

Rationale / Relevance

While formal education is not, by itself, a strong predictor of high-quality interactions, research has consistently shown that providers who have formal education and training, and in particular, those who have obtained a Bachelor's degree in the field, are more likely to provide quality early learning environments for children.[1] Nationwide, degree requirements are increasingly part of hiring and accreditation criteria due to the strong association between more formal education and higher quality care. At the same time, low wages and the cost, cultural, and other barriers to obtaining a Bachelor's degree do not encourage motivated individuals to pursue careers in early learning. Communities that have a lower percentage of early learning providers who hold Bachelor's degrees may want to consider how to better encourage, support, and create pathways to formal education for their early learning workforce.

Oregon Overview

Statewide, 32.18% of early learning providers working in regulated facilities have a Bachelor's degree or higher. There is considerable variability across the state, however. Counties range from a low of 10.9% providers who have a Bachelor's degree or higher to a high of 61.54% providers who have a Bachelor's degree or higher. This does not include counties where data have been suppressed due to 6 or fewer providers reporting on this indicator.

Table 46. Percentage of early learning providers with BA/BS or higher

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	# Reporting	#	%	Level
Baker	24	4	16.67	L
Benton	296	127	42.91	H
Clackamas	1,283	439	34.22	H
Clatsop	88	28	31.82	H
Columbia	155	33	21.29	LM
Coos	150	20	13.33	L
Crook	44	7	15.91	L
Curry	36	7	19.44	LM
Deschutes	580	190	32.76	H
Douglas	250	50	20.00	LM
Gilliam	*	*	*	NA
Grant	11	2	18.18	L
Harney	13	8	61.54	H
Hood River	103	19	18.45	L
Jackson	585	153	26.15	HM
Jefferson	111	21	18.92	L
Josephine	216	52	24.07	LM
Klamath	208	44	21.15	LM
Lake	*	*	*	NA
Lane	1,336	405	30.31	H
Lincoln	70	21	30.00	HM
Linn	374	87	23.26	LM
Malheur	156	17	10.90	L
Marion	1,045	213	20.38	LM
Morrow	39	10	25.64	HM
Multnomah	3,667	1,558	42.49	H
Polk	226	64	28.32	HM
Sherman	*	*	*	NA
Tillamook	46	13	28.26	HM
Umatilla	271	66	24.35	HM
Union	75	18	24.00	LM
Wallowa	25	7	28.00	HM
Wasco	96	18	18.75	L
Washington	2,519	856	33.98	H
Wheeler	*	*	*	NA
Yamhill	325	90	27.69	HM
Oregon	**14,449**	**4,650**	**32.18**	

Source: 2018 Workforce, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

1 https://www.pewtrusts.org/~/media/legacy/uploadedfiles/wwwpewtrustsorg/reports/pre-k_education/pkneducationreformseriesfinalpdf.pdf

Map 45. Early learning providers with BA/BS or higher

Low 10.9-19.31%

Low-Moderate 19.32-24.21%

High-Moderate 24.22-30.08%

High 30.09-61.54%

Not Available

State Total

4,650

32.18%

All counties fall below 33%

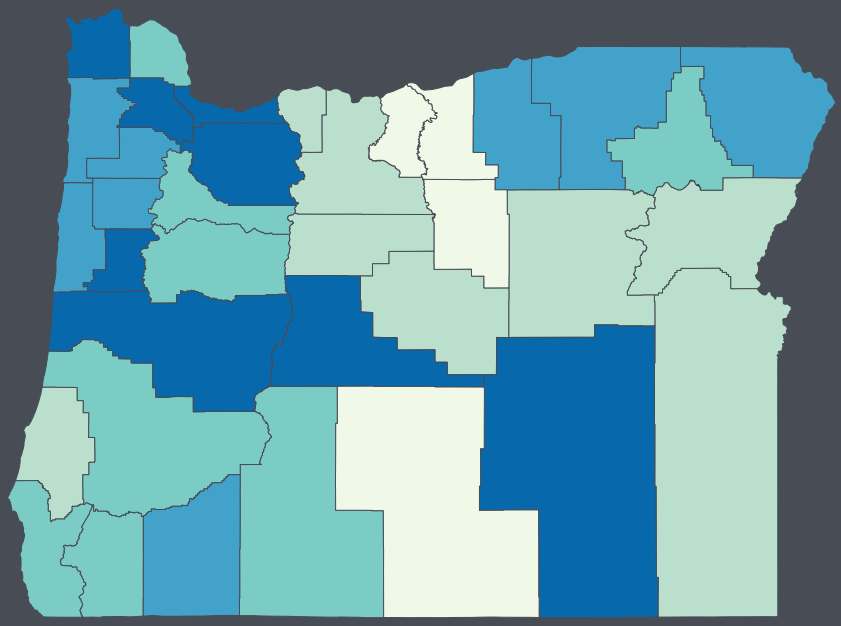
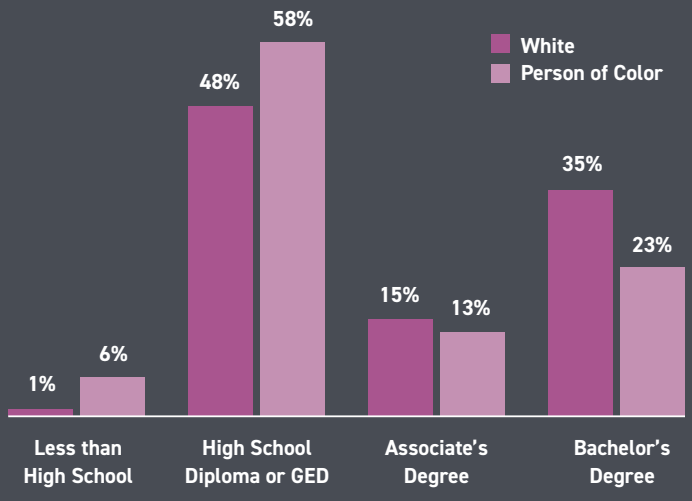


Figure 29. Diversity of early learning providers with BA/BS or higher



Data Information: The workforce is defined as any individual that worked in a regulated facility in positions associated with direct work with children. For PDG purposes, the PDG team requested data for the following positions: Certified Centers: Head Teacher, Teacher, Aide II; Certified Family: Provider, Assistant II; Registered Family: Provider. Data includes individuals who worked in these designated positions during the calendar year of 2018. An individual is categorized in the highest position they held during the calendar year based on a hierarchy of the amount of time spent directly with children.

Data Suppression: Data is being provided with the caveat that cells with small sample sizes will be suppressed and not made publicly available. Due to the nature of the data, the Oregon Center for Career Development (source of data) and OSU recommends that the data be suppressed if the number of individuals in the denominator is less than ten, and when the percentage is less than 5% or greater than 95%, a "<5" and ">95" should be displayed. In some instances, larger cells may require suppression in order to maintain confidentiality. Caution should be taken when interpreting cells with small sample sizes.

Demographics Data: Data on race, ethnicity, age, gender, and primary language were asked of providers on the Oregon Registry Online database (ORO) Enrollment form. Completion of this form was optional for those who did not participate in a program managed by OCCD (e.g., Betty Gray Early Childhood Training and Certification Scholarships, or Education Awards). In addition, completion of questions about race/ethnicity and primary language was optional due to the nature of the information. 71% of workforce members provided all data for gender, race/ethnicity, and primary language in 2018, and 10% provided some data on some of the indicators.

Source: 2018 Workforce, Oregon State University

KEY INDICATOR

44 Estimated Early Learning Provider Compensation, Low Wage Range

Rationale / Relevance

To provide context for understanding wages earned by the early learning workforce, the UC Berkeley Center for the Study of Child Care Employment 2018 Child Care Workforce Index[1] showed the following median wages for the early learning workforce in Oregon:

- Child Care Workers: $11.45/hr
- Preschool Teachers: $13.70/hr
- Preschool Center Directors: $22.12/hr
- Kindergarten Teachers: $38.80/hr
- All workers, all categories: $18.00/hr

Wage information is collected at the facility level based on the reported lowest hourly wage offered to any staff and the highest wage offered. This indicator estimates the percentage of center-based child care facilities whose lowest wage paid is below the state median for lowest wages offered. Child care is notoriously low paying, and many full time child care providers remain below the Federal Poverty Level.[2] Counties with more facilities offering wages below the median low wage statewide may want to work on strategies to improve provider compensation, a key factor in workforce retention.

Oregon Overview

Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. Wage information is not available for home-based child care. Statewide, 31% of centers offered a low wage below the state's median low wage of $12.00. Counties range from a low of 19% centers offering a low wage below the state's median low wage to a high of 100% facilities offering a low wage below the state's median low wage. This does not include counties in which data have been suppressed due to 5 or fewer facilities reporting on this indicator. Gilliam County had no center facilities. In addition, Oregon has different minimum wage rates within three regions across the state, which may impact differences across counties.[3]

Table 47. Percentage of center-based facilities with lowest wage below state median

RISK L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Median Pay	# Reporting	#	%	Level
Baker	*	*	*	*	NA
Benton	$11.77	24	13	54	LM
Clackamas	$12.50	91	17	19	L
Clatsop	$10.75	7	5	71	HM
Columbia	$11.50	8	5	63	HM
Coos	$10.50	9	7	78	H
Crook	*	*	*	*	NA
Curry	$10.50	5	5	100	H
Deschutes	$12.50	49	13	27	L
Douglas	$10.64	16	12	75	H
Gilliam	-	-	-	-	NA
Grant	*	*	*	*	NA
Harney	*	*	*	*	NA
Hood River	$14.01	10	2	20	L
Jackson	$14.00	38	13	34	LM
Jefferson	$11.97	6	3	50	LM
Josephine	$12.25	26	12	46	LM
Klamath	$10.50	9	9	100	H
Lake	*	*	*	*	NA
Lane	$11.64	80	53	66	HM
Lincoln	*	*	*	*	NA
Linn	$11.75	17	14	82	H
Malheur	$10.77	7	6	86	H
Marion	$11.35	72	46	64	HM
Morrow	$11.94	6	4	67	HM
Multnomah	$12.69	236	62	26	L
Polk	$11.35	17	11	65	HM
Sherman	*	*	*	*	NA
Tillamook	*	*	*	*	NA
Umatilla	$11.94	13	7	54	LM
Union	*	*	*	*	NA
Wallowa	*	*	*	*	NA
Wasco	$13.10	6	2	33	L
Washington	$12.50	137	34	25	L
Wheeler	*	*	*	*	NA
Yamhill	$12.00	17	6	35	LM
Oregon	**$12.00**	**926**	**291**	**31**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://learningpolicyinstitute.org/blog/strengthening-early-childhood-workforce-assure-high-quality-early-education
2 https://cscce.berkeley.edu/at-the-wage-floor/_
3 https://www.oregon.gov/boli/WHD/OMW/Pages/Minimum-Wage-Rate-Summary.aspx

Map 46. Center-based facilities with lowest wage below state median

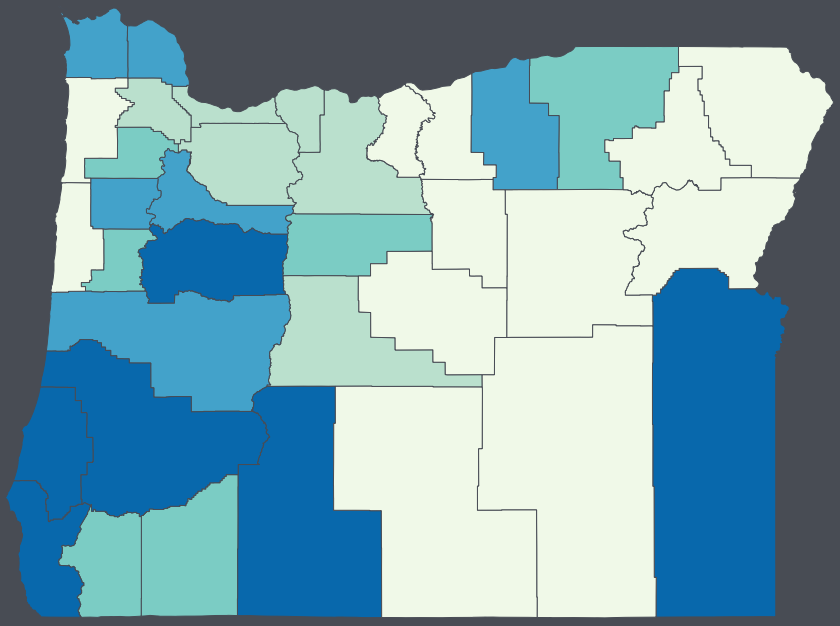
Low 19-33.75%

Low-Moderate 33.76-58.5%

High-Moderate 58.6-72%

High 72.01-100%

Not Available



State Total

291

31%

Data Information: Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. At the time of the Office of Child Care annual recertification visit, directors are asked to report on the wage range paid to teachers as well as the benefits offered to teachers. Center directors were asked to report the lowest and highest hourly wage for teachers and head teachers. If a center reported the wage in a monthly or annual salary, an hourly wage was calculated. Wages are reported as four indicators: Median Low Wage, Percent of Facilities Below State Median Low Wage, Median High Wage, Percent of Facilities Above State Median High Wage. The denominator is the number of facilities that reported on wages—and because low wage and high wage are collected as separate fields, the denominator differs for the two. The denominator under low wage is those that reported any wage data in the low wage category, and likewise for the high wage. Thus, the denominator is total facilities reporting—not only those reporting a low wage. Wage information was reported by 77% (925 out of 1,195) of centers in 2018.

Source: 2018 Structural Indicators, Oregon State University

KEY INDICATOR

45 Estimated Early Learning Provider Compensation, High Wage Range

Rationale / Relevance

Wage information is collected at the facility level based on the reported lowest hourly wage offered to teachers and the highest wage offered. This indicator estimates the percentage of center-based child care facilities whose highest wage paid exceeds the state median for highest wages for teachers offered. Child care is notoriously low paying, and many full time child care providers remain below the Federal Poverty Level.[1] Counties with fewer facilities offering wages above the median high wage statewide may want to work on strategies to improve provider compensation, a key factor in workforce retention.

Oregon Overview

Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. Statewide, 39% of centers offered a high wage above the state's median high wage of $17.05. Counties range from a low of 14% centers offering a high wage above the state's median high wage to a high of 83% facilities offering a high wage above the state's median high wage. This does not include counties where data have been suppressed due to 5 or fewer facilities reporting on this indicator. Gilliam County had no center facilities.

Table 48. Percentage of center-based facilities with highest wage above state median

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Median Pay	# Reporting	#	%	Level
Baker	*	*	*	*	NA
Benton	$17.00	25	11	44	LM
Clackamas	$17.00	89	39	44	LM
Clatsop	$15.00	7	1	14	L
Columbia	$14.50	8	3	38	LM
Coos	$17.05	9	3	33	L
Crook	*	*	*	*	NA
Curry	$14.75	5	1	20	L
Deschutes	$17.34	50	27	54	HM
Douglas	$17.00	16	8	50	HM
Gilliam	-	-	-	-	NA
Grant	*	*	*	*	NA
Harney	*	*	*	*	NA
Hood River	$21.91	11	6	55	H
Jackson	$20.30	38	24	63	H
Jefferson	$18.85	6	5	83	H
Josephine	$16.00	26	12	46	HM
Klamath	$14.00	9	4	44	LM
Lake	*	*	*	*	NA
Lane	$16.00	79	31	39	LM
Lincoln	*	*	*	*	NA
Linn	$15.00	17	4	24	L
Malheur	$14.72	7	2	29	L
Marion	$18.03	72	46	64	H
Morrow	$15.15	6	2	33	L
Multnomah	$17.24	237	121	51	HM
Polk	$21.50	16	10	63	H
Sherman	*	*	*	*	NA
Tillamook	*	*	*	*	NA
Umatilla	$18.50	13	7	54	HM
Union	*	*	*	*	NA
Wallowa	*	*	*	*	NA
Wasco	$22.20	6	5	83	H
Washington	$17.00	136	66	49	HM
Wheeler	*	*	*	*	NA
Yamhill	$15.00	17	7	41	LM
Oregon	**$17.05**	**925**	**361**	**39**	

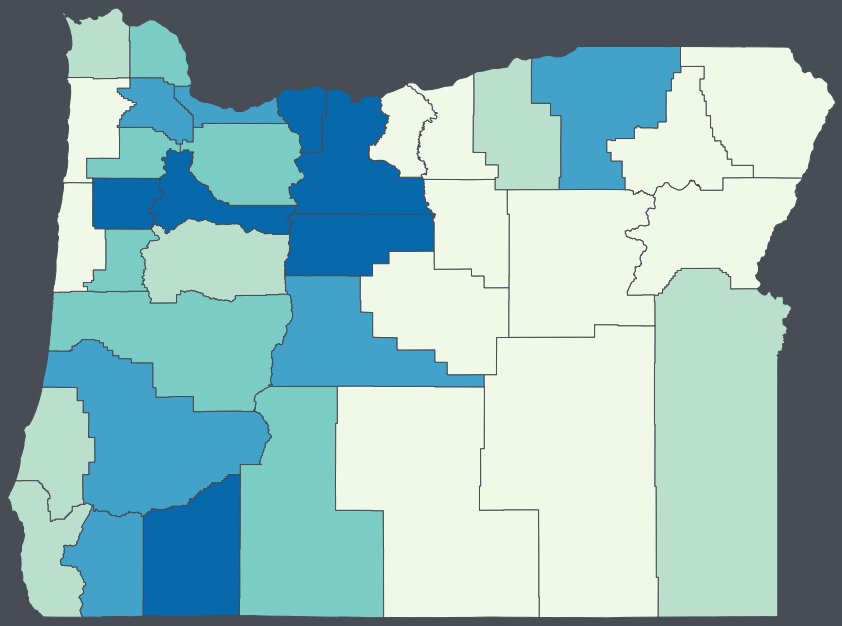
Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

1 https://cscce.berkeley.edu/at-the-wage-floor/_

Map 47. ECE provider compensation, high-wage

- **Low** 14-36.75%
- **Low-Moderate** 36.76-45%
- **High-Moderate** 45.01-54.25%
- **High** 54.26-83%
- **Not Available**



State Total

361

39%

Data Information: Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. At the time of the Office of Child Care annual recertification visit, directors are asked to report on the wage range paid to teachers as well as the benefits offered to teachers. Center directors were asked to report the lowest and highest hourly wage for teachers and head teachers. If a center reported the wage in a monthly or annual salary, an hourly wage was calculated. Wages are reported as four indicators: Median Low Wage, Percent of Facilities Below State Median Low Wage, Median High Wage, Percent of Facilities Above State Median High Wage. The denominator is the number of facilities that reported on wages—and because low wage and high wage are collected as separate fields, the denominator differs for the two. The denominator under low wage is those that reported any wage data in the low wage category, and likewise for the high wage. Thus, the denominator is total facilities reporting—not only those reporting a high wage. Wage information was reported by 77% (925 out of 1,195) of centers in 2018.

Source: 2018 Structural Indicators, Oregon State University

KEY INDICATOR

46 Early Learning Provider Health Benefits

Rationale / Relevance

This indicator estimates the percentage of licensed center-based child care facilities that provide health insurance benefits to teachers. By providing such benefits, early learning providers may be more likely to retain staff in their positions and ensure that providers have access to needed health care.

Oregon Overview

Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. Statewide, 66% of centers that reported on benefits reported offering health/medical benefits. Counties range from a low of 32% of reporting centers offering health/medical benefits to a high of 100% of facilities reporting offering health/medical benefits. This does not include counties for which data have been suppressed due to having 5 or fewer facilities reporting on this indicator. Gilliam county had no reporting facilities.

Table 49. Percentage of centers offering health benefits

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	# Reported	#	%	Level
Baker	*	*	*	NA
Benton	28	20	71	HM
Clackamas	93	57	61	LM
Clatsop	8	3	38	L
Columbia	9	5	56	LM
Coos	9	6	67	HM
Crook	*	*	*	NA
Curry	5	2	40	L
Deschutes	50	29	58	LM
Douglas	17	14	82	H
Gilliam	0	-	-	NA
Grant	*	*	*	NA
Harney	*	*	*	NA
Hood River	11	6	55	LM
Jackson	42	29	69	HM
Jefferson	7	7	100	H
Josephine	26	12	46	L
Klamath	11	6	55	LM
Lake	*	*	*	NA
Lane	80	42	52	LM
Lincoln	*	*	*	NA
Linn	19	6	32	L
Malheur	8	5	63	HM
Marion	72	44	61	LM
Morrow	6	2	33	L
Multnomah	241	196	81	H
Polk	18	15	83	H
Sherman	*	*	*	NA
Tillamook	*	*	*	NA
Umatilla	13	10	77	H
Union	*	*	*	NA
Wallowa	*	*	*	NA
Wasco	7	7	100	H
Washington	141	95	67	HM
Wheeler	*	*	*	NA
Yamhill	17	7	41	L
Oregon	**958**	**636**	**66**	

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Map 48. Facilities offering health benefits

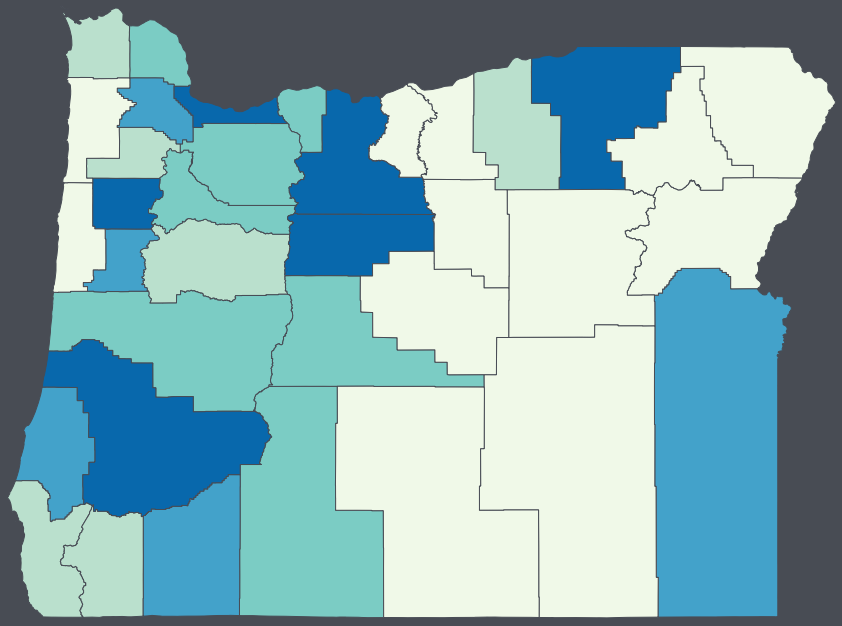
Low 32-50.5%

Low-Moderate 50.51-61%

High-Moderate 61.01-72.5%

High 72.51-100%

Not Available



State Total

636

66%

Data Information: Compensation (wages and benefits) is collected annually from Certified Centers as part of the Structural Indicators of Quality Project. At the time of the Office of Child Care annual recertification visit, directors are asked to report on the wage range paid to teachers as well as the benefits offered to teachers. Center directors were asked to report which of six common benefits they provide to teaching staff. Options include: 1) health insurance (includes medical, dental, vision, and/or supplemental), 2) paid time off, 3) retirement options, 4) financial supports for training and education, 5) free or reduced child care, and/or 6) paid membership in a professional organization. Sub-categories were collected under health insurance including medical, dental, vision, and supplemental insurance. A facility is considered to offer health insurance if they provide at least one of these sub-categories. Benefits are reported as three indicators: Average Number of Benefits, Percent of Facilities Providing Above State Average Number of Benefits, Facilities Offering Health Insurance (N & %). The denominator is the number of facilities that reported on compensation overall. Compensation data are collected on the OCC License Renewal Application at a time a facility renews their license. It is highly encouraged but optional. If they completed the compensation portion of the form, OCC provided us with the data and they are included in the denominator. If they did not complete the portion of the form, they are considered missing. 80% of centers completed the form in 2018. Benefit information was reported by 80% (958 out of 1,195) of centers in 2018.

Source: 2018 Structural Indicators, Oregon State University

Professional Development Opportunities

As part of the PDG B-5 Provider Survey (described in detail in Section 3), all respondents were asked about their access to professional development (PD) opportunities as well as coaching and mentoring.

For PD opportunities, individuals in the owner-provider and provider roles were asked to indicate if they had received any training, mentoring or professional development during the past 12 months in 10 different topic areas. On average, across the state, over 75% of providers reported receiving training in supporting children's mental health/social emotional development, managing children's behavior problems, and promoting positive teacher-child relationships. Between half and three quarters of providers reported receiving training in classroom set-up and environment, curriculum materials and how to use them, skills and activities for teaching early literacy and numeracy, managing transitions, and using or understanding observation assessment scores. Less than half of providers reported receiving training in skills and activities for teaching early numeracy and using or understanding observation assessment scores. About 22% of providers indicated that they had received a type of training not specifically listed on the survey. Percentages of providers receiving the different types of training were very similar across both center- and home-based care. When the different types of training received were examined by ethnicity of the providers, percentages were similar across groups except that White and Asian/Pacific Islander/Native Hawaiian providers were less likely than providers in different race/ethnicity groups to have had training in skills and activities for teaching early literacy and numeracy , managing transitions, and using or understanding observation assessment scores. Overall, providers in the American Indian/Alaskan Native group were most likely to have received training across all of the topics. At the county level, the patterns of percentages of providers receiving training in the different topics were similar to those at the overall state level. For more detail, see Appendix A, Tables A41-A44.

All respondents (directors, owner-providers, and providers) were also asked to indicate how often PD opportunities were affordable, accessible, helped them meet professional development/continuing education requirements, relevant to their jobs, and helped them improve their capacity to do their jobs. The percentages of directors and owner-providers and providers who answered that the PD opportunities "often" or "almost always" met those characteristics were calculated. Overall, directors were more likely to rate their PD opportunities as affordable, accessible, relevant and helpful than were the owner-providers and providers. These ratings were generally consistent across different race/ethnicity groups and center- and home-based providers. Detailed information by county is presented in Appendix A, Tables A45-46.

Coaching and mentoring are promising ways of providing professional development to educators.[1] Although duration and quality of mentoring and coaching may heavily influence outcomes, understanding how prevalent the practice is and where it may be unavailable can help policymakers and others to plan future professional development opportunities for early childhood educators.

On the PDG B-5 Provider Survey, providers, owner-providers and directors were asked if they had participated or were currently participating in any formal mentoring/coaching program. For the purposes of the analyses, as with the data for the utility and helpfulness of PD opportunities, the providers and owner-providers were grouped together under "providers" and their data were analyzed separately from those of directors. Results showed that directors were about 14% more likely than providers and owner-providers to have received formal mentoring or coaching. Center-based providers were almost 10% more likely than home-based providers to have received mentoring or coaching while there was a much smaller difference for directors. Rates were similar across different ethnic groups. Rates varied more widely across providers across counties than for directors although there was still quite a range, which can be seen in the detailed Tables A51-A52 in Appendix A.

There has not yet been enough research to determine the optimal dosage of mentoring or coaching for best results.[2] However, it is important to take into account what providers themselves feel about whether the quantity of mentoring and coaching sessions that they had were sufficient. Thus, providers who had indicated that they had received formal mentoring or coaching were then asked whether the number of meetings that they had with their mentor/coach were "not enough", "about right" or "too frequent". Those providers who answered "about right" were coded as having indicated "sufficient coaching" while those who gave either of the other two answers were coded as not having sufficient coaching. Overall, the majority of providers who had received formal mentoring or coaching (77.5%) said that the number of meetings were sufficient. This was also the case across different race/ethnicity groups and facility types. In 11 counties, the percentage of

1 https://www.childtrends.org/wp-content/uploads/2014/09/2011-47CoachingEarlyCareEducation.pdf
2 https://bellwethereducation.org/sites/default/files/Bellwether_ECECoaching_GHS_Final.pdf

providers indicating that the number of mentor/coach meetings was sufficient was above the state average. See Appendix A, Tables A53-A54 for more detailed information.

Home Visiting Workforce Data

Clear evidence now exists that the most significant period of brain development for children is in their first year of life.[1] Further, research shows that disparities in language, social-emotional, and cognitive development begin long before children enter preschool, let alone kindergarten.[2] This has led to an increasing emphasis at the national and state levels to provide early childhood and family support services to families beginning at birth, including a major federal funding initiative known as the Maternal, Infant, and Early Childhood Home Visiting Program.

Despite the importance of home visiting services to supporting children's early learning and development, very little is known about the home visiting workforce. In contrast to the child care workforce, for which licensing and quality improvement systems such as Spark and the Oregon Registry compile information about provider education, training, and demographic characteristics, no such system exists for the home visiting workforce. However, in 2017-18, through a federally funded research project, a home visiting workforce survey was conducted in Oregon, Washington, Alaska, and Idaho. Data specific to Oregon provide some initial information about the current home visiting workforce, although these data were not available at the county level due to limited sample sizes. This information can be used to begin to understand the strengths and needs of Oregon's home visiting workforce, and what kinds of training and other professional development may be important.

Survey respondents included 197 home visitors and 52 home visiting supervisors (some of whom also provide direct home visiting services). Seventy-one percent had at least a Bachelor's Degree, and most had been working as home visitors or home visiting supervisors for more than one year. Two-thirds (65%) were White/Caucasian; almost 1 in 4 were Latinx and 12% spoke Spanish as their primary language. Data suggest that additional training and support may be needed, as only 27% strongly agreed that they had been provided with the professional training/tools needed to meet challenging family needs. An overwhelming 70% of home visiting professionals reported earning less than $21 per hour, and over two thirds (69%) reported having difficulty making ends meet. Please see Appendix A, Table A55 for detailed information.

1 https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html
2 https://www.childtrends.org/reducing-disparities-in-early-care-and-education-and-school-readiness

5 Transitions

Strengthening Pathways from Early Learning to the K-12 System

Kindergarten transition practices are designed to facilitate smooth transitions into elementary school for children and their families. These practices can involve a number of activities, including visits to the kindergarten classroom prior to the first day of school, letters, phone calls or home visits to the families, and meetings between the children's preschool and kindergarten teachers. Research suggests that the more transition activities that are offered to children by their pre-kindergarten teachers, the better the children's social skills, behavior, and academic skills will be.[1] Transition practices appear to be particularly important for students from lower-income environments.

Because children move between two systems in the kindergarten transition—the ECE Sector and the K-12 system—it is not always clear which system should be responsible for offering transition supports, if not both. For this report, we relied primarily on data from the ECE Sector. Data were gathered from providers themselves through the PDG B-5 Provider Survey. Data were also obtained from reports from Early Learning Hubs on how they had spent funding from the Oregon Kindergarten Readiness Partnership and Innovation Program. This program "...invests in promising models for connecting early learning and K-3 education across the state, and promotes community and school partnerships that result in measurable increases in children's readiness for kindergarten."2 The Kindergarten Partnership and Innovation (KRPI) grant fund was established as part of House Bill 2013 and is distributed through an RFA process to Early Learning Hubs who then administer the funds to local programs. Two of the main goals of the funding are to improve children's kindergarten readiness and to engage families in three-way partnerships between those families, the early learning community, and K-12 schools.

Kindergarten Transition Supports Provided by Early Care & Education Programs

On the PDG B-5 Provider Survey, providers and owner-providers were asked to indicate which kindergarten practices they used from a list of nine activities including such activities as "Your pre-kindergarten students visit a kindergarten classroom", "You have a spring kindergarten orientation for pre-kindergartners' parents", "Staff have individual meetings with parents about kindergarten", and "Staff have contact with kindergarten teachers about curriculum and/or specific children". We calculated the average number of practices reported by providers across the state. The average was 3.1 practices (SD= 2.7). Then we determined how many providers reported using as many as or more practices than the state average.

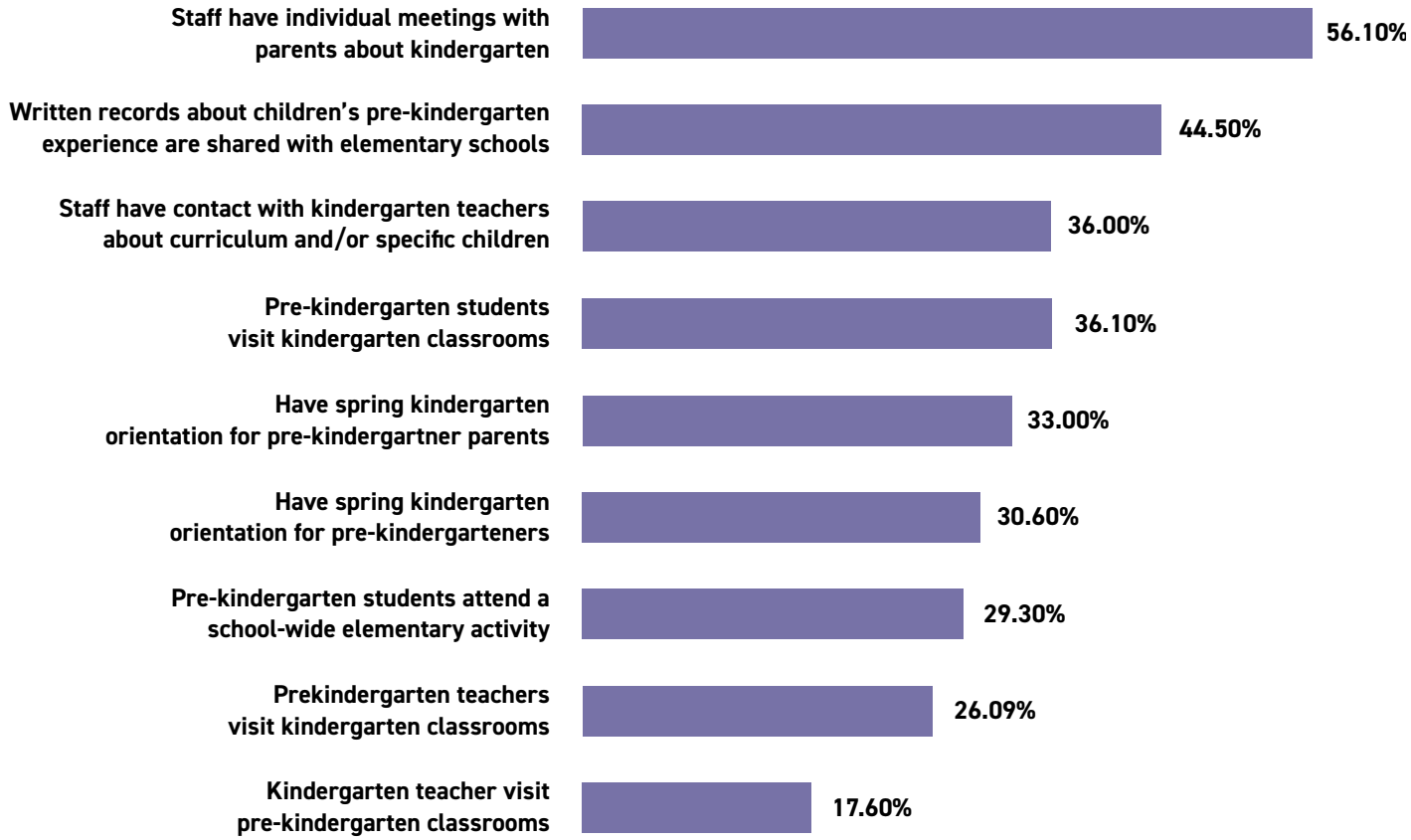
1 LoCasale-Crouch J, Mashburn AJ, Downer JT, Pianta RC. Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. Early Childhood Research Quarterly. 2008;23:124-139. Schulting AB, Malone PS, Dodge KA. The effect of school-based kindergarten transition policies and practices on child academic outcomes. Developmental Psychology. 2005;41(6):860-871.

2 https://oregonearlylearning.com/news/early-learning-kindergarten-readiness-partnership-innovation-program/

In a study of pre-kindergarten teachers in six states[1], researchers found that providers reported using 5.95 kindergarten transition practices on average (SD = 2.3). Thus, the Oregon average of 3.1 practices may be below the norm for other states. Overall, across the state, 40.4% of providers report using 3.1 or more kindergarten transition practices, with center-based providers being much more likely to report using 3.1 or more practices (46.7%) than home-based providers (18.2%). Levels in the individual counties ranged from a low of 10.7% to a high of 100% of providers using 3.1 or more practices. In seventeen counties the percentage of providers reporting the use of 3.1 or more kindergarten transition practices was equal to or higher than the state average. For additional detail, see Appendix A, Table A56.

When we examined the actual practices that providers report using (Figure 30), the most commonly reported practice was for early childhood care and education staff to meet with parents about kindergarten. The next most common practice was for early childhood care and education staff to share written information with the kindergarten teachers about the students. Practices involving communication between the K-12 system and children or parents directly appeared to be relatively rare. Interestingly, practices that involved the children themselves were also less common than those involving giving information to parents or teachers.

Figure 30. Percentages of providers using specific kindergarten transition practices



1 LoCasale-Crouch J, Mashburn AJ, Downer JT, Pianta RC. Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. Early Childhood Research Quarterly. 2008;23:124-139.

KEY INDICATOR

47 Participation in Family Engagement or Kindergarten Transition Activities

Rationale/Relevance

This indicator estimates the percentage of children ages 0-5 who were served through programs funded by the Kindergarten Partnership and Innovation Fund (KRPI) that were categorized as Kindergarten Transition or Family Engagement programs, compared to the number of children who are living at or below the Federal Poverty Line (<100% FPL). Higher estimates indicate regions in which more children may be receiving supports designed to prepare the child and/or the family for entry into kindergarten.

Oregon Overview

The Early Learning Division has been funding Early Learning Hubs through the Kindergarten Readiness Partnership & Innovation (KRPI) Grants since 2014. One piece of this funding supports Early Learning Hubs in providing family engagement and kindergarten transition activities. In 2018, 4,175 children and 4,192 parents/caregivers were reported as having participated in these events. When looking at how participation compares to the number of children in each Early Learning Hub who are at or below 100% Federal Poverty Level, an estimated 8% of children are being served by KRPI. Three Early Learning Hubs fell into the lowest 25% of children served through KRPI family activities; 3 fell in the median quartile; 3 were between 50th and 75th percentile, and 3 were in the upper 75th percentile. Four Early Learning Hubs did not report child attendance for KRPI family events and are therefore not included in this data. Several things should be noted. First, KRPI funds do not have explicit eligibility criteria, although guidelines emphasize prioritizing services for children who are more at risk for having negative school outcomes. Further, many communities provide other Kindergarten Transition and Family Engagement activities that are not specifically funded and monitored by KRPI.

Table 50. Children participating in KRPI funded Family Engagement or Kindergarten Transition activities

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

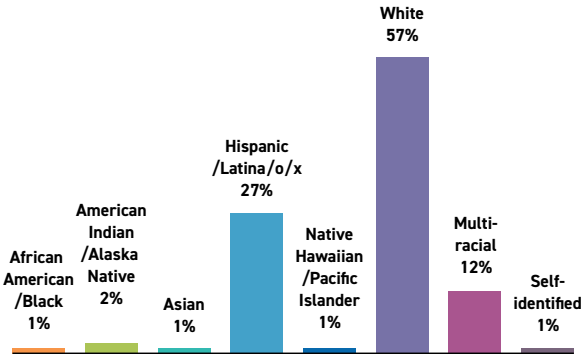
Hub	# Attending	# <100% FPL	%	Level
Blue Mountain	156	2,517	6.20	HM
Central Oregon	-	-	-	-
Clackamas	119	3,227	3.69	LM
Eastern Oregon	-	-	-	-
Four Rivers	-	-	-	-
Frontier	-	-	-	-
Lane	450	4,946	9.10	HM
Linn-Benton-Lincoln	67	3,681	1.82	L
Marion-Polk	1,320	7,912	16.68	H
Multnomah	500	10,791	4.63	LM
Northwest Regional	403	1,510	26.69	H
South Central	290	3,232	8.97	HM
South Coast	69	1,273	5.42	LM
Southern Oregon	100	5,385	1.86	L
Statewide	**4,175**	**52,939**	**7.90**	

Source: 2018 Early Learning Division; 2017 ACS 5-year estimates, Table B17001

Note: Hub totals of children 0-5 below 100% FPL calculated by adding county level data together, if Hub serves more than one county

Dash (-) indicates none reported

Figure 31. Percentage of children whose families participate in KRPI funded Family Engagement or Kindergarten Transition activities, by race/ethnicity



Important Note

Estimates of infants and children are based on the most recent available five-year U.S. Census Bureau's American Community Survey (ACS) data. However, these estimates have significant margins of error especially for small counties so must be interpreted with caution. See Appendix C for further information about Margin of Error.

Data Information: Child poverty level information not available for children who participated in KRPI events. Key indicator calculation is based on assumption that KRPI events are serving high needs families, therefore, census data for children at or below 100% FPL is used as an estimated denominator to calculate level of reach. Race/ethnicity data represents parents/caregivers that completed family event surveys. Numbers less than 5 are suppressed.

Source: 2018 Early Learning Division

Analysis

The information presented here suggests that children who may be the most vulnerable in terms of risk for problems in school and who may benefit the most from practices to smooth the transition from preschool to kindergarten are not receiving these practices in high numbers. Overall, providers report using about 3.1 transitions practices which is lower than the average number of 5.95 found across six states in a national study. Further, statewide only about 8% of children in poverty have been involved in or had their families be involved in a kindergarten transition or family engagement activity. White children also appear to be much more likely than children of color to participate in these activities. The types of activities also suggest that there may not be much communication across the early childhood care and education and K-12 education systems. Just over a third of providers reported that their pre-kindergartners visited a kindergarten classroom and only 17% reported that a kindergarten teacher came to visit the children. Overall, the providers least frequently reported transition activities that involved the children themselves. We know from research that involving the children themselves in kindergarten preparation activities can have beneficial consequences for school adjustment.[1] The marked difference in number of practices used by center-based in comparison to home-based providers also suggests a need for more professional development opportunities and resources around planning kindergarten transition activities that are specifically targeted toward home providers.

1 Mashburn, A. J., LoCasale-Crouch, J., & Pears, K. C. (2018). Kindergarten transition and readiness: Promoting cognitive, social-emotional, and self-regulatory development. New York: Springer.

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6 Systems Outcomes

Academic & Educational Outcomes

Indicators in this section reflect key measures related to children's school readiness and early school success. School readiness indicators come from the Oregon Kindergarten Assessment (OKA), a standardized assessment of social, self-regulatory, early literacy (letter sounds, upper case letters, lower case letters), and early numeracy skills (mathematics) completed for each entering kindergarten student. Research has found modest but consistent associations between children's performance on the OKA measures and their subsequent performance on key 3rd grade benchmarks. Statewide results have also found consistent disparities in OKA scores across domains for children of color (except Asian and Multiracial children) and for children from families qualifying for free and reduced lunch.[1] School readiness in kindergarten is important for subsequent educational success, including high school and college completion.[2]

Indicators at kindergarten entry also provide a snapshot of what children bring to the doors of school, including the learning opportunities children have experienced within their family context, with other individuals, in their early care and education settings, and through other experiences and supports in their communities. Further, while children's school readiness is an important indicator of the educational success of young students, the readiness of the schools, educators, and communities themselves are also critical aspects in the successful education of Oregon's youngest citizens.

Additionally, indicators of 3rd grade academic outcomes (English Language Arts and Mathematics) are included. We also include rates of chronic absenteeism in kindergarten, which has been found to be associated with later reading proficiency and other school-related outcomes.[3] Chronic absenteeism is defined as missing 10% or more of regular school days. For example, if the local district school year is 162 days, these children miss 16 or more days of school (over 3 weeks of class).

An Overall Early Educational Success indicator was created to provide a broad picture of how children are faring in the earliest years of formal schooling in Oregon's counties. This overarching indicator is composed of all of the Academic and Educational System Outcomes included here (e.g., Kindergarten Assessment, 3rd grade academics, kindergarten absenteeism). Although 3rd grade is included in Overall Early Educational Success, this picture is weighted more heavily in kindergarten (5 out of the 7 individual indicators are from kindergarten) and is thus more indicative of, on average, the educational success of Oregon's youngest students.

1 For more information, see: https://www.oregon.gov/ode/educator-resources/assessment/Pages/Kindergarten-Assessment.aspx
2 https://www.theounce.org/wp-content/uploads/2017/03/PolicyConversationKRA2017.pdf
3 https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/

KEY INDICATOR

48 Overall Early Educational Success Indicator

Rationale / Relevance

This indicator provides an overall indicator of early educational success based on 7 different measures. The overall early educational indicator includes behavioral, socio-emotional, and academic measures in kindergarten and 3rd grade. Kindergarten and 3rd grade academics and behaviors, such as mathematics, language and literacy, approaches to learning and attendance, may be associated with subsequent short- and longer-term success. By combining data related to both kindergarten entry, kindergarten absenteeism, and third grade performance, counties can assess at a broad level how their children are doing educationally during these critical early years. Counties with lower estimated levels of overall early educational success may benefit from additional educational, student, and family supports.

Table 51. Overall early educational success indicator

EDUCATION L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	K-12 Not Absent	KA Letter Names	KA Letter Sounds	KA Math	KA Approach to Learn	3rd Grd Lang Arts	3rd Grd Math	Indicator	Level
Baker	1.60	0.08	0.42	0.43	-0.37	0.34	-0.03	0.35	H
Benton	0.12	1.27	1.26	1.12	1.46	0.75	0.97	0.99	H
Clackamas	1.05	1.08	0.78	0.74	0.46	1.13	1.03	0.90	H
Clatsop	0.12	0.46	0.37	0.22	0.12	0.01	0.04	0.19	HM
Columbia	-0.25	0.15	0.28	0.67	-0.04	-0.67	-1.07	-0.13	HM
Coos	-0.81	-0.57	-0.86	0.28	0.40	-0.73	-0.93	-0.46	LM
Crook	-0.07	0.04	0.03	0.10	1.31	0.64	0.30	0.34	HM
Curry	-1.55	-0.76	-0.88	0.00	-0.72	0.19	-0.08	-0.54	L
Deschutes	0.30	0.80	0.75	0.92	0.08	1.81	1.98	0.95	H
Douglas	-0.07	-0.56	-0.73	-0.36	0.34	-0.33	-0.81	-0.36	LM
Gilliam	1.98	2.32	1.26	0.45	-0.23	-0.64	1.14	0.90	H
Grant	0.68	-0.66	-0.09	0.00	-1.12	-1.30	-1.05	-0.51	L
Harney	0.86	0.51	0.72	0.72	-0.70	-0.13	-0.14	0.26	HM
Hood River	1.23	-1.36	-1.46	-1.31	0.92	-0.24	0.74	-0.21	LM
Jackson	-0.25	-0.37	-0.47	0.22	-0.02	-0.26	-0.44	-0.23	LM
Jefferson	-1.18	-1.66	-1.63	-2.55	0.27	-0.60	-0.18	-1.08	L
Josephine	0.12	-0.71	-0.93	-0.83	-0.29	-0.01	-0.43	-0.44	LM
Klamath	-0.62	-1.26	-1.44	-1.08	0.04	-0.64	-0.21	-0.75	L
Lake	-1.00	0.03	1.22	1.09	-3.51	1.00	0.88	-0.04	HM
Lane	0.49	0.10	-0.10	0.00	0.74	0.28	0.20	0.25	HM
Lincoln	-1.55	-0.18	-0.22	-0.86	-0.04	-1.04	-1.05	-0.71	L
Linn	-0.44	-0.39	-0.70	-0.14	-0.39	-0.47	-0.57	-0.44	LM
Malheur	0.49	-0.80	-0.51	-0.91	-0.09	-1.40	-1.25	-0.64	L
Marion	-0.81	-1.08	-1.30	-1.60	-0.57	-1.29	-1.08	-1.10	L
Morrow	-0.81	-1.78	-1.66	-0.50	-1.16	-1.27	-1.80	-1.28	L
Multnomah	0.12	0.57	0.18	-0.24	0.91	0.09	-0.26	0.20	HM
Polk	0.49	-0.47	0.00	-0.13	0.37	-1.28	-0.43	-0.21	LM
Sherman	-0.62	0.67	0.87	-0.57	*	3.48	2.87	1.12	H
Tillamook	-1.00	-0.20	-0.48	-0.23	0.75	0.18	-0.33	-0.19	LM
Umatilla	-0.44	-0.82	-0.95	-1.03	1.35	-0.38	0.30	-0.28	LM
Union	-1.00	-0.01	0.86	0.69	0.54	0.05	0.33	0.21	HM
Wallowa	0.86	1.63	2.00	2.43	1.70	0.89	1.09	1.51	H
Wasco	-2.11	0.18	0.55	0.18	-2.19	-0.66	-1.26	-0.76	L
Washington	1.23	1.21	0.75	0.22	0.16	1.25	1.25	0.87	H
Wheeler	1.98	2.48	2.32	2.56	-0.36	0.86	-0.73	1.30	H
Yamhill	0.86	0.03	-0.23	-0.71	-0.10	0.37	1.00	0.17	HM

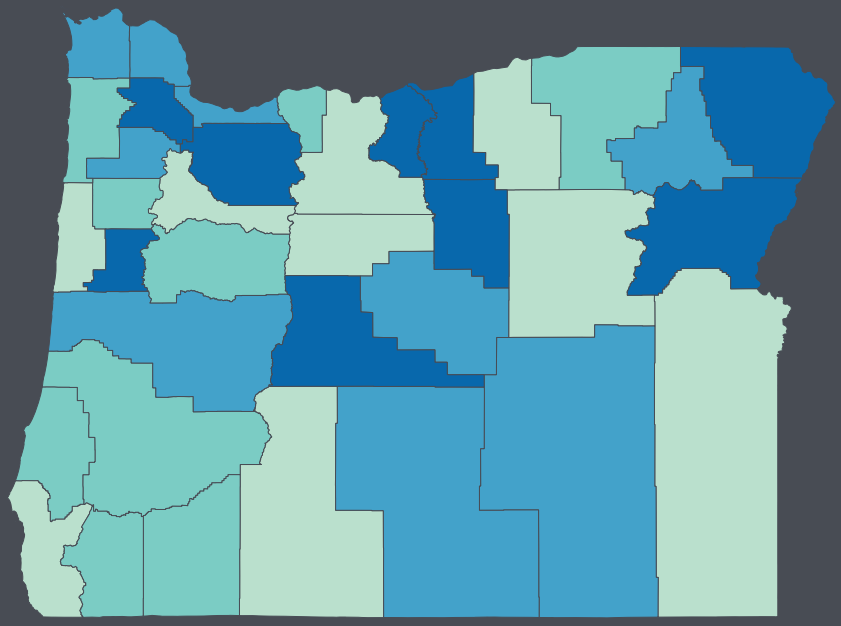
Source: 2017-2018 Oregon Department of Education

Asterisk (*) indicates data are suppressed due to small sample size.

How to Interpret County Scores: Data in this table reflects standardized scores, or "z-scores" which are based on a normal distribution; the statewide average for each indicator is always equal to zero. Scores that are negative mean that the county is below the state average for that indicator. Scores that are positive mean that the county is above the state average for that indicator. Scores that exceed -1 or +1 are more than one standard division below (-1) or above (+1) the statewide average.

Map 49. Overall early educational success indicator

- **Low** -1.28 to -.472
- **Low-Moderate** -.471 to -.161
- **High-Moderate** -.160 to .340
- **High** .341 to 1.51
- **Not Available**



Source: 2017-2018 Oregon Department of Education

Rationale / Relevance, continued

The overall early educational success indicator includes the following:

- % of Kindergarteners Not Chronically Absent
- % of Kindergarteners Demonstrating Letter Sounds
- % of Kindergarteners Demonstrating Letters (Upper & Lower Case)
- Average Student Score for Kindergarten Mathematics
- % Who Meet the Benchmark for Demonstrating or Above for Approaches to Learning
- % of Students Meeting Proficiency Expectations for 3rd Grade English Language Arts
- % of Students Meeting Proficiency Expectationor 3rd Grade Mathematics

Oregon Overview

Oregon's counties were each assigned an estimated overall early educational success indicator based on multiple kindergarten and 3rd grade indicators. The overall early educational success indicator was calculated by summing the z-scores for each of the individual indicators, and dividing by the number of indicators included. Where data were missing, the average of the z-scores present was divided by the number of indicators used.

As can be seen, counties that are doing well (ranked in the upper 75% of Oregon counties) represent a range of geographic regions in the state. While some larger more urbanized counties are doing well (e.g., Clackamas, Washington), many small communities are also demonstrating early educational success (e.g., Wheeler, Sherman, and Baker). Similarly, counties ranked in the bottom 25% also represent very different regions of the state, although no large metro/urban areas fell into this group.

KEY INDICATOR

49 Oregon Kindergarten Assessment, Approaches to Learning

Rationale / Relevance

This indicator estimates the percentage of kindergarten students who meet the state-defined benchmark for "demonstrating or above" for the Oregon Kindergarten Assessment measure of Approaches to Learning. This measure, which is an observational assessment completed by kindergarten teachers, includes indicators of self-regulation and interpersonal skills. Children who do not demonstrate these skills at the start of kindergarten are at greater risk for negative school outcomes and are less likely to graduate from high school. Regions in which more children are not demonstrating approaches to learning may need to identify ways to support child development, and in particular, children's self-regulation and interpersonal skills, prior to kindergarten.

Oregon Overview

Students in Oregon statewide are assessed within the first 6 weeks of schools by teachers using a standardized measure. The socio-emotional portion of the assessment, based on the Child Behavior Rating Scale, provided a snapshot of children's performance in the approaches to learning areas of interpersonal skills and self-regulation at the beginning of the 2017-18 school year. Oregon's Department of Education provides assessment interpretive guidance: demonstrating and above is indicated by kindergarteners with a rating of 4 or above for approaches to learning. Counties ranged from a low of 5.75% of kindergarten students demonstrating strong approaches to learning to a high of 46.8% (almost half). No county had more than half of its entering kindergarten students meeting benchmark for this indicator.

Table 52. Kindergarten students who met benchmarks for Approaches to Learning

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	71	30.47	L
Benton	276	44.88	H
Clackamas	1,459	37.03	HM
Clatsop	139	34.32	HM
Columbia	168	33.07	LM
Coos	237	36.52	HM
Crook	84	43.75	H
Curry	54	27.69	L
Deschutes	594	34.02	HM
Douglas	383	36.06	HM
Gilliam	6	31.58	LM
Grant	14	24.56	L
Harney	34	27.87	L
Hood River	113	40.65	H
Jackson	763	33.20	LM
Jefferson	104	35.49	HM
Josephine	232	31.10	LM
Klamath	232	33.67	LM
Lake	*	5.75	L
Lane	1,215	39.27	H
Lincoln	125	33.07	LM
Linn	433	30.32	L
Malheur	120	32.70	LM
Marion	1,223	28.89	L
Morrow	47	24.23	L
Multnomah	2,848	40.60	H
Polk	175	36.31	HM
Sherman	*	*	NA
Tillamook	92	39.32	H
Umatilla	449	44.02	H
Union	110	37.67	H
Wallowa	22	46.81	H
Wasco	43	16.10	L
Washington	2,142	34.64	HM
Wheeler	22	30.56	LM
Yamhill	355	32.60	LM
Oregon	**14,384**	**35.49**	

Source: 2017-2018 Oregon Department of Education

Asterisk (*) indicates data are suppressed due to small sample size

Map 50. Percentage of Kindergarten students who met benchmark for Approaches to Learning

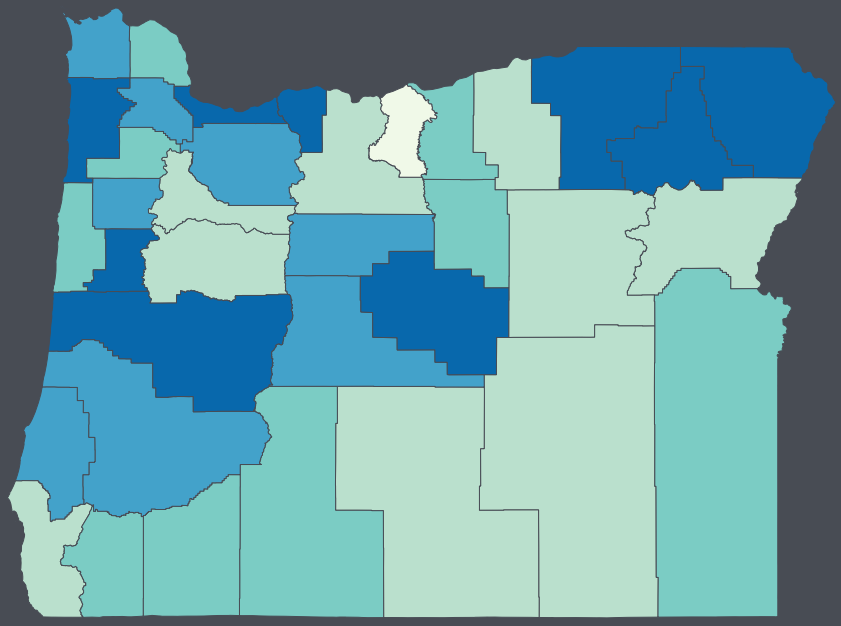
Low 5.75-30.51%

Low-Moderate 30.52-33.67%

High-Moderate 33.68-37.35%

High 37.36-46.81%

Not Available

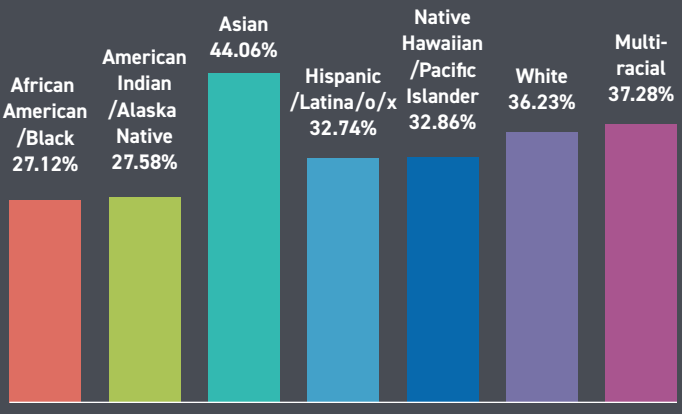


State Total

14,384

35.49%

Figure 32. Percentage of Kindergarten students who met benchmark for Approaches to Learning, by race/ethnicity



Source: 2017-2018 Oregon Department of Education

KEY INDICATOR

50 Oregon Kindergarten Assessment, Letter Names

Rationale / Relevance

This indicator estimates the percentage of kindergarten students who meet state benchmarks for "demonstrating or above" on the Oregon Kindergarten Assessment Upper Case and Lower Case Letter Knowledge scales. Pre-literacy skills related to letter knowledge are one aspect of school readiness, which has been found to be associated with third grade reading achievement. Children who do not demonstrate key letter identification skills at the start of kindergarten may be at higher risk for longer-term negative school outcomes. Regions in which more children are not demonstrating these early academic skills may need to identify ways to support literacy development prior to kindergarten entry.

Oregon Overview

Entering kindergarten students in Oregon are assessed using a standardized measure of early literacy skills. The academic portion of the assessment, based on the EasyCBM system, provided a snapshot of children's performance in mathematics, upper case letters, lower case letters, and letter sounds at the beginning of the 2017-18 school year. Oregon's Department of Education provides assessment interpretive guidance: demonstrating and above is indicated by kindergarteners knowing 18 or more upper case letters, and 15 or more lower case letters. Approximately 41.8% of kindergarteners statewide were demonstrating or above for both upper case and lower case letters, with counties ranging from a low of 22.16% to a high of 64.79%.

Table 53. Kindergarten students who demonstrated recognition of upper and lowercase letters

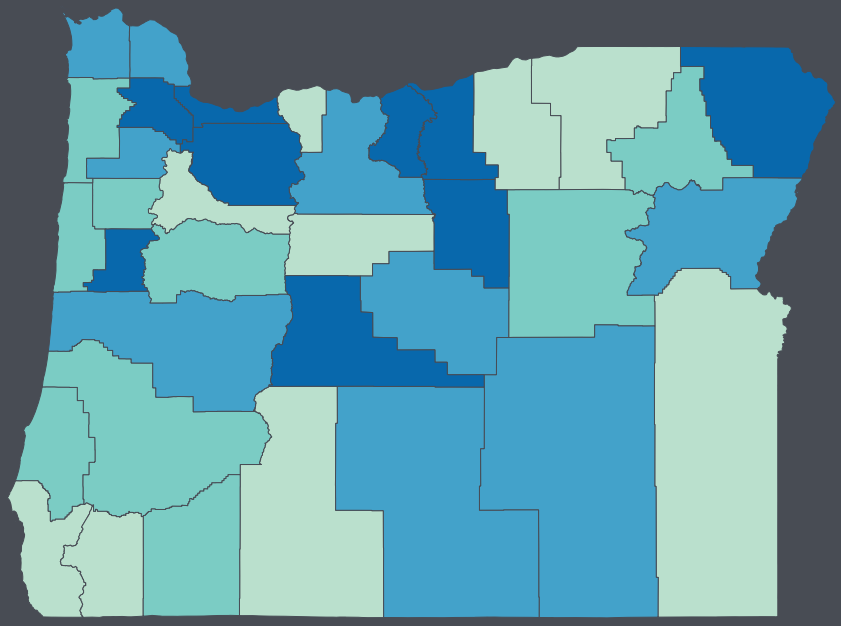
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	95	40.77	HM
Benton	320	52.63	H
Clackamas	1,970	50.77	H
Clatsop	181	44.58	HM
Columbia	209	41.47	HM
Coos	221	34.26	LM
Crook	77	40.31	HM
Curry	62	32.29	L
Deschutes	827	47.97	H
Douglas	359	34.35	LM
Gilliam	12	63.16	H
Grant	19	33.33	LM
Harney	55	45.08	HM
Hood River	73	26.35	L
Jackson	830	36.28	LM
Jefferson	68	23.29	L
Josephine	244	32.88	L
Klamath	191	27.29	L
Lake	35	40.23	HM
Lane	1,239	40.97	HM
Lincoln	143	38.13	LM
Linn	507	36.01	LM
Malheur	117	31.97	L
Marion	1,234	29.15	L
Morrow	43	22.16	L
Multnomah	3,103	45.65	H
Polk	171	35.26	LM
Sherman	7	46.67	H
Tillamook	88	37.93	LM
Umatilla	322	31.76	L
Union	115	39.79	LM
Wallowa	27	56.25	H
Wasco	111	41.73	HM
Washington	3,207	52.08	H
Wheeler	46	64.79	H
Yamhill	434	40.22	HM
Oregon	**16,762**	**41.83**	

Source: 2017-2018 Oregon Department of Education

Map 51. Percentage of Kindergarten students who demonstrated recognition of upper and lowercase letters

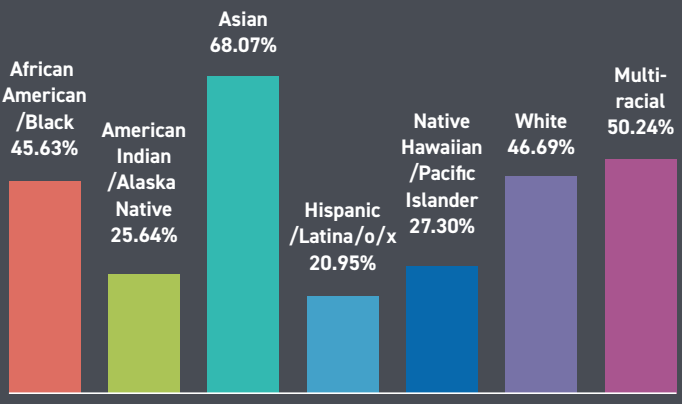
- **Low** 22.16-33.22%
- **Low-Moderate** 33.23-40.0%
- **High-Moderate** 40.01-45.22%
- **High** 45.23-64.79%
- **Not Available**



State Total

16,762
41.83%

Figure 33. Percentage of kindergarten students who demonstrated recognition of upper and lower case letters, by race/ethnicity



Source: 2017-2018 Oregon Department of Education

KEY INDICATOR

51 Oregon Kindergarten Assessment, Letter Sounds

Rationale / Relevance

This indicator estimates the percentage of kindergarten students who meet the state benchmark for "demonstrating or above" on Oregon's Kindergarten Assessment measure of Letter Sounds. Children who do not demonstrate early literacy skills related to phonetic understanding (e.g., knowing the sounds associated with letters) at the start of kindergarten are at greater risk for negative school outcomes and are less likely to graduate from high school. Regions in which more children are not demonstrating adequate knowledge of letter sounds may need to identify ways to support phonemic development prior to kindergarten.

Oregon Overview

Students in Oregon are assessed at the start of kindergarten using a standardized measure of early literacy skills. The academic portion of the assessment, based on the EasyCBM system, provides a snapshot of children's performance in mathematics, upper case letters, lower case letters, and letter sounds at the beginning of the 2017-18 school year. Oregon's Department of Education provides assessment interpretive guidance: demonstrating and above is indicated by kindergarteners knowing 7 or more letter sounds. Approximately 43% of kindergarteners statewide were demonstrating or above for letter sounds, with counties ranging from a low of 23.71% to a high of 70.42%.

Table 54. Kindergarten students who met benchmarks for recognition of letter sounds

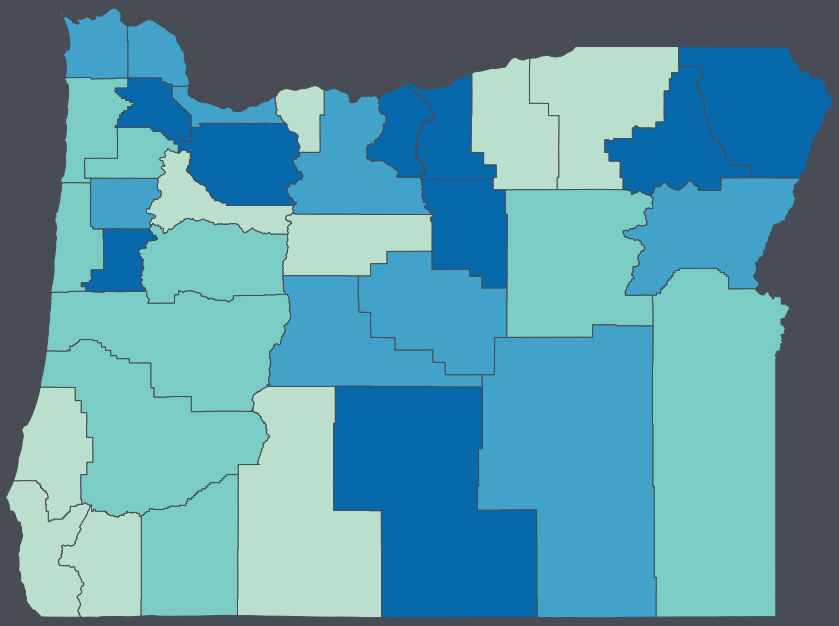
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	112	48.07	HM
Benton	351	57.92	H
Clackamas	2,024	52.30	H
Clatsop	193	47.54	HM
Columbia	234	46.43	HM
Coos	212	33.07	L
Crook	83	43.46	HM
Curry	63	32.81	L
Deschutes	893	51.92	HM
Douglas	361	34.55	LM
Gilliam	11	57.89	H
Grant	24	42.11	LM
Harney	63	51.64	HM
Hood River	72	25.99	L
Jackson	860	37.64	LM
Jefferson	70	23.97	L
Josephine	239	32.21	L
Klamath	184	26.29	L
Lake	50	57.47	H
Lane	1,269	42.02	LM
Lincoln	151	40.59	LM
Linn	484	34.95	LM
Malheur	136	37.16	LM
Marion	1,180	27.96	L
Morrow	46	23.71	L
Multnomah	3,063	45.25	HM
Polk	209	43.18	HM
Sherman	8	53.33	H
Tillamook	87	37.50	LM
Umatilla	325	32.05	L
Union	154	53.29	H
Wallowa	32	66.67	H
Wasco	132	49.62	HM
Washington	3,201	52.01	H
Wheeler	50	70.42	H
Yamhill	433	40.47	LM
Oregon	**39,960**	**42.69**	

Source: 2017-2018 Oregon Department of Education

Map 52. Percentage of Kindergarten students who met benchmarks for recognition of letter sounds

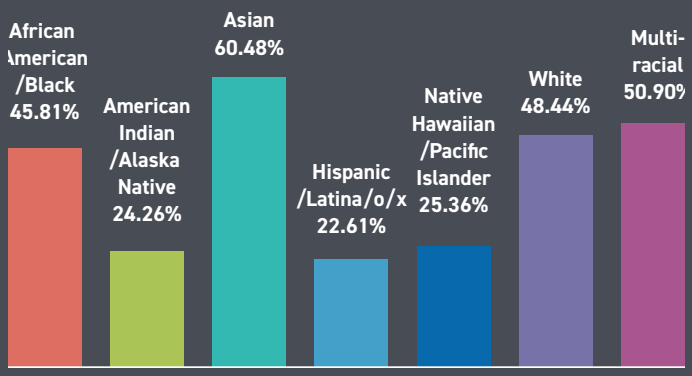
- **Low** 23.71-34.18%
- **Low-Moderate** 34.19-42.64%
- **High-Moderate** 42.65-51.94%
- **High** 51.95-70.42%
- **Not Available**



State Total

39,960
42.69%

Figure 34. Percentage of kindergarten students who met benchmarks for recognition of letter sounds, by race/ethnicity



Source: 2017-2018 Oregon Department of Education

KEY INDICATOR

52 Oregon Kindergarten Assessment, Math

Rationale / Relevance

This indicator estimates the average score on the Oregon Kindergarten Assessment measure of early numeracy (mathematics) skills. Early numeracy skills such as counting and number recognition have been found to be associated with third grade reading achievement. Children who start kindergarten behind their peers in early numeracy skills may be at higher risk for longer-term negative school outcomes. Regions in which more children are not demonstrating these early academic skills may need to identify ways to support early numeracy skills prior to kindergarten entry.

Oregon Overview

Students in Oregon are assessed using a standardized measure of early mathematics skills at the start of kindergarten. The numeracy portion of Oregon's kindergarten assessment is based on the EasyCBM system. Possible kindergarten mathematics scores range from 0 to 16. Kindergarteners statewide showed an average mathematics score of 11.2, with counties ranging from a low of 9.24 to a high of 13.40.

Table 55. Kindergarten students, average early numeracy score

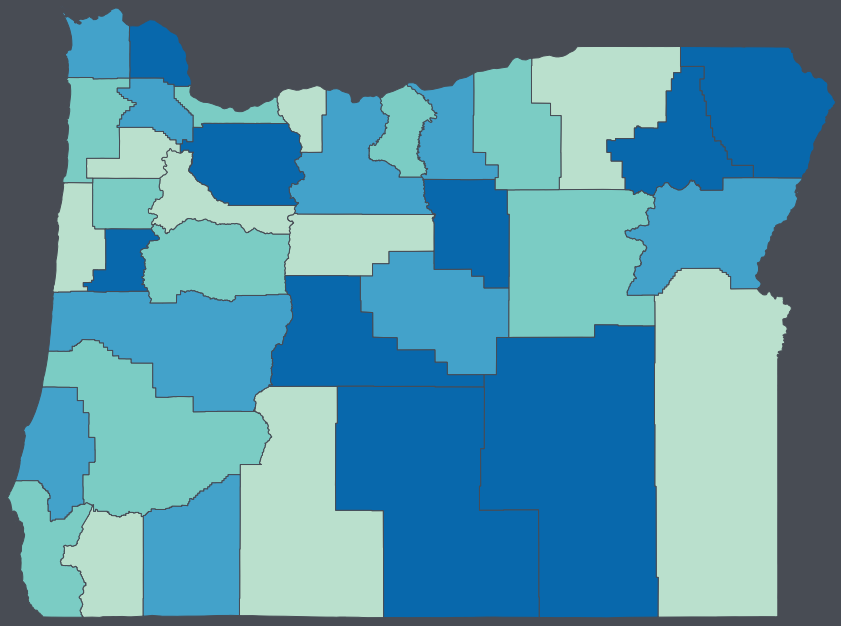
REACH LEVEL L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	Score	Level
Baker	232	11.664	HM
Benton	608	12.230	H
Clackamas	3,898	11.918	H
Clatsop	409	11.494	HM
Columbia	504	11.861	H
Coos	648	11.542	HM
Crook	191	11.398	HM
Curry	193	11.316	LM
Deschutes	1,726	12.065	H
Douglas	1,043	11.025	LM
Gilliam	19	11.684	HM
Grant	57	11.316	LM
Harney	122	11.902	H
Hood River	275	10.255	L
Jackson	2,265	11.493	HM
Jefferson	290	9.241	L
Josephine	745	10.640	L
Klamath	700	10.443	L
Lake	87	12.207	H
Lane	3,093	11.320	HM
Lincoln	376	10.617	L
Linn	1,412	11.201	LM
Malheur	366	10.579	L
Marion	4,285	10.017	L
Morrow	194	10.912	LM
Multnomah	6,801	11.123	LM
Polk	479	11.211	LM
Sherman	14	10.857	LM
Tillamook	233	11.133	LM
Umatilla	1,017	10.483	L
Union	288	11.882	H
Wallowa	48	13.292	H
Wasco	266	11.466	HM
Washington	6,153	11.495	HM
Wheeler	72	13.403	H
Yamhill	1,078	10.738	L
Oregon	**40,575**	**11.2**	

Source: 2017-18 Oregon Department of Education

Map 53. Percentage of Kindergarten students who scored above state average for early numeracy

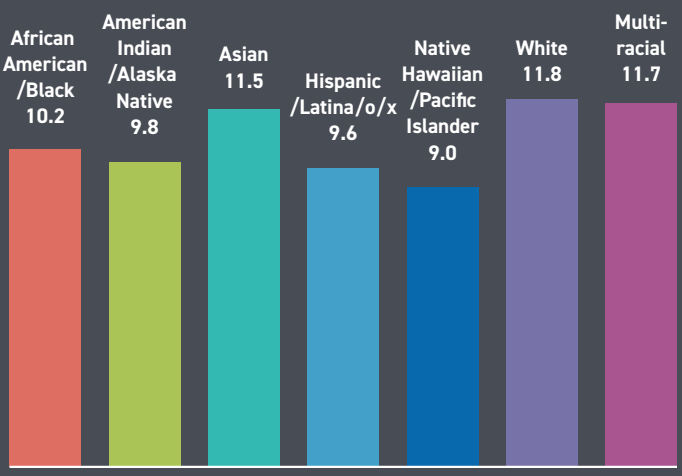
- **Low** 9.24-10.827
- **Low-Moderate** 10.828-11.318
- **High-Moderate** 11.319-11.728
- **High** 11.729-13.40
- **Not Available**



State Total

40,575
11.2

Figure 35. Percentage of kindergarten students who scored above state average for early numeracy, by race/ethnicity



Source: 2017-18 Oregon Department of Education

KEY INDICATOR

53 Third Grade Academic Proficiency, Language Arts

Rationale / Relevance

This indicator estimates the percentage of 3rd grade students meeting or exceeding state-level proficiency expectation benchmarks in English Language Arts. Children who do not meet English Language Arts benchmarks by 3rd grade are at greater risk for negative school outcomes and are less likely to graduate from high school. Regions in which more children are not meeting benchmarks may need to identify ways to support child development prior to 3rd grade and/or strengthen K-12 programs.

Oregon Overview

Students in Oregon complete statewide academic assessments beginning in 3rd grade and continuing annually through 8th grade. Oregon utilized the Smarter Balanced assessment as its tool to measure academic progress and proficiency in the 2017-18 school year. Statewide, 47% of 3rd grade students met or exceeded Oregon's proficiency expectations (Level 3/4) in English Language Arts. Counties range from a low of 33.6% to a high of 75% of 3rd grade students meeting English Language Arts proficiency expectations.

Table 56. Third grade students demonstrating proficiency in English Language Arts

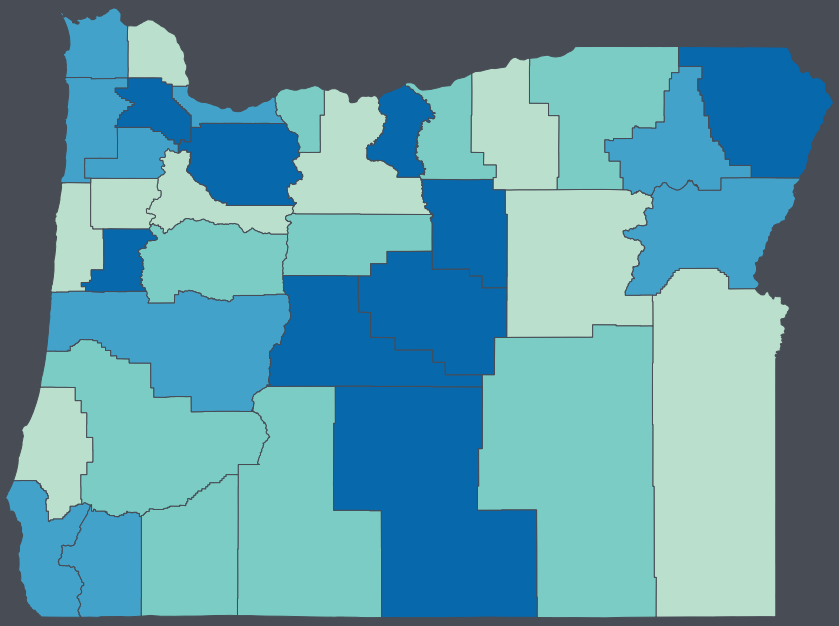
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	209	48.33	HM
Benton	645	51.78	H
Clackamas	4,196	55.03	H
Clatsop	393	45.55	HM
Columbia	586	39.76	L
Coos	657	39.27	L
Crook	224	50.89	H
Curry	155	47.10	HM
Deschutes	1,831	60.84	H
Douglas	1,040	42.69	LM
Gilliam	20	40.00	LM
Grant	61	34.43	L
Harney	97	44.33	LM
Hood River	260	43.46	LM
Jackson	2,361	43.24	LM
Jefferson	307	40.39	LM
Josephine	806	45.41	HM
Klamath	737	40.03	LM
Lake	89	53.93	H
Lane	3,228	47.86	HM
Lincoln	379	36.68	L
Linn	1,515	41.45	LM
Malheur	405	33.58	L
Marion	4,648	34.55	L
Morrow	216	34.72	L
Multnomah	7,059	46.21	HM
Polk	517	34.62	L
Sherman	20	75.00	H
Tillamook	298	46.98	HM
Umatilla	1,052	42.21	LM
Union	305	45.90	HM
Wallowa	66	53.03	H
Wasco	276	39.86	L
Washington	6,542	56.07	H
Wheeler	72	52.78	H
Yamhill	1,210	48.60	HM
Oregon	**20,000**	**47**	

Source: 2017-2018 Oregon Department of Education

Map 54. Percentage of third grade students who demonstrated proficiency in English Language Arts

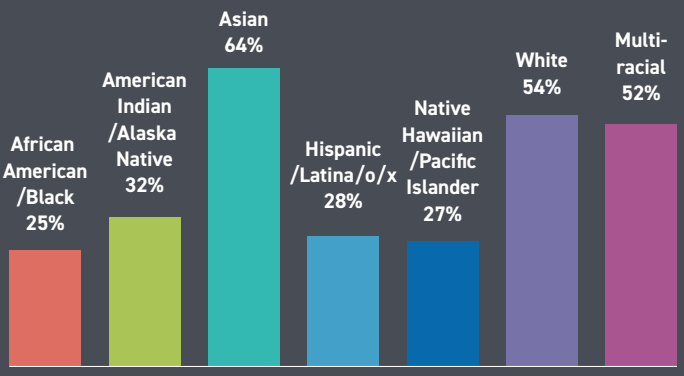
- **Low** 33.6-39.96%
- **Low-Moderate** 39.97-44.87%
- **High-Moderate** 44.88-49.17%
- **High** 49.18-75%
- **Not Available**



State Total

20,000
47%

Figure 36. Percentage of third grade students who demonstrated proficiency in English Language Arts, by race/ethnicity



Source: 2017-2018 Oregon Department of Education

KEY INDICATOR

54 Third Grade Academic Proficiency, Math

Rationale / Relevance

This indicator estimates the percentage of 3rd grade students meeting or exceeding state-level proficiency expectation benchmarks in mathematics. Children who do not meet math benchmarks by 3rd grade are at greater risk for negative school outcomes and are less likely to graduate from high school. Regions in which more children are not meeting benchmarks may need to identify ways to support child development prior to 3rd grade and/or strengthen K-12 programs.

Oregon Overview

Students in Oregon complete statewide academic assessments beginning in 3rd grade and continuing annually through 8th grade. Oregon utilized the Smarter Balanced assessment as its tool to measure academic progress and proficiency in the 2017-18 school year. Statewide, 46% of 3rd grade students met or exceeded Oregon's proficiency expectations (Level 3/4) in mathematics. Counties range from a low of 29.6% to a high of 70% of 3rd grade students meeting mathematics proficiency expectations.

Table 57. Third grade students demonstrating proficiency in math

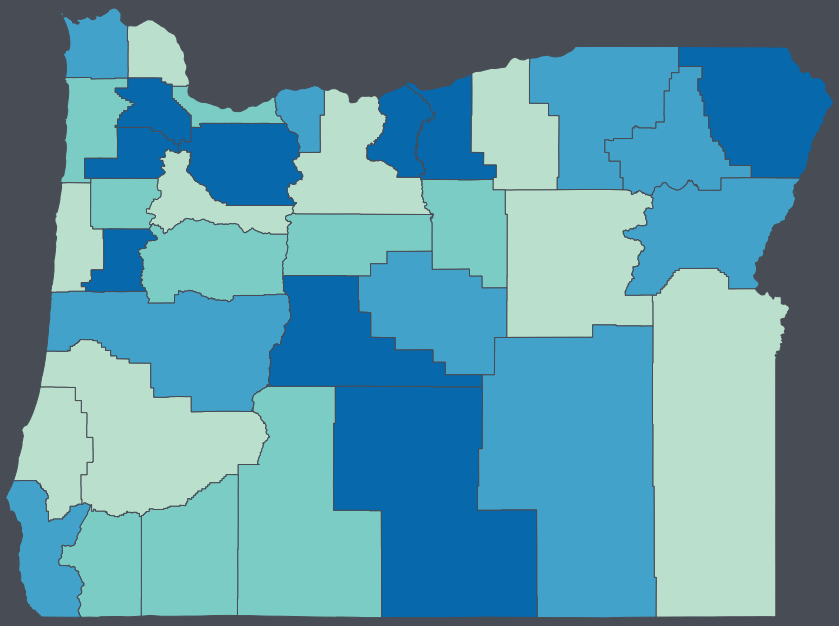
REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	207	44.93	HM
Benton	642	53.58	H
Clackamas	4,183	54.08	H
Clatsop	393	45.55	HM
Columbia	585	35.90	L
Coos	654	37.16	L
Crook	224	47.77	HM
Curry	155	44.52	HM
Deschutes	1,826	62.27	H
Douglas	1,038	38.15	L
Gilliam	20	55.00	H
Grant	61	36.07	L
Harney	100	44.00	HM
Hood River	260	51.54	HM
Jackson	2,354	41.38	LM
Jefferson	305	43.61	LM
Josephine	803	41.47	LM
Klamath	738	43.36	LM
Lake	89	52.81	H
Lane	3,220	46.93	HM
Lincoln	382	36.13	L
Linn	1,509	40.23	LM
Malheur	404	34.41	L
Marion	4,638	35.83	L
Morrow	216	29.63	L
Multnomah	7,036	42.91	LM
Polk	509	41.45	LM
Sherman	20	70.00	H
Tillamook	298	42.28	LM
Umatilla	1,052	47.72	HM
Union	302	48.01	HM
Wallowa	66	54.55	H
Wasco	274	34.31	L
Washington	6,530	55.97	H
Wheeler	72	38.89	LM
Yamhill	1,205	53.78	H
Oregon	**19,710**	**46**	

Source: 2017-18 Oregon Department of Education

Map 55. Percentage of third grade students who demonstrated proficiency in math

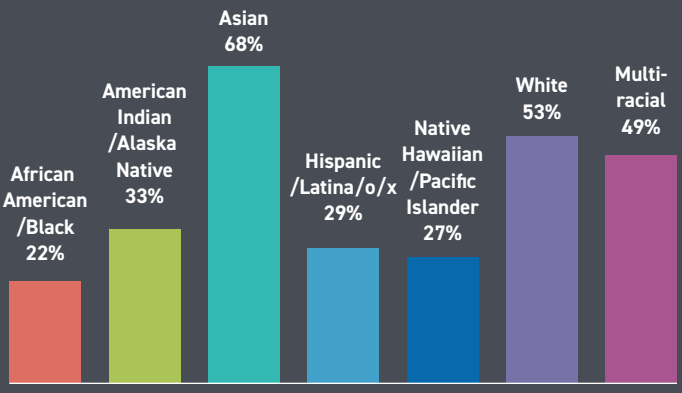
- **Low** 29.6-38.7%
- **Low-Moderate** 38.71-43.8%
- **High-Moderate** 43.81-51.86%
- **High** 51.87-70.0%
- **Not Available**



State Total

19,710
46%

Figure 37. Percentage of third grade students who demonstrated proficiency in math, by race/ethnicity



Source: 2017-18 Oregon Department of Education

KEY INDICATOR

55 Kindergarten Chronic Absenteeism

Rationale / Relevance

This indicator estimates the percentage of children enrolled in kindergarten who miss more than 10% of scheduled school days (chronic absence). Children who are chronically absent during kindergarten are at greater risk for negative longer-term school outcomes. Higher estimates of chronic absence in the early grades may indicate regions that need to improve systems for supporting improved attendance and/or to identify and address root causes of higher absentee rates.

Oregon Overview

Statewide, 21% of kindergarteners were chronically absent in the 2017-2018 school year. Counties range from a low of 11% of kindergarteners being chronically absent to a high of 33% of kindergarteners being chronically absent. This does not include counties where data was suppressed due to cell sizes being smaller than 6.

Table 58. Chronically absent kindergarten students

REACH L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

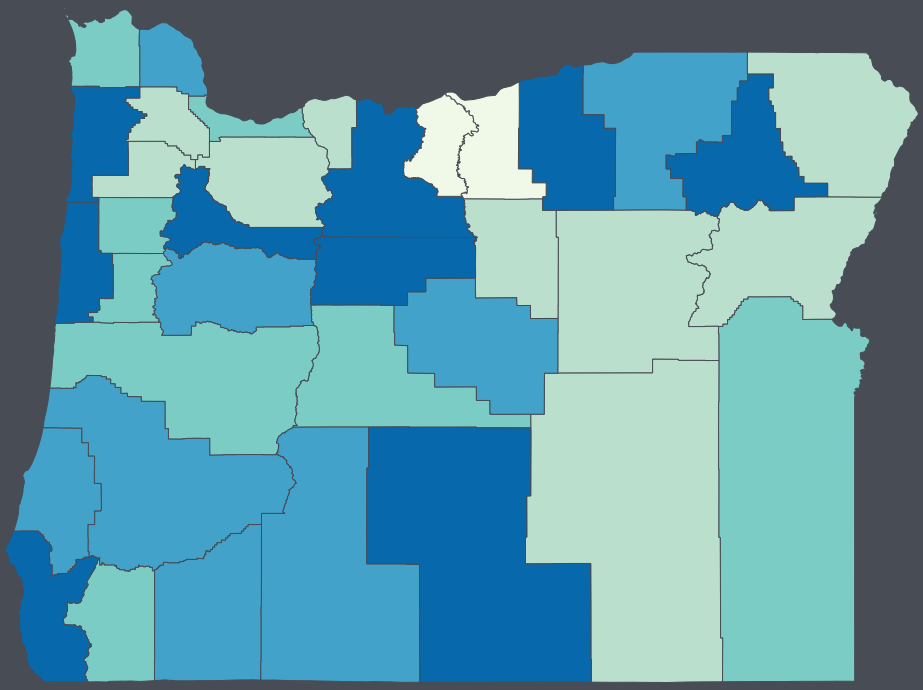
County	#	%	Level
Baker	31	13.25	L
Benton	128	20.95	LM
Clackamas	637	16.38	L
Clatsop	86	21.08	LM
Columbia	111	22.84	HM
Coos	169	26.08	HM
Crook	42	21.54	HM
Curry	57	30.48	H
Deschutes	337	19.55	LM
Douglas	232	21.83	HM
Gilliam	*	*	NA
Grant	10	17.54	L
Harney	20	16.67	L
Hood River	41	15.13	L
Jackson	522	23.10	HM
Jefferson	83	28.42	H
Josephine	156	21.49	LM
Klamath	169	24.64	HM
Lake	23	27.38	H
Lane	573	18.63	LM
Lincoln	112	30.19	H
Linn	347	24.18	HM
Malheur	71	19.29	LM
Marion	1,116	26.15	H
Morrow	51	26.29	H
Multnomah	1,435	20.59	LM
Polk	94	19.34	LM
Sherman	*	*	NA
Tillamook	65	27.31	H
Umatilla	243	23.89	HM
Union	81	26.73	H
Wallowa	9	17.31	L
Wasco	87	32.71	H
Washington	921	15.03	L
Wheeler	8	11.27	L
Yamhill	189	17.42	L
Oregon	**8,262**	**20.50**	

Source: 2017-2018 Oregon Department of Education

Asterisk (*) indicates data are suppressed due to small sample size

Map 56. Chronically absent Kindergarten students

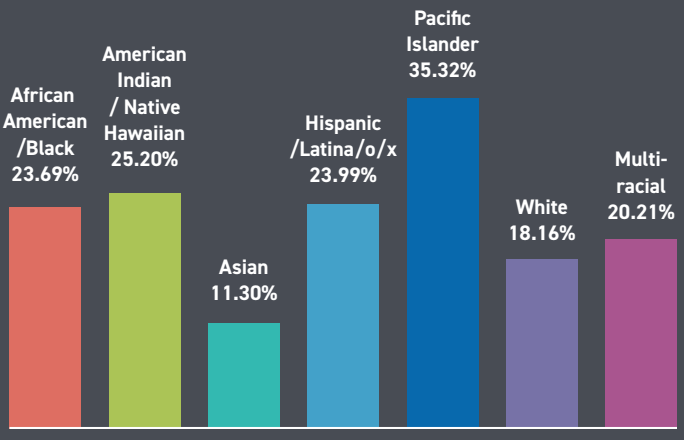
- **Low** 11-18.25%
- **Low-Moderate** 18.26-21.5%
- **High-Moderate** 21.51-26%
- **High** 26.01-33%
- **Not Available**



State Total

8,262
20.50%

Figure 38. Percentage of Kindergarten students who are chronically absent, by race/ethnicity



Data Information: Any cells less than 6 have been suppressed.

Source: 2017-2018 Oregon Department of Education

Systems Outcomes Summary

Low school readiness

Many of Oregon's students are not arriving at kindergarten with the key self-regulation, interpersonal, early literacy, and early numeracy skills needed to be ready to learn in a school setting. Findings include:

- Statewide, approximately 1 in 3 children are not demonstrating approaches to learning, including self-regulation and sufficient interpersonal skills, as rated by their teachers at the beginning of the kindergarten year;
- Fewer than half of Oregon's children are demonstrating early literacy skills (letter sounds, upper and lower case letters), fundamental skills upon which to build subsequent reading and literacy skills;
- While children statewide averaged just over 11 out of a possible 16 on the mathematics portion of the Kindergarten Assessment, counties ranged from a low of just over half (9.24) of the items correct to a high of 13.4 items correct on average. Interpretive guidance is not yet available for mathematics from the ODE, but it is apparent that many of Oregon's children need additional support learning numeracy skills such as counting and number recognition; and,
- There are clear disparities between children at kindergarten entry on the OKA measures: Children of Hispanic/Latinx, American Indian/Alaskan Native, and Pacific Islander descent score consistently lower than their White and Asian peers across all three OKA measures, although differences are less pronounced on the Approaches to Learning measure than on the pre-academic measures.

Oregon's children are not meeting key 3rd grade academic benchmarks

Perhaps as a consequence of low readiness at kindergarten entry, many of Oregon's students are not achieving key benchmarks for English Language Arts and Mathematics by 3rd grade—a key developmental point in children's academic trajectories. Statewide, less than half of 3rd grade students met or exceeded proficiency expectations for English Language Arts, and less than half met or exceeded proficiency expectations for 3rd grade Mathematics.

- Further, the disparities noted at kindergarten entry continue to persist in 3rd grade: Children who are of American Indian/Alaska Native, Black/African American, Hispanic/Latinx, and Native Hawaiian/Pacific Islander descent statewide have lower rates of meeting 3rd grade academic proficiency expectations.

Chronic absenteeism is starting in kindergarten

Approximately 1 in 5 students in kindergarten is chronically absent. Coupled with low school readiness, chronically absent kindergarteners, those who are missing more than 10% of scheduled school days, are missing out on opportunities to learn important foundational social, self-regulatory, and early academic skills.

Counties vary considerably in student performance, both overall and for children of color

It will be important to further examine local or regional data in order to elevate students in those schools and districts who are falling behind, while supporting and improving systems and regions which are functioning well.

Overall early educational success varies across Oregon

Kindergarten academic indicators appear to align more with 3rd grade academic performance for a number of counties (e.g., Marion, Morrow, Wallowa). This is not always the case, however, with kindergarten academic indicators in other counties not rising or falling alongside averaged proficiency in 3rd grade academics (e.g., Hood River). Within kindergarten indicators, some counties—such as Lake and Wasco counties—with low average approaches to learning and/or kindergarten attendance do not show similarly lower average kindergarten academics. Nevertheless, analyzing more local data, including within counties, school districts, and school catchments, in conjunction with data in other domains of risk and resilience is an important next step to improving early educational success.

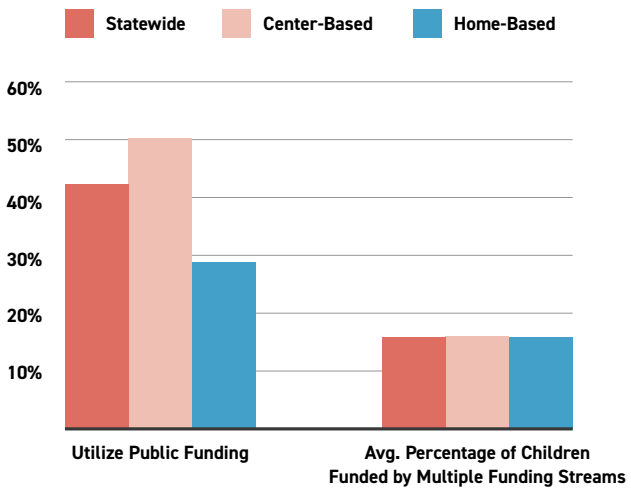
Funding for Early Learning

In early childhood care and education systems, it is not uncommon to find mixed funding models in which programs make use of federal, state, local, and other public agency funding. This has been one of the ways in which early learning services have grown over the past several years. However, while the use of multiple funding streams may have a number of benefits, such as allowing programs to serve more children or more children from lower-income backgrounds, there may also be some drawbacks to this approach. For example, different agencies may have different regulations or reporting requirements, which can take considerable time and effort to understand and coordinate. In this section, we explore the current use of multiple funding streams as well as the opportunities and barriers associated with this approach in the State.

Facilities Receiving Public Funds & Using Multiple Funding Streams

On the PDG B-5 Provider Survey, directors and owner-providers were asked to indicate if they utilized a number of public funding streams (e.g., Head Start, Migrant and Seasonal Early Head Start (Region 12), Oregon Prekindergarten, Preschool Promise, etc.). They were also asked to indicate how many children in their program were receiving funding from multiple sources (e.g., Head Start and DHS Child Care subsidies). It should be noted that the sources could include parent and private pay. They were not all public sources.

Figure 39. Facilities Use of Funding Sources



Across the state, about 43% of responding facilities utilized public funding sources. Almost two times more center-based facilities utilized federal, state, or local government funding (51%) than did home-based facilities (29.5%). Across facilities in the state, about 16% of children are funded by multiple streams, including federal, state, and local government sources. These percentages are the same for center- and home-based facilities. For more detail please see Appendix A, Tables A57-A58.

Requirements & Benefits of, & Barriers to Using Multiple Funding Streams

Of the facilities that indicated utilizing multiple public funding streams on the PDG B-5 Provider Survey, the percentage that indicated that they had to meet standards or fulfill requirements of multiple agencies for their 3-5-year-old students was calculated. Across the state, the majority of facilities utilizing multiple public funding streams reported that they had to fulfill multiple standards and requirements (81.2%). The percentage of center-based facilities that had to meet multiple requirements or standards (84%) was slightly higher than that of home-based facilities (73.2%). Detailed information is presented in Appendix A, Table A60.

Directors and owner-providers who received funding from public sources were asked to indicate whether they believed that receiving funding from these multiple sources helped them to do any of 8 things. Percentages for all 8 of those activities were calculated statewide. For the county level data, the top 3 benefits that were named statewide were determined and then the percentages of facilities naming these as benefits in each county were calculated. Across the state, the top three benefits to having funding from multiple federal, state, and local government sources were the abilities to serve children with special needs, to promote the fiscal stability of the facility, and to serve more children, in that order. The same pattern was true for center-based facilities. However, for home-based facilities, the 3 most cited benefits to funding from multiple public sources were the abilities to have increased resources for continuous quality improvement, to utilize funds more efficiently, and to serve children with special needs. The percentages of facilities within each county endorsing each of the top 3 benefits at the state level were also calculated. For detailed information, see Appendix A, Table A61.

Directors and owner-providers who received funding from public sources were asked to indicate whether they believed several things were barriers to their being able to utilize public funding. Percentages for all of the potential barriers were calculated for the state as a whole. For the county level data, the top 3 barriers that were named statewide were determined and then the percentages of facilities naming these as barriers in each county were calculated. Across the state, the top three barriers to utilizing funding from federal, state, and local government sources were not being able to get enough money, having to complete too much paperwork, and the timing of the payments, in that order. The same pattern was true for center-based facilities. Home-based facilities cited the same three barriers, but for them the timing of the payments was the most often cited, followed by too much paperwork being required and then by not offering enough money. For more detailed information and information by county please refer to Appendix A, Table A63.

Measuring Statewide Progress

One of the key subcommittees of the Early Learning Council is the Measuring Success Committee. This cross-sector subcommittee has been charged with identifying, prioritizing, and compiling data representing key shared metrics for monitoring statewide progress in achieving the goals of the Early Learning Division. In 2018-19, Measuring Success identified a set of potential data elements and sources that mapped to key objectives in *Raise Up Oregon*, and has been in the process of developing data sources and documentation for these indicators since early 2019. As part of the PDG B-5 Needs Assessment there was an opportunity to leverage the work being done by the PDG B-5 Needs Assessment research team to support the work of Measuring Success. The PDG B-5 team attempted to compile as many data elements that could contribute to the work of Measuring Success as possible, and developed a crosswalk of PDG B-5 indicators and Measuring Success indicators mapped to specific *Raise Up Oregon* strategies. This document provides an overview of the PDG B-5 data elements that were compiled and can be used to provide 2017-18 baseline data for monitoring progress on 20 key cross-sector indicators at the state and county level moving forward.

The key PDG B-5 indicators that relate to key aspects of the *Raise Up Oregon* strategic plan are:

1 Measures of Availability of Early Care & Education Services

- Rate of available child care slots per child 0-2;
- Rate of available child care slots per child 3-5;
- Rate of available publicly funded child care slots 0-2;
- Rate of available publicly funded child care slots 3-5;
- Percent of estimated eligible children enrolled in publicly funded preschool

2 Measures of Child Care Quality

- The % of child care facilities with 50% or more teachers at Step 7 (centers) or provider has step 7.5 or higher (home-based providers);
- The % of child care facilities with 50% or more teachers with a Bachelor's Degree or more (centers) or provider has a Bachelor's degree;
- The % of facilities with a Spark rating of 3 or higher on Oregon's quality rating system;
- The % of teachers retained for one year or more (centers) or have been providing care for more than five years (home-based)

3 Supports for Resiliency: Enrollment in Broader System of Supports

- % of children under 7 who have had at least one developmental screening within 12 months of their birthdate

4 Early Care & Education Workforce

- Workforce Diversity—the % of early care and education providers who are persons of color;
- Workforce language diversity—the % of early care and education providers who provide services in a language other than English;
- Workforce compensation—% of facilities paying above the state median for early learning workforce

5 Population/Risk/Resiliency

- % of children under age six living in poverty;
- % of children living in food insecure households;
- % of children born at low birth weight;
- % of children ages 0-5 who are victims of child abuse or neglect

6 Systems Outcomes

- % of children meeting benchmarks for the Oregon Kindergarten Assessment for Approaches to Learning, Letter Sounds, Letter Names, and Mathematics;
- % of children meeting 3rd grade benchmarks for Language Arts and Mathematics;
- % of kindergarten students who are chronically absent

7 Plans for Sustaining & Monitoring Key Indicators & Statewide Progress

The Phase 2 work of the PDG B-5 Needs Assessment will develop and implement an online interactive map that includes these indicators at the smallest geographic region possible (county, Hub, Census Tract, etc.). Part of this work includes developing capacity within the ELD and ODE staff to continue to support the interactive map, and to provide regular updates to these key indicators over time. The Measuring Success committee, with support from ELD staff, will provide annual reporting of these key metrics both to ELD leadership as well as to the cross-sector leadership of the Early Learning Council.

Incorporating Family Voice

Plans for Additional Family Input on State Needs & Priorities

The PDG B-5 Needs Assessment plan includes data collection that will provide broader family voice and input about needs and priorities to further refine and inform the work of the Early Learning Division (PDG B-5 Needs Assessment, Phase 2). During Phase 1, the groundwork was laid for collecting this information through a two-stage process. First, the research team compiled prior statewide and regional needs assessments related to understanding the needs of children birth to age five. Key findings from these needs assessments were extracted and summarized. They were then used to shape input provided from the Strengths and Needs Assessment Advisory Committee (SNAAC) and the PDG B-5 Family Voices Working group. The final results have been the identification of priority populations to be included in the data collection process and the creation of two methods for collecting the remaining components of Needs Assessment data in Phase 2. These are:

1. A statewide household telephone survey of families with young children; and
2. A series of family focus groups with identified priority populations.

Table A66 in Appendix B includes the priority questions and populations identified for this work and planned for Phase 2. Below we summarize the key findings from the existing data that were compiled from prior needs assessments and family engagement work.

Key Findings: Past Needs Assessments & Family Engagement Work

Past community needs assessments identified the following needs in terms of areas for improving the early childhood care and education system:

- More effective strategies for supporting children's challenging behavior in the classroom. This priority was underscored by results of the PDG B-5 Provider Survey that found that a large proportion (over one-third) of early learning programs had asked children to leave or "take a break" from care in the past year.
- Better systems for following up on developmental screenings to ensure that children whose screens indicate a potential need for additional supports are receiving adequate follow-up to connect them with supports ("closing the loop" on screening, referral, and service);
- More pathways to support culturally and linguistically diverse providers to enter the ECE workforce and to be retained and supported as professionals;
- Increased accessibility and availability of affordable or free high-quality/Spark rated preschool and infant/toddler programming;
- Expanded and more integrated early childhood home visiting.

Prior family engagement work reflected several similar priorities, as well as some additional ones:

- More outreach and information about available early learning/early childhood care programs tailored to specific cultural and linguistic groups;
- More child care and early learning programs that are culturally responsive, affordable, and accessible for working families;
- More help and support for navigating and understanding complex health, housing, school and early learning systems;
- More programs and supports that help support children's social-emotional and behavioral development as well as building pre-academic skills;
- More non-judgmental, flexible home visiting services; and
- More opportunities and programs to help parents support each other, manage stress and take care of themselves as parents.

System Integration & Interagency Collaboration

The work of early childhood education requires strong collaboration, both within the early learning/ECE sector, as well as across the health, education, self-sufficiency, and other systems that touch the lives of young children and their families. By legislative mandate, the ELD is charged with two key systems goals: (1) Creating an early learning system that is aligned, coordinated, and family centered and (2) Increasing coordination and collaboration among entities involved in, and providers of services related to early learning services, education, and health and human services. Below we briefly describe state level work supporting the ELD's work to strengthen inter-agency coordination related to early childhood, as well as the ongoing statewide system that supports regional coordination across systems as well as within the early learning sectors (the Early Learning Hubs, or "Hubs"). While this needs assessment did not focus on assessing or collecting data related to systems integration per se, it is worth noting that considerable cross-sector support was required for the successful implementation of this work. This was accomplished through three oversight committees that were created for this project:

- The PDG Strengths & Needs Assessment Advisory Council (SNAAC)
- The PDG Interagency Work Group
- The PDG Family Voices Work Group.

The key membership and charges for each of these committees is shown in Figure 40. These committees will continue to advise the work of the PDG B-5 strengths and needs assessment, and in particular, supporting dissemination and sharing of findings, through the next phase of the work.

State Level Coordination & Interagency Collaboration

The work of the Oregon Early Learning Division is being driven by the *Raise Up Oregon* Strategic Plan, which "is grounded in the science of child development, equity, and a 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." This statement embodies the approach of *Raise Up Oregon*, and has led to a focused effort over the past several years by the Early Learning Division and its governing body, the Early Learning Council, to play a central role in bringing together the various state agencies, programs, and community organizations that play key roles in shaping the well-being of children.

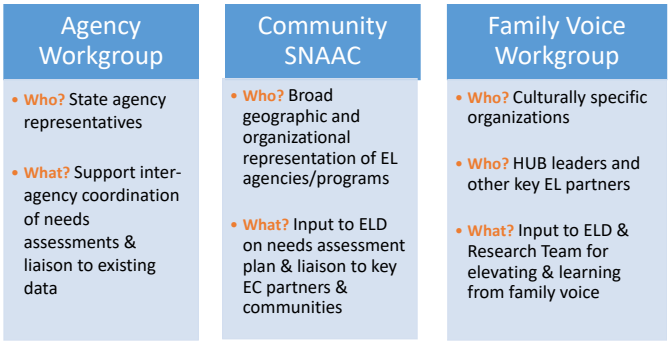


Figure 40. PDG Oversight Committee Structure

To support this interagency work, the *Raise Up Oregon* Inter-Agency Coordination Team (RUOIACT) was formed in 2019. THe RUOIACT is charged with supporting coordination and implementation of cross sector work outlined in *Raise Up Oregon*. The RUOIACT includes participants from Oregon Health Authority, Oregon Department of Education, Department of Human Services, Oregon Housing and Community Services and the Early Learning Division, and has met twice, first in July 2019 and again in early September. The functions of the RUOIACT are to:

1. Ensure the values of equity, cross-sector, outcomes of Oregon's young children and families are the focus of implementation;
2. Coordinate the work that requires cross-agency and cross-sector partnership;
3. Ensure effective and efficient use of agencies' time, use of workgroups, and avoid duplication;
4. Provide Early Learning Council (ELC) with recommendations for ad hoc committees and agenda items for ELC meetings

regarding the cross sector implementation of plan's objectives and strategies.

Working collaboratively, the RUIACT developed a matrix of key legislation and investments that were made during the 2019 legislative session that support *Raise Up Oregon*, as well as major initiatives or work that agencies are currently engaged with that support *Raise Up Oregon* strategies. Additionally agency directors were asked to identify *Raise Up Oregon* strategies in which their agency would either be playing a lead or supporting role—meaning the agency would either be the main convener or participate with the lead agency to promote cross-sector implementation. Agency prioritizations are represented by a full circle for strategies each agency is leading, and half circles for those strategies where they identified their agency as playing a key supporting role. This cross-sector matrix outlines current shared work and is being used to guide coordinated inter-agency work moving forward.

Regional Systems Integration & Collaboration: The Role of the Early Learning Hubs

In 2018, an evaluation of Oregon's 16 Early Learning Hubs ("Hubs") was conducted to understand progress towards and barriers to, addressing the systems coordination goals of the ELD. Key findings from this evaluation are being used to inform regional work as well as the state infrastructure and supports for the Hubs. Key findings included the following:

1. There was variability in the extent to which Hubs were successfully connecting the five key service sectors identified as key to early childhood work (education, health, self-sufficiency, human services/mental health, and business/private sector), and in particular there was a need to better involve the business and private sector in early childhood work across all Hubs.
2. There was considerable progress made in developing new partnerships and connections that was largely driven by the role of the Hubs in coordinating early childhood service delivery. This was largely happening through increased information sharing and communication, inter-agency advisory councils/workgroups developing shared priorities for resources and professional development. Shared work required to integrate and implement an equity lens was cited as a mechanism for building shared trust in some communities.
3. Further, there was progress made in developing trust, and on increasing opportunities to leverage funds through inter-agency partnerships.
4. Hubs and their partners also described the importance of shared planning and identifying and clarifying key shared goals and their collective work to address these goals.

Key challenges and areas for improvement identified included the following:

1. Ongoing challenges related to competition for (scarce) resources and unstable funding;
2. Challenges in some areas bringing key agencies to the table for inter-agency work;
3. Lack of a coordinated data system and limited infrastructure for sustaining and supporting inter-agency integration of services.

Recommendations made by the Hub evaluation included:

1. Improve and clarify systems for communication as well as clarity of expectations for shared work between the ELD and the Hubs, as well as between Hubs and their cross-sector regional/local partners.
2. Consider ways to provide more individualized support to Hubs in building their regional systems, and in particular developing individualized goals and expectations that take into account considerable variability in geographic size and local resources.
3. There was strong consensus that a high priority was an integrated data system that could facilitate collecting shared information about services provided as well as common outcome data and metrics both between the Hubs and the ELD as well as between Hubs and key partner agencies;
4. Create more opportunities for shared learning and collaboration between the Hubs, to avoid "reinventing the wheel" and to support sharing ideas, strategies, and resources across the Hub system;
5. Creating strong mandates, and tools to build buy-in and support, for involvement by the business and private sector. The private sector was seen as critical for building support for early childhood funding and resources both locally and at the state level.

Conclusions & Recommendations

Current Strengths, Opportunities & Challenges for Oregon's Early Learning System

The PDG B-5 Strengths and Needs Assessment has identified a number of challenges for Oregon's Early Learning System and the ECE Sector. At the same time, there are opportunities to build on strengths and ongoing work to better support Oregon's children. These strengths and opportunities are summarized below.

Increasing Cultural & Linguistic Diversity

While children and families from historically marginalized linguistic and racial/ethnic communities disproportionately face challenges in achieving positive academic and other outcomes, Oregon's rapidly changing demographic profile represents an opportunity for the state to more deeply cultivate and support this rich social heritage throughout its institutions and systems. Recent findings in national polls suggests that well over half of all Americans see increasing cultural and racial diversity as having positive effects on society[1]; economic analysis backs up this perception in terms of the positive overall economic impact of the immigrant workforce.

Further, linguistic and cultural diversity clearly exists statewide, calling for statewide investments and efforts to strengthen the ability of the Early Learning System and ECE Sector programs to provide linguistically and culturally appropriate services. While in the past Oregon's rural, and especially frontier, regions have not had significant shares of Oregon's diverse children and families, this has changed. These communities will need to be adequately resourced to provide appropriate services to the children living there.

Progress on Children's Health Insurance Coverage & Early Developmental Screening

Oregon is a leader nationally in ensuring that children have health insurance, as well as in conducting early developmental screening for children. At the same time, community and stakeholder input suggests that there is much work to be done to build on these strengths, creating a stronger system that assists families whose children may have early developmental delays to engage in supportive services. Further, geographic areas in which screening rates are low should be addressed with focused efforts to ensure these important early screenings are happening for all children.

Strong Cross-Sector Support for Coordinating Work for Children Ages 0-5

In developing *Raise Up Oregon*, the ELD has ensured strong cross-sector support at every phase, and there is a strong commitment across state agency partners to working collaboratively to implement *Raise Up Oregon* strategies and monitor progress. This commitment is reflected in the ELD's governance structure (the cross-agency Early Learning Council) and the progress shown in creating shared cross-sector outcome metrics (Measuring Success) and implementation teams (Raise Up Oregon Interagency Implementation Committee).

Oregon's Current Political Landscape

In moving forward, it is important to call out the current political landscape which reflects widespread support for early childhood. This culminated in the Spring of 2019 with the Oregon legislature's historical passage of House Bill 3427, the Student Success Act (SSA), which invests $2 billion dollars in Oregon's education system. Notably, 20 percent of that budget, or $400 million, will fund the Early Learning Account (ELA) and thus support early childhood programs and services—a clear recognition of the importance of starting early to close opportunity gaps and set kids on a path to success.

The ELD is responsible for implementing the majority of the investments made through the ELA. These investments will ensure that more of Oregon's youngest children in low-income families can enter school ready to learn. Annual funding of $200 million will support the expansion of existing early care and education programs for infants, toddlers, and preschoolers and their families. In addition, the funding creates new programs, including an Equity Fund, a parenting education program, and a new state investment in the early childhood workforce. This investment—when paired with current programs—will help the ELD reach approximately 15,000 children, or 15 percent of children living in low-income families and approximately 60 percent of families in poverty.

The SSA will build on those aspects of the ECE Sector and Early Learning System that are working well, and strengthen the ability of the ELD to proactively address the priority needs summarized below.

1 https://www.pewsocialtrends.org/2019/05/08/americans-see-advantages-and-challenges-in-countrys-growing-racial-and-ethnic-diversity/; (Bove, V., & Elia, L., 2017. Migration, diversity, and economic growth. World Development, 89, 227-239.)

Key Findings: Unmet Needs for Children Birth-Five & their Families

Findings in this report both underscore some of what is well-known to Oregon's state and local leaders, as well as pointing to areas where additional focused work is warranted.

Priority areas for strengthening the ECE Sector:

Expanded funding for high-quality, affordable early childhood education programs for children from infancy to preschool.

The SSA described above presents a tremendous opportunity to strengthen the availability of ECE Sector programs in Oregon. In doing so, however, it will be critical to make focused investments to ensure these programs are high quality and culturally and linguistically responsive. Research has long demonstrated that early learning programs can be highly effective in supporting children to start school with needed social, cognitive, and language skills. However, this research also makes it clear that to achieve such successes, programs must meet nationally recognized standards of quality. While high-quality early learning programs can help ameliorate community and family risk factors, low quality programs can have a detrimental impact on children's well-being. Supporting quality programs requires funding in two critical areas: first, for the professional development and continuous improvement programs that providers need to meet young children's needs and second, for pay increases that reflect the importance of this work and contribute to quality indirectly by retaining well-trained and competent early learning providers in the field. While there can be a tension between making investments in availability—funding more slots or programs—and the need to make investments in the workforce, both are critical in ensuring that Oregon can improve children's long-term academic success.

More focused early learning investments to support children in greatest need.

While these data make it clear that Oregon's children on the whole are not meeting their potential to succeed during the early years, perhaps even more striking are the academic disparities in these outcomes for children from low-income environments and children from racial, ethnic, and linguistic minority groups. Additionally, resources should be targeted at counties that reflect both the highest overall family and community risk levels and lower access to quality early learning and other support services. While these are often rural/frontier communities, there is clearly variability that will require more nuanced local analysis.

More supports for linguistically—and culturally—diverse families and providers.

As noted above, programs, communications, and systems need to better meet the needs of linguistically- and culturally-diverse families. Results of prior focus groups repeatedly highlighted the lack of even such basic supports as translated communications and other program materials. Moreover, many providers who serve these communities lack access to evidence-based coaching, mentoring, and other supports for professional development. While Oregon's ELD has made a strong commitment to creating a mixed-delivery model for early learning programs, this creates additional challenges for the system. Specifically, they must develop ways to provide needed supports to home-based and other providers who may be less likely to be affiliated with existing professional development systems. At the same time, cultivating the strengths of these providers in working with culturally-diverse families represents an exciting opportunity to better meet the families' needs.

More affordable and accessible professional development opportunities for early childhood care and education providers, especially those living in rural communities.

At the same time, however, the system of supports for providers must also reflect principles of best practice for adult learning and behavior change—specifically, through investing in high-quality coaching, mentoring, and job-embedded professional learning that includes regular teacher observations and feedback. Again, increasing the number of opportunities is not sufficient—the type of professional development provided is critically important.

Increased pay and pay equity across early childhood settings and with teachers in the K12 system.

As Oregon strives to increase quality in early learning settings, providers are increasingly asked to earn college degrees and other professional certifications. This process, while important, can be costly and time consuming for providers. Additionally, many early learning professionals who do obtain 4-year degrees do not stay in the early learning field, instead choosing higher-paying jobs in the K-12 sector. To truly retain a quality, highly educated workforce, expansions of policies such as those integrated into the state's Preschool Promise program requiring higher salaries for early learning professionals will be critical.

Increase engagement in Spark as a mechanism for increasing quality.

Currently, as reflected in this report, the percentage of child care providers who have achieved a Spark rating of 3 is dismally low. Revisions of the Spark system to shift the focus towards continuous program improvement are ongoing. Moreover, results of this study found that program leaders (directors, owners) are not getting the help they need to provide ongoing, continuous quality improvement efforts for their programs. Thus, creating more pathways for ensuring that providers can successfully engage in quality improvement systems such as Spark—for example by increasing access to professional development opportunities as described above—will be important moving forward.

Expanded use of evidence-based supports and models for meeting children's social, emotional, and behavioral needs.

The need for more and better models for supporting children's self-regulation, social-emotional, and behavior development is highlighted both by prior needs assessments and by the PDG B-5 Provider Survey data. This is particularly clear in the finding that early learning providers across a variety of settings are asking children to leave care at high rates. These providers include professionals working in both home-based and center-based models, and across geographic and cultural groups. At the same time, research shows us that the number one challenge reported by kindergarten teachers in helping young children to achieve early academic success is children's behavior. This points to several needs in the current early learning professional development system:

- **More evidence-based coaching, mentoring and support** for early learning providers focused on children's social-emotional development. Early childhood mental health consultation is one such approach, and one that could provide quality job embedded professional learning in tandem with training professionals to implement evidence-based social emotional learning curricula;
- **More training and professional development to develop a trauma-informed workforce** that can help address and ameliorate the effects of children's Adverse Childhood Experiences (ACEs);
- **Continued expansion and strengthening of evidence-based and evidence-informed programs focused on parenting practices** to support children's social emotional development at home;
- **More evidence-based and evidence-informed programs aimed at supporting children and families to successfully transition to kindergarten**. These programs can have significant benefits not only to children who have not been in formal preschool programs but also improve the likelihood of later school success by creating a more aligned path between 0-5 programs and K-12 programs.

Creating ECE sector programs that meet the full range of family needs for full-day, flexible and extended day programs.

Data highlight the number of children living in families with working parents who are likely to need full-day early learning programs as well as programs that can more flexibly accommodate their work schedules. Oregon has an opportunity to do smaller-scale pilots of different models for providing more flexible services that could potentially be replicated or scaled up in subsequent years.

Creating an integrated early childhood data system.

As described in Section 2 of this report (Supports for Resiliency) the B-5 PDG Needs Assessment research team faced significant obstacles in identifying and successfully compiling important early learning and cross-sector data needed to more fully understand the unmet needs of Oregon's young children, their families, and the systems that serve them. The lack of consistently collected data reflecting even such basic information as enrollment in key publicly funded early learning programs and demographic information about those being served will continue to be a barrier to efforts to monitor progress and focus quality improvement. The

lack of an integrated client-level data system further impairs the effectiveness of the delivery system, a challenge that has been known in the state for decades. Without such a system, families must complete duplicative enrollment and eligibility forms and programs must operate without key information about the services that families might need and/or be using. This is a serious gap that needs to be addressed in order for the ELD to have critical, foundational information about the preschool services being provided through these programs and to help local programs to better help families navigate the complex early learning system and meet families' complex and overlapping needs.

Priority Areas for Strengthening Cross-Sector & Other Systems Work to Support Healthy, Stable Families

Childhood Poverty

Childhood poverty remains one of the most important risk factors undermining the well-being of Oregon's children. In Oregon, almost 1 in 4 young children are living in poverty, a rate exceeding national estimates of 17-20%. Supporting children who live in poverty through interagency work that ensures that their families have adequate supports to provide safe and stable housing, sufficient food and nutrition, and adequate health insurance and health care, is foundational to their well-being. Without these supports, the goals of improving school readiness and ensuring academic success are likely to remain out of reach. Such support work should recognize the realities of Oregon's working poor and the fact that childhood poverty in Oregon does not necessarily reflect low employment rates (although these certainly exist especially in some communities). Indeed, data in this report indicate that while the statewide rate of children living in families with no working parent is somewhat lower than might be expected compared to national statistics, more children are actually living in poverty.

Housing and Homelessness

It is already widely known that Oregon is facing a housing crisis. Data in this report highlight the geographic areas with high rates of K-12 students who are homelessness—many of which are in rural and frontier counties. Many counties face a combination of lack of affordable housing, low rates of families receiving housing subsidies, and high rates of homeless students. Safe and stable housing is fundamental to children's success in school and this area warrants significant cross-sector support for investment.

More assistance to help early learning programs utilize braided and blended funding.

Use of multiple funding sources can allow programs to serve greater numbers of children, particularly children of color, children with special needs, and children from under-resourced environments. However, results of the PDG B-5 Provider Survey clearly show that some of the primary barriers to the use of multiple funding streams are the different standards and reporting requirements. Efforts to streamline the different requirements of multiple sources or to support providers in meeting those requirements could increase the efficient blending and braiding of early childhood funds.

Ongoing Initiatives to Address Priority Needs in the Early Learning System

The three major areas in which the ELD is working towards improved quality within the ECE sector include: (1) Expanding opportunities for family voice; (2) Revising the state's QRIS system (Spark) to increase its usefulness for sustaining and increasing program quality; and (3) Strengthening inclusive practices across early learning programs. These are summarized below.

Expanding Family Voice in Early Childhood Sector Planning and Decision Making

Because Oregon has invested in building regional early childhood systems through the Early Learning Hubs, the state will leverage these community systems for its strategy to strengthen family voice, leadership, and engagement in each region. Oregon proposes to more comprehensively integrate families into the ongoing governance and leadership of the Early Learning Hubs—providing opportunities for parents from each region of the state to be actively engaged in directing the expansion of the state's mixed delivery system. Parents of young children are already required members of the Stewardship Committees, which were formed by Early Learning Hubs to oversee and lead the development of comprehensive ECE Sector plans. The Regional Stewardship Committees are using PDG B-5 Needs Assessment data to determine which families and children will be prioritized for enrollment in publicly-funded, high-quality ECE programs, which puts family voice at the center of this key planning process. Additionally, the ELD is working to increase requirements and pathways for family voice and leadership in regional Hub governance. Currently, the plan for moving forward with ECE expansion is to ensure that all regional Hubs form, convene, support, and empower Parent Councils that will become a permanent component of the state's regional early learning system infrastructure and will functionally

be aligned with and linked to each Early Learning Hub's Governance Council.

Increasing Usefulness of Spark for Families

Oregon's QRIS was launched in 2012, and was rebranded and revised in 2015 as part of the state's Early Learning Challenge grant. A validation study in 2018 showed little difference among Spark's rated tiers (3-5), which led to an examination of the program through engagement with parents and providers.[1] However, programs at levels 1 or 2 demonstrated generally lower quality care than programs at a 3-star or higher. The feedback from families was that Spark was not useful to them because (1) the standards did not resonate with them, including the fact that there were no standards around family engagement or cultural specificity; and (2) there were not enough top-rated programs in their communities—or even any rated programs. These conversations led to a plan to revise Spark, with a primary goal being to improve how information is communicated to parents.

Refining the Spark System for Continuous Quality Improvement

Oregon is beginning a process to revise its QRIS system to strengthen the focus on continuous quality improvement for all provider types. Currently Spark is a static rating system where programs complete a binder-based portfolio—sometimes with the support of a Quality Improvement Specialist (QIS)—and receive a rating based on the contents of the binder that continues for the life of their program, unless there are findings determined through the licensing renewal process. Changing this approach will require building the capacity of QISs to provide practice-based/job-embedded support for both administrators and ECE educators. Oregon has been doing this in a variety of ways—including using the Ounce of Prevention's Lead, Learn, Excel training with communities of practice for all existing QISs. Oregon will implement this curriculum building on its existing credentialing curriculum for coaches and QISs.

Increasing Inclusive Practices Across the ECE Sector

Oregon has received an additional $75 million to support IDEA Parts B and C, and will use PDG B-5 funds to expand the use of inclusion specialists who can help ensure that these funds are used to increase the number of children in inclusive settings. Moreover, there is statewide and local work ongoing to increase access to evidence-based social emotional learning programs and curricula.

Improving Efficiencies in Program Funding and Administration

Oregon has a long history of coordinating Federal and State funding. For example, Oregon utilizes state dollars to fund an expansion of the Head Start program and all slots are truly dual-funded. Oregon's Head Start Collaboration office has supported the development of an MOU with Region 10, which outlines aligned monitoring, technical assistance, professional development, and reporting to create a seamless blended funding model for Head Start grantees in Oregon.

Despite the progress to date, the state needs to do much more to address ECE program silos and promote the efficient use of resources to deliver ECE programs that meet the diverse needs of Oregon's children and families. The Strategic Plan has called for greater alignment and harmonizing of early intervention, state preschool, and CCDF child care assistance funds to scale inclusive ECE programs that meet the scheduling needs of working families.

To address these challenges, Oregon is using initial PDG B-5 funds to facilitate interviews with Early Intervention/Early Childhood Special Education (EI/ECSE) providers implementing supportive inclusion models throughout the state to document promising practices and regulatory barriers to blending and braiding funding. This work will be informed by a crosswalk of the most common regulatory differences in programmatic requirements for EI/ECSE and the major early learning funding streams, including eligibility criteria, priority populations, enrollment processes, funding levels, and payment mechanisms. The final report to ELD will include both programmatic as well as policy implications, and will identify the most pressing challenges, critical opportunities, and potential policy directions to increase providers' ability to successfully blend and braid EI/ECSE and other early learning funding streams.

Conclusions

Over the past decade, Oregon's commitment to funding and strengthening its early childhood education sector has steadily grown, reaching an historic level this year with passage of the Student Success Act and Early Learning Account. The state now faces a number of challenges in ensuring that investments are made in a way that ensures that families have equitable access to affordable, high-quality early care and education services and that there is a well-prepared, high-quality, and diverse workforce. Addressing these challenges will take not just expanding the availability of ECE programs, but ensuring that expansion occurs in tandem with

1 https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/qris-study-1-report-executive-summary.pdf

quality improvement. There must be sufficient resources invested to make substantive changes in the infrastructure and systems that support quality programming and that dismantle systems that have created inequity in access and outcomes. With these goals in mind, Oregon is well-poised to make the courageous and strategic investments needed, guided by *Raise Up Oregon* and informed by the current strengths and needs assessment, as well as by the work planned for the months and years ahead.

Appendix A

Tables

Table A1. Percentage of 5-17 year olds speaking the following languages *of those who speak a language other than English*

County	Spanish	Other Indo-European	Asian or Pacific Island	Other
Baker	47	34	11	9
Benton	61	11	26	3
Clackamas	59	24	15	2
Clatsop	83	6	10	0
Columbia	76	5	18	0
Coos	73	16	10	2
Crook	83	2	15	0
Curry	94	6	0	0
Deschutes	80	11	8	1
Douglas	77	10	13	0
Gilliam	100	0	0	0
Grant	62	14	16	9
Harney	73	0	0	27
Hood River	96	3	2	0
Jackson	92	4	3	1
Jefferson	88	1	3	8
Josephine	97	0	3	1
Klamath	85	6	7	2
Lake	77	3	20	0
Lane	76	10	13	1
Lincoln	96	2	2	1
Linn	85	7	4	4
Malheur	96	0	4	0
Marion	88	7	4	1
Morrow	100	0	0	0
Multnomah	52	20	20	8
Polk	86	4	8	2
Sherman	100	0	0	0
Tillamook	98	0	2	0
Umatilla	99	0	0	0
Union	71	8	20	0
Wallowa	72	13	16	0
Wasco	92	2	4	2
Washington	66	11	19	4
Wheeler	0	100	0	0
Yamhill	93	2	5	0
Oregon	**72**	**12**	**13**	**4**

Source: 2017 ACS 5-year estimates

Table A2. Children 0-5 living between 100-200% federal poverty level

RISK LEVEL L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	299	31	HM
Benton	684	15	L
Clackamas	4,261	17	L
Clatsop	772	32	H
Columbia	834	27	LM
Coos	1,117	30	HM
Crook	511	40	H
Curry	195	20	L
Deschutes	3,080	28	LM
Douglas	1,743	28	HM
Gilliam	83	65	H
Grant	162	41	H
Harney	141	32	HM
Hood River	481	27	LM
Jackson	3,866	28	LM
Jefferson	463	27	LM
Josephine	1,546	34	H
Klamath	1,736	39	H
Lake	132	27	LM
Lane	5,767	27	LM
Lincoln	827	30	HM
Linn	2,773	31	HM
Malheur	490	20	L
Marion	7,639	30	HM
Morrow	236	25	L
Multnomah	9,986	19	L
Polk	1,480	28	LM
Sherman	24	34	H
Tillamook	502	31	HM
Umatilla	2,058	33	H
Union	504	30	HM
Wallowa	108	28	LM
Wasco	531	26	L
Washington	7,743	18	L
Wheeler	25	40	H
Yamhill	1,628	23	L
Oregon	**64,427**	**24**	

Source: 2017 ACS 5-year estimates

Table A3. Children 0-5 living below 200% federal poverty level

RISK LEVEL L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	#	%	Level
Baker	564	58	HM
Benton	1,404	32	L
Clackamas	7,488	29	L
Clatsop	1,208	50	LM
Columbia	1,425	45	L
Coos	2,220	59	HM
Crook	916	71	H
Curry	365	37	L
Deschutes	5,021	46	L
Douglas	3,627	58	HM
Gilliam	83	65	H
Grant	272	69	H
Harney	263	59	HM
Hood River	919	51	LM
Jackson	7,915	57	HM
Jefferson	1,125	65	H
Josephine	2,882	64	H
Klamath	2,849	64	H
Lake	367	76	H
Lane	10,713	50	LM
Lincoln	1,765	63	HM
Linn	4,796	54	LM
Malheur	1,658	67	H
Marion	14,424	56	LM
Morrow	497	52	LM
Multnomah	20,777	39	L
Polk	2,607	49	LM
Sherman	25	35	L
Tillamook	985	61	HM
Umatilla	3,923	63	HM
Union	895	53	LM
Wallowa	226	58	HM
Wasco	884	43	L
Washington	14,471	33	L
Wheeler	51	82	H
Yamhill	3,365	48	LM
Oregon	**122,975**	**45**	

Source: 2017 ACS 5-year estimates

Table A4. Children under 18 in food insecure households

RISK LEVEL L = LOW / LM = LOW MODERATE / HM = HIGH MODERATE / H = HIGH

County	Below 185% FPL	Above 185% FPL	Level*
Baker	73	28	HM
Benton	57	43	L
Clackamas	48	52	L
Clatsop	73	28	HM
Columbia	66	34	L
Coos	77	23	H
Crook	94	6	H
Curry	73	27	HM
Deschutes	59	41	L
Douglas	73	27	HM
Gilliam	74	26	HM
Grant	75	25	HM
Harney	83	17	H
Hood River	64	36	L
Jackson	74	27	HM
Jefferson	76	24	HM
Josephine	81	19	H
Klamath	83	17	H
Lake	80	20	H
Lane	69	31	LM
Lincoln	78	22	H
Linn	77	23	H
Malheur	71	29	LM
Marion	73	27	HM
Morrow	69	31	LM
Multnomah	61	39	L
Polk	63	37	L
Sherman	40	60	L
Tillamook	75	25	HM
Umatilla	77	23	H
Union	78	22	H
Wallowa	70	30	LM
Wasco	69	31	LM
Washington	55	45	L
Wheeler	83	17	H
Yamhill	69	32	LM
Oregon	**63**	**37**	

Source: 2017 Map the Meal Gap

Citation: Gundersen, C., A. Dewey, M. Kato, A. Crumbaugh & M. Strayer. Map the Meal Gap 2019: A Report on County and Congressional District Food Insecurity and County Food Cost in the United States in 2017. Feeding America, 2019.

* of households with incomes below 185% FPL

Table A5. Percentage of children immunized by age 2, by race/ethnicity

County	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latina/o/x	Pacific Islander/ Hawaiian	White
Gilliam, Sherman, Wasco				86		67
Baker						68
Benton			56	77		71
Clackamas	67	74	80	68	72	71
Clatsop						66
Columbia						63
Coos						68
Crook						68
Curry						58
Deschutes		60	67	67		68
Douglas		62				65
Gilliam	-	-	-	-	-	-
Grant						65
Harney						74
Hood River				79		78
Jackson	49	62	56	69		64
Jefferson		55				70
Josephine		63				66
Klamath		67		83		76
Lake						55
Lane	72	72	71	78	62	75
Lincoln		56				61
Linn		68		68		65
Malheur				80		72
Marion	55	69	70	74	52	71
Morrow				72		67
Multnomah	58	60	72	67	58	68
Polk		61		68		68
Sherman	-	-	-	-	-	-
Tillamook						63
Umatilla		69		66		64
Union						64
Wallowa						69
Wasco	-	-	-	-	-	-
Washington	62	73	76	75	64	74
Wheeler						
Yamhill				72		74
Oregon	**61**	**66**	**73**	**72**	**61**	**70**

Source: 2018 ALERT Immunization Information System, Oregon Immunization Program

Rate not displayed for populations of fewer than 50 people in accordance with Oregon Public Health Division confidentiality

Dash (-) indicates combined data

Table A6. Low birth weight, by race/ethnicity

	#	%
African American/Black	88	9
American Indian/Alaska Native	42	10
Asian	204	9
Hispanic/Latina/o/x	576	7
Pacific Islander	21	7
Two or more races	132	8
White	1,876	6
Total	**2,981**	**7**

Source: 2017 OHA Oregon Public Health Assessment Tool

Table A7. Children 0-5 with no parent in the workforce

County	Living with 1 Parent: Father not Working	Living with 1 Parent: Mother not Working	Living with 2 Parents: Neither Working	Total #	Total %
Baker	18	73	33	124	13
Benton	8	189	111	308	7
Clackamas	166	1,129	307	1,602	6
Clatsop	29	280	17	326	13
Columbia	51	183	16	250	9
Coos	142	370	99	611	18
Crook	0	54	13	67	5
Curry	4	19	0	23	2
Deschutes	191	470	56	717	7
Douglas	71	338	134	543	9
Gilliam	0	7	0	7	5
Grant	10	57	0	67	21
Harney	0	13	0	13	3
Hood River	36	98	0	134	8
Jackson	354	1,028	217	1,599	12
Jefferson	99	177	0	276	17
Josephine	241	557	102	900	21
Klamath	56	404	14	474	11
Lake	4	0	0	4	1
Lane	281	1,892	469	2,642	13
Lincoln	138	127	29	294	11
Linn	73	602	270	945	11
Malheur	10	186	12	208	9
Marion	175	2,095	210	2,480	10
Morrow	0	38	10	48	5
Multnomah	405	3,828	522	4,755	9
Polk	39	299	119	457	8
Sherman	0	14	2	16	16
Tillamook	0	129	27	156	10
Umatilla	3	398	13	414	7
Union	0	205	20	225	13
Wallowa	13	44	0	57	15
Wasco	24	141	3	168	8
Washington	348	1,829	197	2,374	5
Wheeler	0	1	0	1	3
Yamhill	16	653	42	711	10
Oregon	**3,005**	**17,927**	**3,064**	**23,996**	**9**

Source: 2017 ACS 5-year estimates, B23008

Table A8. Percentages of children enrolled in Relief Nurseries, by race/ethnicity

County	African American /Black	American Indian /Alaska Native	Asian	Hispanic /Latina/o/x	Pacific Islander /Hawaiian	White	Multiracial	Other Race	Unreported
Benton	5	*	*	44	*	39	11	*	*
Clackamas	*	*	*	25	*	47	19	*	*
Coos	*	4	*	20	*	57	18	*	*
Crook	*	*	*	*	*	75	*	*	13
Deschutes	*	*	*	43	*	44	7	*	2
Douglas	*	2	*	17	*	74	6	*	1
Jackson	*	4	*	22	*	57	9	*	7
Jefferson	*	*	*	38	*	43	*	*	*
Josephine	*	*	*	*	*	82	*	*	*
Lane	1	1	1	35	*	50	7	*	4
Linn	*	*	*	32	*	41	5	*	21
Malheur	*	*	*	29	*	43	26	*	*
Marion	*	*	*	47	2	21	2	*	27
Multnomah	22	*	*	31	3	24	14	4	2
Polk	*	*	*	50	*	27	4	*	15
Umatilla	5	5	*	11	*	60	5	*	14
Washington	*	*	*	56	*	36	*	*	*
Yamhill	4	*	*	34	*	50	8	*	*
Oregon	**4**	**2**	**1**	**31**	**1**	**47**	**8**	**1**	**7**

Source: 2018 ALERT Immunization Information System, Oregon Immunization Program

Rate not displayed for populations of fewer than 50 people in accordance with Oregon Public Health Division confidentiality

Asterisk (*) indicates data are suppressed due to small sample size

Table A9. Enrollment in Early Intervention, by race/ethnicity

	African American /Black		American Indian /Alaska Native		Asian		Hispanic /Latina/o/x		Pacific Islander /Hawaiian		White		Multiracial	
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Baker	*	*	*	*	*	*	*	*	*	*	10	91	*	*
Benton	*	*	*	*	*	*	12	27	*	*	31	69	*	*
Clackamas	8	2	*	*	13	3	57	13	*	*	343	79	10	2
Clatsop	*	*	*	*	*	*	12	22	*	*	40	74	*	*
Columbia	*	*	*	*	*	*	6	10	*	*	53	85	*	*
Coos	*	*	*	*	*	*	*	*	*	*	56	97	*	*
Crook	*	*	*	*	*	*	6	18	*	*	26	79	*	*
Curry	*	*	*	*	*	*	*	*	*	*	6	86	*	*
Deschutes	*	*	*	*	*	*	29	18	*	*	118	74	7	4
Douglas	*	*	*	*	*	*	8	6	*	*	123	89	7	5
Gilliam	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	*	*	*	*	*	*	*	*	*	*	6	100	*	*
Hood River	*	*	*	*	*	*	7	29	*	*	15	63	*	*
Jackson	*	*	*	*	*	*	46	18	*	*	205	79	*	*
Jefferson	*	*	9	28	*	*	6	19	*	*	17	53	*	*
Josephine	*	*	*	*	*	*	*	*	*	*	86	96	*	*
Klamath	*	*	6	7	*	*	18	20	*	*	66	73	*	*
Lake	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lane	*	*	*	*	*	*	57	14	*	*	328	80	18	4
Lincoln	*	*	*	*	*	*	7	19	*	*	23	62	6	16
Linn	*	*	*	*	*	*	19	18	*	*	84	80	*	*
Malheur	*	*	*	*	*	*	24	57	*	*	17	40	*	*
Marion	*	*	*	*	*	*	134	38	*	*	216	61	*	*
Morrow	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Multnomah	64	7	*	*	44	5	180	20	*	*	520	58	76	9
Polk	*	*	*	*	*	*	9	16	*	*	48	83	*	*
Sherman	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Tillamook	*	*	*	*	*	*	*	*	*	*	20	87	*	*
Umatilla	*	*	6	6	*	*	45	43	*	*	49	47	*	*
Union	*	*	*	*	*	*	*	*	*	*	16	94	*	*
Wallowa	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Wasco	*	*	*	*	*	*	12	39	*	*	18	58	*	*
Washington	15	2	*	*	55	8	230	32	*	*	351	49	68	9
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	*	*	*	*	*	*	15	21	*	*	56	79	*	*
Oregon	**94**	**2**	**35**	**1**	**122**	**3**	**952**	**22**	**13**	**1**	**2,960**	**67**	**212**	**5**

Source: 2018-2019 Oregon Department of Education, Special Education Child Count

Asterisk (*) indicates data are suppressed due to small sample size

Table A10. Enrollment in Early Childhood Special Education, by race/ethnicity

	African American /Black		American Indian /Alaska Native		Asian		Hispanic /Latina/o/x		Pacific Islander /Hawaiian		White		Multiracial	
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Baker	*	*	*	*	*	*	*	*	*	*	23	92	*	*
Benton	*	*	*	*	*	*	19	21	*	*	60	66	9	10
Clackamas	11	1	*	*	22	3	134	17	*	*	611	76	24	3
Clatsop	*	*	*	*	*	*	29	25	*	*	80	68	*	*
Columbia	*	*	*	*	*	*	14	11	*	*	107	82	8	6
Coos	*	*	*	*	*	*	12	8	*	*	128	89	*	*
Crook	*	*	*	*	*	*	*	*	*	*	38	86	*	*
Curry	*	*	*	*	*	*	*	*	*	*	23	96	*	*
Deschutes	*	*	*	*	*	*	50	19	*	*	197	75	8	3
Douglas	*	*	*	*	*	*	20	7	*	*	227	85	19	7
Gilliam	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	*	*	*	*	16	94	*	*
Harney	*	*	*	*	*	*	*	*	*	*	30	94	*	*
Hood River	*	*	*	*	*	*	43	62	*	*	25	36	*	*
Jackson	*	*	*	*	*	*	80	19	*	*	324	78	7	2
Jefferson	*	*	28	38	*	*	16	22	*	*	29	40	*	*
Josephine	*	*	*	*	*	*	6	4	*	*	125	93	*	*
Klamath	*	*	8	6	*	*	32	22	*	*	97	68	*	*
Lake	*	*	*	*	*	*	*	*	*	*	9	90	*	*
Lane	13	1	12	1	12	1	147	14	*	*	830	78	53	5
Lincoln	*	*	*	*	*	*	19	23	*	*	50	61	9	11
Linn	*	*	*	*	*	*	45	17	*	*	212	79	10	4
Malheur	*	*	*	*	*	*	41	55	*	*	33	44	*	*
Marion	*	*	*	*	*	*	269	39	*	*	401	59	*	*
Morrow	*	*	*	*	*	*	24	62	*	*	13	33	*	*
Multnomah	130	8	11	1	72	5	333	21	7	1	908	57	121	8
Polk	*	*	*	*	*	*	26	22	*	*	89	75	*	*
Sherman	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Tillamook	*	*	*	*	*	*	11	22	*	*	38	76	*	*
Umatilla	*	*	*	*	*	*	78	40	*	*	105	54	*	*
Union	*	*	*	*	*	*	*	*	*	*	40	91	*	*
Wallowa	*	*	*	*	*	*	*	*	*	*	6	100	*	*
Wasco	*	*	*	*	*	*	27	28	*	*	64	67	*	*
Washington	36	3	*	*	120	9	478	35	10	1	624	45	108	8
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	*	*	*	*	*	*	35	19	*	*	141	78	*	*
Oregon	**201**	**2**	**86**	**1**	**248**	**3**	**1,999**	**23**	**30**	**1**	**5,715**	**66**	**409**	**5**

Source: 2018-2019 Oregon Department of Education, Special Education Child Count

Asterisk (*) indicates data are suppressed due to small sample size

Table A11. Primary language of children in Early Intervention

	English		Spanish		Other Language	
County	**#**	**%**	**#**	**%**	**#**	**%**
Baker	11	100	*	*	*	*
Benton	37	82	*	*	*	*
Clackamas	375	87	21	5	35	8
Clatsop	49	91	*	*	*	*
Columbia	59	95	*	*	*	*
Coos	56	97	*	*	*	*
Crook	26	79	*	*	*	*
Curry	7	100	*	*	*	*
Deschutes	129	81	15	9	15	9
Douglas	137	99	*	*	*	*
Gilliam	*	*	*	*	*	*
Grant	*	*	*	*	*	*
Harney	*	*	*	*	*	*
Hood River	18	75	6	25	*	*
Jackson	222	86	28	11	8	3
Jefferson	30	94	*	*	*	*
Josephine	86	96	*	*	*	*
Klamath	66	73	*	*	20	22
Lake	*	*	*	*	*	*
Lane	379	92	19	5	14	3
Lincoln	33	89	*	*	*	*
Linn	93	89	7	7	*	*
Malheur	25	60	9	21	8	19
Marion	266	75	54	15	35	10
Morrow	*	*	*	*	*	*
Multnomah	647	73	59	7	181	20
Polk	50	86	*	*	*	*
Sherman	*	*	*	*	*	*
Tillamook	21	91	*	*	*	*
Umatilla	74	71	18	17	12	12
Union	17	100	*	*	*	*
Wallowa	*	*	*	*	*	*
Wasco	16	52	*	*	11	35
Washington	482	67	169	23	63	9
Wheeler	*	*	*	*	*	*
Yamhill	60	85	*	*	6	8
Oregon	**3,488**	**79**	**447**	**10**	**439**	**10**

Source: 2018-2019 Oregon Department of Education, Special Education Child Count

Asterisk (*) indicates data are suppressed due to small sample size

Table A12. Primary language of children in Early Childhood Special Education

	English		Spanish		Russian		Vietnamese		Other Language	
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Baker	24	96	*	*	*	*	*	*	*	*
Benton	73	80	9	10	*	*	*	*	9	10
Clackamas	674	83	49	6	*	*	*	*	84	10
Clatsop	100	85	16	14	*	*	*	*	*	*
Columbia	126	96	*	*	*	*	*	*	*	*
Coos	139	97	*	*	*	*	*	*	*	*
Crook	43	98	*	*	*	*	*	*	*	*
Curry	23	96	*	*	*	*	*	*	*	*
Deschutes	229	87	25	9	*	*	*	*	10	4
Douglas	260	97	*	*	*	*	*	*	6	2
Gilliam	*	*	*	*	*	*	*	*	*	*
Grant	17	100	*	*	*	*	*	*	*	*
Harney	31	97	*	*	*	*	*	*	*	*
Hood River	36	52	33	48	*	*	*	*	*	*
Jackson	335	81	43	10	*	*	*	*	34	8
Jefferson	61	84	8	11	*	*	*	*	*	*
Josephine	94	70	*	*	*	*	*	*	37	28
Klamath	107	75	12	8	*	*	*	*	24	17
Lake	*	*	*	*	*	*	*	*	9	90
Lane	974	91	75	7	*	*	*	*	16	1
Lincoln	73	89	*	*	*	*	*	*	*	*
Linn	248	92	16	6	*	*	*	*	6	2
Malheur	63	84	*	*	*	*	*	*	8	11
Marion	454	67	126	18	*	*	*	*	101	15
Morrow	15	38	11	28	*	*	*	*	13	33
Multnomah	1,140	72	140	9	6	1	10	1	286	18
Polk	100	85	8	7	*	*	*	*	10	8
Sherman	6	100	*	*	*	*	*	*	*	*
Tillamook	46	92	*	*	*	*	*	*	*	*
Umatilla	145	74	23	12	*	*	*	*	27	14
Union	43	98	*	*	*	*	*	*	*	*
Wallowa	6	100	*	*	*	*	*	*	*	*
Wasco	51	54	12	13	*	*	*	*	32	34
Washington	863	63	353	26	6	1	17	1	138	10
Wheeler	*	*	*	*	*	*	*	*	*	*
Yamhill	144	80	20	11	*	*	*	*	16	9
Oregon	**6,751**	**78**	**1,006**	**12**	**13**	**1**	**32**	**0.5**	**881**	**10**

Source: 2018-2019 Oregon Department of Education, Special Education Child Count

Asterisk (*) indicates data are suppressed due to small sample size

Table A13. Women and children enrolled in WIC

County	Children	Infants	Children & Infant Total	Pregnant Women	Women Post-partum	Adult Total
Baker	226	74	300	30	45	75
Benton	648	206	854	119	160	279
Clackamas	2,003	767	2,770	262	517	779
Clatsop	452	185	637	59	112	171
Columbia	727	217	944	71	149	220
Coos	760	297	1,057	108	182	290
Crook	418	148	566	65	91	156
Curry	219	71	290	39	58	97
Deschutes	1,793	693	2,486	335	493	828
Douglas	1,833	587	2,420	221	410	631
Gilliam	-	-	-	-	-	-
Grant	74	34	108	7	18	25
Harney	151	40	191	10	28	38
Hood River	393	111	504	55	80	135
Jackson	2,717	980	3,697	417	621	1,038
Jefferson	558	227	785	89	144	233
Josephine	1,184	443	1,627	151	302	453
Klamath	1,328	489	1,817	202	327	529
Lake	82	39	121	17	20	37
Lane	3,626	1,322	4,948	561	965	1,526
Lincoln	607	227	834	98	167	265
Linn	1,756	620	2,376	247	370	617
Malheur	741	274	1,015	107	173	280
Marion	7,424	2,710	10,134	1,023	1,771	2,794
Morrow	167	56	223	25	34	59
Multnomah	7,143	2,812	9,955	990	1,882	2,872
Polk	584	201	785	74	118	192
Sherman	-	-	-	-	-	-
Tillamook	328	115	443	45	64	109
Umatilla	1,667	657	2,324	246	412	658
Union	401	126	527	58	80	138
Wallowa	67	17	84	6	12	18
Wasco	493	182	675	87	120	207
Washington	5,220	1,691	6,911	607	1,230	1,837
Wheeler	8	2	10	1	2	3
Yamhill	-	-	-	-	-	-
Oregon	**45,798**	**16,620**	**62,418**	**6,432**	**11,157**	**17,589**

Source: 2018-2019 Oregon Department of Education, Special Education Child Count

Dash (-) indicates no data available

Table A14. Percentage of children ages 0-2, 3-5, and 0-5 with access to slots [regulated]

	Ages 0-2		Ages 3-5		Ages 0-5	
County	#	% Access	#	% Access	#	% Access
Baker	23	4	96	18	119	11
Benton	406	19	948	42	1,354	31
Clackamas	1,715	13	4,063	29	5,778	21
Clatsop	104	8	347	26	451	17
Columbia	124	7	490	29	614	18
Coos	137	6	533	25	670	16
Crook	31	5	159	24	190	14
Curry	45	9	131	26	176	17
Deschutes	764	11	1,947	28	2,711	20
Douglas	323	9	844	24	1,167	17
Gilliam	18	25	20	33	38	29
Grant	9	5	46	25	55	15
Harney	0	0	32	13	32	7
Hood River	201	21	412	42	613	32
Jackson	708	9	1,989	26	2,697	17
Jefferson	225	24	396	44	621	34
Josephine	303	11	731	28	1,034	19
Klamath	202	8	930	40	1,132	24
Lake	0	0	20	9	20	5
Lane	1,344	12	3,404	31	4,748	22
Lincoln	54	4	374	27	428	15
Linn	291	6	851	17	1,142	12
Malheur	120	8	293	21	413	15
Marion	1,291	8	3,582	24	4,873	16
Morrow	54	12	77	16	131	14
Multnomah	5,375	18	11,037	38	16,412	28
Polk	277	8	540	16	817	12
Sherman	12	18	29	48	41	33
Tillamook	42	4	190	21	232	12
Umatilla	401	11	812	22	1,213	16
Union	81	7	343	31	424	19
Wallowa	17	6	58	22	75	14
Wasco	185	17	417	39	602	27
Washington	3,770	15	7,369	29	11,139	22
Wheeler	2	4	41	98	43	49
Yamhill	425	10	860	21	1,285	16
Oregon	**19,079**	**12**	**44,411**	**15**	**63,490**	**21**

Source: 2018 Estimating Supply, Oregon State University

Table A15. Percentage of children ages 0-2, 3-5, and 0-5 with access to slots [recorded]

	Ages 0-2		Ages 3-5		Ages 0-5	
County	#	% Access	#	% Access	#	% Access
Baker	-	0	45	8	45	4
Benton	-	0	193	9	193	4
Clackamas	10	0	997	7	1007	4
Clatsop	-	0	42	3	42	2
Columbia	-	0	188	11	188	6
Coos	-	0	24	1	24	1
Crook	-	0	30	4	30	2
Curry	-	0	15	3	15	1
Deschutes	-	0	136	2	136	1
Douglas	-	0	80	2	80	1
Gilliam	-	0	16	26	16	12
Grant	-	0	52	28	52	14
Harney	-	0	35	14	35	7
Hood River	-	0	40	4	40	2
Jackson	-	0	317	4	317	2
Jefferson	-	0	-	0	-	0
Josephine	-	0	74	3	74	1
Klamath	-	0	93	4	93	2
Lake	-	0	26	12	26	6
Lane	-	0	389	4	389	2
Lincoln	-	0	50	4	50	2
Linn	-	0	324	7	324	3
Malheur	-	0	182	13	182	6
Marion	36	0	387	3	423	1
Morrow	-	0	15	3	15	2
Multnomah	22	0	1009	3	1031	2
Polk	-	0	119	4	119	2
Sherman	-	0	-	0	-	0
Tillamook	-	0	54	6	54	3
Umatilla	-	0	105	3	105	1
Union	-	0	68	6	68	3
Wallowa	-	0	16	6	16	3
Wasco	-	0	55	5	55	3
Washington	18	0	1804	7	1822	4
Wheeler	-	0	-	0	-	0
Yamhill	-	0	222	5	222	3
Oregon	**86**	**0**	**7,202**	**2**	**7,288**	**2**

Source: 2018 Estimating Supply, Oregon State University

Dash (-) indicates no data available

Table A16. Percentage of children ages 0-2, 3-5, and 0-5 with access to slots [exempt]

	Ages 0-2		Ages 3-5		Ages 0-5	
County	#	% Access	#	% Access	#	% Access
Baker	3	1	57	10	60	5
Benton	10	0	81	4	91	2
Clackamas	74	1	234	2	308	1
Clatsop	30	2	116	9	146	5
Columbia	2	0	21	1	23	1
Coos	13	1	109	5	122	3
Crook	6	1	70	10	76	6
Curry	2	0	11	2	13	1
Deschutes	36	1	524	8	560	4
Douglas	24	1	105	3	129	2
Gilliam	-	0	-	0	-	0
Grant	1	1	48	26	49	13
Harney	8	3	68	28	76	16
Hood River	1	0	63	6	64	3
Jackson	24	0	41	1	65	0
Jefferson	46	5	63	7	109	6
Josephine	3	0	2	0	5	0
Klamath	12	0	22	1	34	1
Lake	4	2	1	0	5	1
Lane	43	0	240	2	283	1
Lincoln	11	1	68	5	79	3
Linn	33	1	116	2	149	2
Malheur	3	0	2	0	5	0
Marion	70	0	214	1	284	1
Morrow	9	2	2	0	11	1
Multnomah	100	0	370	1	470	1
Polk	15	0	51	2	66	1
Sherman	-	0	-	0	-	0
Tillamook	4	0	22	2	26	1
Umatilla	41	1	125	3	166	2
Union	22	2	75	7	97	4
Wallowa	-	0	-	0	-	0
Wasco	9	1	79	7	88	4
Washington	46	0	113	0	159	0
Wheeler	-	0	-	0	-	0
Yamhill	12	0	53	1	65	1
Oregon	**717**	**0**	**3,166**	**1**	**3,883**	**1**

Source: 2018 Estimating Supply, Oregon State University

Dash (-) indicates no data available

Table A17. Publicly funded slots by type of care, ages 0-2

	Certified Center			Recorded Program			Exempt Center			Certified Family Home			Registered Family Home			Exempt Family			Total Facilities		
County	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public
Baker	-	-	NA	-	-	NA	-	-	NA	2	-	0	21	-	0	3	-	0	26	0	0
Benton	326	8	2	-	-	NA	-	-	NA	42	-	0	38	-	0	10	-	0	416	8	2
Clackamas	1,261	27	2	10	-	0	32	-	0	272	-	0	182	-	0	42	-	0	1,799	27	2
Clatsop	75	-	0	-	-	NA	25	-	0	8	-	0	21	-	0	5	-	0	134	0	0
Columbia	97	-	0	-	-	NA	-	-	NA	2	-	0	25	-	0	2	-	0	126	0	0
Coos	62	-	0	-	-	NA	-	-	NA	21	-	0	54	-	0	13	-	0	150	0	0
Crook	14	-	0	-	-	NA	-	-	NA	2	-	0	15	-	0	6	-	0	37	0	0
Curry	28	-	0	-	-	NA	-	-	NA	9	-	0	8	-	0	2	-	0	47	0	0
Deschutes	486	-	0	-	-	NA	5	-	0	203	-	0	75	-	0	31	-	0	800	0	0
Douglas	210	-	0	-	-	NA	10	-	0	48	-	0	65	-	0	14	-	0	347	0	0
Gilliam	11	8	73	-	-	NA	-	-	NA	7	-	0	-	-	NA	-	-	NA	18	8	44
Grant	-	-	NA	-	-	NA	-	-	NA	7	-	0	2	-	0	1	-	0	10	0	0
Harney	-	-	NA	-	-	NA	-	-	NA	-	-	NA	-	-	NA	8	-	0	8	0	0
Hood River	138	72	52	-	-	NA	-	-	NA	45	-	0	18	-	0	1	-	0	202	72	36
Jackson	370	56	15	-	-	NA	-	-	NA	165	-	0	173	-	0	24	-	0	732	56	8
Jefferson	194	106	55	-	-	NA	38	-	0	9	-	0	22	-	0	8	-	0	271	106	39
Josephine	241	32	13	-	-	NA	-	-	NA	33	-	0	29	-	0	3	-	0	306	32	10
Klamath	158	56	35	-	-	NA	-	-	NA	9	-	0	35	-	0	12	-	0	214	56	26
Lake	-	-	NA	-	-	NA	-	-	NA	-	-	NA	-	-	NA	4	-	0	4	0	0
Lane	940	8	1	-	-	NA	25	-	0	254	-	0	150	-	0	18	-	0	1,387	8	1
Lincoln	40	-	0	-	-	NA	10	-	0	8	-	0	6	-	0	1	-	0	65	0	0
Linn	196	8	4	-	-	NA	-	-	NA	22	-	0	73	-	0	33	-	0	324	8	2
Malheur	70	32	46	-	-	NA	-	-	NA	19	-	0	31	-	0	3	-	0	123	32	26
Marion	709	116	16	36	-	0	-	-	NA	265	-	0	317	-	0	70	-	0	1,397	116	8
Morrow	48	46	96	-	-	NA	-	-	NA	-	-	NA	6	-	0	9	-	0	63	46	73
Multnomah	3,715	273	7	22	-	0	10	-	0	1,073	-	0	587	-	0	90	-	0	5,497	273	5
Polk	150	56	37	-	-	NA	-	-	NA	65	-	0	62	-	0	15	-	0	292	56	19
Sherman	-	-	NA	-	-	NA	-	-	NA	12	-	0	-	-	NA	-	-	NA	12	0	0
Tillamook	28	-	0	-	-	NA	-	-	NA	-	-	NA	14	-	0	4	-	0	46	0	0
Umatilla	277	219	79	-	-	NA	14	-	0	50	3	6	74	-	0	27	-	0	442	222	50
Union	8	8	100	-	-	NA	-	-	NA	11	-	0	62	-	0	22	-	0	103	8	8
Wallowa	8	8	100	-	-	NA	-	-	NA	7	-	0	2	-	0	-	-	NA	17	8	47
Wasco	138	88	64	-	-	NA	-	-	NA	12	-	0	35	-	0	9	-	0	194	88	45
Washington	2,673	114	4	18	-	0	-	-	NA	736	-	0	361	-	0	46	-	0	3,834	114	3
Wheeler	-	-	NA	-	-	NA	-	-	NA	-	-	NA	2	-	0	-	-	NA	2	0	0
Yamhill	213	-	0	-	-	NA	-	-	NA	151	-	0	61	-	0	12	-	0	437	0	0
Oregon	**12,884**	**1341**	**10**	**86**	**-**	**0**	**169**	**-**	**0**	**3569**	**3**	**0**	**2626**	**-**	**0**	**548**	**-**	**0**	**19,882**	**1,344**	**7**

Source: 2018 Estimating Supply, Oregon State University

Dash (-) indicates no data available

Table A18. Publicly funded slots by type of care, ages 3-5

	Certified Center			Recorded Program			Exempt Center			Certified Family Home			Registered Family Home			Exempt Family			Total Facilities		
County	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public
Baker	40	40	100	45	-	0	52	-	0	6	-	0	50	6	12	5	-	0	198	46	23
Benton	793	101	13	193	20	10	70	-	0	79	-	0	76	-	0	11	-	0	1,222	121	10
Clackamas	3,332	541	16	997	-	0	201	-	0	301	-	0	430	-	0	33	-	0	5,294	541	10
Clatsop	284	114	40	42	-	0	113	-	0	16	-	0	47	3	6	3	-	0	505	117	23
Columbia	418	174	42	188	-	0	20	-	0	7	-	0	65	-	0	1	-	0	699	174	25
Coos	396	268	68	24	-	0	93	-	0	32	-	0	105	-	0	16	-	0	666	268	40
Crook	108	60	56	30	-	0	67	-	0	22	-	0	29	-	0	3	-	0	259	60	23
Curry	105	60	57	15	-	0	10	-	0	10	-	0	16	-	0	1	-	0	157	60	38
Deschutes	1,447	200	14	136	-	0	499	-	0	320	-	0	180	-	0	25	-	0	2,607	200	8
Douglas	628	273	43	80	-	0	98	-	0	40	-	0	176	-	0	7	-	0	1,029	273	27
Gilliam	18	10	56	16	-	0	-	-	NA	2	2	100	-	-	NA	-	-	NA	36	12	33
Grant	34	20	59	52	-	0	47	-	0	8	-	0	4	-	0	1	-	0	146	20	14
Harney	32	32	100	35	-	0	62	-	0	-	-	NA	-	-	NA	6	-	0	135	32	24
Hood River	299	120	40	40	-	0	62	-	0	83	-	0	30	-	0	1	-	0	515	120	23
Jackson	1,341	603	45	317	-	0	24	-	0	248	30	12	400	9	2	17	-	0	2,347	642	27
Jefferson	344	218	63	-	-	NA	59	-	0	9	-	0	43	-	0	4	-	0	459	218	47
Josephine	617	250	41	74	-	0	-	-	NA	58	-	0	56	-	0	2	-	0	807	250	31
Klamath	848	449	53	93	-	0	10	-	0	11	-	0	71	-	0	12	-	0	1,045	449	43
Lake	20	20	100	26	-	0	-	-	NA	-	-	NA	-	-	NA	1	-	0	47	20	43
Lane	2,692	783	29	389	-	0	228	-	0	363	27	7	349	-	0	12	-	0	4,033	810	20
Lincoln	314	100	32	50	-	0	65	-	0	26	-	0	34	-	0	3	-	0	492	100	20
Linn	644	230	36	324	17	5	92	-	0	55	-	0	152	-	0	24	-	0	1,291	247	19
Malheur	238	160	67	182	78	43	-	-	NA	16	4	25	39	6	15	2	-	0	477	248	52
Marion	2,490	946	38	387	28	7	152	-	0	439	30	7	653	-	0	62	-	0	4,183	1,004	24
Morrow	69	40	58	15	-	0	-	-	NA	-	-	NA	8	-	0	2	-	0	94	40	43
Multnomah	8,390	2,258	27	1,009	50	5	283	84	30	1,374	8	1	1,273	-	0	87	-	0	12,416	2,400	19
Polk	348	230	66	119	-	0	40	-	0	76	11	14	116	-	0	11	-	0	710	241	34
Sherman	20	11	55	-	-	NA	-	-	NA	9	-	0	-	-	NA	-	-	NA	29	11	38
Tillamook	149	84	56	54	-	0	20	-	0	-	-	NA	41	-	0	2	-	0	266	84	32
Umatilla	583	438	75	105	20	19	106	40	38	76	-	0	153	-	0	19	-	0	1,042	498	48
Union	217	77	35	68	-	0	50	-	0	15	-	0	111	-	0	25	-	0	486	77	16
Wallowa	37	37	100	16	-	0	-	-	NA	18	-	0	3	-	0	-	-	NA	74	37	50
Wasco	314	272	87	55	-	0	72	-	0	32	-	0	71	-	0	7	-	0	551	272	49
Washington	5,609	945	17	1,804	40	2	86	-	0	930	8	1	830	-	0	27	-	0	9,286	993	11
Wheeler	37	16	43	-	-	NA	-	-	NA	-	-	NA	4	-	0	-	-	NA	41	16	39
Yamhill	563	214	38	222	-	0	40	-	0	179	-	0	118	-	0	13	-	0	1,135	214	19
Oregon	**33,818**	**1,0394**	**31**	**7,202**	**253**	**4**	**2,721**	**124**	**5**	**4,860**	**120**	**2**	**5,733**	**24**	**0**	**445**	**-**	**0**	**54,779**	**10,915**	**20**

Source: 2018 Estimating Supply, Oregon State University

Dash (-) indicates no data available

Table A19. Publicly funded slots by regulation type, ages 0-2

	Regulated			Recorded			Exempt		
County	# Total	# Public	% Public	# Total	# Public	% Public	# Total	# Public	% Public
Baker	23	0	0	0	0	NA	3	0	0
Benton	406	8	2	0	0	NA	10	0	0
Clackamas	1,715	27	2	10	0	0	74	0	0
Clatsop	104	0	0	0	0	NA	30	0	0
Columbia	124	0	0	0	0	NA	2	0	0
Coos	137	0	0	0	0	NA	13	0	0
Crook	31	0	0	0	0	NA	6	0	0
Curry	45	0	0	0	0	NA	2	0	0
Deschutes	764	0	0	0	0	NA	36	0	0
Douglas	323	0	0	0	0	NA	24	0	0
Gilliam	18	8	44	0	0	NA	0	0	NA
Grant	9	0	0	0	0	NA	1	0	0
Harney	0	0	NA	0	0	NA	8	0	0
Hood River	201	72	36	0	0	NA	1	0	0
Jackson	708	56	8	0	0	NA	24	0	0
Jefferson	225	106	47	0	0	NA	46	0	0
Josephine	303	32	11	0	0	NA	3	0	0
Klamath	202	56	28	0	0	NA	12	0	0
Lake	0	0	NA	0	0	NA	4	0	0
Lane	1,344	8	1	0	0	NA	43	0	0
Lincoln	54	0	0	0	0	NA	11	0	0
Linn	291	8	3	0	0	NA	33	0	0
Malheur	120	32	27	0	0	NA	3	0	0
Marion	1,291	116	9	36	0	0	70	0	0
Morrow	54	46	85	0	0	NA	9	0	0
Multnomah	5,375	273	5	22	0	0	100	0	0
Polk	277	56	20	0	0	NA	15	0	0
Sherman	12	0	0	0	0	NA	0	0	NA
Tillamook	42	0	0	0	0	NA	4	0	0
Umatilla	401	222	55	0	0	NA	41	0	0
Union	81	8	10	0	0	NA	22	0	0
Wallowa	17	8	47	0	0	NA	0	0	NA
Wasco	185	88	48	0	0	NA	9	0	0
Washington	3,770	114	3	18	0	0	46	0	0
Wheeler	2	0	0	0	0	NA	0	0	NA
Yamhill	425	0	0	0	0	NA	12	0	0
Oregon	**19,079**	**1,344**	**7**	**86**	**0**	**0**	**717**	**0**	**0**

Source: 2018 Estimating Supply, Oregon State University

Table A20. Publicly funded slots by regulation type, ages 3-5

	Regulated			Recorded			Exempt		
County	# Total	# Public	Public	# Total	# Public	Public	# Total	# Public	Public
Baker	96	46	48	45	0	0	57	0	0
Benton	948	101	11	193	20	10	81	0	0
Clackamas	4,063	541	13	997	0	0	234	0	0
Clatsop	347	117	34	42	0	0	116	0	0
Columbia	490	174	36	188	0	0	21	0	0
Coos	533	268	50	24	0	0	109	0	0
Crook	159	60	38	30	0	0	70	0	0
Curry	131	60	46	15	0	0	11	0	0
Deschutes	1,947	200	10	136	0	0	524	0	0
Douglas	844	273	32	80	0	0	105	0	0
Gilliam	20	12	60	16	0	0	0	0	-
Grant	46	20	43	52	0	0	48	0	0
Harney	32	32	100	35	0	0	68	0	0
Hood River	412	120	29	40	0	0	63	0	0
Jackson	1,989	642	32	317	0	0	41	0	0
Jefferson	396	218	55	0	0	-	63	0	0
Josephine	731	250	34	74	0	0	2	0	0
Klamath	930	449	48	93	0	0	22	0	0
Lake	20	20	100	26	0	0	1	0	0
Lane	3,404	810	24	389	0	0	240	0	0
Lincoln	374	100	27	50	0	0	68	0	0
Linn	851	230	27	324	17	5	116	0	0
Malheur	293	170	58	182	78	43	2	0	0
Marion	3,582	976	27	387	28	7	214	0	0
Morrow	77	40	52	15	0	0	2	0	0
Multnomah	11,037	2,266	21	1,009	50	5	370	84	23
Polk	540	241	45	119	0	0	51	0	0
Sherman	29	11	38	0	0	-	0	0	-
Tillamook	190	84	44	54	0	0	22	0	0
Umatilla	812	438	54	105	20	19	125	40	32
Union	343	77	22	68	0	0	75	0	0
Wallowa	58	37	64	16	0	0	0	0	-
Wasco	417	272	65	55	0	0	79	0	0
Washington	7,369	953	13	1,804	40	2	113	0	0
Wheeler	41	16	39	0	0	-	0	0	-
Yamhill	860	214	25	222	0	0	53	0	0
Oregon	**44,411**	**10,538**	**24**	**7,202**	**253**	**4**	**3,166**	**124**	**4**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A21. Publicly funded slots by facility type, ages 0-2

	Center-Based			Home-Based		
County	# Total	# Public	Public	# Total	# Public	Public
Baker	0	0	-	26	0	0
Benton	326	8	2	90	0	0
Clackamas	1,303	27	2	496	0	0
Clatsop	100	0	0	34	0	0
Columbia	97	0	0	29	0	0
Coos	62	0	0	88	0	0
Crook	14	0	0	23	0	0
Curry	28	0	0	19	0	0
Deschutes	491	0	0	309	0	0
Douglas	220	0	0	127	0	0
Gilliam	11	8	73	7	0	0
Grant	0	0	-	10	0	0
Harney	0	0	-	8	0	0
Hood River	138	72	52	64	0	0
Jackson	370	56	15	362	0	0
Jefferson	232	106	46	39	0	0
Josephine	241	32	13	65	0	0
Klamath	158	56	35	56	0	0
Lake	0	0	-	4	0	0
Lane	965	8	1	422	0	0
Lincoln	50	0	0	15	0	0
Linn	196	8	4	128	0	0
Malheur	70	32	46	53	0	0
Marion	745	116	16	652	0	0
Morrow	48	46	96	15	0	0
Multnomah	3,747	273	7	1,750	0	0
Polk	150	56	37	142	0	0
Sherman	0	0	-	12	0	0
Tillamook	28	0	0	18	0	0
Umatilla	291	219	75	151	3	2
Union	8	8	100	95	0	0
Wallowa	8	8	100	9	0	0
Wasco	138	88	64	56	0	0
Washington	2,691	114	4	1,143	0	0
Wheeler	0	0	-	2	0	0
Yamhill	213	0	0	224	0	0
Oregon	**13,139**	**1,341**	**10**	**6,743**	**3**	**0**

Source: 2018 Estimating Supply, Oregon State University

Dash (-) indicates no data available

Table A22. Publicly funded slots by facility type, ages 3-5

	Center-Based			Home-Based		
County	# Total	# Public	Public	# Total	# Public	Public
Baker	137	40	29	61	6	10
Benton	1,056	121	11	166	0	0
Clackamas	4,530	541	12	764	0	0
Clatsop	439	114	26	66	3	5
Columbia	626	174	28	73	0	0
Coos	513	268	52	153	0	0
Crook	205	60	29	54	0	0
Curry	130	60	46	27	0	0
Deschutes	2,082	200	10	525	0	0
Douglas	806	273	34	223	0	0
Gilliam	34	10	29	2	2	100
Grant	133	20	15	13	0	0
Harney	129	32	25	6	0	0
Hood River	401	120	30	114	0	0
Jackson	1,682	603	36	665	39	6
Jefferson	403	218	54	56	0	0
Josephine	691	250	36	116	0	0
Klamath	951	449	47	94	0	0
Lake	46	20	43	1	0	0
Lane	3,309	783	24	724	27	4
Lincoln	429	100	23	63	0	0
Linn	1,060	247	23	231	0	0
Malheur	420	238	57	57	10	18
Marion	3,029	974	32	1,154	30	3
Morrow	84	40	48	10	0	0
Multnomah	9,682	2,392	25	2,734	8	0
Polk	507	230	45	203	11	5
Sherman	20	11	55	9	0	0
Tillamook	223	84	38	43	0	0
Umatilla	794	498	63	248	0	0
Union	335	77	23	151	0	0
Wallowa	53	37	70	21	0	0
Wasco	441	272	62	110	0	0
Washington	7,499	985	13	1,787	8	0
Wheeler	37	16	43	4	0	0
Yamhill	825	214	26	310	0	0
Oregon	**43,741**	**10,771**	**25**	**11,038**	**144**	**1**

Source: 2018 Estimating Supply, Oregon State University

Table A23. Providers, by race/ethnicity

	African American /Black		American Indian /Alaska Native		Asian		Hispanic /Latina/o/x		Pacific Islander /Native Hawaiian		White		Multiracial		Total
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Baker	0	0	0	0	0	0	0	0	0	0	26	100	0	0	26
Benton	12	4	31	11	7	3	3	1	2	1	216	79	1	0	272
Clackamas	62	5	139	11	11	1	18	1	9	1	1,021	80	9	1	1,269
Clatsop	1	1	8	9	1	1	0	0	0	0	80	88	1	1	91
Columbia	1	1	9	6	5	3	0	0	1	1	143	89	1	1	160
Coos	5	3	16	11	6	4	0	0	1	1	118	79	4	3	150
Crook	0	0	6	13	0	0	1	2	0	0	38	84	0	0	45
Curry	0	0	5	14	2	6	0	0	0	0	28	80	0	0	35
Deschutes	3	1	54	10	7	1	2	0	3	1	488	87	3	1	560
Douglas	2	1	18	7	5	2	0	0	0	0	228	89	2	1	255
Gilliam	0	0	0	0	0	0	0	0	0	0	10	100	0	0	10
Grant	0	0	0	0	0	0	0	0	0	0	11	100	0	0	11
Harney	0	0	0	0	0	0	0	0	0	0	12	100	0	0	12
Hood River	2	2	44	44	1	1	0	0	0	0	52	53	0	0	99
Jackson	5	1	133	23	5	1	6	1	2	0	414	73	4	1	569
Jefferson	1	1	48	40	43	36	2	2	1	1	24	20	0	0	119
Josephine	7	3	14	7	6	3	1	0	0	0	183	86	1	0	212
Klamath	1	1	48	24	4	2	0	0	2	1	140	71	1	1	196
Lake	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Lane	40	3	164	13	19	1	36	3	5	0	1,001	79	9	1	1,274
Lincoln	1	1	7	10	3	4	0	0	0	0	62	85	0	0	73
Linn	5	1	39	11	5	1	4	1	3	1	308	84	2	1	366
Malheur	0	0	102	65	0	0	0	0	0	0	55	35	0	0	157
Marion	20	2	384	36	10	1	16	1	12	1	621	58	4	0	1,067
Morrow	0	0	18	46	0	0	0	0	0	0	21	54	0	0	39
Multnomah	236	7	530	15	29	1	343	10	44	1	2,366	66	47	1	3,595
Polk	4	2	53	24	2	1	1	0	0	0	158	72	1	0	219
Sherman	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Tillamook	4	8	3	6	0	0	0	0	0	0	41	85	0	0	48
Umatilla	2	1	120	43	2	1	2	1	2	1	149	54	0	0	277
Union	0	0	2	3	0	0	0	0	0	0	63	97	0	0	65
Wallowa	1	4	0	0	1	4	0	0	0	0	22	92	0	0	24
Wasco	3	3	30	31	1	1	0	0	0	0	62	63	2	2	98
Washington	230	9	670	27	16	1	62	2	24	1	1,494	59	22	1	2,518
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	1	0	47	14	9	3	2	1	3	1	266	81	0	0	328
Oregon	**649**	**0**	**2,744**	**0**	**200**	**0**	**499**	**0**	**114**	**0**	**9,938**	**1**	**114**	**0**	**14,258**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

Table A24. Provider race/ethnicity, by type of care

	Centers					Large Home-based					Small Home-based				
	White		Person of Color			White		Person of Color			White		Person of Color		
County	#	%	#	%	Reported	#	%	#	%	Reported	#	%	#	%	Reported
Baker	*	*	*	*	*	*	*	*	*	*	20	100	0	0	20
Benton	179	79	48	21	227	21	84	4	16	25	16	80	4	20	20
Clackamas	826	81	194	19	1,020	97	75	32	25	129	98	82	22	18	120
Clatsop	66	89	8	11	74	*	*	*	*	*	9	82	2	18	11
Columbia	121	90	14	10	135	*	*	*	*	*	17	85	3	15	20
Coos	83	74	29	26	112	*	*	*	*	*	28	90	3	10	31
Crook	23	77	7	23	30	*	*	*	*	*	*	*	*	*	*
Curry	20	83	4	17	24	*	*	*	*	*	*	*	*	*	*
Deschutes	379	89	45	11	424	61	77	18	23	79	48	84	9	16	57
Douglas	167	89	20	11	187	18	78	5	22	23	43	96	2	4	45
Gilliam	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	11	100	0	0	11	*	*	*	*	*	-	-	-	-	*
Hood River	29	44	37	56	66	17	68	8	32	25	*	*	*	*	*
Jackson	289	77	85	23	374	49	62	30	38	79	76	66	40	34	116
Jefferson	17	17	86	83	103	*	*	*	*	*	6	46	7	54	13
Josephine	158	86	26	14	184	*	*	*	*	*	17	89	2	11	19
Klamath	121	69	55	31	176	*	*	*	*	*	13	93	1	7	14
Lake	*	*	*	*	*	-	-	-	-	*	-	-	-	-	*
Lane	778	79	207	21	985	130	75	43	25	173	93	80	23	20	116
Lincoln	46	84	9	16	55	*	*	*	*	*	*	*	*	*	*
Linn	240	85	43	15	283	20	71	8	29	28	48	87	7	13	55
Malheur	43	33	88	67	131	5	50	5	50	10	7	44	9	56	16
Marion	426	56	333	44	759	100	71	41	29	141	95	57	72	43	167
Morrow	16	47	18	53	34	-	-	-	-	*	*	*	*	*	*
Multnomah	1,769	67	860	33	2,629	369	67	182	33	551	228	55	187	45	415
Polk	103	71	43	29	146	26	72	10	28	36	29	78	8	22	37
Sherman	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*
Tillamook	30	88	4	12	34	*	*	*	*	*	*	*	*	*	*
Umatilla	104	50	103	50	207	18	64	10	36	28	27	64	15	36	42
Union	33	97	1	3	34	*	*	*	*	*	28	100	0	0	28
Wallowa	*	*	*	*	*	12	92	1	8	13	*	*	*	*	*
Wasco	41	58	30	42	71	*	*	*	*	*	15	79	4	21	19
Washington	1,160	61	749	39	1,909	216	57	165	43	381	118	52	110	48	228
Wheeler	*	*	*	*	*	-	-	-	-	*	*	*	*	*	*
Yamhill	178	81	42	19	220	56	79	15	21	71	32	86	5	14	37
Oregon	**7,491**	**1**	**3,191**	**0**	**10,682**	**1,295**	**1**	**587**	**0**	**1,882**	**1,152**	**1**	**542**	**0**	**1,694**

Source: 2018 Workforce, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A25. Providers, by language spoken

	English		Spanish		Russian		Vietnamese		Chinese		Other		Total
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Baker	28	100	0	0	0	0	0	0	0	0	0	0	28
Benton	277	94	10	3	0	0	1	0	2	1	5	2	295
Clackamas	1,226	90	82	6	10	1	1	0	10	1	32	2	1,361
Clatsop	97	97	3	3	0	0	0	0	0	0	0	0	100
Columbia	164	99	2	1	0	0	0	0	0	0	0	0	166
Coos	160	97	2	1	0	0	1	1	1	1	1	1	165
Crook	46	98	1	2	0	0	0	0	0	0	0	0	47
Curry	37	95	2	5	0	0	0	0	0	0	0	0	39
Deschutes	571	95	31	5	0	0	0	0	0	0	1	0	603
Douglas	260	98	3	1	0	0	0	0	0	0	2	1	265
Gilliam	10	100	0	0	0	0	0	0	0	0	0	0	10
Grant	10	100	0	0	0	0	0	0	0	0	0	0	10
Harney	14	100	0	0	0	0	0	0	0	0	0	0	14
Hood River	77	74	27	26	0	0	0	0	0	0	0	0	104
Jackson	530	83	101	16	1	0	0	0	0	0	5	1	637
Jefferson	83	67	40	32	0	0	0	0	0	0	1	1	124
Josephine	219	98	3	1	0	0	0	0	0	0	1	0	223
Klamath	184	88	26	12	0	0	0	0	0	0	0	0	210
Lake	*	*	*	*	*	*	*	*	*	*	*	*	*
Lane	1,282	93	66	5	0	0	0	0	8	1	18	1	1,374
Lincoln	70	92	4	5	0	0	0	0	0	0	2	3	76
Linn	376	95	15	4	4	1	0	0	1	0	1	0	397
Malheur	105	64	58	36	0	0	0	0	0	0	0	0	163
Marion	873	74	262	22	25	2	1	0	0	0	12	1	1,173
Morrow	34	83	7	17	0	0	0	0	0	0	0	0	41
Multnomah	3,170	81	307	8	137	4	58	1	54	1	166	4	3,892
Polk	197	84	36	15	0	0	0	0	0	0	1	0	234
Sherman	10	100	0	0	0	0	0	0	0	0	0	0	10
Tillamook	45	92	1	2	0	0	0	0	1	2	2	4	49
Umatilla	201	70	86	30	0	0	0	0	0	0	0	0	287
Union	68	96	3	4	0	0	0	0	0	0	0	0	71
Wallowa	27	100	0	0	0	0	0	0	0	0	0	0	27
Wasco	79	76	24	23	0	0	0	0	1	1	0	0	104
Washington	2,119	78	438	16	7	0	15	1	24	1	125	5	2,728
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	328	94	21	6	0	0	0	0	0	0	1	0	350
Oregon	**12,986**	**84**	**1,662**	**11**	**184**	**1**	**77**	**1**	**102**	**1**	**376**	**2**	**15,387**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

Table A26. Language diversity, by type of care

	Centers					Certified Family					Registered Family				
	English		Other Language			English		Other Language			English		Other Language		
County	#	%	#	%	Reported	#	%	#	%	Reported	#	%	#	%	Reported
Baker	*	*	*	*	*	*	*	*	*	*	23	100	0	0	23
Benton	231	94	15	6	246	27	100	0	0	27	19	86	3	14	22
Clackamas	993	91	93	9	1,086	119	86	19	14	138	114	83	23	17	137
Clatsop	82	99	1	1	83	*	*	*	*	*	9	82	2	18	11
Columbia	138	99	2	1	140	*	*	*	*	*	21	100	0	0	21
Coos	118	97	4	3	122	*	*	*	*	*	35	97	1	3	36
Crook	32	97	1	3	33	*	*	*	*	*	*	*	*	*	*
Curry	26	100	0	0	26	*	*	*	*	*	*	*	*	*	*
Deschutes	434	97	12	3	446	78	86	13	14	91	59	89	7	11	66
Douglas	187	98	4	2	191	24	96	1	4	25	49	100	0	0	49
Gilliam	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	11	100	0	0	11	*	*	*	*	*	*	*	*	*	*
Hood River	47	69	21	31	68	22	88	3	12	25	8	73	3	27	11
Jackson	368	90	41	10	409	69	73	26	27	95	93	70	40	30	133
Jefferson	75	69	33	31	108	*	*	*	*	*	7	54	6	46	13
Josephine	190	98	3	2	193	*	*	*	*	*	20	95	1	5	21
Klamath	159	86	25	14	184	*	*	*	*	*	19	95	1	5	20
Lake	*	*	*	*	*	-	-	-	-	*	-	-	-	-	*
Lane	993	95	54	5	1,047	166	89	20	11	186	123	87	18	13	141
Lincoln	50	91	5	9	55	*	*	*	*	*	12	100	0	0	12
Linn	295	97	9	3	304	27	90	3	10	30	54	86	9	14	63
Malheur	86	64	49	36	135	9	82	2	18	11	10	59	7	41	17
Marion	630	76	194	24	824	127	86	21	14	148	116	58	85	42	201
Morrow	29	81	7	19	36	-	-	-	-	*	*	*	*	*	*
Multnomah	2,470	87	353	13	2,823	539	90	62	10	601	161	34	307	66	468
Polk	129	84	25	16	154	30	81	7	19	37	38	88	5	12	43
Sherman	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*
Tillamook	30	91	3	9	33	*	*	*	*	*	10	91	1	9	11
Umatilla	145	69	66	31	211	24	80	6	20	30	32	70	14	30	46
Union	35	92	3	8	38	*	*	*	*	*	30	100	0	0	30
Wallowa	11	100	0	0	11	14	100	0	0	14	*	*	0*	*	*
Wasco	53	72	21	28	74	*	*	*	*	*	18	82	4	18	22
Washington	1,644	81	378	19	2,022	317	76	101	24	418	158	55	130	45	288
Wheeler	*	*	*	*	*	-	-	-	-	*	*	*	*	*	*
Yamhill	222	96	9	4	231	67	88	9	12	76	39	91	4	9	43
Oregon	**9,940**	**87**	**1,432**	**13**	**11,372**	**1,745**	**85**	**296**	**15**	**2,041**	**1,301**	**66**	**673**	**34**	**1,974**

Source: 2018 Workforce, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A27. Primary language, by type of care [centers]

	English		Spanish		Russian		Vietnamese		Chinese		Other		Total
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Baker	*	*	*	*	*	*	*	*	*	*	*	*	*
Benton	231	94	7	3	0	0	1	0	2	1	5	2	246
Clackamas	993	91	62	6	2	0	1	0	5	0	23	2	1,086
Clatsop	82	99	1	1	0	0	0	0	0	0	0	0	83
Columbia	138	99	2	1	0	0	0	0	0	0	0	0	140
Coos	118	97	1	1	0	0	1	1	1	1	1	1	122
Crook	32	97	1	3	0	0	0	0	0	0	0	0	33
Curry	26	100	0	0	0	0	0	0	0	0	0	0	26
Deschutes	434	97	11	2	0	0	0	0	0	0	1	0	446
Douglas	187	98	2	1	0	0	0	0	0	0	2	1	191
Gilliam	*	*	*	*	*	*	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	11	100	0	0	0	0	0	0	0	0	0	0	11
Hood River	47	69	21	31	0	0	0	0	0	0	0	0	68
Jackson	368	90	37	9	0	0	0	0	0	0	4	1	409
Jefferson	75	69	32	30	0	0	0	0	0	0	1	1	108
Josephine	190	98	2	1	0	0	0	0	0	0	1	1	193
Klamath	159	86	25	14	0	0	0	0	0	0	0	0	184
Lake	*	*	*	*	*	*	*	*	*	*	*	*	*
Lane	993	95	30	3	0	0	0	0	7	1	17	2	1,047
Lincoln	50	91	4	7	0	0	0	0	0	0	1	2	55
Linn	295	97	6	2	1	0	0	0	1	0	1	0	304
Malheur	86	64	49	36	0	0	0	0	0	0	0	0	135
Marion	630	76	174	21	9	1	1	0	0	0	10	1	824
Morrow	29	81	7	19	0	0	0	0	0	0	0	0	36
Multnomah	2,470	87	213	8	11	0	4	0	14	0	111	4	2,823
Polk	129	84	24	16	0	0	0	0	0	0	1	1	154
Sherman	*	*	*	*	*	*	*	*	*	*	*	*	*
Tillamook	30	91	1	3	0	0	0	0	0	0	2	6	33
Umatilla	145	69	66	31	0	0	0	0	0	0	0	0	211
Union	35	92	3	8	0	0	0	0	0	0	0	0	38
Wallowa	11	100	0	0	0	0	0	0	0	0	0	0	11
Wasco	53	72	20	27	0	0	0	0	1	1	0	0	74
Washington	1,644	81	268	13	3	0	3	0	17	1	87	4	2,022
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	222	96	9	4	0	0	0	0	0	0	0	0	231
Oregon	**9,940**	**87**	**1,079**	**9**	**26**	**0**	**11**	**0**	**48**	**0**	**268**	**2**	**11,372**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size

Table A28. Primary language, by type of care [large home-based]

	English		Spanish		Russian		Vietnamese		Chinese		Other		Total
County	#	%	#	%	#	%	#	%	#	%	#	%	
Baker	*	*	*	*	*	*	*	*	*	*	*	*	*
Benton	27	100	0	0	0	0	0	0	0	0	0	0	27
Clackamas	119	86	12	9	0	0	0	0	0	0	7	5	138
Clatsop	*	*	*	*	*	*	*	*	*	*	*	*	*
Columbia	*	*	*	*	*	*	*	*	*	*	*	*	*
Coos	*	*	*	*	*	*	*	*	*	*	*	*	*
Crook	*	*	*	*	*	*	*	*	*	*	*	*	*
Curry	*	*	*	*	*	*	*	*	*	*	*	*	*
Deschutes	78	86	13	14	0	0	0	0	0	0	0	0	91
Douglas	24	96	1	4	0	0	0	0	0	0	0	0	25
Gilliam	*	*	*	*	*	*	*	*	*	*	*	*	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	*	*	*	*	*	*	*	*	*	*	*	*	*
Hood River	22	88	3	12	0	0	0	0	0	0	0	0	25
Jackson	69	73	24	25	1	1	0	0	0	0	1	1	95
Jefferson	*	*	*	*	*	*	*	*	*	*	*	*	*
Josephine	*	*	*	*	*	*	*	*	*	*	*	*	*
Klamath	*	*	*	*	*	*	*	*	*	*	*	*	*
Lake	-	-	-	-	-	-	-	-	-	-	-	-	*
Lane	166	89	19	10	0	0	0	0	0	0	1	1	186
Lincoln	*	*	*	*	*	*	*	*	*	*	*	*	*
Linn	27	90	3	10	0	0	0	0	0	0	0	0	30
Malheur	9	82	2	18	0	0	0	0	0	0	0	0	11
Marion	127	86	20	14	0	0	0	0	0	0	1	1	148
Morrow	-	-	-	-	-	-	-	-	-	-	-	-	*
Multnomah	539	90	40	7	1	0	3	0	5	1	13	2	601
Polk	30	81	7	19	0	0	0	0	0	0	0	0	37
Sherman	*	*	*	*	*	*	*	*	*	*	*	*	*
Tillamook	*	*	*	*	*	*	*	*	*	*	*	*	*
Umatilla	24	80	6	20	0	0	0	0	0	0	0	0	30
Union	*	*	*	*	*	*	*	*	*	*	*	*	*
Wallowa	14	100	0	0	0	0	0	0	0	0	0	0	14
Wasco	*	*	*	*	*	*	*	*	*	*	*	*	*
Washington	317	76	78	19	3	1	0	0	4	1	16	4	418
Wheeler	-	-	-	-	-	-	-	-	-	-	-	-	*
Yamhill	67	88	8	11	0	0	0	0	0	0	1	1	76
Oregon	**1,745**	**85**	**238**	**12**	**5**	**0**	**3**	**0**	**9**	**0**	**41**	**2**	**2,041**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A29. Primary language, by type of care [small home-based]

	English		Spanish		Russian		Vietnamese		Chinese		Other		Total
County	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Baker	23	100	0	0	0	0	0	0	0	0	0	0	23
Benton	19	86	3	14	0	0	0	0	0	0	0	0	22
Clackamas	114	83	8	6	8	6	0	0	5	4	2	1	137
Clatsop	9	82	2	18	0	0	0	0	0	0	0	0	11
Columbia	21	100	0	0	0	0	0	0	0	0	0	0	21
Coos	35	97	1	3	0	0	0	0	0	0	0	0	36
Crook	*	*	*	*	*	*	*	*	*	*	*	*	*
Curry	*	*	*	*	*	*	*	*	*	*	*	*	*
Deschutes	59	89	7	11	0	0	0	0	0	0	0	0	66
Douglas	49	100	0	0	0	0	0	0	0	0	0	0	49
Gilliam	-	-	-	-	-	-	-	-	-	-	-	-	*
Grant	*	*	*	*	*	*	*	*	*	*	*	*	*
Harney	*	*	*	*	*	*	*	*	*	*	*	*	*
Hood River	8	73	3	27	0	0	0	0	0	0	0	0	11
Jackson	93	70	40	30	0	0	0	0	0	0	0	0	133
Jefferson	7	54	6	46	0	0	0	0	0	0	0	0	13
Josephine	20	95	1	5	0	0	0	0	0	0	0	0	21
Klamath	19	95	1	5	0	0	0	0	0	0	0	0	20
Lake	-	-	-	-	-	-	-	-	-	-	-	-	*
Lane	123	87	17	12	0	0	0	0	1	1	0	0	141
Lincoln	12	100	0	0	0	0	0	0	0	0	0	0	12
Linn	54	86	6	10	3	5	0	0	0	0	0	0	63
Malheur	10	59	7	41	0	0	0	0	0	0	0	0	17
Marion	116	58	68	34	16	8	0	0	0	0	1	0	201
Morrow	*	*	*	*	*	*	*	*	*	*	*	*	*
Multnomah	161	34	54	12	125	27	51	11	35	7	42	9	468
Polk	38	88	5	12	0	0	0	0	0	0	0	0	43
Sherman	-	-	-	-	-	-	-	-	-	-	-	-	*
Tillamook	10	91	0	0	0	0	0	0	1	9	0	0	11
Umatilla	32	70	14	30	0	0	0	0	0	0	0	0	46
Union	30	100	0	0	0	0	0	0	0	0	0	0	30
Wallowa	*	*	*	*	*	*	*	*	*	*	*	*	*
Wasco	18	82	4	18	0	0	0	0	0	0	0	0	22
Washington	158	55	92	32	1	0	12	4	3	1	22	8	288
Wheeler	*	*	*	*	*	*	*	*	*	*	*	*	*
Yamhill	39	91	4	9	0	0	0	0	0	0	0	0	43
Oregon	**1,301**	**66**	**345**	**17**	**153**	**8**	**63**	**3**	**45**	**2**	**67**	**3**	**1,974**

Source: 2018 Estimating Supply, Oregon State University

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A30. Availabilty and quality of child care, children on waitlists by age

	Average for All Facilities					Center-Based Care					Home-Based Care				
	Have a Waitlist		# Aged 0-2	# Aged 3-5		Have a Waitlist		# Aged 0-2	# Aged 3-5		Have a Waitlist		# Aged 0-2	# Aged 3-5	
	#	%	M	M	Total Resp	#	%	M	M	Total Resp	#	%	M	M	Total Resp
Statewide	267	77	12	24	346	136	78%	19	26	174	114	74%	5	2	155
Baker	1	33	0	10	3										
Benton	6	86	63	56	7										
Clackamas	15	75	5	5	20										
Clatsop	3	75	9	15	4										
Columbia	3	100	3	10	3										
Coos	4	100	53	20	4										
Crook	0	0	0		2										
Curry	*	*	*	*	1										
Deschutes	8	47	22	8	17										
Douglas	3	60	2	1	5										
Gilliam	*	*	*	*	1										
Grant	-	-	-	-	0										
Harney	*	*	*	*	1										
Hood River	3	100	7	3	3										
Jackson	22	79	9	5	28										
Jefferson	2	100	14	80	2										
Josephine	3	60	26	7	5										
Klamath	*	*	*	*	1										
Lake	-	-	-	-	0										
Lane	28	68	7	15	41										
Lincoln	4	80	8	1	5										
Linn	8	73	9	14	11										
Malheur	4	80	10	15	5										
Marion	26	72	8	11	36										
Morrow	*	*	*	*	1										
Multnomah	56	90	14	41	62										
Polk	11	100	4	6	11										
Sherman	-	-	-	-	0										
Tillamook	4	100	8	20	4										
Umatilla	6	67	4	3	9										
Union	2	100	3	32	2										
Wallowa	*	*	*	*	1										
Wasco	4	100	34	28	4										
Washington	23	72	6	36	32										
Wheeler	-	-	-	-	0										
Yamhill	14	93	33	106	15										

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A31. Availability of sick, extended, and flexible care

	Average for All Facilities							Center-Based Care							Home-Based Care						
	Sick		Extended		Flexible			Sick		Extended		Flexible			Sick		Extended		Flexible		
	#	%	#	%	#	%	Total Resp	#	%	#	%	#	%	Total Resp	#	%	#	%	#	%	Total Resp
Statewide	28	7	144	36	169	43	397	10	5	48	25	52	27	193	16	9	91	49	116	63	185
Baker	0	0	2	67	2	67	3														
Benton	0	0	1	14	3	43	7														
Clackamas	2	9	6	27	6	27	22														
Clatsop	0	0	0	0	1	25	4														
Columbia	1	33	1	33	1	33	3														
Coos	0	0	4	100	3	75	4														
Crook	0	0	0	0	0	0	2														
Curry	*	*	*	*	*	*	0														
Deschutes	0	0	5	26	4	21	19														
Douglas	0	0	2	40	2	40	5														
Gilliam	*	*	*	*	*	*	1														
Grant	-	-	-	-	-	-	0														
Harney	*	*	*	*	*	*	1														
Hood River	0	0	1	33	3	100	3														
Jackson	0	0	14	44	22	69	32														
Jefferson	0	0	1	50	0	0	2														
Josephine	0	0	2	40	2	40	5														
Klamath	*	*	*	*	*	*	1														
Lake	-	-	-	-	-	-	0														
Lane	3	7	19	43	24	55	44														
Lincoln	1	17	4	67	4	67	6														
Linn	2	18	5	46	7	64	11														
Malheur	1	20	1	20	2	40	5														
Marion	6	14	11	26	19	44	43														
Morrow	*	*	*	*	*	*	1														
Multnomah	2	3	25	35	23	32	72														
Polk	1	7	8	53	4	27	15														
Sherman	-	-	-	-	-	-	0														
Tillamook	0	0	2	50	2	50	4														
Umatilla	3	23	7	54	7	54	13														
Union	0	0	0	0	0	0	2														
Wallowa	*	*	*	*	*	*	1														
Wasco	1	20	3	60	2	40	5														
Washington	5	12	16	39	20	49	41														
Wheeler	-	-	-	-	-	-	0														
Yamhill	0	0	3	15	5	25	20														

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A32. Accreditation overall

County	%	#	Total
Baker	0	0	20
Benton	5	3	62
Clackamas	2	7	288
Clatsop	0	0	23
Columbia	0	0	33
Coos	2	1	43
Crook	0	0	13
Curry	0	0	11
Deschutes	1	2	154
Douglas	0	0	72
Gilliam	0	0	1
Grant	0	0	4
Harney	0	0	2
Hood River	0	0	36
Jackson	0	0	193
Jefferson	0	0	21
Josephine	0	0	58
Klamath	3	1	35
Lake	0	0	1
Lane	1	3	295
Lincoln	0	0	23
Linn	1	1	80
Malheur	0	0	25
Marion	0	0	340
Morrow	0	0	11
Multnomah	1	12	908
Polk	0	0	73
Sherman	0	0	3
Tillamook	0	0	19
Umatilla	0	0	76
Union	0	0	41
Wallowa	0	0	6
Wasco	0	0	35
Washington	3	21	611
Wheeler	0	0	3
Yamhill	0	0	87
Oregon	**1**	**51**	**3,706**

Source: 2018 Structural Indicators, Oregon State University

Table A33. Accreditation, by type of care

	Centers			Certified Family			Registered Family		
County	%	#	Total Facilities	%	#	Total Facilities	%	#	Total Facilities
Baker	0	0	1	0	0	1	0	0	18
Benton	9	3	34	0	0	8	0	0	20
Clackamas	7	7	104	0	0	46	0	0	138
Clatsop	0	0	11	0	0	1	0	0	11
Columbia	0	0	13	0	0	1	0	0	19
Coos	10	1	10	0	0	5	0	0	28
Crook	0	0	4	0	0	1	0	0	8
Curry	0	0	5	0	0	2	0	0	4
Deschutes	4	2	55	0	0	41	0	0	58
Douglas	0	0	20	0	0	7	0	0	45
Gilliam	-	0	*	0	0	1	-	0	*
Grant	0	0	2	0	0	1	0	0	1
Harney	0	0	1	-	0	0	0	0	1
Hood River	0	0	15	0	0	11	0	0	10
Jackson	0	0	49	0	0	33	0	0	111
Jefferson	0	0	9	-	0	*	0	0	12
Josephine	0	0	33	0	0	7	0	0	18
Klamath	7	1	14	0	0	2	0	0	19
Lake	0	0	1	-	0	*	-	0	*
Lane	3	3	111	0	0	59	0	0	125
Lincoln	0	0	8	0	0	4	0	0	11
Linn	5	1	22	0	0	7	0	0	51
Malheur	0	0	8	0	0	3	0	0	14
Marion	0	0	90	0	0	67	0	0	183
Morrow	0	0	8	-	0	*	0	0	3
Multnomah	4	12	284	0	0	170	0	0	454
Polk	0	0	20	0	0	13	0	0	40
Sherman	0	0	1	0	0	2	-	0	*
Tillamook	0	0	7	-	0	*	0	0	12
Umatilla	0	0	20	0	0	10	0	0	46
Union	0	0	7	0	0	3	0	0	31
Wallowa	0	0	3	0	0	2	0	0	1
Wasco	0	0	8	0	0	5	0	0	22
Washington	7	13	195	5	7	135	0	1	281
Wheeler	0	0	2	-	0	*	0	0	1
Yamhill	0	0	20	0	0	25	0	0	42
Oregon	**4**	**43**	**1,195**	**1**	**7**	**673**	**0**	**1**	**1,838**

Source: 2018 Structural Indicators, Oregon State University

Asterisk (*) indicates no facilities; Dash (-) indicates no data available

Table A34. Facilities using primary curriculum

	Statewide			Center-based			Home-based		
	#	%	Total Reported	#	%	Total Reported	#	%	Total Reported
Statewide	272	66.7	408	149	75.3	198	104	54.7	190
Baker	2	66.7	3						
Benton	6	85.7	7						
Clackamas	14	60.9	23						
Clatsop	4	100	4						
Columbia	3	100	3						
Coos	3	60	5						
Crook	2	100	2						
Curry	*	*	1						
Deschutes	15	78.9	19						
Douglas	3	60	5						
Gilliam	*	*	1						
Grant	–	–	0						
Harney	*	*	1						
Hood River	1	33.3	3						
Jackson	19	59.4	32						
Jefferson	2	100	2						
Josephine	4	80	5						
Klamath	*	*	1						
Lake	–	–	0						
Lane	31	70.5	44						
Lincoln	5	71.4	7						
Linn	8	61.5	13						
Malheur	5	100	5						
Marion	30	68.2	44						
Morrow	*	*	1						
Multnomah	41	54.7	75						
Polk	11	73.3	15						
Sherman	–	–	0						
Tillamook	4	100	4						
Umatilla	7	53.8	13						
Union	1	50	2						
Wallowa	*	*	1						
Wasco	4	80	5						
Washington	33	80.5	41						
Wheeler	–	–	0						
Yamhill	10	47.6	21						

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A35. Facilities using social-emotional curriculum

	Statewide			Center-based			Home-based		
	#	%	Total Reported	#	%	Total Reported	#	%	Total Reported
Statewide	271	67.8	400	148	75.9	195	105	56.5	186
Baker	2	66.7	3						
Benton	4	57.1	7						
Clackamas	15	65.2	23						
Clatsop	2	50	4						
Columbia	3	100	3						
Coos	3	60	5						
Crook	2	100	2						
Curry	*	*	1						
Deschutes	14	73.7	19						
Douglas	0	0	5						
Gilliam	*	*	1						
Grant	–	–	0						
Harney	*	*	1						
Hood River	1	33.3	3						
Jackson	23	71.9	32						
Jefferson	2	100	2						
Josephine	4	80	5						
Klamath	*	*	1						
Lake	–	–	0						
Lane	28	65.1	43						
Lincoln	5	57.1	7						
Linn	8	61.5	13						
Malheur	4	80	5						
Marion	25	59.5	42						
Morrow	*	*	1						
Multnomah	47	63.5	74						
Polk	13	86.7	15						
Sherman	–	–	0						
Tillamook	4	100	4						
Umatilla	9	69.2	13						
Union	1	50	2						
Wallowa	*	*	1						
Wasco	3	60	5						
Washington	30	76.9	39						
Wheeler	–	–	0						
Yamhill	14	73.7	19						

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A36. Continuous quality improvement, average score

	Statewide			Center-based			Home-based		
	#	M	SD	#	M	SD	#	M	SD
CQI	401	2.33	0.65	196	2.51	0.5	187	2.09	0.73
Baker	4	1.5	1						
Benton	8	2.29	0.38						
Clackamas	23	2.3	0.74						
Clatsop	4	2.5	0.79						
Columbia	4	2.67	0.47						
Coos	5	1.87	0.87						
Crook	2	3	0						
Curry	1	*	*						
Deschutes	20	2.65	0.46						
Douglas	5	1.73	0.72						
Gilliam	1	*	*						
Grant	–	–	0						
Harney	1	*	*						
Hood River	3	1.56	0.19						
Jackson	33	2.39	0.59						
Jefferson	2	2.5	0.71						
Josephine	4	2.25	0.74						
Klamath	2	2.33	0						
Lake	–	–	0						
Lane	44	2.37	0.68						
Lincoln	7	2.29	0.71						
Linn	12	2	0.68						
Malheur	5	2.13	0.56						
Marion	47	2.38	0.62						
Morrow	1	*	*						
Multnomah	79	2.42	0.59						
Polk	17	2.48	0.6						
Sherman	–	–	0						
Tillamook	4	1.75	0.32						
Umatilla	13	2.23	0.71						
Union	2	2.17	1.18						
Wallowa	1	*	*						
Wasco	7	2.48	0.72						
Washington	42	2.23	0.72						
Wheeler	–	–	0						
Yamhill	21	2.38	0.7						

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A37. F amily engagement scores

	Statewide			Center-based			Home-based		
	#	M	SD	#	M	SD	#	M	SD
Family Engagement	404	2.44	0.55	196	2.57	0.47	189	2.27	0.58
Baker	4	2.42	0.5						
Benton	8	2.75	0.24						
Clackamas	23	2.51	0.58						
Clatsop	4	2.42	0.42						
Columbia	4	2.83	0.19						
Coos	5	2.47	0.84						
Crook	2	3	0						
Curry	1	*	*						
Deschutes	20	2.7	0.47						
Douglas	5	1.93	0.64						
Gilliam	1	*	*						
Grant	–	–	0						
Harney	1	*	*						
Hood River	3	2.11	0.51						
Jackson	34	2.42	0.6						
Jefferson	2	3	0						
Josephine	4	2.42	0.69						
Klamath	2	2.67	0.47						
Lake	–	–	0						
Lane	44	2.46	0.45						
Lincoln	7	2.33	0.51						
Linn	13	2.24	0.6						
Malheur	5	2.67	0.49						
Marion	47	2.37	0.58						
Morrow	1	*	*						
Multnomah	79	2.47	0.54						
Polk	17	2.59	0.46						
Sherman	–	–	0						
Tillamook	2	2.17	0.19						
Umatilla	13	2.36	0.71						
Union	2	2.17	0.71						
Wallowa	1	*	*						
Wasco	7	2.48	0.54						
Washington	42	2.47	0.54						
Wheeler	–	–	0						
Yamhill	21	2.41	0.61						

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A38. Addressing equity and bias scores

	Statewide			Center-based			Home-based		
	#	M	SD	#	M	SD	#	M	SD
Offered Training addressing and ensuring equity and elimintaing bias	400	2.57	0.60	195	2.58	0.55	187	2.5	0.66
Baker	4	2.25	0.50						
Benton	8	2.75	0.71						
Clackamas	23	2.65	0.57						
Clatsop	4	2.75	0.50						
Columbia	4	3.00	0.00						
Coos	4	2.50	1.00						
Crook	2	3.00	0.00						
Curry	1	*	*						
Deschutes	20	2.85	0.37						
Douglas	5	2.00	1.00						
Gilliam	1	*	*						
Grant	–	–	0.00						
Harney	1	*	*						
Hood River	3	2.33	0.58						
Jackson	33	2.45	0.67						
Jefferson	2	2.50	0.71						
Josephine	4	2.75	0.50						
Klamath	1	*	*						
Lake	–	–	0.00						
Lane	45	2.56	0.59						
Lincoln	7	2.57	0.79						
Linn	12	2.67	0.49						
Malheur	5	2.80	0.45						
Marion	47	2.57	0.68						
Morrow	1	*	*						
Multnomah	78	2.51	0.55						
Polk	17	2.82	0.39						
Sherman	–	–	0.00						
Tillamook	4	2.50	0.58						
Umatilla	13	2.85	0.38						
Union	2	2.00	0.00						
Wallowa	1	*	*						
Wasco	7	2.43	0.79						
Washington	42	2.55	0.59						
Wheeler	–	–	0.00						
Yamhill	21	2.52	0.60						

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A39. Facilities that have asked children to leave or take a break from care because of behavior

County	Response #	#	%
Baker	3	1	33.3
Benton	7	3	42.9
Clackamas	21	6	28.6
Clatsop	4	3	75.0
Columbia	3	2	66.7
Coos	5	4	80.0
Crook	2	2	100.0
Curry	1	*	*
Deschutes	19	14	73.7
Douglas	5	2	40.0
Gilliam	1	*	*
Grant	0	-	-
Harney	1	*	*
Hood River	3	1	33.3
Jackson	32	9	28.1
Jefferson	2	2	100.0
Josephine	5	4	80.0
Klamath	1	*	*
Lake	0	-	-
Lane	44	23	52.3
Lincoln	7	3	42.9
Linn	13	4	30.8
Malheur	5	1	20.0
Marion	44	20	45.5
Morrow	1	*	*
Multnomah	75	38	50.7
Polk	15	3	20.0
Sherman	0	-	-
Tillamook	4	1	25.0
Umatilla	13	3	23.1
Union	2	1	50.0
Wallowa	1	*	*
Wasco	5	1	20.0
Washington	40	14	35.0
Wheeler	0	-	-
Yamhill	21	13	61.9
Oregon		**180**	**44.4**

Source: PDG Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A40. Spark Rating of 3 or Higher

			Centers			Certified-Family			Registered Family
	%	#	Total Facilities	#	M	Total Facilities	#	M	Total Facilities
Baker	100	1	1	0	0	1	6	1	18
Benton	29	10	34	0	0	8	15	3	20
Clackamas	16	17	104	22	10	46	6	8	138
Clatsop	36	4	11	0	0	1	9	1	11
Columbia	46	6	13	0	0	1	16	3	19
Coos	60	6	10	20	1	5	4	1	28
Crook	75	3	4	0	0	1	25	2	8
Curry	40	2	5	0	0	2	0	0	4
Deschutes	40	22	55	27	11	41	9	5	58
Douglas	45	9	20	57	4	7	7	3	45
Gilliam	-	0	-	100	1	1	-	0	-
Grant	100	2	2	0	0	1	0	0	1
Harney	100	1	1	-	0	-	0	0	1
Hood River	40	6	15	18	2	11	0	0	10
Jackson	49	24	49	36	12	33	14	15	111
Jefferson	67	6	9	-	0	-	8	1	12
Josephine	39	13	33	43	3	7	11	2	18
Klamath	50	7	14	100	2	2	11	2	19
Lake	100	1	1	-	0	-	-	0	-
Lane	41	46	111	39	23	59	6	8	125
Lincoln	50	4	8	25	1	4	27	3	11
Linn	23	5	22	14	1	7	10	5	51
Malheur	50	4	8	67	2	3	36	5	14
Marion	19	17	90	33	22	67	5	10	183
Morrow	38	3	8	-	0	-	0	0	3
Multnomah	27	76	284	20	34	170	6	25	454
Polk	55	11	20	23	3	13	10	4	40
Sherman	100	1	1	0	0	2	-	0	-
Tillamook	57	4	7	-	0	-	0	0	12
Umatilla	60	12	20	30	3	10	2	1	46
Union	57	4	7	0	0	3	13	4	31
Wallowa	100	3	3	0	0	2	0	0	1
Wasco	63	5	8	20	1	5	0	0	22
Washington	19	38	195	16	22	135	2	5	281
Wheeler	50	1	2	-	0	-	0	0	1
Yamhill	20	4	20	28	7	25	12	5	42
Oregon	32	378	1,195	25	165	673	7	122	1,838

Source: 2018 Structural Indicators, Oregon State University

Dash (-) indicates no facilities

Table A41. Provider and owner-provided professional development opportunities available, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Supporting children's mental health/social emotional development	1279	88	1453	975	88	1108	276	87.9	314
Managing children's behavior problems	1257	86.5	1453	963	86.9	1108	265	84.4	314
Classroom set-up and environment	1006	69.2	1453	773	69.8	1108	213	67.8	314
Curriculum materials and how to use them for teaching	978	67.3	1453	751	67.8	1108	201	64	314
Promoting positive teacher-child relationships	1164	80.1	1453	908	81.9	1108	231	73.6	314
Skills and activities for teaching early literacy	863	59.4	1453	646	58.3	1108	200	63.7	314
Skills and activities for teaching early numeracy	700	48.2	1453	521	47	1108	169	53.8	314
Managing transitions between activities	975	67.1	1453	760	68.6	1108	193	61.5	314
Using or understanding observation assessment scores	669	46	1453	519	46.8	1108	142	45.2	314
Other	326	22.4	1453	247	22.3	1108	69	22	314

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A42. Provider and owner-provided professional development opportunities available, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Supporting children's mental health/social emotional development	22	95.7	23	9	90	10	33	80.5	41	125	89.3	140	896	87.4	1025	174	90.6	192
Managing children's behavior problems	20	87	23	8	80	10	35	85.4	41	125	89.3	140	877	85.6	1025	171	89.1	192
Classroom set-up and environment	16	69.6	23	8	80	10	28	68.3	41	101	72.1	140	697	68	1025	138	71.9	192
Curriculum materials and how to use them for teaching	16	69.6	23	7	70	10	28	68.3	41	105	75	140	660	64.4	1025	143	74.5	192
Promoting positive teacher-child relationships	19	82.6	23	9	90	10	34	82.9	41	120	85.7	140	807	78.7	1025	157	81.8	192
Skills and activities for teaching early literacy	17	73.9	23	9	90	10	23	56.1	41	96	68.6	140	575	56.1	1025	130	67.7	192
Skills and activities for teaching early numeracy	15	65.2	23	8	80	10	21	51.2	41	86	61.4	140	447	43.6	1025	110	57.3	192
Managing transitions between activities	17	73.9	23	8	80	10	27	65.9	41	101	72.1	140	670	65.4	1025	134	69.8	192
Using or understanding observation assessment scores	13	56.5	23	7	70	10	17	41.5	41	81	57.9	140	451	44	1025	90	46.9	192
Other	2	8.7	23	1	10	10	9	22	41	24	17.1	140	236	23	1025	46	24	192

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A43. Accessibility and utility of professional development opportunities for providers and owner-providers, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
are often or almost always affordable to me	604	41.9	1440	23	41.8	1099	129	41.6	310
are often or almost always accessible to me	816	56.7	1440	628	57.2	1097	171	54.8	312
often or almost always help me to meet professional development/continuing education requirements	907	63	1440	689	62.8	1098	197	63.1	312
are often or almost always relevant to my job	861	59.8	1441	660	60.2	1097	181	57.8	313
often or almost always have improved my capacity to do my job	849	59	1440	652	59.4	1097	181	58	312

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A44. Accessibility and utility of professional development opportunities for providers and owner-providers, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
are often or almost always affordable to me	8	34.8	23	4	40	10	18	45	40	125	89.3	140	444	43.6	1018	81	42.4	191
are often or almost always accessible to me	15	65.2	23	5	50	10	22	56.4	39	125	89.3	140	586	57.5	1020	101	53.2	190
often or almost always help me to meet professional development/continuing education requirements	13	56.5	23	8	80	10	24	58.5	41	101	72.1	140	658	64.6	1018	115	59.9	192
are often or almost always relevant to my job	14	60.9	23	9	90	10	28	70	40	105	75	140	591	57.9	1020	120	62.5	192
often or almost always have improved my capacity to do my job	15	65.2	23	8	80	10	28	70	40	120	85.7	140	583	57.2	1020	112	58.6	191

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A45. Accessibility and utility of professional development opportunities for directors, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
are often or almost always affordable to me	140	62.2	225	115	60.8	189	11	61.1	18
are often or almost always accessible to me	155	68.9	225	127	67.2	189	14	77.8	18
often or almost always help me to meet professional development/continuing education requirements	158	71.5	221	131	70.8	185	14	77.8	18
are often or almost always relevant to my job	138	61.3	225	113	59.8	189	12	66.7	18
often or almost always have improved my capacity to do my job	134	59.8	224	107	56.6	189	13	76.5	17

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A46. Accessibility and utility of professional development opportunities for directors, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
are often or almost always affordable to me	0	0	3	1	100	1	5	62.5	8	13	68.4	19	110	62.1	177	10	71.4	14
are often or almost always accessible to me	3	100	3	1	100	1	5	62.5	8	13	68.4	19	119	67.2	177	11	78.6	14
often or almost always help me to meet professional development/continuing education requirements	2	66.7	3	1	100	1	6	75	8	14	73.7	19	122	70.5	173	10	71.4	14
are often or almost always relevant to my job	3	100	3	1	100	1	6	75	8	15	78.9	19	100	56.5	177	10	71.4	14
often or almost always have improved my capacity to do my job	3	100	3	1	100	1	6	75	8	16	84.2	19	95	54	176	10	71.4	14

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A47. Providers and owner-providers who have had mentoring or coaching, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Have had mentoring or coaching	475	32.7	1452	380	34.4	1106	81	25.7	315

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A48. Providers and owner-providers who have had mentoring or coaching, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Have had mentoring or coaching	7	30.4	23	5	50	10	13	31.7	41	62	44	141	301	29.4	1023	76	39.6	192

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A49. Directors who have had mentoring or coaching, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Have had mentoring or coaching	105	46.9	224	89	47.6	187	8	44.4	18

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A50. Directors who have had mentoring or coaching, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Have had mentoring or coaching	1	33.3	3	*	*	1	1	12.5	8	12	63.2	19	79	44.9	176	10	71.4	14

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A51. Providers and owner-providers who have had mentoring or coaching, by county

County	#	%	Total Resp
Baker	1	16.7	6
Benton	13	34.2	38
Clackamas	29	30.5	95
Clatsop	8	66.7	12
Columbia	7	50	14
Coos	9	42.9	21
Crook	–	–	0
Curry	0	0	3
Deschutes	18	32.1	56
Douglas	23	51.1	45
Gilliam	1	50	2
Grant	–	–	0
Harney	–	–	0
Hood River	2	40	5
Jackson	37	50.7	73
Jefferson	4	50	8
Josephine	11	44	25
Klamath	9	45	20
Lake	*	*	1
Lane	35	21.9	160
Lincoln	7	43.8	16
Linn	15	44.1	34
Malheur	5	41.7	12
Marion	33	29.2	113
Morrow	0	0	3
Multnomah	116	29.4	395
Polk	8	33.3	24
Sherman	–	–	0
Tillamook	2	66.7	3
Umatilla	9	25	36
Union	3	60	5
Wallowa	1	50	2
Wasco	4	36.4	11
Washington	56	30.4	184
Wheeler	–	–	0
Yamhill	9	30	30

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Dash (-) indicates no data available

Table A52. Directors who have had mentoring or coaching, by county

County	#	%	Total Resp
Baker	1	50	2
Benton	0	0	4
Clackamas	6	66.7	9
Clatsop	2	50	4
Columbia	1	33.3	3
Coos	*	*	1
Crook	2	100	2
Curry	*	*	1
Deschutes	9	90	10
Douglas	–	–	0
Gilliam	–	–	0
Grant	–	–	0
Harney	*	*	1
Hood River	–	–	0
Jackson	3	27.3	11
Jefferson	0	0	2
Josephine	1	50	2
Klamath	2	100	1
Lake	–	–	0
Lane	9	31	29
Lincoln	*	*	1
Linn	3	50	6
Malheur	4	100	14
Marion	14	50	28
Morrow	*	*	1
Multnomah	22	50	44
Polk	3	33.3	9
Sherman	–	–	0
Tillamook	1	33.3	3
Umatilla	1	20	5
Union	2	100	2
Wallowa	*	*	1
Wasco	2	40	5
Washington	12	54.5	22
Wheeler	–	–	0
Yamhill	1	10	10

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A53. Providers and owner-providers indicating that the amount of coaching received was sufficient, by facility type

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Visits by coach/mentor were sufficient	241	77.5	311	216	76.6	282	23	85.2	112

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A54. Providers and owner-providers indicating that the amount of coaching received was sufficient, by race/ethnicity

	African American/ Black			Am. Indian /Alaska Native			Asian/Pacific Islander/ Native Hawaiian			Hispanic/Latina/o/x			White			Mixed or Other Race		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Visits by coach/mentor were sufficient	3	100	3	2	50	4	6	75	8	29	69	42	159	79.1	201	37	80.4	46

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A55. Home visiting workforce survey data

Role	#	%
Home visitor	197	79
Supervisor	52	21
Education		
Bachelors Degree	104	42
Some College-Associates Degree	74	30
More than Bachelors Degree	68	28
Race/Ethnicity		
African American/Black	6	2
Asian	7	3
Hispanic, Latina/o/x, or Spanish origin	54	22
White	161	65
Multiracial	14	6
Other	6	2
Primary Language Spoken		
English	212	85
Spanish	29	12
Other language	8	3
Time in Position		
Supervisors 1 year or less	9	4
HV 1 year or less	40	16
Supervisors more than 4 Years	31	13
HV more than 4 years	106	43
Compensation		
earning below statewide average ($21/hr)	137	70
earning above statewide average ($21/hr)	58	30
Financial Well-being		
reporting just enough/not enough to make ends meet	134	69
Workforce Supports		
Strongly Agree: Agency provides tools/training to help families with challenging issues	61	27
Depression Screening		
with Positive Screen	12	5
History of Adverse Childhood Experiences		
with 4 or more ACEs	62	35

Source: 2018 Butler Institute, University of Denver

Notes: Numbers less than or equal to 5 were suppressed. Statewide average for compensation was calculated based on average hourly wage reported by home visitors on the Butler Home Visiting Workforce Survey.

Table A56. Providers reporting above state average number of transitions, by county

County	#	%	Resp
Baker	4	80	5
Benton	9	32.1	28
Clackamas	28	39.4	71
Clatsop	7	58.3	12
Columbia	8	66.7	12
Coos	10	58.8	17
Crook	–	–	0
Curry	1	33.3	3
Deschutes	25	56.8	44
Douglas	14	35.9	39
Gilliam	2	100	2
Grant	–	–	0
Harney	–	–	0
Hood River	1	20	5
Jackson	23	38.3	60
Jefferson	5	62.5	8
Josephine	6	35.3	17
Klamath	7	38.9	18
Lake	*	*	1
Lane	47	37.9	124
Lincoln	10	71.4	14
Linn	3	10.7	28
Malheur	5	50	10
Marion	36	40.4	89
Morrow	3	100	3
Multnomah	104	36.9	282
Polk	2	11.8	17
Sherman	–	–	0
Tillamook	2	100	2
Umatilla	13	40.6	32
Union	3	60	5
Wallowa	2	100	2
Wasco	5	62.5	8
Washington	58	42	138
Wheeler	–	–	0
Yamhill	8	33.3	24

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A57. Percentage of facilities receiving federal, state, or local government funding

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Program receives funding from any federal, state, or local government sources (e.g., Head Start, Oregon Prekindergarten Program, Preschool Promise, ERDC, Early Learning Hub funds)	176	43.3	406	101	51.3	197	56	29.5	190

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A58. Percentage of children funded, by multiple sources

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Avg % of children funded by multiple sources	152	16.2	96	16.4	46	16.3	56	29.5	190

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A59. Benefits of funding from multiple federal, state, or local government sources

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Serve more children	134	74.4	180	86	81.1	106	33	58.9	56
Use funds more efficiently	129	71.7	180	74	69.8	106	40	71.4	56
Serve children with special needs	140	77.8	180	85	80.2	106	40	71.4	56
Promotes fiscal stability of the organization	138	76.7	180	84	79.2	106	38	67.9	56
Allows staff to be employed year round	87	48.3	180	51	48.1	106	32	57.1	56
Allows increase wages for staff	92	51.1	180	48	45.3	106	36	64.3	56
Provides increased resources for continuous quality improvement	116	64.4	180	66	62.3	106	41	73.2	56
Other	12	6.7	180	8	7.5	106	4	7.1	56

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A60. Percentage of facilities receiving multiple public funding types that also must meet multiple requirements

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Required to meet standards or guidelines from multiple agencies or funding sources	112	81.2	138	68	84	81	30	73.2	41

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A61. Benefits of funding from multiple federal, state, or local government sources (top 3 statewide benefits)

	Serve children with special needs		Promotes fiscal stability of the organization		Serve more children		
County	#	Total Resp	%	Total Resp	#	%	Total Resp
Baker	*	*	*	*	*	*	1
Benton	1	20	2	40	1	20	5
Clackamas	3	100	2	66.7	2	66.7	3
Clatsop	1	50	2	100	2	100	2
Columbia	2	100	2	100	2	100	2
Coos	3	100	2	66.7	1	33.3	3
Crook	2	100	2	100	2	100	2
Curry	-	-	-	-	-	-	0
Deschutes	9	81.8	9	81.8	9	81.8	11
Douglas	*	*	*	*	*	*	1
Gilliam	-	-	-	-	-	-	0
Grant	-	-	-	-	-	-	0
Harney	*	*	*	*	*	*	1
Hood River	-	-	-	-	-	-	0
Jackson	14	77.8	13	72.2	10	55.6	18
Jefferson	1	50	2	100	2	100	2
Josephine	4	100	4	100	4	100	4
Klamath	*	*	*	*	*	*	1
Lake	-	-	-	-	-	-	0
Lane	25	96.2	21	80.8	19	73.1	26
Lincoln	*	*	*	*	*	*	1
Linn	2	66.7	3	100	3	100	3
Malheur	4	100	4	100	4	100	4
Marion	12	70.6	11	64.7	12	70.6	17
Morrow	*	*	*	*	*	*	1
Multnomah	16	64	13	52	19	76	25
Polk	8	80	9	90	8	80	10
Sherman	-	-	-	-	-	-	0
Tillamook	3	75	4	100	4	100	4
Umatilla	5	83.3	5	83.3	4	66.7	6
Union	*	*	*	*	*	*	1
Wallowa	*	*	*	*	*	*	1
Wasco	1	50	2	100	1	50	2
Washington	10	83.3	11	91.7	10	83.3	12
Wheeler	-	-	-	-	-	-	0
Yamhill	8	72.7	10	90.9	10	90.9	11

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A62. Barriers to using funding from federal, state, and local government sources

	Statewide			Center-based			Home-based		
	#	%	Total Resp	#	%	Total Resp	#	%	Total Resp
Too difficult to track funding	31	18.7	166	17	17.3	98	13	24.5	53
Timing of payments (e.g., payment after service)	54	32.5	166	26	26.5	98	26	49.1	53
Too much paperwork	70	41.7	168	40	40.8	98	26	47.3	55
Not enough money	87	51.8	168	57	58.2	98	25	45.5	55
Standards for funding are too difficult to meet	27	16.3	166	13	13.3	98	14	26.4	53
Different funding sources have conflicting standards	40	23.8	168	17	17.3	98	21	38.2	55
Too much training required for staff	33	19.8	167	17	17.3	98	15	27.8	54
Too many reporting requirements	44	26.2	168	21	21.4	98	20	36.4	55
Families not staying enrolled very long	33	19.6	168	15	15.3	98	18	32.7	55
Other	25	15	167	18	18.4	98	6	11.1	54

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Table A63. Barriers to program being able to use funding from federal, state, or local government sources

	Not enough money		Too much paperwork		Timing of payments		
County	#	Total Resp	%	Total Resp	#	%	Total Resp
Baker	*	*	*	*	*	*	1
Benton	3	60	3	60	2	40	5
Clackamas	2	66.7	1	33.3	1	33.3	3
Clatsop	1	50	1	50	0	0	2
Columbia	2	100	0	0	0	0	2
Coos	2	66.7	2	66.7	0	0	3
Crook	2	100	0	0	0	0	2
Curry	-	-	-	-	-	-	0
Deschutes	9	90	2	20	2	20	10
Douglas	*	*	*	*	*	*	1
Gilliam	-	-	-	-	-	-	0
Grant	-	-	-	-	-	-	0
Harney	-	-	-	-	-	-	0
Hood River	-	-	-	-	-	-	0
Jackson	9	52.9	11	64.7	6	40	17
Jefferson	1	50	1	50	0	0	2
Josephine	4	100	2	50	3	75	4
Klamath	*	*	*	*	*	*	1
Lake	-	-	-	-	-	-	0
Lane	12	46.2	11	42.3	8	30.8	26
Lincoln	*	*	*	*	*	*	1
Linn	1	50	1	50	1	50	2
Malheur	1	25	1	25	0	0	4
Marion	6	37.5	6	37.5	4	25	16
Morrow	*	*	*	*	*	*	1
Multnomah	13	52	10	40	10	40	25
Polk	4	40	3	30	4	40	10
Sherman	-	-	-	-	-	-	0
Tillamook	3	75	4	100	2	50	4
Umatilla	3	50	3	50	3	50	6
Union	*	*	*	*	*	*	1
Wallowa	*	*	*	*	*	*	1
Wasco	1	50	1	50	0	0	2
Washington	2	16.7	2	16.7	4	33.3	12
Wheeler	-	-	-	-	-	-	0
Yamhill	2	50	2	50	1	25	4

Source: 2019 Preschool Development Grant Director and Owner-Provider Surveys

Asterisk (*) indicates data are suppressed due to small sample size; Dash (-) indicates no data available

Table A64. Key Indicator Calculations

Key Indicator	Numerator (Source)	Denominator (Source)	Methodology Notes
Risk & Resiliency			
Child Population 0-5	Estimated population under 6 years (2013-2017 ACS, B09001)	No denominator	
Dual Language Learners	Estimated number of children 5-17 language spoken at home: Spanish, other Indo-European languages, Asian and Pacific Island languages, or other languages (2013-2017 ACS, B16007)	Estimated number of children 5-17 (2013-2017 ACS, B16007)	
Children Living in Poverty	Estimated number of children under 6 living at or below 100% FPL (2013-2017 ACS, B17001)	Estimated number of children under 6 with determined poverty status (2013-2017 ACS, B17001)	
Children Living in Concentrated Poverty	Estimated number of children under 5 in poverty living in census tracts with 40% or more of the population at or below FPL or 20-39% of the population at or below FPL (2013-2017 ACS, S1701)	Estimated number of children under 5 with determined poverty status living in census tracts with 40% or more of the population at or below FPL or 20-39% of the population at or below FPL (2013-2017 ACS, B17001)	
Children in Food Insecure Households	Children 0-18 living in food-insecure households (2017 Map the Meal Gap, Feeding America)	Estimated number of children 0-18 (2017 Map the Meal Gap, Feeding America)	
Child Immunization	Children 24 to 35 months fully immunized in the 4:3:1:3:3:1:4 series (2018 ALERT Immunization Information System, Oregon Immunization Program)	All two year olds in an Oregon address and a post-birth immunization record (2018 ALERT Immunization Information System, Oregon Immunization Program)	
Low Birth Weight	Number of births with low birth weight of <2,500g (2017 Oregon Public Health Assessment Tool, OHA)	Total number of births with a birth certificate where birth risk factor is present (2017 OPHAT, OHA)	
Children with Medical Health Needs	Children 0-5 with complex chronic and non-complex chronic disease (2019, OHA)	Total number of children 0-5 who are in the Oregon Health Plan (OHP, Medicaid) and Children's Insurance Program (2019, OHA)	
Child Abuse & Neglect	Number of children 0-18 with reported incidences of child abuse and neglect (2017 Office of Reporting, Research, Analytics and Implementation, DHS)	Total number of children 0-18 (2017 Office of Reporting, Research, Analytics and Implementation, DHS)	
Adequate Prenatal Care	Number of births for which prenatal care started in first or second trimester, and included 5 or more visits (2017 OPHAT, OHA)	Total number of births with a birth certificate where birth risk factor is present (2017 OPHAT, OHA)	
Single Parent Households	Estimated number of children 0-5 living in household with male householder, no wife or female householder, no husband (2013-2017 ACS, B09002)	Estimated number of children 0-5 in households (2013-2017 ACS, B09002)	
Maternal Education	Number of biths where mother reported education level as less than a High School diploma (2017 OPHAT, OHA)	Total number of births with a birth certificate where factor is present (2017 OPHAT, OHA)	
No Parent in the Workforce	Estimated number of children under 6 in families living with no parents in the workforce (2013-2017 ACS, B23008)	Total number of children under 6 in families (2013-2017 ACS, B23008)	
Drug Related Deaths	Number of deaths which were drug-induced (2017 Vital Statistics, OHA)	Total number of deaths (2017 Vital Statistics, OHA)	
Violent Crimes	Number of reported violent crime offenses (2014 & 2016, County Health Rankings - FBI Uniform Crime Reporting)	Per 100,000 population (2014 & 2016, County Health Rankings - FBI Uniform Crime Reporting)	
Lack of Affordable Housing	Estimated number of occupied housing units where gross rent or owner costs (with & without mortgage) are 30% or more of income (2013-2017 ACS, DP04)	Estimated number of occupied housing units paying rent or owner costs (with & without mortgage) (2013-2017 ACS, DP04)	
Student Homelessness	Number of K-12 students that lack a fixed, regular, and adequate nighttime residence (2017-18, ODE)	Total number of K-12 students who are enrolled on the first day of school (2017-18, ODE)	
Overall Risk Index	Sum of z-scores for: children in poverty, children in food insecure households, low birth weight, child abuse and neglect, single parent households, no parent in the workforce, drug-induced deaths, violent crimes, lack of affordable housing, student homelessness, and maternal education (less than a high school diploma at child's birth)	Number of indicators used for the numerator for which data is present	

Table A64. Key Indicator Calculations *continued*

Key Indicator	Numerator (Source)	Denominator (Source)	Methodology Notes
Reach			
State & Federally Funded Public Preschool	Number of children reported to be enrolled in Oregon Prekindergarten (OPK), Head Start or Preschool Promise (2017-18 Early Learning Division, ODE)	Estimated number of children 3-5 at or below 200% FPL (2013-2017 ACS, B17024 & B17001)	Poverty at each level was calculated for each year of age, then added together for the ages 3-5 years old.
Healthy Families Oregon Home Visiting	Number of children 0-2 served by HFO (2017, HFO)	Estimated number of children 0-2 at or below 100% FPL (2013-2017 ACS, B17001)	Number of children in poverty under 5 divided by 5 to get number of children in poverty for each year of age for children birth through under 5. This number was multiplied by 3 to create estimated number of children 0-2 at or below 100% FPL.
Relief Nurseries	Number of children enrolled in Relief Nursery home visting program and therapuetic classroom (2019, Oregon Relief Nurseries)	Estimated number of children 0-5 at or below 100% FPL (2013-2017 ACS, B17001)	Number of children in poverty under 5 divided by 5 to get number of children in poverty for each year of age for children birth through under 5. This number was multiplied by 3 to create estimated number of children 3-5 at or below 100% FPL.
OPEC Parenting Education	Number of parents attending at least one class in OPEC parenting education series (2018-19, OSU)	Estimated number of children 0-5 in families (2013-2017 ACS, B09002)	
Early Intervention Services	Number of children enrolled in EI (2018-19 Special Education Child County, ODE)	Estimated number of children ages 0-2 (2013-2017 ACS, B09001)	
Early Childhood Special Education (ECSE)	Number of children enrolled in ECSE (2018-19 Special Education Child County, ODE)	Estimated number of children ages 3-5 (2013-2017 ACS, B09001)	
Childhood Developmental Screenings	Children in the denominator who had a claim with a developmental screening claim code in the 12 months preceding the birthday in the measurement year. (2018 OHA)	Children who turn 1, 2, or 3 years of age in the measurement year and had continuous enrollment in a CCO for the 12 months prior to their birthdate in the measurement year, regardless of if they had a medical/clinical visit or not in the measurement year. (2018 OHA)	
Temporary Assistance for Needy Families (TANF)	Number of children 0-5 being served in TANF (2018 DHS)	Estimated number of children 0-5 at or below 50% FPL (2013-2017 ACS, B17024)	
Special Supplemental Nutrition Program for Women, Infants, and Children (SNAP)	Number of children 0-5 being served in SNAP (2018 DHS)	Estimated number of children 0-5 at or below 185% FPL (2013-2017 ACS, B17024)	
Supplemental Nutrition Assistance Program for Women, Children, and Infants (WIC)	Number of children and infants enrolled in WIC (2019 WIC)	Estimated number of children 0-5 at or below 185% FPL (2013-2017 ACS, B17024)	
Health Insurance Coverage	Estimated number of children under 6 with health insurance (2013-2017 ACS, B27001)	Estimated population under 6 years (2013-2017 ACS, B09001)	
Housing Supports	Households receiving housing assistance (Housing Choice Vouchers, Project Based Section 8, Public Housing) with children under 18 (households with 2 parents and 1 or more children plus households with 1 parent and 1 or more children) (U.S. Department Housing and Urban Development 2018 Picture of Subsidized Households)	Extremely and very low income households (at or below 50% AMI) with children under 18 ((ACS 2013-2017 5-Year (PUMS) housing and population data; ACS, B19113, Missouri Data Center (MABLE) geocorr14; Public User Microdata Areas (PUMA) 2010))	
211info Child Care Referrals	Number of calls to 211info for a child care referral (2018 211info)	Estimated number of children 0-5 in families (2013-2017 ACS, B09002)	

Table A64. Key Indicator Calculations *continued*

Key Indicator	Numerator (Source)	Denominator (Source)	Methodology Notes
Availability & Quality			
Availability of Child Care Slots for Children 0-2	Number of slots for 0-2 year olds facility's desire to fill (2018 Estimating Supply, OSU)	Estimated population 0-2 (2017 Population Reseach Center, PSU)	
Availability of Child Care Slots for Children 3-5	Number of slots for 3-5 year olds facility's desire to fill (2018 Estimating Supply, OSU)	Estimated population 3-5 (2017 Population Reseach Center, PSU)	
Waitlists	Number of responding facilities with waitlists (2019 PDG Provider Survey, ODI)	Total number of facilities responding to the survey item (2019 PDG Provider Survey, ODI)	
Sick, Extended and Flexible Hours	Number of responding facilities providing sick care, extended hours, or flexibility in drop off or pick up (2019 PDG Provider Survey, ODI)	Total number of facilities responding to the survey item (2019 PDG Provider Survey, ODI)	
Access to Publicly Funded Child Care Slots for Children 0-2	Number of public funded (OPK and Preschool Promise) 0-2 slots facility's desire to fill (2018 Estimating Supply, OSU)	Estimated number of children 0-2 at or below 100% FPL (2013-2017 ACS, B17001)	Number of children in poverty under 5 divided by 5 to get number of children in poverty for each year of age for children birth through under 5. This number was multiplied by 3 to create estimated number of children 0-2 at or below 100% FPL.
Access to Publicly Funded Child Care Slots for Children 3-5	Number of public funded (OPK and Preschool Promise) 3-5 slots facility's desire to fill (2018 Estimating Supply, OSU)	Estimated number of children 3-5 at or below 100% FPL (2013-2017 ACS, B17001)	Number of children in poverty under 5 divided by 5 to get number of children in poverty for each year of age for children birth through under 5. This number was multiplied by 3 to create estimated number of children 3-5 at or below 100% FPL.
Center-based Teachers Oregon Registry Online Step Level	Number of center-based facilities with 50% or more of teachers at Step 7 or higher (2018 Structural Indicators, OSU)	Total number of center-based facilities (2018 Structural Indicators, OSU)	
Center-based Teacher Retention	Number of center-based teachers that have worked at a facility for one year or more (2018 Structural Indicators, OSU)	Total number of center-based teachers with retention data (2018 Structural Indicators, OSU)	
Home-based Provider Retention	Number of home-based providers providing care for more than 5 years (2018 Structural Indicators, OSU)	Total number of home-based providers with retention data (2018 Structural Indicators, OSU)	
Spark Quality Rating	Number of facilities with a Spark rating of 3-5 (2018 Structural Indicators, OSU)	Total number of regulated facilities (2018 Structural Indicators, OSU)	
Accredited Early Learning Programs	Number of accredited facilities that have met Oregon Standards (2018 Structural Indicators, OSU)	Total number of regulated facilities (2018 Structural Indicators, OSU)	
Center-based Teachers with a Degree	Number of center-based facilities with 50% or more of their teachers with a degree (2018 Structural Indicators, OSU)	Total center-based facilities (2018 Structural Indicators, OSU)	
Home-based Providers with a Degree	Number of home-based providers with a degree (2018 Structural Indicators, OSU)	Total number of CF and RF home-based providers (2018 Structural Indicators, OSU)	

Table A64. Key Indicator Calculations *continued*

Key Indicator	Numerator (Source)	Denominator (Source)	Methodology Notes
Workforce			
Home-based Providers Oregon Registry Online Step Level	Number of providers and assistant 2s in certified and registered family home-based facilities at a Step 7.5 or higher (2018 Structural Indicators, OSU)	Total number of providers and assistant 2s (2018 Structural Indicators, OSU)	
Provider and Teacher Education Bachelor's Degree or Higher	Number of regulated facility teachers and home-based providers with a Bachelor's degree or higher (2018 Workforce Demographics, OSU)	Total number of regulated facility teachers and home-based providers reporting education (2018 Workforce Demographics, OSU)	
Providers Who Are People of Color	Number of reporting providers in regulated facilities who are American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino/Spanish, Native Hawaiian/Pacific Islander, or Multiracial (2018 Workforce Demographics, OSU)	Total number of providers in regulated facilities reporting race/ethnicity (2018 Workforce Demographics, OSU)	
Providers Who Speak a Language other than English	Number of providers in regulated facilities reporting a primary language spoken other than English (2018 Workforce Demographics, OSU)	Total number of providers in regulated facilities reporting primary language spoken (2018 Workforce Demographics, OSU)	
Estimated Provider Compensation, Low Wage Range	Of centers reporting a low wage, number of centers with a low wage below the state median low wage of $12 (2018 Structural Indicators, OSU)	Total centers reporting low wage category (2018 Structural Indicators, OSU)	
Estimated Provider Compensation, High Wage Range	Of centers reporting wage, number of centers with a high wage of above the State median high wage of $17.05 (2018 Structural Indicators, OSU)	Total centers reporting high wage category (2018 Structural Indicators, OSU)	
Provider Health Benefits	Of reporting centers, number of centers that offer Health/Medical Benefits (2018 Structural Indicators, OSU)	Total centers reporting on compensation (2018 Structural Indicators, OSU)	
Transitions			
Participation in Family Engagement or Kindergarten Transition Activities	Number of children reported as participating in Kindergarten Readiness Partnership & Innovation grant family engagement and kindergarten transition activities (2018 KRPI Evaluation, PSU)	Estimated number of children 0-5 at or below 100% FPL (2013-2017 ACS, B17001)	
Systems Outcomes			
Overall Early Educational Success Indicator	Sum of z-scores for: kindergarten approaches to learning, kindergarten letter names, kindergarten letter sounds, kindergarten math, 3rd grade English Language Arts, 3rd grade math, kindergarteners not chronically absent (reverse coded chronic absenteeism)	Number of indicators used for the numerator for which data is present	
Kindergarten Assessment, Approaches to Learning	Number of students demonstrating and above (scores of 4.0 or higher) for Approaches to Learning (2017-18, ODE)	Total number of students with Approaches to Learning scores (2017-18, ODE)	
Kindergarten Assessment, Letter Names	Number of students demonstrating and above for both upper case (18 or more) and lower case (15 or more) Letter Names (2017-18, ODE)	Total number of students with Letter Names scores (2017-18, ODE)	
Kindergarten Assessment, Letter Sounds	Number of students demonstrating and above (7 or more) Letter Sounds (2017-18, ODE)	Total number of students with Letter Sounds scores (2017-18, ODE)	
Kindergarten Assessment, Math	Average score for Math (2017-18, ODE)	Total number of students with Math scores (2017-18, ODE)	
Third Grade Academic Proficiency, Language Arts	Number of students at or above Level 3/4 (meeting expectations) (2017-18, ODE)	Total number of students tested (2017-18, ODE)	
Third Grade Academic Proficiency, Math	Number of students at or above Level 3/4 (meeting expectations) (2017-18, ODE)	Total number of students tested (2017-18, ODE)	
Chronic Absenteeism	Number of kindergarteners with who miss more than 10% of scheduled school days (2017, ODE)	Total number of kindergarteners (2017, ODE)	

Appendix B

Supplemental Information

Table A65. PDG B-5 Provider Survey

PDG Strengths and Needs Assessment
Preschool and Child Care Owner-Provider Survey

Your Name: _____

Facility Name: _____

SECTION A

1. Which of the following best describes your workplace? (choose one)

1-Head Start Program
2-Other Community Based (not Head Start) Child Care Center
3-School Based Child Care Center
4-Family/Home Based Child Care
5-Early Intervention/Early Childhood Special Education Center or Classroom
6-Family Relief Nursery
7-Other, please specify: _____

2. What is your current position at this program?

1- Lead/Head teacher
2- Assistant teacher
3- Director/owner
4- Assistant/aide
5- Other, please specify: _____

3. How many children in each group below are currently enrolled in your program?
(If you do not offer care for an age group please leave blank.)

a. Birth to 12 months _____
b. 13 months – 24 months _____
c. 25 months – 36 months _____
d. 3 – 4 years _____
e. 4 – 5 years _____

(If your program has more than one facility or site, only report about the facility/site that you are directly responsible for. If your program serves children kindergarten age or older, do not include children who are in a program for kindergarteners or older children.)

Table A65. PDG B-5 Provider Survey *continued*

4. Please give the number of children in your program in each ethnic category below. If none, please enter "0".

_____ White
_____ Asian
_____ Pacific Islander/Native Hawaiian
_____ African American or Black
_____ American Indian/Alaska Native
_____ Middle Eastern/North African
_____ Latino or Hispanic
_____ Mixed Race/Multiracial:
_____ Other:
_____ Other:

5. Which of the below languages are spoken as primary/home languages by the <u>children</u> currently enrolled in your program?

English	1-Yes	2-No
Spanish	1-Yes	2-No
Vietnamese	1-Yes	2-No
Chinese	1-Yes	2-No
Russian	1-Yes	2-No
Ukrainian	1-Yes	2-No
Other language	1-Yes	2-No

(specify): _____

6. Which of the below languages are spoken as primary/home languages by the <u>staff</u> (e.g., teachers and assistant teachers) currently working in your program?

English	1-Yes	2-No
Spanish	1-Yes	2-No
Vietnamese	1-Yes	2-No
Chinese	1-Yes	2-No
Russian	1-Yes	2-No
Ukrainian	1-Yes	2-No
Other language	1-Yes	2-No

(specify): _____

7. How many family service workers are employed in the program (family service workers provide direct support to adults in the family but typically don't work in classrooms)? _____

8. Does your program currently provide transportation for children that you fund (e.g., a van, bus or other services)? (Choose the answer that best applies.)

1-Yes, for any child who needs it
2-Yes, but only for some children because of capacity issues
3-Yes, but only for some children based on geographic restrictions
4-No

Table A65. PDG B-5 Provider Survey *continued*

9. Does your program regularly provide the following?

a. Sick care	1-Yes	2-No
b. Extended hours	1-Yes	2-No
c. Flexibility to drop off early or pick up late as needed	1-Yes	2-No
d. Flexibility in amount or timing of payment	1-Yes	2-No
e. Other, please specify: _____	1-Yes	2-No

10. Does your program make referrals for families to other services (e.g., social services, housing, WIC, etc.)?

1-Yes 2-No 3-Not sure

11. How many children are <u>currently</u> on your waitlist for each of the age categories below? (If none, please enter "0"; if you do not offer care for an age group or do not hold a waitlist, please leave blank.)

a. Birth to 12 months _____

b. 13 months – 24 months _____

c. 25 months – 36 months _____

d. 3 – 4 years _____

e. 4 – 5 years _____

<u>SECTION B</u>

1. For all of the following practices, please check the box that represents the extent to which you are currently engaging in each practice in your program.

	Not doing at all 1	**A little, but not thoroughly/ systematically 2**	**Doing thoroughly/ systematically 3**
a. Leading regular, data-informed processes with your staff (e.g., meetings to review child assessments, class observations, etc.) meant to help improve the quality of teaching and learning	1	2	3
b. Organizing and facilitating job-embedded professional learning for your staff (e.g., coaching/mentoring, peer learning groups, team lesson planning)	1	2	3

Table A65. PDG B-5 Provider Survey *continued*

	Not doing at all 1	A little, but not thoroughly/ systematically 2	Doing thoroughly/ systematically 3
c. Ensuring systems to support teacher practice (e.g., regular staff training on curriculum, leading or supporting collaborative learning teams focused on issues of practice)	1	2	3
d. Using strategies for supporting family engagement	1	2	3
e. Including teachers and families in decision making about children's needs and goals	1	2	3
f. Including teachers and families in program-level decision making	1	2	3
g. Addressing and ensuring equity and eliminating conscious and unconscious bias (e.g., racial, gender, socioeconomic, cultural)	1	2	3

2. **In the <u>past 12 months</u>, have you received training, mentoring, or professional development in any of the following topics:**

a. Supporting children's mental health/social emotional development 1-Yes 2-No
b. Managing children's behavior problems 1-Yes 2-No
c. Classroom set-up and environment 1-Yes 2-No
d. Curriculum materials and how to use them for teaching 1-Yes 2-No
e. Promoting positive teacher-child relationships 1-Yes 2-No
f. Skills and activities for teaching early literacy 1-Yes 2-No
g. Skills and activities for teaching early numeracy 1-Yes 2-No
h. Managing transitions between activities 1-Yes 2-No
i. Using or understanding observation assessment (e.g., CLASS, ECERS) scores 1-Yes 2-No
1-Yes 2-No
j. Other, please specify: _____

Table A65. PDG B-5 Provider Survey *continued*

3. While you have been at this program, have you participated (or are you currently participating) in any formal mentoring/coaching program (e.g., receiving regular visits from a coach/observer who helps you to support your staff to improve teaching/classrooms)?

1-Yes
2-No (Skip to #3)

3a. How long have you been/did you participate in these supports?

_____ number of years and/or _____number of months

3b. About how often did the coach/mentor visit your program or meet with you?

1-Once/month or more often
2-Once every other month
3-Once every 3 months
4-1-2 times per year
5-Less often than those listed above

To the best of your knowledge, did the coach/mentor:

3c. Use a specific coaching model (e.g., Practice-Based Coaching) 1-Yes 2-No

Please specify: _____

3d. Set professional goals based on child assessment data, program evaluation data or professional evaluation data 1-Yes 2-No

3e. Document the coaching process and progress towards/ achievement of identified professional goals 1-Yes 2-No

3f. Have training in adult learning, knowledge, and skills 1-Yes 2-No

3g. Serve in a different position than the people s/he was coaching (e.g., not a teacher in the class with others s/he was coaching) 1-Yes 2-No

4. Have you participated in the Lead, Learn, Excel training?

1-Yes 2-No 3-Not sure

5. Have you participated in or used the online coaching tool called "Coaching Companion"?

1-Yes 2-No 3-Not sure

Table A65. PDG B-5 Provider Survey *continued*

6. How frequently would you say that professional development opportunities?

	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
a. are affordable for me	1	2	3	4	5
b. are accessible for me (e.g. online, within your community, language diversity, etc.)	1	2	3	4	5
c. help me to meet professional development/continuing education requirements.	1	2	3	4	5
d. are relevant to my job (e.g., help me solving issues in the classroom/facility)	1	2	3	4	5
e. have improved my capacity to do my job	1	2	3	4	5

7. For your children who will be entering kindergarten in the next year, do you regularly do any of the following? (Please leave blank if your program does not serve pre-kindergartners.)

a. Your pre-kindergarten students visit a kindergarten classroom 1-Yes 2-No
b. Your prekindergarten teacher(s) visits a kindergarten classroom 1-Yes 2-No
c. A kindergarten teacher visits your pre-kindergarten classroom(s) 1-Yes 2-No
d. You have a spring kindergarten orientation for pre-kindergarteners 1-Yes 2-No
e. You have a spring kindergarten orientation for pre-kindergartners' parents 1-Yes 2-No
f. Your pre-kindergarten students attend a school-wide elementary activity 1-Yes 2-No
g. Staff have individual meetings with parents about kindergarten 1-Yes 2-No
h. Written records about children's pre-kindergarten experience are shared with elementary schools 1-Yes 2-No

i. Staff have contact with kindergarten teachers about curriculum and/or specific children 1-Yes 2-No

CURRICULUM

8. Do you use a primary curriculum in your classroom/group(s)?

1- Yes
2- No (to #7)

Do you use any of the following curricula:

8a. Creative Curriculum 1- Yes 2-No
8b. HighScope 1- Yes 2-No
8c. Tools of the Mind 1- Yes 2-No

Table A65. PDG B-5 Provider Survey *continued*

8d. Big Day for Pre-K	1- Yes	2-No
8e. PIPE	1- Yes	2-No
8f. Preschool First	1- Yes	2-No
8g. Other, please specify: _____	1- Yes	2-No

8h. Do you believe your primary curriculum is research or evidence-based?

1-Yes
2-No
3-Don't Know
4-Other, please explain: _____

8i. Is your primary curriculum aligned with Oregon's Early Learning and Kindergarten Guidelines?

1-Yes
2-No
3-Don't Know
4-Other, please explain: _____

8j. To the best of your knowledge, is your primary curriculum culturally responsive (e.g., includes examples and materials that represent different cultures, discusses cultural values and beliefs, is translated into other languages, etc.)?

1-Yes
2-No
3-Don't Know
4-Other, please explain: _____

8k. Do teachers and staff in your program receive formal training on implementing/using your primary curriculum?

1-Yes
2-No
3-No formal training available
4-Don't Know

9. Do you use a social emotional curriculum in your classroom/groups(s)?

1-Yes
2-No (skip to #8)

Do you use any of the following curricula:

9a. PATHS	1-Yes	2-No
9b. Conscious Discipline	1-Yes	2-No
9C. Other, please specify: _____	1-Yes	2-No

Table A65. PDG B-5 Provider Survey *continued*

10. Do you use any additional curriculum(a) in your classroom/groups(s)?

1-Yes- Name(s):_____
2-No

PROGRAM QUALITY ASSESSMENTS

11. Does your program regularly conduct classroom/group observations?

1-Yes
2-No (skip to Section C, #1)

Does your program use any of the following to conduct classroom/group observations?

11a. Infant-Toddler CLASS Assessment	1- Yes	2-No
11b. PreK (4/5 years old) CLASS Assessment	1- Yes	2-No
11c. Infant – Toddler Environment Rating Scale (ITERS)	1- Yes	2-No
11d. Early Childhood Environment Rating Scale (ECERS)	1- Yes	2-No
11e. Family Day Care Rating Scale (FDCRS)	1- Yes	2-No
11f. Teaching Pyramid Observation Tool (T-POT)	1- Yes	2-No
11g. Teaching Pyramid Infant Toddler Observation Scale (TPITOS)	1- Yes	2-No
11h. Other structured classroom assessment tool, please specify: _____	1- Yes	2-No

11i. How often is each classroom/group observed? (less than once/year, 1/year, 2/year, 3/year)?

1-less than 1x/year
2-1x/year
3- 2x/year
4-3x/year

11j. Who most often conducts these observations?

1-Program director/manager
2-External consultant/coach
3-Peers/other teachers or staff
4-Someone else, please specify:
_____

Table A65. PDG B-5 Provider Survey *continued*

Which of the following would be helpful to your/your program to improve your ability to conduct observations and use results for continuous quality improvement?

11k. Training on how to conduct observations	1- Yes	2-No
11l. More resources/staff to help conduct assessments	1- Yes	2-No
11m. Training on how to use results to strengthen quality	1- Yes	2-No
11n. Improved ways to store, compile, and report results/data from assessments	1- Yes	2-No
11o. Something else, please specify: _____	1- Yes	2-No

SECTION C

1. **Does your program receive funding from any federal, state, or local government sources (e.g., Head Start, Oregon Prekindergarten Program, Preschool Promise, ERDC, Early Learning Hub funds, also see list in #2)?**

   1-Yes
   2-No (go to #7)
   3-Don't Know (go to #7)

2. **How many children in your program are funded by dollars from the following sources? (Please enter 0 if you do not receive funding from a source.)**

   a. Oregon Prekindergarten Program _____
   b. Preschool Promise _____
   c. Early Head Start or Head Start – Region 10 (federal funds NOT OPK) _____
   d. American Indian/Alaska Native Head Start or Early Head Start _____
   e. Migrant and seasonal EHS – Region 12 _____
   f. Early Learning Hub funds _____
   g. Local government (e.g., pre-k funding from a city or county government) _____
   h. Child care subsidy programs such as CCDF, TANF or ERDC _____
   i. Title I _____
   j. Early intervention/early childhood special education _____
   k. Private/parent pay _____
   l. Other types of government funded programs _____

3. **Sometimes a single child is funded by multiple sources, such as Head Start and ERDC for wraparound services. How many children in your program are funded by multiple sources? (Please enter "0" if none.)** _____

4.

Table A65. PDG B-5 Provider Survey *continued*

For your children ages 3 through 5 years, not in kindergarten, are you required to meet standards or guidelines from multiple agencies or funding sources? By standards or guidelines, we mean things such as group sizes, ratios, teacher qualifications, or curriculum use.

1-Yes
2-No
3-Don't Know

4a. If yes, please list the agencies or funding sources whose standards you follow:

_____

5. Does using funding from multiple federal, state, or local government sources help you to:

a.	Serve more children	1-Yes	2-No
b.	Use funds more efficiently	1-Yes	2-No
c.	Serve children with special needs	1-Yes	2-No
d.	Promotes fiscal stability of the organization	1-Yes	2-No
e.	Allows staff to be employed year-round	1-Yes	2-No
f.	Allows increased wages for staff	1-Yes	2-No
g.	Provides increased resources for continuous quality improvement	1-Yes	2-No
h.	Other(s), specify: _____	1-Yes	2-No

6. Have any of the following been barriers to your program being able to use funding from federal, state, or local government sources?

a.	Too difficult to track funding	1-Yes	2-No
b.	Timing of payments (e.g., payment after service)	1-Yes	2-No
c.	Too much paperwork	1-Yes	2-No
d.	Not enough money	1-Yes	2-No
e.	Standards for funding are too difficult to meet	1-Yes	2-No

(Which ones? _____)

f.	Different funding sources have conflicting standards	1-Yes	2-No
g.	Too much training required for staff	1-Yes	2-No
h.	Too many reporting requirements	1-Yes	2-No
i.	Families not staying enrolled very long	1-Yes	2-No
j.	Other(s)	1-Yes	2-No

Please specify: _____

7. Do you limit the number of children with child care subsidies that you enroll at any one time?

1-Yes
2-No
3-Don't Know

Table A65. PDG B-5 Provider Survey *continued*

7a. Do you currently accept children with DHS/ERDC subsidies?

1-Yes
2-No
3-Don't Know

7b. Are you currently serving children who have special needs or Individualized Family Service Plans (IFSPs)?

1-Yes
2-No (go to #8)
3-Don't Know (go to #8)

7c. How many children who have special needs or Individualized Family Service Plans (IFSPs) are you serving? _____

8. Do you ever have to ask students to leave your care/take a break from care/or reduce hours because of behavioral or other issues?

1-Yes
2-No

9. Do you ever have students that you ask to leave your care because you cannot meet their needs?

1-Yes (Please specify why: _____)
2-No

10. Do you have a formal student expulsion/suspension policy?

1-Yes
2-No (skip to Section D, #1)

11. Do you track expulsions/suspensions?

1-Yes
2-No

SECTION D

1. What is your gender?

1-Male
2-Female
3-Non-binary
4-Prefer not to say

Table A65. PDG B-5 Provider Survey *continued*

2. Which of the following best describes your racial background/heritage?

White	1-Yes	2-No	
Asian	1-Yes	2-No	
Pacific Islander/Native Hawaiian		1-Yes	2-No
African American or Black		1-Yes	2-No
American Indian/Alaskan Native		1-Yes	2-No
Middle Eastern/North Africa		1-Yes	2-No
Latino or Hispanic		1-Yes	2-No
Mixed race		1-Yes	2-No
Other: _____		1-Yes	2-No

3. Do you regularly speak any of the following languages with the children you work with?

English	1-Yes	2-No	
Spanish	1-Yes	2-No	
Vietnamese		1-Yes	2-No
Chinese	1-Yes	2-No	
Russian	1-Yes	2-No	
Ukrainian		1-Yes	2-No
Other,	1-Yes	2-No	

Please specify: _____

4. What is the highest level of education that you have completed? (choose one)

1-8th grade or less
2-9-12th grade, no diploma
3-GED or high school equivalency
4-High school graduate
5-Some college credit but no degree
6-Community college certificate
7-Associate degree (AA, AS, etc.)
8-Bachelor's degree (BA, BS, etc.)
9-Graduate degree

5. How long have you worked with this program? _____ Years _____Months

6. If you have taken college courses, please circle your major or primary focus of study? (choose one)

1-No college credits/coursework
2-Elementary education
3-Special education
4-Child or family/human development or psychology
5-Early Childhood Education
6-Other, please specify: _____

Table A65. PDG B-5 Provider Survey *continued*

7. Do you have any of the following certifications or credentials for early care and education or school age care?

a. Infant-Toddler Credential	1-Yes	2-No
b. School age Credential	1-Yes	2-No
c. Child Development Associate (CDA) certificate	1-Yes	2-No
d. Infant mental health certification/endorsement	1-Yes	2-No
e. Some other early childhood education/child care credential or certificate, please specify: _____	1-Yes	2-No

Table A66. Family Voices Data Collection Priorities

Summary of Key Issues Identified for Family Voices Data Collection (Household Survey and Focus Groups)

Sources: PDG Agency Workgroup, PDG SNAAC, PDG Family Voices Workgroup, Review of Needs Assessments, Review of Family Voices Data Collection to Date; Measuring Success Committee

Overall Purpose of Family Voices Data Collection: Provide information to the state and communities about families' need for and experiences with the early learning system and inform how to best prioritize and structure/implement changes in the current service delivery system and service array to best meet families' needs.

Household Survey

- Best source for: Questions that can be addressed with quantitative data – How many families need ….; How many families experience…; how extensive (to what degree do parents experience specific issues/barriers?
- Brief 6-8 minute telephone survey of families (20-25 structured questions MAX).
- A broad, representative sample of approximately 3,000 families across the state of Oregon with children 0 – 5, representative of low income and POC; regional level analysis possible (rural, urban, frontier); Latinx vs. White analysis possible (statewide).

Focus Groups:

- Best source for deeper learning about specific kinds of family needs around specific topics, e.g., helping understand family experiences that can inform how to make changes that reduce barriers
- 8-10 key questions, 8-10 persons each, total of 30 focus groups included in the budget
- Different groups can have different questions/topics

Identified Priority Populations for Input

- Tribal families
- Rural families
  - outside of the I-5 corridor/frontier
- Families with children with disabilities or concerned that their children may have developmental delays
  - People of color with children with disabilities.
  - Rural families with children with disabilities
- Incarcerated mothers
- Working Poor (above FPL/don't qualify for many services)

- Families with children who have been asked to leave care
- Non-English speaking / immigrant families

Table 1. Key Topics, Recommended Methods, Priority Populations, and Priority Level

Topic	Focus Group or HH Survey?	Specific Priority populations?
Needs/Experiences of Specific Populations (General)		
1. Needs of tribal families	Focus Group	Tribal families
2. Needs of Rural and Frontier families	Both	Rural/Frontier
3. Needs of families with children with disabilities a. Keeping siblings together in child care b. How to find providers who can meet their needs c. Good experiences with child care providers in meeting children's needs inclusively	Focus Groups	POC, Rural
4. How to support children of incarcerated mothers	Focus Groups	Incarcerated mothers
5. How to connect with and support non-English speaking mothers of infants	Focus Groups	Mothers speaking only languages other than English
6. Needs of "working poor" a. What is affordable for them? b. What is the level of available/quality care c. What do they need to stay in workforce with young children? d. What are the key resources they need to avoid "crisis"?	Focus Groups	
General Early Learning System		
1. Barriers/Challenges:	Both/Either	Rural, Non English, Disabilities

Table A66. Family Voices Data Collection Priorities *continued*

Topic	Focus Group or HH Survey?	Specific Priority populations?
a. What barriers/biggest barriers for families when they are trying to navigate the early learning system?		
b. What gets in the way of a parent being able to be the 'best parent you can be'? c. Family Choice: What gets in the way of families making their own choices around EL services?	Focus Groups	
2. Ideal System/Most Effective Supports a. What is working for you now in terms of early childhood programs/supports? b. What's been helpful to you to be a great parent? What's been the greatest support to you in your relationship with your child? c. What is your ideal system of care and supports for families with children birth through 5? d. If you (parent) could co-design ideal EL resources for your family, what would you build? e. What are your hopes and dreams for your child? What do you need to help them achieve this? What gets in the way?	Focus Groups	
3. Who Needs What Specific EL Service Models a. What are the intersections of needs of families? (e.g., which/how many families that want home-based provider care and extended hours?) b. What early learning configurations of services are needed for which families (half day/full day, etc)	HH survey	
4. What are the benefits of partnerships between Early Learning and K12 from parents' perspectives a. Family partnerships in early grades b. What happens in transitioning from PreK to K	HH survey or Focus Groups	

Topic	Focus Group or HH Survey?	Specific Priority populations?
5. Better/More Effective Ways of meeting the needs of children with behavioral/social emotional needs a. See child care below b. Other services needed to better support these	HH survey and/or focus groups	
Child Care/PreK		
6. How to reduce high rates of Suspension/Expulsion from Child Care for young children/children of color? a. What happens when children are asked to leave care? Where to they go? What do parents to do manage?	HH survey	
7. Cultural Responsiveness b. Do child care providers reflect their culture/use a cultural lens c. What do parents want in terms of "culturally responsive" practice/environments?	Focus Groups HH Survey (Latinx)	Various POC/Culturally Specific Groups
8. Quality a. How do parents define quality? b. When you drop your kiddo off for the first time, what is the one thing you're wishing for in that experience? c. What do parents want child care providers to do to help their child develop social emotion and pre-academic skills d.	Focus Groups	
9. What do parents want in terms of partnerships with child care providers? How do they want to be engaged/working as partners?	HH Survey? Focus Groups	
Other Parenting and Family Supports		
10. Barriers to Supportive Resources a. Barriers to resources and what's the most common barrier to navigating resources and how can we make that easier?		
11. Communication / Access to Resources & Information	HH Survey	

Table A66. Family Voices Data Collection Priorities *continued*

Topic	Focus Group or HH Survey?	Specific Priority populations?
a. Where would parents go for a central resources, what mechanisms would work? b. What would make resources accessible to families? c. What would a trusted source of information look like to you? d. Do parents know how to use or access the resources that are available? {Can we provide trainings for community organizations for resources that do exist?}. e. How do you feel like the resources are services are interactive or could be coordinating better or more support? f. How to best get information to families who speak languages other than English/migrant/tribal/etc.	Focus Groups	
12. Proposed Solutions: System Navigation Supports/Connections a. What are the key ways family navigators could support families?	Both?	
13. Parents Experiences with Developmental Screening a. What is it like in DR's office; in early learning? b. What works for parents, how helpful, what doesn't work?	Focus Groups	
Family Engagement & Partnership		
14. How to Build Effective Partnerships with Families a. What times, capacities, places did they feel like they were true partners with their child's teacher? b. When do parents feel like true partners?	Focus Groups	
15. Building Cultural Assets/Cultural Responsiveness a. How do they feel about their family's connection to their culture and resources and how can we foster those connections? b. How can child care/early learning providers make POC feel welcome, safe, and that their culture is an asset?	Focus Groups	
Early Learning Key Outcomes		

Topic	Focus Group or HH Survey?	Specific Priority populations?
18. Opportunity to collect parent information broadly on key outcome indicators (Measuring Success) a. Daily Reading b. books in the home c. parent stress d. parent "hope" and self-efficacy	HH Survey	

Appendix C

Understanding & Contextualizing Estimates

Small Sample Sizes & Margin of Error

This report includes estimates for indicators from a wide array of sources. Many of these sources include estimated numbers, percentages, and rates which should be interpreted in the context of what is known as a margin of error for estimates. A margin of error provides a statistical representation of the uncertainty involved with an estimate. A large margin of error, which can sometimes be larger than the estimate itself, means that we have less confidence in the accuracy of that estimate. The margin of error for estimates used in this report range from small to large and, thus, it is important to be cautious when utilizing and/or interpreting any estimated indicators. Subsequent updates to Oregon's Strengths and Needs Assessment will need to include a broader examination of these statistics across indicators. Below we provide several examples of the influence of the margin of error for some of the indicators in this report.

Often, indicators are based on relatively small sample sizes (e.g., in counties with small populations, or when specific events are infrequent). These tend to have larger margins of error, meaning that the actual number or incidence is considerable greater (or less than) the estimate provided. Small sample sizes can also mean that data are more unstable and likely to change from year to year. Finally, percentages or proportions can be misleading when sample sizes are small—a single child with a negative outcome, for example, will carry more "weight" within a county with a smaller overall population of children.

Margin of Error Examples

Included below are 2 examples of the margin of error for indicators included in this report which illustrate the statistical confidence or uncertainty to be considered when reviewing or utilizing estimates.

Example Indicator: Children 0-5 Living in Poverty

The indicator for children under 6 years old living in poverty is based on data from the U.S. Census Bureau's American Community Survey (ACS), which includes a margin of error for each estimate. This indicator is composed of separate estimates for males and females under 5 years old who are living below and at or above the federal poverty level. The table below shows all estimates and each associated margin of error for the estimates used to create the Oregon estimate in this report.

	Estimate	Margin
Below poverty level, Under 5 years old:		
Male	25,205	+/- 1,520
Female	24,041	+/- 1,337
Below poverty level, 5 years old:		
Male	4,528	+/- 563
Female	4,774	+/- 657
At or above poverty level, Under 5 years old:		
Male	91,044	+/- 1,537
Female	86,301	+/- 1,355
At or above poverty level, 5 years old:		
Male	18,428	+/- 876
Female	16,998	+/- 1,009

Our calculated statewide estimate of 58,548 children under 6 years old living in poverty (22%) has a margin of error of +/- 3,291. In other words, the statewide estimate for children under 6 years old living in poverty calculated for this report has a margin of error of approximately 5.6% (plus, or minus) and might range from 55,257 children to 61,839 children.

Example Indicator: SNAP

The SNAP reach rate indicator was created using a count of the number of children served for the numerator and an estimate for children living below 185% FPL from the U.S. Census Bureau's American Community Survey (ACS) for the denominator. Similar to the state-level estimate for children under 6 in poverty shown above, multiple ACS estimates were summed to create the final denominator. Below are the county-level summed estimates, as well as the margin of error associated with these summed estimates. The margin of error tends to be smaller in counties with larger populations, and larger in counties with smaller populations. Estimates including a margin of error larger than the estimate, as is the case for Sherman county in this example, are not considered reliable and are suppressed in this report.

Additional Technical Notes

The Margin of Error (MOE) for estimates derived from more than one ACS estimate was calculated using the approximation methods found in the U.S. Census Bureau's 2018 *Understanding and Using American Community Survey Data: What All Data Users Need to Know*. Some MOE ranges resulted in reach or risk rates that exceeded 100%, particularly for reach rates in which count data supplied by agencies was divided by ACS estimates to provide context for agency data comparable across counties in Oregon. In these cases, we cap the MOE upper range at 100%.

Estimates which were controlled in ACS data contain four asterisks ("****") for MOE ranges. For these estimates, the ACS has matched the estimates to the official population estimates. The MOE is set to zero in statistical testing using controlled estimates.

County	Total Estimate	Margin of Error
Baker	509	+/- 124
Benton	1,313	+/- 309
Clackamas	6,764	+/- 874
Clatsop	1,092	+/- 255
Columbia	1,317	+/- 309
Coos	2,130	+/- 442
Crook	887	+/- 280
Curry	345	+/- 166
Deschutes	4,751	+/- 729
Douglas	3,384	+/- 493
Gilliam	71	+/- 44
Grant	224	+/- 72
Harney	260	+/- 115
Hood River	816	+/- 376
Jackson	7,549	+/- 886
Jefferson	1,103	+/- 240
Josephine	2,712	+/- 473
Klamath	2,618	+/- 462
Lake	353	+/- 136
Lane	9,810	+/- 862
Lincoln	1,689	+/- 298
Linn	4,497	+/- 684
Malheur	1,553	+/- 294
Marion	13,542	+/- 1,235
Morrow	432	+/- 152
Multnomah	19,190	+/- 1,329
Polk	2507	+/- 489
Sherman	*	*
Tillamook	938	+/- 284
Umatilla	3,636	+/- 603
Union	832	+/- 217
Wallowa	211	+/- 95
Wasco	808	+/- 186
Washington	13,436	+/- 1,221
Wheeler	51	+/- 26
Yamhill	3,260	+/- 565