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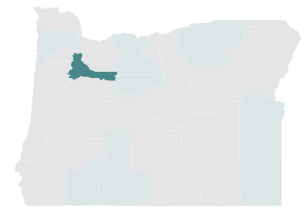
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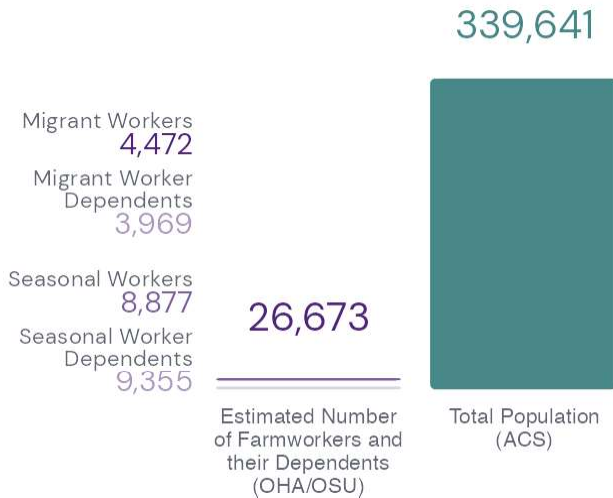
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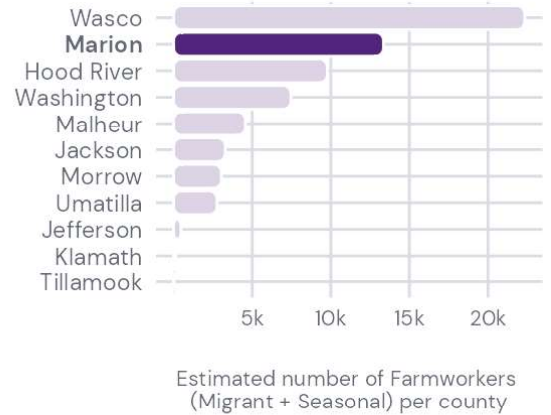
# Demographics



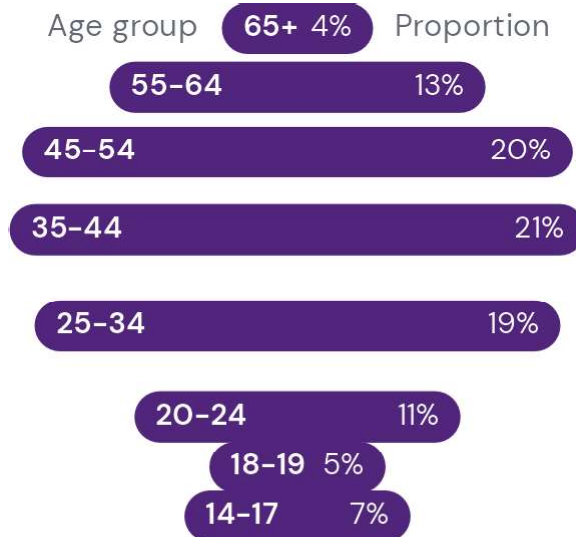
## FARMWORKERS, DEPENDENTS AND TOTAL POPULATION



## FARMWORKER POPULATION PER COUNTY



## AGE DISTRIBUTION OF FARMWORKER POPULATION\*



## ETHNICITY OF FARMWORKER POPULATION\*



## GENDER OF FARMWORKER POPULATION\*



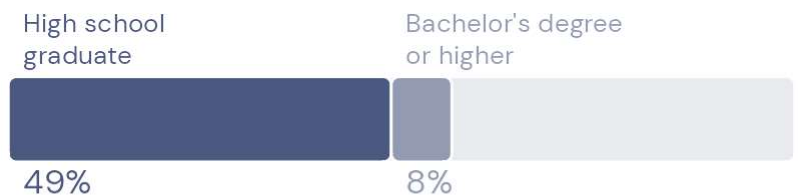
## LEGAL STATUS OF LATINX POPULATION



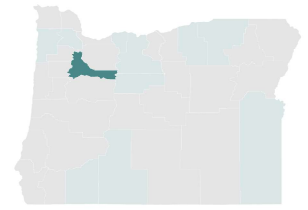
## MIGRANT STUDENT HIGH SCHOOL GRADUATION RATE\*

**75.2%**

## EDUCATIONAL ATTAINMENT OF LATINX POPULATION



# Poverty



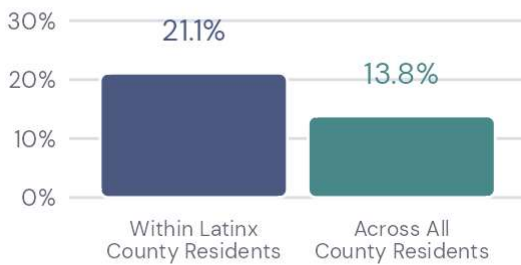
SELF-SUFFICIENCY WAGE FOR FAMILY OF FOUR

**\$61,282**

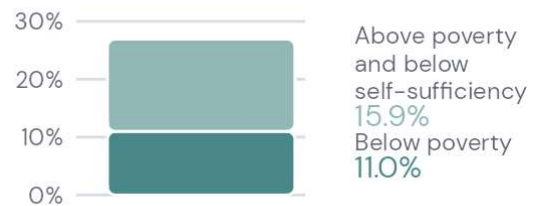
AVERAGE HOURLY WAGE FOR FARMWORK\*

**\$16.15**

PROPORTION OF INDIVIDUALS BELOW POVERTY LEVEL



PROPORTION OF HOUSEHOLDS BELOW SELF-SUFFICIENCY/POVERTY LEVEL



PERCENT EXPERIENCING FOOD INSECURITY\*

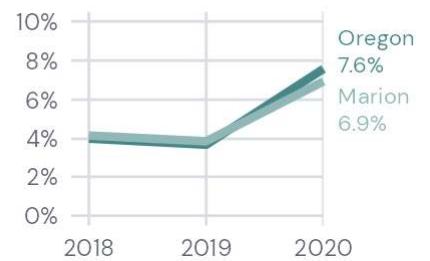
LATINX



FARMWORKERS



UNEMPLOYMENT



AVERAGE COST OF A MEAL

**\$3.10**

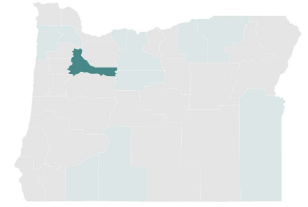
MONEY NEEDED TO PROVIDE FOOD SECURITY

**\$20.1M**

HEALTH INSURANCE COVERAGE RATE\*



# Infrastructure



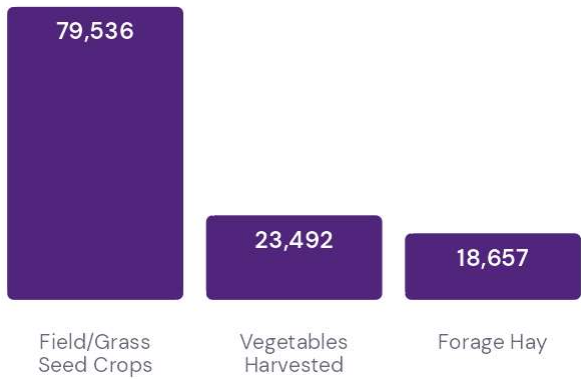
NUMBER OF FARMS

1,120

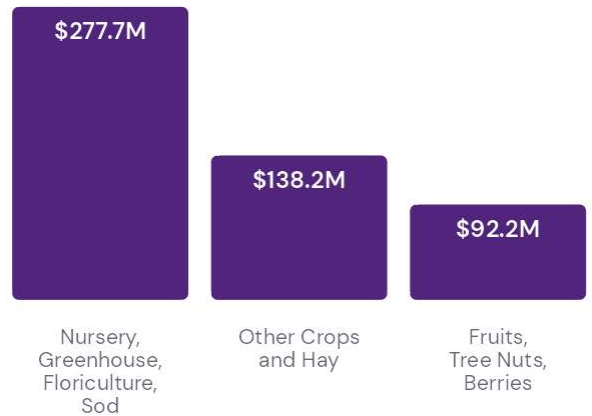
FARMLAND ACRES

217,207

ACRES OF TOP THREE CROPS

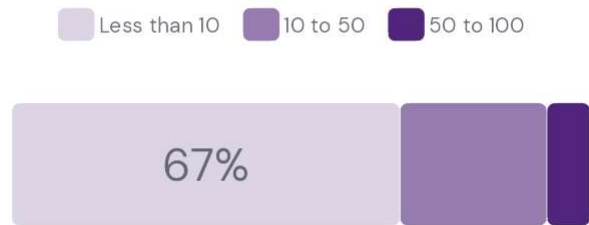


TOP THREE CROP SALES



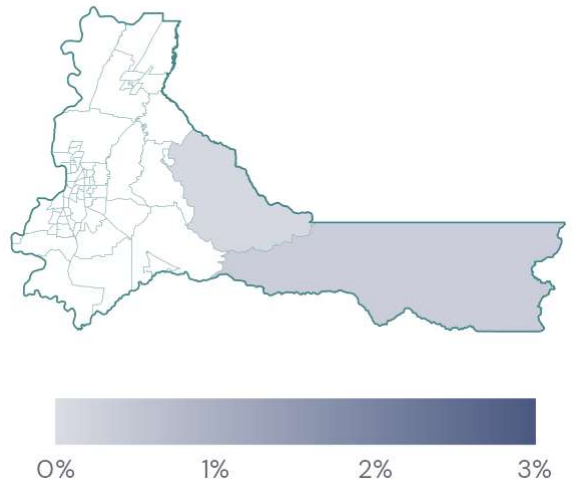
## INTERNET SPEEDS

Data on internet speeds comes from the Federal Communications Commission. Data was aggregated at the county level and the charts here show the average download speed in megabytes per second.



## FOOD DESERTS

The map here shows the percentage of each census tract in Marion County who are Latinx and live 10 or more miles from a supermarket. Darker shading indicates more of the Latinx population lives in a food desert.



# 2022 OCDC Community Assessment FACTS AND DEMOGRAPHICS

Presented by the Oregon Child Development Coalition

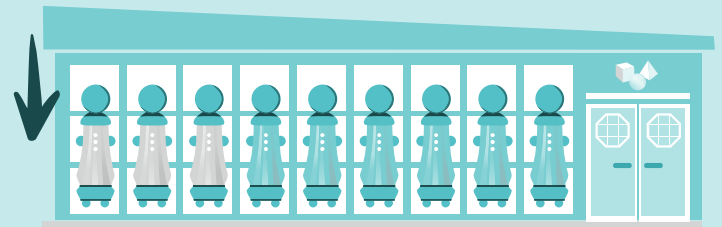
**37.62%**

Decrease in number of Spanish-Speaking childcare centers in the US (2020)



**-4,500**

Number of people who left the U.S. childcare industry between Sep. - Nov. 2021 (one-third of its workforce)



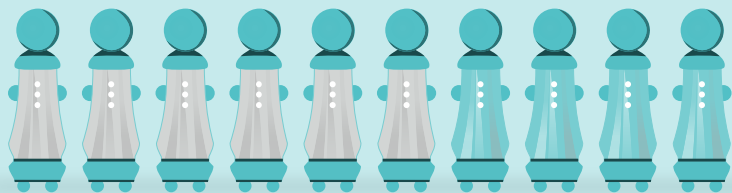
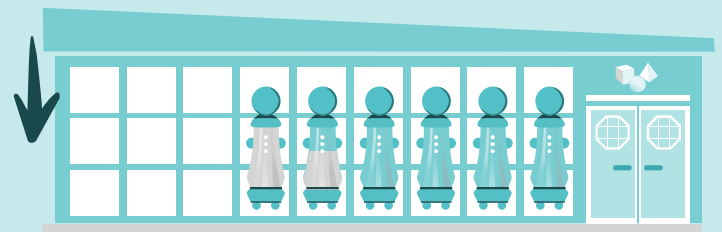
**15%**

Decrease in number of U.S. bus drivers between 12/31/19 to 12/31/20



**-3,700**

Number of people who left the U.S. childcare industry in Dec. 2021 alone



**60%** # of Oregon childcare providers lost between March and Sept. 2020

**3 in 5**

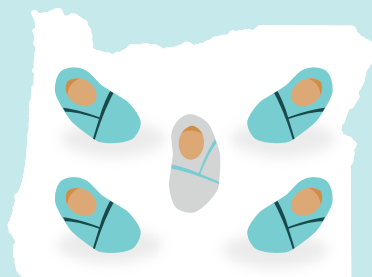
of U.S. rural communities do not have sufficient childcare slots (2018)

**60%**

of Hispanic/Latina/o/x families live in a childcare deserts (2018)

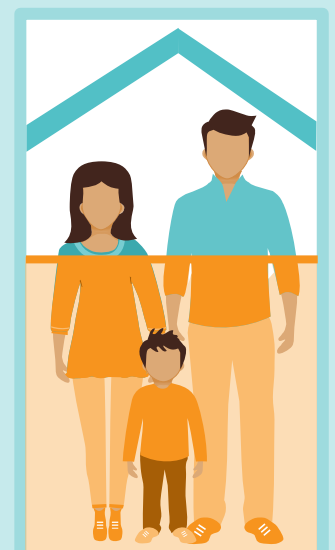
**1 in 5**

# Oregon children (18.9%) going hungry (2019)



**57%**

% of total income families pay for every child enrolled in childcare in Oregon (for those earning 25% of median household income) (2021)

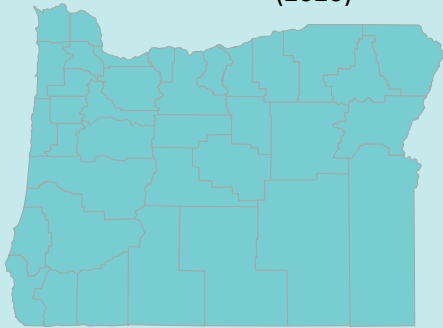


# 2022 OCDC Community Assessment FACTS AND DEMOGRAPHICS

Presented by the Oregon Child Development Coalition

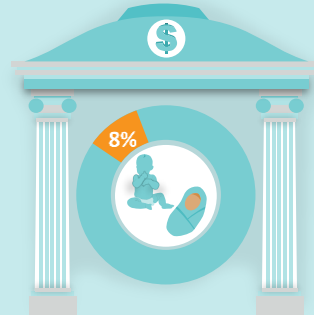
**100%**

All of Oregon counties are a childcare desert for infants/toddlers (2020)



**8%**

% of total Oregon childcare slots publicly funded for infants/toddlers (2020)



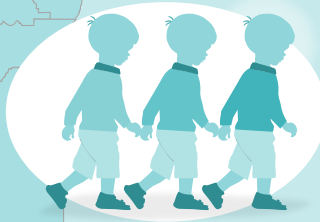
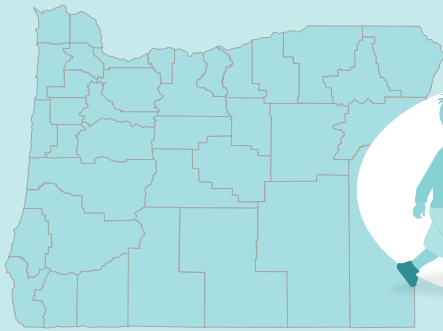
**24%**

% of total Oregon childcare slots publicly funded for preschoolers (2020)



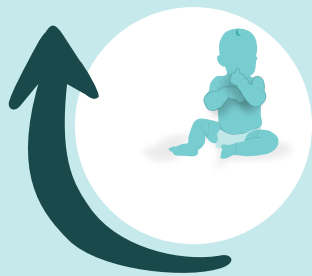
**25 of 36**

Oregon counties are a childcare desert for infants/toddlers (2020)



**44%**

% of Oregon households in financial hardship—earn above FPL, but not enough to cover basic needs (2018)



**92%**

% of Oregon infants/toddlers without access to regulated childcare slot 2020 (5% increase from 2018)

**6.9%**

% increase in Head Start-eligible children living at or below FPL from 2014 to 2019



**76%**

% of Oregon preschoolers without access to regulated childcare slot 2020 (10% increase from 2018)



**18%**

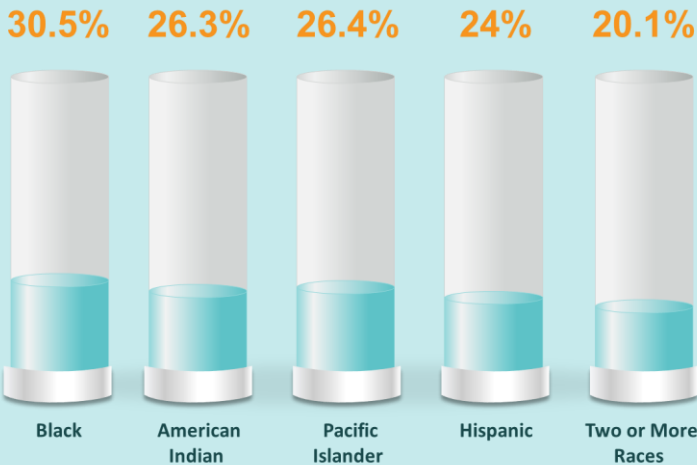
% of homeless / doubled up students in Oregon - highest in the U.S. (2016-2017)



# 2022 OCDC Community Assessment FACTS AND DEMOGRAPHICS

Presented by the Oregon Child Development Coalition

% Living in Poverty by Race in Oregon (2019)



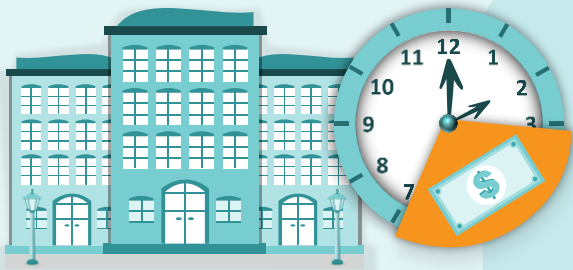
**437%**

Increase in H-2A applications approved between 2005-2019. 19.2% of these were from CA and WA alone (2019)



**\$25.14**

Wage Oregon households must earn per hour to afford rent on a two-bedroom without paying more than 30% of their income on housing (2021)



Eligible high-needs Oregon preschoolers receiving adequate EI/ECSE services (2020)

Eligible moderate-needs Oregon preschoolers receiving adequate EI/ECSE services (2020)

Eligible Oregon infants/toddlers receiving adequate EI/ECSE services (2020)

Eligible low-needs Oregon preschoolers receive adequate EI/ECSE services (2020)

**0.70%**   **6.25%**   **36.1%**   **61.6%**

**73.5%**

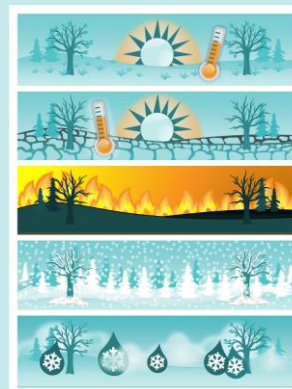
Increase in Oregon's U-6 Labor Underutilization # from 2019 to 2020 (means more people in poverty but technically above FPL)



**117°**

Highest Oregon temperature reached in June 2021.

Intense weather events in 2020 & 2021: extreme heat, drought, fires, blizzards and freezing rain.



FAMILIES' EXPERIENCES  
WITH CHILD CARE:

# Perspectives and Challenges in Accessing Quality Care for Families with Infants and Toddlers

Families with infants and toddlers who spoke to us included Native American/American Indian parent/caregivers, African-American and Black parent/caregivers, Spanish-speaking parents/caregivers, and families living in rural/frontier communities. Although these families had diverse racial, ethnic, and cultural backgrounds, many of their **key messages** were similar, their priorities for quality care aligned, and they made recommendations that are clear and actionable. Below we summarize results related to these three areas.



Photo: Multnomah County Healthy Birth Initiative

## Key Takeaways

- 1 Families want to be informed consumers, and need access to multi-lingual child care information systems that provide up-to-date information about location, cost, quality, and availability of culturally and linguistically appropriate care.
- 2 The importance of finding a child care provider they can trust, especially for parents of non-verbal children, cannot be understated.
- 3 Families trust family, friends, and professionals who communicate frequently, encourage parent visitation, and who develop warm, caring relationships with themselves and their children.
- 4 Families define quality with an emphasis on having a provider who speaks their language and who shares their racial, ethnic, and/or cultural background, but struggle to find providers who meet this need.
- 5 The lack of high quality, affordable, available, and culturally appropriate care takes a significant toll on families' economic and emotional well being.
- 6 Immediate, substantial, and ongoing investments in expansion and quality improvement are needed.

**FAMILIES' EXPERIENCES  
WITH CHILD CARE:**

# Lessons for Creating Quality Care for Oregon's LGBTQIA+ Families

Families in the LGBTQIA+ community who participated in the focus groups included a racially and ethnically diverse group of parents/caregivers, with a range of family configurations. They shared many of the same priorities and challenges expressed by parents/caregivers in the other priority populations, but brought their unique perspectives as members of a marginalized sexual orientation and/or gender identity. Their messages and recommendations are summarized below.



## Key Takeaways

- 1** LGBTQIA+ families prioritize ensuring that their children are in safe, welcoming settings that value sexual and gender diversity and inclusion.
- 2** Few LGBTQIA+ families found providers who readily or visibly conveyed acceptance for LGBTQIA+ families.
- 3** Many parents/caregivers relied on family and friends for care, knowing their families would be accepted and supported.
- 4** The state early learning system needs to be more intentional in creating a system that is inclusive of LGBTQIA+ families, starting with investing in more training, resources, and supports for providers on how to do this.



## Appendix A. Key Takeaways from 2019–2020 PDG Needs Assessment

The following key takeaways are taken from “Key Findings from Statewide Family Listening Sessions 2019–2020”, available at the [ELD website’s PDG page](#).

These are shared in the spirit of facilitating connection between past data collected and ongoing work. Many of these themes were reinforced by the information collected in the 2021–2022 PDG Strengths and Needs Assessment and indicate areas for continued investment and ongoing improvement.

**Past listening sessions with families have identified the following key takeaways.**

**1 Families Have a Shared Value for Supporting Children’s Early Learning.**

Families in all of the groups we spoke with had a common shared interest in ensuring that their children received quality early learning that could support the child’s ability to successfully transition to and succeed in school.

**2 Ideal Care Needs and Desires Vary.**

Reflecting families’ diverse cultures, languages, geographic location, work schedules, and other complexities, “ideal” child care looks different for different families. The message for the early learning system from these sessions is clearly that there is no “one-size-fits-all” approach and that an effective system includes diverse providers, settings, and strategies.

**3 Families Want Trusted, Affordable, Available Care.**

At the same time, across these different families it was clear: All families want a child care provider that they can trust, where their children will be safe, and the child care is affordable, accessible, and open during the days and times that families need care.

**4 Families are Currently Compromising for Affordability.**

The lack of available, affordable care led families to compromise other factors, including quality, to secure affordable early learning programs that allowed parents to work. Other parents sacrificed working at all because of the cost of care, or described complex patchworks of care that were clearly stressful at best and at worst harmful to relationships and adult and child well-being.

**5 Oregon Needs More Culturally-Specific and Responsive Care Options.**

The ability of early learning settings to provide dual-language programs that reflect children’s cultural backgrounds and facilitate quality partnerships with adult family members is critical to addressing noted disparities in school readiness and success for these children. Such programs should not be considered optional, but rather a core part of Oregon’s early learning system. In addition to language and cultural barriers, these families face the additional burden of systemic racism, day-to-day experiences of discrimination, and both explicit and implicit bias on the part of early learning providers, teachers, and others.

**6 Rural and Geographically Isolated Families Need More Child Care Options.**

More than any other families we spoke with, families living in rural and frontier areas expressed a sense of desperation and frustration with the lack of early learning options and described the compromises they were making to secure care of any type. More resources to increase availability, as well as accessibility (e.g., ensuring transportation supports), is paramount for meeting these families’ needs.

**7 Families with Children with Special Needs Require Early Learning Providers with More Specialized Training.**

Enhancing the availability of training, as well as increasing the incentives for providers to engage in training and successfully provide inclusive settings, is a priority. Families with children with special needs also expressed the need for better integration of EI/ECSE services into existing settings, as well as more on-site support from trained EI/ECSE staff and more regular communication with their EI/ECSE providers.

**8 Other Key Components of a Quality Early Learning System Include:**

- Helping connect families with community resources to help with family stability (housing, food, etc.);
- Supporting more regular communication between early learning providers and parents, with updates on what children were doing and learning during the day;
- Having more publicly available parental “reviews” of child care providers and facilities;
- Expanded opportunities for publicly-funded Head Start or Head Start “like” programs to be provided to families who are on waitlists.

# Key Shared Messages from Participating Families

Families across the three priority populations called on Oregon's early learning system leaders to...

1 Make child care more affordable, especially infant and toddler care.

"Unfortunately, the area that we are in, there just wasn't the option for [different child care]...It was unaffordable and our county is considered a child care wasteland...I had to keep him in there because it was my only option for consistent care so that I could work." -Family Experiencing Suspension/Expulsion

"I've been looking into, what does that look like? What do daycares here in Portland look like? They're extremely expensive and easily half or third of my check. That's for what I feel like are the good ones, or have the values that I like, they're wait listed."

-African American/Black Infant and Toddler Focus Group Participant

"We're either having to compromise cost or quality of care, just to get in somewhere while we wait for the place we want." -LGBTQIA+ Family Member

"That's our other biggest challenge, just paying \$1,250 a month for the babies, which is more than our \$900 house mortgage. It's eating us alive, but they're the best daycare around, they're the most reliable."

-Rural English-Speaking Infant and Toddler Focus Group Participant

2 Build easily accessible, multilingual systems that provide families with the detailed and up-to-date information they need to find quality child care that meets their needs.

"[211 línea telefónica de servicios comunitarios esenciales]... me da una lista de proveedores. A todas esas listas yo marcaba, y marcaba, y me contestaban, preguntaba si hablaban en español, pero no hablaban en español. Sí se me dificultó bastante [encontrar una guardería]."

"[211 essential community services phone line]...gave me a list of providers to call. I called everyone from all those lists and I asked if any one spoke Spanish, but no one did. Therefore, yes, it was quite difficult [finding child care]." -Spanish-Speaking Infant and Toddler Focus Group Participant

"I did the work to be like where do I go, who do I talk to, what are my resources. That's fine. I'm a parent. I have to take care of my kid. That would be something that could be useful for providers to have information on." -Family Experiencing Suspension/Expulsion

*"Mi ingreso es más de lo que ellos piden, pero es imposible. También veo otras opciones, otros lugares, otras guarderías y es demasiado costoso a la semana. No puedo. Me toca buscar otras opciones como las niñeras."*

*"My income is more than what they ask for, but it's impossible. I also see other options, other places, other daycares, and it's too expensive per week. I can't do it. I have to look for other options like babysitters."*

**-Spanish-Speaking Infant and Toddler Focus Group Participant**

*"I feel like we have one child care facility in our community right now that offers both [care for different age groups]. They can only take 15 kids, and they're serving 3 towns. It really makes me feel sad."*

**-Rural, Native American/American Indian Infant and Toddler Focus Group Participant**

*"Our child care spaces have multiple [cultures] represented even in their toys, even in their books. A big part of what's being said is that there's not a healthy representation of us, and we're already in one of the Whitest cities in the country. Our children need that."*

**-African American/Black Infant and Toddler Focus Group Participant**

*"As we're having discussions about caregivers that value and respect our family, it would be wonderful to have a caregiver who was in our community, but I didn't run across any queer caregivers, or daycare centers when I was searching. That would have been ideal. I'm compromising by not getting that."*

**-LGBTQIA+ Family Member**

### **3 Invest in an expanded array of child care settings, facilities, and providers, especially:**

- More providers in rural Oregon;
- More providers of color;
- More providers who speak Spanish and languages other than English;
- More providers who are part of the LGBTQIA+ community.

### **4 Stabilize the workforce by addressing the deep systems transformation required to change how child care providers are paid and supported as professionals.**

*"I want to add that I feel like it's also really important on that flip side to make sure that early child care providers are being paid a living wage. Perhaps they're receiving benefits, if that's ever possible [laughs] in the long-term view, that they're receiving adequate training and that they're considered professionals."*

**-Rural English-Speaking Infant and Toddler Focus Group Participant**

**5 Invest in training, coaching, education, and quality improvement that addresses the aspects of care that are the highest priorities for families.**

*"Lo que realmente uno busca es el bienestar para sus hijos, la cercanía...el que conectes con esa persona que va a cuidar a tu hijo, es lo más cercano como una hermana, o tu mamá. "Que te den esa misma confianza."*

*"What you are really looking for is the well-being of your children. The closeness...you connect with that person who's going to take care of your child, they should be as close to you as possible, like a sister or your mom. They should give you that same confidence."* -Spanish-Speaking Infant and Toddler Focus Group Participant

*"Honestly, every time I went in there, they just had all the kids propped up in front of a TV. It was awful. I feel like such a bad parent for letting her go there for a long time. You get desperate when you're a working parent and you need child care."* -Family Experiencing Suspension/Expulsion

*"With family and friends watching them, they do what family does. They hang out with the kids and things like that and watch and care for them. They don't do a whole lot of learning and teaching stuff, which would have been great."*

-Rural, Native American/American Indian Infant and Toddler Focus Group Participant

**6 Ensure that this training and professional support is provided to the networks of trusted family, friends, and neighbors who frequently provide care for young children, especially among marginalized communities.**

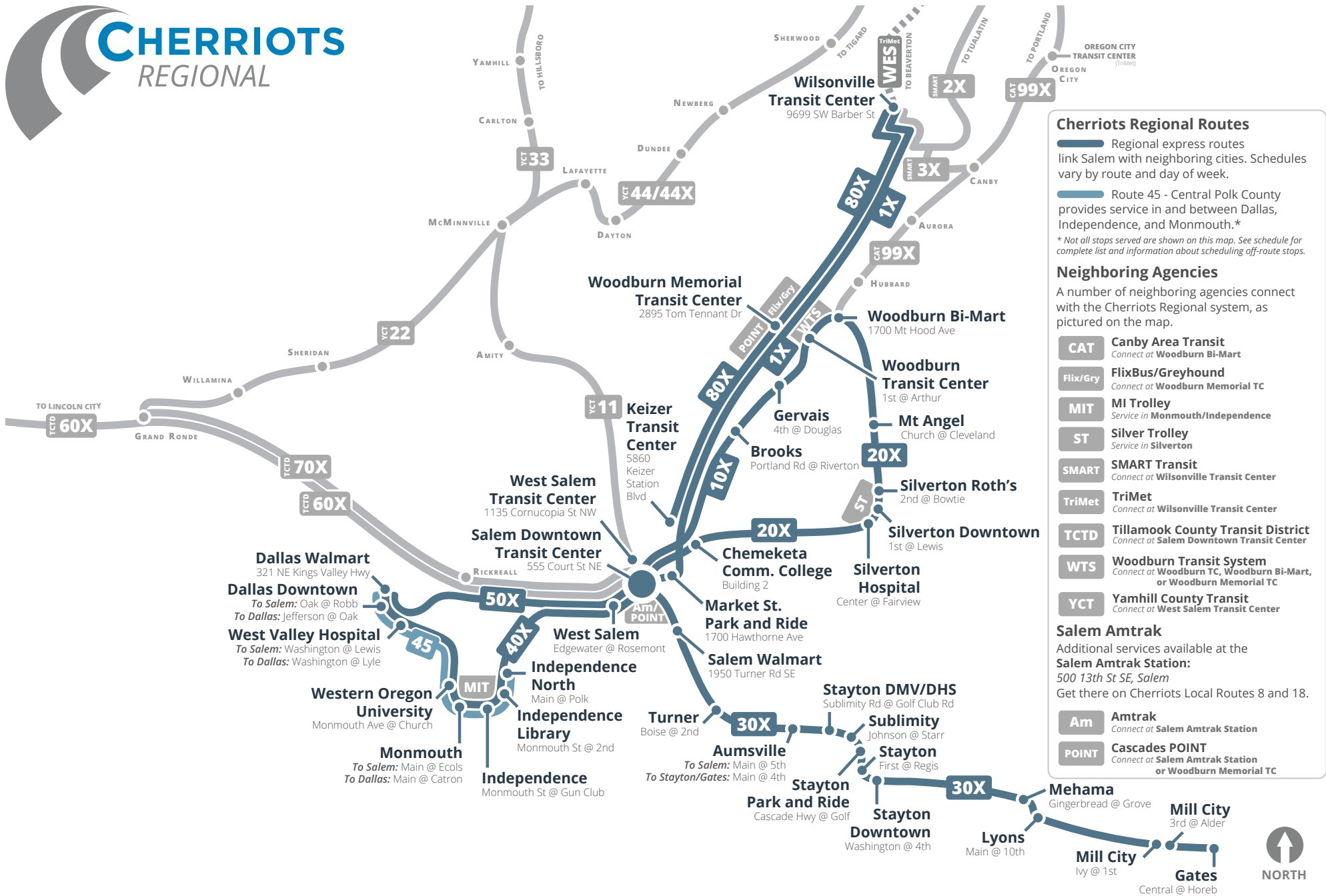
**7 Implement system-wide, multifaceted approaches to eliminate discrimination and bias among child care providers, such as:**

- Promoting anti-bias curriculum, resources, and materials that reflect a variety of races, languages, cultures, and family types;
- Encouraging providers to display visible signs of inclusive policies and practices.

*"...the conversation was, not sure if this is the best fit, not sure if we can meet her need. It was cordially framed, but it was a pretty clear message of not inclusion."* -Family Experiencing Suspension/Expulsion

*"They basically want a kid to look and act a certain way in order to be in their preschool program, which is not conducive to teaching kids in a community setting because...kids are different."* -Family Experiencing Suspension/Expulsion

*"Questions like this come to mind and may be basics of what I'm looking for...Do you have experience caring for children from families similar to ours? Do your toys and books reflect a range of families? How would you handle questions from other children directed to my child about their family? How do you model and teach about gender roles? Do you have LGBTQ staff or staff who are familiar with the LGBTQ community? Do staff receive anti-bias training on a regular basis? Do you use an anti-bias curriculum? Do you have a formal anti-discrimination policy in place? Are you open to learning?"* -LGBTQIA+ Family Member



### Cherriots Regional Routes

- Regional express routes link Salem with neighboring cities. Schedules vary by route and day of week.
- Route 45 - Central Polk County provides service in and between Dallas, Independence, and Monmouth.\*

*\* Not all stops served are shown on this map. See schedule for complete list and information about scheduling off-route stops.*

### Neighboring Agencies

A number of neighboring agencies connect with the Cherriots Regional system, as pictured on the map.

<b>CAT</b>	<b>Canby Area Transit</b> Connect at Woodburn Bi-Mart
<b>Flix/Gry</b>	<b>FlixBus/Greyhound</b> Connect at Woodburn Memorial TC
<b>MIT</b>	<b>MI Trolley</b> Service in Monmouth/Independence
<b>ST</b>	<b>Silver Trolley</b> Service in Silverton
<b>SMART</b>	<b>SMART Transit</b> Connect at Wilsonville Transit Center
<b>TriMet</b>	<b>TriMet</b> Connect at Wilsonville Transit Center
<b>TCTD</b>	<b>Tillamook County Transit District</b> Connect at Salem Downtown Transit Center
<b>WTS</b>	<b>Woodburn Transit System</b> Connect at Woodburn TC, Woodburn Bi-Mart, or Woodburn Memorial TC
<b>YCT</b>	<b>Yamhill County Transit</b> Connect at West Salem Transit Center

### Salem Amtrak

Additional services available at the Salem Amtrak Station:  
500 13th St SE, Salem  
Get there on Cherriots Local Routes 8 and 18.

<b>Am</b>	<b>Amtrak</b> Connect at Salem Amtrak Station
<b>POINT</b>	<b>Cascades POINT</b> Connect at Salem Amtrak Station or Woodburn Memorial TC

Effective: May. 8, 2023





# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Marion EI/ECSE



ADDRESS: 2611 Pringle Road SE, Salem 97302 | PHONE: 503-385-4675

### Students We Serve



# 647

Total Infants, Toddlers, and Preschool Children in the Special Education Child Count

### C5. BIRTH TO AGE 1 IFSP

Percentage of total population birth to age 1 with IFSPs receiving EI services



# 0.46%

Infants and toddlers birth to age 1

Oregon target - 0.81%

### C6. BIRTH TO AGE 3 IFSP

Percentage of total population birth to age 3 with IFSPs receiving EI services



# 1.72%

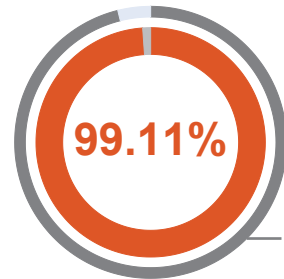
Infants and toddlers birth to age 3

Oregon target - 2.50%

### EI Environment

#### C2. NATURAL ENVIRONMENT

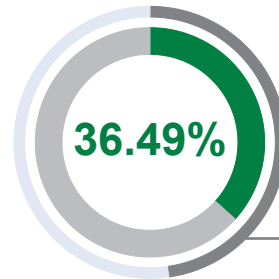
Infants and toddlers who primarily receive early intervention services in home or programs for typically developing children.



### ECSE Environment

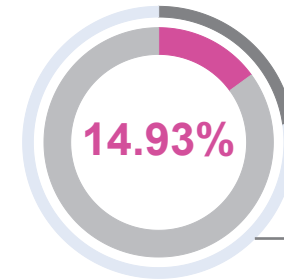
#### B6A. REGULAR CHILDHOOD PROGRAM

Children receiving majority of ECSE services in a regular childhood program.



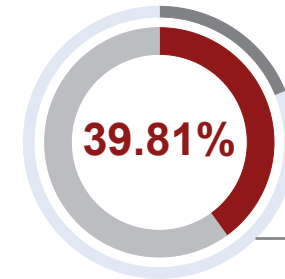
#### B6B. OTHER CHILDHOOD PROGRAM

Children receiving majority of ECSE services in a separate special education class, separate school, or residential facility.



#### B6C. HOME

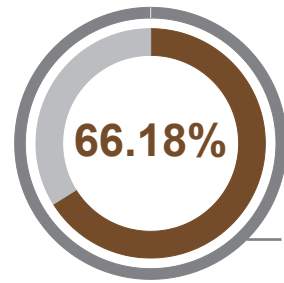
Children receiving special education and related services in the home.



### Eligibility Timeline

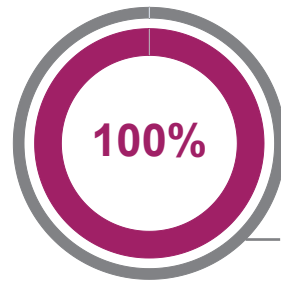
#### C7. EI ELIGIBILITY

Eligible infants and toddlers for whom an evaluation, assessment, and initial IFSP were completed or were justified within 45 days.



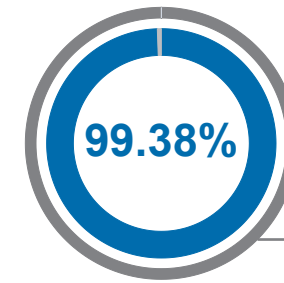
#### C1. TIMELY EI SERVICES

Infants and toddlers who receive early intervention services in a timely manner.



#### B11. ECSE ELIGIBILITY

Preschool children with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



### Early Intervention (EI)

A special education program for children from birth to age three, who have developmental delays or a medical condition likely to result in a developmental delay.

### Early Childhood Special Education (ECSE)

A special education program for children age three to school age with developmental delays and/or other disabilities that qualify them for special education.

### Individualized Family Service Plan (IFSP)

A plan for special services and special education for infants, toddlers, and children ages three to five with developmental delays.



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Marion EI/ECSE

ADDRESS: 2611 Pringle Road SE, Salem 97302 | PHONE: 503-385-4675



### Improving Services

#### FAMILY AND PARENT SURVEY RESULTS

C4A. Families who report that EI services helped the family know their rights



**Suppressed**

Families reporting

Oregon target - **89.92%**

C4B. Families who report that EI services helped the family effectively communicate their child's needs



**Suppressed**

Families reporting

Oregon target - **91.63%**

C4C. Families who report that EI services helped the family help their child to develop and learn



**Suppressed**

Families reporting

Oregon target - **91.72%**

B8. Parents who report that the ECSE program facilitated parent involvement as means of improving services and results



**89.47%**

Families reporting

Oregon target - **89.39%**

### Outcomes

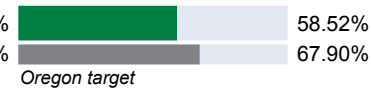
#### PREPARING INFANTS, TODDLERS FOR PRESCHOOL

Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program.

##### C3A. Positive Social-Emotional Skills



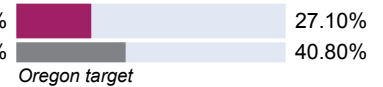
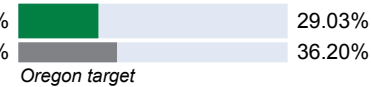
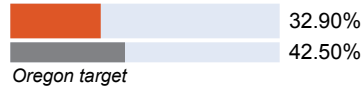
##### C3B. Acquisition and Use of Knowledge and Skills



##### C3C. Use of Appropriate Behaviors to Meet Needs



Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program.



#### PREPARING PRESCHOOLERS FOR KINDERGARTEN

Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program.

##### B7A. Positive Social-Emotional Skills



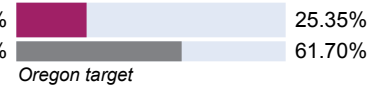
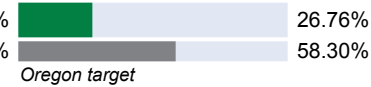
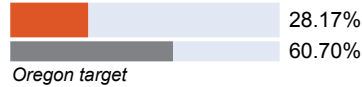
##### B7B. Acquisition and Use of Knowledge and Skills



##### B7C. Use of Appropriate Behaviors to Meet Needs



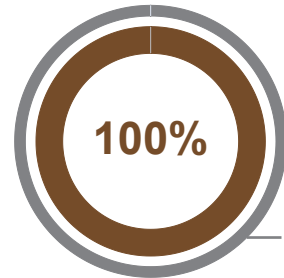
Preschool children who were functioning within age expectations by age 6 or when they exited the program.



### Transition

#### C8A. EI IFSP WITH TRANSITION STEPS

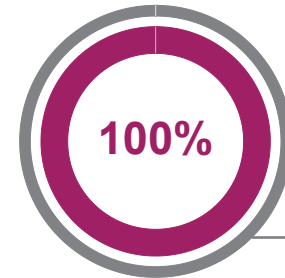
Children exiting EI with IFSP transition steps.



Oregon target  
100.00%

#### C8C. EI IFSP WITH TRANSITION CONFERENCE

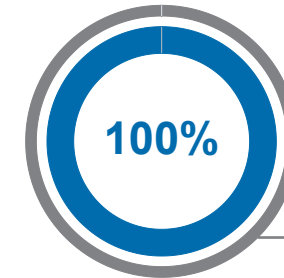
Children exiting EI and potentially eligible for ECSE that had a transition conference.



Oregon target  
100.00%

#### B12. EI TRANSITION, ELIGIBLE FOR ECSE

Children referred by EI prior to age 3, found eligible for ECSE, with IFSP developed and implemented by their third birthday.



Oregon target  
100.00%



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Polk EI/ECSE

2021-22

ADDRESS: 2045 SW Hwy. 18 - #100, McMinnville 97128 | PHONE: 503-435-5900

## Students We Serve



# 116

Total Infants, Toddlers, and Preschool Children in the Special Education Child Count

### C5. BIRTH TO AGE 1 IFSP

Percentage of total population birth to age 1 with IFSPs receiving EI services



# 0.30%

Infants and toddlers birth to age 1

Oregon target - 0.81%

### C6. BIRTH TO AGE 3 IFSP

Percentage of total population birth to age 3 with IFSPs receiving EI services



# 1.54%

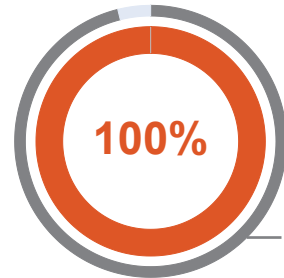
Infants and toddlers birth to age 3

Oregon target - 2.50%

## EI Environment

### C2. NATURAL ENVIRONMENT

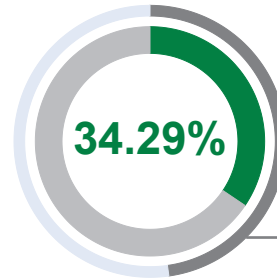
Infants and toddlers who primarily receive early intervention services in home or programs for typically developing children.



## ECSE Environment

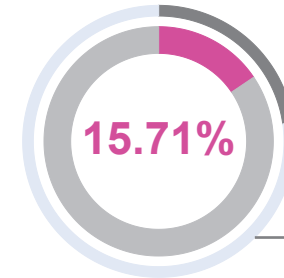
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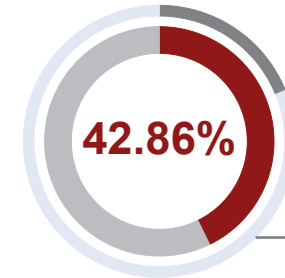
### B6B. OTHER CHILDHOOD PROGRAM

Children receiving majority of ECSE services in a separate special education class, separate school, or residential facility.



### B6C. HOME

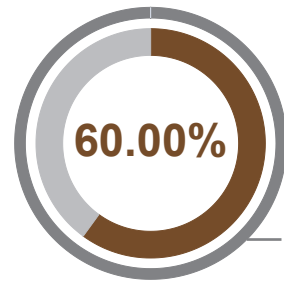
Children receiving special education and related services in the home.



## Eligibility Timeline

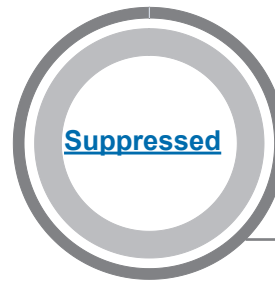
### C7. EI ELIGIBILITY

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# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Poik EI/ECSE

ADDRESS: 2045 SW Hwy. 18 - #100, McMinnville 97128 | PHONE: 503-435-5900

2021-22

### Improving Services

#### FAMILY AND PARENT SURVEY RESULTS

C4A. Families who report that EI services helped the family know their rights



**66.67%**

Families reporting

Oregon target - **89.92%**

C4B. Families who report that EI services helped the family effectively communicate their child's needs



**83.33%**

Families reporting

Oregon target - **91.63%**

C4C. Families who report that EI services helped the family help their child to develop and learn



**Suppressed**

Families reporting

Oregon target - **91.72%**

B8. Parents who report that the ECSE program facilitated parent involvement as means of improving services and results



**Suppressed**

Families reporting

Oregon target - **89.39%**

### Outcomes

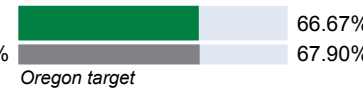
#### PREPARING INFANTS, TODDLERS FOR PRESCHOOL

Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program.

C3A. Positive Social-Emotional Skills



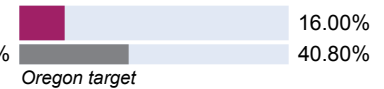
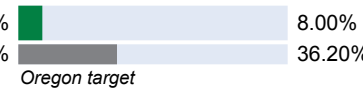
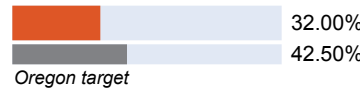
C3B. Acquisition and Use of Knowledge and Skills



C3C. Use of Appropriate Behaviors to Meet Needs



Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program.



#### PREPARING PRESCHOOLERS FOR KINDERGARTEN

Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program.

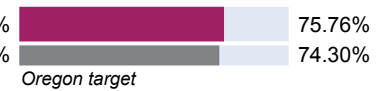
B7A. Positive Social-Emotional Skills



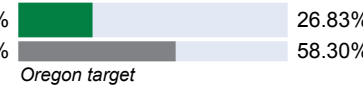
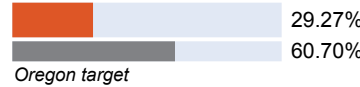
B7B. Acquisition and Use of Knowledge and Skills



B7C. Use of Appropriate Behaviors to Meet Needs



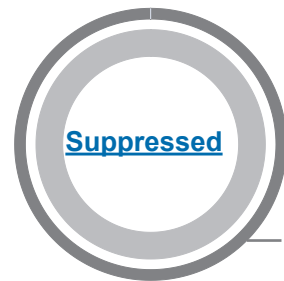
Preschool children who were functioning within age expectations by age 6 or when they exited the program.



### Transition

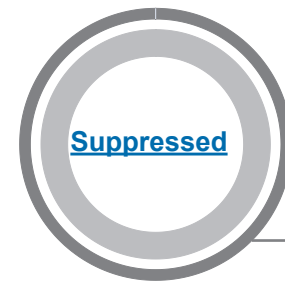
#### C8A. EI IFSP WITH TRANSITION STEPS

Children exiting EI with IFSP transition steps.



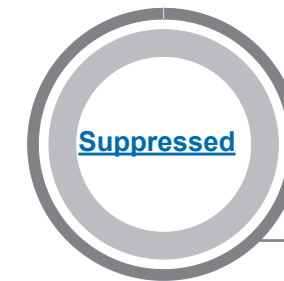
#### C8C. EI IFSP WITH TRANSITION CONFERENCE

Children exiting EI and potentially eligible for ECSE that had a transition conference.



#### B12. EI TRANSITION, ELIGIBLE FOR ECSE

Children referred by EI prior to age 3, found eligible for ECSE, with IFSP developed and implemented by their third birthday.



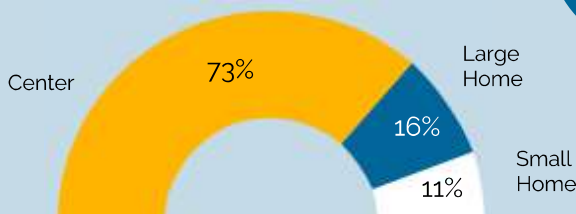
# MARION COUNTY EARLY LEARNING WORKFORCE

Produced by the Oregon Child Care Research Partnership

The early learning workforce includes individuals working directly with children and families\* in regulated child care and education facilities. The knowledge and skills of the workforce shape the learning and development of young children and support families. It is important to identify and describe these individuals.

## CHILD CARE PROVIDERS

**1,698**  
people worked in regulated early learning facilities in 2021



This represents an increase of 57 individuals since 2012.

**23%** of the 2020 workforce left the field before 2021

## DEMOGRAPHICS

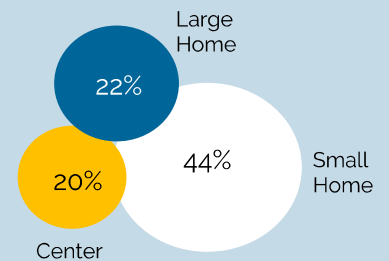
### RACIAL/ETHNIC DIVERSITY

Percent of workforce identifying as a person of color



### LANGUAGE DIVERSITY

Percent of workforce reporting a primary language other than English



## COMPENSATION AND TRAINING



### MEDIAN WAGE

For teachers/head teachers in center based care



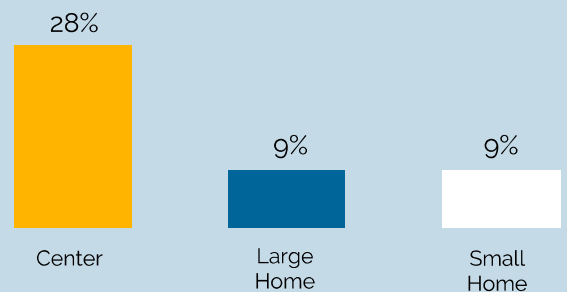
### CONTINUING EDUCATION

Average total hours spent in community-based continuing education training

**46%** of the workforce engaged in at least 1 professional development initiative\*\*

## EDUCATION

Percent of Workforce with Bachelor's Degree or Higher



\*Workforce positions included: Aide I, Aide II, Assistant I, Assistant II, Director, Head Teacher, Provider, Site Directors/Supervisor, and Teacher

\*\*Professional development initiatives include participating in the Oregon Registry Online (Step) or receiving Oregon Education Awards and Scholarships.



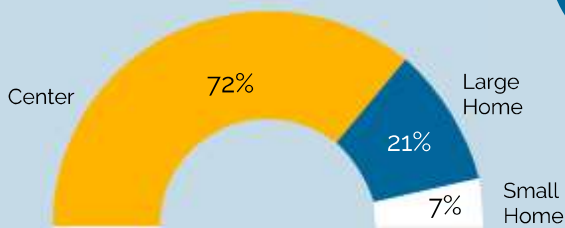
# POLK COUNTY EARLY LEARNING WORKFORCE

Produced by the Oregon Child Care Research Partnership

The early learning workforce includes individuals working directly with children and families\* in regulated child care and education facilities. The knowledge and skills of the workforce shape the learning and development of young children and support families. It is important to identify and describe these individuals.

## CHILD CARE PROVIDERS

**451**  
people worked in regulated early learning facilities in 2021



This represents an increase of 185 individuals since 2012.

**24%** of the 2020 workforce left the field before 2021

## DEMOGRAPHICS

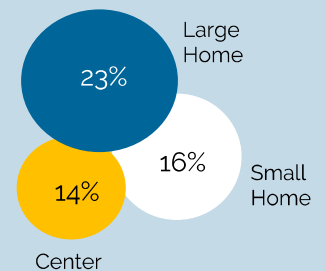
### RACIAL/ETHNIC DIVERSITY

Percent of workforce identifying as a person of color



### LANGUAGE DIVERSITY

Percent of workforce reporting a primary language other than English



## COMPENSATION AND TRAINING



### MEDIAN WAGE

For teachers/head teachers in center based care



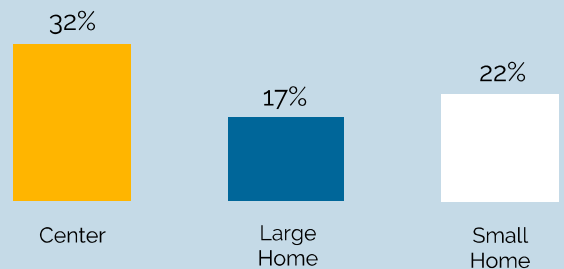
### CONTINUING EDUCATION

Average total hours spent in community-based continuing education training

**46%** of the workforce engaged in at least 1 professional development initiative\*\*

## EDUCATION

Percent of Workforce with Bachelor's Degree or Higher



\*Workforce positions included: Aide I, Aide II, Assistant I, Assistant II, Director, Head Teacher, Provider, Site Directors/Supervisor, and Teacher

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**Appendix I**  
**Community Resources for Children and Families in Marion Polk**  
**2023-2024**

**Helpful links for OHP**

1. [Oregon Health Authority, Health Systems, OHP page](#)
  2. [Eligibility Guidelines and Application Resources](#)
  3. [OHP Application Guide](#)
  4. [Resources for Individuals, Families, and Professionals Dealing with Crisis & Trauma Response](#)
  5. [Crisis Lines](#)
  6. [Find local help from navigators to apply for OHP and other health care plans](#)
  7. [Frequently Asked Questions – OHP Billing](#)
- 

**Applying for DHS services**

DHS encourages applicants for OHP, WIC, SNAP, ERDC and TANF to set up a ONE Online account to manage their applications and benefits.

<https://one.oregon.gov/>

For those without a computer or reliable internet connection, there is a paper application for TANF, SNAP, and ERDC (child care) benefits available on the [Oregon DHS website](#).

The paper application has translations for 11 languages.

You can also apply for DHS programs and services by calling 800-699-9075.

**Find DHS Office Locations**

<https://www.oregon.gov/odhs/pages/office-finder.aspx>

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**Immigrant, Migrant, and Refugee Services**

The U.S. Office of Refugee Resettlement (ORR) provides funding for services to refugees who are not eligible for TANF - <https://www.acf.hhs.gov/orr>

Oregon DHS Refugee Services: <https://www.oregon.gov/odhs/refugees/pages/default.aspx>

**Salem for Refugees**

<https://www.salemforrefugees.org/>

**Farmworker Housing Development Corporation**

<http://fhdc.org/>

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**Housing**

- Marion County Housing Authority
- Salem Housing Authority
- West Valley Housing Authority
- Oregon Human Development Corporation
- Mid-Willamette Valley Community Action Agency
- Center for Hope and Safety
- SABLE House
- St. Francis Shelter
- ARCHES
- Catholic Community Services
- Northwest Human Services
- Shangri-La
- Polk Community Development Corporation
- St. Joseph Shelter
- Woodmansee
- Father Taaffee Homes
- Grace's House
- Shelly's House
- HOME Youth Resources Center
- Restoration House
- Salvation Army
- WestCare Veteran House & Resource Center
- Catholic Community Services

**Homeless Shelters & Services**

- Northwest Human Services (HOAP) (HOST)
- Salvation Army Lighthouse Shelter
- Simonka House
- Union Gospel Mission
- St. Francis Shelter
- ARCHES Day Center
- CAA HOME Youth Resources Center
- Center for Hope & Safety
- SABLE House
- Dallas Community Resource Center
- Dream Center
- Family Promise
- Helping Hands Reentry Outreach

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**Mental Health Services**

- Marion County Mental Health
- Northwest Human Services
- Liberty House Center
- Salem Free Clinics
- Salem Alliance
- Valley Mental Health
- Center for Hope and Safety
- Salem Pastoral Counseling
- West Salem Mental Health Clinic
- Connections Counseling Center
- First Step Treatment Center
- Crisis Text Line
- Polk County Crisis Line
- Suicide Prevention Lifeline
- David Romprey Oregon Warmline - LGBTQ+
- Marion County Psychiatric Crisis Center
- Marion County Her Place
- Lutheran Community Services NW
- Options Counseling
- Poyama Counseling
- Oregon Family Support Network
- Safe Families for Children
- Fostering Hope

**Addiction Resources**

- Bridgeway Recovery Services
- Clear Paths
- Alcoholics Anonymous
- Gamblers Anonymous
- Narcotics Anonymous
- Marion County Alcohol & Drug Treatment
- Provoking Hope
- WVP Moms

**Health**

- Yakima Valley Farm Workers Clinic
- Salem Health Urgent Care
- Salud Medical Center
- Total Health Community Clinic
- West Salem Medical Clinic

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- Willamette Family Medical Center
- Northwest Human Services
- Pacific Pediatrics
- People's Community Clinic of Newberg
- Polk Community Free Clinic
- Polk County Public Health
- Salem CBOC
- Salem Free Clinics
- American Red Cross
- Central Health & Wellness Center
- Children's Cancer Association
- Clinical Medical Nuestra Señora de Guadalupe
- Lancaster Family Health Center
- Marion-Polk County Medical Society
- Central Lions Club
- Dallas Lions Club
- Oregon Lions Sight & Hearing Foundation
- Salvation Army
- Willamette School-Based Health Center
- Grande Ronde Tribal Clinic
- Yakima Valley Farm Workers Clinic
- Marion County Children's Behavioral Health
- Polk County Behavioral Health
- Soy Sano! I'm Healthy

**Dental Health**

- Yakima Valley Farm Workers Clinic
- Willamina School Based Health Center
- West Salem Dental Clinic
- Virginia Garcia Clinic
- Oregon Tech Dental Hygiene Clinic
- Salem Free Clinics
- Lancaster Family Health Center
- Salud Medical Center\*
- Smile Keepers
- Advantage Dental Clinic
- Boys & Girls Club
- Bright Now Dental
- Central Health & Wellness Center
- Gentle Dental
- Dental Lifeline

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**Nutrition**

- WIC and SNAP
- First Baptist Church Salem
- Mano a Mano
- Marion and Polk Food Share
- Table of Plenty- Queen of Peace Catholic Church
- Family Building Blocks
- Dallas H2O
- Good Samaritan Pantry
- Mission Benedict
- Mission of Hope
- Summer Food Service Program
- Oregon Food Bank local partners

**Disability Services and Resources**

- Northwest Senior & Disability Services
- Social Security Administration
- Oregon Commission for the Blind
- Aging & Disability Resource Connection
- Alzheimer's Association of Oregon
- Alzheimer's Support Group
- Oregon Senior Health Insurance Benefits Assistance
- Providence Community Connection
- Monmouth Senior Center
- Dallas Senior Center
- FACT Oregon
- Elder Abuse Senior & Disabled Services Division

**Clothing/Diapers/Wipes/Formula/Baby items/Furniture**

- Family Building Blocks
- Birthright of Salem
- Helping hands
- Michael the Archangel
- Hope Pregnancy Clinic
- Salvation Army
- Bambinos
- St. Germaine Pregnancy Center
- Dallas Community Resource Center
- A Family Place Relief Nursery
- Love Inc.
- Oregon Child Development Coalition
- Polk County Resources Center



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- Silverton Community Center
- Aumsville Clothing Closet
- Community Clothing Closet
- Community of Christ
- Hope Station Community Services Inc.
- Community Warehouse
- Share Inc.
- St. Vincent De Paul

**Domestic Violence Resources**

- Center for Hope and Safety
- Department of Human Services
- National Domestic Violence Hotline
- CASA of Marion County
- CASA of Polk County
- Polk County Crime Victims Assistance
- Marion County Victim's Assistance
- Abby House (WOU)
- Juliette's House
- Grande Ronde Domestic Violence & Sexual Violence Prevention Program
- Child Abuse Hotline
- Liberty House
- SABLE House (Polk County)
- Disability Rights Oregon
- Canyon Crisis and Resource Center [\(Mill City\)](#)
- StrongHearts Native Helpline
- Simonka Place for Women and Children in Keizer
- Benedictine Foundation of Oregon in Mount Angel
- Family Promise in West Salem
- St. Francis Shelter in Salem
- Grace House in Salem

**Utilities support**

- Salvation Army
- Community Action Energy Assistance
- Dallas Community Resource Center
- Mid-Willamette Valley Community Action
- Northwest Human Services
- Oregon Department of Veteran Affairs (ODVA)
- Salvation Army-Salem
- Silverton Community Center
- St Joseph Shelter

# Appendix I

## Community Resources for Children and Families in Marion Polk 2023-2024

### COVID Vaccination Clinics

- Family Building Blocks
- Salem Health, Mano a mano, Polk Co Fairgrounds
- Local Pharmacy- Walgreens, Rite-Aid, Walmart

### Family Education

- Early Learning Hub
- Mid-Valley Parenting
- Boys & Girls Club
- DHS- Cope Classes
- Salem Public Library
- All Options
- Oregon Child Development Coalition
- Mano a Mano Family Center
- Marion County Public Health
- Salem-Keizer Head Start

### Childcare Resources

- Find Childcare Oregon
- Oregon's Spark Rated Program
- Community Action Agency
- Childcare Resource & Referral
- Marion & Polk Early Learning Hub
- Oregon Child Development Coalition

### Transportation

- Congregations Helping People
- Dallas Community Resource Center
- Angel Flight West
- Mid-Willamette Valley Community Action Agency
- Northwest Human Services
- Polk County Behavioral Health
- Roadrunner Transport
- Salem-Keizer Transit
- Serving Our Veterans at Home (SOVAH)
- LogistiCare
- Veteran Transportation Services

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**Legal Services**

- Legal Aid Services of Oregon Central Office
- SABLE house
- Marion Polk Legal Aid
- Marion County Victims Assistance Program
- Center for Hope and Safety
- Neighbor to Neighbor Mediation
- Community Mediation Services
- Oregon Law Center