

# Early Childhood and Family Investment Plan

Recommendations to the Oregon  
Education Investment Board for  
Outcome Budgeting

# Outcome

- Ensure that every child:
  - Enters school ready and able to learn
  - Enters first grade ready to read
  - Leaves first grade reading.
- Decrease tertiary care costs to the state over 10-12 years

# Indicators

- Children and their families meet established developmental milestones in the following domains:
  - Child health
  - Child language
  - Literacy & learning
  - Social-emotional development
  - Parent, family, and support development
  - Cognitive development
- State services, agencies and structures are integrated to support these developmental milestones

# Results Map

- Integrated data system
- Kindergarten readiness assessment
- First Grade assessment and other learning benchmarks
- Consistent regional approach
- Roles for the private sector
- Marketing and communication strategies
- Operating issues
  - Workforce training and development
  - Integration of state efforts
  - Connection to healthcare transformation and human services

# What Evidence Says Works

- Individuals provided with high-quality early education and family supports are:
  - Less likely to require special education services
  - More likely to hold jobs and earn higher salaries as adults
  - Less likely to commit crime and be involved in the criminal justice system
  - More likely to graduate high school
- Mothers of children who receive high-quality early education and family supports are:
  - More likely to be employed
  - Less likely to be on welfare

# What Evidence Says Works (cont.)

- 40 year longitudinal results, High/Scope Perry Preschool Program:
  - The public gained \$12.90 for every dollar spent
  - Those who received services contributed \$156,490 more over their lifetimes than control participants
- Cost reduction opportunities:
  - General Fund cost per Oregon household for criminal justice system involvement: >\$1400
  - Cost associated with teen parenting in Oregon: \$91 million/year
  - Cost of special education services (in addition to base support): ~\$4200/per child per year

# Investment Strategies

- *Sustainable Operations Grants*
  - Consistent regional approach = health care + early learning + education + human services
  - One integrated data system
  - Integrated care coordinators (family support manager)
  - Common child/family assessment of early risk
- *Proficiency / Performance Payments*
  - Provider contracts tied to progress in developmental domains
  - Provider contracts tied to kindergarten readiness and first grade reading
- *Strategic Grants*
  - Social Innovation Funds/Bonds involving
    - Private investors
    - Corrections
    - Healthcare
    - K-12
  - Innovation funds to communities to connect regional services with CCOs (healthcare) and other reforms (e.g. foster care)

# Response to Challenge

- Outcome Teams:
  - 5% invested in transition to K-12. Ensure that the family support manager model moves forward and is integrated into the K-12 system to transition child/family and ensure continued success
  - Changes in provider system to focus on outcomes (vs. delivering services)
- Infrastructure Teams:
  - Early identification
  - Data system
  - Kindergarten assessment
  - Early language benchmarks

# Aligning Incentives: From/To

## From:

- 40% of children in Oregon 0-5 are exposed to factors adversely affecting school success
- Multiple “systems” deliver services. Confusing for families
- Emphasis on funding programs
- Providers focused on service provision not outcomes
- Little/no tracking ROI
- Lack of integration and accountability
- No focus or method to measure early learning
- Identification of children in need of support *after* problems occur

## To:

- 10% of children exposed to learning risk factors
- Integrated services
- Families have access to single care-coordinator across systems
- Kindergarten readiness assessment and early learning benchmarks in place and used as formative opportunities
- Outcomes focused provider contracts
- Early identification of families and children for critical, identified indicators of risk
- Needed support is available through local communities and neighborhoods

# Proposed Rule, Practice, Report Eliminations or Waivers

- Cataloguing of related rules and regulations in process
- Early lesson: While there may be some legitimate regulatory barriers, we have created many of our own through:
  - Interpretation
  - History and habit
  - Fear of asking