

DECEMBER 2024



Birth Through Five Literacy Plan

COMMUNITY ENGAGEMENT



INTRODUCTION

In 2023, the Oregon Legislature and Governor established early literacy as a top priority with the passage of the Early Literacy Success Initiative. As part of that legislation, the Department of Early Learning and Care (DELIC) will create a Birth Through Five Literacy Plan to provide strategies for supporting children ages birth through five to develop early literacy skills.

DELIC partnered with Oregon's Kitchen Table in fall 2024 to hear from people working for early learning partners, programs, and providers, as well as community groups and families with children ages birth through five years old. Approximately 450 people participated in different engagement activities. Throughout this process, we heard from many people across Oregon who provide a wide range of early literacy related activities, programs, and support in many different settings, from preschools to libraries and doctors' offices to families' homes. As one person put it in a community conversation, "the horizon is broad" when it comes to literacy for the very youngest children. People frequently mentioned how interconnected early literacy skills development is to almost every interaction that caregivers have with children ages birth through five.

While we heard that there is much to celebrate about what is already happening across the state to support early literacy, people want to and think Oregon should be doing more. Even as people talked about how they had limited staff to provide programming, they also talked about what they wished they could provide if they had more capacity. People want to have access to or be able to provide a range of activities, from programming in multiple languages to physical spaces for sensory-based learning as well as training for families and professionals about developmental milestones and literacy for children ages birth through five. What is clear is that there is a strong desire for supporting family connections around - and through - early literacy activities, in any language. Families want to be able to support their children's language, early writing.

There are a few tension points, however, for DELIC to consider in developing the

Birth Through Five Literacy Plan. While we heard a strong desire for flexibility to respond to particular needs and challenges in context, we also heard a desire for the plan and DELC to provide clear, consistent guidelines, shared outcomes, and alignment with the other components of the Early Literacy Success Initiative. and listening skills in their first language as well as in English; staff working for programs, providers, and partners want to be able to support and connect with families in their preferred languages.

We also noticed that some people put more emphasis on play and fun in early childhood literacy development; others put more emphasis on academic elements of early literacy skills development (e.g. phonemic awareness or particular preschool curricula). These approaches were not necessarily directly conflicting; rather, people are seeking ways to integrate them and to see where play-based learning can be applied to academic learning. Again, DELC could play a role in helping providers and caregivers integrate various approaches to early literacy learning.

Because people were so eager to both offer their thoughts and ideas and learn more, we encourage DELC to follow up by acknowledging people's participation and sharing how their input has influenced the Birth Through Five Literacy Plan. Furthermore, as the legislature makes decisions about funding for literacy for the 2025-2027 biennium, there may be additional opportunities for DELC to continue to apply those values, perspectives, and ideas to their work.

As this process is the second of two that took place in 2024 related to the state's Early Literacy Success Initiative, we encourage DELC and other decision makers to consider ways to work together to continue to engage people in shared efforts to support Oregon's youngest learners develop early literacy skills. What is clear from both these processes is a widespread recognition that early literacy is – or could be – happening in every corner of Oregon from small to big ways. And it will take all of us to make the most of this shared priority.

This report consists of an Executive Summary followed by the full report, which includes the following sections:

- Summary of community engagement process
- Consistent Themes Across Two Engagement Processes

- Opportunities: Building on What’s Working and Partnerships
- Hopes: What Support People Want to See
- Challenges: Access to Resources and Staffing
- Recommendations for Future Community Engagement
- Conclusion
- Appendices with process details, annotated survey results, and conversation materials

The purpose of the report is to give a snapshot of where values, hopes, and ideas overlap and where they diverge. It lays out themes and points out tensions. It also suggests places where more information and engagement might be helpful.

This report is not a scientific study, nor a presentation of the facts about issues related to early literacy for children ages birth through five in Oregon, but rather a recounting of a series of community conversations over a particular period of time. In the report, we include a selection of quotes or comments we heard in different engagement activities. Quotes and comments included in the report either illustrate a particular point in someone’s own words or echo what other people shared. Whenever possible, we use people’s own words as they have directly shared them with us and do not alter for grammar or spelling if provided in written format.

This report is now in the hands of DELC to help – alongside other information, experiences, and ideas –make decisions about the state’s Birth Through Five Literacy Plan.

EXECUTIVE SUMMARY

In fall 2024, the Department of Early Learning and Care (DELIC) partnered with Oregon's Kitchen Table (OKT) to conduct a community engagement process to hear from a variety of community members about what they would like to see included in a Birth Through Five Literacy Plan. DELIC sought to hear from staff from early learning programs, partners, and providers as well as community groups who support families with young children and families with children ages birth through five

In order to reach both a wide range of people in these different community groups, OKT designed a set of community engagement activities, including interviews, an online and paper survey, community conversations for people working in the field of early learning, community groups that support families, and culturally specific organizing and conversations to hear from families from communities who have been excluded from public decision making.

This report provides an overview of the engagement process as well as high level findings.

Participation

OKT heard from approximately 450 people in a variety of settings. Many people who shared their input - over 2/3 of participants - work in the early childhood field or support families with young children in some capacity. Participants live in or support families in 31 counties across the state. Just over half of survey participants indicate that either they or their child identifies as belonging to one or more groups who experience educational disparities.

Findings: Commonly Held Values and Beliefs

Across the community conversations, events, and individual interviews, the following commonly held values and beliefs emerged:

- Many people - both those working in early childhood as well as families - want to see more early literacy support for families and children in their first languages.

- Overall, people are thinking about how to integrate early literacy activities and learning into other types of learning, such as Social Emotional Learning (SEL) and STEAM.
- Many people are interested in finding playful and age-appropriate ways to teach more academic topics, such as phonemic awareness.
- People also want to learn how to incorporate easy to implement early literacy strategies as part of both families' and providers' daily routines.
- There is a desire for deeper understanding of early literacy milestones for children ages birth through five. People want to see this both for families as well as for people working in the early childhood field.
- Many families and people working in early childhood are interested in supporting multilingual learners, cultural responsiveness in family engagement, and having training about early literacy in languages other than English.
- Staff capacity, turnover, and geographic access impact programs' abilities to access training people want related to early literacy. These challenges also limit how programs connect with families in their communities around literacy.
- Many participants want to see flexible funding in order to meet program and community needs. At the same time, people also want the plan to include clear and consistent guidelines and expected outcomes.
- Partnerships, particularly with public libraries, are important for early literacy support in many regions across Oregon.

Findings: Areas of Differences or Tension

There are a few areas where people held different values and beliefs or where people noted that there are tradeoffs to be considered. These areas include:

- Flexibility (such as in funding) versus consistent, common guidelines (such as in choosing curricula);
- Play-based, sensory learning alongside academic learning (such as phonemic awareness); and

- Finding a balance in the many different modes - from books to technology to easy-to-find materials - that families and children use to develop early literacy skills.

People did not necessarily place these in direct conflict with one another; rather, we raise these tension areas for DELC to consider how the plan can balance different needs and support people as they integrate early literacy in the many settings where children ages birth through five grow, play, and learn.

Recommendations for Future Engagement

Based on what we heard from participants, DELC staff could consider future engagement with community members as the state implements the Birth Through Five Literacy Plan in the coming biennium. We recommend that DELC communicate how the plan reflects people's input from both recent engagement processes. Because we heard that early literacy support could - and currently does - look different for the state's regions, DELC could consider engaging communities to highlight how different regions are supporting early literacy for children ages birth through five. And, in response to a widespread desire for aligning efforts across the state, there is also an opportunity for DELC and other partners to work with communities on a statewide campaign around early literacy in families' everyday lives.

About Oregon's Kitchen Table

Oregon's Kitchen Table is a statewide community engagement program that invites all Oregonians to participate in the decisions that affect their lives. We particularly focus on reaching, engaging, and hearing from Oregonians that have been left out of traditional engagement processes. Using culturally specific and targeted outreach, as well as community partnerships, we work with organizers, translators, and interpreters to assure that materials and online and in-person engagement activities are available for and relevant to all Oregonians. We honor and value the wide range of values, ideas, and lived experiences that community members share with us and with public decision-makers.

OKT is housed in the Hatfield School of Government at Portland State University.

SECTION 1: COMMUNITY ENGAGEMENT GOALS AND DESIGN

Background

In 2023, the Oregon Legislature and Governor’s Office established early literacy as a top priority with the passage of the Early Literacy Success Initiative (House Bill 3198). As part of this bill, the legislature directed the Department of Early Learning and Care (DELIC) to create a Birth Through Five Literacy Plan. As DELIC began to develop the plan, they partnered with Oregon’s Kitchen Table (OKT) to conduct a community engagement process to hear from a variety of community members – including staff from early learning programs, partners, and providers as well as community groups who support families with young children and families with children ages birth through five - about what they think will help meet the early literacy needs of children and families in Oregon.

Below is a brief overview of the engagement process. Approximately 450 people participated across the different engagement activities. More details - including how the fall 2024 effort built off the spring 2024 early literacy engagement process - are included as “Appendix A. Engagement Activities and Participation.” The annotated survey results are attached as “Appendix B. Annotated Survey Results” and include both demographic information about survey participants along with background information and questions. The agenda and questions posed to participants in community conversations are also included as “Appendix C. Materials for Community Conversations.”

Engagement Goals

The goals for the community engagement process were multifold:

- To hear from a variety of people who work for early learning programs, partners, and providers, and – building on spring 2024 engagement process on early literacy - to continue to hear from people who work for community groups as well as families with children ages birth through five years old;

- To understand what people see working well to support families and children develop birth through five literacy skills;
- To learn what people want to be able to access or offer to support families and children develop birth through five literacy skills;
- To hear about the kinds of training or professional development people want to be able to access; and
- To hear about people's hopes for young children related to early literacy skills development.

Outreach and Engagement Activities

OKT designed a set of community engagement activities that took place between September through November 2024. Because OKT recently partnered with ODE in spring 2024 to gather input related to early literacy from both families with young children as well as community groups who support families, the activities and outreach in fall 2024 built upon that earlier engagement process. Activities included an online and paper survey, culturally specific support for families from communities who have been excluded from public decision making to participate, community conversations, and individual and small group interviews.

OKT, DELC, and partners conducted outreach through a variety of channels to invite people to participate. These included invitations via email to OKT's list of over 16,000 Oregonians as well as people who have participated in a number of early learning related engagement processes with OKT. DELC and several early learning partners also invited people to participate through their own email lists as well as social media. OKT also participated in several standing meetings of early learning partners, programs, and providers to let people know about opportunities to participate.

SECTION 2. CONSISTENT THEMES ACROSS TWO ENGAGEMENT PROCESSES

We heard many of the same themes during this current engagement process around the Birth Through Five Literacy Plan as we did in the spring 2024 engagement process focused on early literacy in the community and at home for children ages five through 10 years old. In the spring, we heard from over 250 people who identified as either working with or having children ages birth through five years old. In both processes, people expressed excitement and passion for the state's recent focus on early literacy. People working in the early learning field or for community groups frequently mentioned how interconnected early literacy skills development is to almost every interaction that caregivers have with children ages birth through five.

" Me gustaría un entrenamiento para mi sobre autismo, para apoyar totalmente a esos niños."
("I would like a training for myself on autism, to fully support these children.")

- Connection emerged as a key theme again, with participants pointing to a number of different programs and activities aimed at supporting connection between families and children around literacy
- We also consistently heard a desire - from both people working in the early childhood field well as from families themselves - to better support multilingual learners as well as families whose home language is a language other than English. People also want culturally responsive support as well.
- Many people also emphasized that they want to see strategies that promote literacy skills development in multiple ways beyond books.
- Both families and people working with families and children want strategies for activities or approaches to literacy skills development that occur as part of a family's daily routine or are easily integrated into different parts of early learning settings.

"I don't have as much experience as I'd like in providing support to children with disabilities or families from different cultures, but I'm open to learning!"

- As in the spring, we continued to hear concerns and challenges around identifying and supporting children with disabilities to then be able to better support them develop language, early writing, and listening skills.
- There also is a desire to see strategies to help find a balance around using technology with some people wanting to better support families transition their children off of devices and others wanting to learn more about how technology can support early literacy skills development at different stages between birth through five.

And, finally, we again noticed a strong desire among people to share resources and learn from each other. During conversations, participants asked each other questions and offered ideas in response to one another. The spirit of collaboration and shared learning remains high!

"Pienso que seria benefisioso compartir informacion e ideas entre proveedoras para aprender mas unas de las otras."
 ("I think it would be beneficial to share information and ideas among providers to learn more from each other.")

SECTION 3. BUILDING ON WHAT'S WORKING AND PARTNERSHIPS

When we asked people to share activities they like or what's working well in their community to help families or children with literacy skills development, people often pointed to a range of activities and programs. Very few people stopped after naming just one; instead, many people rattled off a list of half a dozen activities, programs, or events. And, many people recognize that these activities are happening in a variety of places for families and children. The responses to a survey question about places people go to in their communities to help children develop language, early writing, and listening skills were fairly spread out; however, libraries topped the list of options

(16%) and came up in every conversation as a key community resource or partner for birth through five literacy skills development.

People working for early learning partners, programs, providers, and community groups also frequently talked about partnerships with different groups in their communities - including libraries - when describing what programs or support they or

"We partner with the county early childhood committee, we also have early childhood committees in our rural communities. . . We have an Early Childhood Day every year where we partner with many different groups to offer support to families with young children."

others in their community are currently offering. In a conversation with people from Early Learning Hubs, for example, almost every activity, service, or opportunity that they pointed to as working well included a partnership of some kind. We also heard that many of the partnerships related to early literacy efforts are new or still in development, particularly with the state's recent prioritization of early literacy as well as the growing understanding of community needs, such as support for

multilingual learners around literacy. At the same time, we heard a desire for support in more connections and new relationships. For instance, one person from a library shared a desire to identify partners to support outreach for a Spanish language story time for children under 5 years old who experience a disability.

Overall, people share a sense of excitement and pride in what their communities are currently offering or working towards offering; however, we also heard caution that these current activities, programs, and support will be short-lived, particularly with short grant cycles and ever-growing community needs related to birth through five literacy skills development.

"For a rural community, I feel like [we do] pretty well in supporting early literacy, but there is always more we can do and always families that we are not able to reach."

SECTION 4. HOPES: WHAT SUPPORT PEOPLE WANT TO SEE

Connection

Connection was a key theme, with participants pointing to a number of different programs and activities aimed at supporting connection between families and children around literacy activities. Participants also shared examples of programming focused on family engagement in general that intentionally incorporates activities aimed at

“First language support and parent-child interactions are interconnected.”

early literacy skills development. For example, one person talked about a fathers’ group where he and other staff emphasize the importance of sharing stories and talking about values with children.

In survey responses, both families and people working in early childhood or for a community group selected options related to connections as their top choices in response to questions around topics they’d like to learn about or activities they’d like to see more of in their community. People selected “Offer ways for families to learn and connect with each other around different topics, including literacy” and “Offer activities like cooking, singing, music, arts and crafts” just over 20% of the time. The third most frequently selected option - “Offer more access to children’s books that reflect my community’s culture, language, and experience” - also reflects a desire to provide opportunities for broader community and cultural connections through early literacy.

As regards to learning related to early literacy, families chose “Types of activities I can do with children in my family to help them develop language, early writing, and listening skills” most frequently (27%). While training topic preferences among people working in an early learning setting were much less clear, the top two selections also related to strengthening connections. Both “How to provide support to families and children from different cultures” and “How to connect parent-

“Some of us need help reading in our own languages, resources for parents so that they can help us teach and support our children’s learning.”

child interactions to early literacy” were chosen 16% of the time. Most of the training topic options were fairly spread out, however.

Understanding Developmental Milestones

There is a widespread desire for deeper understanding across the early learning field and in community groups about developmental milestones related to early literacy for children ages birth through five. Several people in community conversations voiced concerns that attention to early literacy development - both on a statewide as well as on a national level - could miss opportunities for people to learn about and understand early literacy developmental milestones for children at different stages in the birth through five age group. We heard some hesitancy, for example,

"a de las formas que animamos a nuestras familias, es a traves de los ASQ's, y mostrarles los milestones importantes en la vida de sus hijos, nuestro curriculo ofrece actividades para promover el desarrollo de los ninos" / "One of the ways we encourage our families is through the ASQ's, and by showing them the important milestones in their children's lives, our curriculum offers activities to promote children's development."

around the “science of reading” related information that people had come across thus far; in fact, while the “science of reading” came up frequently in the spring engagement process focused on older children in kindergarten through third grade, people mentioned it in just a few conversations. In one conversation, for example, where the “science of reading” came up, some people agreed that they did not think the materials they had seen related to the “science of reading” covered birth through five developmental milestones in much depth, if at all. Another person noted that their region’s Early

Learning Hub had just recently begun to offer training on the “science of reading.”

Across the community conversations, we noticed that while many people agreed that almost every aspect of early childhood development relates to literacy skills development in some way, there was a shared belief that people’s knowledge about developmental milestones and literacy is limited. While some programs provide

information to families about those milestones, we heard a desire for more ways to be able to clearly make those connections. People recognize that a variety of entities or people working in different ways with families and children often hold distinct but often separate pieces of knowledge. We also heard that there are limited opportunities for sharing those different bodies of knowledge across the different entities who interact with families, infants, toddlers, and preschoolers.

" It would be wonderful to have some connection [to healthcare networks] as families do have children with disabilities and some who have concerns about developmental delays and concerns relating to language development. This connection would be a good opportunity to access some information, training or resources from the healthcare network for providers as well as families."

Flexibility

One of the values we often heard in discussions about how DELC and others could support people in their early literacy related work was flexibility. Some people voiced concerns that future funding might focus on new programs or activities related to early literacy; people did not want to see those that they viewed as working well cease if existing efforts were not eligible for funding. Other people worried that they would not be able to integrate literacy with other types of existing programming or activities due to eligibility restrictions. We also heard many people say that their community had particular or unique needs or circumstances that other communities or regions in the state might not and they want to ensure birth through five literacy funding allowed for those unique circumstances.

"It's nice to have some freedom with funding. We've been able to offer mini grants to the community, literacy picnics, storytime events, restock book vending machines, little free libraries in rural communities."

People often referred to flexibility when talking about who they thought ought to be eligible for birth through five literacy funding as well as the kinds of activities, programs, and expenditures might be allowed. When we asked what flexibility could look like, people mentioned the ability to purchase food or provide transportation for literacy related activities and programs. Several people also said they wanted funding opportunities to allow for region or community specific needs, particularly given that literacy related offerings vary so much across different parts of the state. A few

families and providers also said that because certain early learning programs are restricted in terms of who can participate - often due to income level requirements - fewer families can access what may be some of the only literacy related activities in their area. One Head Start Program director, for instance, shared that they have been developing ways to make their literacy related activities available to their broader community in order to serve more families.

“No cuento con cuidado de niños y es difícil para los padres que se puedan enfocar en un hijo si algunas familias tienen varios.”
 (“No child care and it is difficult for parents to focus on one child if some families have several children.”)

Consistency and Shared Goals

While flexibility emerged as an important value for many staff from programs, partners, providers, and community groups, several people also noted that they thought consistency was also important. This came up most frequently in discussions around training topics like developmental milestones, guidance around choosing

“Creating a framework that early educators can follow or use as a guide to support children in this area.”

curricula or materials, and a shared sense of outcomes or goals. A couple of people wondered if the plan could outline a set of clear expectations and set up a consistent reporting system that grantees could use.

Several participants also talked about wanting to better understand or see more alignment among the different components of the Early Literacy Success Initiative. The Early Literacy Success Initiative includes four components: Early Literacy Birth Through Five Plan, Early Literacy Success Community Grants, Early Literacy Success Tribal Grants, and Early Literacy Success School District Grants. More information about all four components can be found at <https://www.oregon.gov/ode/earlyliteracysuccessinitiative/pages/default.aspx>.

Some people shared that they already are connected to the different entities who are involved in another Early Literacy Success Initiative component, such as an early learning program working in partnership with a K-12 school system in their region. Still others shared stories about confusion over differences between the components and misunderstandings about what organizations or groups might be eligible for the

different streams of funding. Several people voiced wanting to simply better understand the different components' scopes, requirements, and opportunities.

"How do all the state's investments make an overarching plan?"

In several conversations, different people raised the idea of a statewide campaign to promote literacy and offer "bite-sized" ideas for families to do with children. One person suggested using a recent "Every Day Matters" campaign promoting school attendance as a model. For another participant, such a shared campaign, using the same message across the state, would help to tie together different components of the Early Literacy Success Initiative as well as encourage more literacy related activities.

Supporting Multilingual Learners

Both families and people working in early childhood expressed a desire to see more

"La falta de variedad de libros en el idioma principal de la familia."

("Lack of variety of books in the family's primary language.")

support for multilingual learners. This topic came up in almost every community conversation. For many people - both families as well as people who work with families and children - access to materials and books in multiple languages was a top concern. For instance, many participants point to book distribution programs as

successful, but people recognize there continue to be limitations, particularly in regards to bilingual books or books in languages other than English. Both families and staff from early learning partners, programs, providers and community groups said that they struggle to identify and find books that are age appropriate, affordable, and of good quality in languages other than English.

A few people shared that their programs or partner programs go to great lengths to be able to acquire books, from sending staff to book fairs in Mexico City, paying \$18 per book for a book in a less commonly spoken language, or relying on families themselves to help navigate online retailers in less commonly spoken languages and to assess the quality of the book. Even then, there are sometimes only one or two books available for purchase, which limits

"Finding vendors to purchase authentic books in some languages is very difficult."

people’s ability to provide a full, high-quality kit or book distribution program for all their families. Another participant shared that a family member was so frustrated in trying to find books in their family’s first language, they wrote and self-published their own alphabet book in their language to share with children in their family and in their broader community.

People also emphasized that supporting literacy skills development for multilingual learners goes far beyond materials and books. One person noted that they have observed there is limited understanding about how multilingual learners’

“The need for translation support/English being the emphasized language in our programs means that parents may not feel confident about carrying over what is done at home into the classroom, and vice versa.”

brains develop; instead, multilingual learners may be mistakenly assessed as having a communication disorder and learning disability. Increasing people’s understanding about developmental milestones for multilingual learners as well as the importance of developing language, early writing, and listening skills in any language is important to be able to support

children who are developing those skills in multiple languages. Another person observed that there is limited literature and research around early literacy skills development for this age group of children in languages other than English.

There is also interest in ensuring that activities related to early literacy - like training - for families themselves in how to support their children develop language, early writing, and listening skills are provided in multiple languages, including through both written and oral formats. One program director shared that his program offers training for parents in Spanish with English interpretation available - rather than the reverse, in English with Spanish interpretation - to encourage more families to attend and feel welcome.

Integrating Early Literacy

There is a strong desire to see more integration of literacy with other kinds of learning and developmental skills, such as STEAM or Social Emotional Learning (SEL). People cautioned against viewing literacy as just another “add-on.” Many people did, in fact, note in community conversations and interviews that early literacy

skills development is intertwined with any interaction children ages birth through five have. But people working in the early childhood field shared worries that early literacy programs and activities might be viewed as just another “add-on” instead of something to integrate into what families and providers are already doing in everyday life and early childhood settings. A couple of people who work for libraries or an Early Learning Hub talked about current activities or partnerships that bring together lessons, materials, or other resources tying in both STEAM learning and literacy skills development.

"It's important for policymakers to recognize that early literacy and social-emotional development are deeply connected. . . listening to an elder tell a story, it can also mean that an adult can help a child tell their own story based on what they observe or experience together. Incorporating social-emotional development into the Birth Through Five Literacy Plan will help ensure that children are supported in learning to express themselves in ways that go beyond words on a page."

We also noticed that some people put more emphasis on play and fun in comments and conversations and other people put more emphasis on academic

"I try to emphasize the importance of child lead play, and how it supports not just language & literacy development but the whole child. Unfortunately there seems to be pressure for students achieving certain academic milestones, causing worry they will be "behind" and direct instruction is best."

elements of early literacy skills development, particularly for preschool age children. These approaches were not necessarily raised as being in direct conflict with one another; rather, people are seeking ways to integrate them and to see where play-based learning can be effectively used to support age-appropriate literacy developmental skills. In one community conversation with people working in libraries in different parts of the state, participants exchanged ideas with one another about how they incorporated sensory learning with early literacy

activities or used spaces designed with sensory learning in mind to conduct literacy activities.

Technology Use

While technology came up in only a couple of community conversations, several respondents to the survey raised

"I want to better understand how to approach literacy with technology."

technology, too. We noticed that technology came up in three different ways:

- Several people said they observed the families they support struggle with moving their children - including babies and toddlers - away from using devices, like smartphones or tablets. For example, people worry that more time on devices leads to less time with hands-on activities, thus impacting early writing skills in particular.
- In one discussion, however, participants agreed that devices like smartphones and tablets are here to stay, so learning to live with them in balance is key. A few other people shared that they are aware of several apps or computer-based programs that can be used to support early literacy skills development.
- A couple of people noted that they are seeing more children enter their programs with technology to support them in developing literacy skills; however, staff are often not trained on how to use that technology and want more training or support as they are first learning. We heard this particularly related to children who have some kind of assistive technology to support them with language or hearing.

“We’re seeing an increase in kids with augmented speech devices. Our staff needs technology training in how to use devices and how to incorporate the devices into learning.”

In one conversation about technology, one person noted that they view trying to help families find a balance of time with devices as a practice in emotional regulation, too, as young children can easily become attached to their device and struggle with transitioning off of it. Here again, the intersection of SEL and early literacy came up.

“I think it needs to become fun again prior to technology. Interaction is a lost art.”

SECTION 5. CHALLENGES: ACCESS TO RESOURCES AND STAFFING

When we asked people about barriers in being able to offer the kinds of activities they'd like to or to access trainings they feel they need, participants frequently mentioned a lack of funding, materials and books in multiple languages, and challenges related to staff. We also heard that the timing of both activities for families as well as timing for training was an important consideration that also offered challenges. Based on what participants shared, funding, staffing, and access to activities at times that work for families as well as in family's preferred languages are all connected.

“Because library programs are free and don't require registration, attendance to early literacy programs and storytimes can be irregular, especially for families with children who experience a disability.”

Access to Resources

Many participants who we talked with shared a story about difficulties in accessing resources related to early literacy. As mentioned above, this is particularly true when it comes to materials and books in languages other than English and especially in languages that are less often spoken in Oregon or the United States. And

“Falta de tiempo para poder organizar mas actividades de alfabetización, falta de programas en la comunidad que no sean en horas de trabajo, falta de clases y recursos para educadores y familias.”

(“Lack of time to organize more literacy activities, lack of after-hours programs in the community, lack of classes and resources for educators and families.”)

while we heard accessing resources is in general a challenge for many families as well as programs or groups who support families with young children, we also heard particular stories from people who live in less populated communities. One person, for instance, noted that they would like to be able to offer a story time in Spanish for Spanish speaking families. The overall community is less populated and the Spanish speaking community in the area is even smaller. There is not yet a large enough Spanish speaking community to be able to offer the programs in Spanish the community now needs. Likewise, we heard that while people are generally very excited about the

Dolly Parton Imagination Library’s growth in Oregon, access to multilingual books is limited until all counties in Oregon are partners in the Imagination Library.

People also raised how challenging it is for either themselves or someone else in their organization to be able to access literacy related training, particularly if they live in a community farther away from higher populated areas in their regions. A staff person’s ability to access training relies on a number of factors, from reliable transportation to what kind of time - such as, paid vs. unpaid - staff have available to them to participate in training or professional development opportunities. The times of day or days of the week when activities - either those directly offered to families and children or those offered to staff from early learning partners, programs, and providers - also impact how easily people are able to access resources. Several people working for early learning partners, programs, and providers and community groups noted that many such programs are housed in partnership with a local K-12 school system, and those programs then face more hurdles in accessing training, particularly if the school district is operating on a 4 rather than a 5 day schedule for the week.

“Teachers and being able to schedule classes. With so small a population of young students with engaged parents we cannot get enough families at any one scheduled time to make the program break even. Day classes vs after work classes.”

In addition, we heard multiple people say that they fear their ability to reach families to even let them know what literacy related resources are available in the community will continue to decrease as staff are shifted away from outreach efforts to program and activity delivery. Several people saw this movement away from outreach efforts as a growing trend.

Staff Capacity

We also frequently heard people cite staff capacity as a major challenge in meeting community needs to support families and their children in literacy skills development. Many people said that they didn’t have enough staff to meet all the demands of their programs, such as conduct outreach, provide programming, do family engagement, participate in or offer literacy-related trainings. Several people said that either they or someone they work with is the sole person available in an

"In our rural areas staffing and capacity to expand or start new programs is limited. Also complicated grant requirements and reporting requirements deter our smaller community organizations from applying for state funding."

organization to provide any kind of literacy related activities or any activities at all. Partnerships can help to offer more literacy related programming and activities, but developing and maintaining partnerships over time – especially when literacy related funding is short-term - can also put further strain on organizations.

Staff Turnover

People feel the impacts of staff turnover in the field in multiple ways. Several people mentioned that trainers they used to turn to for literacy related training have retired and they have not been able to find new trainers. A few people said that they are seeing lots of new people enter into the field of early childhood care and education, which means many staff are at a point in their professional development when many staff members are just beginning to learn how to support very young children’s literacy education in care and learning settings. One program director said, “We’re seeing many staff who need basics in teaching birth through five, mainly due to inexperience or newness to the field.” Another program director added, “They don’t yet have the ‘tips and tricks’ that people learn and develop over time.”

SECTION 6. RECOMMENDATIONS FOR FUTURE COMMUNITY ENGAGEMENT

Over the next six months, DELC will share the Birth Through Five Literacy plan and the state legislature will make decisions about early literacy funding for the 2025-2027 biennium. The coming months will offer ways for people in Oregon to continue to engage in this statewide shared effort to support early literacy skills development for our youngest learners. There will also be opportunities to continue to keep people -

both families as well as those working in early childhood in a number of ways - engaged in this shared priority.

We recommend that DELC staff pay attention to opportunities for further community engagement based on what we heard from participants in this process. First, we recommend that DELC communicate and demonstrate how people's input from this fall's as well as the spring's engagement processes impacted the Birth Through Five Literacy Plan. As other agencies that OKT has partnered with have done, DELC could make explicit how what people have shared directly influenced aspects of the plan. DELC could also continue to trace for community members how any future legislative decisions reflect - or do not reflect - their input and why. Letting people know how their input was used is critical to building ongoing, reciprocal relationships with community members.

Based on what we heard, DELC may also consider future community engagement processes around one or more of the following:

- Input related to implementing decisions that the state legislature might make about birth through five literacy funding, programs, and activities in the 2025-2027 biennium;
- Feedback on how birth through five programming, activities, and supports are working for families with very young children in particular regions or who belong to particular groups; and/or
- Developing a statewide campaign promoting early literacy that provides ways for people to support Oregon's youngest learners in their everyday lives.

We also recommend that DELC communicate how people's input from this fall's as well as the spring's engagement processes impacted the Birth Through Five Literacy Plan. There may be other decisions related to early literacy where decision makers use the input people provided, both during last fall and spring. DELC could continue to trace how community input is reflected in legislative decisions as well as in how DELC implements future literacy related efforts either on its own or in partnership with other state agencies involved in early literacy efforts.

SECTION 7. CONCLUSION

This process marks the second of two Early Literacy Success Initiative community engagement processes that OKT has worked with alongside state agencies. What is heartening to see is the enthusiasm and interest over the past year within different sets of entities and families about supporting children to develop early literacy skills. And, people have continued to take the opportunity during these engagement activities to engage in shared learning with each other, asking questions of one another and offering suggestions for everything from frameworks to books to training to what's in a sensory room. The joy and spirit people bring to this topic is infectious, and we count ourselves lucky to be in the room with Oregonians who engage in this spirit.

As we enter 2025, we are about to move into a new phase of the state's focus on early literacy as groups throughout Oregon launch or grow programs. We will soon see what is working as well as what may not be working as well as we'd hoped. Here, too, people in Oregon may have roles to play, and we hope DELC and other decision makers will continue to engage people at different points in this next phase of the Early Literacy Success Initiative.

APPENDIX A. Community Engagement Process



Community Input on the Birth Through Five Literacy Plan: Community Engagement Process

BACKGROUND

In 2023, the Oregon Legislature and Governor established early literacy as a top priority with the passage of the Early Literacy Success Initiative. The Initiative identifies four goals:

- Increase early literacy for children from birth to third grade;
- Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
- Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and
- Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

As part of this effort, the legislature directed the Department of Early Learning and Care to create a Birth Through Five Literacy Plan. The plan will include strategies for early learning partners, early childhood programs and providers, and community groups supporting families with very young children to develop early literacy skills. DELC seeks to hear from people working for the programs and organizations listed above as well as families with children ages birth through five to help inform the plan.

In fall 2024, DELC partnered with Oregon's Kitchen Table (OKT) on a statewide community engagement effort to better understand what would be most helpful to people working with and families with children ages birth through five to support young

APPENDIX A. Community Engagement Process

children develop foundational early literacy skills, including language, early writing, and listening skills.

BUILDING ON SPRING 2024 COMMUNITY ENGAGEMENT

This fall’s engagement activities build upon an earlier statewide community engagement process that OKT conducted in partnership with the Oregon Department of Education as ODE sought input to inform one of the other Early Literacy Success Initiative components. The spring engagement focused on hearing from community groups and families about supporting young children to develop early literacy skills (reading, writing, speaking, and listening skills) in the community and at home. ODE used this input to develop a framework and toolkit for the new Early Literacy Success Initiative Community Grants. The full report from the spring 2024 community engagement about early literacy in the community and at home as well as translated summaries of the report are available here on OKT’s website:

<https://www.oregonskitchentable.org/engagements/early-literacy-community-and-home>.

While the Community Grants component focuses on literacy development for children in kindergarten through third grade (ages five through nine years old), we recognized that families often have multiple children of different ages at the same time. Many community groups see their work as supporting the whole family in different ways rather than segmenting out by age ranges. In addition, many community groups – due to capacity, funding, staffing, or other resource restrictions or simply the size of the populations they serve – are constantly navigating how to offer literacy-related programming and supports for children across a much larger age range. Because of this, we designed the spring engagement process to be more inclusive and provided space and opportunities for community groups and families with children who are in the birth through five age range to participate.

During the spring engagement process, over two hundred participants identified as either working with children ages birth through five or having children ages birth through five in their families. The input these participants gave provided important

APPENDIX A. Community Engagement Process

insights about what people thought would be important in supporting early literacy for children ages birth through five. This input also helped to inform the design of outreach and engagement activities for the fall.

While we did reconnect with some of the communities and groups that we heard from in the spring for this fall's engagement process, we primarily focused on hearing from early learning and care partners, providers, and programs focused on children ages birth through five. As there was a high level of interest from families – particularly families whose children are bilingual or multilingual learners – to participate in conversations around early literacy support, we worked with additional community organizers to continue to hear from more families.

OUTREACH

In addition to reaching out to people who participated in the spring 2024 process, we also used the following communication channels to invite people to participate:

- OKT's list, including people who participated in the spring 2024 process;
- people who participated in other early learning related engagement processes with OKT;
- DELC communication channels, including current grantees and partners, as well as social media;
- early learning partners' email lists, newsletters, and social media; and
- presentations and / or brief discussions during several standing meetings of early learning partners to let people know about opportunities to participate and invite people in their programs and networks to participate.

COMMUNITY ENGAGEMENT ACTIVITIES

In order to reach both a wide variety of early learning and care partners, providers, programs, and staff as well as community groups and families from communities who have been excluded from public decision making, OKT designed a set of community engagement activities. These include:

APPENDIX A. Community Engagement Process

- An online and paper survey in five languages (Simplified Chinese, English, Russian, Spanish, and Vietnamese) open to anyone with a child ages birth through five in their family as well early learning partners, programs, and providers, and community groups working with families with very young children;
- Community organizers and partners using a variety of approaches (community events, online surveys, paper surveys, and community conversations) to gather input from families in their communities; and
- A series of 10 conversations (in person or on Zoom), including one in Spanish, with community organizations, entities, and groups intended to better understand what could help community groups in their programming and services.

Community Connector Interviews

At the start of the planning for engagement, OKT conducted 9 interviews with community connectors. Community connectors are people who are generally respected and trusted within their communities as well as outside their communities. They have relationships both within their own communities as well as externally and have a good grasp on where policies intersect (or don't) with people on-the-ground in their communities. While they have their own perspectives on issues, they are aware of and understand other perspectives that other people in their community might hold.

The interviews were intended to help inform the design of the outreach and engagement plan, including in helping to frame the content for engagement. They also helped to identify potential co-hosts for Zoom conversations as well as community organizers and other outreach channels.

Community Conversations with Early Learning Partners, Programs, Providers, and Community Groups

OKT held 10 community conversations (in person or on Zoom) specifically for community-based organizations, groups, and entities who provide support or services to

APPENDIX A. Community Engagement Process

families and children. Statewide groups or networks who could bring together multiple organizations from a variety of geographic areas helped to host six of these conversations, including conducting outreach and issuing invitations to community groups in their networks. These groups include:

- Public libraries throughout Oregon
- Healthy Families Oregon
- Statewide Child Care Resource and Referral
- Oregon Head Start Association
- Oregon Department of Human Services Family Coaches
- Early Learning Hubs

Four additional Zoom sessions were open to anyone who works with families and children ages birth through five as they develop early literacy skills. These four were circulated widely through DELC's networks and through OKT's email list and a variety of partners, including organizations OKT has worked with in previous projects related to early childhood.

In addition to some of the groups and organizations mentioned above, participants in these conversations also identified as providing programs or services to:

- Families and children whose home language is a language other than English
- Families and children who live with lower incomes
- Families and children who live in communities of various sizes, including areas with high populations and areas with low populations
- Families whose children experience a disability
- Families who identify as migrant workers or students

Family Engagement Activities

Oregon's Kitchen Table's multicultural and multilingual team for this project included community organizers who conduct outreach to members of their communities and host activities for people to share what they think in their own language and in whatever way works best for them. The OKT team conducted the following activities:

APPENDIX A. Community Engagement Process

- In-person conversation in Spanish with families at the Migrant Education Parent Institute gathering;
- Zoom conversation with the Yamhill Early Learning Hub Parent Leadership Council;
- Individual conversations with Native and Indigenous families at a Back to School event in the Gorge; and
- Support for Spanish speaking families and Pacific Islander families to respond to the online survey.

Online and Paper Survey

Oregon's Kitchen Table uses an online platform (with paper surveys available as needed) for people who want to give input at a time that works best for them. The survey was open to people who work with children ages birth through five, support families with very young children, and have children ages birth through five in their families. We provided the survey in five languages (Simplified Chinese, English, Russian, Spanish, and Vietnamese).

Content for Engagement

We first asked people about what they have experienced, including what activities they currently do with children or what they see that is currently working well to support families with children to develop language, early writing, and listening skills. We then asked people about what they'd like to be able to see more of in their communities that would support families and children ages birth through five with early literacy.

We asked two series of questions: one set specifically for people who work with an early learning partner, program, or provider or a community group that supports families and one set specifically for people who have a child ages birth through five in their family. The first set of questions focused on topics that people would like to learn more about, types of trainings they either would like to take or offer, experiences they have had in relation to trainings, the kinds of partnerships they are currently part of or

APPENDIX A. Community Engagement Process

would like to have, and how DELC could support their organization's birth through five efforts. We asked families what topics related to birth through five literacy they would like to learn more about and why their choices are important to them.

Finally, we asked all participants for a brief sentence, phrase, or a couple of words to describe their hopes for children as they develop language, early writing, and listening skills.

PARTICIPATION

OKT heard from approximately 450 people in a variety of settings. Approximately 175 people participated in a community conversation. In addition, 255 people submitted input via either an online or paper survey, and 22 people participated in an individual or small group interview. 31% of survey participants indicated they have a child ages birth through five years old in their family, and two community conversations were with families. 69% of survey participants indicate they work in supporting families with young children in some capacity. Participants live in or support families in 31 counties across the state. 55% survey participants indicate that either they or their child identifies as belonging to one of the following groups that experiences educational disparities:

- Tribal member or citizen
- LGBTQ2SIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, 2 Spirit, Intersex, Asexual, plus other non-heterosexual orientations or genders)
- English learner
- Experience a disability
- Have been or am without a house
- Immigrant or refugee
- Migrant worker or student
- Child in foster care

APPENDIX B. Annotated Survey Results

Birth through Five Literacy

Would you please answer some questions in this survey about helping children ages birth through five in Oregon develop language, early writing, and listening skills?

In 2023 the Oregon Legislature passed a bill called the Early Literacy Success Initiative. This law directed the Department of Early Learning and Care (DELIC) to develop a Birth Through Five Literacy Plan. The plan will offer ways to support children ages birth through five develop language, early writing, and listening skills.

DELIC is partnering with Oregon's Kitchen Table to hear from people across the state about this topic.

By sharing what you think, you can help make sure that DELIC creates a Birth Through Five Literacy Plan based on what community members want to see happen.

What is the Birth Through Five Literacy Plan?

The Birth Through Five Literacy Plan will offer ways for early childhood partners to support literacy for children ages birth through five. It will also offer ways for partners and community groups to support families to help their children develop language, early writing, and listening skills.

What does literacy mean for children ages birth through five?

It means children developing language, early writing, and listening skills. From birth, children learn language in many ways. This means making noises, gestures, copying what people do, and saying words. They also learn early writing skills like grasping objects, using a crayon to scribble, or starting to write letters.

How can I help?

Please fill out this survey! And invite other people who you know to fill it out, too.

If you work for an early childhood program or a group that supports families with children ages birth through five, join us for a community conversation. Learn more here.

Will my answers on this survey be private?

Yes. All answers will be private. That is, confidential. They will not be tied to your name or contact information, if you choose to share those at any time.

How will DELIC use the results of this survey?

DELIC will get a report. It will be based on the answers from this survey and from the conversations. It will help DELIC create the Birth through Five Literacy Plan. DELIC will give the Plan to the state legislature in December, 2024. The legislature will make decisions about Birth Through Five Literacy funding for 2025 – 2027. We will share the report with people who choose to share their emails. We will also post the report on Oregon's Kitchen Table's website - <https://www.oregonskitchentable.org/results>.

We are going to ask you some questions about your community and your family. Family means that there is a child or children you care about a lot. They may or may not be related to you. We will also

APPENDIX B. Annotated Survey Results

ask you questions about helping children to develop language, early writing, and listening skills. These can be in any language.

NOTE: Percentages may not add up to 100% due to rounding.

1. What has your experience been with helping children in Oregon develop language, early writing, and listening skills? This can be in any language. Please select all that apply.

RESPONSE CATEGORY	Total Answers = 426
There is a child who is between 5 and 10 years old in my family.	31%
I work or have worked in an Early Childhood program. This is a program that serves children from babies to 5 years old.	35%
I work for a community group. We have programs that serve certain cultural groups in the community.	6%
I work for a community group. We help families with young children ages birth through five.	11%
I work for a group that provides training for early childhood program staff.	10%
Other (please describe) (<i>provided to DELC</i>)	7%

There are many types of activities that help children develop language, early writing, and listening skills in any language. Here are some of them:

- Reading books with children
- Singing songs and nursery rhymes
- Talking to or babbling with babies and toddlers
- Pointing at words as you read
- Describing pictures
- Offering art supplies such as crayons, markers, and large paper
- Listening to an elder tell a story
- Embroidery, beading, and doing other crafts together that are important in different cultures
- Playing games like I Spy and talking about what you can see, taste, smell, and hear

2. What are some activities that you or your community do to help children develop language, early writing, and listening skills? These can be in any language.

Responses provided to DELC.

3. What activities would you like to see more of in your community to help children develop language, early writing, and listening skills? These can be in any language. Please select the three that most appeal to you. Only select three.

APPENDIX B. Annotated Survey Results

RESPONSE CATEGORY	Total answers = 615
Offer more ways for children to practice language in the culture and first language of my community.	15%
Offer more access to children's books that reflect my community's culture, language, and experiences.	17%
Offer ways for families to learn and connect with each other around different topics, including literacy.	23%
Offer storytelling or more options to listen to stories.	14%
Offer activities like cooking, singing, music, arts, and crafts.	22%
Offer support in my language so I can help my child.	4%
Offer other activities to promote language, early writing, and listening skills. Please describe. (<i>provided to DELC</i>)	5%

4. What are the places in your community where you and others go to help children develop language, early writing, and listening skills in any language? Please select all that apply.

RESPONSE CATEGORY	Total answers = 1,198
My home	14%
The homes of other family members or friends	9%
Libraries	16%
Doctor's offices or health clinics	4%
Parent groups	8%
Child care program	13%
Camps or summer programs	8%
Places of worship	7%
Classes or programs in a park	6%
Community centers or cultural centers	8%
Bookstores	5%
Other. Please describe. (<i>provided to DELC</i>)	2%

These next two questions are for people who work for a community group or early childhood program. If you do not work for one of these, please go to question 8.

5. If you work for a community group or early childhood program, what would you like to learn more about as regards helping children develop language, early writing, and listening skills? Please select your top three choices. Only select three.

I would like to learn more about:

APPENDIX B. Annotated Survey Results

RESPONSE CATEGORY	Total answers = 493
The kinds of research and evidence to understand what might work best for children.	11%
How to provide support to children who experience a disability.	15%
How to provide support to families and children from different cultures.	16%
How to provide support to families and children in their first languages.	8%
How to support infants and toddlers develop literacy skills (ages birth through two).	13%
How to support preschool aged children develop literacy skills (ages three through five).	12%
How to connect parent-child interactions to early literacy.	16%
How to evaluate where my programs or teaching are effective	8%
Other. Please describe. (<i>provided to DELC</i>)	2%

What are some of the barriers or opportunities you see for offering these activities?

Responses provided to DELC.

6. How does your early learning program or community group partner with other groups to support families and help children develop literacy skills? Please select all that apply.

RESPONSE CATEGORY	Total answers = 361
We are part of a network for early childhood programs.	28%
We have long-term, formal relationships with other groups (e.g. a contract or an MOU).	13%
We partner with other groups on short-term events or activities.	22%
We are part of a regional education or healthcare network.	13%
We are part of a statewide education network.	13%
We do not have a partnership with other groups.	9%
Other. Please describe. (<i>provided to DELC</i>)	3%

Could you share some more about the partnerships your group has, if you have them?

Responses provided to DELC.

Could you share what kinds of partnerships you would like to have but don't have now?

Responses provided to DELC.

7. If you provide training for early childhood program staff, what kinds of training do you offer them to help children develop language, early writing, and listening skills? Please select all that apply.

I offer training to staff on:

RESPONSE CATEGORY	Total answers = 449
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APPENDIX B. Annotated Survey Results

The kinds of research and evidence to understand what might work best for children.	12%
How to provide support to children who experience a disability.	13%
How to provide support to families and children from different cultures.	11%
How to provide support to families and children in their first languages.	10%
How to support infants and toddlers develop literacy skills (ages birth through two).	13%
How to support preschool aged children develop literacy skills (ages three through five).	18%
How to connect parent-child interactions to early literacy.	12%
How to evaluate whether programs or teaching are effective.	7%
Other. Please describe. (<i>provided to DELC</i>)	3%

Could you share more about your experiences providing these trainings?

Responses provided to DELC.

Please answer the next two questions if you are a family member of a child age birth through five. If you are not, please go to question 10.

8. What would you like to learn more about as regards to helping the child or children in your family develop language, early writing, and listening skills in any language? Please select your top three choices. Only select three.

I would like to learn more about:

RESPONSE CATEGORY	Total answers = 404
How to get more access to books or other materials that honor my family's culture.	15%
How to get more access to books or other materials that honor my family's culture.	14%
How to get more access to books or other materials in the language my family speaks.	27%
Types of activities I can do with children in my family to help them develop language, early writing, and listening skills.	18%
How to get more clear information about how children in my family are doing with learning language, early writing, and listening skills.	15%
How to get support to understand what children in my family are learning at child care or in an early learning program about developing language, early writing, and listening skills.	10%
Other. Please describe. (<i>provided to DELC</i>)	15%

If you want to, please share more about the choices you selected.

Responses provided to DELC.

9. What hopes do you have for children in your family as they develop language, early writing, and listening skills? Please write your answer in one short sentence.

APPENDIX B. Annotated Survey Results

Responses provided to DELC.

10. Is there anything else you would like to share with us about helping families and children as they develop language, early writing, and listening skills? This can be in any language.

Responses provided to DELC.

Now we will ask some questions about you. This helps us know we are hearing from different communities in Oregon. You can choose to answer these or not.

11. What is your age?

RESPONSE CATEGORY	Responses to this question = 254
18 to 29 years old	<1%
30 to 39 years old	9%
40 to 49 years old	31%
50 to 59 years old	22%
60 to 69 years old	24%
70 or older	7%
I prefer not to answer	4%

14. Which county in Oregon do you live in?

RESPONSE CATEGORY	Responses to this question = 247
Baker County	1%
Benton County	3%
Clackamas County	6%
Coos County	2%
Crook County	1%
Curry County	<1%
Deschutes County	4%
Douglas County	7%
Gilliam County	2%
Grant County	1%
Harney County	<1%
Hood River County	2%
Jackson County	1%

14. Which county in Oregon do you live in? (CONTINUED)

RESPONSE CATEGORY	Responses to this question = 247
Jefferson County	1%

APPENDIX B. Annotated Survey Results

Josephine County	<1%
Klamath County	7%
Lake County	1%
Lane County	5%
Linn County	1%
Malheur County	2%
Marion County	2%
Morrow County	<1%
Multnomah County	31%
Polk County	<1%
Sherman County	1%
Tillamook County	1%
Umatilla County	1%
Union County	<1%
Wasco County	2%
Washington County	10%

13. Which races and ethnicities do you consider yourself to be? Please mark all that apply.

RESPONSE CATEGORY	Total Answers = 283
American Indian, Alaska Native	4%
Indigenous Mexican, Central American, South American	3%
Chinese	1%
Filipino	<1%
Korean	<1%
Laotian	<1%
Vietnamese	2%
Black, African American	1%
Caribbean (Black)	<1%
Other Black	<1%
Mexican	5%

13. Which races and ethnicities do you consider yourself to be? Please mark all that apply. (CONTINUED)

RESPONSE CATEGORY	Total Answers = 283
Central American	<1%

APPENDIX B. Annotated Survey Results

South American	9%
Hispanic or Latinx	4%
Middle Eastern	2%
Marshallese, Micronesian, Palauan	16%
Other Pacific Islander	2%
Slavic	<1%
Eastern European	5%
Western European	23%
Other White	22%

14. What language do you prefer to get information in?

RESPONSE CATEGORY	Responses to this question =251
English	73%
Chuukese	10%
Mandarin	<1%
Spanish	14%
Vietnamese	1%
Another language not listed here: (Responses include: Japanese, Mixteco, Palauan, Woleaian)	2%

15. Do you or your children identify with any of the following communities? Check all that apply.

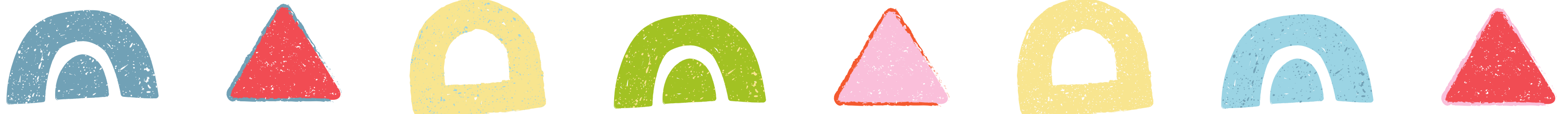
RESPONSE CATEGORY	Total Answers = 278
Tribal member or citizen	4%
LGBTQ2SIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, 2 Spirit, Intersex, Asexual, plus other non-heterosexual orientations or genders)	7%
English learner	13%
Experience a disability	9%
Have been or am without a house	4%
Immigrant or refugee	10%
Migrant worker or student	4%
Child in foster care	3%
None of these	45%

APPENDIX B. Annotated Survey Results

Welcome! ¡Bienvenidos!

Please share in the chat ~ A medida que va llegando, comparte con nosotros en el chat (mensaje):

- Name and organization ~ Nombre y organización
- Where you are joining from today ~ Desde dónde se une a nosotros en el día de hoy
- One activity you do with children to help them develop language, early writing, and listening skills ~ Una actividad que usted hace para ayudar a los niños a aprender las habilidades tempranas del lenguaje, escritura y escucha.



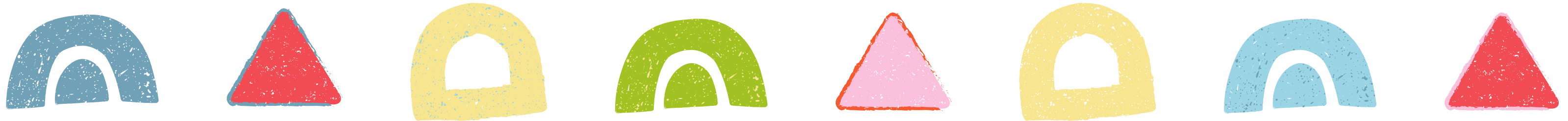
INTRODUCTIONS ~ INTRODUCCIONES



Oregon's Kitchen Table is a statewide program that creates ways for community members to influence the decisions that affect their lives.

~

La OKT es una agencia estatal que trabaja para dar voz a todas las personas en decisiones públicas. Nosotros trabajamos en conectar con personas quienes usualmente no son incluidas en éstas decisiones.



Today's discussion ~ Agenda de hoy

Our Goal:

To hear and learn from each other about how could we support families to help children develop language, early writing, and listening skills (early literacy).

This will help DELC create a Birth Through Five Literacy Plan with ways to support communities, families, and very young children.

Nuestra meta:

Escuchar y aprender los unos de los otros sobre cómo podemos apoyar a las familias para que ayuden a los niños a desarrollar el lenguaje, y en las habilidades tempranas de escribir y escuchar (alfabetización temprana)

Esto ayudará al DELC a crear un Plan de Alfabetización de Recién nacido hasta la edad de 5 años con maneras de apoyar a las comunidades, familias y a niños muy pequeños.



BACKGROUND ~ CONTEXTO DEL PROYECTO



**PAIRS / TRIOS ~ PAREJAS / TRÍOS
SHARE ~ COMPARTIR**



**SMALL GROUP DISCUSSION ~
DISCUSIÓN EN PEQUEÑOS GRUPOS**



**WHOLE GROUP DISCUSSION ~
DISCUSIÓN EN CONJUNTO**



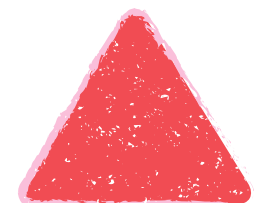
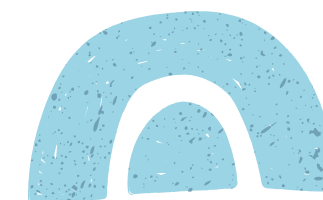
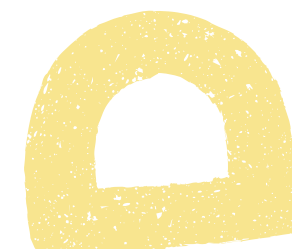
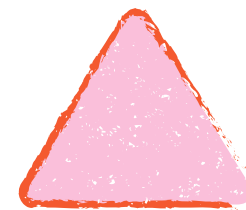
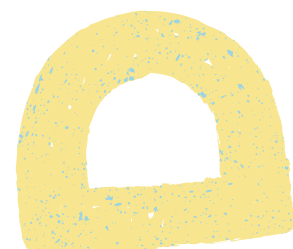
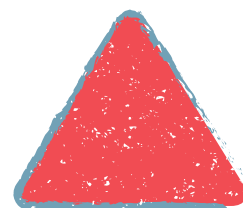
**NEXT STEPS AND APPRECIATIONS
~ PRÓXIMOS PASOS Y
AGRADECIMIENTOS**

DISCUSSION GUIDELINES

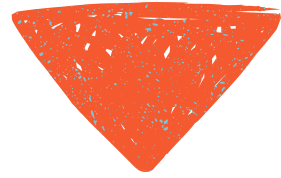


ACUERDOS

- Help us hear everybody ~ Ayúdenos a escuchar a todos
- Listen with curiosity ~ Escuchen con curiosidad
- Speak from your direct experience ~ Hable de su propia experiencia
- Everyone brings different experiences and ideas ~ Aceptar que todos tienen diferentes experiencias e ideas



BACKGROUND ~ ANTECEDENTES

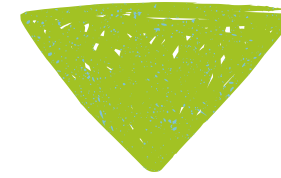


2023: Spring ~Primavera

Legislature passes Early Literacy Success Initiative ~ La Legislatura de Oregón aprobó un proyecto de ley que se llama la Iniciativa de éxito en la alfabetización temprana.

The bill directed DELC to create a Birth Through Five Literacy Plan ~ El proyecto de ley dirigió al DELC a crear un Plan de Recién nacidos a 5 años

Ways to support children ages birth through five develop language, early writing, and listening skills ~
 Maneras de apoyar a los niños desde su nacimiento hasta los 5 años a desarrollar las habilidades del lenguaje, escritura y escucha



2024: Fall ~ Otoño

DELC is working with OKT to hear from people across the state about this issue.

El DELC está trabajando con la organización Oregon's Kitchen Table para escuchar las opiniones de las personas en todo el estado sobre éste tema.

Different ways to participate through November 15th

Hay diferentes maneras participar hasta el día 15 de noviembre



2024: December ~ Diciembre

There will be a summary report ~ Habrá un resumen del reporte

This will help DELC create the Birth Through Five Literacy Plan. They will give this plan to the state legislature.

Esto ayudará al DELC a crear el Plan de Recién nacido a los cinco años. Le darán éste plan a la Legislatura

The legislature will make decisions about funding for birth through five literacy for the 2025-2027 biennium ~

La Legislatura tomará decisiones sobre el financiamiento para la alfabetización de recién nacido a 5 años para el bienio 2025-27

PAIRS / TRIOS ~ PAREJAS / TRÍOS

8 minutes in groups of 2 or 3 ~ 8 minutos en grupos de 2 ó 3

Where are places your family goes in your community to do activities that help your child develop language, early writing, and listening skills? These can be in any language.

What makes these spaces welcoming and inviting for your family to go to?



¿A qué lugares de su comunidad acude su familia para realizar actividades que ayuden a su hijo a desarrollar las habilidades tempranas del lenguaje, escritura y escucha? Pueden ser en cualquier idioma.

¿Qué hace que éstos lugares sean acogedores y cómodos para su familia?

SMALL GROUPS ~ EN PEQUEÑOS GRUPOS

15 minutes ~ 15 minutos

Choose a notetaker and reporter ~ Elegir un anotador y un reportero

What activities would you like to see more of in your community to help children ages birth through five develop language, early writing, and listening skills?

These can be in any language.



¿De cuáles actividades le gustaría ver más en su comunidad para apoyar a los niños a aprender sobre las habilidades tempranas de lenguaje, escritura y escucha?

Estas actividades pueden realizarse en cualquier idioma.

GROUP DISCUSSION ~ DISCUSIÓN EN CONJUNTO

What would you like to learn more about in regards to helping children in your family develop language, early writing, and listening skills?

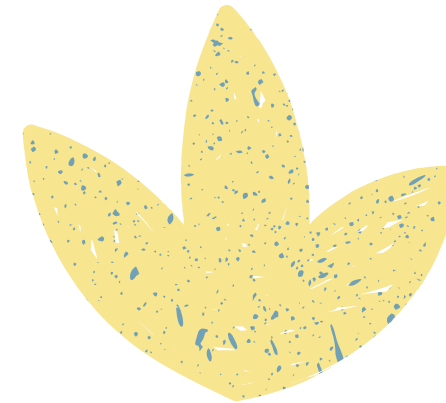


¿Qué más le gustaría aprender en sobre cómo ayudar al niño o a los niños en su familia con sus habilidades tempranas de lenguaje, escritura y escucha?

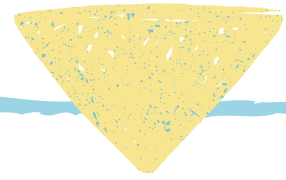
SHARE IN THE CHAT ~ COMPARTIR EN EL CHAT

What is a hope you have for your child as they develop language, early writing, and listening skills?

¿Qué deseos tiene usted para los niños en su familia a medida que van desarrollando sus habilidades tempranas de lenguaje, escritura y escucha?



NEXT STEPS ~ PRÓXIMOS PASOS

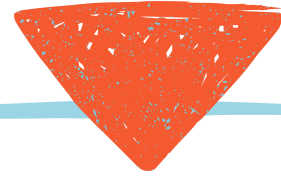


Through November 15 ~
Hasta el 15 de noviembre

OKT will host ways for early learning partners, community groups, and families to give input.



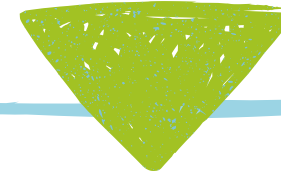
OKT organizará maneras para que los colaboradores del aprendizaje temprano, los grupos comunitarios y las familias den sus opiniones.



Noviembre - diciembre

OKT will create a summary of what we heard.

El OKT creará un resumen de lo que hemos escuchado.

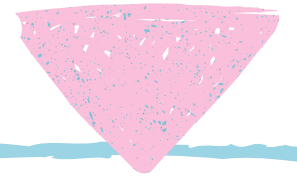


December ~ diciembre

DELC will use this input to create the Birth Through Five Literacy Plan. DELC will give the plan to the state legislature.



El DELC utilizará éstos comentarios para crear el Plan de Recién Nacido a 5 años. el DELC le dará el plan a la Legislatura.



Spring 2025 ~ Primavera de 2025

The legislature will make decisions about Birth Through Five Literacy funding.



La Legislatura tomará decisiones sobre el financiamiento del Plan de Recién nacido a Cinco años.

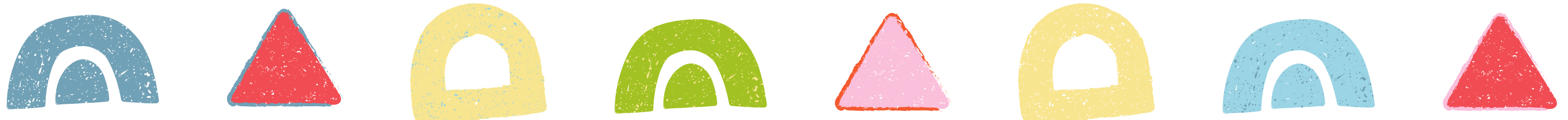
Thank you! ¡Gracias!

Contacts for any follow up:

OKT: Sarah Giles (sagiles@pdx.edu) and Meaghan Lingo (mlingo@pdx.edu)

Contactos para cualquier seguimiento:

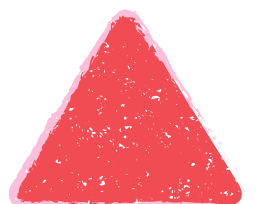
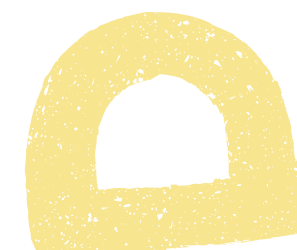
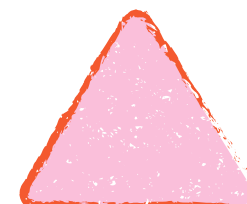
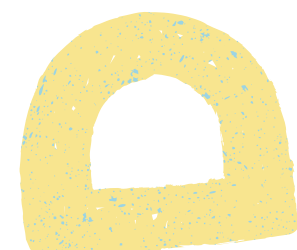
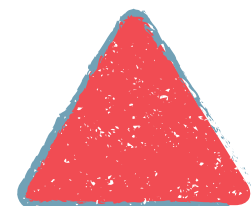
OKT: Sarah Giles (sagiles@pdx.edu) y Meaghan Lingo en español (mlingo@pdx.edu)



Welcome!

Please share in the chat:

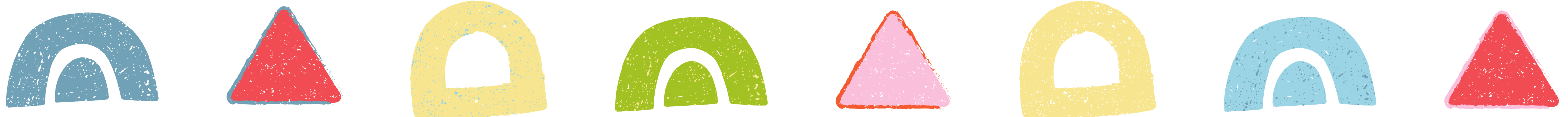
- Name and organization
- Where you are joining from today
- What brings you here today?



INTRODUCTIONS



Oregon's Kitchen Table is a statewide program that creates ways for community members to influence the decisions that affect their lives.



Today's discussion

Our Goal:

To hear and learn from each other about what could be helpful to you and your organization as you support families and children with early literacy programs and activities.

This will help DELC create a Birth Through Five Literacy Plan with ways to support your work, families, and young children.

 **BACKGROUND**

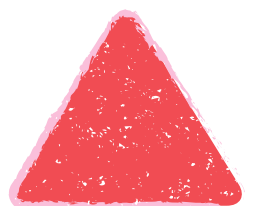
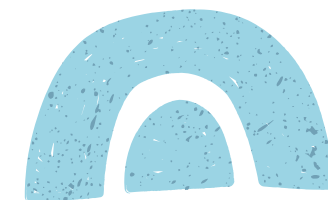
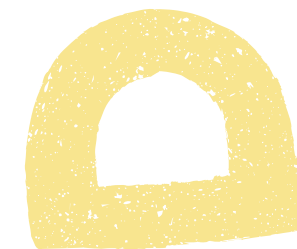
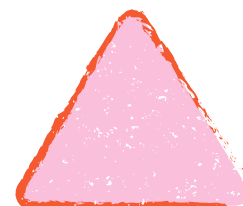
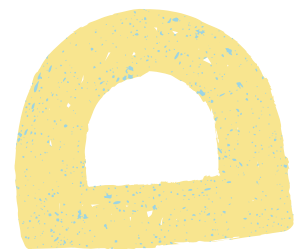
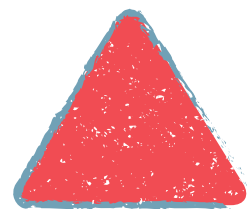
 **PAIRS / TRIOS
SHARE**

 **DISCUSSION**

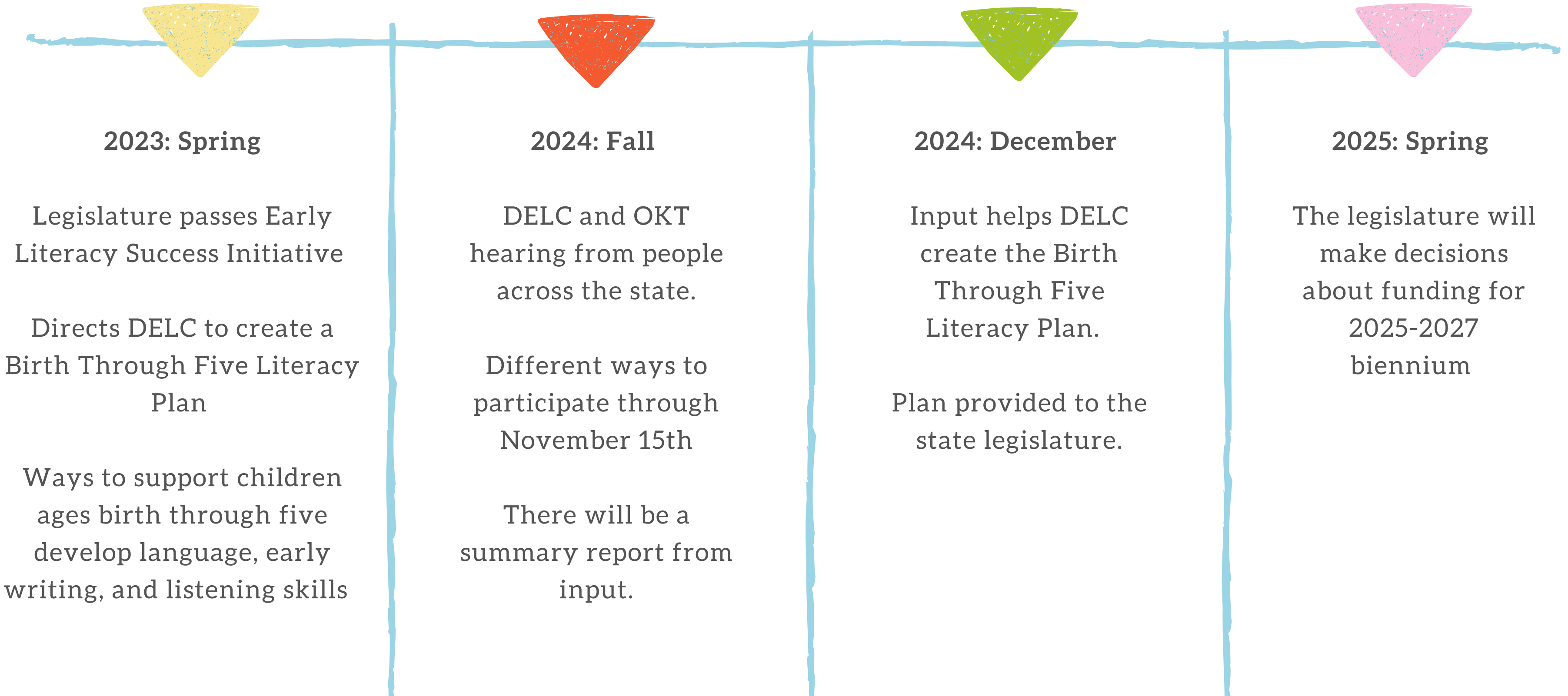
 **NEXT STEPS AND APPRECIATIONS**

DISCUSSION GUIDELINES

- Help us hear everybody
- Listen with curiosity
- Speak from your direct experiences
- Everyone brings different experiences and ideas



PROJECT BACKGROUND



WHAT IS WORKING WELL?

What do you see that is working well to support families and children ages birth through five to develop literacy skills in your community?



- For infants and toddlers?
- For preschoolers?
- For families in their home languages?

WHAT WOULD YOU LIKE TO BE ABLE TO DO?

What would you like to be able to do or offer to support families and children ages birth through five to develop literacy skills in your community?



- For infants and toddlers?
- For preschoolers?
- For families in their home languages?

LEARNING & TRAINING

What topics would you or your staff like to learn more about as regards to helping children develop language, early writing, and listening skills?



- What could help you or your staff access trainings?
- What formats for learning have you found most valuable?

HOW COULD DELC AND OTHERS SUPPORT YOUR PROGRAM'S LITERACY WORK?

Examples:

- Coaching (ongoing, long term)
- Professional Learning
- Communities of Practice and / or Provider Networks
- Materials to support literacy (such as supplies, books, or curriculum)
- Parent Education and / or Family Engagement on literacy
- Infrastructure to carry out literacy programming (such as furniture, space, or rent costs)
- Workforce development (such as staff recruitment and retention, growing staff to meet different literacy programming needs)



- What resonates?
- What else would you like to see covered in the plan?
- How do you see DELC or other partners providing support for you with any of these?

SHARE IN THE CHAT

What is a hope you have for the families and children
in your community as they develop language, early
writing, and listening skills?



NEXT STEPS



Thank you!

Other opportunities to give input:

**Online survey for families and early learning partners (October 15 - November 15)
in English, Spanish, Vietnamese, Russian, and Simplified Chinese**

OKT Team : Sarah Giles (sagiles@pdx.edu) and Meaghan Lingo (mlingo@pdx.edu)

