

DATE: June 29, 2023  
TO: Early Learning Washington County  
FROM: ECONorthwest  
SUBJECT: Task 5: Gap Analysis and Workforce Development Case Studies

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## Introduction

Washington County contracted with ECONorthwest to conduct an analysis of infrastructure and workforce needs for an expansion of early childhood care and education for 0–5-year-olds in Washington County, Oregon.

This memorandum provides results for Task 5, which includes a gap analysis and workforce development case studies. The goals for this task were to (1) quantify the gap between current capacity and capacity needed, circa 2030, under a scenario that reflects a system expansion sufficient to ensure that all regions of the county have at least 0.67 licensed childcare slots per child ages 0 to 5; and (2) describe initiatives in other parts of Oregon that Washington County should consider as it seeks to ensure a robust talent pipeline for the childcare workforce.

## Gap Analysis

### Data Sources

We relied on data collected and analyzed in prior tasks, as well as additional information presented in reports from Oregon State University’s Oregon Childcare Research Partnership, including the 2019 Early Learning Workforce Study and 2022 reports on childcare supply and childcare deserts.<sup>1</sup>

The analysis relied on multiple data sources, briefly described below:

- **Find Child Care Oregon (FCCO) data** – The FCCO database includes data on all childcare and early education providers that are required to or voluntarily report to the state. It includes information on licensed capacity, ages served, and program information, including hours and specialty care offered.

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<sup>1</sup> Oregon Center for Career Development in Childhood Care and Education and Oregon Child Care Research Partnership (2021, May). *Oregon Early Learning Workforce: Seven Years Beyond Baseline Comparison of 2012 and 2019*. Portland State University and Oregon State University.

Oregon Child Care Research Partnership (2023, April). *2022 Estimated Supply of Child Care and Early Education Programs in Oregon*. Oregon State University.

Pratt, M. & Sektnan, M. (2023, May). *Oregon’s Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Corvallis, Oregon: Oregon State University, College of Public Health and Human Sciences. [https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons\\_child\\_care\\_deserts\\_2022.pdf](https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons_child_care_deserts_2022.pdf)

- **U.S. Census Bureau Public Use Microdata Sample (PUMS)** – The Census Bureau releases microdata samples of its American Community Survey to allow users to customize estimates and tables not provided in the pre-tabulated tables. These data provide sample data for deidentified individuals and households at statistically determined Public Use Microdata Areas (PUMAs).
- **Forecast data** – Portland State University’s Population Research Center publishes population by age forecast data for Washington County, the Bureau of Labor Statistics (BLS) publishes occupation-level projections for the Portland-Vancouver-Hillsboro Metropolitan Statistical Area, the Oregon Employment Department provides 10 year (2021-2031) occupational projections for the Portland tri-county area, and Metro provides city-level population, household, and employment forecasts for 2030 and 2045.
- **Quarterly Census of Employment and Wages (QCEW)** – Bureau of Labor Statistics (BLS) publishes quarterly counts of employment and wages, which cover more than 95 percent of jobs in the United States. ECONorthwest obtained from OED confidential QCEW for Washington County to conduct its assessment of workforce need.
- **Oregon Child Care Desert and Oregon Child Care Supply Reports** – The Oregon Child Care Research Partnership at Oregon State University publishes biennial reports on both childcare supply and childcare deserts statewide and at the county level.<sup>2</sup> The Partnership has maintained an estimated supply dataset since 1999 to track the state’s early care and education supply.<sup>3</sup>
- **Raw Oregon Market Price Study data** – The Oregon Child Care Research Partnership at Oregon State University publishes the Oregon Market Price Study biennially, which identifies childcare prices and the geographic distribution of these prices across the state. The research team provided ECONorthwest with the Washington County raw data for its 2022 report, which provided detailed information about provider capacity in Washington County.

## Scenario Definition and Approach

The modeled expanded service scenario reflects a childcare system where licensed capacity is at least 0.67 slots per child in every county Census tract. In the scenario, additional slots relative to current capacity are assigned to tracts by type of provider (center, home based) such that each tract’s total capacity (after expansion) has a distribution of slots by provider type similar to the current distribution across the county as a whole.

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<sup>2</sup> Oregon Child Care Research Partnership. 2022 *Estimated Supply of Child Care and Early Education Programs in Oregon*. Oregon State University. April 2023.

Pratt, M. & Sektnan, M. (2023, May). *Oregon’s Child Care Deserts 2022: Mapping Supply by Age Group and Percentage of Publicly Funded Slots*. Corvallis, Oregon: Oregon State University, College of Public Health and Human Sciences. [https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons\\_child\\_care\\_deserts\\_2022.pdf](https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/research/oregons_child_care_deserts_2022.pdf)

<sup>3</sup> See <https://health.oregonstate.edu/early-learners/supply> for additional information.

We calculate the gap in slots, additional slots by tract and provider type, and additional workforce needed for 2022 and for 2030. The calculations proceed with the following steps for each year:

1. Estimate population of children ages 0 to 5 in each Census tract (2030 estimates equal 2022 estimates plus forecast countywide growth in this population)
2. Calculate current licensed capacity by provider type and Census tract
3. Calculate additional licensed slots by type needed in each Census tract to reach at least 0.67 slots per child (tracts with a higher ratio have no additional need)
4. Estimate additional workforce need, by provider type and position, to provide the needed additional capacity

## Parental Preferences on Mix of Provider Types

The mix of provider types in different regions will vary due to parental preferences, zoning regulations, and other factors such as local employer characteristics. Studies of parental preferences and experiences nationally and in other regions can nonetheless provide additional context to inform Washington County's system expansion planning.

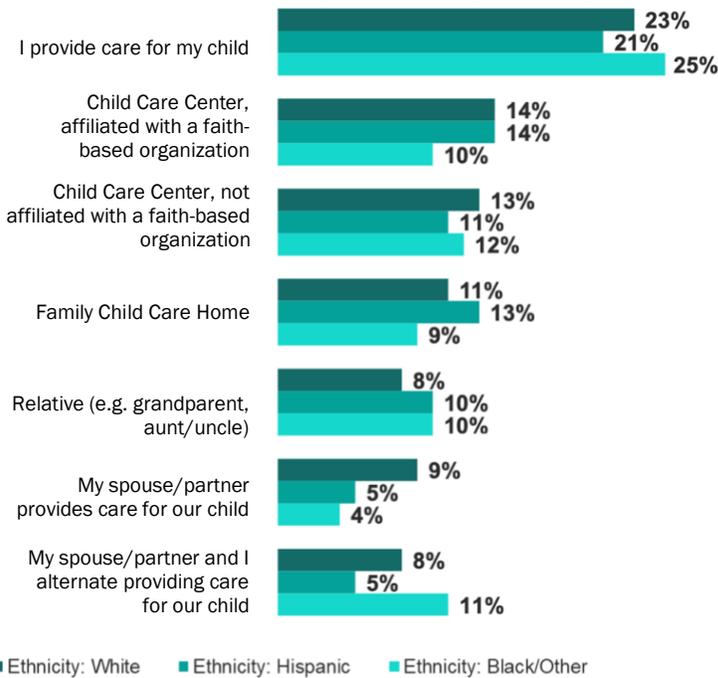
Parental childcare choices are often complex decisions based on a combination of preferences, price, and availability. Parental choices are often based on factors such as family or household make up, community location, personal preferences, constraints and barriers, and financial assistance.<sup>4</sup> These factors vary by demographics and geographic location as well as individual factors. For example, the presence of more adults in the home was associated with decreased use of centers, and parents of three and four-year-olds were more likely to use centers compared to the parents of infants. Trust in the provider was a stronger priority for low-income parents, and low-income parents who report prioritizing trust were more likely to select informal childcare arrangements. Living in a nonmetro area was also associated with higher levels of using informal care, as was prioritizing location and convenience. Based on a national survey of parents in 2021 conducted by the Bipartisan Policy Center, Exhibit 1 shows variation in reported childcare arrangements by race/ethnicity and Exhibit 2 shows variation by income level.<sup>5</sup> Overall, providing a range of childcare options is important, as families have differing needs.

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<sup>4</sup> Weber, R. B., Grobe, D., & Scott, E. K. (2018). *Predictors of low-income parent childcare selections*. *Children and Youth Services Review*, 88, 528-540.

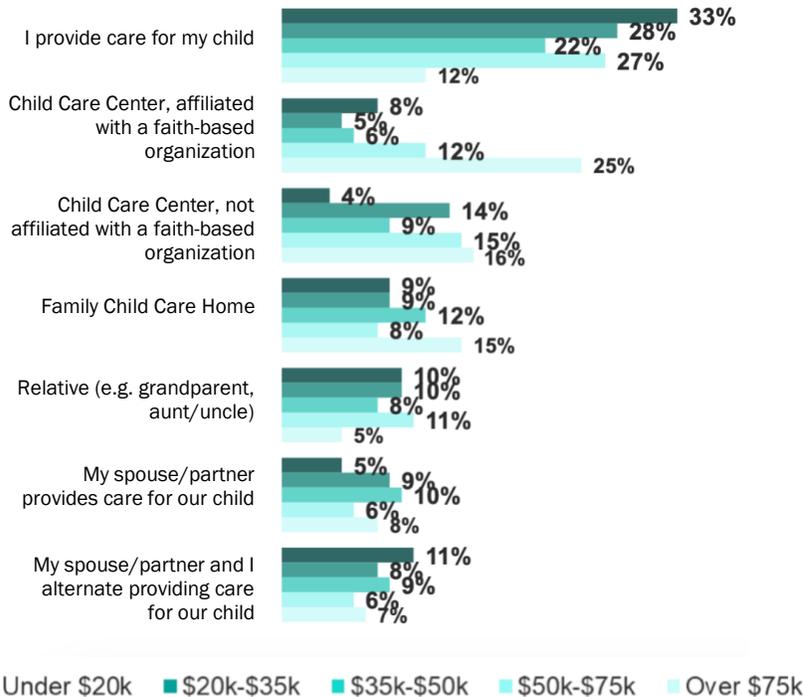
<sup>5</sup> Bipartisan Policy Center (2021). *Child Care Market Analysis*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/BPC-MC-Child-Care-Analysis-Jan-2021.pdf>

**Exhibit 1. Which of the following best describes the primary child care arrangement you used in January 2020 for your youngest child? By Ethnicity/Race**



Source: BPC 2021

**Exhibit 2. Which of the following best describes the primary child care arrangement you used in January 2020 for your youngest child? By Income-level**



Source: BPC 2021

The survey also included the following findings about ideal arrangements by different demographics:<sup>6</sup>

- *Parents with income over \$75k were half as likely as parents with lower income levels to say their ideal childcare arrangement would be providing care themselves. During December of 2020, 15 percent of higher-income parents versus 29 to 34 percent of lower-income parents stated providing care for their children themselves was their ideal arrangement.*
- *There was a 9 percent increase (from 7 percent to 9 percent) among Black parents and other parents of color between January and December 2020 who said their ideal childcare arrangement is to provide care themselves for their youngest child.*
- *Rural parents were more likely than suburban and urban parents to indicate their ideal childcare arrangement in January and December 2020 was providing care themselves. In December of 2020, for example, 35 percent of rural respondents answered their ideal arrangement would be to provide care themselves compared to 20 percent of urban and 28 percent of suburban respondents.*
- *Ideal childcare arrangements differ by the age of the parents' youngest child. Parents with a younger child were more likely to say providing care themselves was their ideal childcare arrangement in January and December 2020. On the other hand, parents with an older child were more likely to say their ideal care arrangement was a childcare center. For example, during December of 2020, 36 percent of respondents indicated that providing care themselves was the most ideal arrangement if their child was less than one year old, compared to 20 percent of respondents if their youngest child was four years old.*

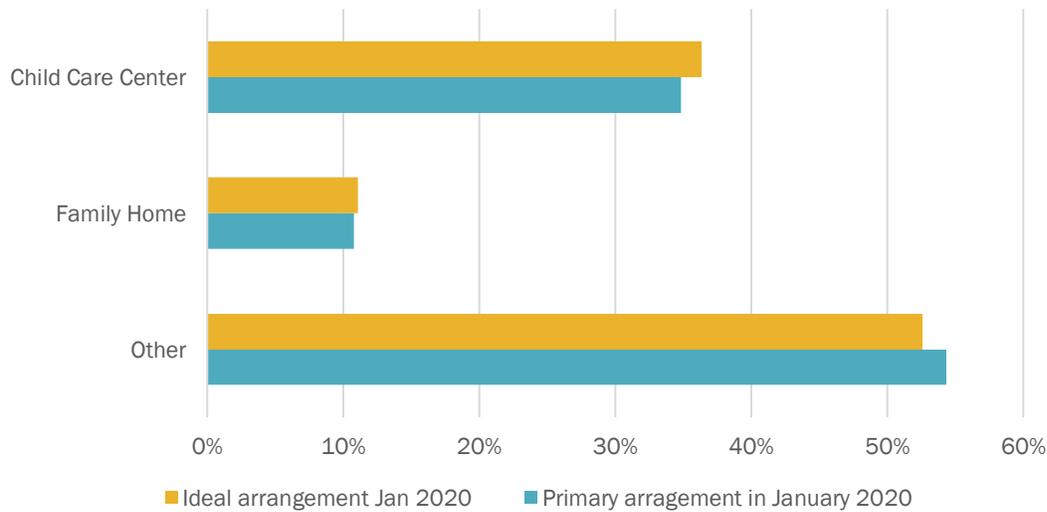
Overall, reported ideal arrangements are within the margin of error of reported current arrangements, suggesting that nationally, parents are able to choose the type of care they desire (see Exhibit 3).<sup>7</sup> These survey results also suggest that, nationally, just under half of families describe the ideal childcare arrangement being care outside the home. At a more granular level than the chart displays, the largest difference between ideal and current arrangements is between part-day pre-K programs, which 9 percent of respondents described as their ideal childcare in January 2020 versus 5 percent as their current primary arrangement at that time.

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<sup>6</sup> Bipartisan Policy Center (2021). *Child Care Market Analysis*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/BPC-MC-Child-Care-Analysis-Jan-2021.pdf>

<sup>7</sup> Bipartisan Policy Center (2021). *National Tracking Poll*. <https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/01/Parent-Survey.Toplines.pdf>

**Exhibit 3. Which of the following best describes the primary childcare arrangement for your youngest child? Ideal and Current in January 2020**



Source: BPC 2021. Note: Family Home is Family Child Care Home; Other includes care by a parent, relative, friend, or nanny.

## Licensed Capacity Slots

The share of total slots in the county (licensed capacity) can be estimated for the age categories relevant for this study (0–2 and 3–5; see Exhibit 4) as well as by tract (see Exhibit 5).

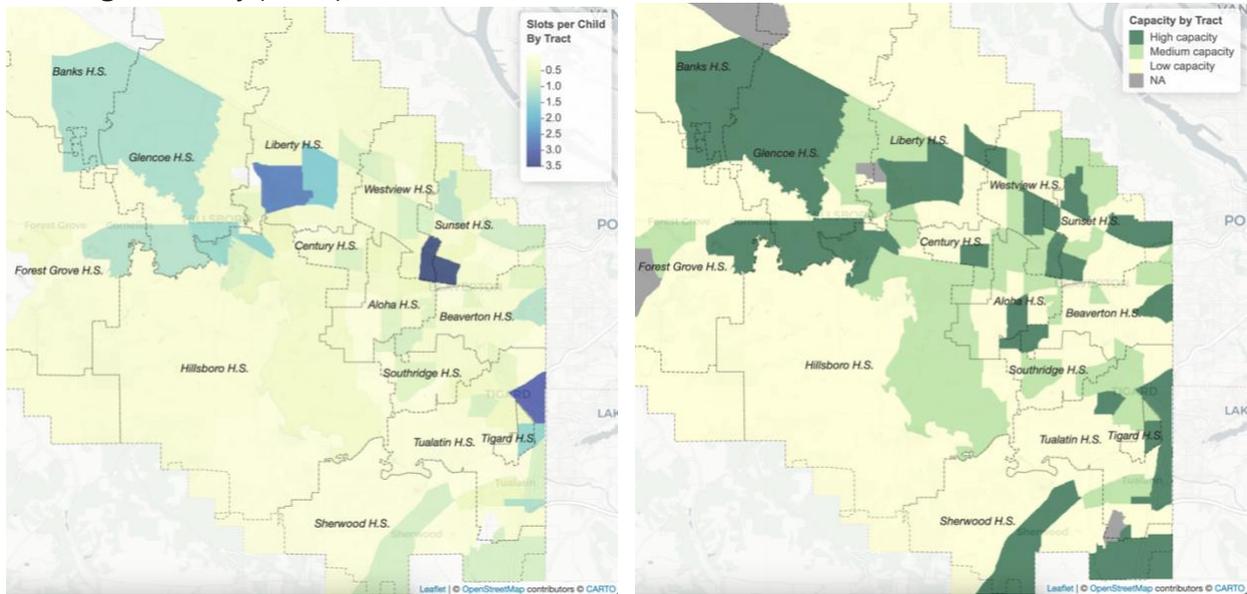
**Exhibit 4. Children and Slots in Washington County by Age Category, 2022**

Age Group	Population	Current Slots
0-2	19,301	4,977
3-5	22,003	9,714
<b>Total</b>	<b>41,304</b>	<b>14,691</b>

Source: MPS, ECONorthwest analysis

Exhibit 5 also displays tracts categorized as “high-”, “medium-”, or “low-capacity” based on their slots-per-child ratio. High-capacity tracts had a ratio greater than 0.67 (meaning there was high supply compared to potential demand). Low-capacity tracts had a ratio less than 0.33 (meaning there was low supply compared to potential demand).

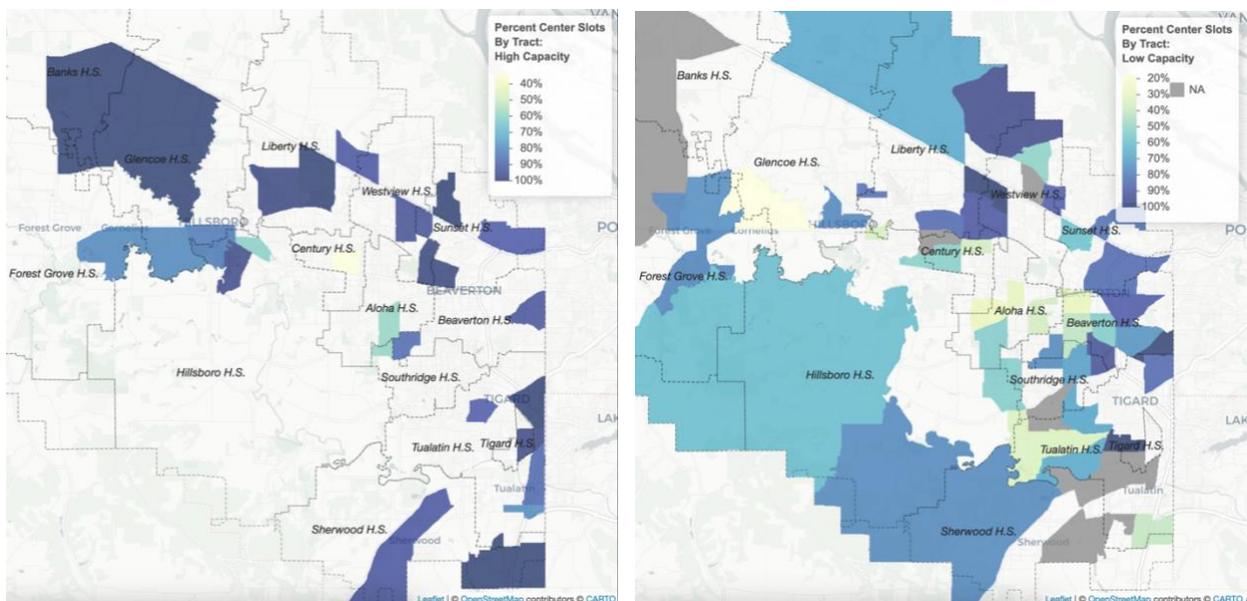
**Exhibit 5. Slots per Child by Tract, and Supply of Childcare Slots (High, Medium, or Low) by Tract, Washington County (detail), 2022**



Data source: MPS; ECONorthwest analysis

Exhibit 6 illustrates the share of slots in high-capacity and low-capacity tracts that are center-based slots. In both high- and low-capacity tracts, if just one center or a few centers represent most or all of the slots, families' options are limited, and they may face a long drive to the nearest center. Based on the data, this could be an issue in the area south of Banks and north of Wilsonville. Tracts with the highest shares of center slots may be in the most need of additional home-based slots. The County should consider this possibility in assessing an area's capacity.

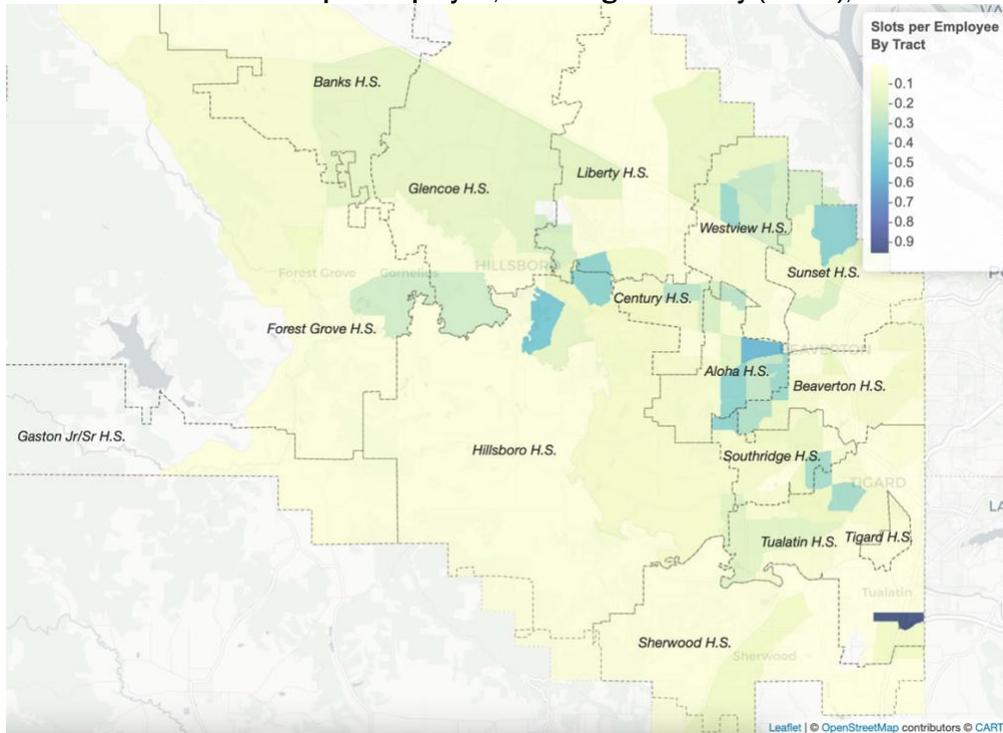
**Exhibit 6. Share of Slots that are Center-Based Slots, for High (L) and Low (R) Capacity Tracts, Washington County (detail), 2022**



Data source: MPS; ECONorthwest analysis

Finally, Exhibit 7 illustrates childcare slots per employee by tract. Employees in some tracts have access to more slots and, in some cases, to more childcare options (by provider type) in proximity to their employment than do employees in other tracts.

**Exhibit 7. Childcare Slots per Employee, Washington County (detail), 2022**

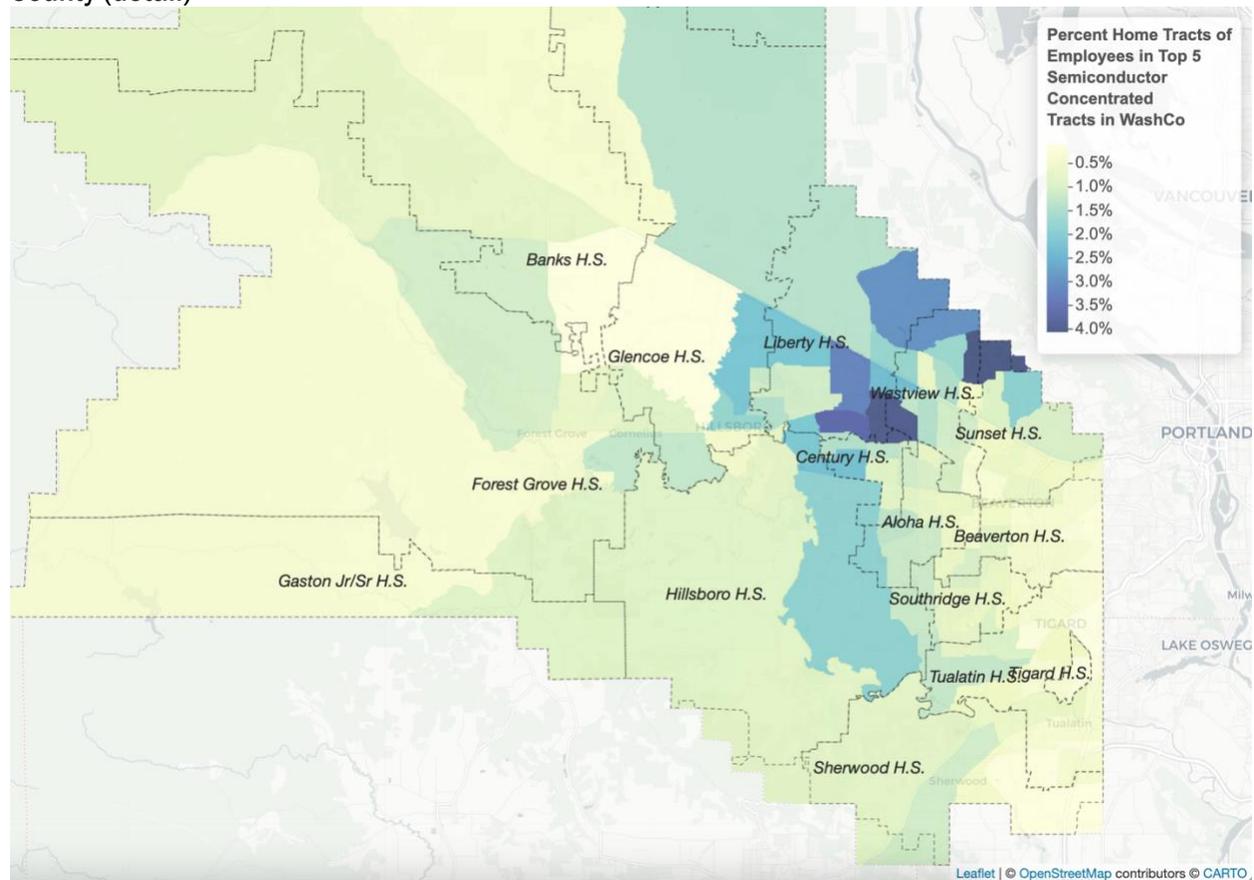


Source: QCEW, OSU

## Semiconductor Workforce

A sizeable increase in the semiconductor workforce is anticipated in Washington County as a result of forthcoming investments related to the federal- and state-level CHIPS acts. To provide some information about where new workers might potentially live in the county, we conducted an analysis of where current semiconductor employees reside. Exhibit 8 illustrates the current residential concentrations of workers who are employed in the top five “semiconductor tracts” in Washington County, in other words, the tracts with the highest shares of semiconductor employees. Note that not all new workers will move within or from outside the county, and not all will have children.

**Exhibit 8. Distribution of place of residence for semiconductor workers whose place of work is one of the Census tracts with the highest concentration of semiconductor employment, Washington County (detail)**



Data Source: QCEW, LODS

## Sub-County Variation in Forecast Population Growth

Due to data availability, the 2030 population forecast used as an input to the gap analysis applies the same growth rate across the county. Ideally, we would use location-specific population growth rates. We can look at population growth rates by city for 2020-2040 using Metro’s population forecast to provide some insight into where the population of children might grow faster or slower. Among the larger cities in the county, Hillsboro, Beaverton, Tigard, Forest Grove, and Cornelius have the highest forecasted growth rates (13-14 percent each) for 2020–2030. Plans for an expanded childcare system should consider variations in overall population growth forecast among jurisdictions.

## Workforce Estimation Methodology

To forecast the increase in employees needed to accommodate additional slots, we use data and reports published by Oregon State University’s Early Learners program under the College of Health. Specifically, we use the state-level employment numbers reported in the OSU *Oregon Early Learning Workforce* (2019) report, which lists the number of employees by provider type and position. We calculate the percent of all employees in each position, then apply these values

to Washington County, for which we have the number of employees by provider type from the *Washington County Workforce Profile* (2019) report.

The workforce report only includes certified centers and certified and registered family providers; it does not include exempt centers and exempt family providers. To estimate employment in these organizations, we find the ratio of employees to facilities and apply that ratio to the additional providers. We assume the ratio will be comparable between family providers regardless of exemption status and between centers regardless of exemption status.

## Current Conditions and Need Under the Expanded Scenario

Exhibit 9 shows current population and licensed capacity information for the county, as well as the additional slots needed for each Census tract to reach at least 0.67 slots per child (tracts with a higher ratio have no additional need). Exhibit 10 provides the distribution of licensed slots by provider type. This distribution is used in step (3), described above, to distribute additional slots by provider type. Exhibit 11 displays the estimated additional childcare workforce that would have been needed in 2022 to achieve the capacity described in the scenario. Exhibit 12 provides the distribution of slots by tract.

**Exhibit 9. Current Population, Slots, and Additional Slots Needed to Meet Scenario Requirements, 2022, Washington County**

Age Group	Population	Current Slots	Additional Slots Needed (2022)
0-2	19,301	4,977	6,748
3-5	22,003	9,714	7,693
<b>Total</b>	<b>41,304</b>	<b>14,691</b>	<b>14,442</b>

Source: ECONorthwest

**Exhibit 10. Distribution of Licensed Slots by Provider Type, Washington County**

Provider Type	Share of Slots 0-5
Licensed Center	66%
Licensed Home	20%
License Exempt Center	13%
License Exempt Home	1%
<b>Total</b>	<b>100%</b>

Source: ECONorthwest

**Exhibit 11. Additional Workforce Needed to Accommodate Additional Capacity, Washington County, 2022**

Provider Type	Position	Additional Employees Needed (2022)
Licensed Center	Aide	620
Licensed Center	Director	148
Licensed Center	Teacher	1,477
Licensed Home	Assistant	355
Licensed Home	Provider	315
License Exempt Home or Center	All	107
<b>Total</b>		<b>3,023</b>

Source: ECONorthwest



**Exhibit 13. Current Population, Slots, and Additional Slots Needed to Meet Scenario Requirements, 2030, Washington County**

Age Group	Population (2030)	Current Slots	Additional Slots Needed (2030)
0-2	24,244	4,977	8,468
3-5	23,831	9,714	8,323
<b>Total</b>	<b>48,075</b>	<b>14,691</b>	<b>16,791</b>

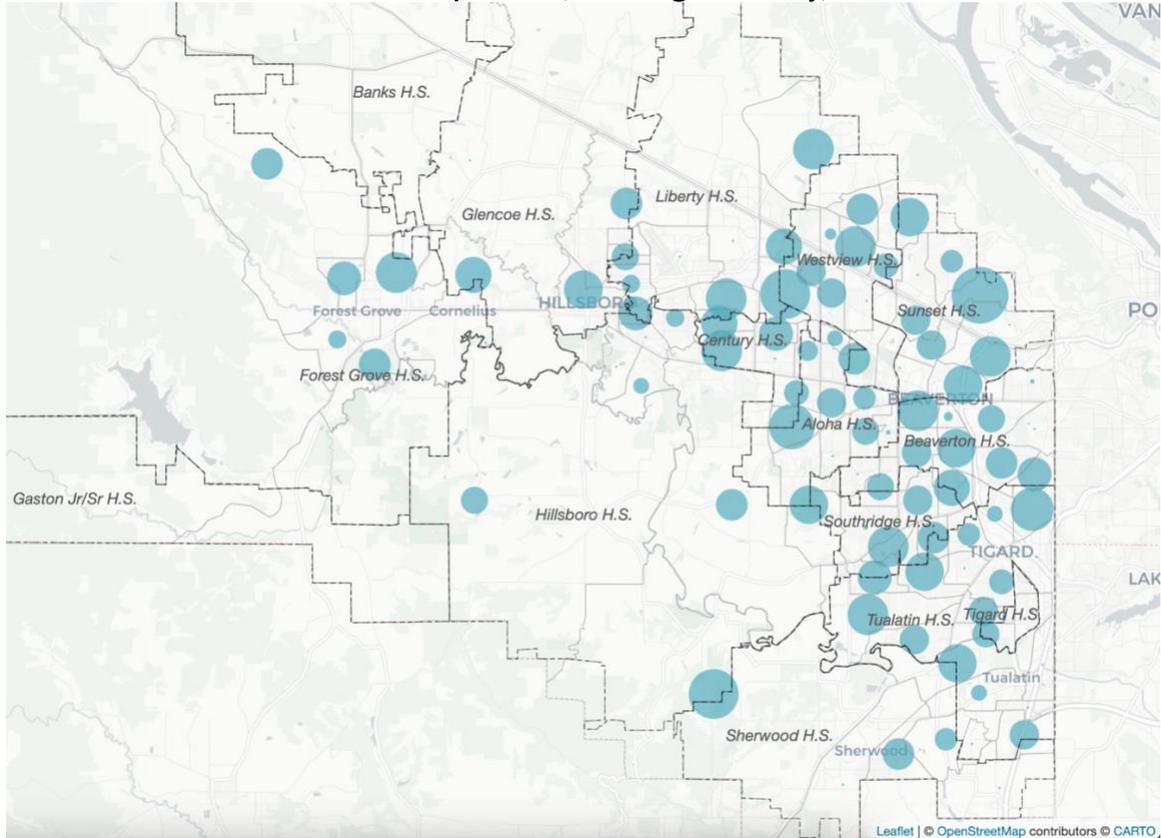
Source: ECONorthwest

**Exhibit 14. Additional Workforce Needed to Accommodate Additional Capacity, Washington County, 2030**

Provider Type	Position	Additional Employees Needed (2030)
Licensed Center	Aide	709
Licensed Center	Director	169
Licensed Center	Teacher	1,688
Licensed Home	Assistant	406
Licensed Home	Provider	360
License Exempt Home or Center	All	123
<b>Total</b>		<b>3,455</b>

Source: ECONorthwest

**Exhibit 15. Additional Slots Needed per Tract, Washington County, 2030**



Source: ECONorthwest

# Workforce Development Case Studies

ECONorthwest worked with the project team to identify workforce/professional development programs, collaborations, or initiatives to highlight as case studies. The four case studies below describe partnerships in Oregon that are working well to support and train new and existing early childhood care and education professionals.

## Case Study 1: Central Oregon

With the abrupt onset of the pandemic, childcare slots in Central Oregon started dropping by the hundreds. Almost 2,000 slots were eliminated in a matter of months. To address this crisis, the City of Bend allocated \$100,000 of American Rescue Plan (ARPA) funds to invest in and expand childcare program and provider capacity. Central Oregon Community College's (COCC) Early Child Care (ECC) Business Accelerator Program emerged from this funding in 2021.<sup>8</sup> This 3-month program partners with the small business development center (SBDC) and the child care resource and referral (CCR&R) to leverage and align them with early childhood trainings and resources to provide the necessary skills and knowledge for individuals in pursuit of becoming Registered Family or Certified Family providers.

At the point they enter the program, many individuals do not consider themselves small business owners, rather, babysitters who want to watch a few kids within their communities. This program aims to empower such providers to understand how the care, teaching, and services they provide as early child educators is a business and a form of self-employment. With one-on-one coaching sessions with advisors, courses offered in both English and Spanish, and the option to get college credit, the program provides multi-pronged resources and avenues for early childcare providers to attain their licenses, develop a business plan, and/or transition onto a college pathway.

A key draw into the program is the low-barrier opportunity to apply for and receive a \$5,000 start-up grant for one's business. Considering the 2–3-month commitment to the program and childcare provision startup costs, many participants may not have the resources to cover program-related costs. Therefore, the additional \$5,000 is crucial in helping folks cover set-up costs before making a profit. With cohorts of ten or so trainees, COCC's ECC Business Accelerator Program has an 80 percent completion rate. Of the 51 graduates of the program so far, 33 early childcare providers have received grants. This number, however, is not fully reflective of the program's success, as some providers choose instead to work in a childcare center, continue into college credit, or pursue an alternative route that does not meet the requirements of the grant. The work of the COCC program has added 315 childcare slots in Central Oregon across a tri-county area and the program is currently instituting a "train the trainers" initiative to further partnerships and expand similar programs across Oregon.

While originally funded through ARPA funds, COCC'S ECC Business Accelerator Program is currently relying on funding from the Deschutes County's Small Business Development

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<sup>8</sup> <https://www.cocc.edu/departments/center-business-industry/small-business-development-center/ece-business-accelerator-program.aspx>

Network and self-funding through tuition costs. These current funds will take the program through 2025. However, with the goal to continue rolling out the program and using current systems in place to expand childcare capacity, they hope to secure more-permanent funding sources.

## Case Study 2: Clackamas Community College

Clackamas Community College's (CCC) Early Childhood Education and Family Studies (ECEFS) program has been operating for 20 years.<sup>9</sup> CCC's program is one of only two programs within Oregon – the other being at PCC – that is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children (NAEYC). CCC's ECEFS program is the only program in the country with a Spanish Language Early Childhood program, which was established two years ago. With currently 200 students enrolled in the Spanish coursework, CCC has seen enrollment increase by 500 percent in the last couple of years. Key strengths of the Spanish program include meeting the specific needs of their students through providing fully remote, evening course offerings (6pm or later), and weekend courses. Additionally, all course textbooks can be found online and are free through the college's open education resources.

At CCC, students can earn a 1-year certificate and continue on to a 2-year associate of applied science degree, which includes 90 credits. However, because most students work during their program, most take three years to complete the ECEFS AAS. Each year 30 students graduate from CCC's Spanish Early Childhood program, whereas only 5-10 students graduate from their English program. Reasons for this include the lower enrollment of English-only students, which is roughly around 30 students. With surrounding English Early Childhood Education programs at PCC and Mount Hood Community College, CCC hopes to increase the competitiveness of their English program by implementing online, 5-week courses in the fall.

Key CCC partners include Marion and Clackamas Childcare Resource and Referrals, Oregon Childhood Coalition, the Clackamas Commission, the Oregon Community Foundation, and additional community partners and philanthropic foundations. The main funding source for CCC's program comes from tuition fees, which are roughly \$123 per credit. However, grants from Grow You Own Teacher Pathway and Early Learning Higher Education Consortium help cover portions of student tuition fees. Moreover, donations from Oregon Community Foundation, Betty Grey funds, the Latino Partnership Program, and Oregon Child Development Coalition provide additional funding and opportunities for Spanish-speaking students to afford and complete their program.

## Case Study 3: Coos/Curry/Douglas County Apprenticeship Program

The Early Childhood Education (ECE) Apprenticeship is a tri-county program geared toward increasing the number of qualified early care and education professionals in Oregon through providing supported career pathways.<sup>10</sup> Registered through the Bureau of Labor and Industries

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<sup>9</sup> <https://www.clackamas.edu/academics/departments-programs/early-childhood-education-and-family-studies-aas>

<sup>10</sup> <https://www.sowib.org/ece>

(BOLI), the program launched on July 1, 2022, and accepted its first round of registered apprentices the next month.

The ECE Apprenticeship program relies on key partnerships to offer a combination of paid on-the-job trainings, related instruction online, one-on-one mentorship, and incremental wage increases for apprentices. These top teaming partners include two employers (South Coast Head Start and United Community Action Network Head Start), two community colleges (Southwestern Oregon Community College (SWOCC) and Umpqua Community College (UCC)), and the South Coast Regional Early Learning Hub organization.

Top features of the ECE Apprenticeship program include:

- Enrollment in a college program (either SWOCC or UCC) to acquire a total of 693 hours of online training in early education, human growth and development, family and community systems, program management, math, and writing courses. In an average of 3 years, apprentices are able to nearly obtain an AA degree, only requiring additional electives outside of the apprenticeship.
- Opportunity to acquire 3,072 hours of on-the-job paid work experience through the two partner employers. Work experience includes classroom instruction, curriculum preparation and development, classroom organizing, health and safety, and documentation/tracking. Apprentices also get 1:1 mentorship throughout the process.
- Little to no cost, and access to scholarships and grants. Through initial funding from the U.S. Department of Labor's Employment and Training Administration, the ECE program was able to help fund most of their 6 apprentices' education. With this funding source ending on June 30, 2023, additional ARPA funding was secured, for a total of 12 apprentices through spring 2025.

Because the ECE program covers most if not all of participants' educational expenses, its impact and reach is limited by its available funding, hence the lower enrollment rates. Additional challenges include the field's relatively low starting wages, which has deterred some students from entering or completing the program.

After a year of operation, the ECE Apprenticeship program continues to support aspiring childcare providers who can't afford school by creating an avenue where they can both build upon their educational careers and get into the field of early childcare and education.

## Case Study 4: Latino Early Childhood Education and Care Consortium, Mid-Willamette Valley Communities

The Latino Early Childhood Education and Care (ECEC) Consortium was established in 2022 to both assess the needs of and develop strategies to enhance the early learning and care of Latino children and families within the Mid-Willamette Valley. The Consortium aims to address the dearth of culturally relevant early care resources for the region's Latino community — including approximately 7,000 Latino 0-4-year-olds — through horizontal integration of existing resources centered on the Latino community.

The Consortium represents established partnerships between the Oregon Child Development Coalition, Mid-Willamette Valley Child Care Resources and Referral (CCR&R), the Marion-Polk Early Learning Hub, the Yamhill CCO Early Learning Hub, and the Willamette Valley Wine Foundation. These partners are led by the CAPACES Leadership Institute, which supports a network of nine Latino organizations in the Mid-Willamette Valley. The partnerships, through a Steering Committee consisting of executive leadership from each organization, provide strategic direction, advice, and governance for their projects.

Thus far, the Latino ECEC Consortium has completed Phase I & II of their initiative. Phase I included an evaluation of needs and a review of existing resources available to address those needs. From multiple focus group with Latino families, specific needs such as home-based services, culturally sensitive services (e.g., stories of curriculums that embrace Latino culture), diversity of staff, and desire for bilingual/bicultural providers were highlighted. Phase II included identification of strategies and systems required to deliver best-in-class early learning and care. The five-year vision is to establish 300 more dual-language educators and 150 high-quality providers serving an incremental 1,500 children.

The Consortium is currently implementing Phase III of the initiative that includes implementing the following strategies identified in Phase II:

1. Collaborate with Clackamas Community College (CCC) to provide the opportunity – and scholarships – for 300 future educators to receive Child Development Teaching Certificates (CDA) or Associate of Applied Science Degrees (AAS) in Early Childhood Education. The goal is to have 75 students at a time in three cohorts moving through and receiving their CDA or AAS.
2. Establish 150 new Licensed Registered or Certified Child Care Homes for providing early learning and care to approximately 1,500 infant toddlers and preschoolers – including support systems for the providers.
3. Establish a Spanish-based culturally sensitive early learning system that includes curriculum, learning plans, and resource materials.
4. Establish the management, recruitment, and advocacy resources required to expand the workforce, support the providers, and obtain ongoing funding.

Two cohorts of future educators have been enrolled in the CCC Spanish-based CDA-AAS program. Scholarships for the first cohort of 22 students were funded by CCR&R; 14 recently received their CDA and 6 received their AAS. A second cohort of 22 students began their studies in April 2023. Scholarships for the second cohort of 22 students were provided through the Oregon Department of Early Learning and Care (DELIC) Intergovernmental Award grant (IGA). The Consortium has been notified that IGA scholarships have been extended to allow the second cohort to earn their 45-credit CDA.

CCR&R has been selected as a partner organization through which Neighborhood House's Child Care Alliance will provide coaching and support for providers of early learning and care. The Alliance is funded by the Oregon Community Foundation, The Ford Family Foundation, and the DELIC.

CAPACES has received a capacity-building grant from the Oregon Community Foundation to support its leadership of the initiative.

Additional staffing resources at CAPACES, CCR&R and the Early Learning Hubs will be key to the success of the initiative. The Consortium has been notified that it will receive a grant of \$1.25 million through the Oregon Child Care Capacity Building Fund (Seeding Justice) to support the initiative. The Consortium is also seeking resources from private foundations (e.g., the Willamette Valley Wine Foundation).

DELIC will be a key source of funding for scholarships and support of early learning and care providers. Providers will receive a major portion of their funding through DELIC programs like Employment Related Day Care and Oregon Preschool Promise.