

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #1	ACCESS TO PRE-KINDERGARTEN —Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten	Measure since: 2001/02
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	OBM #18 – Ready to Learn; STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
Data source	The Head Start / OPK Child Count	
Owner	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Jennifer Olson, Director, 503-947-5662	

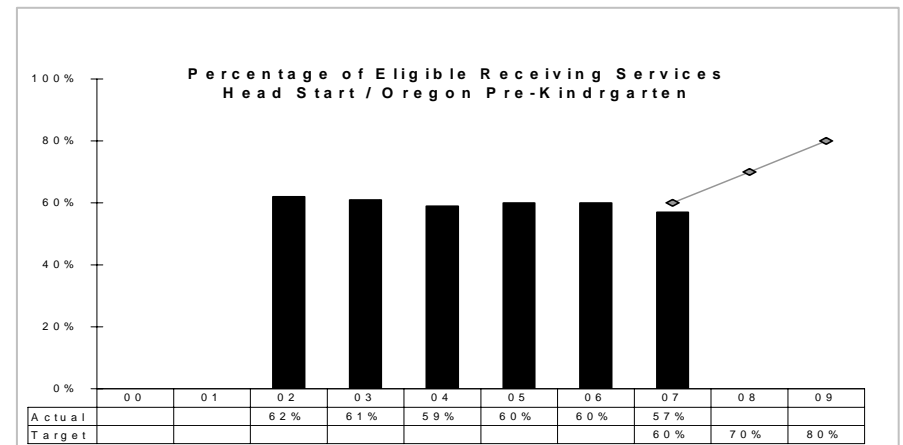
1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten programs is a priority of the Superintendent of Public Instruction and the Governor of Oregon. The Legislature showed their support this year by increasing the funds allowing more of Oregon’s young children who live in poverty access to the comprehensive services (health, dental, parent support and classes, mental health and nutrition) of Head Start / Oregon Pre-Kindergarten programs.

ODE administers and oversees the Head Start / Oregon Pre-Kindergarten programs. ODE supervises and monitors the programs for quality assurance to ensure that age appropriate, developmental practices and research-based curricula and assessments are used. Other ODE responsibilities include: providing technical assistance and training to program personnel, ensuring that fiscal records are maintained and audited, and assisting the programs with local community collaboration.

Key Partners

- Federal Region 10 Head Start Office
- Administration for Children and Families (ACF) (Region 10)
- Training and Technical Assistance for Head Start (Region 10)
- Early Childhood Special Education (ECSP) programs
- Oregon Commission for Children and Families (OCCF)
- Oregon Child Development Coalition (OCDC)
- Migrant and Tribal Head Start
- Advisory Team on Underrepresented and Minority Student Achievement Schools and Kindergarten Teachers
- Leaders Roundtable
- State Advisory Council for Special Education (SACSE)
- Oregon Education Association (OEA)



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Oregon School Boards Association (OSBA)
Confederation of Oregon School Administrators (COSA)
Office of Special Education Programs (OSEP)
Children's Institute
State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS – Higher is better

There is an 80% threshold regarding the actual access of services; 80% of the eligible population will actually access services and the remaining 20% although eligible, will not seek services. This is a challenge for staff of ODE and the local programs.

3. HOW WE ARE DOING

For 2007, the percentage of children and families accessing services fell slightly below the target of 60%. The goal is at least reach the threshold of 80% by 2009. The increase in funds for the 2007/09 biennium should fuel an increase participation the next couple of years. The funds in the 2007/08 are used for existing programs and funds in 2008/09 will be used to start new programs extending access across the state. The increase in funding definitely helps to better meet the service needs of high poverty families.

4. HOW WE COMPARE

No comparative data.

5. FACTORS AFFECTING RESULTS

Four major factors can affect the results or the number of children who actually receive services:

- Poverty Rate. The state poverty rate in 2007 is 18.6% yet in 2006 it was 17.4%; the poverty rate swings with the economy. Typically if the economic indicators show a waning in the economy the poverty rate increases.
- Drugs. Oregon has a significant methadone and problem as well as other drugs. The effect of drugs on families is debilitating at the least creating chaotic home environments, dysfunctional relationships, unemployment, and homelessness to name a few negative outcomes.
- Quality Staff. It is difficult for Head Start / OPK programs to hire or maintain trained and experienced staff because they can receive higher salaries in public schools for example. Investing in staff training often leads to staff continuing their education and leaving for better pay.
- Continuous Funding. When funding is cut access to programs is limiting and when funding increasing access improves.

6. WHAT NEEDS TO BE DONE

Ensure continuous and sustainable funding allowing:

- All eligible children and their families to have access to high quality Head Start / Oregon Pre-Kindergarten programs and services and that programs
- The ability to hire and maintain high quality staff and reducing rate of turnover
- More services for children from birth – three and their families

7. ABOUT THE DATA -- OR FY Reporting Cycle

The percentage of eligible children actually receiving services decreased slightly from 2005/06. It is anticipated that the percentage will increase for the 2007/08 data point.