

August 2025

Preschool Promise Program: *Impacts Achieved*

SUMMARY REPORT

Prepared for the Oregon Department of Early Learning and Care



Prepared by:

Pacific Research & Evaluation, LLC

3507 S Corbett Avenue

Portland, Oregon 97239

Executive Summary

Purpose/Background

The Oregon Department of Early Learning and Care (DELIC) works to expand child care supply while ensuring equitable access for families, children, and providers statewide. The Preschool Promise (PSP) program advances this mission by delivering free, high-quality preschool services to families at or below 200% of the Federal Poverty Level. PSP operates through licensed center-based and home-based child care organizations, as well as schools, that receive implementation grants. Programming is provided in English and/or Spanish at minimum, with many providers offering culturally specific and multilingual services. Providers foster inclusive environments where parents become active partners in their child's learning journey.

DELIC collaborated with Pacific Research and Evaluation (PRE) to document PSP's impact. PRE developed data collection methods for both providers (PSP grantees) and participating families to share their experiences, with insights compiled in this impact report.

Impact Goals

PRE worked with DELIC to understand and define the intended impacts of the PSP program for the purpose of this study. At a high level, this report aims to describe the impact of PSP on program grantees and families across three areas: **1) Economic Impact and Stability, 2) Enhanced Capacity for Quality Services, and 3) Strengthened Service Delivery and Reach.**

Methodology

Data collection methods for the PSP impact study included a survey administered to early learning providers who have received PSP grant funding (i.e., grantees) as well as qualitative data collection with families who receive PSP services.

Grantee Survey

Staff employed by early learning programs that have received PSP funding were invited to share feedback on the PSP program. The survey was made available in English and Spanish. A total of 51 staff from 41 distinct PSP programs provided feedback on the grantee survey.

Preschool Promise Caregiver Focus Groups

Caregivers who have had at least one child enrolled in PSP were invited to share how the program has supported their family, their child's school readiness and learning at home, and

their overall development. Conversations were conducted virtually, were either a focus group or interview, and were offered in English and Spanish.

PRE spoke with six caregivers about their PSP experiences. Caregivers represented families who had at least one child enrolled in a PSP program starting in either 2023 or 2024, with children accessing services through both home-based and center-based providers.

Key Findings

Economic Impact and Stability

The PSP program made a notable economic impact for both service providers (grantees) and participating families. Among the 51 surveyed grantees, three-quarters reported that they served children who could not otherwise access high-quality care. Further, among the 31 grantees who are directors or owners of a PSP program provider, nearly three-quarters indicated they would face closure or substantial service reductions without PSP funding. The program enabled at least 70% of those same 31 grantees to expand their capacity through additional staffing, enhanced materials and curriculum, increased compensation, and broader service offerings to children with diverse needs. Additionally, 65% (n = 20, directors and owners) of that subset of grantees reported that consistent PSP funding strengthened their long-term business planning capabilities.

For participating families, PSP funding created pathways to economic stability and career advancement by eliminating child care costs and providing reliable, quality care. Caregivers reported increased ability to pursue day shift employment, additional training opportunities, and positions there were better aligned with their career aspirations. The program reduced overall family financial stress. For families that were already receiving government assistance, PSP served as a complementary support that enhanced rather than complicated their existing benefit structure.

Enhanced Capacity for Quality Services

PSP funding substantially enhanced grantees' capacity to deliver quality early learning services, with 75% (n = 38) of all 51 surveyed grantees reporting improved service delivery capabilities. PSP funds were utilized to enhance learning environments, primarily through upgrading materials (78%, n = 40), additional staffing (59%, n = 30), and improved teacher-to-student ratios (51%, n = 26). The program also strengthened professional development access, with over 80% of grantees reporting improved access to affordable, easily accessible training in their primary language. Training on implicit bias, culturally responsive practices, and trauma-informed care emerged as particularly valuable professional development opportunities.

For caregivers, financial accessibility served as the primary driver of enrollment. Caregivers reported learning about PSP programs through healthcare professionals, social media, and community networks. Caregivers observed developmental gains in their children across multiple domains, including enhanced social-emotional skills such as peer interaction, emotional identification and regulation, and communication abilities. Academic readiness improvements included vocabulary development, as well as children demonstrating increased independence in daily living skills that positively impacted home routines and family dynamics.

Strengthened Service Delivery and Reach

PSP funding strengthened grantees' service delivery capacity and expanded their reach to previously underserved populations. Most grantees confirmed that funding enabled them to maintain or expand services while increasing enrollment capacity, with 84% (n = 42) of grantees reaching new populations through the program. Over half of grantees used PSP funds to enhance social-emotional learning programming, while nearly two-thirds report feeling better prepared to connect families with additional support services including mental health, addiction, nutrition, and parenting resources. Grantees consistently ranked free preschool access as the program element that most positively impacted family experiences, alongside developmental assessments and parent engagement activities.

For participating families, PSP has enhanced caregiver engagement in their children's learning through access to program resources and provider support. The program demonstrated to parents their child's ability to succeed in structured educational settings, while supportive feedback from PSP provider staff reinforced caregiver confidence in their child's school readiness. Caregivers particularly value the flexibility in provider choice, which allowed them to select settings that aligned with both their children's developmental needs and their logistical requirements, creating optimal matches between family circumstances and educational environments.

Conclusions and Opportunities for Future Studies

The overarching conclusions of the impact study are presented below by each of the study goals. Supportive of DELC's goals for continued learning, recommendations highlight potential areas of interest for future research or evaluation efforts.

Economic Impact and Stability

Conclusion: This impact study demonstrated PSP's critical role in sustaining Oregon's early childhood education infrastructure. The financial stability PSP offered grantees extended beyond having basic needs met – grantees leveraged consistent funding to hire qualified staff, improve compensation packages, and engage in strategic planning previously impossible under unpredictable revenue streams.

Economic Impact and Stability

Study Opportunity – Provider Business Model Analysis: Given that a notable percentage of grantees indicated potential closure without PSP funding, DELC could pursue a study exploring provider business models. Through this study, DELC could work with grantees to identify resource needs for developing sustainable cost structures, revenue diversification strategies, and optimal funding formulas. Findings could inform sustainable financing approaches and identify opportunities for provider financial resilience.

Conclusion: PSP was successful in removing financial barriers that prevent families from pursuing educational and career advancement. This economic relief generated cascading benefits throughout family systems, often reducing financial stress.

Study Opportunity – Longitudinal Family Economic Mobility Study: The finding that PSP enables caregivers to pursue education and career advancement creates opportunity for multi-year tracking of family economic outcomes. A longitudinal study could follow PSP families across a period of time (potentially aligning with initial program enrollment to when the child has transitioned to kindergarten) to document career progression, income changes, educational attainment, and intergenerational economic mobility. This study could strengthen the economic case for early childhood investment by demonstrating long-term returns on PSP funding.

Conclusion: The program's economic impact proved especially notable in rural areas where PSP grantees may represent the majority of early learning options. Without this funding, entire communities might lose access to quality early childhood education, creating educational equity gaps that could persist through later academic achievement.

Study Opportunity – Rural Early Childhood Education Access Study: The evaluation revealed PSP's critical role in rural areas where providers often represent the sole early learning option. A targeted study examining rural early childhood education access, transportation barriers, and community-specific needs would inform geographic equity strategies and rural-specific programming approaches.

Enhanced Capacity for Quality Services

Conclusion: This impact study revealed notable improvements in grantee access to relevant, culturally responsive training opportunities. With 86% (n=43) of grantees now having access to training in their primary language and 80% (n=40) reporting affordable training options, PSP created a professional development ecosystem that was previously inaccessible to many providers.

Study Opportunity – Professional Development and Family Engagement Effectiveness Study: Study findings showcase the value and relevance of PSP-supported trainings for grantees, particularly when supporting grantee capacities to recognize implicit bias, implement trauma-informed practices, and be more culturally responsive. This discovery, combined with caregivers' varied experiences with family engagement strategies, creates opportunity for integrated research examining both provider professional development and family outcomes. DELC could evaluate which professional development approaches produce the greatest improvements in provider practices, family engagement strategies, and subsequent impacts on both caregiver confidence in supporting home learning and child developmental outcomes.

Enhanced Capacity for Quality Services

Conclusion: Family participants consistently reported meaningful improvements in their children's social-emotional development, academic readiness, and independence skills. Parents observed enhanced vocabulary, emotional regulation, peer interaction abilities, and daily living skills that directly transfer to home environments.

Study Opportunity – *Child Development Outcomes Research*: Caregivers reports of improvements in children's social-emotional development, vocabulary, and independence skills suggest an opportunity for rigorous developmental assessment research. DELC could pursue research regarding child development outcomes by supporting a study that tracks progress across Oregon's Early Learning domains and comparing outcomes by provider type, geographic location, and child characteristics.

Strengthened Service Delivery and Reach

Conclusion: This impact study showcased PSP's success in reaching families who previously lacked access to quality early childhood education. With 84% of providers reporting expanded reach to new populations, the program effectively worked to address geographic, economic, and cultural barriers that have historically prevented enrollment"

Study Opportunity – *Culturally and Linguistically Responsive Programming Evaluation*: Grantees, particularly those who are Spanish-speaking, emphasized the value of culturally responsive services. Focused research on culturally responsive practices and their impacts on child development and family engagement could inform provider training.

Conclusion: Grantees reported improved capacity to address challenging behaviors, connect families to community resources, and implement evidence-based curricula. The availability of specialized supports and tools enabled providers to serve children with more diverse and complex needs.

Study Opportunity – *Family/Provider Alignment Study*: The flexibility that caregivers had in choosing a PSP provider that best meets their family needs was highlighted as a program strength. Current study findings are qualitative in nature, providing descriptive insights into how caregivers make these choices, and which characteristics contributed to a successful enrollment experience. Research exploring decision-making processes, provider-family matching factors, and outcomes by different provider types could inform enrollment guidance and provider development strategies.

Conclusion: The program's flexibility in allowing families to choose providers that match their cultural, linguistic, and logistical needs has created a responsive child care service delivery system. This choice-based approach ensures cultural responsiveness while maintaining quality standards.

Study Opportunity – *Community Integration and Systems Coordination Research*: Multiple families noted successful integration of PSP with other support services (ERDC, healthcare, therapeutic services), suggesting opportunity for systems integration research. DELC could examine how PSP coordination with other systems affects family outcomes and identify models for enhanced service integration.

Table of Contents

1. Background	1
1.1. Impact Goals	2
2. Methods.....	4
2.1. DELC Field Notes.....	4
2.2. Grantee Survey.....	4
2.3. Preschool Promise Caregiver Focus Groups	6
2.4. Limitations	7
3. Findings	8
3.1. Economic Impact and Stability	8
3.2. Enhanced Capacity for Quality Services	19
3.3. Strengthened Service Delivery and Reach.....	31
4. Conclusions.....	48
4.1. Economic Impact and Stability	48
4.2. Enhanced Capacity for Quality Services	50
4.3. Strengthened Service Delivery and Reach.....	50
Appendices	52
Appendix A. Grantee Survey, Respondent Data Tables.....	53
Appendix B. Grantee Survey	57
Appendix C. Caregiver Discussion Guide	86

1. Background

The Oregon Department of Early Learning and Care (DELIC) is a state agency whose mission is to foster coordinated, culturally appropriate, and family-centered services that recognize and respect the strengths and needs of all children, families, and early learning and care professionals. One of the ways that DELIC advances this goal is through the Preschool Promise (PSP) program. Through PSP, families who are living at or below 200% of the Federal Poverty Level in Oregon can receive free, high-quality preschool services. DELIC partnered with Pacific Research and Evaluation (PRE) to gather stories of PSP impact. This report synthesizes feedback from employees and staff from PSP providers (referred to throughout this report as “grantees”) and caregivers from families who receive PSP services.

The PSP program is administered through licensed center-based and home-based child care programs, as well as through schools, which receive grants to implement program services. All PSP grant materials are offered, at a minimum, in English and in Spanish, and many providers offer culturally specific and/or linguistically specific. Families can choose the PSP provider that best fits their needs. In this way, PSP supports DELIC’s goals of expanding access to culturally and linguistically responsive early care and education (ECE) programs.

As a family-centered program, PSP strives to meet the needs of working families in Oregon by requiring that participating service providers meet the minimum direct service hours scheduling requirement for kindergarten (offering services at least six hours a day, four days a week, and 900 hours per year). Table 1 organizes high-level services and provider metrics about PSP across the 2023-24 program year. Further, all PSP programs are required to follow Oregon’s Early Learning and Kindergarten Guidelines, which include a continuum of development and learning in five domains: 1) approaches to learning; 2) social-emotional development; 3) language and communication; 4) literacy; and 5) mathematics. PSP

GLOSSARY

Providers are to the child care programs which receive PSP grants and offer services to families.

Grantees are the individuals affiliated with a PSP provider. These individuals provided survey data for this study.

Families are the collective grouping of individuals who receive services from a PSP provider. These include, at a minimum, one caregiver and one child.

Caregivers are the people charged with caring for a child enrolled in the PSP program. These individuals participated in focus groups or interviews affiliated with this study.

providers must also implement inclusionary practices, nutritious meals, developmental screenings, formative assessments, and referrals to community resources. Finally, some PSP providers offer transportation services. Through these activities, PSP providers seek to create an inclusive, welcoming environment for all families, which enables parents to feel like partners in their child’s learning and development.

Table 1. PSP service metrics for 2023-24 program year.

PSP Services and Provider Metrics	2023-24 Program Year
Number of Allocated Slots	5,132
Number of Sites	316
Number of Classrooms	444
Number of Staff	1,279
Number of Enrollments	5,765
Cost per Slot	\$15,650
Number of Grantees that are a Certified Family Child Care	71
Number of Grantees that are a Certified Child Care Center	61
Number of Grantees that are a Public School	54
Number of Grantees that are Other Organization Types	29

1.1. Impact Goals

To support the PSP impact study, PRE worked with DELC to define the intended impacts of the program on grantees offering services, as well as families who receive program services. Table 2 reviews these intended impacts, then aligns them to the specific goals DELC defined for each study population and the research question that guided the study.

Table 2. Intended impacts, aligned to goals and research questions.

Impact Area	Research Questions
Economic Impact and Stability	◆ How has the consistent funding structure of PSP affected grantees' financial sustainability, operational stability, and ability to remain viable in the early childhood education sector? ◆ How has participation in PSP impacted families economically (i.e., have parents been able to re-enter, enter, or better engage in the workforce due to funding)?
Enhanced Capacity for Quality Services	◆ How has participation in PSP affected grantees' ability to deliver high-quality early learning services? ◆ How has participation in PSP influenced children's school readiness and social-emotional development from the family perspective?

Impact Area	Research Questions
Strengthened Service Delivery and Reach	◆ What specific impacts has PSP had on grantees' reach, quality of services, and capacity to serve target communities? ◆ What specific aspects of PSP do families identify as most valuable in supporting their child's development and their own family engagement with early learning? ◆ How has access to PSP affected families' ability to support their children's learning at home?

2. Methods

Data collection methods for the PSP impact study included a survey administered to early learning providers who have received PSP grant funding (i.e., grantees) as well as qualitative data collection with families who receive PSP services. Details regarding these data collection activities are described below.

2.1. DELC Field Notes

DELC provided PRE with qualitative information from an interview with the PSP program manager. This conversation reviewed the impact of the PSP program on providers and families from the perspective of program administrators.

2.2. Grantee Survey

Organizations (home-based, school-based, or center-based early learning programs) that have received PSP funding were invited to share feedback on the PSP program. Any staff working with a PSP program could complete the survey, allowing for multiple responses from a single organization.

2.2.1. Survey Distribution

The survey was made available in English and Spanish. It was distributed virtually, via an anonymous weblink, and programmed on PRE's web-based survey platform (Qualtrics). PRE provided DELC with initial survey recruitment language, which DELC used to distribute the survey to a listserv that contained over 600 email addresses. To mitigate anticipated barriers navigating spam filters, the decision was made to have distribution emails come from a DELC email address. Following the initial survey invitation, DELC distributed two reminder emails to grantees. The survey was open for three weeks.

[Appendix A](#) includes complete data tables with detailed background information on PSP organizations and respondent demographics. A high-level summary of key trends across those data tables is provided below.

2.2.1.1. About Respondents

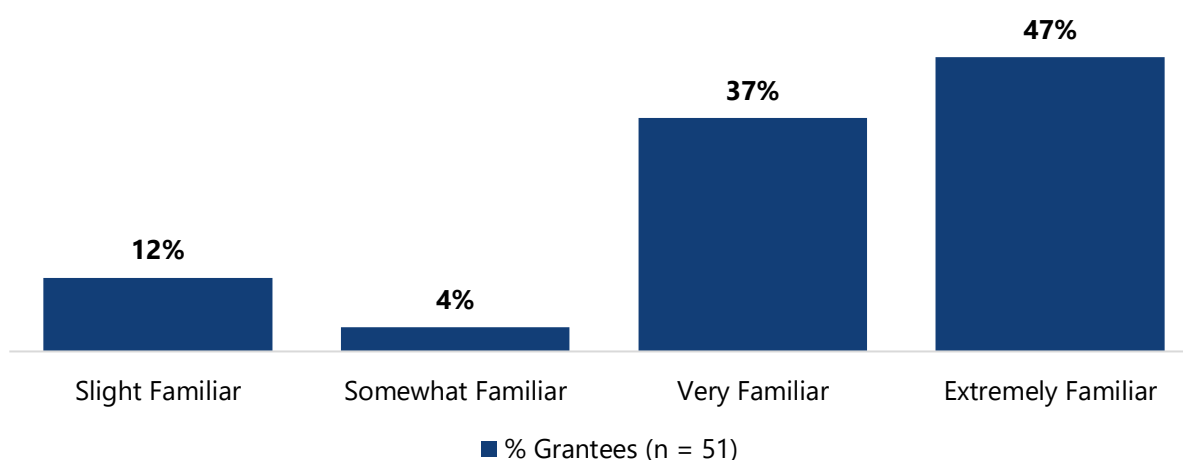
Following recruitment efforts, a total of 51 staff from 41 distinct PSP programs provided feedback on the grantee survey. Among the 41 organizations, most (85%, $n = 35$) were represented by one respondent; six programs had between two and four respondents. Almost half of the organizations (49%, $n = 25$) represented in the survey were home-based PSP

providers. Furthermore, over 60% of respondents are either the owner (39%, n = 20) or director (22%, n = 11) of the PSP provider organization.

Grantees were asked to rate their level of familiarity with the PSP program on a 5-point scale (1 = Not Familiar and 5 = Extremely Familiar). One individual indicated that they were “Not Familiar” with the program and was disqualified from the survey. Among those who indicated awareness, most (84%, n = 43) indicated strong familiarity with the PSP grant program. Almost two-thirds of grantees first received PSP funding in 2020; fewer than 10% of grantees first received an award in 2021, 2023, or 2024. Among the 46 grantees who provided data regarding the geography of the communities they serve, respondents primarily served either rural (52%, n = 24) or urban (46%, n = 21) communities.

Figure 1. Familiarity with PSP grant (n = 51)

How familiar are you with the PSP grant and how funding has been used in your program and/or organization/business?



Note. Grantees who indicated “Not Familiar” (n = 1) were disqualified from the survey.

2.2.1.2. Respondent Demographics

Among the 51 grantees, approximately 46 individuals consistently provided demographic data, responding to all questions. A strong majority of those respondents (85%, n = 39) identified as women, and close to 50% (n = 20) of those grantees were between the ages of 40 to 54. Most commonly, grantees indicated they identify as white (47%, n = 24) or Hispanic/Latino (37%, n = 19). Many grantees (84%, n = 36) affirmed that they work with children who match, to some extent, their racial/ethnic background, or work with peers who share their racial/ethnic identity (89%, n = 36). Slightly more than 50% of respondents indicated that English is their primary language; 37% (n = 17) reported that Spanish is their primary language. Several respondents indicated that they have either a bachelor’s degree (30%, n = 14) or a graduate degree (21%, n = 11).

= 10). Grantees were experienced early learning providers, with 50% (n = 23) having worked in the field for over 21 years.

2.3. Preschool Promise Caregiver Focus Groups

Caregivers who have had at least one child enrolled in PSP were invited to share details on ways that the program supported their family, their child's school readiness and learning at home, and their overall development. Conversations were conducted virtually in either a focus group or interview setting and were offered in English and Spanish.

2.3.1 Focus Group Recruitment

PRE worked with DELC to develop a promotional flier that announced the purpose of the family focus groups, the virtual format of these conversations, the dates/times/languages of each event, and made note of the raffle incentive (\$25 gift cards to be distributed to 25 caregivers). The flier was developed in English and Spanish. It included a booking link for families to use, allowing them to sign up for their preferred session.

While a comprehensive roster of PSP caregivers was not available, PRE and DELC generated a contact list using the following strategies:

- ◆ Leveraging the grantee survey, adding a question at the end of the survey that invited respondents to provide contact information if they were open to assisting in promotional efforts (distributing the flier and/or focus group booking link to the PSP caregivers they serve). Twenty respondents opted-in to supporting PRE with this effort.
- ◆ PRE sent direct email invitations to participate in focus groups to a list of 17 caregivers that DELC developed for PRE.
- ◆ Posting the flier to the aforementioned listserv and asking contacts to distribute it among their community members.
- ◆ PRE encouraged caregivers who signed up for, or attended, a focus group to "refer a friend" to the opportunity.
- ◆ PRE reached out to contacts at early learning hubs and asked for their assistance in promoting the opportunity to their PSP families via flier distribution.

Each recruitment group received multiple reminder communications explaining the request. In addition to CAPTCHA filters, PRE added a series of verification questions about the PSP program for registrants to complete. Eight individuals signed up for the mid-July focus groups. Focus group registrants received an automated confirmation email, calendar invitation, and reminder email 24 hours prior to their scheduled conversation. Interviews were offered to registrants who missed their scheduled focus group – or for whom the offered focus group times did not work.

2.3.2. About Participants

PRE was able to conduct either focus groups or interviews with six PSP caregivers about their experiences. Four conversations were in English and two were in Spanish. The caregivers receive services from diverse provider settings within the PSP program. Participants included caregivers who began enrollment for their child(ren) between 2023 and 2024, with children accessing services through both home-based and center-based providers. Several caregivers experienced transitions between different provider types, with some finding better fit in home-based settings after initially starting in centers.

2.4. Limitations

Recruitment for the study was challenging due to the lack of direct contact information, requiring reliance on intermediary organizations to distribute materials. Data collection during the summer added difficulty, as many grantees had reduced hours and engagement. These factors likely reduced participation rates and shaped the composition of the sample.

3. Findings

Findings for both the grantee survey and the family focus groups are presented below for each of the three primary research areas for this report: **1) Economic Impact and Stability**, **2) Enhanced Capacity for Quality Services**, and **3) Strengthened Service Delivery and Reach**. Key findings are presented at the beginning of each section. Each section concludes with summary input DELC gathered through an agency-led interview with a PSP program manager. Qualitative data provided by grantees, caregivers, and through DELC field notes have been edited for clarity and brevity.¹

3.1. Economic Impact and Stability

Key Findings
• 76% (n = 39) of the 51 surveyed grantees indicated they were able to serve families who would otherwise not be able to afford high-quality care.
◆ 71% (n = 22) of the 31 surveyed grantees who were organizational directors and owners reported that they would likely close or need to reduce services if they were to lose PSP funding.
◆ At least 70% of the 31 surveyed grantees who were organizational directors and owners indicated that PSP funds have enabled them to hire additional staff, enhance curriculum materials, increase hours/compensation for staff, serve children with more diverse needs, and enhance the number of children they can serve.
◆ Over two-thirds (65%) of the 31 surveyed grantees who were organizational directors and owners agreed that having consistent funding has improved their ability to engage in long-term business planning.
◆ The reliable schedule and quality care that PSP providers offer enabled caregivers to consider day shift positions, pursue additional training, or accept positions that better align with their career goals.
◆ The elimination of child care costs made possible through PSP reduced overall family financial stress, creating more stable environments for all family members.

¹ PRE's data collection efforts were multilingual, meaning some qualitative data were gathered in Spanish. Data are presented first in the study participant's preferred language; data provided in Spanish are followed by an English-language translation. Rather than conducting direct translations, PRE sought to translate data in ways that are reflective of the tones and styles that are natural to native Spanish speakers (particularly those in Northern America).

Key Findings

- ◆ For families already receiving government assistance, PSP complemented rather than complicated their support structure.

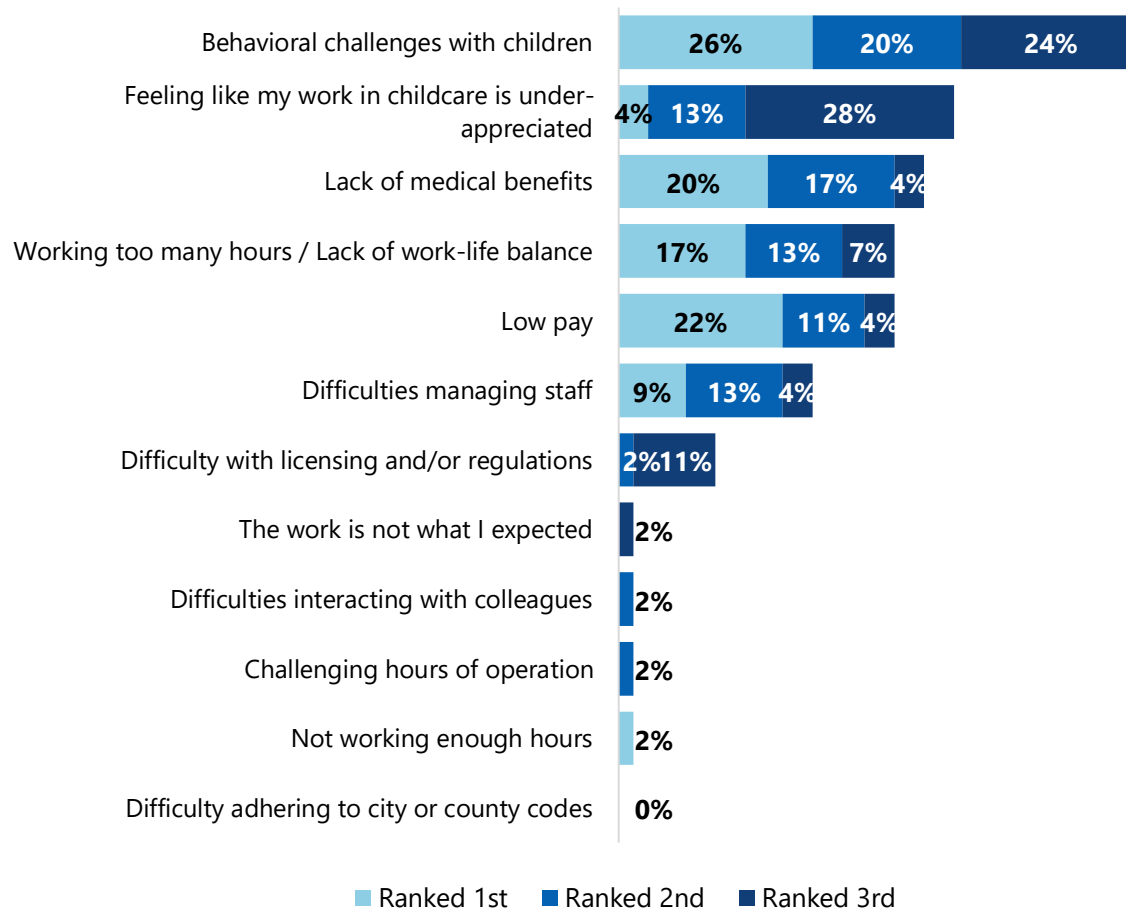
A goal of this study was to determine the extent to which PSP positively impacted the overall financial stability of grantees, as well as to enhance economic stability of families who benefit from services. Detailed in this section are findings that described how these objectives were achieved.

3.1.1. Stable Employment for Grantees

Grantees were presented with a list of potential obstacles they may face in their work as a PSP service provider and then asked to rank their top three obstacles, with #1 being their greatest obstacle. As demonstrated in Figure 2, the highest ranked obstacle *overall* was behavioral challenges with children, with 70% (n = 35) of the 51 total grantees ranking it in their top three and 26% (n = 12) ranking it as their *primary* obstacle. Other notable obstacles included lack of medical benefits and feeling as though their work in child care is underappreciated, with over 40% of grantees ranking these obstacles in their top three. While not among the top three obstacles *overall*, low pay was the second-highest ranked *primary* obstacle that grantees experienced (22%, n = 11).

Figure 2. Ranked obstacles faced as a PSP provider. (n = 51)

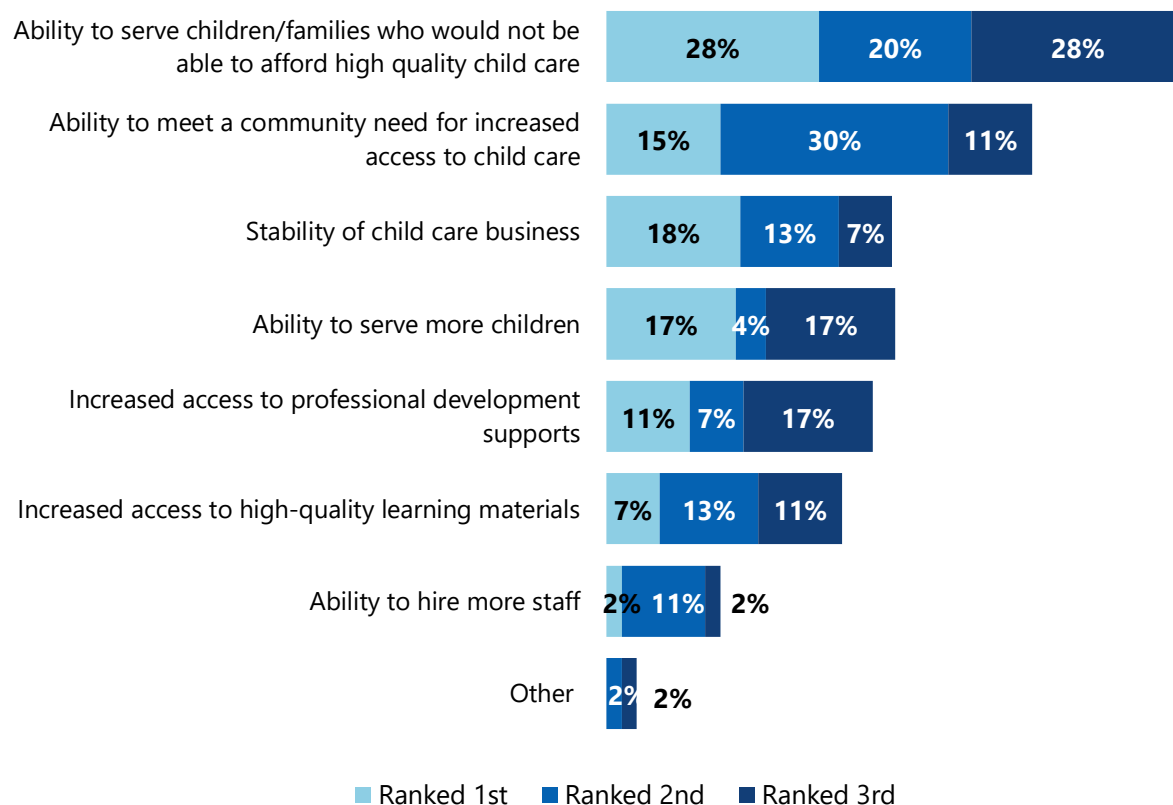
Rank the top 3 obstacles you face in your work as a PSP grantee, with #1 being your greatest obstacle.



A list of potential positive impacts was also presented to grantees, who were again invited to rank them based on greatest impact (with #1 being the greatest positive impact). As seen in Figure 3, among the 51 grantees surveyed, being able to serve children or families who would otherwise not be able to afford high-quality care was ranked as the greatest impact *overall* (76% total selections, n = 39) and was also the highest ranked *primary* impact (28% ranked first, n = 14). The impact that was ranked as second most frequently rated *overall* was the ability to meet community needs for increased access to child care (56% total selections, n = 29). The stability of their child care business was ranked as the second greatest *primary* impact grantees experienced (18% ranked first, n = 9), and it was ranked as the third greatest impact *overall* (38% total selections, n = 19).

Figure 3. Ranked positive impacts of the PSP grant on provider organizations. (n = 51)

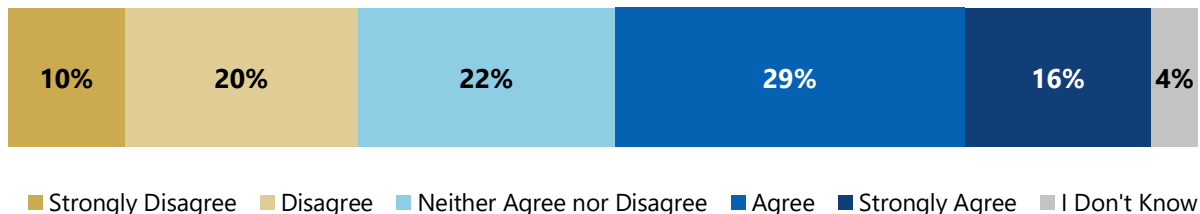
Rank the top three positive impacts to your work, due to the PSP grant, with #1 being the greatest impact.



PSP funding has, to some extent, positively impacted the personal financial stability of surveyed grantees. Slightly less than 50% of grantees indicated agreement (using a 5-point rating scale, where 1 = Strongly Disagree and 5 = Strongly Agree) that the PSP funding they received ensured that the amount of money they make allows them to meet their own and their family's needs (Figure 4).

Figure 4. Impact of PSP funding on grantee's income level. (n = 51)

PSP funding has ensured that the amount of money I make in my role allows me to meet my and my family's needs.

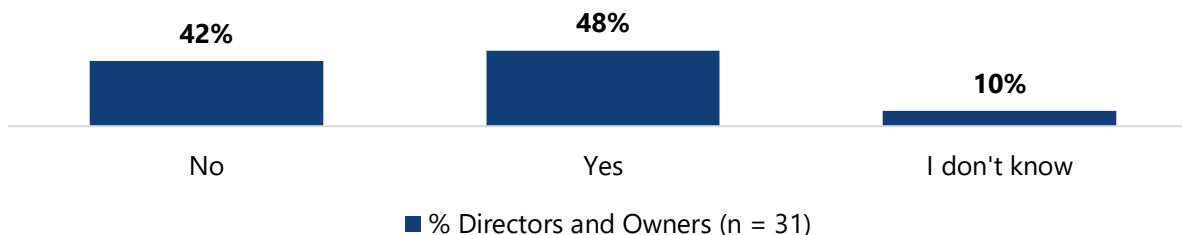


3.1.2. Financial Stability for Grantees

The 31 grantees who serve as a directors or owners of a PSP provider organization were asked a series of questions specific to the impact of PSP funds on their organizations' financial stability. For many of these 31 grantees (48%, n = 15 directors and owners), PSP was the first experience they had with state or public grants (Figure 5). Figure 6 shows that, among those 15 first-time fund recipients, 40% have completed applications for additional public funding at the regional, state, or federal level since becoming a PSP grantee and 27% (n = 4 directors and owners who were first-time funds recipients) have been successful in those endeavors.

Figure 5. Experience with state/public grants. (n = 31)

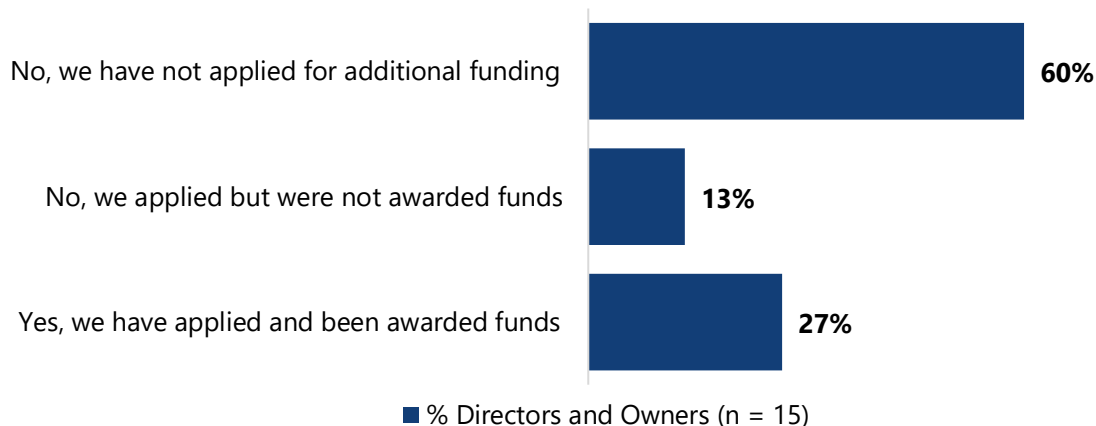
Was PSP the first state/public grant that your organization/business received?



Note. This question was only shown to a subset of grantees who indicated that they are either the director or an owner of a PSP service provider (n = 31).

Figure 6. Experience with added public-funding opportunities. (n = 15)

Since receiving a PSP grant, has your organization/business pursued added funding from other publicly-funded programs at the regional, state, or federal level?

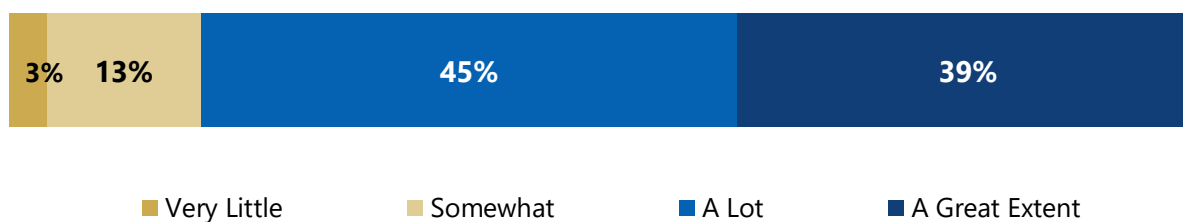


Note. This question was only shown to a subset of directors and owners who indicated that PSP was the first grant that they received.

The 31 surveyed grantees who are directors and owners credited PSP funding with helping their organization maintain financial stability. Using a 4-point rating scale (1 = Very Little, 4 = A Great Extent), 84% (n = 26 directors and owners) indicated that PSP funding strongly impacted the financial vitality of their organization (Figure 11).

Figure 7. Impact of PSP programing on financial stability. (n = 31)

To what extent has PSP funding contributed to your program's financial stability?



Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP service provider (n = 31).

Some directors and owners opted to provide an explanation for their rating, including a description of what their organization might look like without this funding. Among the feedback that 28 grantees provided, four key themes emerged:

- ◆ **Financial Stability and Operational Continuity:** Grantees emphasized how PSP funding provides the essential financial foundation that allows their programs to operate sustainably. Without this funding, many programs would face closure or severe capacity reductions. The funding enabled grantees to maintain consistent staffing levels, pay competitive wages, and retain qualified educators.
- ◆ **Access and Affordability for Low-Income Families:** PSP funding allowed grantees to serve families who cannot afford private preschool tuition, particularly those who do not qualify for other assistance programs but still struggle financially. This funding created opportunities for children who would otherwise lack access to quality early education, with many programs serving as the only affordable option in their communities.
- ◆ **Rural and Underserved Community Support:** Grantees highlighted how PSP funding enables them to serve remote areas where child care options are extremely limited. These programs often represented the sole early learning opportunity within their geographic regions, making the funding essential for community-wide educational equity.
- ◆ **Enhanced Quality and Resources:** With PSP funding, grantees have been able to invest in curriculum materials, professional development, classroom improvements, and technology that enhance the learning experience for children.

Table 3. Themes from open-ended response data regarding impacts of PSP funding on the financial stability of provider organization.

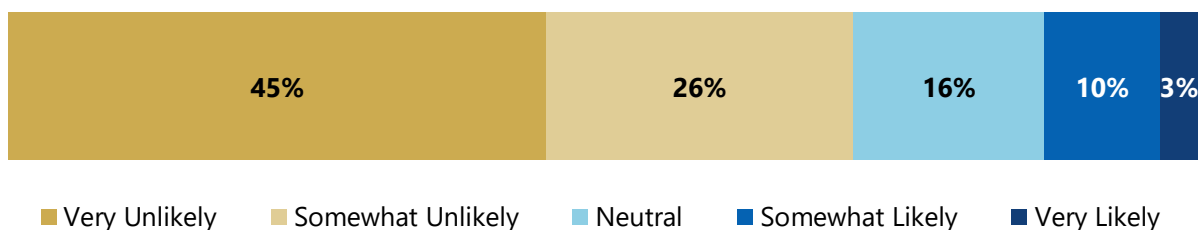
Theme	Select Quote
Financial Stability and Operational Continuity	"El financiamiento de PSP ha impactado positivamente la sostenibilidad economica de mi programa, ya que gracias a esta subvencion puedo mantener gastos operativos, administrativos y salariales." <i>"PSP funding has positively impacted my program's economic sustainability because this grant allows me to cover operational, administrative, and salary expenses."</i>
Access and Affordability for Low-Income Families	"Without PSP funding, our program, which serves a high-low income area, would face even more significant challenges. In this community, many families are unable to afford private preschool, and a large number do not receive Employment Related Day Care (ERDC) assistance. As a result, our program is often the only accessible and affordable option for early childhood education."
Rural and Underserved Community Support	"We live in a very small, rural area and access to child care is limited; we are the only licensed center in our part of the county. As a business that was affected by COVID and had to work to re-open, finding quality staff and the budget to pay staff competitive wages

Theme	Select Quote
	has been difficult. Having the PSP grant allowed us to pay our staff higher wages helping to support consistency with staff."
Enhanced Quality and Resources	"It has allowed us to hire more staff who have quality professional training and experience. Without this funding, we would have a lower adult-to-child ratio within our program."

The necessity of PSP funding to support organizational operations was further reiterated when a subset of 31 directors and grantees provided ratings regarding the likelihood of continued operation without funding. As shown in Figure 8, 71% (n = 22 directors and owners) of these grantees reported that they would either likely close (45%, n = 14 directors and owners) or need to significantly reduce services (26%, n = 8 directors and owners) if they were to lose PSP funding. Only 3% (n = 1 director or owner) indicated that they would likely be able to maintain operations at the same level if they were to lose PSP funding.

Figure 8. Ability to maintain organizational operations without PSP funding. (n = 31)

How likely would your program be able to maintain its current operations without PSP funding?



Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP service provider (n = 31).

For clarity purposes, the scale in Figure 12 has been abbreviated. The full scale is reproduced below.

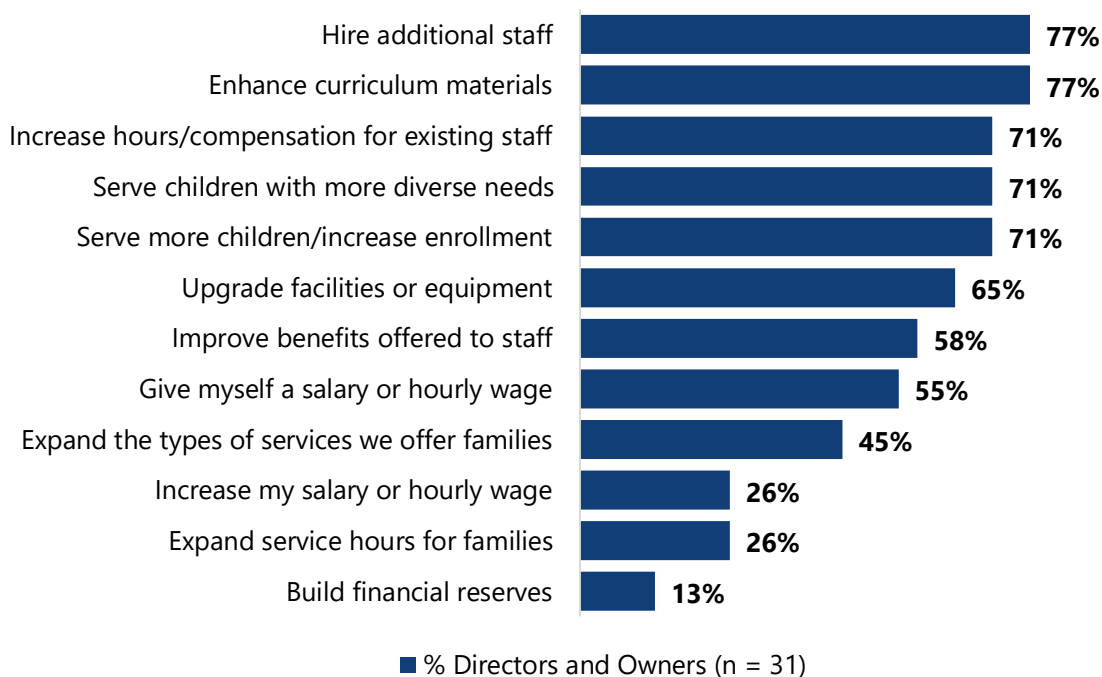
- ◆ Very Unlikely (We would likely close)
- ◆ Somewhat Unlikely (We would need to significantly reduce services)
- ◆ Neutral (Uncertain of impact)
- ◆ Somewhat Likely (We would continue with some adjustments)
- ◆ Very Likely (We could maintain operations without PSP funding)

3.1.3. Impact on Grantee Organizational Staff & Owner Wages

PSP funding can be used in a range of ways. A subset of 31 grantees who were PSP program provider directors and owners reviewed a list of possible approved expenditures and were asked to indicate the ways in which they have used PSP funding (see Figure 9). At least 70% of these grantees indicated that PSP funds have enabled them to hire additional staff, enhance curriculum materials, increase hours/compensation for staff, serve children with more diverse needs, and serve more children/increase enrollment. To a limited extent, this subset of grantees used funds to increase their personal economic stability; 55% (n = 17 directors and owners) used the funds to establish a personal compensation package, and 26% (n = 8 directors and owners) used funds to increase their compensation. Fewer than 15% of directors and owners indicated that funds were used to build financial reserves.

Figure 9. Organizational use of PSP funding. (n = 31)

In what ways have you been able to use PSP funding?



Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP service provider (n = 31).

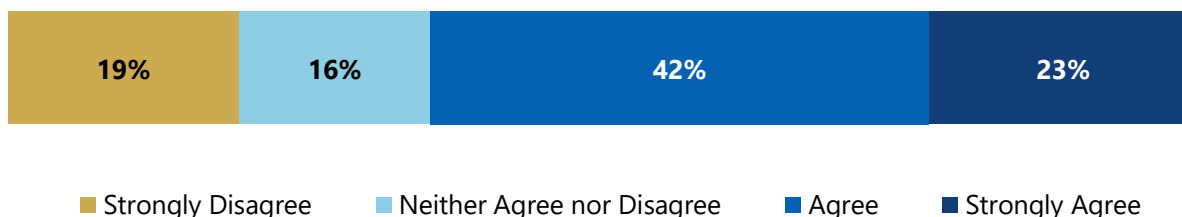
Note. Respondents could select multiple options.

PSP grants are awarded for a two-year period, meaning that grantees do not have to reapply for funding each year. The predictability of PSP funding has also positively impacted provider organizations. Among the 31 directors and owners surveyed, over two-thirds (65%, n = 20

directors and owners) of grantees agreed or strongly agreed that having consistent funding improved their ability to engage in long-term business planning.

Figure 10. Impact of PSP funding on long-term business planning. (n = 31)

The predictability of PSP funding has improved my ability to engage in long-term business planning.



Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP service provider.

3.1.4. Impact on Caregiver Employment and Educational Opportunities

Enrolling a child in PSP created notable opportunities for caregivers and their personal advancement. The stability of knowing children were in safe, nurturing environments allowed caregivers to focus on their education or work responsibilities. Multiple caregivers were able to pursue education while their children attended preschool, with one mother completing nursing school and passing her licensing exam "on the first try in less than an hour." The PSP program also substantially increased career opportunities for caregivers. The reliable schedule and quality care enabled caregivers to consider day shift positions, pursue additional training, or accept positions that better aligned with their career goals. One caregiver transitioned from a job she disliked to a position she found meaningful, stating the program allowed her to "become the nurse that I always felt like I could be."



Desde el primer año mi niño siempre estaba hablando de sus maestras... muy atentas, muy amables.

From the very first year, my boy was always talking about his teachers...They are so caring, so kind.

Caregiver

3.1.5. Financial Benefits of PSP for Families' Economic Stability

3.1.5.1. Child Care Cost Elimination and Work Flexibility

The elimination of preschool costs provided immediate and substantial financial relief for families. Caregivers consistently described the financial burden of traditional preschool as prohibitive, with one family noting they would have faced costs of "at least two-grand (\$2,000) for two kids" without the program. The impact was particularly noteworthy for caregivers with multiple children, where cumulative costs would have been overwhelming.

Beyond basic preschool costs, caregivers saved on additional child care expenses that would have been necessary to maintain employment (paying for child care during non-school hours, transportation between care locations, meals, etc.). The program enabled caregivers to avoid difficult financial trade-offs between career advancement and family care.

3.1.5.2. Integration with Existing Support Systems

For caregivers already receiving government assistance, PSP complemented rather than complicated their support structure. One participant noted receiving "CCAP assistance" (Child Care Assistance Program), also known as Employment Related Day Care (ERDC) that is integrated with PSP to provide complimentary supports to a family. This demonstrates how the program works within existing subsidy frameworks rather than creating additional bureaucratic barriers. The seamless integration was particularly valuable for caregivers managing multiple support programs, as it reduced administrative complexity while providing comprehensive services.

3.1.5.3. Comprehensive Service Value

The program's inclusion of meals provided additional financial relief while offering educational benefits. Caregivers noted that children were exposed to new foods they would not typically eat at home, expanding palates and reducing grocery costs. This exposure led to children requesting new foods at home, potentially improving family nutrition while managing food costs.

3.1.5.4. Prevention of Financial Crisis and Educational Interruption

Several caregivers indicated they might have discontinued their own educational pursuits without the program's financial support. One caregiver described how they feared continuing



Taking that financial burden off us allowed me to complete nursing school without having to worry about which bills to pay, if we need a loan, or what we need to give up in order to make it this month.

Caregiver

nursing school due to the financial strain of traditional preschool options, stating: "I do not know if I would have put my family in that financial situation. I would have stopped at that semester of nursing school, maybe planning to restart it later on if we could get to a better financial situation." By providing immediate financial relief, PSP enables caregivers to continue investments in education and career development that would benefit families over time.

Field Notes from DELC

DELC provided qualitative information from an interview with the PSP program manager which describes the economic impact of PSP from the perspective of program administrators. Key findings from that conversation include:

- ◆ The two-year grant agreements provide funding security for providers, enabling long-term planning and stable teacher employment while reducing provider stress about funding continuity.
- ◆ The two-year family eligibility ensures families can pursue career advancement, education, or salary increases without losing PSP access, addressing benefits cliff issues, and reducing family anxiety.
- ◆ Salary and wage requirements ensure providers receive appropriate compensation for their work.
- ◆ Waiver allowing families above 200% of poverty level in frontier areas increases preschool access in rural communities where no other options exist.
- ◆ Diverse workforce development through PSP may contribute to increased longevity of child care businesses.

3.2. Enhanced Capacity for Quality Services

Key Findings
◆ Financial accessibility emerged as the primary driver for enrollment across all caregivers.
◆ Caregivers reported that discovery of the program occurred through various channels, with healthcare professionals, social media, and word-of-mouth serving as primary information sources.
◆ 75% (n = 38) of the 51 surveyed grantees indicated PSP funding improved their ability to deliver high-quality early learning services.
◆ All 51 surveyed grantees reportedly used PSP funds to improve their learning environment, with 78% (n = 40) indicating that funds were used to upgrade materials. Added common uses were hiring additional teachers/staff and improving the teacher/student ratio.

Key Findings
◆ Since receiving PSP funding, at least 80% of the 51 surveyed grantees reported that they have access to training in their primary language, that trainings are easy for them to access, and that trainings are affordable to them.
◆ Caregivers reported notable progress in their children's ability to interact with peers and adults, as well as to identify, express, and manage emotions.
◆ When reflecting on academic readiness skills gained through PSP, most caregivers described improvements with their children's vocabulary. Independence in daily living skills was another notable area of growth, with direct impacts to home-based routines.

The PSP program aims to enhance provider and caregiver capacities to support early learning with children. The next section details findings across data sources that explore the ways in which PSP funding has enhanced provider capacities, as well as ways that caregivers have gained skills to support early learning at home.

3.2.1. Motives for Engaging with a PSP Program

Financial accessibility emerged as the primary driver for enrollment across all caregivers interviewed. Caregivers consistently cited the prohibitive cost of traditional preschool as a barrier, with one parent noting they "could not afford that at all" without the PSP program. The contrast was particularly stark for caregivers who had relocated from states with universal preschool, where the transition to Oregon highlighted the financial burden of early childhood education.

Beyond cost considerations, caregivers were motivated by specific developmental needs. Multiple caregivers enrolled children with identified challenges, including autism, ADHD, and speech delays. These caregivers sought supportive environments that could accommodate their children's unique needs while providing socialization opportunities. As one mother explained, despite her child having "Level 2 autism with some Level 3 characteristics," the provider's acceptance and willingness to work with her son provided hope after previous negative experiences.

Discovery of the program occurred through various channels, with healthcare professionals, social media, and word-of-mouth serving as primary information sources. Speech pathologists and early intervention specialists frequently recommended the program to caregivers with children receiving therapeutic services.

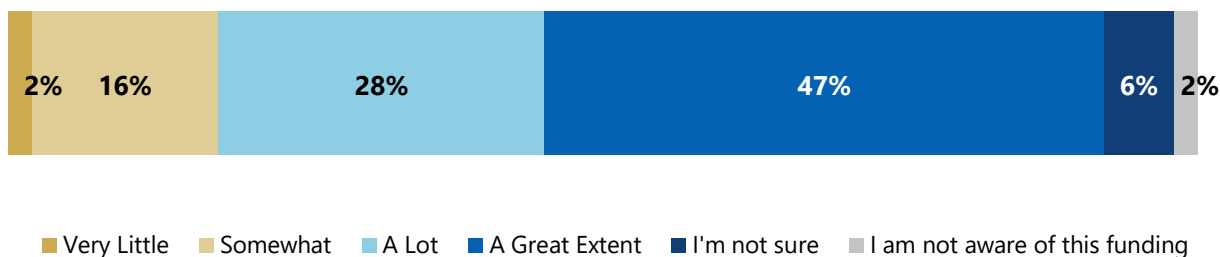
3.2.2. Enhanced Service Delivery

Seventy-five percent (n = 38) of all 51 surveyed grantees indicated PSP funding improved their ability to deliver high-quality early learning services (Figure 15). Fewer than 10% of grantees

indicated that they were either unsure or unaware of how this funding contributed to service delivery.

Figure 11. Impact of PSP funding on delivery of high-quality early learning services. (n = 51)

To what extent has PSP funding improved your ability to deliver high-quality early learning services?



Grantees who were reportedly strongly impacted by PSP funds were invited to offer an explanation for their rating, offering specific details on how their service delivery has improved. Four overarching themes emerged across the feedback that 28 grantees opted to provide:

- ◆ **Program Expansion and Growth:** PSP funding enabled grantees to increase enrollment, serve more children, and expand from small operations to more comprehensive programs. Many grantees detailed growth from serving just a few children to supporting notably larger groups, allowing them to create more diverse, inclusive learning environments.
- ◆ **Enhanced Materials and Learning Environment:** Grantees continually mentioned improvements to classroom resources, outdoor spaces, curriculum materials, and technology. The funding allowed grantees to create more engaging, developmentally appropriate environments that support various learning styles and needs.
- ◆ **Staff Quality and Professional Development:** Grantees highlighted their ability to hire qualified staff, provide competitive wages, and invest in ongoing professional development. They saw this directly translating to higher quality interactions and educational experiences for children.
- ◆ **Family Engagement and Support Services:** PSP funds have enabled grantees to expand their capacity to offer family events, resources, and wraparound services that support the whole family unit in addition to the direct services to the children in care.

Table 4. Themes from open-ended response data, ways PSP funding enhanced grantees' ability to deliver high-quality early learning services.

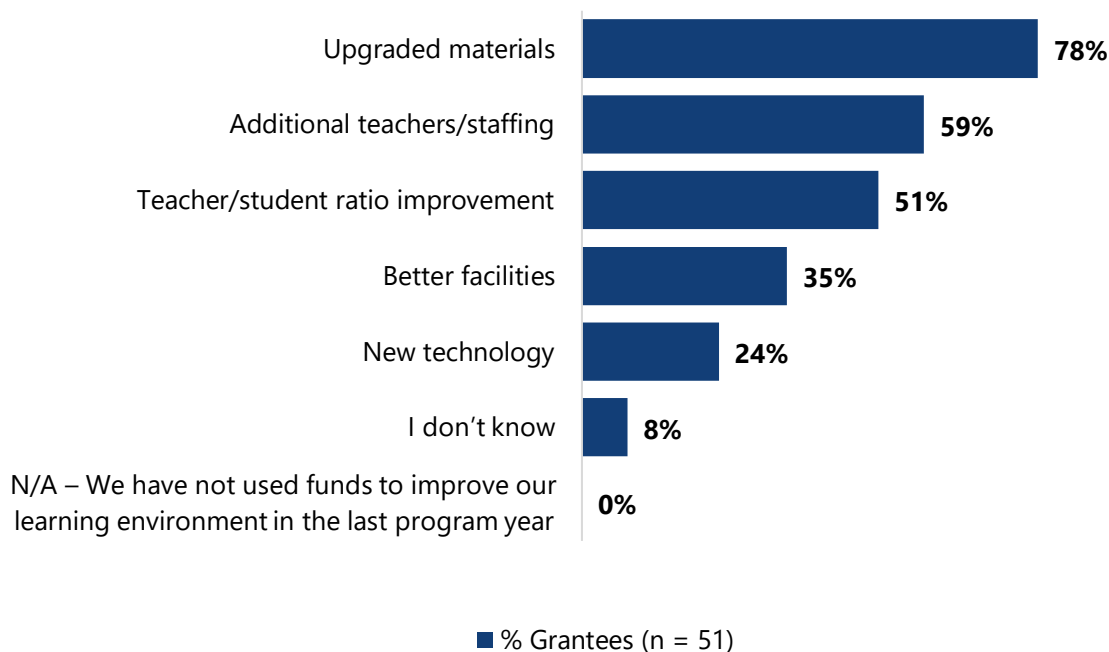
Theme	Select Quote
Program Expansion and Growth	"With the support of PSP funding, our program has grown from serving just three children to now supporting 16 children of multiple ages. This growth has allowed us to expand our services to better meet the needs of whole families by offering a more inclusive, age-diverse environment that fosters peer learning and sibling connection."
Enhanced Materials and Learning Environment	"Hemos podido mejorar la área de afuera con más equipo móvil para los niños y con más materiales que ellos puedan utilizar para su motor fino y grueso, también hemos podido tener más material para rotar en las área de adentro con más variedad de materiales educativos y una enseñanza mas acorde al curriculum que tenemos." <i>"We have been able to improve the outdoor area with more mobile equipment for children and more materials they can use for fine and gross motor development. We have also been able to have more materials to rotate in indoor areas with more variety of educational materials and teaching more aligned with our curriculum."</i>
Staff Quality and Professional Development	"Ofrecemos mas recursos y servicios a las familias diversas, utilizamos material de calidad y curriculum a fidelidad, asi como mejorar los beneficios del personal docente." <i>"We offer more resources and services to diverse families, we use quality materials and curriculum fidelity, as well as improve benefits for teaching staff."</i>
Family Engagement and Support Services	"The increased funding made it possible to enhance our learning materials, provide individualized instruction, and strengthen our family engagement efforts – ensuring that every child and their caregivers feel supported, welcomed, and set up for success."

Note. This follow-up question was only shown to grantees who indicated that PSP impacted their ability to offer high-quality learning services "A Lot" or to "A Greate Extent" (n = 38).

Figure 12 shows that all 51 surveyed grantees reportedly used PSP funds to improve their learning environment, with 78% (n = 40) indicating that funds were used to upgrade materials. Other common uses were hiring additional teachers/staff (59%, n = 30) and improving the teacher/student ratio (51%, n = 26).

Figure 12. Use of PSP funds to improve learning environment. (n = 51)

What specific improvements to your learning environment have you been able to make as a result of PSP funding?



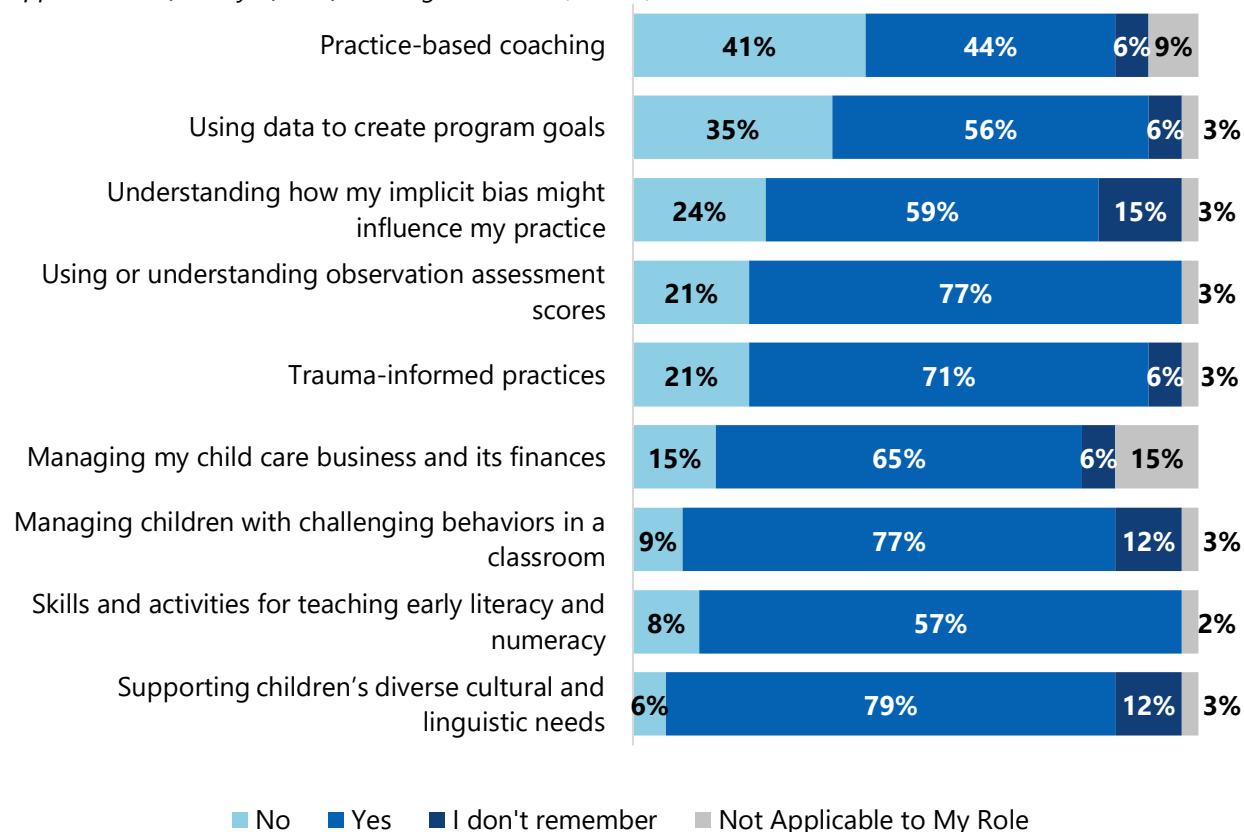
Note. Respondents could select multiple options.

3.2.3. Training

Professional learning experiences (trainings, mentorship, and professional development) are offered to grantees through Child Care Resource and Referral (CCR&R) agencies. A subset of 34 grantees who began employment with their program before the initial receipt of PSP funds were asked to indicate the level of access that they had to a list of professional learning opportunities before receiving grant support. Figure 13 shows that, prior to receiving PSP support, between 24% to 41% of these 34 grantees did not have access to trainings related to practice-based coaching (41%, n = 14), using data for goal-setting (35%, n = 12), or understanding implicit bias (24%, n = 8).

Figure 13. Access to professional training opportunities prior to PSP funding. (n = 34)

Prior to receiving a PSP grant, did you have access to professional training opportunities for any of the following activities? (n = 34)

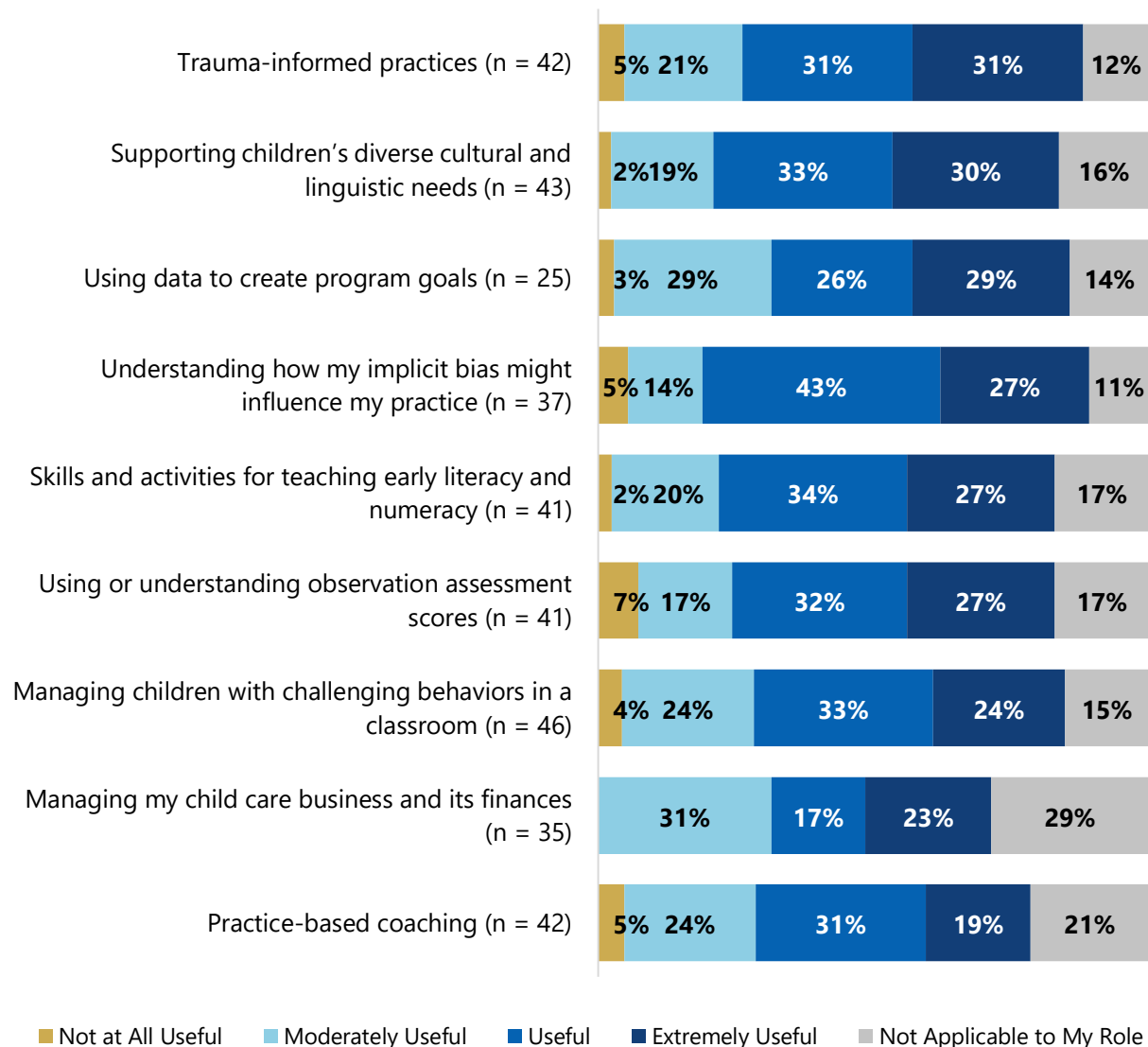


Note. This question was only shown to a subset of grantees who indicated that they were with their organization prior to the receipt of PSP funds (n = 34).

Figure 14 reviews the same list of possible professional learning experiences and highlights the extent to which all 51 grantees, now with PSP funds, have found these trainings to be useful. Using a 5-point rating scale (1 = Not at All Useful, 5 = Extremely Useful), grantees provided input on the trainings they attended. Between 40% to 70% of grantees who participated in a training offered Useful/Extremely Useful ratings. Trainings about understanding the impacts of implicit bias, supporting children's diverse cultural and linguistic needs, and trauma-informed practices were among the most useful learning experiences. Fewer than 10% of grantees indicated that any training was of little use, though between 11% to 29% indicated that the training they received was not applicable to their role.

Figure 14. Usefulness of professional learning experiences provided through CCR&Rs. (n values vary, based on training received)

How useful was the training, mentoring, or professional development provided through CCR&Rs that you received to support implementation of PSP?



Grantees who indicated that at least one training that they received was “Useful or “Extremely Useful” to them were invited to provide an explanation for their rating. Thirty-six grantees opted to provide open-ended response data. Common themes highlighting how these trainings proved to be of strong use included:

- ◆ **Practical Application and Implementation:** Grantees valued trainings that offered concrete strategies they could immediately implement in their classrooms. They

particularly appreciated trainings that move beyond theoretical concepts to provide hands-on tools, resources, and actionable techniques.

- ◆ **Cultural and Linguistic Responsiveness:** Spanish-speaking grantees emphasized the value of receiving training in their native language and at accessible times.
- ◆ **Relevance to Daily Practice:** Trainings that directly addressed the challenges faced in classroom environments are of particular value to grantees. Topics like behavior management, trauma-informed care, and working with diverse populations were frequently mentioned as having direct application to their work.
- ◆ **Interactive and Engaging Format:** Grantees expressed a preference for hands-on learning experiences over lecture-based formats, frequently noting that the interactive nature of trainings helped with retention and practical application.

Table 5. Themes in open-ended response data regarding strengths of the training grantees received from CCR&R.

Theme	Select Quote
Practical Application and Implementation	"The most useful trainings were practical, engaging, and relevant. They offered real strategies, helpful resources, and interactive formats that made the content easy to apply."
Cultural and Linguistic Responsiveness	"Las fortalezas son que las he recibido en mi idioma y al horario mas accesible." <i>"The strengths are that I have received them in my language and at the most accessible schedule."</i>
Relevance to Daily Practice	"Activities and ideas that could be implemented in the classrooms immediately."
Interactive and Engaging Format	"Lecture based training is difficult for me to retain. I really enjoy when our local CC&R does more hands on and involved training. They have been doing an amazing job with their trainings, and I try to take as many trainings as I can."

Note. This follow-up question was only shown to grantees who indicated a training that they received was "Useful" or "Extremely Useful" (n = 48).

Trainings are intended to empower grantees with strategies that will positively impact the children and families that they serve. When asked, 32 grantees described the successes they experienced when implementing the strategies they learned through CCR&R trainings.

- ◆ **Enhanced Communication and Family Relationships:** Grantees described improved ability to connect with families, understand their needs, and build trust. Trainings that

provided tools for more effective communication were particularly appreciated, as they helped grantees become more culturally sensitive in their interactions.

- ◆ **Improved Behavior Management and Child Engagement:** Grantees had success utilizing strategies for handling challenging behaviors, supporting children through trauma-informed approaches, and creating more positive classroom environments.
- ◆ **Inclusive and Trauma-Informed Practices:** Trainings centered on inclusive and trauma-informed practices helped grantees better understand and respond to children's diverse needs, backgrounds, and experiences.
- ◆ **Professional Growth and Confidence:** Through the CCR&R trainings and use of the strategies they offered, grantees experienced increased confidence in their teaching abilities and professional practice.

Table 6. Themes in open-ended response data regarding positive impacts of strategies learned in trainings when used with children/families.

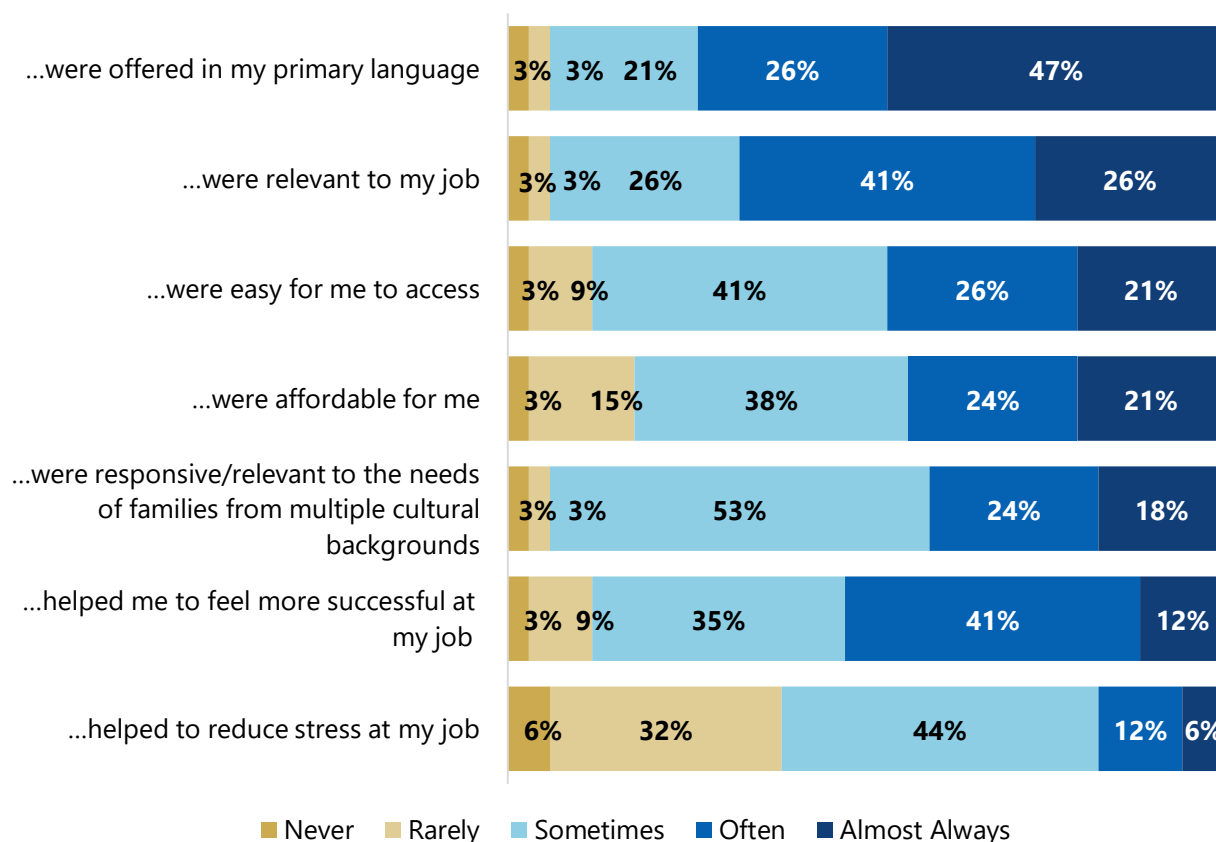
Theme	Select Quote
Enhanced Communication and Family Relationships	"These trainings deepened my understanding of each child's unique background and experiences, helping me create a more inclusive and supportive classroom. I have learned how to approach behavior through a trauma-informed lens, respond with empathy, and provide culturally responsive care. This has strengthened my relationships with families, improved communication, and helped build trust."
Improved Behavior Management and Child Engagement	"The biggest impact is having a greater ability to communicate with children and families, especially when there are challenging behaviors in the classroom."
Inclusive and Trauma-Informed Practices	"El apoyo a las familias en lo cultural y lingüístico, en ser sensibles con los prejuicios y los estereotipos en los cuales podemos impactar negativamente en los niños y como la inclusión de las culturas estimula a los niños para seguir apreciando quienes son y de donde vienen apoyando su identidad familiar." <i>"The support for families culturally and linguistically, being sensitive to prejudices and stereotypes that we can negatively impact children with, and how the inclusion of cultures encourages children to continue appreciating who they are and where they come from, supporting their family identity."</i>
Professional Growth and Confidence	"It has made me a better teacher and shown me how to better handle situations when they may arise."

Note. This follow-up question was only shown to grantees who indicated a training that they received was "Useful" or "Extremely Useful" (n = 48).

A subset of 34 grantees who began employment with their program before the initial receipt of PSP funds reviewed a list of conditions surrounding their professional learning experience. Using a 5-point scale (1 = Never, 5 = Almost Always), these grantees indicated the extent to which these proposed conditions were true (see Figure 15). Most commonly, these 34 grantees noted that they had access to training in their primary language (73%, n = 25) and that the training felt relevant to their job (67%, n = 23). Prior to receiving PSP funds, these 34 grantees indicated that trainings seldom, if ever, helped reduce stress at their job (38%, n = 13) or were affordable (18%, n = 6).

Figure 15. Frequency of experiences related to professional learning opportunities, prior to receiving PSP funding. (n = 34)

Prior to receiving a PSP grant, how frequently would you say that professional development opportunities in general...



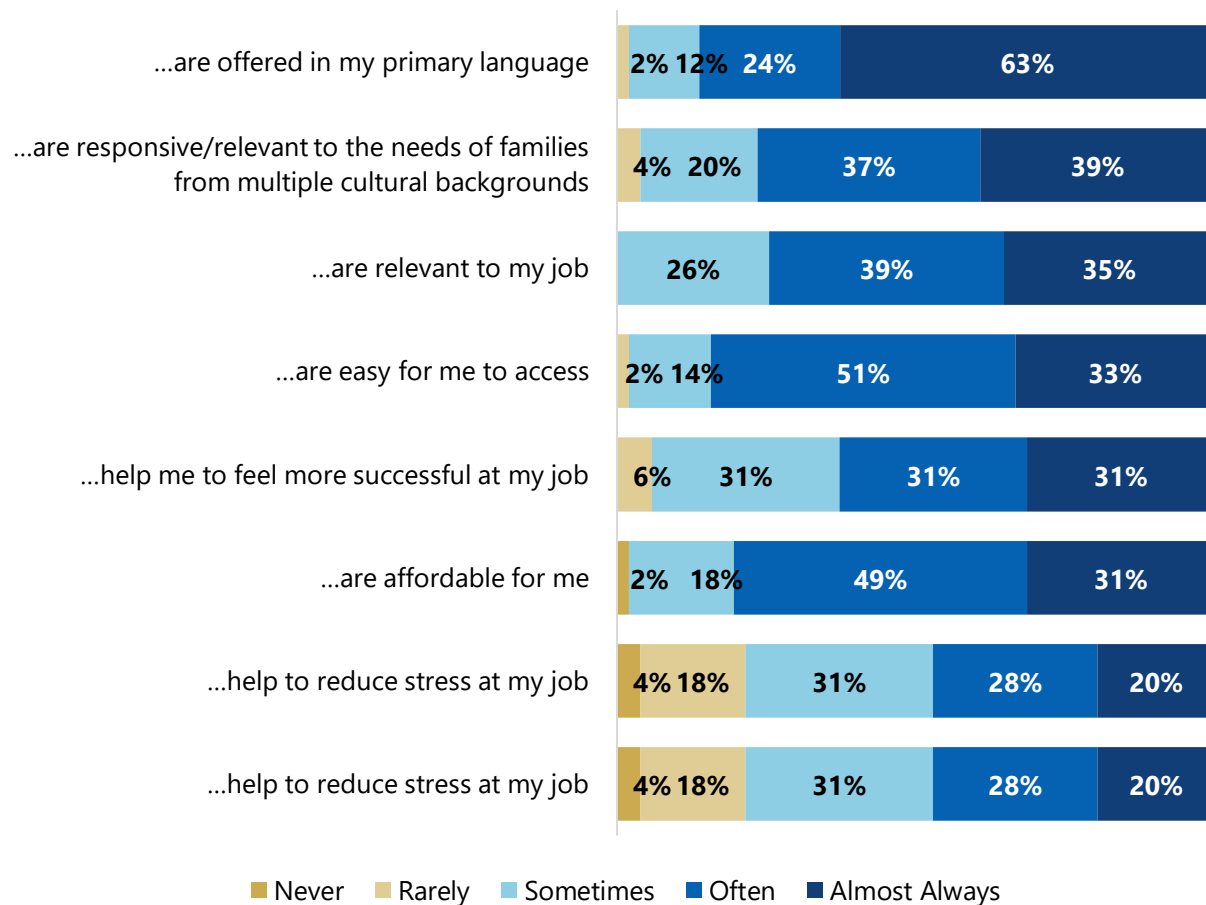
Note. This question was only shown to a subset of grantees who indicated that they were with their organization prior to the receipt of PSP funds (n = 34).

This same list of conditions was presented to all 51 grantees, inviting them to share the frequency at which these were true now that they had PSP funding. As demonstrated in Figure 16, 47% to 86% of grantees indicated these conditions were “Often,” if not “Always,” true (using

a 5-point scale, where 1 = Never, 5 = Almost Always). Since receiving PSP funding, at least 80% of surveyed grantees reported that they had access to training in their primary language (86%, n = 44), that trainings were easy for them to access (84%, n = 43), and that trainings were affordable to them (80%, n = 41).

Figure 16. Experiences related to professional learning opportunities, since receiving PSP funding. (n = 51)

Since receiving PSP funding, how frequently would you say that professional development opportunities in general...



3.2.4. School Readiness Skills and Social-Emotional Supports

3.2.4.1. Enhanced Social Interactions

Caregivers reported dramatic improvements in their children's ability to interact with peers and adults. Children who previously exhibited shy, withdrawn, or aggressive behaviors developed confidence and appropriate social skills. One caregiver described her son's transformation from a child who "would just play on his own, in his own little corner" to someone who "actually sits down and actually physically plays with [his cousins] and enjoys playing with them." Children have also learned to navigate social relationships, with one caregiver sharing how her energetic son with ADHD befriended a nonverbal classmate, demonstrating remarkable patience and inclusive behavior. Caregivers further observed their children discussing friendships at home and incorporating school friend names into their play scenarios.



Él empezó a ser más sociable, tuvo más amiguitos.

They started becoming more social, making more friends.

Caregiver

3.2.4.2. Emotional Regulation and Expression

Caregivers reported notable progress in their children's ability to identify, express, and manage emotions. One caregiver shared an example of their child, when experiencing overstimulation, having a newfound ability to articulate feelings using appropriate language. This contrasted sharply with previous behaviors where emotional dysregulation resulted in aggressive outbursts or complete withdrawal. Caregivers further observed that their children are increasingly able to recognize emotions in others, showing empathy and concern for distressed peers. Caregivers credited providers with creating supportive environments that taught emotional vocabulary and regulation strategies.

3.2.4.3. Academic and Independence Skills

When reflecting on academic readiness skills, most caregivers described improvements with their children's vocabulary. Children were using expanded language when having conversations and were able to discuss topics learned at school with complexity. More specific academic skills children gained included letter recognition, counting, shape identification, and early writing skills.



His vocabulary has exploded and I'm just like, everything that happened was meant to be because we have this provider.

Caregiver

Independence in daily living skills was another area of growth, with direct impacts to home-based routines. Children learned to feed themselves with utensils, wash their hands independently, and follow multi-step routines. Successes with toilet training were also frequently

shared, with one caregiver noting her child achieved complete independent toilet usage "within like 10 days" after the provider created a supportive, patient environment.

Field Notes from DELC

DELC provided qualitative information from an interview with the PSP program manager, detailing their perspectives on grantee capacity for delivering quality services. Highlights from that conversation include:

- ◆ Screening requirements enable early identification of children's needs and faster connections to Individualized Family Service Plans (IFSP).
- ◆ Mandatory parent conferences help families understand the importance of consistent school attendance and support successful transitions to K-12 education.
- ◆ Extensive parent training programs facilitate smoother transitions to K-12 schooling.
- ◆ Attendance metrics connect to K-12 readiness without penalizing families, instead providing resources to support school preparation.

3.3. Strengthened Service Delivery and Reach

Key Findings
◆ Surveyed grantees who are organization directors and owners affirmed that PSP funding greatly contributed to their ability to maintain or expand services, as well as expand their enrollment capacity/serve additional children.
◆ Most surveyed grantees (84%, n = 42) confirmed that PSP enabled them to reach new populations, including previously underserved populations.
◆ Over 50% of all 51 surveyed grantees used PSP funding to pursue early learning that is supportive of social-emotional development.
• Many grantees agreed that PSP funding has helped them feel more prepared to connect families to resources for support services (mental health, addictions, nutrition, parenting, etc.).
◆ A strong majority of surveyed grantees (83%, n = 47) ranked free preschool as the PSP characteristic that most positively enhanced the experience for families. Assessments and parent engagement activities were also highly rated.
◆ Access to PSP program resources, paired with provider support, has enhanced caregivers' engagement in their children's learning.
◆ The PSP experience provided caregivers with evidence that their children could succeed in structured educational environments. Supportive feedback from providers further reinforced caregiver confidence in their child's readiness.
◆ The flexibility in provider choice was frequently mentioned as an overall strength of the PSP program, allowing caregivers to find settings that matched their children's needs and their logistical requirements.

PSP funds are intended to ensure that many Oregon families have access to quality early learning supports. In this final report section, we review ways that funding has helped grantees expand service delivery, as well as how these efforts have improved access to services for families.

3.3.1. Service Availability and Reach

The 31 surveyed directors and owners affirmed that PSP funding greatly contributed to their ability to maintain or expand services (Figure 17), as well as expand their enrollment capacity/serve additional children (Figure 18).

Figure 17. Impact of PSP funding on services offered. (n = 31)

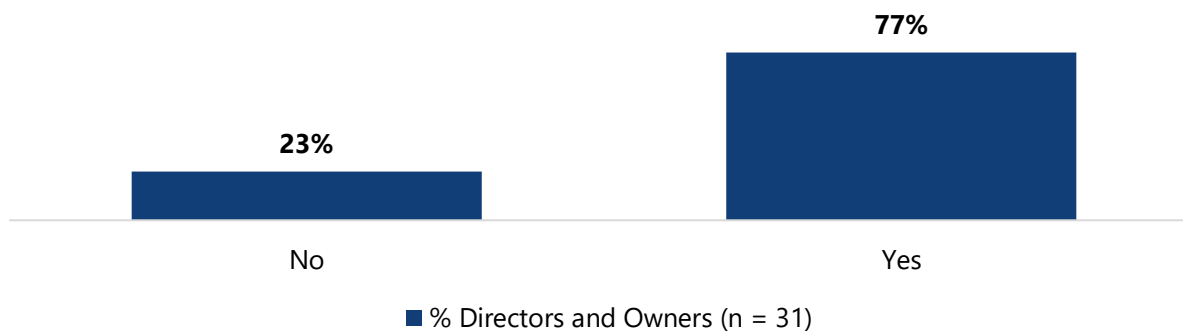
To what extent has PSP funding contributed to your ability to maintain or expand services?



Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP program (n = 31).

Figure 18. Impact of PSP funding on provider ability to expand enrollment and/or serve additional children. (n = 31)

Has PSP funding allowed your organization/business to expand your enrollment and/or serve additional children?

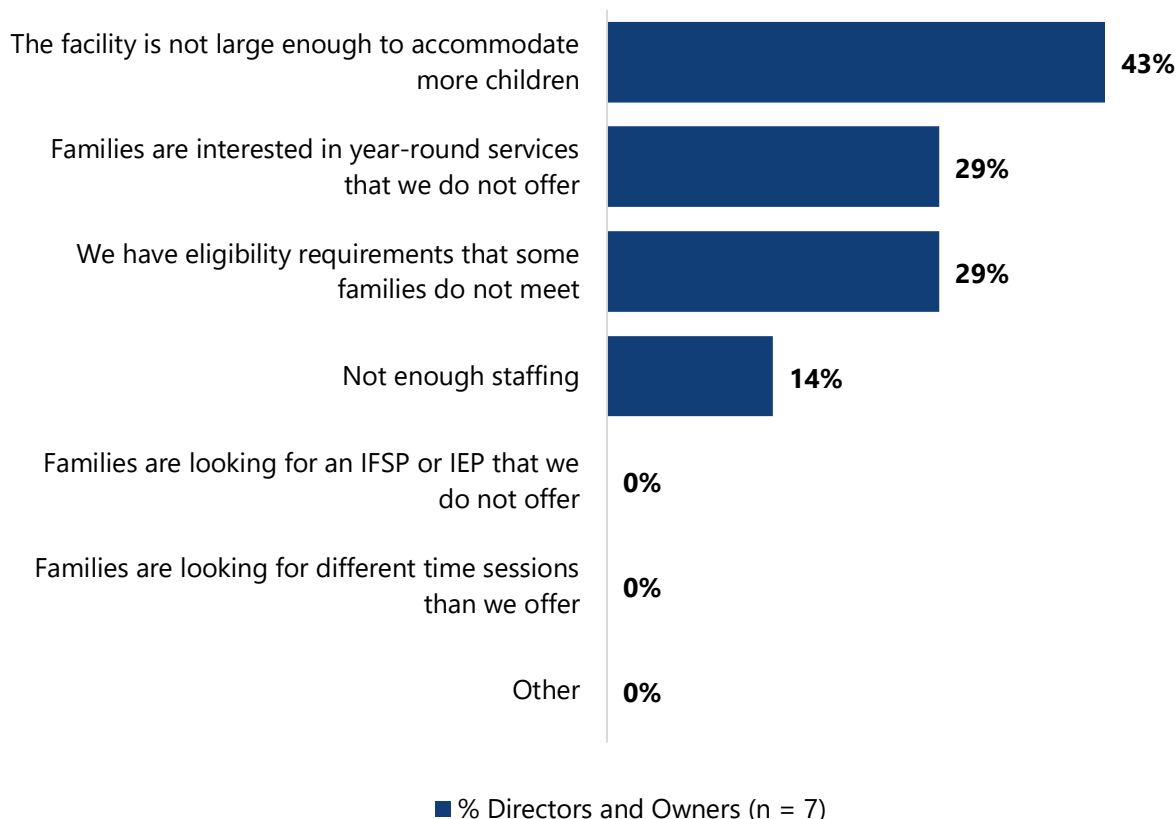


Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP program (n = 31).

Among the seven surveyed directors and owners who were limited in their ability to expand enrollment (n = 7), the most common reason is because their facility lacks the space for more children (Figure 19).

Figure 19. Barriers experienced expanding services to more children. (n = 7)

Please select the reason(s) you have not been able to accept more children into your program during the past 6 months.



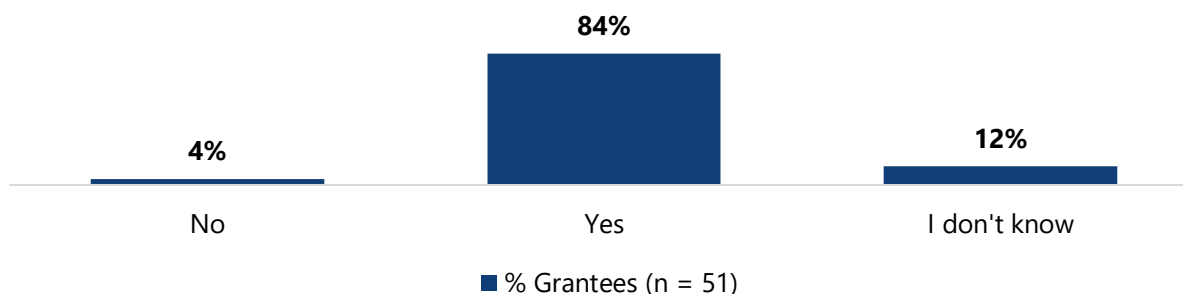
Note. This question was only shown to a subset of grantees who indicated that they are either the owner or director of a PSP program and who indicated that PSP funding did not allow them to expand enrollment or serve additional children (n = 7).

Note. Respondents could select multiple options.

All grantees (n = 51) were asked to share perspectives on the impacts PSP funding has had on the populations they serve. Most grantees (84%, n = 43) confirmed that PSP enabled them to reach new populations, including previously underserved populations (Figure 20).

Figure 20. Impact of PSP funding on organizational ability to serve expanded populations. (n = 51)

Has PSP funding helped you serve new or previously underserved populations?



Grantees who indicated that PSP has enabled them to expand service reach or populations were invited to provide details on the ways in which PSP funding supported these efforts. Twenty-six grantees opted to provide open-ended feedback. Common themes are listed below:

- ◆ **Low-Income Family Access:** PSP funding enabled grantees to serve families who previously could not afford quality early childhood education, including those who may fall above poverty thresholds but still struggle to pay for private programs.
- ◆ **Geographic and Rural Outreach:** Grantees were able to serve remote areas and families who travel considerable distances to access services. They stressed the critical role of PSP in addressing geographic barriers to early learning.
- ◆ **Cultural and Linguistic Diversity:** Grantees, particularly those who are Spanish-speaking, noted the access they were able to provide Hispanic and Latino families and other minority populations who may face language barriers or cultural challenges in accessing services.
- ◆ **Special Needs and Vulnerable Populations:** Grantees noted their improved ability to serve children with autism, behavioral challenges, foster children, and those experiencing trauma or family instability.
- ◆ **Flexible Programming for Working Families:** By offering full-day programs that accommodate parents' work schedules, grantees have noted how they are able to better serve working families.

Table 7. Themes from open-ended response data regarding ways PSP funding allowed grantees to expand reach with new or previously underserved audiences.

Theme	Select Quote
Low-Income Family Access	"Living in a low-income area, families did not send children to preschool because of the cost. We tripled in size with PSP funding."

Theme	Select Quote
Geographic and Rural Reach	"PSP funding has allowed me to expand my reach to families in our rural community who previously had limited or no access to high-quality early learning. Many of these families face barriers such as limited child care availability or financial hardship. Before PSP, these children may have missed out on early education entirely."
Cultural and Linguistic Diversity	"Gracias al financiamiento de PSP hemos podido ayudar a más niños de familias latinas o hispano hablantes ya que ellos son un grupo minorista al que por falta de conocimiento sobre estos programas no sabían que podían enrollar a sus niños a un programa preescolar, hemos podido tener un mejor impacto gracias a la financiación de PSP para apoyar a las familias en nuestra comunidad que es una zona rural y donde hay una escasez de cuidado infantil de calidad." <i>"PSP funding has allowed us to help more children from Latino or Spanish-speaking families since they are a minority group that, due to lack of knowledge about these programs, didn't know they could enroll their children in a preschool program. We have been able to have a better impact thanks to PSP funding to support families in our community, which is a rural area where there is a shortage of quality child care."</i>
Special Needs and Vulnerable Populations	En mi caso soy la unica proveedora hispana en mi comunidad y en mi condado y se que soy un recurso para las familias de habla hispana, ya que ellas se sienten comodas porque hablamos el mismo lenguaje, ademas han llegado a mi programa ninos que han sido removidos de otros lugares por su comportamiento (ninos autistas) y hemos podido tener la experiencia de verlos progresar y logran integrarse al grupo teniendo un sentido de pertenencia. <i>"In my case, I am the only Hispanic provider in my community and county, and I know I am a resource for Spanish-speaking families... children who have been removed from other places due to their behavior (autistic children) have come to my program, and we have had the experience of seeing them progress and successfully integrate into the group, developing a sense of belonging."</i>
Flexible Programming for Working Families	"Many of these families thank us because they say that without this program, they wouldn't be able to work. They also feel confident knowing their children are in a high-quality school where they are well cared for."

Note. This follow-up question was only shown to grantees who indicated "Yes," PSP funding has impacted their ability to expand or reach new audiences.

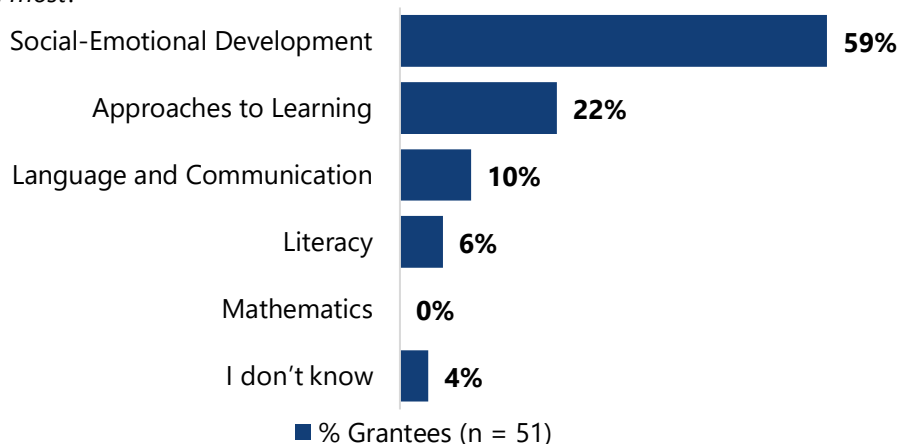
3.3.2. Service Delivery

3.3.2.1. Alignment to Oregon Early Learning and Kindergarten Domains

All PSP programs are required to follow Oregon’s Early Learning and Kindergarten Guidelines, which include specific impact goals for five domains of interest: Approaches to Learning, Social-Emotional Development, Language and Communication, Literacy, and Mathematics. Grantees reviewed these five domains and selected the one area that PSP funding has allowed them to pursue the most with the children they serve. As shown in Figure 21, a majority of the 51 surveyed grantees (59%, n = 30) used PSP funding to pursue early learning supportive of social-emotional development. Approaches to learning was the second most frequently selected option. Mathematics was not selected by any surveyed grantees.

Figure 21. Academic domain PSP funding has most enabled organizations to pursue. (n = 51)

All PSP programs are required to follow Oregon’s Early Learning and Kindergarten Guidelines. Among the five domains of interest, which one has PSP funding allowed you to pursue the most?



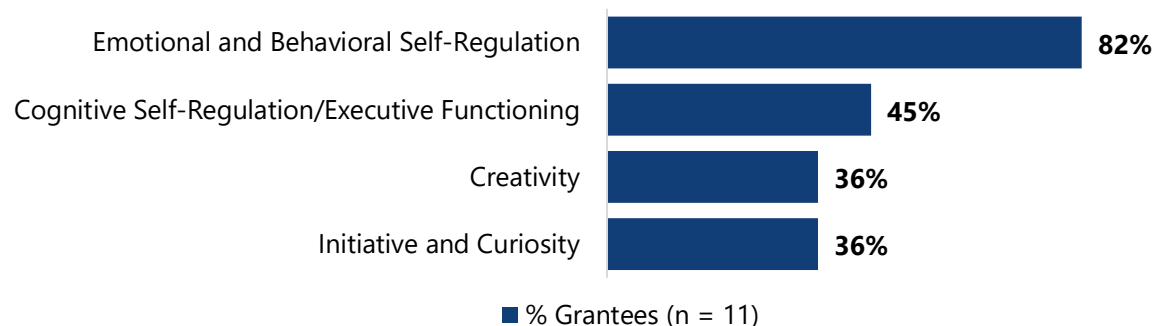
Below, data from grantees regarding experiences with domain-specific impacts are provided. To preserve grantee confidentiality, domains with six or fewer data points (Language and Communication, Literacy, and Math) are excluded from reporting.

3.3.2.1.1. Approaches to Learning

Within the Approaches to Learning domain are four intended impacts areas. Among these options, most of the 11 grantees pursuing this domain (82%, n = 9) were working with children to support emotional and behavioral self-regulation.

Figure 22. Learning impacts PSP funding has supported. (n = 11)

Approaches to Learning: Which of the following impacts has PSP funding allowed you to better achieve with the children you serve?



Note. This question was only shown to a subset of grantees who indicated that PSP funding most enabled them to pursue impacts related to learning approaches.

Some grantees opted to provide insights into the ways PSP funds helped enhance services aligned to these impacts. Feedback from these eight individuals highlights two key resources or supports grantees utilized to implement these impacts: enhanced learning materials and individualized support that helps children develop learning skills and academic readiness. Table 8 presents exemplary quotes from grantees detailing strategies used to achieve these impacts.

Table 8. Themes in open-ended response data regarding ways PSP funding allowed grantees to deepen impact aligned to learning approaches.

Theme	Select Quote
Enhanced Learning Materials	"Mediante los entrenamientos que resevimos y alguno otro material que nos apoyan segun las metas que tenemos con los niños . También los recursos de la comunidad para las familias que nos puedan ayudar en casa con la meta del niño." "Through the training we receive and other materials that support us according to the goals we have with the children. Also, the community resources for families that can help us at home with the child's goal."
Individualized Support	"Capacitandome para poder apoyar a los ninos en su desarrollo y aprendizaje y necesidades." "Training myself to be able to support children in their development and learning and needs."

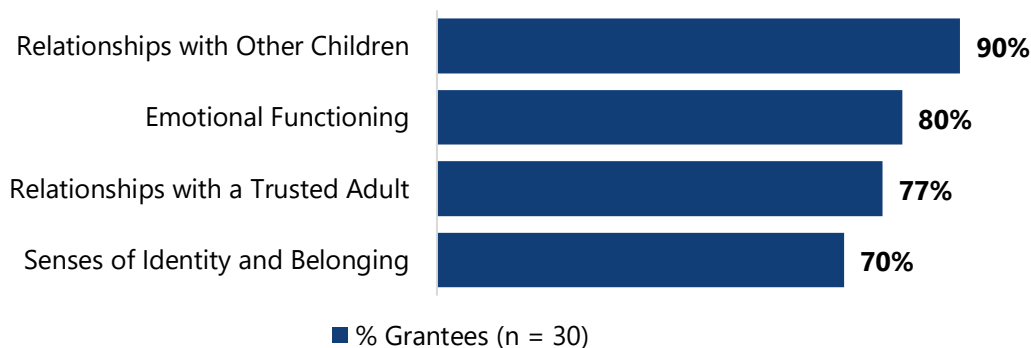
Note. This question was only shown to a subset of grantees who indicated that PSP funding most enabled them to pursue impacts related to learning approaches (n = 11).

3.3.2.1.2. Social-Emotional Learning Impacts

There are four intended impacts within the Social-Emotional Learning domain that grantees can pursue. Among the 30 grantees using PSP funds to achieve these impacts, 90% (n = 27) were working with children to build relationships with peers. Additionally, 80% (n = 24) were supporting children with emotional functioning. Notably, all four impacts were each selected by at least 70% of these 30 surveyed grantees.

Figure 23. Learning impacts PSP funding has supported. (n = 30)

Social-Emotional Learning: Which of the following impacts has PSP funding allowed you to better achieve with the children you serve?



Note. This question was only shown to a subset of grantees who indicated that PSP funding most enabled them to pursue impacts related to social-emotional learning.

Sixteen grantees also provided feedback regarding the ways PSP funds helped to enhance services aligned with social-emotional learning impacts. Grantees used comprehensive approaches to supporting children's emotional growth, relationship building, and social skills. This included creating nurturing environments, implementing conscious discipline practices, and helping children identify and manage emotions. Table 9 presents selected quotes highlighting these strategies.

Table 9. Themes from open-ended response data regarding ways PSP funding allowed grantees to deepen impact aligned to social-emotional learning.

Theme	Select Quote
Creating a Nurturing Environment	"I have enhanced services by creating a consistent, nurturing environment where children feel safe and connected. Strong, responsive relationships are prioritized to support healthy attachment, and social-emotional learning is embedded into daily routines using tools like feeling charts, social stories, and calming strategies."

Theme	Select Quote
Implementing Conscious Discipline Practices	"We received extra support with implementing Conscious Discipline, which helps with the overall social emotional vibe in the classroom and among staff."
Identifying and Managing Emotions	"Hemos enfocado nuestra atencion en acompañar a los niños en sus procesos de regulacion apoyandolos en el proceso, para autoregularse. Comenzamos por ayudarlos a identificar y nombrar sus emociones y a apoyarlos para interactuar con otros niños y a establecer relaciones de confianza con los adultos. Estableciendo conecciones significativas con los adultos. Hemos conectado con proveedores de salud mental en las agencias locales." <i>"We have focused our attention on accompanying children in their regulation processes, supporting them in the process of self-regulation. We start by helping them identify and name their emotions and supporting them to interact with other children and establish trusting relationships with adults. Establishing meaningful connections with adults. We have connected with mental health providers in local agencies."</i>

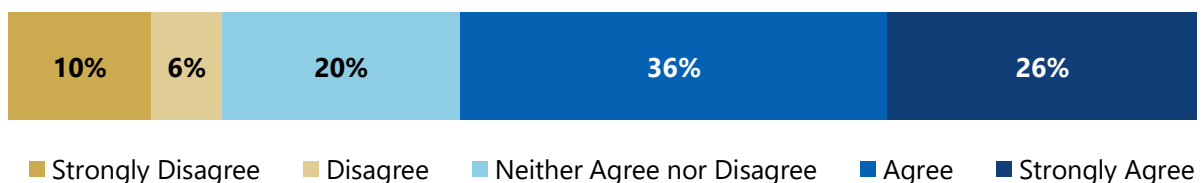
Note. This question was only shown to a subset of grantees who indicated that PSP funding most enabled them to pursue impacts related to social-emotional learning (n = 30).

3.3.2.2. Added Services Impacts

Many grantees agreed that PSP funding has helped them feel more prepared to connect families to resources for support services (mental health, addictions, nutrition, parenting, etc.), when needed.

Figure 24. Impact of PSP funding on helping grantees feel better prepared to connect families to resources. (n = 50)

PSP funding has helped me feel more prepared to connect families to resources for support services when needed.

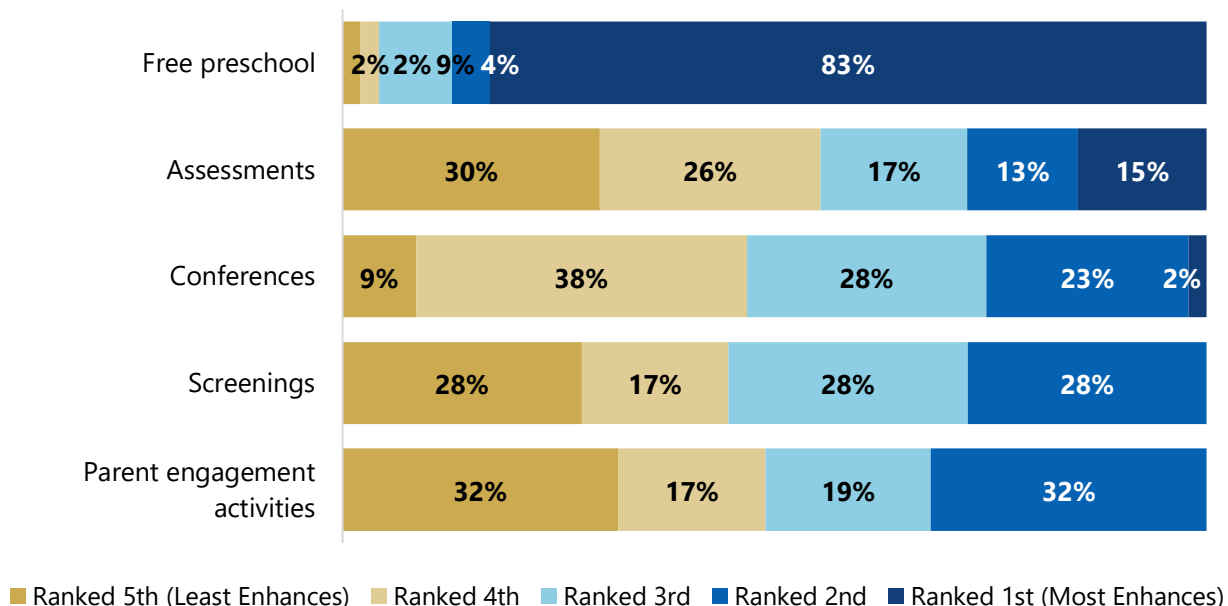


Grantees reviewed a list of PSP requirements and ranked them based on how much they believed these requirements enhance the experiences of the families they serve. As shown in

Figure 25, requirements that most enhance experiences were ranked first (#1), and those which least enhanced experiences were ranked last (#5). A strong majority of grantees ranked free preschool as the requirement that most positively enhanced the experience for families. Assessments and parent engagement activities were also highly rated.

Figure 25. Ranking of PSP requirements that grantees feel most enhance program experiences for families. (n = 47)

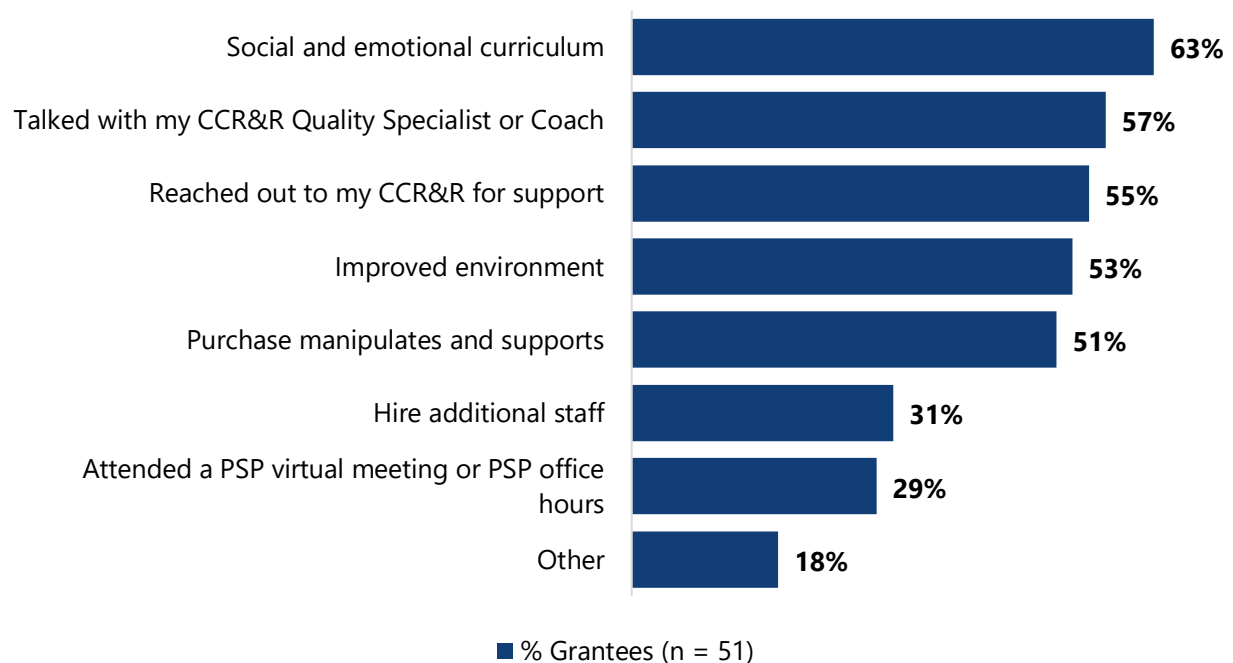
Which of the PSP requirements do you feel most enhances the experience of the families in your program? Rank from 1 (most) to 5 (least).



Grantees further reviewed a list of tools that are made available to them through PSP funding, then indicated the supports that they have used to address children’s challenging behavior. Among the tools provided, grantees most frequently selected use of curriculum for social and emotional learning for addressing children’s challenging behavior. Additional common tools (used by more than 50% of grantees) included talking with a CCR&R contact, improvements made to the learning environment, and the addition of manipulates and supports in their learning environments.

Figure 26. Tools/supports offered through PSP funding that grantees have used to address children's challenging behavior, as needed. (n = 51)

What tools or supports available to you through PSP funding have you utilized to address children's challenging behaviors when they arise?



Note. Respondents could select multiple options.

Insights into elements of the PSP program that are rewarding for grantees were provided. Responses from 40 grantees revealed four themes, centering around organizational capacity and community impact.

- ◆ **Financial Stability and Workforce Development:** With PSP funds, grantees reported being able to offer competitive salaries, comprehensive benefits, and professional development opportunities that retain quality staff. This financial foundation enabled many organizations to shift from survival mode to strategic growth, allowing them to serve more families while maintaining high standards.
- ◆ **Professional Recognition and Elevation:** Receipt of PSP funds have elevated many grantees to being perceived as valued educational institutions. This recognition validates their expertise and positions them as integral partners in early childhood education. PSP's support system, including coaching, training, and technical assistance, strengthened grantees' professional identity and operational effectiveness.
- ◆ **Community Service Expansion:** Stable funding has allowed grantees to reach underserved populations, particularly in rural and linguistically diverse communities.

Grantees emphasized their ability to serve families who previously lacked access to quality early education, creating meaningful connections within their communities.

- ◆ **Quality Enhancement and Resource Accessibility:** Grantees described improved learning environments, updated materials, and evidence-based curricula that elevated program quality. This enhancement created a positive cycle where better resources have led to better outcomes, which has strengthened community trust and engagement.

Table 10. Themes from open-ended response data regarding rewarding aspects of the PSP program for the organization/business grantees work with.

Theme	Select Quote
Financial Stability and Workforce Development	"The most rewarding aspect of the PSP program has been the ability to provide high-quality preschool at no cost to families who need it most... PSP funding has allowed us to create stability – for our staff, our program, and our families – which helps children thrive."
Professional Recognition and Elevation	"My business has been given the chance to be recognized as a professional school – not just an in-home daycare."
Community Service Expansion	"Working with the PSP team and coaches has been incredible. Being able to speak in our own language [and having] the support they provide with specialists and coaches helps us reach our goals."
Quality Enhancement and Resource Accessibility	"It has allowed me to systematically and operationally organize my business, expand my knowledge in personnel management, finances, leadership, and administration."

3.3.3. Impacts on Child Development and Family Engagement with Early Learning

3.3.3.1. Increased Parental Involvement and Confidence

Access to PSP program resources, paired with provider support, has enhanced caregivers' engagement in their children's learning. Because the curriculum and learning objectives were clearly stated, caregivers felt more confident in their ability to sustain or support their child's learning. Most commonly, caregivers engaged in their child's learning through repeating provider-led activities at home or through conversations with children about topics of interest. Providers further boosted caregiver confidence through consistent communications about educational activities, making them feel like a valued partner in their child's learning. Receiving regular updates, including photos and videos of children's activities, helped caregivers stay connected to their children's daily experiences, model activities for them to emulate, and provide starting points for conversations about daily learning.

3.3.3.2. Resources and Support Systems

Caregivers benefited from the resources providers shared to assist them in their child's learning and behavior management. Learning resources that parents most valued included educational websites, activity suggestions, and materials for continuing learning during winter/spring/summer breaks. Visual schedules, timers, and other behavioral support tools were frequently recommended and successfully implemented at home to maintain routines or sustain independence skills.

The integration of therapeutic services within the preschool setting was particularly valuable for families with children receiving speech therapy, occupational therapy, or behavioral interventions. This coordination eliminated the need for separate appointments and ensured consistency across settings.

3.3.3.3. Kindergarten Readiness and Transition Planning

Caregivers expressed dramatically increased confidence about their children's readiness for kindergarten. Many had previously considered homeschooling or worried their children would struggle in traditional school settings. The PSP experience provided evidence that their children could succeed in structured educational environments. Supportive feedback from providers further reinforced caregiver confidence in their child's readiness, with one provider stating a child had "never met a kid more ready for kindergarten." This professional validation was particularly meaningful for caregivers of children with developmental challenges who had previously received negative feedback about their children's school readiness.

3.3.4. Learning at Home

Caregivers successfully incorporated various strategies learned through the program into their home routines. Timer use for transitions became widespread, helping children understand expectations and reduce resistance to activity changes. Visual supports, including picture schedules and emotion identification tools, were adapted for home use. Structured learning opportunities emerged naturally in daily activities. Caregivers reported engaging children in counting exercises, color identification, and cooking activities that reinforced classroom learning. The integration of academic concepts into routine activities made learning feel organic rather than forced.

While most caregivers felt adequately supported, some expressed interest in summer programming to maintain routine and prevent skill regression during breaks. The consistency of school-year programming was valued, and caregivers worried about disruption during extended breaks.

3.3.5. Overall Services Impacts

3.3.5.1. Grantee Feedback

Grantees offered qualitative insights regarding their perceptions of PSP program impacts that are rewarding for children. Among the 42 perspectives shared, common benefits they've observed among children include a perceived sense of safety, consistency, and belonging. Grantees viewed these collective impacts as foundational elements that enabled learning and growth. Grantees consistently described creating environments where children felt secure, valued, and excited about learning. This emotional foundation proved essential for children from unstable home situations or those experiencing their first structured educational setting.

- ◆ **School Readiness and Developmental Growth:** Grantees observed notable progress in the language development, social skills, and academic preparation of the children they served. They further reported that the children in their care developed confidence in expressing themselves, problem-solving abilities, and emotional regulation strategies that prepared them for future educational success. The individualized attention possible through PSP funding allowed staff to meet each child's unique developmental needs.
- ◆ **Social-emotional Development and Relationship Building:** Grantees observed children forming strong friendships, learning empathy, and developing cultural awareness through diverse classroom experiences. Many grantees noted how children with special needs were successfully included, fostering acceptance and understanding among all students.
- ◆ **Supportive Learning Experiences:** PSP children were excited for school and developed genuine enthusiasm for learning. Grantees attributed this joy to engaging curricula, quality materials, and caring relationships with educators who understand and celebrate each child's background and potential.

Table 11. Themes from open-ended response data regarding grantee perceptions of rewarding aspects of the PSP program for the children that their organization serves.

Theme	Select Quote
School Readiness and Developmental Growth	"It's gratifying when children go to kindergarten already equipped with the necessary skills to succeed there."
Social-emotional Development and Relationship Building	"The children learned to recognize their own emotions and those of others. They even know some regulation strategies and put them into practice here at school, teaching them to their parents."
Supportive Learning Experiences	"Students are so happy to be here and part of the school environment. It is a joy to see the pride on their faces and the joy of accomplishments through the school year."

Similarly, 42 grantees offered qualitative insights into the benefits they perceive that families receive from their organization. Across grantee feedback, three themes emerged:

- ◆ **Economic Relief and Accessibility:** Through PSP, families gained access to high-quality early education that would otherwise be financially prohibitive. Grantees believed that this relief extends beyond cost savings to peace of mind, allowing parents to work or pursue education while knowing their children receive excellent care and instruction.
- ◆ **Trust, Partnership, and Community Building:** As caregivers engaged with grantee organizations, they were able to develop strong relationships with educators and other families. Grantees observed parents becoming active participants in their children's education, gaining confidence in advocating for their children's needs, and celebrating their progress. They believed that many families formed lasting friendships through the program and created supportive networks that extended beyond school hours.
- ◆ **Child Development Recognition and Family Pride:** Grantees reported that caregivers expressed amazement at witnessing their children's growth in vocabulary, independence, emotional regulation, and social skills. Families expressed gratitude to grantees for seeing their children thrive in environments that honored their cultural backgrounds while preparing them for academic success.

Table 12. Themes from open-ended response data regarding grantee perceptions of rewarding aspects of the PSP program for the families that their organization serves.

Theme	Select Quote
Economic Relief and Accessibility	"For parents who work long hours or navigate complex challenges, knowing their child is in a safe, nurturing, and enriching environment offers peace of mind and deep relief."
Trust, Partnership, and Community Building	"Watching students have Individualized Family Service Plans (ISFP) and then enter kindergarten with most of their goals met brings families a reward for the hard work of the family/school team."
Child Development Recognition and Family Pride	"Families have expressed gratitude for the services, and in each case, they've shared which developmental area they noticed changes in. Parents have noted positive changes in their children in areas like communication and social-emotional development."

3.3.4. Overall Impact of PSP on Families

Parents consistently commented that, when or if they discuss the PSP program with other parents, they tend to emphasize the quality of care and individualized attention children received. They highlighted providers' patience, expertise, and willingness to accommodate diverse needs. The flexibility in provider choice was frequently mentioned as a strength, allowing families to find settings that matched their children's needs and their logistical requirements.

Caregivers emphasized that the program benefits extended beyond individual children to the entire family. The reduction in stress, increase in opportunities, and improvement in family functioning were consistently cited as program outcomes.

3.3.4.1. Opportunities for Continued PSP Impact

Feedback about improvements or enhancements for PSP were limited. The most frequent suggestion involved increasing program awareness and accessibility. Caregivers felt the program should be more widely promoted through pediatric offices, community centers, and other family service locations. Many families discovered the program by chance and believed other eligible families were missing opportunities due to limited awareness.

Some caregivers expressed interest in summer programming or extended year services to maintain continuity and prevent skill regression during breaks. However, participants generally expressed high satisfaction with current programming and found few areas needing improvement.

The application process was generally viewed as straightforward and non-burdensome, contrasting favorably with other social service applications families had experienced. This accessibility was viewed as a program strength that should be maintained.



Deseando que no termine ese apoyo para otros niños... fue una experiencia muy grata.

I am hoping that support does not end for other children. It was such a wonderful experience.

Caregiver

Field Notes from DELC

DELC provided qualitative information from an interview with the PSP program manager, reviewing the impact of PSP on grantees service delivery and reach from the perspective of program administrators. Key findings from that conversation included:

- ◆ All program agreements available in multiple languages reduce risk and ensure grantee comprehension in their preferred language.
- ◆ Bilingual RFAs with technical assistance and support have enabled Spanish-speaking businesses to secure state grants.
- ◆ Diverse staff capacity allows for culturally responsive support to grantees.
- ◆ Full immersion program options align with K-12 biliteracy initiatives while providing families with educational choice.
- ◆ Program structure reflects the diversity of participating grantees resources to support school preparation.

4. Conclusions

Overarching conclusions from the impact study are presented and aligned to each of the three PSP impact areas including: **1) Economic Impact and Stability, 2) Enhanced Capacity for Quality Services, and 3) Strengthened Service Delivery and Reach.** As detailed below, a key element of PSP's success is its integration into existing support frameworks rather than creating parallel systems. Families seamlessly integrated PSP with ERDC and other services, suggesting opportunities for deeper coordination with workforce development, health systems, and elementary education to create comprehensive family support pathways. Furthermore, PSP demonstrates that accessibility and quality are mutually reinforcing rather than competing priorities. By removing financial barriers, the program enables providers to focus resources on quality improvement while families can engage more fully in their children's education with less economic stress.

Supportive of DELC's goals for continued learning, recommendations highlight potential areas of interest for future research or evaluation efforts.

4.1. Economic Impact and Stability

4.1.1. Provider Financial Sustainability Achieved

This impact study demonstrated PSP's critical role in sustaining Oregon's early childhood education infrastructure. With 71% of provider directors and owners (n = 31) indicating that they would likely close or significantly reduce services without PSP funding, the program represents an essential lifeline for the sector. The financial stability this offered grantees extends beyond having basic needs met – grantees have leveraged consistent funding to

Field Notes from DELC

Improvements that DELC made to the PSP program during this study are described below.

Eligibility adjustments now allow families to use Supplemental Nutrition Assistance Program (SNAP) benefits as income verification, while a housing cost provision enables families spending 30% or more of income on utilities and housing to qualify through adjusted calculations. These changes align PSP with programs like Oregon Prenatal to Kindergarten (OPK) and immediately helped fill hard-to-fill slots.

DELC strengthened partnerships with Tribal Nations through non-competitive applications that bypass traditional requirements. DELC also established a PSP Eligible Provider list with over 90 applications, replacing slower Request for Applications processes. This allows slot reallocation within one week rather than year-long cycles, minimizing community disruption while ensuring service continuity.

hire qualified staff, improve compensation packages, and engage in strategic planning previously impossible under unpredictable revenue streams.

Study Opportunity: Provider Business Model Analysis

Given that a notable percentage of grantees indicated potential closure without PSP funding, DELC could pursue a study exploring provider business models. Through this study, DELC could work with grantees to identify resource needs for developing sustainable cost structures, revenue diversification strategies, and optimal funding formulas. Findings could inform sustainable financing approaches and identify opportunities for provider financial resilience.

4.1.2. Family Economic Mobility Enhanced

PSP was successful in removing financial barriers that prevent families from pursuing educational and career advancement. The elimination of child care costs – often exceeding \$2,000 monthly for families with multiple children – created opportunities for caregivers to accept day-shift positions, complete degree programs, and pursue career-aligned employment. This economic relief generated cascading benefits throughout family systems, reducing financial stress.

Study Opportunity: Longitudinal Family Economic Mobility Study

The finding that PSP enables caregivers to pursue education and career advancement creates opportunity for multi-year tracking of family economic outcomes. A longitudinal study could follow PSP families across a period of time (potentially aligning with initial program enrollment to when the child has transitioned to kindergarten) to document career progression, income changes, educational attainment, and intergenerational economic mobility. This study could strengthen the economic case for early childhood investment by demonstrating long-term returns on PSP funding.

4.1.3. Rural and Underserved Communities Particularly Impacted

The program's economic impact proved especially notable in rural areas where PSP grantees may represent the majority of early learning options. Without this funding, entire communities might lose access to quality early childhood education, creating educational equity gaps that could persist and impact subsequent academic achievement.

Study Opportunity: Rural Early Childhood Education Access Study

The evaluation revealed PSP's critical role in rural areas where providers often represent the sole early learning option. A targeted study examining rural early childhood education access, transportation barriers, and community-specific needs would inform geographic equity strategies and rural-specific programming approaches.

4.2. Enhanced Capacity for Quality Services

4.2.1. Professional Development Infrastructure Strengthened

This impact study revealed notable improvements in grantee access to relevant, culturally responsive training opportunities. With 86% of grantees now having access to training in their primary language and 80% reporting affordable training options, PSP has created a professional development ecosystem that was previously inaccessible to many providers (n = 51).

Study Opportunity: Professional Development and Family Engagement Effectiveness Study

Study findings showcase the value and relevance of PSP-supported trainings for grantees, particularly when supporting grantee capacities to recognize implicit bias, implement trauma-informed practices, and be more culturally responsive. This discovery, combined with caregivers' varied experiences with family engagement strategies, creates opportunity for integrated research examining both provider professional development and family outcomes. DELC could evaluate which professional development approaches produce the greatest improvements in provider practices, family engagement strategies, and subsequent impacts on both caregiver confidence in supporting home learning and child developmental outcomes.

4.2.2. Child Development Outcomes Documented

Family participants consistently reported meaningful improvements in their children's social-emotional development, academic readiness, and independence skills. Parents observed enhanced vocabulary, emotional regulation, peer interaction abilities, and daily living skills that directly transfer to home environments.

Study Opportunity: Child Development Outcomes Research

Caregivers reports of improvements in children's social-emotional development, vocabulary, and independence skills suggest an opportunity for rigorous developmental assessment research. DELC could pursue research regarding child development outcomes by supporting a study that tracks progress across Oregon's Early Learning domains and comparing outcomes by provider type, geographic location, and child characteristics.

4.3. Strengthened Service Delivery and Reach

4.3.1. Access Expanded for Previously Underserved Populations

This impact study showcased PSP's success in reaching families who previously lacked access to quality early childhood education. With 84% of providers reporting expanded reach to new

populations (n = 51), the program effectively addresses geographic, economic, and cultural barriers that historically prevented enrollment.

Study Opportunity: Culturally and Linguistically Responsive Programming Evaluation

Grantees, particularly those who are Spanish-speaking, emphasized the value of culturally responsive services. Focused research on culturally responsive practices and their impacts on child development and family engagement could inform provider training.

4.3.2. Service Quality Enhanced Through Comprehensive Support

Grantees reported improved capacity to address challenging behaviors, connect families to community resources, and implement evidence-based curricula. The availability of specialized supports and tools has enabled providers to serve children with more diverse and complex needs.

Study Opportunity: Family/Provider Alignment Study

The flexibility that caregivers had in choosing a PSP provider that best meets their family needs was highlighted as a program strength. Current study findings are qualitative in nature, providing descriptive insights into how caregivers make these choices, and which characteristics contributed to a successful enrollment experience. Research exploring decision-making processes, provider-family matching factors, and outcomes by different provider types could inform enrollment guidance and provider development strategies.

4.3.3. Community-Responsive Programming Achieved

The program's flexibility in allowing families to choose providers that match their cultural, linguistic, and logistical needs has created a responsive service delivery system. This choice-based approach ensures cultural responsiveness while maintaining quality standards.

Study Opportunity: Community Integration and Systems Coordination Research

Multiple families noted successful integration of PSP with other support services (ERDC, healthcare, therapeutic services), suggesting opportunity for systems integration research. DELC could examine how PSP coordination with other systems affects family outcomes and identify models for enhanced service integration.

Appendices

Appendix A. Grantee Survey, Respondent Data Tables

Appendix B. Grantee Survey

- English
- Spanish

Appendix C. Caregiver Discussion Guide

- English
- Spanish

Appendix A. Grantee Survey, Respondent Data Tables

Below, data tables presenting the professional and demographic backgrounds of respondents are presented. To preserve grantee confidentiality, items with six or fewer data points are concealed using an asterisk (*). Items without data are indicated with double dashes (--).

Professional Background

Table 13. Please select the option that best describes your organization/business.

Organization Type	Frequency	Percent (n = 51)
<i>Home-based</i>	25	49%
<i>Center-based</i>	15	29%
<i>School-based</i>	10	20%
<i>Other</i>	*	*

Table 14. What is/was your primary position at your current/most recent program?

Roles	Frequency	Percent (n = 51)
<i>Owner</i>	20	39%
<i>Director</i>	11	22%
<i>Lead teacher</i>	6	12%
<i>Assistant/Aide</i>	*	*
<i>Manager/coordinator</i>	*	*
<i>EI/ECSEI specialist</i>	*	*
<i>Assistant teacher</i>	*	*
<i>Other</i>	*	*

Table 15. How familiar are you with the PSP grant and how funding has been used in your program and/or organization/business?

Roles	Frequency	Percent (n = 51)
<i>Not at all familiar</i>	--	--
<i>Slightly Familiar</i>	6	12%
<i>Somewhat Familiar</i>	*	*
<i>Very Familiar</i>	19	37%
<i>Extremely Familiar</i>	24	47%
<i>Other</i>	*	*

Table 16. To the best of your knowledge, when did your organization/business first receive a PSP grant?

Year	Frequency	Percent (n = 51)
2020	32	63%
2021	*	*
2022	5	10%
2023	*	*
2024	*	*
<i>I don't know</i>	7	14%

Table 17. Please select the options that describe the geography of the community you serve.

Geography Type	Frequency	Percent (n = 46)
<i>Urban (in or near a densely populated area of about 40,000 or more people)</i>	21	46%
<i>Rural (outside of a densely populated area)</i>	24	52%
<i>Remote (six or fewer people per square mile)</i>	*	*
<i>Tribal land</i>	--	--
<i>Statewide</i>	--	--

Demographic Data

Table 18. Which of the following best describes your current gender identity?

Gender Identity	Frequency	Percent (n = 46)
<i>Woman/Girl</i>	39	85%
<i>Man/Boy</i>	*	*
<i>I don't know what this question is asking</i>	*	*
<i>Prefer not to answer</i>	5	11%

Table 19. Do you identify as transgender?

Gender Identity - Transgender	Frequency	Percent (n = 40)
<i>No</i>	No	90%
<i>Yes</i>	*	*
<i>I don't know what this question is asking</i>	*	*
<i>Prefer not to answer</i>	*	*

Table 20. What is your age?

Age	Frequency	Percent (n = 46)
<i>25 to 39</i>	7	14%
<i>40 to 54</i>	20	39%
<i>55 and older</i>	15	8%
<i>Prefer not to answer</i>	*	*

**Table 21. Which of the following racial or ethnic groups describes your background?
(Select all that apply)**

Race/Ethnicity	Frequency	Percent (n = 46)
<i>African American or Black</i>	--	--
<i>Hispanic or Latino</i>	19	37%
<i>Middle Eastern or North African</i>	--	--
<i>Native American or Alaska</i>	*	*
<i>Native Hawaiian or Pacific Islander</i>	*	*
<i>White</i>	24	47%
<i>Asian</i>	--	--
<i>Prefer not to answer</i>	*	*

Table 22. Are there children in your classroom(s) who match or partially match your race/ethnicity?

Response Selections	Frequency	Percent (n = 46)
<i>Yes</i>	36	84%
<i>No</i>	--	--
<i>Prefer not to answer</i>	*	*
<i>Not applicable; I am not in the classroom</i>	5	12%

Table 23. Do you regularly have opportunities to interact with other staff who match or partially match your race/ethnicity or your cultural and linguistic background?

Response Selections	Frequency	Percent (n = 46)
<i>Yes</i>	36	89%
<i>No</i>	--	--
<i>Prefer not to answer</i>	5	11%

Table 24. Please pick the language that you consider to be your primary language.

Languages	Frequency	Percent (n = 46)
<i>English</i>	25	54%
<i>Spanish</i>	17	37%
<i>Another Language</i>	*	*
<i>Prefer not to answer</i>	*	*

Table 25. What is the highest level of education you have completed?

Educational Attainment	Frequency	Percent (n = 46)
<i>8th grade or less</i>	*	*
<i>High school diploma, GED, or equivalency</i>	5	11%
<i>Some college credit but no degree</i>	*	*
<i>Community college certificate</i>	*	*
<i>Associate degree (AA, AS, etc.)</i>	6	13%
<i>Bachelor's degree (BA, BS, etc.)</i>	14	30%
<i>Graduate degree</i>	10	21%
<i>Prefer not to answer</i>	*	*

Table 26. How long have you been an early child care provider?

Timeframes	Frequency	Percent (n = 46)
<i>0 to 5 years</i>	*	*
<i>6 to 10 years</i>	5	11%
<i>11 to 15 years</i>	8	17%
<i>16 to 20 years</i>	5	11%
<i>21 to 25 years</i>	11	24%
<i>26 years or more</i>	12	26%
<i>Prefer not to answer</i>	*	*

Appendix B. Grantee Survey

English

Introduction

The organization or business you work for is a Preschool Promise grantee, meaning it has received a Preschool Promise (PSP) grant from the Oregon Department of Early Learning and Care (DELIC). PSP grants are designed to provide Oregon families living at or below 200 percent of the Federal Poverty Level with access to free, high-quality preschool in a variety of settings, including home-based, center-based, and school-based. DELIC wants to hear from PSP grantees and its staff to learn about their experiences with PSP. We have partnered with Pacific Research and Evaluation (PRE), an external research company, to create a survey that will help us gauge the impact PSP grants have had on your business, your services and programs, and children served.

Your feedback is valuable for informing DELIC in order to create strategies and resources that support families and the early childhood education community.

This survey should take about 15 to 20 minutes to complete. Responses will be sent directly to PRE and will remain confidential. PRE will be aggregating feedback gathered across PSP grantees and documenting insights into a summary report. DELIC will share the results of this survey at a future PSP meeting later this summer. The survey will remain open until Friday, June 13.

Eligibility Filter

To help us track survey engagement and ensure we're hearing from as many PSP grantees as possible, please select the organization/business you're affiliated with from the list below.

- Drop-down list of grantee organizations
- None of the above (disqualify)

How familiar are you with the PSP grant and how funding has been used in your program and/or organization/business?

- Not Familiar (disqualify)
- Slightly Familiar
- Somewhat Familiar
- Very Familiar
- Extremely Familiar

Disqualification Page Message: Thank you for your interest in sharing feedback. This survey is specific to recipients of PSP grants and/or who have familiarity with how those funds are being used within their organization/business.

Grantee Background

1. To the best of your knowledge, when did your organization/business first receive a PSP grant?
 - ☐ 2020
 - ☐ 2021
 - ☐ 2022
 - ☐ 2023
 - ☐ 2024
 - ☐ 2025
 - ☐ I don't know
2. Which of the following best describes you?
 - ☐ My organization/business received a PSP grant prior to my working there.
 - ☐ My organization/business received a PSP grant after I started working there.
 - ☐ I do not know when my organization/business received a PSP grant.
3. Please select the option that best describes your organization/business.
 - ☐ Home-based
 - ☐ Center-based
 - ☐ School-based
 - ☐ Other (please specify):
4. What is/was your primary position at your current/most recent program?
 - ☐ Lead teacher (but not owner/director of a home/family-based program)
 - ☐ Assistant teacher
 - ☐ Director
 - ☐ Owner (may also be director and/or teacher of a home/family-based program)
 - ☐ Assistant/Aide
 - ☐ Early Intervention/Early Childhood Special Education (EI/ECSE) specialist
 - ☐ Manager/coordinator/coach
 - ☐ Family advocate/home visitor
 - ☐ Other (please specify):

5. Please select the options that describe the geography of the community you serve.
(Select all that apply)

- ☐ Urban (in or near a densely populated area of about 40,000 or more people)
- ☐ Rural (outside of a densely populated area)
- ☐ Remote (six or fewer people per square mile)
- ☐ Tribal land
- ☐ Statewide

Goal 1: Economic Impact and Stability

This section is to understand how Preschool Promise has impacted the economic aspect of your business as well as enhanced your overall financial stability.

Stable Employment

6. On average, approximately how many hours do you work per week?

- ☐ 1 to 5 hours
- ☐ 6 to 10 hours
- ☐ 11 to 15 hours
- ☐ 16 to 20 hours
- ☐ 21 to 25 hours
- ☐ 26 to 30 hours
- ☐ 31 to 35 hours
- ☐ 36 to 40 hours
- ☐ 41 to 45 hours
- ☐ 46 to 50 hours
- ☐ 51 to 55 hours
- ☐ 56 to 60 hours
- ☐ More than 60 hours

7. Has PSP funding changed the number of hours you tend to work in a week?

- ☐ Yes
- ☐ No
- ☐ I don't know

8. Are you working your preferred number of hours per week?

- ☐ Yes
- ☐ No

9. *Skip Logic, if "No" is selected:* Please select the option that fits you best.

- I would prefer to work FEWER hours per week.
- I would prefer to work MORE hours per week.

10. Please rank the top 3 obstacles you face in your work as a PSP grantee, with #1 being your greatest obstacle.

- Low pay
- Lack of medical benefits
- Not working enough hours
- Working too many hours / Lack of work-life balance
- Challenging hours of operation
- Difficulties managing staff
- Behavioral challenges with children
- Difficulties interacting with colleagues
- The work is not what I expected
- Feeling like my work in child care is under-appreciated
- Difficulty adhering to city or county codes
- Difficulty with licensing and/or regulations
- Not prepared to work in the field

11. Please rank the top 3 positive impacts to your work, due to the PSP grant, with #1 being the greatest impact.

- Ability to serve more children
- Increased access to professional development supports
- Stability of child care business
- Ability to hire more staff
- Increased access to high-quality learning materials
- Ability to meet a community need for increased access to child care
- Ability to serve children/families who would not be able to afford high quality child care
- Other (please specify):

12. PSP funding has ensured that the amount of money I make in my role allows me to meet my and my family's needs.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree

- Strongly Agree
- I am unaware of how PSP funding connects to my role

Financial Stability

Section Display Logic: Directors and Owners Only

13. Was PSP the first state/public grant that your organization/business received?

- Yes
- No
- I don't know.

14. *Skip Logic, if "Yes" is selected:* Since receiving a PSP grant, has your organization/business pursued added funding from other publicly-funded programs at the regional, state, or federal level?

- Yes, we have applied and been awarded funds
- No, we applied but were not awarded funds
- No, we have not applied for additional funding

15. To what extent has PSP funding contributed to your program's financial stability?

- Not at All
- Very Little
- Somewhat
- A Lot
- A Great Extent

16. Please describe how PSP funding has specifically impacted your program's economic sustainability and what your program might look like without this funding.

- Essay box

17. How likely would your program be able to maintain its current operations without PSP funding?

- Very unlikely (we would likely close)
- Somewhat unlikely (we would need to significantly reduce services)
- Neutral (uncertain impact)
- Somewhat likely (we would continue with some adjustments)
- Very likely (we could maintain operations without PSP funding)

Impact on Staff & Owner Wages

Section Display Logic: Directors and Owners Only

18. In what ways have you been able to use PSP funding? (Select all that apply)

- ☐ Serve more children/increase enrollment
- ☐ Serve children with more diverse needs
- ☐ Enhance curriculum materials
- ☐ Expand service hours for families
- ☐ Expand the types of services we offer families
- ☐ Hire additional staff
- ☐ Increase hours/compensation for existing staff
- ☐ Improve benefits offered to staff (paid time off, healthcare)
- ☐ Give myself a salary or hourly wage
- ☐ Increase my salary or hourly wage
- ☐ Upgrade facilities or equipment
- ☐ Build financial reserves
- ☐ Other (please specify):

19. The predictability of PSP funding has improved my ability to engage in long-term business planning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly agree

Goal 2: Enhanced Capacity for Quality Services

Enhanced Service Delivery

20. Please rate the extent to which PSP funding improved your ability to deliver high-quality early learning services?

- ☐ Not at All
- ☐ Very Little
- ☐ Somewhat
- ☐ A Lot
- ☐ A Great Extent
- ☐ I'm not sure
- ☐ I am not aware of this funding

21. *Skip Logic, if "A Lot" or "A Great Extent" are selected:* Please share more about what has improved.

- Essay box

22. What specific improvements to your learning environment have you been able to make as a result of PSP funding? (Select all that apply)

- Upgraded materials
- Better facilities
- New technology
- Additional teachers/staffing
- Teacher/student ratio improvement
- Other (please specify):
- I don't know
- N/A – We have not used funds to improve our learning environment in the last program year

Training

These questions are about the professional training and development opportunities provided to you using PSP funding and administered through Child Care Resource & Referral (CCR&R).

23. *Skip Logic, if respondent has been with organization prior to their initial receipt of a PSP grant:* Prior to receiving a PSP grant, did you have access to professional training opportunities for any of the following activities? (Yes; No; I don't remember; Not Applicable to My Role)

- Managing children with challenging behaviors in a classroom
- Supporting children's diverse cultural and linguistic needs
- Understanding how my implicit bias (bias that happens automatically and unintentionally) might influence my practice
- Skills and activities for teaching early literacy and numeracy
- Using or understanding observation assessment scores
- Practice-based coaching
- Trauma-informed practices
- Using data to create program goals
- Managing my child care business and its finances

24. If you have received training, mentoring, or professional development provided through CCR&Rs in any of the following topics to support implementation of PSP, how useful was that training? (Did not receive training in this topic; Not at all Useful; Somewhat Useful; Moderately Useful; Extremely Useful; Not Applicable to My Role)

- Managing children with challenging behaviors in a classroom
 - Supporting children's diverse cultural and linguistic needs
 - Understanding how my implicit bias (bias that happens automatically and unintentionally) might influence my practice
 - Skills and activities for teaching early literacy and numeracy
 - Using or understanding observation assessment scores
 - Practice-based coaching
 - Trauma-informed practices
 - Using data to create program goals
 - Managing my child care business and its finances
25. What were the strengths of the trainings that you found to be "Useful" or "Extremely Useful?"
- Essay box
26. How have the strategies you learned through the trainings positively impacted the way you engage with children/families?
- Essay box
27. *Skip Logic, if respondent has been with organization prior to their initial receipt of a PSP grant:* Prior to receiving a PSP grant, how frequently would you say that professional development opportunities in general... (Never; Rarely; Sometimes; Often; Almost Always)
- ...were affordable for me
 - ...were easy for me to access (e.g., online, within your community, language diversity, etc.)
 - ...were offered in my primary language
 - ...were relevant to my job (e.g., help me solving issues in the classroom/facility)
 - ...were responsive/relevant to the needs of families from multiple cultural backgrounds
 - ...helped to reduce stress at my job
 - ...helped me to feel more successful at my job
28. Since receiving PSP funding, how frequently would you say that professional development opportunities in general... (Never; Rarely; Sometimes; Often; Almost Always)
- ...are affordable for me

- ...are easy for me to access (e.g., online, within your community, language diversity, etc.)
- ...are offered in my primary language
- ...are relevant to my job (e.g., help me solving issues in the classroom/facility)
- ...are responsive/relevant to the needs of families from multiple cultural backgrounds
- ...help to reduce stress at my job
- ...help me to feel more successful at my job

Goal 3: Strengthened Service Delivery and Reach

This section helps us understand how preschool promise has helped you strengthen your service delivery and increase your reach.

Service Availability and Reach

29. *Skip Logic, if respondent is a "Director" or "Owner":* To what extent has PSP funding contributed to your ability to maintain or expand services?

- Not at All
- Very Little
- Somewhat
- A Lot
- A Great Extent

30. *Skip Logic, if respondent is a "Director" or "Owner":* Has PSP funding allowed your organization/business to expand your enrollment and/or serve additional children?

- Yes
- No
- I don't know

31. *Skip Logic, if "No" is selected AND respondent is a "Director" or "Owner":* Please select the reason(s) you have not been able to accept more children into your program during the past 6 months. (Select all that apply)

- Not enough staffing
- The facility is not large enough to accommodate more children
- We have eligibility requirements that some families do not meet (i.e., income, age, migrant/seasonal worker)
- Families are looking for different time sessions than we offer
- Families are interested in year-round services that we do not offer

- Families are looking for an Individualized Family Support Plan (IFSP) or Individualized Education Plan (IEP) that we do not offer
- Other (please specify):

32. Has PSP funding helped you serve new or previously underserved populations?

- Yes
- No
- I don't know

33. *Skip Logic, if "Yes" is selected:* Please share more about how PSP funding has allowed you to expand reach with new or previously underserved populations.

- Essay Box

Service Delivery

34. All PSP programs are required to follow Oregon's Early Learning and Kindergarten Guidelines. Among the five domains of interest, which one has PSP funding allowed you to pursue the most?

- Approaches to Learning
- Social-Emotional Development
- Language and Communication
- Literacy
- Mathematics
- I don't know (*Skip to Services Access*)

35. *Skip Logic, if "Approaches to Learning" is selected:* Which of the following impacts has PSP funding allowed you to better achieve with the children you serve? (Select all that apply)

- Emotional and Behavioral Self-Regulation (managing emotions, following rules, handling materials, etc., with increasing independence)
- Cognitive Self-Regulation/Executive Functioning (controlling impulses, maintaining focuses, shows persistence in tasks, using information to perform tasks, and demonstrates flexibility in thinking)
- Initiative and Curiosity (demonstrates independence, and showing an interest in the world)
- Creativity (expressing creativity in thinking and communication, and engaging in imaginative play)

36. *Skip Logic, if "Social-Emotional Learning Impacts" is selected:* Which of the following impacts has PSP funding allowed you to better achieve with the children you serve? (Select all that apply)

- Senses of Identity and Belonging (recognizes self as a unique individual, expresses confidence and positive feelings about self, shows sense of belonging to family or community groups)
 - Emotional Functioning (recognizes broad range of emotions in self and others, expresses care and concern, manages emotions with increasing independence)
 - Relationships with a Trusted Adult (engages in and maintains positive relationships with trusted adults, shows prosocial and cooperative behavior)
 - Relationships with Other Children (engages in and maintains positive interactions with other children, participates in cooperative play, uses problem-solving skills)
37. *Skip Logic, if "Language and Communication Impacts" is selected:* Which of the following impacts has PSP funding allowed you to better achieve with the children you serve? (Select all that apply)
- Attending and Understanding (attends to communication and language from others, understands and responds to increasingly complex communications)
 - Communicating and Speaking (varies information provided to meet situational demands, understands and follows social/conversational rules, increasingly sophisticated self-expression)
 - Vocabulary (understands and uses a variety of words, shows understanding of word categories and relationships)
38. *Skip Logic, if "Literacy Impacts" is selected:* Which of the following impacts has PSP funding allowed you to better achieve with the children you serve? (Select all that apply)
- Phonological Awareness (shows an awareness that spoken language is composed of smaller segments of sound)
 - Print and Alphabet Knowledge (understands how print is used and the rules of print, identifies letters and sounds associated with letters)
 - Comprehension and Text Structure (understands narrative through storytelling, can discuss books that are read aloud)
 - Writing (makes increasingly sophisticated marks for a variety of purposes)
39. *Skip Logic, if "Mathematics Impacts" is selected:* Which of the following impacts has PSP funding allowed you to better achieve with the children you serve? (Select all that apply)
- Counting and Cardinality (knows number names, counts in sequence, recognizes number of objects and understands quantities, compare numbers, associates quantity with written numerals)
 - Operations and Algebraic Thinking (understands addition, subtraction, and simple patterns)
 - Number and Operations in Base Ten (understands place value)

- Measurement and Data (uses standard and non-standard measurement for objects, compares across attributes, can classify and sort objects)
 - Geometry and Spatial Sense (identify, describe, compare, compose, and explore the positionality of shapes)
40. In what ways have you been able to enhance the services that children receive aligned to these impact areas?
- Essay Box
41. Please rate your agreement with the following statement: PSP funding has helped me feel more prepared to connect families to resources for support services (mental health, addictions, nutrition, parenting, etc.), when needed.
- Strongly Disagree
 - Disagree
 - Neither Agree nor Disagree
 - Agree
 - Strongly Agree
42. Which of the PSP requirements do you feel most enhances the experience of the families in your program? Rank from 1 (most) to 5 (least). Drag and drop the options to sort according to your ranking. Place the option that applies most and continue in descending order.
- Assessments
 - Screenings
 - Free preschool
 - Conferences
 - Parent engagement activities
43. *Skip Logic, if "Yes" is selected:* What tools or supports available to you through PSP funding have you utilized to address children's challenging behaviors when they arise?
- Reached out to my CCR&R for support
 - Attended a PSP virtual meeting or PSP office hours
 - Talked with my CCR&R Quality Specialist or Coach
 - Hire additional staff
 - Social and emotional curriculum
 - Improved environment
 - Purchase manipulatives and supports
 - Other (please specify):

44. What has been the most rewarding aspect of the PSP program for the organization/business you work with?
- Essay box
45. What has been the most rewarding aspect of the PSP program for the children you serve?
- Essay box
46. What has been the most rewarding aspect of the PSP program for the families you serve?
- Essay box

Respondent Demographics (Optional)

47. Which of the following best describes your current gender identity?
- Woman/girl (*Skip logic to Q48*)
 - Man/boy (*Skip logic to Q48*)
 - Nonbinary or Agender/no gender
 - Questioning or unsure
 - An identity not listed (please describe):
 - Don't know
 - I don't know what this question is asking
 - Prefer not to answer
48. *Skip Logic, if Woman/Man are selected:* Do you identify as transgender?
- Yes
 - No
 - Questioning
 - I don't know what this question is asking
 - Prefer not to answer
49. Age
- 18-24
 - 25-39
 - 40-54
 - 55 and older
 - Prefer not to answer

50. Which of the following racial or ethnic groups describes your background? (Select all that apply)

- ☐ African American or Black
- ☐ Asian
- ☐ Hispanic or Latino
- ☐ Middle Eastern or North African
- ☐ Native American or Alaska
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Another identity (please describe):
- ☐ I don't know
- ☐ Prefer not to answer

51. Are there children in your classroom(s) who match or partially match your race/ethnicity?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Prefer not to answer
- ☐ Not applicable; I am not in the classroom

52. Do you regularly have opportunities to interact with other staff who match or partially match your race/ethnicity or your cultural and linguistic background?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Prefer not to answer

53. Please pick the language that you consider to be your primary language.

- ☐ Chinese
- ☐ English
- ☐ Russian
- ☐ Spanish
- ☐ Ukrainian
- ☐ Vietnamese
- ☐ Another language (please specify):
- ☐ Prefer not to answer

54. What is the highest level of education that you have completed?

- ☐ 8th grade or less
- ☐ 9th to 12th grade, no diploma
- ☐ High school diploma, GED, or equivalency
- ☐ Some college credit but no degree
- ☐ Community college certificate
- ☐ Associate degree (AA, AS, etc.)
- ☐ Bachelor's degree (BA, BS, etc.)
- ☐ Graduate degree
- ☐ Prefer not to answer

55. How long have you been an early childhood care and education provider?

- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26 years or more
- ☐ Prefer not to answer

Thank You

Thank you for completing this survey. An added element of this study is for PRE to conduct focus groups with caregivers. If you have strong relationships with families and would like to help PRE identify individuals to invite into their focus groups, please share your contact information below. Someone from PRE may reach out to you for further information.

- Name:
- PSP Provider/Grantee Organization/Business:
- Email:
- Phone

Spanish

Introducción

La organización o negocio donde usted trabaja es beneficiaria de Promesa Preescolar, lo que significa que ha recibido una subvención de Promesa Preescolar (PSP) del Departamento de Aprendizaje Temprano y Cuidado de Oregón (DELC). Las subvenciones de PSP están diseñadas para proporcionar a las familias de Oregón que viven en o por debajo del 200 por ciento del Nivel Federal de Pobreza acceso a educación preescolar gratuita y de alta calidad en diversos

entornos, incluyendo hogares, centros y escuelas. DELC quiere conocer las experiencias de los beneficiarios de PSP y su personal con el programa. Nos hemos asociado con Pacific Research and Evaluation (PRE), una empresa externa de investigación, para crear una encuesta que nos ayudará a evaluar el impacto que las subvenciones de PSP han tenido en su negocio, sus servicios y programas, y los niños atendidos.

Su opinión es valiosa para informar a DELC y así crear estrategias y recursos que apoyen a las familias y a la comunidad de educación infantil temprana.

Esta encuesta tomará aproximadamente 15 a 20 minutos para completar. Las respuestas se enviarán directamente a PRE y serán confidenciales. PRE recopilará los comentarios de todos los beneficiarios de PSP y documentará los resultados en un informe resumen. DELC compartirá los resultados de esta encuesta en una futura reunión de PSP a finales de este verano. La encuesta estará abierta hasta el viernes 13 de junio.

Filtro de Elegibilidad

1. Para ayudarnos a dar seguimiento a la participación en la encuesta y asegurar que estamos escuchando a tantos beneficiarios de PSP como sea posible, por favor seleccione la organización/negocio con la que está afiliado de la lista a continuación.
 - Lista desplegable de organizaciones beneficiarias
 - Ninguna de las anteriores (descalifica)
2. ¿Qué tan familiarizado está con la subvención de PSP y cómo se han utilizado los fondos en su programa y/o organización/negocio?
 - No familiarizado (descalifica)
 - Poco familiarizado
 - Algo familiarizado
 - Muy familiarizado
 - Extremadamente familiarizado

Mensaje de página de descalificación: Gracias por su interés en compartir sus comentarios. Esta encuesta es específica para receptores de subvenciones PSP y/o para quienes están familiarizados con cómo se utilizan estos fondos dentro de su organización/negocio.

Antecedentes del Beneficiario

3. Según su conocimiento, ¿cuándo recibió su organización/negocio una subvención de PSP por primera vez?
 - 2020
 - 2021
 - 2022
 - 2023
 - 2024

- 2025
 - No lo sé
4. ¿Cuál de las siguientes opciones le describe mejor?
- Mi organización/negocio recibió una subvención de PSP antes de que yo trabajara allí.
 - Mi organización/negocio recibió una subvención de PSP después de que empecé a trabajar allí.
 - No sé cuándo mi organización/negocio recibió una subvención de PSP.
5. Por favor seleccione la opción que mejor describe su organización/negocio.
- Basado en el hogar
 - Basado en un centro
 - Basado en una escuela
 - Otro (por favor especifique):
6. ¿Cuál es/fue su puesto principal en su programa actual/más reciente?
- Maestro/a principal (pero no propietario/director de un programa basado en hogar/familia)
 - Maestro/a asistente
 - Director/a
 - Propietario/a (también puede ser director/a y/o maestro/a de un programa basado en hogar/familia)
 - Asistente/Ayudante
 - Especialista en Intervención Temprana/Educación Especial Infantil Temprana (EI/ECSE)
 - Gerente/coordinador/capacitador
 - Defensor familiar/visitante del hogar
 - Otro (por favor especifique):
7. Por favor seleccione las opciones que describen la geografía de la comunidad a la que sirve. (Seleccione todas las que apliquen)
- Urbana (en o cerca de un área densamente poblada de aproximadamente 40,000 o más personas)
 - Rural (fuera de un área densamente poblada)
 - Remota (seis o menos personas por milla cuadrada)
 - Tierra tribal
 - A nivel estatal

Meta 1: Impacto Económico y Estabilidad

Esta sección busca entender cómo Promesa Preescolar ha impactado el aspecto económico de su negocio y ha mejorado su estabilidad financiera general.

Empleo Estable

8. En promedio, ¿aproximadamente cuántas horas trabaja por semana?
 - 1 a 5 horas
 - 6 a 10 horas
 - 11 a 15 horas
 - 16 a 20 horas
 - 21 a 25 horas
 - 26 a 30 horas
 - 31 a 35 horas
 - 36 a 40 horas
 - 41 a 45 horas
 - 46 a 50 horas
 - 51 a 55 horas
 - 56 a 60 horas
 - Más de 60 horas
9. ¿Ha cambiado el financiamiento de PSP la cantidad de horas que suele trabajar en una semana?
 - Sí
 - No
 - No lo sé
10. ¿Está trabajando su número preferido de horas por semana?
 - Sí
 - No
11. *Lógica de salto, si se selecciona "No":* Por favor seleccione la opción que mejor le describe.
 - Preferiría trabajar MENOS horas por semana.
 - Preferiría trabajar MÁS horas por semana.
12. Por favor clasifique los 3 principales obstáculos que enfrenta en su trabajo como beneficiario de PSP, siendo #1 su mayor obstáculo.(Por favor, escriba 1, 2 o 3 en la casilla.)
 - Bajo salario
 - Falta de beneficios médicos
 - No trabajar suficientes horas
 - Trabajar demasiadas horas / Falta de equilibrio trabajo-vida
 - Horarios de operación desafiantes
 - Dificultades para gestionar al personal
 - Desafíos de comportamiento con los niños
 - Dificultades para interactuar con colegas

- El trabajo no es lo que esperaba
 - Sentir que mi trabajo en cuidado infantil es poco apreciado
 - Dificultad para cumplir con los códigos de la ciudad o del condado
 - Dificultad con las licencias y/o regulaciones
 - No estar preparado para trabajar en este campo
13. Por favor clasifique los 3 impactos positivos principales en su trabajo, debido a la subvención de PSP, siendo #1 el mayor impacto. (Por favor, escriba 1, 2 o 3 en la casilla.)
- Capacidad para atender a más niños
 - Mayor acceso a apoyos de desarrollo profesional
 - Estabilidad del negocio de cuidado infantil
 - Capacidad para contratar más personal
 - Mayor acceso a materiales de aprendizaje de alta calidad
 - Capacidad para satisfacer una necesidad de la comunidad de mayor acceso a cuidado infantil
 - Capacidad para atender a niños/familias que no podrían pagar cuidado infantil de alta calidad
 - Otro (por favor especifique):
14. El financiamiento de PSP ha asegurado que la cantidad de dinero que gano en mi puesto me permite satisfacer mis necesidades y las de mi familia.
- Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
 - No estoy al tanto de cómo el financiamiento de PSP se relaciona con con mi puesto

Estabilidad Financiera

Lógica de visualización de sección: Solo Directores y Propietarios

15. ¿Fue PSP la primera subvención estatal/pública que recibió su organización/negocio?
- Sí
 - No
 - No lo sé.
16. *Lógica de salto, si se selecciona "Sí"*: Desde que recibió una subvención de PSP, ¿su organización/negocio ha buscado financiamiento adicional de otros programas financiados con fondos públicos a nivel regional, estatal o federal?
- Sí, hemos solicitado y nos han otorgado fondos
 - No, solicitamos pero no nos otorgaron fondos

- No, no hemos solicitado financiamiento adicional
- 17. ¿En qué medida el financiamiento de PSP ha contribuido a la estabilidad financiera de su programa?
 - Para nada
 - Muy poco
 - Algo
 - Mucho
 - En gran medida
- 18. Por favor describa cómo el financiamiento de PSP ha impactado específicamente la sostenibilidad económica de su programa y cómo sería su programa sin este financiamiento.
 - Cuadro de ensayo
- 19. ¿Qué tan probable sería que su programa pudiera mantener sus operaciones actuales sin el financiamiento de PSP?
 - Muy improbable (probablemente cerraríamos)
 - Algo improbable (necesitaríamos reducir significativamente los servicios)
 - Neutral (impacto incierto)
 - Algo probable (continuaríamos con algunos ajustes)
 - Muy probable (podríamos mantener operaciones sin el financiamiento de PSP)

Impacto en Salarios del Personal y Propietarios

Lógica de visualización de sección: Solo Directores y Propietarios

- 20. ¿De qué maneras ha podido utilizar el financiamiento de PSP? (Seleccione todas las que apliquen)
 - Atender a más niños/aumentar la inscripción
 - Atender a niños con necesidades más diversas
 - Mejorar materiales curriculares
 - Ampliar las horas de servicio para las familias
 - Ampliar los tipos de servicios que ofrecemos a las familias
 - Contratar personal adicional
 - Aumentar las horas/compensación para el personal existente
 - Mejorar los beneficios ofrecidos al personal (tiempo libre pagado, atención médica)
 - Darle a mí mismo un salario o pago por hora
 - Aumentar mi salario o pago por hora
 - Mejorar instalaciones o equipos
 - Crear reservas financieras
 - Otro (por favor especifique):

21. La previsibilidad del financiamiento de PSP ha mejorado mi capacidad para participar en la planificación empresarial a largo plazo.

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

Meta 2: Capacidad Mejorada para Servicios de Calidad

Entrega de Servicios Mejorada

22. Por favor califique en qué medida el financiamiento de PSP mejoró su capacidad para proporcionar servicios de aprendizaje temprano de alta calidad.

- Para nada
- Muy poco
- Algo
- Mucho
- En gran medida
- No estoy seguro
- No estoy consciente de este financiamiento

23. *Lógica de salto, si se selecciona "Mucho" o "En gran medida":* Por favor comparta más sobre lo que ha mejorado.

- Cuadro de ensayo

24. ¿Qué mejoras específicas en su entorno de aprendizaje ha podido realizar como resultado del financiamiento de PSP? (Seleccione todas las que apliquen)

- Materiales mejorados
- Mejores instalaciones
- Nueva tecnología
- Maestros/personal adicional
- Mejora en la proporción maestro/estudiante
- Otro (por favor especifique):
- No lo sé
- N/A -- No hemos usado fondos para mejorar nuestro entorno de aprendizaje en el último año del programa

Capacitación

Estas preguntas son sobre las oportunidades de capacitación y desarrollo profesional proporcionadas a usted usando el financiamiento de PSP y administradas a través de Child Care Resource & Referral (CCR&R).

25. *Lógica de salto, si el encuestado ha estado con la organización antes de su recepción inicial de una subvención de PSP:* Antes de recibir una subvención de PSP, ¿tenía acceso a oportunidades de capacitación profesional para alguna de las siguientes actividades? (Sí; No; No recuerdo; No Aplicable a Mi Puesto)
- Manejo de niños con comportamientos desafiantes en un aula
 - Apoyo a las necesidades culturales y lingüísticas diversas de los niños
 - Entender cómo mis sesgos implícitos (sesgos que ocurren automática e involuntariamente) podrían influir en mi práctica
 - Habilidades y actividades para enseñar alfabetización y aritmética temprana
 - Uso o comprensión de puntuaciones de evaluación de observación
 - Coaching basado en la práctica
 - Prácticas informadas sobre trauma
 - Uso de datos para crear metas del programa
 - Gestión de mi negocio de cuidado infantil y sus finanzas
26. Si ha recibido capacitación, tutoría o desarrollo profesional proporcionado a través de CCR&Rs en cualquiera de los siguientes temas para apoyar la implementación de PSP, ¿qué tan útil fue esa capacitación? (No recibí capacitación en este tema; Nada útil; Algo útil; Moderadamente útil; Extremadamente útil; No Aplicable a Mi Puesto)
- Manejo de niños con comportamientos desafiantes en un aula
 - Apoyo a las necesidades culturales y lingüísticas diversas de los niños
 - Entender cómo mis sesgos implícitos (sesgos que ocurren automática e involuntariamente) podrían influir en mi práctica
 - Habilidades y actividades para enseñar alfabetización y aritmética temprana
 - Uso o comprensión de puntuaciones de evaluación de observación
 - Coaching basado en la práctica
 - Prácticas informadas sobre trauma
 - Uso de datos para crear metas del programa
 - Gestión de mi negocio de cuidado infantil y sus finanzas
27. ¿Cuáles fueron las fortalezas de las capacitaciones que encontró "Útiles" o "Extremadamente Útiles"?
- Cuadro de ensayo
28. ¿Cómo han impactado positivamente las estrategias que aprendió a través de las capacitaciones en la manera en que se relaciona con los niños/familias?
- Cuadro de ensayo
29. *Lógica de salto, si el encuestado ha estado con la organización antes de su recepción inicial de una subvención de PSP:* Antes de recibir una subvención de PSP, ¿con qué frecuencia diría que las oportunidades de desarrollo profesional en general... (Nunca; Raramente; A veces; Con frecuencia; Casi siempre)

- ...eran asequibles para mí
 - ...eran fáciles de acceder para mí (por ejemplo, en línea, dentro de su comunidad, diversidad de idiomas, etc.)
 - ...se ofrecían en mi idioma principal
 - ...eran relevantes para mi trabajo (por ejemplo, me ayudaban a resolver problemas en el aula/instalación)
 - ...eran receptivas/relevantes a las necesidades de familias de múltiples orígenes culturales
 - ...ayudaban a reducir el estrés en mi trabajo
 - ...me ayudaban a sentirme más exitoso en mi trabajo
30. Desde que recibió financiamiento de PSP, ¿con qué frecuencia diría que las oportunidades de desarrollo profesional en general... (Nunca; Raramente; A veces; Con frecuencia; Casi siempre)
- ...son asequibles para mí
 - ...son fáciles de acceder para mí (por ejemplo, en línea, dentro de su comunidad, diversidad de idiomas, etc.)
 - ...se ofrecen en mi idioma principal
 - ...son relevantes para mi trabajo (por ejemplo, me ayudan a resolver problemas en el aula/instalación)
 - ...son receptivas/relevantes a las necesidades de familias de múltiples orígenes culturales
 - ...ayudan a reducir el estrés en mi trabajo
 - ...me ayudan a sentirme más exitoso en mi trabajo

Meta 3: Fortalecimiento de la Prestación de Servicios y Alcance

Esta sección nos ayuda a entender cómo Promesa Preescolar le ha ayudado a fortalecer su prestación de servicios y aumentar su alcance.

Disponibilidad de Servicios y Alcance

31. *Lógica de salto, si el encuestado es "Director" o "Propietario": ¿En qué medida el financiamiento de PSP ha contribuido a su capacidad para mantener o expandir servicios?*
- Para nada
 - Muy poco
 - Algo
 - Mucho
 - En gran medida

32. *Lógica de salto, si el encuestado es "Director" o "Propietario":* ¿El financiamiento de PSP le ha permitido a su organización/negocio expandir su inscripción y/o atender a niños adicionales?
- Sí
 - No
 - No lo sé
33. *Lógica de salto, si se selecciona "No" [Y] el encuestado es "Director" o "Propietario":* Por favor seleccione la(s) razón(es) por la(s) que [no] ha podido aceptar más niños en su programa durante los últimos 6 meses. (Seleccione todas las que apliquen)
- No hay suficiente personal
 - Las instalaciones no son lo suficientemente grandes para acomodar a más niños
 - Tenemos requisitos de elegibilidad que algunas familias no cumplen (es decir, ingresos, edad, trabajador migrante/estacional)
 - Las familias buscan diferentes horarios de los que ofrecemos
 - Las familias están interesadas en servicios durante todo el año que no ofrecemos
 - Las familias buscan un Plan de Apoyo Familiar Individualizado (IFSP) o Plan de Educación Individualizado (IEP) que no ofrecemos
 - Otro (por favor especifique):
34. ¿El financiamiento de PSP le ha ayudado a atender a poblaciones nuevas o previamente desatendidas?
- Sí
 - No
 - No lo sé
35. *Lógica de salto, si se selecciona "Sí":* Por favor comparta más sobre cómo el financiamiento de PSP le ha permitido expandir su alcance con poblaciones nuevas o previamente desatendidas.
- Cuadro de ensayo

Prestación de Servicios

36. Todos los programas de PSP deben seguir las Directrices de Aprendizaje Temprano y Kindergarten de Oregon. Entre los cinco dominios de interés, ¿cuál le ha permitido el financiamiento de PSP perseguir más?
- Enfoques de Aprendizaje
 - Desarrollo Socioemocional
 - Lenguaje y Comunicación
 - Alfabetización
 - Matemáticas
 - No lo sé (*Saltar a Acceso a Servicios*)

37. *Lógica de salto, si se selecciona "Enfoques de Aprendizaje": ¿Cuáles de los siguientes impactos le ha permitido el financiamiento de PSP lograr mejor con los niños que atiende? (Seleccione todos los que apliquen)*

- Autorregulación Emocional y Conductual (manejo de emociones, seguimiento de reglas, manejo de materiales, etc., con creciente independencia)
- Autorregulación Cognitiva/Funcionamiento Ejecutivo (control de impulsos, mantenimiento del enfoque, persistencia en tareas, uso de información para realizar tareas y demostración de flexibilidad en el pensamiento)
- Iniciativa y Curiosidad (demostración de independencia y mostrar interés en el mundo)
- Creatividad (expresar creatividad en el pensamiento y la comunicación, y participar en juego imaginativo)

38. *Lógica de salto, si se selecciona "Impactos de Aprendizaje Socioemocional": ¿Cuáles de los siguientes impactos le ha permitido el financiamiento de PSP lograr mejor con los niños que atiende? (Seleccione todos los que apliquen)*

- Sentido de Identidad y Pertenencia (se reconoce a sí mismo como individuo único, expresa confianza y sentimientos positivos sobre sí mismo, sentido de pertenencia a grupos familiares o comunitarios)
- Funcionamiento Emocional (reconoce amplia gama de emociones en sí mismo y en otros, expresa cuidado y preocupación, maneja emociones con creciente independencia)
- Relaciones con un Adulto de Confianza (establece y mantiene relaciones positivas con adultos de confianza, mostrando comportamiento prosocial y cooperativo)
- Relaciones con Otros Niños (establece y mantiene interacciones positivas con otros niños, participa en juegos cooperativos, usa habilidades de resolución de problemas)

39. *Lógica de salto, si se selecciona "Impactos de Lenguaje y Comunicación": ¿Cuáles de los siguientes impactos le ha permitido el financiamiento de PSP lograr mejor con los niños que atiende? (Seleccione todos los que apliquen)*

- Atención y Comprensión (presta atención a la comunicación y lenguaje de otros, entiende y responde a comunicaciones cada vez más complejas)
- Comunicación y Habla (varía información proporcionada para satisfacer demandas situacionales, entiende y sigue reglas sociales/conversacionales, autoexpresión cada vez más sofisticada)
- Vocabulario (entiende y usa variedad de palabras, muestra comprensión de categorías y relaciones de palabras)

40. *Lógica de salto, si se selecciona "Impactos de Alfabetización"*: ¿Cuáles de los siguientes impactos le ha permitido el financiamiento de PSP lograr mejor con los niños que atiende? (Seleccione todos los que apliquen)
- Conciencia Fonológica (conciencia de que el lenguaje hablado está compuesto por segmentos más pequeños de sonido)
 - Conocimiento de Impresión y Alfabeto (comprensión de cómo se usa la impresión y las reglas de impresión, identifica letras y sonidos asociados con letras)
 - Comprensión y Estructura de Texto (comprensión narrativa a través de narración de cuentos, puede discutir libros que se leen en voz alta)
 - Escritura (marcas cada vez más sofisticadas se utilizan para una variedad de propósitos)
41. *Lógica de salto, si se selecciona "Impactos de Matemáticas"*: ¿Cuáles de los siguientes impactos le ha permitido el financiamiento de PSP lograr mejor con los niños que atiende? (Seleccione todos los que apliquen)
- Conteo y Cardinalidad (conoce nombres de números, cuenta en secuencia, reconoce número de objetos y entiende cantidades, compara números, puede asociar cantidad con numerales escritos)
 - Operaciones y Pensamiento Algebraico (entiende suma, resta y patrones simples)
 - Número y Operaciones en Base Diez (entiende valor posicional)
 - Medición y Datos (usa medición estándar y no estándar para objetos, compara entre atributos, puede clasificar y ordenar objetos)
 - Geometría y Sentido Espacial (identifica, describe, compara, compone y explora la posicionalidad de formas)
42. ¿De qué maneras ha podido mejorar los servicios que reciben los niños alineados con estas áreas de impacto?
- Cuadro de ensayo
43. Por favor califique su acuerdo con la siguiente afirmación: El financiamiento de PSP me ha ayudado a sentirme más preparado para conectar a las familias con recursos para servicios de apoyo (salud mental, adicciones, nutrición, crianza, etc.), cuando sea necesario.
- Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo
44. ¿Cuál de los requisitos de PSP siente que mejora más la experiencia de las familias en su programa? Clasifique del 1 (más) al 5 (menos). (Arrastre y suelte las opciones para

ordenarlas según su preferencia. Coloque primero la opción que más se aplica o que prefiere, y continúe en orden descendente.)

- Evaluaciones
- Exámenes
- Preescolar gratuito
- Conferencias
- Actividades de participación de padres

45. *Lógica de salto, si se selecciona "Sí": ¿Qué herramientas o apoyos disponibles para usted a través del financiamiento de PSP ha utilizado para abordar los comportamientos desafiantes de los niños cuando surgen?*

- Me comuniqué con mi CCR&R para obtener apoyo
- Asistí a una reunión virtual de PSP o a horas de oficina de PSP
- Hablé con mi Especialista de Calidad o Entrenador de CCR&R
- Contraté personal adicional
- Currículo social y emocional
- Mejoré el entorno
- Compré manipuladores y apoyos
- Otro (por favor especifique):

46. *¿Cuál ha sido el aspecto más gratificante del programa PSP [para la organización/negocio con la que trabaja]?*

- Cuadro de ensayo

47. *¿Cuál ha sido el aspecto más gratificante del programa PSP [para los niños a los que sirve]?*

- Cuadro de ensayo

48. *¿Cuál ha sido el aspecto más gratificante del programa PSP [para las familias a las que sirve]?*

- Cuadro de ensayo

Demografía del Encuestado (Opcional)

49. *¿Cuál de las siguientes opciones describe mejor su identidad de género actual?*

- Mujer/niña (*Lógica de salto a P50*)
- Hombre/niño (*Lógica de salto a P50*)
- No binario o Agénero/sin género
- Cuestionando o inseguro
- Una identidad no listada (por favor describa):
- No sé
- No sé lo que está preguntando esta pregunta
- Prefiero no responder

50. *Lógica de salto, si se selecciona P5a/P5b: ¿Se identifica como transgénero?*

- Sí
- No
- Cuestionando
- No sé lo que está preguntando esta pregunta
- Prefiero no responder

51. Edad

- 18-24
- 25-39
- 40-54
- 55 y mayor
- Prefiero no responder

52. ¿Cuál de los siguientes grupos raciales o étnicos describe su origen? (Seleccione todos los que apliquen)

- Afroamericano o Negro
- Asiático
- Hispano o Latino
- Medio Oriente o Norte de África
- Nativo Americano o de Alaska
- Nativo Hawaiano o Isleño del Pacífico
- Blanco
- Otra identidad (por favor describa):
- No lo sé
- Prefiero no responder

53. ¿Hay niños en su(s) aula(s) que coincidan total o parcialmente con su raza/etnicidad?

- Sí
- No
- No lo sé
- Prefiero no responder
- No aplicable; No estoy en el aula

54. ¿Tiene regularmente oportunidades de interactuar con otro personal que coincida total o parcialmente con su raza/etnicidad o su origen cultural y lingüístico?

- Sí
- No
- No lo sé
- Prefiero no responder

55. Por favor elija el idioma que considera su idioma principal.

- Chino
- Inglés

- Ruso
- Español
- Ucraniano
- Vietnamita
- Otro idioma (por favor especifique):
- Prefiero no responder

56. ¿Cuál es el nivel más alto de educación que ha completado?

- 8º grado o menos
- 9º a 12º grado, sin diploma
- Diploma de escuela secundaria, GED o equivalente
- Algún crédito universitario pero sin título
- Certificado de colegio comunitario
- Título asociado (AA, AS, etc.)
- Licenciatura (BA, BS, etc.)
- Título de posgrado
- Prefiero no responder

57. ¿Cuánto tiempo ha sido proveedor de cuidado y educación infantil temprana?

- 0-5 años
- 6-10 años
- 11-15 años
- 16-20 años
- 21-25 años
- 26 años o más
- Prefiero no responder

Agradecimiento

Gracias por completar esta encuesta. Un elemento adicional de este estudio es que PRE realizará grupos de enfoque con cuidadores. Si tiene buenas relaciones con las familias y le gustaría ayudar a PRE a identificar personas para invitar a sus grupos de enfoque, por favor comparta su información de contacto a continuación. Alguien de PRE podría comunicarse con usted para obtener más información.

- Nombre:
- Organización/Negocio Proveedor/Beneficiario de PSP:
- Correo electrónico:
- Teléfono:

Appendix C. Caregiver Discussion Guide

English

Introduction

My name is [NAME], and I work with a company called Pacific Research and Evaluation. We have partnered with the Oregon Department of Early Learning and Care (DELIC) to learn more about the impact that one of the programs that they administer, Preschool Promise (PSP), is having on families through the Preschool Promise (PSP) grant program.

As a family with at least one child enrolled in the program, we are looking forward to talking with you about how the program has supported your family, your child's school readiness and learning at home, and their overall development.

To thank you for your time and input, we will be emailing out \$25 gift cards to 25 randomly selected focus group participants. If you are selected, we'll be sending that to the email address you provided when registering for this conversation, and where we sent reminder communications. If you'd like us to send it to a different account, please message taline@pacific-research.org with your preferred email address.

Before we start, I want to check in and make sure that everyone is okay with this conversation being recorded. We will use the recording to make sure we have an accurate record of our conversation with you and from the four additional conversations I am having with families. The recording will not be shared outside of our organization and a transcription service. After those focus groups, I will review feedback shared across conversations and report themes back to DELIC. I will not be including your names nor any other identifiable feedback when producing the report. Is everyone comfortable with this conversation being recorded?

Discussion Guide

Background

- So that we can all get to know one another a little better, I'd like to ask everyone to please share your name, when you began enrollment, and whether your Preschool Provider is in a center, school, or is home-based.
- What motivated you to enroll your child in a PSP program?
 - How did you learn about PSP?
 - Is this the first time your child has attended preschool?

School Readiness Skills and Social-Emotional Supports

- Since your child started in Preschool Promise, what changes have you noticed in how they interact with other children and adults?
 - Can you give us a specific example of changes you have observed? How do they handle conflicts or sharing now compared to before?

- What skills or behaviors (academic skills, increasing independence) have you seen your child develop since starting in Preschool Promise?
 - *Probe:* Changes in how child plays (more imagination; with other children), increase in curiosity, follows routines (with the help of an adult), expresses/names emotions, can detect strong emotions in others, expanded vocabulary, ability to count and understand numbers represent quantity, or ability to recognize patterns/shapes.

Impacts on Child Development and Family Engagement with Early Learning

- How has the Preschool Promise program helped you as a parent or caregiver become more involved in your child's early learning activity?
 - What resources or support from your Preschool Promise provider have been most helpful to your family?
- How has your child participating in PSP changed/impacted how you are thinking about your child transitioning to kindergarten?

Learning at Home

- What skills or strategies have you learned through the Preschool Promise program to use with your child at home?
 - Are there any added resources or supports that you need to better support at-home learning?

Economic Stability

- How has having your child enrolled in a Preschool Promise program affected your life as a parent?
 - Has your involvement impacted your ability to work or pursue education/training?
- Have there been any added financial benefits to having your child enrolled in a Preschool Promise program?
 - *Probe:* Reduced child care costs, meals provided, connections to resources or support services, etc.

Additional Feedback

- If you were talking to another parent considering Preschool Promise for their child, what would you tell them about how it has benefited your family?
- Reflecting on your Preschool Promise experience, is there anything you feel can be improved or done differently?

Spanish

Introducción

Mi nombre es [NOMBRE], y trabajo con una empresa llamada Pacific Research and Evaluation. Nos hemos asociado con el Departamento de Aprendizaje Temprano y Cuidado de Oregón (DELC) para conocer mejor el impacto que tiene uno de los programas que administran, Preschool Promise (PSP), en las familias a través del programa de becas Preschool Promise (PSP).

Como familia con al menos un niño inscrito en el programa, esperamos conversar con ustedes sobre cómo el programa ha apoyado a su familia, la preparación escolar de su hijo y el aprendizaje en casa, así como su desarrollo general.

Para agradecerle su tiempo y sus valiosas opiniones, enviaremos por correo electrónico tarjetas de regalo de \$25 a 25 participantes seleccionados al azar. Si usted es seleccionado/a, le enviaremos la tarjeta a la dirección de correo electrónico que proporcionó al inscribirse para esta conversación, la misma donde le enviamos los recordatorios. Si prefieren que la enviemos a otra cuenta, por favor envíen un mensaje a taline@pacific-research.org con su dirección de correo preferida.

Antes de comenzar, quiero confirmar que todos están de acuerdo con que se grabe esta conversación. Usaremos la grabación para asegurar que tengamos un registro preciso de nuestra conversación con ustedes y de las cuatro conversaciones adicionales que estoy teniendo with familias. La grabación no se compartirá fuera de nuestra organización y un servicio de transcripción. Después de estos grupos focales, revisaré los comentarios compartidos en todas las conversaciones y reportaré los temas principales a DELC. No incluiré sus nombres ni ningún comentario que los pueda identificar al producir el informe. ¿Todos se sienten cómodos con que se grabe esta conversación?

Guía de Discusión

Antecedentes

- Para que todos nos conozcamos un poco mejor, me gustaría pedirles a todos que compartan su nombre, cuándo comenzó la inscripción de su hijo, y si su Proveedor de Preescolar está en un centro, escuela, o es en el hogar.
- ¿Qué los motivó a inscribir a su hijo en un programa PSP?
 - ¿Cómo se enteraron de PSP?
 - ¿Es la primera vez que su hijo asiste al preescolar?

Habilidades de Preparación Escolar y Apoyo Socioemocional

- Desde que su hijo comenzó en Preschool Promise, ¿qué cambios han notado en cómo interactúa con otros niños y adultos?
 - ¿Pueden darnos un ejemplo específico de cambios que han observado? ¿Cómo maneja los conflictos o el compartir ahora comparado con antes?
- ¿Qué habilidades o comportamientos (destrezas académicas, mayor independencia) han visto desarrollar en su hijo desde que comenzó en Preschool Promise?

- *Indagar:* Cambios en cómo juega el niño (más imaginación; con otros niños), aumento en curiosidad, sigue rutinas (con ayuda de un adulto), expresa/nombra emociones, puede detectar emociones fuertes en otros, vocabulario ampliado, habilidad para contar y entender que los números representan cantidad, o habilidad para reconocer patrones/formas.

Impactos en el Desarrollo Infantil y Participación Familiar en el Aprendizaje Temprano

- ¿Cómo les ha ayudado el programa Preschool Promise como padre o cuidador a involucrarse más en las actividades de aprendizaje temprano de su hijo?
 - ¿Qué recursos o apoyo de su proveedor de Preschool Promise han sido más útiles para su familia?
- ¿Cómo ha cambiado/impactado la participación de su hijo en PSP la manera en que piensan sobre la transición de su hijo al kindergarten?

Aprendizaje en Casa

- ¿Qué habilidades o estrategias han aprendido a través del programa Preschool Promise para usar con su hijo en casa?
 - ¿Hay recursos adicionales o apoyos que necesiten para apoyar mejor el aprendizaje en casa?

Estabilidad Económica

- ¿Cómo ha afectado tener a su hijo inscrito en un programa Preschool Promise su vida como padre o madre?
 - ¿Ha impactado su participación en su capacidad para trabajar o continuar educación/capacitación?
- ¿Ha habido beneficios económicos adicionales por tener a su hijo inscrito en un programa Preschool Promise?
 - *Indagar:* Reducción en costos de cuidado infantil, comidas proporcionadas, conexiones a recursos o servicios de apoyo, etc.

Comentarios Adicionales

- Si estuvieran hablando con otro padre considerando Preschool Promise para su hijo, ¿qué les dirían sobre cómo ha beneficiado a su familia?
- Reflexionando sobre su experiencia con Preschool Promise, ¿hay algo que sienten que se puede mejorar o hacer de manera diferente?