

# **Additional ELC Materials**

*In addition to the materials sent on October 21<sup>st</sup>, these additional materials include:*

- Equity Implementation Committee Briefing
- Hub Incentive Metrics Briefing
- Relief Nursery Presentation

## **Board Action Summary**

### **AGENDA ITEM: Equity Implementation Committee Briefing**

#### **Summary of Recommended Board Action**

**ACTION:** No Action – Review Briefing

**ISSUE:**

The Equity Implementation Committee's (EIC) initial charge outlined a large body of work. Since the Committee first convened in September 2015, members have felt that the charge is too large to make achievable goals that support children, especially in alignment with the 2015-2020 ELC Strategic Plan. The EIC is recommending a revised charge that prioritizes their foci as they continue their work.

**BACKGROUND:**

The EIC has discussed the charge at several meetings prior to bringing the recommended changes before the Early Learning Council.

**BOARD MEMBER PRESENTING REPORT FOR ADOPTION:**

Eva Rippeteau, EIC Chair

**CONTACT:** Karol Collymore, Public Affairs Director; Lillian Green, Equity Director

# Early Learning Council Equity Implementation Committee Proposed Charter

## Revisions

### ELC Charge to Equity Implementation Committee

The Equity Implementation Committee is chartered to educate the Early Learning Council (ELC) on the issues, challenges, successes and priorities related to implementing the [equity recommendations](#) adopted by the Council on March 18, 2015. They are chartered to create an evidence-based, data driven plan relating to aligning early learning policy and practice with the equity lens, with a focus on culturally responsive practice, operating systems and data/resource allocation. The committee will assist the ELC in understanding equity issues from a data standpoint to help the ELC:

1. Actualize this information in setting policy for the early learning system.
2. Celebrate diversity.

Core areas of responsibility include:

### Early Learning Council Strategic Plan Priorities

Advise the ELC on the following policy areas, in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan:

4.1 Advise ELC on ensuring implementation of the ~~equity~~ Equity lens ~~Lens~~ across the ELC's work.

- ~~Identify and analyze service disparities for focus populations by hub region. Review disparities across focus populations and provide feedback for Early Learning Hubs and ELD Hub Staff.~~
  - ~~Work as a thought partner with the Hubs as they work on serving Oregon children and families.~~
- Establish metrics and monitor progress against measures of progress toward becoming a culturally responsive organization and policy body in nine domains, prioritizing first five domains:
  1. Racial equity policies and implementation practices
  2. Service user voice and influence
  3. Workforce composition and quality
  4. Community collaboration
  5. Resource allocation and contracting practice
  - ~~1-6. Organizational commitment, leadership and governance.~~
  - ~~6. Racial equity policies and implementation practices~~
  - ~~2-7. Organizational climate, culture and communication~~
  - ~~3-8. Service based equity~~
  - ~~8. Service user voice and influence~~
  - ~~8. Workforce composition and quality~~
  - ~~8. Community collaboration~~
  - ~~8. Resource allocation and contracting practice~~
  - 4-9. Data, metrics and continuous improvement
- Advise the ELC/ELD on developing disaggregated data collection standards for early learning grantees, contractors, the early learning workforce, ELD staff and ELC members.
  - Begin by working with ELD staff to identify what is being done, what is needed and how EIC can assist with refinement if needed.
- Advise the ELC/ELD on developing a consistent approach for listening to communities/incorporating feedback/vetting resulting action and ensuring perspectives from underserved communities are regularly heard at ELC meetings.

## **Review of Grant Making and Requests for Proposals**

Serve as an advisory to the ELC/ELD in the creation and structure of grants and requests for proposals to avoid unintended barriers for diverse communities in accessing funding opportunities. Responsibilities include:

- Working with program staff to craft a set of RFP/Grant application questions for use in all ELC/ELD funding opportunities.
- Review specific RFPs/Grant applications as they are written.
- A member of the Equity Implementation Committee shall serve on each RFP or grant award committee and as reviewers of proposals when they come in.

# Early Learning Council Equity Implementation Committee

## **ELC Charge to Equity Implementation Committee**

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Core areas of responsibility include:

## **Early Learning Council Strategic Plan Priorities**

Advise the ELC on the following policy areas, in accordance with the strategies and tactics adopted in the 2015-2020 strategic plan:

### *4.1 Advise ELC on ensuring implementation of the equity lens across the ELC's work.*

- Identify and analyze service disparities for focus populations by hub region.
- Establish metrics and monitor progress against measures of progress toward becoming a culturally responsive organization and policy body in nine domains:
  - Organizational commitment, leadership and governance.
  - Racial equity policies and implementation practices
  - Organizational climate, culture and communication
  - Service based equity
  - Service user voice and influence
  - Workforce composition and quality
  - Community collaboration
  - Resource allocation and contracting practice
  - Data, metrics and continuous improvement
- Advise the ELC/ELD on developing disaggregated data collection standards for early learning grantees, contractors, the early learning workforce, ELD staff and ELC members.
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## **Board Action Summary**

### **AGENDA ITEM: Hub Incentive Metrics Briefing**

## **Summary of Recommended Board Action**

**ACTION:** No Action – Review draft

### **ISSUE:**

The Measuring Success Committee has drafted preliminary recommendations for incentive metrics for the Early Learning Hubs.

### **BACKGROUND:**

In July 2015, the Early Learning Council established the funding formula for Early Learning Hubs, including a 5% hold back of the Hubs' Coordination funds to be tied to achievement of performance measures. The Measuring Success Committee was created in April 2016 to advise "the Early Learning Council on the issues, challenges, successes and priorities related to measuring the success of the early learning system and ensuring equitable outcomes for all children, including but not limited to the Early Learning Hubs."

The Measuring Success Committee held its first working meeting in May 2016 and has been developing an approach to the incentive metrics over the course of this summer. The purpose of the attached memo is to update the Council on this work and provide an opportunity for the Council to provide feedback.

### **ACTION PRECEDING RECOMMENDED BOARD ADOPTION:**

David Mandell and Pam Curtis presented a high-level update on the recommendations for the disbursement of incentive funds at the September ELC meeting.

### **BOARD MEMBER PRESENTING REPORT:**

David Mandell, Acting Early Learning System Director

**CONTACT:** David Mandell, Acting Early Learning System Director



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Phone: 503-373-0066 | Fax: 503-947-1955

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**TO:** Early Learning Council

**FROM:** Tom George, Sue Parrish, Denise Swanson (ELD Staff Support to Committee)

**RE:** Recommendation from Measuring Success Committee on incentive metrics for Hubs

**MEETING DATE:** October 27, 2016

### **Memo Update based on Measuring Success Committee meeting on October 25<sup>th</sup>:**

The Measuring Success Committee met on Tuesday, October 25<sup>th</sup> and reviewed this memo with ELD staff. Due to the close proximity of their meeting and the ELC Council meeting, their input was unable to be included in this memo. A verbal update on the Committee's input will be provided, as well as included in a presentation, during the ELC's meeting on October 27<sup>th</sup>.

### **Background**

The Measuring Success Committee of the Early Learning Council was charged with recommending a process for disbursing the 5% of Hub Coordination funds held back as an incentive for hubs' achievement on performance measures. The Committee has now had lengthy discussion about these incentive funds, which are summarized below. The committee also asked ELD staff to develop a composite metric based on these discussions; these also follow here. The Committee's recommendations outline recommended priorities, and a process, for disbursement of the funds. The committee is now tasked with making a decision at its October 25<sup>th</sup> meeting so that the ELC can move forward with these recommendations at its meeting on October 27<sup>th</sup>. The meeting on the 25<sup>th</sup> will be held by webinar to encourage attendance.

### **Development of Incentive Metrics Composite**

The following principles and considerations emerged after numerous discussions, and guided the development of its suggested approach and composite metric outlined below.



### ***A. Guiding Principles:***

1. Incentive metrics should reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
2. Incentive metrics must reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K12, early education and the private sectors.
3. Incentive metrics should reflect the stages of development of the Hubs and the Hub system.
4. Incentive metrics must have a data source that is readily accessible, reliable and valid.
5. Incentive metrics should be able to be measured objectively and consistently across Hubs.
6. Incentive metrics should not send an inappropriate message about the priority of one Hub strategy or area of focus over another (i.e., tell Hubs that a particular strategy/activity is where they should put their energy, when that is not the intended message).

### ***B. Measuring Success Committee's Additional Considerations:***

1. The composite incentive metric should include indicators of cross-sector processes.
2. Where quantitative metrics are included, consideration should be given to (1) not penalizing a Hub for setting ambitious targets; and (2) the sometimes limited influence Hubs have in influencing the metrics and achieving those targets.
3. There should be a section where Hubs have an opportunity to describe their strategies for addressing areas associated with the current metrics. These questions should minimize how much Hubs have to write and maximize the objectivity of the scoring of the answers.
4. The composite incentive metric should include an opportunity to capture the work of all Hubs given their current state of development.

### ***C. Early Learning Council's Additional Considerations:***

The ELC reviewed these recommendations at their October meeting, and asked that the composite also specifically consider the following:

- The process should be relatively simple, and where possible, utilize reports they're already submitting or data the Early Division already has on hand.
- The process should acknowledge their good work, motivate continued improvement and excellence.
- We need to consider what supports hubs will be given if, in this process, it surfaces that one or more are struggling.
- Loose makes more sense than tight given the timeline.





#### ***D. Recommended approach:***

The Committee recommends the incentive funds be tied to performance on a composite metric that is as simple as possible while capturing different types of indicators of progress and areas of Hub focus. Given the Hubs stage of development and the state of data, the Committee also recognized the necessity for the composite to include opportunities for the Hubs to describe their activities and work.

#### **Process and Timeline for Disbursement of Funds**

In order for the ELD to distribute the incentive metrics hold back ***a special procurement process is required***. An aggressive timeline has been developed in order to meet the requirements of the procurement and to facilitate releasing funds to the hubs prior to June 30, 2017. This process involves a number of steps (see timeline below) across multiples agencies, including Department of Administrative Services (DAS), Department of Justice (DOJ), the ELD, Early Learning Hub backbone entities, and the ELC. Based on previous experience with the procurement process, ELD staff recognizes that there are often unanticipated delays in this kind of cross-agency administrative process. Staff recommends that if a delay is experienced that puts at risk allocating these funds before June that the Early Learning Council consider halting the special procurement process and distributing the funds on a formula basis (which would not require a special procurement process) Hubs would then still be required to submit the evidence for the composite metrics but would receive their entire 5% of coordination funds rather than a percentage based on performance (there would be no competitive process, which requires a special procurement). Staff have identified a number of potential “trigger” points in the process where delays could be experienced, and will be prepared to notify the Council if one of these trigger points is reached.

#### ***General Timeline***

<b><i>Date</i></b>	<b><i>Significant deadlines</i></b>
October 27	ELC has first view of process for disbursing incentive metrics.
October 28	RFP information is sent to DAS Procurement to begin approval process
Nov ELC meeting	ELC approves process for disbursing incentive metrics
Week of Nov 14	RFP moves to DOJ for <b>approval</b> – <u>ELC needs to approve prior to rfp moving to DOJ. DOJ needs 4-5 weeks to complete approval process.</u>
December 16	RFP to Hubs
January 17	Proposals are due
Jan 17-Feb 15	Review and scoring by ELD staff and appointed ELC Council members. ELC Executive Committee prepares award recommendation for ELC.



Week of Feb 27	ELC finalizes decision
Mid-March-beginning of May	DAS develops the amendment, DOJ then completes and ratifies, ELD sends to hubs for signature
June 30	All hubs have signed amendments and drawn their incentive funds.

*\*See Attachment A for a more detailed Incentive Metrics Timeline*

#### **A. Award Committees and Scoring Process:**

Upon receipt of the proposals an initial review and scoring based on the DOJ approved criteria and rubric will be conducted by a committee of ELD staff (and, possibly, Measuring Success and/or ELC members). Scores and rankings will be sent to the ELC Executive Committee to develop recommendations for the ELC. The DAS procurement officer and relevant ELD staff may be present to provide any technical assistance. The recommendation of the Executive Committee will move forward to the full ELC for review, approval and adoption.

#### **Incentive Metric Funding Stream and Formula**

The 5% of funds held back for incentivizing are hub coordination funds, which are general funds for hub coordination, staffing and special projects. They are the only contracted funding stream not on a reimbursement basis. Hubs report on a monthly and quarterly basis on use of the funds and receive a monthly allocation. Hubs are required to draw these funds on a monthly basis and although all coordination funds must be drawn down by the end of the biennium hubs may continue to utilize funds into the next biennium. Due to the nature of the timeline, staff strongly recommend that the incentive hold back follow the same guidelines as all other coordination funds. If there were any other requirements related to the use of these funds, hubs will not have enough time to spend the funds in a mandatory way prior to June 30, 2017.

Allocation of each hub's 5% (as determined by the hub's current ELD – determined per child funding formula) would occur on a proportional basis determined by the score of the application and the allocation tables below. Review and scoring will follow standard DAS procedure. The final application review score will determine the amount allocated to each hub according to the percentage of the total possible points received on the application. Allocation of funds will occur through a two-round allocation process. For the first round (see first round table), any hub scoring less than 60% of total possible points on the application will receive no incentive funds. Higher scores receive an initial allocation percentage according to the table.



Allocation of Incentive Funds:
FIRST ROUND
0 - 59% of total possible score = 0% (of available funds)
60 – 74% = 50% (of available funds)
75 – 89% = 75% (of available funds)
90 – 100% = 100% (of available funds)
(some funds will likely remain after first round)

Following this first round distribution, any remaining funds (which will occur if any hub receives a score less than 90%) will be pooled and allocated based on the FINAL Round allocation table. In the final round of scoring, all applications scoring 80% or more of the points will have their percentage of the holdback following the first round increase equally across the qualifying hubs *up to 100% of their hold back* (only in cases in which all hubs have received 100% of their hold back and funds remain will it be possible to receive more than 100%).

Allocation of Remaining Incentive Funds:
FINAL Round
60 – 79% (of total possible score) = 0% (of remaining funds)
80 – 100% = 100% (of remaining funds)
(All incentive funds allocated)

*For example:*

Hub A, Hub B, and Hub C apply for funds. After application scoring, Hub A receives 55% of total application points and receives no funds (with those funds going into a pool for the final round). Hubs B & C score 85% of possible points and 75% of their hold back. All remaining funds are then pooled. Hubs B & C both qualify for the final round and share equally in pool of remaining funds per their child funding formula. In this example, both Hubs B & C end up receiving 83% of the hold back and all funds are now allocated.



### Hub Incentive Metric Composite

The composite metric was built upon the principles, considerations and approach described above. Due to the special procurement process, the specifics of the composite cannot be shared publicly until the rfp process has been approved and is made public to the hubs. The integrity of the rfp process relies on confidentiality and attention to any perception of unfair advantage by potential recipients of these funds.

With this in mind, the composite outline follows. The length of a completed application would not exceed three pages, and specific information will be requested in each section to guide qualitative answers and scoring criteria.

**There are three sections:**

1. Systems Engagement and Collaboration (1000 word limit)
  - Partner Engagement
  - Partner Collaboration
  - Cultural Outreach and Engagement
2. Progress on Quantitative Hub Metrics (500 word limit)
  - There will be three options, of which hubs can choose two to answer.
3. Under-operationalized Metrics (250 word limit)
  - There will be three options, of which hubs can choose to answer one.



# Oregon Relief Nursery

*Presentation to Early Learning Council - 10/27/2016*



In 1976, child abuse and neglect was a problem in Lane County.

Children and families didn't have many services available to them until after a child had been victimized.

The primary response to abuse and neglect was removing children and placing them in foster care.

*That didn't seem like an enlightened approach...*

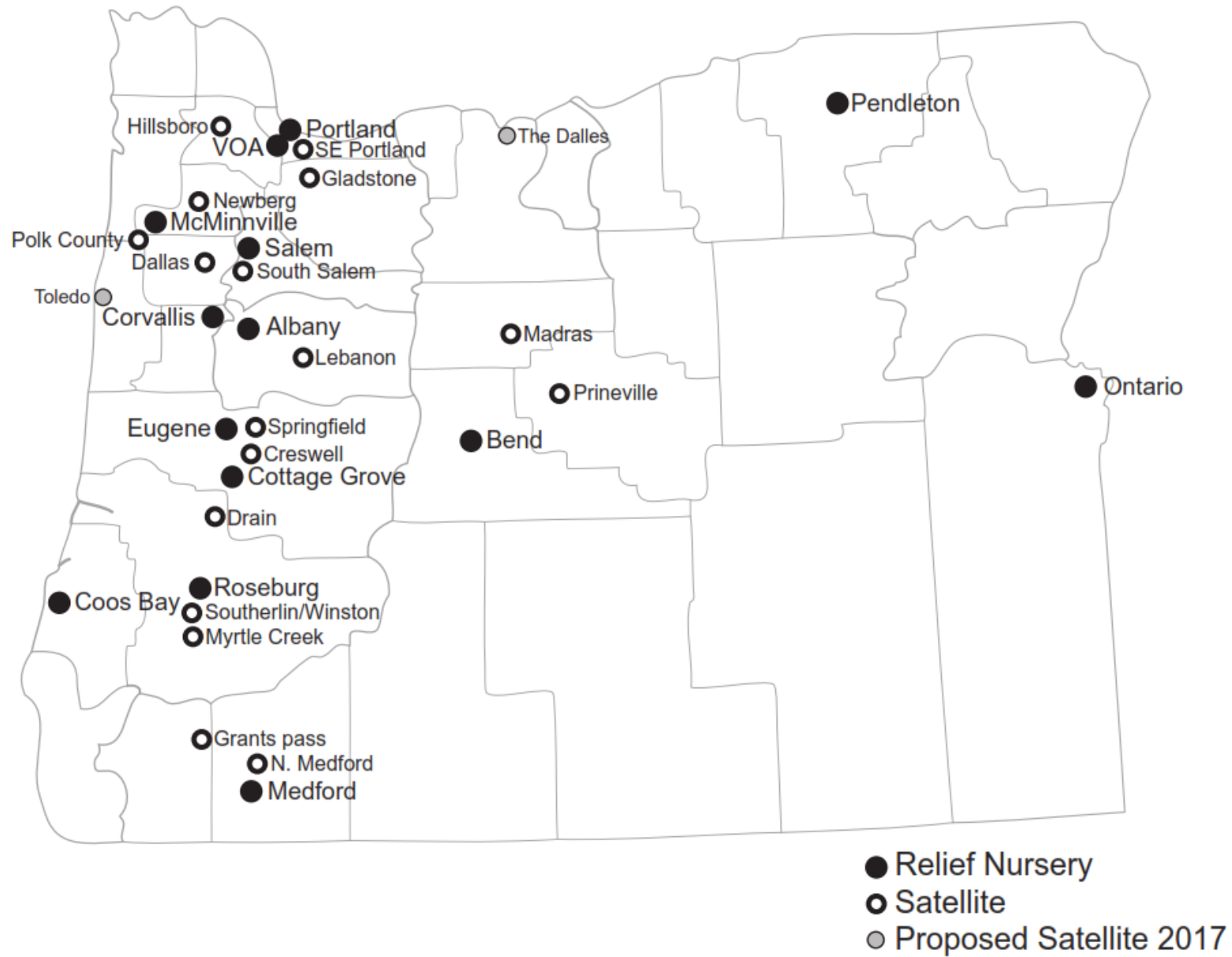
Why not offer preventive services?

*A group of local community leaders took a stand.*

# “We can make things better... for families with young children”

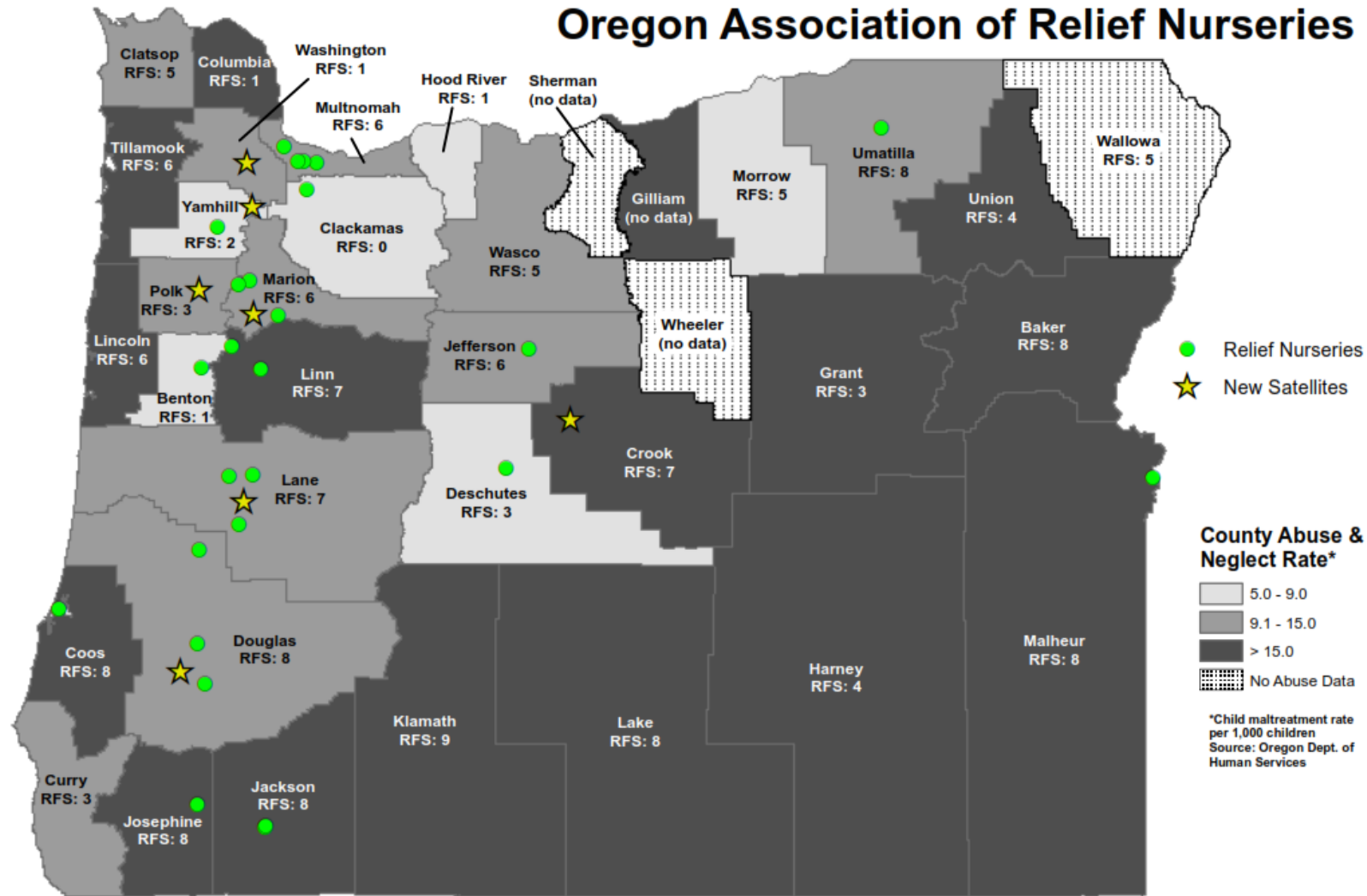
- ▶ The Relief Nursery began in 1976 in Eugene with the women of the Junior League in partnership with local churches.
- ▶ The group founded an independent nonprofit, began fund raising to support services and hired Jean Phelps in 1984 who led relief nurseries for 22 yrs.
- ▶ Relief Nursery, Inc. earned attention and support at national and state levels.
- ▶ Volunteers of America in Portland and Family Relief Nursery in Cottage Grove were the first replications of the Relief Nursery model in early 1990's.
- ▶ In 1999, Senate Bill 555 passes which established state funding and included a requirement for 25% cash match.
- ▶ State funding initially through the Commission on Children and Families and now through the Early Learning Division, has been critical to building the current network of 14 Relief Nurseries with 30 centers in 17 counties.

# Oregon Relief Nurseries in 2017





## Oregon Association of Relief Nurseries



In an alarming 2014 report, "Strengthening Oregon Families: Advancing Knowledge to Prevent Child Abuse and Neglect," the Children's Trust Fund for Oregon examined the degree of county-level total Risk Factor Scores ("RFS" value in the map) by county. There is a strong correlation between the RFS and rate of Child Maltreatment (Abuse & Neglect) at the county level in Oregon. Relief Nurseries serve the highest-risk children in our communities, ages 0-4, whose families average 18 or more risk factors. The babies and toddlers in this age group account for over 50% of founded cases of abuse and neglect in Oregon.

Risk Factor Domains Used in Present Study:	
1. Poverty (0-17 years)	6. Less Than High School Education
2. Unemployment	7. Low Birth Weight (LBW)
3. Food Stamp Usage	8. Domestic Violence (DV) Calls
4. Births to Teen Mothers	9. Drug Related Arrests
5. Single Status	10. Violent Crime

# Who We Serve...

- ▶ Children 0-5 and their parents or care givers who have multiple risk factors linked to child abuse and neglect.
- ▶ We serve more than 3,000 children per year and their families
- ▶ Families have an average of 16 “risk factors” based on 47 item list
  - ▶ 80% under/unemployed
  - ▶ 53% mental health problems
  - ▶ 50% intimate partner violence
  - ▶ 47% raised by alcohol or drug effect person
  - ▶ 46% unstable food supply for family
  - ▶ 44% adult victim of child abuse/neglect
  - ▶ 42% history of homelessness
  - ▶ 38% less than high school education
  - ▶ 36% incarceration or criminal justice supervision
  - ▶ 31% adults have history of an open case with child welfare
  - ▶ 25% adult victim of child sexual abuse or incest

*Table 2*  
*Primary Caregiver Demographics (n=2,026)*

	Number	Percent
<b>Race/Ethnicity</b>		
African American	58	2.9
American Indian/Alaska Native	61	3.0
Asian	13	0.6
Caucasian	1,211	59.8
Hispanic/Latino	481	23.7
Native Hawaiian/Pacific Islander	6	0.3
Other <sup>1</sup>	26	1.3
Missing	170	8.4
<b>Gender</b>		
Female	1,811	89.4
Male	125	6.2
Missing	90	4.4
<b>Age in Years<sup>2</sup></b>		
	<b>Years</b>	
Mean	28.1	
Median	27.1	
Minimum	0.0	
Maximum	70.2	
Standard Deviation	8.3	

<sup>1</sup> Due to differences in reporting across nurseries, "Other" includes ethnicities that were specifically marked as "Other" as well as those marked "mixed" and "bi-racial".

<sup>2</sup> This represents the age at earliest assessment date (difference between the number of years between date of birth and assessment date). When this difference was negative, the date of birth was replaced with 'missing' and the item was not included in the summary statistics.

*Table 3*  
*Child Demographics (n=2,025)*

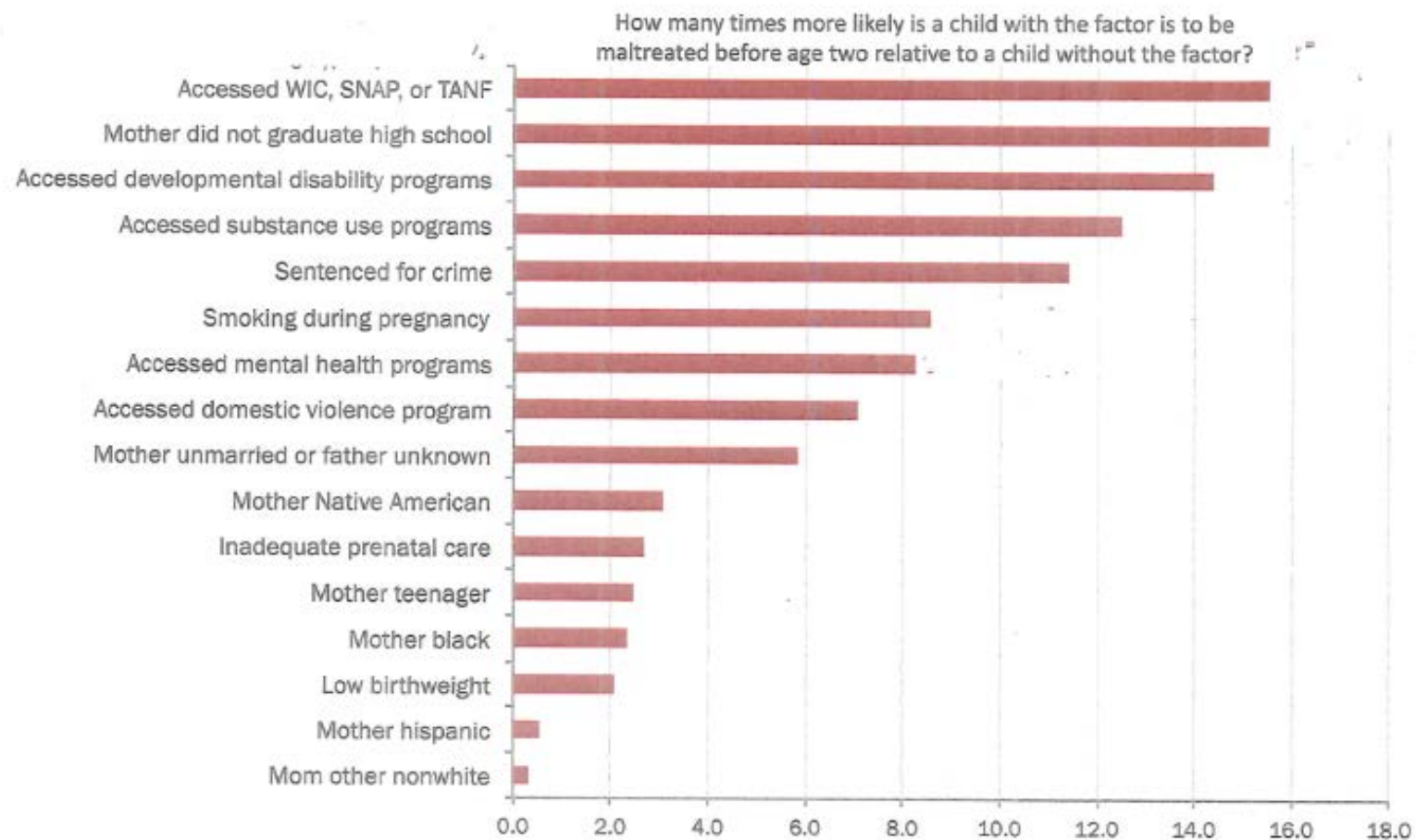
	Number	Percent
Race/Ethnicity		
African American	79	3.9
American Indian/Alaska Native	61	3.0
Asian	14	0.7
Caucasian	1,094	54.0
Hispanic/Latino	505	24.9
Native Hawaiian/Pacific Islander	11	0.5
Other <sup>1</sup>	107	5.3
Missing	154	7.6
Gender		
Female	927	45.8
Male	1,016	50.2
Missing	82	4.0
Age in Years <sup>2</sup>		Years
Mean		2.95
Median		2.02
Minimum		0.00
Maximum		69.19
Standard Deviation		5.3

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## Relative Risk of Maltreatment and Foster Care

(characteristics of the mother or child at birth)



Source: ECONorthwest analysis of ICS administrative data. Dataset include characteristics of mother or child known at birth and any interaction with certain Department of Human Services programs or sentencing from the Department of Justice two years prior to giving birth. All variables shown have a statistically significant relationship with maltreatment before age two and eventual entry into foster care before age six.

# OREGON CHILDREN AT RISK

Between 2001 and 2010, almost half a million children were born in Oregon. Over 2% of these children entered the foster care system before age four. Many of these children were at foreseeable risk. P4P research and modeling has identified key characteristics of children and their families that predict the likelihood of childhood abuse and neglect. Children without these characteristics are at much lower risk.

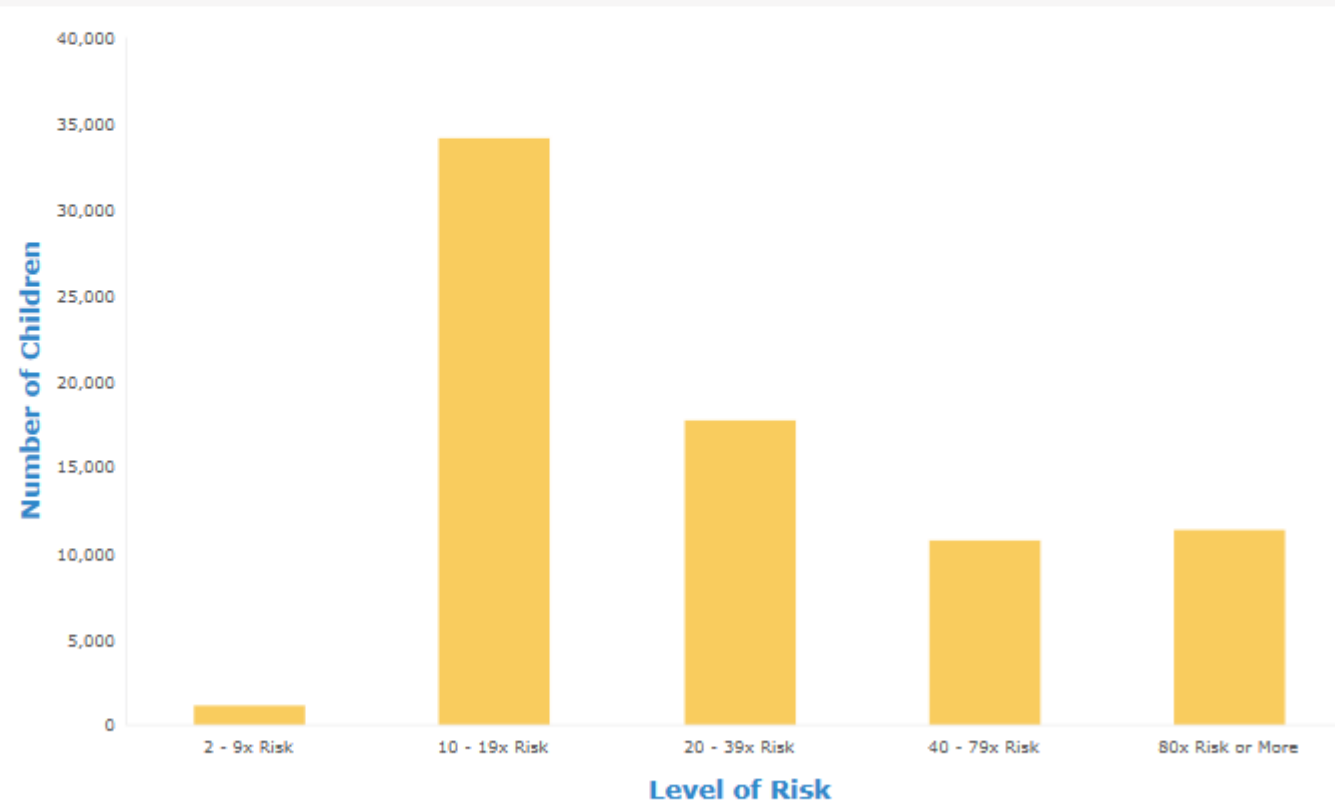
These data show all children born in Oregon between 2001 and 2010. Children with predictive factors are at much higher risk of maltreatment and entering foster care than children with none of these factors.

**Oregon Children** 75,074

Select and unselect any combination of the following P4P predictive factors:

- ☒ Poverty
- ☐ Parental education
- ☐ Parental substance abuse
- ☐ Parental criminal activity
- ☐ Parental mental health
- ☒ Family instability

## Children Born at Elevated Risk of Abuse and Neglect

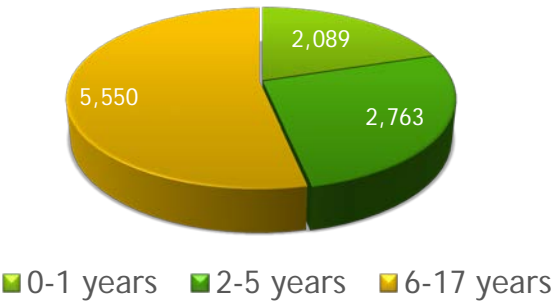


Source: ECONorthwest and CEBP analysis of Oregon DHS Data. Data shown include all children born in Oregon between 2001 and 2010. Comparison population is all children born with none of these predictive factors. These are not all possible predictive factors, but they exerted the strongest influence on the chances of maltreatment and were confirmed in the literature review.

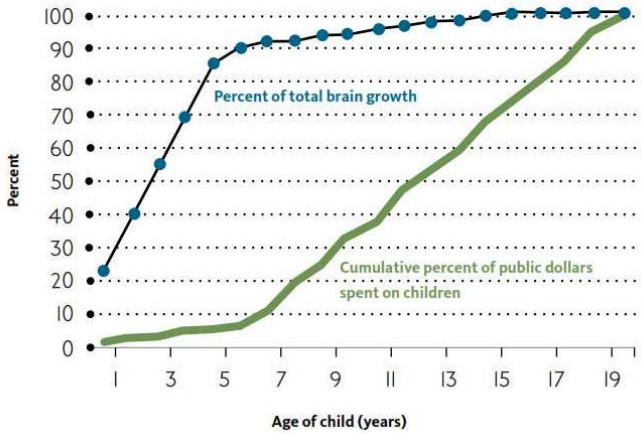


# Need for services...

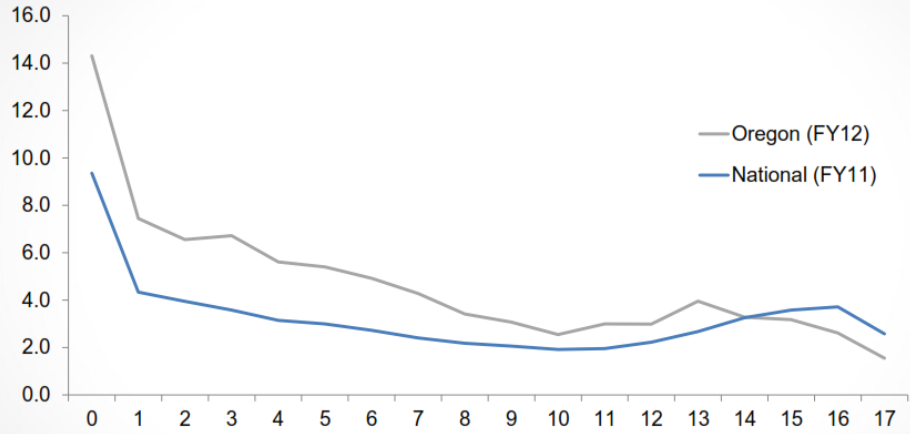
Oregon Child Abuse Victims  
2015



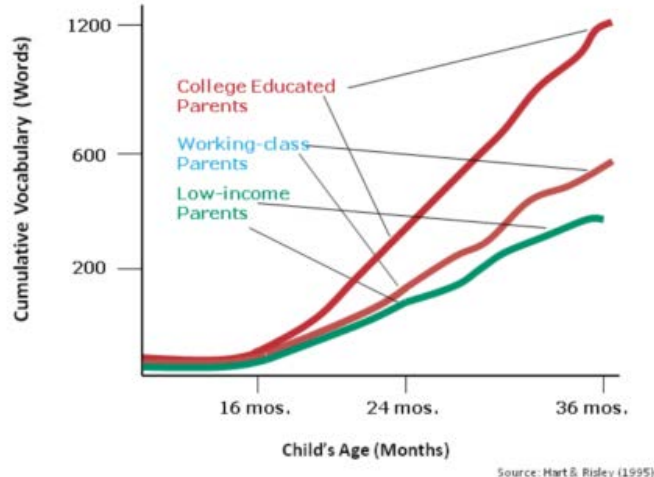
Brain Growth Compared to Public Expenditures  
on Young Children



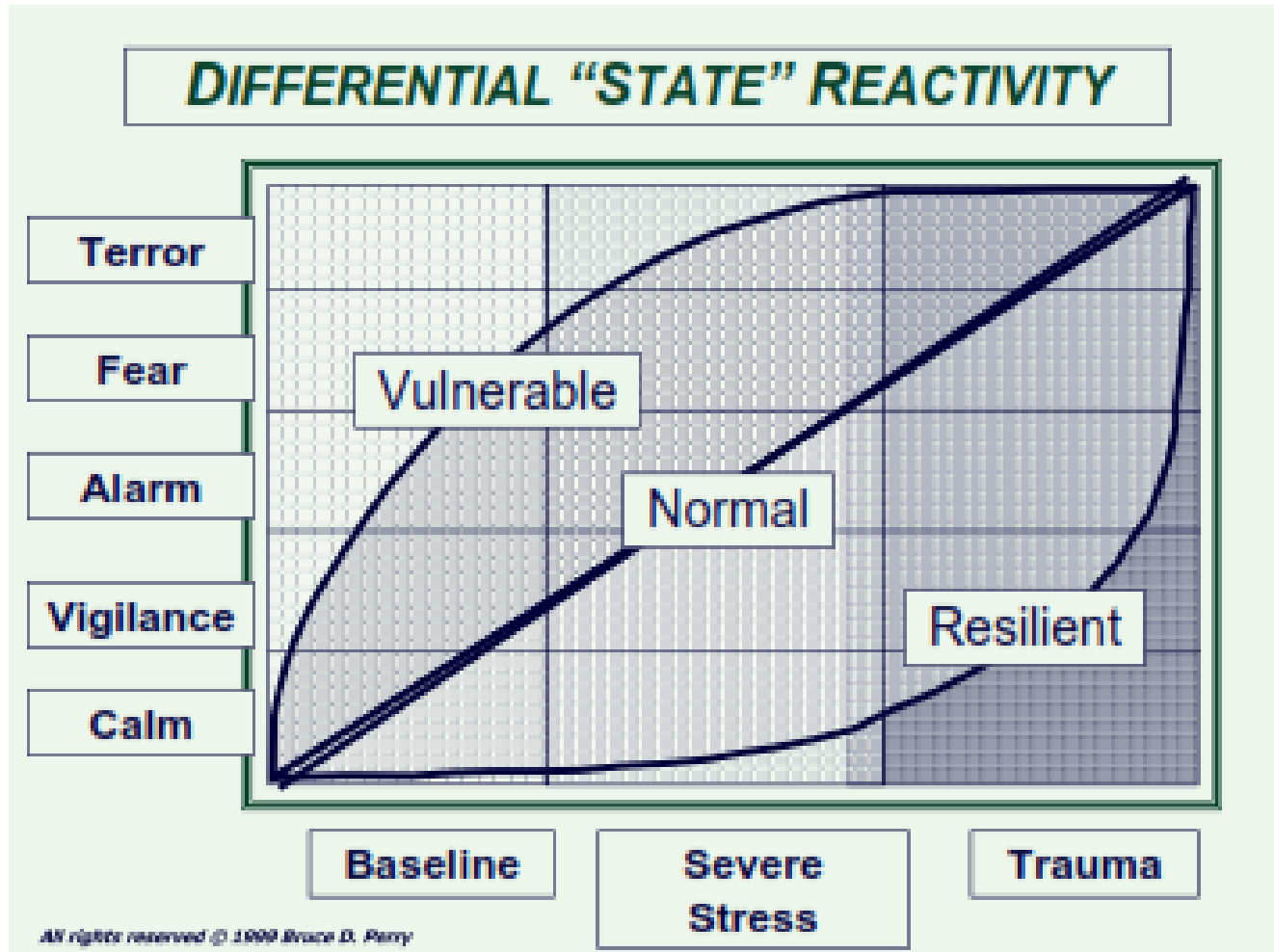
Rate of children entering care, by entry age  
(per 1000 children under 18 in general population)



Disparities in Early Vocabulary Growth



# Impact of Trauma on Young Children

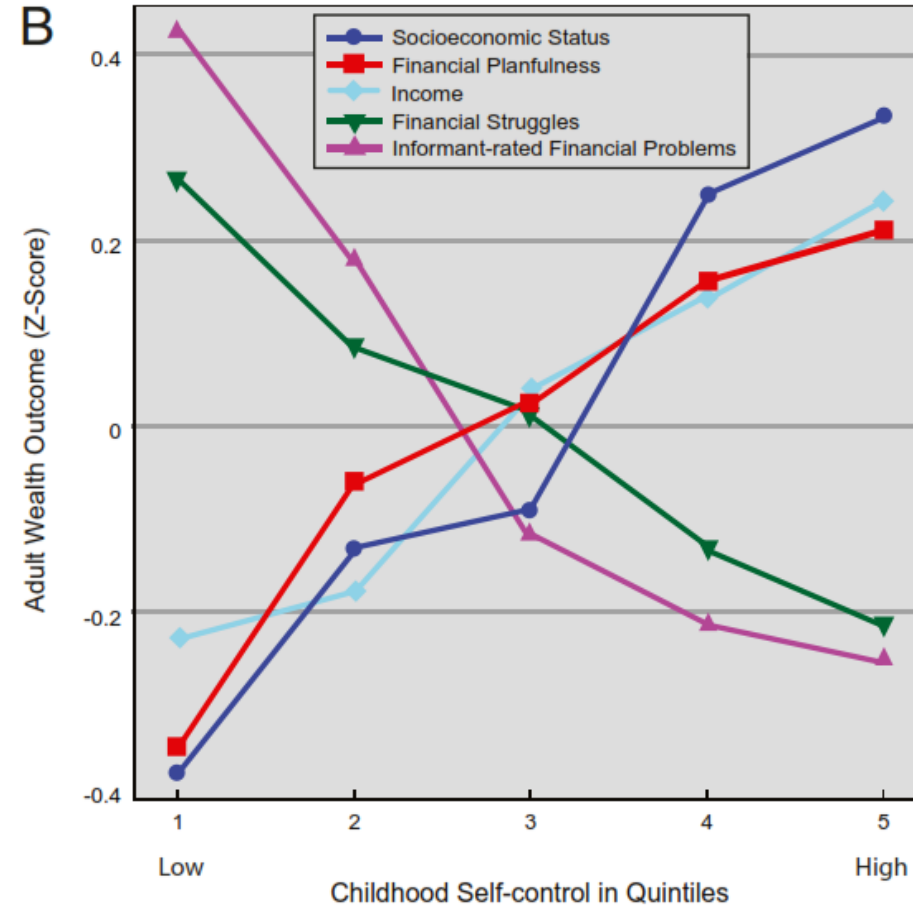
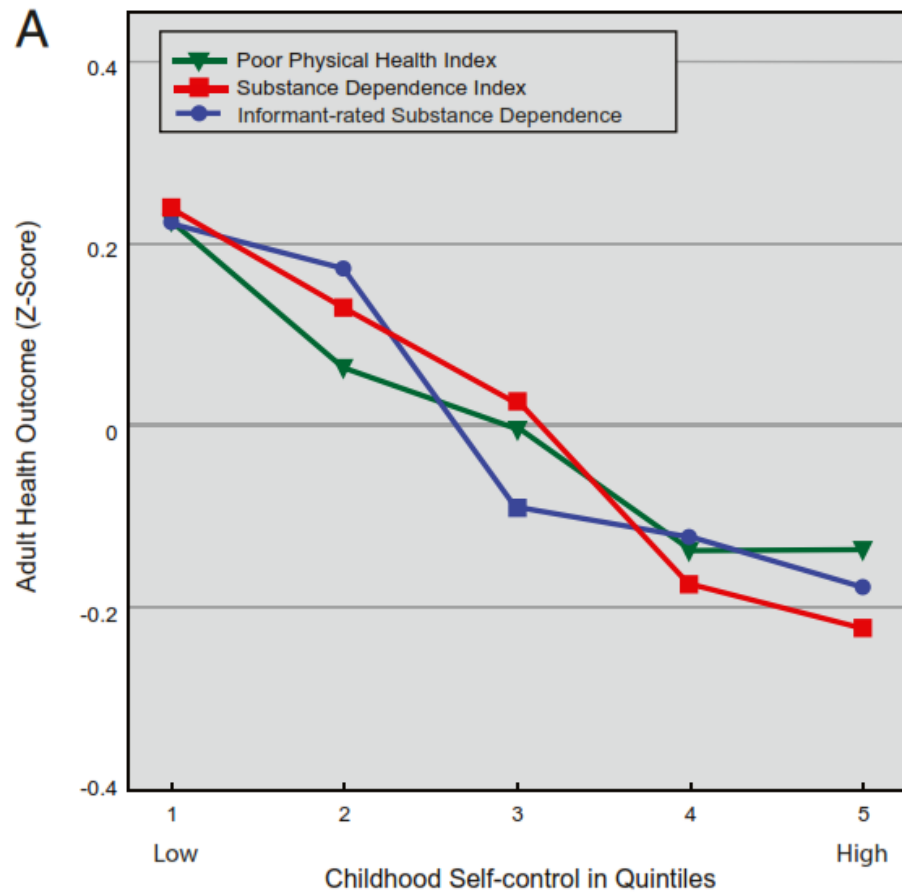




# 32 yr Longitudinal Study in Dunedin, NZ

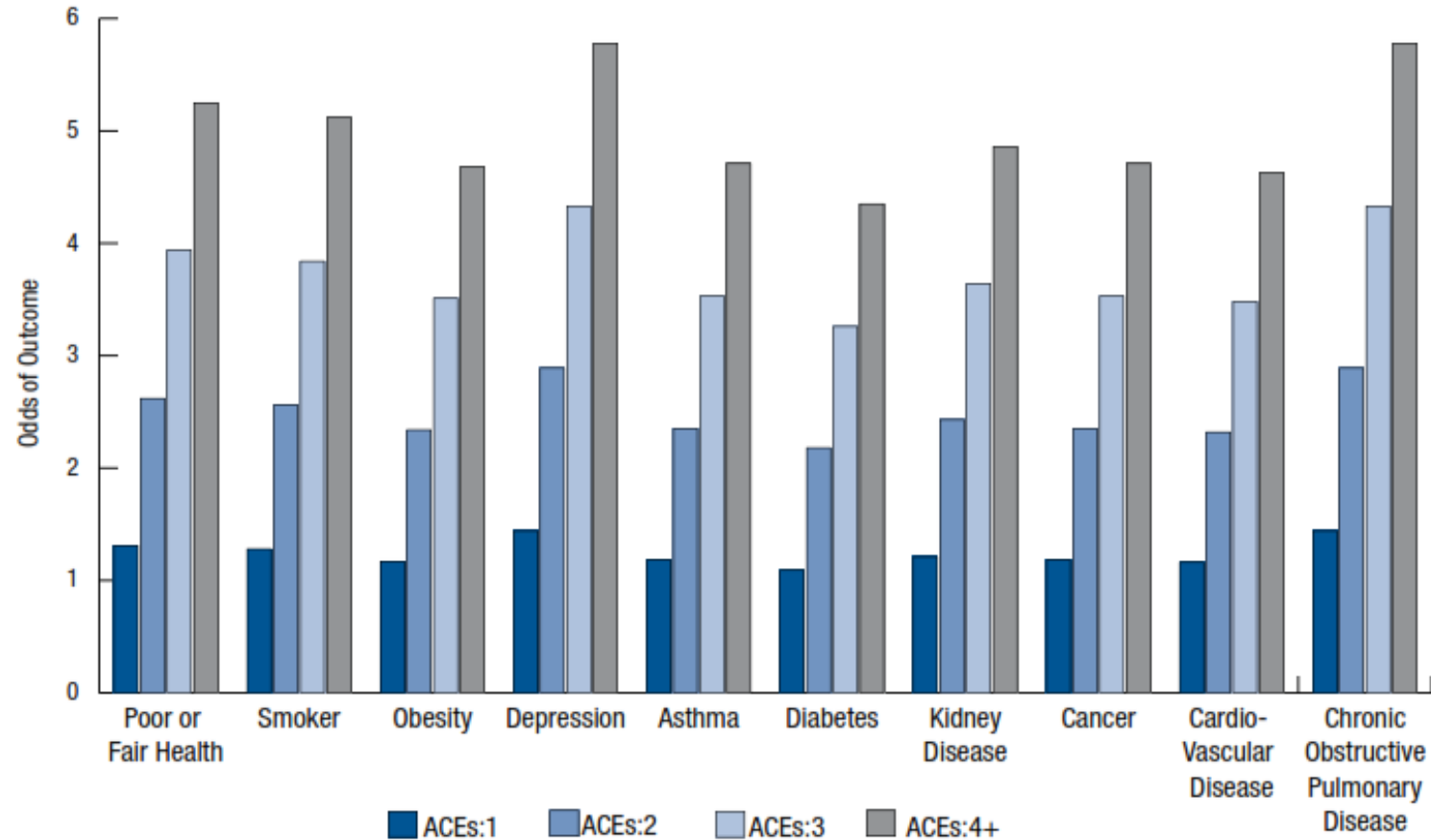
Childhood self-control predicts health, wealth and public safety

2011 paper by Moffitt, Arseneault, Belsky, Dickson, Hancox, Harrington, etc



# Adverse Childhood Experiences...

**The association between ACEs and health outcomes in Oregon, 2011 & 2013**



*This table highlights the relationship between the number of ACEs experienced and associated health outcomes. This analysis controlled for sociodemographics including age, sex, education, poverty, race and ethnicity, and for smoking for chronic obstructive pulmonary disease and cardiovascular disease.*



# Cascade of Experience- Societal Response Matters

Historic Trauma

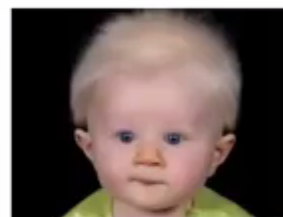
Adverse  
Childhood  
Experience

Adverse Peer  
&/or School  
Experience

Adverse Adult  
Experience

Multiple Mental,  
Physical,  
Relational, &/or  
Productivity  
Problems

ACE  
Transmission  
Risk



6:10 / 31:44



## Laura Porter Keynote: NEAR Science & New WA State Resilience Factor Findings



Foundation for Healthy Generations (Healthy Gen)



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# 2015 Status of Children in Oregon

## *Children First for Oregon*

INDICATOR	2012 (OREGON)	2013 (OREGON)	2013 (US)	OREGON RANK (BEST = 1)
Cohort Graduation Rate	68%	69%	81%	49
Early Education Enrollment	40%	41%	47%	38
Foster Care Rate	1.5%	1.4%	0.9%	43
Abuse and Neglect Victimization Rate	11.1	12.0	9.1	36

child  
abuse and  
neglect:

↓ 2%

in Oregon

compared to

↓ 25%

nationwide

# Oregon Department of Human Services

## Child Safety in Substitute Care

### Independent Review

September 13, 2016

#### Oregon Child Safety in Substitute Care Independent Review Findings

##### Safe and Appropriate Placements

More appropriate placements could prevent abuse of children and youth in substitute care.

- FINDING I - Space availability drives placement decisions, rather than the needs of children and youth.
- FINDING II - Oregon's placement capacity for children with high needs is shrinking.
- FINDING III - Substitute care providers are not adequately trained or supported to safely care for children and youth with high needs placed with them.
- FINDING IV - The urgency to find placements compromises certification and licensing standards.

##### Safe and Swift Response to Abuse in Care

A coordinated response to abuse in care could lead to earlier intervention and prevention of future abuse.

- FINDING V - Oregon's response to allegations of abuse in care is confusing and involves too many uncoordinated elements.
- FINDING VI - The CPS abuse in care reporting, screening, and investigation process is localized and may result in inconsistent responses to harm in care.
- FINDING VII - The current process of abuse in care reporting is rated untrustworthy by youth and other reporters.
- FINDING VIII - There is little to no follow-up on abuse in care investigations.
- FINDING IX - Information that could mitigate safety concerns is not efficiently shared between entities.

# What is a Relief Nursery...

- ▶ **Community-based organizations** that seek to prevent the cycle of child abuse and neglect through early intervention programs that focus on developing successful and resilient children, strengthening family skills of parents/care givers, and preserving families.
- ▶ **Relief Nursery services** are offered within a comprehensive and integrated early childhood and family support system designed to appropriately meet the needs of the individual families with children who have been abused or are at risk of child abuse and neglect.
- ▶ Relief Nurseries **must include** therapeutic early childhood education programs, home visitation and parent education and support.
- ▶ Relief Nursery services are voluntary, strength-based, culturally appropriate, and designed to achieve appropriate early-childhood benchmarks and healthy family functioning.

# Services include...

- ▶ **“Outreach”** – first contact with families includes intake & assessment.
  - ❑ Families who stay in this program receive home visits, respite child care , “basic needs” support and crisis intervention.
  - ❑ Home visiting schedule varies (weekly, monthly or on-demand).
  - ❑ Other names used - Home-Based services and Safety Net services
- ▶ **“Therapeutic Early Childhood Program”** (TECP) 300 contact hrs. annually
  - ❑ EC classes twice weekly for 3 hrs. with high staffing ratio and small group size.
  - ❑ Monthly home visiting focused on whole family
  - ❑ Monthly parenting classes and positive family socialization
  - ❑ Support services - transportation, material support and referrals for resources
- ▶ **Additional Services** – varies by program
  - ❑ Mental health (children and/or parents)
  - ❑ Parents in Recovery
  - ❑ Services for mandated parents ie supervised visitation
  - ❑ Home visiting program ie Health Families
  - ❑ Head Start, EI/ECSE, etc.



# More about Services...

- ▶ Early Childhood classes are regulated as “center-based” child care
  - ▶ Compliance with rules for staffing, policies, practices, safety and sanitation
  - ▶ Quality Rating Improvement System (QRIS) – typically 4 or 5 star
- ▶ Our niche is “therapeutic” early childhood classes
  - ▶ The Relief Nursery model has specified group size, staffing ratios and class frequency for infant, toddler and preschool classes.
  - ▶ Child Assessments – required
  - ▶ Curriculum requirements – focus on emotional, social and behavioral concerns.
  - ▶ Statewide evaluation system – required
- ▶ Home Visiting
  - ▶ Visits conducted by teacher
  - ▶ Promotes healthy development within the family context
  - ▶ Focused on family stabilization and resource referral
- ▶ Volunteers are key to delivering services in classroom



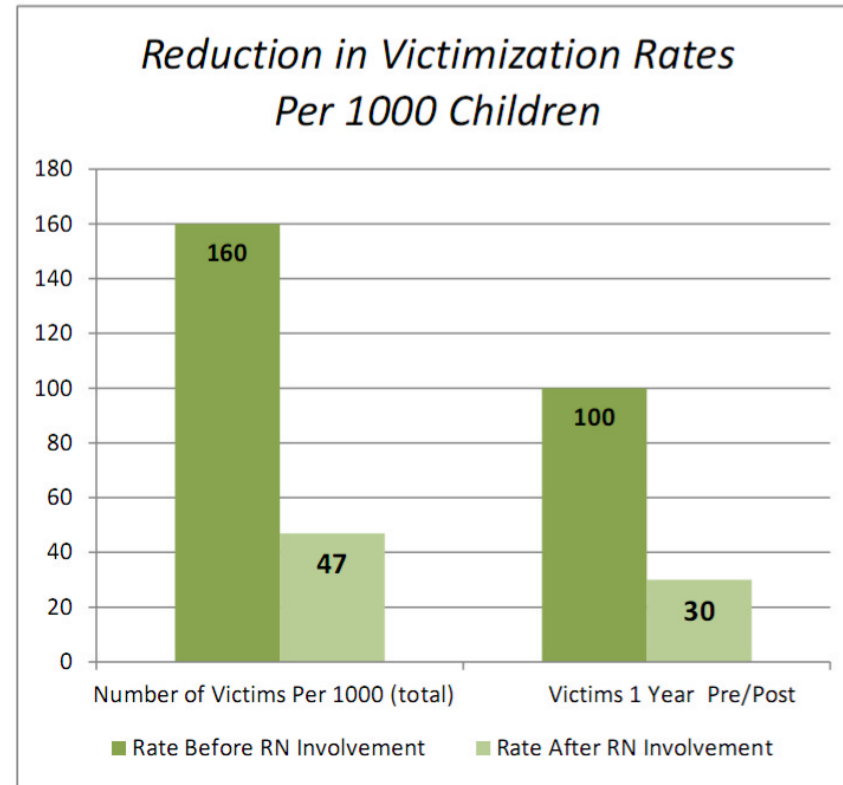
# Relief Nursery Outcomes...

Report on outcomes produced every two-years by external evaluators

- ▶ Consistently documented 70% reduction in the incidence of abuse/neglect (2005-2012)
- ▶ 95% of children free from abuse and neglect

Report for 2012-14 documented positive impact on:

- ▶ Family Violence and Victimization
- ▶ Poverty
- ▶ Child Welfare
- ▶ Mental Health
- ▶ Family risk factors



# Certification/Replication

- ▶ Key Relief Nursery program standards were in the (old) OAR's.
- ▶ Prior to Oregon Assoc. of Relief Nurseries (OARN), programs certified by team of 3 Relief Nursery directors with option for county or state representation.
- ▶ In the early years, Relief Nurseries replicated through Relief Nursery, Inc.
- ▶ Certification and Replication is now carried out by OARN.
- ▶ OARN staff along with volunteer Relief Nursery directors review materials and conduct a site visit to establish compliance with the Relief Nursery model in 70 areas.
- ▶ Replication support is provided by OARN and other Relief Nursery staff.
- ▶ "Relief Nursery" means something specific - more than a collection services.
- ▶ "Relief Nursery" is trademarked and materials copyright

# Certification Process...

- ▶ Organizing “Group” creates local mandate for Relief Nursery services
- ▶ OARN provides information and replication support
- ▶ Group must fulfill the following requirements from following sources:
  - ▶ Oregon Administrative Rules
    - ▶ Community
    - ▶ Legal (501c3 nonprofit)
    - ▶ Fiscal (25% cash match)
    - ▶ Infrastructure
    - ▶ Development (fund raising) & volunteer support
  - ▶ “Certification Binder” documenting evidence of meeting standards
  - ▶ Relief Nursery, Inc. Quality Assurance Standards (copyrighted)
- ▶ New Relief Nurseries and satellite programs are **STRONGLY** encouraged to bring new funding...otherwise support for existing programs is diluted.

# Self-Governance/Regulation

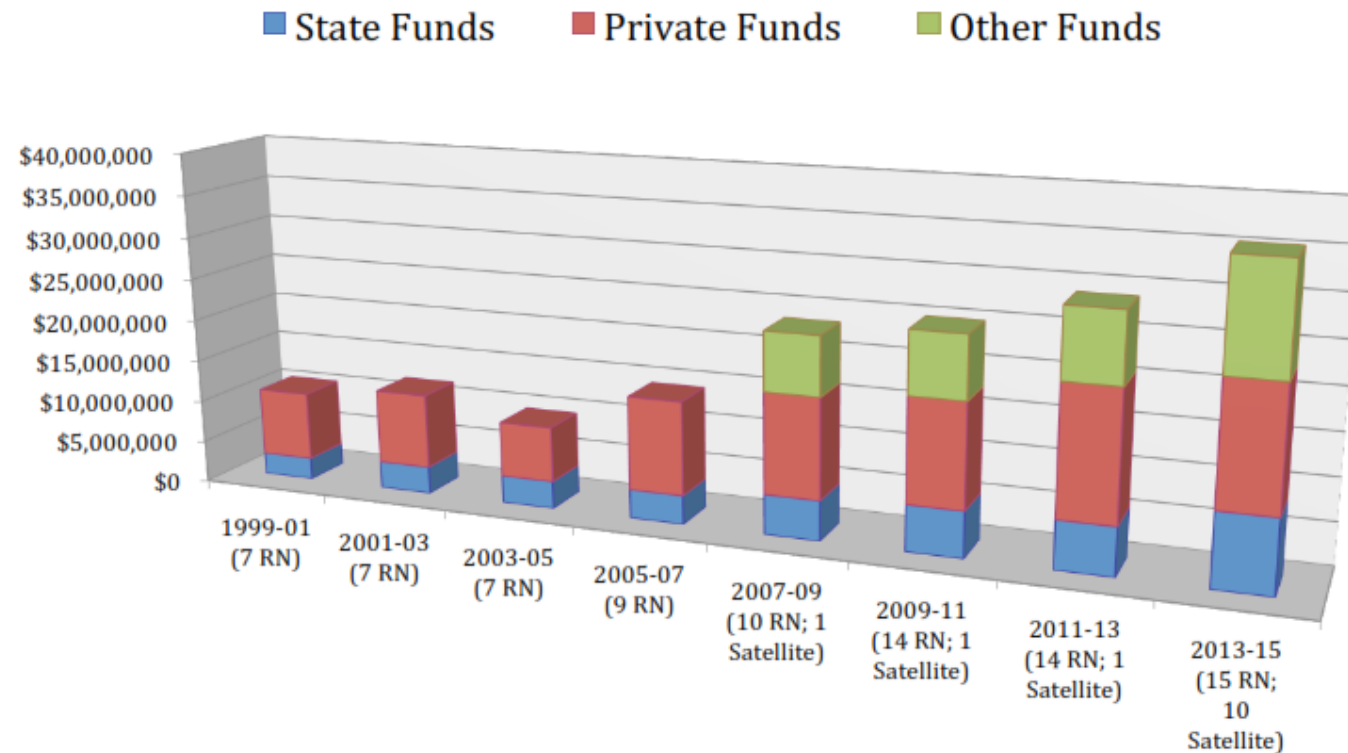
- ▶ Relief Nurseries are unique to Oregon
  - ▶ Our system of relief nurseries developed through 40 yrs of public/private partnership
  - ▶ Over half the funding for services comes to local program from private sector
  - ▶ OARN.. have written our own rules and divided our state funding among us
- ▶ Our work crosses typical silos of early childhood education, child welfare, behavioral and physical health, social services and private/public sectors.
- ▶ Oregon Association of Relief Nurseries is our statewide body to organize, advocate, and negotiate on behalf of individual Relief Nurseries in addition to supporting the evolution our program model. Our goal is the development of a robust system of Relief Nursery programs in Oregon.
- ▶ Relief Nursery programs have moved - Madras, Portland, and Gladstone

# What Relief Nurseries need from ELD

- ▶ Support our partnership that is successfully keeping young children safe, ameliorating the effects of trauma, stress and chaos in their lives, and providing meaningful support for vulnerable families with young children.
- ▶ Assurance that Relief Nurseries meet standards for safe, high-quality, early childhood care and education programs.
- ▶ Regulations and contracting practices that support our public/private partnership - especially flexibility in our funding.
- ▶ Require all Relief Nurseries to be certified by OARN
- ▶ Recognition of our self-governance and regulation
- ▶ Some things to consider:
  - ▶ Trauma informed care is tremendously important to how we work with clients
  - ▶ Home visits are similar to work done by community health workers
  - ▶ Relief Nurseries could potentially have a bigger role in helping the state work across silos of early childhood, child welfare, and physical and behavioral health especially in preventing and ameliorating the impact of adverse childhood experiences.

# The Value of Engaging Communities

## Relief Nurseries Stretch State Dollars with Local Support



	1999-01 (7 RN)	2001-03 (7 RN)	2003-05 (7 RN)	2005-07 (9 RN)	2007-09 (10 RN; 1 Satellite)	2009-11 (14 RN; 1 Satellite)	2011-13 (14 RN; 1 Satellite)	2013-15 (15 RN; 10 Satellite)
Other Funds					\$6,942,643	\$7,345,043	\$8,154,599	\$12,557,922
Private Funds	\$8,083,000	\$8,808,000	\$6,498,295	\$11,039,728	\$11,841,001	\$12,230,868	\$15,130,361	\$14,254,610
State Funds	\$2,600,000	\$3,238,856	\$3,275,000	\$3,416,000	\$4,709,702	\$5,439,279	\$5,659,132	\$8,598,800

# 2016 National Poll Conducted by the Independent Sector

*a leadership network America's charitable and philanthropic sector*





POLLING QUESTION:

Which do you think would be a better way to improve your community and your country? Pay an additional one thousand dollars in taxes to the federal government or give an additional one thousand dollars to charity.



**74%**  
**TRUST CHARITIES  
OVER THE FEDERAL  
GOVERNMENT**

This includes.  
85% of Republicans  
75% of Independents  
68% of Democrats  
79% of voters who make  
small donations  
76% who donate time weekly  
75% of millennials  
80% of women under 44  
81% of college grads



# Contracting Issues...

A Special Report focused on solutions  
to improve government-nonprofit contracting issues

**A Dozen Common Sense Solutions  
to Government-Nonprofit Contracting Problems**



**NATIONAL COUNCIL OF  
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National voice. State focus. Local impact.

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In 2010, the Urban Institute issued the results of the nation's first in-depth survey documenting that nationwide **more than half** of all nonprofit human service providers under contract with governments at the local, state, and federal levels reported problems in the following government practices:

1. Governments not paying the full costs that nonprofits incurred in delivering contracted services;
2. Governments failing to pay on time;
3. Governments changing contract terms mid-stream after agreements were signed;
4. Governments imposing costly and burdensome contract application requirements; and
5. Governments imposing costly and burdensome contract reporting requirements.<sup>1</sup>

Each of these and other problems with governments not meeting their contractual obligations adds unnecessary costs to nonprofits, governments, and taxpayers alike. The Urban Institute's latest nationwide survey reveals that those five core problems remain firmly entrenched.<sup>2</sup>

# Questions & Discussion....

