**THEMES GENERATED FROM HUMAN SERVICES & EARLY**

**CARE AND EDUCATION DEBRIEFS**

**version 4.19.18**

**Summary of Human Services and Early Care & Education Themes**

The following list summarizes the initial themes captured from the debriefs the Council had after the stakeholder engagements that involved Human Services and Early Care & Education. At this point, the process is capturing as many themes as possible to ensure Council members’ observations and ideas have described accurately. Please review the themes and identify if there were ideas or suggestions you submitted that have not been included. Themes will continue to be honed and clarified during Council debrief sessions and as other sectors and stakeholder engagements are engaged:

1. Cultural Responsiveness & Equity
2. Access to ECE
3. Affordability of ECE
4. Supply of ECE Settings
5. Workforce
6. Trauma-Informed Care
7. Supporting Families
8. Family-Centered Systems
9. Child Development Outcomes
10. Use of Data
11. Financing & Leveraging Resources
12. Building a Systems Approach
13. State-Community Connections
14. Geographic Specific Needs
15. Community Context
16. Connecting with Business

**THEMES WITH DETAILS FROM THE DEBRIEF FORMS & PARKING LOT**

*(not in any particular order, not implying or proposing a structure to the strategic plan)*

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| THEMES | DEBRIEF & PARKING LOT ITEMS |
| 1. Cultural Responsiveness & Equity | Cross Sector   * + What does it mean for the system and policy to require “cultural responsiveness”   + Cultural responsivity and equity across programs, services, policies, etc.   + Build universal system with flexibility and cultural responsive programs/abilities   + Equity requested across all programs   + Culturally specific priority: shifting power is painful   + Need shared definition of quality including culturally responsive in definition   + What does Oregon mean by “evidenced-based programs,” how have they been designed in the mind of equity, working with OR communities of color, delivering services in multicultural populations? Who do they see themselves working for?   + Assets in communities of color   + Need to ensure cultural responsiveness is woven throughout   + Evaluate curriculum and what public entities are requiring to be offered   + Focus on equity needs to embed all work. “ELC Priorities” chart needs greater focus/integration of equity language   Barriers/Challenges   * + Limited understanding of cultural relevant pedagogy and multicultural education   + Lack of cultural responsive programs   + Need more work on equity and cultural responsiveness   + Lack of culturally appropriate system   + Lack of culturally appropriate program design, e.g. lack of home visiting curriculum with regard to culture and language   + Support culturally specific parenting education, community health workers   + Cultural navigators   + Evaluate what is needed in more languages, e.g. IEP documents in families’ native language, provider training, etc. |
| 1. Access to ECE | Cross Sector   * + Shared values of accessibility, affordability, culturally responsive, sustaining wages for providers   + Child Welfare and Self-sufficiency need access; preschool benefits to DHS   + Align eligibility to ECE across Head Start, preschool, ERDC and TANF child care   + Develop a definition of high quality early learning that incorporates inclusion   + Preschool opportunities for more/all children and families   + Champion child care (public investment, accessibility, quality)   + Review across home visiting models the supports needed to better balance documentation requirements and what it takes for visitors to build relationships with families   Resources   * Understand the actual costs for what is expected and supports programs/providers need * End waitlists * Pre-K for all * Child Care access that truly offers a choice * Copay table * Understand and map the processes of payments by provider type, e.g. billing form processes   Barriers/Challenges   * + Lack of access to quality child care and the impact that has on families and child outcomes   + Lack of access to ERDC child care to include children with special needs and special health care needs   + Lack of access to early care and education for foster parents   + Resolve EI/ECSE disconnect from the ECE sector |
| 1. Affordability of ECE | Cross Sector   * + Shared values of accessibility, affordability, culturally responsive, sustaining wages for providers   + Define more carefully what we mean by “affordability” in child care – it is considered what parents can afford, but our terminology should reflect what parents can afford, what are the true costs, what it takes to address equity, etc. |
| 1. Supply of ECE Settings | Cross Sector   * + Shared value that there needs to be an adequate supply of quality ECE settings that provide families choice   + Incentives for employers to offer on-site childcare for low-wage workers   + Support child care as small businesses in innovative ways that the state supports other small businesses   Workforce Supply   * Remove barriers of consistency of programs; staff turnover causes people/programs to start again (DHS/ECE) * Supply of providers * Access to substitute pools * Living wage |
| 1. Workforce | Diversity & Professional Development   * Changing demographics: institutional structures slow to adapt EX: Barriers in ELE classes to getting more diverse workforce * Professional development shaped by meeting needs of diverse workforce * Providers that continue despite barriers * Acceptable and equitable learning pathways * Home based professional learning through FCN was critical to success * Role of Spark to build relationships and offer support for training and portfolios * Creating lab opportunities within community colleges to support students seeking Associates, ECE certificate, etc. * Family/Friend/Neighbor caregivers or license-exempt providers aren’t being touched by the Early Learning System or home visiting but spending a lot of time caring for children. Are there exceptions needed to support these caregivers? Are there models that look at this?   Recruitment/Turnover   * Workforce development/recruitment and mentoring for early childhood professionals * Remove barriers of consistency of programs; staff turnover causes people/programs to start again * Supply of providers   Livable Wages / Use of State Safety net   * Is there data available of how many/which positions of our workforce in ECE and Human Services receive a livable wage, especially for front line staff, e.g. WIC, SNAP, child care, etc. * Wages for providers   Barriers   * Provider training not available in multiple languages * Lack of workforce for parenting education services |
| 1. Trauma Informed Care | Shared Approach/Definition   * + Community approach to training and implementation that are trauma informed   + Implement and integrate trauma informed care and ACES across the system   + Collectively look at impact of intergenerational trauma for families/caregivers   + Terminology is coming up across sectors, but do not necessarily have a shared definition of “what it is and what it isn’t” and what should be included in training and implementation across programs and services   + Would like a deeper conversation of what the Early Learning Council means by “trauma informed care”   + Intersection between trauma informed care and culturally responsive practice |
| 1. Supporting Families   (what do families need) | Cross Sector   * + Shared values of efficiency, choice, reduce administrative burden   + Ensure that services are when and where families need them and not more expensive than traditional service hours   + Connecting families with resources in efficient ways – and support family choices   + Prioritize supports to families earlier   + Reduce the number of children in foster care   + Learned about continuum of families “readiness” for work – explore what it takes to support parent relationships with their children regardless of where they fall across that continuum   + Address ERDC and TANF child care eligibility and other requirements, e.g. work hours, teen parent and being in school– does community college count as work, the co-pay sliding scale, Network contracts, etc.   + Address family mental health issues   + Family coach/advocate/cultural navigation/system navigation   + Articulate needs of parent education   + Support bio parents and foster parents with parent education   + Service matching vs. service effectiveness   + Father engagement   + Mixed delivery model   Empower & Choice   * + Reduce family isolation   + Authentically empower parents/families to lead and guide policies, programs, investments, etc.   + Family engagement   + Use of strength-based family assessment   + Want to capture families’ experiences with each sector |
| 1. Family-Centered Systems Alignment   (building a system that works for families) | Cross Sector   * + Continuum of family support services offered – define continuum, identify ways the services could know about each other/determine coordination & alignment   + Map family support and parent education efforts and all the different funding streams across sectors   + Connecting in a personal way. EX: Peer support, home visiting   + Responsibility of each sector’s 2-way communication and relationships that need to be built with families   + Improve bi-directional communication with families, especially when families struggle to understand the policies related to their eligibility and call wait times are longer that breaks at work   + Information not reaching families about the supports that exist in Oregon   + Transportation – how families get to programs   + Professional development for workforce across sectors to better engage families   Leverage 2-Gen Strategies / Create 2-Gen Strategies   * + Create 2-Gen strategies by cross sectors coordinating/aligning programs or supports around families to co-impact family and children outcomes   + Parent and Family: engagement and education, two-gen approach, foster parents, resources to address protective factors to support parents   + Services families receive prior to removing child from the home |
| 1. Child Development Outcomes | * Observed the change in environments and practice due to QRIS and Preschool Promise – what could this mean for other children’s experiences? * Explore what children experience, the quality of relationships established, program’s instructional practice and how that impacts children’s outcomes * Address and clarify ERDC and TANF are as much about child development as they are a work support * Target services for children who do not qualify for EI/ECSE |
| 1. Use of Data | Cross Sector   * + Data driven, data system analysis decisions across systems   + Develop cross-sector metrics which take capacity issues into account   + Address bias in presentation in data   + How can predictive analytics be used, e.g. support licensing? |
| 1. Financing & Leveraging Resources | Focus   * OR funding 1-year paid family leave * Invest in ECE supply and affordability at the same time * Funding to end waitlists Revenue and investment in EL/CC system on part with K-College (Universal child care, pre-K, home visiting) * Home visiting/family support/parent education for all families: more for ELD and DHS; prioritize: highest needs families, 0-5; wrap around support * Pre-K for all * Child Care access that truly offers a choice * Analyze how state is claiming Medicaid dollars for EI/ECSE services * Finance home visiting staffing models that allows for visitors in the field to spend more time on relational skills and implementing the curriculum * Copay table – review copay and caps and how does it relate to the cliff effect * Layer 2Gen comprehensive programming and funding * Address timeliness of child care payments, billing form issues, payment process – review and understand administrative burden by provider type * Determine real cost of an effective, fully implemented ECE sector * Identify the real costs of what it takes fund programs that meets the expectation of what they are being asked to do * Expand dollars considering equitable funding for communities of color * Better, more blended, “Global Early Childhood Budget” * Does a global budget commute what is needed? A way to picture what is being used now and what is needed? How to include infrastructure needs? * Develop children’s budget of current revenue as basis for future budget requests * Advocate for an incremental increase of funding to make early learning available to all and families engaged   Barriers   * Lack of money and resources * Review Oregon’s “cliff effect”– at what wages/income do families leave key supports and services that they can’t replace because the increased salary is still not at adequate level to cover, i.e. food, housing and child care * Fragmented and itinerant funding streams |
| 1. Building a Systems Approach | Opportunities   * Policy review at system level that tracks collaboration barriers (across sectors) * How do we approach systems work in a collective impact framework (common agenda, shared measures, mutually reinforcing activities, continuous communication, backbone support organization) across sectors/divisions? * Approaches that could be leveraged to build common goals: Two-gen, self-efficacy/hope, collective impact * Many of the stakeholder agencies and programs have the same/very similar areas of focus and strategic goals – though the context maybe specific to the group they serve (foster care, FACT, Relief Nurseries, etc. * Everyone involved cares about families and kids * Human centered design * Enriching vs. placement paradigm * Systems that are flexible to individual needs * Look at and expand programs and services that are working * Joint goal setting and activity sharing * Do assessment of cross-system capacity * Think about systems, policy, cultural integration * Prevention needs to be a strategy   Interconnections   * More than one sector needs access to ECE * Coordination of home visiting across sectors * Basic needs must be addressed: Housing, adequate nutrition, hope, economic stability (including paid family leave, living wage), safety (community, home, child care), childcare supply, access, safety, quality, parent education, peer to peer connection, culturally relevant approaches * Create a formal resource list * Align/adopt self-sufficiency measures within early learning framework/dashboard; opportunity to leverage the DHS data * Explore co-location of services between sectors, e.g. SUN schools * Connections between home visiting and Early Learning Hubs – the extent of across the state, differences between urban-rural, differences between different HV models and locations * Systems of Care – how many exist in Oregon and which systems * Identify all the initiatives that are trying to connect different state systems – explore efficiency, how to make our systems “more human” in their approach   Barriers   * Fractured system * Cross-sector tension * More and consistent supports are needed * Barriers to communication * Instability at partnerships * Barriers: Skills to work cross-sector, bias in the system, unrealistic expectations of the true cost to implement programs and services * System alignment is missing * Statewide referral pathways * Lack of accountability for programs/providers to delivering top-line outcomes * Communication is and ongoing problem. Staff in programs are not always accommodating state programs do not talk to each other * We don’t make it easy for families * Bureaucratic barriers (forms, silos, system connections) * Infrastructure/resources problematic |
| 1. State-Community Connections | * Visiting hubs at local level to accomplish goals * Barriers to recognizing value of Community articulated vs outside perception * Identify administrative changes that can simplify Hub work * Communities commitments to partners/collaborations * Hubs experiences and challenges with connecting with other sectors and services, e.g. EI/ECSE * Need to map out different state-community connection efforts across the state and sectors, multiple regional/community initiatives with different boundaries |
| 1. Geographic Specific Needs | * Lack of services in rural areas * Rural vs. Urban needs * Shifting demographics across urban and rural settings * Differences in transportation resources across Oregon * Impact of immigration and lack of driver’s license on participation in services |
| 1. Community Context | * Housing and homelessness challenges * Availably of public transportation for families * Availability of parks, recreation, safe places to play * Impact of community violence * Impact of meth and heroin on communities and families |
| 1. Business Community | * + Incentives for employers to offer on-site childcare for low-wage workers |

**Parking Lot Items**

Parking lot items generated during the Human Services and ECE discussions have been organized into the themes above and selected items have been organized into these buckets:

1. **Items that have service and policy implementation issues** have been assigned to state agencies for follow-up:

* Policy clarification, alignment, and implementation of ERDC and TANF subsidized child care, e.g. work hours vs child care hours, impact of work hours on parent transportation options, co-pay sliding scale, teen parent policies, school/education policies, network contracts, payment policies and administrative burden by provider type

1. **Summary of the missing items** that Council members want included in a future meeting with stakeholders in order for it to inform the strategic plan. These items also included above in the themes above:

* Impact of increased foster care placement due to meth or heroin?
* What data is available of how many/which positions of our workforce in ECE and Human Services receive a livable wage?
* Review where is Oregon’s “cliff effect”– at what wages/income do families loose key supports and services that they can’t replace because the increased salary is still not at adequate level to cover, i.e. food, housing and child care
* Share examples of strategies to co-locate services between Human Services and other sectors, e.g. SUN schools
* Watch the Zero Weeks Documentary
* Discuss access to quality child care for children with special needs and special health care needs
* Transportation: (1) transportation to human services and early care and education programs and services – differences and needs across the state; (2) transportation issues that impact families’ ability to thrive where they live (public transportation)
* Explore opportunity COSA’s ECE agenda
* Child care health consultation -> ask to include the Health sector presentation
* Review summary of infant toddler parent survey findings
* More information on child welfare prevention focus funding in the community (contracts + family coaches) 🡪 model highlighted by Marion Polk)
* Oregon Health Plan partnership with DHS
* Child care link to community colleges

**Human Services Parking Lot Items**

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| Parking Lot Item | Theme |
| Terminology is coming up across sectors, but do not necessarily have a shared definition of “what it is and what it isn’t” and what should be included in training and implementation across programs and services | Trauma Informed Care |
| Would like a deeper conversation of what the Early Learning Council means by “trauma informed care” | Trauma Informed Care |
| Is there data available of how many/which positions of our workforce in ECE and Human Services receive a livable wage | Workforce |
| Review where is Oregon’s “cliff effect” happening – at what wages/income do families leave key supports and services that they can’t replace because the increased salary is still not at adequate level to cover, i.e. food, housing and child care | Financing & Leveraging Resources |
| Learned about continuum of families “readiness” for work – explore what it takes to support parent relationships with their children regardless of where they fall across that continuum | Supporting Families |
| Explore co-location of services between Human Services and the other sectors, e.g. SUN schools | Building a Systems Approach |
| Connections between home visiting and Early Learning Hubs – the extent of across the state, differences between urban-rural, differences between different HV models and locations | Building a Systems Approach |
| Systems of Care – how many exist in Oregon and which systems | Building a Systems Approach |
| Identify all the initiatives that are trying to connect different state systems – explore efficiency, how to make our systems “more human” in their approach | Building a Systems Approach |
| Map family support and parent education efforts and all the different funding streams across sectors | Family-Center Systems Alignment |
| What does it mean for the system and policy to require “cultural responsiveness” | Cultural Responsiveness & Equity |
| What does Oregon mean by “evidenced-based programs,” how have they been designed in the mind of equity, working with OR communities of color, delivering services in multicultural populations? Who do they see themselves working for? | Cultural Responsiveness & Equity |
| Impact of meth and heroin on communities and families | Community Context |
| Want to capture families’ experiences with each sector | Supporting Families |
| Continuum of family support services offered – define continuum, identify ways the services could know about each other / work together / determine coordination and alignment | Family-Center Systems Alignment |

**Early Care and Education Parking Lot Items**

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| Parking Lot Item | Theme |
| Support child care as small businesses in innovative ways that the state supports other small businesses | Supply of ECE Settings |
| Access to substitute pools | Supply of ECE Settings |
| Lack of access to child care and inclusion for children with special needs and special health care needs | Access to ECE |
| Transportation – how families get to programs | Family-Centered Systems Alignment |
| Differences in transportation resources across Oregon | Geographic Specific Needs |
| Address challenges with ERDC and TANF child care eligibility and other requirements, e.g. reimbursed work hours, teen parent and being in school requirements, the co-pay sliding scale, Network contracts, etc. | Supporting Families |
| Address and clarify ERDC and TANF are as much about child development as they are a work support | Child Development Outcomes |
| Responsibility of each sector’s 2-way communication and relationships that need to be built with families | Family-Centered Systems Alignment |
| Improve bi-directional communication with families, especially when families struggle to understand the policies related to their eligibility and call wait times are longer that breaks at work | Family-Centered Systems Alignment |
| Understand and map the processes of payments by provider type, e.g. billing form processes | Access to ECE |
| Resolve EI/ECSE disconnect from the ECE sector | Access to ECE |
| Analyze how state is claiming Medicaid dollars for EI/ECSE services | Financing & Leveraging Resources |
| Does a global budget commute what is needed? A way to picture what is being used now and what is needed? How to include infrastructure needs? | Financing & Leveraging Resources |
| Think about systems, policy, cultural integration | Building a Systems Approach |
| Prevention needs to be a strategy | Building a Systems Approach |
| Review across home visiting models the supports needed to better balance documentation requirements and what it takes for visitors to build relationships with families | Access to ECE |