

OREGON EARLY LEARNING COUNCIL STRATEGIC PLANNING PROCESS JUNE 6, 2018

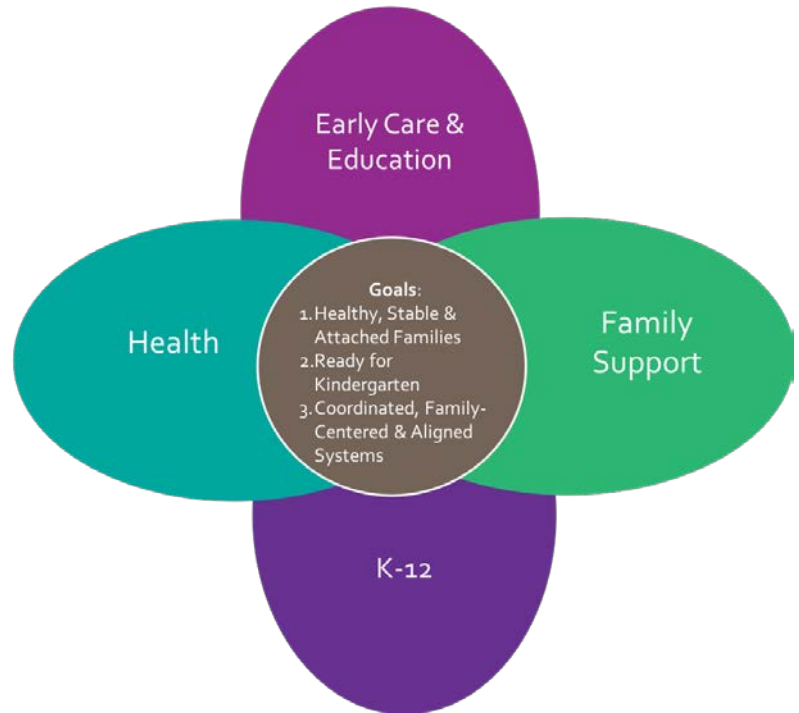
Purpose of Strategic Plan

The Early Learning Council Strategic Plan will describe the goals, strategies and activities that the Council will advance over five years from 2019 – 2024.

The Plan will represent what the Council considers as the most strategic to advance an Oregon early learning system for children ages prenatal to five and their families toward the vision or system goals that:

1. Children are raised in healthy, stable & attached families
2. Children arrive ready for kindergarten
3. Coordinated, family-center & aligned systems

The early learning system incorporates the coordination and alignment across key sectors, including Early Care and Education, Health, K-12, Family Support, e.g. Human Services, Housing & Community Services, etc.



Strategic Plan Process

The Early Learning Council has committed to a series of dedicated meetings to hear from stakeholders from each of the key sectors that include state agency and division leadership, program administrators, hubs and other regional entities, providers and families. Council members will also be participating in stakeholder engagements outside of the meeting structure and attending events around the state and bringing that information back to the full Council.

During the stakeholder engagements, Council members are listening for:

- Each sector's key goals and priorities for children prenatal to five and their families,
- Strengths and barriers for reaching those goals and priorities,
- Opportunities for shared interests and work across sectors related to the three systems goals.

Council members are also listening for what would be most strategic in the next five years to advance an early learning system that has the capacity to support the development and well-being of children prenatal to age five nested in their families and communities.

Throughout the process, Council members are using the equity lens to engage diverse voices across the state and how it will be woven across the strategies in the strategic plan.

Getting to the Strategic Plan

The drafting of the strategic plan will be an iterative process with the Council members. It will be a process of capturing Council members' expertise, learnings, and brainstorming from the stakeholder engagements, analyzing those debriefs, and making decisions of what is the most strategic in building the best Oregon early learning system over the next five years.

The list starting on the following page summarizes the themes captured from the initial debriefs the Council had through discussion and submitted in writing after the stakeholder engagements that involved Human Services, Early Care & Education, and K-12. At this point, the process is capturing as many themes as possible to ensure Council members' observations and ideas have been described accurately. As part of the iterative process, themes will ultimately be combined and prioritized. Themes will continue to be honed and clarified during Council debrief sessions and as other sectors and stakeholders are engaged.

Council members may begin to identify emerging goals and strategies for the strategic plan when reviewing the themes. There will be a process to do this more formally after themes are incorporated from the other sectors. The strategic plan could include different types of goals, including but not all encompassing:

- Sector-specific goals that contribute to an Oregon early learning system
- Sector-specific goals that contribute to the early care and education sector
- Cross-sector goals that will advance progress toward the systems vision of (1) Children are raised in healthy, stable & attached families, (2) Children arrive ready for kindergarten, and (3) Coordinated, family-center & aligned systems
- Alignment and coordination goals across sectors that will advance progress toward shared interests in child and family outcomes
- Issue or service-specific goals that more than one or all sectors share, e.g. trauma-informed care, cultural responsiveness & equity, family support services

THEMES GENERATED FROM HUMAN SERVICES, EARLY CARE AND EDUCATION & K-12 DEBRIEFS

version 5.24.18

SUMMARY OF HUMAN SERVICES, EARLY CARE & EDUCATION AND K-12 THEMES

The following list summarizes the initial themes captured from the debriefs the Council had after the stakeholder engagements that involved Human Services, Early Care & Education, and K-12. At this point, the process is capturing as many themes as possible to ensure Council members' observations and ideas have described accurately. Themes will continue to be honed and clarified during Council debrief sessions and additional stakeholder engagements:

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|-------------------------------------|--------------------------------------|
| 1. Cultural Responsiveness & Equity | 11. Supporting Families |
| 2. Access to ECE | 12. Family-Centered Systems |
| 3. Affordability of ECE | 13. Use of Data |
| 4. Supply of ECE Settings | 14. Financing & Leveraging Resources |
| 5. Quality of Settings | 15. Building a Systems Approach |
| 6. Standards/Regulations Alignment | 16. State-Community Connections |
| 7. Child Development Outcomes | 17. Geographic Specific Needs |
| 8. Workforce | 18. Community Context |
| 9. Trauma-Informed Care | 19. Connecting with Business |
| 10. Inclusion | 20. Role of Early Learning Council |

THEMES WITH DETAILS FROM THE DEBRIEF FORMS & PARKING LOT

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

THEMES	DEBRIEF & PARKING LOT ITEMS
1. Cultural Responsiveness & Equity	<u>Cross Sector – shared definitions, vision, implementation</u>
	<ul style="list-style-type: none"> Have all the sectors involved in the early learning share what it means for the system and policy to require “cultural responsiveness” Define what cultural responsivity and equity means across programs, services, policies, etc. Build universal system with flexibility to be culturally responsive Prioritize supporting culturally specific strategies Need to ensure cultural responsiveness is woven throughout strategic plan
	<u>Strategies</u>
	<ul style="list-style-type: none"> Evaluate curriculum and what public entities are requiring to be offered “ELC Priorities” chart needs greater focus/integration of equity language Include cultural competence and responsive in what Oregon means by “evidenced-based programs” Build capacity of local cultural specific organizations that benefit all sectors Focus on culturally responsive programs that are doing direct care and supporting other providers State Board of Ed – policy urges schools to be welcoming to all students
	<u>Barriers/Challenges</u>
	<ul style="list-style-type: none"> Limited understanding of culturally relevant pedagogy Lack of cultural responsive programs

	<ul style="list-style-type: none"> • 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 • Evaluate what is needed in more languages, e.g. IEP documents in families' native language, provider training, etc.
2. Access to ECE	<p><u>Cross Sector– shared definitions, vision, implementation</u></p> <ul style="list-style-type: none"> • Sectors share values of accessibility, affordability, culturally responsiveness, sustaining wages for providers • Shared interest across sectors in families having access to ECE, e.g. Child Welfare and Self-sufficiency need access <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Align eligibility across Head Start, preschool, ERDC and TANF child care • Provide 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 • Understand the actual costs for what is expected and needed supports • End waitlists • Offer child care access that truly offers a choice • Understand and map the processes of payments by provider type, e.g. billing form processes • Education equity – review old policies for improvement • Offer universal Pre-K for all through a variety of options/models • Analyze chronic absenteeism in K and 1 – figure out the what and the why • Provide access to all families with an Individualized Family Support Plan <p><u>Barriers/Challenges</u></p> <ul style="list-style-type: none"> • Lack of access to quality child care and the impact on outcomes • Lack of access to early care and education for foster parents
3. Affordability of ECE	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • Shared values of accessibility, affordability, culturally responsive, sustaining wages for providers • Define more carefully what we mean by “affordability” – it is considered what child care parents can afford, but terminology should reflect what parents can afford, what the true costs are, what it takes to address equity, etc.
4. Supply of ECE Settings	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • 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 • All 16 HUBs need Pre-K Promise • Systemize and align all preschool models <p><u>Workforce Supply</u></p> <ul style="list-style-type: none"> • Remove barriers of consistency of programs; staff turnover causes people/programs to start again (DHS/ECE) • Supply of providers

	<ul style="list-style-type: none"> • Access to substitute pools • Living wage
5. Quality	<ul style="list-style-type: none"> • Create shared definition of quality; include culturally responsiveness and inclusion in definition • Define quality • Do not talk enough of “Ready Schools” and what our ECE and K-12 settings need in order to make outcomes happen
6. Standards/Regulations Alignment	<p><u>ECE – K12 Alignment</u></p> <ul style="list-style-type: none"> • Determine which preschool-kindergarten regulations need to be aligned, and which ones require administrative v. legislative/statutory changes • Work more closely between ECE and EI/ECSE • Align preschool and kindergarten standards • Align/ensure similar equity lens and framework for policy development • What does alignment look like for a mixed delivery preschool that is delivered through child care, Head Start, and schools? • Share/align pool of substitutes across preschool and K-5 • Align background checks and training requirements <p><u>Assessment Alignment</u></p> <ul style="list-style-type: none"> • Examine kindergarten assessment purpose and clarify (Pre-K and K) • Link assessment, referral, and services
7. Child Development Outcomes	<p><u>Services that Impact Outcomes</u></p> <ul style="list-style-type: none"> • Observed the change in quality due to QRIS and Preschool Promise • Explore program’s instructional practice and impacts on children’s outcomes • Address and clarify ERDC and TANF are as much about child development as they are a work support • Kindergarten teacher changed process for welcoming new students, no more crying, kids eased into assessment <p><u>Social Emotional</u></p> <ul style="list-style-type: none"> • Increasing concerns, not sure if there is a clear that there was cultural lens • Expand “Empathy First” • Identify partners to support social emotional needs of preschoolers • State policy and supports needed to respond the concerns of children’s challenging behaviors and bring strategies for looking at broader environmental contributions as well as addressing child-specific concerns • Use of the word “violent behavior” is problematic • Approach to discipline is an issue • Human Services and Education have a joint goal/plan to address social emotional need of early childhood
8. Workforce	<p><u>Equity & Professional Development</u></p> <ul style="list-style-type: none"> • Institutional structures slow to adapt to changing demographics, e.g. barriers in ELE classes to getting more diverse workforce • Professional development shaped by meeting needs of diverse workforce • Acceptable and equitable learning pathways • Home based professional learning through FCN is critical to success • Deliver trainings in a cultural specific way is all about who delivers it

	<ul style="list-style-type: none"> Culturally relevant practice needs to intersect with training and supports to build workforce capacity to effectively build relationships with children, promote social-emotional development, and respond to behaviors <p><u>Workforce Capacity</u></p> <ul style="list-style-type: none"> Role of Spark to build relationships and offer support Create 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 Training for teachers/parents about transitioning children w/special needs. Training on design thinking (Stanford Design School) re: empathy Develop understanding of importance of building capacity <p><u>Recruitment/Turnover</u></p> <ul style="list-style-type: none"> Workforce recruitment and mentoring for early childhood professionals Remove barriers to consistency of programs; staff turnover causes people/programs to start again Supply of providers <p><u>Alignment/Coordination Opportunities</u></p> <ul style="list-style-type: none"> Professional development needed across early learning-preschool-K/3 Create more alignment preschool, K, and, special needs Idea of K transition as being both ways – kids ready, adults ready <p><u>Livable Wages / Use of State Safety Net</u></p> <ul style="list-style-type: none"> 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 <p><u>Barriers</u></p> <ul style="list-style-type: none"> Provider training not available in multiple languages Lack of workforce for parenting education services
9. Trauma Informed Care	<p><u>Shared Approach/Definition</u></p> <ul style="list-style-type: none"> 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” Collectively understand impact of intergenerational trauma for caregivers <p><u>Implement Trauma-Informed Practices</u></p> <ul style="list-style-type: none"> Community approach to training that are trauma informed Implement and integrate trauma informed care and ACES across the system Intersect trauma informed care and culturally responsive practice
10. Inclusion	<p><u>Cross Sectors/Systems/Alignment</u></p> <ul style="list-style-type: none"> All sectors have families that need more/tailored support – how does K-12, human services, ECE, health, etc. identify all the ways families are reached, and develop a stronger strategy across sectors Target services for children who do not qualify for EI/ECSE

	<ul style="list-style-type: none"> • One of the most restricted EI/Part C eligibility definition in the country while developmental screening is flagging more kids that need something • CCO metric for developmental screening impact on EI/ECSE • Oregon research on how to increase success from referral to assessment and finding those referred stop because of poor experience, lack of cross-system response of what to with children being flagged but with a highly restricted EI program and what EI and other supports should exist and be expanded • Hubs experiences and challenges with connecting with other sectors and services, e.g. EI/ECSE <p><u>Access to Quality ECE</u></p> <ul style="list-style-type: none"> • Lack of access to ERDC child care to include children with special needs and special health care needs • Build capacity, cultural/linguistically responsive, to access and treat students with special needs • Develop a strategy to look at bias in the special education services system • Develop plan on how to address expanding need for EI ECSE to be able to provide care and integrate with other services to meet needs <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Implication of who is doing the assessment/evaluation for EI/ECSE services – cultural and linguistic representation <p><u>Financing</u></p> <ul style="list-style-type: none"> • Analyze how state is claiming Medicaid dollars for EI/ECSE services • Growing EI/ECSE caseload, but constrained within the 2-year budget • Be more effective in Medicaid claiming for EI/ECSE <p><u>Data</u></p> <ul style="list-style-type: none"> • Concerns about under-identification in early learning EI/ECSE • Where is it EI/ECSE caseload over/under represented (0-5 vs K-3) Oregon research on how to increase success from referral to assessment and finding those referred stops because of poor experience, lack of cross-system response of what to with children being flagged but with a highly restricted EI program and what EI and other supports should exist and be expanded
<p>11. Supporting Families (what do families need)</p>	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • Shared values of efficiency, choice, reduce administrative burden <p><u>Design of Supports & Services</u></p> <ul style="list-style-type: none"> • Ensure that services are when and where families need them and not more expensive than traditional service hours • Connect families with resources in efficient ways • Prioritize supports to families earlier / when children are younger • 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 • Provide family coach/advocate/cultural navigation/system navigation • Service matching vs. service effectiveness • Support mixed delivery model to provide choice/range of settings for families • Include parents in the conversations and design of services • Embed two-gen approach

	<ul style="list-style-type: none"> • Reduce the number of children in foster care • Support bio parents and foster parents with parent education <p><u>Support Parents’ Relationships with Children</u></p> <ul style="list-style-type: none"> • Explore what it takes to support parents’ relationships with their children regardless of where they are on DHS’ continuum of readiness for work <p><u>Parent Education</u></p> <ul style="list-style-type: none"> • Opportunities to plan and coordinate parenting supports – realization during K12 presentation DHS has services that parents in ECE programs can utilize • Increase access to evidence-based parenting programs, peer trainings, delivered by parents • Educational materials translated in multiple languages/formats that convey Parent is the first teacher • Developing parent advocates • Ready Schools: Move away from traditional events and to empathy first <p><u>Communication & Engagement</u></p> <ul style="list-style-type: none"> • Include everyone in conversation; don’t make assumptions • Increase parent voices • What sectors have strong connections w/families v. those that do not engage successfully • Communication between schools and parents • Keep families/parents at home in view: all efforts through parents as first teachers and primary advocate lens • Prioritize parent leadership • Online calendar of local events • Updated monthly with all activities; including sign-up information • Distribute to all organizations <p><u>Empower Families, Connect Families, Reduce Isolation</u></p> <ul style="list-style-type: none"> • Reduce family isolation • Authentically empower parents/families to lead and guide policies, programs, investments, etc. • Include father engagement • Family engagement • Use of strength-based family assessment • Want to capture families’ experiences with each sector
<p>12. Family-Centered Systems Alignment (building a system that works for families)</p>	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • Define continuum of family support services; 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 • Connect with families in a personal way. EX: Peer support, home visiting • Each sector’s responsibility for 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 than breaks at work • Information not reaching families about the supports that exist in Oregon • Transportation – how families get to programs

	<ul style="list-style-type: none"> • Professional development across sectors on how to better engage families • “No Wrong Door” approach for providers (especially in-home) to ensure their families the needed services <p><u>Leverage 2-Gen Strategies</u></p> <ul style="list-style-type: none"> • 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
13. Use of Data	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • Data driven 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? • Understand and align data collection management • ELC can encourage Key Performance Measure that point to overall outcomes for families/children • Create dashboard that fits with other sector dashboards to get overall picture of how families/communities are doing • Check policy on data tracking of developmental delays as Oregon legislature directs what data is collected • More preschool data from school districts
14. Financing & Leveraging Resources	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • Copay table – review copay and caps and how does it relate to the cliff effect • Layer 2Gen comprehensive programming and funding • Identify the real costs of what it takes fund programs that meets the expectation of what they are being asked to do • 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 • Appropriate role of Pay for Success in Oregon’s context • Companies role in investing in these services <p><u>Service Dollars</u></p> <ul style="list-style-type: none"> • Funding for 1-year paid family leave • Invest in ECE supply and affordability at the same time • Funding to end waitlists • 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 • Finance home visiting staffing models that allows for visitors in the field to spend more time on relational skills and implementing the curriculum • 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

	<ul style="list-style-type: none"> • Advocate for an incremental increase of funding to make early learning available to all and families engaged • Funding to support Universal Pre-K • Advocate in legislature for the funding to support these programs • Kindergarten Partnership Innovation fund • Early Learning HUB and • Great Start \$\$\$ • Title I • Learn more about how school districts are blending/braiding funding to offer early care and education services and how can state policy make that blending and braiding easier and less time intensive <p><u>Barriers</u></p> <ul style="list-style-type: none"> • 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
<p>15. Building a Systems Approach</p>	<p><u>Opportunities</u></p> <ul style="list-style-type: none"> • 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 • KPI dollars supported this work of early learning and K-12 connection • (KPI- \$500k) it dramatically changed the conversation and allowed it to happen. <p><u>Interconnections</u></p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 • Seed money for innovation • Align priorities w/philanthropic community particularly around innovation • Create a catalogue of innovative practices in OR with support for areas to adopt begin to scale statewide • How to we move the cross-sector effort from conversation to action – what is our accountability? • Make human-centered design more systemic throughout all the sectors • Equity training across the system – state agencies, Early Learning Hubs, etc. <p><u>Barriers</u></p> <ul style="list-style-type: none"> • 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 to be 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 • Fractured pre-k/preschool systems, with some school providing their own, but unclear on population served, reach, standards, etc.
16. State-Community Connections	<ul style="list-style-type: none"> • Visiting hubs at local level to accomplish goals • Identify administrative changes that can simplify Hub work • Communities commitments to partners/collaborations • Need to map out state-community connection efforts across the state and sectors, multiple regional/community initiatives with different boundaries • Hubs are participating with K-12 to launch Play-n-Learn Groups with multiple benefits, including decreasing parent isolation
17. Geographic Specific Needs	<ul style="list-style-type: none"> • Lack of services in rural areas • Rural vs. Urban needs • Shifting demographics across urban and rural settings • Differences in transportation resources across Oregon

	<ul style="list-style-type: none"> • Impact of immigration and lack of driver's license on participation in services
18. Community Context	<ul style="list-style-type: none"> • Housing and homelessness challenges • Availability 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 • Children arrive with little to no experience with group setting • Coquille School district- operated at a loss for doing pre-school. Model worth looking at. Have been impactful for diverse communities • Homeless students: Using CTE funding to support early learning programming and CTE at high schools.
19. Business Community	<ul style="list-style-type: none"> • Incentives for employers to offer on-site childcare for low-wage workers
20. Role of ELC	<ul style="list-style-type: none"> • ELC needs to be strategic and system focused. Rules need to happen elsewhere