

THEMES GENERATED FROM HUMAN SERVICES, EARLY CARE AND EDUCATION, K-12 & HEALTH DEBRIEFS
version 6.26.18

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 as other 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
<p>1. Cultural Responsiveness & Equity</p>	<p><u>Cross Sector – shared definitions, vision, implementation</u></p> <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 <p><u>Strategies</u></p> <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 <p><u>Barriers/Challenges</u></p> <ul style="list-style-type: none"> • Limited understanding of culturally relevant pedagogy • Lack of cultural responsive programs • Lack of culturally appropriate program design, e.g. lack of home visiting curriculum with regard to culture and language

	<ul style="list-style-type: none"> • 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.
<p>2. Access to ECE</p>	<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
<p>3. Affordability of ECE</p>	<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.
<p>4. Supply of ECE Settings</p>	<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 • Access to substitute pools • Living wage

<p>5. Quality</p>	<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
<p>6. Standards/Regulations Alignment</p>	<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
<p>7. Child Development Outcomes</p>	<p><u>Services that Impact Outcomes</u></p> <ul style="list-style-type: none"> • <u>Universal screening and assessment</u> • 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 • <u>In discussion about children’s behavior and social emotional development, balance between “behaviors” of the environment and adults and impact on children behaviors</u> • 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
<p>8. Workforce</p>	<p><u>Equity & Professional Development</u></p> <ul style="list-style-type: none"> • <u>Cross-sectors commit and share incentives to create a diverse workforce representative of population – and explore role of higher education</u> • <u>Across sectors increase the cultural responsiveness of the workforce</u> • Institutional structures slow to adapt to changing demographics, e.g. barriers in ELE classes to getting more diverse workforce

	<ul style="list-style-type: none"> • 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 • 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 • <u>Develop understanding of importance of building capacity</u> • <u>Create workforce-pathways</u> <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"> • <u>Create an integrated, across sectors professional development system for health, human services, ECE, K-12, etc. based on serving 0-5 population</u> • 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
<p>9. Trauma Informed Care</p>	<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

	<ul style="list-style-type: none"> • Implement and integrate trauma informed care and ACES across the system • Intersect trauma informed care and culturally responsive practice • <u>Focus on adult professional development to support young children staying in school</u> • <u>To address adverse childhood experiences (ACES) with specific training related to bias and culturally appropriate strategies and assessment</u> • <u>Social emotional needs of families are not being met</u>
<p>10. Inclusion</p>	<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 • <u>Develop resources for child “at-risk” as identified by ASQ, as they are not eligible for EI/ECSE services</u> • 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 • <u>Hubs experiences and challenges with connecting with other sectors and services, e.g. EI/ECSE</u> <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"> • <u>Screening has identified greater numbers of kids with developmental issues, resources haven’t increased to provide EI services</u> • 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 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

11. Supporting Families
(what do families need)

Cross Sector

- Shared values of efficiency, choice, reduce administrative burden

Design of Supports & Services

- 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
- Reduce the number of children in foster care
- Support bio parents and foster parents with parent education
- [Assign Cacocon nurse when health issue is diagnosed prenatally](#)
- [Universal home visiting that ensures a positive experience regardless of race, place and socio-economic status](#)
- [Focus on prenatal to age 3, is Ford Family Foundation research on local universal home visiting scalable?](#)

Support Parents' Relationships with Children

- Explore what it takes to support parents' relationships with their children regardless of where they are on DHS' continuum of readiness for work

Parent Education

- 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

Communication & Engagement

- 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 • 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
<p>13. Use of Data</p>	<p><u>Cross Sector</u></p> <ul style="list-style-type: none"> • <u>Importance of shared metrics</u> • 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 • <u>More preschool data from school districts</u> • <u>Use CCO/Healthcare data</u> • <u>Align data systems across sectors</u> • <u>Need data map what is happening around state</u> • <u>ELD needs a data system</u>

	<ul style="list-style-type: none"> • Integrate cross-sector data and share metrics • Collect data on local efforts work around state policy barriers
<p>14. Financing & Leveraging Resources</p>	<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 • 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 • Explore value-based payments <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

15. 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
- KPI dollars supported this work of early learning and K-12 connection
- (KPI- \$500k) it dramatically changed the conversation and allowed it to happen.
- Health System investments in P-5 work in a sustainable manner- not pilots
- Health care/educators linked together
- CCO “Kindergarten Readiness Bundle”
- How to develop training Behavioral Health “systems” for 0-3/0-5
- Ensure shared definition of “kindergarten readiness” across each sector

Interconnections

- Health has readiness for Kindergarten goals that could be aligned
- Realignment of services value systems away from direct services emphasis to collaborate, coordinate, etc.
- Coordinate intakes
- In order to have system integration, review initiatives across sectors to coordinate and align
- 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

	<ul style="list-style-type: none"> • 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>Barriers</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.
<p>16. State-Community Connections</p>	<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 • <u>Hubs are participating with K-12 to launch Play-n-Learn Groups with multiple benefits, including decreasing parent isolation</u> • <u>Build on connections that hubs have around health care and CCOs</u> • <u>Hubs fostering home visiting-primary care screening following</u>
<p>17. Geographic Specific Needs</p>	<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 • Impact of immigration and lack of driver’s license on participation in services
<p>18. Community Context</p>	<ul style="list-style-type: none"> • Housing and homelessness challenges • Availability of public transportation for families • Availability of parks, recreation, safe places to play

	<ul style="list-style-type: none"> • 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"> • <u>ELC needs to be strategic and system focused. Rules need to happen elsewhere</u> • <u>Kindergarten Readiness is now a focus. Let's do it together</u>

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
2. **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 lose 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)
 - 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
 - ELC wants more conversation on how to understand challenging behavior and the supports needed for programs, providers, children and families
 - Review stakeholder engagement for unseen/missing populations and providers who have yet to give voice to strategic planning process, e.g. migrant education
 - Need to hear more from public health
 - Hear from PSU about what current professional development system looks like in ECE; who should present on professional development system in health and human services

Human Services Parking Lot Items

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

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

K-12 Parking Lot

Parking Lot Item	Theme
Make human-centered design more systemic throughout all the sectors	Building a Systems Approach
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	Financing & Leveraging Resources
Deliver trainings in a cultural specific way is all about WHO is delivering the training – what they bring with them, their own stories in their language and culture – diversify the training workforce in culture and language	Workforce / Cultural Responsiveness & Equity
Add COSA as shared interest in trauma-informed care / offering training and has a committee on social emotional development	Trauma-Informed Care
Where is it EI/ECSE caseload over/under represented (0-5 vs K-3) Growing EI/ECSE caseload, but constrained within the 2-year budget Be more effective in Medicaid claiming for EI/ECSE Implication of who is doing the assessment/evaluation for EI/ECSE services – cultural and linguistic representation 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	Inclusion
Build capacity of local cultural specific organizations that benefit equity goals across all sectors	Cultural Responsiveness & Equity
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	Child Development Outcomes
Cultural relevant practice needs to intersect with training and workforce supports to build workforce capacity to effectively build relationships with children, promote social-emotional development, understand and respond to behaviors	Workforce
Hubs are participating with K-12 to launch Play-n-Learn Groups with multiple benefits, including decreasing parent isolation	State-Community Connections
All sectors have families that need more/tailored support – how does K-12, human services, ECE, etc. to identify all the ways families are reach, and develop a stronger strategy across sectors	Supporting Families
How to we move the cross-sector effort from conversation to action – what is our accountability?	Building a Systems Approach
Do not talk enough of “Ready schools” and what our ECE and K-12 environments need to make happen	Quality of Settings

Health

Parking Lot Item	Theme
Assign Cacoon nurse when health issue is diagnosed prenatally	Access to ECE

Universal home visiting that ensures a positive experience regardless of race, place and socio-economic status	Access to ECE
Integrate cross-sector data and share metrics	Use of Data
Collect data on local efforts work around state policy barriers	Use of Data
Ensure shared definition of “kindergarten readiness” across each sector	Building a systems approach
Create an integrated, across sectors professional development system	Workforce
In order to have system integration, review initiatives across sectors to coordinate and align	Building a systems approach
Theme of the day is to be strategically focused on prevention and what is needed fundable	Building a systems approach
Focus on prenatal to age 3, is Ford Family Foundation research on local universal home visiting scalable?	Access to ECE
Cross-sector commitment and shared incentives to create a diverse workforce representative of population – role of higher education for health, human services, ECE, K-12	Workforce
Across sectors work to increase the cultural responsiveness of the workforce	Workforce
In discussion about children’s behavior and social emotional development, balance between “behaviors” of the environment and adults and impact on children behaviors	Child Development Outcomes
Hubs fostering home visiting-primary care screening following	State-community connections