

Early Learning Council

March 22, 2018

9:00am-4:10pm

Full Day Agenda

Early Learning Division
Grand Ronde Conference Room
700 Summer St NE, Suite 350
Salem, OR 97301

Agenda

SUE MILLER
*Early Learning Council
Chair*

PATRICK ALLEN

MARTHA BROOKS

DONALDA DODSON

JANET
DOUGHERTY- SMITH

COLT GILL

HOLLY MAR

FARIBORZ PAKSERESHT

EVA RIPPETEAU

SHAWNA RODRIGUES

DONNA SCHNITKER

TERI THALHOFER

KALI THORNE-LADD

CARMEN URBINA

BOBBIE WEBER

MIRIAM CALDERON
*Early Learning System
Director*

Advisors
Sarah Drinkwater, ODE

Cate Wilcox, OHA

Kim Fredlund, DHS

Staff
Alyssa Chatterjee,
Council Administrator

*Members of the public wanting to give public testimony must sign in.
Each individual speaker or group spokesperson will have 3 minutes.
Electronic testimony may be submitted to Alyssa.Chatterjee@state.or.us.*

Strategic Planning Stakeholder Engagement Session

- | | |
|---|-------------|
| I. Strategic Planning Overview & Expectations | 9:00-9:20 |
| Miriam Calderon, Early Learning System Director
Sue Miller, Chair | |
| II. Department of Human Services: Agency Overview | 9:20-10:20 |
| Kim Fredlund, Director of Self-Sufficiency Programs, DHS
Marilyn Jones, Child Welfare Director, DHS
Dr. Reginald Richardson, Deputy Director, DHS | |
| III. Provider Panel | 10:20-11:20 |
| <i>The Early Learning Council will hear from a panel of providers from the following groups:</i>
<u>Parent Receiving Subsidy</u>
<u>Family Support & Connections Advocate:</u> Betsy McClimans , LifeWorks NW (Multnomah)
<u>Relief Nursery:</u> Leslie Finlay , Program Director, Relief Nursery, Inc. (Eugene)
<u>ERDC Provider</u> | |
| IV. Early Learning Hubs | 11:20-12:05 |
| Brenda Comini, Early Learning Hub of Central Oregon
Lisa Harnisch, Marion & Polk Early Learning Hub, Inc.
Molly Day, Early Learning Multnomah
Dorothy Spence, Northwest Regional Early Learning Hub
Kelly Poe, Eastern Oregon Community Based Services Hub | |
| 15 minute break – working lunch | |
| V. Advocates & Philanthropy | 12:20-1:20 |
| Kate Newhall, Family Forward
Tammi Paul, Oregon Family Support Network
Lyn Tan, Immigrant and Refugee Community Organization | |

VI. Strategic Planning Debrief Carey McCann, State Services Assistant Director, BUILD Alyssa Chatterjee, ELD	1:20-2:05
<u>Council Business Meeting</u>	
VII. Board Welcome and Roll Call Sue Miller, Chair	2:05-2:10
VIII. Rules	
a. Child Care Rules Alignment Briefing – <i>Information Only</i> Dawn Woods, Child Care Director, ELD Bobbie Weber, Child Care & Education Committee Chair	2:10-2:30
IX. Dialogue with Governor Kate Brown Governor Kate Brown	2:30-3:30
X. Child Care Rules continued: Next Steps Dawn Woods, Child Care Director, ELD Bobbie Weber, Child Care & Education Committee Chair	3:30-3:40
XI. Chair’s Report Sue Miller, Chair	3:40-3:45
b. Consent Agenda – Action Item	
i. Committee Reports	
ii. Committee Membership Confirmation	
XII. Director’s Report Miriam Calderon, Early Learning System Director	3:45-4:00
XIII. Public Testimony	4:00-4:10
XIV. Adjournment	4:10

**Times are approximate; items may be taken out of order, meetings may conclude early and breaks may be added as needed. All meetings of the Early Learning Council are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Alyssa Chatterjee at 971-701-1535 or by email at Alyssa.Chatterjee@state.or.us. Requests for accommodation should be made at least 48 hours in advance.*

SELF-SUFFICIENCY PROGRAMS PRESENTATION

Early Learning Council

Engaging other sectors in developing a strategic plan for the early learning system

Self-Sufficiency Programs is dedicated to serving Oregonians of all ages through a variety of programs and partnerships with the goal to reduce poverty in Oregon, help families create a safe, secure environment through careers and housing, and stop the cycle of poverty for the next generation.

Activities at the local level that connect to the three goals of the early learning system:

Children arrive at school ready to succeed.

- Healthy Beginnings (through the county Health Department) has set locations and times where they provide immunizations and screenings for young children prior to entering into the school system. This information is shared with all Self-Sufficiency Programs (SSP) and Child Welfare (CW) branch offices. If the family is on SNAP, free/reduced school meals are discussed with the parent and an application is given if needed. Family Access Network (FAN) Advocates are available to provide school supplies, clothing and other resources as needed. Bend Assistance League (for Bend and Sisters) provides clothing as well.
- Programs, such as Kids in Transition to School (KITS), and Preschool Promise help children and families engage in schools sooner, building a relationship and schools can identify needs of the child earlier.

Children live in healthy, stable and attached families.

- Along with the SSP staff, Crook and Deschutes Counties have the FAN Advocates located in all the schools. Between the school staff and the advocates, they identify children and their families that may need some extra assistance. The advocates connect parents to health services, health insurance, positive youth development, clothing, school supplies, food, utility assistance, housing, jobs and DHS services.
- The DHS Family Support and Connection program's intent is to support development of parental protective factors and avoid the need for CW involvement. This is enhanced by development of a partnership with Oregon's Parenting Education Collaborative that funds parenting hubs. Organizations build their region's parenting education infrastructure and expand offerings of best practice parenting education programs for parents of children prenatal to age six.
- SSP and CW participation with the Early Learning system ensures a voice for our families we serve (i.e. grant selection for parenting education, identifying community gaps/needs to prioritize efforts, etc.).

The early learning system is aligned, coordinated and family-centered.

- In the Redmond School District, the Redmond Early Learning Center, full day kindergarten students are all housed in one building. All the school superintendents were contacted regarding having a SSP presence during Open Houses, Parent/Teacher Conferences and other family-oriented events. About half of the school districts gave a favorable response to this idea.
- Efforts by Early Learning Alliance assists with community collaboration, sharing of resources and meeting unmet needs of our families in a coordinated way.

Other local level activities include:

- Support and encourage families to access community partners and online resources such as P-3 online
- Family Development
- Life Skills Work Shops
- WIC
- Family Resource Center
- Kindergarten Partnerships Innovation Coalitions
- Preschool Promise
- Head Start
- Private Child Care Centers
- Inclusive Child Care Program—assessments for children with High Needs in day care
- Professional Development for 0-5 Caregivers
- Pre-K Packets (sent to parents before a child starts Pre-K)
- MOPS = Mothers of Preschoolers
- Parent Café
- Ages in Stages Questionnaire
- Learning Fair & Mentorships
- Trauma Informed Trainings
- Home visits by multiple agencies
- Family Support and Connections
- Life Recovery Network
- Children's Relief Nursery
- Encourage screenings for Early Intervention
- Happy Healthy Smiles (0-5)
- Nutrition Education for early childhood
- Encourage healthy activities
- Community Events
- Community Baby Showers
- Children's Museum
- VROOM- Free learning app
- Reach out and Read (Reading Prescriptions to Parents)
- Smart Reading
- Library comes to our lobby to read to children
- Imagination Library (Dolly Parton program)
- Partnership with Assistance League of Eugene for books that Family Coaches deliver during home visits
- Home Depot Kids Workshops

- Central Oregon Partnership for Youth (COPY) – support/assistance to children of inmates
- Central Oregon Disabilities Support Network
- Family Access Network (FAN) – Crook & Deschutes – school districts have advocates in all the schools
- Parenting class in our Cottage Grove office in collaboration with local mental health agency
- Early Learning Literacy (Linn and Benton Counties) – increase literacy rate, connect families with young children to community resources, literacy programs. Group Members – DHS/SSP, local pediatrician, Head Start, Lebanon School District, Early Intervention, Lebanon Library, Early Learning Hub Director.

Background Information

1. What are the key outcomes that impact young children and families that you are focused on?

Proposed 2019-2021 Key Performance Measurements

Measure Title	Measure Description	Calculation	Importance/Value of Measure	Current KPM being replaced (if applicable)	On Program Scorecard (Y or N)	Federal Measure (Y or N)
Households at or above a living wage	% of households leaving Self-Sufficiency who are at or above a living wage four quarters out	<ol style="list-style-type: none"> 1. Identify SSP households exiting SSP during the quarter reported on (Q0). 2. Match to Q0 wage data and keep exits with any amount of wages. 3. Match to wage data four quarters out (Q4). 4. Match to living wage standard for Q4. 5. Divide Q4 household wages by Q4 standard for each household and determine % of exit cohort at or above standard. 	Our mission is to help people out of poverty and one of the ways they can do that is by earning living wages through a career path. Long-term outcome.	New	N	N
Housing stability	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help to have or keep housing) to 4 (housing needs fully met) four quarters out.	<ol style="list-style-type: none"> 1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change. 	Intermediate outcome helping to progress to more stable housing. Housing instability and homelessness negatively impacts things like family wellbeing and employment stability.	New	N	N

Food security	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help with food) to 4 (always has enough food for everyone) four quarters out.	1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change.	Oregon is one of the most food insecure states in the nation. Through SSP we have an opportunity to impact this.	New	N	N
School readiness	Using the ODE Kindergarten Readiness Assessment, % of SSP children in kindergarten who are ready for kindergarten at the beginning of the school year.	-ODE Kindergarten Readiness Assessment -Match to SSP population data % at certain level? Focused on Pre-K children	SSP supports family stability and increasing likelihood that children in households served by SSP have a chance at stopping the cycle of poverty in their generation. School readiness is a leading indicator for positive childhood outcomes, including high school graduation.	New	N	N
School attendance	% of SSP children who are chronically absent from school.	-OED Chronic Absenteeism data -Match to SSP population data % chronically absent Focused on children in K-12.	Creating a stable environment that will enhance the family's ability to get children and youth to school as attendance is a predictor for success in school and eventually graduation from high school. This improves prospects for the child in their generation.	New	N	N
High School graduation	% of SSP children who graduate from high school.	-OED High School Graduation data -Match to SSP population data % who graduate	SSP supports increasing the likelihood that children in households served by SSP have a chance at stopping the cycle of poverty in their generation. High school graduation increases prospects for continued training and education.	New	N	N

Family safety	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (need immediate help to keep themselves and their family safe from harm) to 4 (they and their family are safe from harm) four quarters out.	<ol style="list-style-type: none"> 1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change. 	SSP has an opportunity to work in a preventative way as it touches so many families in our communities.	N	N
Self-Efficacy/Hope	Using a new question added to the TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (feel like they have little or no control over their current circumstances) to 4 (feel like they can influence their future outcomes) four quarters out.	<ol style="list-style-type: none"> 1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change. 	<p>Goal is that families have a sense of influence over events that affect them and can act on them. We need to help families become agents of change in their own lives, which starts with increasing an individual's sense of empowerment, which in turn becomes a basis for hope.</p> <p>Family Resilience:</p> <p>The ability for people to persevere through adverse events. How our program is working to foster resilience through self-efficacy.</p>	N	N
Social Support/Networks	Using the new TANF Assessment tool*, % of Self-Sufficiency participants who have improved their situation on a scale of 1 (needs to feel a lot more support and connection to family, friends, and community) to 4 (consistently feels social support from family, friends, and community) four quarters out.	<ol style="list-style-type: none"> 1. Get baseline assessment for participant. 2. Assess some months later. 3. Compare pre/post to measure change. 4. Calculate % with positive change. 	Positive social support networks and connections have many benefits. The goal is that the people we serve have others they can call on in times of need and in general.	N	N

2. What are your agency's current key strategies for achieving these outcomes?

- **Family engagement**

- Develop and implement strength-based coaching and trauma-informed practices.
- Explore opportunities to develop and enhance public policy provisions that remove barriers and are family centered and moves SSP towards full family engagement.
- Enhance and promote the use of technology resources for participants.
- Develop a statewide model to continually assess needs, provide resources, develop supportive relationships and move families towards their evolving goals.

- **Economic stability**

- Focus on long term goals that help families achieve economic security.
- Align and integrate access to external services to provide stability and sustainability for families while exiting poverty.
- Provide a safety net for families, stabilize families in crisis and equip families with the tools, resources and a path to prosperity.

- **Collective impact**

- Increase internal and external partnerships to improve collaboration, communication and coordination and to implement localized solutions with promising outcomes within our communities.
- Implement a statewide-shared vision that is culturally relevant and addresses Oregon's geography for participants involved in their community.
- Develop and implement a robust communication plan, which engages all parties collectively to achieve goals for our families.

3. Who are your key partners (both inside and outside of government) for achieving these outcomes?

Statewide:

- Oregonians (with young children) who find themselves in need
- Children First for Oregon
- Family Support and Connections
- Oregon Center for Public Policy
- Oregon Law Center
- 211 Info
- Ecumenical Ministries of Oregon
- Education/Child Care:
 - Department of Education
 - Early Learning Division
 - Early Learning Hubs
 - Early Intervention / Early Childhood Special Education
 - Oregon Child Development Coalition
 - Care providers and provider unions (SEIU and AFSCME)

- Child Care Resource and Referral
- USDA reimbursement program for child care providers
- Universities (Portland State, Oregon State, University of Oregon) and Community Colleges
- Portland State University
- STEM Hubs
- Workforce
 - Employment Department and WorkSource Oregon (serve adults and older youth)
 - Shangri-La
 - Goodwill
 - St. Vincent DePaul
 - ResCare
 - Volunteer Services
- Housing
 - Housing Stabilization Program
 - Habitat for Humanity
- Food
 - Oregon Food Bank
 - Oregon Hunger Task Force
 - Partners for a Hunger-Free Oregon DHS
 - Food Hero Program
- Health
 - OHA Public Health Home Visiting Programs, including Maternity Case Management, Nurse Family Partnership, Babies First!, and CaCoon
 - Healthy Start
 - WIC
 - Coordinated Care Organizations (CCO)
 - County Health Departments
 - Early childhood mental health systems / Options Counseling
 - Local substance abuse treatment facilities

Local Communities:

- Local Friends of the Children
- Relief Nurseries
- Local School Districts
- Head Start and Early Head Start Programs
- Family Access Network (FAN)
- Cradle to Career
- Local libraries, cultural centers and children's museums
- Parent partnership
- Parenting Now
- Early Learning Alliance
- Urban League of Portland
- Central City Concern
- Neighborhood Partnerships
- Immigrant and Refugee Community Organization (IRCO)
- Assistance League (Bend)
- Local employers
- Love Inc.

4. What are the key barriers for achieving these outcomes?

Family engagement and economic stability

Provider base

- Limited access to high quality, affordable early learning environments and other provider situations.
 - Supply of quality child care providers who accept subsidy is limited in all areas, rural areas are impacted more.
 - Shortage of infant/toddler care across the state both metro and rural.
 - Limited number of child care providers who offer wrap around services are interested in contracting with DHS; Head Start and Early Head Start grantee's.
 - Supply of quality providers that are open during non-standard work hours.
- Fewer license exempt providers have increased the gap for parents who work non-standard work hours.
 - Additional health and safety requirements from the 2014 CCDBG reauthorization have been a challenge for this provider base.
- Communities report there are not enough child care providers to meet individual needs of families. This is intensified when a child has special needs or behavioral/mental health barriers.

Limited funding for ERDC program

- Copayment structure which does not offer affordable child care for families as they earn higher wages
- Providers who charge more than DHS payment rates are out of reach for low income families
- Child care center rates were not increased last year, funding provided was allocated to non-employee provider unions
- Registration fees can be a barrier for families trying to access high quality providers, about 59% of preschool, 56% of child care centers and 32% of certified family providers charge a registration fee. (Data provided by The Research Institute at Western Oregon University on 3/14/2018)
- Capped caseload limits the number of families who can access the program
- Many families searching for work do not have access to child care

Collective impact

Siloed and fragmented systems

- Collaboration between organizations may be limited by confidentiality/data sharing policies and HIPAA regulations.

- Equity of services by region, due to limited resources/representation in all areas
- Education Service District not in alignment with DHS District
- Access to current technology for DHS staff, child care providers and families
- Limited system capabilities for gathering data to determine other barriers

Discussion with the Early Learning Council

1. What do you see as the missing strategies?

- Quality providers who can offer wraparound services and extended hours of care.
- A resource agency that provides in person assistance to families in obtaining quality child care, navigating the web of community and state resources, provide opportunities for wrap-around services, focus on 0 to 5 with a connection to the local elementary schools to ensure children continue to thrive.
- Outreach and partnerships with early learning environments and local school districts (including alternative education such as teen parent programs).
- Variations levels of partnership between DHS districts with local HUBS and schools
- Increased collaboration and engagement on child issues, such as:
 - Healthy child development
 - Childhood education (school readiness, attendance, school success); and
 - Transitioning to adulthood (including opportunities for entry into the workforce which may include apprenticeships, technical schools, higher education, etc.).

2. What do you most need from other sectors to be able to achieve these outcomes?

- Increase in the pool of child care providers available to care for subsidy children
- Additional contract opportunities with Head Start and Early Head Start grantee's
 - Increased collaboration to identify families that are currently receiving services from multiple agencies or who may benefit from services; could result in agencies pooling resources to work together in a 2GEN strategy to help the whole family achieve outcomes.
- Strengthen communications and cross collaboration between agencies to ensure safety of children in care – including Office of Child Care, Child Welfare and Self-Sufficiency Programs.
- Develop and circulate more materials that provide information to local communities to build the supply of child care.
- Develop a substitute child care provider pool, this will allow providers more opportunities to attend training

- Develop platform for providers to cross refer families.
3. What supports/services/resources do you see young children and their families needing to thrive that they are not getting?
- Equitable service that meets the needs of the unique individual – targeted outreach to communities of color
 - Stable and affordable housing
 - Access to quality child care in all areas of the state
 - Stable and affordable child care
 - Infant/toddler child care
 - Non-standard work hour child care
 - Continued access to affordable health care
 - Food security
 - Clothing and hygiene resources
 - Enhanced employment and training services/opportunities for families with young children
 - Easier access to, or assistance in, locating services – a resource for families who need in person assistance in navigating systems that offer needed state and community resources.

Collaborations:

- DHS staff who are located where families are; local schools, Head Start, Early Head Start, and ESL.
 - Collaboration with providers that serve children 0-5 (including children with disabilities), such as Early Intervention and other home visiting programs.
 - Increase partnership with WIC to include child care programs.
 - Coordination between school age programs and child care providers who care for families who work non-traditional hours.
4. What are your agency's highest priorities going into the 2019 session (if you can speak to that now)?
- Increased childcare access and capacity throughout the state
 - Increased employment and training support, with specific focus on rural and underserved communities
 - Increased access to safe, stable and affordable housing options for families
 - Increased cross-system coordination, collaboration and alignment to better serve families

5. What can the Early Learning Council do to help your agency be successful in achieving these outcomes and implementing the key strategies?
- Provide more access to quality pre-K services, coordinate efforts of pre-K to other providers in the community, including engagement with families and wrap around services like Head Start and Early Head Start grantee's.
 - For example, a family eligible for TANF or ERDC may enroll their child in free pre-K and be eligible for DHS child care for hours outside the pre-K program. The providers could then consult on child development activities, provide transportation between providers and share information to refer families to DHS programs or local services/resources.
 - Recognize the importance and the unique role of license exempt care.
 - This is important for families who cannot access licensed care; due to work schedule (night/weekend care), transportation, etc.
 - Family, friends and neighbor care may be the only option for some families and the best way to obtain a back-up care provider.
 - Some families believe this is the best option for infant care to form a strong attachment and due to their own past trauma have concerns about leaving their child with a stranger.
 - Resource agency that provides in-person assistance to families in obtaining quality child care, navigating the web of community and state resources, provide opportunities for wrap-around services, focus on birth to age 5 with a connection to the local elementary schools to ensure children continue to thrive.
 - Better align our systems from early learning to school age programs (collaborate on school readiness, attendance, success and before/after school enrichment programs).

Creating opportunities, reducing poverty

VISION

Safety, health and independence for all Oregonians.

MISSION

To provide a safety net, family stability and a connection to careers that guide Oregonians out of poverty.

PRINCIPLES

◀ Family Engagement

Helping Oregonians achieve their goals as they define them



Economic Stability ▶

Assisting Oregonians to secure basic needs and provide opportunities for prosperity



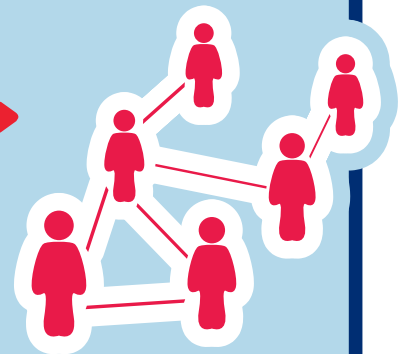
◀ Integrity & Stewardship

Doing what is right, and being accountable in action and attitude for the public's trust and resources



Collective Impact ▶

Inviting different stakeholder groups to solve specific problems together using a common agenda, shared measurement, a structured process, and continuous communication



◀ Professional Development

Ensuring a skilled workforce is prepared to help us achieve our mission



Background Information: Department of Human Services, Child Welfare Programs

1. What are the key outcomes that impact young children and families that you are focused on?

Providing appropriate services to expedite permanency and improve outcomes for children and families.

2. What are your agency's current key strategies for achieving these outcomes?

Service Array and Placement matching – to minimize disruption and provide stability to children both in their home and when they are placed in substitute care.

3. Who are your key partners (both inside and outside of government) for achieving these outcomes?

Communities, contracted providers, ODDS, ELD, OHA, etc.

4. What are the key barriers for achieving these outcomes?

There are many, mostly due to lack of funding/services.

Discussion with the Early Learning Council

1. What do you see as the missing strategies?

- Trauma informed care—in many counties the money effort and understanding of trauma informed care, ACE's etc. is very inconsistent. I see a large return on educating home visitors, educators, medical providers, etc. on how to be trauma informed, understand and recognize trauma so impacts can be reduced or repaired at a young age.
- Parent Education (parent café's and parent education classes, home visits, to increase protective factors for families). Some counties appear strong on this, others do not seem to invest funds in this direction much at all. Also, where hubs cross multiple counties, these services are not "weighted" per capita (services are inconsistent).

2. What do you most need from other sectors to be able to achieve these outcomes?

- Schools and ELH providers need to be trauma informed. The HUBS are well positioned to provide training and support to ensure that all children and families – including those involved with DHS—are provided services in a trauma informed way that lessens or reduces harm, and builds resilience. Outcomes will improve if we are able, as a system, to provide care and services in a trauma informed manner. Currently the average ACEs score for children in the Child Welfare system is between 6 and 8. Our child and family serving systems need to understand trauma and its effects before we can help change the trajectory for Oregonians who have experienced trauma.
- Head Start slots could be reserved for children in substitute care (placement moves disrupt learning when a child loses a head start slot). For example, Head Start classrooms in many areas have a long waiting list. A child may have to move from one county to another for a foster care placement, and the classroom in the new area may be full. In this case, the child either goes without pre-K, or starts anew in a private preschool that a foster parent must pay for on their own. In this case when the child is returned home the private school will likely be interrupted. I would humbly recommend a way for children with Child Welfare involvement to be prioritized for Head Start through a priority designation. I would ask for consideration here is not only children in substitute care being prioritized but also those who return home to parent/s. It is critical to keep a sense of stability for a child and although they may

change locations, the Head Start program is consistent. In addition, those children who may be in-home with an identified safety threat need the stability and safety net that Head Start offers. So, while is critical for our children in substitute care, it's equally, if not more so, for our children who are in-home with safety being managed by Child Welfare.

- Efforts to improve family protective factors. In my experience, school readiness initiatives take the lion's share of the ELH funding, there is less investment in prevention of child abuse and investing in ways to increase protective factors for parents. We measure literacy and test scores. Whereas for protective factors and parent education classes, things are all over the map. The infrastructure of "who" can teach parent education is limited, but also "what should be taught" is difficult too. Parents need access to normalized information that can help them be safer parents and raise more resilient kids. How do the ELH's intend to measure success in this area? (without measuring, it seems easy to underfund this area).

Additionally, parent education classes typically encompass a somewhat generic curriculum that may or may not truly assist the needs of parents based upon the age, development and behavioral issues a child is facing. Tailoring a parent education class to meet the specific challenges and areas in which parents need better understanding and supports may prove to be more successful for the family.

3. What supports/services/resources do you see young children and their families needing in order to thrive that they are not getting?

- Quality affordable child care – You can speak to the stipend program recently approved by the legislature that will be up and running by May 1 (fingers crossed). Mentioning that this will only pay for a portion of the cost of child care for children ages 0-5 when their foster parents work outside of the home.
- Parenting education in an accessible way – It would be nice if foster/relative providers could have access to this education as well to become trauma informed and help provide stability for children in care.
- Access to head start or other quality, affordable pre-K programs with home visitors that provide additional family supports.

4. What are your agency's highest priorities going into the 2019 session (if you are able to speak to that at this time)?

- Expanding/stabilizing our workforce.
- Centralized screening to establish a 24/7 reporting hotline statewide.
- Safely reducing the number of children in out-of-home care through the use of data informed decision support tools.
- Establishing a true continuum of care for children.

5. What can the Early Learning Council do to help your agency be successful in achieving these outcomes and implementing the key strategies?

- Provide priority access to Head Start slots for children in substitute care. (Again, I would consider adding those children in-home where safety is being managed. This can be connected to children exiting substitute care or preventing them from entering substitute care.)
- Expand Relief Nursery services.
- Provide trauma informed training to stakeholders. Child care providers, home visiting programs, schools, ELH partners. There is often a surface level acknowledgement of trauma informed care, yet

little factual or substantive TIC put into practice. This would help CW with goals of reducing inappropriate screening calls from mandatory reporters, and will help build resilience of children who have had difficult backgrounds.

- I would note that Conscious Discipline has strong support in the Blue Mountain Early Learning Hub. There is commitment from educators, child care facilities and other partners (DHS) to learn about CD tools and implement them. The collective impact of everyone using the same information and trauma informed tools is huge. A observation here, from my friends three-year-old: who recently met a new friend at the park, a boy that is likely from a poverty and difficult background. My child was getting really frustrated, ready to melt down, and this other boy told her to “take a deep breath” and showed her the “drain” tool from Conscious Discipline to help her calm down. This kids’ day care provider uses conscious discipline, and he was able to reinforce a tool my kid has learned from a different day care provider. That would make a big impact if kids in all grades and across the community had this common language. Silly example, but it shows how the ELH can help us meet our goals of having safe, resilient kids on a community wide level. If medical, school, ELH partners and all professionals had this common understanding and language, we would foster more resilient kids.



Background Information: Oregon Family Support Network

1. What region(s) of the state does your organization focus on or work in?

The Oregon Family Support Network, (OFSN) is a 501(c)3 nonprofit Family Run Organization (FRO) and operates as the State Chapter of the National Federation of Families for Children's Mental Health throughout the state of Oregon (FFCMH) since 1993.

a. If statewide, does your organization have a regional “network” that either does or could collaborate with our Early Learning Hubs?

OFSN has regional offices, managers and staff who either are or who would be interested in collaborating with the Early Learning Hubs.

2. What work is your organization doing to advance cross-sector collaboration to help develop an early learning system – or “to get children ready for K and support families in doing so”?

OFSN's mission is: “We are families and youth in Oregon helping other families and youth to achieve emotional, behavioral and mental well-being through support, education, and advocacy”. OFSN also holds the vision that “Every parent deserves to be heard and understood.” This is an important vision as many parents feel shamed and blamed for their child's behavior, rather than understanding what the underlying needs are, which often have not been met. In the early learning system, families have often not even identified the needs that they or their child may have as they learn and grow through a multitude of mental health or developmental disabilities.

At OFSN, we use lived experience in a peer support model of service delivery. Nearly all staff at OFSN have experiences receiving services in Oregon's child serving systems, including local school districts, educational service districts/early intervention, I/DD supports, mental health, child welfare, public health, juvenile justice as well as community-based supports such as inclusive childcare.

OFSN provides technical assistance and training across the state to cross sector collaborations within the System of Care and Wraparound Initiatives. Training for families such as early intervention and early childhood special education, system navigation, family advocacy, collaborative problem solving and more are delivered across the state along with training for system providers who want to elevate their understanding of the family experience and increase family engagement.

3. What are the outcomes in prenatal-5 that you are most focused on?

- Increased parental resilience and support.
- Decreased prenatal/childhood trauma and parental stress.
- Increased parental empowerment and well being.



4. What are the strategies that you have been most focused on to achieve those outcomes?

Short term peer support and collaborative problem solving (CPS).

5. Who have been your key community partners in this work?

System of Care providers, community mental health, education, developmental disabilities, local non profits, etc.

6. What is your relationship with Early Learning Hubs?

OFSN is working in several communities - in partnership with the Early Learning Hub to support parents through community based peer supports and training.

For example:

a. In Marion/Polk Co. - OFSN is working directly with the Early Learning Hub to educate early childhood providers of child care, Head Start/Early Head Start, ECSE, etc., about the availability of short term family peer supports for parents who need guidance, coaching, support, or resource information concerning their child's behavior, whether that it at home, at school, or in other social settings;

b. OFSN has worked in partnership with Children's Relief Nurseries, and child care programs introducing parents of young children to Collaborative Problem Solving as well as other trainings specific to children in Early Childhood Special Education.

This is an area that OFSN is prioritizing to explore further to reach parents before their child's behavior reaches a crisis level, and before families are stressed to the point of not being able to manage their child or youth in the home.

7. What is your “wish list” for the legislature for 2019?

True system collaboration and integration, family driven systems and a focus on prevention.