

Summary of Starting Strong Summit Notes

Workforce Development:

Below are the highest priority challenges to developing the workforce, and the solutions the Workforce Development break-out group brainstormed to those challenges. Action steps and Policy recommendations are included for the most promising solutions (in table below):

Challenge Question 1). How can we increase compensation and decrease job stresses for the EC workforce?

Solution A) Prioritize existing resources toward increasing compensation.	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> • State-wide needs assessment (e.g. poll EEC grantee site directors as to preference for grant funding - resources versus pay increase) • Seek funding - grants/scholarships. • Petition training vendors to offer reduced fee slots and/or in-kind exchanges 	<ul style="list-style-type: none"> • State should mandate grantee organizations to pay a living wage

Solution B) Implement reflective supervision training for supervisors, and provide time for reflective supervision within the work day

Solution C) Raise public awareness of pay scales of early childhood educators and clinicians.

- Highlight difference between private centers and public schools
- Change norms to increase the value of “women’s work”

Solution D) Build partnerships with business, community and philanthropic sectors to increase compensation; build workforce development support; show economic impact of loss of childcare for the business community.

Challenge Question 2). How can we cross train the workforce, so that professionals working with young children understand family issues and help those working with families understand the impact of parent issues on children?

Solution A) Promote and design vertical and horizontal trainings for diverse disciplines of professionals in early childhood.
Action Steps

- Implement hierarchy of trainings (re: trauma, behavior) statewide.
- Scan existing training categories according to disciplines served . E.g. the currently updating DPH Compendium of IECMH trainings. Link to ECE Registry for cross-disciplinary training.
- Apply to OHS National Center of Parent and Family Community Engagement - and other organizations
- Crosswalk between the Brazleton Touchpoints Approach Training and Reflective Mentorship to the IMH Competency Guidelines.

Solution B) Improve dissemination of professional development opportunities & resources across systems and`regions

Solution C) Design and implement a massive public awareness campaign

Challenge Question 3) How can we design and implement appropriate higher education programs re: social emotional development for EC workforce and training.

Solution A) Change the Dept. of Higher Education’s educator preparation policies to include more SE content (and ESE and EEC)	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Check and seek NAEYC accreditation for EEC higher education. ● Review all MA higher ed. required curriculum/courses for ECE educators and write report to be shared with all of them. Discuss/hold Summit to explore best practice to address the need for social emotional preparation for educators. ● Consider requiring SE specific course for early childhood Lead Teachers. ● Review MSW and BSW curricula re: courses on young children in community settings. ● Convene private college and university faculty and deans to learn about SEL knowledge and its importance to the EC workforce. ● Convene higher education faculty, policy makers to discuss importance of SEL knowledge for early childhood workforce (share research on topic). ● Convene board members of DHE EEC and DESE and commissioners. 	<ul style="list-style-type: none"> ● Increase understanding that SEL is a critical competency for any professional working with young children.

Solution B) Develop an integrated (across disciplines) seminar on the EC SEL standards

Solution C) Require one course on children's IEC social emotional health for EEC and MH degrees

Solution D) Massive Public Awareness Campaign

Family Engagement and Support

Below are the highest priority challenges to engaging and supporting families, and the solutions this break-out group brainstormed to those challenges. Action steps and Policy recommendations are included for the most promising solutions (in bold):

Challenge Question 1) How can we create and strengthen peer networks and community support hubs to families with young children? And how can we increase the number of strength-based Family Centers?

Solution A) Get state funding for strength-based Family Centers	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Get/show measurable data ● Get on Kids First road map ● Use successful examples from other states ● Show disparities in existing services ● Document returns of existing services 	<ul style="list-style-type: none"> ● "Set aside" policy for families w/ young children

Solution B) Increase or level fund infant/family programs; when funding is increased for older children, keep early childhood funding equal.

Solution C) Offer groups (parent cafes) with a focus on parent connections at early childhood centers

Solution D) Build community collaborations to promote protective factors that strengthen families

Solution E) Support comprehensive community programs

Solution F) Improve service coordination/referral

Solution G) Create broad-based community coalitions for creative synergy

Challenge Question 2) How can we learn to see parents as equal partners in building social emotional skills? (How can we ensure geographically isolated families have access to transportation & other supports? How can we increase outreach to families of the global majority--to learn why they don't trust centers to care for their children?)

Solution A) Visit families in home - Help parents talk about what they already do to foster SEL, what else they may need, & how they can help each other in their community

Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Support & train schools to do home visits & SEL w/ parents ● Use data from Pilot funded through Race to the Top ● Gather examples from schools that are successfully doing home visits. ● Train & support staff at all levels and provide partners on home visits so that everyone who interacts w/ families has a common understanding ● Build networks of trained community providers 	<ul style="list-style-type: none"> ● Develop policy requiring home visits by schools ● Mandate thoughtful strategic planning as part of funding

Solution B) Build relationships with families systematically, and in a strengths-based way

Solution C) Provide Brazelton Touchpoints training for EC workforce.

Solution D) Provide professional development around defining families and cultural competence

Solution E) Engage diverse families and respect family values

Solution F) Develop parent-led advisory councils; and seek parent input as experts.

Challenge Question 3) How can we provide outreach & engagement opportunities to families, where they work, live, play, etc?

Solution A) Recruit parent ambassadors; through sporting events; schools (parents) evening programs	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Identify and replicate models of parent engagement that work. ● Identify training opportunities ● Build on what's news in services ● Review successful past funded projects ● Use Head Start frameworks, tools, and other existing tools ● Include parent engagement in SEL children's frameworks 	<ul style="list-style-type: none"> ● Mandate a meaningful parent voice in decision-making bodies ● Develop Head Start Frameworks ● Create cultural competency at a policy level

Solution B) Find out what parents want/need and how they want to get it--text, online video, and Facebook.

Solution C) Ask parents to do outreach to other parents and develop parent leadership

Solution D) Engage fathers and grandparents

Solution E) Create new community partnerships

- Partner w housing authority & other public housing, shelters, hotels
- Partner with grocery stores
- Partner w/ faith-based organizations & cultural organization; food pantries, DTA/WIC offices
- Creative use of malls, break rooms at work, community gardens, nature spaces

Service Gaps and Alignment

Below are the highest priority challenges to engaging and supporting families, and the solutions this break-out group brainstormed to those challenges. Solutions in this break-out group were developed in alignment with a public health model and categorized as to whether they *promote* social emotional competency, *prevent* challenges to healthy development, and *intervene* when problems occur. Action steps and Policy recommendations are included for the most promising solutions (in bold):

Challenge Question 1) How can we increase skills of EC workforce in handling/understanding trauma?

Solution A) - <i>Promotion</i>- Replicating the toolkit or Launch / My Child model to integrate ECMH clinician and family partner into primary care setting - Integrate families into the discussion on what they need	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Identify funding sources ● Make the business case ● Get data showing cost savings in all of the silos ● Increase public awareness of the effectiveness of the model ● Get buy-in from division of insurance (they oversee commercial insurance policies) ● Increase awareness among EC workforce of PCP's and how it's beneficial to them ● Seek TA through National Academy of State Health Policy ● Extrapolate data on the cost statewide 	<ul style="list-style-type: none"> ● Use the results from work with National Academy of State Health Policy to inform new policies in MA. ● Measures, payment models, data ● Pass state law to mandate that commercial insurance pay for these type of services (Launch / My Child program model) so it's accessible to more than just Masshealth and Medicaid

Solution B) - *Prevention* - Reimburse for IECMH prevention through insurance companies and state budget *Add with state law

Challenge Question 2) How can we develop a statewide strategic plan to achieve what kids, providers, educators need?

Solution A) - Treatment - Fund costs not currently reimbursed for early childhood Evidence-based treatment (EBT). Now provided only to Masshealth insured children. (if it's grant funded it can be insurance-blind).

Solution B) - Prevention - Support (time, money, leadership) trauma-informed culture and collaborations built across and within service systems for young children and families

Solution C) - Promotion - Education campaign acknowledging trauma and impact of trauma

Challenge Question 3) How can we make IECMH services available where concerns come up? (EC Primary Care Offices)

Solution A) - Treatment - Keep Race-to-the-Top interagency workgroup going

Solution B) - Treatment - Pass a law that mandates a permanent commission for purpose of finding solutions to social emotional health of children and families

Solution C) - Treatment - Need high level decision makers at state level and LEA superintendents to buy-in.

Solution D) - Prevention - Look at Every Student Succeeds Act to see what opportunities exist and the impact on EC.

Solution E - Promotion - Create process for including Family/Parent/Youth input.

Solution F) - Promotion - Look at Every Student Succeeds Act to see what opportunities exist and the impact on EC.

Data and Measurement

Below are the highest priority challenges to collecting relevant data and developing meaningful measures of early social emotional competency, as well as the solutions this break-out group brainstormed to those challenges. Action steps and Policy recommendations are included for the most promising solutions (in bold):

Challenge Question 1) How can we be more consistent in measuring effectiveness of programs in developing social emotional competencies?

Solution A) Develop a local and regional participatory process that builds consensus around measures.	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Define and clarify ● Prioritize and sequence ● Analyze steps ● Need expertise - recruit expert panel, first step ● Convene multiple stakeholders to complete steps above ● Choose measure/package - make 	<ul style="list-style-type: none"> ● Provide PD to EC providers on using measures ● Require measurement of SEL by all EC providers using recommended measure(s) ● Mandate that standard implementation requires measurement

recommendations <ul style="list-style-type: none"> ● Pilot/rollout of selected measures 	<ul style="list-style-type: none"> ● Gather information used to improve outcomes ● Provide funding for measures, PD and implementation
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Solution B) Find good, well received measures already in use.

Solution C) Aggregate accountability measures for school/district, community and home (use same standards to create district/community report card in multiple settings)

Challenge Question 2) How do we involve parents and educators together in collecting, interpreting and acting on data? (since social emotional skills develop over time and differently in different settings)

Solution A) Help teachers and parents interpret, discuss, and act on the data they provide.	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Develop training modules ● Identify exemplars ● Disseminate ● First step - give information back to parents/teachers ● Develop data champions - serves as family engagement as well ● Use Family Council model - help parents develop skills ● Identify and link with data specialists in districts and communities 	<ul style="list-style-type: none"> ● Embed into family engagement practices ● Create rights to information for parents and teachers ● Align with licensing and QRIS regulations

Solution B) Create more home-based programs - pay teacher for time outside school to visit homes.

Solution C) Improve school culture - school readiness through increased family involvement

Challenge Question 3) How can we be more consistent in measuring children's social emotional competencies?

Solution A) Make sure the measure is feasible in terms of effort and funding/cost (assuming it's valid and reliable)	
Action Steps	Policy Recommendations
<ul style="list-style-type: none"> ● Determine invitees - intentional process - be inclusive ● Identify current models - building 	<ul style="list-style-type: none"> ● Federal money is available for community engagement ● Require participatory process for EC

<p>coalitions - Wraparound Zone, Cookbook</p> <ul style="list-style-type: none"> ● Assessment of community readiness - "seed the ground" ● Find champions/leaders ● Consider cultural/linguistic diversity ● Public health, education, public safety 	<p>programs</p> <ul style="list-style-type: none"> ● Regional Educator Provider Support grantees - what is their role? They could facilitate a participatory process? ● Engage CFCEs - policy driven roles - very connected to families...could they play a leadership role? ● Teacher prep. programs - develop students' understanding of their role in relating to parents
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Solution B) Disseminate research studies that show long-term benefits of building social emotional skills early

Solution C) Train those who use the measures (early educators, social workers, ECMH staff) on techniques of observational assessment