

ECCC FAMILY RESOURCE MANAGER SURVEY LIST

FIRST NAME	LAST NAME	AGENCY/ORGANIZATION	EMAIL	✓
Laurie	Barajas	Samaritan Health	lbarajas@samhealth.org	
Autumn	Belloni	LBL-ESD	autumn.belloni@lblesd.k12.or.us	
Jeff	Blackford	C.H.A.N.C.E.	jblackford.chance@outlook.com	
Julie	Buck	Children's Advocacy Center	cfthub@gmail.com	
Mayrean	Carter	OR Department of Human Services	mayrean.carter@state.or.us	
Sandy	Chase	Oregon Department of Human Services	sandy.chase@state.or.us	
Pam	Collier	Samaritan Health Services	pcollier@samhealth.org	
Hanna	Connett	Family Promise	fplc.hanna@gmail.com	
Janeece	Cook	Strengthening Rural Families	janeece.srf@ruralfamilies.org	
Holly	Creager	Greater Albany Public Schools	holly.creager@albany.k12.or.us	
Barbara	Dougherty	Samaritan Early Learning Center	bdougherty@samhealth.org	
Cyrel	Gable	Linn-Benton Community College	gablec@linnbenton.edu	
Jennifer	Gilmour-Robinson	ABC House	director@abchouse.org	
Aracelly	Guevara	Children's Advocacy Center	assistant@lccac.com	
Hilary	Harrison	CASA of Linn County	hilary@linncasa.org	
Melissa	Hart	Lincoln County Developmental Disabilities	mhart@co.lincoln.or.us	
Roseanne	Hartness	Lebanon School District	roseanne.hartness@lebanon.k12.or.us	
Chris	Hawkins	Corvallis School District	chris.hawkins@corvallis.k12.or.us	
Betsy	Henderson	CASA of Lincoln County	director@casalincolncounty.org	
Jorge	Hernandez	Centro de Ayuda	jorge@cdanewport.org	
Barbara	Ingram	Lincoln County Developmental Disabilities	bingram@co.lincoln.or.us	
Debra	Jones	Youth Development Coalition	djones@halc.info	
Lola	Jones	Samaritan House	lolakathleenjones@gmail.com	
Margaret	Kiser	Oregon DHS	margaret.kiser@state.or.us	

FIRST NAME	LAST NAME	AGENCY/ORGANIZATION	EMAIL	✓
Stephany	Koehne	Kidco Headstart	skoehne@kidcoheadstart.org	
Betty	Lazon	Samaritan Health Services	blazon@samhealth.org	
Kela	Lynn	LBL-ESD	kela.lynn@lblesd.k12.or.us	
Tammi	Martin	Oregon Department of Human Services	tammi.martin@state.or.us	
Ryan	Mattingly	Greater Albany Public Schools	ryan.mattingly@albany.k12.or.us	
Janet	Mayer	Parents & Pals Family Resource Center		
Wendy	McKenna	Oregon State University	wendy.mckenna@oregonstate.edu	
Sentila	McKinley	Seashore Family Literacy Center	sealit@peak.org	
Debbie	McPheeters	LBL-Education Service District	debbie.mcpheeters@lblesd.k12.or.us	
Signe	Miller	Oregon Family Support Network	signem@ofsn.net	
Suzanne	Miller	Community Services Consortium	smiller@communityservices.us	
Chloe	Mitchell	Community Outreach	cmitchell@communityoutreachinc.org	
Edith	Moro	HART Family Resource Center	emoro@ci.harrisburg.or.us	
Alison	Myers	Family Tree Relief Nursery	amyers@familytreern.org	
Norma	O'Mara	Linn County Department of Health Services	nomara@co.linn.or.us	
Alesha	Orton	WIC	aorton@co.lincoln.or.us	
Shelley	Paeth	Lincoln County Health & Human Services	spaeth@co.lincoln.or.us	
Terry	Persson	Creative Caring Solutions	terryperrson4u@gmail.com	
Cece	Pratt	My Sister's Place	info@mysistersplace.us	
Paul	Pridmore	Inter-Christian Outreach	interchristianoutreach@live.com	
Tanya	Pritt	Milestones Recovery	tanyapritt@milestonesrecovery.com	
Kari	Rieck	CASA of Benton County	executive.director@casa-vfc.org	
Dorene	Rilatos	Siletz Tribe Home Visiting Program	dorener@ctsi.nsn.us	
Nina	Roll	Oregon State Extension Service	nina.roll@oregonstate.edu	
Bettina	Schempf	Old Mill Center for Children and Families	bettina_schempf@oldmillcenter.org	
Diane	Scottaline	The Arc of Benton County	ds@arcbenton.org	

FIRST NAME	LAST NAME	AGENCY/ORGANIZATION	EMAIL	✓
Rhonda	Shult	Oregon DHS	rhonda.shult@state.or.us	
Patti	Shute	LBCC Family Connections	shutep@linnbenton.edu	
Paul	Smith	Strengthening Rural Families	paul.srf@ruralfamilies.org	
Froukje	Spaak-Powell	Family Tree Relief Nursery	fspaak-powell@familytreern.org	
Katey	Townsend	Lincoln County School District	katey.townsend@lincoln.k12.or.us	
Susan	Trachsel	DHS	susan.k.trachsel@state.or.us	
Carrie	Trevillian	Oregon DHS	carrie.trevillian@state.or.us	
Joanne	Troy	Ocean Spray Family Center	jtroy@halc.info	
Gene	Vey	Greater Albany Public Schools	gene.vey@albany.k12.or.us	
Karin	Whitacre	Community Outreach	kwhitacre@communityoutreachinc.org	
Letetia	Wilson	CARDV	letetia.wilson@cardvservices.org	
		Oceana Family Literacy Center		

Family Resource Management

1. Program/Agency Information

Name/Title	<input type="text"/>
Program/Agency	<input type="text"/>
County	<input type="text"/>
Community(ies) Served	<input type="text"/>
Email Address	<input type="text"/>
Phone Number	<input type="text"/>

2. Age ranges served (check all that apply).

- ☐ Prenatal
- ☐ Birth to 3 years
- ☐ 3 to 6 years
- ☐ 6 years and older

Family Resource Management

Instructions

-We want to understand what capacity currently exists at your organization, and what additional supports may be needed, regarding family resource management / navigation. Please complete this survey jointly with your direct staff that fill this role.

-We sent you two lists, the first being a list of the functions of a family resource manager as defined by our work group.

-We would like to know which functions the providers in your program currently offer.

-For each function listed, please answer:

Yes - Should a family need/want this service my agency has the capacity to provide it.

No - Should a family need/want this service my agency is unable to provide it.

Sometimes - Should a family need/want this service my agency may or may not be able to provide it based on circumstances/explanation listed.

Family Resource Management

3. Navigate/ facilitate – Act as an agent/intermediary for families to obtain services.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

4. Coordinate – Linking existing services/bridging gaps to ensure highest levels of efficiency and effectiveness.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

5. Refer – Help families access the services, supports and resources they need and are interested in receiving.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

6. Focused relationship development - with elementary schools, preschools, pediatrician offices and any other provider of early learning services where both outreach and referrals are made for families.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

7. Advocate – Promote, support and represent the interests of the family to the service delivery agency or provider and help parents to advocate for themselves.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

8. Assess and Identify Needs – Collect information from families to assist in determining needs, interests and possible eligibility for various services. This may include family goal planning and prioritization.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

9. Data collection and Submission – Track, collect and compile data for funders and local, state, and/or federal reporting.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

10. Develop Relationships – Developing and maintaining positive relationships with families.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

11. Know Community Resources – Being intimately familiar with local resources and staying current on availability and eligibility.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

Levels of Intesity

**-Now, looking at the levels of intensity we have defined, what do your providers currently provide?
Please answer:**

Yes - Should a family need/want this service my agency has the capacity to provide it.

No - Should a family need/want this service my agency is unable to provide it.

Sometimes - Should a family need/want this service my agency may or may not be able to provide it based on circumstances/explanation listed.

12. Give out pamphlet or phone number to parent for them to follow through on their own. (Lite touch)

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

13. Conduct pre-checks, screening or research before they give referrals. (Is NAME eligible for your services? Do you have openings? etc.), if necessary.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

14. Make warm hand-offs to agencies: Make call with parent, help them follow through and be sure the contact is made.

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

15. Provide immediate tangible resources to parent to remedy emergent need (diapers, bus pass, food box, etc.)

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

16. Help family complete paperwork/documentation; this may involve providing literacy and translation supports

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

17. Go with family to an intake or appointment

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

18. Help find funding for a resource or service

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

General Questions

19. What do you call the providers in your agency who work in this role?

20. Do your family resource managers currently follow up with families about the success of referrals and access to services?

- ☐ Yes
- ☐ No
- ☐ Sometimes (please explain)

Family Resource Management

21. Do you record data on number and types of referrals made at your agency?

- ☐ Yes
- ☐ No

22. On the outcomes of your referrals?

- ☐ Yes
- ☐ No

23. If you answered yes to question 21 or 22 above, how is this information kept?

Family Resource Management

24. Where do your providers get information about resources?

25. What do you think the gaps are in family resource management / navigation in our community?

26. Would you be willing to work together with other programs providing family resources / navigation in our county to coordinate and enhance your efforts in this area?

- ☐ Yes
- ☐ No
- ☐ Unsure (comment below)

State of Oregon

Early Learning Council Survey Report:
Availability, Functions and Resources of
Persons Who Act as Family Resource
Managers

Prepared for:

Oregon Education Investment Board

Prepared by:

Christa Rude, Early Learning Service Design Manager

Allyson Ford, Early Learning Council Intern

September 28, 2012

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Introduction

By September 30, 2012, the Early Learning Council (ELC) established in section 4, chapter 519, Oregon Laws 2011, shall submit to the Oregon Education Investment Board and the interim committees of the Legislative Assembly on education and human services a report that *“describes the availability, resources and functions of persons who act as family support managers, as described in section 5 (3)(b), chapter 519, Oregon Laws 2011. In developing the report described in this section, the council shall conduct a public and transparent process and shall solicit and consider the input of stakeholders and interested persons.”*

Overview

Methodology

The Early Learning Council charged its staff team with:

- Reviewing job descriptions of existing family support worker functions
- Identifying stakeholders
- Creating and distributing a statewide survey
- Developing a report based on survey results

Job descriptions of positions that could be considered as “family resource managers” (family support workers) were collected and reviewed to identify common functions. Common functions were then listed and defined to establish common language for use in a stakeholder survey.

A total of 1,325 potential stakeholders were initially identified. Stakeholders were asked to forward the invitation to other potential stakeholders. Each initial stakeholder was sent an invitation to participate in an electronic survey using the SurveyMonkey tool. A total of 1,958 stakeholders responded to the survey. The number of incomplete surveys was 366 (19%), leaving 1,592 responses that serve as the basis of this report. The survey was open for responses for a total of thirteen days.

Based on survey results, a report was drafted for ELC review. All ELC members were provided a copy of the report for review and comment. The ELC Executive Committee acted on the report on behalf of the ELC on September 28, 2012. The report was submitted to the OEIB and Legislative Interim Committee on September 28, 2012.

Survey

Job descriptions were collected and reviewed to identify common functions. A total of 23 job descriptions were analyzed. These functions were then listed and defined to establish common language and used as the basis for the survey of workers in family support positions. The functions identified as common across job descriptions, and the definitions used for this report, were:

- **BROKER/NAVIGATE:** Acting as an agent/intermediary for families to obtain services
- **COORDINATE:** Linking existing services/bridging gaps to ensure highest levels of efficiency and effectiveness.
- **REFER:** Collecting information and/or completing applications for families to receive direct services.
- **FOCUSED RELATIONSHIP DEVELOPMENT** with elementary schools, preschools, pediatrician offices and any other provider of early learning services where both outreach and referrals are made for families.
- **ADVOCATE:** Promotes/supports/represents the interest of the family to the service delivery agencies/entities for families.
- **ASSESSMENT & INTAKE:** Interview families to determine status & eligibility for services following program and supervisor guidelines
- **FAMILY GOAL PLANNING & SKILLS TRAINING:** Enhancing parents' abilities to act as primary educators of their children.
- **DATA COLLECTION & SUBMISSION:** Track, collect, and compile data for county, state, and federal reporting.

The survey was composed of 27 questions: five personal identifiers, six on availability, three on job functions, ten on resources and three open-ended questions.

Participating Stakeholders

A diverse range of stakeholders participated in the survey. Stakeholders were defined as those who fill, or whose organization fulfills, one or more functions of a family support worker. The survey did not include recipients of family support services, nor did it target directors or organizational decision makers (although the latter may have completed some surveys).

Many initial stakeholders forwarded the survey to others—achieving a broad distribution including staff from: Community Action Programs, County Commissions on Children and Families, Child Abuse Assessment Centers, Child Care Resource and Referral Network, Department of Corrections - Juvenile and Adult Parole and Probation Officers, Department of Human Services: Child Welfare, Self Sufficiency and Developmental Disabilities, Early Intervention/Early Childhood Special Education, Head Start , Healthy Start, Home Visiting Programs, Oregon Child Development Coalition, Oregon Health Authority: Healthy Kids Partners, Public Health Departments, Oregon Education Department: Public Schools K-12, and Relief Nurseries.

While survey respondents represented a wide diversity of organizations, 20% are categorized as working in “early childhood supports” services. An additional 31% indicated they worked in physical health, behavioral health or family support.

Strengths and Limitations

The information in this report represents a snapshot of current perspectives of those fulfilling family support worker type functions. It is not a validated research analysis. Gathering data from such a diverse population presents challenges due to variance in perspective and response. The perspective of the respondents is limited to that of providing services and does not include that of the service recipient or organizational planning and policy. In addition, there is no known “total” of all the family support workers across the state to provide a base for comparison and analysis.

The highest frequency of responders represented early childhood support services and the geographic area of Multnomah County. This response pattern may limit applicability of findings. More detailed research about the variety of family support being provided in Oregon might best be done regionally.

Nevertheless, this report provides important information about the range of family support manager functions currently being fulfilled in Oregon and can serve as a guide to the OEIB, ELC and Legislature in guiding services and functions to meet policy and statutory goals.

Findings

This Section focuses on findings related to legislative inquiry about the Availability, Resource, and Functions persons who act as family support managers in Oregon. The data predominantly reflects input from those directly interacting with families. The information shared in this report provides a foundation for further exploration of common functions and efficiencies across sectors.

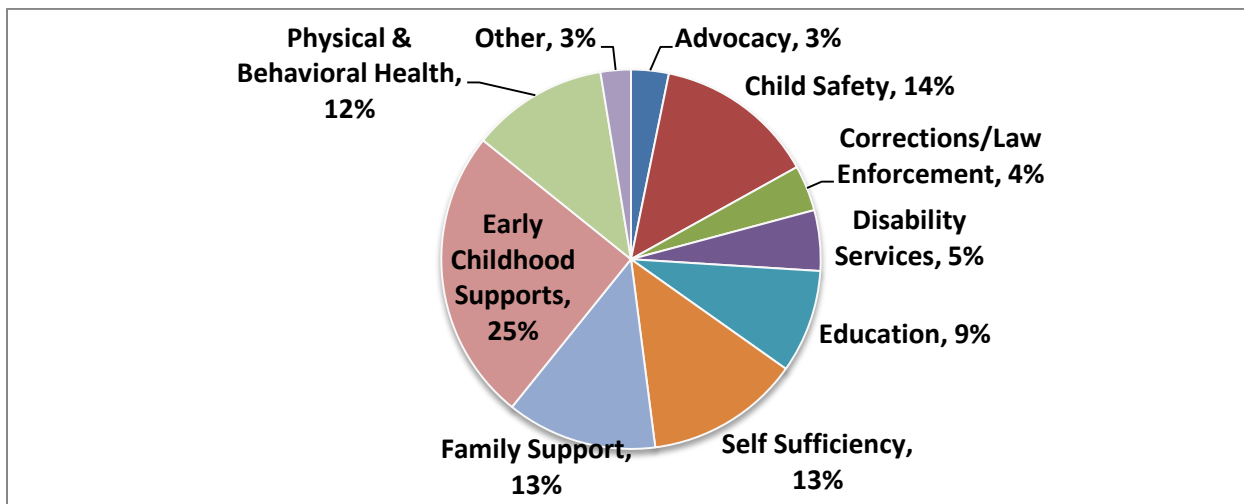
Availability

Type of Organization

Many disciplines across the state incorporate some level of family support and only one in four respondents indicated that they have a waitlist.

The largest numbers of respondents were from organizational types categorized as Early Childhood Supports and the second largest group was Child Safety. See Appendix: Table 1 for organizational type subcategories.

Chart 1 –Organizational Types

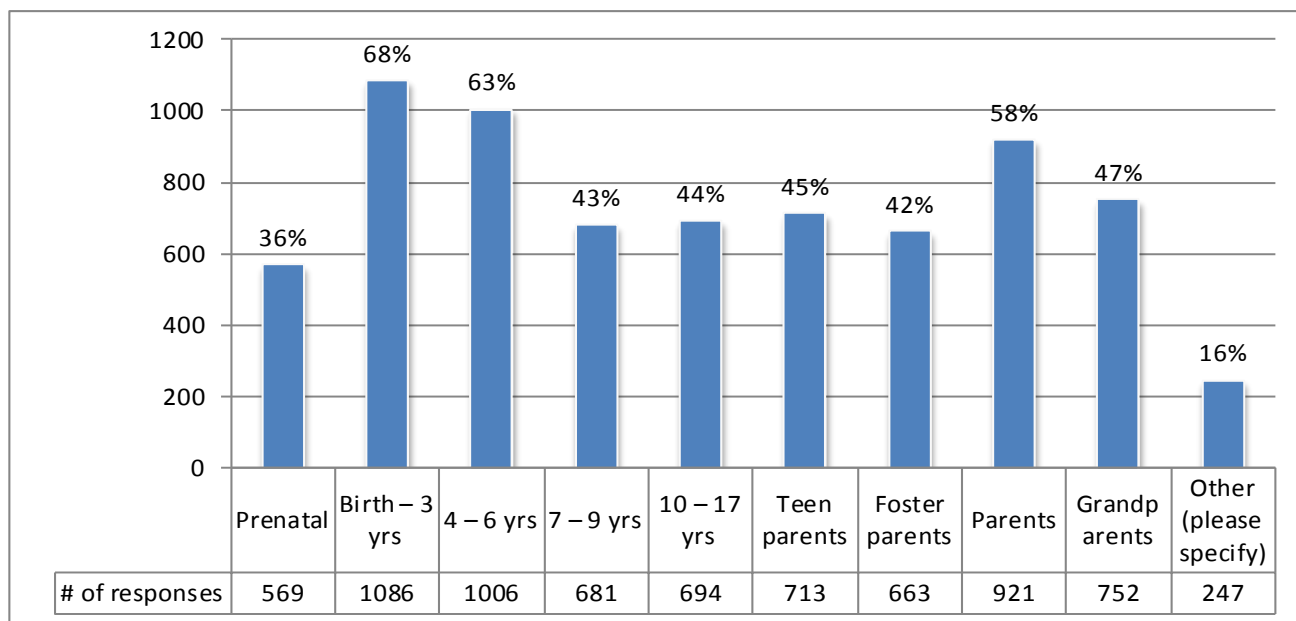


Populations & Geographies Served

In determining eligibility for service, the primary determinants reported were: income, age, risk factors, and disability.

Overall, respondents indicated that the populations receiving the highest levels of support are children ages 0-6 and their parents. The least specifically served population is the prenatal group. Over 600 respondents (38%) indicated they spend 80-100% of their time in family support functions with children ages 0-6. On average, 56% of all time is connected to supporting children ages 0-6. See Appendix: Question 14 for data tables.

Chart 2–Age Ranges Served



Family support functions are being provided in all counties. Survey data indicates that most family support workers support more than one county. School district respondents totaled 105 and represented Pre-K through K-12. Thirty-three of these indicated that they spend 100% of their time in “other functions related to clients. A preliminary review of the number of Oregon Elementary schools by County and the total number of respondents by county can be found in the Appendix: Question 6.

Since the definition of “client” was not well-defined by the survey (i.e. children, adults or family unit), respondents varied when reporting the number of clients served per year. Some respondents represented their entire organization, while others answered individually. Since responses were both composite agency and individual answers, the average and median numbers may be inflated. With these limitations in mind, the median number of clients served per year was reported at 125 for children and youth and 45 for adults. The client number most frequently reported for children and youth was 50, and 100 for adults.

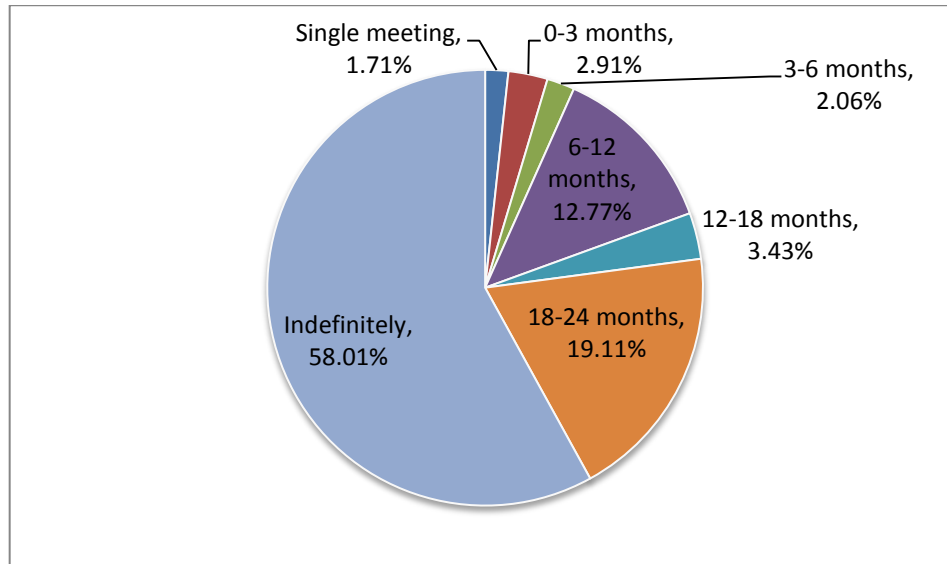
Table 1 – Number of Clients Served

	Average number of clients per year: - Children & Youth (0-17):	Average number of clients per year: - Adults (18+)
Mode	50	100
Median	125	45
Average	769	1,215
# of responses	1,270	939
Range High (Max)	140,212	392,408

Frequency of Service

Data from respondents indicated that more than half of all clients (58%) receive services for an indefinite period, signifying a long-term case management approach by many “family support workers.” Approximately 19% receive services for one year or less, and 23% are for one to two years.

Chart 4 – Length of Time Receiving Service



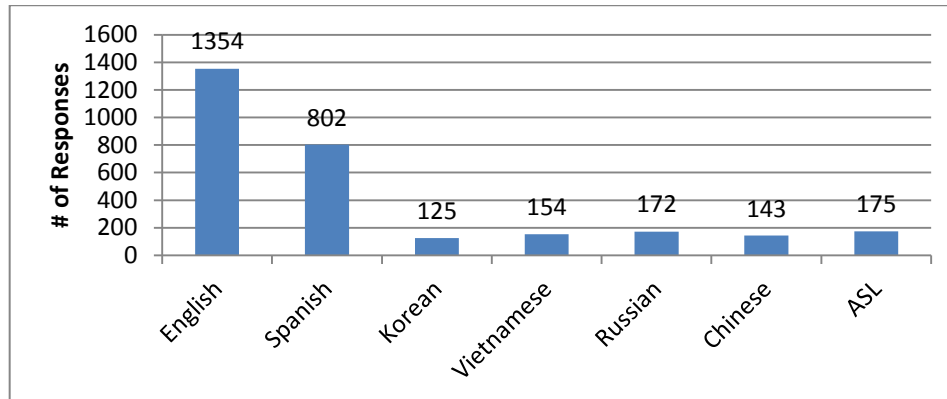
Responses indicated that after enrollment, 35% of client/families are seen most commonly on a weekly basis. The second highest response was monthly interaction at 18%, followed by daily interaction at 16%. See Appendix: Question 19.

Thirty-seven percent of family support workers spend 1-2 hours in each interaction with their clients. Thirty-five percent spent 30-60 minutes, followed by 21% who spend 0-30 minutes. See Appendix: Question 20.

Service Languages and Ethnicity

Respondents indicated that services are provided predominantly in English and Spanish. Responses indicated that services are also available in the following languages (in order of highest to lowest response): American Sign Language (ASL), Russian, Vietnamese, Chinese, and Korean.

Chart 5 – Service Language



Only 63% (n=995) of those surveyed provided a valid response regarding ethnicity of population served. These respondents indicated that the ethnicity of populations served statewide is primarily white, non-Latino (two-thirds). Approximately 20% are Latino or Hispanic.

Table 2 – Ethnicity of Population

Ethnicity	Average of Responses	US 2010 Census ¹
White, non-Latino	66.3%	83.6%*
Latino or Hispanic	19.8%	
American Indian or Alaskan Native	3.2%	1.4%
Asian American	1.5%	3.7%
Black or African-American	4.7%	1.8%
Multi-Ethnic	4.7%	3.8%
Native Hawaiian & Other Pacific Islander		0.3%
Other or Unknown	0.1%	5.3%
	100%	99.9

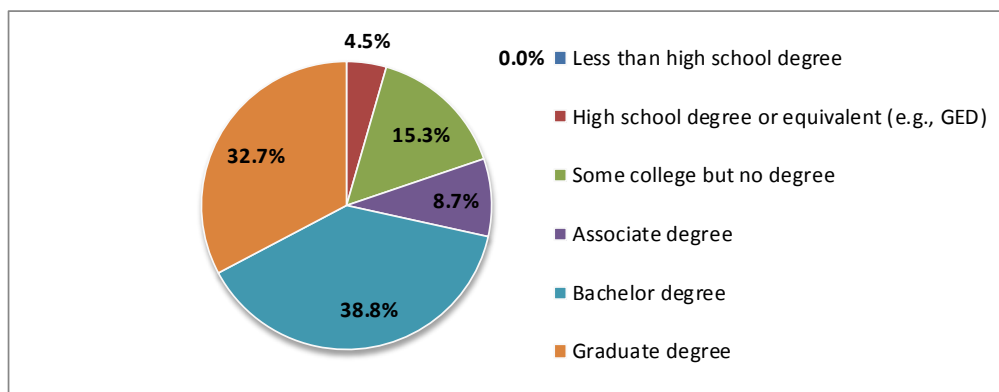
*Hispanic or Latino of any race 11.7%

¹ http://www.census.gov/geo/www/guidestloc/pdf/41_Oregon.pdf

Resources

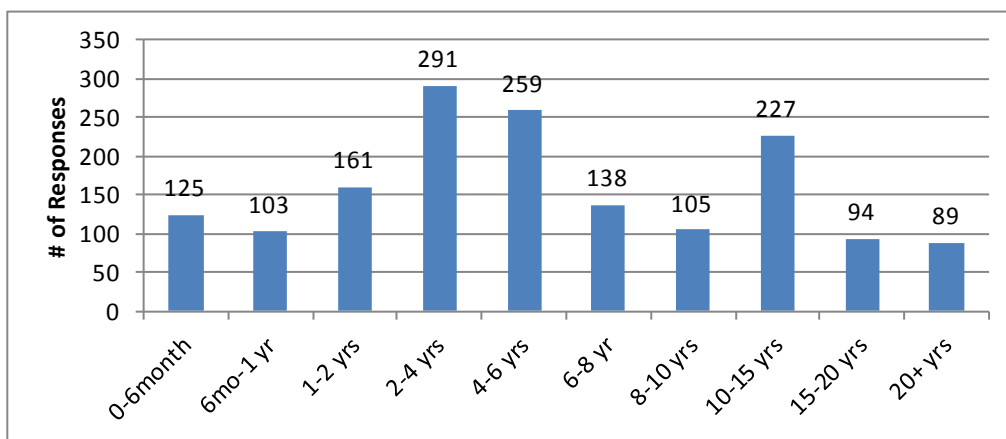
The Family Support worker is the main resource for family support functions across the state of Oregon. Overall, the survey indicated an educated workforce, with close to 40% of respondents holding a bachelor's degree and 33% with graduate degrees. Another 15% have some college but no degree and the remainder have at least a high school diploma or GED.

Chart 6 – Highest Education Level



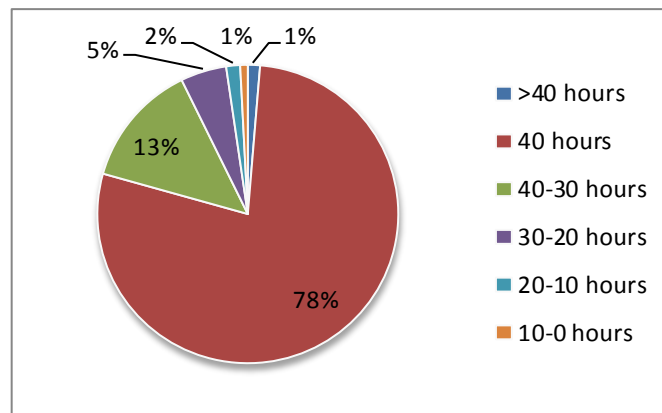
Family support workers represent a somewhat stable workforce, with almost half working in their job for at least two years. Most respondents (18%) have been in their position 2-4 years. The second highest response (16%) was 4-6 years, followed by (14%) having been there for 10-15 years.

Chart 7 – Time in Current Position



Of the 1,592 respondents, 78% indicated working 40 hours per week, followed by 13% working between 30-40 hours per week.

Chart 8 – Weekly Hours Worked

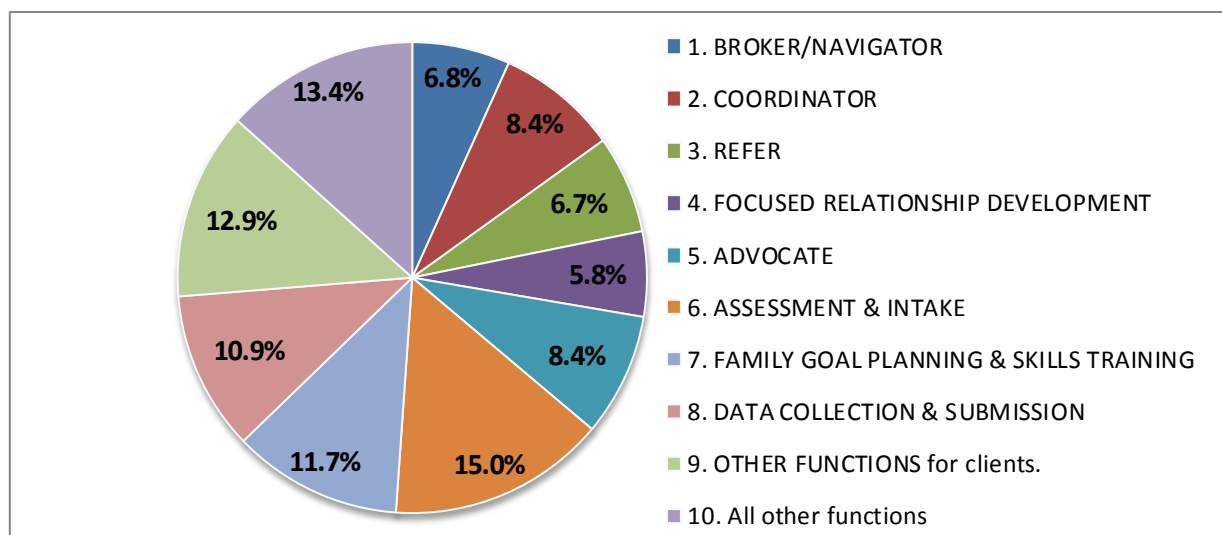


Most Family Support workers reported a range of annual wages from \$25,000 to \$49,999 and the average annual salary is \$42,691. See Appendix: Question 11.

Functions

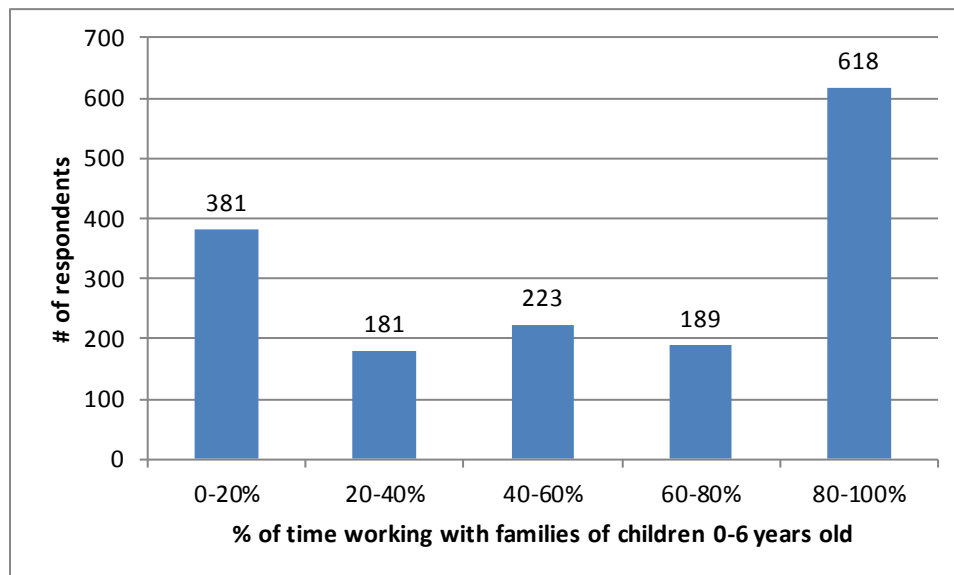
Respondents reported spending their time on Family Support functions in this order:

Chart 9— Average Work Week Spent on Functions



See Appendix: Table 2 for a data chart broken down by function and county. See Appendix: Question 11 for additional charts for counties and function.

Chart 10 –Time Working with Families of Children 0-6



Respondents' Comments

Over 3,343 comments regarding challenges were made, identifying challenges to Family Support work. The top categories for these responses were:

- Limited Resources (730)
- Client Barriers (289)
- Time (242)
- Capacity (limited staffing) (165)
- Poverty related issues (147)
- System Inefficiencies (144)

Other commonly mentioned challenges were categorized as limited transportation as well as too much time spent in paperwork or administrative reporting. See Appendix: Question 25 for additional information.

Greatest benefits comments totaled 1,260. Most comments were regarding:

- Coordination of Services (283)
- Family Support and engagement (149)
- Health Services (114)
- Continuing Support (104)

There were 255 additional comments with the following focus points:

- Program Information (66)
- Comments on the survey (62)
- Program Suggestions (50)

Key Findings

The range of responses across Family Support functions sets the stage for a focused conversation in Oregon about how to invest in and harness the large workforce of high level, strategic family support managers as a part of Oregon's effort to provide support to our high need children and families. The survey suggests an opportunity to coordinate family support functions across sectors to improve family outcomes and capacity by maximizing existing resources.

Key findings and their implications are summarized here, according to the three areas of legislative inquiry.

Availability

The survey indicates Family Support functions in Oregon are available throughout the state and embedded throughout a variety of disciplines and job types. Across these disciplines, family support resources are focused across the developmental continuum with an emphasis on parents and children ages 0-6. The least emphasis is placed on the prenatal period of development. Given increasing evidence about the importance of this formative time in the future development of the child, increasing focus on prenatal supports should be a consideration. While wait lists exist for 26% of respondents, most clients are seen within 2 weeks, indicating that short-term responses are available for most families.

Resources

Persons providing support functions to families are well educated and have, on average, 6.6 years of experience in their position. They report that they are frustrated by limited resources, administrative duties, and systems that may not produce meaningful results. They report benefits through collaboration across sectors, family-centered and strength-based approaches, and education. These findings indicate that Oregon is ripe for harnessing "family support managers" as a valued and professional cross-discipline resource to support our at-risk children and families. Family support managers, regardless of discipline, could benefit from alignment of purpose, setting targeted outcomes, coordinating training/education, and professional development.

Functions

Thirty percent of family Support functions are dedicated to intake, assessment, and data collection, and respondents reported feeling burdened with paperwork and administrative inefficiencies. The survey was not capable of determining whether one family may have participated in multiple intake, assessment, and data collection activities to receive services from different service providers. In addition, 58% of services are available indefinitely to clients, thereby suggesting that long-term case management of families is the standard. These findings suggest a strong need for coordination, processes engineering and increased efficiency across disciplines.