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MARION & POLK EARLY LEARNING HUB

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Board of Directors Meeting

Thursday, February 4, 2021 |3:00-5:00 PM

Virtually via Zoom

Meeting ID- 829 9456 9360 **Password-** 818454

Action	Time	Topic	Page #
	3:00	**Welcome and Introductions** • Review agenda for real or potential conflicts of interest – All • Establish any conflicts of interest	
		Public Comment Period • Comments should be limited to three (3) minutes • Please provide copy of written materials to the Executive Director, if available	
Action	**3:05**	**Consent Agenda** *Staff Recommendation: Approve* 1. December 2020 Board of Directors Meeting Minutes 2. January 2021 Executive Committee Notes 3. January 2021 Collective Action Team Notes 4. Executive Director report	3-13
Action	**3:10**	**Financial Report** – David Rheinholdt • Approve December 2020 Financial Reports • Budget update; including new contracts with ELD, OHA, and InCK • Audit update	14-17
Action	**3:25**	**Nominating Committee** • Approve Donalda Dodson appointment to Family Connects Community Advisory Board	
Inform	**3:30**	**Strategic Plan & Theory of Change** • Overview of Theory of Change, the legislative report, and discuss impact on our strategic plan	18-28
Inform	**4:00**	**Program Spotlight – Kindergarten Partnership and Innovation**	
Inform	**4:15**	**Executive Director Report** • Immunization clinics • OCF Grants • Legislative bill watch list	29-30
Inform	**4:25**	**Legislative Advocacy- Cassie Bruske & Jon Eames, Eames Consulting** • Introduce legislative advocate contractors • Overview of the session and process	

Inform	**4:45**	**Board member announcements - All**	
Next Meeting Date		Thursday, March 4, 2021 at 3:00-5:00pm- Virtual via Zoom	

Meetings of Interest

MPELH Parent/Caregiver Advisory Committee

Dates	Time	Location
2nd Wednesday of Every Month* *Hiatus during summer months (July and August)	6:00 pm to 7:00 pm	Virtual

Regional Implementation Team

Date	Time	Location
3rd Wednesday of Every Month	2:00-3:30pm	Virtual

Collective Action Team

Date	Time	Location
Recurring 3rd Thursday of month	9:00 am to 11:00 am	Virtual

February 2021 Consent Agenda – Action Item

Staff Recommendation: Approve

1. December 2020 Board of Directors Meeting Minutes
2. January 2021 Executive Committee Notes
3. January 2021 Collective Action Team Notes
4. Executive Director Report

Board of Directors Meeting Minutes

Thursday, December 3, 2020|3:00-5:00 PM

X	Angie Blackwell, Confederated Tribes of Grand Ronde		Phil Blea, Marion County Children's Behavioral Health	X	Kerry Blum, Polk County Children's Behavioral Health	X	Donalda Dodson, Oregon Child Development Coalition
	Levi Herrera-Lopez, Mano a Mano	X	Andy Gardner, North Santiam School District	X	Stacy Lake, DHS Child Welfare	X	Dave Novotney, Willamette Education Service District
X	Kim Parker-Lleranas, Willamette Workforce Partners		Christy Perry, Salem-Keizer Public Schools		David Rheinholdt, Rheinholdt Insurance		Jimmy Jones, Mid-Willamette Valley Community Action
X	Jim Seymour, Community Member		Carina Ventura, Parent/Caregiver Advisory Committee				
MPELH Staff							
X	Lisa Harnisch, Executive Director		Margie Lowe, Performance & Fiscal Officer		Veronica Mendoza, Family Engagement Coordinator	X	Tiffany Miller, Communications Specialist & Parent Education Associate
	Skye Hibbard, Coordinated Enrollment Specialist & Care Connect Coordinator	X	Kiara Yoder, Screening & Care Systems Coordinator				

Guests: Stephanie Whetzel, Salem-Keizer School District.

Action Summary

- Consent Agenda;
- October 2020 Financial Reports;
- June-December Governance Policies

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The December consent agenda was included in the Board packet.

Stacy Lake moved to approve the consent agenda as presented. Donalda Dodson seconded. Motion passed.

Financial Report

October 2020 Financial Reports included revenues of $229,205. Funds from the Oregon Department of Education Electronic Grants Management System (EGAMS) are recorded as receivables this month for grants MPELH awaits receipt of funds. October 2020 total expenses were $148,547 including salary and benefit expenditures, payments to

Preschool Promise subcontracted providers for the first months of service, subcontracts for family emergency aid and communications outreach expenditures. Net assets of $3,545,561 and current liabilities of $266,587. Not yet in the budget is the Integrated Care for Kids, Family Connects, Coordinated Enrollment, and Student Success Act parent education funding.

Donalda Dodson moved to approve the October 2020 Financial Reports. Dave Novotney seconded. Motion passed.

Governance Policies

The Board reviewed the final six months of policies. The Executive Committee takes time every meeting to review a policy or two. Lisa highlighted the following sections:

- **Executive Limitations: Treatment of staff, treatment of contracting organizations, and global executive limitations- all sections were in the green and a conversation was held on how does the Board know if contracting organizations would rate the Hub in green. The Executive Committee suggested doing a partner survey.**
- **Governance process: Cost of governance- how can we focus in on the cost of governance training. How to expand the capacity of the board and also diversity, equity and inclusion trainings. Hub staff will put together a calendar for the year of 2021 that we could stage out the various pieces that we need to do as an organization.**

Dave moved to approve the final six months of governance policies. Angie Blackwell seconded. Motion passed.

Hub System Advocacy/Legislative

- **Legislative agenda update**
    - The Governor is recommending protecting Current Service Level investments in early childhood and making a new investment of $108 million. This is positive news given the state of the economy overall and the need to identify cuts across the entire budget, and it includes many investments proposed by ECC partners (but not all). The specific investments include:
        - Oregon Pre-Kindergarten Head Start: $30 million increase, 2400 “new slots” are mostly expanding from half-day to full-day
        - Early Head Start: $5.8 million increase, 260 new slots
        - Preschool Promise: $64.1 million increase, 3600 new slots
        - Early Childhood Equity fund: $3.4 million increase, 1,100 new slots (first general fund investment in this fund)
        - Parenting Education: $2 million increase, 1000 new slots
        - Healthy Families Oregon: $3.5 million increase, 400 slots
        - Early Intervention/Early Childhood Special Education: Funded at Current Service Level
        - Relief Nurseries: Funded at Current Service Level
        - Employment Related Day Care: Funded at Current Service Level
        - Professional learning system: increase from $25 m to $28.1 m
        - Reach Out & Read: funded at $75,000 to restore the cut made in the Second Special Session
    - The Governor is also proposing 3 new investments:
        - $5.8 million for reducing suspension/expulsion
        - Tribal Early Learning Hub: $900,000
        - New Criminal Background Checks for all ERDC and Recorded Programs: $1.8 million

The Governor is however recommending that hubs are cut by $1.4 million.

- **Early Learning Hub Request for Applications**
  - The ELD recently announced they would not be advocating for Child Care Resource & Referrals and Hub merging. Hubs will have to participate in an RFA to be in compliance with state contracting rules. This will likely be announced in Feb 2021, and at this time will be open to only existing backbone organizations, and the existing footprints.
- **Lobbyist update**
  - The Early Learning Hub Directors have contracted with Eames Consulting Group. Currently all Hubs are engaging in a Memorandum of Understanding that all Hubs to contribute funding. Met with the ELD to share the direction we are moving forward.

Community Business Education Leaders

Jim Seymour introduced the Community Based Educations Leaders (CBEL) Executive Framework. The vision of the CBEL is every child grows up in a safe and nurturing home, enjoys good health, succeeds in schools, and goes on to contribute to a resilient community, strong families and world-class education. Building neighborhood family councils to listen and communicate with residents. The neighborhoods are school boundary areas. Purpose is to create a civic engagement with the business community and other community members. The vertical alignment would be listening to communities then there'll be a commitment from the agencies to help build world class education, build resilience needs in the community, etc. How to build horizontal integration within agencies. Best way to do that is support collective impact organizations such as the MPELH, Mid-Willamette Valley Homeless Alliance, Fostering Hope Initiative, and the Marion County Children and Families Commission. Lisa has been attending the CBEL since its inception. Helps to elevate the overall work in those communities, the mission and vision of the Hub.

Executive Director Report

- **Oregon Parenting Education Collaborative (OPEC) funding –** the Hub will be applying for the final year of funding for $60,750. Some upcoming focuses include: training facilitators in the curriculum, meet and greets to learn about parent education and how to be involved, equity and cultural responsiveness, building the capacity for virtual programming. Plan to speak in the OPEC application to the Student Success Act (SSA) alignment. Parent Education funding from the SSA funds should be coming.
- **Immunization clinics –** partnering with 3 area clinics to offer an early learning/early literacy component to drive thru vaccine clinics in January. Grant was through Salem Health and Pacific Source**.**
- **Preschool Promise –** Just over 54% of PSP slots coordinated by MPELH are filled. 5 programs (21%) are full. The Hub has received 125 applications for new families (122 for returning/2nd year students & conversion students) for a total of 247 applications.
- **No Kid Hungry grant possibility –** partnership/collaboration with Catholic Community Services. Exploring that grant with Fostering Hope to connect more families with food resources?

Program Spotlight

Kiara Yoder presented the monthly spotlight of Family Connects and Integrated Care for Kids.

- **Family Connects**
  - Universally offered newborn nurse home visiting program, free to families, supports parents by connecting families with resources for the whole family. The Marion & Polk Early Learning Hub is the lead agency for our region as one of the eight early adopters.

- Upcoming: Unite Us (Connect Oregon); contracting and credentialing; plan for scaling up (start small, scale up zip codes gradually); roll out Family Connects in Marion County; salesforce database; and stand up the Community Advisory Board (CAB). The CAB has space for one MPELH Board of Directors. The Executive Committee will review the request and bring to the Board in February.

- **Integrated Care for Kids (InCK)**
  - InCK is a 7 year federal grant being overseen by the Oregon Pediatric Improvement Partnership that is dedicated to building health and improving out comes for children and youth. This will expand on existing efforts to promote coordinated and integrated care, patient-centered primary care homes and investment in Health Information and Community Information Exchange. This will ultimately result in "alternative payment models". To achieve the goals set forward in the project, additional resources and investments are needed to support the pre-implementation work to be completed by the System Navigator. Kiara, with her extensive knowledge of the health system, care coordination experience, and knowledge of the social service and community supports will be assisting InCK during the pre-implementation phase. This will include
    - **Interview with a variety of stakeholders including front-line providers to understand the various aspects of processes, referral pathways, use of data and health exchange information, resources or lack thereof;**
    - **Develop a baseline care map and asset map of resources;**
    - **Partner with the local System Navigator**
    - **Work with community partners, regional Partnership Council to build into the Health information exchange/client information exchange platforms to include the resource map and integration of the care coordination resources.**

Next Board Meeting: Thursday, February 4, 2021 at 3:00-5:00pm- Virtual via Zoom.

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MPELH Executive Committee Meeting Notes

Wednesday, January 20, 2021 |8:00 – 9:00am

Jim Seymour, Phil Blea, Dave Novotney, Donalda Dodson, David Rheinholdt, Phil Blea and Lisa Harnisch

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Topic
Welcome
Financial Reports December 2020 financial reports included revenues of $431,390. Funds from the Oregon Department of Education Electronic Grants Management System (EGAMS) are recorded as receivables this month for grants MPELH awaits receipt of funds. December 2020 total expenses were $92,587 including salary and benefit expenditures, payments to Preschool Promise subcontracted providers for the first months of service, purchase of Ready! for Kindergarten kits, and cost for audit preparation. Really do see the impact of not an accurate budget- when we adopted the budget we did not have the Preschool Promise subcontractors identified. The Hub was informed by the Early Learning Division at the end of 2020 for the Coordinated Enrollment activities to receive $233,000 from the ELD. Net assets of $3,617,975 and current liabilities of $264,567. Not yet in the budget is the Integrated Care for Kids, Family Connects, Coordinated Enrollment, and Student Success Act parent education funding. Hub staff are revising the budget to bring to Executive Committee in February. A conversation was held on whether the Hub should apply for another PPP loan, further conversations will be held on the need. *Donalda Dodson moved to approve the December 2020 Financial Reports. Dave Novotney seconded. Motion passed.*
Family Connects The Oregon Health Authority (OHA) decided to postpone the roll out of Family Connects the Universal Home Visiting program until April 1. Marion County has hired nurses. The Hub has executed a contract with the OHA for Kiara Yoder's staff time. At the previous Board meeting Lisa proposed the request for an MPELH representative Board member to join the Family Connects Community Advisory Board. Anticipates the committee will meet quarterly. Donalda has expressed interest in joining. *Dave nominated Donalda to serve as the MPELH representative. Phil Blea seconded. Motion passed.*
Strategic Plan update and next steps Lisa introduced the Oregon Early Childhood Systems Theory of Change. She is working through it and how it relates to MPELH's strategic plan. The Theory of Change adds much more of an emphasis for parents' voice. It connects with and aligns with Raise Up Oregon. Will see how it gets rolled out and talked about with the ELD. Lisa provided an update on MPELH's Strategic Planning process. The value statements seem to continue to ring true. The mission and vision aligns well with the Theory of Change. The Board's identified strategic focus on advocating for the early learning system, connection with families/elevate voice, and build health and early learning strategies.

The next steps in the Strategic Planning Process:

- **Tie work into specific strategies in Raise Up Oregon and Theory of Change**
- **Bring strategic planning committee back together**
- **Develop graphic organizer to encapsulate the work**
- **Bring to the Board**

Updates

- **Legislative update-** Lisa provided the Early Learning Division Legislative Agenda for the 2021 session. Hub leaders have been impressed with the work of the hired lobbying form Eames Consulting. Working with the ELD to ensure the Hubs and the ELD are aligned and coordinated as they work on their legislative agenda. The total contract with Eames Consulting is $60,000. We are billed $5,000 each month. Lisa is getting agreements in place with each hub region. Each hub is contributing to offset the expense.
- **Hub re-competition and Budget note report-** The Early Learning Division (ELD) will not be pursuing the consolidations of Hubs and Child Care Resources & Referrals (CCR&R). There will not be a re-competition for Hubs this biennium. The ELD is working on a revised statement of work. This renewed contract will be for a one biennium. The ELD is likely to reconsider what the funding formula will be for the revised contract. This could result in a reduction of funding.
- **Coordinated enrollment specialist-** the Hub will be hiring an additional coordinated enrollment specialist to support the work.

February 4 Board Meeting Planning – Virtual via Zoom

- Executive Director report
- Consent agenda
- Financial Report
- Strategic plan and Theory of Change – put together a slideshow to introduce it. Important to give attention to how the Hub and the Child Care Resource and Referrals are connected.
- Legislative update- Eames Consulting

Next meeting: February. 8:00-9:00am.

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Collective Action Team (CAT) Meeting Agenda

Thursday, Jan. 21, 2021 9:00-11:00 a.m.

Online meeting

Tiffany Miller, Skye Hibbard-Swanson, Viri Pozos, Alyssa Gaiser, Autumn David, Catherine Azevedo, Chelle Bettis, Claudia Caratachea, Elide Sanchez Rivera, Jessica Marie, Angie Carroll, Kiara Yoder, Lori Christy, Marlene Alverado, Michael Finlay, Rebeca McDermitt, Sally Castillo, Angelica Flores, and Holly Dalton

Topic
Welcome and opening activity – Skye Hibbard-Swanson, MPELH
Student Success Act (SSA) Opportunities – Holly Dalton, Willamette Education Service District (WESD) shared that the WESD received Student Success Act dollars to support children's mental and behavioral health needs. WESD has a Cross-functional Equity, Inclusion and Achievement team who are a group of experts to offer technical support to regional school districts to meet their Student Investment Account priorities. They offer community engagement and data development and SIA plan revisions around mental health and behavior, social emotional learning and instruction and distance learning.
Oregon Parenting Education Collaborative (OPEC) Renewal Application – Tiffany Miller shared the Hub is working through the OPEC renewal application for an additional year of parent education programming beginning July 1. Some highlights of application items the Hub intends to do in the next year: • **Gradually build back into the in-person programming when it's safe to do so. But also continue to rely on virtual parenting classes.** • **Hope to build facilitator capacity in Circle of Security.** • **Further build out MPELH's parent/caregiver advisory committee leadership skills in hosting Community Cafes and being trained in evidence or research-based curriculums.** • **Reconnecting with the Roots of Resiliency training with parent educators.** • **Host a meet and greet for individuals who are interested in becoming a parent educator- for those who have never taught but wish to become trained.**
Update on Family Connects - Kiara Yoder, MPELH Family Connects is a universally offered newborn nurse home visiting program, free to families, supports parents by connecting families with resources for the whole family. The Marion & Polk Early Learning Hub is the lead agency for our region as one of the eight early adopters. Upcoming: Unite Us (Connect Oregon); contracting and credentialing; plan for scaling up (start small, scale up zip codes gradually); roll out Family Connects in Marion County; salesforce database; and stand up the Community Advisory Board (CAB). The Marion and Polk region are scaling up and starting with zip codes 97071 and 97301. Partners will be reaching out to agencies that assist with program referrals.

Discussion on ways to prepare children and families for a return to classrooms – all

How can we get this to parents?

- Mental health and social emotional support- preparing to serve families;
- Helping to get information out there so parents know what to expect, what they might see that are actually normal reactions- you're not alone in feeling this, here are some things you can do;
- How can parents to talk to children about returning to school (wearing masks); kid-sized personal protective equipment? What can families expect about the transition?
- Getting back into routines; adjusting- providing information on how that can impact the family;
- Special education: adjustments to IFSP's or IEP's, how to have those conversations and the tools;
- Community resource lists available online (through libraries and others)
- Healthy step practices campaign/workshops? Partnerships with health providers/behavioral health practitioners, reconvene the Maternal Child Health Coalition.

Partner announcements & updates

- **SMART reading** has their upcoming fundraiser. Virtual read aloud. Share the information with social networks.
- **Boot Camp with New Dads** is launching with Salem Health. Should start February.
- **Planned Parenthood**- OHA grant to know about Oregon Reproductive Health program. Fills the gap for those that may be uninsured.

Next meeting: Feb. 18, 9:00-11:00 a.m.

Marion & Polk Early Learning Hub – Executive Director Report

February 2021 – representing the work for December 2020 & January 2021

Preschool Promise & Coordinated Enrollment	• Continued work on the Coordinated Enrollment process. Enrollment overall programs is approximately 70%. This is in large part due to the pandemic. We are seeing a small uptick in interest post-holidays. • On December 29, the ELD sent the amendment to the Coordinated Enrollment grant. We were funded at approximately $30,000 thru December 31, 2020. The amendment was for $234,000 thru June 30, 2021. • The ELD continues to develop and refine reporting for Coordinated Enrollment, as well as refine the application materials for 2021. • We continue to balance the needs of children and families with the available providers. There have been some unique situations and circumstances.
Parent Education and Parent Supports	• We submitted the application for OPEC funding for Marion County for $60,500. This will allow us to continue to support parent education which will include grants for community partners and freelance facilitators. We will also be providing workshops for facilitators on curriculum and facilitation skills. • Parent Education funding as part of the Student Success Act will be coming to us via Oregon State University. No word on when that will occur. Funding should be approximately $40,000. • We continue to add capacity and access to additional parent education through contracting with independent facilitators. This includes being able to offer in both Spanish and English Strengthening Families for the parents of pre-teen/teens.
Kindergarten Partnership & Innovation	• There are multiple regional based Ready! For Kindergarten (R4K) sessions for families. These have been well-attended thus far, and parents are appreciating the virtual setting. • Polk County continues to offer regular mailings to families with activities developed by kindergarten teachers.
Care Connects	• Child care providers continue to be interested in supports for meeting the social emotional and behavioral needs of children. We are working with providers as requested to schedule behavior coaches.
Immunization Clinics	• Salem Health and Pacific Source offered community grants to support drive-thru immunization clinics. At the request of WVP, MPELH will provide books and other resource materials to families with children less than six. This collaboration resulted in our submission for funding to support the other grantees. We were awarded $500 which will provide approximately 143 children with books and materials.
Community Business Education Leaders	• I continue to participate as part of the Executive Committee for the Community Business Education Leaders. The governance structure is taking shape and the new charter will be part of the Feb 2 meeting. • MPELH is recognized as a key partner organization.

Family Connects	• Work continues with OHA and Family Connects International to get the private payer issue sorted out so that we will be able to universally offer the program. • Marion County has hired nurses, and we have identified the pilot zip codes and will focus on families on OHP. • Due to issues associated with billing and with the pandemic, we will launch officially April 1, 2021 • The Community Advisory Board will be convened in March.
Audit	• The FY2020 audit commenced January 11, 2021. All on-site work went very smoothly and was only one day (they had planned on two or three days). Once the audit is final, they will address the Board with the report.
Groundwork	• I was fortunate to be invited to participate in the Groundwork Leadership Institute. This leadership development opportunity is sponsored by Mountain West Foundation and is led by Chris Pineda. At its foundation is the Outward Mindset Training. We are so fortunate to have an organization in our community that is passionate about building a strong community and investing in people. It is an honor to be a part of this cohort.
OCF Covid Grant	• We were granted $50,000 as part of the OCF Covid Relief. The purpose of these funds were to support Spanish child care businesses impacted by Covid. Through a grant process, we were able to support all of the 27 Spanish speaking child care providers that applied with $2,000 grants. (We were able to take the $4,000 from other sources).

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Summary of Financial Results Period Ending: December 2020

Revenue:

December 2020 included revenues of $431,390. Funds from the Oregon Department of Education Electronic Grants Management System (EGAMS) are recorded as receivables this month for Hub Coordination and other grants as MPELH awaits receipt of the funds.

Expenses:

Total expenses for December 2020 were $92,587. In addition to employee salary and benefits expenditures, this includes payments to Preschool Promise subcontract providers for the current service month and start-up costs, Ready for Kindergarten kits for the Kindergarten Partnership and Innovation school districts and administrative costs related to annual insurance payments and preparation for the audit. The budget for several programs will be updated in an upcoming meeting to reflect recent funding increases. The most notable of these are in the Preschool Promise programs where MPELH was awarded $248,000 to serve 18 children through four local providers and an additional $75,000 above the initial level for coordinated enrollment for all non-Head Start providers. Current Preschool Promise expenditures exceed the approved budget in the December financial statements for this reason.

Balance Sheet

As of December 31, 2020, MPELH has assets of $3,617,975 and current liabilities of $264,567. The loan of $124,500 from the Small Business Administration Paycheck Protection Program (PPP) that is convertible to a grant if the proceeds are used to maintain the previous year's staffing level; PPP eligible expenditures of $107,998 have been recorded since receipt of the assistance.

The state required reserve of approximately $500,000 is met with a portion of the Unrestricted Net Assets. MPELH's contract with the State Early Learning Division requires the Hub to maintain a six-month operating reserve. MPELH calculates the reserve estimate based on six months' of staff salaries and benefits and three months' of phase-out operations for subcontractors. All subcontracts contain a dis-appropriation clause allowing rapid discontinuation.

Changing Grants and Contracts

- New grant agreements the Oregon Health Authority and the Oregon Pediatric Improvement Partnership to support the development of the Family Connects newborn visitation program and coordinated community engagement are getting underway.
- OPEC Marion County Parent Education Program (Decreasing from $75,000 to $67,500) and funding from the Student Success Act will be approximately $40,000 for Marion County parent education. Polk and Yamhill will receive a similar amount through their parenting hub.

- In the second year of the 2019-21 biennium, Preschool Promise funds for all programs are being directly contracted by the state to most area providers; MPELH has been awarded $248,000 for 18 Preschool Promise placements and will subcontract with four in-home providers to deliver these services for children.
- The Preschool Promise Coordinated Enrollment agreement was awarded an initial budget of $30,500; the Early Learning Division increased the program to $233,500.
- The Oregon Community Foundation has awarded MPELH $50,000 to provide support to Latino early care and learning providers during the pandemic.

Match Requirements

- Oregon Hub Coordination Funds 25% Match ($160,741 non-state funds). This match has been met in the past year through WVP In Kind, WVCH and BCN grants, and OPEC grant totaling $590,590. Recent meetings with the Early Learning Division have resulted in approval to include the added value of the Preschool Promise program to the other students in the providers' classrooms in mixed delivery sites as a matching funds source; 131 children benefited from these improved services that are not identified as Preschool Promise eligible. This source of program match will include 37 children beginning in July 2020 as the state directly contracts for for most of these services.
- Oregon Family Support Funds 25% Match ($68,471 non-state funds). This match has been met by funds (approximately $65,000) provided through local partners as a part of the Emergent Family Support Program and surplus match from the WVCH grants mentioned above; the match in the current fiscal year will include the resources identified by local partners in the Emergent Family Support Program and the Oregon Community Foundation grant for Latina child care providers.
- OPEC Grant Match ($18,750). This match has been met by the Hub Coordination and KPI funds provided by the Early Learning Division and the WVCH Parent Education grant; in the coming year, Hub Coordination and KPI funds will meet this requirement.

State Administrative Expenditure Limit

- Family Support Funds -- 10%
- Preschool Promise – Funds included in the Preschool Promise Coordination Account
- All Other State Grants – 15%

Early Learning Hub, Inc.
Statement of Activities
Year-to-Date for the Period ending December 31, 2020

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	46,118	283,615	439,568	65%
Parenting Education	0	0	0	0%
Preschool Promise Funds	97,388	237,388	161,375	147%
School Readiness/KPI	141,301	202,597	566,322	36%
Other Grants & Contracts	38,585	140,486	273,882	51%
PPP Accrual	107,998	107,998	0	0%
Total Revenues	431,390	972,084	1,441,147	67%
Expenses				
Salaries and Benefits	25,966	303,071	710,128	43%
Professional Development	0	0	7,579	0%
Supplies/Materials/Equipment	2,188	12,376	22,363	55%
Subcontracts and Local Grants	24,750	244,179	357,140	68%
Family Support/Aid	1,722	32,951	134,000	25%
Parent Education Series	6,000	13,587	80,979	17%
Parent Support Activities	0	7,701	4,003	192%
Special Proj/Collaborations	0	6,063	0	0%
Facilitator Support/Training	0	588	20,238	3%
Training & Curriculum	19,832	102,647	187,881	55%
Travel/Trans/Meetings	0	306	27,947	1%
Facilities	0	14,524	49,479	29%
Parent Advisory Committee	546	2,004	15,290	13%
Communicatons/Outreach	4,919	52,503	102,035	51%
Administrative Costs	6,664	19,740	55,306	36%
Total Expenses	92,587	812,240	1,774,368	46%
Net Income (Loss)	**338,803**	**159,844**	**(333,221)**	

The Board Approved budget anticipates a draw down of a portion of the Restricted Balances, causing a negative net income in the overall budget.

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	144,321	436,110	33%
KPI/School Readiness	195,426	566,322	35%
Parent Education Grants	48,752	213,996	23%
Preschool Promise	209,412	161,375	130%
Care Connect & Screening	10,846	122,683	8%
Family Support	90,485	273,882	33%
Government Affairs Coord	5,000	0	0%
PPP Expenses	107,998	0	0%
Total Expenses	**812,240**	**1,774,368**	**45%**

Early Learning Hub, Inc.
Statement of Position (Balance Sheet)
December 31, 2020

ASSETS

Current Assets			
Petty Cash	$ 300		
Cash in Bank-Operating	3,026,306		
Prepaid Expense	4,298		
8500 Grant Receivable	5,000		
Accounts Receivable	579,961		
Total Current Assets			3,615,865
Fixed Assets	2,110		
Total Assets		**$**	**3,617,975**

LIABILITIES AND NET ASSETS

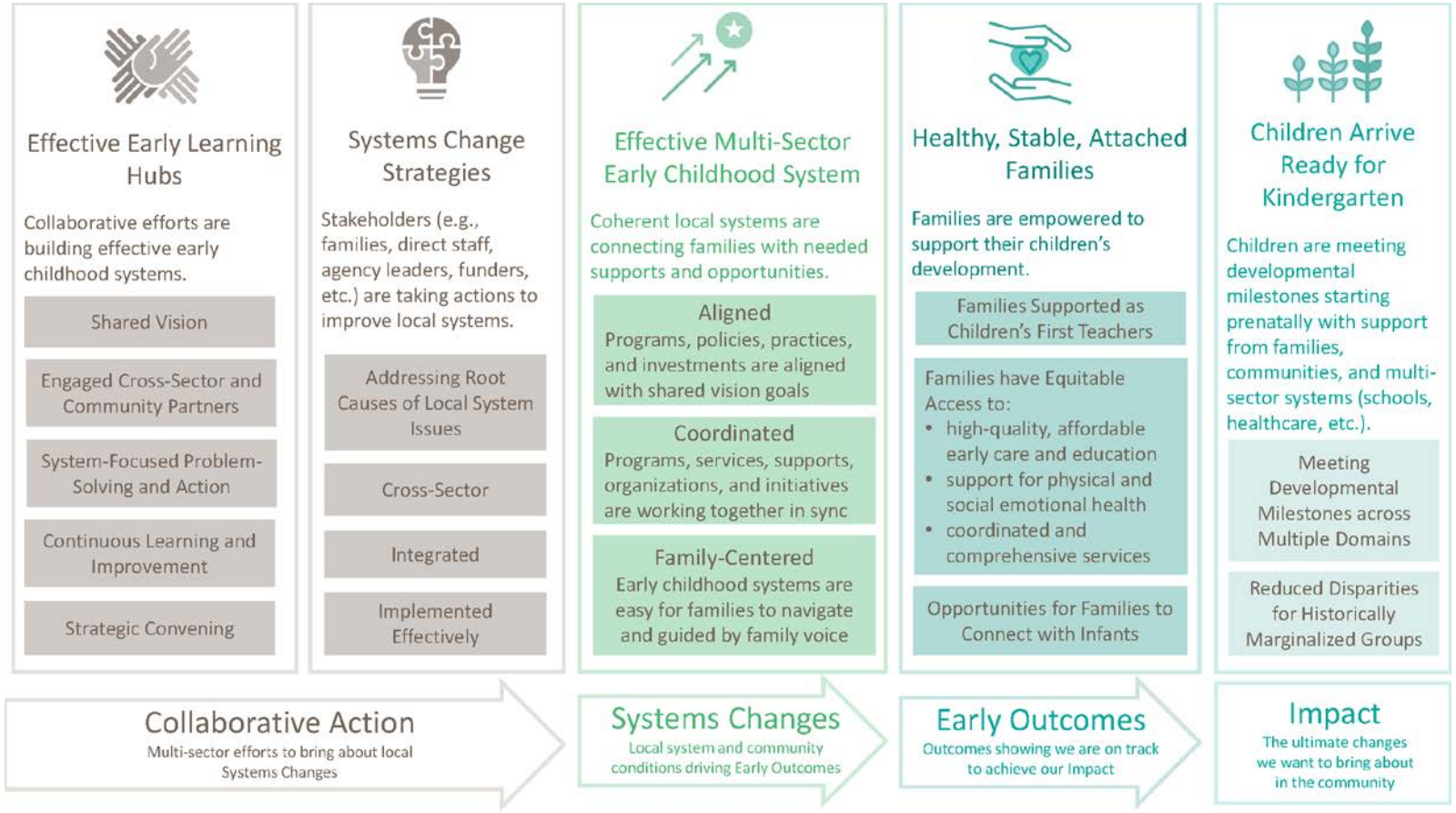
Current Liabilities			
Accounts Payable	$ 91,916		
Accrued Wages/Benefits	42,159		
Unearned Revenue	0		
Credit Card Payable	5,992		
Total Current Liabilities			140,067
Covid Loan			124,500
Total Liabilities			264,567
Net Assets			
State Required Restricted	500,000		
Unrestricted	2,260,533		
OPEC Marion Region	259,598		
Preschool Promise	27,978		
Other State and Local Grants	305,299		
Total Net Assets			3,353,408
Total Liabilities and Capital		**$**	**3,617,975**

Appendix B

Theory of Change

Oregon Early Childhood Systems Theory of Change

The following describes a draft theory of change to guide early childhood systems building efforts in Oregon. Each section of the theory of change shown below is described on the proceeding pages.



Children Arrive Ready for Kindergarten

Ensuring children arrive ready for kindergarten can be considered the ultimate impact we are trying to bring about in local communities. To achieve readiness, children must reach a series of developmental milestones, some of which begin when children are still in utero (Burns, 2020). Children are supported in reaching these milestones by families, communities, and multi-sector systems (schools, healthcare, etc.).

Readiness	Details
Developmental Milestones across Multiple Domains	Kindergarten readiness includes multiple interrelated domains such as emotional and social development, health and physical development, language and communication, cognitive development, and approaches to play and learning (North Carolina Foundations Task Force, 2013).
Reduced Disparities for Historically Marginalized Groups	Achieving impact involves reducing disparities affecting children and families from historically marginalized groups (e.g., across the intersections of racial/ethnicity, income, language, geography, etc.).

Healthy, Stable, Attached Families Supporting Children's Development

A child's development is supported and enhanced when they are raised in healthy, stable, attached, and empowered families who can engage them in high quality early learning experiences and access opportunities and supports to help the family thrive (e.g., comprehensive health services, affordable housing, livable wage employment, safe communities, healthy environments, etc.; Early Childhood Systems Workgroup, 2013). Empowering healthy, stable, and attached families who can support children's development represents an early outcome along the pathway of ensuring all children arrive ready for kindergarten. The following table summarizes relevant Raise Up Oregon objectives.

Initial Successes	Raise Up Oregon Elements
Families are Supported as Children's First Teachers	OBJECTIVE 1: Families are supported and engaged as their child's first teachers.
Families Have Equitable Access to Services and Opportunities	OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs. OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social emotional health. OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.

Opportunities for Families to Connect with Infants	OBJECTIVE 8: All families with infants have opportunities for connection.

Effective Multi-Sector Early Childhood System

Most communities have evolved a complex and disorganized array of early childhood programs and supports that are difficult for families to navigate and use (Kagan & Kauerz, 2012). In response, there has been a growing movement to build early childhood *systems* to provide more aligned, coordinated, and family-centered services, supports, and opportunities for children and their families. Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and domains (e.g., early learning and development, health and mental health, family leadership and support) and ensure policies and practices are aligned with goals for equitable early childhood development (Kagan & Kauerz, 2012; Schumacher, 2011). These systems changes are needed to bring about early family outcomes and the ultimate impact of children being ready for kindergarten.

The following table summarizes objectives and strategies from the Raise Up Oregon report that are relevant to aligned, coordinated, and family-centered systems.

Systems Changes	Raise Up Oregon Elements
Aligned Systems Programs, policies, practices, and investments are aligned with shared vision goals	OBJECTIVE 1: Families are supported and engaged as their child's first teachers. Strategy 1.1 Expand parenting education and family supports. Strategy 1.2 Scale culturally responsive home visiting. OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs. Strategy 2.1 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families. Strategy 2.2 Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families. Strategy 2.3 Strengthen child care assistance programs. Strategy 2.4 Build the state's capacity to ensure children are healthy and safe in child care. Strategy 2.5 Improve the essential infrastructure for high-quality early care and education. OBJECTIVE 3: The early care and education workforce is diverse, culturally responsive, high quality and well compensated.

	Strategy 3.1 Improve professional learning opportunities for the full diversity of the early care and education workforce. Strategy 3.2 Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce. Strategy 3.3 Compensate and recognize early childhood educators as professionals. Strategy 3.4 Improve state policy to ensure early care and education work environments guarantee professional supports. OBJECTIVE 4: Early childhood physical and social emotional health promotion and prevention is increased. Strategy 4.1 Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive. Strategy 4.2 Increase capacity to provide culturally responsive social-emotional supports for young children and their families. Strategy 4.3 Increase and improve equitable access to early childhood oral health. OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential. Strategy 5.1 Ensure adequate funding of and access to a range of regional and community based services, including Early Intervention/Early Childhood Special Education services. Strategy 5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families. Strategy 5.3 Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs. OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social emotional health. Strategy 7.1 Increase equitable access to reproductive, maternal, and prenatal health services. Strategy 7.2 Improve access to culturally and linguistically responsive, multi-generational approaches to physical and social-emotional health. OBJECTIVE 8: All families with infants have opportunities for connection. Strategy 8.2 Provide paid family leave. OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services Strategy 9.1 Expand and focus access to housing assistance and supports for families with young children. Strategy 9.2 Provide preventive parenting support services to reduce participation in the child welfare system. Strategy 9.3 Improve the nutritional security of pregnant women and young children, particularly infants and toddlers.

	OBJECTIVE 10: State-community connections and regional systems are strengthened. Strategy 10.3 Further develop the local Early Learning Hub system. OBJECTIVE 11: Investments are prioritized in support of equitable outcomes for children and families. Strategy 11.1 Ensure resources are used to reduce disparities in access and outcomes. Strategy 11.2 Align and expand funding opportunities for culturally specific organizations. OBJECTIVE 12: The alignment and capacity of the cross-sector early learning workforce is supported. Strategy 12.1 Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce. Strategy 12.2 Improve cross-sector recruitment, retention, and compensation. OBJECTIVE 13: The business and philanthropic communities champion the early learning system. Strategy 13.1 Educate business leaders on the economic value of early care and education to the Oregon economy. Strategy 13.2 Introduce business leaders to the science of early childhood development and the impact of public investment. OBJECTIVE 14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting. Strategy 14.1 Strengthen data-driven community planning. Strategy 14.2 Integrate early learning data into the Statewide Longitudinal Data System. Strategy 14.3 Develop and implement a population survey to track the well-being of children and families across Oregon. Strategy 14.4 Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.
Coordinated Systems Programs, services, supports, organizations, and initiatives are working together in sync.	OBJECTIVE 4: Early childhood physical and social emotional health promotion and prevention is increased. Strategy 4.4 Strengthen coordination among early care and education, health, and housing to promote health and safety for young children. OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential. Strategy 5.2 Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families.

	OBJECTIVE 6: Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings. Strategy 6.1 Establish shared professional culture and practice between early care and education and K-3 that supports all domains, including social-emotional learning. Strategy 6.2 Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders. OBJECTIVE 8: All families with infants have opportunities for connection. Strategy 8.1 Create a universal connection point for home visiting for families with newborns. OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services Strategy 9.4 Link high-quality early care and education, self-sufficiency, and housing assistance programs.
Family-Centered Early childhood systems are easy for families to navigate and guided by family voice.	OBJECTIVE 10: State-community connections and regional systems are strengthened. Strategy 10.1 Ensure family voice in system design and implementation. Strategy 10.2 Ensure family-friendly referrals.

Systems Change Strategies

To bring about aligned, coordinated, and family-centered early childhood systems, stakeholders representing diverse roles (e.g., families, direct staff, agency leaders, community members, state-level funders, etc.) can pursue multiple systems change strategies (Foster-Fishman & Watson, 2012). The early childhood field has identified numerous strategies to improve alignment, coordination, and family-centered approaches (see Raise Up Oregon report for examples). The community change literature has also identified the following general elements of effective systems change strategies.

Strategy Elements	Details
Addressing Root Causes of Local System Issues	Effective systems building efforts engage diverse stakeholders (e.g., families, service providers, leaders, etc.) in selecting, adapting, and/or co-designing strategies to address multiple, interrelated root causes affecting the alignment, coordination, and family centering of local early childhood

	systems. These root causes are identified by local stakeholders and data sources (Foster-Fishman & Watson, 2017; Hodges, Ferreira, Israel, 2012).
Cross-Sector	Effective strategies address root causes across multiple sectors such as education, health, social services, housing, and economic development (Early Childhood Systems Workgroup, 2013).
Integrated	Effective strategies are coordinated and aligned across stakeholders, organizations, and initiatives spanning multiple ecological levels (e.g., community, county, state, nation/tribal, etc.) to promote synergy and avoid duplication or interference (Burns, 2007).
Implemented Effectively	System building efforts engage diverse stakeholders in effectively planning and implementing strategies within the local community context (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; Foster-Fishman, Wattenberg, You, Collins, McAlindon, 2012).

Effective Early Learning Hubs

One common systems building/change approach is the creation of collaborative partnerships (Cheadle, et al., 2008). A large number of collaborative partnerships have formed over the years to address an array of social issues, including equity in kindergarten readiness (Kagan & Kauerz, 2012). Collaborative partnerships include people and organizations across multiple sectors working together to achieve their shared goals. These partnerships can engage in multiple activities such as needs assessments, strategic planning, community organizing, policy advocacy, and developing and launching a range of systems change strategies (Roussos & Fawcett, 2000). Collaborative partnerships range greatly in their effectiveness, and even seasoned partnerships often experience significant barriers to their success (Siegel et al., 2018). Fortunately, the literature has identified several elements that enable collaborative partnerships to more effectively pursue systems building. These elements are described below.

Elements of Effective Partnerships	Details
Shared Vision	**Clearly defined shared goals.** Effective shared visioning processes engage stakeholders representing multiple sectors (e.g., health, education, etc.) and roles (e.g., families, direct providers, leaders, etc.) in clearly defining the ultimate population-level impacts they want to bring about for children and families, which local groups of children and families are experiencing the greatest inequities related to these impacts, and the multiple systemic issues or "root causes" getting in the way of these impacts within the local community (Foster-Fishman & Watson, 2018).

	Explicit focus on equity. Shared visions are more likely to improve outcomes for all children and families when they explicitly embed equity as a priority (Wolff et al., 2016). **Shared measurement.** Effective shared visions engage diverse stakeholders – including families and members of the local community - in defining a comprehensive set of outcomes and indicators around prioritized child and family impacts and targeted local systems changes (Early Childhood System Workgroup, 2013). **Empowered champions.** Effective early childhood collaborative partnerships identify and empower local leaders to champion their shared vision with organizations, community members, and elected officials (Scott, 2013; Washington, 2011).
Engaged Cross-Sector and Community Partners	**Engagement of stakeholders representing diverse perspectives.** Effective collaborative partnerships engage stakeholders from the following groups: families with children experiencing inequities in early childhood outcomes; cross-sector direct services providers working on issues affecting priority children and families; cross-sector, high-level leaders in position to make decisions on changes and the allocation of resources; people from local neighborhood settings where priority families live (e.g., faith-based leaders, neighborhood organizations, businesses; Early Childhood Systems Working Group, 2013; Foster-Fishman & Watson, 2017; Scott, 2015; Siegel et al., 2018). **Engagement in all phases of the work.** Effective collaborative partnerships engage stakeholders representing diverse perspectives (e.g., families, direct service providers, community members, leaders, etc.) in all phases of the work – including understanding barriers to system goals, designing and implementing strategies, and learning for continuous improvement (Foster-Fishman & Watson, 2017; Checkland & Scholes 1990; EquityXDesign, 2016) **Distributed leadership and decision-making.** Effective collaborative partnerships promote shared and distributed leadership by sharing the power to set goals, shape agendas, and make decisions (e.g., about policies, strategies, and next steps) with stakeholders representing diverse sectors and roles – including families experiencing targeted inequities (Hargreaves, 2017; Roussos & Fawcett, 2000). **Enabling Collaborative Infrastructure.** Effective collaborative partnerships create enabling group infrastructures that: 1) provide safe spaces for stakeholders to talk honestly about local system problems and develop creative solutions; 2) legitimize the perspectives and decision-making power of all stakeholders; and 3) self-organize and evolve in response to current needs and opportunities (e.g., action team created to address a targeted problem and then removed when problem is resolved; Foster-Fishman & Watson, 2017). **Supported Engagement.** Effective collaborative partnerships provide the necessary supports and conditions to ensure all stakeholders – especially families experiencing targeted inequities – can fully and authentically engage in the change efforts (Foster-Fishman & Watson, 2018).

Systems-Focused Problem Solving and Action	**Use of Systems Thinking.** Effective collaborative partnerships use systems thinking to: 1) understand how the characteristics of their local early childhood system – including cross-sector goals, decision-making processes, policies, practices, connections, resources, program components, mindsets, and the interactions between these elements – are serving as barriers to alignment, coordination, and family-centered approaches; and 2) design strategies to address these barriers; and 3) guide effective implementation (Coffman, 2007; Foster-Fishman et al., 2007, 2012; Stroh, 2015). **Use of Qualitative and Quantitative Data.** Effective collaborative partnerships gather and use qualitative and quantitative data from diverse perspectives and sources to help understand and address system barriers and guide implementation (Early Childhood System Workgroup, 2013; Foster-Fishman & Watson, 2017). **Aligned Action Planning.** Effective collaborative partnerships help stakeholders across ecological layers (e.g., community, county, state/tribal, national, etc.) identify actions they can take to pursue systems change strategies (Foster-Fishman & Watson, 2017). Effective partnerships help to clarify, align, and support these actions (Roussos & Fawcett, 2000). In many communities, local partnerships also provide "guidance back to the state on how the state can effectively manage resources and ensure quality" (Coffman et al., 2006, p. 4).
Continuous Learning and Improvement	**Short Cycle Feedback Loops.** Effective collaborative partnerships continuously gather short cycle feedback on their efforts to identify emerging implementation barriers and assess to what extent strategies are starting to make a difference in targeted systems changes and ultimately child and family outcomes (Bowie & Inkelas, 2014; Foster-Fishman & Watson, 2017). **Aligned Learning and Continuous Improvement.** Effective collaborative partnerships use rapid feedback to learn about their progress and inform decision-making, including how to address implementation barriers, redesign strategies to better meet local conditions, and scale successful changes (Eoyang & Holladay, 2013; Foster-Fishman & Watson, 2017). These learning and continuous improvement processes are more likely to promote aligned action when they engage stakeholders across ecological levels (e.g., community, county, state/tribal, national, etc.).
Strategic Convening	**Neutral Role.** Effective collaborative partnerships are supported by convener staff who take on coordination, administration, communication, and facilitation roles to promote the partnership functions listed above. These roles are clearly defined to ensure conveners remain neutral and focused on "*building* community leadership as opposed to *being* the leadership" (Wolff et al., 2016). **Systems Change Competencies.** Effective collaborative partnerships are supported by convener staff who are skilled in systems thinking, meeting facilitation, community engagement, planning, communication, organizational and financial management, data management, diplomacy and negotiations, conflict management, and change management (Clifford, 2013; Roussos & Fawcett, 2000; Siegel et al., 2018).

	Continuous Communication Processes. Effective collaborative partnerships put processes in place to ensure timely, ongoing, and culturally responsive communication about decisions, activities, and progress to stakeholders in and out of the partnership (Early Childhood System Workgroup, 2013; Kegler et al., 2007). This communication allows stakeholders to have the information they need to be informed and active members of the systems building efforts (Foster-Fishman et al., 2001). **Flexible, Sustainable Funding Mechanisms.** Effective collaborative partnerships have comprehensive financing structures that align local, county, state, and national funding to support the partnership functions listed above and their systems building strategies. Examples include leveraging shared savings agreements (e.g., reinvestment of savings resulting from system building efforts into the partnership), cross-sector blended/braided funding approaches, health plan and/or hospital community benefit investments, line items in existing public agency budgets, in-kind support, sliding scale membership fees, and corporate/business resources (Preskill, 2014; Community Toolbox, 2020).

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2021 Legislative Session Bill Watch List

Bill Number	Brief Overview	Priority	Support/ Oppose/ Neutral	Coalition Agenda
HB 2053	PSP Community Plan	1	neutral	
HB 2054	KPI funding	1	support	
HB 2055	Tribal Early Learning Hub	1	support	x
HB 2166/SB 236	ODE; advisory group on equity in education	1	Support	x
HB 2503/SB 239	Eligibility of child care subsidy; move rulemaking to ELC	1	support	x
HB 3073	Establish Early Learning Health Authority	1		
SB 237	ELD reporting	1	support	x
SJM 1	Congressional; focus on immigration	1	support	x
HB 2484	Child care in rentals	1	support	x
HB 2059	Quality Recognition System; speaks to financial incentives	2	neutral	
HB 2827	BOLI study child care apprentice programs	2	neutral	
HB 5024	OHA funding bill	2	neutral	
SB 50	CBR	2	neutral	
SB 596	prohibit kinder assessments	2	neutral	
HB 2060	K12; behavioral health	3	neutral	
HB 2381	Suicide prevention under 10	3	neutral	
HB 2388	health care coverage birth centers	3	neutral	
SB 84	ODHS report on strengthening,	3	neutral	
HB 2103	ODHS to staff Child Foster Care	5	watch	
HB 2163	long term rental assistance	5	watch	
HB 2198	OHSU; CDRC training for fellows	5	watch	
HB 2292	ODHS to support local food outlets	5	watch	
HB 2318	Establish Covid Taskforce	5	watch	
HB 2368	Pilot for trauma informed practices	5	watch	
HB 2369	ODE MH and BH care plan	5	watch	
HB 2474	expands familyleave	5	watch	
HB 2505	Establish child welfare equity advisory cmte	5	watch	
HB 2760/SB 70	Regional Health Equity Coalition defined	5	watch	
HB 2826	child abuse assessment acoutn	5	watch	
HB 2949	Mental health agency equity workgroups	5	watch	
SB 66	youth suicide response	5	watch	
SB 79	housing grants and loans	5	watch	
SB 143	tax credit for rural care	5	watch	

SB 451	prohibits immunizations mandated as part of employment	5	watch
SB 556	on-site inspections	5	watch
SB 562	child welfare/foster parent related	5	watch