



At-A-Glance: Early Care and Education Sector Plan

Marion & Polk Early Learning Hub

Serving Marion and Polk Counties

<https://parentinghub.org/>

Updated by the MPELH Stewardship Committee – October 2021

Approved by the MPELH Board of Directors October 7, 2021

Priority Populations	Geographic Regions	Family Preferences
Children from economically disadvantaged areas that demonstrate greater school-readiness needs.*	<ul style="list-style-type: none"> • Gervais • North Marion (Aurora, Donald, Hubbard) • Woodburn • Salem/Keizer • Independence/Monmouth • Stayton 	<ol style="list-style-type: none"> 1. Sense of security provided by a child-safe environment, cleanliness, a strong safety record and good relationships with the provider. 2. Healthy meals and/or snacks, enrichment activities such as music or field trips, and outdoor play areas. 3. Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities, and Spark rating. <p>Additional considerations: Scheduling; eligibility/cost; family engagement; equity and inclusion; transportation.</p>
Children significantly impacted by COVID-19 who have not been able to participate in an early care and education program.	Region-wide	<ol style="list-style-type: none"> 1. Clear health and safety protocols in place. 2. Ability to respond to children’s social-emotional needs and mental health concerns. 3. Programs that offer opportunity for parents/caregivers in household to maintain employment and/or a connection to a variety of family stability supports.
Children from households with Limited English Proficiency and migrant or refugee communities.	Region-wide	<ol style="list-style-type: none"> 1. Sense of security provided by a child-safe environment, cleanliness, a strong safety record, and good relationships with the provider. 2. Healthy meals and/or snacks, and enrichment activities such as music or field trips, and outdoor play areas. 3. Equity and inclusion demonstrated by the values of the program, opportunities for children to hear a particular language, support for children’s home cultures, and diversity of staff. 4. A culturally sustaining environment. <p>Additional considerations: Schedule; program quality; family engagement; transportation; eligibility/cost.</p>
Children from historically under-represented families including Native Hawaiian/Pacific Islander, Black or African American, American Indian/Alaska Native, and Hispanic/Latino households.	Region-wide	<ol style="list-style-type: none"> 1. Sense of security provided by a child-safe environment, cleanliness, a strong safety record, and good relationships with the provider. 2. Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities, and Spark rating. 3. Family engagement with a welcoming and cheerful atmosphere, regular communication with families, and opportunities for families to be involved. 4. Healthy meals and/or snacks, enrichment activities such as

		<p>music or field trips, and outdoor play areas.</p> <p>Additional considerations: Schedule; equity and inclusion; transportation; eligibility/cost.</p>
<p>Children experiencing a developmental delay (or potential delay), disability, or behavioral health concern</p>	<p>Region-wide</p>	<ol style="list-style-type: none"> 1. Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider. 2. Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities, and Spark rating. 3. Alignment of program schedule with work or school, availability of extended-hour or before/after care, and schedule flexibility. 4. Ability to respond to children’s social-emotional needs and mental health concerns. <p>Additional considerations: Learning opportunities; eligibility/cost; equity and inclusion; transportation; family engagement.</p>
<p>Children from socially complex families: children of teen parents, children in foster care, children experiencing housing instability and/or parent incarceration, and families impacted by natural disasters.</p>	<p>Region-wide</p>	<ol style="list-style-type: none"> 1. Sense of security provided by a child-safe environment, cleanliness, a safety record, and establishing a relationship with the provider. 2. Program quality demonstrated by staff experience and education, the type of care setting, ability to serve children who experience disabilities and Spark rating. 3. Lower costs and increased access through payment options such as ERDC subsidy, scholarships, etc. <p>Additional considerations: Schedule; learning opportunities; family engagement; transportation; equity and inclusion.</p>

Notes:

- Priority populations were identified based on lower average scores on the Kindergarten Assessment
- Values/family preferences are based on results from extensive surveys and focus groups conducted in 2019. Additional family preferences were added based on experience with coordinated enrollment over the past year.
- This is a broad priority population that will guide the work of the Hub as well as align with other community partner initiatives. It will influence KPI and Preschool Promise immediately. The PSP Slot allocation (separate document) takes the priority populations into account, along with other data pieces to derive the need for additional preschool opportunities in the region.

* Based on eligibility for free and reduced lunch and low Kindergarten Assessment scores.

Regional Stewardship Committee Participants

Below is the attendance for the Regional Stewardship Committee members. There were some members unable to attend due to scheduling conflicts. The Board of Directors accepted/approved the ECE Sector Plan at the October 7, 2021 meeting.

MPELH Regional Stewardship Committee Attendance								
Community Role	Name	Agency/Organization	Email Address	Sept 22, 2021	Sept 29, 2021	Oct 6, 2021	Oct 7, 2021	Oct 13, 2021
			Agenda	Sector Plan update	Sector Plan update	Priority Populations finalized and Slot allocation begun	MPELH Board—approval of Priority Populations; review of initial slot allocation	Slot allocation finalized
MPELH Staff	Ana Garcia	MPELH	agarcia@earlylearninghub.org	X	X	X		
Child Care Provider	Autumn David	Island Adventures	elishiah@msn.com	X	X	X		X
Parent Leader	Becca Blessing	MPELH Parent Advisory Committee	blessing.becca@gmail.com					X
Parent Leader	Carina Ventura	MPELH Parent Advisory Committee	carinaventura93@gmail.com			X		
Non-profit and Advocacy Organization	Chris Barber	Curandi, Fostering Hope Initiative	chris.barber@curandi.org		X	X		X
MPELH Staff	Claudia Rodriguez	MPELH	crodriguez@earlylearninghub.org	X	X	X		
CCR&R Staff	Cody Haupt	Mid-Willamette Valley Community Action Agency	cody.haupt@mwvcaa.org			X		
Head Start/OPK, PSP Provider	Dolores Taitano	Salem-Keizer School District	taitano_dolores@salkeiz.k12.or.us	X	X	X		
Head Start/OPK, PSP Provider	Donna LeDoux	Oregon Child Development Coalition	donna.ledoux@ocdc.net		X			
Head Start/OPK, PSP Provider	Eva Pignotti	Community Action Head Start	eva.pignotti@mwvcaa.org	X		X		
Head Start/OPK, PSP Provider	Guadalupe Madrigal Aguilera	Oregon Child Development Coalition	guadalupe.madrigal@ocdc.net	X				
ESD Leader	Holly Dalton	Willamette Education Service District	holly.dalton@wesd.org	X	X			
School District/PSP Provider	Imelda Amaya	Woodburn School District	iamaya@woodburnsd.org	X	X	X		
MPELH Staff	Kiara Yoder	MPELH	kyoder@earlylearninghub.org	X	X	X		X
Head Start/OPK	Kyle Miller	Community Action Head Start	kyle.miller@mwvcaa.org	X		X		
MPELH Staff	Lisa Harnisch	MPELH	lharnisch@earlylearninghub.org	X	X	X	X	X

Parent Leader	Lucy Briseno	Parent on MPELH Parent Advisory Committee	brisenolucy4@gmail.com	X	X			
MPELH Staff	Margie Lowe	MPELH	mlowe@earlylearninghub.org	X	X			X
MPELH Staff	Maribel Hernandez	MPELH	mhernandez@earlylearninghub.org	X	X	X		
Culturally Specific Organization	Nancy Gamino	Salem Keizer Coalition for Equality	ngamino@skcequality.org		X	X		
Community College	Pam Ditterick	Chemeketa Community College	pam.ditterick@chemeketa.edu	X				
Head Start/OPK, PSP Provider	Rebeca McDermitt	Salem-Keizer School District	mcdermitt_rebeca@salkeiz.k12.or.us	X	X	X		
Culturally Specific Organization	Russell Langrine	Oregon Marshallese Community Association	rlangrine@oregonmarshallese.org	X	X	X		
ESD Leader	Sean Aker	Willamette Education Service District						X
PSP Provider	Shanna Aldis	Precious Little Lambs	jaebis13@gmail.com	X	X	X		X
CCR&R Director/Staff	Shannon Vandehey	Mid-Willamette Valley Community Action Agency	shannon.vandehey@mwvcaa.org	X	X	X		X
MPELH Staff	Skye Hibbard-Swanson	MPELH	shibbard@earlylearninghub.org	X	X	X		X
Head Start/OPK, PSP Provider	Sonia Kool	Woodburn School District	skool@woodburnsd.org					X
Head Start/OPK, PSP Provider	Stephanie Whetzel	Salem-Keizer School District	whetzel_stephanie@salkeiz.k12.or.us		X	X		X
Non-profit and Advocacy Organization; Relief Nursery	Tanya Hamilton	Family Building blocks	thamilton@familybuildingblocks.org		X			
Head Start/OPK, PSP Provider	Teresa Reyes	Woodburn School District	treyes@woodburnsd.org	X	X			
MPELH Staff	Tiffany Miller	MPELH	tmiller@earlylearninghub.org	X	X	X		
ESD Leader	Tonya Coker	Willamette Education Service District	tonya.coker@wesd.org	X	X	X		
MPELH Staff	Veronica Mendoza	MPELH	vmendoza@earlylearninghub.org		X			
Governance - Board of Directors	Parker-Lleranas, Kim	Willamette Workforce Partners	kparker-llernas@willwp.org					
Governance - Board of Directors	Rheinholdt, David	Rheinholdt Insurance	rheinholdtinsurance@gmail.com					X
Governance - Board of Directors	Seymour, Jim	Community Member	jseymour@ccswv.org					X

Governance - Board of Directors	Dodson, Donalda	Oregon Child Development Coalition, Executive Director	donalda.dodson@ocdc.net				X	
Governance - Board of Directors	Blackwell, Angie	Confederated Tribes of Grand Ronde	Angie.Blackwell@grandronde.org				X	
Governance - Board of Directors	Blea, Phil	Marion County Children's Behavioral Health	pblea@co.marion.or.us				X	
Governance - Board of Directors	Blum, Kerry	Polk County Children's Behavioral Health	blum.kerry@co.polk.or.us				X	
Governance - Board of Directors	Gardner, Andy	North Santiam School District, Superintendent	andy.gardner@nsantiam.k12.or.us					
Governance - Board of Directors	Novotney, Dave	Willamette ESD, Superintendent	dave.novotney@wesd.org					
Governance - Board of Directors	Perry, Christy	Salem-Keizer School District, Superintendent	Perry_Christy@salkeiz.k12.or.us					
Governance - Board of Directors	Myers, Dawn	Self Sufficiency Manager, ODHS	dawn.myers@odhs.state.or.us				X	
Governance - Board of Directors	Herrera Lopez, Levi	Mano a Mano, Executive Director	levi@manoamanofc.org					
Governance - Board of Directors	Jones, Jimmy	Mid-Willamette Valley Community Action Agency	jimmy.jones@mwvcaa.org				X	

ECE Sector Plan Updates Responses

Speak briefly to each of the following.

How were priority population families engaged and/or what data were used to inform updates to priority population family preferences?

- Parent Advisory Committee presence at every meeting.
- Input from Head Start Policy Council (Salem Keizer) and MPELH Parent Advisory Committee focus groups.
- Analysis of Coordinated Enrollment Family Experience survey responses.
- Analysis of parent preferences collected as part of Preschool Promise applications over the last six months.
- Regional Stewardship Committee membership representing priority populations.

What did you learn about priority population families and family preferences from experiences of Head Start/OPK enrollment, Preschool Promise enrollment, and any other program enrollments?

- COVID-19 had a big impact on families. In particular, social isolation has increased the behavioral health and social-emotional needs of young children.
- Families strongly desire programs that offer transportation and full-day, full-year instruction.
- Families are interested in programs that provide dual-language instruction in English and Spanish, Russian, Pacific Islander languages, and/or American Sign Language.
- Unless families are familiar with a specific home-based provider, there is greater comfort with preschool offered by center-based programs or programs connected to area schools.

How were Head Start/OPK community needs assessments utilized in these updates?

- Head Start/OPK assessments were a part of the overall data included in the updates. In addition, all Head Start/OPK partners were a part of the process.