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Board of Directors Meeting

Thursday, November 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. October 2021 Board of Directors Minutes 2. October 2021 Executive Committee Notes 3. October 2021 Collective Action Team Notes 4. October 2021 Parent/Caregiver Advisory Committee Notes 5. Executive Director report	2-11
Action	**3:10**	**Financial Report** – David Rheinholdt • Approve September 2021 Financial Reports	12-15
Input	**3:15**	**Governance Training: Holism – Angie Blackwell**	16-22
Inform	**3:30**	**Pacific Source & Health and Kindergarten Readiness measure – Josie Silverman-Mendez and Andrea Ketelhut** • Overview of new metric elements • What does partnership look like? • What do we have to build upon in our region?	23-26
Inform	**4:00**	**Executive Director Report** • PSP Allocation Plan submission • Audit begins week of November 8 • KPI Launch • And more!	27-39
Next Meeting Date		Thursday, December 2, 2021 at 3:00-5:00pm- Virtual via Zoom	

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Board of Directors Meeting Minutes

Thursday, October 7, 2021|3:00-5:00 PM

X	Angie Blackwell, Confederated Tribes of Grand Ronde	X	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		Andy Gardner, North Santiam School District	X	Dawn Meyers, DHS Child Welfare		Dave Novotney, Willamette Education Service District
	Kim Parker-Lleranas, Willamette Workforce Partners		Christy Perry, Salem-Keizer Public Schools		David Rheinholdt, Rheinholdt Insurance	X	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		Kiara Yoder, Screening & Care Systems Coordinator				

Guests: Stephanie Whetzel, Salem-Keizer School District.

Action Summary

- Consent Agenda;
- August 2021 Financial Reports;
- Early Care & Education Sector Plan Priority Populations.

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The October consent agenda was included in the Board packet.

Phil Blea moved to approve the consent agenda with the correction made. Donalda Dodson seconded. Motion passed.

Financial Report

August 2021 financial reports revenues included $299,739 and expenses were $206,316. As of August 31, 2021 MPELH has assets of $3,675,252 and current liabilities of $66,020. The state required reserve of approximately $725,186 is met with a portion of the Unrestricted Net Assets.

Angie Blackwell moved to approve the August 2021 Financial Reports. Donalda seconded. Motion passed

DRAFT

Nominating Committee

Stacy Lake retired from Oregon Department of Human Services and nominated Dawn Myers to step into the role until the replacement manager for District 3 is in place. Dawn is a Program Manager for the Self-Sufficiency program and is passionate about Early Childhood Education.

Governance Training

Donalda Dodson presented the Governance Training for October that covered the Board Position the accountability to the owners (the community). The Board Position accountability chain includes legal and moral ownership and the Board then delegates to the Executive Director and staff.

The Executive Director is accountable to the Board and the Board is accountable to the owners (the community). Therefore, the Board is diverse to ensure all voices are heard outside of the Board. The Boardy s responsible for the Hub to achieve appropriate results to the appropriate persons at the appropriate costs.

The Executive Director performance review showed the appreciation and value of the Hub and its work. Keeping the focus outwork and responding to the needs of our community.

Early Care & Education Sector Plan 2.0 & Slot Allocation

The task before the Hub region is to update the Early Care & Education Sector Plan and Preschool Slot Allocation recommendations. The Regional Stewardship Committee has met weekly for the last three weeks to identify the priority populations. This committee includes parents and cross-sector organizations. The Early Learning Division requires only six populations, but MPELH can identify others for programming. Some additions to the new priority populations include:

- **Children significantly impacted by COVID-19 and have not been able to experience an early care and education program**
- **Some terminology changed for these identified priority populations:**
    - **Historically underrepresented families including children limited English Proficient households, including migrant or refugee communities.**
    - **Historically underrepresented families including children from Native Hawaiian/Pacific Islander, Black/African American, American Indian/Alaska Native and Hispanic/Latino households.**
    - **Children experiencing a developmental delay or concern, disability, or behavioral health concern.**
    - **Children from socially complex families: children of teen parents, children foster care or experiencing housing instability, and/or families impacted by natural disasters.**

Jimmy Jones moved to accept the six identified priority populations. Donalda seconded. Motion passed.

The legislature allocated an additional 2,500 slots for Preschool Promise. Lisa shared an unfinished proposal for allocation of the up to 380 slots. This allocation is based on the revised Early Care & Educational Sector plan. Additional information on the early learning capacity and needs in communities is taken into account. The RSC went through a slot allocation exercise at the October 6th meeting. Using parent feedback and data the allocations were broken down by geographic location with the following highlights:

- **Transportation and full day, full year options are the most desired.**
- **Salem Keizer is 60% of the 0-5 population = 228 slots**
- **Dual language programs**

A conversation ensued regarding the allocation numbers. Input included ensuring that there was distribution across both counties. There is need in Dallas and there was recommendation to connect with the Dallas School District on their desire to have PSP.

Executive Director Report

- MPELH's City of Salem grant with the Childcare Resource & Referral will host a business training with the small business center and Chemeketa early childhood program to deliver business training in an early childhood program. 9-month cohort. Big thanks to Mid-Willamette Valley Community Action for being the backbone agency.
- Delta Kappa Gamma (DKG) has done a lot of work on behalf of the Hub. They are interested in bringing the Imagination Library that is the Dolly Parton program. The purpose is to get books into any child. DKG needs a 501©3 to hold the grant and will do the fundraising. Lisa may come to the Board with a proposal for consideration for the use the Salem-Keizer Education Foundation donation as seed money for this event.
- Preschool Promise- for the 23 programs MPELH provides enrollment opportunities for is about 95% full. Currently, 13 vacancies and 24 children on waiting lists at various programs.

Program Spotlight: Polk County Family & Community Outreach

Abby Warren, Polk County Family & Community Outreach program assistant shared an overview of the Jumpstart programs. Dallas School District offered an in-person jumpstart program Summer 2021. Utilized licensed staff to host a two-week full day jumpstart. It was meant to mirror a regular school day. Four classrooms with 15-20 students each. Four different licenses teachers. Taught light academics, fundamental skills, modeling school days. Invited a few first graders. Hosted at Oakdale Elementary School. Partnered with Mid-Vally bus company to experience riding the bus. Support from principal at both schools.

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

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MPELH Executive Committee Meeting Notes

Wednesday, October 20, 2021 |8:00 – 9:00am
Jim Seymour, Donalda Dodson, and Phil Blea

Topic

Financial Reports

September 2021 financial reports included revenues of $172,619. 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. September 2021 total expenses were $248,219. In addition to employee salary and benefits expenditures, this includes payments to Preschool Promise subcontract providers for the current service month, payment for parenting classes, and accelerated training and curriculum expenditures for the Summer Kindergarten Partnership & Innovation (KPI) program. The Summer KPI program required all expenditures to be made by September 30; at this point several school districts have yet to submit invoices for the completed work. Salaries and Benefits and Supplies/Equipment costs were higher during the month reflecting the new Safe at Home employee; this new program along with other changes will be reflected in a budget update at mid-year.

As of September 30, 2021 MPELH has assets of $3,219,952 and current liabilities of $112,413. The state required reserve of approximately $725,186 is met with a portion of the Unrestricted Net Assets. Not included in the financial report is the Salem-Keizer Education Foundation donated funds. Holding that separately.

Donalda Dodson moved to accept the September 2021 Financial Report as presented. Phil Blea seconded. Motion passed.

Nominating Committee

The Nominating Committee will recommend moving to a Co-Chair model for the Board of Directors. to the Board that we are moving to this model. The bylaws allow for co-chair but is chair in governance policies. Elect a vice chair who may accept the nomination of chair. Would be great to have an educational co-chair.

Donalda moved to recommend a policy change to a co-chair model to the full board. Phil seconded. Motion passed.

The Nominating Committee will identify someone to nominate. Think about the skills and attributes in a co-chair is important. Lisa and Jim will discuss and come to the next meeting with some possibilities.

Early Care & Education Sector Plan

Lisa shared the final Early Care & Education Sector Plan. Sector plan articulates the population of how, who, and where MPELH will focus on with all initiatives. Lisa also shared the final recommended slot allocation to coincide with the Preschool Promise Request for Applications (RFA) should come out in November. The Regional Stewardship Committee went through a slot allocation exercise at the October 6th meeting. Using parent feedback and data the allocations were broken down by geographic location with the following highlights:

- Transportation and full day, full year options are the most desired.
- Salem Keizer is 60% of the 0-5 population = 228 slots
- Dual language programs

Banded out by geographic areas by zip code- want preschool to be everywhere. No idea how the division will use this information.

Phil moved to recommend approval of the Preschool Promise Slot Allocation plan to the full board. Donalda seconded. Motion passed.

October Governance Policy Reports

The Executive Committee reviewed aspects of the Governance Policies. The following sections were reviewed and discussed:

- **Chief Governance Officers' Role-** Jim Seymour is the chair. Always does a great job keeping focused on the organization. Chair Seymour always reinforces Board members must not be focused on their individual organizations point of views. Tied into the governance policies. Deliberations have been thorough and transparent.
- **Board Secretary's Role-** Dave Novotney is the role. Purpose is to make sure all documents in order. Everything is filed correctly and timely. Hasn't been a lot to do over the last year. He analyzes policies and asks for clarification.
- **Board Treasurer's Role-** David Rheinholdt is this role. Provides guidance on fiscal statements. Brings to the board. Involved in the auditing when it happens. Credit card statement reviews. Signs checks Lisa doesn't have the ability to sign.

Donalda moved to accept the report on Governance Process. Phil seconded. Motion passed.

November board training was Dave Novotney for holism. He is unavailable to do it. Lisa will find a board member to potentially present it.

Updates

- For the four Preschool Promise providers we subcontract with, we instituted a COVID vaccine incentive program. For the provider and her staff.
- Health and Kindergarten Readiness measure metric for the Pacific Source passed. Lisa staying in contact with Josie Silverman with Pacific Source to stay involved and present at the November Board of Directors meeting.
- Integrated Care for Kids – Oregon Health Authority is not moving forward with the grant. Disappointing to see the work on pause.

November 4- Board Meeting – Virtual via Zoom

- Executive Director report
- Consent agenda
- Financial Report
- Governance Training- holism

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Collective Action Team (CAT) Meeting Agenda

Thursday, October 21, 2021- 9:00-10:00 a.m.

Skye Hibbard Swanson, MPELH; Elide Sanchez, SMART; Rosa Garcia-Moreno, SMART; Kyle Miller, CAA; Carole Boliou, Marion County WIC; Janet Scott, ODHS; Pam Ditterick, Chemeketa; Stephanie Whetzel, SKPS; Nodabi Morales, OCDC; Julie Persons, Teen Parent Program; Jenny Gelbrich, Teen Parent Program; Alyssa Gaiser, Salem Health; Andrea Crosskey, Options; Carrie Kasperick, Monmouth Public Library; Dan Johnson, Salem Library; Christina Diters, CCR&R; Marlene Arellano, FBB; Rebeca McDermitt, SKPS; Rosa Flores, SKCE; Samantha Baker, PacificSource; Claudia Caratachea, SKPS

Topics

Early Care & Education Sector Plan 2.0

Skye Hibbard Swanson presented the final Early Care & Education Sector Plan submitted to the Early Learning Division (ELD) by MPELH. The charge of MPELH by the ELD included convening the Regional Stewardship Committee and drawing upon both available data & family voice to update matrix of populations that are a high priority to serve across Marion & Polk Counties and make recommendations for where Preschool Promise expansion would best serve families.

The identified six priority populations include:

- Children from economically disadvantaged areas that demonstrate greater school-readiness needs.
- Children significantly impacted by COVID-19 who have not been able to participate in an early care and education program
- Children from households with Limited English Proficiency and migrant or refugee communities.
- Children from historically under-represented families including Native Hawaiian/Pacific Islander, Black or African American, American Indian/Alaska Native, and Hispanic/Latino households.
- Children experiencing a developmental delay (or potential delay), disability, or behavioral health concern
- 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.

Following the slot allocation assessment the Regional Stewardship Committee identified the following geographic regions for Preschool Promise expansion:

- Polk County:
    - Falls City- 10
    - Dallas- 12
    - West Salem- 20
- Marion County (outside of Salem-Keizer)
    - North Marion County (Aurora, Donald and Hubbard)- 18
    - St. Paul- 12
    - Woodburn and Gervais- 40
    - Mt Angel- 12

- Santiam Canyon (Stayton, Ausmville, Turner and Sublimity)- 21
- Salem Keizer
  - Keizer 97303- 109
  - Northeast Salem 97305- 89
  - Southeast Salem 97317- 12
  - Sout/Far South Salem 97306 and 97302- 25

Salem-Keizer represents roughly 65% of the economically disadvantaged kindergarten population in the Hub region, highest concentration of need for access to Early Care & Education programs. Hence the majority of slots recommended being allocated to S-K. However, in analyzing current service levels we discovered that 97301 zip code was actually over-represented based on its share of population, so we are not recommending an expansion there. Hopeful that by adding more programs, ideally widely distributed across two counties, everyone will have a program close by to access. Recommended across all locations: variety of provider/program types to meet different needs & preferences (including CBOs, ESDs, Head Start/OPK program, private center, home-based provider or family child care, & school districts– although strong parent preference for center-based and school-based preschool. Checked with Family Building Blocks and they are not planning to apply for PSP so we did not list relief nursery as an option but it is theoretically), English and dual-language (formal instruction in English plus Spanish, Russian, Pacific Islander languages, or ASL), transportation, full day & year-round programming to meet needs of working parents. For areas with smaller numbers, can offer a blended/mixed-deliver preschool program braiding together multiple funding streams. Not sure how much this will be used by ELD to make funding decisions. Applicants will be expected to speak to priority populations & slot recommendations in the RFA, but awards will be dependent upon practical issues like who applies and how many slots they can manage etc.

Future CAT meetings

MPELH will continue to host virtual Collective Action Team meetings and will begin shortening it to just one hour.

Next meeting: Virtual via Zoom. November 21, 2021. 9:00-11:00 a.m.

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Parent/Caregiver Advisory Committee

Wednesday, October 13, 2021 |6:00-7:00pm

Lucy Briseno, Carina Ventura, Teresa Urban, Becca Blessing, Tiffany Miller, Lisa Harnisch & Veronica Mendoza

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Topic
Sector Plan Review Lisa reviewed the Early Care & Education Sector Plan and the identified six priority populations: • **Children from economically disadvantaged areas that demonstrate greater school-readiness needs.** • **Children significantly impacted by COVID-19 who have not been able to participate in an early care and education program** • **Children from households with Limited English Proficiency and migrant or refugee communities.** • **Children from historically under-represented families including Native Hawaiian/Pacific Islander, Black or African American, American Indian/Alaska Native, and Hispanic/Latino households.** • **Children experiencing a developmental delay (or potential delay), disability, or behavioral health concern** • **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.**
Kindergarten Transition Tiffany sought feedback from parents/caregivers on "What do parents want to know about how to prepare their children for Kindergarten?" Some feedback included: • **Average class size and what to expect in terms of class size** • **Know what the curriculum teachers offer – what activities will they use for growth in the classroom.** • **Objectives of the said curriculum** • **If they offer after school programs** • **More about the teachers and staff and connection with the school for the parents** • **More interaction with the kids classroom** • **Are staff allowed to be left alone with students, policies on that?** • **What does discipline look like?** • **Social emotional learning- how they're increasing it?** • **Mindfulness, how much activity they got** • **What time lunch is** • **Active shooter safety and drills** • **Mask/vaccination policies** • **How the classroom creates an inclusive environment, gender roles, etc.** • **Celebration of American traditions, any incorporation of Hispanic celebration?**
Next meeting: November 10, 2021. Plan next year's meeting dates

Marion & Polk Early Learning Hub – Executive Director Report

October 2021 – representing highlights from the work for September 2021

Preschool Promise Coordinated Enrollment	• We are 97% full with the 23 PSP programs that we are responsible for filling. • We continue to work in partnership with our HS and OPK partners to ensure that we are in sync. Head Start Director and MEPLEH met create a vision for our shared website to educate families about the variety of subsidized programs that may meet their needs.
Preschool Promise as a Provider	• Our 4 subcontracted providers have begun their fall programs. One provider, however, due to a lack of staff had to postpone her start date until she is able to hire a staff person. This particular provider is under investigation by the Office of Child Care regarding licensing infractions related to multiple staffing issues. If these are not resolved successfully, we will terminate the contract. Due to a staff resignation, the program will not be able to be open after November 3. • To promote a healthy and safe environment for all, we offered a Vaccine Incentive program to encourage all PSP staff to be vaccinated. If staff are not vaccinated, they must have a Covid test every other week. The PSP program sites have an overall 50% vaccination rate.
Kindergarten Partnership & Innovation	• We launched our 8th KPI year by brining sites together. Given the stress on school partners this year, we will be focusing on family engagement and parent education. We are considering with sites best approaches for vertically aligned professional development. • Due to strains on schools, our Stayton site will be withdrawing from KPI this year. We are looking at options to continue to support the Stayton community.
City of Salem Child Care Investments	• In partnership with the CCRR, Small Business Development Center and Chemeketa's Early Learning program we continue to . Eligible providers will be able to participate in a 9-month program on building a successful child care business. The grant amount is $40,000. • We hope to have a contract in place the month of October. Community Action remains the fiscal agent/backbone organization.
Family Connects	• We continue to work with OHA and FCI on bringing Polk county on as a site. The OHA/FCI rules are that a site (which we are) cannot bring on additional providers (Polk) until the first (Marion) has met the metrics. We are contesting this. Polk stepped aside to deal with Covid. This metric/requirement was not made clear when Polk partners had to step aside.
Imagination Library	• Delta Kappa Gamma, an education teacher organization, approached us to consider being the backbone 501 (C) 3 for the Dolly Parton Imagination Library. Imagination Library will send a book a month to any child ages 0-5. We have had initial talks on what that could look like and are considering what we would need to do as an organization. DKG, Family Building Blocks, and Salem Hospital are all interested in bringing this to the region. We are studying the data and sustainability needs for this program.
Community Engagement	• We have been active participants in the Hallman Fun Fridays, and were involved in the Safe Halloween event on Saturday. Along with candy and books, we handed

	out kindergarten readiness calendars, parent education information, Bright by Text, and preschool information to families.
Parent Advisory Committee	• Parents continue to be a dynamic part of how we look at the programming that happens with MPELH. The participation with the Sector Plan and the PSP Allocation process was very helpful. • At their recent meeting, they spent time discussing "what they wish they knew when their child went to kindergarten." This included a lot of helpful information and insight. KPI Coordinators are using this information as the KPI planning is taking off. Additionally this will be included in our other planning as well.
Safe at Home	• Planning and training with ODHS is in full swing. We are working with ODHS to learn more about the processes and how this program will be in service to the family case. Due to the pandemic, Claudia will likely serve as the first Family Partner. This will allow us to better set up a system to support the volunteers and the families.
Family Support	• We will be extending the Family Support contracts with current Family Support contractors in good standing. We will be working with two of our current providers to make some improvements in documentation and use of funding. Should we additional funds we will open up a grant process.
Gratitude	• November is a great time for gratitude and thankfulness. I am so thankful for this community in supporting early learning, families, and the work we do. I am thankful for an amazing Board of Directors who ha able to see things holistically and neutrally provide guidance for the work of the hub. I am thankful for a wonderful team that is passionate about the work and strives each day to make the world a better place.

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Summary of Financial Results Period Ending: September 30, 2021

Revenue:

September 2021 included revenues of $172,619. 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 state contract completion and other details for several of the funds.

Expenses:

Total expenses for September 2021 were $248,219. In addition to employee salary and benefits expenditures, this includes payments to Preschool Promise subcontract providers for the current service month, payment for parenting classes, and accelerated training and curriculum expenditures for the Summer KPI program. The Summer KPI program required all expenditures to be made by September 30; at this point several school districts have yet to submit invoices for the completed work. Salaries and Benefits and Supplies/Equipment costs were higher during the month reflecting the new Safe at Home employee; this new program along with other changes will be reflected in a budget update at mid-year.

Balance Sheet

As of September 30, 2021 MPELH has assets of $3,219,952 and current liabilities of $112,413. The state required reserve of approximately $725,186 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. A recent contribution from the Salem-Keizer Education Foundation of $79,704 is set aside for an appropriate project that will benefit the donation source community.

Changing Grants and Contracts

- The Summer KPI program provides MPELH with $442,121 of additional KPI funds for the first quarter of the new fiscal year to support summer learning to prepare children for a successful start in the new school year. Summer funding for early learning programs including Preschool Promise were also funded including $40,500 to support our subcontract providers offering a 6-week supplemental preschool program.
- The Early Learning Division modified its funding distribution formula for hubs so that resources for smaller hubs were increased by allocating less funding for large hubs and by eliminating the School Readiness program.

MPELH, as one of the largest hubs will have lower funding for coordination in the 2021-23 biennium and expenditures for local KPI sites will be reduced as a result of the School Readiness program loss.

- The new grant agreement the Oregon Health Authority to support the development of the Family Connects newborn visitation program is continuing but OHA's federal grant that supports the Oregon Pediatric Improvement Partnership work on the social determinants of health is being discontinued by OHA.
- OPEC Marion County Parent Education Program ($60,750) recently announced that the foundations supporting the program will continue at the current level for the next three years. Funding from the Student Success Act for parent education will be approximately $45,000 for Marion County. Polk and Yamhill will receive a similar amount through their parenting hub.
- MPELH award of $216,000 for 18 Preschool Promise placements is continued in the new fiscal year allowing the Hub to continue to subcontract with four in-home providers to deliver these services for children.
- The initial payment has been received from the foundation for the Safe at Home program and Salem-Keizer Education Foundation has transferred to MPELH their remaining funds of almost $80,000.

Match Requirements

- Oregon Hub Coordination Funds 25% Match ($160,741 non-state funds). In the 2021-22 fiscal year this is projected to be met by the OPEC grant ($60,750,) and the Family Connects contract ($100,000).
- 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; the match in the current fiscal year will include the resources identified by local partners in the Emergent Family Support Program and the grant for the Safe at Home program.
- OPEC Grant Match ($18,750). This match will be met in the coming year by state Hub Coordination and KPI funds.

State Administrative Expenditure Limit

- Coordinated Enrollment and 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 September 30, 2021

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	46,118	138,644	553,416	25%
Parenting Education	0	0	175,750	0%
Preschool Promise Funds	21,011	102,634	459,500	22%
School Readiness/KPI	85,895	210,535	1,225,443	17%
Other Grants & Contracts	19,595	123,212	593,680	21%
Total Revenues	172,619	575,025	3,007,789	19%
Expenses				
Salaries and Benefits	58,628	194,623	646,887	30%
Professional Development	0	0	7,700	0%
Supplies/Materials/Equipment	4,136	9,383	23,682	40%
Subcontracts and Local Grants	72,459	191,052	1,300,092	15%
Family Support/Aid	0	0	182,241	0%
Parent Education Series	7,825	34,148	124,634	27%
Parent Support Activities	2,965	2,965	10,317	29%
Special Proj/Collaborations	0	0	14,146	0%
Facilitator Support/Training	0	0	19,541	0%
Training & Curriculum	49,205	68,087	236,009	21%
Travel/Trans/Meetings	942	1,493	6,149	15%
Facilities	4,841	18,483	62,790	29%
Parent Advisory Committee	215	439	17,630	2%
Communicatons/Outreach	33,260	58,499	129,895	45%
Administrative Costs	13,743	23,521	53,497	44%
Total Expenses	248,219	602,693	2,835,210	21%
Net Income (Loss)	**(75,600)**	**(27,668)**	**172,579**	

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	97,978	474,149	21%
KPI/School Readiness	292,723	1,225,443	24%
Parent Education Grants	73,303	296,404	25%
Preschool Promise	102,633	459,500	22%
Care Connect	533	55,832	1%
Family Support	35,523	323,882	10%
Total Expenses	**602,693**	**2,835,210**	**21%**

Early Learning Hub, Inc.
Statement of Position (Balance Sheet)
September 30, 2021

ASSETS

Current Assets			
Petty Cash	$ 300		
Cash in Bank-Operating	2,717,788		
Prepaid Expense	5,244		
Accounts Receivable	494,932		
Total Current Assets			3,218,264
Fixed Assets	1,688		
Total Assets		**$**	**3,219,952**

LIABILITIES AND NET ASSETS

Current Liabilities			
Accounts Payable	$ 69,414		
Accrued Wages/Benefits	42,999		
Total Current Liabilities			112,413
Total Liabilities			112,413
Net Assets			
State Required Reserve	725,186		
Unrestricted	1,908,804		
OPEC Marion Region	272,473		
Other State and Local Grants	201,076		
Total Net Assets			3,107,539
Total Liabilities and Capital		**$**	**3,219,952**

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Holism – One Voice

One of the ten elements of the Board Governance policies

It is the Board as a whole that speaks for the ownership. Individual Board members have no authority to instruct staff.

The One Voice Principle in Action

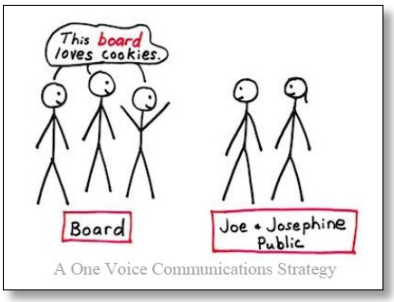
The One Voice Principle NOT in Action

The Board speaks authoritatively when it passes an official motion at a properly constituted meeting.

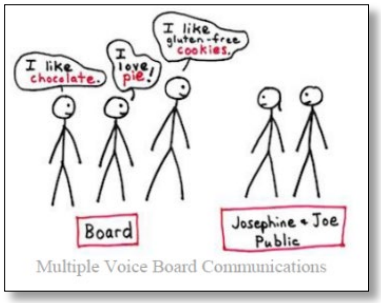
- Statements by individual Board members have no authority. In other words, the Board speaks with one voice or not at all.
- The "one voice" principle makes it possible to know what the Board has said, and what it has not said. This is important when the Board gives instructions to the Executive Director (ED).
- "One voice" does not require unanimous votes. But it does require all Board members, even those who lost the vote, to respect the decision that was made.
- Board decisions can be changed by the Board, but never by Board members.

In keeping with the "one voice " principle, the Board can allow no structures or practices in which Board members or Board committees exercise authority over staff.

- The Board Chair does not supervise the Executive Director. The Chair's job is to see that the Board gets its job done.
- The Treasurer's job is to assist the Board in making financial policy.
- Board members refrain from giving advice to staff unless it is requested.
- Board committees are used to help the Board do its job rather than advising the ED.



A One Voice Communications Strategy



Multiple Voice Board Communications

Board holism pertains both to inward delegation and to outward facing communications. A Board can choose to communicate to the public with one voice or not but should have a clear policy statement that sets out the extent to which individual directors can express their views about Board deliberations and decisions to the outside world.

MPELH Board governance policies related to holism include:

- Governing Style – The Board will govern lawfully, with an emphasis on…collective rather than individual decisions. Accordingly, …the Board will not use the expertise of individual members to substitute for judgment of the Board, although the expertise of individual members may be used to enhance the understanding of the Board as a body.
- Chief Governance Officer's Role – The Chair has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the Executive Director.
- Board Members' Code of Conduct – Board members may not attempt to exercise individual authority over the organization. Members' interaction with the Executive Director or with staff must recognize the lack of authority vested in individuals except when explicitly Board authorized. Members' interaction with public, press, or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board positions.
- Board Committee Principles – Board committees when used, will be assigned to reinforce the wholeness of the Board's job and so as never to interfere with delegation from the Board to the Executive Director.
    - Board committees are to help the Board do its job, not to help or advise the Executive Director or other staff. Committees ordinarily will assist the Board by preparing policy alternatives and implications for Board deliberation.
    - Board committees cannot exercise authority over staff. The Executive Director works for the full Board and will therefore not be required to obtain approval of a Board committee before any executive action will be taken.
    - Expectations and authority will be carefully stated in order to not conflict with authority delegated to the Executive Director.
- Unity of Control – Only officially passed motions of the Board are binding on the Executive Director.
    - Decisions or instructions of individual Board members, officers, or committees are not binding on the Executive Director except in rare instances when the Board has specially authorized such exercise of authority.
    - In the case of individual Board members or committees or advisory Boards requesting information or assistance, the Executive Director can refuse such requests that require, in the Executive Director's opinion, a material amount of staff time and funds. Board members, committee members or advisory board members may refer such requests back to the Board.

Questions for the Board to Consider:

- How well does the Board adhere to the concept of Board holism?
- What situations, if any, have arisen in the past year that questioned Board holism?
- Are there any changes that need to be made to the policies to better outline Board holism? If so, what are they?

Board Governance Principles

PRINCIPLE	DEFINITION
Ownership	The board exists to act as the informed voice and agent of the owners.
Board Position	The board is accountable to the owners and delegates to the Executive Director.
Board Holism	The board speaks as one voice
Board Means	The board defines the job results, practices, delegation, and discipline that make up its own job.
Delegation Clarity	The board delegates authority and determines how that authority will be monitored.
Monitoring	The board monitors organizational performance against stated Ends policies and Executive Limitation policies.
Ends Policies	The board identifies the intended effects to be produced, the intended recipients, and the intended worth of the effects.
Policy Sizes	The board decides its policies starting with the broadest, most inclusive level and then moves to more detail.
Reasonable Interpretation	The Executive Director may use any reasonable interpretation of the applicable board policies.
Executive Limitations	The board defines the expectations of the operational organization by defining limits.

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Change the first five years, and you change everything

The 3-Year Strategic Plan

MISSION

- To convene, collaborate and catalyze action in our hub region to develop and better align services and resources for children and families.
- To actively enhance and build an early learning system grounded in equity and diversity.
- To build capacity in community-based organizations and childcare providers.

VISION

- The regional early learning system is equitable and just providing a diverse array of service meeting the needs of historically underserved communities.
- Every child is safe, healthy, and prepared to learn – every family is strong and resilient – early learning services are coordinated, effective and efficient.
- Community-based organizations have the support and capacity to serve children and families.

OVERARCHING GOALS | ENDS STATEMENTS

1. COORDINATED AND ALIGNED SERVICES
2. KINDERGARTEN READINESS
3. FAMILY STABILITY

VALUE STATEMENTS

Family Resilience

- We believe that the parent is the child's first and best teacher. Families deserve the provision of a variety of supports to meet their needs and build capacity.

Diversity, equity, racial justice

- We are committed to building a system that meets the needs of families, with a focus on those furthest from opportunity and historically underserved. We are committed to culturally sensitive and linguistically appropriate programs.

Partnership

- We believe that through true collaboration and partnerships across sectors to ensure that families are connected to the best program and services to meet needs.

Data Driven

- We utilize data and credible science to ensure our actions are strategic, coordinated and designed for collective impact.

Stewardship

- We manage and oversee funds entrusted to us to do the most-good on behalf of the hub region. We work on behalf of the community to capitalize on and develop resources to better meet the needs of children and families.

Advancement

- We move forward the importance of early learning in our region through advocacy, education, and collaboration.

BOARD STRATEGIC FOCUS

ADVOCATE FOR EARLY LEARNING SYSTEM | CONNECT WITH FAMILIES AND ELEVATE VOICE | BUILD HEALTH AND EARLY LEARNING STRATEGIES

Approved May 3, 2018 – Revised June 2021

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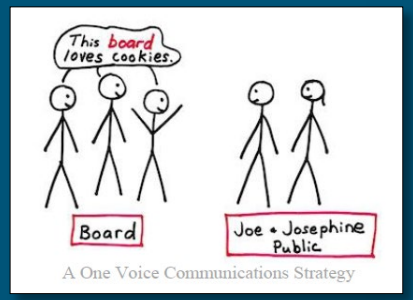
2995 Ryan Dr SE #100, Salem, OR 97301 | (503) 485-3219 | **parentinghub.org**

Holism

the board speaks as one voice

The One Voice Principle in Action

The One Voice Principle NOT in Action



A One Voice Communications Strategy

Multiple Voice Board Communications

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- The board speaks authoritatively when it passes an official motion at properly assembled meetings.

"One voice" does not require unanimous votes. It does require all board members to respect the decision that was made, even if they did not personally vote for it.

- The Board Chair does not supervise the Executive Director. Rather, the Board Chair is responsible for the board to get its job done.

Board committees are used to help the board do its job rather than advising the Executive Director.

Board holism pertains to inward delegation and to outward facing communication.

Individual board members have no authority to instruct staff.

The MPELH board members' code of conduct states that board members may not attempt to exercise individual authority over the organization.

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Questions for the board to consider

- How well does the Board adhere to the concept of Board holism?
- What situations, if any, have arisen in the past year that questioned Board holism?
- Are there any changes that need to be made to the policies to better outline Board holism? If so, what are they?

Health Aspects of Kindergarten Readiness Measurement Strategy Proposal

Stratification and reporting of metrics to examine disparities and for CYSHCN

Preventive Dental Visits for Children 1-5

- Data source: Claims.
- HAKR domain: Promotion/prevention.
- Mean score on HAKR measure criteria: 10.8 (out of 13)

Well-Child Visits for Children 3-6

- Data source: Claims.
- HAKR domain: Promotion/prevention.
- Mean score on HAKR measure criteria: 8.62 (out of 13)

CCO-Level Metric Focused on Social-Emotional Health

(To be developed)

- Data and information provided by the CCO.
- HAKR domain: Promotion/prevention, Follow-up, and CCO cross-sector collaboration.

Potential components:

- Screen for and identify factors that impact social-emotional health.
- Assess capacity and utilization of behavioral health services.
- Address policies and payment for behavioral health services.

Follow-Up to Developmental Screening*

(Existing practice-level metric to be adapted for a CCO metric; proposed to replace developmental screening metric)

- Data source: EHR.
- HAKR domain: Follow-up.
- Mean score on HAKR measure criteria: 11.5 (out of 13).

CCO-Level Metric Drives Toward a Child-Level Metric to Replace It

(Future) Child-Level Metric Focused on Social-Emotional Health

(To be developed, informed by CCO-level metric)

Potential examples:

- Screening for social-emotional health.
- Screening for social determinants of health and family factors impacting social-emotional health.
- Preventive care bundled metric.
- Dyadic behavioral health services for children 0–6.
- Metric(s) for children and youth with special health care needs.

GOAL

Health system behavior change, investments, and cross-sector efforts that contribute to improved kindergarten readiness.

Estimated Year Metrics Ready for Implementation

2020 → **2022** → **2022 / 2023** → **TDB**

The Health Aspects of Kindergarten Readiness (HAKR) Technical Workgroup met from March – November 2018 to develop measures of the health sector's role in kindergarten readiness for use as CCO incentive metrics, or for use by other health plans. The workgroup developed a conceptual framework for the health aspects of kindergarten readiness, developed measure criteria, prioritized areas of the conceptual framework for measure exploration, and identified priority measures. The HAKR Technical Workgroup proposes this multi-year measurement approach to jointly focus on children's physical, oral, developmental, and social-emotional health. The measures are intended to be adopted as a collective unit to help Oregon achieve its kindergarten readiness goals.

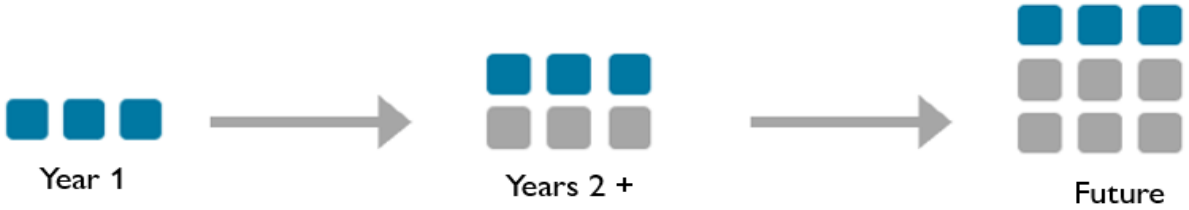
*Metric has been requested by Metrics & Scoring and Health Plan Quality Metrics Committees.

Health Aspects of Kindergarten Readiness: CCO System-Level Social-Emotional Health Metric Pilot Overview

Overview and Background

Oregon is leading the nation in developing a strategy to engage the health sector in kindergarten readiness. A four-part measurement strategy was developed by the Health Aspects of Kindergarten Readiness Workgroup and was endorsed by both the Metrics and Scoring Committee and Health Plan Quality Metrics Committee. The first two metrics were included in the 2020 CCO Incentive Measure Set (Well-Child and Preventive Dental Visit measures). This document summarizes the proposal for piloting of the third recommended and endorsed metric, a system-level metric focused on identifying and connecting young children with social emotional health needs to services.

Where We are Today: Measure Development and Pilot Testing for CCO System-Level Social-Emotional Health Metric. We are seeking CCO collaboration to pilot test the new metric, described below.



Part 1.1 Social-Emotional Health Reach Metric Data: Review Data Provided by OHA, Analyze, & Interpret Implications.

Part 1.2 Attestation of Activities and Processes to Support Review of Data, Identifying Services and Gaps, and Prioritizing System-Level Activities to Increase Provision of Services.

CCOs address barriers identified in earlier years by attesting to specific interventions in areas such as:

- ✓ Community engagement
- ✓ Workforce
- ✓ Access
- ✓ Care Coordination
- ✓ Payment

Track progress with Reach Metric.

Child-level metric focused on improving equitable receipt of social-emotional health services.

Components of the CCO Pilot of the System-Level Social-Emotional Health Metric

Part 1.1: Review Social-Emotional Health Reach Metric data provided by OHA assessing the proportion of attributed children ages 1-5 who received a behavioral health assessment or services in the last 12 months:

- CCOs will review aggregate report and child-level findings for face validity and confirm whether services identified within CCO-level data are captured and potential solutions.

Part 1.2: Review draft CCO System-Level Social-Emotional Health Attestation:

- CCOs will provide input on newly developed Social-Emotional Health Attestation Metric and provide feedback on the feasibility, validity and clarity of the questions and specific tools provided to document social-emotional health assets, services, and capacity. This review includes whether the tools will validly lead to assessing gaps in services available to child population and prioritizing system-level activities to increase provision of services when gaps are identified.

Health Aspects of Kindergarten Readiness: CCO System-Level Social-Emotional Health Metric Pilot Overview

CCO System-Level Social-Emotional Health Pilot Overview and Projected Timeline

- **September 2018:** Health Aspects of Kindergarten Readiness Technical Workgroup endorses System-Level Social-Emotional Health Metric to be included in four-part measurement strategy recommendations.
- **November 2018:** Metrics and Scoring Committee unanimously endorses Health Aspects of Kindergarten Readiness four-part measurement strategy.
- **January 2019:** Health Plan Quality Metrics Committee endorses four-part measurement strategy.
- **2019-2020:** Oregon Pediatric Improvement Partnership, Children's Institute, and Oregon Health Authority develop draft metric components based on learnings from improvement pilots and stakeholder feedback.
- **November 2020**: Metrics and Scoring reviewed measure progress to date and strongly supports moving into the pilot phase to broaden testing base and collect data to assess feasibility, reliability, and validity.

- **January 2021:** Review of CCO System-Level Social-Emotional Health Attestation Metric and Pilot Project with Metrics Technical Advisory Group (January 28th).
- **February – Early April 2021**: CCO System-Level Social-Emotional Health Metric Pilot
  - Goal: Gain CCO Input on the following aspects of the CCO System-Level Social-Emotional Health Metric:
    - Part 1.1: Social-Emotional Health Reach Metric data (provided by OHA)
    - Part 1.2: CCO System-Level Social-Emotional Health Attestation.
  - Activities will include conducting reviews of materials and providing input on:
    - Templates and processes to support developing an asset of map of services available to address social-emotional delays, identify gaps in services compared to need.
    - Templates describing community-level partners engaged and key learnings.
    - Templates describing learnings about barriers to connection and access of services with a specific focus on whether and how vulnerable and historically underserved populations access services.
- Refer to CCO Activities and Projected Timeline table on next page for more details and milestones.

Reference Materials and Contact Information

- If you are interested in learning more:
  - Health Aspects of Kindergarten Readiness Measurement Strategy
  - Health Aspects of Kindergarten Readiness Technical Workgroup Final Report
  - November 2020 Presentation to Metrics and Scoring Committee on CCO System-Level Social-Emotional Health Metric (slides 8-46)
- To express interest in participating in the pilot or for additional questions, please send an email to the project team inbox: Social-EmotionalHealthPilot@SSampseLLC.com

Health Aspects of Kindergarten Readiness: CCO System-Level Social-Emotional Health Metric Pilot Overview

CCO Activities and Projected Timeline

Activity	Goals and Objectives of Activity	Projected Timeframe & Time Commitment	Milestones
Pilot Overview and Call for Volunteers	• Provide overview of pilot project, timeline and expectations. • Answer questions from CCOs on participation requirements.	By mid-February (1 hour)	Present Pilot Overview to CCO Metrics TAG: January 28, 2021
Kick-Off Webinar: Part 1.1 Social-Emotional Health Reach Metric and Key Considerations for Examination	• Provide overview of Social-Emotional Health Reach data provided by OHA. • OHA provision of the aggregate data reports and child-level data files. • Outline key considerations for examination. • Q&A Session	By end of February (1.5 hours)	Obtain input on Social-Emotional Health Reach metric; gain early input on System-Level Social-Emotional Health Attestation to present to Health Plan Quality Metrics Committee: April 30, 2021
Participant Webinar: Part 1.2 Understanding the Attestation Tool & Initial Reactions	• Review templates. • Discuss feasibility and anticipated challenges. • Identify areas for improvement, any areas requiring revision to promote reliable reporting.	By early March (1.5 hours)	
CCO Learning Collaborative Call	• CCOs provide group input and discuss overcoming obstacles to implementation. • Review themes from input on both Parts 1.1 and 1.2 of the metric.	By mid-March (2 hours)	
Individual Close-Out Sessions: Overall Impressions, Scoring Strategies, Challenges & Barriers	• Each CCO will have a separate call with project team to provide final feedback on the measures and draft scoring strategies.	By early April (1 hour max.)	Prepare pilot results report, revise measure specifications, refine measurement strategy to present to Metrics and Scoring Committee: May 21, 2021

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Early Care & Education Sector Plan 2021
Final Submission

MARION & POLK EARLY LEARNING HUB

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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.*	• Gervais • North Marion (Aurora, Donald, Hubbard) • Woodburn • Salem/Keizer • Independence/ Monmouth • Stayton	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. Additional considerations: Scheduling; eligibility/cost; family engagement; equity and inclusion; transportation.
Children significantly impacted by COVID-19 who have not been able to participate in an early care and education program.	Region-wide	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	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. Additional considerations: Schedule; program quality; family engagement; transportation; eligibility/cost.
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	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

		music or field trips, and outdoor play areas. Additional considerations: Schedule; equity and inclusion; transportation; eligibility/cost.
Children experiencing a developmental delay (or potential delay), disability, or behavioral health concern	Region-wide	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. Additional considerations: Learning opportunities; eligibility/cost; equity and inclusion; transportation; family engagement.
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.	Region-wide	1. Sense of security provided by a child-safe environment, cleanliness, a safetyrecord, and establishing a relationship with the provider. 2. Program quality demonstrated by staff experience and education, the type of caresetting, 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. Additional considerations: Schedule; learning opportunities; family engagement; transportation; equity and inclusion.

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 Haupert	Mid-Willamette Valley Community Action Agency	cody.haupert@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.rog		X			
Governance - Board of Directors	Parker-Lleranas, Kim	Willamette Workforce Partners	kparker-llerenas@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.

H**ow 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.

Preschool Promise Slot Allocation Assessment

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EL HUB REGION: Marion & Polk

Notes/Assumptions:

- Mixed delivery/blended funding programs and multiple settings/program types are recommended for families in each geographic location.
- Target range for PSP expansion slots: Hub region: 260-380; Marion County: 220-360, Polk County: 0-50
- Transportation and full-day, full-year options are the most desired/needed by families (source: ELD parent survey and coordinated enrollment data).
- There is a strong family preference for school district or center-based programs (source: ELD parent survey and coordinated enrollment data).
- The Salem and Keizer urban area represents approximately 62% of the 0-5 population in our region and the highest concentration of need for access to ECE programs. 62% of the total possible expansion for our region, 380 slots, is 235.
- These recommendations are based on population proportions and lack of current options and do not necessarily reflect practical (budgetary) considerations of opening or operating a program in these communities.
- "Dual-language" is understood to mean that formal instruction is provided in two or more languages – the most requested at this time are Spanish, Russian, American Sign Language, and Pacific Islander languages.
- This allocation is aligned with our ECE Sector Plan. As part of the process we analyzed program availability and saturation in areas. As such, not every geographic/zip code is listed as a potential PSP Expansion location.
- Relief Nursery is not listed as a potential provider at this time. Our RN provider has stated that they are not interested in PSP at this time.
- **This slot allocation is based on the possible range as defined by the ELD. The MPELH has great need, and just as important, we have a community ready to fulfill the needs of families. We have the relationships and processes in place to ensure that subsidized programs are maximized. Our region would easily be able to accommodate an additional 75-100 Preschool Promise slots on top of what is included in this plan.**

Preschool Promise Slot Allocation Assessment

Geographic location	Ideal # of PSP expansion slots	Provider type(s) *(note: not listed in priority order)**	Primary language of instruction	Provider characteristics
Polk County				
Falls City (97344)	10	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English	Full-day, full-year programming Transportation provided
Dallas (97338)	12	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
West Salem (97304)	20	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Marion County (outside of Salem-Keizer)				

Preschool Promise Slot Allocation Assessment

North Marion County--Aurora, Hubbard, Donald (97002, 97020, 97032)	18	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
St Paul (97137)	12	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Woodburn and Gervais area (97071 and 97026)	40	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided

Preschool Promise Slot Allocation Assessment

Mt Angel (97362)	12	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Up the Santiam Canyon, (97342, 97346, 97350, 97358, 97384, 97360)	9	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Aumsville, Turner, Stayton, Sublimity (97325, 97392, 97383, and 97385)	12	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided

Preschool Promise Slot Allocation Assessment

Salem and Keizer				
Keizer (97303)	109	• Community-based organization • Education Service District • Head Start/OPK • Center-based provider (CCC) • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Northeast Salem (97305)	89	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
Southeast Salem (97317)	12	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language	Full-day, full-year programming Transportation provided
South/Far South Salem (97306, 97302)	25	• Center-based provider (CCC) • Community-based organization • Education Service District • Head Start/OPK • Home-based provider (RF, CF) • Public school (Public school or public charter school)	English Dual-language (Spanish or ASL)	Full-day, full-year programming Transportation provided

Board Roster thru October 2021 Printable Version

Name	Officer	Organization	Mobile	Email	Sector Type	Term Start	Term Ending	Board Status
Parker-Lleranas, Kim		Willamette Workforce Partners	503-703-7854	kparker-llerenas@willwp.org	Business/Community	**Feb-2020**	**Jun-2023**	**Active**
Rheinholdt, David	Treasurer	Rheinholdt Insurance	503-910-2247	rheinholdtinsurance@gmail.com	Business/Community	**Jun-2020**	**Jun-2023**	**Active**
Seymour, Jim	Chair	Community Member	503-269-6913	JimS@mwinv.com	Business/Community	**Apr-2013**	**Jun-2025**	**Active**
Dodson, Donalda		Oregon Child Development Coalition, Executive Director	503-866-3048	donalda.dodson@ocdc.net	Early Education & Care	**Jun-2020**	**Jun-2023**	**Active**
Blackwell, Angie		Confederated Tribes of Grand Ronde	503-879-2287	Angie.Blackwell@grandronde.org	Early Education & Care	**Dec-2018**	**Jun-2025**	**Active**
Blea, Phil		Marion County Children's Behavioral Health	503-881-1033	pblea@co.marion.or.us	Healthcare	**Jun-2019**	**Jun-2022**	**Active**
Blum, Kerry		Polk County Children's Behavioral Health	503-623-9289	blum.kerry@co.polk.or.us	Healthcare	**Jun-2020**	**Jun-2023**	**Active**
Gardner, Andy		North Santiam School District, Superintendent	503-932-0583	andy.gardner@nsantiam.k12.or.us	K-12 & Post Secondary Education	**Oct-2019**	**Jun-2022**	**Active**
Novotney, Dave	Secretary	Willamette ESD, Superintendent	503-540-4416	dave.novotney@wesd.org	K-12 & Post Secondary Education	**Aug-2013**	**Jun-2025**	**Active**
Perry, Christy		Salem-Keizer School District, Superintendent	971-600-8995	Perry_Christy@salkeiz.k12.or.us	K-12 & Post Secondary Education	**Jul-2014**	**Jun-2025**	**Active**
Myers, Dawn		Program Manager, Self-Sufficiency & Child Welfare	(503) 884-211	Dawn.MYERS@dhsoha.state.or.us	Social Services	**May-2018**	**Jun-2025**	**Active**
Herrera Lopez, Levi		Mano a Mano, Executive Director	503-315-2290	levi@manoamanofc.org	Social Services	**Nov-2018**	**Jun-2025**	**Active**
Jones, Jimmy		Mid-Willamette Valley Community Action	503-585-6232 ext	jimmy.jones@mwvcaa.org	Social Services	**Dec-2018**	**Jun-2025**	**Active**
Ventura, Carina		Parent/Caregiver Advisory Committee	619-508-5046	carinaventura93@gmail.com	Parent/Caregiver	**Jun-2020**	**Jun-2023**	**Active**

BYLAW REQUIREMENTS

A minimum of one (1) Director from Business
A minimum of two (2) Directors from Early Education & Care
A minimum of two (2) Directors from Healthcare
A minimum of two (2) Directors from K-12
A minimum of one (1) parent/caregiver shall reside in Marion County and one (1) in Polk County. One (1) shall be a member of the Parent Advisory Committee
A minimum of two (2) Directors from Social Services sector

Resigned Board Members

					Reason for Leaving	
Vickery, Dorie	Community Member	503-606-2249	dvickery@central.k12.or.us	Business/Community	Moved jobs	**Resigned June 2020**
Savage, Jeanne	Salud Medical Center	503-807-1264	jsavage@wvchealth.org	Healthcare	CCO Change	**Resigned February 2020**
Lake, Stacy	DHS District Manager for Self-Sufficiency & Child Welfare	503-373-1758	stacy.l.lake@state.or.us	Social Services	Retired	**Resigned Sept 2021**