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Board of Directors Meeting

Thursday, February 3, 2022 |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. Carryover from December 2021 Board Meeting: **a. November 2021 Board of Directors Minutes** **b. November 2021 Executive Committee Notes** **c. November 2021 Collective Action Team Notes** **d. November 2021 Parent/Caregiver Advisory Committee Notes** 2. December 2021 Board of Directors Minutes 3. December 2021 Executive Committee Notes 4. December 2021 Collective Action Team Notes 5. January 2022 Executive Committee Notes 6. January 2022 Collective Action Team Notes 7. Executive Director report	3-25
Action	**3:10**	**Financial Report –** David Rheinholdt • Approve December 2021 Financial Reports	26-29
Action	**3:20**	**Nominating Committee** • Nominate Yadira Juarez, Salem Keizer Coalition for Equality, as member of the MPELH Board of Directors	34-36
Action	**3:25**	**Governance Updates** • Approve Co-Chair additions to Governance Polices • Approve July – November Governance Reports ○ Executive Limitations ○ Governance Process • Conflict of Interests process ○ Documents for review and signature will be	37-82
Input	**3:55**	**Governance Training- Board Means –** Kerry Blum	83-90
Inform	**4:10**	**Tribal Early Learning Hub Update – Angie Blackwell** • Implementation of the Tribal Early Learning Hub to deliver early learning services to the tribal communities of Oregon.	

		• 2022 Legislative concept to ament the membership of the Tribal Advisory Committee.	
Input	**4:20**	**Parent Leadership Discussion** • ELD will be infusing funds to support parent leadership development. • Discussion and input on developing approaches to this work • Discussion on ensuring parent leadership occurs at the board level	
Inform	**4:35**	**Kindergarten Partnership and Innovation – Summer funding** • Review the activities completed as a result of the Summer KPI funding	
Inform	**4:45**	**Executive Director Report** • Legislative Update • Family Support Funds • Preschool Promise Coordinated Enrollment • Preschool Promise Expansion • Community partnerships	93-105
Next Meeting Date		Thursday, February 3, 2022 at 3:00-5:00pm- Virtual via Zoom	

Consent Agenda – Action Item

Staff Recommendation: Approve

1. Carryover from December 2021 Board of Directors Meeting
    - **a.** November 2021 Board of Directors Meeting Minutes
    - **b.** November 2021 Executive Committee Notes
    - **c.** November 2021 Collective Action Team Notes
    - **d.** November 2021 Parent/Caregiver Advisory Committee Notes
    - **e.** Executive Director Report
2. February 2022 Consent Agenda
    - **a.** December 2021 Board of Directors Meeting Minutes
    - **b.** December 2021 Executive Committee Notes
    - **c.** December 2021 Collective Action Team Notes
    - **d.** January 2022 Executive Committee Notes
    - **e.** January 2022 Collective Action Team Notes
    - **f.** Executive Director Report

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Board of Directors Meeting Minutes

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

X	Angie Blackwell, Confederated Tribes of Grand Ronde		Phil Blea, Marion County Children's Behavioral Health		Kerry Blum, Polk County Children's Behavioral Health	X	Donalda Dodson, Oregon Child Development Coalition
X	Levi Herrera-Lopez, Mano a Mano	X	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		Vacant, 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: Josie Silverman-Mendez & Andrea Ketelhut, Pacific Source.

Action Summary

- Consent Agenda;
- September 2021 Financial Reports

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The November consent agenda was included in the Board packet.

Donalda Dodson moved to approve the consent agenda with the correction made. Jimmy Jones seconded. Motion passed.

Financial Report

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.

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.

Jimmy moved to approve the September 2021 Financial Reports. Donalda seconded. Motion passed.

MPELH fiscal year audit begins week of November 8. All things are in order and ready to go.

Governance Training: Holism

Angie Blackwell presented the Governance Training for November that covered the holism as one voice and being unified. Some examples of holism are reflected as:

- The board speaks authoritatively when it passes an official motion at properly assembled meetings.
- The Board Chair does not supervise the Executive Director. Rather, the Board Chair is responsible for the board to get its job done.
- "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.
- 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.

Pacific Source & Health and Kindergarten Readiness measure

Lisa introduced Josie Silverman Mendez, Director of the Marion & Polk region for Pacific Source (PS), and Andrea, Ketelhut the Quality Improvement Metric Program Manager for PS. The Board of Directors may remember this metric was recommended by the Health Aspects of Kindergarten Readiness Task force in 2018. This is a four-year measurement strategy 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 Visits and Preventive Dental Visits measures). Some Board members listened in on the recent webinar where a panel shared some of their own reflections on the measure. One of the overarching themes was the partnership with the early learning hubs. Andrea walked through the data on all the metrics and targets as well as the development of a cross-sector steering committee.

A conversation was held on what kind of partnership the CCO should have with MPELH and in addition who are other key stakeholders for engagement:

- **Continue to have a health component in all Hub programming and report back to CCO and medical providers;**
- **A social emotional metric is very important right now;**
- **Develop an MPELH policy direction to include these metrics as part of the work;**
- **Cultural community-based organizations should be part of the steering committees;**
- **Using the data from Integrated Care for Kids (InCK) into the Social-Emotional Health Reach metric data;**
- **Cross sector approach.**

This community are no strangers to working to bring the health and early learning systems together, and there is indeed more that we can do as partners in this work to ensure children are healthy as they arrive at the kindergarten doors. This is all with the overarching goal of defining what partnership might look like. Lisa will continue to keep the Board apprised and serve as a key partner with the CCO on this metric. The Executive Committee will begin discussions on developing a policy with the role of MPELH and the CCO metric.

Executive Director Report

- **PSP Allocation Plan submission –** included in packet is the Preschool Promise slot allocation MPELH's Regional Stewardship Committee recommended. The Preschool Promise Request for Application is at Department of Justice. The Early Learning Division has remained hopeful that it will be released in November. The Oregon Prekindergarten (OPK) Request for Information was released. MPELH is in the process of creating a standalone preschool website for all free preschool opportunities in the Hub region.
- **State Contract-** MPELH does not yet have the contract with the state. Contract expired September 30.
- **Kindergarten Partnership & Innovation** Launch – kicked things off for the year after a busy summer. Coordinators are working with sites. What we know is that schools are tapped out and we have had one school say that they are unable to participate this year. Sites are formatting/focusing on family engagement and working in collaboration early learning partners and planning events designed to support families and meet them where they are.
- **Parent Education –** signed contract for the Oregon Department of Human Services Strengthening Families dollars focusing on parent education. This will be $119,992 over this biennium.

Next Board Meeting: Thursday, December 2, 2021 at 3:00-5:00pm- virtual via Zoom.

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MPELH Executive Committee Meeting Agenda

Wednesday, November 17, 2021 |8:00 – 9:00am
Jim Seymour, Phil Blea and David Rheinholdt

Topic
Financial Reports October 2021 financial reports included revenues of $505,748. 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. Total expenses for October 2021 were $515,286. In addition to employee salary and benefits expenditures, this includes payments for subcontracts, supplies and training and curriculum for the Summer KPI programs, Preschool Promise subcontract providers for the current service month, and parenting classes. The Summer KPI program required all expenditures to be made by September 30; at this point most school districts have submitted invoices for the completed work. Salaries and Benefits and Supplies/Equipment costs were higher during the month reflecting the new Safe at Home and Collaborative Business and Education Leadership (CBEL) employees; these changes will be reflected in a budget update at mid-year. Communications and Outreach expenditures were high due to development work and advertising purchases for Family Connects, Coordinated Enrollment, the newsletter, and Bright by Text. Administrative costs are higher as annual insurance payments were made and additional accounting hours were needed to prepare for the audit. *Phil Blea moved to accept the October 2021 Financial Report as presented. David Rheinholdt seconded. Motion passed.*
Nominating Committee- Co-Chair Jim has been having conversations with a few board members to serve as co-chair. Dave Novotney is unavailable to serve. Jim will approach Kim Parker-Lleranas as a great neutral partner who would not have a conflict of interest or any financial ties to MPELH.
Governance Policy Reports The Executive Committee reviewed aspects of the Governance Policies. The following sections were reviewed and discussed: • **Board Member's Code of Conduct** • **Board Committee Principles-** As a Board not overstepping the boundary with staff. Still work to do to build a relationship with the Parent/Caregiver Advisory Committee and the Board of Directors. • **Cost of Governance-** may need to have further conversation on additional training with the Board of Directors such as racial justice. • **Global Governance Process-** how are we folding into the work conversations with the entire community. Explore developing a linkage plan to learn how between the Board and owners (the community). Need to get clear with what we want to learn from the community. Lisa and Jim will discuss the Boards ownership linkage plan.

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

At a previous meeting the Executive Committee discussed adding co-chair option to the Board of Directors Governance Policies.

Phil moved to make the additions of co-chair into the Governance Policies. David seconded. Motion passed.

Pacific Source & Health and Kindergarten Readiness Metric & MPELH Involvement

This metric has opened the door for MPELH to be more involved with the local Coordinated Care Organization. Debrief the conversation from Pacific Source with the full Board of Directors in December.

December 2- Board Meeting – Virtual via Zoom – will record this meeting

- Executive Director report
- Consent agenda
- October Financials
- Governance Policies – July – November reports
- Debrief Pacific Source presentation

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Collective Action Team (CAT) Meeting Notes

Thursday, November 18, 2021

Skye Hibbard-Swanson, Tiffany Miller, Veronica Mendoza, Margie Lowe, Alyssa Gaiser, Ana Garcia, Carole Boliou, Chelle Bettis, Claudia Caratachea, Elide Sanchez Rivera, Kyle Miller, Marlene Arellano, Patty Gonzalez, Samantha Baker, Rosa Garcia, Michael Finlay, DeAnn Brown, Samuel Oliver-Palmquist, Nodabi Morales, Andrea Croskey, Angie Carroll, and Stephanie Whetzel

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Topics for Discussion

Welcome

Bright by Text

Tiffany Miller from MPELH presented the Collective Action Team Bright by Text Challenge. The challenge is for the community to help MPELH get to 1,000 subscribers by February 17 (February CAT meeting date). If this goal is met, there will be a celebration for CAT partners in February.

Tiffany shared the following means of spreading the word:

- Encourage families to subscribe by texting HUB4KIDS to 274448. Make sure to tell families that the number has three fours—entering only two is a common error.
- Virtually introduce your website manager or contact for communications to Tiffany at tmiller@earlylearninghub.org for Bright by Text creative assets for posting to website & social media
- Share social media assets (to be posted on Basecamp) at least once a month for the next 3 months. Make sure to tag MPELH so we can track participation. Agencies in Marion and Polk Counties that do so will receive 200 children's books!
- Include an article & link to Bright by Text in parent newsletters. MPELH has draft articles available for usage. Partner agencies in Marion and Polk Counties will receive 50 books each time Bright by Text is mentioned in a newsletter through February. Ensure Tiffany is subscribed to the newsletter or receives a copy.
- Distribute postcards and posters. Partners can pick up items Fri., Nov. 19th 9 a.m.-1 p.m. or Wed., Nov. 24th 9 a.m.-3 p.m. at MPELH. Another opportunity may be added in January. Email Tiffany to arrange a time.

Vroom is still active in our region, but BBT incorporates Vroom content as well as content from other sources and contains information that is relevant for children up to age 8.

MPELH will share an update on subscriptions at the December meeting.

CAT members suggested the following outreach ideas:

- Present at ODHS and Introduction to Registered Family Child Care Providers orientations (Patty)

- Put in agency newsletter and send out to internal network of EI/ECSE staff to share with families (Angie)
- Weekly parent handouts for Head Start families and through maternal home visiting program (DeAnn)
- Send a mass text to families receiving WIC, have MPELH present to staff (Carole)
- Assist families in subscribing at in-person meetings (Margie)
- Share with home visitors (Nodabi)
- Add to Communicator that goes out to ODHS staff (Chelle)
- Post on SKPS Facebook account (Claudia)
- Have MPELH present to staff (Stephanie)

Ideas for celebration (via Zoom):

- Trivia game using Kahoot and drawing for "door prizes"
- Lunch provided by UberEats

Partner announcements & updates

- SMART Reading is holding a peer-to-peer fundraiser called Champions over the holidays. Started on Tuesday and will go through Dec. 31st. Elide will share on Basecamp. A donor is matching contributions.
- New Circle of Security class through Options Counseling and Family Services will be starting Jan. 4th. Register with Andrea Croskey by texting 503-949-2249.
- Confederated Tribes of Siletz Indians Head Start classes are finally open for in-person services again. For now, they are only half-day. There are still spaces available.
- Boot Camp for New Dads will begin Monday, Dec. 13th online. Contact Alyssa at Salem Health.
- Community Action Head Start is now about 50% enrolled and is building up waitlists so that after winter break they may open additional classrooms.
- Becoming a Super Dad will be held on Mondays at 6 p.m.
- Current and upcoming parent education classes can be found at http://bit.ly/PECurrentMPELH
- Amanda Motley and Angie Carroll from WESD will be offering trainings through Child Care Resource & Referral to early educators on behavioral strategies and special education over the winter.
- OCDC has opened its new center in Brooks and has openings. Families can call the administration office at 503-981-3500 for more information.
- Family Building Blocks is looking to serve more families in Polk County. Any families seeking EHS services or parenting support can call the intake line at 971-300-1003.

Next meeting: Dec. 16, 9:00-10:00 a.m.

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Parent/Caregiver Advisory Committee

Wednesday, November 10, 2021 |6:00-7:00pm

Angie Cadena, Carina Ventura, Autumn David, Sharon Anderson, Becca Blessing, Teresa Urban, Tiffany Miller, and Veronica Mendoza

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Topic
Welcome & Icebreaker Parents shared one thing they were grateful for during this time.
Coordinated Enrollment Process Changes & Website Tiffany shared an update on the proposed changes MPELH's is planning for with coordinated enrollment. Parents provided suggestions on what should be included on a new preschool only website: • Bold requirements • Bilingual website • Super clear instructions and details for a program including a map • Include an option to share about weather closures • Transportation/routes, does the facility offer transportation? • The ability to post profiles or events to social media • Virtual assistance feature and a step-by-step video on how to apply • Hours of service • Forms and applications including medical forms required • COVID requirements- mask and vaccine policies. • Provide a confirmation email or phone call that assures application was received.
What do your care providers/teachers need? At the October PAC meeting parents shared what they wish their children knew before entering Kindergarten. Carrying that topic forward to this meeting, the parents suggested educators need these types of training opportunities: • More trauma informed care across the board for all ages • Understanding the separate households for children, and more of co-parenting dynamics, how to support co-parenting dynamics • Culturally norms and interpretations, honor different cultures, and cultural sensitivities • Emotional intelligence • Learn how to share with families when another child is exhibiting challenging behaviors and the impact it could be having on their children, too.
Planning for next year meetings The parents agreed the 2022 meetings should continue the second Wednesday of the month from 6:00-7:00pm via zoom. Meetings will be February, March, April, May, June, September, and November. A parent suggested creating themed meeting. Like same color shirts, hats, etc. MPELH will plan the first theme meeting for February then ask for sign-ups by parents for the remainder of the year.

Marion & Polk Early Learning Hub – Executive Director Report

December 2021 – representing highlights from the work for November 2021

Audit	• Grove Mueller, Swank Auditors began the audit process November 8. All is going well. The audit was conducted virtually. We hope to hear the conclusion of the audit in the next week or so.
Early Learning Division	• We continue to wait for our contract for Hub funding. • On Wednesday November 24, the ELD announced that they will not be releasing the RFP for PSP expansion in November. Beginning in December, there will be a survey of programs who are interested in expansion. This is being conducted so that they will be able to report to the legislature the need for this expansion.
Preschool Promise Coordinated Enrollment	• We are 97% full with the 23 PSP programs that we are responsible for filling. • Programs have been reaching out to us to assist in providing resources with significant behavior issues. We have been working in concert with the CCRR to alleviate concerns. When needed, we have been working with our Care Connect Behavior Coaches to do observations and consultation. • 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. • We continue to experience challenges with our vendor for our enrollment system. The system is functional, however, there are many challenges with some of the functionality.
Preschool Promise as a Provider	• Our provider who had to close due to a lack of staff as of November 3 has decided to not continue with Preschool Promise. She was unsuccessful finding staff person and she wanted to pause to take care of other issues. This does NOT affect our state funded slots. Because we have 9 Hub funded slots, we are able to adjust funding.
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. Sites are still working on their plans. There will be considerable emphasis on Ready for Kinder and parent education opportunities for families.
Family Connects	• Challenging conversations with OHA and FCI have occurred regarding the timing of Polk County starting services. FCI and OHA are requiring that Polk not be able to start until certain metrics are met. This creates some perception challenges that are not necessary, as well as unrealistic recruitment metrics
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.
Parent Advisory Committee	• Our PAC provided great insight on what a shared Coordinated Enrollment website on preschool opportunities should have and what is important to parents (see the PAC notes). In addition, there was good discussion on the parent

	perspective on what they see as being helpful for kinder or early educators to know or more aware on the issues that parents face. • PAC will continue to meet February, March, April, May, June, September, and November in 2022.
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. • We are looking at different ways to provide support to families in identifying family supports in the reunification process.

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Board of Directors Meeting Minutes

Thursday, December 2, 2021|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		Andy Gardner, North Santiam School District		Dawn Meyers, DHS Child Welfare		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		Vacant, Parent/Caregiver Advisory Committee				
MPELH Staff							
X	Lisa Harnisch, Executive Director		Margie Lowe, Performance & Fiscal Officer		Veronica Mendoza, Family Engagement Coordinator		Tiffany Miller, Communications Specialist & Parent Education Associate
	Skye Hibbard, Coordinated Enrollment Specialist & Care Connect Coordinator		Kiara Yoder, Screening & Care Systems Coordinator				

Action Summary- No action was conducted due to lack of quorum.

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. This will be carried forward to the February meeting for action.

Financial Report

October 2021 financial reports included revenues of $505,748. 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.

Total expenses for October 2021 were $515,286. In addition to employee salary and benefits expenditures, this includes payments for subcontracts, supplies and training and curriculum for the Summer KPI programs, Preschool Promise subcontract providers for the current service month, and parenting classes. The Summer KPI program required all expenditures to be made by September 30; at this point most school districts have submitted invoices for the completed work. Salaries and Benefits and Supplies/Equipment costs were higher during the month reflecting the new Safe at Home and Collaborative Business and Education Leadership (CBEL) employees; these changes will be reflected in a budget update at mid-year. Communications and Outreach expenditures were high due to development work and advertising purchases for Family Connects, Coordinated Enrollment, the newsletter,

and Bright by Text. Administrative costs are higher as annual insurance payments were made and additional accounting hours were needed to prepare for the audit.

This will be carried forward to the February meeting for action.

Governance Policies

The Board of Directors reviewed the July- November Governance Policies that included all Executive Limitations and Governance Process. This will be carried forward to the February meeting for action.

Executive Director Report

- **Preschool Expansion Request for Proposals (RFP) delay-** the Early Learning Division sent a letter sharing the RFP will not come out before the end of the year. Survey to gage interest as well as make report to the legislature.
- **State Hub contract delays**- No contract, and not clear when will receive.
- **Safe at Home retooling-** Working with Children's Public Private Partnership (CPE) to add a component to assist the family-structure in supporting family. This could include working with Family Find to locate relative or family supports. Framework for working with volunteers being developed in collaboration with CP3 and Oregon Department of Human Services.

Next Board Meeting: Thursday, February 3, 2022 at 3:00-5:00pm- virtual via Zoom.

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MPELH Executive Committee Meeting Notes

Wednesday, December 15, 2021 |8:00 – 9:00am
David Rheinholdt, Donalda Dodson, Dave Novotney and Jim Seymour

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Topic
Welcome
Financial Reports Financial reports for November were not complete. Will be presented at the January 2022 meeting. The audit for fiscal year 2020-2021 should be wrapped up soon- everything is done on MPELH end. Grove Mueller & Swank is finalizing. Imagine receiving in the next couple of weeks. Auditors will be invited to the January 2022 Executive Committee meeting. Hub staff is working on revised budget to include the modified Early Learning Division funding, the new Children's Public Private Partnership (CP3) Safe at Home funding and loss of Integrated Care for Kids funding.
Board Co-Chair Jim Seymour shared an update on conversations regarding co-chair invitations. Both Board members who were asked are not in a place to step up into a co-chair of the Board. Treasurer David Rheinholdt was discussed as potentially holding the role but is unsure of the time commitment. Lisa will have further conversations on the time commitment.
Program Updates • **Preschool Promise Request for Proposals and the Hub application recommendation**- Lisa recommends applying for an additional 18 above MPELH's current 18 state funded slots for a total of 36. This would allow MPELH to use state funding for the additional 9 we currently fund out of other funds, and be able offer additional slots to current providers, and work with 1-2 additional providers who is ready for PSP. The Executive Committee authorized Lisa to fill out the survey indicating the additional 18 slots. • **Family Support grant process update-** Staff are amending current contracts in lieu of re-contracting out funding. Working with each of the current grantee as needed to support their ability to get funds expended. The Executive Committee agreed this is best course of action for this year. • **Meeting rhythm and engagement-** A conversation was held on ideas to encourage more board attendance. It has been slowing waning, with no quorum met in December. Are there things that would be more enticing in terms of how we utilize our time, what and how I bring things to the board? The Executive Committee agreed there is a Zoom fatigue and will have further discussions on better engagement. Shorten meetings, only have meetings when its warranted. • **Holiday staff appreciation-** Last year the board graciously offered staff a holiday bonus. Is this something that the board would like to do again this year? The Board of Directors appreciate Lisa and her team.   ○ ***Dave moved to authorize a $100 bonus per employee. David seconded. Motion passed.*** • **Key Bank-** Lisa is working with KeyBank to have David and Jim added to the account.

- **Cascade –** Lisa met with Cascade Employers Association to ensure that MPELH's position descriptions and compensation scales. Will have future conversations with Jim and Dave who have worked with this agency.

Next meeting: January 19th 8:00 – 9:00am.

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Collective Action Team (CAT) Meeting

Thursday, December 16, 2021 - 9:00-10:00 a.m.

Joyce Stone, Carole Boliou, Rosa, Elide Sanchez, Marlene Arrelano, Jessica Marie, Claudia Caratachea, Ellie Falletta, Jessica Casas Reyes, Andrea Padilla, Michael Finlay, Noelle Carroll, Kyle Miller, Angie Carroll, Kyle Tarr, Kelli Barret, Rebeca McDermitt, Ana Garcia, Claudia Rodriguez, Tiffany Gallagher, Skye Hibbard Swanson, Margie Lowe, and Veronica Mendoza.

Topics for Discussion

Opening activity

Tiffany Gallagher, Marion & Polk Early Learning Hub led a this or that holiday edition opening activity.

Connect Oregon (Unite Us) partnership opportunities

Joyce Stone, Unite Us presented on Connect Oregon. Connect Oregon is a coordinated care network of health and social service providers serving Oregon. Partners in the network are connected through Unite Us' shared technology platform, which enables them to send and receive electronic referrals, address people's social needs, and improve health across communities.

Connect Us can support any type of training needed by an agency around how to use their platform. Can send referrals to more than one agency. If organizations want to participate can email Joyce Stone directly for a partner registration form.

Next meeting: Jan. 20, 9:00-10:00 a.m.

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MPELH Executive Committee Meeting Agenda

Wednesday, January 19, 2022 |8:00 – 9:00am
Jim Seymour and Donalda Dodson

Topic
Financial Reports December 2021 financial reports included revenues of $787,395. 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. Total expenses for December 2021 were $839,158. In addition to employee salary and benefits expenditures, this includes payments to Preschool Promise and Kindergarten Partnership and Innovation subcontract providers for the current service month or quarter, parent education programs, and outreach expenditures for several programs. Communications and Outreach expenditures continue to be high due to development work and advertising purchases for Family Connects, Coordinated Enrollment, the newsletter, and Bright by Text. Annual expenditures for the audit preparation and general insurances have occurred during the month. *Donalda Dodson moved to accept the December 2021 Financial Report as presented. Jim Seymour seconded. Full vote to be conducted via email. **Update Email vote to approve the December 2021 Financial Report as presented was unanimously approved. *** MPELH staff are currently updating the current 2022-2023 budget to include the reduction in Family Support and Kindergarten Partnership & Innovation and developing a reserves policy to be presented at the February Executive Committee meeting.
Nominating Committee- Co-Chair Lisa has an upcoming meeting scheduled with Treasurer David Rheinholdt to discuss potentially holding the role but is unsure of the time commitment. This will open up a Treasurer position on the Board of Directors.
Governance Updates • MPELH staff are updating the Conflict of Interest process to begin in February. • No governance policy review scheduled for January • Board training on Board Means schedule for February with Kerry Blum as a carryover from the December Board of Directors meeting.
Key Bank Signature Card MPELH needs to add Jim Seymour and David Rheinholdt as signers on Key Bank accounts. They have both received documents from Key Bank to be signatories.

*Donalda moved to add Executive Director Lisa Harnisch, Board Chair Jim Seymour and Treasurer David Rheinholdt and Lisa Harnisch as signers on Key Bank Account. Jim seconded. Full vote to be conducted via email. **Update Email vote to approve the bank signers was unanimously approved. ***

Program Updates

- **Parent leadership investment-** every Hub will receive $30,000 to promote parent leadership development. Can cover staffing cost, training, outreach, and professional development. MPELH is working on a plan for this. Build a way for other parent groups to provide input to MPELH. Leslye Garcia a part-time employee will join the current Parent/Caregiver Advisory Committee (PAC). The PAC is a board committee, in our bylaws we can have 7-13 members, as we grow we are hopeful we can grow to more than 13. May need to rethink our bylaws. We have struggled as the PAC to ensure a representative serves on the Board of Directors. Need to get this ironed out. Leslye could turn to this as a board member. The Executive Committee discussed the next steps for MPELH and the current PAC. Can MPELH support other agencies in building a cohesive parent advisory committee together. How can we ensure parent decision making/leadership is included in every level at the Hub work? What and how can parent leadership be more distributed in collective impact type of way? This will be a further conversation at the February Board of Directors meeting.
- **Family Forward** approached Lisa for assistance writing a proposal focused on building up the supply of childcare providers as well as access for families (such as reducing costs, supporting Employment Related Day Care, and supplying and supporting businesses with funding to offset the care). Lisa brought together the Childcare Resource and Referral (CCR&R), Yamhill Early Learning Hub (Yamhill Community Care) and Polk County Family & Community Outreach. The proposal builds upon what is already happening. Three county region approach to match the footprint of the CCR&R. The Executive Committee and was supportive of this going forward.
- **Early Learning Division Contracts-** no word on when they are coming.
- **Preschool Promise Request for Proposal update-** the Early Learning Division is still holding firm for proposals to launch early 2022. MPELH did fill out the survey to expand the PSP services. Lisa will keep the Board apprised.
- **Met with Cascade Employers**- working on review of all position descriptions and pay scales- always include this in the agenda moving forward. Cascade came recommended to Lisa via the Chamber of Commerce.

Next meeting: Tuesday February 16th 8:00-9:00am via Zoom

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Collective Action Team (CAT) Meeting Notes

Carrie Kasperick, Alyssa Gaiser, Chelle Bettis, Connie Chavez, Deann Brown, Guadalupe Madriga, Nodabi Morales, Marlene A., Patty Vega, Ronda Taft, Rosa Angelica Flores, Elide Sanchez, Marlene Arrelano, Jessica Marie, Claudia Caratachea, Andrea Padilla, Michael Finlay, Kyle Miller, Angie Carroll, Kyle Tarr, Rebeca McDermitt, Ana Garcia, Claudia Rodriguez, Tiffany Gallagher, Skye Hibbard Swanson, Margie Lowe, and Veronica Mendoza

Thursday, January 20, 2022 | 9:00 – 10:00am

Topics

Opening Activity

Tiffany Gallagher, Marion & Polk Early Learning Hub led a, Pick Two Animals to Defend You, activity.

Marion County Oregon Parenting Education Collaborative Renewal Discussion

Veronica Mendoza, MPELH presented how we can collectively shape parent education programming throughout 2022-2023 with a variety of programming to fit different ages and stages, languages and family needs.

CAT members were split into breakout rooms for small groups. They discussed these 3 questions:

1. **What are the needs in the community to be able to offer parent education?**
   - Offer topics such as calming, self-regulations, sleep issues;
   - Stronger social media presence;
   - Continuing our partnerships with our community partners, bringing awareness to what parent education is and the spectrum that it encompasses;
   - A tracking database of who is interested in receiving parenting education. A more fluid communication between organizations that are offering parenting classes and sharing resources weekly/monthly;
   - Publicizing process to partners/CBOs for applying for grants, working with Hubs to offer series & connect with facilitator;
   - Streamlined way to know about classes available (publicity) and register for them. People register directly with organization/facilitator or the Hub;
   - Make parent education part of regular life, not something people consider only when they're struggling or required to be there. Change the culture: for everyone, not something to be ashamed of. Parenting is hard. Great shared mission for us to all get these messages out;
   - Language and transportation barriers. Offering classes in different languages, getting into their communities, and connecting them to resources.

2. **Things that are going well?**
   - How parents are able to learn in the virtual space and they are able to adapt with the changes'
   - Organizations being able to make the shift;
   - Multiple classes offered across lots of different time slots;
   - Facilitators are very experienced, have longevity in community;
   - MPELH makes connections between facilitators & organizations, helps with promotion & launching educators.

3. **Areas needing improvement?**
    - Challenges with connecting in the virtual world and Zoom burnout;
    - Culturally relevant curriculum for BIPOC communities that we currently serve and better outreach;
    - Updated videos on some of the curriculum that have an older format;
    - Ways to promote outreach with partner organizations (and others) to help promote parent education and encourage engagement – they know their audiences best (ex. family needs and barriers) and have a relationship built/may be easier to build new relationship;
    - Community partners trying to connect with families pre-emptively–finding those who might need help that we aren't connecting with yet (not already in system);
    - Include resource guide/pamphlet in new baby kits.

Next meeting: Thursday, February 17, 9:00-10:00 a.m.

Marion & Polk Early Learning Hub – Executive Director Report

February 2022 – representing highlights from the work for December 2021 and January 2022

Audit	• Grove Mueller, Swank Auditors began the audit process November 8 and was conducted virtually. All is going well.
Early Learning Division	• We continue to wait for our contract for Hub funding. • Legislative Session begins February 1, 2022. ELD has funding package to provide 8 new functions (Human Resources, Accounting, Procurement, Data & Analytics, Information Technology, Budget, Facilities & Real Estate, and Strategic Projects) to support the creation of DELC. They are requesting 40 new positions as a part of this package. DELC is scheduled to launch in July 2023. • ELD/DELC is working on mission, vision, and values. They do plan to seek input and feedback.
Preschool Promise Coordinated Enrollment	• Programs continue to reach out to us to assist in providing resources with significant behavior issues. We have been working in concert with the CCRR to alleviate concerns. When needed, we contract with our Care Connect Behavior Coaches to do observations and consultation. • We are in the development phase of a shared website across the region to educate families about the variety of subsidized programs that may meet their needs. Families will be able to easily see the different programs and filter by their need. Families will also be able to fill out a "contact me" form if they would like enrollment staff to contact them. • The ELD is launching a revised PSP Coordinated Enrollment manual. They will be hosting an input session with Head Start and Hub Coordinated Enrollment staff in the near future.
Preschool Promise as a Provider	• We continue to experience program closures due to Covid and the Omicron surge. • We conducted a survey of our existing subcontractors to gauge interest in their staying with us as a subcontractor or if they are considering applying for PSP directly with the ELD. All have indicated they were interested in continuing to subcontract with us. This was a non-binding survey. • We completed the survey sent out by the ELD designed to get input on the interest in communities across the state for expanding PSP. We indicated that we would be able to expand by 18 slots for a total of 36 slots. This would allow us to expand current subcontractor with additional slots, as well as being able to take on 1-2 additional subcontractors.
Parent Education, including OPEC	• February 1 is the due date for the OPEC continuation funds. This will be $50,000 to support parent education. We held a symposium to get broad feedback from partners, families, and trainers. This was very helpful information and guided the development of the application. We will be focusing on protection of participant information, ensuring that we have a • We met with Juvenile Court Judge Manual Perez this month. He is connecting the parent education resources to two different court programs,

	Fostering Attachment and STAR Court Program, where parent education could be a part of the court program. We will be working with the court to develop a feedback form for court use to get information on completion and attendance.
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. Sites are still working on their plans. There will be considerable emphasis on Ready for Kinder and parent education opportunities for families.
Family Connects	• The nurse home visits continue to be low in number. Challenges in the recruitment due to Covid and the program not yet being available to all families due to insurance. • SB1555 is being introduced in the February 2022 session requiring private insurance to cover the cost of the Family Connects services. If this passes, it will greatly assist Family Connects implementation in our region and across the state.
Safe at Home	• We have received our first case with Safe @ Home! Claudia is acting as the Family Provider to better inform the process and procedure development. • An additional service we are exploring is family mapping to assist families and ODHS in finding family supports.
Community Business Education Leaders (CBEL)	• We continue to be an active support and part of CBEL. Kindergarten readiness is one of the key outcomes that have been identified. The targeted efforts in Hallman have been a great way to connect with families. This last week we have held both English and Spanish Ready for Kindergarten for families of 4 year olds who are not a part of a formal preschool experience. There were 9 families in the Spanish session, and 7 in the English session. Due to omicron, these were pivoted to being remote.
East Salem Rotary	• The East Salem Rotary (ESR) invited me to share at a recent meeting to describe more about the Hub work. Along with ESR, we have been filling Little Free Libraries with books. It is a wonderful partnership and they are committed to education and early learning as part of their service.
Regional Implementation Team (RIT) Focus	• I am working with RIT to reinvigorate the group and refine the charter. The overall role will continue. We have discussed focusing on workforce development and activities associated with health and kindergarten readiness. RIT will also serve as the advisory body to the CCRR.
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.
Parent Advisory Committee	• PAC will continue to meet February, March, April, May, June, September, and November in 2022.

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Summary of Financial Results Period Ending: December 2021

Revenue:

December 2021 included revenues of $787,395. Funds from the Oregon Department of Education Electronic Grants Management System (EGAMS), the Oregon Health Authority, and Oregon Health Sciences University are recorded as receivables this month for Hub Coordination and other grants and contracts as MPELH awaits a final state contract and receipt of the funds.

Expenses:

Total expenses for December 2021 were $839,158. In addition to employee salary and benefits expenditures, this includes payments to Preschool Promise and Kindergarten Partnership and Innovation subcontract providers for the current service month or quarter, parent education programs, and outreach expenditures for several programs. Communications and Outreach expenditures continue to be high due to development work and advertising purchases for Family Connects, Coordinated Enrollment, the newsletter, and Bright by Text. Annual expenditures for the audit preparation and general insurances have occurred during the month.

Balance Sheet

As of December 31, 2021, MPELH has assets of $3,606,468 and current liabilities of $200,928. 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 Early Learning Division modified its funding distribution formula for hubs so that resources for smaller hubs were increased by reducing allocations to 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 are reduced as a result of the School Readiness program loss.
- New grant agreement the Oregon Health Authority to support the development of the Family Connects newborn visitation program has been signed and is expected to continue into the next fiscal year. The Oregon

Health Authority has decided to withdraw from the federal grant that supported Oregon Pediatric Improvement Partnership's Project InCK's work related to the social determinants of health at the end of December 2021.

- OPEC Marion County Parent Education Program ($60,750) and funding from the Student Success Act will be approximately $45,000 for Marion County parent education. Polk and Yamhill will receive a similar amount through their parenting hub. The ELD has just announced that each hub will also receive $30,000 for parent leadership development and support as well.
- MPELH award of $216,000 for 18 Preschool Promise placements is continued in the current fiscal year allowing the Hub to continue to subcontract with several in-home providers to deliver these services for children.

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 Emergency Family Support Program and the Safe at Home program funded by a private foundation.
- OPEC Grant Match ($18,750). This match is met by the Hub Coordination and KPI funds provided by the Early Learning Division.

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 Position (Balance Sheet)
December 31, 2021

ASSETS

Current Assets			
Petty Cash	$	300	
Cash in Bank-Operating		3,123,978	
Prepaid Expense		14,986	
Accounts Receivable		465,938	
Total Current Assets			3,605,202
Fixed Assets		1,266	
Total Assets			**$ 3,606,468**

LIABILITIES AND NET ASSETS

Current Liabilities			
Accounts Payable	$	113,081	
Credit Card Payable		1,312	
Accrued Wages/Benefits		61,156	
Unearned Revenue		25,379	
Total Current Liabilities			200,928
Total Liabilities			200,928
Net Assets			
State Required Reserve		725,186	
Unrestricted		2,168,398	
OPEC Marion Region		195,053	
Preschool Promise		0	
Other State and Local Grants		316,903	
Total Net Assets			3,405,540
Total Liabilities and Capital			**$ 3,606,468**

Early Learning Hub, Inc.
Statement of Activities
Year-to-Date for the Period ending December 31, 2021

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	45,828	230,590	553,416	42%
Parenting Education	0	0	175,750	0%
Preschool Promise Funds	148,279	229,901	459,500	50%
School Readiness/KPI	453,944	578,586	1,225,443	47%
Other Grants & Contracts	139,344	238,130	593,680	40%
PPP Accrual	0	0	0	0%
Total Revenues	787,395	1,277,207	3,007,789	42%
Expenses				
Salaries and Benefits	245,853	381,851	646,887	59%
Professional Development	0	0	7,700	0%
Supplies/Materials/Equipment	8,514	13,761	23,682	58%
Subcontracts and Local Grants	352,074	470,665	1,300,092	36%
Family Support/Aid	0	0	182,241	0%
Parent Education Series	27,285	53,608	124,634	43%
Parent Support Activities	2,965	2,965	10,317	29%
Special Proj/Collaborations	3,000	3,000	14,146	21%
Facilitator Support/Training	0	0	19,541	0%
Training & Curriculum	84,133	103,015	236,009	44%
Travel/Trans/Meetings	1,088	1,639	6,149	27%
Facilities	19,364	33,005	62,790	53%
Parent Advisory Committee	1,570	1,794	17,630	10%
Communicatons/Outreach	71,158	96,396	129,895	74%
Administrative Costs	22,154	31,931	53,497	60%
Total Expenses	839,158	1,193,630	2,835,210	42%
Net Income (Loss)	**(51,763)**	**83,577**	**172,579**	

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	223,848	474,149	47%
KPI/School Readiness	578,585	1,225,443	47%
Parent Education Grants	43,035	196,404	22%
Preschool Promise	229,901	459,500	50%
BCare Connect	2,125	55,832	4%
Family Support	116,136	423,882	27%
Total Expenses	**1,193,630**	**2,835,210**	**42%**

Building a Stronger Early Child Care System in Marion, Polk, and Yamhill Counties

Marion & Polk Early Learning Hub, Inc. is a 501(c) 3 entity and is the backbone organization of the Marion & Polk Early Learning Hub. Our mission is three-fold 1) to convene, collaborate, and catalyze action in our hub region to develop and better align services and resources for children and families; 2) actively enhance and build an early learning system grounded in equity and diversity, and 3) build capacity in community-based organizations and child care providers.

We work closely with the Child Care Resource and Referral serving Marion, Polk and Yamhill Counties as well as the Yamhill Early Learning Hub. We collaborate on several region-wide initiatives including coordinated enrollment and support of Preschool Promise providers, professional development and training, and building educational pathways for child care providers.

Currently there are not enough child care resources to meet the needs of families. There is a particular lack of infant/toddler care and affordable options for all ages. The economic recovery as a result of the pandemic is reliant on having a strong early care and learning system. Families are not able to return to work or are frequently absent from work due to a lack of child care. Resources to expand and support child care providers are imperative to meet the needs of families.

There is great need in this three-county region. Due to the pandemic, region-wide we have only 80% of the pre-pandemic child care options; and, we were not able to meet the needs of families. Most of our communities lack adequate and affordable child care options for families. We have a high population of historically underserved populations without access to culturally relevant and affordable care. Multiple languages other than English are spoken here: Spanish, Russian, Chuukese, and Arabic; these are communities that are severely underserved.

Unlike the early care and education providers that participate in Head Start and Preschool Promise programs, the child care providers that operate without predictable grant funding struggle the most to pay reasonable wages and make investments in quality programming. This proposal specifically focuses on this group of providers. Providers already receiving Early Head Start, Head Start, and Preschool Promise are not eligible for funding in this proposal.

Child Care Start Up Grants

Goal: Annually support 25 new and expanding in-home registered or certified child care providers and five classrooms with multiple center-based providers so that they may provide services to 200 additional children in Marion, Polk & Yamhill Counties. This project will leverage current strategic initiatives to recruit, develop, and retain child care providers and provide greater access to a variety of quality child care resources for families. Using the Social Vulnerability Index (SVI), a census tool for measuring systemic barriers like access to housing and income levels, grants are structured to increase child care capacity supports in neighborhoods/communities with a SVI of 0.5 or above.

New and emerging providers will have access to coaching and technical assistance and professional development, support to offset the cost of doing business, and business coaching and support.

Funding: $ 545,625 total

- $104,000 Coordinating Staff including:
    - FTE Child Care Start Up Coach ($54,000)
    - FTE Administrative Support ($35,000)
    - FTE Administrative Supervision ($15,000)
- $15,000 Annual Recruitment and Professional Development event in each county
- $60,000 Wonderschool licenses to engage in shared services model in our region
- $15,000 Annual Evaluation for program effectiveness and needs of providers
- $350,625 Start-up/Growth/Stabilization grant for providers with a range of $7,500 to $21,561 per new or expansion provider with 50% or more for investments in staff and the remaining 50% for investments in equipment, facilities, curriculum and/or mental health services. Grant sizes per provider would be based on provider type and the Social Vulnerability Index value for the program location.

Program Design:

New Provider start-up programs
This program design will build upon current work at Marion & Polk Early Learning Hub, Child Care Resource and Referral, and Yamhill Early Learning Hub to support those interested in becoming providers along a new provider pathway. This pathway offers support, tools, and coaching to support exempt providers along the journey to becoming a registered and certified family child care business. This will include professional development opportunities (such as training, networks and cohorts), building business supports, and resources to have a successful high quality child care business.

Recruitment
Together with the Child Care Resource and Referral and the Yamhill Early Learning Hub, we will reach out to the community with the goal of identifying individuals who are interested in starting a child care business and those who have just started providing care and need additional support (emerging) providers. This will be done by:

- Identifying exempt and FFN providers that may be interested in expanding care,
- Identifying center-based providers interested in expanding or starting a program,
- Connecting with worksource programs to identify potential individuals interested in child care as a business,
- Connecting with Chemeketa Community College and Western Oregon University Early Childhood Programs to identify college students interested in starting a business. Utilize newly created marketing materials to promote child care as a business,
- Coordinating annual recruitment events in partnership with CCRR staff in each county, and
- Coordinating with CCRR to identify providers who have recently started their business and could benefit from additional support.

Business Supports
Each provider as a part of the grant program will have to agree to being part of a coaching cohort and be a part of the year-long *Building A Child Care Business* program built in partnership with the Small Business Development Center and Chemeketa's Early Childhood Center. This will be a contractual relationship between the CCRR, the Small Business Development Center, and/or others as appropriate. Coaches would be bilingual.

Grantees will need to commit to the use of Wonderschool, a shared services platform to help with invoicing, tax support and more. Coaches will be able to assist with implementation of Wonderschool.

Mental Health Supports
Child Care Providers participating with this program will have access to contracted services to support the mental health/social emotional needs of children in their care. This would include behavioral consultation, program consultation, and referrals (if needed). These would be contracted services and utilize the Unite Us referral pathway being implemented in Marion & Polk Counties, as well as the Family Core work in Yamhill County.

Professional Development
Grantees will participate in professional development activities designed to support providers in implementing curriculum and best practices. Encouragement and support will be offered to move up the Spark and Oregon Registry Online systems.

Provider grants
Grantees who agree to participate in this will be eligible for a quarterly grant payment based on their license category and geographic location's Social Vulnerability Index to support the building of their business. Half of these funds will be used for staff investments and the remaining 50% could be used for equipment, curriculum, facilities costs or other materials to support the business.

Provider Participation Eligibility & Requirements:

- Eligibility:
    - new providers, providers seeking to move up in licensing to serve more children, or expanding capacity in their program or adding an additional site.
    - Providers would live and work in Marion, Polk, or Yamhill counties
    - Priority will be given to those providing culturally relevant care, infant/toddler care, care for children with disabilities, weekend care, and after hours care.
- Requirements - Providers must:
    - Commit to active participation in coaching and professional development. This will be approximately 12 hours per month.
    - Serve a minimum of 20% ERDC subsidy families
    - Utilize Wonderschool as the shared services support platform
- Reporting
    - Grantees will provide quarterly reports, including the total number of children served and the number of ERDC children/families being served.

Nominating Committee – Action Item

Staff Recommendation: Approve

- Nominate Yadira Juarez, Salem Keizer Coalition for Equality, as member of the MPELH Board of Directors

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Parentinghub.org

Board of Directors Member Application

Name: Yadira Juarez Primary Phone number: 971-239-9662

Home Address: 1113 Camry Ct NE City: Salem State: OR Zip Code: 97301

Primary Email Address: Yjuarez@skcequality.org

Occupation/Position Title: Programs Director

Employer: Salem Keizer Coalition for Equality Business Phone number: 503-363-8130

Employer Address: 3850 Portland Rd Suite #260 City: **Salem** State: OR Zip Code: 97301

Who referred or recommended you to the Board of Directors: Annalvia Palazzo Angulo

Please answer the following questions, you may attach an additional sheet if needed.

1. Why are you interested in serving on the Marion & Polk Early Learning Hub, Inc. (MPELH) Board of Directors?

I am interested because I am a person who can culturally represent Latino/families and I am a representative of SKCE, which is a community partner of the HUB.

2. What do you hope to contribute to the MPELH's Board of Directors?

I hope to contribute my experience and skills as a Latina immigrant mother from the same culture and background as a community I serve. I have extensive experience with Early Learning and Parenting and raising my own children and teaching many Latino/a immigrant parents the same skills. I was an Assistant Preschool Teacher for 7 years and then became a Director of Early Learning Programs at SKCE. I have been certified in RFK!, Incredible Years and Nurturing Parenting and supervise several staff who are certified in many Parenting Programs I'm also involved in Evaluation and feeling ready to contribute to the Board of Directors.

3. Please explain how you feel you can make a positive contribution to the MPELH's Board of Directors.

I can share experiences, suggestions and support for decision-making and strategic planning for the board directors.

4. Please tell us about yourself. Briefly describe your background, employment, and experience on other boards/advisory councils/committees/commissions.

I am a mother of 2 College students and 1 at Middle School. I am a soccer mom for all 3 kids! I am a mother who at some point in the past have had the need for Early Learning resources in my language to support my children, Especially my oldest when he was 3 years old. I have the knowledge of my community's need.

I was working for Salem Keizer Public Schools Head-Start for 7 years.

I have been with the Salem Keizer Coalition for Equality for 8 years and helped develop the Early Learning Programs including our Parent Led Preschool.

I have serve on the following committees:

School district boundary committee.
The Student Investment Account (SIA) committee.
SIA Advisory Committee.
Oregon Partners for Education Justice Coalition (OPEJ)
Willamette Academic (WA)

5. What is your experience in early learning and/or serving families with children ages 0 to 6?

In addition to all the experiences I described above, I have participated in CAT, PEP and Regional meetings. Also our organization has been in collaboration with the HUB to be able to carry out programs such as RFK!, parenting programs and professional training.

6. The board is made up of members from 6 different sectors. Please circle which sector(s) you believe your role on the Board of Directors would be?

- ☐ Business or Community
- ☐ K-12 & Post-Secondary Education
- ☐ Early Education & Care
- ☐ Parent/Caregiver
- ☐ Healthcare
- ☐ Social Services

7. Board members are expected to attend meetings; the board meets on the first Thursday of every month from 3:00 to 5:00pm. Are you available at this time each month?

YES NO

I certify the statements I have made on this form are true. I understand that completion of this form does not automatically make me a member of the Marion & Polk Early Learning Hub, Inc.'s Board of Directors. Application will be reviewed by nominating committee with a recommendation to the Board of Directors.

Signature: Yadira Juarez Date: 11/19/21

For office use only

Date Received: _____

Date Sent to Nomination Committee : _____

Date Reviewed by Nomination Committee: _____

December 2021 – Governance Policy Modifications

- **Added "Co-Chair" language to be consistent with By-laws**

Staff Recommendation: Approve

Marion Polk Early Learning Hub

Governing Policies

Adopted: October 2019

The Marion Polk Early Learning Hub is a collaborative, cross-sector group, working in partnership with Marion and Polk community organizations, families and the Early Learning Division to increase the number of children from vulnerable populations who live in stable and attached families, and enter kindergarten ready to succeed.

Mission:

To convene, collaborate and catalyze action in our hub region to better align services and resources for children and families.

Vision:

Every child is safe, healthy, and prepared to learn. Every family is strong and resilient. Early learning services are coordinated, effective and efficient.

Goals:

- Coordinated and aligned services
- Kindergarten readiness
- Family stability

Visionary Priorities:

- Convene and Collaborate: Build a connected early learning system that includes health, early learning, K-12, social services and business partners utilizing data to guide the work.
- Quality Early Learning: Create a system of choices for parents to access high quality early learning opportunities.
- Support Parents: Ensure all parents have the tools needed to be successful parents.
- Community Outreach: Be the valued and trusted resource for the community on the importance of early learning.

Value Statements:

- MPELH uses data to ensure our actions are strategic, coordinated and designed for collective impact.
- MPELH is accountable for results and the stewardship of funds entrusted to us.
- MPELH values the diversity of our community. We are committed to building a system that meets the needs of all families.
- MPELH is grounded in the principles of equity and diversity. We are committed to culturally sensitive programs, and to reaching those traditionally underserved.
- Our work focuses on strengthening Family Resilience. We believe that the parent is the child's first and best teacher.

The Governing policies outlined within this document are designed with the board's purpose for existence: to assure the organization works well to accomplish the desired ends, mission and vision while staying true to its values.

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GLOBAL EXECUTIVE LIMITATIONS

GLOBAL EXECUTIVE LIMITATIONS

The Executive Director will not cause or allow any organizational practice, activity, decision, or circumstance that is either a violation of the law, imprudent, or in violation of commonly accepted business and professional ethics and practices. The Executive Director will abide by all terms and conditions in the funding contracts.

TREATMENT OF CONTRACTING ORGANIZATIONS

With respect to interactions with contracted organizations or those applying to be contracting organizations, the Executive Director will not cause or allow conditions, procedures, or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.

The Executive Director will not:

- Elicit information for which there is no clear necessity.
- Use methods of collecting, reviewing, transmitting, or storing information that fail to protect against improper access to the material.
- Fail to contract with facilities with appropriate accessibility and privacy.
- Fail to establish with contractors a clear understanding of what may be expected and what may not be expected from the contracted organizations.
- Fail to provide a way to be heard for organizations who believe they have not been accorded a reasonable interpretation of their protections under this policy.

TREATMENT OF STAFF

With respect to the treatment of paid and volunteer staff, the Executive Director will not cause or allow conditions that are unfair, undignified, disorganized, or unclear.

The Executive Director will not:

- Operate without a written personnel policy that (a) clarifies rules for staff, (b) provides for effective handling of grievances, (c) protects against wrongful conditions, and (d) is available to all employees.
- Discipline any staff member for non-disruptive expression of dissent.
- Fail to acquaint staff with the Executive Director's interpretation of their protections under this policy.
- Allow staff to be unprepared to deal with emergency situations.

FINANCIAL PLANNING/BUDGETING

The Executive Director will not cause or allow financial planning for any fiscal year, or the remaining part of any fiscal year, to deviate materially from the MPELH Board of Directors Ends priorities, risk financial jeopardy, or fail to be derived from a multi-year plan.

The Executive Director will not allow budgeting to:

- Risk incurring those situations or conditions described as unacceptable in the Board policy “Financial Condition Activities" (see next section below.)

- Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
- Provide less for Board development, outside monitoring, and outreach during the year than is set forth in the Cost of Governance Policy (see Global Governance Section: Cost of Governance).

FINANCIAL CONDITIONS AND ACTIVITIES

With respect to the actual, ongoing financial condition and program expenditures and activities, the Executive Director will not cause or allow the development of financial jeopardy or material deviation of actual expenditures from the Board's established priorities.

The Executive Director will not:

- Expend more funds than have been received in the fiscal year to date unless the Board's debt guideline is met (see next statement).
- Incur debt in an amount greater than can be repaid by certain and otherwise unencumbered revenues within sixty days.
- Fail to maintain adequate reserves as defined by state contracts.
- Conduct inter-fund shifting in amounts greater than can be restored to a condition of discrete fund balances by certain and otherwise unencumbered revenues within the fiscal year.
- Fail to settle payroll and debts in a timely manner.
- Allow tax payments or other government ordered payments or filings to be overdue or inaccurately filed.
- Make a single purchase or commitment of greater than $10,000 that has not been previously authorized within a Board approved budget, with a $20,000 annual cap.
- Acquire, encumber, or dispose of real estate.
- Fail to bill for services and diligently pursue receivables.
- Make any purchase:
    - wherein normally prudent protection has not been given against conflict of interest;
    - of more than $25,000 without having obtained comparative prices and quality;
    - of more than $50,000 without a clear decision making process.
    - Orders shall not be split to avoid these criteria.

EMERGENCY EXECUTIVE DIRECTOR SUCCESSION

In order to protect the Board from sudden loss of Executive Director Services, the Executive Director will not permit there to be less than one other executive sufficiently familiar with Board and Executive Director issues and processes to take over with reasonable proficiency as an interim successor.

The Executive Director will not fail to establish, with board involvement, a process and plan for developing successors.

ASSET PROTECTION

The Executive Director will not cause or allow corporate assets to be unprotected, inadequately maintained, or unnecessarily risked.

The Executive Director will not:

- Fail to insure adequately against theft and casualty as well as liability losses to Board members, staff, and the organization itself.
- Allow personnel access to material amounts of funds.
- Subject facilities and equipment to improper wear and tear or insufficient maintenance.
- Unnecessarily expose the organization, its Board, or staff to claims of liability.
- Fail to protect intellectual property, information, and files from loss or significant damage.
- Receive, process, or disburse funds under controls that are insufficient to meet the Board appointed auditor's standards.
- Compromise the independence of the Board's audit or other external monitoring or advice, such as by engaging parties already chosen by the Board as consultants or advisers.
- Invest or hold operating capital in insecure instruments, including uninsured accounts, or non-FDIC or US federal government securities for more than 90 days..
- Endanger the organizations public image, credibility, or its ability to accomplish Board established goals.
- Change the organization's name or substantially alter its identity in the community.
- Create or purchase any subsidiary corporation without board approval.

COMPENSATION AND BENEFITS

With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers the Executive Director will not cause or allow jeopardy to financial integrity or to public image.

The Executive Director will not:

- Change the Executive Director's own compensation and benefits, except as those benefits are consistent with a package for all other employees.
- Promise or imply permanent or guaranteed employment.
- Establish current compensation or benefits that deviate materially from the geographic or professional market for the skills employed.
- Create obligations over a longer term than revenues can be safely projected, in no event longer than one year and in all events subject to losses of revenue.
- Establish or change pension benefits to cause unpredictable or inequitable situations, including those that:
    - Incur unfunded liabilities
    - Provide less than some basic level of benefits to all full-time employees, though differential benefits to encourage longevity are not prohibited
    - Allow any employee to lose benefits already accrued from any foregoing plan
    - Treat the Executive Director differently from other key employees

COMMUNICATION AND SUPPORT TO THE BOARD
The Executive Director will not cause or allow the Board to be uninformed or unsupported in its work.

The Executive Director will not:

- Neglect to submit monitoring data required by the Board in the Board Management Delegation policy in a timely, accurate, and understandable fashion. This should directly address provisions of Board policies being monitored, including Executive Director interpretations consistent with the Board Management Delegation policy.
- Allow the Board to be unaware of any actual or anticipated noncompliance with any Ends or Executive Limitations policy of the Board regardless of the Board's monitoring schedule.
- Allow the Board to be without decision information required periodically by the Board or let the Board be unaware of relevant trends known by the Executive Director.
- Let the Board be unaware of any significant incidental information it requires including anticipated media coverage, threatened or pending lawsuits, and material internal and external changes.
- Allow the Board to be unaware that, in the Executive Director's opinion, the Board is not in compliance with its own policies on Governance Process and Board Management Delegation, particularly in the case of Board behavior that is detrimental to the working relationship between the Board and the Executive Director.
- Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.
- Allow the Board to be without a workable mechanism for official Board, officer, or committee communications.
- Deal with the Board in a way that favors or privileges certain Board members over others.
- Fail to submit to the Board a consent agenda containing items delegated to the Executive Director yet required by law, regulation, or contract to be Board-approved, along with applicable monitoring information.

GLOBAL GOVERNANCE

GLOBAL GOVERNANCE PROCESS
The purpose of the Board, on behalf of people in Marion and Polk Counties and in a manner that is consistent with the overall organization’s mission and vision, is to see that MPELH achieves appropriate results for appropriate persons at an appropriate cost, and avoids unacceptable actions and situations, as prohibited in the Board Executive Limitations Policies.

The Board and Executive Director will work to ensure all interested parties in Marion and Polk counties are informed and invited to participate as appropriate.

GOVERNING STYLE

The Board will govern lawfully, with an emphasis on:

- an outward vision,
- encouragement of diversity in viewpoints,
- strategic leadership more than administrative detail,
- a clear distinction of Board and chief executive roles,
- collective rather than individual decisions,
- future rather than past or present, and
- proactively rather than reactivity.

Accordingly,

- The Board shall cultivate a sense of group responsibility. The Board, not the staff, shall be responsible for excellence in governing. The Board shall be an initiator of policy, not merely a reactor to staff initiatives. 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.
- The Board shall direct, control, and inspire the organization through the careful establishment of Board written policies reflecting the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term impacts outside the organization, not on the administrative or programmatic means of attaining those effects.
- The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its governance process policies at any time, it will scrupulously observe those currently in force.
- Continual Board development will include orientation of new board members in the board's governance process and periodic Board discussion of process improvement.
- The Board shall allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling group obligations.
- The Board shall monitor and discuss the Board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board Management Delegation categories.

BOARD JOB DESCRIPTION

Specific job outputs of the Board, as an informed agent of the Marion and Polk communities, are those that ensure appropriate organizational performance.

Accordingly, the Board shall provide:

- Authoritative linkage between key stakeholders and the operational organization.
- Written governing policies that realistically address the broadest levels of all organizational decisions and situations.
- Ends (the changes for persons to be made outside the organization, along with their cost or priority): The organizational impacts, benefits, and outcomes; the recipients, beneficiaries, and impacted groups; and their relative worth in cost or priority.

- Executive Limitations: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
- Governance Process: Specifications of how the Board conceives, carries out, and monitors its own risk.
- Board Management Delegation: How power is delegated, and its proper use monitored; the Executive Director role, authority, and accountability.
- Assurance of successful organizational performance on Ends and Executive Limitations.

AGENDA PLANNING

The Board shall follow an annual agenda that completes a review of the Ends policies annually and continually improves performance through Board education and enriched input and deliberation.

- The cycle will conclude each year on the last day of April so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends.
- The cycles will start with the Board's development of its agenda for the next year.
    - Consultations with selected stakeholders, or other methods of gaining stakeholder input, will be determined and arranged in the first quarter, to be held during the balance of the year.
    - Governance education and education related to Ends determination (presentations by futurists, demographers, advocacy groups, staff, and so on) will be arranged in the first quarter, to be held during the balance of the year.
    - A Board member may recommend or request an item for Board discussion by submitting the item to the Chair/Co-Chair no later than five days before the board meeting.
- Throughout the year, the Board shall attend to consent agenda items as expeditiously as possible.
- Executive Director monitoring will be on the agenda if reports have been received since the previous meeting, if plans must be made for direct inspection monitoring, or if arrangements for third-party monitoring must be prepared.
- Executive Director remunerations will be decided by the Board during the month of February after a review of monitoring reports received in the last year.

CHIEF GOVERNANCE OFFICER'S ROLE

The Board Chair/Co-chair, a specially empowered member of the Board, assures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties.

- The result of the Chair/Co-Chair's job is that the Board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization.
- Meeting discussion content will be only those issues which, according to Board policy, clearly belong to the Board to decide or to monitor.
- Information that is for neither monitoring performance nor Board decisions will be avoided or minimized and always noted as such.
- Deliberation will be fair, open, and thorough, but also timely, orderly, and kept to the point.

The authority of the Chair/Co-Chair consists in making the decisions that fall within topics covered by Board policies on Governance Process and Board Management Delegation, except for a) employment or termination of the Executive Director and b) where the board specifically delegates portions of this authority to others. The Chair/Co-Chair is authorized to use any reasonable interpretation of the provisions in these policies.

- The Chair/Co-Chair is empowered to chair Board meetings with all the commonly accepted power of that position, such as ruling and recognizing.
- The Chair/Co-Chair has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chair/Co-Chair has no authority to supervise or direct the Executive Director.
- The Chair/Co-Chair may represent the Board to outside parties in announcing Board-stated positions and in stating Chair/Co-Chair decisions and interpretations within the area delegated to that role.
- The Chair/Co-Chair may delegate this authority but remains accountable for its use.

BOARD SECRETARY'S ROLE

The Board Secretary is an officer of the board whose purpose is to ensure the integrity of the board's documents.

The Secretary's job is to see to it that all Board documents and filings are accurate and timely.

- Policies will be current in their reflection of Board decisions. Decisions upon which no subsequent decisions are to be based, such as consent agenda decisions, motions to adjourn, and staff or Board member recognitions need not be placed in policy.
- Bylaws elements necessary for legal compliance and for consistency with the principles of Policy Governance will be known to the Board.
- Requirements for format, brevity, and accuracy of Board minutes will be communicated to the Executive Director.

The authority of the Secretary is access to and control over Board documents, and the appropriate use of staff time as determined in the annual budget.

BOARD TREASURER'S ROLE

The Board Treasurer is an officer of the Board whose purpose is to ensure oversight of the organization's finances.

- Ensure integrity of the auditing process.
- Receive and monitor financial reports from the Executive Director.
- Be a resource to the Board in interpreting and understanding organizational finances.
- Ensure compliance with Board finance policies.
- Represent the intent of all those providing funds to the organization.

BOARD MEMBERS' CODE OF CONDUCT

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. The Board

Chair/Co-Chair or his/her designee shall provide code of conduct orientation to new board members.

- Members must have loyalty to the Marion and Polk county communities, un-conflicted by loyalties to staff, other organizations and any other personal interest as a consumer.
- Members must avoid conflict of interest with respect to their fiduciary responsibility.
- Members will annually disclose their involvements with other organizations, with vendors, or any associations that are or might reasonably be seen as being a conflict of interest.
- When the Board is to decide upon an issue about which a member has a substantial conflict of interest, that member shall not vote but may participate in the deliberation.
- Board members will not use their Board position to obtain employment in the organization for them, family members, or close associates. A Board member who applies for employment must first resign from the Board.
- 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.
- Except for participation in Board deliberations about whether the Executive Director has achieved any reasonable interpretation of Board policy, members will not criticize the performance of employees or the Executive Director.
- Members will respect the confidentiality appropriate to issues of a sensitive nature.
- Members will be properly prepared for Board deliberation.
- Members will support the legitimacy and authority of the final determination of the Board on any matter, irrespective of the member's personal position on the issue.
- Board members who have failed to attend three consecutive meetings of the Board without providing notice to the Board chair/co-chairs, may be considered for removal by the Board after giving notice to the member.

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 may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.
- 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.
- Board committees are to avoid over identification with organizational parts rather than the whole.
- Expectations and authority will be carefully stated in order to not conflict with authority delegated to the Executive Director.
- The role and responsibility of every standing committee shall be clearly described in a

charter that has been approved by the Board of Directors.

- All standing committee members shall be appointed by the MPELH Board of Directors and can be removed by the Board.
- MPELH Board members shall serve on each standing Board committee. The role of the Board members that serve on a standing committee shall be to provide a communication link between the Board of Directors and the Board standing committee and/or to help assure that the Board committee principles are adhered to.
- The Chair/Co-Chair of the MPELH Board of Directors shall appoint the chair for every standing committee.
- Each standing committee is sponsored by and accountable to the MPELH Board of Directors.

MPELH Board standing committees:

- Executive Committee: will consist of six to eight Directors and will include the Chair/Co-Chair, the Secretary, the Treasurer, and other Directors representing a diversity of sectors.
- Nominating Committee (the Executive Committee currently serves as the Nominating Committee): will consist of five to eight Directors providing equitable representation of the Board of Directors and will include the Board Chair/Co-Chair who will chair the committee.
- Parent/Caregiver Advisory Committee: will consist of five to thirteen parents/caregivers

The Board of Directors may from time to time appoint advisory committees. The role and responsibility of each advisory committee will be clearly described in a charter that has been approved by the Board of Directors.

- All advisory board members will be appointed by the Board of Directors and can be removed by the Board.

This policy applies to any group that is formed by Board action, whether or not it is called a committee and regardless of whether the group includes Board members. It does not apply to committees formed under the authority of the Executive Director.

COST OF GOVERNANCE

Because poor governance costs more than learning to govern well, the Board shall invest in its governance capacity.

- Board skills, methods, and supports will be sufficient to ensure governing excellence.
  - Training and retraining will be used to orient new Board members and candidates for membership, as well as to maintain and increase existing members' skills and understandings.
  - Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes but is not limited to the state of Oregon monitoring and appreciation process, and an annual financial audit.
  - Outreach, through advisory boards and other means, will be used as needed to ensure the Board's ability to listen to the people of Marion and Polk counties viewpoints and values.

- Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability such as expenses incurred for workshops, audits and/or third-party monitoring of organization performance, surveys, focus groups, opinion analyses, and meeting costs.
- The Board shall establish its cost of governance budget for the next fiscal year during the month of May.

BOARD MANAGEMENT DELEGATION

BOARD MANAGEMENT DELEGATION
The Board's sole official connection to the operational management, its achievements and conduct of MPELH will be through 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.

ACCOUNTABILITY OF THE EXECUTIVE DIRECTOR
The Executive Director is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Executive Director.

- The Board shall not give instructions to persons who report directly or indirectly to the Executive Director.
- The Board shall not formally evaluate any staff other than the Executive Director.
- The Board shall view Executive Director Performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and avoidance of Board-proscribed means will be viewed as indicators of successful Executive Director performance.
- As part of the annual Executive Director performance review, the Executive Committee or designee will complete an annual staff survey and/or interview that includes questions about the integrity, competency and supervision as defined in the Executive Director Performance Review Process Policy. The Executive Committee will prepare and deliver a report outlining the feedback from staff to the board chairperson. The board chairperson will review the report with the Executive Director and bring significant concerns to the attention of an ad-hoc committee comprised of the board officers. The

ad-hoc committee will determine whether or not to forward concerns to the full Board of Directors for action.

- The Board Chairperson will receive grievances related to the conduct of the Executive Director and determine whether or not to hear the grievance and if so by what process.

DELEGATION TO THE EXECUTIVE DIRECTOR

The Board shall instruct the Executive Director through written policies that prescribe the organizational Ends to be achieved, and proscribe organizational situations and actions to be avoided, allowing the Executive Director to use any reasonable interpretation of these policies.

- The Board in conjunction with the Executive Director will develop policies instructing the Executive Director to achieve specified results, for specified recipients, at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies. All issues that are not ends issues as defined here are means issues.
- The board shall develop policies that limit the latitude the Executive Director may exercise in choosing the organizational means. These limiting policies will describe those practices, activities, decisions, and circumstances that would be unacceptable to the Board even if they were to be effective. Policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies. The Board will never prescribe organizational means which are the authority of the Executive Director.
- As long as the Executive Director uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the Executive Director is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities. Such decisions of the Executive Director shall have full force and authority as if decided by the Board.
- The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between Board and Executive Director domains. By doing so, the Board changes the latitude of choice given to the Executive Director. But as long as any particular delegation is in place, the Board shall respect and support the Executive Director's choices.
- The Executive Director will meet ORS standards by applying for grants that strengthen opportunities for Marion and Polk County children and families. Grants are intended to bring in additional resources for services in Marion and Polk counties and to be coordinated with community partners. The Executive Director will work with the community to mitigate direct competition for grant funding.

MONITORING EXECUTIVE DIRECTOR PERFORMANCE

The Executive Director's job performance will be systematically monitored by Executive Director job outputs: organizational accomplishment of board policies on Ends and organizational operation within the boundaries established in board policies on Executive Limitations.

- Monitoring is simply to determine the degree to which Board policies are being met. Information that does not do this will not be considered monitoring information.
- The Board shall acquire monitoring information by one or more of three methods:

1. By internal report, in which the Executive Director discloses interpretations and compliance information to the Board.
2. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies.
3. By direct Board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.

- The Board shall judge both the reasonableness of the Executive Director's interpretation and whether the data demonstrate accomplishment of the interpretation.
- The standard for compliance shall be any reasonable Executive Director interpretation of the Board policy being monitored. The Board is final arbiter of reasonableness and shall judge with a "reasonable person" test rather than with interpretations favored by individual Board members.
- All policies that instruct the Executive Director will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method but will ordinarily depend on a routine schedule.

POLICY REVIEW & ASSIGNMENTS SCHEDULE

Policy		**Month**
	NO MEETING	January
	Executive Director remunerations will be decided by the Board after a review of monitoring reports received in the last year.	February
Board Management Delegation	Unity of Control Delegation to the Executive Director	February
	Accountability of the Executive Director Monitoring Executive Director Performance Global Board Management Delegation	March
Global Ends	Global Ends Statements	April
	Board shall establish its cost of governance budget for the next fiscal year	May
Executive Limitations	Compensation and Benefits Financial Planning/Budgeting Financial Conditions and Activities	May
	Communication and Support to the Board Asset Protection Emergency Executive Director Succession	June
	Treatment of Staff Treatment of Contracting Organizations Global Executive Limitations	July
	NO MEETING	August
Governance Process	Governing Style Board Job Description Agenda Planning	September
	Chief Governance Officer's Role Board Secretary's Role Board's Treasurer's Role	October
	Board Member's Code of Conduct Board Committee Principles	November
	Cost of Governance Global Governance Process	December

GLOBAL ENDS

GLOBAL END STATEMENTS

- Children are ready for kindergarten.
- Families are stable and attached.
- Services for children and families are coordinated and aligned.

Appendix I.

GLOSSARY

Ends

The board's clear expectations on the organization's purpose that includes what results will be achieved for which recipients and at what cost. They define the changes to be made for persons outside the organization due to the organization's work. They are developed by the board with input from the owners, staff, and anyone else that can increase the board's wisdom.

Executive Limitations

The limits of acceptable staff behavior determined by the Board. They are developed in a proactive, but negative and boundary-setting way. They help determine the staff's means to ensure prudent and ethical conduct.

Means

The activities that occur to accomplish the desired ends. These may include personnel matters, financial planning, purchasing, programs, services, or curricula.

Ownership

In the policy governance model, the community organization's owners are the community as a whole. In this case, the community as a whole means the people who live in Marion and Polk Counties.

Policy Governance Model – An approach to board governance that includes:

- Being the on-site voice of ownership existing to represent and to speak for the interests of the owners.
- Its primary relationships are outside the organization with the owners.
- Total authority over the organization and total accountability for the organization on behalf of the ownership.
- Careful attention to the principles of sound delegation for management to carry out the work to be achieved and holding the Executive Director accountable for organizational performance and the means for obtaining it.
- Being clear about expectations, personalizing the assignments of those expectations and checking on results of the expectations.
- Clear expectation of organizational purpose that consists of what results for which recipients and at what cost.
- A highly disciplined, organized, and planned approach to board governance.

Reasonable Interpretation

The ordinary and customary meaning given by those of ordinary skill

Appendix II.

RAISE UP OREGON

Appendix III.

DRAFT THEORY OF CHANGE

Long Term Goal: Children Arrive Ready for Kindergarten
Population: Children 0-5 and their families in Marion and Polk Counties

Short Term Goals	Activities & Services
Families are supported and engaged as their child's first teachers.	▪ Expand parenting education and family supports. ▪ Scale culturally responsive home visiting.
Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.	▪ 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. ▪ Expand access to, and build the supply of, high-quality affordable preschool that meets the needs of families. ▪ Strengthen childcare assistance programs. ▪ Build the state's capacity to ensure children are healthy and safe in childcare. ▪ Improve the essential infrastructure for high-quality early care and education.
The early care and education workforce is diverse, culturally responsive, high quality and well compensated.	▪ Improve professional learning opportunities for the full diversity of the early care and education workforce. ▪ Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce. ▪ Compensate and recognize early childhood educators as professionals. ▪ Improve state policy to ensure early care and education work environments guarantee professional supports.
Early childhood physical and social-emotional health promotion and prevention is increased.	▪ Ensure prenatal-to-age five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive. ▪ Increase capacity to provide culturally responsive social-emotional supports for young children and their families. ▪ Increase and improve equitable access to early childhood oral health. ▪ Strengthen coordination among early care and education, health, and housing to promote health and safety for young children.

Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.	▪ Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education services. ▪ 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. ▪ Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs.
Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.	▪ Establish shared professional culture and practice among early care and education and K-3 that supports all domains, including social-emotional learning. ▪ Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders.

Long Term Goal: Children are Raised in Healthy, Stable, and Attached Families
Population: Children 0-5 and their families in Marion and Polk Counties

Short Term Goals	**Activities & Services**
Parents and caregivers have equitable access to support for their physical and social-emotional health.	▪ Increase equitable access to reproductive, maternal, and prenatal health services. ▪ Improve access to culturally and linguistically responsive, multi-generational approaches to physical and social-emotional health.
All families with infants have opportunities for connection	▪ Create a universal connection point for families with newborns. ▪ Provide paid family leave.
Families with young children who are experiencing adversity have access to coordinated and comprehensive services.	▪ Expand and focus access to housing assistance and support for families with young children. ▪ Provide preventive parenting support services to reduce participation in the child welfare system. ▪ Improve the nutritional security of pregnant women and young children, particularly infants and toddlers. ▪ Link high-quality early care and education, self-sufficiency, and housing assistance programs.

Long Term Goal: The Early Leaning System is Aligned, Coordinated, and Family Centered

Population: Children 0-5 and their families in Marion and Polk Counties

Short Term Goals	Activities & Services
State-community connections and regional systems are strengthened.	▪ Ensure family voice in system design and implementation. ▪ Ensure family-friendly referrals. ▪ Further develop the local Early Learning Hub system.
Investments are prioritized in support of equitable outcomes for children and families.	▪ Ensure resources are used to reduce disparities in access and outcomes. ▪ Align and expand funding opportunities for culturally specific organization.
The alignment and capacity of the cross-sector early learning workforce is supported.	▪ Support consistent, high-quality practice among all professionals in the family-and child-serving early learning workforce. ▪ Improve cross-sector recruitment, retention, and compensation.
The business and philanthropic communities champion the early learning system.	▪ Educate business leaders on the economic value of early care and education to the Oregon economy. ▪ Introduce business leaders to the science of early childhood development and the impact of public investment.
The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.	▪ Strengthen data-driven community planning. ▪ Integrate early learning data into Statewide Longitudinal Data System. ▪ Develop and implement a population survey to track the well-being of children and families across Oregon. ▪ Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.

Appendix IV.

STRATEGIC PLAN

December 2021 – Governance Policy Report

- **July thru November, 2021 reports. Accepted and approved by Exec Committee**

Staff Recommendation: Approve

GOVERNANCE PROCESS REVIEW

Mission: *To convene, collaborate and catalyze action in our hub region to better align services and resources for children and families.*
Vision: *Every child is safe, healthy, and prepared to learn. Every family is strong and resilient. Early learning services are coordinated, effective and efficient.*
Goals: *Coordinated and aligned services, Kindergarten readiness, and family stability*

POLICY REVIEW & ASSIGNMENTS SCHEDULE

Policy		Review Page Number	Month
	Executive Director remunerations will be decided by the Board after a review of monitoring reports received in the last year.		February
Board Management Delegation	Unity of Control Delegation to the Executive Director	2 3-4	February
	Accountability of the Executive Director Monitoring Executive Director Performance Global Board Management Delegation	5-6 7-8 9	March
Global Ends	Global Ends Statements	10	April
	Board shall establish its cost of governance budget for the next fiscal year	11-12	May
Executive Limitations	Compensation and Benefits Financial Planning/Budgeting Financial Conditions and Activities	13-14 15 16-17	May
	Communication and Support to the Board Asset Protection Emergency Executive Director Succession	18-19 20-21 22	June
	Treatment of Staff Treatment of Contracting Organizations Global Executive Limitations	23 24 25	July
Governance Process	Governing Style Board Job Description Agenda Planning	26-27 28-29 30-31	September
	Chief Governance Officer's Role Board Secretary's Role Board's Treasurer's Role	32-33 34 35	October
	Board Member's Code of Conduct Board Committee Principles	36-37 38-39	November
	Cost of Governance Global Governance Process	40-41 42	December

EXECUTIVE LIMITATIONS

The limits of acceptable staff behavior determined by the Board. They are developed in a proactive, but negative and boundary-setting way. They help determine the staff's means to ensure prudent and ethical conduct.

		Page in Policies
1.	Compensation and Benefits	5
2.	Financial Planning/Budgeting	3
3.	Financial Condition and Activities	4
4.	Communication and Support to the Board	6
5.	Asset Protection	4
6.	Emergency Executive Director Succession	4
7.	**Treatment of Staff**	3
8.	Treatment of Contracting Organizations	3
9.	Global Executive Limitations	3

Compliance Rating System

Red = out of compliance
Yellow = near compliance
Green = full compliance

Policy Effectiveness Rating System

Red = eliminate policy
Yellow = improve policy
Green = maintain policy

7) Treatment of Staff — Report Due: July 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
With respect to the treatment of paid and volunteer staff, the Executive Director will not cause or allow conditions that are unfair, undignified, disorganized, or unclear.			
The Executive Director will not: ▪ Operate without a written personnel policy that (a) clarifies rules for staff, (b) provides for effective handling of grievances, (c) protects against wrongful conditions, and (d) is available to all employees. ▪ Discipline any staff member for non-disruptive expression of dissent. ▪ Fail to acquaint staff with the Executive Director's interpretation of their protections under this policy. ▪ Allow staff to be unprepared to deal with emergency situations.			MPELH has an employee handbook. It is in need of revision and will be done this year.

EXECUTIVE LIMITATIONS

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9.	Global Executive Limitations	3

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8) Treatment of Contracting Organizations — Report Due: July 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
With respect to interactions with contracted organizations or those applying to be contracting organizations, the Executive Director will not cause or allow conditions, procedures, or decisions that are unsafe, untimely, undignified, or unnecessarily intrusive.			
The Executive Director will not: ▪ Elicit information for which there is no clear necessity. ▪ Use methods of collecting, reviewing, transmitting, or storing information that fail to protect against improper access to the material. ▪ Fail to contract with facilities with appropriate accessibility and privacy. ▪ Fail to establish with contractors a clear understanding of what may be expected and what may not be expected from the contracted organizations. ▪ Fail to provide a way to be heard for organizations who believe they have not been accorded a reasonable interpretation of their protections under this policy.			We have contracts in place for services. Abide by contract and requirements with our funders. Data agreements and/or release of information in place as needed. Operate under the Stewards of Children – Darkness to Light training and are trained by Liberty House.

EXECUTIVE LIMITATIONS

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9) Global Executive Limitations — Report Due: July 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Executive Director will not cause or allow any organizational practice, activity, decision, or circumstance that is either a violation of the law, imprudent, or in violation of commonly accepted business and professional ethics and practices. The Executive Director will abide by all terms and conditions in the funding contracts.			

Executive Director Signature: _____ Date: _____

Board Chair: _____ Date: _____

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1) Governing Style — Board Report Due: September 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Board will govern lawfully, with an emphasis on: ▪ an outward vision, ▪ encouragement of diversity in viewpoints, ▪ strategic leadership more than administrative detail, ▪ a clear distinction of Board and chief executive roles, ▪ collective rather than individual decisions, ▪ future rather than past or present, and ▪ proactively rather than reactivity.			
The Board shall cultivate a sense of group responsibility. The Board, not the staff, shall be responsible for excellence in governing. The Board shall be an initiator of policy, not merely a reactor to staff initiatives. 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.			”The Board shall be an initiator of policy, not merely a reactor to staff initiatives.” While this area is green, I think it is worth looking to ensure that I am bringing forward appropriate items for the Board, and that the Board is initiating in the ways it wants to.
The Board shall direct, control, and inspire the organization through the careful establishment of Board written policies reflecting the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term impacts outside the organization, not on the administrative or programmatic means of attaining those effects.			
The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance			

capability. Although the Board can change its governance process policies at any time, it will scrupulously observe those currently in force.			
Continual Board development will include orientation of new board members in the board's governance process and periodic Board discussion of process improvement.			
The Board shall allow no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling group obligations.			
The Board shall monitor and discuss the Board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board Management Delegation categories.			

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2) Board Job Description — Board Report Due: September 2021

Policy Statement	**Compliance Rating System**	**Policy Effectiveness Rating**	**Comments**
Specific job outputs of the Board, as an informed agent of the Marion and Polk communities, are those that ensure appropriate organizational performance.			
Authoritative linkage between key stakeholders and the operational organization.			
Written governing policies that realistically address the broadest levels of all organizational decisions and situations.			
Ends (the changes for persons to be made outside the organization, along with their cost or priority): The organizational impacts, benefits, and outcomes; the recipients, beneficiaries, and impacted groups; and their relative worth in cost or priority.			
Executive Limitations: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.			
Governance Process: Specifications of how the Board conceives, carries out, and monitors its own risk.			
Board Management Delegation: How power is delegated, and its proper use monitored; the Executive Director role, authority, and accountability.			

Assurance of successful organizational performance on Ends and Executive Limitations.			This is the challenge of the

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3) Agenda Planning

Board Report Due: September 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Board shall follow an annual agenda that completes a review of the Ends policies annually and continually improves performance through Board education and enriched input and deliberation.			*The Board has begun a governance training commenced September 2021*
The cycle will conclude each year on the last day of April so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long-term Ends.			
The cycles will start with the Board's development of its agenda for the next year. ▪ Consultations with selected stakeholders, or other methods of gaining stakeholder input, will be determined and arranged in the first quarter, to be held during the balance of the year. ▪ Governance education and education related to Ends determination (presentations by futurists, demographers, advocacy groups, staff, and so on) will be arranged in the first quarter, to be held during the balance of the year. ▪ A Board member may recommend or request an item for Board discussion by submitting the item to the Chair no later than five days before the board meeting.			*What additional items should be included in Board development for 2022?*
Throughout the year, the Board shall attend to consent agenda items as expeditiously as possible.			
Executive Director monitoring will be on the agenda if reports have been received since the previous meeting, if plans must be made for direct inspection monitoring, or if arrangements for third-party monitoring must be prepared.			
Executive Director remunerations will be decided by the Board during the month of February after a review of monitoring reports received in the last year.			*This happened in September 2021; recommend making adjustment to the language here so that we are in sync.*

Executive Director Signature: _____ Date: _____

Board Chair: _____ Date: _____

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4) Chief Governance Officers' Role — Board Report Due: October 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Board Chair, a specially empowered member of the Board, assures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties.			
The result of the Chair's job is that the Board behaves consistently with its own rules and those legitimately imposed upon it from outside the organization.			
Meeting discussion content will be only those issues which, according to Board policy, clearly belong to the Board to decide or to monitor.			
Information that is for neither monitoring performance nor Board decisions will be avoided or minimized and always noted as such.			
Deliberation will be fair, open, and thorough, but also timely, orderly, and kept to the point.			
The authority of the Chair consists in making the decisions that fall within topics covered by Board policies on Governance Process and Board Management Delegation, except for a) employment or termination of the Executive Director and b) where the board specifically delegates portions of this authority to others. The Chair is authorized to use any reasonable interpretation of the provisions in these policies. ▪ The Chair is empowered to chair Board meetings with all the commonly accepted power of that position, such as ruling and recognizing. ▪ 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. ▪ The Chair may represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to that role. ▪ The Chair may delegate this authority but remains accountable for its use.			

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5) Board Secretary's Role			**Board Report Due: October 2021**
Policy Statement	**Compliance Rating System**	**Policy Effectiveness Rating**	**Comments**
The Board Secretary is an officer of the board whose purpose is to ensure the integrity of the board's documents.			
The Secretary's job is to see to it that all Board documents and filings are accurate and timely. ▪ Policies will be current in their reflection of Board decisions. Decisions upon which no subsequent decisions are to be based, such as consent agenda decisions, motions to adjourn, and staff or Board member recognitions need not be placed in policy. ▪ Bylaws elements necessary for legal compliance and for consistency with the principles of Policy Governance will be known to the Board. ▪ Requirements for format, brevity, and accuracy of Board minutes will be communicated to the Executive Director.			
The authority of the Secretary is access to and control over Board documents, and the appropriate use of staff time as determined in the annual budget.			

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6) Board Treasurer's Role

Board Report Due: October 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Board Treasurer is an officer of the Board whose purpose is to ensure oversight of the organization's finances.			
Ensure integrity of the auditing process.			
Receive and monitor financial reports from the Executive Director.			
Be a resource to the Board in interpreting and understanding organizational finances.			
Ensure compliance with Board finance policies.			
Represent the intent of all those providing funds to the organization.			

Executive Director Signature: _____ Date: _____

Board Chair: _____ Date: _____

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7) Board Member's Code of Conduct — Board Report Due: November 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. The Board Chair or his/her designee shall provide code of conduct orientation to new board members.			
Members must have loyalty to the Marion and Polk county communities, un-conflicted by loyalties to staff, other organizations and any other personal interest as a consumer.			
Members must avoid conflict of interest with respect to their fiduciary responsibility.			
Members will annually disclose their involvements with other organizations, with vendors, or any associations that are or might reasonably be seen as being a conflict of interest.			Annual COI agreement will take place in January 2022
When the Board is to decide upon an issue about which a member has a substantial conflict of interest, that member shall not vote but may participate in the deliberation.			
Board members will not use their Board position to obtain employment in the organization for them, family members, or close associates. A Board member who applies for employment must first resign from the Board.			

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.			
Except for participation in Board deliberations about whether the Executive Director has achieved any reasonable interpretation of Board policy, members will not criticize the performance of employees or the Executive Director.			
Members will respect the confidentiality appropriate to issues of a sensitive nature.			
Members will be properly prepared for Board deliberation.			
Members will support the legitimacy and authority of the final determination of the Board on any matter, irrespective of the member's personal position on the issue.			
Board members who have failed to attend three consecutive meetings of the Board without providing notice to the Board chair(s), may be considered for removal by the Board after giving notice to the member.			

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8) Board Committee Principles — Board Report Due: November 2021

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
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 may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.			
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.			
Board committees are to avoid over identification with organizational parts rather than the whole.			
Expectations and authority will be carefully stated in order to not conflict with authority delegated to the Executive Director.			
The role and responsibility of every standing committee shall be clearly described in a charter that has been approved by the Board of Directors.			

All standing committee members shall be appointed by the MPELH Board of Directors and can be removed by the Board.			
MPELH Board members shall serve on each standing Board committee. The role of the Board members that serve on a standing committee shall be to provide a communication link between the Board of Directors and the Board standing committee and/or to help assure that the Board committee principles are adhered to.			
The Chair of the MPELH Board of Directors shall appoint the chair for every standing committee.			
Each standing committee is sponsored by and accountable to the MPELH Board of Directors.			
MPELH Board standing committees: ▪ Executive Committee: will consist of six to eight Directors and will include the Chair, the Secretary, the Treasurer, and other Directors representing a diversity of sectors. ▪ Nominating Committee (the Executive Committee currently serves as the Nominating Committee): will consist of five to eight Directors providing equitable representation of the Board of Directors and will include the Board Chair who will chair the committee. ▪ Parent/Caregiver Advisory Committee: will consist of five to thirteen parents/caregivers of children from birth through age five.			Stronger linkage to the PAC could be developed.
The Board of Directors may appoint advisory committees. The role and responsibility of each advisory committee will be clearly described in a charter that has been approved by the Board of Directors. ▪ All advisory board members will be appointed by the Board of Directors and can be removed by the Board.			
This policy applies to any group that is formed by Board action, whether or not it is called a committee and regardless of whether the group includes Board members. It does not apply to committees formed under the authority of the Executive Director.			

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9) Cost of Governance

Policy Statement	Compliance Rating System	Policy Effectiveness Rating	Comments
Because poor governance costs more than learning to govern well, the Board shall invest in its governance capacity.			
Board skills, methods, and supports will be sufficient to ensure governing excellence. • Training and retraining will be used to orient new Board members & candidates for membership, as well as to maintain & increase existing members' skills and understandings. • Outside monitoring assistance will be arranged so that the Board can exercise confident control over organizational performance. This includes but is not limited to the state of Oregon monitoring & appreciation process, and an annual financial audit. • Outreach, through advisory boards and other means, will be used as needed to ensure the Board's ability to listen to the people of Marion and Polk counties viewpoints and values.			
Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability such as expenses incurred for workshops, audits and/or third-party monitoring of organization performance, surveys, focus groups, opinion analyses, and meeting costs.			
The Board shall establish its cost of governance budget for the next fiscal year during the month of May.			

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10) Global Governance Process			Board Report Due: November 2021
Policy Statement	**Compliance Rating System**	**Policy Effectiveness Rating**	**Comments**
The purpose of the Board, on behalf of people in Marion and Polk Counties and in a manner that is consistent with the overall organization's mission and vision, is to see that MPELH achieves appropriate results for appropriate persons at an appropriate cost, and avoids unacceptable actions and situations, as prohibited in the Board Executive Limitations Policies.			
The Board and Executive Director will work to ensure all interested parties in Marion and Polk counties are informed and invited to participate as appropriate.			

Executive Director Signature: _____ Date: _____

Board Chair: _____ Date: _____

hub inc.
MARION & POLK EARLY LEARNING HUB

December 2021 – Board Training: Means Governance Policy

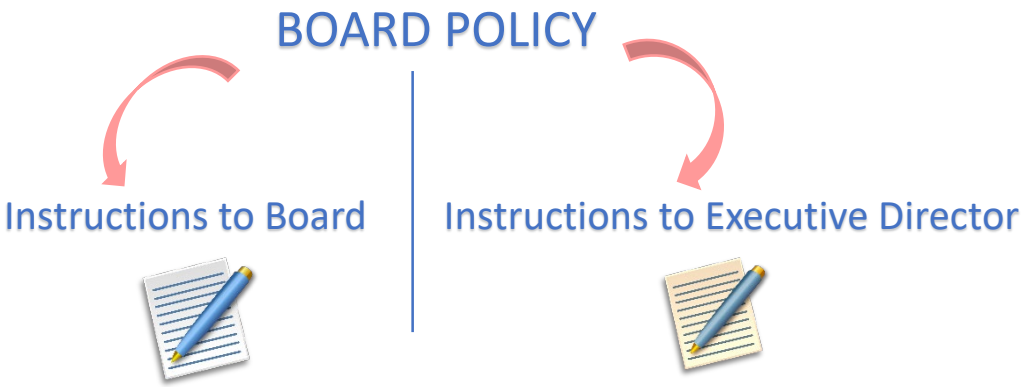
MARION & POLK EARLY LEARNING HUB
hub inc.

Board Means

One of the ten elements of the Board Governance policies

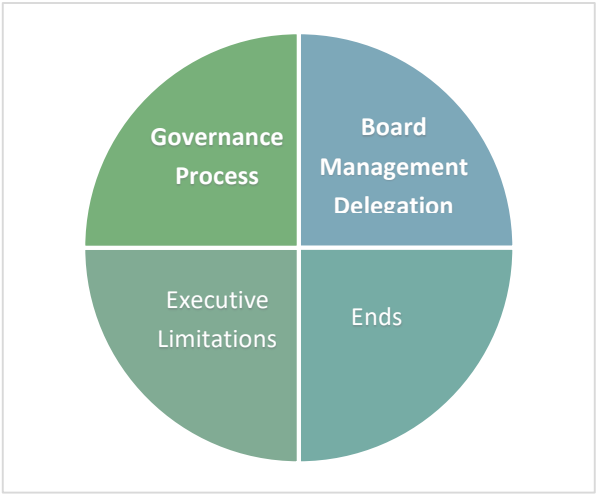
The board defines the job results, practices, delegation, and discipline that make up its own job. In other words, the board decides what its own values, processes and standards of behavior should be, and includes these values in its board policy manual.

MPELH board policy is divided between direction to the Executive Director and direction to the board.



Instructions to the board are the Board Means policies. They are further divided into two groups:

- Governance Process (GP)
- Board Management Delegation (BMD)



The governance process (GP) policies:

- Set out how the board operates and behaves.
- Include references to who the moral legal owners are.
- Cover topics such as governing style, agenda planning, rules of order, code of conduct, role of the board officers, board committee principles, board member orientation, self-evaluation, and ownership linkage planning.

The board management delegation (BMD) policies:

- Establish to whom the board delegates authority (executive director) and how that authority will be monitored (executive limitations, ends reporting).

- Outline how and when ends achievement and executive limitations compliance are monitored.

The governance process and board management delegation policy sections answer such questions as:

- What if a board member is disruptive?
- How do we deal with conflict of interest?
- What are the board committees supposed to achieve?
- What is the board chair's role, especially in relation to the Executive Director? Board secretary? Board treasurer?
- How do we orient new board members?
- What is the budget for board meetings and training?
- How do we hold the Executive Director accountable?

Although it is important that each board member take responsibility for the board's group behavior, the board grants the Chair extra authority to make rulings that keep the board on track. Both the Chair and the ED work for the board as a whole, but their roles do not overlap because they are given authority in different domains. The Chair's job is to ensure that the board gets its job done as described in the Governance Process and Board-Staff Linkage policies. The ED's job is to ensure that the staff organization gets its job done as described in the Ends and Executive Limitations policies.

Because the board oversees its own job, board meetings become the board's meetings rather than management's meetings for the board. Board meetings occur so board members can learn together, contemplate, deliberate, and decide together. Board meetings are learning and studying sessions or joint meetings with other boards, especially in communities where boards rarely talk with each other.

MPELH POLICIES RELATED TO BOARD MEANS	
Governance Process policies begin on page 6 and cover	Board Management Delegation policies begin on page 12 and cover
▪ Governing style ▪ Board job description ▪ Agenda planning ▪ Officers' roles ▪ Board members' code of conduct ▪ Board committee principles ▪ Cost of governance	▪ Unity of control ▪ Accountability of the Executive Director ▪ Delegation to the Executive Director ▪ Monitoring Executive Director performance ▪ Policy review and assignments schedule

Questions for the Board to Consider:

- Are board members clear about their job description?
- Does the board's annual work plan enable it to fulfill its expectations?
- Does the board have a process to evaluate its own compliance with these policies to assure its accountability to owners?

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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MARION & POLK EARLY LEARNING HUB

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

MARION & POLK EARLY LEARNING HUB
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2995 Ryan Dr SE #100, Salem, OR 97301 | (503) 485-3219 | **parentinghub.org**

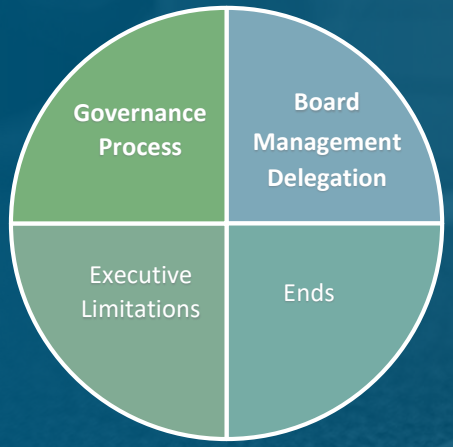
Board Means

The board defines the job results, practices, delegation and discipline that make up its own job.

BOARD POLICY

Instructions to Board

Instructions to Executive Director



Instructions to the board are the Board Means policies. They are further divided into two groups: Governance Process and Board Management Delegation.

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Governance Process Policies Include	Board Management Delegation Policies Include
➢ Governing style ➢ Board job description ➢ Agenda planning ➢ Officers' roles ➢ Board members' code of conduct ➢ Board committee principles ➢ Cost of governance	➢ Unity of control ➢ Accountability of the Executive Director ➢ Delegation to the Executive Director ➢ Monitoring Executive Director performance ➢ Policy review and assignments schedule

Board Means

- Board members take responsibility for the board's group behavior.
- The Chair's job is to ensure that the board gets its job done as described in the Governance process and Board-Staff Linkage policies.
- The Executive Director's job is to ensure that the staff organization gets its job done as described in the Ends and Executive Limitations policies.
- Board meetings occur so board members can learn, contemplate, deliberate, and decide together. Board meetings are learning and studying sessions, often with other boards in the community.

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Questions for the Board to consider

- Are board members clear about their job description?
- Does the board's annual work plan enable it to fulfill its expectations?
- Does the board have a process to evaluate its own compliance with these policies to assure its accountability to the owners?

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CONFLICT OF INTEREST DISCLOSURE STATEMENT AND CONFIDENTIALITY STATEMENT

I recognize that as a director, officer, committee member or employee of Marion & Polk Early Learning Hub, Inc. (MPELH), I have a duty to be free from the influence of any conflicting interest when I act on behalf of MPELH, or represent MPELH in negotiations, or advise others acting for MPELH. I also recognize that I have a duty to deal with all persons, firms, or individuals negotiating, contracting, or otherwise having dealings with MPELH on the basis of what is in the best interest of MPELH. To this end, I agree as follows:

(1) I have received, read, understood and agreed to comply with MPELH's conflict of interest policy

(2) If I am or become an officer, director, trustee, employee, agent, owner, partner or member of any business or organization, I will disclose such position or ownership interest to the Board of Directors or applicable committee of MPELH if the business or organization is proposing to or is in the process of doing business with MPELH or will be directly affected by MPELH's action or inaction.

(3) I understand that contracts or transactions among or between MPELH and any business or organization of which I am an officer, director, trustee, employee or agent described in paragraph (2) above are not void or voidable merely because of the existence of the relationship or interest or because I am present at any meeting of the Board of Directors of MPELH which authorizes, approves, or ratifies such contract or transaction or because my vote is counted for such purpose, if any of the following applies:

   A. The material facts of the transaction and the director's or officer's relationship or interest are fully disclosed or known to Board of Directors and it authorizes, approves or ratifies the contract or transaction by a vote or consent sufficient for the purpose.

   B. The material facts of the transaction and the directors or officer's relationship or interests are fully disclosed or known to the directors entitled to vote on the matter, if any, and they authorize or ratify the contract or transaction by vote or written consent.

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C. The contract or transaction is fair and reasonable to MPELH at the time the contract or transaction is authorized, approved, or ratified.

(4) I will promptly disclose any potential conflict of interest at the time any matter to which the conflict relates is brought before the Board of Directors or committee.

(5) If I am aware of an undisclosed potential conflict of interest affecting a director or officer, I will remind that person of the obligation of disclosure, and will report any non-compliance with the conflict of interest policy.

(6) The following is a current list of all businesses or other organizations where I hold a position and/or ownership interest, which may present a potential conflict of interest because MPELH is likely to do business in the future with the business or organization, or because MPELH's action or inaction is likely to directly affect such business or organization (if none, write none).

A.

B.

C.

My signature below indicates my acknowledgment of having read Marion & Polk Early Learning Hub, Inc.'s Conflict of Interest policy and agreement to follow and comply with the policy as well as this Conflict of Interest Disclosure Statement and Confidentiality Statement.

Signature: _____

Date: _____

Name: _____

Organization: _____

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Legislative Update

Child Care Can't Wait
2022 Policy & Budget Requests

Access to child care is necessary for joyful children, thriving families, and a strong economy

The pandemic has made clear that without care work, no other work can happen. We have seen the devastating impact on employment when parents can't find child care, especially for mothers and people of color. The legislature must act to remedy Oregon's child care crisis in 2022 if we are to have an equitable economic recovery.

Background

Child care policy has been shaped by a history of systemic and structural racism and sexism. **Child care workers are disproportionately women of color** and their incredibly low wages reflect the combined marginalization and devaluation they experience.

In 2021, the legislature passed HB 3073 which responded to the state's child care crisis and provided immediate and long-term relief to Oregon families most in need of child care by establishing the Department of Early Learning and Care (DELC) as an independent agency, consolidating child care and early learning administration, and by making needed reforms to the state's child care subsidy program: Employment Related Day Care (ERDC). HB 3073 creates DELC beginning January 1, 2023 and ensures the transfer of ERDC from Oregon Department of Human Services to DELC by July 1, 2023.

Our Current State of Crisis

Pre-pandemic, **all counties in Oregon were child care deserts for at least one age group, and availability has become significantly worse.**

Federal COVID funds were used in Oregon to send direct grants—life lines—to providers working under impossible conditions: reduced ratios, heightened safety measures, inconsistent enrollment. These grants were geared toward preserving child care supply and keeping providers operating.

Operating grants did help many providers survive the height of the pandemic; however, **Oregon has sustained a loss of about 20% of our pre-pandemic child care supply, increasing the number of children and families lacking access to care to a point of true emergency.**

The Child Care for Oregon coalition is providing a funding framework to take the essential next steps toward building a sustainable child care system. A framework that honors the efforts of our child care work force and understands the lifelong value of a quality child care experience for our youngest Oregonians.

As we continue to advocate for investments at the federal level, we must urgently begin the process of growing our child care workforce to meet the needs of parents and families in Oregon.

Chloe Becker • chloeb@strategies360.com
Courtney Helstein • courtney@familyforward.org

Learn more about our coalition by visiting **childcarefororegon.org**.

Child Care for Oregon
Child Care That Works. For Every Family.

What can the Legislature do right now to improve child care access for families?

Make child care more affordable by increasing subsidy rates (HB 4005)

In 2022, we must improve child care subsidy rates to the 2020 market rate survey's 90th percentile. These percentiles allow parents who utilize subsidies to purchase the equivalent percent of child care slots in their community. However, the study lags two years behind current rates. Careful analysis of past data shows that implementing the most recent 90th percentile actually allows parents to purchase at least 75% of the current market rates due to the two year lag in data. In order for the Legislature to provide subsidy-eligible parents the ability to purchase at the 75th percentile of the current slots available—therefore affording more types of care in our current market—we must offer subsidy reimbursement rates at the 90th percentile of the most recent survey from 2020.

Grow child care supply with grants for new providers & providers expanding their services (budget request)

In 2022, we must invest in new providers and help existing providers expand in order to meet current demands and prepare to implement new state, and likely federal, expanded eligibility to child care subsidies. New and expanded capacity grants will help those willing to invest their energy and take the financial risk of expanding their current child care business or starting a new business. These programs have also been successful in other parts of the country. The San Francisco based Low Income Investment Fund has created a fund for provider grants that has resulted in the creation of 273,000 new child care slots with a monetary benefit impact to families and communities of $29.1 billion.

Support the streamlining and efficiency of our state's child care system (budget request)

In 2022, we must provide the staffing necessary to ensure the newly formed Department of Early Learning and Care (DELC) can combine all child care and early learning programs and implement a comprehensive funding strategy that is essential to building supply and breaking from past purchasing strategies that have diminished providers' financial viability. To establish an agency with the necessary centralized functions and the ability to scale its services in the future to better support providers, families, and children; DELC will need to expand staff capacity, set up a new Direct Provider Pay program to replace the archaic system the state has now, and fund one-time implementation costs that the agency expects to outline in more detail in the coming weeks.

Provide direct relief payments to child care workers to stabilize our workforce (budget request)

We must retain our current workers, who have cared for our children at great personal risk during a global pandemic. Failing to do so will result in massive closures across the state as skilled, qualified, and talented care providers continue to leave the workforce.

These investment priorities must be passed in 2022 to build back the child care supply needed for Oregon's economic recovery.

Chloe Becker • chloeb@strategies360.com
Courtney Helstein • courtney@familyforward.org

Learn more about our coalition by visiting **childcarefororegon.org**

Child Care for Oregon
Child Care That Works. For Every Family.

EAMES
CONSULTING

Tracked Bill List

Report Date: January 28, 2022

Bill #	Summary	Client / Position	Bill Manager
HB 4001 INTRO	Requires Director of Oregon Department of Administrative Services to study development and administration of program to make payments to essential workers for services performed during COVID-19 pandemic and report findings to interim committees of Legislative Assembly related to labor on or before September 15, 2023.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Angi Dilkes; Jonathan Eames; Hannah Minchow-Proffitt;
HB 4005 INTRO	Extends date for transition of Early Learning Division to Department of Early Learning and Care.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
HB 4013 INTRO	Directs Department of Education to establish pilot program in which certain school districts make one-time distributions to families of students to assist with unpaid rent, past-due utilities or move-in expenses.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
HB 4030 INTRO	Directs Department of Education to conduct study on recruiting and retaining educators.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
HB 4032 INTRO	Directs Early Learning Division to develop and maintain informational resources relevant for children with disability.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
HB 4033 INTRO	Modifies membership of tribal advisory committee that advises Early Learning Council regarding delivery of early care and education services to tribal communities.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
SB 1547 INTRO	Requires operators, employees and certain volunteers of preschool recorded programs and school-age recorded programs to be enrolled in Central Background Registry.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
SB 1555 INTRO	Specifies reimbursement that must be paid by insurers covering universal newborn nurse home	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;

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Tracked Bill List

Report Date: January 28, 2022

Bill #	Summary	Client / Position	Bill Manager
	visiting services.		
SB 1578 INTRO	Directs State Board of Education to adopt by rule procedures for receiving and investigating complaints of violations of safety, discrimination and welfare laws.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;
SB 1579 INTRO	Directs Oregon Business Development Department to develop and implement Economic Equity Investment Program to award grants to organizations that provide culturally responsive services to support economic stability, self-sufficiency, wealth building and economic equity among disadvantaged individuals, families, businesses and communities in Oregon.	Early Learning Hubs: Not Reviewed	Cassie Bruske; Jonathan Eames; Hannah Minchow-Proffitt;

Building a Stronger Early Child Care System in Marion, Polk, and Yamhill Counties

Marion & Polk Early Learning Hub, Inc. is a 501(c) 3 entity and is the backbone organization of the Marion & Polk Early Learning Hub. Our mission is three-fold 1) to convene, collaborate, and catalyze action in our hub region to develop and better align services and resources for children and families; 2) actively enhance and build an early learning system grounded in equity and diversity, and 3) build capacity in community-based organizations and child care providers.

We work closely with the Child Care Resource and Referral serving Marion, Polk and Yamhill Counties as well as the Yamhill Early Learning Hub. We collaborate on several region-wide initiatives including coordinated enrollment and support of Preschool Promise providers, professional development and training, and building educational pathways for child care providers.

Currently there are not enough child care resources to meet the needs of families. There is a particular lack of infant/toddler care and affordable options for all ages. The economic recovery as a result of the pandemic is reliant on having a strong early care and learning system. Families are not able to return to work or are frequently absent from work due to a lack of child care. Resources to expand and support child care providers are imperative to meet the needs of families.

There is great need in this three-county region. Due to the pandemic, region-wide we have only 80% of the pre-pandemic child care options; and, we were not able to meet the needs of families. Most of our communities lack adequate and affordable child care options for families. We have a high population of historically underserved populations without access to culturally relevant and affordable care. Multiple languages other than English are spoken here: Spanish, Russian, Chuukese, and Arabic; these are communities that are severely underserved.

Unlike the early care and education providers that participate in Head Start and Preschool Promise programs, the child care providers that operate without predictable grant funding struggle the most to pay reasonable wages and make investments in quality programming. This proposal specifically focuses on this group of providers. Providers already receiving Early Head Start, Head Start, and Preschool Promise are not eligible for funding in this proposal.

Child Care Start Up Grants

Goal: Annually support 25 new and expanding in-home registered or certified child care providers and five classrooms with multiple center-based providers so that they may provide services to 200 additional children in Marion, Polk & Yamhill Counties. This project will leverage current strategic initiatives to recruit, develop, and retain child care providers and provide greater access to a variety of quality child care resources for families. Using the Social Vulnerability Index (SVI), a census tool for measuring systemic barriers like access to housing and income levels, grants are structured to increase child care capacity supports in neighborhoods/communities with a SVI of 0.5 or above.

New and emerging providers will have access to coaching and technical assistance and professional development, support to offset the cost of doing business, and business coaching and support.

Funding: $ 545,625 total

- $104,000 Coordinating Staff including:
    - FTE Child Care Start Up Coach ($54,000)
    - FTE Administrative Support ($35,000)
    - FTE Administrative Supervision ($15,000)
- $15,000 Annual Recruitment and Professional Development event in each county
- $60,000 Wonderschool licenses to engage in shared services model in our region
- $15,000 Annual Evaluation for program effectiveness and needs of providers
- $350,625 Start-up/Growth/Stabilization grant for providers with a range of $7,500 to $21,561 per new or expansion provider with 50% or more for investments in staff and the remaining 50% for investments in equipment, facilities, curriculum and/or mental health services. Grant sizes per provider would be based on provider type and the Social Vulnerability Index value for the program location.

Program Design:

New Provider start-up programs
This program design will build upon current work at Marion & Polk Early Learning Hub, Child Care Resource and Referral, and Yamhill Early Learning Hub to support those interested in becoming providers along a new provider pathway. This pathway offers support, tools, and coaching to support exempt providers along the journey to becoming a registered and certified family child care business. This will include professional development opportunities (such as training, networks and cohorts), building business supports, and resources to have a successful high quality child care business.

Recruitment
Together with the Child Care Resource and Referral and the Yamhill Early Learning Hub, we will reach out to the community with the goal of identifying individuals who are interested in starting a child care business and those who have just started providing care and need additional support (emerging) providers. This will be done by:

- Identifying exempt and FFN providers that may be interested in expanding care,
- Identifying center-based providers interested in expanding or starting a program,
- Connecting with worksource programs to identify potential individuals interested in child care as a business,
- Connecting with Chemeketa Community College and Western Oregon University Early Childhood Programs to identify college students interested in starting a business. Utilize newly created marketing materials to promote child care as a business,
- Coordinating annual recruitment events in partnership with CCRR staff in each county, and
- Coordinating with CCRR to identify providers who have recently started their business and could benefit from additional support.

Business Supports
Each provider as a part of the grant program will have to agree to being part of a coaching cohort and be a part of the year-long *Building A Child Care Business* program built in partnership with the Small Business Development Center and Chemeketa's Early Childhood Center. This will be a contractual relationship between the CCRR, the Small Business Development Center, and/or others as appropriate. Coaches would be bilingual.

Grantees will need to commit to the use of Wonderschool, a shared services platform to help with invoicing, tax support and more. Coaches will be able to assist with implementation of Wonderschool.

Mental Health Supports
Child Care Providers participating with this program will have access to contracted services to support the mental health/social emotional needs of children in their care. This would include behavioral consultation, program consultation, and referrals (if needed). These would be contracted services and utilize the Unite Us referral pathway being implemented in Marion & Polk Counties, as well as the Family Core work in Yamhill County.

Professional Development
Grantees will participate in professional development activities designed to support providers in implementing curriculum and best practices. Encouragement and support will be offered to move up the Spark and Oregon Registry Online systems.

Provider grants
Grantees who agree to participate in this will be eligible for a quarterly grant payment based on their license category and geographic location's Social Vulnerability Index to support the building of their business. Half of these funds will be used for staff investments and the remaining 50% could be used for equipment, curriculum, facilities costs or other materials to support the business.

Provider Participation Eligibility & Requirements:

- Eligibility:
    - new providers, providers seeking to move up in licensing to serve more children, or expanding capacity in their program or adding an additional site.
    - Providers would live and work in Marion, Polk, or Yamhill counties
    - Priority will be given to those providing culturally relevant care, infant/toddler care, care for children with disabilities, weekend care, and after hours care.
- Requirements - Providers must:
    - Commit to active participation in coaching and professional development. This will be approximately 12 hours per month.
    - Serve a minimum of 20% ERDC subsidy families
    - Utilize Wonderschool as the shared services support platform
- Reporting
    - Grantees will provide quarterly reports, including the total number of children served and the number of ERDC children/families being served.

DEPARTMENT OF
EARLY LEARNING AND CARE

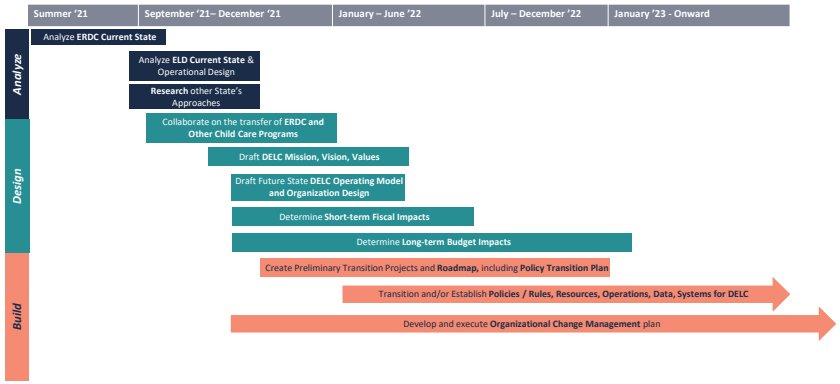
Agency Design Project

DELC Organization Design Overview

Goals

- No disruption of services to providers and families
- No reduction in access to services for providers and families
- Increased access to services for providers and families
- Improved services and operations

Developing the Department of Early Learning and Care (DELC) | Timeline & Key Workstreams



Child Care Assistance Transition Plans

Intention
Migrate the Direct Pay positions & processes to DELC
Migrate Child Care Policy positions & processes to DELC
ODHS Field Office staff continue to support ERDC application as part of their existing eligibility determination process
ONE Eligibility System continues to support ERDC eligibility determination
Other support functions will be managed through IAAs: OTIS, IRMS, OPAR, Fraud and Investigations, Quality Control + Hearings and Rules
Migrate Inclusive Partners positions & processes to DELC
Migrate Head Start Contracts to DELC
Migrate Teen Parent Program
DELC will conduct background checks for license-exempt providers on or before July 1, 2023*

**Pending passage of legislation in 2022*

Current State Analysis & DELC Organizational Design

ELD Current State | Summary of Findings

Members of ELD contributed information through data requests, interviews, and workshops. The synthesis of this information forms the foundation of the current state from which DELC will be designed in accordance with HB3073.

Key Themes	• Heavily interconnected to contracted, community partners for service delivery • Technology and a lack of standardization across tools and processes results in a decentralized model with limited reporting • Dedicated workforce planning can improve recruiting and retention for critical workforce segments as well as instill clearer delineation of roles and responsibilities across the organization
Challenges Facing DELC	• Systems, data, and records coming together under a common organization and format • Funding obligations and spending without initial cash reserves once separate from ODE • Identifying key roles to address staffing capacity and the ability to develop standard operating procedures • Stand up of functions to assume responsibility for areas provided by ODE, ODHS, and other agencies today
Aspirational Observations	• The use of data to both monitor programs today and longitudinally can influence the theory of change being followed at community partners as well as help with program design and performance management • Coordinated enrollment can leverage data to ensure that children are being placed in the programs which will provide the best outcomes • Incorporating performance improvement opportunities into the future state operating model will allow DELC to enhance the experience of families, providers and employees

Current State Analysis: Gaps and Opportunities

Through the current state assessment of both ELD's and ERDC's operations, interviews with staff and key stakeholders, and an analysis of leading practices related to stand-alone state agencies, several gaps and opportunities were identified, which have informed the proposed organizational structure and the staffing positions requested.

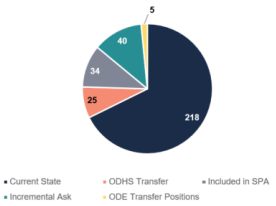
Back Office Functionality	• Most systems leveraged by ELD today are owned/administered through other agencies. • ELD does not have structures to support the following: payroll processing, master data management, procurement, fiscal/accounting services, fraud prevention, internal audit and talent acquisition, which are currently provided by ODE or ODHS. • Staffing levels in DELC will have to be representative of a separate agency to provide needed supports.
Data Management and Analysis	• ELD lacks critical data analytics infrastructure. • Current staff lack capacity and systems to make effective data-based decisions. • An opportunity exists to centralize all analysis functions under one department to provide data support to programs and OCC teams.
Information Technology	• ELD has no existing IT organization and depends on ODE for its infrastructure. • ERDC is supported by legacy ODHS systems and similarly ELD has outdated legacy systems for provider licensing; these systems will need to be replaced to increase efficiency and service quality.
Organization Structure	• Current organizational structure is siloed with duplicative capabilities operating independently and inefficiently across multiple teams. • Many functions and programs have been historically underfunded, causing constraints in capacity. • To scale and continuously improve efficiently the agency, DELC must have the capacity and the capability to do work internally.
Access and Inclusion	• Need for an expansion of the dedicated workforce supporting tribal nations and other communities that have been historically marginalized or underserved to promote equity and access across programs. • Need to perpetuate Diversity, Inclusion, and Equity (DEI) throughout agency operations, initiatives, and training programs

DELC Organization Design | Design Overview

The DELC target organization builds upon the foundations within ELD, ODE and ODHS today to achieve the mission, vision, and values of the new Agency.

- 25 ERDC-related, funded positions will be moving to DELC from ODHS.
- 34 positions that were included in the special purpose appropriation are still needed which includes a request to convert 12 limited duration positions to permanent positions.
- 40 new positions are needed to provide services to families and children in line with the goals set forth in HB3073*.
- 5 positions will transfer ODE to support the back-office functions listed above.
- 8 new functions (Human Resources, Accounting, Procurement, Data & Analytics, Information Technology, Budget, Facilities & Real Estate, and Strategic Projects) account for the majority of new positions.

322 Employees in DELC Future State



***Note**: The design reflects permanent positions and does not include potential limited duration positions needed to launch DELC.*

DELC Organizational Design Review *click link*

DELC Organizational Design | New Positions Summary

To establish a modern agency with centralized functions and the ability to scale its services in the future, the DELC agency includes 40 new permanent positions in addition to initial 34 positions requested in the SPA.

40 New, permanent positions to be requested in the February 2022 short session to ensure sufficient resourcing for DELC as a standalone agency

38 Of the new position requests are non-managerial, staff-level position requests.

6	10	2	19	3
Chief of Programs	Chief of Staff	Chief of Policy & Research	Chief Operating Officer	Office of Child Care

Note – SPA Positions: the 40 positions mentioned here are all being requested for the first time. The 34 positions that were not approved in the initial SPA will be requested in the February short session (and are not included in the 40 summarized above).

Ava

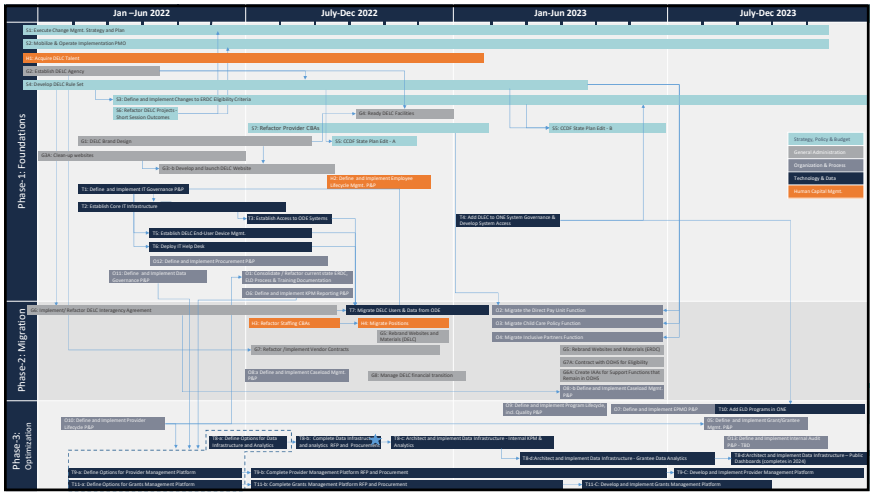
Federal Funding Source	Funding Use	Amount	Obligation Date	Liquidation Date
ARPA Discretionary	DELC Administration	$6.0	9/30/23	9/20/24
	DELC IT System Development	$15.0		
ARPA Stabilization (Admin)	DELC IT System Development	$5.0	9/30/23	9/30/24
Preschool Development Grant	DELC Administration	$2.2	12/30/22	12/30/22*
CARES Act	DELC and Grant Administration	$2.0	9/30/22	9/30/23
CRRSA	DELC Administration	$0.6	9/30/22	9/30/23
CRRSA	ODHS Admin / ONE Eligibility	$1.0	9/30/22	9/30/23
	Total Available Funds	**$31.8**		

Additional Fiscal and Budget Requests

- **January 2022 SPA Position Request:** ELD is requesting access to the 34 positions/12.38 FTE identified in the Special Purpose Appropriation (HB 3073) during January 2022 Legislative Days, with approval in the February 2022 legislative session. ELD is requesting $5.8 M.
- **February 2022 Legislative Session New General Fund Request**: In addition to the previously identified Special Purpose Appropriation positions, ODE, ELD is requesting an additional 40 positions/18.58 FTE which will cost a total of $4.3 M for March 2022 – June 2023 of the 21-23 biennium.
- **One-Time Federal Funds:** ELD will leverage federal ARPA Discretionary, CARES, and CRRSA resources to invest in Information Technology and Data Infrastructure to stand-up new DELC infrastructure and replace critical systems capabilities. These funds will also be leveraged to procure time-limited external resources to support DELC implementation.

Total GF Request: ELD is requesting 74 Positions/30.96 FTE at $10.1 M for the 21-23 Biennium.

Next Steps



Mission, Vision, Values |School-Age Rules| Background Checks | EI/ECSE

DRAFT

DELC Mission, Vision, Values | Approach

The following approach has been used to draft and refine early versions of DELC's Mission, Vision, and Values (MVV) statements. Over 100 ELD and ODHS employees moving to DELC have vetted and given feedback on draft statement.

MVV drafted; informed by HB3073 and state benchmarking → Working session with ELD Executive Leadership Team (ELT); Version 1 → Working session with ELD Department Leadership Team (DLT); Version 2 → Focused break-out sessions with ELD and ODHS staff; Version 3&4 → Winter-Spring 2022: Convene and elicit external Stakeholder feedback; Finalize MVV

Going forward, DELC will continue to engage internal stakeholders and expand to involve external stakeholders to further refine the M, V, V to guide the focus and work of the agency.

Mission Vision Values – V4

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Mission

Young children in Oregon are **equitably supported** by a **community of early educators and care professionals,** empowered to help **children and families thrive.**

Vision

A **coordinated, culturally responsive, family-focused** Early Learning and Child Care System that **supports the varied needs** of children delivered in **diverse settings.**

Healthy, safe, and stable environments that enable children to **learn and grow.**

An employer of choice for the State of Oregon that **values the diverse backgrounds** of staff and supports each team member in **reaching their individual goals.**

Values

Trust	Respect	Integrity	Equity	Safety	Diversity & Inclusion	Community Partnerships	Continuous Improvement
We are worthy stewards of the public's trust; we are honest, transparent, and keep our commitments.	We believe that family is a child's first teacher, and our employees and community partners are professionals with valuable knowledge.	We are accountable for our actions, decisions and our work to reliably achieve high quality outcomes.	We are committed to prioritizing fairness and addressing disparities of communities that have historically been underserved through equitable access to services.	We put safety and well-being first for our children and professionals.	We foster a culturally responsive environment that values diverse thinking and encourages authenticity of self.	We support, collaborate with and rely on the expertise of our partners to strengthen our community.	We set goals, seek input, and use data to improve quality of service, efficiency, and drive innovation.

Progress on Adoption of School-Age Rule Set

Background

ELD has the statutory authority for monitoring and regulating child care according to licensing rules adopted, by the Early Learning Council (ELC). Licensing rules are organized by program type rather than by the age of the child served by the program. This means there is no distinction in rule for school age care and care for children birth to five years old.

Analysis

The Office of Child Care (OCC) began community engagement in late August and identified opportunities to develop rules applicable to a school age program, including:

Findings

- Changing educational and experience requirements for teachers/staff
- Waiving fire marshal and sanitation inspections if in a public school
- Simplifying the rules / developing to adhere to a school age population

Next Steps

- Internal rule review team is drafting new rules
- Present its findings to the community partners for feedback
- Present this draft ruleset to the ELC
- Option to promulgate within Oregon Administrative Rule by June 30, 2022

Progress on the Transfer of ERDC Background Checks

Identified Issues

- Audit found inconsistencies in the standards and criteria for the background check processes.
- In response, OCC and ODHS proposed legislation to have all child care background checks for ERDC providers to be performed by a single agency to avoid these inconsistencies in the future.
- This recommendation culminated in SB 49, which did not proceed past its referral to the Joint Ways and Means Committee in the 2021 Legislative Session, leaving the issue of transferring background checks unresolved.

Solution

- The House Early Childhood Committee is introducing legislation to transfer this authority from the Background Check Unit at ODHS to the OCC at ELD.
- The legislation will allow for a phased transfer of background checks to refrain from overburdening OCC staff.
- More detail on the process for the transfer will be available as the House Early Childhood Committee works with ELD and Legislative Counsel on codifying the implementation timeline.

Progress on Strengthening the Alignment of Early Intervention and Early Childhood Special Education Services (EI/ECSE)

Education Northwest (EDNW) has prepared an initial report analyzing peer-reviewed literature and completing a state scan comparing the governance, service delivery, and funding models of 12 states. Because of limited research on the governance models for EI/ECSE, EDNW almost exclusively used state benchmarking to determine the strengths and challenges of each system.

EDNW hosted 17 community outreach opportunities and listening sessions with families and providers about their experiences with the EI/ECSE system. EDNW is currently compiling the information from these sessions to complete a report with initial considerations to improve program delivery.

ELD and ODE will work with BUILD Initiative to conduct further research and outreach on early care and education governance, including the best practices for EI/ECSE governance. Final recommendations will be included in the September 30, 2022 legislative report.