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MARION & POLK EARLY LEARNING HUB

earlylearninghub.org

Board of Directors Meeting

Thursday, May 5, 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. April 2021 Board of Directors Minutes 2. April 2021 Executive Committee Notes 3. April 2021 Collective Action Team Notes 4. April 2021 Parent/Caregiver Advisory Committee Notes 5. Executive Director report	2-14
Action	**3:10**	**Financial Report –** • Approve March 2022 Financial Reports	15-19
Action	**3:15**	**Nominating Committee** • Treasurer Position, if any member is interested in being Treasurer and joining the Executive Committee, please let Lisa know	
Input	**3:20**	**Governance Training –** • Reasonable Interpretation	20-27
Inform	**3:45**	**Regional Assessment** • Overview of proposed intent and process • Tie to Raise Up Oregon	28-30
Inform	**3:50**	**Mid-Willamette Valley Housing Alliance MOU** • Intent to (re)sign MOU	31-32
Inform	**4:00**	**Program Spotlight: Preschool Promise** • **Coordinated Enrollment** ○ Preschoolhub.org launch ○ Coordinated Enrollment Priority Populations ○ New guidance for Head Start enrollment • **Hub as Contractor** ○ Continuance and expansion	33

Inform	**4:20**	**Executive Director Report** • Mini-Grant for Parent Education • Staffing changes • And more!	
Next Meeting Date		Thursday, June 2, 2022 at 3:00-5:00pm- Virtual via Zoom	

Consent Agenda – Action Item

Staff Recommendation: Approve

May 2022 Consent Agenda

a. April 2022 Board of Directors Meeting Minutes
b. April 2022 Executive Committee Notes
c. April 2022 Collective Action Team Notes
d. April 2022 Parent/Caregiver Advisory Committee Notes
e. Executive Director Report

Board of Directors Meeting Minutes
Thursday, April 7, 2022|3:00-5:00 PM

	Angie Blackwell, Confederated Tribes of Grand Ronde	X	Phil Blea, Marion County Children's Behavioral Health	X	Kerry Blum, Polk County Children's Behavioral Health	X	Donalda Dodson, Oregon Child Development Coalition
X	Levi Herrera-Lopez, Mano a Mano		Andy Gardner, North Santiam School District	X	Cydney Nestor, Oregon Department of Human Services Child Welfare		Dave Novotney, Willamette Education Service District
X	Kim Parker-Lleranas, Willamette Workforce Partners	X	Christy Perry, Salem-Keizer Public Schools		David Rheinholdt, Rheinholdt Insurance	X	Jimmy Jones, Mid-Willamette Valley Community Action
	Jim Seymour, Community Member	X	Yadira Jaurez, Salem Keizer Coalition for Equality				
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		Leslye Garcia	X	Claudia Rodriguez, Safe at Home Program Manager

Guests: Stephanie Whetzel, Salem-Keizer School District

Action Summary

- Consent Agenda;
- February 2022 Financial Report;
- 9 month reserve policy;
- Continuous service budget through September 2022.

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The April consent agendas were included in the Board packet.

Jimmy Jones moved to accept the April 2022 consent agendas as presented. Christy Perry seconded. Motion passed.

Financial Report

February 2022 financial reports included revenues of $1,06428 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 February 2022 were $129,124. 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.

Jimmy moved to accept the February 2022 Financial Report as presented. Kim Parker-Lleranas seconded. Motion passed.

The current policy is in alignment with the current Early Learning Division contract of 6 months' reserves. This is calculated at an estimated base of six months of staff salaries and benefits and three months of phase out operations for subcontractors.

Staff proposed extending the reserves for 9 months for staff and 6 months for subcontractors. The numbers were calculated based on the current budget. There will be additional funds to allow for flexibility. Purpose to think broadly and not reactive but proactive in savings.

Kim moved to recommended raising the minimum amount of required reserves to 9 months. Christy seconded. Motion passed.

Given MPELH just recently presented the revised 2021-2022 budget at the mid-line biennium and given the next fiscal year begins July 1, 2022 staff requested a continuous service budget approval through September 2022. Staff will bring an a solid 2022-2023 budget to the August Executive Committee for approval at the September board meeting.

Jimmy moved to approve a continuous service budget through September. Kim seconded. Motion passed.

Governance Training: Monitoring

Jimmy Jones presented the Governance Training for April that covered the Ends Policy. The Board is responsible for defining the success of the organization and its impact on the world that justify its existence. These are called the Ends policies. Ends policies have three elements:

- **the intended benefits or results to be produced,**
- **the intended recipients who experience the benefits, and**
- **the intended worth or relative priority of the benefits.**

Ends statements includes the aforementioned three elements but also include the following:

- **are clearly separated from means policies.**
- **Are broad enough to capture the fullness of the Board's intent but realistically achievable in the long term.**
- **Are clearly linked to the owners' intent.**
- **May include input from the Executive Director, other stakeholders, and experts when being developed.**

Board members asked if they pay enough attention for clear communication and how partners are the champions of the Hub. The ends policy requires the board to step back a little and evaluate it. The board agrees the ends is missing the community addition. It should include somewhere that community services are aligned.

Program Spotlight: Safe at Home

Claudia Rodriguez, Safe at Home Program Manager introduced the new program at MPELH. Safe at Home is a collaborative with Oregon Department of Human Services (ODHS) Marion County Child Welfare, MPELH and Children's Public Private Partnership (CP3). Safe at Home is being designed with ODHS Marion County Child Welfare in hopes to transition more children from foster care back home with their families by providing safety services that enable trial reunification. Marion County research identified the lack of Safety Service Providers as a barrier to

reunification. Safe at Home's goal is to partner with families to identify and support relationships that enable reunification but are also available to families after case closure. Next steps for the program is to continue to work with two identified families and supporting reunification and begin recruiting for community volunteers that can serve as Family Partners.

Executive Director Report

- **State Contract highlights**- biennial contract through September 2023 (July-September bridge funding). The total contract is for $3,280,972 that includes Hub Coordination, Family Support (federal funds), Kindergarten Partnership & Innovation, and Parent Leadership (expires December 2022). The contract includes the need for parent leadership and parent participation in decision making, deliverables in terms of reports and plans, all Hubs must have minimum of 3 FTE to support the coordination, and an equity survey should be forthcoming. Aspects of the contract will have a focus with the Board of Directors including:
    - Board composition- a parent and Micronesian Island representatives;
    - Stakeholder communications
    - Alignment with Child Care Resource & Referral
- **Preschool Promise Coordinated Enrollment (CE)-** the Early Learning Division has delayed the release of the Coordinated Enrollment rules until the end of April. MPELH is not waiting for this. MPELH will be convening the Regional Stewardship Committee (RSC) mid-April to help narrow down the priority populations. We have completed a survey. The RSC will help us narrow that down. We are close to having a website (preschoolhub.org) that will list all of the Preschool Promise, Head Start (HS) and Oregon Prekindergarten (OPK) programs. Families will be able to look at all of the key features/sort and begin the application process. If families want more information, they will be able to fill out an interest form and they will be contacted. The CE team will be meeting weekly with all HS/OPK programs to review applications and make appropriate referrals based on family needs and eligibility.
- **Dolly Parton Imagination Library-** We have submitted in partnership with Delta Kappa Gamma (DKG) grant applications to Rotary, DKG, and Marie Lanthram Foundation. We are prepared to make a proposal that will utilize the Salem Keizer Education Foundation legacy gift over 5 years to support and match funding.
- **Family Connects-** SB1555 rules will be promulgated over the summer months. Likely it will be early 2023 before we will be able to bill private insurance. Polk County has a new Public Health Administrator, Naomi Adeline. Staffing continues to be a big challenge for our public health partners.

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

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MPELH Executive Committee Meeting Agenda

Wednesday, April 20, 2022 |8:00 – 9:00am
Jim Seymour, David Rheinholdt and Donalda Dodson

Topic
Financial Reports March 2022 financial reports included revenues of $220,035. 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 March 2022 were $180,30. 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. *Donalda Dodson moved to accept the March 2022 Financial Report as presented. David Rheinholdt seconded. Motion passed.*
Governance Policies The Executive Committee reviewed aspects of the Governance Policies. The following sections were reviewed and discussed: • **Accountability of the Executive Director (ED)** states the board works through the ED who works for the board and delegates to staff • **Monitoring Executive Director Performance-** the board shall acquire monitoring information from the ED. The board also receives updates from the Early Learning Division and the fiscal audits. A question was posed if we need to consider an outside review? Scope of work is based on the contract. • **Global Board Management Delegation** • **Global Ends Statements** are identified in the state contract. Do they still line up? Anything else we want to emphasize? *Donalda moved to accept the report on Governance Process. David seconded. Motion passed.*
Nominating Committee The Board of Directors need to identify a new treasurer now that David has taken a co-chair role. Need to find an exec committee member who would do it. At the beginning of starting the treasurer position is more timely with learning the process then after a while it was shortened and maybe 30 minutes a month. The Executive Committee directed Lisa to request Levy Herrera Lopez based on his experience on the Salem Keizer Public Schools budget meetings. The committee also brainstormed asking Angie Blackwell who has been consistent at the board meetings.

Updates

- **Preschool Promise Priority Populations-** MPELH convened the Regional Stewardship Committee (RSC) to evaluate the identified priority populations voted by the community. Great robust conversation. Group wants to come together again to finalize. Making slight modifications to make it easier for families. Once a person becomes eligible then they'll choose the program they are interested in prior to enrollment. Hubs are no longer mandated to go through the RSC to identify the priority populations. However, based on our relationships we went ahead with meeting as an RSC. Once the RSC identifies the tiers Lisa will share more. Having conversations with our partners to see Preschool Promise needs a family advocate to help support the placements across the 23 programs. Early conversations with Willamette Education Service District and the Child Care Resource & Referral to see what could possibly sustain it.
- **Early Learning Division (ELD) contract-** Staff met with the state liaison on Monday with questions about the Hub contract. The deliverables in the contract and scope of work were not clear. All of the deliverables are being reevaluated and reshuffled by the ELD. Lisa hasn't signed the contract. The ELD is working with a consultant for a regional assessment to identify deliverables and work plans which may change the contract. MPELH has been able to draw down funds for coordinated enrollment but not Hub coordination or Kindergarten Partnership & Innovation.

Next meeting: Wednesday, April 20th 8:00-9:00am via Zoom

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Collective Action Team (CAT) Meeting Notes

Thursday, April 21, 2022

Skye Hibbard-Swanson, Tiffany Miller, Alyssa Gaiser, Ana Garcia, Chelle Bettis, Elide Sanchez Rivera, Kyle Miller, Marlene Arellano, Patty Vega, Rosa Angelica, Michael Finlay, Angie Carroll, Carrie, Jessica, Janet Scott, Lori Christy, Luciana Ribeiro, Maribel Hernandez, Rebecca McDermitt, Teresa Estrada, Imelda Amaya

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Topics for Discussion

CAP Activity – Tiffany Miller, Marion & Polk Early Learning Hub led a Child Abuse Prevention activity. Everyone discussed what they will do in their community to help prevent child abuse.

Family Link

Marlene Arellano from Family Building Blocks presented Family Link. Family Link is a single referral form that allows referring partners to referral families in need to any available Early Learning and Family Support Programs across Marion county and Polk county. The main goal of the Family Link is to improve the overall health of the community and improve kindergarten readiness by increasing in-home service coverage for families.

Marlene shared the following:

- History of the Family Link and the coordinated referral network group of partners
- Family support program
- Process of filing out form. Emphasized the need for written consent from family
- Benefits: referring partners are relieved of responsibility of maintaining familiarity with the diverse programs in community and provides many resources to families
- When an agency makes a referral, the family will be:
  -screened for eligibility and goodness-of-fit for possible programs
  -Referred to one program that best meets their needs.
- Every 3rd Thursday of the month they send out a report to each referring partner to connect with and have open communication
- Copy of the referral form and social media posts will be added to Basecamp

Partner announcements & updates

- MPELH announced the pre-order of the Ready Kinder Calendars, the upcoming launch of the Preschool Hub website and an upcoming information session on Monday May 9th to learn about the mini grant for parent education and how to apply for it.
- Kyle from Community Action Head Start have applications online to get process started. Spanish and Russian language is available as well
- Rosa from SKCE need families to join Spanish classes for Ready4K that have children 0-5 years old.
- Elide from SMART – Hiring Program Manager and Area Director. Celebrating their 30th anniversary with a literacy summit on May 6th

- Jessica and Carrie from Salem Library & Monmouth Library clarified that they can share any announcements on their website from partners as long as the posts are already live and posted on social media
- Family Building Blocks is doing an Open House on Tuesday, April 26th for their new Freeman Place location.

Next meeting: May. 19, 9:00-10:00 a.m.

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Parent/Caregiver Advisory Committee

Wednesday, April 13, 2022 |6:00-7:00pm

Lucy Briseno, Becca Blessing, Sharon Anderson, Maria Estrada, Teresa Urban, Autumn David, Tiffany Gallagher, Veronica Mendoza, Leslye Garcia, Carina Ventura, Lindsay McElroy, Angie Cadena, Dolores Segura, and Julie Beals

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Topic
Opening Activity- Becca
Preschoolhub Website Update Julie Beals from Weinstein PR attended to introduce the new Preschoolhub website.
Parent Leadership Opportunities – Veronica Mendoza led a discussion on brainstorming parent leadership workshops for this year. • Spring, Summer, Fall schedule- Saturday morning in-person workshops. Facilitate a training or have a training over the span of three months. • Trauma informed care- how to be a more trauma informed parent, more knowledge about trauma and behaviors and how to react and support our children and support other parents with it as well. • Advocacy within education and early learning; • Safe social media training – how to monitor our kids; • Mental health supports for children.
Next Meeting: May 11, 2022. 6:00 – 7:00pm via Zoom

Marion & Polk Early Learning Hub –Executive Director Report

May 2022 – representing highlights from the work for April 2022

Early Learning Division	• I met with the ELD regarding the statement of work and the confusing and changing deliverables. I will sign the contract; ELD will be modifying the statement of work to reflect the new Regional Assessment and subsequent deliverables. • ELD is launching a Regional Assessment which is intended to be a wide regional look at date, resources and gaps. This will initially be tied to Objective 2 in Raise Up Oregon. Training for Hub Director occurred, and subsequent training for partners is upcoming. I have confidence in the consultant working with the ELD on this process. Locally, we will need to consistently look at how this will support and propel our work. • Work is beginning to happen at the state level to launch the non-suspension and non-expulsion legislative that passes last legislative session. Jon Reeves (ELD) and Meredith Villines (ODE) will be meeting with the Regional Implementation Team to lay out the plan(s) as well as gain feedback from our region. This is timely given the many challenges providers are experiencing with children related to behaviors and needed supports.
Preschool Promise Coordinated Enrollment	• Preschoolhub.org has launched!! This region-wide resource tool for families provides an overview of ALL of the publicly funded programs. Linkage to applications will be a feature for each of the programs. Families will also be able to fill out an interest form letting us know what type of program will meet their needs. • The Regional Stewardship Committee came together during 2 meetings to finalize the regional priority populations for Preschool Promise. Please see the infographic in the board packet. My appreciation goes out to all that took the survey as well as those that were able to come together to review the information and make recommendations. The discussion was enriching and produced a much better result. • The ELD did release the Coordinated Enrollment guide for the 2022-2023 year. In addition, they released information to PSP providers articulating thresholds for renewing current PSP Contracts. All of our providers have met the enrollment level threshold. As a region, we remain at 99% enrollment level of the Preschool Promise slots we manage. (All but 3 slots are filled). • Programs continue to reach out to us to assist in providing resources with significant behavior issues and attendance. We have been working in concert with the CCRR to alleviate concerns. Providers are struggling in some cases. We will continue to work internally and with partners to develop resources/support for providers.
Preschool Promise as a Provider	• All three of our subcontracted providers received an unannounced visit. All of our sites did well with this visit. It has been a pleasure to see the growth and development of our providers this program year. • At this time, all of our subcontracted providers wish to stay with us a subcontractor for this next program year. We have been clear that they have the ability to apply for PSP on their own.

	• Vision, hearing and dental screening for all program children started in January and were concluded in April. • CCRR staff are doing CLASS observations for many of the PSP sites. They will be conducting the observation with our 3 subcontracted providers. We will work with the provider and CCRR to establish any needed professional development or training.
Parent Education, including OPEC	• The revise parent education mini-grant has been finalized and will be released in early May. The goal of this revision is to make the process more streamlined and easier, as well as adjust how the budget is . • We have 9 parent education opportunities that are happening now, and 10 scheduled. This includes a session in collaboration with the Marion County Juvenile Court system for English and Spanish speaking families.
Ready For Kindergarten	• Currently there are 9 sessions occurring. We are working across the region to establish Ready for Kindergarten as an option for families during the summer months. • The CBEL/Hallman sessions (English and Spanish) concluded in April and it went very well. Additional sessions as part of the CBEL work will be scheduled over the summer months.
Kindergarten Partnership & Innovation	• Polk County held the acclaimed Fam Jam in April. This event saw a total of 408 Children attend and 315 Adults and more than 40 different service providers and activities. An excellent example of community partnership and collaboration. • Woodburn's Day of the Child event happened over the last weekend in April.
Family Connects	• Nurse retention continues to be a challenge. There is now only one full time nurse with Marion County; Interviews are pending. • Family Connects International is experiencing staffing a program changes. This is resulting in FCI taking the month of May to reorganize. The initial impact on us is fewer meetings in May. • Hospital recruitment continues to rise! This is largely due to the revised hospital script being utilized. Families are now being presented with a message that is inclusive of all home visiting, and is an opt out message. Families have the ability to opt out, if so desired.
Safe at Home	• This program continues to evolve, and we continue to build relationships and modify to best meet the intention of the grant and the needs of families. Claudia continues to take cases to be a Family Partner and is having success as well as identifying best ways to make sure this program will be effective in its full implementation.
Community Business Education Leaders (CBEL)	• Continued work and support of the CBEL efforts in the Hallman neighborhood. We will be holding a Ready for Kindergarten over the summer months to support the transition to kindergarten. • Planning for the summer Hallman Friday Fun nights is taking place. Kindergarten readiness will be a primary theme. • Additional CBEL supported work on marketing and outreach to families on both the importance of early childhood and specific events occurring. It is exciting to see the synergy happening in this community.

Family Support	• The Family Support Funds were distributed in February and organizations are beginning to spend the dollars. The Family Support Funds can be spent on housing, health & safety, transportation or education. This biennium, we are tracking the ages of parents as well as the homeless status of families (the McKinney-Vento definition of homeless) in a partnership with the Homeless Alliance.

Financial Report – Action Item

- **March 2022 financial report**

Staff Recommendation: Approve

Summary of Financial Results Period Ending: March 2022

Revenue:

March 2022 included revenues of $220,035. 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 March 2022 were $180,330. 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.

Balance Sheet

As of March 31, 2022, MPELH has assets of $3,604,195 and current liabilities of $139,255. 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)
March 31, 2022

ASSETS

Current Assets			
Petty Cash	$	300	
Cash in Bank-Operating		2,789,342	
Prepaid Expense		6,343	
Accounts Receivable		806,944	
Total Current Assets			3,602,929
Fixed Assets		1,266	
Total Assets			**$ 3,604,195**

LIABILITIES AND NET ASSETS

Current Liabilities			
Accounts Payable	$	52,534	
Credit Card Payable		5,018	
Accrued Wages/Benefits		56,324	
Unearned Revenue		25,379	
Total Current Liabilities			139,255
Total Liabilities			139,255
Net Assets			
State Required Restricted		773,500	
Unrestricted		2,129,698	
OPEC Marion Region		163,738	
Other State and Local Grants		398,004	
Total Net Assets			3,464,940
Total Liabilities and Capital			**$ 3,604,195**

Early Learning Hub, Inc.
Statement of Activities
Year-to-Date for the Period ending March 31, 2022

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	54,615	423,809	582,672	73%
Parenting Education	0	0	180,750	0%
Preschool Promise Funds	51,651	368,808	459,500	80%
School Readiness/KPI	81,686	696,393	1,100,206	63%
Other Grants & Contracts	32,083	324,563	826,740	39%
Total Revenues	220,035	1,813,573	3,149,868	58%
Expenses				
Salaries and Benefits	66,175	600,231	770,575	78%
Professional Development	468	468	6,700	7%
Supplies/Materials/Equipment	4,020	19,976	29,182	68%
Subcontracts and Local Grants	55,237	572,410	1,200,006	48%
Family Support/Aid	6,197	9,721	182,241	5%
Parent Education Series	18,725	110,241	170,594	65%
Parent Support Activities	0	2,965	11,817	25%
Special Proj/Collaborations	0	3,000	7,146	42%
Facilitator Support/Training	0	0	19,541	0%
Training & Curriculum	9,390	130,669	306,054	43%
Travel/Trans/Meetings	38	1,783	6,649	27%
Facilities	4,841	47,528	62,790	76%
Parent Advisory Committee	400	2,444	25,630	10%
Communicatons/Outreach	12,481	134,162	110,770	121%
Administrative Costs	2,358	40,517	46,497	87%
	0			
Total Expenses	180,330	1,676,115	2,956,192	57%
Net Income (Loss)	**39,705**	**137,458**	**193,676**	

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	344,239	464,273	74%
KPI/School Readiness	666,307	1,100,206	61%
Parent Education Grants	108,810	238,164	46%
Preschool Promise	368,807	459,500	80%
BCare Connect	2,884	55,832	5%
Family Support	184,068	638,217	29%
Total Expenses	**1,676,115**	**2,956,192**	**57%**

Governance Training – Reasonable Interpretation

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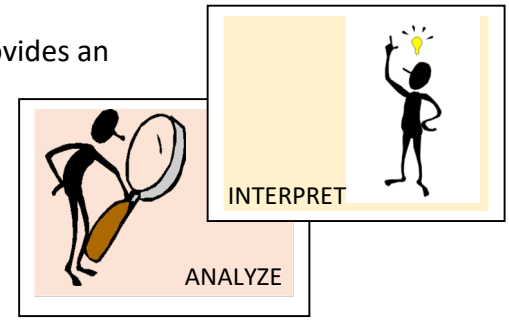
Reasonable Interpretation

One of the ten elements of the Board Governance policies

The Executive Director may use any reasonable interpretation of the applicable board policies.

The board decides its policies starting with the broadest, most inclusive level and then moves to more detail. It then considers the range of interpretation that such a statement allows and determines whether it is comfortable with the statement being given *any* interpretation that is reasonable. If the board is uncomfortable delegating such a range, the board defines its words more narrowly, moving into more detail, one level at a time. The board stops when it can accept any reasonable interpretation of its words. This is the point of delegation. No matter where the board stops, the Executive Director (ED) is granted authority to use any reasonable interpretation of the board's words.

Reasonable Interpretation includes:



- An interpretation is deemed reasonable when it provides an operational definition which includes defensible measures and standards against which policy achievement can be assessed.
- Defensible measures and standards are those that:
    - Are objectively verifiable through research, testing, and/or credible confirmation of observable events.
    - Are relevant and conceptually aligned with the policy criteria and the board's policy set.
- When the board examines the Executive Director's interpretation and is convinced it is acceptable and sufficiently addresses the policy, the board shall accept it as reasonable.
- If the interpretation is reasonable but not acceptable, the board must add further specificity to its policies to further clarify its intent.
- Board commitment to the Executive Director's reasonable interpretation. It does not mean the interpretation of the most prominent board member, the interpretation the board had in mind but did not say, or even the interpretation now favored by the entire board. The board is obligated to be fair in this judgment as well as to protect the Executive Director from individual board members who wish to judge based on their own interpretation of the board's policy.

Here is an example of reasonable interpretation. One of the Ends statements is "children are ready for kindergarten". Based only on this statement, a reasonable interpretation by the Executive Director could include operating a preschool, eliminating lead paint in homes, providing parenting skills, and/or coordinating with existing programs to meet family needs. All may be a reasonable interpretation depending on the defensible measures provided.

In the case of Governance Process policies and Board-Management delegation, the delegatee is the board chair, who has the right to, and responsibility for, a reasonable interpretation.

The MPELH Governance policies include several items related to reasonable interpretation. Portions of the policy that relate to this principle are included here:

<u>Board Members' Code of Conduct</u>

- 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.

<u>Delegation to the Executive Director</u>

- The board shall instruct the ED through written policies that prescribe the organizational Ends to be achieved, and proscribe organizational situations and actions to be avoided, allowing the ED to use any reasonable interpretation of these policies.
    - As long as the ED uses any reasonable interpretation of the Board's Ends and Executive Limitations policies, the ED is authorized to establish all further policies, make all decisions, take all actions, establish all practices, and develop all activities. Such decisions of the ED shall have full force and authority as if decided by the board.

<u>Monitoring Executive Director Performance</u>

- The board shall judge both the reasonableness of the ED's interpretation and whether the data demonstrate accomplishment of the interpretation.
- The standard for compliance shall be any reasonable ED 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.

Questions for the Board to Consider:

- Has the board found an interpretation that is reasonable but not what it expected? If so, did it address the issue through revising policy?
- When conducting monitoring, does the board establish the reasonableness of the interpretation prior to considering the data?
- Do the policies related to reasonable interpretation need to be altered in any way?

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

Reasonable Interpretation

The Executive Director may use any reasonable interpretation of the applicable board policies.

The board decides its policies from the broadest level to the point where it is comfortable with the statement being given *any* reasonable interpretation by the Executive Director.

MARION & POLK EARLY LEARNING HUB

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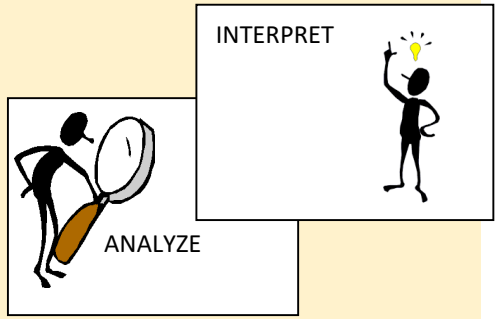
Reasonable Interpretation includes



- An operational definition which includes defensible measures and standards against which policy achievement can be assessed.
- Defensible measures can be objectively verifiable, relevant, and aligned with the policy criteria.
- Board acceptance after examination of the ED's interpretation and is convinced it is acceptable and addresses the policy.
- Board policy revision occurs when the interpretation is reasonable but not acceptable.
- Commitment by the board to the Executive Director's reasonable interpretation.

Questions for the Board to consider

- Has the board found an interpretation that is reasonable but not what it expected? If so, did it address the issue through revising policy?
- When conducting monitoring, does the board establish the reasonableness of the interpretation prior to considering the data?
- Do the policies related to reasonable interpretation need to be altered in any way?

Other Materials to support discussion

Hubs Regional System Assessment

What is a Regional System Assessment?

A Regional Assessment is a process Hubs can use to understand how conditions within programs, organizations, communities, and systems are helping and hindering regional Raise Up Oregon objectives and ultimately affecting whether children are getting ready for kindergarten and families are healthy, stable, and attached with fewer disparities.

Why do a Regional System Assessment?

Build Critical Consciousness and Buy-In Asking and answering questions about how regional conditions are contributing to inequities in early childhood outcomes can help people gain a deeper understanding of what needs to change to improve the lives of all children and families. This "critical consciousness" helps build the buy-in to take action to change these conditions.	BENEFITS FOR THE HUB: Regional partners – including families – can build knowledge and motivation to take action around early childhood outcomes. BENEFITS FOR ASSESSMENT PARTICIPANTS: Participants can use their understanding of regional conditions to guide efforts within their organizations and personal lives.
Develop Shared Data Resources The regional assessment process can help Hub partners gather, organize, and make sense of a diverse array of qualitative and quantitative data about regional conditions affecting targeted objectives and outcomes to guide their decision-making and action.	BENEFITS FOR THE HUB: Hub can draw from a more comprehensive array of data to guide decision-making and systems change actions. BENEFITS FOR ASSESSMENT PARTICIPANTS: Participants can use this data to enhance their organization's efforts (e.g., grant writing) and build their data skills.
Expand Engagement and Relationships Engaging cross-sector partners, families, and community members in the assessment can enhance the data that is gathered and expand the community's collective power and capacity. It can also provide an invitation to for these individuals to continue engaging with the Hub *after* the assessment is over.	BENEFITS FOR THE HUB: Hub can expand who is engaged in their efforts to represent a broader array of perspectives and system roles. BENEFITS FOR ASSESSMENT PARTICIPANTS: Participants can develop new or enhanced relationships with cross-sector partners, families, and community members.
Generate Shared Priorities for Action The regional assessment can help partners reflect on what they are learning about regional conditions to identify shared priorities for action. The information can also guide how the Hub designs and implements change strategies.	BENEFITS FOR THE HUB: Hub can use these priorities to inform (adaptive) strategic planning and the strategy design process. BENEFITS FOR ASSESSMENT PARTICIPANTS: Participants identify roles they and their organizations can take to pursue shared priorities.

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How do you carry out a Regional System Assessment?

Step 1

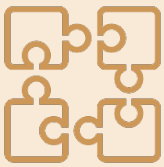
The Hub takes stock of:

- What they already know and still need to learn about their selected RUO objective
- Which ecosystem conditions are most relevant to explore related to the RUO objective

Step 2

The Hub plans out how to gather the information it needs by:

- Identifying perspectives and data sources that answer their questions
- Selecting or adapting culturally responsive methods to gather this information
- Launching these methods along with gathering short cycle feedback to keep things on track.



Step 3

The Hub makes sense of the assessment information they have gathered by:

- Sorting the regional assessment data to find key themes and insights
- Visually summarizing the themes to understand the big picture
- Prioritizing themes to focus on in the strategic plan
- Exploring ways to engage regional assessment participants in continuing learning and action opportunities within the Hub.

What roles can YOU take in supporting the Regional System Assessment process?

DESIGN

Engage in discussions about how to design the regional system assessment, including what questions to ask and what feasible, culturally responsive methods to use in the region.

GATHER INFORMATION

Gather input directly from regional partners and/or partner with others (e.g., local organizations, staff, families) to gather this input on your behalf. You can also connect with partners who can provide access to other data sources that can help to answer the regional assessment questions.

MAKE SENSE OF FINDINGS

Engage with regional partners in mapping out themes from the regional system assessment and prioritizing targets for change to include in the system strategic plan.

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MEMORANDUM OF UNDERSTANDING

BETWEEN THE MID-WILLAMETTE VALLEY HOMELESS ALLIANCE

AND THE MARION & POLK EARLY LEARNING HUB

WHEREAS, homelessness has reached a state of crisis in Marion and Polk counties; and

WHEREAS, homelessness increases the likelihood of teens becoming pregnant, reduces the likelihood that pregnant women receive adequate prenatal care, and increases the likelihood of low birthweight babies and infant hospitalizations; and

WHEREAS, homelessness and housing instability are associated with delays in children's language, literacy, and social-emotional development; and

WHEREAS, homelessness in early childhood is correlated with poor classroom engagement and social skills in early elementary school; and

WHEREAS, the U.S. Department of Housing and Urban Development created the Continuum of Care program in 1994 as a means for communities across the nation to engage in multi-year strategic planning for homeless programs and services; and

WHEREAS, the Mid-Willamette Valley Homeless Alliance has been recognized by the U.S. Department of Housing and Urban Development as the Continuum of Care for the Marion-Polk county region; and

WHEREAS, the Marion & Polk Early Learning Hub is recognized by the State of Oregon as the region's collaborative organization that brings together early learning partners to create local systems that are aligned, coordinated, and family-centered; and

WHEREAS, through mutual planning and coordination, the parties can strengthen the system of services available to young children and their families and thereby expand available resources to improve education, health, and safety;

NOW, THEREFORE BE IT RESOLVED that the parties to this Memorandum of Understanding agree to work together to achieve mutual goals, objectives, and strategies that prevent and end homelessness for young children and their families living in Marion and Polk counties.

BE IT FURTHER RESOLVED, that the parties to this Memorandum of Understanding agree to work collaboratively to perform the following tasks during the duration of this agreement.

A. Identify the needs of families with young children experiencing homelessness who are living in Marion and Polk counties;

B. Explore best practices and approaches to engage families with young children in health, education, family support services, and other social services offered by participants in the Marion & Polk Early Learning Hub;

C. Develop and participate in mutual trainings to improve the skills of workers providing shelter, housing, and homeless services to address the unique needs of families with young children;

D. Coordinate housing and homeless services with providers of early learning services; and

E. Develop a referral system that prioritizes homeless families with young children in preschool programs.

TERMS OF AGREEMENT: This agreement shall commence upon signature, remain valid through June 30, 2027, and be eligible for renewal for successive five-year terms. This Memorandum of Understanding may be amended by mutual agreement of the parties.

The parties hereby execute this **Memorandum of Understanding** by the signatures of their authorized representatives.

ORS 190 Entity, Mid-Willamette Valley Homeless Alliance

_____ Date: _____
Cathy Clark, President, Board of Directors

Marion & Polk Early Learning Hub

_____ Date: _____
Jim Seymour, Co-chair, Board of Directors

_____ Date: _____
David Rheinholdt, Co-chair, Board of Directors

Selection Priorities for Preschool Promise

PROGRAM YEAR 2022-2023

Priority groups are presented in ranked order.

1. PSP students seeking to transfer

Statewide (required) priority

Ensures children can receive up to two years of PSP in a program that works for their family

2. Children who have been attending a preschool with Preschool Promise slots

Statewide (required) priority

Ensures continuity of care for children who are newly age- or income-eligible

3. Children who were waitlisted during program year 2021-2022

Serves children who are still age-eligible for PSP, but either applied late in the year or were not selected previously

4. Children with regionally-determined selection critera

Criteria are cumulative (highest priority = 8/8)

- Siblings of children currently enrolled with the same preschool*
- Families living within the school catchment area (districts only)*
- Families that need extended care or transportation (for programs that offer it)
- Children who experience a developmental delay, disability, or mental health concern (according to parent self-report)
- Four year olds with no previous formal/ non-relative care
- Children of parents who do not qualify for Employment Related Day Care through DHS
- Families with incomes at 130-200% FPL
- Families experiencing social complexity/trauma: parental incarceration/parole/probation, parental substance use or treatment, child welfare involvement or abuse, witnessing domestic violence, parental deportation, teen parent (18 years or younger), homelessness

* required to be included

5. All other children

Will be placed through random drawing in available spots remaining

This process reflects the input and guidance of multiple stakeholders and partners, including members of the Regional Stewardship Committee, Parent Advisory Committee, Collective Action Team, and Regional Implementation Team as well as Preschool Promise grantees.