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MARION & POLK EARLY LEARNING HUB

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Board of Directors Meeting

Thursday, November 3, 2022 |3:00-4:30 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	
Inform	**3:05**	**Co-Chair Update –** *Jim Seymour*	
Action	**3:10**	**Consent Agenda** *Staff Recommendation: Approve* **November 2022 Consent Agenda** 1. October 2022 Board of Directors Meeting Minutes 2. October 2022 Executive Committee Meeting Notes 3. October 2022 Collective Action Team Notes 4. October 2022 Parent/Caregiver Advisory Committee Notes 5. Executive Director Report	2-13
Action	**3:15**	**Financial Reports –** *Donalda Dodson* *Staff Recommendation: Approve* • Approve September 2022 Financial Reports	14-18
Inform	**3:20**	**Early Childhood Education and Care:** **A Focus on Latino Communities in the Mid-Willamette Valley** – *Mike McNally, Willamette Valley Wine Foundation and Jaime Arredondo, CAPACES* • Project overview and input on approaches	19-33
Input/ Discussion	**3:40**	**Regional Assessment Input –** *Margie Lowe* • Overview of deliverables and process • Input on Mindsets: Financial, Policies, Decision-making	34-42
Inform	**4:05**	**Executive Director Report –** *Lisa Harnisch* • Dolly Parton Imagination Library update and funding requests • Preschool Promise Coordinated Enrollment and expansion • Safe @ Home • Staffing update	
Discussion	**4:15**	**Board Policy Training –** *Jim Seymour* • Ownership policy • Ownership Linkage Committee	
Next Meeting Date		Thursday, December 1, 2022 at 3:00-4:30pm. In-Person with refreshments. Chardonnay/Riesling Room at the Eola Center - See attached map. 215 Doaks Ferry Rd NW, Salem, OR 97304.	43

Consent Agenda – Action Item

Staff Recommendation: Approve

November 2022 Consent Agenda

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

Board of Directors Meeting Minutes

Thursday, October 6, 2022|3:00-5:00 PM

X	Angie Blackwell, Confederated Tribes of Grand Ronde	X	Phil Blea, Marion County Children's Behavioral Health		Kerry Blum, Polk County Children's Behavioral Health		Donalda Dodson, Oregon Child Development Coalition
X	Levi Herrera-Lopez, Mano a Mano	X	Lee Loving, North Santiam School District		Cydney Nestor, Oregon Department of Human Services Child Welfare	X	Dave Novotney, Willamette Education Service District
	Kim Parker-Lleranas, Willamette Workforce Partners	X	Christy Perry, Salem-Keizer Public Schools	X	David Rheinholdt, Rheinholdt Insurance	X	Jimmy Jones, Mid-Willamette Valley Community Action
X	Jim Seymour, Community Member	X	Yadira Jaurez, Salem Keizer Coalition for Equality				
MPELH Staff							
X	Lisa Harnisch, Executive Director		Margie Lowe, Performance & Fiscal Officer	X	Tiffany Gallagher, Communications Specialist & Parent Education Associate		Claudia Rodriguez, Safe at Home Program Manager
	Skye Hibbard, Coordinated Enrollment Specialist & Care Connect Coordinator		Kiara Yoder, Screening & Care Systems Coordinator		Leslye Garcia		

Guests: Stephanie Whetzel, Salem-Keizer School District.

Action Summary

- September and October 2022 Consent Agenda;
- August 2022 Financial Reports;
- Election of Dawn Myers to the Board of Directors;
- 2022-2023 Funding Plan;
- Directed the Executive Director to explore options for moving the restricted reserves into an account for interest accrual.

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The September and October 2022 consent agendas were included in the Board packet.

Dave Novotney moved to approve September and October 2022 consent agenda as presented. Phil Blea seconded. Motion passed.

Financial Report

August 2022 financial reports included revenues of $103,365. 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 August 2022 were $114,609. The annual budget and Year-to-Date% will be available once the Proposed 2022-23 Funding Plan has been approved. In addition to employee salary and benefits expenditures, this includes payments emergency family support providers for the current month, parent education programs, and outreach expenditures for several programs.

Christy Perry moved to accept the August 2022 Financial Report as presented. Angie Blackwell seconded. Motion passed.

Nominating Committee

Dawn's application is in the packet. Dawn Myers served in an interim role on the Board of Director prior to Cydney Nestor joining. Ms. Myers is an Oregon Department of Human Services expert with vast knowledge in self-sufficiency. She will be a great addition to the Board and is committed to the work of the Hub. Cydney Nestor will continue in her role on the Board.

Phil moved to elect Dawn Myers to the Board of Directors. Angie seconded. Motion passed.

2022-2023 Funding Plan

Lisa presented the 2022-2023 funding plan.

Lisa presented the funding plan by initiatives and how it aligns with Raise Up Oregon, the Hub's mission, vision, goals and strategic plan. Some highlights of the presented budget include:

- **Continuation of all current initiatives**
- **Addition of Dolly Parton Imagination Library**
- **Does not include Care connect or Integrated Care for Kids**
- **Reserves met with $1,434,279 for 9 months. Reserves are not included in revenues and not available for expenditure.**
- **Hub Coordination**
    - Covers staffing of Executive Director, Fiscal and Performance officer, part time position with the Community Business Education Leaders (CBEL) focusing on Ready! For Kindergarten and outreach, part-time staffing to s support summer outreach and special projects.
    - Parent leadership development ($30,000 through December 2022)
    - $190,000 to meet highest needs in community to advance Raise Up Oregon goals. Recommendations from MPELH advisory bodies.
- **Kindergarten Partnership & Innovation (KPI)**
    - The proposed budget continues to support families and early educators through in-person, virtual, or hybrid delivery allowing programs flexibility in delivery based on community needs.
    - Staffing of KPI coordinator positions in Salem Keizer, Woodburn, Polk County and MPELH.
- **Dolly Parton Imagination Library (DPIL) funds support the book purchases for registered children ages 0-5 currently in 97301, 97303, 97344 and 97351.**
- **Parent Education includes the Oregon Parenting Education Collaborative (OPEC), Oregon Department of Human Services teen classes, and Student Success Act/Early Learning Division funds.**
- **Preschool Promise includes services and coordinated enrollment.**
- **Safe at Home is a CP3 developed program partnering with ODHS Child Welfare to support in-home child safety during the critical trial reunification period.**

- **Family Support grants to community partners to support emergent needs of families in the categories of housing, transportation, education and health and safety.**
- **Family Connects includes community alignment for the universally offered nurse home visiting programs.**

Dave moved to adopt the 2022-2023 budget as presented. Jimmy Jones seconded. Motion passed.

At the August Executive Committee, it was recommended that the state required reserves be put into a second account that will allow (hopefully) for some interest to accrue. The Board directed the Executive committee to review the state contract closely to ensure we are in compliance of the required reserves if it accrues interest.

Dave moved to direct the Executive Director to explore options for moving the restricted reserves into an account for interest accrual. Angie seconded. Motion passed.

State of Hubs

- **PSP Coordinated Enrollment statewide recent media** has brought the Early Learning Division (ELD) and Preschool Promise (PSP) to the forefront. There are so many challenges with contracting and enrollments. Currently in the MPELH region, with all of the slots that have been allocated, we are at 67% full. We are 89% full if you consider only those that have current contracts/approved for funding. As a region, we are doing well and keep improving on our processes that could be a precarious situation statewide.
- **Head Start Association and Hub Association** has created a draft white paper between Associations. This represents collective thoughts on areas of concern, and some recommendations. The Associations are in the process of aligning this with the Department of Early Learning & Care (DELC) budget request prior to meeting with their staff. From there, we will work with our lobbyists to move forward what will be appropriate. Potentially proposing to legislative have the Hubs take back on the smaller preschool promise programs.
- **Upcoming legislative session-** as an Association, we are working to crosswalk with DELC/ELD and align as prudent with other Associations and Coalitions.

The Board of Directors appreciated Lisa and the Hub Association approach to working with DELC and the media.

Executive Director Report

- **Regional Assessment preparations-** The Early Learning Division (ELD) will be getting us data and information mid-October and putting together a refined timeline for all of the pieces. The regional assessment plan due on December 1. Will share in more detail at the November meeting.
- **Dolly Parton Imagination Library-** as of July 29, over 400 are registered. Currently, courting Capitol Auto for sponsorship and Spirit Mountain Community Foundation. MPELH is always open to additional funding opportunities for our region. Statewide coalition developing legislative concept for Feb session that would support 50% of the funding.
- **Mind Up-** Working with Portland State University to identify additional center based programs willing to take part in a study of this social emotional curriculum.
- **Staffing update-** Cassandra Hernandez has been offered the position of Preschool Promise Liaison and Outreach Coordinator. Currently in the final round of interviews for the Family Navigator position.
- **Willamette Valley Wine Association** has a focus on workforce development and greater access to childcare. Invited Jaime Arrendando and Mike McNalley to come to the November Board of Directors meeting to share a more in depth overview of the work.

Next Board Meeting: Thursday, November 3, 2022 at 3:00 – 4:30pm- virtual via Zoom.

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MPELH Executive Committee Meeting Notes

Wednesday, October 19, 2022 |8:00 – 9:00am
Jim Seymour, David Rheinholdt, Phil Blea, and Dave Novotney

Topic
Financial Reports September 2022 financial reports included revenues of $352,331. 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 September 2022 were $190,549. The annual budget and Year-to-Date % are now available following approval of the Proposed 2022-23 Funding Plan. In addition to employee salary and benefits expenditures, this includes payments for program outreach for several programs, parent education programs and general insurance payments as part of the administrative costs. *Dave Novotney moved to accept the September 2022 Financial Report as presented. Phil Blea seconded. Motion passed.*
Governance Policies The Executive Committee reviewed aspects of the Governance Policies. The following sections were reviewed and discussed: • **Chief Governance Officers' role** • **Board Secretary's Role** • **Board Treasurer's Role** *Phil moved to accept the report on Governance Policies report. Dave seconded. Motion passed.*
Meeting Planning through the end of Year Two remaining meetings of the Board of Directors meetings for 2022. The December 2022 Board meeting will be in person. Co-Chair Seymour announced he will resign as chair effective December 2022. Jim is interested in continuing on the Board as a community member through the year 2023. Co-Chair Rheinholdt will step into chair. The Executive Committee expressed appreciation for Jim's role on the Board of Directors. If reviewing bylaws as part of the board it makes sense to create a structure where we have an heir apparent to always have someone designated for a leadership role.
Program Updates • **Staffing-** MPELH hired Cassandra Hernandez as the Preschool Promise Liaison and Outreach Coordinator. Her role is overseeing the sub-contracted Preschool Promise providers. In the process of making an offer to an individual for our Family Navigator.

- **Oregon Community Foundation-** Lisa has been asked to part of the leadership council and just attended the leadership retreat. Lisa is very excited to be part of this role as an advisor and ambassador.
- **Dolly Parton Imagination Library-** met with Spirit Mountain Casino foundation and looking to apply for funding starting quarter 1 January 2023.
- **Seeding Justice** was the recipient of $22 million from the ELD as part of last legislative session, they are putting the final touches on the Request for Proposals. This is around building childcare capacity in communities. Hubs and CCR&Rs are encouraged to apply, MPELH is unsure if we will apply.
- **Oregon Family Support Network** is in the process of applying for funds from Willamette Health Council to support parent education for fathers. They have requested MPELH to be a partner in that work.

Next meeting: Wednesday, November 16th 8:00-9:00am via Zoom

Collective Action Team (CAT) Meeting
Thursday, October 20, 2022 - 9:00-10:00 a.m.

Skye Hibbard-Swanson, Tiffany Miller, Kiara Yoder, Margie Lowe, Claudia Rodriguez, Marlene Arellano, Alyssa Gaiser, Ana Garcia, Kyle Miller, Patty Gonzalez, Nodabi Morales, Andrea Croskey, Angie Carroll, Teresa Estrada, Rebeca McDermitt, Patty Vega, Melissa MacCoumber, Logan Holley, Cassandra Hernandez, Jay Hernandez, Janet Scott, Kelly Brader and Nancy Soto

Topics for Discussion
Opening activity Sky Hibbard, Marion & Polk Early Learning Hub led an opening activity where everyone introduced themselves with their current title and what their job might have been if we lived in an alternate universe.
Regional Assessment input for ELD Margie Lowe led a discussion about the Regional Assessment's topics strengths, barriers and needs. The ELD provides the MPELH a Regional Assessment template to follow and figure out what is the best way in which to focus on one particular aspect for Raise Up Oregon to assure that there is sufficient quality and quantity of early childhood care and education settings to meet all of Marion County's needs. Margie covered three areas: • What are the issues and needs in Human Resources for Early Childhood Care & Education? • The Program & Policy Perimeters • Connections- Exchanges of Information between People and Organizations (ex. Referrals) Partners provided feedback onto a virtual whiteboard. Each topic was divided into three sections: • What is working? • What are the barriers? • Where do we need more data or info? Regional Assessment template will be shared to basecamp for partners to review and provide further discussion and thorough responses.
Next meeting: Nov. 17, 9:00-10:00 a.m.

MPELH Parent/Caregiver Advisory Committee Meeting Notes

Wednesday, October 12, 2022 | 6:00 – 7:30pm

Autumn David, Leslye Garcia, Tiffany Gallagher, Lisa Harnisch, Lucy Briseno, Lindsay McElroy, Becca Blessing, Carina Ventura, and Teresa Urban, Maria Estrada

Topic
Welcome Opening activity/Icebreaker
Parent Leadership Development- Tiffany Updates on upcoming parent leadership opportunities. Receive input from the parent advisory committee on how to better engage families to attend these parent leadership opportunities. **Flyer suggestions included;** ● Less text, more visuals. ● Suggestion that families lean more towards "how to better support their family" rather than how to better support themselves. ● Appealing title
Regional Assessment **The Parent Advisory Committee provided their input on the breakdown of the regional assessment in 3 questions.** <u>Decision Making:</u> **Helping;** ● **Parent Committees** ● **Providers having a voice/choices** ● **Transparency** ● **Talk about how to include family at parent meetings. Training for PTA meetings.** ● **Using community centers to gather or invite people for decision making.** **Hindering;** ● **Childcare provider perspective; No control of enrollment. State is Roadblock (3 month without pay).** ● **Lack of resources for people who need help applying. Language barriers. Lack of knowledge.** ● **Lack of understanding could impact the decision making process.** ● **Equity** ● **Receiving more input from all parties including home-based care.** ● **Power needs to be equally distributed** What do we need to learn/curiosity; ● **Who makes the decisions?** ● **How can parents get involved in the decision making?** ● **Allowing providers to talk to the State.** <u>Policies and Practices</u> **Helping;**

- **Knowledge of trauma informed care**
- **Regulations being out and clear**

Hindering;

- **More funds to do more inclusive programs**
- **Policies aren't transparent or accessible**
- **Out of limits to the working class**
- **Inability to adapt to best practices**
- **Routine- too comfortable in the set ways.**
- **Lack of staffing**
- **Lack of knowledge of policies and practices- new way of teaching is needed for those making the policies.**

What do we need to learn/curiosity;

- **Providers not involved, why?**
- **Why does home-based care receive less funding?**
- **What has worked in other communities?**
- **Supporters to help at-risk communities such as those experiencing homelessness and language barriers.**

Connections

Helping;

- **Facebook**
- **Resource fairs**
- **Local clinics**
- **Network groups of parents**
- **All connections between agencies are informing families about resources for the community.**
- **Parent committees**
- **Surveys that are filled out at HOSP, PCP, and schools.**

Hindering;

- **Language barriers and culture differences/idea differences.**
- **Lack of time**
- **Misinformation**
- **Lack of knowledge**
- **Families not seeking services such as schools or health services.**
- **Consistent access vs NTK (sports, Physicals)**
- **Therapy connections for separated families- Co-parenting support.**
- **Families don't know who it is that they need to seek for support.**
- **Families need better resource coordination's for their needs- tailored care.**
- **More tailored services provided by family advocates and CHWs.**
- **Sharing data and who gets access to the data. Easier access to data.**
- **Lack of connection between health providers and early education providers.**

What do we need to learn/curiosity;

- **How to measure success?**
- **Data tracking**

Next meeting: Wednesday, November 9th 6:00-7:30pm Salem Family YMCA

Marion & Polk Early Learning Hub –Executive Director Report

November 2022 – representing highlights from the work for October 2022

Early Learning Division	• The ELD delayed timeline continues to be a challenge for new programs. Delayed contract execution and the ELD's holding firm on the start date of October 30. This continues to pinch the enrollment process. Overall, we are doing well – approximately 90% fully enrolled for our continuing providers and 70% overall with the additional/new providers. We will continue to advocate for our new providers that do not have their contract fully in place. • ELD Regional Assessment is intended to be a wide regional look at date, resources and gaps. This is tied to Objective 2 in Raise Up Oregon (at this time). We have been collecting data from all of our partners and have been doing focus groups with RIT, CAT, and PAC on the shared mindsets. The Early Learning Council is embarking on the updating Raise Up Oregon. Hubs will be responsible for reaching out to the community, including families, to provide input.
Preschool Promise Coordinated Enrollment	• We continue to work through all of the applications and interest forms in a timely way. Head Start partners are beginning to share waitlist information so that we can reach out to families to ensure more families are served. • School Mint, our enrollment platform is rolling out a new system. We have had a demonstration of the new product. It seems like it will alleviate most of our challenges with the current system. Costs will be a little more that this past year, but worth it if it works better!
Parent Education, including OPEC	• The annual OPEC Conference was inspiring for those in attendance. Some great news about upcoming funding to support parent education from Medicaid funding in the next couple of years. • We have consistent requests for mini-grants to support parent education in many different locations.
Ready For Kindergarten	• Ready for Kindergarten sessions in collaboration with Salem Clinic and CBEL are underway. These have been well attended. Sessions are occurring at the Seymour Center and at the Gilbert House Children's Museum
Dolly Parton Imagination Library	• We currently have over 600 children from our four zip codes registered! This is due to great work by Kathy Martell, Jim Scheptke, and Margie Lowe. • We are working on grant applications to the Spirit Mountain Community Fund and Willamette University (United Way collaboration); we will continue to explore other funding options to support expansion and sustain our work.
Family Connects	• Commercial insurance will be billable in January 2023. Marion County is working to negotiate with the insurance companies. • We are expanding our outreach. Now that we will be able to be open to all, our medical providers are more willing to promote Family Connects.

Safe at Home	• We have met with ODHS twice this month to discuss the future of Safe@Home with the intention of refining the process of assigning cases and the intended role of S@H. The cases have been far from reunification. Thus, they require more casework than had been intended with this program.

Summary of Financial Results Period Ending September 2022

Revenue:

September 2022 included revenues of $352,331. Funds from the Oregon Department of Education Electronic Grants Management System (EGAMS) and the Oregon Health Authority are recorded as receivables this month for Hub Coordination and other grants and contracts as MPELH awaits receipt of the funds.

Expenses:

Total expenses for September 2022 were $190,549. The annual budget and Year-to-Date % are now available following board approval of the Proposed 2022-23 Funding Plan. In addition to employee salary and benefits expenditures, this includes payments for program outreach for several programs, parent education programs, and general insurance payments as a part of the administrative costs.

Balance Sheet

As of September 30, 2022, MPELH has assets of $3,864,600 and current liabilities of $116,224. The required reserve of approximately $1,434,279 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; the MPELH Board of Directors recently approved increasing the reserves to a nine-month period due to state contract delays. MPELH calculates the reserve estimate based on nine months' of staff salaries and benefits and six 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 the Imagination Library project to 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 has lower funding for coordination in the 2021-23 biennium and expenditures for local KPI sites have been 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.
- 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 was awarded of $540,000 for 40 Preschool Promise placements, continuing the initial 18 placements and expanding by 22 additional children in the new fiscal year allowing the Hub to continue to subcontract with three in-home providers to deliver services for children.

Match Requirements

- Oregon Hub Coordination Funds 25% Match ($160,741 non-state funds). In the 2022-23 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%

Marion & Polk Early Learning Hub
Statement of Position (Balance Sheet)
September 30, 2022

ASSETS

Current Assets			
Petty Cash	$	300	
Cash in Bank-Operating		3,074,146	
Prepaid Expense		57,793	
Accounts Receivable		731,095	
Total Current Assets			3,863,334
Fixed Assets		1,266	
Total Assets			**$ 3,864,600**

LIABILITIES AND NET ASSETS

Current Liabilities			
Accounts Payable	$	23,662	
Credit Card Payable		12,013	
Accrued Wages/Benefits		55,170	
Unearned Revenue		25,379	
Total Current Liabilities			116,224
Total Liabilities			116,224
Net Assets			
State Required Restricted		1,434,279	
Unrestricted		1,575,312	
OPEC Marion Region		159,821	
Other State and Local Grants		578,964	
Total Net Assets			3,748,376
Total Liabilities and Capital			**$ 3,864,600**

Marion & Polk Early Learning Hub
Statement of Activities
Year-to-Date for the Period ending September 30, 2022

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	51,692	181,298	654,480	28%
Parenting Education	0	0	223,560	0%
Preschool Promise	78,453	132,178	991,000	13%
School Readiness/KPI	152,448	170,110	561,798	30%
Other Grants & Contracts	69,738	117,741	887,383	13%
Total Revenues	352,331	601,327	3,318,221	18%
Expenses				
Salaries and Benefits	69,304	224,050	1,092,769	21%
Professional Development	2,659	2,754	12,000	23%
Supplies/Materials/Equipment	2,729	8,350	30,140	28%
Subcontracts and Local Grants	50,798	54,147	943,694	6%
Family Support/Aid	8,431	33,111	191,539	17%
Parent Education Series	14,674	38,601	227,832	17%
Parent Support Activities	0	0	27,965	0%
Special Proj/Collaborations	0	0	207,093	0%
Facilitator Support/Training	456	456	11,600	4%
Training & Curriculum	1,005	43,990	228,509	19%
Travel/Trans/Meetings	217	783	3,694	21%
Facilities	14,523	14,523	70,802	21%
Parent Advisory Committee	2,321	2,321	26,779	9%
Communicatons/Outreach	16,812	41,964	103,689	40%
Administrative Costs	6,620	20,127	66,116	30%
Total Expenses	190,549	485,177	3,244,221	15%
Net Income (Loss)	**161,782**	**116,150**	**74,000**	

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	130,701	679,480	19%
KPI/School Readiness	34,588	561,798	6%
Parent Education Grants	48,380	223,560	22%
Preschool Promise	132,180	991,400	13%
BCare Connect	75	100,000	0%
Family Support	139,253	687,983	20%
Total Expenses	**485,177**	**3,244,221**	**15%**

Early Childhood Education and Care
A Focus on Latino Communities in the Mid-Willamette Valley
Implementation Plan – Organization and Project Charters

DRAFT 10/27/22

<u>Consortium Steering Committee</u>
CAPACES Leadership Institute
Evolve Workforce and Family Services
Mano a Mano Family Center
Salem-Keizer Coalition for Equality
Oregon Child Development Coalition
Mid-Willamette Valley Child Care Resource & Referral
Marion-Polk Early Learning Hub
Yamhill Early Learning Hub
Willamette Valley Wine Foundation

October 2022

INTRODUCTION

In early 2022 a Steering Committee was established to assess and develop strategies for enhancing early learning and care for Latino children and families in the Mid-Willamette Valley. The committee's work was organized into three phases. Phase I evaluated the needs and reviewed existing resources available to address those needs. Phase II identified strategies and systems required to deliver best-in-class early learning and care.

Phase III of the initiative involves developing the plans and obtaining the resources required to implement the strategies identified in Phase II. Implementation has been organized into four projects. This Phase III Implementation Plan provides charters for the four projects. It also includes an organizational charter for the consortium that will manage the implementation.

OVERVIEW OF PHASE I – THE NEED

Early Childhood Education and Care (ECEC) holds tremendous potential for children, families and societies. It lays the groundwork for the success of future generations. Decades of research has shown that the early years are a time of unparalleled human growth and development. Healthy development during these pivotal early years requires reliable, positive, and consistent interactions between the developing child and familiar, caring adults. To realize these benefits now and in the future we must ensure all children and families have equitable access to affordable, high-quality programs.

There is an extreme gap in the availability of ECEC services for Latino families in Oregon's Mid-Willamette Valley. This project will initially focus on Marion, Polk, and Yamhill counties. Approximately 7,000 preschool Latino children (0-4-year-old) reside in this area. Early learning programs are available to serve only 1-in-8 infant and toddlers and 1-in-4 preschoolers . Only 33% of the available programs have conducted quality assessments, and only 15% have achieved a 3- 4- or 5-Star rating with the Spark Quality Rating & Improvement System.

The dearth of quality programs is due to the lack of available educators and insufficient early childhood care-education providers. Enhancements to state funding goals and governance policies are also necessary to more effectively serve this marginalized population.

Increasing the number of qualified early childhood professionals is essential to address the growing demand for learning environments where children can thrive and meet their potential. Academic institutions must implement culturally-sensitive programs with alternative pathways for early childhood educators to receive the professional development they need to support young learners and develop their careers.

Additional resources are required to support home-based early learning providers with start-up funding, training, administrative systems, and access to a culturally-responsive curriculum. Enhanced data collection and monitoring systems are essential for improving the quality of programs. Support services must be expanded to better coordinate educational programs with social services to ensure family stability and establish kindergarten readiness.

OVERVIEW OF PHASE II - MISSION AND STRATEGIC OBJECTIVES

Mission

Advocate for and implement Best-in-Class ECEC workforce, training programs, facilities, and support systems to serve Latino communities in the Mid-Willamette Valley.

Strategic Objectives

This initiative will create best-in-class culturally-sensitive ECEC services for Latino children through three strategies:

1. Advocate for and facilitate access to state, community, and private resources that support ECEC services for educators, families, and children.
    - Expand CAPACE's advocacy, project management, and development resources.
    - Expand CCR&R and ELH coaching and advocacy capacities to focus additional resources on Latino populations.
    - Maintain an ECEC consortium that facilitates collaboration, supports child care-education providers, and ensures family and teacher access to state-wide resources.

2. Recruit, train, and certify an additional 300 bilingual early education professionals by 2028.
    - Collaborate with local community colleges to adapt currently available early childhood education classes and seminars (virtual Spanish based) to meet the requirements for one-year Teaching Certificates and two-year Associate Degrees.
    - Implement a scholarship program that covers tuition, books, and living expenses that will provide an opportunity for a two-year Associate Degree for 150 educators.
    - Expand the Community Based Training program for currently employed early learning educators, and provide an opportunity for a Child Development Associate (CDA) teaching certificate for at least 150 educators.

3. Implement an early childhood care-education system for home-based providers and establish an additional 150 high-quality providers serving an incremental 1,500 children by 2028. In addition, advocate for ECEC systems with school-district providers.
    - Develop an administrative system for bookkeeping, licensing, and quality assessments.
    - Implement a recruitment and training program for new ECEC providers.
    - Develop an early childhood education curriculum system for Latino children.
    - Implement early learner provider funding to cover start-up costs, enrichment activities, and facility improvements.

Quality ECEC services will be delivered for at least 25% of the area's 7,000 Latino children by 2028. In addition, these strategies will establish the momentum, and a support system that will continue to expand over the long-term to serve 100% of these children. Through advocacy, Latino families will be established as priority recipients of ECEC resources. Indigenous and other non-Latino children will also benefit from the expanded services. School districts will benefit from the emotional, social, and educational development of these children.

OVERVIEW OF PHASE III IMPLEMENTATION PLAN

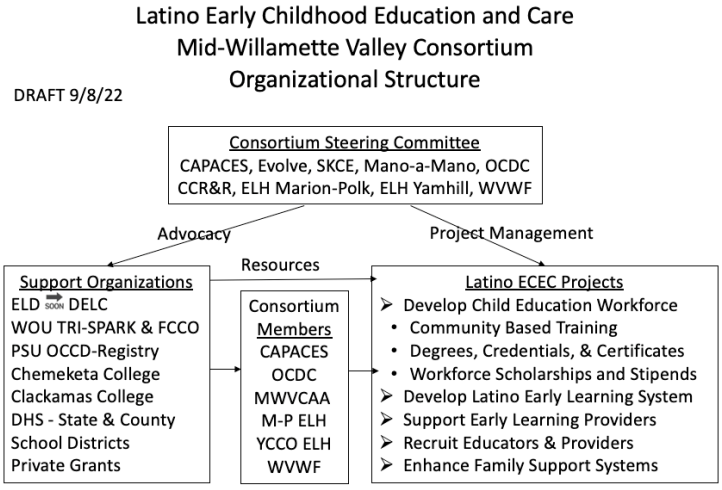
The mission and strategic objectives of the Latino Early Childhood Education and Care (ECEC) initiative will be implemented through leadership provided by a Consortium. The Consortium consist of five (6) member companies (Member): CAPACES Leadership Institute (CAPACES), Oregon Child Development Coalition (OCDC), Mid-Willamette Valley Community Action Agency (MWVCCA), Marion-Polk Early Learning Hub (ELH-MP), Yamhill Community Care Organization (YCCO), and Willamette Valley Wine Foundation (WVWF).

The Consortium shall operate under a charter that is endorsed by its member companies. The charter provides for management of the Consortium by a Steering Committee that includes representatives from its member companies and other organizations associated with Latino ECEC, e.g., Evolve Workforce and Family Services, Salem Keizer Coalition for Equality, and Mano a Mano Family Center.

The Consortium will initially focus on the following projects:

1) Early Childhood Education Workforce Development,
   A. Community Based Training and College Course Credit
   B. Degrees, Credentials, and Certificates
   C. Workforce Scholarships and Stipends
2) Latino Culture Early Education - Curriculum and Learning Plans,
3) Early Childhood Education and Care - Provider Development, and
4) Recruitment of Early Childhood Educators and Providers.

This Phase III Project Plan provides project charters for each of the six projects (1A, 1B, and 1C each have separate Charters). It also includes an operating charter for the Mid-Willamette Valley Consortium that will manage the project implementation.



1) LATINO ECEC WORKFORCE DEVELOPMENT – PROJECT CHARTERS

A. COMMUNITY BASED TRAINING (CBT) AND COLLEGE COURSE CREDIT (CCC),

B. DEGREE, CREDENTIALS, AND CERTIFICATES (DCC), AND

C. SCHOLARSHIPS AND STIPENDS

DRAFT 10/28/22

1A. COMMUNITY BASED TRAINING (CBT) AND COLLEGE COURSE CREDIT (CCC)

PURPOSE - The purpose of the CBT-CCC sub-project is to provide Spanish based educational opportunities for individuals currently engaged in, or interested in pursuing a profession in early learning and care for infants and toddlers.

OBJECTIVES - The project shall scale up the existing MWVCAA-CCR&R CBT-CCC program to serve more educators through the following principal objectives:

- Develop a curriculum for a series of Spanish based classes in early childhood education and care that address Oregon's ten (10) Core Knowledge Categories (CKCs):
  Diversity (DIV); Family & Community Systems (FCS); Health, Safety & Nutrition (HSN); Human Growth & Development (HGD); Learning Environments & Curriculum (LEC); Observation & Assessment (OA); Personal, Professional & Leadership Development (PPLD); Program Management (PM); Special Needs (SN); Understanding & Guiding Behavior (UGB).
- Develop online and in-person Spanish based classes that provide training in the 10 CKCs.
- Provide opportunities for online and in-person Cohort Forums for sharing experiences and supporting educators engaged in early childhood education and care.
- Implement financial incentives for completing learning milestones.
- Create opportunities for advancement through Step 10 in the Oregon Registr**y** at the PSU Center for Career Development in Childhood Care and Education (OCCD).
- Create an opportunity to achieve College Course Credit for completing specific milestones and demonstrating competency in various CKCs.
- Support a recruitment program for attracting early childhood educators serving Latino children to engage in the early childhood education program and cohort collaboration.

PROJECT LEADERSHIP AND ADVISORS

CCR&R MWVCAA - Shannon Vandehey
CCR&R MWVCAA - Project Leader and Facilitator
CAPACES ???
Early Learning Hubs ???
WVWF ???
Collaboration and Instructors
- Clackamas Community College - ???
- Chemeketa Community College - Robin Taylor
- Portland State Community College - ???
- Western Oregon University - ???

OCCD – Sarah Meyers or designate
DELC – Jon Reeves and Sidney Timen

MILESTONES

- Develop Curriculum and Learning Plans for classes on each of the 10 CKCs, ? date
- Develop 5 to 10 (???) Lecture Outlines for each of the 10 CKCs, ? date
- Develop agendas for 2 to 3 (???) Cohort Forums for each of the 10 CKC, ? date
- Establish endorsement from OCCD for achievement of Registry thru Step 10, ? date
- Establish enhanced financial incentives for achieving OCCD Registry thru Step 10, ? date
- Establish an Instructor or Assistant Professor to certify competency for each class, ? date
- Establish endorsement from a Community College for achieving College Credit towards a CDA certificate, AA degree or BA degree, ? date
- Collaborate with marketing and recruitment for the program, ongoing

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

1B. DEGREE, CREDENTIAL, AND CERTIFICATES (DCC)

PURPOSE - The purpose of the DCC sub-project is to provide Spanish language focused educational opportunities for individuals interested in pursuing a Child Development Associate Credential (CDA), Articulated Certificates, or an Associate Degree (AA) or Baccalaureate Degree (BA) in fields associated with early childhood education.

OBJECTIVES - The principal objectives of the project shall include:

- Evaluate Spanish language focused Academic Degree programs that are currently offered by Colleges and Universities.
- Collaborate with Chemeketa Community College, Western Oregon University, and/or Clackamas Community College to develop Spanish focused pathways for a CDA, AA degree, and BA degree in fields associated with early childhood education that address Oregon's ten (10) Core Knowledge Categories (CKCs) . The CDA and AA certificate/degree program will not require English Language proficiency. The programs will provide for online participation in the over-half of the classes.
- Create opportunities for advancement through Step 10 in the Oregon Registry at the PSU Center for Career Development in Childhood Care and Education.
- Create opportunities for achieving a CDA, Articulated Certificates, AA degree, and BA degree in fields associated with early childhood education.
- Implement financial incentives for completing learning milestones.
- Support a recruitment program for attracting Latino individuals interested in pursuing a profession in Early Childhood Education that includes a formal college degree program.

PROJECT LEADERSHIP AND ADVISORS

TBD – Need a leader with influence in academic realm
CAPACES ???
CCR&R ???
Early Learning Hubs ???
WVWF – Anne Shull

Collaboration and Instructors

Clackamas Community College - ???
Chemeketa Community College – Robin Taylor
Portland State Community College - ???
Western Oregon University - ???

OCCD – Sarah Meyers or designate
DELC – Jon Reeves and Sidney Timen
EarlyEdU – Gail Joseph & Crista Scott

MILESTONES

- Evaluate courses currently available at Washington University EarlyEdU, ? date
- Identify the college/university that will support academic pathways for CDA and AA certificates/degrees that do not require English proficiency, ? date
- Establish an Instructor or Assistant Professor to provide leadership for supporting the academic pathway and certify competency for online/remote classes, ? date
- Develop one or two academic programs for CDA and AA certificates/degrees
- Establish endorsement from OCCD for achievement of Registry thru Step 10, ? date
- Establish enhanced financial incentives for achieving OCCD Registry thru Step 10, ? date
- Collaborate with marketing and recruitment for the program, ongoing

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

1C. WORKFORCE SCHOLARSHIPS AND STIPENDS

PURPOSE - The purpose of the Scholarship and Stipends sub-project is to provide financial support and incentives for current and future early childhood educators as they pursue Community Based Training, College Course Credit, a Child Development Associate Credential (CDA), Articulated Certificates, or an Associate Degree (AA) or Baccalaureate Degree (BA) in fields associated with early childhood education.

OBJECTIVES - The principal objectives of the project shall include:

- Develop a scholarship and/or loan program that covers all tuition, fees, and supplies, and a stipend program to cover living expenses. The program will be structure to incentivize graduates to working in Early Childhood Education for at least two years.
- Identify and implement a structure for the financial assistance that ensures a vast majority of the scholarship and stipend recipients work in the field of early childhood education for at least three years after funding is complete.
- Identify and implement an organization and method to efficiently and effectively manage the scholarship program.
- Implement financial incentives for completing learning milestones.

PROJECT LEADERSHIP AND ADVISORS

TBD
CAPACES ???
CCR&R ???
Early Learning Hubs ???
WVWF – Mike McNally
DELC – Jon Reeves
OCCD – Sarah Meyers
Willamette Workforce Partnership – Kim Parker Llerenes
Children's Institute – Kali Thorne Ladd

MILESTONES

- Identify a scholarship management agent and/or process, e.g., OCCD
- Develop a scholarship structure and agreement
- Apply for/obtain partial scholarship funding from DELC
- Identify a stipend management agent and/or process
- Develop a stipend structure and agreement
- Collaborate with marketing and recruitment for the program, ongoing

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

2. LATINO CULTURE ECEC CURRICULUM AND LEARNING PLANS - PROJECT CHARTER

DRAFT 10/28/22

PURPOSE

The purpose of the Latino Culture Early Education Curriculum Project is to provide early educators with a curriculum and learning plans that reflects Latino culture and reinforces its values.

OBJECTIVES

The principal objectives of the project shall include:

- Evaluate existing Spanish based early learning programs for their educational content and ability to reflect Latino culture. The evaluation will include existing programs that are available in the US, Mexico, Porto Rico, and possibly others.
- Determine the scope of a project required to adapt an existing programs to a culturally sensitive program that meet the requirements of Head Start and Oregon Promise.
- Evaluate the scope of a project to develop a "grass-roots" culturally sensitive program.
- Develop or adapt an existing early learning program.
- Develop a method for making the Spanish culture early education curriculum and learning program available to educators on a subsidized basis.

PROJECT MEMBERS AND ADVISORS

CAPACES Leadership Institute – Jaime Arredondo
CCR&R MWVCAA - Shannon Vandehey
Early Learning Hubs - ???
WVWF -???
WOU TRI – Maria Fernandez
Carola Oliva-Olson – Language Justice and Multilingual Education carola@ireeinc.com

MILESTONES

- Submit RFP to Carola Oliva-Olson (Director of Language Justice & Multilingual Education at the Institute for Racial Equity and Excellence) for a scoping project for the first three objectives listed above.
- Develop or adapt an existing early learning program.
- Identify a process for making the early learning program available for Latino educators and ECEC providers.
- Implement the process for providing the early learning program.

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

3. LATINO ECEC PROVIDER DEVELOPMENT - PROJECT CHARTER

DRAFT 10/28/22

PURPOSE

The purpose of the Early Education and Care Provider project is to implement an early childhood care-education support system for home-based providers and early learning centers collocated with affordable housing.

OBJECTIVES

The principal objectives of the project shall include:

- Develop a Spanish based administrative system for supporting early learning and care provides with bookkeeping, licensing, and quality assessments.
- Develop a Spanish Based training program to support new early learning and care providers in establishing their business and offering quality services.
- Implement a program to support new early learning and care providers with funding to cover start-up costs, enrichment activities, and facility improvements.
- Develop a recruitment program for attracting Latino individuals interested in starting and managing an early learning and care program.

PROJECT LEADERSHIP AND ADVISORS

CAPACES ???
CCR&R MWVCAA - Shannon Vandehey
ELH Marion and Polk Counties – Lisa Harnish
ELH Yamhill County – Jenna Sanders
OCDC ???
WVWF ???
DELC - ???
DELC - Employment Related Day Care???

MILESTONES

- Develop a pilot project which implements an early learning and care center in an affordable housing community.
- Review the Oregon Shared Service Alliance as a possible model for providing support to providers of early learning and care in the Mid-Willamette Valley. OCF Shared Service Alliance Fund is funding a program managed by Southwestern Oregon Community College CARE Connections – a CCR&R.
- Review OCDC process for establishing new early learning and care centers.
- Identify programs that would be the best fit for new home-based early learning centers, e.g., Early Head Start, Head Start, Oregon Prenatal to Kindergarten, Oregon Preschool Promise, Oregon Baby Promise, and/or Employment Related Day Care.

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

4. RECRUITMENT OF EARLY CHILDHOOD EDUCATORS AND PROVIDERS - PROJECT CHARTER

DRAFT 10/28/22

PURPOSE

The purpose of the Recruitment of Early Childhood Educators and Providers project is to develop a multifaceted communication and marketing system to attract existing and future professionals to pursuing and advancing in the profession of Early Childhood Education and Care. This includes the pursuit of education in the disciplines associated in early learning and the development of businesses providing centers for early learning and care.

OBJECTIVES

The principal objectives of the project shall include:

- Develop a broad-based marketing and communication program targeted to the Latino communities in the Mid-Willamette Valley that promotes the benefits and opportunities associated with being an early learning educator and providing an early learning business.
- Develop a communication and recruitment program targeted at existing residents of affordable housing communities.
- Develop a communication and recruitment program targeted at High School Seniors.

PROJECT LEADERSHIP AND ADVISORS

CAPACES ???
CCR&R ???
Early Learning Hubs ???
WVWF ???

MILESTONES

TBD

BUDGET AND FUNDING

See Appendix A - Budget and Appendix B - Funding Opportunities

CHARTER OF THE LATINO EARLY CHILDHOOD EDUCATION AND CARE CONSORTIUM
AN ASSOCIATION SERVING THE MID-WILLAMETTE VALLEY

DRAFT 9/8/22

MEMBERSHIP

The Latino Early Childhood Education and Care Consortium (Consortium) is an association of nonprofit companies that support early childhood education and care. The members of the Consortium consist of five (6) member companies (Member): CAPACES Leadership Institute (CAPACES), Oregon Child Development Coalition (OCDC), Mid-Willamette Valley Community Action Agency (MWVCCA), Marion-Polk Early Learning Hub (ELH-MP), Yamhill Community Care Organization (YCCO), and Willamette Valley Wine Foundation (WVWF). The Consortium has no rights with respect to the governance or operations of the individual Member companies.

PURPOSE

The Consortium has been established with the mission:
Advocate for and implement best-in-class Early Childhood Education and Care (ECEC) workforce, training programs, and support systems for Latino communities in the Mid-Willamette Valley.

The Consortium shall endeavor to coordinate the strategy and operations of the Member Companies to optimize resources invested in areas associated with its mission.

CONSORTIUM DIRECTORS

A Consortium Steering Committee (Steering Committee) consisting of directors shall manage the affairs of the Consortium.

The Steering Committee shall have no fewer than five (5) directors and no more than eleven (11) directors. The exact number shall be fixed from time to time by resolution of the Steering Committee.

The Steering Committee shall have a least one director from each of the following member companies: CAPACES, OCDC, MWVCCA, ELH-MP, and YCCO.

The Executive Directors of CAPACES, OCDC, MWVCCA, ELH-MP, and YCCO shall each appoint one director to the Steering Committee (Appointed Directors). The remaining directors shall be elected by the directors then serving in office (Elected Directors).

The Appointed Directors must be reappointed annually and may serve an unlimited number of consecutive terms. Elected Directors shall serve a one-year (1) term and may serve up to ten (10) consecutive terms.

A director may resign at any time by delivering a written notice to the Chair or Secretary. A director may be removed, with or without cause, at any time by a majority vote of the directors then in office.

MEETINGS OF THE STEERING COMMITTEE

The Steering Committee shall hold meetings whenever the Executive Committee deems it necessary, but meetings will be held at least quarterly. An annual meeting will be held in February to record Appointed Directors, elect Elected Directors and officers, and to provide a report on the prior year's activities and strategic objectives for the coming year.

Quorum and Action at Meetings – A majority of the Steering Committee shall constitute a quorum for the transaction of business and the act of the majority of the directors present at a meeting shall be the act of the Steering Committee.

EXECUTIVE COMMITTEE

The Steering Committee shall have a standing Executive Committee. The Executive Committee shall consist of the Chair, a Vice Chair, a Secretary, and such other Steering Committee directors elected by a quorum of the Steering Committee. The Executive Committee shall act on behalf of the Steering Committee between meetings; however, such actions shall be reported to the Steering Committee at its next meeting.

PROJECT COMMITTEES

The Steering Committee may create project committees related to the Consortium's purposes, operations, or other activities (Project Committee), composed of any person(s) determined by the Steering Committee to be appropriate for membership thereon due to the skills and knowledge possessed by such person(s). Each Project Committee shall have a Steering Committee approved charter that sets forth its purpose and such other matters that the Steering Committee determines.

OFFICERS

The offices of the Consortium shall be a Chair, a Vice Chair, a Secretary, and such other officers as may be deemed necessary by the Steering Committee. Each officer shall be elected by the Steering Committee at its annual meeting. Each officer shall hold office for one year and may serve up to five (5) consecutive terms.

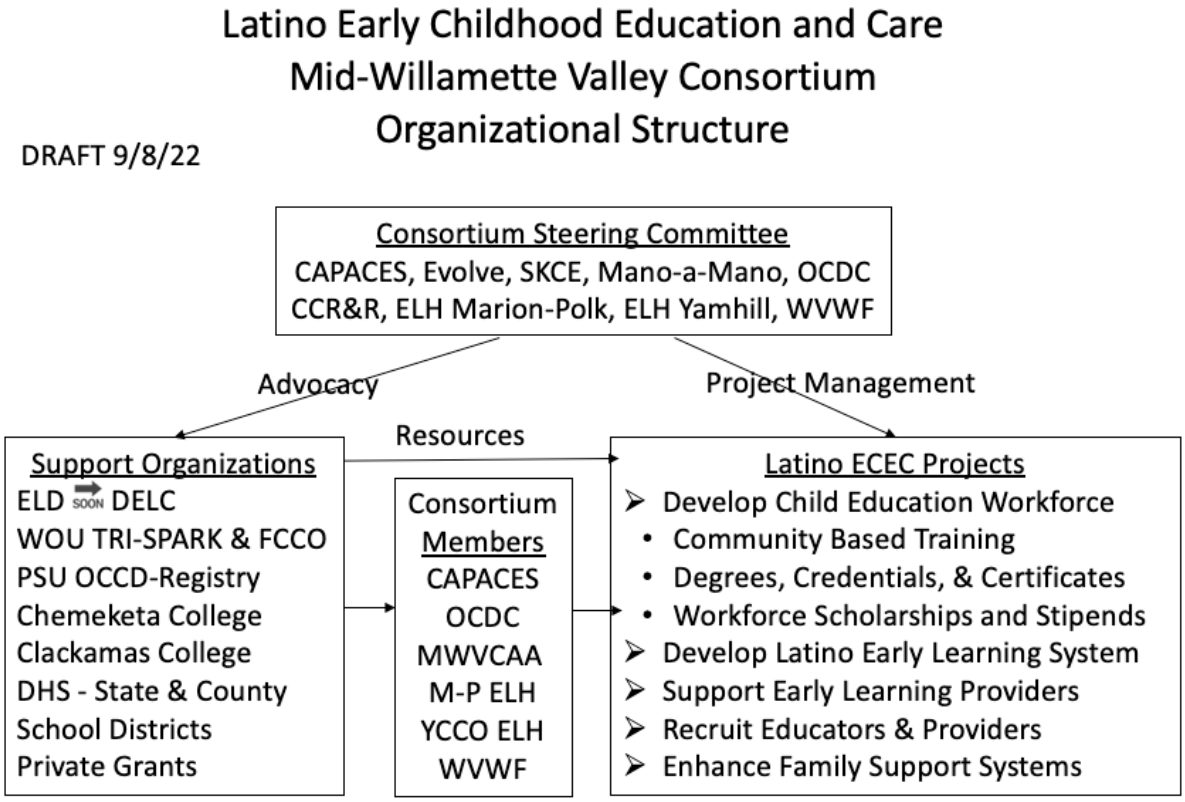
An officer may resign at any time by delivering a written notice to the Chair or Secretary. An officer may be removed, with or without cause, at any time by a majority vote of the directors then in office.

FINANCIAL AND CONTRACTURAL PROVISIONS

The Consortium shall not maintain bank accounts, borrow funds, or enter into contractual obligations. All such operations shall be conducted by Consortium Members.

BOOKS AND RECORDS

The Secretary shall maintain minutes of Steering Committee meetings and records of directors, officers, executive committee members, and project Committee charters.



APPENDIX A - BUDGET

The Draft Budget is available upon request.

APPENDIX B - FUNDING OPPORTUNITIES

Oregon Department of Early Learning and Care
Future Ready Oregon Workforce Grant
US Department of Education
Oregon Community Foundation
Meyer Memorial Trust
Collins Foundation
M J Murdock Charitable Trust
Ford Family Foundation
Austin Family Foundation
Willamette Valley Wine Foundation

Shared Mindsets

Definition: Beliefs, values, narratives assumptions, priorities, and attitudes that create a way of viewing reality for people who share them.

Example Data Point: Many believe child care is just babysitting instead of an opportunity to build healthy brains and improve lifelong outcomes. This mindset makes leaders and policy makers less likely to support systematic efforts to improve child care quality.

Regional Assessment Question: What shared beliefs, attitudes, values, or assumptions are helping and hindering ECE access in the region - and in what ways? *Can ask follow-up questions about things like: implicit biases, attitudes about local organizations, attitudes about local families, assumptions about why the objective is not yet fully in place in the region and how to improve the situation, etc.*

Keywords:
- Value
- Attitude
- Perception
- Believe
- Feel
- Trust
- Think
- Assume
- Priority

What do we already know about this condition? *Add additional insights below:*	**What do we still need to learn?** *Add assessment questions below:*
WHAT'S HELPING ECE ACCESS?? • Employers want their workforce to do their work without disruptions caused by inadequate child care for their employees' dependents. • Employees want to be able to focus on their work without worry about the care and safety of their dependents. • Parents want affordable options for quality ECE care of dependents. • Communities are realizing that quality ECE is important for both employed and at-home parents because of the important skills that children gain from quality early learning environments. • More information is available to both parents and educators and families are seeking it. WHAT'S HINDERING ECE ACCESS? • Most employers do not see ECE as an employee issue they should be involved with. • Employment Related Dependent Care (ERDC) has a long history where the focus was to lower TANF caseloads through client employment with childcare cost supports. • Having a culture that tells people that they should be able to do everything by themselves makes it hard to convince families that they can access resources and that it is OK to do so. • The complexities of the medical care and early learning and care systems make it challenging for families to understand and navigate the systems to help their children overcome challenges and thrive. Parents do not know where to go and how to qualify for help while agencies assume that the public understands the system. • Different family values on early care, cost of care may differ. • Lack of consistent use and meaning of child development terms across disciplines creates confusion about what the qualifications are for services.	What are the mindsets of employers, employees, providers, at-home parents, and schools? Where are communities in agreement? Where do various stakeholders disagree and why? Need for continued work on community seeing and understanding the importance of ECE. Longstanding perception that ECE was "just babysitting or respite care". Bilingual (culturally appropriate) quality research based curriculums, materials, information and best practices. Do Spark ratings gains make things better for children?

• Preschool costs are challenging for families driving the need for universal access to ECE. • Many different opinions of what should be expected developmentally and academically for children to be ready to succeed in school and the best way to prepare children for the start of their K-12 education. • Continuing pressure on academic systems and professionals for children to reach critical benchmarks.	

Goals

Definition: Stated and unstated aims, outcomes, targets, and purpose within organizations, agencies, initiatives, and systems.

Example Data Point: The local health department has formally prioritized outcomes around reducing racial/ethnic disparities. This is helping to align their work with the goals of the Hub.

Regional Assessment Question: How are the goals and targeted outcomes (or lack thereof) within regional organizations, agencies, and initiatives helping and/or hindering ECE access? *Can ask follow-up questions about things like: goals and outcome represented within strategic plans, action plans, logic models or theories of change, budgeting plans, mission statements, etc.*

Keywords:
- Goals
- Outcomes
- Targets
- Aims
- Purpose
- Benchmarks
- Impact

What do we already know about this condition?	What do we still need to learn?
WHAT'S HELPING ECE ACCESS?? • Greater access to ECE training and support by the CCRR, Chemeketa CC, and WOU that is increasing the quality of local ECE services. • Increased access to ECE training and support for Spanish speaking providers by CCRR and nearby community colleges. • Local programs are aligning goals (e.g. WESD and the Hub) • The Hub as a neutral convener is able to work across the system to bring parties together. • The CCRR has added specialists and coaches to better support providers. WHAT'S HINDERING ECE ACCESS? • Community does not have a transparent and coordinated way to develop ECE goals for provider development, training, and support. • Goal-setting seems to be an internal process to each organization with limited input from community stakeholders. • Provider scarcity can disrupt services to families when better funding models alter who existing providers decide to serve as they select programs with improved compensation. • The tight labor market and the cost of facilities (residential or commercial) are barriers to opening ECE programs. • Different organizations have different views on alignment; we are not always on the same page or have mutually supporting priorities. • The differences between K-12 and ECE cultures and expectations drive differences in priorities. • Training and skills are not always equal - theory and practice differences. Providers need help in the implementation of theory.	How does each organization that has a role in setting ECE goals establish them? Who is at the table for the discussions and decisions? Who is not at the table but needs to be included? How should potential dislocations be addressed when providers choose to change who they serve or how they serve the community?

Decision Making

Keywords:

- Decision-making
- Decisions
- Input
- Influence
- Power
- Membership
- Family voice
- "Never listens to __"

Definition: How decisions are made, and who is included/ excluded from these processes.

Example Data Point: Some school districts do not engage ECE providers or diverse families in decision-making processes about how to structure state-subsidized 4K preschool slots.

Regional Assessment Question: How do regional organizations, agencies, collaboratives, and communities make decisions affecting ECE access? Who is engaged in/excluded from these decision-making processes? How is this situation helping and/or hindering ECE access in the region? *Can ask follow-up questions about: to what extent families experiencing the greatest disparities in early childhood outcomes have influence over decisions and are authentically engaged in co-designing solutions.*

What do we already know about this condition?	What do we still need to learn?
WHAT'S HELPING ECE ACCESS?? The following statements relate to the priority setting processes for the Preschool Promise program. • The MPELH community of partners (providers, parents, schools, CCRR, ESD, and Head Start programs) have convened to identify the highest need population groups for Preschool Promise services. • ECE partners shared their child numbers and demographics to identify who was presently being served. • Family preferences and diverse provider types are valued. • Kindergarten readiness was measured by using the state Kindergarten Assessment subgroup data. • Parent committees and provider unions have given venues for these groups to learn and voice their needs. WHAT'S HINDERING ECE ACCESS?? The following statements relate to the priority setting processes for the Preschool Promise program. • ECE student counts and demographics are reported by each program to the state, but they are not correctly attributed to specific geographic areas making it difficult to use for decision-making. • Some communities have serious gaps in ECE service types and number. • The Kindergarten Assessment has been suspended for three years, making use of this data in the future less reliable for decision making. • Loss of enrollment/retention provider decision-making autonomy brings classroom management concerns to many providers with limited training and staff.	What would encourage stakeholders to make decisions with more transparency and collaboration (beyond that required for Preschool Promise)?

Policies and Practices

Keywords:
- Policies
- Standards
- Practices
- Procedures
- Eligibility
- Legislation
- Laws
- Regulations
- Routine
- HIPAA, FERPA
- "Not allowed"
- "This is how we've always done it"

Definition: Formal and informal policies, practices, procedures, protocols, laws, standards, and norms

Example Data Point: Some quality rating standards are not culturally responsive to the diversity of ECE providers in the region, especially providers from indigenous and Asian cultures.

Regional Assessment Question: How are policies, practices, procedures, protocols, standards, regulations, and laws within local organizations, cities, counties, and beyond helping and hindering ECE access in the region? *Can ask follow-up questions about things like: hiring policies, outreach practices, licensing regulations, quality standards, eligibility rules, funding requirements, etc.*

What do we already know about this condition?	What do we still need to learn?
WHAT'S HELPING ECE ACCESS?? • ECE policies for child care licensing and regulation are determined by the state and are consistent across communities. • Greater emphasis has been placed on safety (CBR and inspections) and training/quality (Spark and ORO). • Parent handbooks are provided in both English and Spanish. WHAT'S HINDERING ECE ACCESS? • Increased safety standards are often unaffordable for small independent providers (e.g. transportation requirements and sprinkler/exit requirements for new facilities) without financial assistance. • Opt-out options for providers with little or no training like the "Family, Friend, and Neighbor" caregivers and caregivers who operate under the radar create false economies and can leave children unsafe and/or unprepared to succeed in school. • Federal poverty level is artificially low to qualify for publicly-funded preschool. • Increased qualification standards means that those who are unable to access training due to language, transportation, or schedule challenges cannot open childcare programs. • Programs that have had earlier access to training and support can advance and qualify for better-funded opportunities that leave those who are less prepared far behind.	How do we create a universal application for publicly funded preschool, childcare, and ERDC? What number of children on IFSPs should be in one classroom? Should there be a cap? How many families and where are just above the 100% or 200% FPL who still need financial childcare support? How do we support families who are over income? What do we need to do to gain access to DHS ONE system to verify eligibility? How can we make grant writing assistance available so more providers can apply for funds?

Connections

Definition: Exchanges and flows of information and resources between people and organizations

Example Data Point: Many local clinics are referring children flagged in developmental screenings to appropriate early intervention services.

Regional Assessment Question: How are current flows and exchanges of information, resources, and referrals between people and organizations helping and hindering ECE access in the region?

Keywords:
- Exchanges
- Sharing of information, data, resources
- Referrals
- Coordination
- Communication
- Network
- Co-location

What do we already know about this condition?	What do we still need to learn?
WHAT'S HELPING ECE ACCESS?? • Head Start and Preschool Promise programs conduct ASQ screenings for children in their care and worked diligently to transmit these screenings to the child's primary care provider. • Head Start and Preschool Promise programs and the EI/ECSE program at WESD work to connect when screening indicates that a child may require special services. • When families are identified that have a financial emergency (e.g. utility shutoff or eviction notice) providers across the region can refer the family for assistance to prevent loss of essential services (funded through grants from MPELH along with other organizations). • Preschoolhub.org, our shared website for regional free preschool is working well. • Outreach to let families know about ERDC as a resource is helping more families understand this important support. • Parent wait-lines (in cars or standing) are a great way to distribute information and recruit families. • Meetings like the Collective Action Team, Regional Implementation Team, and Service Integration Teams help organizations connect, learn about new initiatives that help our community. • Social media, resource fairs, local clinics, and parent networks and committees all help to connect families with local resources. WHAT'S HINDERING ECE ACCESS? • 211 often lacks specific knowledge about providers and services that are available in Marion and Polk because they do not have links to the community; this impairs their ability to offer resources to families seeking assistance. • Confusion about the differences between a referral to EI/ECSE vs. community providers/clinics (or the option to pursue both creates a backlog for evaluation • Medical clinic staff not understanding what all the options in the community are. • Organizations that are under-staffed with long wait time for resouces to be sent out or to get call backs.	Services for children 0-3 How to train people who make referrals understand when EI/ECSE is appropriate (what the program is and is not) How to measure success Data and tracking

• Lack of state coordination on developmental screening policies and incentives discourages coordination between providers (ECE and health care) and redundant work.	

Program/Opportunity Components

Definition: The array, accessibility, and quality of programs (e.g., Head Start, WIC), services (e.g., healthcare, public transit), and opportunities (e.g., jobs, ECE workforce training and professional development).

Example Data Point: There are not enough high-quality, affordable child care slots available to meet the needs of families in the region.

Regional Assessment Question: How is the current array, accessibility, character, and/or quality of programs, services, and opportunities helping and hindering ECE access in the region?

Keywords:

- "Don't have enough of__"
- Not enough slots
- Quality
- "__ is at the wrong times"
- In some places but not others

What do we already know about this condition? *Add additional insights below:*	What do we still need to learn? *Add assessment questions below:*
WHAT'S HELPING ECE ACCESS? • Expansion of Preschool Promise and longer program hours for Head Start OPK programs allows more children to be served. • The OAEYC conference is being hosted locally. • Local experiences with provider support grants during the pandemic have helped local policy makers learn more about local needs and barriers. • The business skills training partnership program is being continued and will allow providers to earn college credit for the course. WHAT'S HINDERING ECE ACCESS?? • Many who could benefit from opportunities lack access due to technology needs, language barriers and uncertainty about the processes along with short application windows. • The length of time from opportunity application to reaching contract completion and payment poses dire cash flow situations to many providers. • Business permitting processes are confusing and too long for many programs to benefit from proposed opportunities. • Regulations for schools' ECE programs are time-consuming and redundant between district, ELD, and TSPC policies increasing time and cost to the programs. • Lack of facilities and prepared workforce impair programs' ability to expand.	Infant/toddler specific needs Behavior supports needs Level of need between rural and urban communities Need for people employed in jobs with odd shifts or weekend work

Financial Resources

Definition: Money and capital.

Example Data Point: Significant financial resources have been allocated to address gaps in the early care and education through the ARPA funds; however, these funds must be spent by particular deadlines.

Regional Assessment Question: How is the availability, amount, or allocation of money, profits, and capital helping and hindering ECE access in the region?

Keywords:
- Money
- Funding
- Cost
- "Can't afford —"

What do we already know about this condition? *Add additional insights below:*	What do we still need to learn? *Add assessment questions below:*
WHAT'S HELPING ECE ACCESS?? • New resources for program expansions • Infusion of resources are helping to stabilize ECE system • Less turnover in the system WHAT'S HINDERING ECE ACCESS? • Fluctuation in funding and pending loss of ARPA funds and perhaps General Fund • Sustainability – putting out money toward certain things, but there is an end date; what happens when the end date arrives? • Leadership change uncertainty • Short time frames to complete work. • Lack of staff capacity to handle the influx in funding; lack of ability to spread across the system in a strategic way. • Quick turnaround in funding applications; inequity in ability to meet the timelines to receive the funding; system does not fit all of the models of service programs. • Funding does not flow quickly to be able to support programs, such as home based providers. • Finance concerns trump the focus on learning environments. • Timelines do not match with what is needed for hiring, staff training, environment set, CBR and more. • Money changes the conversation and can cause defensiveness.	Can we focus on the outcomes that we are wanting to see, rather than optics only on costs/finances? What are the additional resources doing in terms of staff turnover, burnout, etc.?

Human Resources

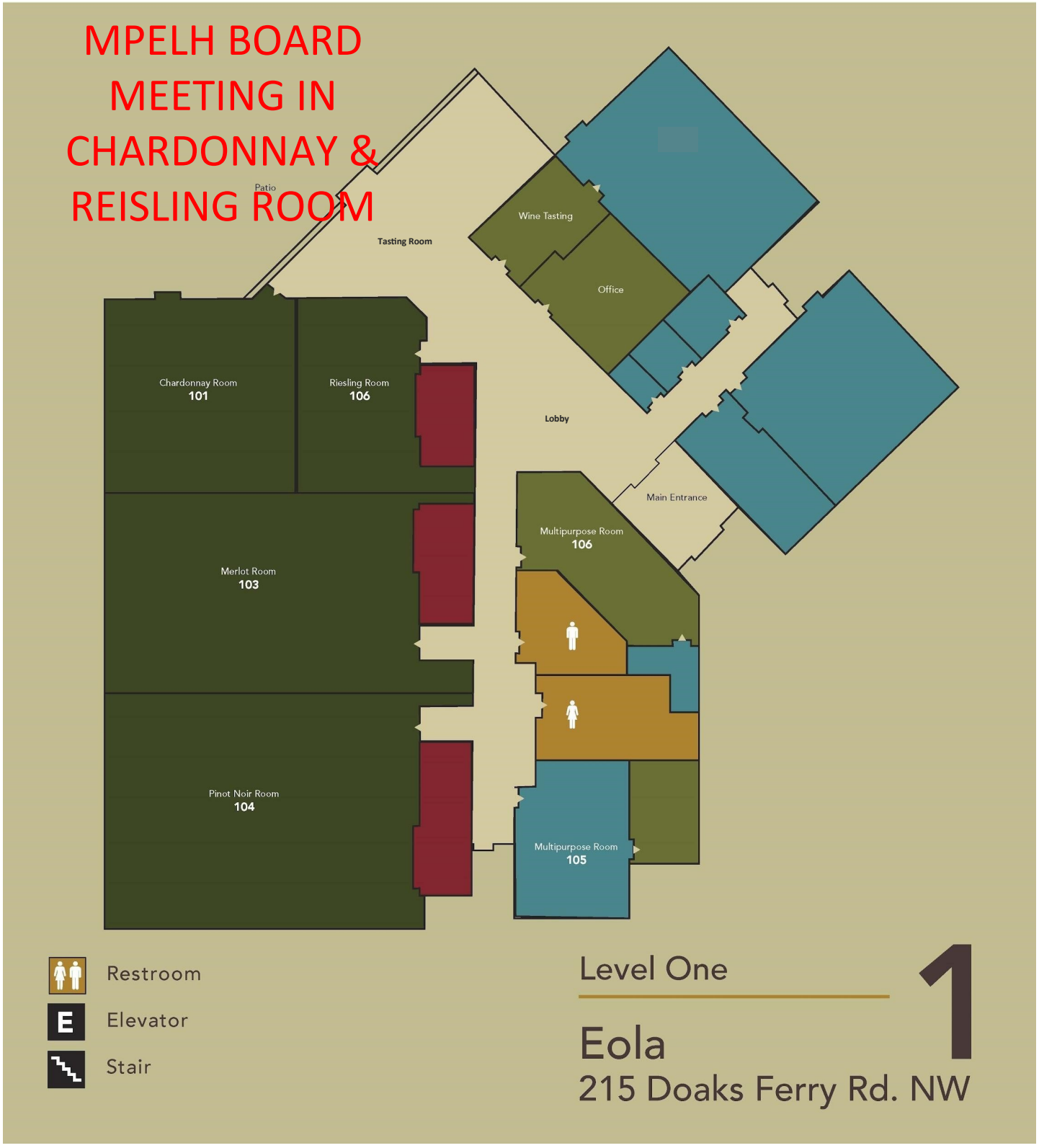
Definition: People and their skills and knowledge.

Example Data Point: Many within the early care and education workforce need additional skills in cultural responsivity and trauma-informed care.

Regional Assessment Question: How is the availability of people (e.g., staff, family leaders, etc.) and their skills and knowledge helping and hindering ECE access in the region? *Can ask follow-up questions about things like: to what extent do families have the skills and knowledge they need to use and benefit from available opportunities (e.g., opportunities to engage in regional decision-making processes, living wage jobs, etc.) and/or supports (e.g., literacy skills needed to use and benefit from books sent home to read with their children); to what extent do staff and leaders have the skills and knowledge they need to carry out their roles effectively?*

Keywords:

- Available staff
- Volunteers
- Credentials
- Skills
- "People don't know how to__"
- People don't understand__"

What do we already know about this condition? *Add additional insights below:*	What do we still need to learn? *Add assessment questions below:*
WHAT'S HELPING ECE ACCESS?? • TRI substitute pool in development. • Many more are accessing ECE degrees. • More off-site practicums, classes in Spanish, Exceed cohorts weekend models are continuing with supports in English and writing skills. • Working students support groups. WHAT'S HINDERING ECE ACCESS?? • Not enough people entering ECE occupations due to low compensation and many positions lacking benefits. • Finding qualified bilingual (Spanish and Russian) staff. • Educational requirements for the positions. • Background checks and ORO steps take a long time and hold up the hiring process. • High turnover in the classroom due to behaviors in the classroom. • Childcare for the educators themselves!	Would a campaign focused on recruiting individuals who want to stay home with their own families attract new providers? What would it take to encourage employers to offer workplace based programs? How would better ratios of staff to children influence classroom behaviors? How can more credit-bearing college courses be made available in Spanish?

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