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Board of Directors Meeting

Thursday, December 1, 2022 |3:00-4:30 PM

Chemeketa Eola Viticulture Center - Riesling/Chardonnay Room

215 Doaks Ferry Rd NW Salem, OR 97304

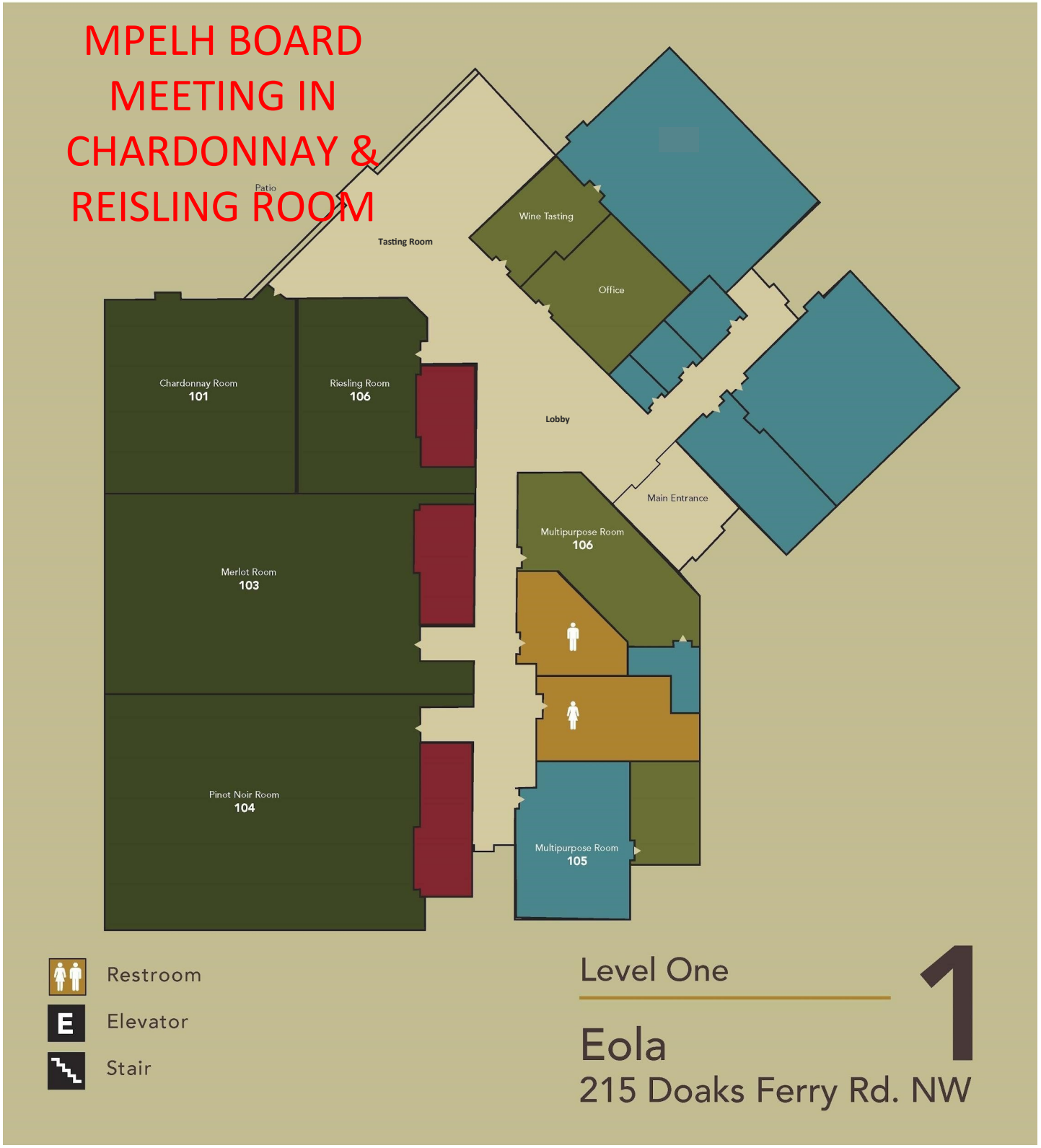
Action	Time	Topic
	3:00	**Welcome and Introductions** • Review agenda for real or potential conflicts of interest – All • Establish any conflicts of interest
		Public Comment Period • Comments should be limited to three (3) minutes • Please provide copy of written materials to the Executive Director, if available
Action	**3:05**	**Consent Agenda** *Staff Recommendation: Approve* **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
Action	**3:10**	**Financial Reports** • Approve September 2022 Financial Reports
Action	**3:15**	**Nominating Committee** • Elect Jada Rojas Parent/Caregiver Advisory Committee • Board membership update
Inform	**3:25**	**Board Policy Training- Jim Seymour** • Ownership policy • Ownership linkage committee

Input/ Discussion	**3:40**	**Regional Assessment input- Margie Lowe, Lisa Harnisch**
		• Discussion on how we can have a more collective impact approach;
		  ○ how we can bring others along;
		  ○ who should be a part of the work that is not already?
		• Input on Carousel: Financial, Policies, Decision-making

Inform	**4:25**	**Executive Director Report** • Update on the new PSP contractors
Next Meeting Date		Thursday, February 2, 2023 at 3:00-4:30pm- Virtual via Zoom

EOLA FLOOR PLAN

MPELH BOARD MEETING IN CHARDONNAY & REISLING ROOM



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Board of Directors Meeting Minutes

Thursday, November 3, 2022|3:00-5:00 PM

X	Angie Blackwell, Confederated Tribes of Grand Ronde	X	Phil Blea, Marion County Children's Behavioral Health	X	Kerry Blum, Polk County Children's Behavioral Health	X	Donalda Dodson, Oregon Child Development Coalition
X	Levi Herrera-Lopez, Mano a Mano		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		Yadira Jaurez, Salem Keizer Coalition for Equality				
MPELH Staff							
X	Lisa Harnisch, Executive Director	X	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: Shannon Vandehey, Childcare Resource & Referral. Mike McNally, Willamette Valley Wine Foundation. Jaime Arrendando, CAPACES.

Action Summary

- October 2022 Consent Agenda;
- September 2022 Financial Reports;
- Directed the Executive Director to develop a three prong approach proposal for the possibility of a bridge fund for small in-home childcare providers.

Topic

Welcome and Introductions

Board members introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The October 2022 consent agendas was included in the Board packet.

Angie Blackwell moved to approve October 2022 consent agenda as presented. Donalda Dodson seconded. Motion passed.

Financial Report

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.

Donalda moved to accept the September 2022 Financial Report as presented. Kerry Blum seconded. Motion passed.

Lisa reviewed a proposed program to support new/small Preschool Promise (PSP) programs. Desired outcome is approval to utilize up to $250,000 to support providers with funding to start PSP with a no-interest loan. Need to be thoughtful on our approach.

The Board is thrilled to hear innovative thinking to support smaller start up programs. We as a community cannot afford to let them drop. Bring partners such as Willamette Valley Community Health (WVCH) or PacificSource to the table. Consider all the granting going on by the Early Learning Division (ELD) the last couple of years. Look at the amount of money they've received and the tax implications. The program would only be the new providers and must demonstrate the strife needed. Setting up a not to exceed. The board is concerned this maybe an issue even in future years. The Board recommends the ELD should set up an account to help support this initiative instead of using MPELH reserved funds.

Lisa will go contact the ELD for awarding grant timelines, get an estimation of when the payments will be made, continue working on what it would look like to put something like this together and the risks, and continue with a legislative focus. Fully support the smaller centers and home based programs back under the umbrellas of the Hubs.

Donalda moved to direct the Executive Director to develop a proposal that will have a three prong approach including the possibility of a bridge fund program for small providers. Phil seconded. Motion passed.

Early Childhood Education and Care: A Focus on Latino Communities in the Mid-Willamette Valley

Mike McNally, Willamette Valley Wine (WVW) Foundation and Jaime Arredondo, CAPACES joined the November Board of Directors meeting to introduce the Early Childhood Education and Care: A Focus on Latino Communities in the Mid-Willamette Valley. The purpose is to advocate and implement Best-In-Class Early Childhood Education workforce, training programs, and facilities and support systems to serve Latino communities in the Mid-Willamette Valley.

This is an exciting project as an example of public and private partnership. WVW Foundation approached us as a Hub to explore opportunities to support families/stewards of the land. The conversations have been so thorough and complete, looking at every aspect of the system. The approach has been through the lens of workforce development, higher education, business development and high quality care. It is exciting to hear this on so many fronts. Important for building childcare capacity. Nice to have business focus. Recruiting home based providers is a big focus at the moment.

Board members Donalda Dodson and Levi Herrera Lopez have also been serving as part of the steering committee.

Lisa will keep the Board of Directors apprised on this partnership moving forward.

Regional Assessment

Margie Lowe presented the Regional Assessment MPELH is embarking on as part of the Early Learning Division (ELD) state contract. MPELH has until December 1st to submit an overview of data resources. We received data from the

ELD that we are sifting through, along with working with partners on other pieces of data. Once we have had time to analyze and get community input, we will bring back. As part of the process, we are also taking into consideration qualitative information using mindsets or domain areas. The December Board of Directors meeting will focus on a few domains.

Executive Director Report

- **Dolly Parton Imagination Library** is still receiving many applications daily. Staff continue to look for additional funding requests such as the Spirit Mountain Community Foundation, Willamette University MBA project and Ford Family Foundation.
- **Preschool Promise Coordinated Enrollment** and expansion has been challenging with timelines. As of November 3rd, enrollment stands at 93% full for continuing programs and 74% for new.
- **Safe@Home-** continuing conversations with Oregon Department of Human Services (ODHS) regarding best way and types of cases that align with S@H.
- **Staffing update-** Preschool Promise & Outreach Liaison coordinator Cassandra Hernandez is up and running. Nancy Figueroa, Family Navigator starts November 7.

Next Board Meeting: Thursday, December 1, 2022 at 3:00-4:30pm. In-Person with refreshments. Chardonnay/Riesling Room at the Eola Center. 215 Doaks Ferry Rd NW, Salem, OR 97304.

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MPELH Executive Committee Meeting Notes

Wednesday, November 16, 2022 |8:00 – 9:00am
Jim Seymour, David Rheinholdt, Dave Novotney and Donalda Dodson

Topic
Welcome
Financial Reports October 2022 financial reports included revenues of $217,545. 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. Parent education funds were received in the previous fiscal year to support programming in 2022-2023. Total expenses for October 2022 were $219,364. In addition to employee salary and benefits expenditures, this includes payments for program outreach for several programs, Preschool Promise and family support contracts, and parent education programs. There was a question in the balance sheet of MPELH assets being $4,150,031. Lisa will check with the accountant to confirm if that is accurate. The Executive Committee will review and approve the October financial reports via email.
Nominating Committee The Nominating Committee reviewed Jada Rojas application to the Parent/Caregiver Advisory Committee (PAC). Ms. Rojas is working to become a foster parent and would be a great addition to the PAC. *Donalda Dodson moved to recommend nominating Jada Rojas to the Parent/Caregiver Advisory Committee. Dave Novotney seconded. Motion passed.*
Governance Policy Report The Executive Committee reviewed aspects of the Governance Policies. The following sections were reviewed and discussed: • Board Members' Code of Conduct- Conflict of Interests (COI) will be conducted in January. A couple board members attendance could be strengthened. • Board Committee Principles- the Executive Committee not elected new groups. • Cost of Governance- funds available to continue board training in 2023. • Global Governance Process *Dave moved to accept the report on Governance Process. David seconded. Motion passed.*

Legislative Advocacy

The next legislative session begins the last part of January. MPELH is hosting a parent advocacy training in December and January the Children's Institute. At the January session, other elected officials will be invited to attend and hold a mock session.

Lisa will send an overview of the policy options put forward by the Early Learning Division (ELD) and how the Hub Association will be in support. There will be an option for board members to contribute to the legislative session. The Hub Association is primarily working on enhancing the Coordinated Enrollment system.

Program Updates

- **Safe at Home-** There has been good conversations with Oregon Department of Human Services (ODHS) on this program. Struggled getting the right level of cases to test this program concept. In good shaping conversations with Children's Public Private Partnership and ODHS.
- **Dolly Parton Imagination Library-** over 650 children registered. Continuing to apply to other grants and hoping to open to two other zip codes soon. Working with the ford Family Foundation to apply for funding for our rural areas.
- **Preschool Promise/Coordinated Enrollment-** Lisa has had conversations with ELD about the struggles with contracting with the ELD. MPELH has sent a survey to the new providers about if they have the contract yet and where they are in receiving funds.
- **KeyBank-** meeting via phone to look at other accounts for reserve funding.
- **Lisa will be attending the Workforce Conference Partnership** in Bend this week. The focus is on the Early Childhood workforce.

Next meeting: Wednesday, December 21. 8:00 – 9:00am.

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MPELH Parent/Caregiver Advisory Committee Meeting Notes

Wednesday, November 9, 2022 | 6:00 – 7:30pm

Autumn David, Leslye Garcia, Tiffany Gallagher, Jada Rojas, Lucy Briseno, Lindsay McElroy, Becca Blessing, Carina Ventura, and Teresa Urban

Topic
Welcome Opening activity/Icebreaker. Welcoming Jada Rojas who is shadowing this committee.
Hub Ambassadors Tiffany Introduced Hub ambassadors, she went over the purpose and history; • **PAC members will receive customizable business cards** • **Members requested a short description of MPELH.** • **Members requested all ambassador materials to be stored in a google drive for easier access** Tiffany and Leslye provide a demonstration on how members could approach families and guide them through the material they will have that includes • **Bright by Text- https://parentinghub.org/bright-by-text. Text to subscribe** • **Preschool Hub- Postcards** • **Dolly Parton Imagination Library- PAC members learn about eligible zip codes.** • **Materials are being created and will be provided to PAC members in December (include zip codes) QR codes and age reference. PAC members need age reference.** **All materials will be provided on December 14, 2022**
Stipend Proposal Effective 2023, members will begin to receive their stipends quarterly (every 3 months). All present PAC members approved this change. Tiffany and Leslye will explore direct deposit possibilities due to PAC member's requests.
December Parent Advisory Committee meeting Members planned a holiday potluck for December 14, 2022. Members will have a white elephant activity. Price limit of $15 for a general gift.
Next meeting: Wednesday, December 14th- 6:00-7:30pm Salem Family YMCA

Marion & Polk Early Learning Hub –Executive Director Report

December 2022 – representing highlights from the work for November 2022

Early Learning Division	• The ELD delayed timeline continues to be a challenge for new programs. All providers do now have an executed agreement, which is progress. Many do not yet have payment, and that is a problem. I have been working directly with the ELD to move things along and attempt to clear up confusion. • This delay will continue 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.
Parent Education, including OPEC	• We have consistent requests for mini-grants to support parent education in many different locations. Sessions are winding up for the holidays and more are scheduled in 2023.
Kindergarten Partnership and Innovation	• KPI Coordinators submitted site plans and are in the midst of planning programming for the New Year. New this year East Marion County will be hosting the first KinderFest event on Earth Day. At Santiam KinderFest, families will have the opportunity to sign up for kindergarten and learn about local resources to support their family. Willamette Education Service District will be providing hearing and vision screenings, and we have plans for a variety of children's activities focused on environmental stewardship in honor of Earth Day.

Ready For Kindergarten	• We are working on a budget for CBEL to be able to augment the Ready for Kindergarten sessions in the Hallman, Kennedy and Highland communities.
	• Currently there are sessions happening in the following areas:
	  ○ Salem Clinic is sponsoring has two series in Salem for ages 2-3, 3-4 in both Eng/Span
	  ○ CBEL is sponsoring a session at the Seymour Center for ages 2-3 in Eng/Span
	  ○ Salem Clinic is sponsoring has two series in Polk County for ages 2-3 in Eng/Span. This is being postponed until the new year.

Dolly Parton Imagination Library	• We currently have over 670 children from our four zip codes registered! This is due to great work by Kathy Martell, Jim Scheppke, and Margie Lowe. • We are working on grant applications to the Spirit Mountain Community Fund, Willamette Health Council, and The Ford Family Foundation. We hope to launch in 97305, 97317, Monmouth and Woodburn soon. 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. • Family Connects International and Oregon Health Authority came to Salem for a site visit. They were able to speak with key members of the implementation team to hear how the work is going. • 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. New flyers and posters are available. The Community Advisory Board has been helpful in refining the messaging. We are now emphasizing the value of the Family Connects visit from a health point of view, rather than ability to access additional resources.
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. • S@H was able to help parent access clean and sober services. The parent has now moved into Iron Tribe Network transitional housing and will be getting reunified with her child in the next 30 days. S@H PM will continue to serve as a Family Partner to enable this reunification and to continue to support the family with their case plan. S@H has been supporting this case for the last 9 months. • S@H has also completed the first draft of FP training videos with TIO trainer. The program is working alongside ODHS CW Permanency Consultant to provide feedback to trainer. Draft 2 videos will be shared with more partners for their thoughts and feedback. • S@H PM and other MPELH employee are completing CHW certification program with OSU – they're in their final weeks! Expected program completion date is December 2022. Once they have completed the approved program, they will be able to apply to OHA as THWs and be listed in the state's registry. (edited)
Workforce Conference	•
Oregon Community Foundation Leadership Council	•
Hub Association	•

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Applicant Information/La información del solicitante

Full Name/Nombre complete: Jada Rojas

☒ **I am a Parent**/Padre

☒ **I am a Caregiver**/ Cuidador de Niños
Relationship to child/ren Relación con el niño/ niños foster Parent to cousin

I live in Polk **County**/ Condado

My family or child participates/participated in the following Early Childhood Programs in the following years: Mi familia o Mi niño participa / o participado en los siguientes programas de Educación temprana en los años siguientes:

1. List the full name, age and birthday of your children under 12 years old/ Nombrar nombres completos, edad y fecha de nacimiento de todos los niños menores de 12 años.

#	**Full Name**/ Nombre Completo	**Age**/ Edad	**Birthday**/Fecha de Nacimiento
1	Damian Macias	2	2/19/2020
2			
3			
4			
5			
6			

2. If applicable, name of your spouse/partner: Oscar Cruz-Estrada
Si es aplicable, nombre de esposo/a-compañero/a

3. Mailing Address/ Dirección de Correo:

4. Phone Numbers/ Números de teléfono
Cell/ Celular: (503) 917-9956 **Home**/ Casa:

Work/Trabajo: (971)273-7513 **Pager:**

Best time to call/Mejor time para recibir llamadas: 12:30pm - 1 pm
After 4 pm

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Applicant Information/La información del solicitante

5. If applicable, Email Address/Si es aplicable, correo electrónico: jadarojas@gmail.com

6. What do you hope to contribute by serving on the Parent/Caregiver Advisory Committee?
¿Qué espera usted contribuir al servir en El Comité Asesor Para padres y Cuidadores de Niños

advocating for childrens needs, parents needs, ~~and~~ as a younger I hope to also bring a different mindset/ perspective to the group. understanding the system and supports for foster children.

7. What interests you about joining the Parent/Caregiver Advisory Committee?
¿Qué es lo que le intereso para unirse al Comité Asesor Para padres y Cuidadores de Niños?

Being able to connect with other mothers, learning about resources in my area that will better myself as a mom and a peer, especially as a first time parent.

8. Have you ever served on an Advisory Committee before? If so, Please list their names and when you served?
¿Alguna vez ha estado en un Comité Asesor antes? Si es así, por favor escriba sus nombres y cuando estuvo?

none

Applicant Signature /Firma del solicitante

11/9/22
Date/ Fecha

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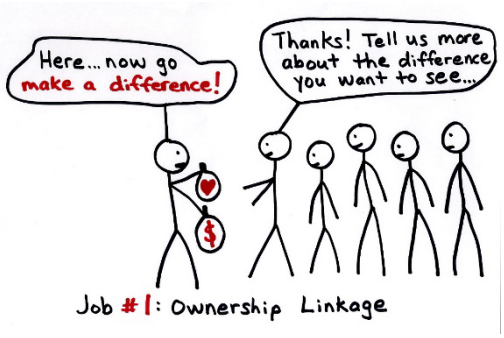
Ownership

One of the ten elements of the Board Governance policies



The Policy Governance model conceives of the governing body as being the on-site voice of the owners. It exists to represent and speak to the interests of the owners, whether they are owners in a legal or moral sense.

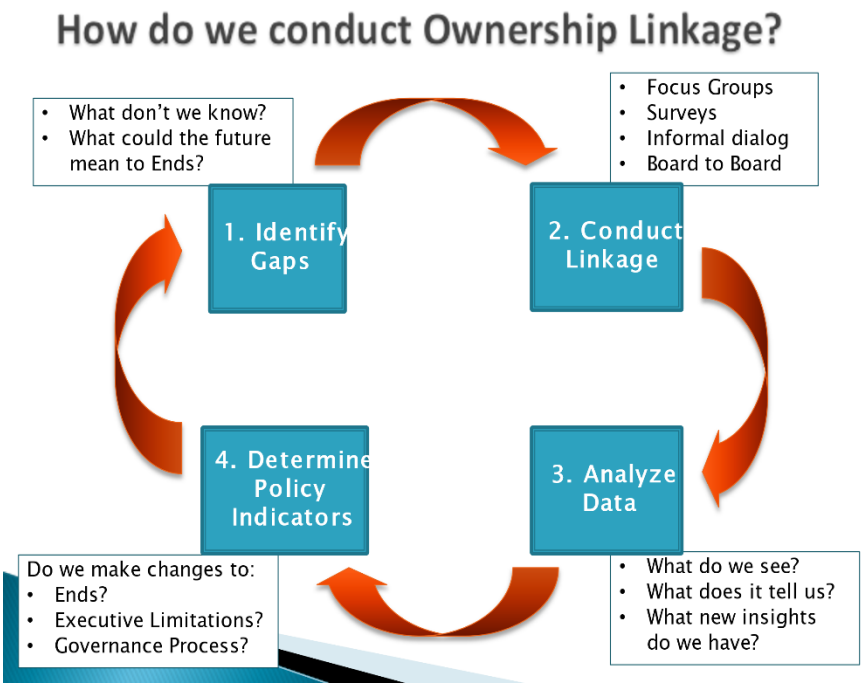
- The Board clearly identifies its moral ownership.
- The Board connects with the ownership to discover the range of ownership values about the purpose of the organization. This knowledge leads the Board in making "Ends" decisions on behalf of the owners.
- The Board is committed to representing the interests of the owners to make decisions based on the owners' best interests rather than the interests of staff, people served, government organizations, or others.
- It is on behalf of owners that the Board chooses what groups will be customers in the future. Therefore, the primary relationships of the Board are outside the organization with the owners.

Organizations have multiple stakeholders including local citizens, contractors, banks, vendors, companies, staff, government, neighbors, people served, and partners. All owners are stakeholders. Not all stakeholders are owners.

The ownership linkage is a deliberately created program of Board dialogue and deliberation with owners to inform Board policy development, with particular emphasis on "Ends" policies. The plan can include key messages to be shared from the Board to the owners as well as input from the owners to the Board.

Ownership linkage also includes accountability for the Board's performance by providing information and sharing governance effectiveness and organizational outcomes with the owners.

MPELH governance policies identify the owners of the organization as the people in Marion and Polk Counties. The policies further state:



- Board Job Description: Specific job outputs of the Board, as an informed agent of the Marion and Polk communities, are those that ensure appropriate organizational performance. Accordingly, the Board shall provide: Authoritative linkage between key stakeholders and the operational organization.
- Agenda Planning: The Board shall follow an annual agenda that completes a review of the Ends policies annually and continually improves performance through Board education and enriched input and deliberation. (Only items pertaining to ownership are included here.)
    - Consultations with selected stakeholders, or other methods of gaining stakeholder input, will be determined, and arranged in the first quarter, to be held during the balance of the year.
    - Governance education and education related to Ends determination (presentations by futurists, demographers, advocacy groups, staff, and so on) will be arranged in the first quarter, to be held during the balance of the year.

Questions for the Board to Consider:

- Do we have an ownership linkage plan? If so, how is it working? If not, how can we create one?
- How and what do we want to communicate back to the owners?
- How do we reflect owner input into our Ends?

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

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.*

Keywords:

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

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?