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MARION & POLK EARLY LEARNING HUB

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Board of Directors Annual Meeting

Thursday, June 1, 2023 |12:00-4:00 PM

Capitol Room YMCA

Action	Time	Topic
	12:00	**Welcome and Introductions - Lunch is served!** • In addition to Board members, MPELH Staff, new Board members and members of the Parent Advisory Committee will be in attendance.
		BUSINESS MEETING
Action	**12:15**	**Consent Agenda – David Rheinholdt** *Staff Recommendation: Approve* 1. May 2023 Board of Directors Meeting Minutes 2. May 2023 Executive Committee Meeting Notes 3. May 2023 Collective Action Team Notes 4. Ma 2023 Parent/Caregiver Advisory Committee Notes 5. Executive Director Report
Action	**12:20**	**Financial Reports – Donalda Dodson/Lisa Harnisch** • Approve March 2023 Financial Reports
Action	**12:30**	**Nominating Committee** ***New members:*** • Elect **Naomi Biggs**, Polk County Public Health Administrator to the Board of Directors • Elect **Olga Cobb**, Deputy Superintendent, Salem-Keizer School District to the Board of Directors • Elect **Justin Hopkins**, Executive Director, Willamette Health Council ***Additional term of service:*** • Re-elect **Donalda Dodson**, Executive Director, Oregon Child Development Coalition • Re-elect **Kim Parker-Llerenus**, Executive Director, Willamette Workforce Partnership • Re-elect **David Rheinholdt**, Owner, Rheinholdt Insurance
		ANNUAL MEETING
Inform	**12:45**	**Recognitions – Lisa Harnisch** • Honoring retiring Board members
	12:55	**Celebrations & Successes – MPELH Team** • Initiative reports on the work and results from the last year • Identify key work ahead in 2023-2024
	2:15	**Strategic Priority Refresh - All** • Using current work and the Raise Up Oregon 2.0, confirm and identify key strategic priorities for the next year. This will happen through energetic and intentional conversations.
	3:45	**Wrap up**
Next Meeting		Thursday, July 6, 2023. 3:00 – 4:30pm. Virtual via zoom.

Consent Agenda – Action Item

Staff Recommendation: Approve

June 2023 Consent Agenda

a. May 2023 Board of Directors Meeting Minutes
b. May 2023 Executive Committee Meeting Notes
c. May 2023 Collective Action Team Notes
d. May 2023 Parent/Caregiver Advisory Committee Notes
e. Executive Director Report

Board of Directors Meeting Minutes

Thursday, May 4, 2023 |3:00-4:30 PM
Virtual via Zoom

	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	X	Cydney Nestor, Oregon Department of Human Services Child Welfare		Dave Novotney, Willamette Education Service District
X	Kim Parker-Lleranas, Willamette Workforce Partners	X	Christy Perry, Salem-Keizer Public Schools	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	X	Sharon Anderson, Parent/Caregiver Advisory Committee		
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	X	Leslye Garcia, Ready! For Kindergarten Coordinator		Nancy Figueroa, Family Navigator

Guests: Toby Roth and Larry Grant, Grove, Mueller & Swank.

Action Summary

- January 2023 Financial Reports;
- February 2023 Consent Agendas;
- Appointment of Sharon Anderson to the Board of Directors as the Parent/Caregiver Advisory Committee representative.

Topic

Welcome and Introductions

Board members and MPELH staff introduced themselves.

Conflict of Interest

No conflicts of interest were declared.

Consent Agenda

The April 2023 consent agenda was carried forward due to no April 2023 Board Meeting

Jimmy Jones moved to approve the consent agendas as presented. Donalda Dodson seconded. Motion passed.

The May 2023 consent agendas were included in the Board packet.

Christy Perry moved to approve the consent agendas as presented. Phil Blea seconded. Motion passed.

Audit Presentation

Toby Roth and Larry Grant representatives from Grove Mueller Swank presented the preliminary audit report ending fiscal year ending June 30, 2022. The audit was successful. The auditor's opinion is clean. There was one incorrect material misstatement on page 4 that was included in the letter due to timing issues that auditors normally expect to see. The Board asked if there is anything they should be aware of about the agency and there are no cncerns.

Financial Reports and Bank Update

March 2023 financial reports included revenues of $326,186. 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 2022-23.

Total expenses for March 2023 were $244,515. In addition to employee salary and benefits expenditures, expenditures include payments for program outreach for several programs, Preschool Promise, Kindergarten Partnership and Innovation (KPI) and family support subcontracts, and parent education programs.

Donalda moved to approve the March 2023 financial report as presented. Jimmy seconded. Motion passed.

Chair Rheinholdt, Treasurer Dodson, Lisa and Margie Lowe met with MAPS credit union staff regarding protections for our funding in light of the recent bank failures. They walked through their practices and policies. They are looking into the possibility of bringing in an insurance, InraFi. Based on our conversations they are in the process of bringing this into their institution. Lisa will keep the Board apprised.

Nominating Committee

The Nominating Committee recommended approving Oscar Estrada's application the Parent/Caregiver Advisory Committee. Oscar is the partner of a current member. He has been attending and very active. He is a champion for migrant and Latino populations. He and his partner are foster parents of a two year old. This would make two fathers on our PAC.

Kim Parker-Lleranas moved to appoint Oscar Estrada to the Parent/Caregiver Advisory Committee. Donalda seconded. Motion passed.

Raise Up Oregon

Lisa reviewed the summary of MPELH's input to the Early Learning Council/Early Learning Division around Raise Up Oregon. MPELH held 13 different sessions around the community. Carla Munns was instrumental in our being able to reach as many families and providers. We were able to talk with more than 70 parents and 70 providers
We cannot even begin to focus on thriving without focusing on the kids who are currently struggling to survive is the quote that sticks. While the focus of our work was on the social service system, it clearly touches all area. This feedback can and should drive our work going forward. While some of the solutions require policy changes (income eligibility, additional/expansion of Preschool Promise) there is more we can do to support families such as supportive services, better communication, training for the workforce are all things we can lean in more. Parent Education is a key piece of this work on building resiliency.

Program Spotlight: Parent Education

MPELH staff Tiffany Gallagher, Margie Lowe and Leslye Garcia presented on the Marion County Parent Education grant as the program spotlight. Some highlights include:

- **Investing in a new curriculum: Active Parenting**
- **38 mini grants were awarded in the last year;**

- **Over 150 families participated in a parenting education series in the last year;**
- **New upcoming partnerships with Salem for Refugees, Oregon Family Support Network and Oregon Youth Authority;**
- **MPELH hosted 9 OPEC funders for annual site visit at the end of March. OPEC looks to MPELH and others to build strong bridges to other parent programs such as Family Connects and prenatal programs;**
- **29 series of Ready! For Kindergarten occurred January 1 – March 31, 2023 with over 227 families served!**

Executive Director Report

- **Legislative update** – Ways and Means road shows all had a good solid showing from early education. May 9 is the Early Childhood Coalition Lobby Day.
- **Department of Early Learning and Care (DELC**) is on its way to being stood up July 1; lots of hiring and transitions. Lisa recently met with Director Chatterjee to continue discussions about Preschool Promise under enrollment concerns. We brought up our desire to see a process for slots to be reallocated when they are given back and the Director is working to see what might be possible given their contracting/DOJ constraints.
- **Oregon Health and Education Collaborative -** The Collaborative will provide each pilot site access to expert facilitation to support a co-imagining process. Through this work, pilots will map their community's aspirations and bold vision to redesign local systems of care to nurture children and families during the first 1,000 days of life. To maximize progress, Pilots will participate in a Learning Collaborative and engage in peer-to-peer learning to share their creative solutions and refine their CSMs. The Hub will be applying in partnership with the community and support from Community Business Education Leaders, System of Care, Regional Implementation and Community Impact Network. The deadline was moved to June 9. We will be able to spend a little time on this at our June retreat/annual meeting.
- **Board Retreat on June 1, 2023 at the YMCA.** Staff is working on the agenda elements to include celebration and recognition, governance policy review and training, goals and direction for the year ahead.

Next Board Meeting: Thursday, June 1st. Annual retreat. 12:00 – 4:00pm. YMCA.

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MPELH Executive Committee Meeting Notes

Wednesday, May 17, 2023 |8:00 – 9:00am
David Rheinholdt, Phil Blea, and Donalda Dodson

Topic
Financial Reports April 2023 financial reports included revenues of $300,332. 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 2022-23. Total expenses for March 2023 were $326,909. In addition to employee salary and benefits expenditures, expenditures include payments for program outreach for several programs, Preschool Promise, Kindergarten Partnership and Innovation (KPI) and family support subcontracts, and parent education programs. MPELH is in good standing right now financially as it is towards the end of the biennium. Will see an uptick in expenditures as program year and biennium is wrapping up. *Donalda Dodson moved to approve the April 2023 financial report as presented. Phil Blea seconded. Motion passed.* *Phil moved to increase the Executive Director salary by 3% annually as is the practice of the agency. Donalda seconded. Motion passed.*
Nominating Committee Lisa recommends approving Olga Cobb as a member of the Board of Directors. She will replace retiring Christy Perry. New superintendent will not be able to focus on early learning. Recommending Olga Cobb who oversees the early childhood programs and K-3. *Phil moved to approve Olga Cobb to the Board of Directors. Donalda seconded. Motion passed.* The Nominating Committee discussed the following potential board members: • **Naomi Biggs the Public Health director for Polk County. Lisa is gauging interest on being on the board.** • **Lisa will reach out to Kim Parker-Lleranas about her term appointment.** • **Dave Novotney recommends his replacement superintendent Joe Morelock to continue participating on behalf of Willamette Education Service District.**
Parent Education Expansion The Marion Parenting Hub is anticipating an increase in parent education capacity. Staff are looking at planning what expansion could look like. Since we do not know all the details, we are going to be meeting with Oregon State University Oregon Parenting Education Collaborative to get a stronger sense of when and how much. If things go in that direction, we are looking at bringing two facilitators onto our team. To help support the committee in delivery and aligning other organizations as a way to augment. Will also have both facilitators

become certified in car seat installation. There will be a focus on safe sleep, window safety and water safety as well. Chair Rheinholdt recommends ensuring our professional liability insurance covers staff installing car seats.

Governance Policies

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

- **Compensation and Benefits**
- **Financial Planning/Budgeting-** MPELH does not have allocation from the Early Learning Division for the next biennium yet so MPELH staff are not able to work on the budget. The Board may need adopt a continuous service budget.
- **Financial Conditions and Activities**

Annual Retreat

The Board Annual Retreat is June 1, 12:00 to 4:00 at the YMCA in Salem. Hub staff and the Parent/Caregiver Advisory Committee is invited for lunch and celebration. The Executive Committee recommends setting and refining strategic priorities after the celebration and before briefly reviewing the governance policies.

Next meeting: Wednesday, June 14th 2023 - 8:00-9:00am via Zoom

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Collective Action Team (CAT) Meeting Notes

Thursday, May 18, 2023

Lelye Garcia, Margie Lowe, Claudia Rodriguez, BJ Toewe, Claudia Caratchea, Cassandra Hernandez, Chelle Betis, Mari Cruz Camacho, Marlene Arellano, Logan Luna, Luciana Ribeiro, Melissa MacCoumber, Alyssa Gaiser, Ana Garcia, Olga Gonzalez, Kiara Yoder, Kyle Miller, Kelly Brader, Patty Gonzalez, Susan Berlinger, Rosa Angelica, CCR&R, Stephanie Whetzel, Vanessa Solorio and Teresa Estrada

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Topics for Discussion

Welcome Activity – Zoom silent icebreaker by Claudia Rodriguez

Summer Reading Program – Keizer Public Library

BJ Toewe, Library Administrator, shared :

- A full summer reading program for parents of newborns, senior citizens, teenagers and children of all ages can join the Summer Reading Club. It will begin June 15, 2023 after Salem-Keizer schools is out for summer and it runs through September 9, 2023. MAPS Credit Union, sponsor, will have a prize for three $100 youth savings accounts for kids/teens that read 15 minutes per day and then they can enter the drawing.
- Programs on Wednesday afternoons for school-aged children and preschoolers. Paid professional performers, puppet shows, games, crafts and hands on activities.
- Teen program activities: free journals, create playlists from books read, casting for book characters, write book reviews for FB and artwork activities

Bright by Text & BOND – Cassandra Hernandez from MPELH presented the Collective Action Team presented a refresher on the tool Bright By Text, phone app messaging program, with a short video about it. After, she mentioned how MPELH can build prompts to send out to subscribers about developmentally appropriate tips and tools along with messages about community events.

Bright by Text resources shared:

- Video
- Community Guidelines Flyer
- Link to Community Partner Message Request google form
- BBT Toolkit
- BOND Toolkit
- Any BBT materials can be picked up at MPELH office and BOND materials are in the process of being offered

Partner announcements & updates

- SMART Summer Reading Engagement- 3 sets of activity sheets in eng and span that are developed for families involved in their program.
- Families covered by OHP should update address for renewal notices

- Mari Cruz- daycare program @ Gervais will be closed on June 16th because of lack of funding
- Academy has trainings being offered through May and June
- Little Learners Day event on Sat. June 3rd ages 2-5
- MPELH- hiring intern and PSP applications for fall now available on preschoolhub.org
- Dolly Parton Imagination Library now available in Aumsville
- Family Connects visits for newborns no matter what insurance
- Safe at Home is partnering with DHS and are looking for volunteers to get trained to help reunite families with their children

Next meeting: June. 15, 9:00-10:30 a.m.

Parent/Caregiver Advisory Committee

Wednesday, May 10, 2023 |6:00-7:30pm

Dinner 5:30-6:00pm

Location; Salem YMCA 685 Court St Ne Salem, OR

Attended: Sharon Anderson, Teresa Urban, Rebecca Blessing, Autumn David, Carina Ventura, Lindsay McElroy, Jada Rojas, Oscar Estrada, Tiffany Gallagher, and Leslye Garcia.

Topic

Welcome

- **Parent Advisory Committee Family Dinner**
- **Opening Activity- Leslye**
  - Reflection activity – Self care

OPEC Survey- Tiffany

https://bit.ly/42kwQ2p

Board Retreat: June 1st 12:00-2:00pm At the Salem YMCA

Parent Education Expansion

Information provided

- MPELH hiring two bilingual parent educators to allow for more flexibility to increase parent education in our community.
  - Parent Advisory Committee was invited to participate in the hiring panel.
- Increase quantity, quality and retention
- Continue to offer mini grants
- Create a parent education branding
- Build more partnerships
- Bring new curriculum – Active Parenting program
- Connect with new groups

Parent Advisory Committee's direct input;

Q1: What key words describe parent education to you?

- Empowerment
- Building a parenting tool box
- Reflection
- Learn how to understand my child
- Resources
- Build trust/ Build a positive, long lasting relationship
- How to understand my child
- Prepare
- Personal growth
- Problem solving

- Support my children/ Help our children
- How to be a better parent
- How to understand different perspectives
- How to be our child's mentor
- Family
- Advocating
- Accountability
- Partnership
- Valuable
- Change the future
- Hope/optimism
- Togetherness
- Commitment to change/ Setting an example
- Collaboration
- Being devoted to our children and families in our community
- Vulnerability
- Willingness to be open-minded
- Owning parenting mistakes
- Healthy relationships
- Adaptability

Q2: How would you entice others to take a parenting class?

- Dinner/family meals
- Childcare
- "Bring a friend"
- Empowerment
    - The benefit of learning from other parents and learning to become a better parent
    - The power to change the future
- Stipends
    - Transportation: day passes
- Incentives;
    - Raffles
    - Gift cards
    - Membership opportunities; YMCA, KROC.
    - Child necessities; Diapers
    - Family grants that offer funds towards bills/mortgage/utility vouchers after class completion or point program
    - Family camp/trip opportunities (example; zoo, OMSI, Summer camps, overnight stays)
- Creative advertisement
- Setting the class- allowing time for participants to get to know each other's
    - Time to share own experiences
- Casual programing
- Ability to suggest course topics
- Family events
- Location; appealing, family-friendly locations such as YMCA, KROC
- Teachers inviting parents- outreach

Q3: If money weren't a barrier, what kind of parent and family programming would you like to see?

- Play groups- parent and child hands-on classes.
- Community art classes; art therapy, art for all.
- Family sport wellness classes/ health fitness
- Healthy cooking programs
- Educational family field trips /Museums open for family field trips
- Mental health /Social emotional healing/distress tolerance for parents
- Big bro/sister programs
- Teen/pre-teen :
    - Mentorship
    - Apprentice opportunities
    - Staying-home-alone safety awareness
    - Babysitting
- Adulting programs: teaching self-sufficiency for parents and teens
- Self-Care parents/ parent mentorship
- Hand-in-hand parenting classes
- Support children with disabilities- resources to navigate the system
- How to be involved in your child's school
    - Teach parents how they are able to obtain
        - Mentoring for their children
        - Family, Parent, or child counseling
        - Family visits
        - respite care
- Social media safety
- Growing Community

Q4: What does family engagement mean to you?

- Collaborate with others/other families
- Whole family supported/doing things as a family/family dinner/ Family activity/family field trip
- Opportunity for our kids to bond with other children (socialize)
- Understand each other's needs and goals to connect as a united family
- Judgment free zone
- Commitment to learn new things
- Supporting co-parenting/caregivers
- Screen-free bonding
- Acknowledge diversity
- Intentional use of parent's time
- Teaching families how to give back (example volunteer)

Closing

Next Meeting: June 14, 2023 –Salem YMCA 685 Court Street Ne Salem, OR

Financial Report – Action Item

Staff Recommendation: Approve

Summary of Financial Results Period Ending April 2023

Revenue:

April 2023 included revenues of $300,332. 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 2022-23.

Expenses:

Total expenses for April 2023 were $326,909. In addition to employee salary and benefits expenditures, expenditures include payments for program outreach for several programs, Preschool Promise, Kindergarten Partnership and Innovation (KPI) and family support subcontracts, and parent education programs.

Balance Sheet

As of April 30, 2023, MPELH has assets of $4,223,448 and current liabilities of $89,376. 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 because of the School Readiness program loss.
- New grant agreement with 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 $102,000 for Marion County parent education. Polk and Yamhill will receive a similar amount

through their parenting hub. Each hub has also received $30,000 for parent leadership development and support as well from the ELD.

- OPEC grantors announced federal approval of Title XIX (Medicaid) funds for statewide parent education programs. The required matching funds will come from the current state support for the program. The new funds are expected to be available in the coming year. The OPEC grantors confirmed that they would continue their existing support for the next two years.
- 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.
- The Dolly Parton Imagination Library initial four sites' expenditures are supported by grants from the Marie Lamfrom Charitable Foundation, the Oregon Community Foundation, the Rotary Clubs of Salem, DKG International, and individual donors. Future years' expenditures will also be supported by these sources along with the legacy contribution from the Salem-Keizer Education Foundation. MPELH is applying for additional grants to fund expansion to new communities. The Willamette Health Council and a new grant from the Oregon Community Foundation provided sufficient funds to add the 97317 (Four Corners area) to the program at the end of the calendar year.

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)
April 30, 2023

ASSETS

Current Assets		
Petty Cash	300	
Cash in Bank-Operating	114,315	
MAPS Bus checking -9003	928,548	
MAPS Bus Membership - 8994	5	
MAPS Bus MMKT-1589	1,438,019	
Prepaid Expense	12,566	
Accounts Receivable	1,725,016	
Total Current Assets		4,218,769
Fixed Assets		4,679
Total Assets		**4,223,448**

LIABILITIES AND NET ASSETS

Current Liabilities		
Accts Payable	13,999	
Credit Cards Payable	8,591	
Total Current Liabilities		22,590
Accrued Payroll		66,786
Total Liabilities		89,376
Net Assets		
State Required Restricted	1,354,350	
Unrestricted	2,174,336	
OPEC Marion Region	133,049	
Other State and Local Grants	472,337	
Total Net Assets		4,134,072
Total Liabilities and Capital		**4,223,448**

Marion & Polk Early Learning Hub
Statement of Activities
Year-to-Date for the Period ending April 30, 2023

	Month Actual	YTD Actual	Annual Budget	YTD Budget %
Revenues				
Hub Coordination	54,540	612,627	679,480	90%
Parenting Education	0	120,746	120,746	100%
Preschool Promise	80,203	808,591	991,400	82%
School Readiness/KPI	146,864	374,882	561,798	67%
Other Grants & Contracts	18,725	560,095	837,729	67%
Total Revenues	300,332	2,476,941	3,191,153	78%
Expenses				
Salaries and Benefits	77,913	808,199	1,092,769	74%
Professional Development	498	11,159	12,000	93%
Supplies/Materials/Equipment	2,180	28,027	30,140	93%
Subcontracts and Local Grants	171,738	743,160	943,694	79%
Family Support/Aid	3,394	120,800	191,539	63%
Parent Education Series	14,146	117,517	227,832	52%
Parent Support Activities	10,682	12,437	27,965	44%
Special Proj/Collaborations	3,897	3,897	207,093	2%
Facilitator Support/Training	149	605	11,600	5%
Training & Curriculum	10,417	128,380	228,209	56%
Travel/Trans/Meetings	725	7,526	3,994	188%
Facilities	5,083	48,899	70,802	69%
Parent Advisory Committee	304	10,857	26,779	41%
Communicatons/Outreach	7,609	140,966	103,689	136%
Administrative Costs	18,174	62,663	66,116	95%
Total Expenses	326,909	2,245,092	3,244,221	69%
Net Income (Loss)	**(26,577)**	**231,849**	**(53,068)**	

	YTD Actual	Annual Budget	YTD Budget %
Expenditures by Program			
Hub Coordination	447,683	679,480	66%
KPI/School Readiness	374,825	561,798	67%
Parent Education Grants	144,160	223,560	64%
Preschool Promise	808,592	991,400	82%
BCare Connect	462	5,578	8%
Family Support	467,370	782,405	60%
Total Expenses	**2,245,092**	**3,244,221**	**69%**

Nominating Committee Agenda – Action Item

- Elect Naomi Biggs, Polk County Public Health Administrator to the Board of Directors
- Elect Olga Cobb, Deputy Superintendent, Salem-Keizer School District to the Board of Directors
- Elect Justin Hopkins, Executive Director, Willamette Health Council
- Re-elect Donalda Dodson, Executive Director, Oregon Child Development Coalition to an additional term of service
- Re-elect David Rheinholdt, Owner, Rheinholdt Insurance to an additional term of service

Board of Directors Member Application

Name:_____Naomi Biggs_____ Primary Phone number:__971-287-4360_____

Home Address: __2003 NW 21st ST_____ City: ___McMinnville_____ State: ___ Zip Code: _97128_

Primary Email Address: ____biggs.naomi@co.polk.or.us_____

Occupation/Position Title:____Public Health Administrator_____

Employer:____Polk County_____ Business Phone number:_____

Employer Address:____182 SW Academy Street_ City: _____Dallas_____ State: __OR__ Zip Code: _97338_

Who referred or recommended you to the Board of Directors:_____ Lisa Harnisch_____

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

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

I would like to invest time into promoting equitable access to services for children and families in Polk County.

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

I hope to have a positive impact in reducing health inequities amongst children and families in Polk County.

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

I am able to bring an upstream perspective for addressing health challenges, through a Public Health lens.

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

I have a medical degree, with 7+ years of clinical practice experience, prior to moving into Public Health practice full time. I have work experience from other countries, and at the global level through working with World Health Organization. I am the Public Health Administrator for Polk County, and the Board Chair for the Oregon Conference and Coalition of Local Health Officials (CLHO). I am also a member of the Regional Marion and Polk CHIP Executive committee.

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

Polk Public Health Department has programs/services for children and families including WIC, Home Visit and Immunization programs. We collaborate with school districts in the county for Public Health work, and collaborate with the Early Learning Hub for our preparation to launch the Family Connects program.

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

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

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

YES NO

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

Signature: _____ Date: ___05/19/2023_____

For office use only

Date Received: _____

Date Sent to Nomination Committee : _____

Board of Directors Member Application

Name: Olga Cobb Primary Phone number: 971-707-2454 (Wk Cell)

Home Address: 1058 Northrup Ct. NE City: Keizer State: OR Zip Code: 97303

Primary Email Address: cobb_olga@salkeiz.k12.or.us

Occupation/Position Title: Deputy Superintendent

Employer: Salem-Keizer Public Schools Business Phone number: 971-707-2454

Employer Address: 2450 Lancaster Drive NE City: Salem State: OR Zip Code: 97305

Who referred or recommended you to the Board of Directors: Christy Perry

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

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

   As deputy superintendent of elementary education, I'm deeply invested in providing students the best learning experience and opportunity prior to entering kindergarten. I'm equity driving and it's especially important to me that we provide our early learners who are English learners the best opportunity for success in our schools. Being part of the Hub will help me contribute to and draw on resources to support early learning across programs.

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

   I hope I can contribute connection to our pre-k and K-12 systems that advances a smooth transition for our early learners. I have connections with our families and communities that speak languages other than English, which I feel I can provide insight about their experiences and needs and help get them connected to school.

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

   I have experience working with early learners and their families, overseeing our early childhood and elementary schools and programs.

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

I've been a teacher, administrator, and currently deputy superintendent over elementary schools (including pre-school programs). Part of my experience involves writing a family literacy program grant. I'm involved in multiple boards and councils, including Oregon Women Leaders Association, Oregon Coalition of Administrators of Color, Coalition of Oregon School Administrators, Hispanic Human Services Council of Oregon, and the Early Childhood Consortium of Oregon.

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

I oversee Salem-Keizer Public Schools preschool programs (early learning), as well as kindergarten as part of overseeing elementary education.

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

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

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

YES NO

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

Signature: _____ Date: 5/11/23

For office use only

Date Received: _____

Date Sent to Nomination Committee : _____

Date Reviewed by Nomination Committee: _____

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Parentinghub.org

Board of Directors Member Application

Name: Justin Hopkins_____ Primary Phone number:_503-740-2952____

Home Address: 2580 Bolton Terrace S___ City: Salem_____ State: OR___ Zip Code: 97302____

Primary Email Address: jhopkins@willamettehealthcouncil.org_____

Occupation/Position Title: Executive Director_____

Employer: Willamette Health Council__ Business Phone number:_503-740-2952_____

Employer Address: 205 Chemeketa St NE_____ City: Salem___ State: OR_____ Zip Code: 97301_____

Who referred or recommended you to the Board of Directors: Lisa Harnisch_____

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

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

As the Executive Director of the Willamette Health Council, we strive to identify partners and initiatives that address upstream barriers to communities living healthy lives. Focusing local efforts on supporting families and the 0-5 population gives our community the best chance at creating a healthier and more resilient community, and ultimately leading to better health and social care outcomes. As a Board member for the Willamette Education Service District, I know the impact that early childhood education, interventions, and supports can make in the lives of children and families. I'm excited about the opportunity to join the MPELH's Board so that I can make bidirectional policy connections between my work in the community and the goals of the MPELH.

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

I hope to offer the MPELH a bridge to current healthcare and human service policy initiatives, funding opportunities, and community collaborations. I also hope to use my knowledge and experience to help inform the strategic direction of the MPELH.

(503) 485-3219 | info@earlylearninghub.org | 2995 Ryan Drive SE, Suite 100 Salem, OR 97301

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

I have experience both serving on Boards of Directors, as well as reporting to Boards of Directors. In addition to offering my knowledge and experience, connections to community partners, and opportunities for collaboration, I hope to use my experience working on, and for, different Boards to be an attentive, participatory, and effective Board member.

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

I have over 20 years of nonprofit, government, and behavioral health managed care experience. I've spent my career working to create policies and practices that lead to better health outcomes for communities. In partnership with local healthcare leaders, I helped establish the Willamette Health Council in 2019, serving as the initial Chair of the organization's Board of Directors. In June 2020, I was hired to lead the Willamette Health Council as the organization's Executive Director. I grew up in the Salem area, where I attended Sprague High School. I hold a bachelor's degree in psychology from Willamette University, and a master's degree in human services from Warner Pacific University. In addition to my full-time position as Executive Director for the Willamette Health Council, I also serve on the Board of Directors for the Willamette Education Service District representing the social services sector. I currently reside in Salem with my wife, two children, and dog, cat, and bunnies. I enjoy surfing, fishing, and spending quality time with my family.

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

Throughout my career I have worked on several policies initiatives that impact children and families. Many of these initiatives were focused on the creation of behavioral health and early intervention policies to better support young children and to assist with family stabilization. Early in my career in worked in Psychiatric Day Treatment Centers, one of which exclusively served children 3-6 years old. In my current work, I am partnering with a number of community organizations (including MPELH) to bolster the connection between children who are 0-5, their pediatricians, and other social supports to ultimately examine and improve health aspects of kindergarten readiness.

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

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

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

X YES NO

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Parentinghub.org

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

Signature: _____ Date: 5/25/23

For office use only

Date Received: _____

Date Sent to Nomination Committee : _____

Date Reviewed by Nomination Committee: _____

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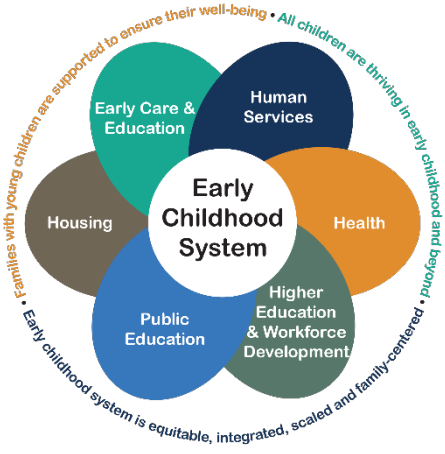
Raise Up Oregon 2.0 – Draft

For discussion purposes

Raise Up Oregon: A STATEWIDE EARLY CHILDHOOD STATE PLAN
Second Edition (2024-2028)
May 19, 2023

Vision
All of Oregon's young children, prenatal to age five, experience an early start that results in positive health, educational, and life outcomes regardless of zip code, race, and family income.

Goals
1. The early childhood system is equitable, integrated, accessible, inclusive, anti-racist and family-centered.
2. All families with young children are supported to ensure their well-being.
3. All children are thriving in early childhood and beyond.



Principles
1. Ensure that the early childhood system embeds racial, economic, and geographic equity and inclusion
2. Build a system that addresses the whole child, nested in family and in community, and treats people with respect
3. Integrate community and family leadership and decision-making in the design and implementation of the early childhood system
4. Be jointly accountable across all sectors and work together to positively impact outcomes for young children and their families
5. Ensure equitable and affordable access to culturally-responsive, anti-racist services for young children and their families
6. Ensure high-quality implementation and continuous improvement of early childhood policy, program, funding, services, and practices for young children and their families

GOAL 1. THE EARLY CHILDHOOD SYSTEM IS EQUITABLE, INTEGRATED, ACCESSIBLE, INCLUSIVE, ANTI-RACIST, AND FAMILY-CENTERED.

Objective 1. Honor and recognize the sovereignty of the nine federally recognized Tribes within Oregon's borders and ensure strong government-to-government relationships to benefit Tribal communities.

Strategy 1.1 Support implementation of the Oregon Tribal Early Learning Alliance (DELC)

Strategy 1.2 Bring together Tribal Affairs Coordinators across state agencies to coordinate their early childhood work and align engagement strategies (HECC, OHA, ODE, ODHS, OHCS, DELC)
- *Coordinate and streamline processes for Tribes to engage with agencies and access funding (DELC)*

- *Identify available resources for Tribes to coordinate services within their communities (DELC)*

Strategy 1.3 Promote and preserve Tribal culture in coordination with the Oregon Tribal Early Learning Alliance (DELC)

- *Reframe policies and goals related to tribal communities and Tribal Nations with strengths and resiliency*

Strategy 1.4 Dedicate portions of programmatic funding to ensure Tribes have access to resources, recognizing and respecting the timelines and processes of the Government-to-Government relationship.

- *Consult with the nine federally recognized Tribes and the Department of Justice to ensure that Tribes are not asked to waive their sovereignty as a condition of receiving funds*

Objective 2. Multi-agency partnerships are developed at the state and local levels to systematically support improved, equitable outcomes and streamlined access for young children and their families.

Strategy 2.1 Co-locate affordable housing and early childhood programs (OHCS, DELC, ODHS, OHA)

- *Launch the CARE co-location program that provides grants and loans to early childhood providers to upgrade or add facilities to affordable rental units (OHCS, DELC)*
- *Increase the capacity of developers and early learning providers to plan and execute co-location projects (OHCS, DELC)*
- *Prioritize and remove barriers from affordable rental, homeownership, and shelter development programs to strengthen connections to family and early childhood programs (OHCS)*
- *Work with OHA to identify co-location opportunities for Oregon Health Plan families with children into regulated affordable housing units (OHCS, OHA)*

Strategy 2.2 Coordinate supports for young children and their families across agencies in support of ODHS' Family Preservation Initiative (ODHS, OHA, OHCS, DELC, ODE)

- *Expand Family Preservation Demonstration from 3 to statewide (ODHS, OHA, OHCS, DELC, ODE)*
- *Coordinate responses to families with unstable housing involved in Family Preservation to connect to resources (OHCS, ODHS)*
- *Engage Oregon Tribal Early Learning Alliance in review of Family Preservation strategies and incorporate feedback*
- *Engage home visiting and relief nurseries in statewide expansion of Family Preservation sites (ODHS, DELC, OHA)*
- *Engage Early Learning Hubs in statewide expansion of Family Preservation sites (ODHS, DELC)*

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- *Explore opportunities for data sharing between child welfare and other support services to support Family Preservation sites (ODHS, DELC, OHCS, OHA, ODE)*
- *Implement categorical eligibility for child care assistance for families enrolled in TANF (ODHS, DELC)*
- *Include families involved with the child welfare system in child care assistance (ODHS, DELC)*

Strategy 2.3 Increase access to One Eligibility/Oregon Eligibility Partnership to other programs serving young children and their families (ODHS, DELC, OHCS, OHA)

- *Explore access to One Eligibility information for use by other state programs and community partners in determining eligibility (ODHS, DELC, OHCS)*
- *Seek to include other early childhood programs in One Eligibility, such as Preschool Promise, Oregon Prekindergarten, WIC, etc. (ODHS, DELC, OHA)*
- *Explore housing and rental assistance eligibility as part of One Eligibility (OHA, OHCS)*

Strategy 2.4 Create successful pathways for children's enrollment and participation in Early Intervention/Early Childhood Special Education (EI/ECSE) through partnerships with the health, child welfare, and early learning and care sectors (ODHS, ODE, OHA, DELC)

- *Continue partnerships with ODE, ODHS and OHA to ensure that children entering the child welfare system have screening and follow up support for EI/ECSE services (ODE, ODHS)*
- *See also Objective 13 for additional strategies and actions*

Strategy 2.5 Implement a locally developed, state-supported system to coordinate home visiting services (DELC, ODE, OHA, ODHSH)

- *Address barriers to statewide and regional coordinated home visiting system (OHA, DELC, ODE, ODHS)*
- *Develop local systems' capacity for home visiting coordination (OHA, DELC, ODE, ODHS)*
- *See also Objective 5.1, Objective 10.2, 10.3, 10.4 and 10.5 for additional strategies and actions*

Strategy 2.6 Implement expanded housing, nutrition, and climate-related supports as part of 1115 Medicaid waiver (OHA, OHCS, ODHS)

- *Collectively engage and co-create 1115 Medicaid waiver implementation plan for children and families (OHA, ODHS, OHCS)*
- *Consult with communities in the development and implementation of the 1115 Medicaid waiver services that impact children and families (OHA, ODHS, OHCS, DELC)*
- *Develop and implement the tracking of these services for children and their families (OHA, ODHS, OHCS)*
- *Inform the design and implementation of the 1115 Medicaid waiver (OHA, ODHS, OHCS)*

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- *Explore the opportunity to include early childhood in Community Information Exchanges (OHA)*

Strategy 2.7 Align family and community engagement and culturally specific partnership strategies across all six agencies (HECC, OHA, ODE, ODHS, OHCS, DELC)

- *Share information about each agency's family and community engagement approach and identify opportunities for community engagement collaboration (HECC, OHA, ODE, ODHS, OHCS, DELC)*
- *Share information about each agency's culturally specific partnership approach and identify opportunities for collaboration (HECC, OHA, ODE, ODHS, OHCS, DELC)*
- *Fund Tribes to resource Tribal families as advocates across the state's early childhood system (HECC, OHA, ODE, ODHS, OHCS, DELC)*

Strategy 2.8 Advance higher education workforce solutions that meet early childhood system needs and support a diverse workforce (HECC, OHA, ODE, ODHS, OHCS, DELC)

- *Partner with HECC in implementing recommendations for home visiting workforce development (HECC, OHA, DELC)*
- *Develop nursing, health care, oral health, and behavioral health pipelines focused on families with young children (HECC, OHA)*
- *Incentivize and provide grants to higher education to provide early childhood workforce degrees and credentials (HECC, OHA, ODE, ODHS, OHCS, DELC)*
- *Preserve existing early childhood programs in higher education (HECC)*
- *Address barriers to articulation and transfer for the early childhood workforce (HECC)*

Strategy 2.9 Include information needs of early childhood system in data use and sharing agreements across state agencies (HECC, OHA, ODE, ODHS, OHCS, DELC)

- *Review existing data use and sharing agreements to identify whether early childhood systems' needs are addressed, and address gaps (HECC, OHA, ODE, ODHS, OHCS, DELC)*
- *Ensure Tribes have access to data that is collected from Tribal communities*

Strategy 2.10 Align early literacy development standards and practices between grades K-2 and early learning and care (ODE, DELC)

- *Review and update Early Learning and Development Standards, including birth to three (DELC, ODE)*
- *Develop and implement training and technical assistance to support implementation (DELC, ODE)*
- *Coordinate statewide early learning initiative between K-12 and early learning and care (ODE, DELC)*

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Objective 3. Early Learning Hubs are leveraged and resourced to advance regional early childhood systems that are equitable, integrated, accessible, inclusive, anti-racist, and family-centered.

Strategy 3.1 Early Learning Hubs convene early childhood system partners across sectors, families, and community organizations to co-develop community strategic vision and plans, and to support partners in implementation and problem-solving

- *Early Learning Council invites Early Learning Hubs to discuss progress*
- *Early Learning Council works with Early Learning Hubs to discuss barriers and recommendations to address barriers*

Strategy 3.2 Early Learning Hubs engage families and community organizations, prioritizing those who are historically underserved, in the development and implementation of equitable state early childhood policies and programs (HECC, OHA, ODE, ODHS, OHCS, DELC)

- *Early Learning Council invites Early Learning Hubs to discuss progress*
- *Early Learning Council works with Early Learning Hubs to discuss barriers and recommendations to address barriers*

Strategy 3.3 Early Learning Council engages with the Early Learning Hubs to inform state design and implementation of the early childhood system, and development of council priorities

- *Early Learning Council partners with Hubs to meet in community to gather information from community organizations and families*

Strategy 3.4 Agencies provide public resources to Early Learning Hubs and engage their regional and local offices to successfully implement these strategies (HECC, OHA, ODE, ODHS, OHCS, DELC)

- *Early Learning Council helps develop a shared understanding of the Hubs across state agencies*
- *Early Learning Council works with state agency partners to determine how each agency can work in partnership with the Early Learning Hubs at the regional level to advance its early childhood priorities*
- *Early Learning Council helps develop a cross-agency funding proposal*

Objective 4. The business, philanthropic, and non-profit communities champion and support the development of the early childhood system.

Strategy 4.1 Build the supply of child care through public-private partnerships involving business, philanthropy, non-profits, and state and local government (OHCS, DELC, ODHS)

- *Early Learning Council engages business, philanthropy, and non-profits to discuss and develop opportunities*
- *Early Learning Council engages with Oregon's Workforce Development Initiatives*

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- *Early Learning Council serves as a bridge connecting private and public efforts to expand child care*

Strategy 4.2 Support and expand services (e.g., paid leave, health insurance, apprenticeships, family wage jobs, home visiting) that promote families' well-being

GOAL 2: ALL FAMILIES WITH YOUNG CHILDREN ARE SUPPORTED TO ENSURE THEIR WELL-BEING.

Objective 5. Families with young children are supported in knowing about and accessing a full range of services that meet their needs and are culturally and linguistically responsive.

Strategy 5.1 Create or strengthen coordinated, family-centered intake and referral processes into home visiting, and from home visiting into other desired services (OHA, DELC, ODE, ODHS)

- *Establish Family Connects Oregon in every community to provide referrals into home visiting programs and other desired services* (OHA)
- *Include key referral partners, including hospitals and prenatal providers, in the development of coordinated home visiting intake and referral (DELC, OHA)*
- *Provide guidance and policy for consistent coordinated home visiting intake and referral with ongoing, inclusive communication (DELC, OHA)*
- *Determine if there are Healthy Families Oregon referrals gaps for other services and close them (DELC)*

Strategy 5.2 Expand navigators and coordinators across the early childhood system (OHA, ODE, ODHS, OHCS, DELC)

- *Establish funding for local designed, community-based navigators (OHA, ODE, ODHS, OHCS, DELC)*
- *Establish a robust network of Community Health Workers in each community (OHA)*
- *Strengthen and expand navigators and coordinators through 1115 waiver and ensure alignment with other early childhood system navigators (OHA)*
- *Increase access for family partners and family supports that are not insurance- or program-dependent (OHA)*
- *Expand family navigators and family skills builders to meet the needs of families and connect them to services outside of special education (ODE)*
- *Fund Tribes to have service navigators embedded within tribal communities.*

Strategy 5.3 Promote co-location of services as a one-stop local strategy for service information and access (OHA, ODE, ODHS, OHCS, DELC)

- *Work across the six agencies to offer incentives to have local providers work together to offer services at the same location (OHA, ODE, ODHS, OHCS, DELC)*

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- *Include maternal and child health, public health and nutrition services in co-located "one stop" service locations for families with young children (OHA)*
- *Connect families with the Health-Related Social Needs coverage in Oregon Health Plan (OHA)*

Strategy 5.4 Support Connect Oregon statewide (OHA)

- *Where available, support linking home visiting to the Connect Oregon referral system (OHA)*
- *Align new 1115 waiver Community Information Exchange with Connect Oregon to ensure compatibility (OHA)*

Strategy 5.5 Fully implement continuous Medicaid/Oregon Health Plan enrollment for children, 0-6 (OHA)

- *Launch 0-6 Continuous Eligibility (OHA)*
- *Evaluate impact of Continuous Eligibility on children and families (OHA)*
- *Disseminate information and facilitate linkages for maternal and child health population to enroll in and maintain Medicaid for families with children 0-6 (OHA, ODHS, DELC, ODE)*
- *Continue to monitor early childhood and kindergarten readiness metrics for CCOs to ensure children are getting access to needed preventive and screening services (OHA)*
- *Identify opportunities for early childhood programs to share information on continuous eligibility (DELC, ODE, OHA, ODHS)*

Objective 6. Families with young children have increased access to economic supports.

Strategy 6.1 Implement ending of full family sanctions of Temporary Assistance for Needy Families (TANF) (ODHS)

- *Track implementation and course correct as needed*
- *Ensure full TANF availability when adult re-engages*

Strategy 6.2 Support implementation of paid family leave and state Earned Income Tax Credit

- *Provide regular updates and information to agency-administered programs and community partners on the state's paid family leave and state tax navigation and completion program options and how to get assistance (could include tips for communicating with families and not just their employees) (DELC, OHCS, ODHS, OHA).*

Strategy 6.3 ***New and only use if legislation passes:*** Expand categorical eligibility for child care assistance to new populations such as those who are houseless, experiencing domestic violence, child welfare involved.

- *Develop implementation plan (DELC, ODHS)*
- *Develop working partnerships with state agencies to ensure full implementation (DELC, ODHS, OHCS, OHA)*

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Objective 7. Families have equitable access to support for their physical, social, emotional, behavioral, and oral health.

Strategy 7.1 Increase equitable access to reproductive, maternal, and prenatal health services (OHA)

- *Collaborate with Title V well woman care and Oregon MothersCare efforts*
- *Work with 211info (OHA)*

Strategy 7.2 Improve access to culturally and linguistically responsive and specific, multi-generational approaches to physical, social, emotional, behavioral, and oral health (OHA, ODE)

- *Implement increased integration of physical, behavioral and oral health care within coordinated care organizations (CCOs), including expansion of culturally specific providers, translation and interpretation services* (OHA)
- *Design and implement equity implementation plan for Family Connects Oregon (OHA)*
- *Review and improve the Child and Family Behavioral Health contracting process to increase accessibility to all community providers, including culturally specific organizations (OHA)*
- *Convene local partners to support implementation and expansion of Pyramid Model (ODE)*
- *Implement K-12 social emotional standards and framework, and develop district guidance for implementation (ODE)*
- *Expand School Medicaid billing for eligible non-IDEA health services (for example: Section 504 plans) and additional staff, such as Licensed Professional Counselors/Family Counselors, Licensed Behavioral Specialists, Nutritionists, and Respiratory Therapists (ODE)*

Strategy 7.3 Improve access to nutritional support including breastfeeding and WIC (OHA)

- *Collaborate with Title V Maternal and child Health breastfeeding and food insecurity efforts (OHA)*
- *Connect families with health-related social needs coverage of Oregon Health Plan for nutrition (OHA)*
- *Support center-based and family-based Child Care and Adult Food Program (DELC, ODE)*
- *Continue Tribal-led partnership to develop SNAP education, recipes and education materials promoting First Foods (ODHS)*
- *Continue SNAP community partner outreach contracts that support the community awareness building of SNAP resources to families (ODHS)*
- *Fund Tribes to support First Food programs, recognizing and honoring tribal culture and connections to the land and environment*

Strategy 7.4 Improve utilization of community health workers and doulas (OHA)

- Strengthen *integration of community health workers and doulas on care teams providing community-based access for families (OHA)*
- *Develop a sustainable payment model (OHA)*

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Objective 8. Families have expanded access to culturally and linguistically responsive and specific family preservation strategies, resources, and programs focused on the prenatal-to-five population.

Strategy 8.1 Continuously consult and coordinate with Tribes to collaborate on creating and funding family preservation services that meet the culturally specific needs of Tribal communities and inform potential evidence-based practices for implementation (ODHS)

- *Consult with the Oregon Tribal Early Learning Alliance to adopt culturally responsive and supportive home visiting services that meet the needs of Tribal communities (OHA, DELC, ODHS)*
- *Provide support to Tribes in Motivational Interviewing and Family Spirit (ODHS)*

Strategy 8.2 Increase access to evidence-based, culturally responsive, and culturally specific early childhood programs (e.g., Relief Nurseries, parenting education, home visiting programs) proven to reduce abuse and neglect for families at imminent risk of entering into the child welfare system (ODHS, OHA, DELC)

- *Initiate and grow contracts with culturally specific organizations, especially Black/African American and Indigenous, to expand family preservation services (ODHS)*
- *Foster a deeper connection with families of color and other marginalized populations to better understand the opportunities and barriers around access to evidence based, culturally responsive and culturally-specific early childhood programs. (ODHS)*
- *Increase funding to support statewide parenting education programming, professional development and collaboration with Black/African American and Indigenous communities (ODHS)*
- *Provide home visiting services for families with infants who are in CPS, and for all families in Family Preservation, through nursing services for infants, and the SafeCare® curriculum, Family Advocacy and Support Tool (FAST), and Ace's education teaching module (ODHS)*
- *Explore co-location of relief nursery sites in local offices (ODHS, DELC)*
- *Improve compensation/rates for early learning and care prevention initiatives (DELC)*
- *Focus parenting education and home visiting expansion on culturally specific models and programs (DELC)*
- *Establish a coordinated home visiting system linked to local systems of services and care (OHA, DELC, ODHS, ODE)*
- *Invest in, promote and implement behavioral health evidence-based practice, best practices and promising models (OHA)*

Strategy 8.3 Improve coordination between Child Welfare and other key agency partners (ODHS, DELC, OHA)

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- *Implement the Child Welfare provisions of the 1115 Medicaid Waiver (ODHS, OHA)*
- *Expand access to child care assistance for child welfare involved families (DELC, ODHS)*
- *Improve the referral and follow-up between local Early Intervention and Child Welfare (ODHS, ODE)*
- *Create training and engagement opportunities to ensure Child Welfare Program Managers know how to maximize engagement with Early Learning Hubs (ODHS, DELC)*
- *Create collaboration agreement and processes between Child Welfare and Public Health to enhance family support and prevent child maltreatment (ODHS, OHA)*
- *Define and deliver early learning and care supports for infants and toddlers in the Child Welfare system, as well as in SelfSufficiency programs (DELC, ODHS)*

Objective 9. Affordable housing is available statewide for families with young children.

Strategy 9.1 Incorporate preferences through the Qualified Allocation Plan (QAP) and other affordable housing funding program frameworks for developers to build and provide units, spaces, and services required by families with young children (OHCS)

- *As part of QAP planning, conduct outreach on what is most important for* families to have connected to their housing (unit size, service provision, etc.) (*OHCS)*
- Include recommendations and findings from outreach into initial QAP draft for review with internal and external stakeholders. (*OHCS)*
- Find connections to other affordable housing funding program frameworks to incorporate the priorities from the outreach conducted (*OHCS)*
- Conduct best practices research on potential for priority selection for families with children in family-sized units (*OHCS)*

Strategy 9.2 Incentivize developers in rural and other underserved areas to prioritize and work towards meeting the need for affordable housing for local families with young children (OHCS)

- *Conduct outreach to understand specific housing needs families with* young children have in rural communities (*OHCS)*
- Identify levers and funding resources that can connect to the types of developments that work to meet those needs (*OHCS)*
- Continue outreach and evaluation of differences in the various regions of rural Oregon and work to identify ways to variate the types of interventions for family needs in those areas. (*OHCS)*
- Continue to foster and build relationships with Tribal communities and the Early Learning Hub networks to work towards continued improvement and evaluation in this area, including dedicated housing for indigenous communities. (*OHCS)*

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Strategy 9.3 Identify and modify state and local regulatory barriers to co-locating affordable housing with services and resources that help families with young children (OHCS, DELC)

- *Approach relevant state agencies such as Department of Consumer and Business Services (DCBS), State Fire Marshall, Department of Land Conservation and Development (DLCD) to review state and local barriers and create solution (DELC, OHCS)*
- *Track, monitor and study local pilots for viability and scaling (DELC)*
- *Conduct analysis of family child care regulations to support success (DELC)*

Objective 10. Parents and families are supported and engaged in enabling their children to thrive.

Strategy 10.1 Expand parenting and family education (DELC, ODHS, OHA)

- *Expand use of parent mentoring programs (ODHS)*
- *Provide support and resources in collaboration with the Resettlement Agencies (ODHS)*
- *Prioritize funding for providers who support families in early childhood (ODHS)*
- *Invest in supporting culturally responsive parenting education opportunities available in multiple languages (DELC)*
- *Develop systems to gather input from families to inform the offerings and approach (DELC)*
- *Continue to support Oregon Parenting Education Collaborative (DELC)*
- *Address the parenting education needs of families living in rural communities (DELC)*
- *Establish coordination and collaboration between the coordinated home visiting system and parenting education system (OHA)*
- *Leverage flexible Oregon Health Plan Health Related Services and Social Determinants of Health funding for Community Care Organizations (CCO's) to support parenting education (OHA)*

Strategy 10.2 Increase access to home visiting, prioritizing culturally responsive programs (DELC, ODE, OHA, ODHS)

- *Establish Family Connects in all communities (OHA)*
- *Invest in the expansion of home visiting programs, such as Families First's Parents As Teachers and Nurse Family Partnership and DELC's Healthy Families Oregon (ODHS, DELC)*
- *Provide supports through TANF, home and community family coach visits (ODHS)*
- *Ensure communities are impacting the array and organization of home visiting services (DELC)*
- *Integrate home visiting into other existing early learning and care programs (DELC)*
- *Develop systems to gather input from families to inform the approach to building a coordinated home visiting system (DELC, OHA)*

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- *Increase coordination between EI/ECSE and home visiting system (ODE, OHA, DELC)*

Strategy 10.3 Build or strengthen regional structures that ensure family leadership in the co-creation of policies, recommendations, and strategies that guide home visiting coordination (DELC, ODE, ODHS, OHA)

- *Use best practices from ODHS' Regional Demonstration Projects community and family engagement (ODHS, OHA, DELC)*
- *Family Leaders participate in the development of an amendment to the Oregon Title IV-E Prevention Plan (ODHS)*
- *Coordinate family and parent engagement across DELC and partner agencies (DELC)*
- *Build capacity at the community level to develop the system DELC, OHA*
- *Leverage current community engagement approach of MCH Title V to inform home visiting system (OHA)*
- *Leverage Local Interagency Coordinating Councils (LICCs) to inform the home visiting system (ODE)*

Strategy 10.4 Increase equitable access for the professional development of home visitors (DELC, ODE, OHA, ODHS)

- *Expand opportunities for all supervisors to be trained in reflective supervision across the home visiting system (OHA, DELC, ODE, ODHS)*
- *Expand home visiting workforce development and training opportunities related to children with special health needs and children experiencing intellectual or developmental disabilities (OHA, DELC, ODE, ODHS)*
- *Expand training opportunities for supervisors and home visiting workforce related to family violence (OHA, DELC, ODHS, ODE)*
- *Expand home visiting workforce development and training opportunities related to cultural competency and mental health (OHA, DELC, ODHS, ODE)*

Strategy 10.5 Increase collaboration among home visitors, home visiting leaders, and cross-sector partners (OHA, DELC, ODE, ODHS)

- *Establish and support a sustained and coordinated home visiting system at the state and regional level (OHA, DELC, ODE, ODHS)*

GOAL 3: ALL CHILDREN ARE THRIVING IN EARLY CHILDHOOD AND BEYOND.

Objective 11. Families have access to high-quality, culturally, and linguistically responsive birth to five pediatric health care services.

Strategy 11.1 Increase and improve equitable access to early childhood oral health (OHA)

- *Collaborate with coordinated care organizations (CCOs) to expand efforts to provide fluoride varnish during well child visits in primary care for children 0-5. (OHA)*
- *Provide oral health education and training to early learning and care professionals (OHA, DELC)*

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Strategy 11.2 Ensure birth to five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive (OHA)

- *Collaborate to support development and implementation of the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) child health benefit (OHA)*
- *Monitor roll-out of EPSDT benefit and denied claims to ensure medically appropriate and medically necessary treatment is provided (OHA)*
- *Add children's respite services to the Medicaid state plan (OHA)*
- *Directly engage and incorporate feedback from communities of color (OHA)*
- *Develop and maintain a feedback loop for families and advocates (OHA)*

Strategy 11.3 Ensure trauma-informed care and resilience training and professional development for all pediatric providers participating in the Oregon Health Plan (OHA)

- *Activities to follow*

Strategy 11.4 Require all pediatric providers participating in the Oregon Health Plan to screen for trauma history and resilience factors (OHA)

- *Provide training to providers related to family violence and sexual violence abuse (OHA)*

Strategy 11.5 Increase the supply of clinical mental health providers who reflect the communities that they serve and are trained in and provide infant early childhood mental health clinical services (OHA, HECC)

- *Activities to follow*

Objective 12. Families have access to high-quality, culturally, and linguistically responsive birth to five social and emotional supports.

Strategy 12.1 Ensure trauma-informed care and resilience training and professional development for professionals working in pediatric physical health, behavioral health, child welfare, human services, home visiting, Early Intervention/Early Childhood Special Education (EI/ECSE), and early learning and care settings (OHA, ODHS, ODE, DELC)

- *Continue trauma-informed care and resilience training across the child welfare programs (ODHS)*
- *Expand and improve trauma-informed care and resilience training for early learning and care professionals (DELC)*
- *Continue Oregon Early Childhood Inclusion Initiative Community and Program Implementation Teams in support of local implementation of cross-sector initiatives, such as the Pyramid Model or the Inclusion Indicators, to advance collaboration and improve outcomes for children experiencing disability (ODE)*
- *Implement the Infant-Early Childhood Mental Health (IECMH) & Early Intervention (EI) state action plan focused on strengthening IECMH*

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efforts, including a focus on professional development related to trauma-informed care for early intervention home visitors (ODE)

- *Align with the State Health Improvement Plan trauma work to mitigate trauma by promoting trauma-informed systems and services that assure safety and equitable access to services and avoid re-traumatization. (OHA)*

Strategy 12.2 Provide culturally responsive and culturally specific infant and early childhood mental health supports in early learning and care, home visiting, EI/ECSE, child welfare, and health (OHA, DELC, ODHS, ODE, HECC)

- *Implement and grow infant and early childhood mental health consultation for early learning and care programs (DELC)*
- *Expand support for and participation in Infant Mental Health-Endorsement among home visitors, early childhood providers, child welfare workers, etc. (OHA)*
- *Support the Pyramid model in EI/ECSE and other services (ODE)*
- *Invest in, promote and implement evidence-based practice, best practices and promising models (OHA)*
- *Work with community-based organizations to refer children in Child Welfare to community home visiting programs, such as Family Connects, Nurse Family Partnership, Babies First and CaCoon for children with complex medical needs (ODHS)*

Strategy 12.3 Include social, emotional, and trauma-responsive screening in all health, child welfare, human services, EI/ECSE, early learning, and care programs, and home visiting programs (ODHS, OHA, ODE, DELC)

- *Continue screening and support for behavioral and mental health disorders, trauma, physical health, and learning differences for families in TANF (ODHS)*
- *Continue family coach and family assessment trauma-informed interactions for families in TANF (ODHS)*
- *Continue distribution of free electronic social-emotional screener (Ages and Stages Questionnaire and Ages and Stages Questionnaire-Social Emotional) for use by families and providers (ODE)*
- *Educate, through licensing and professional development system, child care programs about the availability of tools for social, emotional, and trauma-responsive screening (DELC)*
- *Provide early learning and care programs with tools and training to engage with families in a trauma-informed manner and support referrals (DELC)*
- *Provide training to providers related to family violence and sexual violence abuse (OHA)*

Objective 13. Young children with developmental delays and disabilities are identified early and provided with inclusive services to reach their full potential.

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Strategy 13.1 Increase outreach and completed referrals for Early Intervention/Early Childhood Special Education (EI/ECSE) (ODE)

- *Finalize the revisions to the Universal Referral Form (ODE)*
- *Engage in regular review of referral numbers and explore improvements in outreach strategies (ODE)*
- *Complete the update to the medical eligibility document and training materials for use by pediatricians and Early Intervention programs (ODE)*

Strategy 13.2 Broaden eligibility criteria for early intervention (ODE)

- *Analyze funding and staffing needed to broaden eligibility criteria for early intervention (ODE)*
- *As appropriate, seek statutory changes to broaden eligibility criteria (ODE)*

Strategy 13.3 Increase the number of children with developmental delays and disabilities receiving services in typical early childhood settings (ODE, DELC)

- *Continue inclusion approach carried out by Oregon Early Childhood Inclusion (OECI) Initiative Community and Program Implementation Teams (ODE)*
- *Provide and expand inclusive training and coaching for early learning and care programs (DELC)*
- *Implement enhanced licensing requirements for care plans for children with special needs (DELC)*
- *Continue high needs add-on rate within the child care assistance program (DELC)*
- *Explore increasing resources for Inclusive Partners to allow for start-up and ongoing support for early learning and care programs enrolling children with developmental delays and disabilities (DELC)*
- *Plan new funding approach across early learning and care and EI/ECSE funding that increases support for EI/ECSE for children while in their early learning and care settings (DELC, ODE)*

Strategy 13.4 Update EI/ECSE personnel standards to prepare professionals who provide services and support to young children who have developmental delays and disabilities and their families, across home, classroom, and community settings (ODE, HECC)

- *Adopt the Division of Early Childhood's EI/ECSE standards, which focus on the preparation of professionals who work with young children ages birth through 8 who have or are at risk for developmental delays and disabilities and their families, across home, classroom and community settings (ODE)*
- *Update EI/ECSE's Comprehensive System of Personnel Development to reflect the adoption of DEC Standards, and provide training and professional development for special educators and interventionists (ODE)*

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Strategy 13.5 Strengthen the alignment of early childhood special education, early intervention services, early learning and care, health, and home visiting through coordinated governance (ODE, DELC, OHA)

- *Partner with DELC and EI/ECSE to develop a shared expectation and strategies for serving children in child care programs, including centers and home-based services (DELC)*
- *Create and pursue recommendations to strengthen the connection between the State Interagency Coordinating Council and the ELC (DELC)*
- *Develop agreement and protocols between DELC and ODE that would address issues including data sharing (DELC, ODE)*
- *Establish a coordinated home visiting system linked to local systems of services and care (OHA, DELC, ODHS, ODE)*
- *Develop an ODHS Office of Development and Disability Services (ODDS) and OHA 5-year plan inclusive of health equity (OHA, ODHS)*

Objective 14. Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) and affordable early learning and care that meets their needs.

Strategy 14.1 Expand the availability of the early learning and care ncluding workforce and facilities (DELC, OHCS, HECC)

- *Develop and implement early learning facilities fund (DELC)*
- *Improve workforce recruitment for centers and homes (DELC)*
- *Coordinate with relevant agencies to address local planning, building code, and zoning barriers (DELC)*

Strategy 14.2 Increase state support and investment in quality early learning and care (DELC)

- *Scale infant-toddler early learning and care services (DELC)*
- *Expand access to child care assistance for families (DELC)*
- *Expand access to publicly funded early learning and care services (DELC)*
- *Support the financial stability and quality of child care programs (DELC)*

Strategy 14.3 Preserve and expand federal funding for quality early learning and care (DELC)

- *Early Learning Council communicates with federal partners about the need for improved federal investment (ELC)*

Strategy 14.4 Improve professional development opportunities for the full diversity of the early learning and care workforce (DELC)

- *Develop the strategy and make the Pyramid model training available for the entire DELC workforce (DELC)*
- *Expand access to multi-language professional development opportunities (DELC)*
- *Expand access to coaching beyond publicly funded early learning and care programs (DELC)*

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- *Align professional development supports provided by ODE and DELC for publicly funded programs (DELC, ODE)*

Strategy 14.5 Build pathways to credentials and degrees that recruit and retain a diverse early learning and care workforce (DELC)

- *Expand the number of Consortium Models higher education pathway programs that are funded throughout Oregon (DELC, HECC)*
- *Expand navigators to help people attain degrees and credentials (DELC)*
- *Implement the higher education scholarship program (HECC, DELC)*
- *Assess and revise the career pathways in the Oregon registry to promote accessibility (DELC, HECC)*
- *Improve acceptance and alignment of degrees from other countries as well as acceptance of credit for prior learning (DELC)*
- *Address barriers to credit transfer for early learning and care education workforce (DELC, HECC)*
- *Enable community colleges to deliver applied B.A. degrees in early childhood/early learning (DELC, HECC)*
- *Integrate culturally specific approaches into higher education for the early learning and care workforce (DELC, HECC)*

Strategy 14.6 Ensure child care licensing and compliance is rooted in equity, facilitates the application approval process, and supports child care providers to be successful in caring for Oregon's children (DELC)

- *Strengthen trusting relationships between providers, particularly from communities that have been historically marginalized, and DELC (DELC)*
- *Build and use regulatory tools and technical assistance that supports providers of all types, including those that have been historically marginalized, to be successful in implementing licensing requirements (DELC)*
- *Collect data and develop meaningful key performance measures to enhance operational excellence (DELC)*
- *Listen to providers to inform and improve licensing policy and practices (DELC)*
- *Adopt and implement new plain language, consistent rules for all types of child care that is overseen by DELC (DELC)*

Strategy 14.7 Increase inclusion opportunities for children with developmental delays and disabilities in early care and education settings (DELC, ODE)

- *Educate providers and families about legal requirements around inclusion (DELC)*
- *Support early learning and care providers to use welcoming practices for all families (DELC)*
- *Continue Oregon Early Childhood Inclusion Initiative (Community and Program Implementation Teams) including use of Pyramid Model and Inclusion Indicators (ODE)*
- *Coordinate and align resources for professionals and programs to support inclusion (ODE)*

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- *Continue inclusion of culturally and linguistically responsive practices as part of EI/ECSE annual Service Area Plans (ODE)*

Strategy 14.8 Prevent suspension and expulsion in early learning and care settings through infant and early childhood mental health consultation and professional development supports (DELC, OHA, ODE)

- *Create and implement ongoing advisory, co-design, and feedback opportunities that include early care and learning providers, parents and family members, and people from historically marginalized communities (DELC)*
- *Create and implement the regional service system for infant and early childhood mental health consultation (DELC)*
- *Implement professional development supports, including trauma-informed focus, for TA professionals supporting the Oregon suspension and expulsion approach (DELC)*
- *Ensure pathways to increase, develop and support the infant and early childhood mental consultant workforce (DELC)*
- *Identify shared approach to preventing suspension and expulsion across DELC, OHA, and ODE, such as shared professional development and coordination of regional partners (DELC, OHA, ODE)*
- *Continue implementation of Pyramid model in EI/ECSE (ODE)*
- *Invest in culturally responsive, adapted Evidence-Based Practice (EBP) models supporting communities of color, LGBTQIA2S+ and individuals experiencing intellectual and developmental disabilities or without identified family or houseless (OHA)*
- *Invest in Tribal Nations to provide support to indigenous children experiencing pushout in child care and early grades (DELC, ODE)*

Strategy 14.9 Reduce family financial burden for access to early learning and care (DELC)

- *Explore higher family eligibility levels for all DELC programs (DELC)*
- *Provide early learning and care at the time of day (i.e. evenings/nights) and on the days of the week that families want (DELC)*
- *Pursue extended hours for publicly funded programs, including partnerships between publicly funded programs and child care (DELC)*

Strategy 14.10 Implement the Co-location Fund for affordable housing and early learning and care, and expand statewide (OHCS, DELC)

- *Award contract to administer CARE program, including expectations for statewide expansion (OHCS)*
- *Work with CARE contractor to stand up program and build relationships with key partners (OHCS)*
- *Develop a robust working partnership between OHCS and DELC to facilitate effective outreach and address barriers (DELC, OHCS)*
- *Leverage and align with early learning facility and start up opportunities (DELC)*
- *Develop working relationships, through the Early Learning Hubs, between housing developers and early learning and care programs (DELC)*

- *Address regulatory barriers and requirements in the execution of the Co-location Fund (DELC)*
- *Involve licensing as a partner to provide information and support (DELC)*
- *Support early learning and care program start-up opportunities (DELC)*
- *Develop working relationships, through the Early Learning Hubs, between housing developers and early learning and care programs (DELC)*
- *Ensure the participation of new providers in the child care assistance program (DELC)*
- *Address regulatory barriers and requirements in the execution of the Co-location Fund (DELC)*
- *Engage experienced professionals with knowledge about the design of early learning and care environments that meet child development and regulatory needs (DELC)*

Strategy 14.11 Compensate and recognize early childhood educators as professionals (DELC)

- *Create professional, competitive all staff compensation expectations across publicly funded early learning and care programs and increase public investment to implement those requirements (DELC)*
- *Implement Alternative Rate Methodology for child care assistance (DELC)*
- *Create financial incentives for child care providers participating in child care assistance to support professional, competitive compensation and increase public investment to support implementation (DELC)*
- *In collaboration with Early Learning Hubs and other partners, create understanding of the role and impact of early childhood educators among policymakers and the public (DELC)*
- *Explore strategies for increasing compensation in child care programs that are not funded by DELC (DELC)*

Objective 15. The early childhood workforce is diverse, culturally responsive, high-quality, and well-compensated.

Strategy 15.1 Improve professional development opportunities for the full diversity of the early childhood workforce (DELC, OHA, ODHS, ODE, HECC)

- *Remove inequitable exclusionary criteria for workforce entry (ODHS)*
- *Continue to expand the number of Community Health Workers who are certified and reimbursed for services (OHA)*
- *Increase workforce development opportunities in order to ensure availability and access to a broad, flexible array of effective services and supports in all regions of the state (OHA)*
- *Continue offering a wide array of professional development opportunities to EI/ECSE staff including focus on DEC Recommended Practices, Inclusion, Pyramid Model Coaches and Racial Equity in Part C (ODE)*
- *Fund targeted supports for indigenous educators within the early childhood system, including mentorship and Tribal early educator supports (DELC)*

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- *Incorporate sovereignty into trainings for early childhood educators, especially in majority white institutions and organizations, to promote the respect and celebration of tribal culture (DELC, HECC)*
- *See Objective 14 for DELC's commitment*

Strategy 15.2 Build pathways to credentials and degrees that recruit and retain a diverse early childhood workforce (DELC, OHA, ODHS, ODE, HECC)

- *Establish connections with higher educational institutions for pathways to a career in early childhood and remove barriers that limit access to the educational goal (ODHS)*
- *Continue to offer an alternative pathway for licensure/endorsements for Early Childhood Specialists or Supervisors for EI/ECSE for programs to support staff recruitment and retention and increase racial, ethnic, and linguistic diversity in the early childhood special education workforce (ODE)*
- *Work with regional coordinators, districts and schools to develop Career and Technical Education programs of study in early childhood (ODE)*
- *Revise the statute for the Speech Language Grant Program to help address the critical shortage of speech language pathologists and speech language pathology assistants (ODE)*
- *Collaborate with Title V MCH Workforce Development initiative to identify pathways and supports for diverse communities to engage with both MCH and early childhood workforce opportunities. (OHA)*
- *See Objective 14 for DELC's commitment*

Objective 16. Children and families experience supportive transitions and continuity of services across early learning and care and public education (K-12) settings.

Strategy 16.1 Update the Early Learning and Kindergarten Guidelines to ensure a consistent framework across educational settings (ODE, DELC)

- *Complete the revision of the Early Learning and Kindergarten Guidelines (DELC)*
- *Include birth through three in the Guidelines (DELC)*
- *Align the Guidelines with the K-12 Social-Emotional Learning (SEL) Framework and Standards (ODE, DELC)*
- *Design the Guidelines to encompass a whole-child approach and to ensure the needs of children from historically underserved/marginalized communities are met (DELC)*
- *Create a dissemination and implementation plan that meets the needs of all children and families and all types of early learning and care programs (DELC)*

Strategy 16.2 Establish an integrated system of support for the provision of joint professional development opportunities for the early learning and care workforce and K-2 educators (ODE, DELC)

- *Provide joint professional development to administrators (DELC, ODE)*

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- *Enhance opportunities at the Hub level to facilitate and fund shared professional development (DELC)*
- *Build better connections between ODE- and DELC-offered professional development so that they are accepted by sponsoring organizations (DELC)*
- *Cultivate opportunities for early learning and care and public school professionals to come together through conferences, etc. (DELC, ODE)*
- *Include implicit bias training as part of the implementation of the Early Learning Transition Check-in (ODE)*

Strategy 16.3 Align policies and programs to provide supportive transitions and continuity of services from early care and education to K-12 settings (ODE, DELC)

- *Implement statewide the Early Learning Transition Check-in (ODE, DELC)*
- *Support the use of portfolio information from early learning and care programs by K-12 educators (DELC)*
- *Fully implement federal requirements for agreements between K-12 and early learning and care programs (DELC, ODE)*
- *Develop opportunities, coordinated through the Hubs, for connections between early learning and care and K-12 to foster transition connections for children, families and educators (DELC)*
- *Provide support to early learning and care programs to facilitate Kindergarten registration (ODE, DELC)*
- *Address the transition timing for children moving from Part B ECSE to Kindergarten (ODE)*
- *Encourage collaboration of Jump Start Kindergarten district staff with their early care and education regional and local teams (ODE)*
- *Disseminate the new Transitioning Into Kindergarten toolkit for Jump Start Kindergarten statewide (ODE)*

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