



Early Learning Hub

of Linn, Benton & Lincoln Counties

Charter

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Mission: The Early Learning Hub of Linn, Benton & Lincoln Counties brings partners together to increase family stability, improve kindergarten readiness, and ensure service coordination that is equitable and culturally and linguistically competent.

Vision: Our communities provide an easily accessible and collaborative system of support and care for families that help children to grow up safe, nurtured, healthy, and ready for school and life

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Article I – Name and Lead Agency

Section 1: Name

The name of this organization shall be Early Learning Hub of Linn, Benton & Lincoln Counties, which will serve as the Regional Early Learning Hub, hereafter referred to as Hub or EL Hub, for Linn, Benton and Lincoln Counties as awarded under the Oregon Department of Education's Early Learning Division and as mandated in HB2013.

Section 2: Lead Agency

Linn Benton Community College, "LBCC," a community college serving Linn and Benton Counties, shall be the Lead Agency for the Hub.

Article II – Common Agenda, Purpose and Guiding Principles

Section 1: Common Agenda

The Hub is a cross-sector of community partners in the region with the common agenda of working collectively to ensure that young children, regardless of family situation, receive opportunities and supports to prepare them to enter school healthy and ready for success. The Hub is charged with guiding the region toward achieving the following three overarching outcomes:

- Children enter kindergarten ready for school.
- Children are raised in safe, stable and supportive families.
- Early childhood services are coordinated, efficient and effective.

Section 2: Statement of Purpose (Legislative Intent)

Pursuant to Early Learning Legislation, the Hub shall have as its purpose the development and support of a coordinated system of early learning services designed to maximize resources and to ensure that children in the service area birth through six years of age receive the support they need to enter kindergarten safe, healthy and ready to be successful in school. The Hub will perform its work in compliance with state statute and federal rules and regulations pertaining to Early Learning Hubs [including Senate Bill 909 (2011); House Bill 4165 (2012); House Bill 2013 (2013); Oregon Revised Statute, Chapter 329; Oregon Administrative Rules 414-002-0995 through 414-002-0010; and 414-900-0005 through 414-900-0020.]

Section 3: Guiding Principles

The Hub and its governance Councils shall operate under the following guiding principles in fulfilling the vision, mission and outcome goals of an Early Learning Hub:

- There are several places where families and organizations cross the three counties, providing opportunities for systems alignment and coordination.

- We will strive to create community-specific strategies, since needs and programs differ across counties and communities.
- We respect and value our existing relationships and will seek to expand our partnerships and build new relationships.
- The Collective Impact Model will guide our actions including the five core components; common agenda, shared measurement, mutually reinforcing activities, continuous communication and backbone support.
- We seek to create a Hub that is inclusive and transparent with processes and procedures that are as stream-lining as much as possible.
- Our governance model will evolve over time, and will be evaluated and adjusted to strategically meet outcomes.

Article III – Service Area, Target Population and Approach

Section 1: Service Area

The Hub will serve Linn, Benton and Lincoln Counties and the Confederated Tribes of Siletz Indians.

Section 2: Target Population

The Hub's primary focus is on children six years of age and younger and their families who are defined by Oregon Revised Statutes as at-risk for arriving at kindergarten unprepared if they have one or more of the following risk factors:

- Living in a household that is at or near poverty, as determined under federal poverty guidelines;
- Living in inadequate or unsafe housing; having inadequate nutrition;
- Living in a household where there is significant or documented domestic conflict, disruption or violence;
- Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
- Living in a circumstance under which there is neglectful or abusive care-giving; or
- Having unmet health care and medical treatment needs; or
- Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

Section 3: Approach

The Hub is committed to improving the three overarching outcomes by using the Collective Impact approach.

1. **Common Agenda** – Establishing and guiding the shared vision and strategies for change and building the public will for change;
2. **Shared Measurement** – Establishing shared measurement practices, collecting data and measuring results consistently;
3. **Mutually Reinforcing Activities** – Supporting differentiated yet coordinated and aligned activities toward achieving the common agenda;
4. **Continuous Communication** – Consistent and open communication which includes building public will; and
5. **Backbone Support** – Staff that coordinates and facilitates the initiative and coordinates cross sector partner efforts.

Article IV - Governance Structure

The governance structure of the Hub will include the following four components:

- 1) Lead Agency
- 2) Backbone Alliance
- 3) Governing Board and its Standing Committees
- 4) Advisory/Working Groups

Article V – Lead Agency

Linn-Benton Community College (LBCC) as the Lead Agency and fiscal agent will sign the contracts and accept responsibility for advancing the Hub outcomes. LBCC will enter into contracts on behalf of the Early Learning Hub of Linn, Benton & Lincoln Counties, and a staff Director will provide program coordination and reporting. Project oversight will be delegated to the Governing Board. LBCC will review all recommendations to ensure they are in line with the obligations of the College and the EL Hub to the contract with the State Early Learning Division.

Article VI – Backbone Alliance

LBCC, IHN-CCO, LBL-ESD and the three county health departments will work together to provide backbone support to the EL Hub. The role of the Back Bone Alliance is to provide coordination and facilitation support to the EL Hub. An MOU has been created to document the agreement and commitment of the backbone organizations.

Roles and Responsibilities of Backbone Alliance

- Work group facilitation
- Development of an ongoing communication plan.

- Insuring all three counties and associated sectors are equally represented in working groups.
- Advocacy at the local and state level
- Connecting with business and other potential partners, who have not been previously engaged
- Facilitating alignment of evaluation and tracking of common outcomes

Article VII – Governing Board

Section 1: Membership

The Governing Board will be made up of twenty-three members: eighteen sector members, consisting of six individuals from each county representing each of the six sectors (K-12, Health, Human and Social Services, Parents, Business, and Early Childhood), plus five members from organizations with standing positions, one from each of the following five organizations: LBCC, IHN-CCO, DHS, LBL-ESD and the Confederated Tribes of Siletz Indians.

Section 2: Nominations and Appointments

The initial board was selected through a nomination process and selected by a committee representing all three counties and multiple sectors. Subsequent board members for the sector positions (other than the K-12 sector) will be recruited by EL Hub partners based on identified sector and county. Selection will be made by the Governing Board with consideration for needs (i.e. expertise, equity lens) of the Board. The K-12 sector, upon their request, will appoint its own members for the three counties, since this is the only sector having a leadership body that includes all three counties. The five organizations with standing positions will appoint their own representatives to the Board; those appointed should have key decision-making responsibilities within their organizations.

Section 3: Alternates

Organization members may use alternates. As continuity is important, the use of alternates is however discouraged. Alternates can be used no more than once each quarter. They should ideally be identified in advance, should be fully briefed and able to represent the organization during decision making. Use of an alternate will be noted on the meeting minutes.

Section 4: Length of Service

Initial members who represent the six sectors will serve for staggered terms as follows: 1/3 will rotate off in two years, 1/3 in three years and 1/3 in four years. All future members who represent the six sectors will serve for a term of three (3) years.

The terms of the organizational standing position members will be determined by each organization.

Section 5: Roles and Responsibilities of the Governing Board

- Ensure the vision and mission of the Hub
- Provide fiscal oversight
- Provide work groups oversight
- Foster cross sector alignment and integration
- Oversee the implementation of the strategic plan and monitor and ensuring outcomes
- Manage resource allocations

Section 6: Meetings, Quorum

On an annual basis the Board will establish a schedule of regular meetings. Special meetings will be called as needed. Attendance at meetings may be in person, by call-in or by virtual measures. When members participate remotely, their presence will count toward a quorum. The quorum necessary to make final decisions will be 51% of the Governing Board Members (n=12).

Section 7: Notice

All members shall be given written (including e-mail) notice of time, date, location and purpose of the meeting at least 3 days before a regular Governing Board Meeting and a written (including e-mail) or verbal notice one day before a special meeting. Public notice shall also be given of regular Governing Board Meetings.

Section 8: Stipends

Parent representatives will be provided a stipend to reduce the costs of attendance.

Section 9: Officers

The Governing Board will have two co-chairs, who will facilitate the Board meetings and serve on the Leadership Committee.

Section 10: Removal of Board Members

A Member may be recommended for removal by the Leadership Committee and removed from the Board by a super-majority vote (75%) of the membership then in office. A member may be removed for the following reasons: being convicted of a felony; for conduct detrimental to the ability of the Board to effectively conduct business; or for missing three (3) consecutive meetings, for three (3) unexcused absences during one fiscal year (July 1 to June 30) or use of an alternate more than once per quarter. Such instances of absenteeism shall be reported by the chair to the Member by written notification. The Leadership Committee

shall make its recommendation for removal to the Board only after notifying the Member and after making informal attempts to remedy any situation involving detrimental conduct.

Section 11: Standing Committees of the Governing Board

Leadership Committee

The Leadership Committee will be made up of: 3-5 Board Members, including the co-chairs; the Hub Director; and a representative of each active advisory/working groups. They will meet in between the general board meetings. Their duties include: debriefing the past board meeting and planning the agenda for the upcoming meeting; making recommendations to the full Board as needed; and other duties that may arise. The co-chairs of the Governing Board will function as facilitators of the Leadership Committee.

Fiscal Oversight Committee

The Fiscal Oversight Committee will be made up of 2-4 Board Members. Their duties include: coordinating with the EL Hub Director and the LBCC Program Accounting Specialist; ensuring that accurate financial information is available to the Governing Board; tracking funding streams and reviewing the financial situation of the Hub; and supporting the Hub budgeting and financial management. One of the committee members will be chosen as facilitator. The Fiscal Oversight Committee makes recommendations to the full Board, it has no decision-making authority.

Article VIII – Advisory/Working Groups

Working groups identified as fundamental to implementing the concepts and processes in the EL Hub include Funding and Resources, Data and Evaluation, Health Care Integration, P-3 Alignment and Early Childhood Coordinating Council. Additional groups may be established by the Governing Board as needed to accomplish the EL Hubs strategic goals and outcomes. Working groups will be open to interested participants. The Backbone Alliance will ensure that all three counties and associated sectors are equally represented in working groups. Working groups will be led by co-chairs, determined by each respective group.

Funding and Resources

Responsible for mapping funding opportunities in the region, creating the annual Comprehensive Children's budget, and identifying and reviewing potential grant opportunities.

Data and Evaluation

Ensure that the EL Hub has the data it needs to make decisions informed by an understanding of the target population and progress towards outcomes.

Health Care Integration

Inform and facilitate the alignment of EL Hub outcomes with health care sector initiatives.

P-3 Alignment

Responsible for building connections between families, early learning and K-12.

Early Childhood Coordinating Council

A forum for the broad based discussion of early childhood programming: including QRIS, ASQ, parenting education, home visiting, and family resources managers. Responsible for improving the referral pathway for families; identifying unserved children and identifying strategies or collaborations for providing appropriate services.

Article IX – Decision Making

The Governing Board will strive for consensus in all of its decision-making. Working toward consensus is a fundamental principle and includes the following understandings:

Definition of “Consensus”: Consensus means that all group members either fully support or can live with a proposal or decision and believe that their constituents can as well. In reaching consensus, some Board members may strongly endorse a particular proposal while others may accept it as “workable.” Others may be only able to “live with it.” Still others may choose to “stand aside” by verbally noting a disagreement, yet allowing the group to reach a consensus without them. Any of these actions still constitutes consensus.

Those who choose to “stand aside” may request to have their views represented in meeting summaries and any final report or decision document.

Representatives: When initial agreement is achieved, some participants may need to take the agreement back to their constituencies or a higher decision-making authority for ratification. If those higher authorities or constituents express concerns or reservations, they also have an obligation to propose an alternative that will address all interests. These responses will be brought back to the group for further deliberations.

When Consensus Cannot be Reached: Reaching consensus is the intended outcome of each discussion. If the group is not able to reach consensus after full deliberation and attempts to break impasse have not been effective, a vote on the proposal will be taken by show of

hands. The proposal or decision passes if a super-majority (75%) of the members who are present vote in favor of it. Those in the minority are invited to write a “minority statement” describing their concerns and views, and this statement will become part of the official meeting summary.

Agenda, Absent Meetings, Meeting Summary

- Items requiring a formal decision will be noted on the agenda. Absent group members are invited to provide their input for group consideration in advance of the meeting they will miss.
- Highlights of the discussion leading to a decision; the decision; and any minority opinions will be included in the meeting summary.

Article X – Standard of Conduct

Section 1: Confidentiality

All individual client information obtained by the EL Hub Staff, Board members, members of working/advisory group, subcontractors or partners will be treated as confidential, and shall not be divulged without the written consent of the client, the responsible parent of a minor child, or his or her guardian except as required under mandatory reporting guidelines. Disclosure of information in summaries, statistical or other form, which does not identify specific individuals is allowed. The use or disclosure of information concerning clients shall be limited to persons directly connected with the administration of the agreement between the EL Hub, and the ODE Early Learning Division. ODE, Early Learning Division and EL subcontractors will share information as necessary to effectively serve ODE clients. Board members will be required to annually sign the EL Hub Confidentiality form.

Section 2: Conflict of Interest

All members of the EL Hub Governing Board must disclose when they believe they have or may have a conflict of interest, and may participate in discussions that are leading to consensus. If, however, consensus cannot be reached and the group uses the fall-back voting process, the individual with the conflict of interest may not participate in that final vote.

Definition: A conflict of interest occurs when one's responsibilities to the EL Hub Governing Board, could be influenced or compromised by self-interest, a prior commitment, competing loyalties (for example, caused by another role one is serving in) or an inability to be objective.

- Example: Financial conflict—a member, or a member of his/her family, would serve to benefit financially from a decision made by the Board.

- Example: Role conflict--a member's role in an organization other than the EL Hub carries with it certain responsibilities that compromise his or her ability to act objectively on an issue being considered by the Board.

Failure to Disclose: If the Board or Leadership Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Leadership Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Conflict of Interest Form: Board members annually agree to and sign the EL Hub Conflict of Interest form.

Section 3: Personal Conduct

Staff and Governing Board members shall conduct themselves in a manner calculated to avoid damaging the reputation and good name of the EL Hub.

Article XI – Duration and Modifications of these Bylaws

Any amendments to the Charter shall be approved by 75% of the Governing Board membership. Written notice of the proposed amendment shall be given in the agenda for the meeting. Review and revision of this Charter shall take place annually prior to the Hub contract renewal. All adopted Charter changes will be forwarded to the Early Learning Division.

Article XII – Controlling Authority

As it is recognized that the existence of this EL Hub is controlled by statute, all conflicts between this Charter and the controlling statute or administrative rule now in existence or adopted in the future, are to be resolved in accordance with the appropriate statute or administrative rule.



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