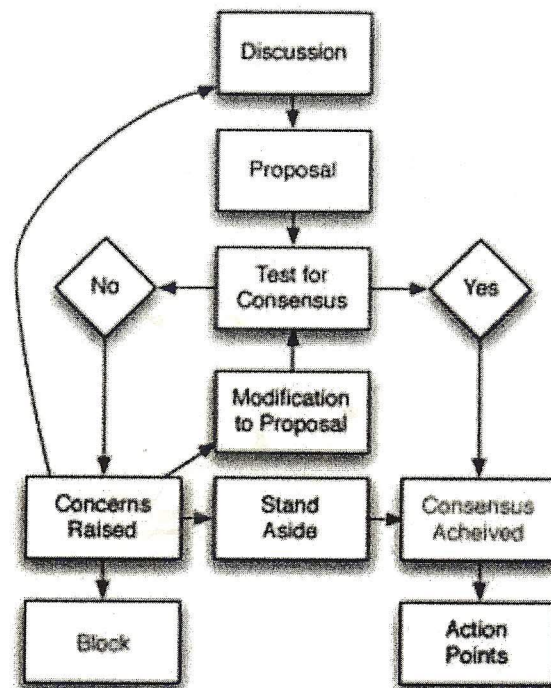
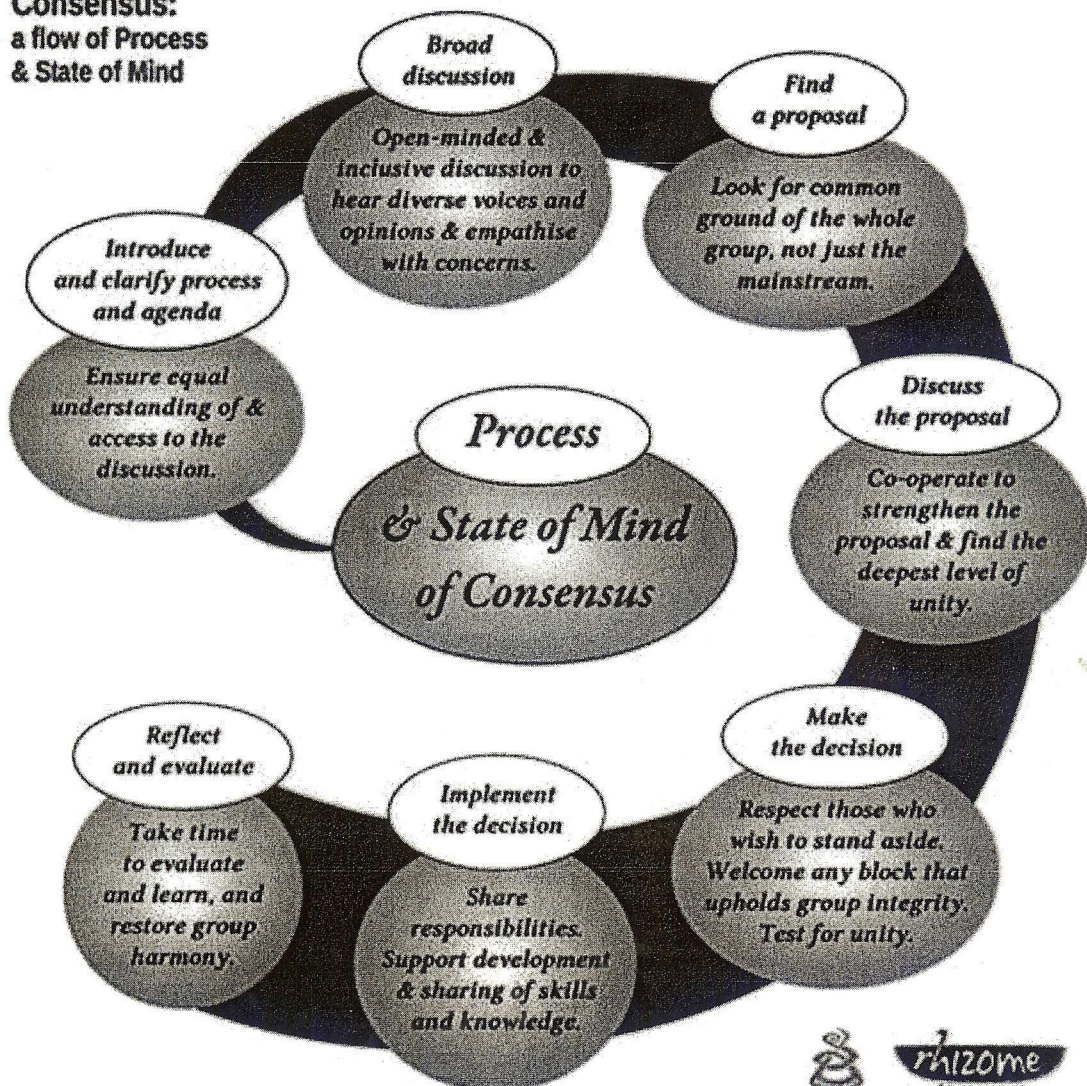


Collective decision-making isn't as much about how we vote on decisions as it is about the process of hearing and incorporating all sides. Our process will involve:

- A well-facilitated discussion of the issue or problem
- Open brainstorming of proposed solutions
- Developing refined proposals
- Identifying concerns about proposals and checking for initial agreement
- Modifying and making amendments to proposals through compromise
- Voting to assess unity, concerns or to make further modifications
- Implementing and evaluating the success of the proposal



Consensus:
a flow of Process
& State of Mind



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Charter of the Early Childhood Coordinated Council

A Working Group of the Linn Benton Lincoln Early Learning Hub

ARTICLE I – NAME

Section 1: The name of this Working Group shall be the Early Childhood Coordinating Council (ECCC) which will serve as an advisory group to the Linn Benton Lincoln Early Learning Hub. This group will provide 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 II – COMMON AGENDA, PURPOSE AND GUIDING PRINCIPLES OF THE LINN BENTON LINCOLN EARLY LEARNING HUB

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 OF THE LINN BENTON LINCOLN EARLY LEARNING HUB

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 – LEADERSHIP STRUCTURE

Section 1: Chairs. The leadership of the ECCC will have a tri-chair model with chairs that represent:

- 1) Each county in the Linn Benton Lincoln Early Learning Hub region;
- 2) Strong Early Childhood leaders that are seen as content area experts in the field;

Section 2: Nominations, Selection and Length of Service. The tri-chairs will be selected by the following process:

- 1) Each county will nominate 2-3 people that are willing to serve in the volunteer role of Chair.
- 2) Governing Board members are excluded from nominations. A special meeting will be held for the selection of the tri-chairs.
- 3) At this meeting each nominee will stand up and “present” themselves and their qualifications to participants of the ECCC.
- 4) Participants of the ECCC will vote for each chair position using a closed ballot process.
- 5) Chairs will serve for one calendar year and may serve no more than two consecutive terms.

Section 3: Roles and Responsibilities of the Chairs

- Set Agenda topics for ECCC meetings and work with Hub Staff who will prepare the Agenda;
- Secure locations of meeting with required technology to support remote access;
- Rotate facilitation of ECCC meetings;
- Rotate participation in Leadership Committee meetings with Governing Board; and
- Review minutes prepared by Hub Staff

Section 4: Removal of Chairs

A Chair may be recommended for removal by participants of the ECCC and removed by a super-majority vote (75%) of participants of the ECCC. A Chair may be removed for the following reasons: being convicted of a felony; for conduct detrimental to the ability of the ECCC to effectively accomplish task; or for missing three (3) consecutive meetings or for (3) unexcused absences during one fiscal year (July 1 to June 30). Such instances of absenteeism shall be reported by the Early Learning Hub Coordinator to the Chair by written notification. The ECCC participants shall make the vote for removal only after notifying the Chair and after the Early

Learning Hub Coordinator makes informal attempts to remedy any situation involving detrimental conduct.

ARTICLE V – DECISION MAKING

The ECCC 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.

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 (defined below) 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.

Members: The ECCC is an open work group that does not require membership for participation in meetings, discussions, or reaching consensus; however if the need arises for a “super-majority” vote membership status will be determined by:

1. Regular participation in ECCC meetings (at least 4 in a 6 month period).
2. Members must be present during the discussion of an item/proposal to be eligible to participate in a “super-majority vote”.

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 VI – 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 ECCC Work Group ***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 ECCC Work Group, 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 ECCC.
- **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 ECCC.

Failure to disclose

If the ECCC or EL Hub staff 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 ECCC or EL Hub staff determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate corrective action.

ARTICLE VII – DURATION AND MODIFICATION OF THESE BYLAWS

Any amendments to the Charter shall be approved by 75% of the participants of the ECCC. 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.

Fist to Five Voting and Consensus

Fist to Five is quality voting. It has the elements of consensus built in and can prepare groups to transition into consensus if they wish. Most people are accustomed to the simplicity of "yes" and "no" voting rather than the complex and more community-oriented consensus method of decision making. Fist to Five introduces the element of the quality of the "yes." A fist is a "no" and any number of fingers is a "yes," with an indication of how good a "yes" it is. This moves a group away from quantity voting to quality voting, which is considerably more informative. Fist to Five can also be used during consensus decision making as a way to check the "sense of the group," or to check the quality of the consensus.

Fist to Five is accomplished by raising hands as in voting, with the number of fingers raised that indicates level of agreement.

- **A fist** means, "I vote NO." or in consensus it means, "I object and will block consensus (usually on moral grounds)."

- **1 finger** means, "I'll just barely go along." or, "I don't like this but it's not quite a no." or, "I think there is lots more work to do on this proposal." In consensus this indicates standing aside, or not being in agreement but not blocking the consensus.

- **2 fingers** means "I don't much like this but I'll go along."

- **3 fingers** means, "I'm in the middle somewhere. Like some of it, but not all."

- **4 fingers** means, "This is fine."

- **5 fingers** means, "I like this a lot, I think it's the best possible decision."

Fist to Five Process:

1. When a proposal has been brought before a group, it has been well discussed and refined as needed, a vote for passage is taken.

2. People raise their hands with the number of fingers that indicate their degree of agreement with the proposal. Hands are held VERY high and the room is scanned by all. That way everyone is checking the sense of the room and not individual opinions.

3. The vote can stand as taken, with all fists and fingers counted, the majority winning. Or, people with fists and one finger can be asked to speak to their objections and offer possible solutions to overcome their objections. This is attempted, and then a second and final vote is taken, which is the final vote.

4. It is often wise to check early in the proposal dialogue, as sometimes a group is actually ready for consensus or a vote earlier than expected and a lot of time can be saved. An early check might find all 4 and 5 fingers except for two 1's, meaning the proposal would be voted in, or in the case of consensus, no one would block consensus and only two people have needs to be met. Only those people then speak and their objections addressed which saves a lot of time.

5. A low quality vote (lots of 1s, 2s and 3s) tells you the decision is probably a stop gap measure and will need to be watched closely or revisited soon. It is generally wise to attach a date for review to a decision that is low in quality. Some groups find it saves time in the end to not accept a vote that is affirmative but primarily 1s and 2s as the proposal is generally troublesome and comes up again anyway.

6. If it is obvious that the vote is wildly split, with no real majority, despite a winning "yes," the group knows it has more work to do, and that the decision may not endure. They can expect more controversy and know a plan must be made to address the polarized views.

7. When Fist to Five has been used for a while, a transition to consensus, if desired, is quite easy.