

Linn Benton Lincoln Early Learning Hub Governing Board Meeting Minutes

MEETING COMMENCED	2:00pm, March 5, 2015 Lincoln County Commissioners Office
MEETING CALLED BY	Bill Hall, Co-Chair
GOVERNING BOARD MEMBERS PRESENT	Bill Hall, Rebecca Cohen, Jeff Davis, Stephany Koehne, Mary McKay, Jennifer Moore, Anne Peltier, Betsy Wilcox, Linell Wood, Carolina Amador, Guadalupe Diaz, DeAnn Brown, Maria Delapoer
VERSION	Draft pending Board Approval

Agenda topics

DISCUSSION ITEM	Review of February Meeting Minutes (Bill Hall)
	Review of policy on posting draft minutes
CONCLUSIONS	
	Board voted to approve February Meeting Minutes:
	Motion to pass – Rebecca Cohen
	Seconded – Anne Peltier

SPECIAL PRESENTATION	NW Health Foundation Grant Webinar (Lynn Hall)
	Brief description of NW Health Foundation Grant and what we are trying to accomplish
	An introductory PowerPoint Webinar has been created to explain the Healthy Beginnings + Healthy Communities Initiative
	Board members previewed the webinar, and Lynn went through each slide and gave explanations
	Board members had questions regarding:
	How stipends are being calculated
	How many were competing for implementation grant
CONCLUSIONS	
	Board members suggested upcoming events that might serve as a way to introduce the survey to families within their organizations: Newport Library, Strengthening Rural Families

COORDINATOR'S REPORT	Kristi May
	MOU between IHN-CCO and LBL Early Learning Hub - \$300,000 allocation to Hub
	New Hub Orientation and reporting tools / Early Learning Collaborative Meeting with Legislators
	Survey of Governing Board Members on early childhood topics – review of results

K-12 MOUs with Linn Benton Lincoln Superintendents
ABC House Celebrate Hope Event – April 8, 5:30-8:00pm, Albany, RSVP by March 25
Work Group Updates
Website updates – request for bios and photos for “Who we Are” page, adding work email addresses
Diagram of meeting schedule and reasoning for cycle
Healthy Families grant opportunity/RFP/Bidders Meeting – funding levels not given yet

DISCUSSION ITEM	Fiscal Oversight Committee (Anne Peltier & Jennifer Moore)
Recap of first Committee Meeting:	
What kinds of financial opportunities Hub Staff should be pursuing	
Presentation of current financials	
Planning to set fiscal policies	

DISCUSSION ITEM	Identity Work Group (Jeff Davis & LeAnne Trask)
Jeff discussed what the Madison Avenue Collective (MAC) is trying to accomplish, characteristics of the Hub, and what deliverables the Hub would be receiving	
Naming Exploration	
LeAnne discussed what requests we had made from MAC regarding our website: activities, meetings, handouts, Governing Board photos and bios, contact information, formatting, menu bars, button styles, etc.	

DISCUSSION ITEM	Discussion Items (Kristi May)
Legislative Contacts:	
Discussion of legislative contacts and meeting results	
Discussion of Senate Bill 213 – pulled up on screen and tried to review	
Talking points for legislator discussion	
Early Learning Council requesting letters to legislature and gave us templates for those letters	
Governing Board Nominees:	
Need to create a subcommittee to vet the four candidates for the Benton County Social and Human Services seat	
Discussed the nominee for Benton County Business seat, Paula Grace	
Governing Board Members not meeting expectations:	
Two parents are unable to participate due to conflicts with the scheduled time – we will need to review the process for nominating parents and how they are selected	
Charter says that Board members will be removed after missing three consecutive meetings	
One business person who hasn't met his commitment. Needs to be contacted	
Remote Access:	
Explanation of public and private remote access	
Private password and username sent to each GB member	
Basecamp Project Management:	

Explanation of what Basecamp can do for our Hub membership – too much paper tied up in hand-outs		
Next Board Meeting will be giving training		
CONCLUSIONS		
Board voted to have Rebecca Cohen and Stephany Koehne vet the four Benton County Social and Human Services candidates		
Board voted to accept Paula Grace for the BC Business seat		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Board requests that Rebecca Cohen and Stephany Koehne create an application form for future candidates to the Governing Board and set-up a process	Rebecca Cohen & Stephany Koehne	4/2/2015
Board requested that Hub Staff get a complete copy of Senate Bill 213 (with editing) so that it can be reviewed	Hub Staff	ASAP
Board requested that Kristi contact Tony Lewis and see if he is going to try to participate or if he wants to be removed	Kristi May	ASAP
Board requested that Hub Staff contact Paula Grace and welcome her to the Board	Kristi May	ASAP
Board members need to bring their laptops, phones, tablets, etc. to next meeting to receive Basecamp training	Board Members	4/2/2015

PUBLIC COMMENT	No members of the public were present
NEXT MEETING	Thursday, April 2, 2015, from 2-4:00pm at the LBL ESD Offices, 905 4 th Avenue SE, Albany, OR
MEETING ADJOURNED	3:50pm

LBLEL HUB APRIL 2015

COORDINATOR UPDATES:

We have a Contract!: The analogy has frequently been used that Early Learning Hubs are in their infancy because they are so new and my reply has always been, “LBL Early Learning Hub is technically still prenatal because we don’t even have a signed contract yet.” Well, we were officially born! On March 24th we received our final contract for LBCC to review and sign. LBCC signed and returned the contract to the state on March 25th and it was immediately signed by the state representative. This means the LBL Early Learning Hub’s birthday is 3/25/15!

Oregon Early learning Hub Leadership Institute: Funded and sponsored by the Oregon Early Learning Division, the Oregon Early Learning Hub Leadership Institute provides Early Learning Hub leaders like you with the tools to understand and use data, while boosting the self-awareness, facilitation experiences and collaborative leadership skills needed to tackle disparities that are affecting young children in your communities.

Anticipated Outcomes:

- Leaders will produce a local shared agreement with agencies in their communities.
- Leaders will create, implement, and/or measure progress on local strategic plans in collaboration with key stakeholders in their communities.
- Leaders will actively share knowledge about early childhood systems and collaborative leadership with peer Local Partnerships.
- Leaders will actively use data to drive equity in decision-making about funding local programs and services.

Northwest Health Foundation Gathering:

On March 9th to 11th, Lynn Hall, Rocio Munoz, and I attended The Gathering hosted by the NW Health Foundation at Kah-Nee-Ta. Nichole Maher, CEO and President, encouraged us to create

plans that will change systems and policies and result in the greatest improvements to health for people most impacted by health disparities. The foundation wants to fund programs that will support meaningful engagement of parents and families in the transformation of regional early childhood and family support systems. We were able to network with an amazingly diverse group of people with shared interests from organizations all across Oregon. Workshops included information regarding health systems transformation and community health; how to create real, broad change through policy and advocacy; and a discussion of the Adverse Childhood Experiences Study (ACES) and how to build self-healing communities.

Healthy Families Oregon RFP: Last month I announced that Healthy Families Oregon (HFO) had released an RFP for the 2015-2017 biennium. The state has extended the due date from April 17th to May 15th due to multiple questions that have arose through the RFP process, including the need to amend the RFP, the Budget, and other attachments. EL Hub Staff reached out to potentially interested parties, including those currently implementing HFO in our region. Initially it appeared as though the best approach would be for the EL Hub to apply as the lead agency and subcontract with local community agencies to provide services. A response on the most recent Q&A from the state has changed everyone's thought on this as the state envisions the lead agency not as a fiscal agency but as fully trained in HFO to provide contract monitoring for fidelity. EL Hub staff are not currently able to take on the amount of time and work this would require and hiring a .25 FTE would take funds away from direct services. All interested parties agreed that it would be best for the 2 current providers to apply for their respective service delivery areas with a regional approach to training and program collaboration and full support from the EL Hub. Old Mill Center, who currently provides services to Linn and Benton counties will be requesting an increase to serve communities within Linn County that align with the EL Hub catchment area and are not currently receiving services.

This is yet another example of how the regionalization of services has brought agencies together in new ways for collaboration. Even though the funding will not be coming directly through the EL Hub, we will be closely connected to the partners implementing the services to

support the continuation of the great conversations that are now taking place due to this RFP process.

A requirement of the RFP is a Letter of Support from the Early Learning Hub. I would like to provide each of our partner agencies with a letter signed by each Governing Board Member as this will also help them to meet the “support from multiple sectors” requirement. Since we have the time, I would like to send a draft out to all board members for review with the goal of signing during our May Governing Board Meeting.

Remote Access and Use of Technology: The remote access instruction sheet has been updated to include our permanent URL, the call-in information, and step-by-step instructions for how to log-in to the Governing Board meetings, with pictures! I hope you find this to be a useful tool. We will also keep an active “Governing Board Members only” remote access button on the website so you will always know where to go for access.

Many of our workgroups have decided to use Basecamp for document sharing and to stay connected between meetings. I feel that we will all find this project management software to be a useful tool. Not only is it efficient but it will help us reduce the need for printing which is cost effective and environmentally friendly. Early Learning Hub Staff welcomes any and all feedback on how this tool is working for Governing Board Members and Work Group Members so that we can provide support or additional training, if needed.

LBLEL Hub Work Group Updates: The following Work Groups have been assigned tasks in the One-Year Plan. All work groups are open groups and announcements regarding meeting dates are being posted to our website and emailed to our full ListServ:

Early Childhood Coordinating Council (ECCC): The Linn County Chair will provide this update.

Data and Evaluation: The Data and Evaluation Work Group has plans for regular meetings on the 4th Friday of each month. Due to Spring Break, the group postponed the March meeting until April 7th. The Governing Board received a report at their March meeting regarding the February Data and Evaluation Work Group.

Funding & Resources: Meeting still to be re-established

Health Care Integration: The Health Care Integration Work Group met on March 18th at the Health Department in Newport. Three people attended the meeting remotely. Tami Tracer, IHN CCO Director of Customer Care, provided maps of provider locations in each of the 3 counties. Jerri Wolfe presented background information regarding ASQ's and the Linn County Developmental Screening Project. Volunteers from the group will join with volunteers from the ECCC work group to form a subgroup to work on ASQ referral pathways. The goal of strengthening referral pathways will be to assure ASQs, not provided in the medical settings, are forwarded to primary care providers.

PreK/K12 Alignment: Meeting still to be established

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-lined 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 participants 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 (either in-person or remotely) 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 (either in-person or remotely) 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.

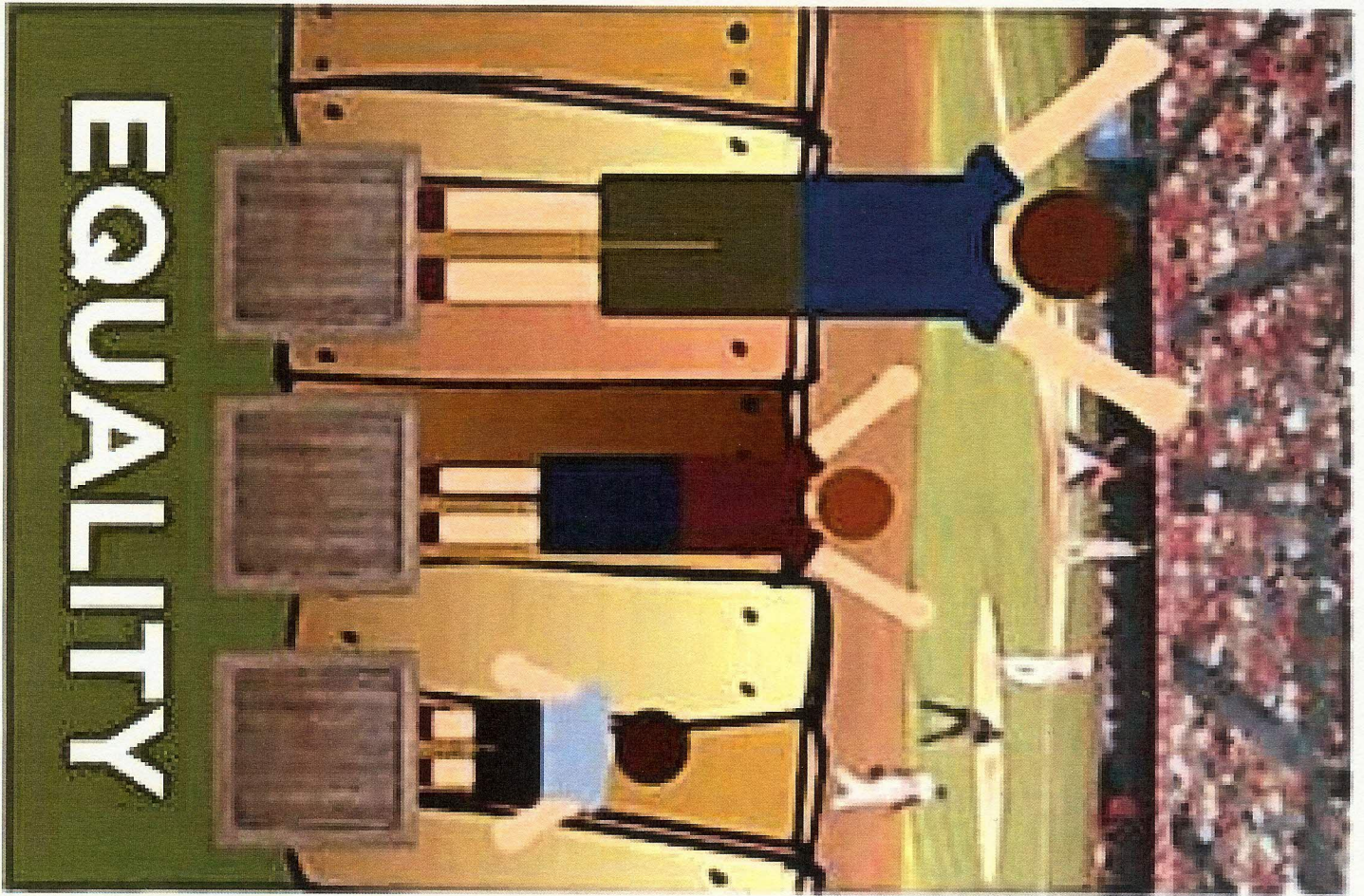
Failure to disclose

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.

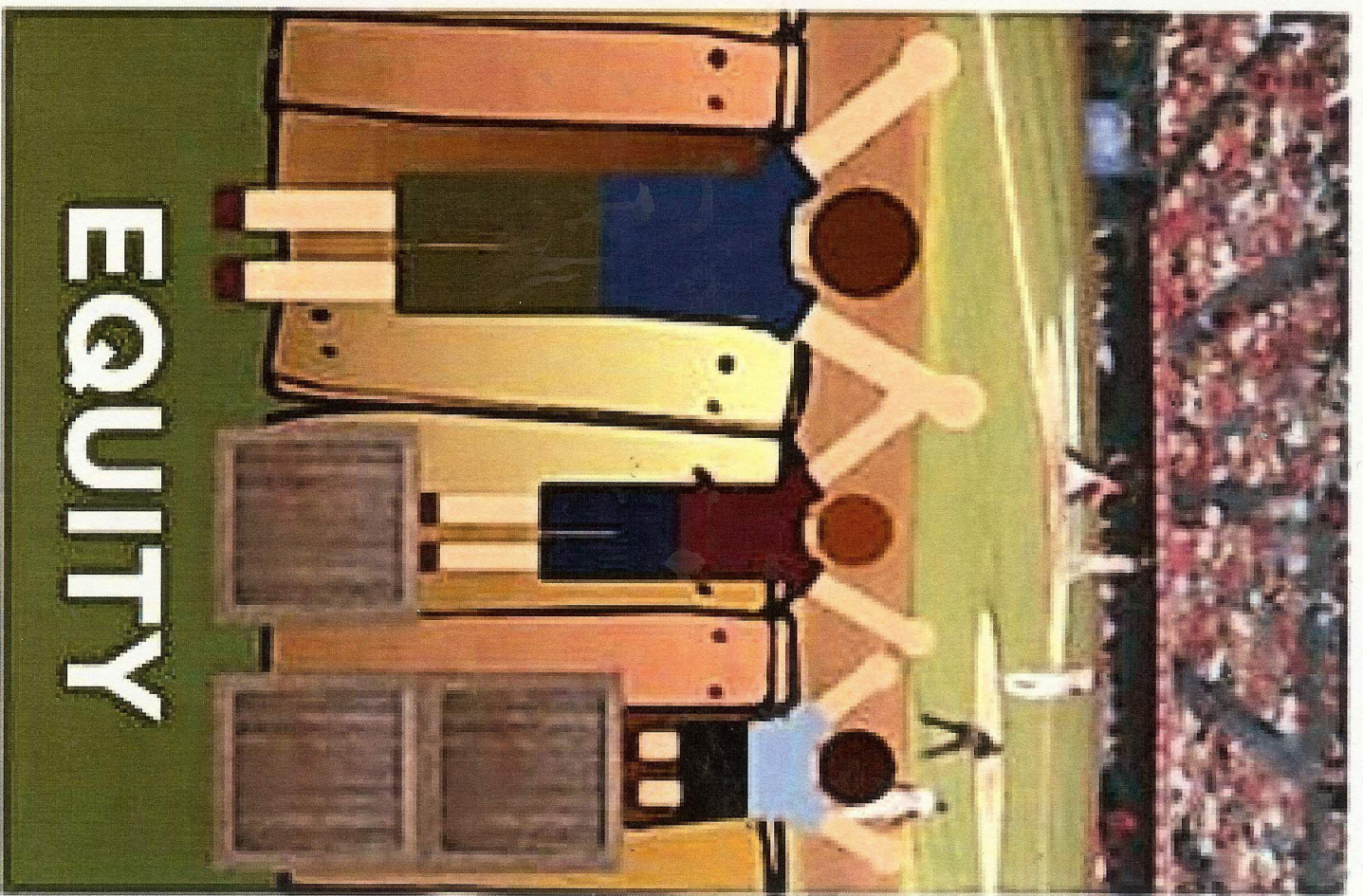
If, after hearing the member's response and after making further investigation as warranted by the circumstances, the ECCC or EL Hub staff determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate corrective action.

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.



EQUALITY



EQUITY

The Problem:



45,000
children are born in Oregon each year. Nearly half are born poor.



By 3rd grade, **41%** of Oregon's economically disadvantaged children are reading below their grade level.

40% of children in Oregon arrive at kindergarten unprepared to begin their public education.

32% of Oregon high school students don't graduate.

We must do better. And we can – together.

Oregon's Outcomes for Early Learning Hubs

- Kindergarten Readiness
- Stable and Attached Families
- Coordinated and Aligned Systems



Hub Early Success

- Creation of a three county region which mirrors the service for areas of IHN-CCO, LBL ESD and DHS and maximizes opportunities for integration of early learning services.
- Broad three county and sector involvement of over 200 community partners in the RFA process and development of the successful application.
- Commitment across sectors and regions from decision-makers in serving on the 23 member Governing Board.
- Yearly financial support from IHN-CCO for EL Hub activities.
- Successful submission of a Northwest Health Foundations grant by the EL Hub funding and resources committee.



Linn Benton Lincoln

Early Learning Hub Governing Board

<u>Sector</u>	<u>Board Member</u>	<u>Organization</u>
Business	Tony Lewis	Lewis Hanson & Co.
	Jennifer Moore	Benton & Lincoln United Way
	Paula Grace	Benton Community Foundation
Early Childhood		
	Rebecca Cohen	Newport Library
	Paul Smith	Strengthening Rural Families
	Stephany Koehne	Kidco Head Start
Health	Carolina Amador	Benton County Health Services
	Anne Peltier	Retired, Linn Co. Health Services
	Linell Wood	Coastal Pediatric Association
K-12	Betsy Wilcox	Lincoln County School District
	Maria Delapoer	Greater Albany Public Schools
	Marc Thielman	Alsea School District
Parents	Guadalupe Diaz	

<u>Sector</u>	<u>Board Member</u>	<u>Organization</u>
Social & Human Services		
	Bill Hall, Co-Chair	Lincoln County Commissioner
	Jeff Sneddon	Linn County Health Department

Organizations with Standing Board Positions:

Confederated Tribes of Siletz Indians, DeAnn Brown
InterCommunity Health Network, Julie Manning, Co-Chair
Linn-Benton Community College, Jeff Davis
Linn Benton Lincoln Education Service District, Mary McKay
Oregon Department of Human Services, Marco Benavides



inspired





Naming Exploration

Jeff Jimerson

March 25, 2015 (revised)

Question: Is "LBL Early Learning Hub" the name we should use?

As part of our branding and identity discovery process we have spent some time researching and brainstorming possible alternatives to a name for the program currently known as "Linn-Benton-Lincoln Early Learning Hub." Taking into consideration input that has been received from members of the Identity Work Group and other program partners, this document outlines our findings and recommendations for the board to consider.

What we like about the current name:

1. It's geographically clear — there's no confusion with other sister programs throughout the state
2. The words "Early Learning" are positive and descriptive

Challenges with the current name:

1. It's long, and doesn't lend itself to an easy-to-say (or remember) acronym
2. The word "Hub" — which implies a single source of information/resources that connects to many isolated spokes — may not be the most accurate way of describing how the program will function
3. It isn't very unique or memorable

Goals for the selected program name:

1. It should be descriptive and easy to understand
2. It should be distinct from other state and local programs
3. It should be memorable

Other organization names

Here are some of the names chosen by the other regional Hubs:

- Early Learning Hub, Inc. (Marion county)
- Yamhill Early Learning Hub
- Frontier Oregon Services Hub (Harney and Grant counties, and the Burns Paiute Tribe)
- South-Central Oregon Early Learning Hub
- Lane Early Learning Alliance
- Early Learning Multnomah

And here are some names of related organizations and associations:

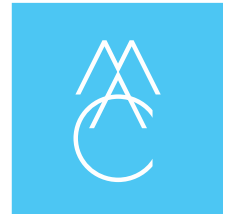
- Oregon Early Learning, which is governed by the Early Learning Council
- Parenting Success Network
- Oregon Parenting Education Collaborative Hubs
- LaneKids, Lane County's Parenting Education Hub
- Samaritan Early Learning Center (a child care center in Lincoln City)

The meanings of words

Here are a few words that potentially could be used in the organization's name. (Words and phrases that seem particularly relevant have been underlined.)

	Definition	Synonyms
Hub	the <u>effective center</u> of an activity, region, or network	nerve <u>center</u> , core, focus, <u>heart</u> , middle, pivot, pole
Network	a group or system of <u>interconnected people or things</u>	chain, grid, net, organization, <u>structure</u> , <u>system</u>
Alliance	a union or association formed for <u>mutual benefit</u> , especially between countries or organizations	accord, affiliation, <u>coalition</u> , <u>collaboration</u> , combination, compact, confederacy, <u>connection</u> , cooperation
Central	of the <u>greatest importance</u> ; principal or <u>essential</u> ; a place with a high concentration of a specified type of person or thing	basic, <u>essential</u> , fundamental, important, <u>key</u> , paramount, pivotal
Essential	<u>absolutely necessary</u> ; extremely important	crucial, fundamental, imperative, indispensable, main, necessary, needed, leading
Learning	the acquisition of knowledge or skills through <u>experience</u> , study, or by being taught	information, <u>training</u> , study, schooling, knowledge, education, wisdom
Early	happening, belonging to, or done near the <u>beginning</u> of a particular time or period	<u>fresh</u> , initial, new, recent, <u>budding</u> , preceding, <u>young</u> , <u>start</u>
Education	the process of receiving or giving systematic instruction; an enlightening <u>experience</u>	teaching, schooling, tutoring, instruction, coaching, training, tutelage, guidance
Kids	a child or young person	child, youngster, youth, chick, cub

MADISON AVE. COLLECTIVE



Project proposal

March 13, 2015

Julie Manning

Samaritan Health Services

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459 SW Madison Ave.
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541.971.4113
www.macollective.com

MAC contact: Jeff Jimerson 541.971.0407

LBL Early Learning Hub brand identity and communication tools

Thank you for inviting Madison Ave. Collective to assist you with creating a brand identity, website, and various communication and marketing tools for the Linn-Benton-Lincoln Early Learning Hub (referred to in this proposal as “the Hub”).

Deliverables

The deliverables of this proposal are:

1. Logo and tagline
2. Stationery
3. Website
4. HTML email template
5. Identity guide
6. Photo library

1. Logo and tagline

We'll start by presenting multiple logo concepts in black-and-white, then refining, adding color, and developing various taglines for you to consider. We'll include versions of the logo artwork that include "in partnership with" (or similar statement) for Hub partners to use.

Scope includes up to 3 rounds of reviews with changes. In the end we'll deliver a batch of separate artwork files in EPS, PDF, and PNG format, suitable for print or web use.

2. Stationery

We'll design a stationery package that includes the following:

- Two-sided business cards for up to three employees
- 8.5x11-inch letterhead and matching #10 envelope
- 8.5x11-inch letterhead template in Microsoft Word
- A2 greeting card with matching envelope

Scope includes up to 2 rounds of reviews with changes. In the end we'll deliver high-resolution, print-ready PDFs. Printing is not included but we'd be happy to estimate that separately if requested.

3. Website

Our recommended website development process and deliverables are as follows:

- **Architecture.** We'll start by creating a site map detailing all sections and pages of the website, including task paths and easy-to-understand page naming. Our focus here is intuitive usability.
- **Wireframes.** Following the architecture, we'll define visual hierarchy with size and placement of page content, images, navigation, and calls-to-action, presented to you in a black-and-white paper format or as a clickable prototype. Scope includes up to 6 wireframe pages for both desktop and mobile, with 2 rounds of reviews with changes. We'll also include copywriting suggestions for headlines and calls-to-action on each of the wireframe pages (all other text to be supplied by you).
- **Visual design.** Once the wireframes are approved we'll apply color, texture, photos, fonts, and other specific design elements in an engaging and effective manner. Scope includes visual design for up to 5 pages for both desktop and mobile, with 2 rounds of reviews with changes.

- **Development.** We'll create the HTML/CSS page templates and build out the content management system using Wordpress, install and customize various plugins, and sync with MailChimp. We'll install all files on a recommended website host. Scope includes one year of Gravity Forms licensing. Scope does not include monthly hosting or annual domain registration fees.
- **Training.** We'll ensure your site admins fully understand how to load content, update, and manage the website. At this stage you can begin moving over content from the existing website. We'll create a one-page PDF "quick reference guide" with instructions on how to log in and edit the site content. Scope includes up to one hour of personal training with your site administrators.
- **Maintenance.** We'll be on hand to provide technical support, plug-in and software updates, and other ongoing software maintenance needs for 90 days after the website goes live. After that, we are available to update and modify the website as requested at our standard hourly rates.

See attached "Discovery Results" document (March 13) for detailed website functionality requirements.

4. HTML email template

We'll design and develop an HTML email template that's optimized for both desktop and mobile, then install that template on your MailChimp account and provide training on how to add content and send email newsletters. Scope includes up to 2 rounds of reviews with changes.

5. Identity guide

We'll give you a 4-5 page document that identifies your logo variations, supporting colors, fonts, and a snapshot of the pieces we've designed to date (e.g. stationery) for you to reference when creating additional documents in the future.

6. Photo library

We'll search for and purchase up to 12 high-quality, royalty-free stock photographs that capture ethnic diversity and landscapes appropriate to the Hub's region, then combine those with hand-selected images of local children already provided by SHS. This library of photos will then be delivered to you via Dropbox or on a flash drive for use online and/or in high-resolution printed publications.

Cost and timeline

The total cost of this brand identity and communication tools package is \$42,500.

Assuming review meetings can be scheduled with decision-makers in timely fashion, we anticipate being able to complete the logo and tagline in approximately 4 weeks. Then, we'll begin work immediately on the remaining deliverables, which together will require an additional 14–16 weeks to complete.

Next steps

1. Sign this proposal (see page 6) and return to Jeff Jimerson at jeff@madcollective.com. Or, if you have questions, contact Jeff by email or by phone at 541.971.0407.
2. Once you've returned this signed proposal we'll send you an invoice (via email) for a 50% project deposit. We accept payment by either a check, credit card, or by direct bank deposit.
3. Once we've received the deposit payment we'll consider the project underway. Then, when our work is completed, we will invoice you for the remaining balance.

Terms of this agreement

General Terms: This proposal covers services as described only, and includes estimates of time and costs based on all information available prior to project start. Outside costs such as equipment rental and artwork licenses, if any, will be estimated separately. If any work is anticipated to exceed estimated costs as outlined in this proposal, Madison Ave. Collective (MAC) will obtain Client approval before proceeding with the work; alternatively, Client may decide not to include said work. Project status and approval meetings will be scheduled weekly or on an “as-needed” basis throughout the project.

Payment: Payment in full is due upon receipt of invoice. Billings will occur at the completion of each project milestone. Late accounts could cause project work to be discontinued until the account is brought current. This estimate is valid for up to 30 days. Inactivity for more than 45 days after beginning the project may invalidate estimates. When a project is delayed beyond 45 days we will bill for work completed to date. Any additional Client-requested work outside the scope of this proposal would be billed additionally on a time-and-materials basis at standard hourly rates.

Intellectual Property: All products relating to work performed by us under this engagement will remain our property until payment for services is received in full. Upon receipt of payment in full, all rights to final deliverables will be automatically transferred to the Client without the necessity of further action. Working files and creative concepts not accepted or purchased will remain our property. MAC reserves the right to use work samples in online and print portfolios. The Client must be the copyright holder for all materials supplied to MAC, or have permission to use the materials from the copyright holder. MAC is not responsible for any copyright violations. The Client shall indemnify the designer against all claims and expenses, including reasonable attorney’s fees, due to uses for which no release was requested in writing or for the uses that exceed authority granted by release.

Termination: This agreement can be terminated at any time by either party. In the event of cancellation of this order, MAC will charge for work already completed and for any extraneous expenses that have accumulated up to the cancellation date. If we have received advance Client payments that have not been used for work performed, we will reimburse Client for any applicable overpayment within 20 (twenty) days of termination.

Limitation of liability and dispute resolution: Client agrees that it shall not hold the MAC or its agents or employees liable for any incidental or consequential damages that arise from the Client's failure to perform any aspect of the project in a timely manner, or that result from causes reasonably beyond the control of the MAC or its agents or employees. In no event shall the MAC be liable for indirect, incidental, or consequential damages, including, without limitation, loss of profits or interruption of business. Any disputes arising out of this agreement shall be submitted before a mutually agreed-upon arbitrator pursuant to the rules of the American Arbitration Association.

About Madison Ave. Collective

Madison Ave. Collective (MAC) is a downtown Corvallis, Oregon, creative agency working with local and global clients in a wide range of industries.

The MAC is expert in the design and development of print materials, branding and identity systems, marketing campaigns, and websites that give visitors an easy, clean path to find what they're looking for. Together, MAC team members possess decades of experience helping clients reach customers with smart, efficient solutions and strategic marketing initiatives via traditional and emerging technologies.

Client approval

Signature _____

Date _____

Julie Manning

NAMING CRITERIA

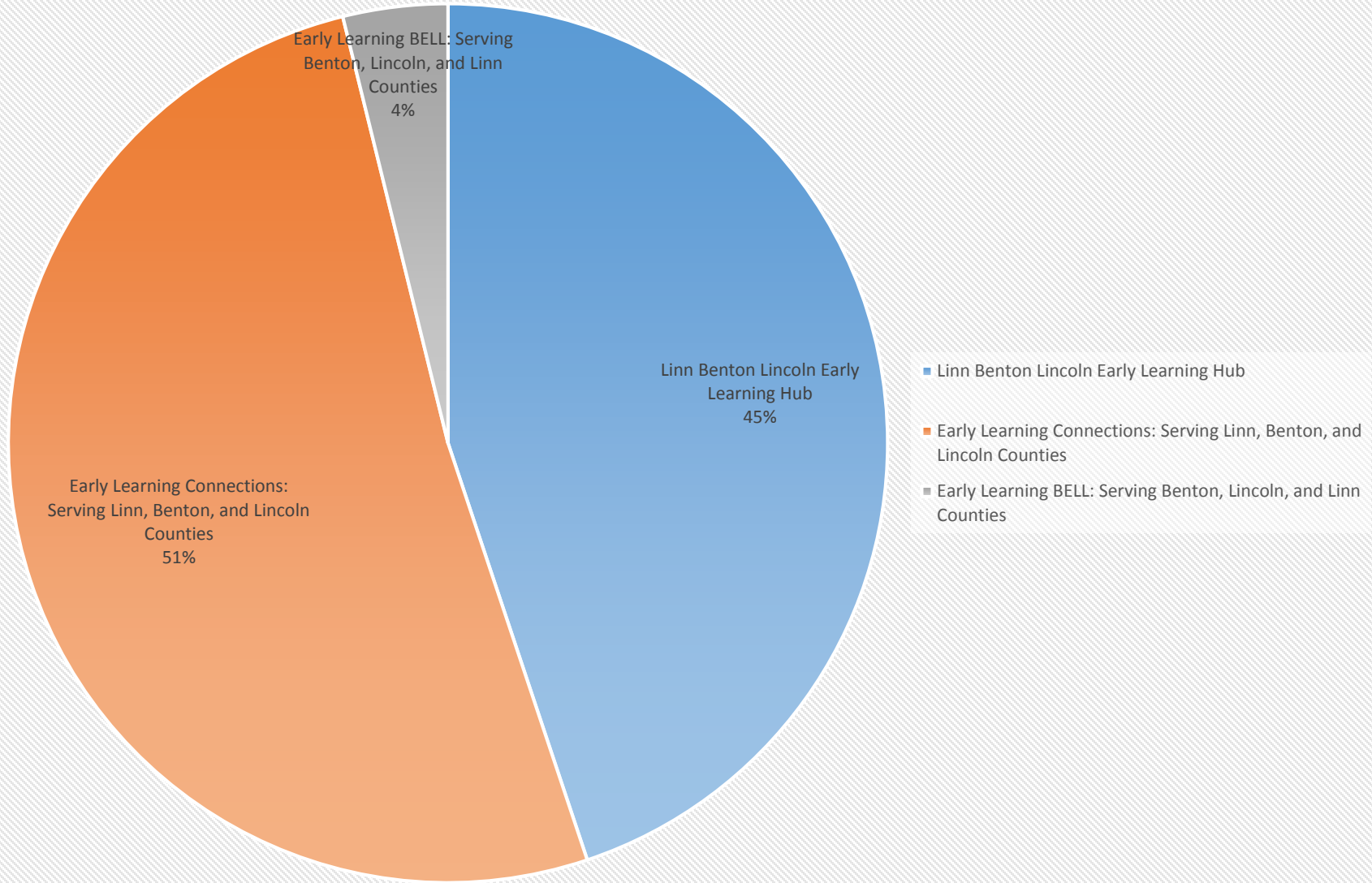
Evaluation Sheet

As you may know, during a recent survey of Stakeholders regarding the name of our Early Learning Hub there were two top choices with no clear “winner”. During tomorrow’s Governing Board Meeting we will be having an important discussion with Jeff Jimerson of the Madison Ave. Collective regarding how we should move forward with this decision. We thought that this tool might be helpful in preparation for this discussion.

*Instructions: On a scale of 1 – 10, rank each name individually. This is **not** a comparison of the two names. Each name can be strong and weak in various categories.*

Name Selection	Linn Benton Lincoln Early Learning Hub	Early Learning Connections Serving Linn, Benton, and Lincoln Counties
<i>Is your first impression of the name strong?</i>		
<i>Does it sound/look good?</i>		
<i>Is it easy to read/pronounce?</i>		
<i>Use it in multiple sentences.</i>		
<i>Does it feel right?</i>		
<i>Does it sound credible?</i>		
<i>Does it represent our region?</i>		
<i>Is it registerable and protectable?</i>		
<i>Is it memorable?</i>		
<i>How well does it relate to our mission & vision?</i>		
Total Score		

Names



Is there anything you would like to share about your selection?

I like the school bell connection

I'm not sure what Early Learning Connections would mean to families

Linn Benton and Lincoln is what most partners use when talking about the region, so it rolls off the tongue better and aligns with other 'messaging.'

Number 3 is really dumb! BeLi(squared) works just as poorly.

I like focusing on what we do - "Early Learning Connections" versus just who we are, LBL Counties. Keep the tagline as it then gives details needed.

I think Early Learning Connections most clearly says what the project is about. It will be easier for outsiders to understand. LBL Early Learning Hub is OK - but doesn't convey much and is long and awkward. Also - in its acronym form (which will end up used a lot) it is very close to LBL-ESD, a name more familiar to most people. Early Learning BELL is cute - but you have to read the tagline to understand what it means.

BELL meaning wasn't obvious. Hub also might not be obvious to low income families.

Connections gives some immediate sense to the service.

I like the idea of BELL, but think it is best to stay away from acronyms so it is easily understood by the larger population.

I like the active verb sound of "connections" and the fact that it's plural, as there will be more than one connection to this.

"E-L-BELL" rolls off the tongue easily. Early Learning Connections is a close second, though.

Linn Benton Lincoln Early Learning Hub is definitely too wordy. A shorter name is much likely easier to market, brand, and remember.



Education Investment Board:

Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

Oregon Educational Investment Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.³ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance the 40/40/20 goal?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Definitions:

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

⁴ (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

Programs Currently Funded with Great Start and Family Support Funds

Current contracts scheduled to end on June 30, 2015

Agency	Funding Level	Program	Contact
Family Connections	3,567	Child Care Provider Training	Jerri Wolfe
Linn Co. Public Health	19,337	Maternal Child Health	Pat Crozier
Hart Family Resource Center	14,690	Cooperative Preschool and R&R	Patty Purkeson
Strengthening Rural Families	8,934	Parenting Education	Paul Smith
Lincoln County School District	11,404	LIFT, Back Pack, & HELP	Katey Townsend
Total	\$57,932.00		

1. Develop a subcommittee of the Governing Board to develop questions /criteria in regards to EL Hub Priorities.
2. Develop a timeline that can be shared with funded partners on how and when decisions will be made.
3. If needed, schedule individual meetings with funded partners to discuss Program alignment with EL Hub Work Plan and Strategic Plan.

LBL EL HUB GOVERNING BOARD MEMBERS

Remote Access Instructions

URL: lblhub.adobeconnect.com/lblelhub

Username: Your email address where you receive EL Hub information

Password: Spring2015 (You will be prompted to change your password when you login)

Call-in Number: 1-800-832-0736

Conference Room #: 3268478

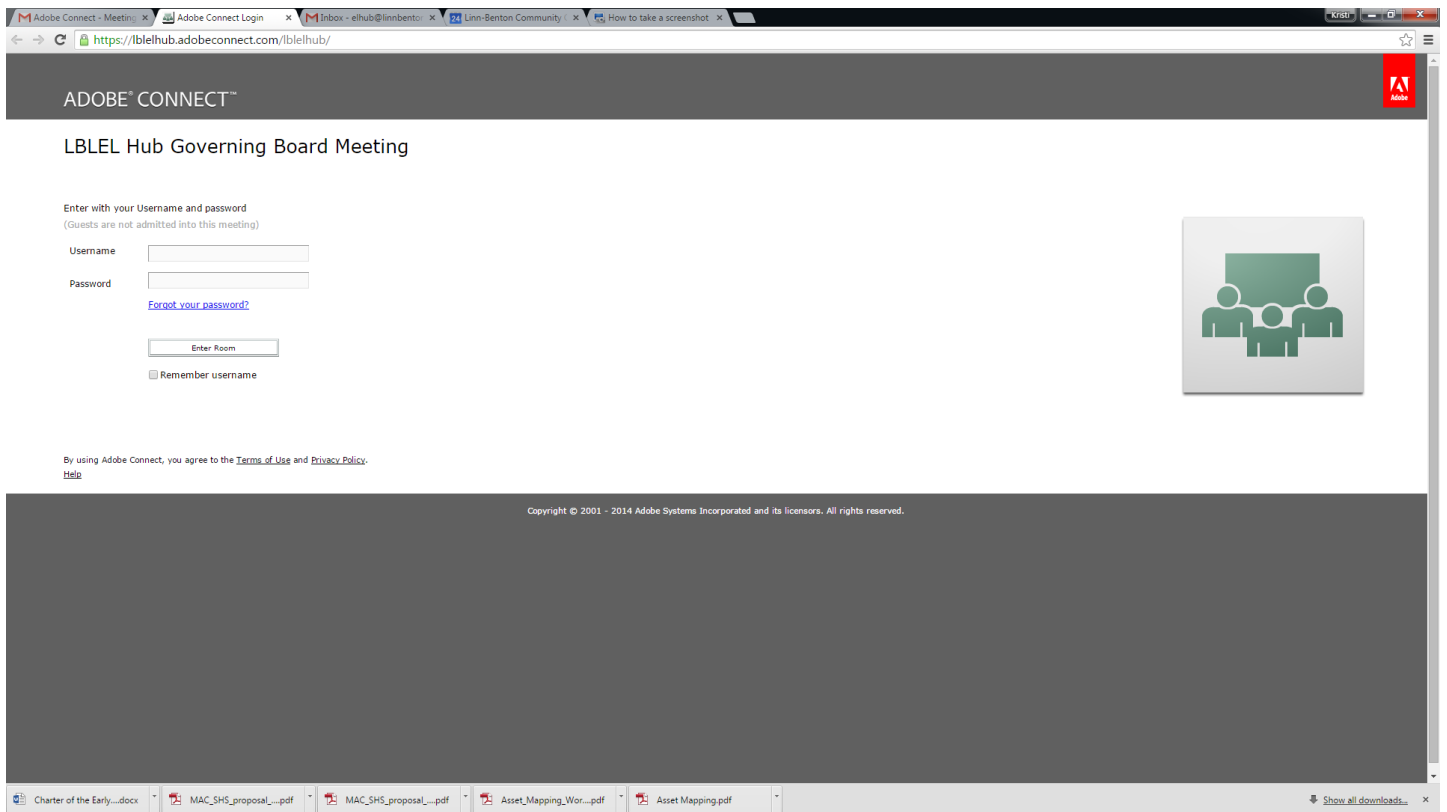
Join a meeting

1. You will receive an email invitation with meeting access information. When the meeting time arrives, click on the link or enter the URL into your favorite web browser.

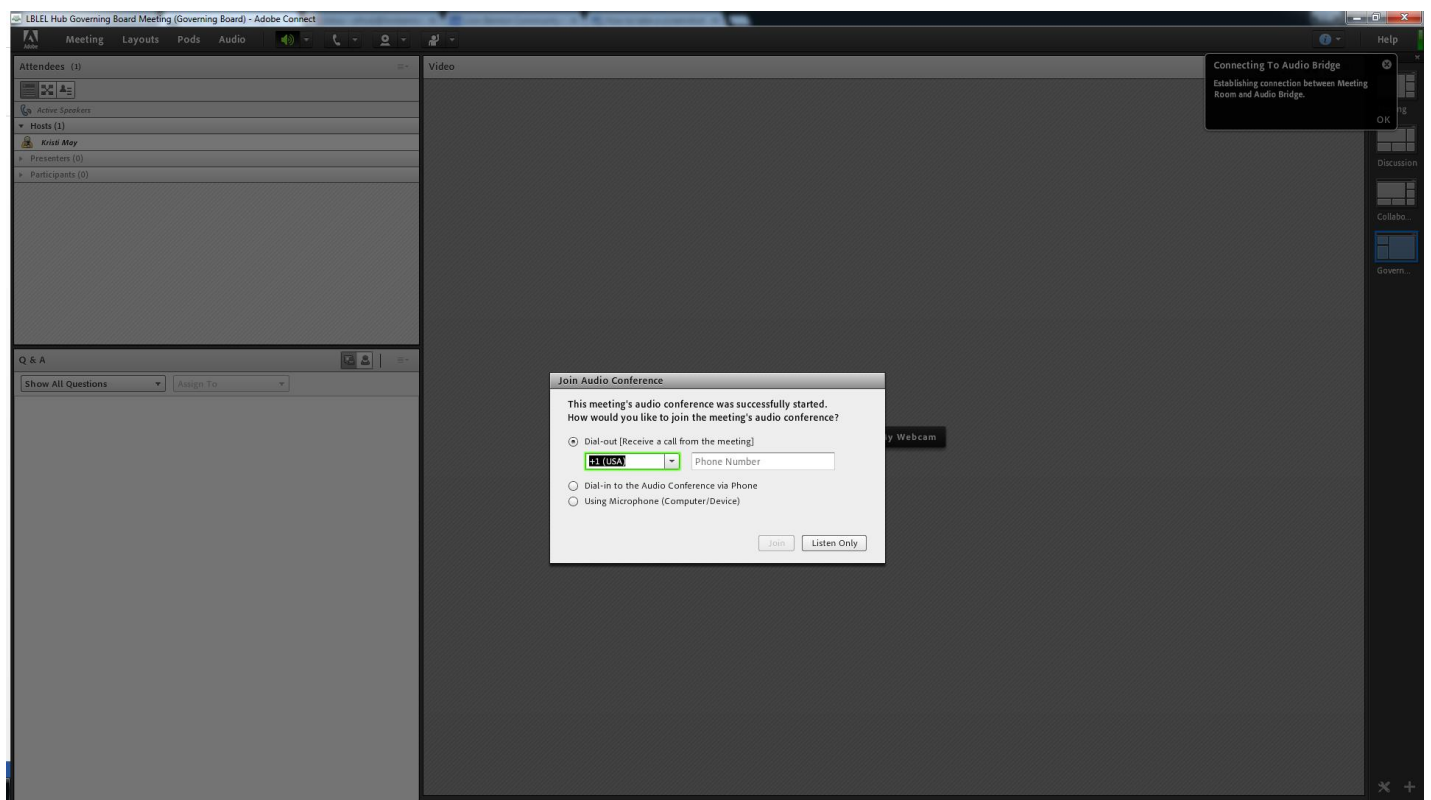
The screenshot shows an email titled "Adobe Connect - Meeting Invitation to 'LBL EL Hub Governing Board Meeting'". The sender is "Adobe Connect Notifications <admin@adobeconnect.com>". The email content includes a calendar view for Thursday, April 2, 2015, from 2pm to 4pm (PDT). The meeting location is <https://lblhub.adobeconnect.com/lblelhub/>. The agenda lists "HUB Governing Board Meeting" starting at 2pm. Below the calendar view, there is a "Please join me in an Adobe Connect Meeting" section with the following details: Meeting Name: LBLEL Hub Governing Board Meeting; Summary: Summary; Invited By: Kristi May (may@lincolnton.edu); When: Thursday 2 April, 02:00 PM - 04:00 PM; Time Zone: (GMT-08:00) Pacific Time (US and Canada); Tijuana (Please note that Daylight Saving Time (+01:00 hr) is in effect during this time). Audio Conference Details: MeetingOne Conference Room Number: 3268478; URL to additional access numbers: http://www.meetingone.com/access_Phone_Numbers; Conference Number(s): United States: +18008320736. To join the meeting: <https://lblhub.adobeconnect.com/lblelhub/>. At the bottom, there is a "Test your connection" link: https://lblhub.adobeconnect.com/common/help/en/support/meeting_test.htm and a "Get a quick overview" link: <http://www.adobe.com/products/adobeconnect.html>. A footer note states: "Adobe, the Adobe Logo, Acrobat and Adobe Connect are either registered trademarks or trademarks of Adobe Systems Incorporated in the United States and/or other countries."

To join the meeting:
<https://lblhub.adobeconnect.com/lblelhub/>

2. The meeting login screen appears. Use the information provided above to access the meeting. Governing Board Meetings will only be available for invited guest. You will need the information above to access the meeting. We will be using a listen only platform for public viewing.



3. The meeting launches in your browser. If the meeting host has not yet arrived to the meeting or meeting security requires the host to approve your attendance, you will be placed in a waiting room.



4. Once the meeting host accepts you into the meeting, the meeting room interface appears.

Meeting audio

There are 3 options for Audio



Option 1: Dial-out

If you select this option you will need to type in your phone number and the Audio Conference line will call you.

Option 2: Dial-in

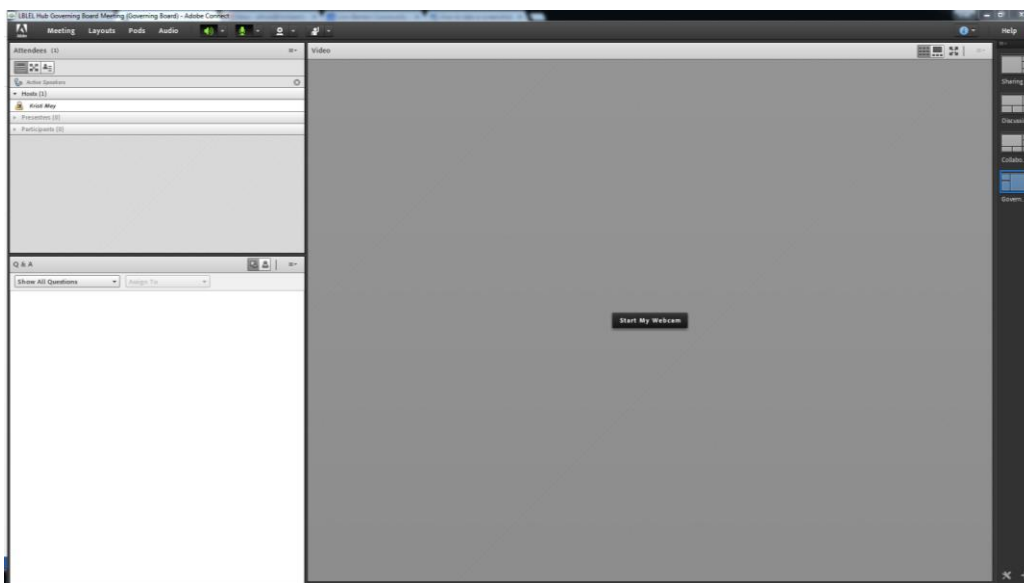
If you select this option you will call in to the phone number provided at the beginning of these instructions and key in the conference room number when prompted.

Option 3: Using Microphone

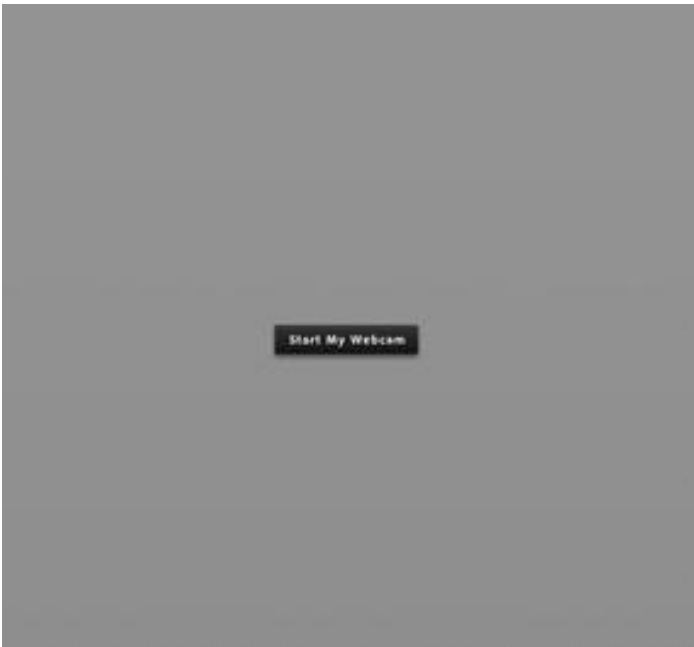
When this option is selected, you can hear meeting audio through your computer speakers. You will need to have a microphone (usually built-in to your webcam) for others to hear you.

Share webcam video

The meeting host will ask you to use your webcam to share video so Governing Board Members can see and interact with you. A button enabling you to share your webcam will appear on the video pod.



To share your camera, make sure your web cam is plugged in and click the Share My Webcam button.

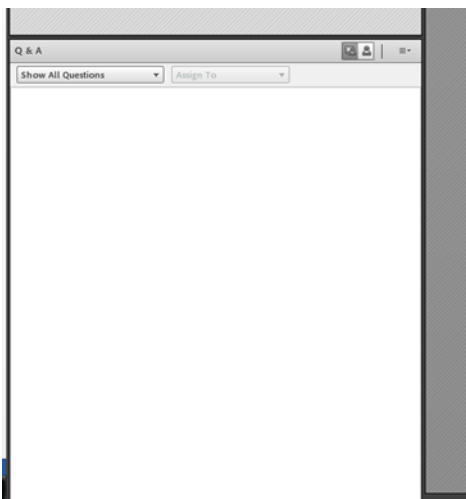


Adobe Flash may prompt you for permission. After granting permission, a webcam video preview appears. If you're happy with the preview, click Start Sharing to share your video with all participants.

You can also click the webcam icon in the Application Bar to access your webcam and preferences.

Q & A

If you would like to ask a question but do not want to unmute your phone line or are participating in "listen only" mode. Simply type the question in the Q & A Pod and the group will respond.



Hub Staff will be happy to assist with testing your computer setup prior to a meeting if you would like!

SB 213: Early Learning Hubs

Senate Human Services and Early Childhood Committee

March 13, 2015

Chair Sara Gelser, Vice Chair Kruse and Members of the Committee:

As co-chairs of the Early Learning Hub serving Lincoln, Benton and Linn counties, we are pleased to submit this letter of support for SB 213 on behalf of our Board of Directors.

In our roles as Hub co-chairs -- and as current and former local elected officials -- we have seen the value and effectiveness of regional collaboration such as that envisioned with the Early Learning Hub and SB 213.

Julie Manning, former Corvallis Mayor and a long-time executive with Samaritan Health Services, represents the region's Coordinated Care Organization (IHN-CCO) on the Hub board, and Lincoln County Commissioner Bill Hall is also a member of the IHN-CCO board. In addition, Julie and Bill have each served as board members of the region's Council of Governments (Cascades West), and Bill serves on the board of the region's Community Action Agency (Community Services Consortium). As Mayor, Julie served on the advisory committee for the state's Regional Solutions effort in the Southern Willamette Valley that formulated the concept for RAIN (Regional Accelerator and Innovation Network), which is forging a highly successful regional partnership for economic development.

In each of these instances, we have seen first-hand how regional collaboration helps to foster innovative thinking, leverage the area's unique resources and develop more comprehensive and thoughtful solutions than any one entity could achieve on its own. In bringing the various partners to the table together, we can each learn from one another and help ensure that we are solving problems in a way that "raises all boats" and is not redundant or duplicative of services already being provided within the region. It also goes without saying that this type of work is often more cost effective and elicits greater buy-in among the participating organizations and individuals. Additionally, the agreed-up solutions benefit from the leveraged communication tools available by enlisting all the participants (and their respective constituencies) in that important process. Again, this also saves valuable resources.

Because of Oregon's existing regional efforts such as CCOs and Regional Solutions, we have become increasingly knowledgeable about the benefits of this approach, and increasingly comfortable working together as regions. New relationships are being formed, trust is building, and our respective communities are benefiting as a result.

We have every reason to believe that making our regional Early Learning Hubs permanent through SB 213 will show equally positive results. We encourage your support of this important legislation.

Sincerely,



Bill Hall
Hub Co-Chair
Lincoln County Commissioner



Julie Manning
Hub Co-Chair
Vice President, Samaritan Health Services

SB 213: Early Learning Hubs
Senate Human Services and Early Childhood Committee
March 1, 2015
Chair Sara Gelsler, Vice Chair Kruse and Members of the Committee,

For the record, I am Kristi May, Linn Benton Lincoln Early Learning Hub Coordinator. I am submitting testimony in support of SB 213. SB 213 makes the Early Learning Hubs permanent and continues the work local communities have undertaken to align early learning systems, support thriving families and ensure children are ready to succeed in kindergarten.

I am writing to urge your support for additional investments in early learning systems and strategies for children and families in Oregon. Research concludes that investing in young children from birth to age 5 provides a 10:1 lifelong return through improved health, increased graduation rates, competitive workforce, reduced incarceration and stable families. (James Heckman reference)

In Linn, Benton, and Lincoln Counties there are 19,270 children ages 0 - 6. Approximately 12,884 live in families considered at-risk based on poverty, drug abuse, unsafe housing, unmet medical needs, parental mental illness, child abuse and/or neglect. These children are less likely to receive services and supports and more likely to struggle in school as a result. Hubs are responsible to close this gap so all children have the best chance for success.

We hold ourselves accountable to clearly understand our community needs and to working to meet them. By working together across sectors the focus is less on silos and more on families. Some of our early successes include:

- Creation of a three county region that mirrors the service areas of IHN-CCO, LBL ESD, and DHS maximizes opportunities for the integration of early learning services.
- Broad involvement, across three counties, of over 200 community partners in the RFA process and development of the successful application.
- Annual financial support - defined in an MOU with IHN-CCO - for EL Hub activities. In year one, some of these funds will be used to develop the Linn Benton Lincoln Early Learning Hub brand and communication strategies.
- A Northwest Health Foundation grant award, one of 25 community-based proposals funded. This one year planning grant supports meaningful engagement of parents and families in assessing community strengths and needs and in planning ways to improve the health of children most impacted by educational, health and social inequities. The grant award includes eligibility to apply for a five-year Community-Based Partnership with the Northwest Health Foundation to implement the plans.

We have done significant work in the community to build relationships and create the infrastructure for a true early learning system. I urge your support of this locally driven work and SB 213.



Kristi May
LBL Early Learning Hub Coordinator

SB 213: Early Learning Hubs

Senate Human Services and Early Childhood Committee

March 1, 2015

Chair Sara Gelsler, Vice Chair Kruse and Members of the Committee,

For the record, I am Kim Whitley, COO of InterCommunity Health Network Coordinated Care Organization (IHN-CCO). I am submitting testimony in support of SB 213. SB 213 makes the Early Learning Hubs permanent and continues the work local communities have undertaken to align early learning systems, support thriving families and ensure children are ready to succeed in kindergarten.

Value of the work

- Healthy children and families are the cornerstone of a healthy society.
- The research is so clear that investing early makes a tremendous impact on later life, not just in education, but in health too.

How Hubs add value

- The systems transformations in health and early learning are built upon the belief that local community leaders are the best change agents we have.
- Together we are holding ourselves accountable for better understanding our community needs and working together to meet them.

Impact I have seen

- The focus on developmental screenings has led to coordination among multiple community partners to understand this work and ensure the data is tracked, gets to the primary care homes, and families are engaged and part of the process.
- The CCO and the Early Learning Hub are coordinating in areas where coordination has not previously existed. For example the relationships being forged have recently assisted in the success of “Books for Babies”. A Lincoln County School District program in collaboration with Samaritan Health Services and the Nurse Family Partnership. Additionally, the Collective Impact Model used to support the Early Learning Hub has allowed area participants and community stakeholders to have a shared vision for change leading to a joint approach with agreed upon actions.

Ask

- Strengthening early learning through the Hubs will benefit children, families and our region. I urge your support of SB 213.

Sincerely,

Kim Whitley, MPA
VP COO

