



Early Learning Hub

of Linn, Benton & Lincoln Counties

Governing Board Packet September 2015

Governing Board
Early Learning Hub
September 24, 2015
lblearlylearninghub.org

Packet Overview

In your Governing Board packet for June you will find the following information:

1. The Agenda
2. Special Presentation Handouts
 - a. We have included a copy of the Identity Guide for our Early Learning Hub that the MAC team has created. You will receive a full printed copy at the meeting. LeAnne will be walking us through this document and providing an overview of our new website.
3. The Coordinator's Report
4. Consent Items
 - a. August Meeting Minutes
 - b. EL Hub Charter – The Governing Board voted to adopt a Charter on 10/24/14. The revised charter has three changes that I anticipate being non-controversial.
 - i. It reflects the Hub name being changed from Linn, Benton, Lincoln Early Learning Hub to Early Learning Hub of Linn, Benton & Lincoln Counties,
 - ii. It is formatted based on our Identity Guide recommendations, and
 - iii. Now includes our Mission & Vision Statements.
5. Discussion Item Documents
 - a. Work Group Reports – Work Group chairs have provided the Governing Board with a snapshot of current activities, anticipated changes based on the new indicators, and their goals for the future. Due to the amount of items on this month's agenda the Leadership Committee felt it would be best to have written reports versus verbal.
 - b. New Contracting Timelines – Content from email that was sent from the Early Learning Division regarding new contracting timelines. We will be discussing what this means for our Hub region, how this impacts previously approved contracts with partners, and what is needed moving forward.
 - c. Hubs As Public Bodies – Guidance document provided by the Early Learning Division
 - d. Service Provider Manual – Added to Basecamp as separate document. This is an informational item for Board Members. This manual will be given to all Service Providers that are receiving Early Learning Hub funding as a part of the contracting process.
 - e. Jump Start Read for the Record – This is an annual event that partners have expressed interest in participating in with the Early Learning Hub as the lead for our region. There is a possibility to gain media attention for our Hub and local partners during this event. I would like for the Hub to purchase the book for all partners that make a commitment to participate and provided them with a packet of the printed materials they will need. The cost per book is \$10 plus a minimal printing cost. The Board will need to vote if they wish to approve this spending.

Table of Contents

Packet Overview	1
Agenda.....	3
Identity Guide	4
Coordinator's Report	11
Consent Items	13
August Minutes.....	13
Early Learning Hub Charter	17
Discussion Items	30
Work Group Reports.....	30
New Contracting Timelines	34
Hubs as Public Bodies.....	35
Jump Start Read for the Record	39



Agenda

Governing Board Members

Bill Hall, Co-Chair
Lincoln County Commissioner

Julie Manning, Co-Chair
Samaritan Health Services

Carolina Amador
Benton Health Services

Marco Benavides
Department of Human Services

DeAnn Brown
Confederated Tribes of Siletz Indians

Rebecca Cohen
Newport Public Library

Jeff Davis
Linn-Benton Community College

Guadalupe Diaz
Parent

Jim Golden
Greater Albany Public Schools

Paula Grace
Benton Community Foundation

Antonia Hernandez
Parent

Stephany Koehne
Kids & Company of Linn County

Tony Lewis
Lewis, Hanson & Co

Mary McKay
Linn Benton Lincoln
Education Service District

Jennifer Moore
United Way of Benton & Lincoln
Counties

Anne Peltier
Retired, Linn County Public Health

Bettina Schempf
Old Mill Center

Paul Smith
Strengthening Rural Families

Jeff Sheddon
Linn County Health Department

Marc Thielman
Alsea School District

Betsy Wilcox
Lincoln County School District

Linell Wood
Coastal Pediatric Associates



September 24, 2015

2:00 – 4:00 PM

Samaritan Pacific Communities Hospital
Health Education Center
930 SW Abbey Street
Conference Room “B”
Newport, OR

Members of the public wanting to make public comment must sign in. Each individual speaker will have 3 minutes during the Public Comment portion of the Agenda.

- I. Roll Call
- II. Special Presentation
 - a. Early Learning Hub Website and Identity Guide – Hub Staff
- III. Coordinator’s Report/EL Hub Updates
- IV. Committee Reports
 - a. Fiscal Oversight Committee
- V. Consent Items
 - a. Approval of August Minutes
 - b. EL Hub Charter
- VI. Discussion Items
 - a. Work Group Reports
 - b. New contracting timelines
 - c. Hubs as Public Bodies
 - d. Service Provider Manual
 - e. Jump Starts Read for the Record – Action Item
- VII. Public Comment
- VIII. Next Meeting
- IX. Adjournment

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.

Special Presentation Handouts

Identity Guide

Early Learning Hub Identity Guide

Madison Ave. Collective // September 8, 2015



Logo, vertical	2
Logo, horizontal	3
Color palette	4
Supporting fonts	5
Design elements	6
Stationery/business cards	7

Logo // vertical format



Alternate logo (no tagline)



Partner Organization logo

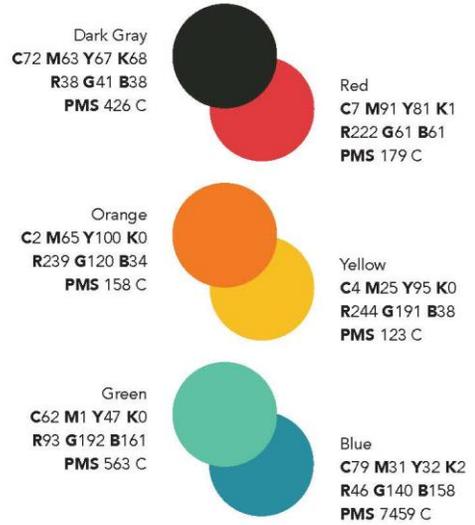
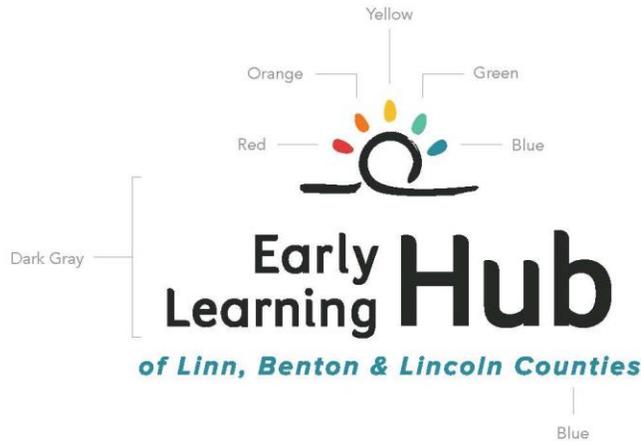


Logo on dark background

Logo // horizontal format



Color palette



Supporting fonts

Century Gothic Regular

Aa Bb Cc 1 2 3

Century Gothic Bold

Aa Bb Cc 1 2 3

Century Gothic Italic

Aa Bb Cc 1 2 3

Century Gothic Bold, 14pt

Century Gothic Bold, 10pt

Century Gothic Regular, 10pt

Headlines & Titles

Subheads & Taglines

To apply color to headlines, titles, and subheads, select from the color palette on page 4. For best readability and printing, avoid using yellow.

One num as reicaepuda veni ant magnit et quiaeperae volupta quiaes delitati to tem ventur? Berum nam quiatiu sape dignis autem aute sitibust que nus in excea volupidi ipicient velici odi quam, utatetur? Quid ut que veleceprem di occulpa volum fugit rest eium ea se ne quidus, sint incium ea nullabo repudae. Et harum etur? Erundest, quis sinverio endae stem sent perio. Ipid quid est mo tempell orroriscillit et lam dolor autem et ra dolum quidio estiorpos moditaquae dem repuda dolorem.

Web only

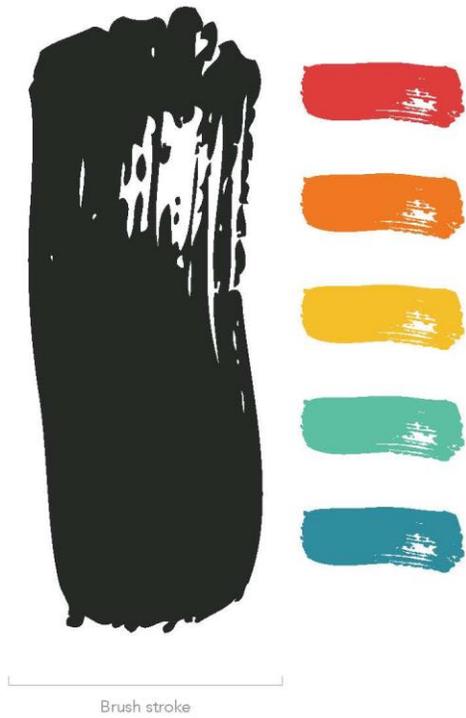
Muli Regular (web only)

Aa Bb Cc 1 2 3

Muli Italic (web only)

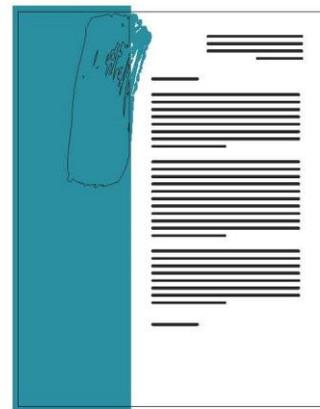
Aa Bb Cc 1 2 3

Design elements



Example of use : cropped brush stroke applied over dark background

Example of use: complete brush stroke applied over matching color



Stationery/business cards

Business card, back



Business card, front



Thank you card



Blank card

Standard letterhead



Letterhead including board members

Coordinator's Report



September 2015 COORDINATOR UPDATES:

Early Learning Hub Contracting Timelines: The Early Learning Division has notified Hubs of a change in the contracting timeline for 15-17. They have been working internally with their partners at DAS procurement and DOJ and have hit some snags on moving to a November 1st Timeline. Therefore they will move our extensions of the current contract to December 31, 2015 and have new contracts in place for January 1, 2016 through June 30, 2017.

The major reason they need to do this is because of the updated early learning hub metrics. Hub contracts are dependent on the metrics being embedded within the actual contract itself, and therefore they need to have established baselines and targets identified before contracts can go to DOJ for approval. If they were to meet a November 1 deadline, the final metrics for each contract would need to be to DOJ by mid- September. They know that we are just beginning our work around setting our baselines and targets and aligning the metrics with our enhanced strategic plans. This extension gives everyone more time to finalize this important component of the contract renewal process.

Early Learning Hub Metrics & Indicators: The Hub Metrics Workgroup Committee for the Early Learning Council met on Tuesday, September 8th to discuss medium- and long-term metrics for Healthy, Stable and Attached Families and the development of incentive metrics. The Early Learning Council has statutory authority for establishing performance metrics for Early Learning Hubs. The role of the Hub Metrics Committee is to advise the Early Learning Council on the adoption of Hub Metrics. The committee did not make any recommendations at this meeting, and any recommendations that it may make in the future will not impact that contract renewal and work plan development process in which Hubs are currently engaged.

The Metrics Committee identified some broad categories of outcomes that it thought were appropriate for medium- and long-term metrics under Healthy, Stable and Attached Families, but did not think it was appropriate yet to identify specific metrics or measures, and operationalizing these outcome areas should be held off for a later date.

Metric 2.3.A, "Increase in the number of 3, 4, and 5-star QRIS providers and the number of children served in Hub," has been DELETED. Metric 2.3.B has been RENUMBERED to 2.3.A. and now includes the priority of focusing on "communities of color" in addition to hot spots. Why? Feedback from the August meeting in Medford suggested that the number of metrics related to QRIS was disproportional when compared to the other metrics. In addition, further analysis of the metric indicated that the previous 2.3.A. relating to QRIS providers and children in the entire Hub did not adhere to the intent of the Hub Metrics Workgroup or appear in the report adopted by the Early Learning Council. Therefore, the previous 2.3.A. was deleted, preserving the original intent for the Hubs to work on increasing quality QRIS providers and children served in hot spots AND communities of color.

At the their August 5th 2015 meeting, the Early Learning Council approved a funding formula for distributing legislatively allocated resources to the Early Learning Hubs. The motion

approved by the Early Learning Council also instructed Early Learning Division staff to develop financial incentives tied to performance of Hubs in achieving Hub metrics. The Metrics Committee began a preliminary discussion of principles to guide the development of incentive metrics. We do not anticipate the incentive metrics being operationalized until the second year of the biennium.

This conversation will be continued at its October meeting.

The Hub Metrics Committee also received a letter from participants in the Oregon Leadership Institute with recommendations for ensuring that the equity lens guides the committee's work. These recommendations were very positively received by the committee. The committee discussed both short-term and long-term steps for making use of the suggested tools.

Kindergarten Partnership & Innovation: The Early Learning Division will offer KPI bridge funding for the extension period prior to moving funding to our new contracts in January.

On September 16th I attended a Superintendents meeting at LBL ESD to begin discussions regarding the use of these funds for our region. I shared an overview of the KPI requirements, highlights from the 2014-2015 Evaluation Report Executive Summary, and the amount of funds allocated for our region. There are many decisions that will need to be made in how we will use these funds for our region. The evaluation report from last year highlighted many items that helped programs to be successful. One of the primary items focused on was a dedicated staff person coordinating P-3 alignment projects, meetings, and services. This is where we are focusing our initial discussions.

Parent Education in Lincoln County: On September 3rd a meeting was held in Lincoln County with local partners and the Parenting Success Network (PSN) to explore the potential of PSN applying to expand their service area to include Lincoln County. There are pros and cons to this option that were discussed. Given that there is a very defined time period for when the grant application will be due and that Lincoln County partners would like more time to develop a plan and vision of how they will implement Parent Education services, it was decided that partners want to wait an extra year to apply with PSN, develop a steering committee that will focus on applying for additional grants for services in the interim and create the future plan for implementation. Alice Beck of Yachats Youth & Family Activities Program, Inc. graciously agreed to be the chair of the new steering committee and point person for parent education in Lincoln County. The steering committee will call on the Early Learning Hub when and if there is a need for support for grant applications or technical assistance. PSN has offered support in assisting the steering committee in any way that they can.

Branding and Communication Materials: We are excited to report that the team from Madison Ave. Collective has provided the Early Learning Hub with an Identity Guide to support our brand. This guide will help staff and partners appropriately represent our Early Learning Hub in our communications and materials.

Work continues on the development of the Early Learning Hub website that we anticipate launching in November. Our goal is to have a website that will be a useful resource for parents and providers.

Early Learning Hub Work Group Updates: All work groups are open groups and announcements regarding meeting dates are posted on our website and each work group Basecamp account. Work Group day was cancelled in September due to the timing between the scheduled meetings and partner feedback. The next meeting will be held on October 15th.

Consent Items

August Minutes

Early Learning Hub of Linn, Benton and Lincoln Counties Governing Board Meeting Minutes

MEETING COMMENCED	2:00pm, August 27, 2015 Hollingsworth & Vose, Corvallis
MEETING CALLED BY	Kristi May
WORK GROUP MEMBERS PRESENT	Stephany Koehne, Tony Lewis, Paula Grace, Anne Peltier, Julie Manning, Jerri Wolfe, Paul Smith, Bettina Schempf, DeAnn Brown, Mary McKay, Marc Thielman, Rebecca Cohen (remotely), Betsy Wilcox (remotely), Linell Wood (remotely)
VERSION	Final
RECORDED	Yes

Agenda topics

ROLL CALL	August 27, 2015 Governing Board Meeting
Roll taken of Board Members present.	

SPECIAL PRESENTATION	New Early Learning Hub Metrics & Rating Indicators
An overview of the new hub metrics was provided that included the reasoning behind why short-term indicators were needed.	
Not all providers know that they should be completing ASQs.	
From the CCO's perspective, they just got their 2014 numbers in, which lets them know where their shortcomings are, and there is only one quarter left in 2015! It puts them at a real disadvantage, plus the State has given them five new metrics that they are now required to complete.	
Other's besides providers can help with the ASQ imperative that the State has given us, but we need to get those numbers to the CCO so that they can be counted.	
Hand-out contains a complete list of all of the new metrics and the indicators that we will be graded on. Some are 1 and 2 ratings, some include a 3.	
One that is specific to the Governing Board (page 6), with sign-in and sector information. Explanation of why this sign-in sheet is so important to us completing this metric for the State. The Hub Logic Model contains a complete list of all six sectors.	
We have a State Facilitator assigned to help us meet our goals: Tab Dansby. He has been to the last two Work Group Meetings and is interested in attending a Governing Board meeting. He is available to us pretty much around the clock, and has been very helpful to this point.	
We will be having to redo our strategic plan because of the State's revisions, but our plan is pretty close to the model that the State is looking for. A draft of our revised plan is due October 15, and the final copy and work plan is due on December 1.	
CONCLUSIONS	
This Hub Logic Model seems to be a very nice, concise report card for us. Perhaps a copy of it should be kept in front of the Board at all times, with check marks so that we can see what we are actively doing, what we are working on, and things we haven't started yet.	

COORDINATOR'S REPORT	Early Learning Hub Update	
New business cards are in, and we are reviewing the wireframe architecture of our new website. It has been promised to us by mid-November, and we have received final products for PowerPoint templates, letterhead, business cards, etc.		
We still need to get bios and photos of many of our Governing Board members, so please get them into us as soon as possible. We will try to have a photographer come in and take uniform photos of our entire Board, but in the meantime, we need to get something for our current page.		
The NW Health Foundation grant is coming along. We held a steering committee meeting this week, and tried to get our final thoughts together for a grant proposal due at the beginning of October. Would still like to hold Focus Groups with parents in some of the outlying cities, like Mill City, Lebanon and Sweet Home. Our goal for the 5-year grant would be to help parents learn to advocate for what they want. We have watched what the Multnomah Hub has done, and we're hoping to emulate their model.		
There is a brief statement from each Work Group in the Hub Update report, but next month the Co-Chairs from these groups will be present at the Board meeting to report their progress.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Introduce the Governing Board to the basic wireframe of our new Website at the next meeting.	Hub Staff	9/24/2015

COMMITTEE REPORTS	Fiscal Oversight Committee	
The FOC is going through a learning curve trying to understand what our funding streams and sources look like, and why our funds move as they do.		
The 4-month extension budget is a review of the extension the State gave us, and why. The FOC is trying to understand how everything works.		
This budget was created for a specific time frame.		
July looks very slim because we didn't know if we were allowed to spend money without a contract or not. The extension allows us to go back and bill for everything that has occurred since July 1.		
Also, the bottom revenue portion shows that the CCO has provided funding for branding of the Hub, and the second is an allocation from the CCO for systems creation with the ASQ and also for parenting education in collaboration with LBCC.		
The financial documents are a little confusing because there is no "balance sheet" in the public sector, so it looks odd to those from the business sector because our statements don't look like what they are accustomed to. In this instance, LBCC is financially responsible for the Hub's expenses, so technically LBCC is liable, and Jeff Davis is the financial manager for this program. LBCC is a government entity.		
CONCLUSIONS		
Motion to approve the financial statement: Bettina Schempf.		
Motion to second: Tony Lewis.		
Members attending remotely plus those in the room all voted to accept the financial statement as written.		

DISCUSSION ITEM	Procurement Policy	
LBCC has reviewed our policy and approved it.		
FOC has reviewed and approved it.		
CONCLUSIONS		
Motion to accept policy: Anne Peltier.		
Motion to second: Mary McKay.		
Remote attenders and all in the room voted to accept the new Procurement Policy.		

DISCUSSION ITEM	2015-2017 Anticipated Funding
Hand-out reviewing what funding we are expecting in the coming biennium.	
Some funds have rolled over from the past contract period.	
A new funding stream that is now available to us is the Kindergarten Partnership & Innovation funds. It's a significant amount of money, and we need to get moving immediately in order to use them. There will be a meeting with the local School Superintendents letting them know that these funds are available and how we wish to spend them in order to meet our metrics. Intentional investments to move the work forward. We are looking at which school districts are ready to go.	
The Data & Evaluation Work Group is working to give us good Kindergarten Assessment data so that we can make informed decisions with our funding. We want everyone to be able to see and understand it.	
How we decide to use those funds is going to be a substantial discussion, which maybe we could work on during the GB Retreat?	
CONCLUSIONS	
Motion to accept: Paula Grace.	
Motion to second: Anne Peltier.	
Jeri Wolfe, Bettina Schempf, and Paul Smith all stated that they had a perceived conflict of interest that doesn't affect the outcome, so they could all three vote.	
Those attending remotely and those in the room all voted to approve.	

DISCUSSION ITEM	4-Month Extension Budget
We may find that some organizations can only be involved in one specific funding stream. We need to review who can participate and is eligible for, and who is the best agency for sole source procurement.	
The reimbursement grant means that the agencies perform the work, and then they bill LBCC. At the end of the quarter, LBCC bills the State for reimbursement.	

DISCUSSION ITEM	Fall Governing Board Retreat	
We could plan this for the October Board Meeting or the December (Nov/Dec combined) Board Meeting. The October meeting would be ideal because it will be held at LBCC, and would help us to firm up our spending plan for the November 1.		
October 22, beginning at 10:00am until 2:00pm, and then at 2:00 we would convene our regular Board Meeting. Photos, Budgets, culinary school lunch. A deep dive into the strategic plan and what the goals are that we are setting which will move the activities along, which will move the indicators along for the State. We would be bringing recommendations for the funding.		
We have continued to invest money in the same organizations over the years, and at some point we have to say "What are the things that are going to get us the most bang for our budget?" We need to have a really good understanding of the goals and the projected outcomes. An explanation of what the funding can be used for.		
We also need to see that there is other work going on that is not run by the Hub, but still accomplishes our metrics. Some agencies are required by law to be involved with the Hub, but some are completely voluntary whether they want to participate.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Send Retreat invitations and information to each Board member.	LeAnne Trask	ASAP

DISCUSSION ITEM	Governing Board Meeting Schedule
The original date for GB meetings was the first Thursday of each month; however, we had to change it to deal with State requirements through the end of this year, to the 3 rd Thursday of each month.	

We would like to return to meetings their original time.		
CONCLUSIONS		
Those attending remotely and those in the room all voted to return the meeting to the first Thursday of each month, beginning in January 2016.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Send an invitation and information to all Governing Board members when a new schedule and venues is in place.	LeAnne Trask	ASAP

CONSENT ITEM	Approval of July Governing Board Meeting Minutes	
Minutes were posted on website and Basecamp.		
CONCLUSIONS		
Marc Thielman recused himself because he was not at that meeting.		
Motion to approve: Paul Smith.		
Motion to second: Paula Grace.		

NEXT MEETING	Thursday, September 24, 2015	
Meeting will be held in the new Health Education Building at the Samaritan Pacific Community Hospital campus in Newport.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
LeAnne will post a map on the website and Basecamp.	LeAnne Trask	ASAP
MEETING ADJOURNED	3:33pm	

Early Learning Hub Charter



Early Learning Hub

of Linn, Benton & Lincoln Counties

Charter

Adopted on: 10/24/14

Revised on:

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

Table of Contents

Table of Contents

Article I – Name and Lead Agency 1

 Section 1: Name 1

 Section 2: Lead Agency 1

Article II – Common Agenda, Purpose and Guiding Principles 1

 Section 1: Common Agenda 1

 Section 2: Statement of Purpose (Legislative Intent) 1

 Section 3: Guiding Principles 1

Article III – Service Area, Target Population and Approach 2

 Section 1: Service Area 2

 Section 2: Target Population 2

 Section 3: Approach 3

Article IV - Governance Structure 3

Article V – Lead Agency 3

Article VI – Backbone Alliance 3

Article VII – Governing Board 4

 Section 1: Membership 4

 Section 2: Nominations and Appointments 4

 Section 3: Alternates 4

 Section 4: Length of Service 4

 Section 5: Roles and Responsibilities of the Governing Board 5

 Section 6: Meetings, Quorum 5

 Section 7: Notice 5

 Section 8: Stipends 5

 Section 9: Officers 5

 Section 10: Removal of Board Members 5

 Section 11: Standing Committees of the Governing Board 6

Article VIII – Advisory/Working Groups 6

Table of Contents

Article IX – Decision Making.....7
 Definition of "Consensus":.....7
 Representatives:.....7
 When Consensus Cannot be Reached:7
 Agenda, Absent Meetings, Meeting Summary8
 Article X – Standard of Conduct.....8
 Section 1: Confidentiality8
 Section 2: Conflict of Interest.....8
 Section 3: Personal Conduct.....9
 Article XI – Duration and Modifications of these Bylaws9
 Article XII – Controlling Authority.....9

Early Learning Hub of Linn, Benton & Lincoln Counties

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.

Early Learning Hub of Linn, Benton & Lincoln Counties

- 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 Statues 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.

Early Learning Hub of Linn, Benton & Lincoln Counties

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 Coordinator 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.

Early Learning Hub of Linn, Benton & Lincoln Counties

- 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

As continuity is important, the use of alternates is discouraged, however, when necessary, any organizations with standing positions may use alternates. These alternates should ideally be identified in advance, should be fully briefed and able to represent the organization during decision making.

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.

Early Learning Hub of Linn, Benton & Lincoln Counties

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 or for three (3) unexcused absences during one fiscal year (July 1 to June 30). 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.

Early Learning Hub of Linn, Benton & Lincoln Counties

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 Coordinator; 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 Coordinator 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, Pre-K/K12 Alignment and Early Childhood Coordination. 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.

Early Learning Hub of Linn, Benton & Lincoln Counties

Health Care Integration

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

Pre-K/K-12 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.

Early Learning Hub of Linn, Benton & Lincoln Counties

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

Early Learning Hub of Linn, Benton & Lincoln Counties

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.

Early Learning Hub of Linn, Benton & Lincoln Counties



Early Learning Hub

of Linn, Benton & Lincoln Counties

Discussion Items

Work Group Reports

Pre-K/K-12 Alignment

Work Group:	Pre-K-12 Alignment
Co-Chairs:	Lauren Sigman
Projects/Focus to date:	Mapping of existing services currently being offered to help with the transition to school, or partnerships between school districts and preschools. (attached list)
Anticipated Shifts/Changes based on new Indicators:	New focus on how to best implement Kindergarten Partnership and Innovation funding. Identifying both programs that are ready to move, and where are gaps that need to be filled.
Goals for the Future:	How to include more school district staff, so we are hearing authentic input from those who are "on the ground" day to day.

Early Childhood Coordinating Council

Work Group:	Early Childhood Coordinating Council
Co-Chairs:	Renee Smith, Debbie McPheeters, Shelley Paeth
Projects/Focus to date:	Create ECCC Charter, Inventory Family Manager Function by organizations across all counties, learning about each county's resources and coordinating and collaborating on existing services.
Anticipated Shifts/Changes based on new Indicators:	None at this time. Workgroup has not had sufficient time to address the new indicators.
Goals for the Future:	Workgroup to evaluate new indicators against previous indicators and create recommendations for any changes needed.

Health Care Integration

Work Group:	Health Care Integration
Co-Chairs:	Rebecca Austen and Bettina Schempf
Projects/Focus to date:	The Early Learning Hub metric to increase the number of children who receive a developmental screening before age 3
Anticipated Shifts/Changes based on new Indicators:	None so far
Goals for the Future:	See attached recommendations from the workgroup meeting in August.

Data and Evaluation

Work Group:	Data & Evaluation
Co-Chairs:	Jerri Wolfe & Julia Young-Lorion
Projects/Focus to date:	Oregon Kindergarten Assessment data, Quality Rating and Improvement System (QRIS) data review, DHS data
Anticipated Shifts/Changes based on new Indicators:	Focus on the data that are available and relevant to new indicators. New indicators can help guide the work of the D&E team. The D&E team haven't fully discussed how the new indicators will change the current focus.
Goals for the Future:	Support other work groups in providing data (translation & feedback) to support their work and goals. Provide talking points when needed to work groups and/or the Governing Board.



Health Care Integration Workgroup
Recommendations on 8/20/2015

Re: The Early Learning Hub metric to increase the number of children who receive a developmental screening before age 3

Background:

One of the Early Learning Hub Metrics' is to *increase the percent of children who receive a developmental screen before the age of 3. (DRAFT Oregon Early Learning Hub Metrics Guidance, July 24, 2015)*. The guidance specifies using the Ages and Stages Questionnaire – 3 (ASQ-3) as the screening tool. The intent of the metric is for Hubs to build a coordinated system for the developmental screening activities in partnership with the Coordinated Care Organization (CCO) in their area. In addition, they suggest developing a data tracking system for ASQ's and/or providing professional development training on administration of the ASQ in partnership with Oregon Pediatric Society's Screening Tools and Referral Training (START).

Similarly, there is a CCO Incentive Measure to have all children screened at least once by the age of 3. Medical Providers evidence this by encountering that they " *review the results of a standardized, validated general development screening tool (e.g. ASQ) in the context of a clinic visit, interpret the findings with the family, and include the appropriate documentation in the chart (the tool used, results and the actions taken)*. (Developmental Screening for Young Children Guidance Document, July 2014)

Issue:

Developmental screenings are within the scope of work for many early learning and health care professionals. At this time, IHN CCO is not meeting its incentive measure. At the same time many early learning providers are performing ASQ developmental screenings as part of their work but there is little data and evidence that those screenings are available by medical providers for review at well child or other visits. Developmental screenings performed by a non-medical trained provider and shared with a medical provider reduce the time needed by the medical provider to meet the metrics by the CCO and time can be focused on the interpretation of the screening and discussion with the family.

There is also some evidence of duplicate screenings in the Early Learning sector.

To standardize and coordinate practices, a Joint Early Learning Council and Oregon Health Policy Board Subcommittee is developing uniform screening policies and workforce training tools.

The HCI Workgroup conducted two surveys with non-medical and medical providers in Linn, Benton and Lincoln Counties recently and responses indicated that 88% of responding physicians and 81% of non-medical providers had no training in the use of the Ages and Stages Questionnaire-3 (ASQ-3) and that there was no process for sharing ASQs.

Recommendations:

- 1) The EL Hub will provide regular training opportunities for all non-medical providers doing ASQs utilizing Master Trainers who participated in the Oregon Health Authority ASQ training. As part of these trainings, we will also incorporate a module about how the screening process will work for the three-County region and how screens will be shared with parents and medical providers.
- 2) The IHN CCO in collaboration with the EL Hub will provide professional development training for medical providers on administration of the ASQ-3 in partnership with the Oregon Pediatric Society's Screening Tools and Referral Training (START)
- 3) The HCI workgroup with the help of the IHN CCO will develop a policy and process for the sharing of ASQ's performed by trained non-medical providers with families and medical providers. The process will take into account the need for quality assurance of the original screen before the medical provider receives it and discusses it as part of a medical visit with families. The aim is to avoid

duplication of screenings, to increase the number of children screened and to increase the number of screens reviewed by medical providers with families.

- 4) The Health Care Integration (HCI) workgroup with the help from the early learning providers and the IHN CCO will develop a system to track screenings performed by non- medical providers to ensure there is minimal duplication of screenings.

New Contracting Timelines

Greetings Hub Leaders

We wanted to alert you to a change in the contracting timeline for 15-17. We have been working internally with our partners at DAS procurement and DOJ and have hit some snags on moving to a November 1st Timeline. Therefore we will **move our extensions of the current contract to December 31, 2015 and have new contracts in place for January 1, 2016 through June 30, 2017.**

The major reason we need to do this is because of the updated early learning hub metrics. Your contracts are dependent on the metrics being embedded within the actual contract itself, and therefore we need to have established baselines and targets identified before contracts can go to DOJ for approval. If we were to meet a November 1 deadline, the final metrics for each contract would need to be to DOJ by mid- September. We know that you are just beginning your work around setting your baselines and targets and aligning the metrics with your enhanced strategic plans. This extension gives everyone some more time to finalize this important component of the contract renewal process.

We have communicated with DOJ that the Early Learning Division will initiate one contract extension for July 1, 2015 - December 31, 2015. The new contract will then be in place January 1, 2016 - June 30, 2017. DOJ has indicated that extension contracts will be ready for signature in one week, by Friday, September 11 and we will forward these to you for your internal signatures. As soon as your contracts are signed you can begin the process of drawing Hub Coordination funds from EGMS utilizing the monthly draw tool that you are used to.

KPI: We will continue to offer KPI bridge funding for this period prior to moving funding to your new contracts in January. Brett has prepared 2 memo's that are attached that fully explain the easy process he has established in order for you to access these funds.

On Tuesday I will send you 2 documents regarding the funding amounts. One will outline each hubs funding for the extension period of 6 months and the second will outline the funding that includes all new streams for the 18 month contract period. Any funding not utilized in the extension will go to the new contracts and will not be lost to you. Remember that extension funding amounts will reflect the current contracts and will be adjusted accordingly in the new contract period.

Below is a brief timeline reflecting these changes. Next week you will also receive the contracting packet that will be updated with the feedback we received from you in Medford. That will include things like the FAQ, work plan template, operationalized metrics document, etc.

We appreciate the flexibility, input and feedback many of you have offered in regarding to the process and welcome your continued input and feedback as we move forward. As your contract manager please do not hesitate to call or email me directly with your questions and concerns. Our Hub team will be available to you as we work on your metric setting and developing work plans and enhanced strategic plans over the next 60 days. Please do review the timeline so that you are clear and so that you may schedule TA time with your Early Learning Hub Facilitators and other members of our team as needed. Thank you!

TIMELINE:

Sept 11-Extension Contracts out to hubs for signature (This date has been extended to Sept 23rd)
 September-Facilitators, hub managers and Tom work with hubs to set metric baselines and targets
 September 28th-Draft metrics due to ELD contract manager (Denise)
 Sept-Oct-Facilitators, Denise and hub staff work with hubs on enhanced strategic plans, work plans and metric alignment
 Oct 30th –Strong Draft enhanced strategic plans and work plans due to ELD contract manager including FINAL metrics with baseline and targets.
 Oct 30th-Contracts to DOJ for each hub with metrics embedded
 November-DOJ moves contracts out to hubs for signature
 Nov/Dec-Signed contracts from hubs to ELD.
 December 1-FINAL strategic plans and work plans due to ELD contract manager
 Jan 1-New contracts become effective.

Hubs as Public Bodies



Early Learning Division | 775 Summer St NE, Suite 300, Salem, OR 97301

Phone: 503-373-0066 | Fax: 503-947-1955

Public Records and Reports and Public Meetings - Chapter 192 Oregon Revised Statutes

Guidance memo to Hubs on Applicability of Public Meetings Law and Public Records Law to Early Learning Hubs

Oregon has comprehensive statutory provisions governing the manner in which public entities conduct business. Early Learning Division staff sought the advice of the Department of Justice as to the applicability of the public meetings and records laws to the Early Learning Hubs. Based on advice from the Department of Justice, Hubs and their governing boards should follow Oregon's public meetings laws (PML) and public records laws (PRL) when conducting business and in taking official action.

This memo provides a brief description of the applicability of the PML and PRL to Hubs and their governing boards and an overview of state policies, laws and Attorney General's guidance relating to public records and public meetings.

A. Hubs as Public Bodies:

A "public body", as defined in statute, means "the state, any regional council, county, city or district, or any municipal or public corporation, or any board, department, commission, council, bureau, committee or subcommittee or advisory group or any other agency thereof". ORS 192.610 (4). Hubs were created and exist through Oregon Revised Statute. ORS 417.827. They also exist by and through an official contract between the Early Learning Council (Council) and the Hub's sponsoring Regional Partner. ORS 417.827(1) (a). Hubs perform a public function and function as a legally separate entity from their Regional Partners. The statute further requires that Hubs operate by and through a governing body or community advisory body. ORS 417.827(4) (g). The statute defines a governing body as a group "of two or more members, with the authority to make decisions for or recommendations to a public body on policy or administration". ORS 192.610(3). Hub governing bodies operate in accordance with ORS 417.827, their contracts with the Council, and any applicable rules adopted by the Council.

B. Public Records and Reports:

"It is the policy of the Legislative Assembly to encourage state agencies to inform the public, the Legislative Assembly and the Governor of matters of public interest and concern. It is further the policy of this state to guarantee to its citizens the right to know about the activities of their government, to benefit from the information developed by state agencies at public expense and to enjoy equal access to the information services of state agencies. It is further state policy to encourage agencies to consider whether needed information is most effectively and economically presented by means of printed reports". ORS 192.235(2).

All public bodies, as defined in statute, are subject to public records laws. Because Hubs perform a public function, writings prepared, used, owned or retained by a Hub likely relate to or contain information relating to the conduct of the public's business.

OREGON DEPARTMENT OF EDUCATION

Kate Brown, Governor



Writings include any “handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, files, facsimiles or electronic recordings”. ORS 192.410(6).

B.1. Retention and destruction: “Each state agency or political subdivision shall maintain a public record or accurate copy of a public record in accordance with a retention schedule authorized under ORS 192.018 or 192.105...” ORS 192.108. State agencies and political subdivisions must follow the document retention schedule contained within Oregon Administrative Rules (OAR) adopted by the Secretary of State Archivist. The rules lay out retention and destruction schedules for various types of records. Hubs should refer to OAR 166-300-0010 through 166-300-0045 for guidance.

For retention purposes, a “public record” includes, but is not limited to, a document, book, paper, photograph, file, sound recording or machine readable electronic record regardless of physical form or characteristics, made, received, filed or recorded in pursuance of law or in connection with the transaction of public business, whether or not confidential or restricted in use. ORS 192.005.

If federal funds are involved, records retention requirements of the United States Government must be observed.

Retention and destruction statutes define a “public record” differently than the statutes which govern public access and inspection.

B.2. Public Access: For public access purposes, a public record is “any writing containing information relating to the conduct of the public’s business, including but not limited to, court records, mortgages and deed records, prepared, owned, used or retained by a public body regardless of physical form or characteristics”. ORS 192.410 (4).

B.3. Exemptions: There are numerous records that are *conditionally* exempt from public disclosure. ORS 192.501 and 192.502 lists the typical records which are conditionally exempt. “Conditionally exempt” means that all types of records listed in ORS 192.501 are exempt from disclosure “unless the public interest requires disclosure in the particular instance”. ORS 192.501. The PRL does not define the term “public interest in disclosure”, however the Attorney General’s Public Records and Meetings Manual (Manual) extensively addresses legal interpretations of the term as it applies to conditional and unconditional disclosure exemptions. The Manual states that the “Public interest means the value to the public at large, not a particular person at a particular time”. (Manual, page 30). Briefly stated, public bodies are required to balance confidentiality interests against public disclosure interests. In situations where Hubs may have questions about exemptions contained in the public records disclosure laws, Hubs are encouraged to refer to the Manual or seek guidance from the Early Learning Division staff.

C. Public Meetings Laws:

“The Oregon form of government requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of ORS 192.610 to 192.690 that decisions of governing bodies be arrived at openly”. (ORS 192.630)

The PML applies to any meeting at which a quorum of a governing body deliberates towards a decision or decides a matter.

C.1. Applicability to Hubs: Because Hubs are legally discrete entities that perform a public function and exist by statute and official act, Hubs should operate as a public body for the purposes of the Public Meetings

OREGON DEPARTMENT OF EDUCATION

Kate Brown, Governor



Laws (PML). In addition, governing bodies are considered public bodies as they possess authority to make decisions for a public body and make recommendations to a public body.

C.2. Public Meetings: Meetings of a governing body must be open to the public as required under ORS 192.630. “All meetings of the governing body of a public body shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided by ORS 192.610 to 192.690”. ORS 192.630(1).

C.3. Public notice: Requirements for public notice of meetings are set forth in ORS 192.640(1). The law requires a public body to give public notice of the time and place for holding regular meetings, including a list of the principal subjects anticipated to be considered at the meeting. The law also calls out provisions for “executive sessions”, “special meetings” and “emergency meetings”. ORS 192.640(3).

C.4. Social Gatherings: Social gatherings of members of a governing body that are purely social in nature are not covered by the PML. In these cases the purposes of the gathering triggers the requirements of the law. Members of a governing body attending a social gathering must avoid discussions of official business during social events. The Manual addresses social gatherings as well as retreats, strategic planning and goal setting meetings. The guidance provided by the Attorney General is that retreats and goal setting meetings are generally always subject to the PML. (Manual, page 140).

C.5. Electronic Communication: Meetings conducted through telephonic conferencing or through other electronic means are subject to the PML. ORS 192.670(1).

C.6. Exceptions to the PML: The statute provides for exceptions to the PML in certain circumstances. Under ORS 192.610, an Executive session is defined as “any meeting or part of a meeting of a governing body which is closed to certain persons for deliberation on certain matters”. Public notice requirements for executive sessions are addressed in ORS 192.640.

C.7. Voting: The Manual addresses voting of members of a governing body. The Manual states that “all official actions by governing bodies must be taken by public vote”. Further, the Manual explicitly states that secret ballots are prohibited. (Manual, page 153).

C.8. Minutes and Recordkeeping: Oregon Revised Statutes contain specific provisions regarding meeting minutes and recordkeeping. “The governing body of a public body shall provide for the sound, video or digital recording or the taking of written minutes of all its meetings. All minutes or recordings shall be available to the public within a reasonable time after the meeting, and shall include at least the following information: (a) All members of the governing body present; (b) All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition; (c) The results of all votes and, except for public bodies consisting of more than 25 members unless requested by a member of that body, the vote of each member by name; (d) The substance of any discussion on any matter; and (e) Subject to ORS 192.410 to 192.505 relating to public records, a reference to any document discussed at the meeting”. ORS 192.650(1).

C.10. Reversal of decisions if made in violation of PML: ORS 192.680(1) provides that a decision made in violation of the PML shall be voidable, and authorizes Circuit Courts to void acts by a quorum of a governing body taken in violation of the PML. ORS 192.680(1).

D. Conclusion:

For individuals who are experiencing the public meeting and records process for the first time, the laws governing public entities can seem daunting. Transparency of process and outcomes and engagement of the public in those processes are generally the most desired practices to adopt. There are a variety of resources for practitioners to seek out guidance or to answer questions that may come up regarding public meetings, what constitutes a public record and when and under which circumstances a record or other information is

OREGON DEPARTMENT OF EDUCATION

Kate Brown, Governor



protected from disclosure. Hubs are strongly encouraged to familiarize themselves with the Public Meetings and Records Laws and locate and identify other reference materials that can help guide operations and management of the Hubs. Early Learning Division staff is also available to provide guidance, answer questions or to seek out the answers from other resources.

E. Resources:

E.1. Oregon Attorney General's [Public Records and Meetings Manual](#)

E.2. Public Meetings Law (PML), [ORS 192.610-192.690](#)

E.3. Public Records Law (PRL), [ORS 192.410-ORS 192.505](#)

E.4. Secretary of State Archives Division, Oregon Administrative Rules, [166-300-0010 – 166-300-0045](#)

OREGON DEPARTMENT OF EDUCATION

Kate Brown, Governor



Jump Start Read for the Record



2015 Jumpstart's *Read for the Record*® External Messaging Guidelines

OVERVIEW

Jumpstart's *Read for the Record*® is a global campaign which generates public support for high-quality early learning by mobilizing millions of children and adults to take part in the world's largest shared reading experience. The campaign focuses on closing the "word gap" – a gap that often exists because many children from low-income families hear up to 30 million fewer words than their more affluent peers by the time they enter kindergarten. *Read for the Record* highlights the importance of building the language and literacy skills which are essential for children to succeed in school and in life. This year, Jumpstart will celebrate the 10th anniversary of *Read for the Record* on October 22, 2015, with the campaign book, *Not Norman: A Goldfish Story* by Kelly Bennett. Jumpstart is a national early education organization with vision to work toward the day every child in America enters kindergarten prepared to succeed.

ABOUT JUMPSTART

Jumpstart is a national early education organization working toward the day every child in America enters kindergarten prepared to succeed. Jumpstart provides language, literacy, and social-emotional programming for preschool children from under-resourced communities and promotes quality early learning for all children. By participating in Jumpstart's year-long program, children develop the language and literacy skills they need to be ready for school, setting them on a path for lifelong success. Since 1993, Jumpstart has trained 40,000 college students and community volunteers to transform the lives of 87,000 preschool children nationwide.

COPY GUIDELINES

Official campaign name is Jumpstart's *Read for the Record*®

- Jumpstart's *Read for the Record*® is a registered trademark – please always include the ® in superscript in the first instance of mentioning Jumpstart's *Read for the Record*
- *Read for the Record* should always be italicized, but "Jumpstart" is not italicized. It is preferred to always use Jumpstart in the name of the campaign

CALL TO ACTION EXAMPLES

- Join **XXX** and Jumpstart's *Read for the Record*® to close the word gap, one word at a time, and become part of the global movement supporting high-quality early learning. Get involved today at readfortherecord.org.

Visit readfortherecord.org for additional resources and materials Questions? Email rfttr@jstart.org

- Help build children’s vocabulary and be a part of the global movement to close the word gap by joining XXX and Jumpstart’s *Read for the Record* on 10.22.15. Order your special editions of *Not Norman* today at bit.ly/jumpstore
- Getting involved in Jumpstart’s *Read for the Record*® is easy – visit readfortherecord.org today to order your special editions of *Not Norman*, register to read, and download free activity materials and resources.
- Mark your calendar for Jumpstart’s *Read for the Record*® on October 22, 2015. Rally friends, family, and your local community to help break the world reading record! Visit readfortherecord.org to join the global movement today.

SOCIAL MEDIA

Facebook

- Jumpstart: facebook.com/Jumpstartkids
- Candlewick Press: facebook.com/CandlewickPressBooks
- Kelly Bennett: facebook.com/kellybennettbooks
- Noah Z. Jones: facebook.com/noahzjones

Sample Posts

- On October 22, 2015, we’re joining children and adults worldwide for the 10th anniversary of Jumpstart’s *Read for the Record*®!

Join us in closing the #wordgap by registering to read, ordering special editions of “Not Norman: A Goldfish Story” by Kelly Bennett (featuring reading tips & more!), and downloading free resources at readfortherecord.org. #ReadfortheRecord

- Join us for the 10th anniversary of Jumpstart’s *Read for the Record*®, a global movement supporting high-quality early learning.

On 10/22, children and adults around the world will help close the #wordgap by participating in the world’s largest shared reading experience. This year’s campaign book, *Not Norman: A Goldfish Story*, written by [Kelly Bennett](#) and illustrated by [Noah Z. Jones](#), is a humorous tale about a child who finds a new friend in an unexpected place. Join the movement today at readfortherecord.org. #ReadfortheRecord

Visit readfortherecord.org for additional resources and materials Questions? Email rfr@jstart.org

Twitter

Handles

- Jumpstart: [@Jumpstartkids](https://twitter.com/Jumpstartkids)
- Candlewick Press: [@Candlewick](https://twitter.com/Candlewick)
- Kelly Bennett: [@kellyb_books](https://twitter.com/kellyb_books)

Hashtags

- #ReadfortheRecord
- #Jumpstart
- #10thAnniversary
- #NotNorman
- #wordgap

Sample Posts

- Join @Jumpstartkids to #ReadfortheRecord on 10/22. Register today! <http://bit.ly/RFTReg>
- Help @Jumpstartkids close the #wordgap & break a world record. #ReadfortheRecord on 10/22: <http://bit.ly/RFTReg> #earlyed
- Join the global movement to #jumpstart a child's future. Register to read #NotNorman by @kellyb_books for #ReadfortheRecord on 10/22: <http://bit.ly/RFTReg>
- Order special editions of #NotNorman to celebrate @Jumpstartkids' #ReadfortheRecord on 10/22. Visit: <http://bit.ly/jumpstore>
- Support the #global movement to close the #wordgap by making a donation to @Jumpstartkids' #ReadfortheRecord <http://bit.ly/jumpstore>
- Hearing a lot of buzz about @Jumpstartkids' #ReadfortheRecord and want to learn more? Check out readfortherecord.org

Pinterest

- Jumpstart: pinterest.com/jumpstartkids
- Candlewick Press: pinterest.com/candlewickpress

LOGO USAGE

The JRFTR logo should be used in all communications.



Visit readfortherecord.org for additional resources and materials. Questions? Email rfr@jstart.org