



Early Learning Hub

of Linn, Benton & Lincoln Counties

Governing Board Packet September, 2018

Governing Board
Early Learning Hub
September 06, 2018
lblearlylearninghub.org

Packet Overview

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

1. The Agenda
2. Special Presentation – Any handouts will be provided at meeting & uploaded to Basecamp
3. Director's Report
4. Fiscal Report – June & July financials and the financial narratives are provided.
5. Consent Items
 - a. June Meeting Minutes
6. Discussion Items
 - a. Procurement Procedures Manual – Approval Needed, attached as a separate document
 - b. Pollywog Expansion Update – Informational
 - c. DST Proposal – Informational
 - d. Governor's Education Policy Agenda – Informational, attached as a separate document
 - e. ELC/ELD Site Visit & Engagement Session – Informational

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Agenda

Governing Board Members

Claire Hall, Co-Chair
Lincoln County Commissioner

Julie Manning, Co-Chair
Samaritan 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

Sarah Dorgan
Citizens Bank

Tonja Everest
Linn Benton Lincoln
Education Service District

Laura Farmer
Parent

Jennifer Gere
Parent

Jim Golden
Greater Albany Public Schools

Christina Hannahs
Parent

Glenna Hughes
Linn County Public Health

Stephany Koehne
Kids & Company of Linn County

Kelly Locey
Benton County Health
Department

Lorena Reynolds
The Reynolds Law Firm PC

Bettina Schempf
Old Mill Center

Lauren Sigman
Lincoln County School District

Paul Smith
Strengthening Rural Families

Marc Thielman
Aalsea School District

Rich Waller
Samaritan Health Services



September 6th, 2018
2:00 – 4:00 PM
Oregon Coast Community College
Community Room
400 SE College Way
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 – Department of Human Services
- III. Director's Report / EL Hub Updates
- IV. Fiscal Report
- V. Consent Items
 - a. June Meeting Minutes
- VI. Discussion Items
 - a. Procurement Procedures Manual – Approval Needed
 - b. Pollywog Expansion Update - Informational
 - c. DST Proposal – Informational
 - d. Governor's Education Policy Agenda - Informational
 - e. ELC / ELD Site Visit & Engagement Session – Informational
- VII. Public Comment
- VIII. Next Meeting – October 11th, Old Mill Center
- 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.

Director's Report

September 2018 DIRECTOR UPDATES:



211 Community Engagement Coordinator: We are excited to announce that a new Community Engagement Coordinator has been hired for our region. Claudia Torres began her position with 211 on August 6th. As you meet Claudia at local events, please welcome her to her new role and help her to learn about all the amazing partners in Linn, Benton, and Lincoln Counties.

Equity Trainings: On August 3rd we held our 2nd Annual EL Hub Conference. This year's conference focused on Service & Educational Equity. As you may recall from previous information about this training, participation is a contractual obligation for all ELD contractors. We worked with our ELD partners to make this training available for all of our combined staff and were fortunate enough to have additional space for Board Members, Hub subcontractors, and our community partners. While there were some logistical challenges, (LBCC food services are closed during the summer and all the local food trucks were at the Jamboree) overall, we feel it was a successful event that was well attended.



Presentation to the Student Success Committee at the Coastal Caucus: On August 23rd I was invited to present to the Joint Committee on Student Success Legislative Workgroup alongside The Early Learning Systems Director, Miriam Calderon and The Early Learning Coordinator for Lincoln County School District, Lauren Sigman. Miriam set the stage by sharing the big picture perspective from a statewide, systems-level lens. I then added context from the regional Early Learning Hub perspective sharing about our partnerships and success while emphasizing the greater need. Lauren drove it home with the local perspective sharing about their amazing work, their collaboration with the EL Hub and the remaining gaps through narrative stories. The content was well received and really highlighted the need for greater investments in Early Learning.

Statewide Hub Collaborative: The LBL Early Learning Hub staff was excited to attend the Early Learning Hub State Collaborative alongside Oregon CCR&Rs. The Early Learning Systems Director, Miriam Calderon, welcomed the group before hubs and CCR&RS discussed the role of hubs, discussed the challenges and benefits of preschool expansion, engaged in a collaborative discussion around parent engagement, enjoyed a panel on how to utilize data to drive equity, and networked with partners. Unfortunately, I was unable to attend due to a family emergency. Several Hub Director's reached out to me during the collaborative to let me know that I was missed and that our Hub team did an amazing job representing us.

Fiscal Report

June Financial Narrative



MONTH-END DETAILS

Revenue:

We received Coordination Fund disbursements from the State for April and May, plus we received \$86,944.15 from the State to reimburse use for funding that was distributed to our contracted partners in March and April.

Expenditures:

June 30, 2018 was the end of the 4th Fiscal Quarter for the Hub, plus it was also the end of the Fiscal Year for Linn-Benton Community College. We processed \$41,338.70 in Reimbursement Requests from our contracted partners during June.

Miscellaneous:

We are still working through our books and procedures to ensure that we are complying with LBCC's year-end processes before the July 31, 2018 deadline.

June Financial Summary

Early Learning Hub of Linn, Benton & Lincoln Counties Early Learning Hub - 2-Year Budget (7/1/17 - 6/30/19) Governing Board Summary Financial Update as of 6/30/2018

Resources	Budget	Current Month	YTD	Balance	% Rcvd
Revenues					
Reimbursable Revenues	\$ -	\$ -	\$ -	\$ -	0%
Grant Resources					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ -	\$ 16,552.54	0%
Local Resources					
IHN-CCO Funds	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	100%
IHN-CCO Funds (Carryover)	\$ 50,869.08	\$ -	\$ 25,000.00	\$ 25,869.08	49%
State Resources					
Coordination					
Dept. of Education - ELD - Coordination (Carryover)	\$ 244,821.35	\$ 51,271.42	\$ 102,543.26	\$ 142,278.09	42%
Dept. of Education - ELD - Coordination	\$ 610,528.80	\$ -	\$ 148,969.92	\$ 461,558.88	24%
Reimbursement Grants					
Dept. of Education - Vroom	\$ 5,471.57	\$ -	\$ 3,000.00	\$ 2,471.57	55%
Dept. of Education - School Readiness	\$ 224,270.39	\$ 18,482.14	\$ 48,919.40	\$ 175,350.99	22%
Dept. of Education - Great Start	\$ 12,488.63	\$ -	\$ 9,283.63	\$ 3,205.00	74%
Dept. of Education - Title IV-B2	\$ 156,269.69	\$ 13,711.28	\$ 13,711.28	\$ 142,558.41	9%
Dept. of Education - Family Stability	\$ 77,193.10	\$ 13,139.08	\$ 19,870.32	\$ 57,322.78	26%
Dept. of Education - Focused Child Care Network	\$ 135,744.74	\$ 14,010.87	\$ 32,798.00	\$ 102,946.74	24%
Dept. of Education - Kindergarten Partnership & Innovation	\$ 556,601.71	\$ 27,600.78	\$ 97,732.59	\$ 458,869.12	18%
Total All Resources	\$ 2,240,811.60	\$ 138,215.57	\$ 651,828.40	\$ 1,588,983.20	29%

Expenditures	Budget	Current Month	YTD	Balance	% Used
Reimbursable Expenditures	\$ -	\$ -	\$ -	\$ -	0%
Grant Expenditures					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ 4,141.57	\$ 12,410.97	25%
Local Expenditures					
IHN-CCO Funds	\$ 200,869.08	\$ -	\$ 173,081.95	\$ 27,787.13	86%
State Expenditures					
Coordination					
Vroom	\$ 5,471.57	\$ -	\$ -	\$ 5,471.57	0%
School Readiness	\$ 224,270.39	\$ -	\$ 51,984.24	\$ 172,286.15	23%
Great Start	\$ 12,488.63	\$ -	\$ 11,050.00	\$ 1,438.63	88%
Title IV-B2 Funds	\$ 156,269.69	\$ -	\$ 13,711.28	\$ 142,558.41	9%
Family Stability	\$ 77,193.10	\$ 4,134.44	\$ 27,935.61	\$ 49,257.49	36%
Focused Child Care Network	\$ 135,744.74	\$ 16,447.20	\$ 33,267.68	\$ 102,477.06	25%
Kindergarten Partnership & Innovation	\$ 556,601.71	\$ -	\$ 97,732.31	\$ 458,869.40	18%
Total All Expenditures	\$ 2,240,811.60	\$ 61,851.32	\$ 735,053.28	\$ 1,505,758.32	33%

Ending Balance \$0.00

Revenues
 Other Resources (funds not located at LBCC)

Expenditures	Budget	Current Month	YTD	Balance	% Used
IHN-CCO (funds not located at LBCC)	\$ 44,742.50	\$ -	\$ 6,635.00	\$ 38,107.50	15%

July Financial Narrative



Early Learning Hub
of Linn, Benton & Lincoln Counties

Finance

July 2018

MONTH-END DETAILS

Revenue:

During the month of July, no revenue came into the Early Learning Hub accounts, which was as expected. July is the month where we receive Reimbursement Requests from our contracted partners, and August is the month when we will see reimbursement from the State.

Expenditures:

July was also a very light month for expenditures, with the exception of some costs (printing, pens) in preparation for the Early Learning Hub Conference in August. We processed \$49,651.90 in Reimbursement Requests for the April-June quarter, and a few more have arrived in the last few days that still need to be processed.

Miscellaneous:

LBCC's year-end procedures and processes are complete, and our books are officially "closed" for 2017.

July Financial Summary

Early Learning Hub of Linn, Benton & Lincoln Counties
Early Learning Hub - 2-Year Budget (7/1/17 - 6/30/19)
Governing Board Summary Financial Update as of 7/31/2018

Resources	Budget	Current Month	YTD	Balance	% Rcvd
Revenues					
Reimbursable Revenues	\$ -	\$ -	\$ -	\$ -	0%
Grant Resources					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ -	\$ 16,552.54	0%
Local Resources					
IHN-CCO Funds	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	100%
IHN-CCO Funds (Carryover)	\$ 50,869.08	\$ -	\$ 25,000.00	\$ 25,869.08	49%
State Resources					
Coordination					
Dept. of Education - ELD - Coordination (Carryover)	\$ 244,821.35	\$ -	\$ 102,543.26	\$ 142,278.09	42%
Dept. of Education - ELD - Coordination	\$ 610,528.80	\$ -	\$ 148,969.92	\$ 461,558.88	24%
Reimbursement Grants					
Dept. of Education - Vroom	\$ 5,471.57	\$ -	\$ 3,000.00	\$ 2,471.57	55%
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Dept. of Education - Title IV-B2	\$ 156,269.69	\$ -	\$ 13,711.28	\$ 142,558.41	9%
Dept. of Education - Family Stability	\$ 77,193.10	\$ -	\$ 19,870.32	\$ 57,322.78	26%
Dept. of Education - Focused Child Care Network	\$ 135,744.74	\$ -	\$ 32,798.00	\$ 102,946.74	24%
Dept. of Education - Kindergarten Partnership & Innovation	\$ 556,601.71	\$ -	\$ 97,732.59	\$ 458,869.12	18%
Total All Resources	\$ 2,240,811.60	\$ -	\$ 651,828.40	\$ 1,588,983.20	29%

Expenditures	Budget	Current Month	YTD	Balance	% Used
Reimbursable Expenditures	\$ -	\$ -	\$ -	\$ -	0%
Grant Expenditures					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ 4,141.57	\$ 12,410.97	25%
Local Expenditures					
IHN-CCO Funds	\$ 200,869.08	\$ -	\$ 173,081.95	\$ 27,787.13	86%
State Expenditures					
Coordination					
Vroom	\$ 5,471.57	\$ 1,271.15	\$ 1,271.15	\$ 4,200.42	23%
School Readiness	\$ 224,270.39	\$ 12,621.23	\$ 64,605.47	\$ 159,664.92	29%
Great Start	\$ 12,488.63	\$ -	\$ 11,050.00	\$ 1,438.63	88%
Title IV-B2 Funds	\$ 156,269.69	\$ -	\$ 13,711.28	\$ 142,558.41	9%
Family Stability	\$ 77,193.10	\$ 3,639.93	\$ 31,575.54	\$ 45,617.56	41%
Focused Child Care Network	\$ 135,744.74	\$ 16,447.20	\$ 33,267.68	\$ 102,477.06	25%
Kindergarten Partnership & Innovation	\$ 556,601.71	\$ 15,672.39	\$ 113,404.71	\$ 443,197.00	20%
Total All Expenditures	\$ 2,240,811.60	\$ 83,477.26	\$ 802,104.94	\$ 1,438,706.66	36%

Ending Balance \$0.00

Revenues
 Other Resources (funds not located at LBCC)

Expenditures	Budget	Current Month	YTD	Balance	% Used
IHN-CCO (funds not located at LBCC)	\$ 44,742.50	\$ -	\$ 6,635.00	\$ 38,107.50	15%

Consent Items

June Minutes

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

MEETING COMMENCED	2:00pm, June 28, 2018 Old Mill Center, Corvallis
MEETING CALLED BY	Kristi Collins
COMMITTEE MEMBERS PRESENT	Laura Farmer, Claire Hall, Kelly Locey, Julie Manning, Paul Smith, Rich Waller, Sarah Dorrigan, Rebecca Cohen (remotely), DeAnn Brown (remotely), Lauren Sigman (remotely)
VERSION	Draft – Pending GB Approval
RECORDED	Yes

Agenda topics

ROLL CALL	June 28, 2018 Governing Board Meeting
Roll call taken.	
We don't have enough members of the committee present to constitute a quorum. However, representatives from each county and at least four sectors were present so the alternative voting criteria has been met.	

SPECIAL GUEST PRESENTATION	CCO 2.0, Bill Bouska
Bill Bouska, an Innovator Agent at Oregon Health Authority, presents CCO 2.0 on behalf of the IHN-CCO.	
There are 27,500 total members in Lincoln and Linn counties and 13,250 in Benton county (slide 3).	
94% of Oregonians are covered by health insurance.	
Set VBP targets at \$20% (of money spent) by 2020 and 70% (of money spent) by 2024 (slide 9).	
Are there recommendations for meeting the CDC immunization schedule, as well as preparing for kindergarten readiness?	
InterCommunity Health Network CCO (IHN-CCO) prioritizes increasing the completion of ASQs, immunizations, and DHS assessments.	
Both early learning hubs and the CCO declared the completion of ASQs as an established as a metric.	
Oregon Health Authority (OHA) aims to create sustainable high-quality/low-cost funding for our health system.	
Health equity ensures an equal shot at adequate health care for children and families.	
The CCO offers an annual grant-making program for innovative concepts that join tradition health care provisions with health-based partners.	
Consider sending additional service providers to meal sites.	
The CCO is becoming more active with non-traditional partners, such as public policy making; however, they focus on the entire region instead of single-community issues.	

DIRECTOR'S REPORT	EL Hub Updates
Shirley Blake returned to the Early Learning Hub staff as our Parent Engagement Coordinator. She also writes the Pollywog Parent Voice blog and providing Spanish translations for various Hub materials.	

Kristi participated in the Early Learning Council Strategic Planning Session, where she spoke about Pollywog, our collaboration with the RHIC, as well as the Family Connects model. There was significant interest in these projects, as well as interest in home visiting.
Two LOIs to the Cambia Foundation for grants that will help with the expansion into Lincoln and Benton counties. On June 29 th , we expect to hear whether we are invited to submit stage 2 applications.
One LOI to IHN-CCO Delivery System Transformation (DST) Committee to help support expansion into Lincoln and Benton counties including classes and support staff.
<ul style="list-style-type: none"> The DST will consider one unified pilot proposal from Samaritan Health Services, Pollywog, and 211info due to similar aspects.
The Equity Training is for our regional partners who must complete the Early Learning Division equity-training requirement.
This is our second annual conference and community partners are invited to participate.
The trainer is Javier Cervantes, the Director of Institutional Equity and Student Engagement at LBCC. He will be conducting the training separate from his work at LBCC. Javier has provided equity training for Hub staff in the past.
The Hub office will be closed on Fridays during July and August.

COMMITTEE REPORT	Fiscal Report
LeAnne presents the April and May revenue, expeditors, and miscellaneous financial summaries.	
Kristi will send out a request for members to join the fiscal committee.	

CONSENT ITEMS	June Meeting Minutes														
The Board is being asked to approve the June minutes.															
Motion: Paul Smith															
2 nd : Kelly Locey															
The Board voted unanimously to accept the June minutes.															
VOTING RESULTS	Individual Votes cast by Board Members (Yes, No, Abstain)														
Benavides	Y	N	A	Golden	Y	N	A	Dorrigan	Y	N	A	Waller	Y	N	A
Brown	Y	N	A	Hall	Y	N	A	Schempf	Y	N	A	Reynolds	Y	N	A
Cohen	Y	N	A	Hannahs	Y	N	A	Sigman	Y	N	A	Open	Y	N	A
Davis	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A	Open	Y	N	A
Farmer	Y	N	A	Locey	Y	N	A	Sneddon	Y	N	A	Open	Y	N	A
Gere	Y	N	A	Manning	Y	N	A	Thielman	Y	N	A	Open			

DISCUSSION ITEM	Funding Committee RFA Recommendations – Approval Needed
On May 03, 2018, the Governing Board voted to approve the targeted investment strategy allocation with 4 projects in Linn County, 2 projects in Benton County, and 3 projects in Lincoln County.	
The Hub received the following applications:	
<ul style="list-style-type: none"> 1 for regional services 1 for Benton County 1 for Linn County 4 for Lincoln County 	
This totals:	
<ul style="list-style-type: none"> 2 projects for Benton County 2 projects for Linn County 5 projects for Lincoln County 	

LOIs for consideration: <ul style="list-style-type: none"> • United Way • SMART • Old Mill Center • Neighbors for Kids • Yachats Youth and Family Activities Program • The Olalla Center for Children and Families • Hearts with a Mission 															
We need approval from the Board to approve the allocations for these seven proposals, with the additional funds being offered to Yachats Youth and Family Activities Program if they are able to accept these additional funds.															
The Board requires representatives from each county and at least four sectors to be present in order to vote.															
Motion: Rich Waller															
2 nd : Paul Smith															
The Board voted unanimously to approve the listed LOIs. A point of clarification is to ask future applicants to explain their funding implementation plan. This will be covered in a standard (not expedited) RFA process.															
VOTING RESULTS				Individual Votes cast by Board Members (Yes, No, Abstain)											
Benavides	Y	N	A	Golden	Y	N	A	Dorrigan	Y	N	A	Waller	Y	N	A
Brown	Y	N	A	Hall	Y	N	A	Schempf	Y	N	A	Reynolds	Y	N	A
Cohen	Y	N	A	Hannahs	Y	N	A	Sigman	Y	N	A	Open	Y	N	A
Davis	Y	N	A	Koehne	Y	N	A	Smith	Y	N	A	Open	Y	N	A
Farmer	Y	N	A	Locey	Y	N	A	Sneddon	Y	N	A	Open	Y	N	A
Gere	Y	N	A	Manning	Y	N	A	Thielman	Y	N	A	Open			

DISCUSSION ITEM	Pollywog Update – Informational
LeAnne presents the Pollywog Progress Report as of June 11, 2018.	
If a parent with multiple needs signs into Pollywog, single Pollywog personnel calls the parent and discusses her options.	
Julie, Kristi, and LeAnne presented on Pollywog at the Oregon Health Authority Innovation Cafe. To learn more about this event, you can find slides and information on the OHA website.	
People across the state are receptive of the Pollywog concept.	
Pollywog staff met with the Oregon Community Foundation and The Ford Family Foundation.	
Pollywog and the Parenting Success Network offer classes and services that include at-risk components, such as support for abuse.	

DISCUSSION ITEM	Vacant Board Positions & Board Terms – Informational
Vacant Board positions include the Lincoln County Business chair and Linn County Social Services chair.	

DISCUSSION ITEM	Subcontractor Reporting – Informational
At the February Early Learning Hub Collaborative, there was a presentation on a system for subcontractor reporting. This system is not a requirement. Kristi is investing in the Vista Logic system for tracking funding outcomes.	

DISCUSSION ITEM	ELC / ELD Site Visit & Engagement Session – Informational
On August 2nd, the Early Learning Council will visit the Board meeting in order to observe and participate.	

NEXT MEETING	Thursday, August 2, 2018
	2:00pm, Location TBD
MEETING ADJOURNED	4:00pm

Discussion Items

Procurement Procedures Manual

We are specifically looking at pages 6 & 7, The Process and Criteria for Funding by Category section. I have created a timeline for the biennium cycle of how and when funding decisions will be made and added review criteria for existing subcontractors. Both items will need Board approval so that staff can begin the review process for existing subcontractors.



Pollywog Expansion Update

POLLYWOG UPDATE

8/31/2018

Analytics:

- We currently have 524 families in the Pollywog database
- We currently have 47 courses available in the Pollywog database
- The August Parent Newsletter was sent out on the first of the month to 195 families. The August topic was "National Immunization Awareness Month", and the newsletter contained information about recommended resources that explain the essentials and benefits of keeping your child immunized.

Completed Events:

- 7/19/2018 Memorandum of Understanding – Got a signed MOU from the Community Services Consortium, and training has begun with their staff.
- 7/19/2018 Memorandum of Understanding – Got a signed MOU from the Department of Human Services (DHS) in our region, and training will begin with their staff on 9/10/18.
- 7/26/2018 Pollywog Training - Trained the Maternity Care Coordinator (MCC) at Samaritan Lebanon Community Hospital on how to use the Pollywog system, and officially have begun work in Lebanon!
- 7/26/2018 Pollywog Community Partner Meeting – Held a community meeting at Lebanon Hospital and invited potential community partners from Sweet Home and Lebanon, including a list of agencies that the MCC wanted us to partner with. Gave a presentation about Pollywog, addressed questions, and shook hands and kissed babies.
- 8/9/2018 Memorandum of Understanding – Got work from WIC that the MOU signed by the Home Visiting Nurses also will apply to WIC, and



POLLYWOG UPDATE

8/31/2018

they are ready for us to begin training their staff. Arrangements are still being set-up.

- 8/15/2018 Pollywog Partner Meeting – Held our bi-monthly partner meeting where we addressed referral questions, expansion in Lebanon, the Google Analytics for the website, blog, and Facebook pages, and an update on the status of partners who are being on-boarded into the Pollywog family.
- 8/27/2018 Community Doulas – Met with the Community Doula Program Coordinator, and she accepted the MOU, and will have it signed in the next few days.

Upcoming Events:

- 9/10/2018 DHS Lebanon, Corvallis and Albany offices – Pollywog training
- 9/11/2018 Old Mill Center, Corvallis – Closed Loop Referral refresher training



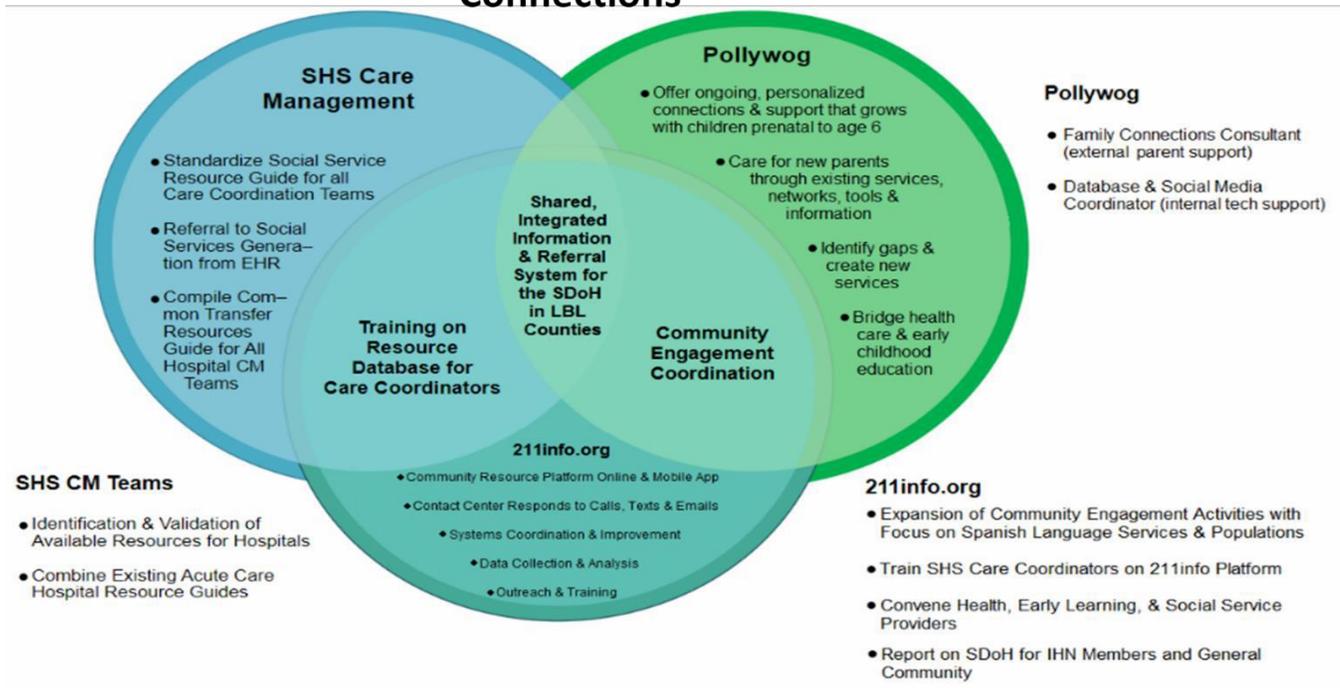
DST Proposal

The Executive Summary for our DST proposal and a graphic of how the partners align is included for your information.

Executive Summary

This DST pilot proposal brings together three organizations with extensive experience addressing health equity, the social determinants of health, and access to healthcare – Pollywog, 211info.org and Samaritan Health Care Management teams (SHS CM). Our collaboration will create a powerful synergistic effect in the region, which will transform connections to needed early learning, health, and basic human services in the Linn, Benton, and Lincoln county region. Our goal is to create an integrated, efficient, and effective information and referral system for health and human services for the entire region that transforms connections between existing disparate systems, while simultaneously reducing or eliminating barriers to services for IHN members, human services clients, as well as healthcare and community service providers. The proposal also serves to inform standardization of data collection for Social Determinants of Health (SDoH) screening, create bidirectional community resource referrals, and a closed loop communication system between community agencies, medical personnel, and IHN CCO. Figure 1 below depicts the interconnection between the proposal partners with areas of overlap outlining transformative interventions to be created through this request.

Integrated Community Resource Connections



ELD Site Visit & Engagement Session

We hosted a luncheon with Community partners, Board Members, Hub staff and ELD representatives on August 2nd. ELD staff facilitated the meeting using the document below:

Hub Governance Board Strategic Planning Engagement

Expectations

Purpose

The Early Learning Council is engaged in a process to create a new strategic plan for 2019-2024. Part of this process is ensuring that stakeholders in the full early learning system are able to share their experiences and expertise with the Council as they create this strategic plan. The Early Learning Council is engaging with the health, human services, K-12 and housing sectors throughout this process, including agency partners, parents, direct-service providers, and advocates. In addition, the Council would like to hear from Hub

Governance boards to learn more about the regional successes, barriers and opportunities that the Council may be able to support in an effort to better serve Oregon's young children and families to learn and thrive.

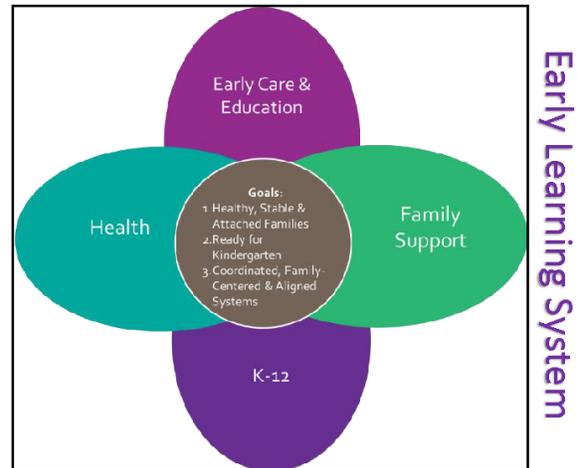
How this information will be used

The Council and Early Learning Division are conducting engagement sessions throughout the state from June through August focusing on parents, child care providers and Hub Governance boards. The Council will look at themes in aggregate across all Hub Governance engagements. Board members are encouraged to speak freely and honestly, as comments will not be attributed to an individual. Please keep in mind the brevity of your responses in an effort to hear from as many voices as possible.

The Council will consider all information received when drafting strategies and activities for their 2019-2024 Strategic Plan. The Council will share a draft version of this plan for Hub Governance boards to review and provide feedback on before adopting the plan at the end of the year.

Questions

1. A variety of Hub Directors have presented at the Council meetings regarding the innovative projects and programs Hubs have helped implement, so we want to hear more about your community. What are the unique strengths in your community and what barriers might keep families from thriving?
2. Multiple cross-sector themes have emerged for the Council throughout this strategic planning process. Do these themes resonate with you and your communities? What might be missing?
3. Access to affordable, quality early care and education has emerged as a major theme. If resources were not a barrier, what role do you envision the Hubs playing in recruiting more children into higher quality early care and education and supporting and building the workforce?



Education Policy Agenda: Every Oregon Student Engaged, Empowered, and Future Ready

Kate Brown, Governor
Lindsey Capps, Chief Education Officer
Pooja Bhatt, Education Policy Advisor

August 27, 2018



STATE OF OREGON
Office of the Governor
KATE BROWN

Vision

A seamless system of education from cradle to career, where every student graduates high school with a plan for their future.

Executive Summary

Every child must have the opportunity to achieve their full potential. In moving Oregon forward to achieve this vision we must set early, solid foundations for kids, with access to high-quality preschool for our highest-need families and manageable class sizes in kindergarten through third grade. As students progress through middle and high school, Oregon students should have access to hands-on, career-connected learning and a jump-start toward a college degree. Teachers need tools and professional supports designed by educators, for educators. And all students, regardless of grade, should have a longer school year closer to national norms, a safe school environment that supports learning, and a culturally-responsive curriculum that engages students from diverse backgrounds.



How our state provides for the needs of children, especially those who face the most barriers to accessing quality services, is a marker of who we are as a community. Education can be transformational to helping children break the cycle of intergenerational poverty, and education outcomes are inextricably linked with health, criminal justice, and economic outcomes. Because of this, we must prioritize investments targeted at improving education outcomes across the state.



Background

Ensuring that all Oregon students graduate with a high school diploma is critical to ensuring that our workforce has the skilled workers needed to contribute to our state's economic vitality and to reduce poverty. Research is clear that high school graduates are more likely to be employed, less likely to live in poverty, less likely to have children who also live in poverty, and more likely to be in good health compared to those who don't graduate.¹ The Alliance for Excellent Education calculated that for all metro areas in the State of Oregon, increasing the graduation rate to 90 percent could mean 300 new jobs, \$8.2 million in state and local tax revenue, and \$92 million in healthcare savings.² While the economic outcomes of education investments are important ways to quantify benefits to our community as a whole, there is no dollar value that we can place on the boundless opportunity that every student deserves to have.

In national comparisons, Oregon's average four-year graduation rate lags behind other states at 77 percent on average for all students, but is up nearly 5 percentage points over the past three years and in the same time period up 7 percentage points for historically underserved students. While states have different graduation requirements and Oregon has among the most stringent, the current graduation rate still leaves too many kids behind. There is much work to do to ensure those who face an opportunity gap are supported to achieve their full potential. This means we need targeted investments to improve outcomes for children of color, children with disabilities, and children in poverty. Graduation rates for these groups are: 73 percent for Hispanic/Latino students, 68 percent for Black/African American students, 59 percent for American Indian/Alaska Native students, and 59 percent for students with disabilities.

1. America's Promise Alliance. (2013). GradNation Community Guidebook. Retrieved from <http://guidebook.americaspromise.org/section/demonstrating-the-benefits-of-high-school-completion>.

2. Alliance for Excellent Education. (n.d.). The Graduation Effect. Retrieved from <http://impact.all4ed.org/>.



“ We need to focus our improvement efforts to prioritize the kids who face the most barriers”

A number of factors influence a student’s ability to access quality education. As noted in the Chief Education Office’s Practice to Improve Student Achievement (2017), students’ poverty status are closely correlated with student engagement and achievement. The report states “While all students in poverty can achieve and succeed provided adequate and appropriate supports and opportunities, health, social service, and education system conditions impose barriers that often result in achievement gaps when juxtaposed with students from families of higher incomes.”³ We know that brain and cognitive development is affected by Adverse Childhood Experiences, of which growing up in poverty is one such experience. Children in poverty are less likely to attend preschool and are known to start kindergarten up to a full year behind in reading and math than their peers.⁴

It’s not surprising then that overall high school graduation rates are significantly lower for those who experience poverty. The Annie E. Casey Foundation released a study several years ago which found that 32 percent of students who spent more than half of their childhood in poverty failed to graduate high school compared to 6 percent of those who had never been in poverty.⁵

3 “Practice to Improve Student Achievement” (2017), Chief Education Office. http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

4 Ibid.

5 Hernandez, D. J. (2012). Double jeopardy: how third-grade reading skills and poverty influence high school graduation. Retrieved from <http://education.oregon.gov/wp-content/uploads/2015/09/Double-Jeopardy-Report-030812-for-web1.pdf>.



The study also examined the intersection of race and poverty with third grade reading outcomes, finding that 31 percent of low-income African American students and 33 percent of low-income Hispanic students who were not proficient in reading by the end of third grade failed to graduate. However, the graduation opportunity gap disappears when children reach the third grade reading proficiency benchmark.

This illuminates a truth: that all students are capable of succeeding. To get there, we must focus our efforts to ensure all kids have access to the services they need to thrive.



BEST PRACTICES

- *Remove Barriers to School Readiness*
- *Give the Youngest Students Personalized Attention*
- *Target Student and Family Engagement Strategies*
- *Use Comprehensive Dropout Prevention Strategies for the Most At-Risk*
- *Develop and Empower Educators*
- *Engage and Equip Students for Career and College*



BEST PRACTICES

Education outcomes are closely connected to many other factors – a child cannot focus on school if they are fearful of consequences related to their immigration status or frequently miss school to travel to the nearest medical clinic hundreds of miles away in rural Oregon. Learning becomes secondary when they feel unsafe, are hungry, or are experiencing housing instability. There is no single cure to improve an ailing education system that is so connected to other social issues that our state faces.

According to the [Quality Education Model](#) (QEM), a statewide approach to identifying best practices that support student achievement and understanding education funding needs, Oregon continues year-after-year to underfund its K-12 system. The most recent report estimated that the state is almost \$2 billion per biennium short of what it needs to provide districts with a system of highly-effective schools.⁶ This funding is not keeping pace with student needs or the operational costs of our public schools, where further strategies for sustainability and stabilization are needed, including stabilizing pension costs for school districts.

To be successful in an under-resourced environment, we must identify best practices and invest in them.

⁶ [Quality Education Model Report](#), 2018.



Remove Barriers to School Readiness

Decades of research is clear: children need to have a solid foundation before they start kindergarten. Ninety percent of a child's brain is developed before the age of five, and this means that exposing children to early learning experiences is necessary to reap long-term benefits. While public investments in preschool seem daunting and not conducive to quick results, these investments, when sustained, produce long-term dividends that will exceed their return on investment. The benefits of early learning include statistically significant reductions in special education placement, and increases in high school graduation rates.⁷

It is also well-documented that benefits of universal high-quality pre-kindergarten and early childhood programs are especially beneficial for children from low-income families.⁸ Three early childhood studies found a range of return on investment between four and nine times for every dollar invested in early childhood programs that target low-income kids.⁹

The problem is that the availability and cost of these opportunities are out of reach for many Oregon families. Oregon's preschool programs only reach 30 percent of eligible families¹⁰ and relative to income, Oregon is among the least affordable states for infant and toddler child care in the country.¹¹

7. American Educational Research Association (2017). Comprehensive research review finds lasting effects of quality early childhood education through high school. Retrieved from <http://www.aera.net/Newsroom/Comprehensive-Research-Review-Finds-Lasting-Effects-of-Quality-Early-Childhood-Education-through-High-School>.

8. Gormley, W. T. Jr., Gayer, T., Phillips, D., & Dawson, B. (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6), 872-884.

9. Center on the Developing Child (2009). Five Numbers to Remember About Early Childhood Development (Brief). Retrieved from www.developingchild.harvard.edu.

10. Preschool Promise, Oregon Prekindergarten, and Early Childhood Special Education/Early Intervention.

11. ChildCare Aware. (2017). Parents and the High Cost of Child Care. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf.



Give the Youngest Students Personalized Attention

The average elementary school class size in Oregon is 25 students, though class sizes can be much smaller in rural areas and much larger in urban areas.¹² Early grade teachers have to navigate transitioning students to school environments while teaching foundational skills that are necessary building blocks toward high school graduation. With an average ratio of one teacher to 25 kids, teachers struggle to meet the needs of each student, and classroom climate issues often result in conflicts among students, or teachers not feeling supported. One of the most prominent education research studies relating to class size found that class sizes of no more than 17 students in early grades (up to third grade) result in better student outcomes,¹³ especially for low-income students and students of color. Students in smaller class sizes were more likely to graduate on time (in four years) and go to college.

12 Oregon Class Size Report, 2018, Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/class_size_report_20172018.pdf.

13 Mathis, William. Research-Based Options for Education Policymaking. National Education Policy Center. Retrieved from <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>.

14 “Practice to Improve Student Achievement” (2017), Chief Education Office. Retrieved from http://education.oregon.gov/wp-content/uploads/2017/02/Practices-to-Improve-the-Achievement-of-Students-in-Poverty_CEdO_Feb_2017.pdf.

Target Student and Family Engagement Strategies

House Bill 4057 (2016) and House Bill 2968 (2015) directed the Oregon Department of Education (ODE) and Chief Education Office (CEdO) to report on how school districts allocate funds they get specifically for students in poverty and report on promising practices for serving these students.¹⁴ The top five practices identified by schools and districts include: 1) more time for learning in the summer or after school; 2) wrap around services such as providing backpacks, school supplies, or clothing, 3) health services such as counseling or access to a school nurse, 4) reduced fees for school activities, and 5) early learning.¹⁵ The study, which complements years of educator wisdom and experience, indicates that we see better outcomes for kids, especially those experiencing poverty, when they can access a comprehensive set of services.



“Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress”

Use Comprehensive Dropout Prevention Strategies for the Most At-Risk

One of the most accurate early indicators for high school graduation occurs in the freshman year of high school and relates to whether the student has at least 25 percent of the credits they need to graduate by the beginning of sophomore year. Tracking this indicator for all students, often called “on-track,” can predict whether the student will graduate within four years. This indicator is especially important for students of color and economically disadvantaged students. For example, American Indian/Alaska Native (AI/AN) students who are on-track by the end of freshman year are nearly three times more likely to graduate than AI/AN students who are not.¹⁶

Educators around the state are using strategies with Measure 98 funds that allow educators to collaborate with one another to support individual students. Imagine a team of educators, counselors, and administrators who come together regularly to discuss student progress, when family outreach may be necessary, and areas where connections to tutoring or social services may be needed. These and similar strategies work to engage students and build relationships with families.

16. Oregon Department of Education. (2018). On-track status as a predictor of graduation. Retrieved from https://www.oregon.gov/ode/reports-and-data/Documents/databrief_ontrack_yr4_v3.pdf.



Develop and Empower Educators

It is well-known that quality educators can be the single biggest driver to improve student outcomes. They are often the first to recognize and respond to trauma that students may experience, and they are often the first to recognize a learning delay. Educators and school leaders require time, resources and support to develop effective, student-centered practices tailored to individual student needs. And they need to be their own guides to identifying what professional support they need to engage and teach their students.

- The Educator Advancement Council is working to design and implement a statewide system to improve professional supports for all educators and connect teachers in developing quality, culturally-responsive instruction to the next generation of increasingly diverse students. In keeping with the recommendations of the Chief Education Office's 2018 Educator Equity Report and the recognition that Oregon's students are projected to become increasingly racially and ethnically diverse, the Council is bringing to scale strategies to improve teacher recruitment and retention and make the educator workforce more reflective of the student population.
- The Oregon Teacher Standards and Practices Commission is reviewing and will consider for revision licensing rules which may create barriers for diverse candidates seeking to enter the teacher workforce. In 2018, 38 percent of Oregon students were from ethnically diverse populations, compared to just 10 percent of teachers.¹⁷ Evidence suggests that when teacher populations reflect the diversity of student populations, students do better in school including higher test scores, increased attendance, fewer suspensions, and increased graduation rates.¹⁸

17. Chief Education Office. (2018) Oregon Educator Equity Report. Retrieved from http://education.oregon.gov/wp-content/uploads/2018/06/CEdO_Educator-Equity-Executive-Summary_2018-WEB.pdf.

18. Ibid.



“ High school students who take career technical education courses in the final two years of high school are more likely to graduate”

Engage & Equip Students with Career and College Pathways

Making school relevant to students and engaging them with hands-on career learning opportunities helps to increase student engagement and, in turn, increase high school graduation rates. Recent evidence suggests that high school students who take career technical education (CTE) courses in the final two years of high school are more likely to graduate than those who don't participate in CTE programs.¹⁹

Research from the What Works Clearinghouse (known for its rigorous methodology) found that introducing high school students to college via opportunities to earn college credits significantly improves a multitude of outcomes including high school graduation, college readiness, and college graduation.²⁰

19. Gottfried, M. A., & Plasman, J. S. (2018). Linking the Timing of CTE Coursetaking with High School Dropout and College-going Behavior. *American Educational Research Journal*, 55(2), 325-361.

20. U.S. Department of Education. (2017). What Works Clearinghouse Intervention Report. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf.



RECENT ACCOMPLISHMENTS

Education investments, especially in the early years, can take a decade or more to see results, and require sustained, targeted investments in proven programs. Over the past three years the Governor has championed the following programs based on best practices from experienced educators:

Graduation rate disparities between student groups have narrowed.

As Oregon's high school 4-year cohort graduation rate continues a steady climb, the graduation rate for many historically underserved student groups is rising faster than the state average. Governor Brown and the Oregon Department of Education have explicitly focused on narrowing the opportunity gap to improve graduation rates by working directly with stakeholders and school districts to develop success plans for historically underserved students.

While more is needed, investment in Oregon's public schools increased 22 percent since the Governor took office in 2015.

In addition, Governor Brown secured over \$100 million in new investments in early learning in 2015 to give more children and families access to high-quality, affordable child care and preschool.

Since 2015, the state has significantly increased investment in career-technical education (CTE) while leveraging business and industry partnerships to expand training in schools tied to jobs in their community.

In 2017, the Governor worked with the Legislature for investment in Measure 98 to expand CTE to every school district, provide high school students a jumpstart toward earning an affordable college degree, and other programs to ensure more students earn a diploma on time.



In 2017, the Governor secured \$7.4 million to combat chronic absenteeism statewide, including \$1 million to pilot trauma-informed practices.

This addresses the effects of adverse childhood experiences on learning in the classroom.

In 2017, the Governor championed an innovative statewide initiative to connect all Oregon teachers with professional learning and mentoring opportunities.

This initiative helps meet the diverse learning needs of all students.

With the creation of the Oregon Promise program, Oregon became the second state in the nation to help recent high school graduates shoulder the cost of a two-year community college degree.

New investments in the Oregon Promise are helping 15,000 recent high school graduates and GED recipients attend community college. The opportunity to pursue a college degree is helping more students see the value of completing high school.



The Governor's Strategy:

ONE: High-quality preschool for low-income children

Expand high-quality preschool in the next biennium to an additional 10,000 low-income children, and 40,000 children in this group by 2025

TWO: Improved class sizes in grades K-3

Reduce averages to 20 students in kindergarten, 23 in grades one to three

THREE: Require a 180-day school year

Ensure Oregon children receive sufficient instructional time

FOUR: Ensure safe and effective schools

Investments to not only improve the ability for students to have basic needs met, but allow them to thrive at school

FIVE: Invest in Career and Technical Education and post-secondary pathways

Guarantee that every Oregon student is provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to a job in their community

SIX: Support world-class teachers and school leaders who reflect the communities they serve

Make Oregon home to the best teachers in the nation

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

Ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes



Governor Brown's Goal:

To put Oregon on a path to graduating every student in high school, 90 percent of students will graduate within four years of starting freshman year of high school, either with a diploma or with a GED.

Strategy

Governor Brown's agenda for creating a seamless system of education that ensures every student graduates high school with a plan for the future is grounded in best practice research and data-driven analysis. It is also informed by student voice and experience, and the insights and expertise gleaned by parents and educators in communities across Oregon. No single solution is going to change the future of our students, so a multi-pronged approach is essential to address the needs relating to the "whole child." Woven throughout all of these efforts must be a continued focus on the students who face the most barriers: students with disabilities, students of color, low-income students, and English Language Learners.



ONE: High-quality preschool for low-income children

Decades of research is clear: children who start school lacking the fundamental, developmentally-appropriate social and emotional skills are less likely to succeed in school and graduate. And those who are less likely to graduate are less likely to prosper. The state will build upon existing preschool services to expand high-quality preschool in the next biennium to an additional 10,000 children from low-income families or who have developmental delays and disabilities, with a goal of serving all 40,000 children in this group by 2025.

TWO: Improved class sizes in grades K-3

In early elementary grades, class size can be an important driver of how much attention educators are able to provide to the youngest students, especially those who face the most barriers. We must achieve average class sizes in grades K-3 based on the 2018 [Quality Education Model](#) (QEM), especially in the highest need schools. This means aiming to reduce averages to 20 in kindergarten (from the current 22), 23 in first grade (on par with the current statewide median), and 23 in grades 2-3 based on targets in the QEM (current median is 24 for second grade and 25 for third grade).

THREE: Require a 180-day school year

We must implement the equivalent of a full, 180-day school year to ensure that Oregon children receive sufficient instructional time, with support for districts that currently fall the furthest short of this.



FOUR: Ensure safe and effective schools

- a. **School Climate:** Students and staff are expressing that they feel unsafe in some public schools in Oregon due to either bullying or not feeling welcome in the school community. And disruptions triggered by students experiencing trauma in our classrooms impact the learning, development, and academic progress of the affected student and their peers. The Oregon Department of Education has convened an Advisory Committee on Safe and Effective Schools for *All* Students that will be working over the next several months to identify a set of policy solutions to provide an inclusive, safe, and welcoming environment conducive to learning for all students and staff. We will ensure that Committee recommendations are resourced.

- b. **Chronic Absenteeism and Drop-Out Prevention:** Regular attendance is a strong predictor of high school graduation. The size of the out-of-school youth population significantly reduces the effectiveness of many critical initiatives aimed at improving the system because the population most in need of the improvements are not in school to benefit from them. We will target new investment to enhance schools' capacity to provide critical counseling and mental health support, wrap around services – including services co-located in schools – to serve students and their families; enhance trauma-informed social and emotional learning; and effective implementation of early indicator and intervention systems. These investments will improve the ability for students to have their basic needs met and shape an entire classroom climate by reducing disruptions.

- c. **Facilities:** As schools across the state struggle to meet instructional needs of students, they also face aging infrastructure. The state must continue to fund school capital improvements that improve safety and address pressing infrastructure needs by continuing a statewide matching grant program to leverage local bond funding.



FIVE: Invest in career and technical education (CTE) and post-secondary pathways

We must guarantee that every Oregon student is Future Ready and provided with a jumpstart toward a college degree or hands-on, career-connected learning tied to jobs in their community. In implementing the initiatives below, it is imperative that students are not tracked into either one of these options based on their identity. These options should be available to all students, but especially those who have faced an achievement or opportunity gap.

- a. **Career-Connected Learning:** A high school diploma is a critical foundation to prosperity, but it simply isn't enough in the 21st century. Students need to have options and to be able to graduate with practical skills that align with workforce needs. We will ensure that students are Future Ready and provided with access to CTE and innovative STEAM learning opportunities through investing at least \$300 million in High School Success (Measure 98) and CTE.
- b. **Culturally Responsive College and Career Navigation Support:** Both of the initiatives above will require partnerships with schools, community-based organizations, business, and higher education institutions to 1) ensure that students understand what their career and college options are – and often this support is best from community members that reflect the diversity of the students – and 2) provide career counseling and mentoring for students in high school.



- c. **College Exposure:** Giving high school students an opportunity to earn college credits while still in school will help make college a real option for students, as research shows that this option makes students more likely to enroll in college. But greater access is needed across Oregon, and especially in rural Oregon and for students of color. Through expanded partnerships between public schools, community colleges, and public universities, we will work to ensure students in every Oregon high school have access to a wide variety of dual credit (high school and college credit) courses that transfer to any community college or public university in Oregon. This will increase the number of students graduating high school while making earning a college degree more affordable for Oregon students and their families. In order to implement this well, we must also ensure that systems are in place to transfer credits seamlessly across high school and college, to build the pipeline of instructors able to teach these courses, and to collect data to assess how dual credit impacts postsecondary success.

SIX: Support world-class teachers and school leaders who reflect the communities they serve

- a. **High-Quality Educator Supports:** The Educator Advancement Council (EAC) was created by the 2017 Oregon Legislature (Senate Bill 182) to help the state reach the goal of ensuring high-quality, well-supported, and culturally-responsive public educators in every classroom. The EAC is a new, innovative partnership among the state, teachers and school leaders, and nonprofit and community-based organizations to grow and support a high-quality educator workforce in Oregon. Through the EAC, Oregon's public school teachers and principals will be connected to high-quality, culturally responsive mentoring, and coaching. Oregon will implement new partnerships between K-12, higher education and community partners to diversify the educator workforce and make Oregon home to the best teachers in the nation.



- b. Expanded Scholarships and Support to Diversify Teacher Workforce: More educators are needed to serve a diverse population, prepare future students for high-demand fields, and to counter an anticipated teacher shortage over time. Many individuals interested in becoming educators may have limited resources to fund their educator preparation program. To help create a teacher workforce that is reflective of the increasingly diverse student population, we need to support the expenses of educator candidates from underserved communities to help alleviate the costs of required licensing exams and coursework, including through the Teacher Candidate Support Fund. This support also includes continuing the Teacher Scholars Program, which offers scholarships, opportunities for mentoring, networking, and other resources to help culturally and/or linguistically diverse candidates on their journeys to becoming and remaining an educator.

SEVEN: Every Oregon school district is accountable to investing resources that are tied to equitable student outcomes

We must ensure strategic decision-making at the school district level that is student-centered, equity-focused and ensures processes and practices are in place to drive learning and outcomes. Students and educators must have what they need to be successful, while parents, policymakers, and Oregonians as a whole require that schools deliver good outcomes.

Governor Brown will work over the next biennium to forge a shared commitment between the state and local school districts to close persistent gaps in opportunity. This in part means ensuring that existing state strategies related to these populations – including through SB 13 (2017) to develop statewide curriculum related to Native American experience and history, HB 3499 (2015) for English



Language Learner outcome improvement, and HB 2016 (2015) to create and implement the African American Student Success Plan – are reflected in the strategies and actions of local schools.

Using data to drive policy is a key component to ensuring that we are investing tax dollars wisely. Data can help pinpoint disparities experienced by students at key points in their education trajectories. Researchers from state education agencies are working together to prioritize research to inform policies and programs that improve student outcomes. The key goal is to determine what opportunities or connection points most effectively and efficiently improve student achievement and success. Governor Brown will ensure that this research will use the newly developed State Longitudinal Data System (SLDS) to evaluate success over time, study all factors driving student/youth engagement, and ensure that we are closing the opportunity gap.





Early Learning Hub

of Linn, Benton & Lincoln Counties

Procurement Procedures Manual

The purpose of the Early Learning Hub of Linn, Benton & Lincoln Counties ("EL Hub") Procurement Procedures Manual is to provide a companion document to the EL Hub's Procurement Policy that outlines how and when funds for services are allocated.

The EL Hub funds programs and services for children ages birth to six, and their families to ensure that every child in Linn, Benton & Lincoln Counties will enter school ready to learn.

The EL Hub's funding decisions are primarily guided by its Strategic Plan. The Strategic Plan is a multi-year plan that the EL Hub reviews annually. The Strategic Plan sets forth the EL Hub's goals for its strategic funding investments. The EL Hub Procurement Policy and Procedure Manual will be reviewed in alignment with the strategic plan. A key component of the Strategic Plan is the Early Learning Division's Hub Roles and Responsibilities, which provides the indicators that will be measured and priority strategies that will demonstrate achievement of the Success Metrics in the EL Hub's Strategic Plan.

The Governing Board of the EL Hub has developed a four-category approach to ensure the funding of activities identified as core strategies on the EL Hub Strategic Plan, as well as maintaining the capacity to be responsive to emergent needs and barriers through the remainder of the biennium. Additionally, the Board has established an Innovation/Planning Fund that would encourage local partners to create and test innovative strategies that have potential for scaling at the regional level. Finally, the Board has set-aside funds for Board identified Initiatives and/or Board targeted efforts. Each of these Categories are how the EL Hub will fund strategies that link our Strategic Plan to implementation and action with results. They are further defined below:

Core Funding – to support key activities outlined in the Strategic Plan and Work Plan. Funding for this category includes both Coordination and Reimbursable Funds.

Responsive Funding – to respond to emergent barriers and opportunities as identified at both the local and regional levels. Funding for this category includes Coordination Funds solely.

Innovation/Planning Funding – to encourage and incentivize best practices at local levels that have scalable potential, including capacity building. Funding for this category includes Coordination Funds for capacity building efforts and Reimbursable Funds for innovation and planning efforts.

Board Funding – to allow the Board to identify key strategies and/or initiatives that they collectively wish to support. Including opportunities to align initiatives across sectors and include them in their own strategic priorities. Funding for this category includes Coordination Funds solely.

The process for how funds will be allocated by funding stream and category will be discussed in further detail throughout this document.

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Coordination Funds

Description of Funding Stream

Hub Coordination funds are used to support the day-to-day operation of the EL Hub. The Goal and Roles Hub Coordination funds are meant to support are as follows:

Goal One: The early childhood system is aligned, coordinated and family-centered.
1.1 The role of the hub is to develop and implement, in partnership with the five sectors (early learning, K-12, health, human services, and business), a shared strategic vision and work plan to achieve the Early Learning System goals of (1) an aligned, coordinated, and family-centered system, (2) children entering schoolready to succeed, and (3) healthy, stable, and attached families.
1.2 The role of the hubs is to aggregate, interpret and effectively communicate available data in order to (1) identify focus populations, (2) track the well-being of children and families in the community, (3) guide development of their work plan and its revision in a process of continuous quality improvement; and (4) facilitate collaboration across sectors and partners.
1.3 The role of the hub, in partnership with the five sectors, is to identify focus and priority populations in the community using best available data and help direct community resources to address the needs of those populations.
1.4 The role of the hub is to work with community partners to build understanding and grow community support for the shared vision, and to facilitate opportunities for partners to integrate that vision into their own work plans and strategies.
1.5 The role of the hubs is, with partners and all five sectors, to identify and prioritize barriers children and families experience when attempting to access supports to achieve positive outcomes, and to strategically work to remove prioritized barriers.
1.6 The role of the hub is to incorporate family voice from focus populations and adjust in a culturally responsive manner in hub planning, strategies and activities.

Allocation by Category

After staffing & operational expenses are determined and approved by the Governing Board the remaining funds will be allocated as follows:

- No more than 50% will be allocated to Core Funding
- 20% will be allocated as Responsive Funds
- 20% will be allocated to Capacity Building efforts
- 10 % will be set aside for Board identified initiatives and/or Board targeted efforts

Reimbursable Funds

Description of Funding Stream

Reimbursable funds are intended to support services and activities throughout the region through strategic partnerships. Reimbursable funding streams include School Readiness, Title IV-B2, Family Stability, Focused Child Care Network, and Kindergarten Partnership & Innovation. The Goals and Roles Hub Reimbursable funds are meant to support are as follows:

<i>Goal Two: Children are supported to enter school ready to succeed.</i>
2.1 The role of the hub is to facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.
2.2 The role of the hub is to facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family's comfort and engagement at their child's school.
2.3 The role of the hub is to work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.
2.4 The role of the hub is to work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school.

<i>Goal Three: Families are healthy, stable and attached.</i>
3.1 The role of the hub is to work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.
3.2 The role of hub is to collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.
3.3 The role of the hub is to work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.
3.4 The role of the hub is to work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.

Allocation by Category

Each biennium the EL Hub receives our funding allocation from the Early Learning Division after the funding formula is approved by the Early Learning Council. This process is intended to allow for adjustments should the EL Hub receive an increase in funding, flat funding or a decrease in funds.

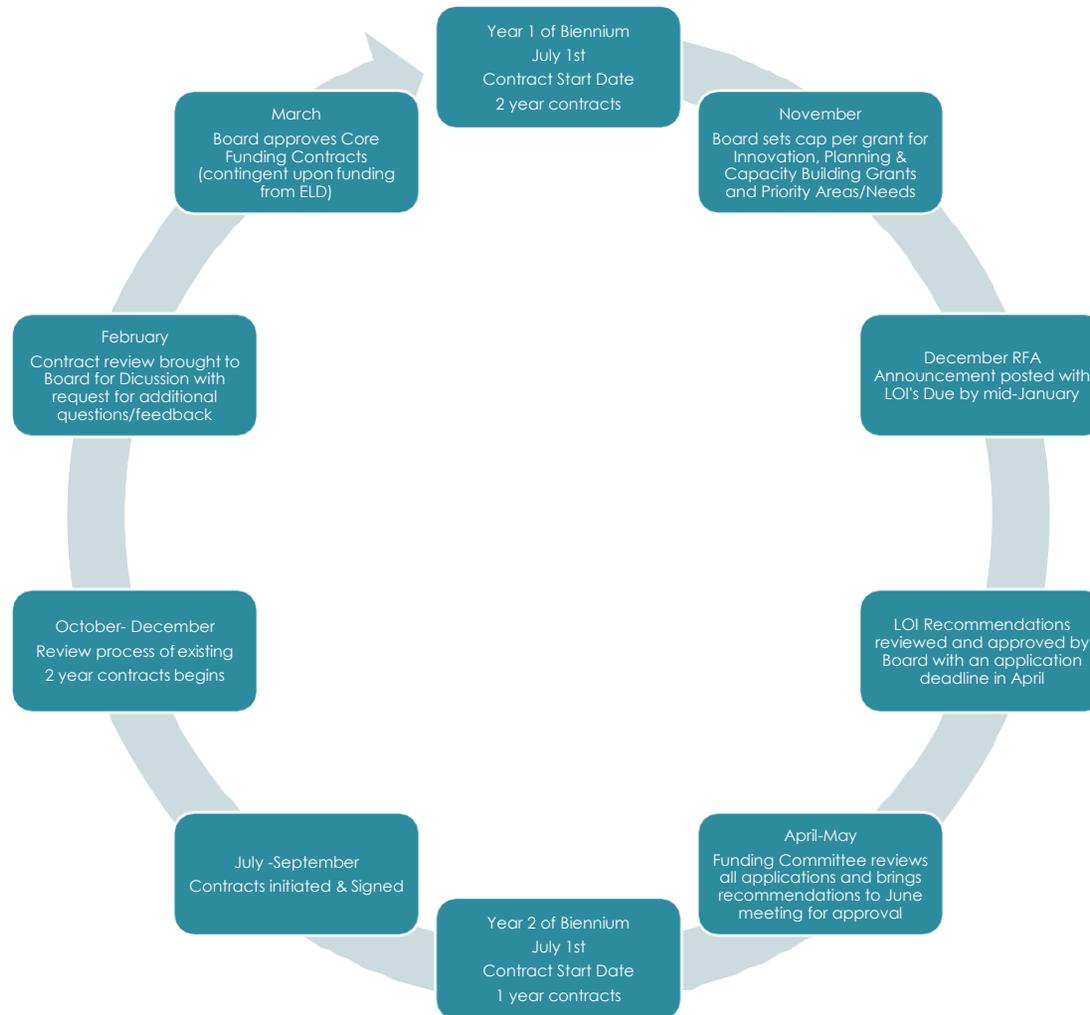
- No more than 90% of funds will be allocated to Core Funding
- The remaining 10% or more will be allocated to Innovation & Planning efforts

To ensure that adequate funds are available to support this process, the Hub will implement the following:

- If the Hub receives an increase in funds of at least 10% above the previous biennium, all existing subcontractors who have been identified as eligible to receive continued funding based on the criteria outlined in this document would receive a biennium allocation at the same level as they were previously awarded.
- If the Hub receives flat funding or a decrease in funds, all existing subcontractors who have been identified as eligible to receive continued funding based on the criteria outlined in this document with a biennium award amount greater than \$15,000 would receive a biennium allocation of at least 10% less than they were previously awarded. Subcontractors who have been identified as eligible to receive continued funding based on the criteria outlined in this document with an award amount less than \$15,000 would receive a biennium allocation at the same level as they were previously awarded.

Process & Criteria for Funding by Category

Funding to the Early Learning Hub is allocated from the Early Learning Division on a biennium basis. This timeline reflects our Early Learning Hub biennium process for allocating funds.



Core Funding

Existing Subcontractors

All existing subcontractors will be reviewed in the 2nd year of each biennium using a rubric that includes but is not limited to the following criteria:

- On-track spending
- On-time reporting
- Met target number served (year 1 of contract)
- Services provided in hub identified priority community
- Services provided are in alignment with narrative scope of work
- Work aligns to one or more Hub Role in a measurable way (i.e. shows movement towards metrics and/or shows proven outcomes)
- Additional criteria may be added at the Boards discretion.

Responsive Funding (Timeline TBD)

Innovation/Planning Funds (Timeline TBD)

Innovation

Planning

Capacity Building

Board Funding (Due by June 30, 2019)