



# Early Learning Hub

*of Linn, Benton & Lincoln Counties*

Governing Board Packet March, 2019

Governing Board  
Early Learning Hub  
March 07, 2019  
[lblearlylearninghub.org](http://lblearlylearninghub.org)

## Packet Overview

In your Governing Board packet for March, 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 – Will be provided at the meeting
4. Fiscal Report – January financials and the financial narrative are provided.
5. Consent Items
  - a. February Meeting Minutes
6. Discussion Items
  - a. Parent Engagement Update – Informational
  - b. Pollywog Update – Informational
    - i. IHN-CCO Funds – Action Needed, information will be given at meeting
  - c. Staffing Update - Informational
  - d. Current Subcontractor Review – Action Item
  - e. Board Charter – Action Needed
  - f. Legislative Session – Informational, given how quickly things can change, materials will be provided at the meeting

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## Agenda

### Governing Board Members

Claire Hall, Co-Chair  
Lincoln County Commissioner

Julie Manning, Co-Chair  
Samaritan Health Services

DeAnn Brown  
Confederated Tribes of Siletz  
Indians

Sandy Chase  
Department of Human Services

Rebecca Cohen  
Newport Public Library-retired

Jeff Davis  
Linn-Benton Community  
College

Sarah Dorgan  
Citizens Bank

Tonja Everest  
Linn Benton Lincoln  
Education Service District

Laura Farmer  
Parent

Jennifer Gere  
Parent

Glenna Hughes  
Linn County Public Health

Stephany Koehne  
Kids & Company of Linn County

Kelly Locey  
Benton County Health  
Department

Todd Miller  
Santiam Canyon School District

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  
Asea School District

Rich Waller  
Samaritan Health Services



March 07th, 2019

2:00 – 4:00 PM

Samaritan Center for Health Education  
740 SW 9<sup>th</sup> Street  
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 Presentations
  - a. ELD Monitoring Visit, Denise Swanson
- III. Director's Report / EL Hub Updates
- IV. Fiscal Report
- V. Consent Items
  - a. February Meeting Minutes
- VI. Discussion Items
  - a. Parent Engagement Update, Shirley Blake – Informational
  - b. Pollywog Update, LeAnne Trask – Informational
    - i. IHN-CCO Funds – Action Needed
  - c. Staffing Update - Informational
  - d. Current Subcontractor Review – Action needed
  - e. Board Charter – Action Needed
  - f. Legislative Session – Informational
- VII. Public Comment
- VIII. Next Meeting – March 7<sup>th</sup>, Newport
- 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 fallback voting process, the individual with the conflict of interest may not participate in that final vote.

## Fiscal Report

### January Financial Narrative



## Finance

### January 2019

#### MONTH-END DETAILS

##### **Revenue:**

During the month of January, no revenue came into any of the Early Learning Hub accounts. We assume that this was because of the holidays and timing, but will watch for it to come in during February.

##### **Expenditures:**

December 31 was the last day of the quarter, so in January we received a large number of Reimbursement Requests from our funded partners. We processed \$103,259.24. Reimbursement from the State for these monies should be coming in during February to LBCC.

##### **Miscellaneous:**

January was a relatively quiet month with no anomalies that need to be reported on.

## January 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 1/31/2019

	Budget	Current Month	YTD	Balance	% Rcvd
<b>Resources</b>					
<b>Revenues</b>					
Reimbursable Revenues	\$ -	\$ -	\$ -	\$ -	0%
<b>Grant Resources</b>					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ 3,641.95	\$ 12,910.59	22%
<b>Local Resources</b>					
IHN-CCO Funds	\$ 150,000.00	\$ -	\$ 150,000.00	\$ -	100%
IHN-CCO Funds (Carryover)	\$ 50,869.08	\$ -	\$ 25,000.00	\$ 25,869.08	49%
<b>State Resources</b>					
<b>Coordination</b>					
Dept. of Education - ELD - Coordination (Carryover)	\$ 244,821.35	\$ -	\$ 230,721.81	\$ 14,099.54	94%
Dept. of Education - ELD - Coordination	\$ 610,528.80	\$ -	\$ 148,969.92	\$ 461,558.88	24%
<b>Reimbursement Grants</b>					
Dept. of Education - Vroom	\$ 5,471.57	\$ -	\$ 3,000.00	\$ 2,471.57	55%
Dept. of Education - School Readiness	\$ 225,653.69	\$ -	\$ 55,167.14	\$ 170,486.55	24%
Dept. of Education - Great Start	\$ 11,105.33	\$ -	\$ 11,105.33	\$ -	100%
Dept. of Education - Title IV-B2	\$ 156,269.69	\$ -	\$ 57,110.31	\$ 99,159.38	37%
Dept. of Education - Family Stability	\$ 77,193.10	\$ -	\$ 32,284.18	\$ 44,908.92	42%
Dept. of Education - Focused Child Care Network	\$ 136,496.25	\$ -	\$ 51,593.11	\$ 84,903.14	38%
Dept. of Education - Kindergarten Partnership & Innovation	\$ 556,601.71	\$ -	\$ 156,398.10	\$ 400,203.61	28%
<b>Total All Resources</b>	<b>\$ 2,241,563.11</b>	<b>\$ -</b>	<b>\$ 924,991.85</b>	<b>\$ 1,315,702.18</b>	<b>41%</b>

	Budget	Current Month	YTD	Balance	% Used
<b>Expenditures</b>					
<b>Reimbursable Expenditures</b>					
Reimbursable Expenditures	\$ -	\$ -	\$ -	\$ -	0%
<b>Grant Expenditures</b>					
NWHF (Carryover)	\$ 16,552.54	\$ -	\$ 3,641.95	\$ 12,910.59	22%
<b>Local Expenditures</b>					
IHN-CCO Funds	\$ 200,869.08	\$ -	\$ 118,631.95	\$ 82,237.13	59%
<b>State Expenditures</b>					
<b>Coordination</b>					
Coordination	\$ 846,350.15	\$ 32,227.51	\$ 569,958.80	\$ 276,391.35	67%
<b>Reimbursement Grants</b>					
Vroom	\$ 5,471.57	\$ -	\$ 2,268.98	\$ 3,202.59	41%
School Readiness	\$ 234,653.69	\$ 10,605.81	\$ 107,367.93	\$ 127,285.76	46%
Great Start	\$ 11,105.33	\$ -	\$ 11,105.33	\$ -	100%
Title IV-B2 Funds	\$ 156,269.69	\$ 10,746.32	\$ 67,856.63	\$ 88,413.06	43%
Family Stability	\$ 77,193.10	\$ 3,189.24	\$ 58,956.21	\$ 18,236.89	76%
Focused Child Care Network	\$ 136,496.25	\$ -	\$ 67,488.81	\$ 69,007.44	49%
Kindergarten Partnership & Innovation	\$ 556,601.71	\$ 46,490.36	\$ 280,355.36	\$ 276,246.35	50%
<b>Total All Expenditures</b>	<b>\$ 2,241,563.11</b>	<b>\$ 103,259.24</b>	<b>\$ 1,287,631.95</b>	<b>\$ 953,931.16</b>	<b>57%</b>

Ending Balance \$0.00

Revenues  
 Other Resources (funds not located at LBCC)

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

## Consent Items

### February Minutes

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

<b>MEETING COMMENCED</b>	2:00pm, February 14, 2019 Linn-Benton Community College
<b>MEETING CALLED BY</b>	Julie Manning
<b>WORK GROUP MEMBERS PRESENT</b>	Lauren Sigman, Jennifer Gere, Sarah Dorgan, Stephany Koehne, Laura Farmer, Kelly Locey, Bettina Schempf, Paul Smith, Jeff Davis, Julie Manning, Tonja Everest, Sandy Chase, Rebecca Cohen, Todd Miller, Rich Waller
<b>STAFF MEMBERS PRESENT</b>	LeAnne Trask, Lynn Hall, Shirley Blake, Jennifer Hartsock
<b>VERSION</b>	Draft – Pending Board approval
<b>RECORDED</b>	Yes

## Agenda topics

<b>SPECIAL PRESENTATION</b>	Kids & Company of Linn County
Stephanie Koehne presents a PowerPoint presentation on Kidco Head Start/Early Head Start.	
Kidco Head Start serves Linn and Benton counties, but they don't currently provide services in Lincoln County.	
They currently have 12 centers between Linn and Benton counties.	
Head Start has a policy council that consists of enrolled parents and community members, who are highly involved in program decision making.	
About three years ago, parents wanted longer day child care services. They piloted 6+ hour service days and eliminated transportation (to make up lost funds). Four years of data shows that the elimination of transportation wasn't a barrier to attendance. In fact, longer days increased parent engagement and community building.	
When a family applies to Head Start, the agency determines eligibility by using a criteria grid. Many factors frame this point system and eliminates biases and emotional influences on accepting/rejecting children.	
During a policy council meeting, members discussed implementing ACES into the point system.	
Head Start is required to connect children to a medical home.	

<b>DIRECTOR REPORT</b>	EL Hub Updates
<p><b>State Collaborative:</b> This event occurs twice a year where Oregon Hubs come together to celebrate our individual and collaborative efforts in early learning. This time around, Head Starts and CCR&amp;Rs came to the table with Hubs to discuss community planning and program alignment within our regions. The group at large identified key themes in learning early, broke into smaller discussion groups, and came back to debrief. Kristi also attended the <i>Raise Up Oregon</i> launch/legislative breakfast and a presentation to the new early education sub-committee of the joint student success committee by our early learning system director. Hub directors will begin attending these meetings on a regular basis.</p> <p><b>Statewide Hub Jacket:</b> Hub are currently working with the Madison Avenue Collective (MAC) creating a statewide jacket to identify what an Early Learning Hub is, as well as regional Hub information. This document is meant to unify our early learning hub system and message.</p>	

<b>DISCUSSION ITEM</b>	Fiscal Report
LeAnne presents the revenue, expenditures, and miscellaneous reports for November and December.	
During December, Linn-Benton Community College was closed for winter break; LeAnne didn't process any reimbursement requests.	

<b>DISCUSSION ITEM</b>	December Meeting Minutes
MOTION: The Board is being asked to approve the November Governing Board minutes.	
Motion: Rebecca Cohen	
2 <sup>nd</sup> : Bettina Shempf	
The Board votes unanimously to approve the December minutes.	

<b>DISCUSSION ITEM</b>	Board Charter
There are no current changes in the charter; however, there is consideration for adding the Housing sector.	
Revise the charter to reflect the different challenges in each county, which means each agency will need to take on the responsibility of recruitment for three county chairs. Held to action in March.	

<b>DISCUSSION ITEM</b>	Parent Engagement Update, Shirley Blake
Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Cafés are carefully designed, structured discussions that use the principles of adult learning and family support.	
Tentative timeframe: <ul style="list-style-type: none"> <li>• Host Cafés January-July 2019</li> <li>• Need to host 3-5 cafés</li> <li>• Reporting due mid-July</li> </ul>	
Agencies have begun their cafés. Lauren and her staff will practice before conducting their cafés. Shirley will follow up with them soon.	
Shirley is partnering with Head Start to train and conduct cafés. She has received a request to train and conduct cafes for Casa Latinos Unidos.	
These cafés can act as a springboard for parents enrolling in LBCC parenting/child classes.	

<b>DISCUSSION ITEM</b>	Pollywog Update, LeAnne Trask
LeAnne presents the November and December analytics for Pollywog.	
We celebrated the Pollywog website two year anniversary this past December.	
In year one and year two, we received 40 readers on a particular day. In year three, we averaged 400 readers per day, which is two-fold our original readership.	
The Parent Voice blog causes spikes in our readership. This drives traffic to our website.	
At the Pollywog Partner meeting, agencies reviewed and updated their 211 information.	
Kristi and LeAnne met with VistaLogic to work through the system.	
211 presented to the February Pollywog Partner meeting, which cleared up systematic confusion.	
Many "tabling" events are coming up, where Hub staff provide information on Pollywog and Vroom.	

Family Fun Day, hosted by Linn-Benton Community College (LBCC), is March 9, 2019. This is a volunteer opportunity.
Shirley Blake, Mary Jackson, and Kelly Locey are working on creating prenatal classes in Spanish.
Oregon Community Foundation is interested in Pollywog as a model for linking prenatal education with parenting education. Discussion on expanding into Lincoln County, as well as expanding parent/child courses, is underway.
The CCO awarded our Early Learning Hub \$150,000 for this calendar year.
Additionally, the Oregon Community Foundation (OCF) plans to open an RFA for regional funding around health and early learning connections in Oregon. By the time we submit our proposal, it might be mid-year; with the CCO funding in place, we can implement expansion steps: <ul style="list-style-type: none"> <li>• Parenting Education Coordinator in Lincoln County</li> <li>• Scaling up Pollywog/Family Connections call center personnel; In order to support a personalized system, it's essential to fund FTE.</li> </ul>
Should we not receive OCF funding, the Board will look to Hub and state funding.
Keep in mind that long distance rates may apply for families outside of Linn County.
MOTION: The Board is being asked to allocate CCO funding of \$150,000 toward launching the Lincoln County expansion. This allocates \$90,000 for coordination support (FTE), with remaining funds supporting the existing contract with Family Connections to increase call center personnel. This is pending CCO approval.
Motion: Paul Smith
2 <sup>nd</sup> : Laura Farmer
Rich Waller and Jeff Davis abstain. The Board votes unanimously to approve the motion.

<b>DISCUSSION ITEM</b>	Early Learning Hub Monitoring
The Early Learning Division will attend our March 7 <sup>th</sup> Board meeting. ELD staff plan to take regional tour of our programs on March 26 <sup>th</sup> .	
Kristi proposes to schedule an extra hour prior to the meeting for member to visit with the ELD.	
Please RSVP if you plan to attend early.	

<b>DISCUSSION ITEM</b>	Current Subcontractor Review
Kristi reviews the current subcontractors and their current positions through June 30 <sup>th</sup> .	
Kristi removed alignment to roles & indications and added alignment to the <i>Raise Up Oregon</i> strategic plan. Please review and raise questions or concerns prior to our March Governing Board meeting.	
On-track spending refers to money spent down in year one.	
Kristi met with the HART center to discuss their missing quarterly reports and reimbursement requests. A plan is in place for correcting this and a large portion of their contracted funds will be unspent. These funds will go in the pool for subcontractors that have greater spending than their contracts and/or personnel cost for LeAnne's work on Pollywog.	
211 has made an offer for the 211 Coordinator position.	
Monroe school district hasn't determined how to get their funds spent down. Tonja and Kristi speak about this after the meeting.	

<b>DISCUSSION ITEM</b>	Conflict of Interest Statement
One-page sheet, front and back. Please read, sign, and turn in by the end of the meeting today.	

<b>DISCUSSION ITEM</b>	Legislative Session
	Kristi presents two documents, Early Childhood Coalition Legislative agenda.
	Tonja speaks about her 12 superintendents who are coordinating one-on-one meetings with community representatives and counselors. Early learning is one of the topics they plan to discuss. She suggests expanding supports of mental health services for children. As well, ESD will experience severe funding cuts, which will negatively impact their clients. Kristi invites Tonja to bring forth associated bills to the Board.
	Sandy speaks about applying for a grant amount increase for child care and housing.
	Bettina speaks about CCO 2.0. She invites community partners to reach out about health equity and social determinants of health to contribute to their proposal to OHA due in early April.
	Julie speaks about repairing the Medicaid budget due to the slow decline of federal contributions. There is a substantial increase in the tobacco tax.
	Consider inviting county representatives to present at a future Board meeting regarding alternative payment methodology and social determinants of health.
	Jeff Davis speaks about the aspirational budget and the governor's budget and their impact on the college. All departments that receive general funds were asked to submit a budget that represents a 5% reduction to their general fund.

<b>NEXT MEETING</b>	2:00pm, March 7, 2019
	Center for Health Education, Newport
<b>MEETING ADJOURNED</b>	4:00pm

## Discussion Items

### Pollywog Update

## POLLYWOG UPDATE

3/7/2019

### Analytics:

- We currently have 727 individuals (adults and children) in the Pollywog database
- We currently have 79 courses, 6 taught in Spanish
- 399 website users in February
- 87% of our readers are female
- 31% of our readers are 25-34 years old
- 31% of our readers are 35-44 years old
- 52% of our users are accessing us on a mobile device
- 44% of our users are accessing us on a desktop
- The March Parent Newsletter was sent out to 319 families and the topic was "Music in our Community".
- The Parent Voice Blog was published on:
  - February 11 (Sleep in the Midst of Motherhood) – 61 views on Pollywog, 205 reached on Facebook, 19 engagements
  - February 25 (Healthy Eating Habits) – 10 views on Pollywog, 425 reached on Facebook, 73 engagements

### Completed Events:

- 2/21/2019 Baby Blast! – Samaritan Lebanon Community Hospital.

### Upcoming Events:

- 3/9/2019 Family Fun Day – LBCC Event
- 4/13/2019 Family Fun Fair – Linn Can Child Abuse Awareness
- 4/17/2019 – Refresher training for all DHS staff (35)
- 4/27/2019 Healthy Kids Resource Fair – YMCA



### **Staffing Update**

With the expansion of Pollywog, we are revising LeAnne's job description to officially take over leadership of Pollywog. This will mean that we will be removing all task related to accounting and finance. Given this we will need to expand Hub staff to include a Hub contracts and accounting specialist.

### **Subcontractor Review**

Last month I presented a chart of existing subcontracts as a part of our Procurement review process. This month the chart has been expanded to include my recommendations regarding funding for the upcoming Biennium. I am also including our Procurement Procedures Manual for your review. Remember that this document is still in development as we pilot this process.

### **Board Charter**

The Board Charter has been included as a separate document with the recommended changes to reflect Housing as a sector representative in our Board structure. Changes have been highlighted.



# Early Learning Hub

*of Linn, Benton & Lincoln Counties*

## Charter

**Adopted on: 10/24/14**

**Revised on: 03/07/2019**

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

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

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## Article I – Name and Lead Agency

### Section 1: Name

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

### Section 2: Lead Agency

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

## Article II – Common Agenda, Purpose and Guiding Principles

### Section 1: Common Agenda

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

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

### Section 2: Statement of Purpose (Legislative Intent)

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

### Section 3: Guiding Principles

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

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

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

## Article III – Service Area, Target Population and Approach

### **Section 1: Service Area**

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

### **Section 2: Target Population**

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

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

## Section 3: Approach

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

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

## Article IV - Governance Structure

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

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

## Article V – Lead Agency

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

## Article VI – Backbone Alliance

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

Roles and Responsibilities of Backbone Alliance

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

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

## Article VII – Governing Board

### Section 1: Membership

The Governing Board will be made up of twenty-six members: twenty-one sector members, consisting of 7 individuals from each county representing each of the seven sectors (K-12, Health, Human and Social Services, Parents, Business, Housing and Early Childhood), plus five members from organizations with standing positions, one from each of the following five organizations: LBCC, IHN-CCO, DHS, LBL-ESD and the Confederated Tribes of Siletz Indians.

### Section 2: Nominations and Appointments

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

### Section 3: Alternates

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

### Section 4: Length of Service

Initial members who represent the seven 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 seven sectors will serve for a term of three (3) years.

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

## **Section 5: Roles and Responsibilities of the Governing Board**

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

## **Section 6: Meetings, Quorum**

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

## **Section 7: Notice**

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

## **Section 8: Stipends**

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

## **Section 9: Officers**

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

## **Section 10: Removal of Board Members**

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

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

## **Section 11: Standing Committees of the Governing Board**

### **Leadership Committee**

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

### **Fiscal Oversight Committee**

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

## **Article VIII – Advisory/Working Groups**

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

### **Funding and Resources**

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

## **Data and Evaluation**

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

## **Health Care Integration**

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

## **P-3 Alignment**

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

## **Early Childhood Coordinating Council**

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

## **Article IX – Decision Making**

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

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

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

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

**When Consensus Cannot be Reached:** Reaching consensus is the intended outcome of each discussion. If the group is not able to reach consensus after full deliberation and attempts to break impasse have not been effective, a vote on the proposal will be taken by show of hands. The proposal or decision passes if a super-majority (75%) of the members who are present vote in favor of it. Those in the minority are invited to write a “minority statement”

describing their concerns and views, and this statement will become part of the official meeting summary.

## **Agenda, Absent Meetings, Meeting Summary**

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

## Article X – Standard of Conduct

### **Section 1: Confidentiality**

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

### **Section 2: Conflict of Interest**

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

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

- Example: Financial conflict—a member, or a member of his/her family, would serve to benefit financially from a decision made by the Board.
- Example: Role conflict—a member's role in an organization other than the EL Hub carries with it certain responsibilities that compromise his or her ability to act objectively on an issue being considered by the Board.

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

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

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

### **Section 3: Personal Conduct**

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

### **Article XI – Duration and Modifications of these Bylaws**

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

### **Article XII – Controlling Authority**

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



**Early Learning Hub**  
*of Linn, Benton & Lincoln Counties*



# 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:

<b>Goal One: The early childhood system is aligned, coordinated and family-centered.</b>
<b>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 school ready to succeed, and (3) healthy, stable, and attached families.</b>
<b>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.</b>
<b>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.</b>
<b>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.</b>
<b>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.</b>
<b>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.</b>

### 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:

<b><i>Goal Two: Children are supported to enter school ready to succeed.</i></b>
<b>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.</b>
<b>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.</b>
<b>2.3 The role of the hub is to work with partners to coordinate identification of children &amp; families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.</b>
<b>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.</b>

<b><i>Goal Three: Families are healthy, stable and attached.</i></b>
<b>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.</b>
<b>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.</b>
<b>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.</b>
<b>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.</b>

### 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.

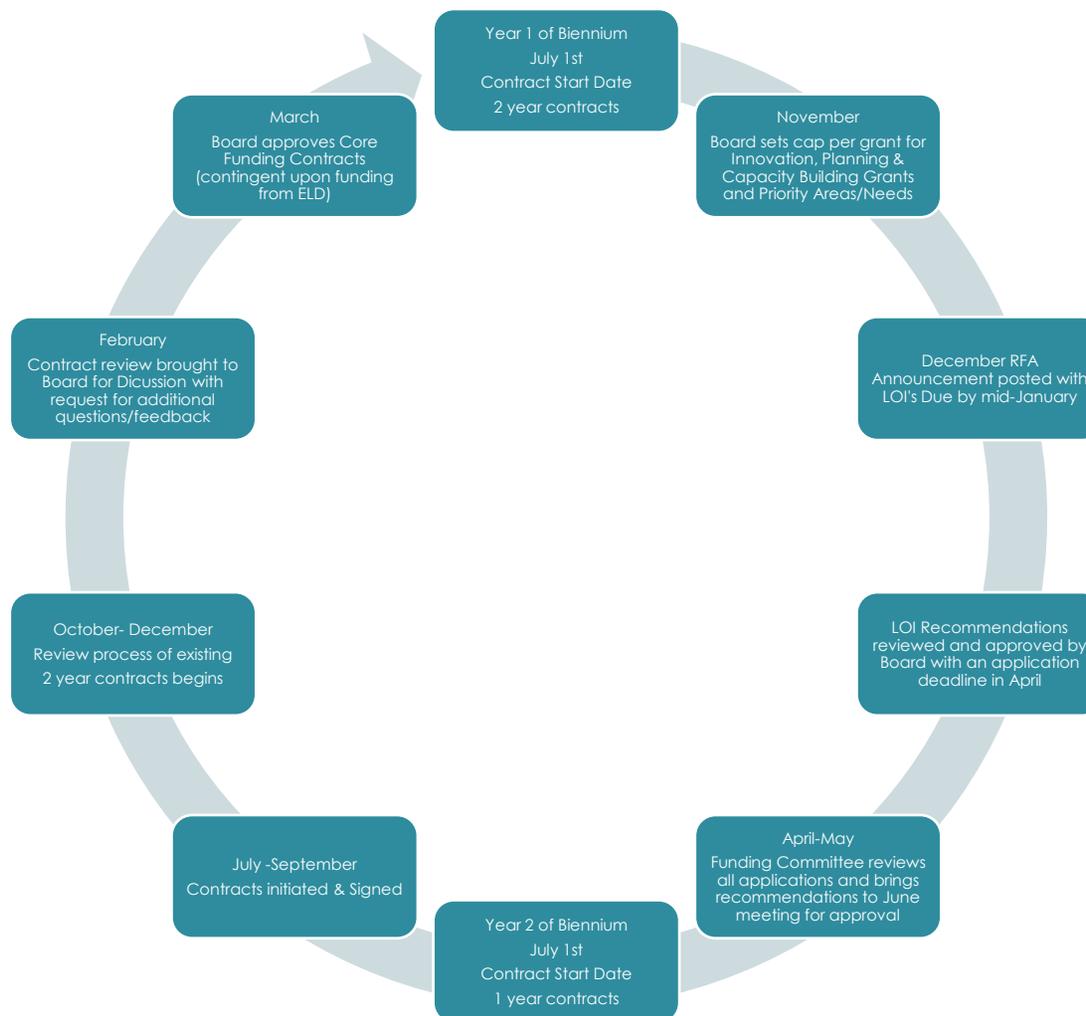
- No more than 90% of funds will be allocated to Core Funding
- The remaining 10% or more will be allocated to Innovation & Planning efforts

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 2<sup>nd</sup> 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

Each biennium, the available pool of funds for supporting capacity building efforts in our region will be determined after the Hub staffing and operational budgets are approved by the Governing Board based on the allocation listed on page 3. Once maximum grant amounts are set, the following process will be followed:

- Capacity Building grant opportunity will be posted to the public via the Hub website and other existing media platforms.
- Funds will be available on a rolling basis until all available funds are depleted.
- Community agencies seeking funds must complete the posted application process. (Funding Committee will develop application each biennium based on Governing Board priorities)
- The Hub Funding Committee will review applications on a monthly basis and bring recommendations to the Hub Governing Board.
- The Board has final approval authority on all Capacity Building Grant request.

## Board Funding (Due by June 30, 2019)

2017-2019 Contract Review

Contract #	Agency	Service	On-Track Spending	On-Time Reporting	Services Align to Narrative	Alignment to Raise Up Oregon	Recommendation
COOR-003	Lincoln County SD	Parenting Education	40% 6/30/18	In planning stages for OPEC Hub expansion	Yes	Strategy 1.1	Amend existing contract to extend contract end date. (These are Coordination funds and can be rolled over)
FSGF-002	Old Mill Center	South Benton County Expansion	61% 9/30/18	Yes Monthly	Yes	Strategy 1.2	Recommend continued funding contingent upon funding from ELD.
FCCN-3&4	LBCC CCR&R	Focus Child Care Network	25% 06/30/18	Yes Quarterly	Yes	Strategy 3.1	This funding stream is for very specific work with CCR&R.
KPI-016	Alesea SD	Alesea Pups Preschool	49% 6/30/18	No Submitted at end of school year	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-017	Central-Linn SD	Preschool Scholarships	16% 6/30/18	Yes Quarterly	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-018	Corvallis SD	Kindergarten Transition Coordinator	24% 6/30/18	Yes Quarterly	Yes	Strategy 6.1	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-019	GAPS	Waverly Child Development Center	51% 6/30/18	No Had to request at end of school year	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-020	Harrisburg SD	Shared Professional Development	30% 6/30/18	Yes Quarterly as trainings	Yes	Strategy 6.1	KPI allocations are determined based on a Board approved funding allocation that includes

Contract #	Agency	Service	On-Track Spending	On-Time Reporting	Services Align to Narrative	Alignment to Raise Up Oregon	Recommendation
				occur			all districts.
KPI-021	Boys & Girls Club of the Greater Santiam	Pre-K Club Lebanon	47% 6/30/18	Yes Quarterly	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-022	Lincoln County SD	Learning is Fun Together & Summer Sessions	51% 6/30/18	Yes Quarterly	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-023	Monroe SD	"Community Planning in process"	0% 6/30/18	N/A	N/A	N/A	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-024	Philomath SD	Preschool Programming in partnership with Strengthening Rural Families	64% 6/30/18	No Submitted at end of school year	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-025	Santiam Canyon SD	Preschool Start-up	0% 6/30/18	N/A	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-026	Scio SD	"Needs Follow-up"	0% 6/30/18	N/A	Needs Follow up	N/A	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
KPI-027	Boys & Girls Club of the Greater Santiam	Pre-K Club Sweet Home	41% 6/30/18	Yes Quarterly	Yes	Strategy 2.2	KPI allocations are determined based on a Board approved funding allocation that includes all districts.
SRGF-DA1	LBCC CCR&R	Lincoln County FCCN Cohort	0% 6/30/18	N/A	Yes	Strategy 3.1	Recommend continued funding contingent upon funding from ELD unless additional FCCN funds are received.

Contract #	Agency	Service	On-Track Spending	On-Time Reporting	Services Align to Narrative	Alignment to Raise Up Oregon	Recommendation
SRGF-DA2	LBCC CCR&R	Provider Training	0% 6/30/18	N/A	Yes	Strategy 3.1	Recommend continued funding contingent upon funding from ELD.
SRGF-DA3	LBCC PSN	Rural Parenting Education	0% 6/30/18	N/A	Yes	Strategy 1.1	Recommend continued funding contingent upon funding from ELD.
SRGF-006	OCWCOG	Foster Grand Parents Program	71% 7/30/18	Yes Quarterly	Yes	?	Needs further discussion around alignment to Strategic Plan and data collection possible concerns.
SRGF-007	HART Community Center	Preschool	0% 6/30/18	No Discussed need to submit quarterly during site visit	Needs Follow up	N/A	Recommend not funding for the 2019-2021 biennium; however, I recommend that we attempt to identify an alternative program in Harrisburg to support.
SRGF-008	Lincoln County SD	Learning is Fun Together	39% 9/30/18	Yes Quarterly	Yes	Strategy 2.2	Recommend continued funding contingent upon funding from ELD.
SRGF-009 And COOR	Strengthening Rural Families	Rural Outreach Coordinator	76% & 0% 8/30/18	Yes Quarterly	Yes	Strategy 11.1	Recommend continued funding contingent upon funding from ELD.
SRGF-010	HART Community Center	Together Class	0% 6/30/18	No Discussed need to submit quarterly during site visit	Needs Follow up	N/A	Recommend not funding for the 2019-2021 biennium; however, I recommend that we attempt to identify an alternative program in Harrisburg to support.
IVB2-005	Family Tree	Bilingual Home Visitor	0% 6/30/18	N/A	Yes	Strategy 1.2	Recommend continued funding contingent upon funding from ELD.
IVB2-006	GAPS	Bilingual Classroom Assistant /	52% 6/30/18	No Had to request at	Yes	Strategy 2.2	Recommend continued funding contingent upon funding from ELD.

Contract #	Agency	Service	On-Track Spending	On-Time Reporting	Services Align to Narrative	Alignment to Raise Up Oregon	Recommendation
		Waverly CDC		end of school year			
211 Agreement (IVB2 & FSGF)	211 Info	Community Engagement Coordinator	34% & 85%	No 211 has experience significant staffing turnover at the leadership level	Previously, yes There were concerns as staff transitioned and this is being closely monitored	?	Needs further discussion.

# Baby Promise

\$10 million

**Oregon is a child care desert. On average, there is only regulated care for 1 in 8 infants per county.** The consequences of this are serious – families and children lack access to programs that support their learning, development, and care-related needs, allowing parents to work. The impact is especially felt by low-income families. By creating Baby Promise, a targeted, contract-based program that reimburses providers at the true cost of quality for an infant/toddler program, Oregon will build a greater supply of high-quality child care and increase families access to it. The program makes this care available to families at or below 185% of Federal Poverty. Baby Promise would be codified through HB 2024.

## Investment Highlights

- Provides 200+ quality infant and toddler slots throughout the state, reimbursed at the true cost of care
- Includes quality improvement supports for providers, such as start-up funds and other supports to ensure programs have the materials and equipment needed to administer a high-quality program
- Child Care Resource & Referral organizations will be supported to have specific infant-toddler experts to help programs learn best practices for supporting our youngest children
- Builds local capacity to plan for where child care slots are most needed within a community through support for community plans led by Early Learning Hubs

*"I do in-home day care and get calls at least once a week, and I am full. I'm now asking for an exception to care for [more] babies, because no one else will take them." – Family Child Care Provider*

### What problem are we trying to address?

- Only enough regulated care to address needs of every 1 in 8 children from age birth to three
- 50% of children have all available parents in the workforce and little to no access to regulated care
- Infant and toddler classrooms or slots have been declining across the state

### What outcomes do we expect?

- 📈 Increase the number of programs serving infants and toddlers
- 📈 Increase affordability of care
- 📈 Increase the length of time that children and families stay in a high-quality program
- 📉 Decrease the turnover of providers serving infants and toddlers



# Child Care Licensing

*\$1.5 million*

**The child care licensing program exists to ensure the health and safety of over 120,000 children in regulated care and to address adequate resources to ensure reasonable caseloads and the ability to investigate serious claims.** The Governor's Recommended Budget proposes a General Fund investment toward investing in a successful pilot program to conduct concurrent investigations between child welfare and child care licensing. Currently, ELD has been piloting this tandem investigation approach with colleagues in the Department of Human Services (DHS) with five investigators working across Multnomah, Washington, Marion, Polk, and Yamhill counties. The GRB also includes position authority utilizing federal funding to reduce caseloads for licensors, with caseload ratios from around 1:125 to 1:100.

## Investment Highlights

- The ELD/DHS tandem investigation pilot has shown successes in a number of ways, including:
  - Enhanced communications, allowing the Office of Child Care to determine more valid or invalid findings, and fewer findings that are unable to be substantiated.
  - Timely decisions regarding actions taken by the Office of Child Care without requiring additional monitoring visits.

### *What problem are we trying to address?*

- Barriers to coordination and potential threats to coordination.
- Delayed data and information sharing between the Office of Child Care and Department of Human Services.
- Office of Child Care relies on secondhand information from the Department of Human Services to make determinations.
- Lack of understanding of Office of Child Care and Department of Human Services unique and differing roles in investigations.

### *What outcomes do we expect?*

- 🕒 Decrease in the length of time to complete an investigation and determination.
- 📄 Increased and information sharing between the Office of Child Care and Department of Human Services.
- ⚖️ Stronger legal cases at hearing or at the time of licensing actions, such as immediate suspensions.
- 🕒 Earlier interventions with the providers, with consistency, allowing providers to repair deficiencies or complete investigations sooner.



# Professional Learning

*\$18.3 million*

**The knowledge and skills of early childhood educators are the single-most important factor in ensuring children are learning.** The investment in Oregon's professional learning system will build the infrastructure to support Oregon's early childhood educators and improve the quality of programs. This includes funding to support the functioning of Oregon's regional professional learning entities, known as Child Care Resource and Referral Agencies (CCR&Rs) to hire more experts and deliver more supports. It also includes resources to offer more incentives to early learning providers of all types through the Spark Quality Recognition and Improvement System.

## Investment Highlights

- Aligns CCR&R Regions to Early Learning Hub Regions, adding three additional CCR&Rs
- Provides CCR&Rs with additional Quality Improvement Specialists, resources for Focused Child Care Networks, and training resources to work with all providers, including license-exempt providers, family childcare centers and homes, Head Start, and public schools to engage in continuous quality improvements.
- Creates quality incentives for providers to address areas of improvement identified via Spark
- Begins to support shared services and other strategies to support stability of child care businesses

### *What problem are we trying to address?*

- Insufficient supply of early learning providers and early childhood educators
- Insufficient resources for programs to address areas of improvement identified through their engagement in Spark
- Lack of support for early childhood educators, including access to meaningful professional learning opportunities
- High turnover of early childhood educators

### *What outcomes do we expect?*

- ➊ Increase and enhance the number of quality early learning environments for Oregon's youngest children
- ➋ Increase the knowledge and skills of early childhood educators across the state
- ➌ Greater capacity to scale early care and education services
- ➍ Decrease the number of early childhood educators leaving the field



# Preschool

**\$316.6 million**

**High-quality preschool is a critical driver of future success in school and life, but over 30,000 eligible children do not have access to state-funded preschool in Oregon.** This includes Preschool Promise, Oregon Prekindergarten (OPK), and Early Childhood Special Education (ECSE; administered by the Oregon Department of Education). In order to address these gaps, we need to make these investments work better together – i.e., align policy – and to invest more to increase the number of slots across the state. By enhancing and expanding Oregon's preschool program we will both increase quality and the number of children reached. This investment also funds policy changes in HB 2025.

## Investment Highlights

- Adds 6,600 Preschool Promise slots to reach more children and families across the state
- Increases funding for OPK to meet high-quality standards, including ensuring salaries for educators are aligned to their credentials
- Funds ECSE to ensure children receive adequate service levels
- Builds community capacity within Early Learning Hubs through funding a core staffing model in each Hub
- Funds Hubs to create community plans and to coordinate enrollment across programs
- Builds the infrastructure needed to support the quality of preschool programs – including job-embedded coaching and monitoring and increased capacity at ELD to support programs

### *What problem are we trying to address?*

- Too few children and families have access to high-quality preschool services
- Children with developmental delays and disabilities do not receive adequate services
- Head Start educators make, on average, only slightly more than minimum wage and have high rates of turnover
- Misaligned preschool policy makes blending and braiding funds complicated
- Lack of infrastructure reduces ability of state and local partners to support quality programs

### *What outcomes do we expect?*

- ➊ Increase in number of children served in high-quality preschool, increasing kindergarten readiness
- ➋ Increase the ability of programs to blend and braid funds to serve more children in inclusive environments
- ➌ Increase the quality of preschool environments by increasing infrastructure for supports
- ➍ Decrease the number of Head Start educators leaving the classroom



# Equity Fund

*\$15 million*

**Families from historically underserved populations have the least access to early learning programs.**

Though early care and education can have a profound effect on advancing Oregon's equity goals, it is too often unavailable for families and children of color, who speak a language other than English, or who are economically disadvantaged, or geographically isolated. Furthermore, there is often a lack of providers who are able to offer culturally-specific programming. The establishment of the Equity Fund would ensure that communities have the ability to serve children from historically underserved populations by building the capacity of culturally-specific organizations to offer high-quality supports that impact kindergarten readiness.

## Investment Highlights

- Establishes an Equity Fund to be administered by ELD to support culturally-specific programming to meet the cultural and linguistic needs of up to 3,800 children and address kindergarten readiness
- Targeted toward building the supply of culturally-specific organizations offering early childhood programs and services
- Includes funding to evaluate investments to determine progress toward achieving greater equity for children of color, children who speak other languages, and children in rural communities

*What problem are we trying to address?*

- Overall, children of color, children in rural areas, and children in low-income families have the least access to high-quality early learning supports
- The Oregon Kindergarten Assessment shows disparate outcomes for children of color, pointing to a lack of access to early care and education programs and other early learning supports
- Regions of the state do not have adequate supports that are culturally or linguistically relevant for families and children

*What outcomes do we expect?*

- ① Increase the number of culturally-specific organizations offering early learning programming
- ① Increase the number of children and families reached through existing programming
- ① Increase the kindergarten readiness of children from historically disadvantaged populations



# Centers for Excellence

\$3.5 million

The Centers for Excellence (CFE) investment will provide funding to school districts or regional partnerships to strengthen and align developmentally appropriate and culturally responsive classroom practices between the early care and education sector, kindergarten, and grades 1-3. CFE sites provide shared professional development among P-3 educators, promote best practices (e.g., aligned curriculum), and serve as regional learning labs designed to build the capacity of nearby school districts. CFE sites will implement comprehensive P-3 approaches by hosting site visits, leading professional learning opportunities, and documenting their strategies and approaches to support scaling and replication.

## Investment Highlights

- Offers financial resources and technical assistance to selected communities to build programs and strategies that are aligned from P-3, i.e., Centers for Excellence
- Addresses alignment of curriculum and pedagogy across preschool and the early elementary years
- Lifts communities up as centers of best practice, allowing communities to become regional laboratories of innovation within their region
- Addresses issues associated with lack of alignment and transition practices – including chronic absenteeism, lack of family engagement, and prior learning loss

*"Centers for Excellence support and celebrate the whole child the whole teacher, and their unlimited potential. By investing in learning, innovation, and the child/adult relationship we are promoting, teaching, and fostering a growth mindset, creating learning cultures and communities, and building a meaningful and seamless P-3 care and education continuum. Centers for Excellence hold the potential to positively impact the lives of children, families, and teachers when, how, and where it matters -- in the everyday moments and interactions shared as they come together in the spirit of learning, growth, and change." -- Dr. Kendra Coates, Director of Pre-K-3<sup>rd</sup> Education, High Desert ESD*

*"As the number of pre-K programs increase in Oregon, we must not lose sight of the need to ensure that the transition is smooth and alignment exists within the P-3 continuum. Both the pre-K and K-12 system have many great strengths and potential but without the alignment of classroom/professional practice components between the two, student growth and support won't be maximized. While we hope that alignment and transitions between any grade-level is strong, it is even more vital during these early years as we work to support our most at risk and vulnerable student populations. To not address this with adequate funding or requirements significantly stifles the impact early learning experiences can have on students." -- Rachael George, Principal, Sandy Elementary School*



# Family & Parenting Support

Relief Nurseries, Healthy Families Oregon, and Parenting Education

\$9 million

**Families are children's first and most important teacher, yet they have little to no support in understanding their children's development and needs.** When parents are supported, they are able to support their children, leading to healthier kids, who are more prepared for kindergarten. This sets them up for success in supporting their child through childhood, youth, and adolescence. Oregon has a number of programs that support parents in a variety of ways – those administered by the Early Learning Division include Relief Nurseries, a therapeutic preschool model, and Healthy Families Oregon, a home visiting program that begins at or before birth. The Governor's Recommended Budget also proposes new investments in universal parenting education.

## Investment Highlights

- Comprehensive investments in family support programs would invest in proven programs that reach parents in a variety of ways
- Investments complement Oregon Health Authority's Universal Connects model by providing intensive interventions that address identified needs
- A \$5 million expansion for Relief Nurseries, a key support for children at-risk of/involved in the child welfare system
- A \$2 million investments for Healthy Families Oregon, a key home visiting program to support families and prevent child abuse and neglect
- A \$2 million expansion of the philanthropically-funded Oregon Parenting Education Collaborative (OPEC)

### What problem are we trying to address?

- Approximately half of children involved in the child welfare system are under the age of 5, pointing to a need to support parents during this critical time period
- Families do not have universally available supports to help them in their role as their child's first and most important teacher

### What outcomes do we expect?

- ➊ Increase in children's school readiness
- ➋ Increase in parents' confidence in supporting their child
- ➌ Lower rates of child abuse and neglect among families with young children



# Scholarships for Early Childhood Educators

*\$7 million*

High-quality degrees support high-quality practice in early childhood educators. Yet, degrees are often inaccessible to the early childhood education workforce due to cost, timing, and relevance of the degree. The Governor's budget supports a pathway to an associate's and bachelor's degree for the current and incoming early care and education workforce and smaller grants to participating Community Colleges for program planning, coordination and articulation of a common, flexible bachelor's degree program with an articulated associate's degree track available in cohort settings at campuses across the state.

## Investment Highlights

- Provides annual scholarships of up to \$3,000 or \$5,000 for associates and bachelors scholarships, respectively
- Includes \$1 million in capacity-building grants to ensure 2- and 4-year institutions offer programs that are accessible and relevant to the existing early care and education workforce
- Jointly administered through the Early Learning Division and the Higher Education Coordinating Commission in collaboration with the Educator Advancement Council

### *What problem are we trying to address?*

- A disproportionate amount of early childhood educators with a bachelor's degree. 86% of bachelor's degree holders are white, whereas they represent only 70% of the workforce
- Many early childhood educators make minimum wage, making tuition an out-of-reach expense
- Many early childhood degree programs across the state are closing
- As we scale state-funded programs, we will need up to 1,000 additional educators with degrees or equivalent

### *What outcomes do we expect?*

- ① Increase the racial, ethnic, and linguistic diversity of degree holders within the early childhood field
- ① Increase access to degrees for the current and future workforce the number of early childhood educators with a degree
- ① Decrease the barriers to higher education and create a true "2+2" pathway from an associate's degree to a bachelor's degree

