September 27, 2016
1:15 PM - 3:00 PM
North Central ESD Conference Room
135 South Main Street
Condon, Oregon 97823
(If you are interested in participating in the Gilliam County preschool tours starting at 10 AM, please call 541-506-2255)

AGENDA

1. Welcome and Introductions, Chair
2. Approval of Minutes*
3. Additions to the Agenda
4. Fiscal Report
   a. Fiscal Group Recommendations*
   b. Contract Approval
5. Website
6. Trauma Informed Care Listening Circle
7. Updates to Bylaws *
8. Grant opportunities
   a. Children with Obesity
   b. OPEC
9. Announcements and Updates
   a. CHA - Data
   b. Blue Zone – Site Visit Update
10. Adjournment

*Action Item

Next Meeting Date:
Tuesday, October 25, 2016
10:00 AM - Noon
Moro, OR

BOARD MEMBERS

NANCEY PATTEN
Early Learning Services
Interim Chair

VACANT
K-12 Education

JENNIFER BOLD
Business

AMBER DEGRANGE
Sherman County

TEDDY FENNER
Gilliam County

DEBRA GILMORE
DHS District Manager

JANET HAMADA
Social Services

DEBBY JONES
Wasco County

VACANT
Wheeler County

KRISTEN RICHELDERFER
Parents

BARB SEATTER
Behavioral Health

TERI THALHOFER
Health

TERRI VANN
Hood River County
~

CHRISTA RUDE
Regional Coordinator
Tour Itinerary:

10:00-10:20  Arlington Child Care – 1350 East 2nd Street, Arlington Oregon

_We will meet outside near the address until we determine how many people are attending and what works best for the child care provider._

10:30-10:50  Arlington Preschool – 1200 Main Street, Arlington Oregon

_This site is a secure site and so everyone will have to check in to the school office and will need to be buzzed in. We will coordinate together to support this process._

<<<<<<<<<<<TRAVEL TIME to CONDON>>>>>>>>>>>>>

11:30 -12:00  Condon Child Care – 220 S. East Street, Condon, Oregon

_This is the site that our Business Representative, Jennifer Bold, oversees._

12:15- 1:00  Working Lunch - North Central ESD Conference Room – 135 South Main Street

_Country Flowers will be providing sandwiches._

1:15-3:00  Governance Board Meeting – Same location – North Central ESD Conference Room

Have Questions? Please call:

Christa Rude, Regional Coordinator

MOBILE # - 541-340-0438
Welcome to the **September** edition of your Governance Board “Prep Deck”

Each slide is dedicated to an agenda item and will give you an “at a glance” sense of content. You may also find supporting documents following each slide. August meeting minutes follow this slide...

**LET'S GET STARTED.....**
Tuesday, August 23, 2016
10:00 AM- Noon
Steve Burnett Research and Extension Office
Moro OR 97369

Meeting MINUTES

Present (italics indicate Governance Board Member)
Gary Peterson – K-12 Education, Chair
Nancey Patten - Early Learning Services
Jennifer Bold - Business Sector
Amber DeGrange – Sherman County
Teddy Fennern - Gilliam County
Kristen Richelderfer - Parent Representative
Barbara Seatter - Behavioral Health

Teri Thalhofer-Health (Also ELC member)
Teri Vann – Hood River County
Barb Riley – Dept. of Human Services
Jennifer Heredia – Oregon Child Development Coalition
Tom McCoy – Sherman County Commissioner
Brooke Ansotegui – North Central ESD
Christa Rude – Regional Coordinator

Absent or Excused Board Members:
Debra Gilmore – DHS District Manager
Janet Hamada – Social Services
Debby Jones – Wasco County

The chair opened the meeting and welcomed the group. The coordinator suggested a slight adjustment of the agenda to allow for a break to recognize the refreshments that honor the chair’s last meeting.

Approval of the Minutes: Jennifer Bold moves to approve, Terri Vann seconds the motion. Discussion resulted in the notice of two edits of a grammatical nature to be revised. The motion to approve with corrections was approved unanimously.

Additions to the Agenda:
Bylaws: The Chair noted that last time (MAY ‘2016) we introduced the bylaws it was for the purpose of a review. At that time, there wasn’t a sense of urgency, now there is a question about the terms of service having expired.

Question about which positions are expiring:

-Noted page 4, Teddy, Amber, Debby Jones, Terri Vann, Wheeler County Rep. for even numbered years.

The question was raised about where the responsibility is to bring the county appointments for review? A discussion followed and Commissioner McCoy suggested adding a clause affirming that membership on the board is active until someone else is appointed to replace the position. Discussion followed.

The Chair suggested that the bylaws not be adopted today, and proposed an interim step regarding the membership to assure that positions are preserved until such time as they should be re-appointed or open for application.

Concern was expressed about maintaining long standing terms. It was offered that county commissioners could have the chance to review the end of the terms, and they go through a process of determining whether to reappoint or not.
There was general agreement and a suggestion that an addition be made to the language that even if your position expires, you may remain on the board until you are replaced or asked to leave.

Amber made a motion to change the language on Page 5 of the bylaws be edited to reflect the discussed change:

Respective governing County Boards of Commissioners or County Courts will appoint five county representatives. Such appointments shall be reviewed in May for positions beginning on July of even numbered years. County members will remain in service until reappointed or replaced.

Teri Thalhofer seconded the motion and it passed unanimously.

The Chair noted that the same language should be included for non-county reps to address sector representatives. There was a question about the history of the Behavioral Health specialist position. There was a discussion and affirmation of the importance of maintaining the position or a designee.

The chair refocused the group to the conversation about terms and suggested that the same language from the county terms be added to small letter “d” on page 6 to provide the stopgap for sector members.

Teddy Fennern moved that similar language be added to small d on page 6.

There are no term limits but members must reapply for each term to allow interested parties to compete for sector positions. Sector members will remain in service until reappointed or replaced.

Teri Thalhofer seconded the motion and it was unanimously approved.

The chair suggested that the final step regarding bylaws would be to provisionally adopt the changes made to section 9 membership of the bylaws, thereby ensuring that active status of all current members.

Teri Thalhofer moved to provisionally adopt the changes made to section 9 of the bylaw, the motion was seconded by Barb Seatter. The motion unanimously passed. Staff to send notification to the County courts impacted.

BLUE ZONE – Teri Thalhofer provided an overview: National geographic went to areas to notice where people are living long. There are 9 criteria that qualify areas for becoming a blue zone. US groups decided to reverse engineer that to focus on changing environments to achieve higher quality of living- Klamath Falls was first in Oregon. In some communities they have seen changes representing 40% savings in health costs.

When this project came about, there was conversation about Columbia Gorge Health Council leading. Multiple entities were interested in applying. Lauren’s group out of OSU extension, became the lead entity to apply.

Initially, the region was for the gorge at large however the application requires one municipal zone, and so the Dalles was selected as the focus area. There is funding to be secured. Providence is willing to provide support. MCMC has also provided support. The ask is for 4RELH to write a letter of support recognizing that if one area sees change it can have regional spread. Blue Zone hires people who work with the area around policy change.

Question: Do any of the 9 areas have links to early care and education? Indirectly. Focus on Wellness initiatives for the largest employers, planning and zoning for active transportation, and active transportation around schools. Policy focus.

There was concern expressed about supporting a specific town for a regional board. Interest in wondering what is involved regarding reporting, ownership? Who runs it the blue zone?

Clarification that the Blue zone folks send staff to assist local community members with policy. There was a point made that historically, this board has decided that we interested in supporting a broad base of support in matters that have import for families in any of the counties of our region.
Noted that the mayor of the Dalles and John Huffman are interested in providing support. Noting the link to health and supports. The 9 areas were found by a board member online and it was noted that one of the areas is engagement in family life -- noted the link to family stability.

Noted that the 9 are no brainers. Concern noted that the this is not just a letter of support - it will likely involve incorporating the blue zone staff to be involved in this community and other active roles for the 4RELH. After a forwarded email from a board member, a section of the LOS was shared with the group to support this notion:

**From the letter of support Template:** “We agree to commit to the following Roles and Responsibilities:

- Be an actively engaged partner who is willing to learn new strategies for supporting healthy behaviors and be open to implementing them.
- Champion the effort to become a Demonstration Community and to make it a top priority of the community and our organization.
- Support the community leadership team with stakeholders from across the community who will create and implement plans that will deliver sustainable environmental changes designed to support healthy behaviors.
- Participate in community programs to deliver sustainable environmental changes that support healthy behaviors.
- Review work from the community leadership team and take action on recommended policies designed to support healthy behaviors.
- [Optional/customizable section] We also commit to supporting the Blue Zones Project financially through: (in-kind match of office space, $$ amount, volunteer time, etc.)”

Suggested that if we were to support this, that we would want to demonstrate that under this we would want to incorporate it into our strategic plan.

There was a reiteration that if endorsed by us, it’s not JUST a letter, there is a matter of capacity that would need to be expended, and there is a commitment. Regarding changing policy.

**Question about whether we should send the letter, if we can do it.**

The chair noted that it could be a precedent set in terms of supporting another government entity who is not invested in or represented by this board (i.e. City of the Dalles) It would be important to determine that if we are supporting in a broad sense that they would have some level of investment or shared interest.

It was clarified that OSU Extension may be serving as a backbone organization; if that is the case, a letter of support could be more appropriate.

Suggestion was made that instead of using the provided template, a letter of interest /enthusiasm that identifies 4RELH interests would be more authentic.

**What is the timeline?**

Suggested that we could say we support it broadly, theoretically-- but without commitment of the time.

Nancey Patten moved that we write a letter of support of the concepts and not necessarily the commitment. Seconded by Terri T.

**Discussion:** We would not want to hurt the chances of OSU Ext. getting the grant because we didn’t use the format.

There was a discussion again about supporting a specific location in the region, Teddy noted that we have also supported other county specific efforts.
4RELH Staff and Teri T agreed to work on a custom letter of enthusiasm/interest and then send it to the broader group by Thursday at 10 for feedback.

Noted that there is a business component and there is an issue about what the responsibility and capacity would be for entities who participate in this work. Also noted that there could be a cost if we DON’T do participate – pragmatically and politically.

The chair called the question on the motion and it was approved unanimously.

Staffing Update
The Coordinator noted the departure of Gary Peterson who is leaving the board as the K-12 rep and Chair to accept a new position of employment. After discussion the vacancy with the outgoing chair and the current vice-chair the Coordinator brought to the group a recommendation that the Vice Chair be appointed as “Interim Chair” until such time as both the K-12 representative and the Wheeler County position be filled. At that time the group could reconvene the conversation of a permanent chair appointment.

Amber DeGrange moved that our vice chair be appointed as Interim Chair while staff recruit members for the vacant positions. The motion was seconded by Teddy Fennern.

A discussion about recruitment systems followed and it was recommended that a review bylaws related to recruitment be included in the January retreat.

The chair called the question on the motion and it was approved unanimously.

Equity Update
The Coordinator shared the equity organizational assessment document with the Board (from the June Work Session). There was a discussion about the systemic racism and bias training required by December 31 and agreed that as much as possible the entities in the region required to participate would coordinate efforts.

Revised Calendar
Given that we adjusted our calendar to support the Early Learning Council Visit in May and the July Break and Ankle Break of the coordinator, we are proposing some changes to the calendar. They are outlined in red and attached. The group came to agreement and consensus on the revisions and staff will work with counties to support its implementation. It was noted also that Wheeler County would be placed back on the calendar for a visit, as soon as a new Judge is appointed and a date can be coordinated with Wheeler County.

*The group paused to acknowledge the Chair’s departure and enjoy refreshments facilitated by Nancey Patten and Jennifer Heredia.*

Fiscal Report

VROOM
Coordinator introduced the new funding from the Vroom grant to the budget and provided explanation. Teri Thalhofer made a motion to amend the budget to include the Vroom allocation, Teri Vann seconded the motion and it was approved unanimously.

Focus Childcare Network
Nancey Patten provided context for the increase in the biennial funding for the Focus Childcare Network and referred to the documentation included in the packet. The original funding amount was through December 2016, and the new funding represents services through the end of the biennium June 30.

Question: Is this a situation where there were more RTT moneys that were “found”? Remembering the reduction to CCR&R in response to the “over allocation” last year.
More a matter of extending funding. No definitive answers about Race to the Top funding.

Amber DeGrange moved that we accept the change to the budget with the correction to the timeframe in the document, Teri Thalhofer seconded the motion and it was approved unanimously.

Initial Review of Funding
The coordinator introduced the overview that was reviewed and revised by the Fiscal Team for implementing contracts using 4RELH funding. It was clarified that the intention for sharing this document was to inform the Board of the direction that the contracting/funding process was going, but that a formal vote of acceptance was not required. A more formal presentation will come after the fiscal team has the chance to meet again and staff has more developed contracts.

Also indicated that if the board had concerns with the general direction of the funding strategies, this is an opportunity to share that, or to give a “go ahead”. General consensus arrived at indicating the “go ahead”.

Request from Wasco County Library
The group reviewed the letter from Wasco County Library regarding 1000 books before Kindergarten. There was a general discussion supporting the concept and requested funds. It was noted that the funds would come from the “Responsive” funding line item in the budget—if approved.

The coordinator also noted that in future, if the Board adopts the funding strategies, these requests would come first to the local ECC and then to the Board as a recommendation for funding.

Nancey Patten made a motion to approve the request and fund $1500 through responsive funding to Wasco County Library to support 1000 Books Before Kindergarten. The motion was seconded by Jennifer Bold. The motion was approved unanimously.

Announcements
Teri Thalhofer informed the board that Megan Irwin, ODE’s Director of the Early Learning System, resigned in early June. The Early Learning Council board was notified early July and Megan left late July. There has been no interim named and has been no word from the Governor’s office. The Early Learning Council positions are ½ vacant and the Governor’s office has not yet appointed replacements. The council is concerned.

Barb reminded the group about the Trauma and Resilience Save the dates in October and November.

It was noted that MCMC CEO Duane Francis is retiring and a national search is being conducted for his replacement.

Jennifer Heredia with OCDC has been looking for a Health Services Manager. They have gone through 75 candidates in 16 months. The person who vacated the position for a promotion is managing two full time jobs. The dilemma is that the position requires (by federal law) a degree in Social Services or Health and 6 months of management experience.

Jennifer Bold is close to getting their new center built. OCF met with them as well as Ford Family Foundation. Also looking to Randal Charitable trust, and Meyer Memorial Trust (noted that they are moving from art focus to education). Very exciting times!

The meeting was adjourned.

### Respectfully submitted by Christa Rude, Coordinator
Agenda Item # 4. Fiscal Group Report

- Attached is an overview of the next steps for pursuing our approved budget as reviewed by the fiscal team.

- There is also an “11th hour” option that would consolidate our efforts around access to preschool based on conversations across the region in the past 2 weeks.

- NOTE: In BOTH options, the $51K proposed to support preschool infrastructure Sherman Gilliam and Wheeler is preserved; held harmless.
  - In the 11th hour option, the regional initiatives around Mobile preschool and regional professional development infrastructure would be refocused to support areas where access to preschool is needed.
  - Members of the Fiscal team have been or will be notified of the 11th hour option first and then prep materials will be sent to the larger group.

  The following slides will walk you through the attachments behind each slide.
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*Current & Approved Budget*
Continued...

#4 – Already Approved & Ready to Go

- Already Approved:
  - Vroom Budget, KPI, and Overall Childcare Focus Networks have been approved and no change or adjustment is needed.

- Ready to Go:
  - These initiatives have been itemized to outline the details of each effort. The Fiscal group has reviewed these in detail and, where noted, there are back up documents for each initiative.
    - USE THE TOP PAGE TO GUIDE YOU THROUGH EACH OF THE SUPPORTING DOCUMENTS 4A-4G
## Already Approved

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## READY TO GO

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<td></td>
<td>Supplies</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Travel Costs</td>
<td>$5,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insurance Riders</td>
<td>$853.00</td>
</tr>
<tr>
<td>Regional Training Infrastructure</td>
<td>$88,600.00</td>
<td>CLASS certification Training</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MMCI Instructor Base Training</td>
<td>$16,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per Instructor being trained-$2500 (2)</td>
<td>$50,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per Teacher Trained by Instructor-$1</td>
<td>$7,500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplies &amp; Materials</td>
<td>$3,100.00</td>
</tr>
</tbody>
</table>

---

A motion to approve these Initiatives would allow implementation of the budget approved on 8.23
CONSULTING SERVICE AGREEMENT
OUR KIDS NETWORK PROJECT
REQUIREMENTS DISCOVERY AND FUNCTIONAL SPECIFICATIONS DOCUMENT PREPARATION

Dear Christa:

Vistalogic, Inc. (Vistalogic) is pleased to submit this Consulting Service Agreement (Agreement) including a proposed scope of work and fee estimate range to Four Rivers Early Learning Hub (FRELH) for program requirements discovery and preparation of a Functional Specifications Document (FSD).

The purpose of the proposed scope of work is to define system requirements for the implementation of Vistalogic's Clara™ system (Clara or System) to support FRELH's Our Kids Network project including how Our Kids Network may relate to / integrate with the Bridges to Health program currently being implemented by the Columbia Gorge Health Council.

The FSD will allow all parties involved to approve the final solution prior to initiating implementation activities. Additionally, should FRELH choose to implement Clara, the FSD will streamline the implementation process by providing a clear roadmap for the implementation team.

The proposed scope of work is provided as Exhibit A to the Agreement and includes an overview of the proposed FSD, a proposed timeline, and fee estimate range for the completion of the discovery and planning document.

If you are in agreement with the Agreement, please print, date (on pg. 1 of the Service Agreement), and sign (pg. 5 of the Service Agreement) two copies of the document, keeping one for your records and returning one to Vistalogic.

We look forward to the opportunity to work with you on this project.

Sincerely,

Keary Knickerbocker
Principal
Vistalogic, Inc.
EXHIBIT A
STATEMENT OF WORK AND FEE ESTIMATE

OBJECTIVE

The objective of this project is to engage in program requirements discovery and develop a resulting Functional Specifications Document (FSD) to define system requirements for the implementation of Clara for the Four Rivers Early Learning Hub's (FRELH's) Our Kids Network project (Our Kids Network or project). The FSD will allow all parties involved to approve a final solution and associated fee estimate prior to initiating implementation activities.

SCOPE OF WORK

Vistalogic will engage with FRELH to identify System requirements and prepare a FSD to address the data collection and functional requirements of Clara as it could be implemented for Our Kids Network. Vistalogic will work closely with FRELH in the requirements discovery process to ensure that the system meets the appropriate program requirements. This effort may include, but will not be limited to, in person and web based meetings, telephone and email communication, etc.

FUNCTIONAL SPECIFICATIONS DOCUMENT CONTENT OVERVIEW

The functional specifications document will provide a detailed and concise description of the data elements, features and functionality of Clara as proposed for the project. Generally, the document will include the following sections:

Functional Requirements – This section will identify the functional requirements of the system based on the target user groups, project workflows, features, reporting, etc. The functional requirements identified in the specifications document will address:

- Data Management (Case/Client and Administrative)
- Features (e.g., document uploading, data downloading, surveys)
- Workflow (e.g., model relations, system automation, form filling)
Integration (e.g., data exchange with external systems)
- Reporting

**Configuration, Training, Testing and Deployment** – Vistalogic will outline the configuration, training, testing and deployment strategy that will be used to define the release schedule including:
- Configuration
- Training
- Acceptance Testing and System Updates
- Data Migration/Importing (existing Contacts/Clients)
- Live Deployment

**System Access and Fee Structure.** This section will address Vistalogic's user license and account structure as well as the transactional fee structure if appropriate for the project.
- User Licenses
- User Accounts
- Passwords
- Transactional Fee Structure

**Technical Requirements** – This section will identify the technical requirements for the system including, but not limited to:
- Hosting
- Server Maintenance
- Reliability & Security
- Technical Support

**DELIVERABLE**

Vistalogic will provide a complete FSD for the proposed system. The document will be provided in electronic format only, unless a hard copy is requested.

Upon acceptance of the FSD by FRELH, Vistalogic will prepare a proposed scope of work and fee estimate for the implementation of the system in accordance with the FSD.
TIME LINE AND COST ESTIMATE

Vistalogic understands that FRELH would like to complete the FSD by the end of the 2016 calendar year. Vistalogic further understands that FRELH is still in the definition phase of the Our Kids Network program and is not yet ready to commit to system specifications but would like to engage with Vistalogic to help work towards the definition of requirements as the program is implemented over the coming months. Accordingly, the fee estimate provided below includes a cost range not-to-exceed amount of $10,000. Please note that the minimum time requirement to complete the requirements discovery/definition and FSD preparation is approximately 30 business days (6 weeks). Therefore, FRELH will need to engage and be prepared to define requirements no later than early November 2016 (taking into consideration the Holiday season).

Fee Estimate and Preliminary Timeline for Requirements Discovery and Functional Specifications
Document Preparation – Four Rivers Early Learning Hub

<table>
<thead>
<tr>
<th>Description</th>
<th>Price Range</th>
<th>Units</th>
<th>Cost Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Specifications Document Preparation</td>
<td>$5,000 – $10,000</td>
<td>1</td>
<td>$5,000-$10,000</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost Range</td>
<td></td>
<td></td>
<td>$5,000 - $10,000</td>
</tr>
</tbody>
</table>

Payment Schedule - Event

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract signing</td>
<td>$TBD</td>
</tr>
<tr>
<td>Completion of FSD</td>
<td>$TBD</td>
</tr>
</tbody>
</table>

Payment for approximately ½ of the total proposed amount will be due upon project implementation. The balance of the contract will be due upon delivery of the FSD. Because of the variability in scope of work, the initial and subsequent payment amounts will be determined upon project implementation.

Notes and Assumptions:

1. A late fee of 2% per month will be applied to any outstanding balance not received within 30 days of invoicing.

2. The upper end of the fee estimate range will not be exceeded without prior authorization from FRELH.
FOUR RIVERS EARLY LEARNING HUB FUNDING AGREEMENT

A. DESCRIPTION

This Agreement is entered into on behalf of Sherman County, the backbone organization of the Four Rivers Early Learning Hub (designated in this document as “Grantor”), Columbia Gorge ESD, Coordination and Operations Entity for the Four Rivers Early Learning Hub, and the entity below (designated in this document as “grantee”). Sherman County is represented in the negotiation of this agreement through the Four Rivers Early Learning Hub (4REUH). The contact person regarding this agreement is the Four Rivers Early Learning Hub Regional Coordinator.

**Grantor Contact:** Christa Rude, Regional Coordinator (541) 506-2255

**Grantee:** Next Door Inc

**Title:** Expanding Home Visiting/Link to CLARA/Pathways

**Total Amount:** $50,493.00

**Funding Period:** October 1, 2016 to September 30, 2017

<table>
<thead>
<tr>
<th>Amount</th>
<th>Funding Stream</th>
<th>Activities to be conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50,493.00</td>
<td>Title IV-B2</td>
<td>Expanded Home Visiting to 3 and 4 year olds, increased access for NCESD, (space holder for Care Coordination using CLARA – next year)</td>
</tr>
</tbody>
</table>

**Measurements as described in the strategy submission**

- HFO Data for 3’s & 4’s & NCESD
- # of additional children served via NCESD, and coordinated increase in contract

B. REQUIREMENTS

1. This funding is made subject to the condition that the entire amount will be expended for the purposes of providing activities that support the following priorities:
   a. Creating opportunities for **shared professional development** between early learning providers and kindergarten teachers
   b. **Engaging families** as equal partners in children’s learning and development
   c. Supporting successful **kindergarten transitions** for children and families

2. Anticipated results of these activities should align with one of the following goals:
   a. Improving children’s readiness for kindergarten and closing early opportunity gaps
   b. Building local Pre K-grade 3 systems that create seamless experiences for children and families
   c. Developing replicable and scalable models for aligning PreK-3 systems in communities throughout Oregon

3. The Grantor must be promptly notified about any of the following during the funding period:
   - Change in program contact personnel of the organization
   - Change in address or phone number
   - Change in name of the organization
   - Change in 501c3 non-profit status
   - Any development that significantly affects the operation of the program or organization

4. The Grantee shall provide the Grantor with reporting documents as outlined in Section E of this agreement.

5. The Grantee shall abide by all provisions of this agreement and shall keep adequate supporting records to document expenditure of funds and the activities supported by these funds.
6. If the Grantee fails or becomes unable to perform the specific functions of program implementation, or if conditions arise that make the program untenable, then Grantee may terminate the agreement with thirty (30) day written notice.

7. Grantee is solely responsible for the ethical, moral, and legal nature of its programs, including those segments purchased through these funds. All persons employed by the Grantee shall be employees of the Grantee and not the Grantor. Except for claims arising solely from the negligence of the Grantor, its officers, employees or agents, the Grantee agrees to indemnify and hold the Grantor harmless from and against all actions, suits, claims and demands for loss of damage, including property damage, personal injury, and wrongful death, arising out of or in connection with Grantees performance of this agreement.

8. The Grantee will perform services as an equal opportunity employer. Grantee shall not deny services or discriminate on the basis of race, color, creed, national origin or duration of residence, and there shall be no discrimination in selection, compensation, or other employment practices with respect to personnel coming under the auspices of the Grantee, and the Grantee will otherwise comply with the provision and requirements of Title IV of the Civil Rights Act of 1974, and all requirements issued by the Department of Justice.

9. Grantee acknowledges and agrees to comply with applicable provisions of the Americans with Disability Act 42 USC 12101 et seq.

10. Grantee acknowledges and agrees to comply with the provision of the Oregon Equal Access Law, ORS 417.270.

11. Grantee acknowledges and agrees to be culturally competent. Culturally competency means the development of behaviors, attitudes and policies that enable providers to deliver services in ways that meet the needs of a variety of diverse cultures.

12. Grantee acknowledges that any and all products provided by the Grantor for use or implementation of the approved program description are the sole property of the Grantor and must be returned upon completion of the program and/or funding period.

C. PAYMENT

1. Payments will be made in response to invoices from the grantee up to the amount designated.

2. Payments are made with the understanding that the Grantee will satisfactorily conduct the activities as outlined in this agreement and provide timely reporting as outlined in Section E.

3. Payments are subject to the availability of funds. In the event that sufficient funds shall not be appropriated for the payment of consideration required under this agreement, then Grantor may terminate the agreement with written thirty (30) days notice.

4. If the Grantee fails or becomes unable to perform the specific functions of program implementation, or if conditions arise that make the program untenable, or if Grantee materially breaches this agreement, all funds that may be deemed unearned, unjustified, or inappropriately expended must be returned to the Grantor.

D. UNEXPENDED FUNDS

If the funds have not been completely expended at the end of the funding period, then Grantee agrees to immediately notify the Grantor’s designated contact person. All funds determined to be under-expended, unexpended, or unencumbered for authorized expenditures shall be returned to the Grantor or deducted by the Grantor from payment.

E. REPORTS AND EVALUATIONS
1. Four Rivers Early Learning Hub requires Quarterly Reports to track progress made in accomplishing the purposes of the agreement. If no activity happened during the quarter, an email from the grantee agency indicating that no activity occurred is still required.

2. The reporting forms required **each quarter** are (also in Appendix A):
   a. Budget worksheet
   b. Narrative describing dates of activities, participation data
   c. PSU surveys (as indicated below)
   d. Measurements as described in grantees KPI Strategy Submission
   e. Additional Comments & Signatures

3. Reports are due to the Hub Coordinator following the schedule outlined in Attachment A.

4. At any time, the Grantor may request a representative of the program to appear at a regularly scheduled 4RELH meeting to provide updates.

5. A final report and/or presentation may be requested by the Grantor. This report/presentation may include program challenges and successes, a detailed summary of progress on the approved programs, as well as a dialog with the 4RELH regarding future program goals and targets.

---

**G. SIGNATURES**

Grantee:

[Signature]

Date

Grantors:

[Signature]

Date

Sherman County, Backbone Organization,

[Signature]

Date

4RELH Governance Board Chair

[Signature]

Date Approved by the Board

Christa Rude, Regional Coordinator (Operations & Coordination)

[Signature]

Date
The Four Rivers Early Learning Hub is pleased to announce this opportunity for Responsive and Innovative funding for counties within the Four Rivers Region.

The purpose of responsive funding is to respond to emerging needs related to young children and their families that are not being addressed through the regional efforts of the hub. Responsive efforts should align with the core elements of the 4RELH strategic plan and may be expanded to include other counties. Responsive funding requests are always more likely to be approved if they are connected with other funding or build on existing efforts.

**Responsive Funding**

Apply for responsive funding if:

- The requested action responds to a need that isn't being addressed and aligns with 4RELH Strategic Plan areas
- The requested action could also be a need for other counties and could help more children
- The requested action is linked to an existing effort and/or builds on existing funding.

The purpose of Innovative Funding is to support small, pilot efforts that demonstrate visionary thinking about new ways to meet existing needs.

**Innovative Funding**

Apply for Innovative Funding if:

- The requested action responds to a need that aligns with 4RELH Strategic Plan areas
- You have identified a new, creative way of achieving better outcomes for children and families and you think it could be scaled across the region but want to try it as a pilot first.
- You have some evidence to demonstrate that this effort has potential and you want to try it first.

Applications for either type of funding are dependent on available funding.
The Proposed process for applying and accessing these funds is as follows:

**STEP 1**
- Determine which funding stream best aligns with your request and complete the corresponding application.

**STEP 2**
- Responsive Funding - submit to 4RELH Specialist or ECC Chair for review by local ECC/ECAT. If moved forward to RECC, other counties have the opportunity to "hop on" to this request and the final request is moved forward to the board (via fiscal team).
- Innovative Funding - submit to 4RELH Coordinator for review by RECC

**STEP 3**
- Applications are reviewed and moved forward for approval by the Governance Board or returned as not being accepted.

**STEP 4**
- Governance Board reviews request and approves or returns.

**STEP 5**
- If funded, entity monitors requested activity and provides required documentation and reporting.

To participate and receive funding, please:

- **✓** Check out the strategic plan overview to ensure that your efforts align. (see below)
- **✓** Keep the Four Rivers Early Learning Hub priority elementary school zones in mind. (see below)
- **✓** Let us help: call or email Mike or Christa with any questions and/or ideas you have or are thinking about for making this effort work for your district.

Funding Priorities
The 4RELH Core initiatives are meant to be a collective umbrella that is responsible for the prospective outcomes for the region's children and families. These efforts include community support for children and families, connecting them to health care, overall improvement of child care, and Pre-K Engagement and social experiences.

Your Initiative MUST relate to the Strategic Plan and Our 3 Goals:

- Ready 4 Kindergarten
- Stable and Attached Families
- Systems Together

DRAFT for review SEPT/OCT Shared Agenda
Strategic Plan goals
Strategies must follow one of the following models. Adaptations to address local district needs are respected and allowed. Efforts to address at least 2 or 3 of the priorities through the district defined, best practice guided strategy are strongly encouraged. (See attachments for descriptions and links to all 5 best practice strategies)

Overview of Strategic Plan Goals

- **Expanding HVC:** Finalizing the development of early identification home visiting Connection framework across region. Build on this network to link to additional supports needed by families.
- **Trauma Informed Care:** A framework that demonstrates how various strategies are linked and coordinated. Work with regional and local entities to identify existing strategies that are based in trauma informed theory and/or social emotional wellbeing.
- **Engaging Parents:** Mechanisms and schedule for parent representation in the regional and county level ECC meetings. Early Childhood Committees will develop strategies for linking to existing parent advisor boards, or establish a connection through the ECC meeting. Utilize parent input and parent perspective to shape and guide regional strategies and implementation.
- **Shared Online Calendar:** A calendar of shared activities and county specific committees will be established and made accessible to the network to link families to efforts.
- **Connecting DHS Families to Network:** Focused Family Child Care Network of 12 – 15 providers being implemented by CCRR with a specific focus on providers serving families who are receiving ERDC. Also includes implementation of Focused Family Child Care Network for Spanish Speaking Providers. Providers from all 5 counties are expected to have access to some form of participation in the network.
- **Developmental Screening and well Child Visits:** Connecting every child born in each county with a welcome baby visit and as needed engagement with Home Visiting Connections and/or other resources.
- **Increase Access to Pre-School:** Continue frontier county preschool funding supports while working with school districts to incorporate preschools and high quality child care into high poverty and/or high minority schools. This also includes working with school districts and Head Start providers to extend offerings of blended classrooms with HS/OPK children mixed with community children.
- **Increase Access to quality care through QRIS:** Child Care Partners will provide focused, intensive support and training for child care practitioners in those areas to assist them in participating in QRIS. Furthermore, it is meant to promote the importance of high quality early learning experiences – as measured by QRIS – to current practitioners throughout the region.

4RELH Priority Elementary School Zones
The following Elementary School Zones have been identified as priority areas. Attention to these areas as well as focused efforts to support children who are disproportionately represented in achievement data is strongly encouraged.

- Parkdale
- Chenoweth
- Maupin
- Cascade Locks
- Mid Valley
- Colonel Wright
- Dufur- Celilo Village
- Preserving Infrastructure: Sherman, Fossil, Spray, Mitchell
- Child Welfare: Arlington and Condon

DRAFT for review SEPT/OCT Shared Agenda
Application for Innovative/Responsive Funding: Four Rivers Early Learning Hub

<table>
<thead>
<tr>
<th>Applicant Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you applying for Responsive or Innovative funding? (if you aren't sure, please contact Mike or Christa)</td>
</tr>
<tr>
<td>Does the area you plan to serve focus on or include a prioritized elementary school zone? Please explain.</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>What will your effort focus on and how is it related to the Strategic Plan?</td>
</tr>
<tr>
<td>Who will participate in this strategy? Please be specific about the # of children/families you plan to support</td>
</tr>
<tr>
<td>INNOVATIVE ONLY: How is your effort scalable to the region and how have you planned your current effort to ensure that it could have a broader impact?</td>
</tr>
<tr>
<td>What partnerships will support you with this effort? Are you building on existing funding?</td>
</tr>
<tr>
<td>What is your ideal funding request? Please indicate the amount and your responsive funding strategy.</td>
</tr>
<tr>
<td>Does this request represent the entire cost of your project or are there other funds and or infrastructure that will support implementation? Please be as specific as possible.</td>
</tr>
<tr>
<td>What is the minimum funding level that would allow you to move forward with your Responsive Funding Strategy?</td>
</tr>
<tr>
<td>What is the minimum funding level that would allow you to move</td>
</tr>
</tbody>
</table>

DRAFT for review SEPT/OCT Shared Agenda
FOUR RIVERS EARLY LEARNING HUB
Innovative and Responsive Funding Application

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>forward with your effort and how many families would you serve?</td>
<td></td>
</tr>
<tr>
<td>RESPONSIVE ONLY: If other counties are interested in this strategy, would you be willing to work together for training and implementation?</td>
<td></td>
</tr>
<tr>
<td>Are you willing to use 4RELH reporting forms for your project and meet quarterly reporting timelines?</td>
<td></td>
</tr>
<tr>
<td>What other data will you be tracking in connection with this effort?</td>
<td></td>
</tr>
<tr>
<td>What else about your effort and request for funding would you like to share?</td>
<td></td>
</tr>
</tbody>
</table>

Please include an additional document outlining the following key components of your Innovation Funding Strategy:

- Please describe your strategy. Include the number of sessions you will conduct.
- How you will implement your selected strategy, and if/how it builds on any existing strategies.
- Proposed budget outlining the funds that you intend to invest as they relate to: staffing, supplies, travel and mileage, administrative costs, and an overview of any other funding that is supplementing this request.

These are some of the components for reporting that we will ask for on a quarterly basis:

Budget Expenditures, itemized as follows:

- Employee Salaries/Stipends
- Employee Benefits
- Supplies and Materials
- Professional Development
- Family Engagement
- Sub-Contracts (may not apply)
- Travel
- Administrative Costs* (no more than 5% of total award)

Demographics of Participants

DRAFT for review SEPT/OCT Shared Agenda
FOUR RIVERS EARLY LEARNING HUB FUNDING AGREEMENT

A. DESCRIPTION

This Agreement is entered into on behalf of Sherman County, the backbone organization of the Four Rivers Early Learning Hub (designated in this document as "Grantor"), Columbia Gorge ESD, Coordination and Operations Entity for the Four Rivers Early Learning Hub, and the entity below (designated in this document as "Grantee"). Sherman County is represented in the negotiation of this agreement through the Four Rivers Early Learning Hub (4RELH). The contact person regarding this agreement is the Four Rivers Early Learning Hub Regional Coordinator.

Grantor Contact: Christa Rude, Regional Coordinator (541) 506-2255
Grantee: Child Care Partners, CCR&R, CGCC
Title: Spanish Language Focus Childcare Network
Total Amount: $26,958.00
426958Funding Period: October 1, 2016 to September 30, 2017

<table>
<thead>
<tr>
<th>Amount</th>
<th>Funding Stream</th>
<th>Activities to be conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>$26,958.00</td>
<td>Hub Coordination &amp; School Readiness (GF)</td>
<td>Expanded Focus Childcare Network with a focus on improving quality through participation in QRIS for Spanish speaking Child Care Providers</td>
</tr>
</tbody>
</table>

Measurements as described in the strategy submission
Same Data as collected for FCN for state - Just itemized separately in Quarterly Report

B. REQUIREMENTS

1. This funding is made subject to the condition that the entire amount will be expended for the purposes of providing activities that support the following priorities:
   - A cohort of child care practitioners who meet frequently to discuss best practices, access and share resources and receive training to encourage progress as they work toward increasing the quality of their programs.

2. Anticipated results of these activities should align with one of the following goals:
   - Utilization of Oregon’s QRIS System as the framework to support quality improvement with an expectation that programs will submit an application and portfolio to receive a star rating.

3. The Grantor must be promptly notified about any of the following during the funding period:
   - Change in program contact personnel of the organization
   - Change in address or phone number
   - Change in name of the organization
   - Change in 501c3 non-profit status
   - Any development that significantly affects the operation of the program or organization.

4. The Grantee shall provide the Grantor with reporting documents as outlined in Section E of this agreement.

5. The Grantee shall abide by all provisions of this agreement and shall keep adequate supporting records to document expenditure of funds and the activities supported by these funds.

6. If the Grantee fails or becomes unable to perform the specific functions of program implementation, or if conditions arise that make the program untenable, then Grantee may terminate the agreement with thirty (30) day written notice.
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7. Grantee is solely responsible for the ethical, moral, and legal nature of its programs, including those segments purchased through these funds. All persons employed by the Grantee shall be employees of the Grantee and not the Grantor. Except for claims arising solely from the negligence of the Grantor, its officers, employees or agents, the Grantee agrees to indemnify and hold the Grantor harmless from and against all actions, suits, claims and demands for loss of damage, including property damage, personal injury, and wrongful death, arising out of or in connection with Grantees performance of this agreement.

8. The Grantee will perform services as an equal opportunity employer. Grantee shall not deny services or discriminate on the basis of race, color, creed, national origin or duration of residence, and there shall be no discrimination in selection, compensation, or other employment practices with respect to personnel coming under the auspices of the Grantee, and the Grantee will otherwise comply with the provision and requirements of Title IV of the Civil Rights Act of 1974, and all requirements issued by the Department of Justice.

9. Grantee acknowledges and agrees to comply with applicable provisions of the Americans with Disability Act 42 USC 12101 et seq.

10. Grantee acknowledges and agrees to comply with the provision of the Oregon Equal Access Law, ORS 417.270.

11. Grantee acknowledges and agrees to be culturally competent. Culturally competency means the development of behaviors, attitudes and policies that enable providers to deliver services in ways that meet the needs of a variety of diverse cultures.

12. Grantee acknowledges that any and all products provided by the Grantor for use or implementation of the approved program description are the sole property of the Grantor and must be returned upon completion of the program and/or funding period.

C. PAYMENT

1. Payments will be made in response to invoices from the grantee up to the amount designated.

2. Payments are made with the understanding that the Grantee will satisfactorily conduct the activities as outlined in this agreement and provide timely reporting as outlined in Section E.

3. Payments are subject to the availability of funds. In the event that sufficient funds shall not be appropriated for the payment of consideration required under this agreement, then Grantor may terminate the agreement with written thirty (30) days notice.

4. If the Grantee fails or becomes unable to perform the specific functions of program implementation, or if conditions arise that make the program untenable, or if Grantee materially breaches this agreement, all funds that may be deemed unearned, unjustified, or inappropriately expended must be returned to the Grantor.

D. UNEXPENDED FUNDS

If the funds have not been completely expended at the end of the funding period, then Grantee agrees to immediately notify the Grantor's designated contact person. All funds determined to be under-expended, unexpended, or unencumbered for authorized expenditures shall be returned to the Grantor or deducted by the Grantor from payment.

E. REPORTS AND EVALUATIONS
1. Four Rivers Early Learning Hub requires Quarterly Reports to track progress made in accomplishing the purposes of the agreement. If no activity happened during the quarter, an email from the grantee agency indicating that no activity occurred is still required.

2. The reporting forms required each quarter are (also in Appendix A):
   a. Budget worksheet
   b. Narrative describing dates of activities, participation data
   c. PSU surveys (as indicated below)
   d. Measurements as described in grantees KPI Strategy Submission
   e. Additional Comments & Signatures

   Reports are due to the Hub Coordinator following the schedule outlined in Attachment A.

4. At any time, the Grantor may request a representative of the program to appear at a regularly scheduled 4RELH meeting to provide updates.

5. A final report and/or presentation may be requested by the Grantor. This report/presentation may include program challenges and successes, a detailed summary of progress on the approved programs, as well as a dialog with the 4RELH regarding future program goals and targets.

---

**G. SIGNATURES**

Grantee:

__________________________________________

Date

Grantors:

__________________________________________

Date

Sherman County, Backbone Organization,

__________________________________________

Date

4RELH Governance Board Chair

__________________________________________

Date Approved by the Board

Christa Rude, Regional Coordinator (Operations & Coordination)

__________________________________________

Date

Four Rivers Early Learning Hub
Proposed that:

An collaborative funding application process be made available for any preschool in Sherman, Gilliam and Wheeler Counties.

The total amount of funding available is $51,689, however applicants should apply for funding that aligns with the needs identified in their application.

History: The intention around this part of the strategic plan and the coordinating funding allocation is to preserve preschool infrastructure across the region, with specific focus on the three most geographically challenged counties, in order to ensure that structures are in place for other regional initiatives.

Components of Infrastructure:

When considering infrastructure, the following areas have been identified for requesting funding:

- Qualified Staff and/or Professional Development
- Expanding Access
  - Ensuring that children are able to attend preschool
- Increasing Quality
  - Curriculum Implementation
  - Health and Safety
  - Enhancing Environments
- Other supports for Infrastructure which could include:
  - QRIS start rating attainment
  - Licensure
  - Other as defined by the applicant (and supported with adequate documentation of how the support will enhance/support infrastructure)

Application Process

➢ Any preschool in the tri-county area may apply
➢ Additional information regarding the following may be requested:
  - # of children served
  - Overall budget and other funding sources
  - Current License or QRIS status
Supporting Preschool Infrastructure

- Programmatic components of preschool (existing curriculum)
- Existing Staff experience and qualifications (including status on ORO)
- # of days/hours preschool is offered
- Eligibility criteria for preschool families
- Other as determined by application design team

Application Review Process

- The application review process will be conducted by a team of regional early childhood experts.
- In all cases, the selection of this team will be done to avoid any conflict of interest with applicants and affiliated organizations.
- The team will work together to collaboratively fund as many applications at the highest possible funding rate available.
- Applicants will provide HIGH/LOW alternatives for funding with a brief narrative to guide the review team in making funding decisions.
Columbia Gorge Education Service District
Position Description

Title: Our Kids Connections Lead Preschool Teacher
Department: Four Rivers Early Learning Hub
Supervised by: Early Learning Hub Coordinator or Superintendent

Position Purpose:
To provide and maintain a mobile learning environment to preschool children and their families by recruiting, planning for, and implementing an interactive learning program.

Core Job Functions:
1. In cooperation with agency leadership, actively recruit families by:
   • Collaborating with other service groups to advertise and generate referrals.
   • Communicating with pediatricians, other health resources, school leadership personnel, to explain the program and generate referrals.
   • Posting flyers and notices at public places or where families are often present such as libraries, food banks, and faith centers.
2. Plan and implement daily parent/child an interactive learning program to include:
   • Developing program and daily activity plans designed to enhance learning of young children that are age appropriate, individually appropriate, and culturally appropriate.
   • Providing hands-on materials and toys that support learning, and maintain all materials in a safe and sanitary condition.
   • Planning and implementing a parent support component that provides parenting education and information about various community resources.
   • Planning and providing for nutritious snacks and safe transportation of foods to program sites.
   • Communicating with parents, both individually and in groups, about progress of children, developmental milestones, home activities, problem-solving, etc.
   • Providing referrals as appropriate for special situations, such as hearing screening, early intervention, or mental health consulting.
3. Cooperate with managers of facilities in which program activities take place by:
   • Establishing a manner in which communications will take place, and point of contact.
   • Establishing agreements regarding such things as parking, use of utilities, provision for storage, facility repairs, disposal of garbage, etc.
4. Cooperate with community partners who could respond to needs identified by families and/or program manager by:
   • Establishing a way of evaluating needs in the community through interactions with families.
   • Working with the program manager to facilitate invitations for cross-sector program staff to ride along and participate in activities.
   • Following up with families and cross-sector program staff regarding needs met and outcomes, as well as family experience of visiting entity.
5. Provide supervision of assistant and volunteers as directed by the program managers by:
   • Planning, mentoring, and supervising the program assistant.
   • Establishing a basic orientation for volunteers who may participate in the program, and supervise their activities.
6. Plan and implement a system for developmental screening and monitoring of participating children to include schedules, permissions, conferences, referrals, and disposition of referrals.
7. Administer and accountable for program activities and resources by:
- Overseeing expenditures for program supplies, equipment, vehicle operation, and other costs, and provide reports as requested by the program manager.
- Collecting and reporting attendance information and other program reports as required.

Department Specific Responsibilities:
1. Provide and maintain a functional mobile learning environment by:
   - Fueling and maintaining the vehicle on a regular basis.
   - Ensuring sanitation and safety of materials stored or transported in the vehicle.
   - Providing procedures for managing emergencies, i.e. flat tire or engine failure.
   - Maintaining safety equipment i.e. jumper cables, emergency triangle signs, fire extinguisher, etc.
   - Ensuring that cell phone contact is available at all times.
   - Creating procedures for entering and existing a program site, particularly for reversing the vehicle, in order to ensure that area out of vision is clear.
2. Perform other related duties, as assigned, to support the success of the agency.

Knowledge, Skills and Abilities:
- Ability to communicate with several populations including family members, program staff, school principals among others.
- Possess a valid driver’s license with an acceptable driving record and automotive insurance. If not, you must be able to provide an alternate method of transportation.

Quality of Work
- Performs work with accuracy, thoroughness and dependability.
- Demonstrates understanding of job requirements.
- Demonstrates the ability to learn and perform under changes in work or working conditions.
- Can be counted on to follow instructions and work well with a minimum of supervision.
- Demonstrates initiative in identifying tasks to be completed and willingly assumes responsibilities for their completion.

Professional Responsibilities
- Maintains regular attendance and adheres to hours and days of assigned work.
- Personal dress, neatness, and cleanliness are appropriate on the job.
- Performs work considering the safety of self and others.
- Maintains a productive working relationship with fellow employees.
- Cooperates with other employees and stakeholders to meet program goals.

Education and Experience:
- Bachelor’s Degree in Early Childhood Education or an Associate’s Degree in Child Development with substantial experience in early childhood programs or home visiting programs serving families of children ages 0 – 5.
- Knowledge of and experience with families and the needs and issues that affect successful child rearing and family life.
- Experience with supervision and/or mentoring assistant program staff.
- Bilingual in language of the program and language of families served.

Working Environment:
The work environment characteristics described here are representative of those an employee encounters while performing the core functions of this job. While performing the duties of this job, the employee is regularly required to stand, walk, bend, sit and communicate or hear. The employee frequently is required to maintain a
high activity level in order to adequately instruct, support, and supervise children. The employee is occasionally required to run and physically restrain a child. Able to get down on floor repeatedly and lift 40 pounds.

**Evaluation:**
Performance of this job will be evaluated in accordance with provisions of the Columbia Gorge ESD Board policy on evaluation.

**Terms of Employment:**
Number of days per year as per program calendar. Employment will generally take place on days when students are present.

This is to certify that I have read this Position Description and agree with its contents.

___________________________________________   ____________________________
Employee’s Signature                      Date

The statements contained herein reflect general details as necessary to describe the principal functions of this job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements.

Adopted: _____________
Reviewed: _____________
Making the Most of Classroom Interactions (MMCI) is an interactive course for teachers and care providers led by a Teachstone-trained instructor in your organization. Over the course of ten sessions, your instructor provides in-person training to a team of teachers, preparing them to identify, understand, and apply stronger CLASS interactions to their classrooms.

Who Uses MMCI?

Teachers, care providers, and instructors engage in MMCI in different ways—we train and support your instructors, who then deliver MMCI to teachers and care providers within their organization.

Why MMCI?

Instructors who learn to provide the MMCI program:
- Deepen their CLASS content knowledge and ability to guide teachers and providers in application of CLASS concepts
- Build capacity within their organization to support CLASS-based improvement efforts
- Grow their training and facilitation skills while learning to provide CLASS-based feedback

Teachers and care providers who participate in MMCI workshops:
- Learn to identify and describe effective interactions in classrooms and care settings
- Discuss ways to interact intentionally to increase children’s learning
- Gain access to valuable print and video resources aligned with the CLASS measure

What Is included with MMCI?

Teachstone® provides all the materials you need:

Instructors receive MMCI Instructor Guides, iPods with the Teachstone App, DVDs with PowerPoint presentations and videos, and yearlong support from an MMCI Specialist, a copy of teacher materials, access to exemplary classroom videos. Instructors then register teachers and other participants who will receive the following.

Teachers and other participants receive access to exemplary classroom videos, MMCI Participant Guides, and Pre-K CLASS Dimensions Guides.

Teachstone®

☎ 866.998.3352  ❯ contact@teachstone.com  ➤ www.teachstone.com
## How Does MMCI Work?

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Complete 2-day CLASS Observation Training and reliability test</td>
<td>Deliver series of ten 2-hour workshops to participants</td>
</tr>
<tr>
<td>Learn to reliably code classrooms and become Certified CLASS Observers</td>
<td>Provide CLASS-based feedback to participants</td>
</tr>
<tr>
<td>Increase CLASS knowledge and practice leading others to understand effective interactions</td>
<td>Engage in yearlong support, gain MMCI Instructor certification</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>**********</td>
</tr>
<tr>
<td>Complete 3-day MMCI Instructor Training</td>
<td>Watch videos of effective teaching from real classrooms</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>**********</td>
</tr>
<tr>
<td></td>
<td>Discuss effective interactions in videos and the settings in which they work</td>
</tr>
</tbody>
</table>
#4 – OPTIONS

• Through a variety of conversations and data points, the question for your consideration is: SYSTEMS or DIRECT SERVICE?

• In other words:
  • Systems strategies focus on investing in professional development, 2-generation approaches etc. The budget we initially passed represents this kind of a regional effort.
  • Several conversations from district superintendents, P-3 groups, our Regional Leadership Team, and Sherman Gilliam and Wheeler preschool leaders has caused the question: *should we be investing in systems when there are children in our region who have NOTHING in terms of access to structured (non-parental) early care and education?*

• The overview on the #4 – OPTIONS page suggests an option where we would re-allocate Mobile Preschool and the Regional Training funding to support areas in our region that are MOST in need of preschool:
  • Strategic Plan Services & Gaps: This document reminds us of what is currently available and the number of children in each county (from original application)
  • Budget Modeling: This document is an overview of what the budget would look like if we combined funding streams to focus on increasing access.

    THIS WILL BE OUR CONVERSATION: Maintain current trajectory? Or adjust course? Or...?
### OPTIONS

#### Road 1 - Systems

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Total Budget</th>
<th>Itemized Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Preschool</td>
<td>$ 108,835.00</td>
<td></td>
</tr>
<tr>
<td>Regional Training</td>
<td></td>
<td>COMBINE THESE TWO Funding streams (we would not do them) to focus MORE on ACCESS to</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>$ 88,600.00</td>
<td>Preschool across the region.</td>
</tr>
</tbody>
</table>

#### Road 2 - Direct Service

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Total Budget</th>
<th>Itemized Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Preschool ACCESS</td>
<td>$ 197,435.00</td>
<td>Open preschool classes to focus specifically on Colonel Wright, Chenoweth, and</td>
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<tr>
<td></td>
<td></td>
<td>Cascade Locks Elementary School Zones</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Service time:</strong> November - May</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Focus:</strong> Self-regulation, schedule, socialization, early literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Funding model:</strong> Review Sunshine Preschool/Kinder Connections; wherever possible, leverage funds</td>
</tr>
</tbody>
</table>

A motion to change focus from systems to direct service would require a change to the overall budget.
## Four Rivers Early Learning Hub – Attachment 1

### Strategic Plan Services & Gaps Mapping

<table>
<thead>
<tr>
<th>Service Sector</th>
<th>Gilliam</th>
<th>Hood River</th>
<th>Sherman</th>
<th>Wasco</th>
<th>Wheeler</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLY Head Start</strong></td>
<td>UJM Applied for 8 EHS slots – combined with Wheeler</td>
<td>MCCC – 28 slots ASQ - DECA</td>
<td>None</td>
<td>MCCC – 47 slots ASQ DECA</td>
<td>UJM Applied for 8 EHS slots – combined with Gilliam</td>
</tr>
<tr>
<td>AsQ-3 &amp; DECA (Social Emotional/behavior) within 45 days of enrollment (more if indicated) send low scores to EI/ECSE (not to PCP) Within 2 weeks of birth Edinburgh depression screen. All parents asked about tobacco use for Oregon children PIR Supplemental data.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>OPK EARLY Head Start</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>MCCC – 5 slots</td>
<td>0</td>
</tr>
<tr>
<td>Migrant EARLY Head Start</td>
<td>None</td>
<td>OCDC Migrant 32 EHS slots</td>
<td>None</td>
<td>OCDC No EHS</td>
<td>None</td>
</tr>
<tr>
<td>ASQ-3 now (at start of program -- open house-- and follow ASQ recommendations for repeat) Adding ASQSE in fall 2014 Not sending to docs</td>
<td></td>
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<tr>
<td><strong>Child Care Providers</strong></td>
<td>4 Providers with capacity for 45 slots</td>
<td>46 Providers with capacity for 519 slots</td>
<td>5 Providers with capacity for 41 slots</td>
<td>103 Providers with capacity for 489 slots</td>
<td>4 Providers with capacity for 10 slots</td>
</tr>
<tr>
<td>Data from CCP 10/15/14 Some slots include preschools that combine child care with preschool Does not indicate after hours need.</td>
<td></td>
<td></td>
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<tr>
<td><strong>DHS Listed Exempt Providers</strong></td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Data from CCP 10/15/14</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Providers utilizing USDA food</strong></td>
<td>3</td>
<td>19</td>
<td>5</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Child Care + Migrant + Early + Head Start + OPK + HF + preschool slots + Total # of children 0-5</strong></td>
<td>103/117 = 88%</td>
<td>1061/1769 = 60%</td>
<td>83/98 = 85%</td>
<td>1134/1852 = 61%</td>
<td>22/109 = 20%</td>
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</tbody>
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Updated 12/3/2014

* Increase ACCESS to Cascade Locks
* Increase ACCESS to Overall Weight

Page 2 of 2
## Funding Streams

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<tr>
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</thead>
<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td>$75,000.00</td>
<td>$395,274.46</td>
<td>$26,000.00</td>
<td>$26,685.00</td>
<td>$38,200.00</td>
<td>$31,000.00</td>
<td>$28,833.00</td>
<td>$100.00%</td>
<td>$100.00%</td>
<td>$100.00%</td>
<td>$100.00%</td>
<td>$100.00%</td>
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<tr>
<td><strong>THE NETWORK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100.00%</td>
<td>100.00%</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Contract</td>
<td>$27,359.00</td>
<td>$292,538.91</td>
<td>$1,200.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
</tr>
<tr>
<td>Sherman County Head Start (20% of Head Start coordination)</td>
<td>$7,349.46</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
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</tr>
<tr>
<td>Contract</td>
<td>$20,000.00</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>100%</td>
<td>100%</td>
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<tr>
<td>Grant/Agreement</td>
<td>Vroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$92,000.00</td>
<td>$395,274.46</td>
<td>$26,000.00</td>
<td>$26,685.00</td>
<td>$38,200.00</td>
<td>$31,000.00</td>
<td>$28,833.00</td>
<td>$100.00%</td>
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<td>$100.00%</td>
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</table>

### WHAT the budget might look like if Preschool ACCESS was a priority for the region

- $51,489: Still dedicated to Sherrin Gilliam's needs
- $66,000: Expanded to Wheeler
- $100,000: Expanded to Cascade, Lewis, and Colton Wright
- $150,000: Expanded to others
#5. WEBSITE

- Welcome to our Communications Specialist – Mike Goris who will talk with us about Website Options

#6. Trauma Informed Care Listening Circle

- Members of the MARC Core Team and our Board: Debra Gilmore and Barb Seatter will facilitate a conversation about Trauma Informed Care. Key questions to begin to think about are:
  - **What are the challenges in screening for trauma and resilience?** What are the contexts in the community where a trauma and resiliency screening tool might be most useful? Are there contexts where it might be more challenging?
  - **What are the challenges to executing a Trauma-Informed Care model in your organization?**

#7. Updates to the Bylaws

- This is a second reading. Edits received by email and made during the last meeting have been incorporated into the attached draft. Recommendation to adopt.
FOUR RIVERS EARLY LEARNING HUB

Coordinating Early Learning Services for Gilliam, Hood River, Sherman, Wasco and Wheeler Counties

BY-LAWS

Provisionally Adopted: 8/23/2016

1. Name and Entities

The Four Rivers Early Learning Hub is made up of three components and referred to in the remainder of this document as specifically defined below or as “Four Rivers Early Learning Hub or 4RELH” which indicates the overall coordination amongst the three.

4RELH Backbone Organization: The entity in contract with the Early Learning Division of the Oregon Department of Education to be the sponsoring and hosting entity for the regional early learning hub, its activities, investments and outcomes. This entity is currently: Sherman County.

4RELH Governance Board: The policy and decision making entity of the Four Rivers Early Learning Hub.

4RELH Coordination and Operations Entity: The organization under contract with the 4RELH backbone organization who provides coordination and operational oversight of the activities defined in the contract and 4RELH strategic plan. This entity is currently: Columbia Gorge ESD.

2. Region Defined

The Four Rivers Early Learning Hub region comprises five counties: Gilliam, Hood River, Sherman, Wasco and Wheeler.
3. Mission

Our mission statement that we base our planning around is to:

Support existing early care and education programs and their growth
Expand early care and education program proficiency and/or capacity and
Align to improve planning, communication, and outcomes.

4. Vision

Working together to give all children an equitable start – across Gilliam, Hood River, Sherman, Wasco and Wheeler Counties, where children thrive in stable and attached families, enter kindergarten ready to engage in meaningful learning, and live in communities where people work together with intention and purpose.

5. Purpose

Pursuant to Early Learning Legislation (HB 4165) - To develop and implement a coordinated and integrated regional approach, utilizing community strengths, meaningful relationships and collaborative partnerships, to leverage resources for Kindergarten readiness and enhanced early learning outcomes supporting the State’s 40-40-20 goals.

6. Values

The Four Rivers Early Learning Hub has adopted the following values:

- Family centricity - families are the first teachers and take responsibility for and advocate for their children’s successful education.
- Resilience - integrating trauma-informed principles to reach the highest risk children - who, because of persistent and systemic poverty, adverse childhood experiences and other documented risk factors, face disparate barriers to kindergarten readiness resulting in future achievement gaps.
- Coordinated and transparent budgeting - that demonstrates stewardship and views federal, state, foundation and nonprofit funding streams as potential tools for producing better outcomes consistent with The Hub’s vision, mission and purpose.
- Accountability - reflected by dedication to shared responsibility for achieving outcomes and mechanisms for sharing plans and progress with community entities, the public, and the state.
- Collective Impact - include and align with public and private health, K-12 education, early learning and pre-kindergarten services, social/human services, business and community members.
- Collaboration - Prioritize and utilize locally gathered input from the five member counties’ early childhood committees.
• Honoring diversity across the five counties, building on each other’s strengths and cultural values while allowing for local flexibility and problem solving, all within the context of accountability for all efforts.

7. Authority and Responsibility

The 4RELH Governance Board is the governing body of The Hub. The 4RELH Governance Board shall supervise and direct the affairs of The Hub, shall actively promote and pursue the Hub’s objectives, shall review and consider for implementation the input provided by The Hub region’s Early Childhood Committees through the Regional Early Childhood Committee, and shall supervise the disbursement of the Hub’s funds. The 4RELH Governance Board may adopt such rules and regulations for the conduct of its business as shall be deemed advisable and may, in the execution of the powers granted, delegate certain aspects of its authority and responsibility to one or more committees.

The 4RELH Backbone Organization shall have legal and fiscal responsibility for the Four Rivers Hub, and shall:

A) Have legal and fiscal responsibility for administering and overseeing the annual budget approved by the 4RELH Governance Board and all Four Rivers Early Learning Hub programs including the safeguarding of state and federal funds;

B) Have fiscal responsibility and liability for all Four Rivers Hub contracts;

B) Adopt practices that assure active, independent, and informed governance of all programs delivered through the Four Rivers Hub and fully participate in the development, planning, and evaluation of the programs;

C) Be responsible for ensuring the Hub’s compliance with federal laws (including regulations) and applicable state, tribal, and local laws (including regulations);

D) Present Hub budget financial reports monthly to Hub members;

E) Be responsible for reviewing and approving procedures and guidelines for accessing and collecting required information;

F) Review and approve all major policies of the Four Rivers Hub, including:

• the annual self-assessment and financial audit;
• the agency’s progress in carrying out the programmatic and fiscal provisions in the agency’s grant application, including implementation of corrective actions; and
• personnel policies of the agency regarding the hiring, evaluation, termination, and compensation of agency employees;

G) Approve financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the:
• annual approval of the operating budget of the agency and amendments thereto;
• selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and
• monitoring of the agency’s actions to correct any audit findings and of other actions necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

H) Review results from monitoring efforts and preparing appropriate follow-up activities;

I) Establish, adopt, and periodically update written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving: any conflict of interest, and any appearance of a conflict of interest, by members, officers or employees of the Hub, and consultants and agents who provide services or furnish goods; and complaints, including investigations, when appropriate.

J) Establish at its discretion advisory committees to oversee key responsibilities related to program governance and improvement.

8. Specific Powers

A) In addition to all the other powers granted by law, the 4RELH Governance Board shall, subject to applicable laws and regulations, have the power to:
• Select the fiscal agent responsible for managing finances, contracts and legal accountability for all Hub activities including program outcomes;
• Determine fiscal and programmatic policies of the Hub;
• Administer, in coordination with the 4RELH Backbone Organization all Hub funds and contributions, including but not limited to funds from the Oregon Department of Education, funds and contributions from public, private and local sources and funds under any Federal or State Assistance Program;
• Develop an annual budget for the fiscal agent to implement;
• Approve the strategic plan to improve outcomes for children 0-6 across The Hub’s region, including provisions for evaluating progress against performance;
• Set and approve common outcomes related to early learning for children ages 0-6;
• Approve overall program plans and priorities for The Hub consistent with The 4RELH Governance Board’s mission, vision, and purpose;
• Make final approval of all program proposals and budgets;
• Approve, in coordination with the fiscal agent, all Hub contracts;
• Provide contract management oversight;
• Provide child outcome analysis and process for continuing system improvements to ensure children 0-6 are meeting identified goals including special attention to high risk and minority populations.

B) Backbone Organization Review process of Action/Decision by Governance Board
a. The Sherman County representative to the 4RELH Governance Board is responsible for bringing decisions/action made by the 4RELH Governance Board to the Sherman County Board of County Commissioners.

b. Should Sherman County as the backbone organization, have any concerns or questions about decisions/actions made by the 4RELH Governance Board, a representative from Sherman County must contact the 4RELH Chair and the 4RELH Regional Coordinator within 30 days of the date of the Governance Board meeting where the decision(s) was made. Sherman County will provide the 4RELH Chair and Coordinator with:
   i. Questions and/or concerns related to the Board decision or
   ii. Request for additional information/presentation

c. If the Chair and/or the Coordinator can provide the necessary information to resolve the question at hand, the decision of the 4RELH Governance Board will go forward as previously determined.

d. If through this process the question remains unresolved, then the topic will return to the 4RELH Governance Board’s next meeting as an agenda item for further discussion and resolution. In such case, a member of the Sherman County Board of County Commissioners must attend the Governance meeting and provide context for the review.

e. If resolution is still not achieved, an ADHOC committee of the 4RELH Governance Board and Sherman County Representatives will meet to review the issues (with third party mediation if necessary) and bring a resolution back to the GB.

9. Membership

A) Four Rivers Hub shall include 13 voting members:
   a. Five county representatives, one from each member county, appointed by respective County Commissions or County Courts.
   b. Eight positions, representing the following sectors:
      1) Early Learning Services
      2) Education (K-12)
      3) Social Services
      4) Health
      5) Business/Community Members
      6) Parents
      7) DHS District Manager
      8) Behavioral Health

B) Election and appointment
   a. Respective governing County Boards of Commissioners or County Courts will appoint five county representatives. Such appointments shall be reviewed in
May for positions beginning on July of even numbered years. County members will remain in service until reappointed or replaced.

b. The 4RELH Governance Board shall review applications and may interview proposed sector members. Elections shall occur every odd numbered year in May to fill sector positions not appointed by County Boards of Commissioners or County Courts, except that the position for DHS District Manager shall remain permanent unless designated otherwise by DHS Board shall consider geographic and minority representation in addition to experience with early childhood services, contract management, data analysis, strategic planning and implementation, outcome measurement and resource development. Positions shall be filled in a manner to ensure representation on the Board from among the five counties served by the Four Rivers Hub.

c. Election shall be held by secret ballot. Only appointed 4RELH Governance Board members can vote.

d. There are no term limits but members must reapply for each term to allow interested parties to compete for sector positions. Sector members will remain in service until reappointed or replaced.

D) Petition Procedure for Representation
Any group or representative group of the Four Rivers Hub, which feels inadequately represented, may petition for representation on the Board. The petition shall be in writing and set forth the petitioner’s arguments in support of petitioner’s representation on the Board. The petition shall be addressed to the Four Rivers Hub Chair. The petitioner shall be advised that the matter will be placed on the agenda of the next regularly scheduled Board meeting that is more than five days after receipt of the petition.

E) Resignation
Resignations by sector members shall be submitted in writing to the Four Rivers Hub Chair. County representative member resignations shall be submitted in writing to their local County Court or County Commission.

Open sector positions shall be filled for the remainder of the term following the approved application process that allows appropriate time for announcing Hub vacancies across all five counties and for member applications to be submitted, reviewed and included on meeting agendas prior to a vote.

F) Termination
a. Removal by County Court. The Four Rivers Hub County representative members shall serve at the pleasure of their local County Court or County Commission. Each County Court or County Commission may remove their representative member on its own motion or upon the recommendation of the 4RELH Governance Board. County Courts or County Commissions are encouraged to fill vacant positions as soon as possible.

b. A sector member may be removed with or without cause by a vote of two-thirds (2/3) of the 4RELH Governance Board. In addition, a sector member shall be automatically removed for three (3) unexcused absences from meetings of the 4RELH Governance Board. After two (2) unexcused absences from Board meetings, a notice shall be sent (by Hub staff) to the sector member that his or her membership on the 4RELH Governance Board will be terminated if the member misses the next Board meeting.

c. A member’s absence is unexcused if the member fails to notify the Four Rivers Hub staff in advance of a meeting that the member will not attend the meeting.

10. Meetings

A) Public meeting laws. The Four Rivers Hub is a public body subject to the public meetings and record laws as stated in ORS Chapter 192. All meetings will be open to the public.

B) Regular meetings. The Four Rivers Hub shall meet at least quarterly.

C) Notice. The Four Rivers Hub will provide for and give public notice, reasonably calculated to give actual notice, to Four Rivers Hub members, interested persons, news media that have requested notice, and general public notice. Notice shall include the time and place for holding regular meetings. The notice will also include a list of the primary subjects anticipated to be considered at the meeting. Distribution of meeting notices will be in a manner that maximizes the potential of the public awareness of the proceedings of the Four Rivers–Hub and to participate in its deliberations. Whenever possible matters resulting in a recommendation will be deliberated with a majority of membership in attendance; if a majority is not possible, the recommendation should be discussed during a minimum of two meetings to assure maximum participation.

D) Special meetings. Special meetings may be called by the Four Rivers Hub chair by notifying all members and the general public, if possible not less than 24 hours prior to the time of the special meeting. When possible, notice should be provided as soon as possible to encourage public participation.
E) Place of meetings. Four Rivers Hub meetings will generally be held in Sherman County, with decisions on whether to hold them at a permanent location, or on an alternating basis in each county, to be determined by the Four Rivers Hub. When conference call or video meeting capability is available, members may attend either in person, video or by conference call so long as persons in attendance and on the telephone or video can communicate with each other. Members attending by telephone or video conferencing will be counted towards achieving a quorum.

F) Quorum. The majority of the appointed voting membership of the Four Rivers Hub will constitute a quorum for the transaction of all business at meetings.

G) Voting. It is the preference of the Hub to reach consensus on all decisions with input from Hub members and other interested persons. If unable to reach consensus, a vote will be taken with a majority (of quorum) rule. Votes will only be accepted from Hub members.

H) Minutes. Four Rivers Hub staff will ensure meeting minutes are prepared. Minutes will include a description of the members present, motions, proposals, resolutions, and orders proposed and their disposition, the results of all votes, the substance of any discussions on any matter, and reference to any document discussed at that meeting. Minutes will be distributed to the membership as soon as possible after each meeting but not less than two days prior to the next meeting. Minutes will also be distributed to each County Court or County Commission and each Early Childhood Committee. Four Rivers Hub staff will maintain the record of the approved minutes.

I) Agendas. Any Four Rivers Hub member may place items on a meeting agenda by coordinating with the Hub chair and providing the information to Hub staff. The agenda will be distributed to members at least five (5) days prior to a regular meeting by the Four Rivers Hub staff.

11. Committees

A) The Four Rivers Hub will have County Early Childhood Committees (ECCs) to provide input from each county across the five-county region. County ECCs can be either one county or a group of counties as agreed by participating counties. ECCs will include all early childhood sectors and other partners necessary to reach Hub goals such as (but not limited to) faith, business, K-12 education and parent representatives. 4RELH Governance Board membership is encouraged on local ECCs.

B) The Four Rivers Hub will have a Regional Early Childhood Committee made up of members from each county ECC, also representing all early childhood sectors and community partners. Hub Governance Board membership is encouraged on the Regional ECC.
C) The Four Rivers Hub may authorize the formation of Special Committees as necessary to deal with specific problems or issues. All Special Committees are required to report their information and/or recommendations to the Four Rivers Hub. Committee members need not be members of the Four Rivers Hub. The Four Rivers Hub will select the members of the Special Committees. Special Committees will report attendance, discussion, decisions and/or recommendations to the Hub members in the form of written minutes or meeting notes.

12. Officers

The chair and vice chair will be Hub members elected by a majority of Hub members. Hub chair and vice chair will serve one year terms elected by the July meeting each year (after new members have been approved). The vice chair will serve as the chair the year after serving as vice chair.

A) Chair responsibilities. The chair will act as leader of the convened meeting. The chair will enforce Hub directives, guidelines and membership rules and will guide the conduct of public meetings.

B) Vice chair responsibilities. In the absence of the chair, the vice chair will assume the chair’s responsibilities. If neither the chair nor vice chair is available for a publicly-convened meeting, then the assembled quorum of the meeting will select a temporary chairperson to conduct the meeting.

13. Conflicts of Interest

The Four Rivers Hub is subject to ORS 244.020, 244.040(1), and 244.120, defining conflict of interest and establishing protocols for members of public bodies in Oregon. Four Rivers Hub members are expected to declare a conflict of interest prior to consideration of any matter causing a potential or actual conflict.

14. Amendment to By-laws

A) The Four Rivers Hub may propose amendments to the by-laws as needed. At a minimum, the Four Rivers Hub will review by-laws every odd year prior to September for review and approval.

B) Four Rivers Hub staff will distribute the approved by-laws to all members of the Four Rivers Hub and County Court or County Commission.

15. Community Relations/Public Input
The Governance Board will welcome any member of the public to attend and provide input at Four Rivers Hub meetings. The 4RELH Governance Board reserves the right to excuse a public member who is threatening, purposely derail the nature and purpose of the meeting, or otherwise causes serious disruption to meeting order.

The 4RELH Governance Board will encourage and accept verbal and written public comments. The Governance Board will, directly or through The Hub’s coordinator, ensure that (a) the public has notice that anyone who wishes to voice an opinion or present information or concerns to The Hub may come to the meetings or contact Four Rivers Early Learning Hub staff; and (2) arrangements will be made and time will be allotted at meetings as appropriate to assure broad public participation.

ADOPTED BY Four Rivers Early Learning Hub Governance Board March 24, 2015. First Revision, May 25, 2016

Chairperson, Gary Thompson
#8. Grant Opportunities
- Childhood Obesity
- OPEC

#9. Announcements & Updates
- CHA – Data is being analyzed. For statistical relevance Sherman Gilliam & Wheeler are being grouped together. We will have access to more information by county as the process continues.
- Blue Zone – Site Visit being planned
From: Coco Yackley [mailto:coco@gorgehealthcouncil.org]
Sent: Wednesday, September 14, 2016 10:10 AM
Subject: FW: Providence Request for Proposals for Community Benefit Funding
Importance: High

From Mark Thomas at Providence. Apologize if this is a repeated email for some.

Dear Community Partners in the Columbia Gorge:

On behalf of our Columbia Gorge Service Area Advisory Council, I would like to extend an invitation to apply for community benefit funding. We are currently accepting proposals that meet at least one of the focus areas identified in the 2013 Community Health Needs Assessment and/or address our priority funding area of childhood obesity prevention and management. Applications will be accepted until 5:00pm Friday, October 14, 2016.

Strong preference will be given to applications that include partnerships between community organizations acting in a model of collective impact, as well as those that include community members experiencing the conditions you aspire to change in the development and guidance of the program. Please see the instructions below for more information on how to apply, and don’t hesitate to contact me should you have any questions regarding the application process or portal.

How to access the online portal and apply

- Visit www.providenceoregon.org/grants and click on the link reading “Grant and Sponsorship Application” in the upper right column of the webpage.
- Log on to the portal with your organization’s credentials or register your organization if you have not previously applied for funding through Providence (your Tax ID Number will be required).
- Click on “Apply” on the left-hand menu, then on “PHRMH: 2016 Community Benefit Funding Requests” to begin the application.
- You may save progress and log into your application account as many times as needed until proposals are due by 5:00pm Friday, October 14.

Our sincerest thanks for the work you do to make this a healthier community, together.

In partnership,

Mark Thomas

Mark Thomas, M.Div., B.C.C.
Director of Mission Integration and Spiritual Care
Providence Gorge Service Area
541-387-6451