## Agenda

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Point Person</th>
<th>Time</th>
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<tbody>
<tr>
<td>Call to Order</td>
<td>Eileen &amp; Nancy, Co-Chairs</td>
<td>4:00-4:05</td>
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<tr>
<td>Welcome and Greetings</td>
<td>Eileen &amp; Nancy, Co-Chairs</td>
<td>4:05-4:10</td>
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<tr>
<td>A Approval of Minutes from November 15, 2016 Meeting</td>
<td>Eileen &amp; Nancy, Co-Chairs</td>
<td>4:10-4:15</td>
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<td>A Meeting frequency – polling results</td>
<td>Eileen &amp; Nancy, Co-Chairs</td>
<td>4:15-4:20</td>
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<td>D Additions or changes to the Agenda</td>
<td>Eileen &amp; Nancy, Co-Chairs</td>
<td>4:20-4:30</td>
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<tr>
<td>D Committee Positions (OnTrack, DHS, Parent, Business, Early Childhood Program)</td>
<td>René Brandon</td>
<td>4:30-4:45</td>
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<tr>
<td>P Family Friendly Business Project</td>
<td>Chelsea Reinhart</td>
<td>4:45-5:00</td>
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<tr>
<td>D Parent Voice - parent survey draft</td>
<td>Chelsea Reinhart</td>
<td>5:00-5:05</td>
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<tr>
<td>P Budget Report</td>
<td>Susan Fischer, Treasurer</td>
<td>5:05-5:20</td>
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<tr>
<td>P KPI Budget and Projects Update</td>
<td>Teresa Slater &amp; Rene Brandon</td>
<td>5:20-5:30</td>
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<td>P Kindergarten Launch</td>
<td>Susan Zottola, Secretary</td>
<td>5:30-5:45</td>
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<td>P Program Highlights</td>
<td>SOELS Staff</td>
<td>5:45-6:00</td>
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<td>D Partner Announcements</td>
<td>ALL</td>
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### Next Meeting

March 21, 2017
SOESD, 101 N. Grape Street, Medford
4:00-6:00 p.m.

### Adjournment

Key:

A = Action Item  
D = Discussion Item  
P = Presentation
Date/Time: 1/17/17 4-6 pm
Location: AllCare, Grants Pass
Members Present (X): See attendance record

<table>
<thead>
<tr>
<th>Scott Beveridge</th>
<th>TJ Jessup</th>
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<th>Lisa O’Connor</th>
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<tr>
<td>SOESD</td>
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<td>X Amy Buehler</td>
<td>Jennifer Johnstun</td>
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<td>Karla McCafferty</td>
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<td>X Martha Ibarra</td>
<td>Nancy Nordyke</td>
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<td>Susan Zottola</td>
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<td>Hispanic Comm Rep</td>
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<td>GP SD #7</td>
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*Participating on the Phone

Staff:

| X Rene Brandon          | X Chelsea Reinhart   |
| Director                |                      |
| X Teresa Slater         | Molly McLaughlin     |

Guests:

CALL TO ORDER/WELCOME AND GREETINGS
N. Nordyke called the meeting to order @4:14 pm

APPROVAL OF MINUTES
Corrections were made to the November 15, 2016 minutes. On page 2, change to read “reimbursement for travel states that no other steering committee members are reimbursed for travel” and on page 3 to include “211 presented 5 train the trainer forums”
M/L. Murdoch  S/S. Fischer 11/15/2016 minutes approved with above changes made.

**MATTERS RELATED TO THE AGENDA**

Additions and/or Changes
L. Murdoch added Reach Out and Read discussion to the agenda

**MEETING FREQUENCY — POLLING RESULTS**
The Steering Committee will meet every other month beginning January 2017. There were 12 responses and 5 were in favor of every other month meetings. 3 responses were to continue meeting monthly and 4 responses were to meet quarterly.

**COMMITTEE POSITIONS**
We currently do not have a parent representative for Jackson County. Diana Cooper has an interest but she needs to coordinate schedules. Lisa will speak to her at the next FNC meeting about representing parents in Jackson County.

Position #12: Doug Mares has retired from DHS and has recommended Rosemary Jernigan to be a solid representative for DHS on the Steering Committee.

Position #14: Mary Wolf will send suggestions to René for a replacement for Early Childhood Care and Education for a Jackson County Representative. Katherine Tovar was suggested as a representative. OCDC was suggested as well. René will pursue these suggestions.

Position #17: OnTrack does not have the capacity to fill the Human & Social Services-Substance Abuse Treatment position at this time. It was suggested that we might consider reaching out to Addictions Recovery Center, as they have family programs similar to OnTrack. The committee suggested we wait a little longer to see how quickly OnTrack can re-engage.

Position #18 and #19: Business Representatives for Jackson County and Josephine County. René would like suggestions and names from the Steering Committee when SOELS is ready to reach out. Lisa will communicate to René about Chamber of Commerce members.

Position #25 is the At Large Position. Gilda Montenegro Fix, who is bilingual and would represent health equity may be a possibility.

Motion made to have René start contacting representatives to replace/fill open Steering Committee positions. M/L. Murdock S/L. O’Connor in favor of René moving forward.

**FAMILY FRIENDLY BUSINESS PROJECT**
Chelsea Reinhart presented this project as an opportunity for local businesses to be recognized as family friendly businesses. It focuses on businesses identifying how they can support their employees and customers who have children. A questionnaire was shared that business owners complete to identify their family friendly practices. SOELS staff will visit these sites to review the questionnaire and businesses will be designated as Family Friendly with a window cling they can display to show they are a family friendly business. This is for small and large businesses in the
Rogue Valley, not just for private industry, and partners are encouraged to participate as well. Participating businesses will be promoted through events and websites. Jennifer will take the questionnaire to her Human Resource department for review. Lisa suggested the questionnaire be limited to one page. Amy suggested reaching out to physicians and/or dentists who are family friendly or work with children who have developmental issues. There are not readily available resources for special needs children/families. It was suggested that perhaps 211 could create a family friendly business category and that it would require local updating to be kept current. If Steering Committee members have any edits or suggestions to the questionnaire, email Chelsea. The next step will be to identify businesses willing to participate for a pilot phase.

**PARENT VOICE – PARENT SURVEY DRAFT**

SOELS would like to send the Parent Survey to an existing parent advisory group. Please share suggestions with Chelsea. The survey will identify the health of our early learning system as a whole. The questions are broad and ask about accessibility, affordability, quality. Suggestions were made to revise it to a 6th grade reading level and to add a question asking which CCO the responder is attached to. It will be translated into Spanish.

**BUDGET REPORT**

Susan Fischer reported. There is a quarter lag time in reporting so the report only shows expenses through 9/30/16. KPI funded projects did not begin until September 2016, when the school year resumed. Preschool Promise salary was reported incorrectly; it has been updated and the expenditures will show correctly on the March budget report. Hub coordination budget will roll over into the next fiscal year. Other funding must be spent out by June 30, 2017. The Hub’s contract with ELD extends through September 30, 2017 and one quarter of each current ELD funding stream has been ‘borrowed’ from the next biennium to allow the hub to initiate local contracts in the first quarter without the delay experienced in the current contract cycle due to DAS procurement challenges. Governor Brown is recommending that Early Learning funding streams remain at current levels, but we will not know the outcome until the end of this legislative session.

**KPI BUDGET/PROJECT UPDATE**

Teresa reported that KPI is building partnerships in the community and partnerships evolve over time. The committee was reminded that KPI was not part of the RFA process because of the emerging nature of the work over the course of the contract period. It is forecasted that all KPI funds will be spent by June 30, 2017. The KPI focus is on schools and community partners within an elementary school catchment area. ELD identifies Eagle Point school district as a hot spot. At Academia Aguilas Preschool in White City, KPI funds are supporting a bilingual curriculum and parent engagement. Table Rock Elementary is able to send 40 staff (teachers and administrators) to the PAX Good Behavior Game training, which is a project that is supported by a partnership between the Hub, AllCare Health and Jackson County Prevention. Eagle Point High School
students are earning their Child Development Basic Certificate prior to graduation, to support the early learning workforce. Patrick Elementary, in Gold Hill, has an Early Intervention mixed delivery classroom. Evergreen Elementary in Cave Junction, has a Kaleidoscope Play & Learn group working with about 12 families every Friday morning for 90 minutes. KidTime now has bilingual teachers and has a dedicated bilingual staff member working with the Spanish Childcare provider cohort. Regional kindergarten readiness is support for Grants Pass SD, who has had great success with the Ready for Kindergarten project. Trauma Informed Care is being presented to all staff in the Eagle Point SD. Kaleidoscope Facilitator training will be offered March 20-21, 2017. Strengthening Families Trainer for Trainers is scheduled for May. The plan to embed the protective factors framework into the early learning and K-12 system. KPI supported early learning and K-12 staff to attend the SOAEYC Together for Children Conference. KPI funding will help support the Partner Appreciation dinner which will be on April 26, 2017. SOELS is using local metrics to quantify local information and will work with partners to gather that data. Children who participated in Ready for Kindergarten programs has had positive data.

**KINDERGARTEN LAUNCH**

Susan Zottola reported that she is collecting information from each district on the number of booklets for printing so these booklets can be distributed to each family attending a launch event. Booklets will be printed in Spanish and English. Kindergarten Launch week is February 27 – March 3. René is working on a press release and Susan has sent flyers to each participating district. Grants Pass, Medford and Three Rivers School District are collecting registrations during the week. CCO’s will support a target mailing for postcards to announce the Launch week. 211 gives a link to search for school district information. Children can register for kindergarten if they are 5 years old by 9/1/2017.

**PARTNER ANNOUNCEMENTS**

All Care: February 23, 2017 Make It Your Business Dinner with The Children’s Institute. Sector partners are encouraged to register with Susan Fischer and bring a business representative to begin discussions on how early learning can engage the business community as partners in our work.

SOAEYC: The Together for Children Conference brochure will be out soon. The date of the conference for professionals is Friday February 24 and Saturday February 25 and for parents it is Saturday February 25.
Family Nurturing Center: They are applying for an Education Northwest grant to be used to support relief nurseries statewide. FNC is willing to share data capturing with the hub.

Reach Out and Read: Dr. Murdock will bring information regarding the program to the March Steering Committee meeting.

*Motion to adjourn*
M/S. Fischer S/A. Buehler
Adjournment: 6:02 pm

Submitted by S. Fortman-Craun
I hope you all have been enjoying our unusually white winter weather! Our team appreciated our time off with our families for the holidays and we are looking forward to a fantastic 2017!

We are now at the two-year mark, as an early learning hub in contract with the Early Learning Division. The hub has made good progress in 2016 and we are confident we will see an increase in collaboration, in visibility for the early learning hub and the importance of our cross-sector programs, and ultimately an increase in healthy, stable and attached families with flourishing children.

Below, I have put together a list of recent hub accomplishments as well as key activities we will be focusing on through March.

**ACCOMPLISHMENTS FOR OCTOBER THROUGH DECEMBER**

- **Executive Steering Committee Bylaws reviewed and updated.** The Executive Committee completed the required annual review of our bylaws. There were several updates to the bylaws including a name change, change in meeting frequency, and some edits to the member structure. The completed bylaws are accompanying this report.

- **Annual Work Plan completed.** With input from our Executive Committee, Agency Advisory Council and other system stakeholders, we have drafted our work plan for the period covering October 1, 2016 – September 30, 2017. This is a living document and may change over the course of the year but will act as a compass to ensure our activities are in direct support of the goals of the hub.

- **Promoting Trauma Informed Practices.** The Agency Advisory Council has committed to grow as a professional learning community and we have identified trauma informed practices as our first topic to focus on for positive impact. We brought in an Introduction to ACE’s training to establish a baseline of understanding within the group and are currently using Trauma Informed Oregon’s Standards of Practice for Trauma Informed Care document as our discussion guide. This is ongoing work and each month we will check in with each other and discuss progress and challenges to becoming more trauma informed within our individual agencies and our early learning system.

- **Collaborating with Migrant Education Services and Child Care Resource Network to expand services to preschool age children.** We are collaborating with Migrant
Education Services and Child Care Resource Network to launch Migrant Education Summer Preschool Initiative. According to the Oregon Student Migrant Information System (OMSIS) data, there are currently 163 preschool age migrant children in Jackson County. Of those 163 children, 90 receive no preschool services from Head Start or Oregon Child Development Center (OCDC). The purpose of the Migrant Education Summer Preschool Initiative is to provide free preschool to selected migrant children who have not received services in order to support their school readiness success. The Summer Preschool Initiative is a partnership between Migrant Education, Child Care Resource Network (CCRN) and the Southern Oregon Early Learning Services Hub (SOELS).

The goal is to ensure that children and families receive activities and instruction related to the skills and abilities children need for success in Kindergarten. Based on the needs of the migrant families, we will target Spanish speaking family child care providers to provide the services. The providers selected will be committed to continuous professional development, improving their Quality Rating Improvement System (QRIS) star rating and participating in the Focused Child Care Network (FCCN). One of the benefits of a family child care program, is they provide care within their home, offering a comfortable home-based learning environment. The program will run for a duration of the summer, offering part time hours. The programs will implement an approved curriculum and pre/post assessment for children. Families will receive resources including a Preschool Readiness Skills Checklist and list of things parents can do to help students be ready for Kindergarten. Based on the collaboration and services provided, we hope to continue to grow this initiative in the years to come ensuring children are ready for kindergarten. The number of children to be served has not yet been finalized.

- **Review of state hub metrics and feedback shared with ELD.** ELD is reviewing all metrics and we anticipate positive changes to the statewide metrics in the near future. In the meantime, hub staff are identifying regional metrics that we can collect data for, as well as community-wide data that we can use as a dashboard to measure early learning partner impact with our target population. This information will be brought to our March meeting for discussion and finalization.

**HUB ACTIVITIES JANUARY THROUGH MARCH**

- **Attending Early Learning Hub Collaborative at Linn-Benton Community College on January 24th and 25th.** Include hub metrics, equity and data, engaging multi-sector partners and trauma informed systems.
- **Hosting legislative visit on January 30th to highlight Preschool Promise.** The Children’s Institute is assisting in coordinating the event and we will be highlighting the positive impact Preschool Promise is having for children and families in the region. Preschool Promise programs will be invited to participate.
• **Kindergarten Launch Week February 27 – March 3.** Almost all districts have agreed to participate in launch week. The Kindergarten Launch work group will be ensuring all participating districts receive promotional flyers and ideas for keeping families engaged. Booklets promoting kindergarten readiness activities will be provided for families attending Launch. Flyers will be shared with child care facilities and PSA’s will be shared with media.

• **Site visits to SOELS grant recipients.** We are in the final two quarters of this program year and are working closely with every grantee to ensure their programs are on track to meet their outcomes from their proposals and that they are spending down their funds. Any unspent funds will be identified as early as possible and repurposed for other eligible activities according to fund parameters.

• **Parent Voice.** We have drafted a parent survey for Steering Committee review at the January meeting. Suggestions for reaching a diverse cross-section of our parent population will be solicited at the meeting.

• **Equity Work.** In partnership with Health Care Coalition of Southern Oregon, Family Nurturing Center and Siskiyou Health Center, hub staff will be participating in eight hours of Structural Racism Training provided by HCCSO; four hours of Cultural Agility and four hours of Institutional Racism training. Upon completion of this training in February, we will continue to focus on equity awareness, practices, and polices for our hub staff, apply what we learn to the subcontracts we have with our early learning partners and promote growth with other stakeholder agencies. Our Agency Advisory Council has also identified equity as an important topic the group would like to embrace as it moves forward with its work.

• **Grantee Recognition Dinner in April.** Steering Committee members and other stakeholders will be invited to an evening to recognize the amazing work happening in early learning through hub-funded activities. Planning is currently underway and more information will be coming soon.

Thank you for your thought leadership during my first five months with the hub. I look forward to strengthening our working relationship in 2017, in service to the families we serve together.

Sincerely,

[Signature]

René Brandon  
Director  
Southern Oregon Early Learning Services Hub
BYLAWS FOR THE STEERING COMMITTEE
OF
SOUTHERN OREGON EARLY LEARNING SERVICES HUB
Revision approved 11/15/2016

ARTICLE I – Name and Lead Agency

Section 1: Name.
The name of this organization is Southern Oregon Early Learning Services and it serves as the regional early learning hub, hereafter referred to as “SOELS,” the “Early Learning Hub,” or the “Hub”, for Jackson and Josephine Counties as awarded under the Oregon Department of Education’s Early Learning Division as mandated in HB2013.

Section 2: Lead Agency.
Southern Oregon Education Service District or “SOESD,” a district created under ORS 334.010 that provides regional educational services to component school districts in Jackson, Josephine, and Klamath Counties, will serve as the fiscal and administrative entity for the Hub.

ARTICLE II – MISSION, PURPOSE, GOALS, AND GUIDING PRINCIPLES

Section 1: Mission.
It is the mission of SOELS to create a coordinated system of early learning services that is family-centered, efficient, and accessible to ensure every child in Jackson and Josephine Counties enters kindergarten safe, healthy, and ready to achieve success.

The Hub will perform its work in compliance with state statute and federal rules and regulations pertaining to Early Learning Hubs [including Senate Bill 909 (2011); House Bill 4165 (2012); House Bill 2013 (2013); Oregon Revised Statute, Chapter 329; Oregon Administrative Rules 414-002-0995 through 414-002-0010; and 414-900-0005 through 414-900-0020.]

Section 2: Statement of Purpose.
To support the achievement of this mission, SOELS will focus on the following high-level metrics:

1) Program participation data demonstrates increase in services to children and families in the target population.
2) Increase the number of children from Early Head Start, Head Start, OPK, Relief Nurseries, Healthy Families Oregon and/or other waiting lists served by a hub subcontractor.
3) Increase in number of 3, 4, and 5-star rated QRIS providers serving children from high poverty “hot spots”, as designated by the Department of Human Services, and an increase in the number children served in hot spots.
4) Increase in percentage of children in the proposed coverage population who receive developmental screen before the age of three.
5) Increase in percentage of children enrolled in kindergarten before start of school.
6) Increase in percentage of children in Employment Related Day Care (ERDC) in a 3, 4, or 5-star rated QRIS program.
7) Increase in the number of children and families served by DHS (e.g., through TANF or Child Welfare) who are receiving early learning, parent education, or family support services.
8) Increase in the percentage of children on OHP who make it to 6 or more well-child visits by 15 months of age.

These metrics have been set by the state of Oregon Early Learning Council and may be amended. If such amendments are made, the current bylaws will be updated to reflect said changes.

Section 3: Goals.

The Hub is a cross-sector of community partners in the region working collectively to ensure that young children, and their families, receive opportunities and supports to achieve the overarching Oregon Early Learning Division Hub goals:

1. Create an early childhood system that is aligned, coordinated and family centered;
2. Ensure children arrive at school ready to succeed; and
3. Ensure Oregon’s young children live in families that are healthy, stable, and attached.

Section 3: Guiding Principles.

The Hub and its Steering Committee shall operate under the following guiding principles in fulfilling the mission and goals of an Early Learning Hub:

1. **Collaborative** – A cross-sector collaborative approach will be used for early learning system coordination, planning, and changes in service delivery

2. **Accessible** – Multiple entry points ("no wrong door"): Participants are able to self-refer or are referred in through a broad range of community based organizations, agencies and other supports

3. **Timely** – Referral and linkages to services occur in a timely fashion

4. **Best Practices** – An array of services are delivered, based on objective criteria (eligibility, strengths/needs, maximized use of evidence-based programs, and program capacity)

5. **Outcome Driven** – Participant outcomes are child and family centered and are systematically monitored
6. **Efficient** — Services and resources are coordinated and delivered efficaciously without reducing quality

7. **Culturally Specific** — Services are delivered in a culturally relevant and appropriate manner

8. **Family Driven and Family Centric** — Information and education are used to partner with, engage and strengthen families, supporting their voice and choice

**ARTICLE III — SERVICE AREA, TARGET POPULATION AND APPROACH**

**Section 1: Service Area.** The Hub will serve Jackson and Josephine Counties.

**Section 2: Target Population.** The Hub’s primary focus is on children, prenatal through six years of age, and their families who are identified as being at-risk due to socio-demographic risks and/or an accumulation of adverse childhood experiences. Common socio-demographic risk factors include children and families living in poverty, un/underemployment, homelessness, food insecurity, English language learners, mental health issues, substance dependency, and/or transportation barriers.

**Section 3: Approach and Role of the EL Hub.** The Hub, in partnership with a cross-sector of partners, is committed to achieving the three overarching goals by using the Collective Impact approach. The Hub’s role is to serve as the backbone organization coordinating and aligning the effort which includes:

1. **Common Agenda** — Establishing and guiding the shared vision and strategies for change and building the public will for change; this includes a common understanding of the problem to be solved and agreed upon action;

2. **Shared Measurement** — Establishing shared, community level metrics and measurement practices, collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable;

3. **Mutually Reinforcing Activities** — Supporting differentiated yet coordinated and aligned activities toward achieving the common agenda; and

4. **Continuous Communication** — Consistent and open communication which includes building public will.

As the backbone, the Hub also aligns efforts with several existing regional partnerships working toward similar goals, such as the region’s QRIS child care improvement project, the Regional Maternal Child Health Initiative, and the P3 projects in the region. In addition, the Hub is working in partnership and alignment with the region’s K-12 and higher education transformation efforts, led in part by Southern Oregon Success ("SORS") and utilizing the Cradle to Career framework, and
with the region’s health services transformation efforts led in part by the region’s Coordinated Care Organizations (AllCare CCO, Jackson Care Connect, and Primary Health of Josephine County).

ARTICLE IV - GOVERNANCE and ADVISORY STRUCTURE

SOELS will rely on a Collaborative Governance process engaging public agencies, parents, private sector and non-profits in a decision-making process that is formal, consensus-oriented and deliberative. It will strive to develop and implement policies and strategies to improve early learning services and the early learning system in our region.

The SOELS Governance and Advisory Structure will be comprised of three entities:

1) Steering Committee
2) Parent Voice
3) Agency Advisory Council (“AAC”)

The current Bylaws apply to the Steering Committee of SOELS. The Parent Voice and Agency Advisory Council will serve to inform the Strategic Plan, Annual Work Plan, and financial investments of the Hub. A minimum of one member from both the Parent Voice and the AAC will be appointed to the Steering Committee.

ARTICLE V – ROLE OF THE STEERING COMMITTEE

The role of the Steering Committee is to ensure the delivery of outcomes as stated in the SOELS contract with the state of Oregon’s Early Learning Division. As such, the following responsibilities shall fall to the Steering Committee:

1) Influence local and state policies that impact early learning system progress toward goals
2) Form and guide vision for early learning system in Jackson and Josephine counties, in alignment with Oregon’s Early Learning Division priorities
3) Bring sector data and target population voice to decision making
4) Act as barrier buster to support early learning system goals
5) Provide advocacy for hub initiatives and target population needs
6) Review and approve Hub Strategic Plan, Annual Work Plan, and Annual Budget
7) Review, score, and approve applications submitted in response to Hub RFA’s
8) Share agency level budget information with hub to create annual comprehensive children’s budget for region

ARTICLE VI - STEERING COMMITTEE MEMBER NUMBERS AND SELECTION, TERM OF OFFICE, COMPENSATION, QUALIFICATIONS, DUTIES, ATTENDANCE, REMOVAL AND VACANCIES
Section 1: Number and Selection. The Steering Committee shall be comprised of representative leaders from cross-sector organizations in Jackson and Josephine County. The Membership of the Steering Committee shall consist of at least 17 and no more than 25 members.

Section 2: Term of Office. Members are appointed for a term of three (3) years. Members are eligible for reappointment and may serve up to two (2) consecutive terms. Once a member has served two terms, they may be eligible for reappointment after a twelve month break from service. This does not apply to members determined to be Sole Source members.

If a member leaves office prior to the three-year term, a new member may be appointed to the position to complete the unexpired term.

Section 3: Compensation. Parent representatives shall be reimbursed for travel expenses at the current Federal mileage rate. Other representatives will not receive compensation.

Section 4: Qualifications. The Steering Committee must have representation from the following sectors of our region:

1. Health Care Services
2. Human and Social Services
3. Education (K-12) Services
4. Early Childhood Services
5. Private Sector Business
6. Parents

Additional sectors and partners may also be identified as important for goals to be achieved.

There are two types of membership on the Steering Committee: “Designated” and “At Large”. “Designated” positions are specific agencies deemed essential for the goals of the hub to be reached and are considered sole source providers. “At Large” positions are open to any entity fitting the description for that seat and are eligible to apply when there is a vacancy.

The current positions are in place:

Position 1: Parent Representative, Jackson County
Position 2: Parent Representative, Josephine County
Position 3: Mental Health Representative, Jackson County
Position 4: Mental Health Representative, Josephine County
Position 5: EI/ECSE and Developmental Disability Services Representative
Position 6: Hispanic Community Representative
Position 7: Hub Fiscal Agency Representative
Position 8: K-12 Education Representative, Jackson County
Position 9: K-12 Education Representative, Josephine County
Position 10: Community-Based Health Care Representative, Jackson County
Position 11: Child Care Resource & Referral, Designated Sole Source Position
Position 12: Department of Human Services Representative, Designated, Sole Source Position
Position 13: Higher Education Representative
Position 14: Early Childhood Care and Education Representative, Jackson County
Position 15: Early Childhood Care and Education Representative, Josephine County
Position 16: Family Education and Support/Relief Nursery Representative
Position 17: Human and Social Service--Substance Abuse Treatment Representative
Position 18: Business Representative, Jackson County
Position 19: Business Representative, Josephine County
Position 20: Coordinated Care Organization Representative, Josephine County
Position 21: Coordinated Care Organization Representative, Jackson County
Position 22: Coordinated Care Organization Representative, Regional
Position 23: Community—Based Health Care Representative, Josephine County
Position 24: Head Start (site receiving Federal Head Start funds)
Position 25: At Large

Strong preference should be given to having a Steering Committee with geographical representation from both counties served.

The Steering Committee shall be charged with recruiting new members with a focus to achieve representation from the racial/ethnic groups and from underserved groups living within the region, and with balanced geographical representation from both counties served.

Section 5: Duties.
The duties and contribution required of each member are outlined in the Attachment A.

Section 6: Attendance.
Members must regularly attend and actively participate in meetings of the Steering Committee. See Section 5. Removal for a description of unacceptable attendance patterns.

Section 6: Removal. A Member may be recommended for removal by the Steering Committee by vote of two-thirds (2/3) of the membership then in office.

A member may be removed for:
1. being convicted of a felony;
2. conduct deemed to be detrimental to the community acceptance of the SOELS Hub or detrimental to the ability to effectively conduct business; or
3. missing three (3) consecutive meetings or for three (3) unexcused absences during one fiscal year (October - September). Such instances of absenteeism shall be reported by the Chair to Member by written notification and the membership in its entirety.

Section 7: Vacancies. The Steering Committee shall make appointments to fill open positions as vacancies occur. Such appointments shall be for the duration of the term or unexpired term. Notice of pending votes will be made public two weeks prior to the voting.

The Parent Voice and AAC shall each have two (2) representatives for membership on the Steering Committee, providing representation of both counties served by the Hub.

ARTICLE VII: Meeting Notice, Meeting by Telecommunication, Action by Consent, Signatory and Expenditure Approval Responsibility

Section 1: Meeting Notice. The community shall be notified of meetings through SOESD and SOELS websites and the local news media. Notification will allow members of the public sufficient time to reasonably prepare for attendance and participation. Steering Committee will be notified by email of meetings and an agenda will be included.

Section 2: Meeting by Telecommunication. Any regular or special meeting of the Steering Committee may be held by telephone or telecommunications by which all Members appearing by means and participating by electronic messaging/VCOM/telephone will count towards a quorum and that the Members may hear each other or see written communication immediately.

Section 2: Action by Consent. Any action required by statute/law to be taken at a meeting of the Steering Committee, or any action which may be taken at a Steering Committee meeting, may be taken without a meeting if a consent in writing, setting forth the action to be taken or so taken shall be signed by all Members. This may be accomplished by fax or by email when necessary.

Section 3: Signatory and Expenditure Approval Responsibility. Contractual obligations will be signed by Southern Oregon Education Service District, as the fiscal and administrative entity for the Hub. The Steering Committee will review and give contract approval for applications received during RFA processes. The Steering Committee will also review and approve the annual budget drafted by the Hub Director.

ARTICLE VIII – Executive Committee, Officers

Section 1: Executive Committee. An Executive Committee is established which shall include: Chair, Vice-Chair or Co-Chair, Secretary, and Treasurer of the SOELS Hub.
Duties of the Executive Committee include:

A. To advise the Chair and Hub Staff on the business of SOELS.
B. To serve as a Hearing Board in matters of confidentiality for the SOELS Hub, Staff, Vendors, and Subcontractors.
C. To make recommendations to the full SOELS Hub as needed.
D. To guide the completion of a 360-Evaluation of the Hub’s Early Childhood System Director.

Section 2: Officers

Chair. The Chair shall be elected by a vote of the Membership every two years. The Chair shall call, set the agenda, and preside at all meetings of the SOELS Steering Committee; shall make such appointments to, removal from and dissolving of, committees and assignments of other tasks as are necessary to carry out the purposes of the organization; and shall be a voting ex-officio member of all Subcommittees.

Vice-Chair or Co-Chair. The SOELS Steering Committee shall elect a Member to the position of Vice-Chair or Co-Chair who is responsible for fulfilling the duties of the Chair in his/her absence or disablement, and for assisting the Chair to discharge the duties of that office.

Secretary. The SOELS Steering Committee shall elect a Member to the position of Secretary who is responsible for seeing that all notices are duly given in accordance with the provision of these Bylaws. In addition, the Secretary will review and approve all EC Meeting Agendas and Notes prior to distribution and approval by the full EC. The Secretary may be responsible for taking notes during Steering Committee meetings, if a Hub Administrative Assistant is unavailable.

Treasurer. The SOELS Steering Committee shall elect a Member to the position of Treasurer. The Treasurer shall coordinate with the Hub Director and SOESD finance department to ensure that accurate financial information is available to the Hub Executive Committee.

The Executive Committee shall meet monthly, excluding December.

ARTICLE VIII – SUBCOMMITTEES AND COMMITTEE ADVISORS

Section 1: Subcommittees. The Steering Committee may establish such standing committees as needed to accomplish their goals and objectives. The Steering Committee and/or chair shall determine the number and designate responsibilities of such committees it believes necessary to outcomes for children and families by increasing the number of children who arrive at kindergarten ready to learn, increasing the number of children being raised in stable and supportive families, and increasing the coordination and efficacy of our early childhood system.
Section 2: Committee Advisors. The committee may invite other persons to attend and participate in committee meetings as advisors.

ARTICLE IX - MEETINGS

Section 1: Meetings. Regular meetings of the SOELS Steering Committee Membership shall be scheduled every other month, alternating between Jackson and Josephine County. Additional meetings may be scheduled as needed, for up to a total of twelve per year. The Chair shall have the authority to cancel a meeting. Members shall be notified of the meeting and receive an agenda packet at least seven days in advance. Meetings shall be conducted under nominal parliamentary procedures which provide for the order necessary to conduct the business of the Hub.

Section 2: Special Meetings. In addition to regular meetings, the Chair, or at least one-third of the members, may call special meetings by giving members seven days written or verbal notice except in cases of emergency, for which only three days written or verbal notice may be provided.

Section 3: Quorum. A majority of duly appointed members of the Steering Committee shall constitute a quorum.

ARTICLE X – HUB STAFFING, HUB DIRECTOR, OTHER ASSISTANCE

Section 1: Hub Staffing. The Hub shall employ appropriate staffing whose duties are defined by the SOELS Hub job descriptions. These staff will provide systems coordination, contract monitoring, technical assistance and other necessary functions to achieve the mission and goals of the early learning hub.

Section 2: Hub Director. The Hub Director shall recruit and supervise hub staff and execute all of the business of the early learning hub. The Director may voice opinion and bring recommendations to the Hub but does not serve as a Steering Committee member and shall not be entitled to vote on Steering Committee matters. When a new Director needs to be recruited, the interview committee shall include a SOESD Superintendent, Steering Committee Chair and Vice-Chair, a current Hub staff person, an ACC representative and a Parent Voice representative. The Interview Committee will make its recommendations and the Director shall be hired and supervised by SOESD Superintendent.

Section 3: Other Assistance. The SOELS Hub Director may request other assistance for specific purposes from other appropriate individuals, to augment the skills and available time of staff. This may include, but is not limited to Steering Committee members, or contracted services from outside consultants and agencies.
ARTICLE XI - PARLIAMENTARY AUTHORITY

Robert's Rules of Order Newly Revised shall be the parliamentary authority in all cases not covered by these bylaws.

ARTICLE XII - DURATION OF THESE BYLAWS

Any amendments to these Bylaws shall be approved by two-thirds of the Steering Committee membership. Written notice of the proposed amendment shall be given in the call for the meeting. Review and, if necessary, revision of these bylaws shall take place annually. All adopted bylaw changes will be forwarded to the Early Learning Division.

ARTICLE XIII - CONTROLLING AUTHORITY

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

Article XIV – Standard of Conduct

Section 1: Confidentiality. All individual client information obtained by SOELS Staff, Steering Committee members, subcontractors or partners will be treated as confidential, and shall not be divulged without the written consent of the client, the responsible parent of a minor child, or his or her guardian except as required under mandatory reporting guidelines. Disclosure of information in summaries, statistical or other form, which does not identify specific individuals is allowed. The use or disclosure of information concerning clients shall be limited to persons directly connected with the administration of the agreement between SOESD, SOELS, and the ODE Early Learning Division. ODE, Early Learning Division and Hub subcontractors will share information as necessary to effectively serve ODE clients.

Section 2: Conflict of Interest. SOELS Staff and Steering Committee members shall endeavor to conduct themselves, their activities, including those relating to persons, businesses and organizations closely associated with them, in such a way that no conflict of interest or appearance of a conflict will arise between such other interests and the policies, operations and interests of the Steering Committee. All members of the Steering Committee will annually agree to and sign the SOELS Conflict of Interest form.

Section 3: Recusal. Should a conflict or appearance of conflict of interest develop the staff and/or Steering Committee member shall immediately declare the conflict or potential conflict of interest and thereafter recuse themselves from any further discussions of the issue and any subsequent votes on the issue.

Section 4: Personal Conduct. Staff and Steering Committee members shall conduct themselves in a manner calculated to avoid damaging the reputation and good name of the Steering Committee, the Hub, and SOESD.
ARTICLE XV – DISPUTE RESOLUTION PROCESS

Section 1: Dispute Resolution Process. The goal is to resolve all disputes at the lowest level possible. In the event disputes need assistance in getting resolved, there is a clear path of appeal for those disputes:

A. Disputes involving a Subcontractor, Hub Staff or a Steering Committee member shall go to the Hub Director and Hub Chair for resolution;
B. Disputes not resolved by the Hub Director and Chair shall be submitted in writing to the full Steering Committee;
C. Disputes not resolved by the Steering Committee shall be referred to a mediation entity that the parties mutually agree to;
D. In the event mediation does not resolve the dispute, the SOESD shall make a final and binding decision for fiscal and administrative concerns and the Steering Committee shall make a final and binding decision for programmatic concerns following the voting guidelines.

Disputes between the Steering Committee and SOESD shall be resolved as follows:

A. The Hub Chair and the Superintendent of SOESD shall meet and attempt to resolve any dispute;
B. In the event the Hub Chair and Superintendent cannot resolve the dispute it shall be referred to a mediation entity that the parties mutually agree to;
C. In the event mediation does not resolve the dispute, the SOESD Board of Directors shall make a final and binding decision for fiscal and administrative concerns and the Steering Committee shall make a final and binding decision for programmatic concerns following the voting guidelines.

For extraordinary situations involving significant financial risk or liability to SOESD or the SOELS Early Learning Hub, SOESD may take such immediate action as is necessary with written notice of the action to be taken and reasons for such provided to the Steering Committee.
Good Morning,

We calculated the results from the survey regarding the frequency of the SOELS Steering Committee Meeting. The option with the most 1st choice votes was... Every Other Month. On the months when a meeting is not scheduled, Indicator Groups will meet as well as SOELS will email necessary updates. If you have any questions, please let us know.

Thank you,
Chelsea Reinhart
Family Resource Facilitator
Southern Oregon Early Learning Services (SOELS)
101 N. Grape, Medford, OR 97501
Office: 541-776-8567
Cell: 561-324-8467
Chelsea_Reinhart@soesd.k12.or.us

www.southernoregonearlylearninghub.org
Southern Oregon Early Learning Services promotes

Family-Friendly Businesses in Southern Oregon

Southern Oregon Early Learning Services (SOELS) makes resources more available, accessible, and effective for children (birth through 6 years old) and their families in Jackson and Josephine County. One way to support our mission is to promote businesses that have a family-friendly environment, including a family-friendly focus for their employees and/or a family-friendly focus for their customers.

If your business identifies with some of the criteria below, please fill out the form on the last page and send it to the Family Resource Facilitator at Chelsea_Reinhart@soesd.k12.or.us. Chelsea will schedule an onsite visit. After the successful onsite visit, your business will receive a window decal from the Southern Oregon Early Learning Services designating it as a “Family-Friendly Business in Southern Oregon.” We will also promote your business through our website and events in the community, letting families know you support them.

Employee Focus- your business practices include at least five of the following:

- **Equity Lens.** Ensures that all employees are treated equally and provides a positive environment supporting all staff.
- **Flex-time.** For employees with family obligations, control of their time may be the most valuable benefit an employer can give. Flex-time - a flexible work schedule - allows people to choose when they work, as long as they put in their hours every week. Depending upon the employer, that may mean complete freedom to design their own work schedule, or being able to choose from among several set options (a four-day, rather than a five-day week, for instance, or days off mid-week instead of on the weekend, or starting and ending the workday several hours earlier or later than normal).
- **Job sharing.** Two (or more, but that's very unusual) employees may share a single position, by each working a portion of the necessary time. In that way, people can attain, or continue to hold, the position they want, and still have time to spend with children or aging parents, or take care of other family responsibilities.
- **Temporary or permanent switch to part-time.** A full-time employee might be allowed to change to a part-time position - either as part of a job share, or simply as a reduction in working hours - and still continue in the same position. A new mother, for instance, may want to switch to part-time for the first year of her baby's life, in order to bond and spend time with the child, and adjust to the demands of parenthood.
- **Allowing work away from the worksite.** An employee may work from home or some other remote site some or all of the time. They may communicate and discuss work issues with colleagues and supervisors by spending particular days or a set amount of time at the worksite every week, or they may "telecommute" by using telephone and e-mail. Telecommuting allows people to work at locations anywhere in the world, regardless of the location of the actual workplace.
- **Maternity/paternity leave.** Part of an employee benefit package may be paid or unpaid leave for the birth, adoption, or acceptance of the foster placement of a child. A combination of paid and unpaid leave is also a possibility.
- **Staff Accommodations.** There is an appropriate space for staff to have breaks/meals. There is a space for mom's to nurse or pump.
- **Parental leave.** This is a short-term option that allows a parent to take an afternoon or a day off to pick up a sick child at school or tend to one at home, attend a school performance or athletic event, or otherwise minister to a child’s needs.

- **Family medical leave.** An employee would use this kind of leave to take care of an aging parent or a family member with a long-term illness, or to tend to their own chronic or temporary medical problems - anything from cancer treatments to arthroscopic surgery to mental health. Once again, it might be paid or unpaid, or some combination, and is usually limited to a certain number of weeks or months. Such a leave, in most cases, is also covered by FMLA.

- **Flexible emergency leave.** This offers a certain number of days a year to attend to medical or other emergencies, usually with pay.

- **Employee and family health benefits.** These may include not only generous health and dental insurance, but on-site wellness centers, on-site fitness centers or subsidies for joining a gym, and even health-and-fitness-oriented programs for employees’ children or spouses.

- **Child care.** On-site day care isn’t the only option here. An employer might subsidize employees’ child care, paying all or some part of approved arrangements. Other possibilities are to provide referrals to reliable child care, or reserve slots at particular facilities for employees’ children.

- **Elder care.** Although very few employers, if any, actually provide elder day care or home care, many provide resources and referrals - and even subsidies - for such care.

- **Family-oriented events.** Many employers arrange company picnics, holiday parties, and other events to include employees’ families.

- **Family-oriented environment.** Some employers, particularly smaller ones, make it possible for people to bring their children to the workplace from time to time when necessary. These employers may set up a playroom, with toys and children’s videos to keep children busy at those times.

- **Tuition for employee education.**

- **College scholarships or loans for employees’ children.** An employer may award one or more scholarships a year, on a merit or need basis, to the children of employees, or may actually pay or lend some amount of tuition for each employee’s child who attends college.

- **Including family issues as part of an employee assistance program.** An employer may offer seminars and workshops on parenting, keeping kids off drugs, education, and other family-oriented topics.

- **Promotes family related resources.** Employers advocate and share resources with their staff regarding community supports, including but not limited to 211info, Child Care Resource Network, VROOM, and ACCESS. For more information about community services, please contact Chelsea.Reinhart@soesd.k12.or.us.

Customer Focus - your business practices include at least three of the following:

- **Equity Lens.** Ensures that all customers are treated equally and provides a positive environment supporting all families.

- **Bi-lingual.** Materials and/or brochures are available in multiple languages and some staff are bi-lingual.

- **Surveys.** Provide an opportunity for families to share feedback about their experience, including an incentive for completing it.

- **Discounts.** It’s important to advertise deals, discounts or coupons. Having a family night encourages parents to frequent your business, knowing there are cost-saving opportunities.

- **Website.** Families typically review a business prior to visiting. Have a user-friendly website which showcases your services.
• **Staff awareness.** Staff are comfortable interacting with children and know how to make families feel comfortable.

• **Check your menu.** Make sure you have a kid’s menu that has a variety of options including allergy-sensitivities. Be mindful how it is served including the portions, nutritional value and table settings.

• **Update activities regularly.** Children love the opportunity to stay busy, and if your business is frequented by the same family often it’s important to rotate the activities that are offered.

• **Promotes family related resources.** Provides advertising and/or shares about different community supports, including but not limited to 211info, Child Care Resource Network, VROOM, and ACCESS. **For more information about community services, please contact Chelsea_Reinhart@soesd.k12.or.us.**

• **Perfect your Atmosphere.** It’s important to be prepared for a family that may enter your establishment. Remember items that may help a family feel more comfortable in your business.
  - **Enough space to navigate strollers**
  - **Child-friendly furniture or materials available while children wait**
  - **High chairs and booster seats, if applicable**

Please fill out the questionnaire and email it to Chelsea_Reinhart@soesd.k12.or.us or mail to:
Chelsea Reinhart
Family Resource Facilitator
Southern Oregon Early Learning Services (SOELS)
101 N. Grape Street
Medford, Oregon 97501

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Thank you for supporting our children and families and making our community in Southern Oregon Family-Friendly!

As a responsible partner, we provide services and leadership to optimize educational opportunities for the children, schools and communities we serve.
# Family-Friendly Business Questionnaire

<table>
<thead>
<tr>
<th>Business Name</th>
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<tbody>
<tr>
<td>Address</td>
<td></td>
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<tr>
<td>Website</td>
<td></td>
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<tr>
<td>Phone Number</td>
<td></td>
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<tr>
<td>Contact Name</td>
<td></td>
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</tbody>
</table>

**Implements the following to support a Family-Friendly Employee Focus**
(please list at least five)

<table>
<thead>
<tr>
<th>Implements the following to support a Family-Friendly Employee Focus</th>
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</table>

**Implements the following to support a Family-Friendly Customer Focus**
(please list at least three)

<table>
<thead>
<tr>
<th>Implements the following to support a Family-Friendly Customer Focus</th>
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**Name**

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<th>Name</th>
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**Date**

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<th>Date</th>
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Please fill out the questionnaire and email it to Chelsea_Reinhart@soesd.k12.or.us or mail to:
Southern Oregon Early Learning Services (SOELS)
101 N. Grape Street
Medford, Oregon 97501
Attention: Chelsea Reinhart
Do you have an opinion/need/want? Do you wish someone took the time to listen to your feedback? The Hub wants to hear from you! The Southern Oregon Early Learning Services Hub is here to make resources more available for children and families. Your thoughts are important and helps improve services for all families.

**Please list the top three challenges for your family.** This could include affordable housing, access to child care or preschool, lack of transportation, mental health diagnosis, difficulty finding or keeping a job, children’s challenging behavior, alcohol or drug dependency, not feeling safe at home due to violence, lack of social connections/friends, or something else.

1. 

2. 

3. 

**Are you currently able to get help for these challenges?**

Yes ______ No ______

**Please mark an “X” in the appropriate column for each service. If you mark have/had it, please list the agency name that provided the resource. You can also write a comment on that line.**

<table>
<thead>
<tr>
<th>Resources You Have or Need</th>
<th>Have it</th>
<th>Had it</th>
<th>Want it</th>
<th>Don’t Want</th>
<th>Agency Name or Comment</th>
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<tbody>
<tr>
<td>Child Care, Preschool</td>
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<td>Early Head Start, Head Start</td>
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<td>Housing (finding a place to rent or temporary shelter)</td>
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<td>Food (SNAP, WIC, Food Pantry)</td>
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<tr>
<td>Medical Care</td>
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<tr>
<td>Dental Care</td>
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<td>Mental Health Counseling</td>
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<tr>
<td>Transportation to Work, Appointments, Etc.</td>
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<tr>
<td>Employment: Skill Building, Finding a Job</td>
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<td>Library card, children’s story times at library</td>
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<td>Early Intervention (developmental screening for children)</td>
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<tr>
<td>Home Visiting, Support Groups</td>
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<td>Addictions/Recovery Program</td>
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<td>Parent Education/Training</td>
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<td>Cash Assistance (TANF, ERDC, free/reduced lunch)</td>
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<tr>
<td>Partner Violence Interventions</td>
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<tr>
<td>Other:</td>
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For information on any of the listed services, contact 211info by calling 2-1-1, texting your zip code to 898211, or emailing help@211info.org.

**How did you learn about these resources? Circle all that apply.**

211info   Internet   Friend   Family   Social Media   Community Partner

**Are you currently insured? If yes, list the type of insurance you have. Examples: OHP, insurance from employer, other**

Yes ______ No ______

Insurance Type: ____________________________
For resources your family has used in Southern Oregon, please mark an “X” in the column that best represents your opinion related to each question.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Overall, I am satisfied with resources available for members of my family or myself. (Services may include those listed on previous page as well as other services.)</td>
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<tr>
<td>The services staff are well trained, knowledgeable, and respectful.</td>
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<tr>
<td>The services I needed are available when I needed them.</td>
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<tr>
<td>The location of the services are convenient.</td>
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<tr>
<td>As a result of these resources:</td>
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<tr>
<td>I feel more confident as a parent.</td>
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<tr>
<td>My children’s needs are being met.</td>
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<tr>
<td>My family’s needs are being met.</td>
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</table>

What is one of the most valuable services you have received? Why was it so valuable?

______________________________________________________________________________________________________________________________

What additional resources do you need?

______________________________________________________________________________________________________________________________

If you could have a magic wand, what is one thing you would change about your current situation?

______________________________________________________________________________________________________________________________

Would you like to participate in future feedback sessions or do you want someone to follow up with you regarding a service your family needs?

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<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Email:</td>
<td>Phone Number:</td>
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<tr>
<td>I would like to be contacted for:</td>
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</table>

Thank you for completing the survey!
<table>
<thead>
<tr>
<th>Program</th>
<th>Hub Coordination</th>
<th>Great Start</th>
<th>KPI</th>
<th>School Readiness</th>
<th>Stable Attached Family Services</th>
<th>Family Support - Federal</th>
<th>FCCN</th>
<th>PSP Hub Provider</th>
<th>PSP Startup</th>
<th>PSP Coordination</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Grant Award</td>
<td>552,881.82</td>
<td>86,272.31</td>
<td>764,627.42</td>
<td>222,709.74</td>
<td>136,839.35</td>
<td>161,597.08</td>
<td>66,265.33</td>
<td>1,856,538.00</td>
<td>308,418.00</td>
<td>120,675.00</td>
<td>4,288,803.85</td>
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<tr>
<td>Funding Period</td>
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<td>1/1/16 to 6/30/17</td>
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</table>

**REVENUES**

**Sources:**

- **Local**
  - 587
- **State**
  - 343,972
- **Federal**
  - 3,622

**Total - Revenue**

- 344,539
  - 3,622
  - 86,654
  - 4,903

**EXPENDITURES**

- **Salaries - 100**
  - 161,155
  - 1,395
- **Employer Costs - 200**
  - 61,211
  - 493
- **Purchased Services - 300**
  - 62,105
  - 2,073
  - 52,991
  - 54,752
  - 15,928
  - 0
  - 11,221
  - 6,369
- **Supplies/Materials - 400**
  - 5,432
  - 10,054
  - 47,948
  - 58
  - 8,511
  - 992
  - 94,342
  - 8,555
- **Capital Outlay - 500**
  - 0
  - 0
  - 0
  - 0
  - 0
- **Insurance/Dues/Other - 600**
  - 14,806
  - 743
  - 5,075
  - 243
  - 0
  - 444
  - 2,746
  - 8,369
  - 0
  - 52
  - 32,478

**Total - Expenditures**

- 224,727
  - 14,247
  - 105,713
  - 55,053
  - 15,526
  - 8,056
  - 55,742
  - 365,777
  - 272,973
  - 709
  - 1,689,002

**Grant/Contract Balance**

- 268,154
  - 71,525
  - 659,914
  - 187,657
  - 121,314
  - 192,043
  - 12,523
  - 1,490,781
  - 35,445
  - 119,965
  - 3,088,902

**Percentage Remaining**

- 47.64%
  - 82.11%
  - 68.17%
  - 75.29%
  - 86.65%
  - 94.46%
  - 18.34%
  - 80.30%
  - 11.49%
  - 95.41%