

**Minutes of the Board of Commissioners
Multnomah Building, Board Room 100
501 SE Hawthorne Blvd., Portland, Oregon
Tuesday, November 5, 2013**

BOARD BRIEFING

Chair Marissa Madrigal called the meeting to order at 10:07 a.m. with Vice-Chair Judy Shiprack and Commissioners Liesl Wendt, Loretta Smith and Diane McKeel present.

Also attending were Jenny Madkour, County Attorney, and Lynda Grow, Board Clerk.

[THE FOLLOWING TEXT IS THE BYPRODUCT OF THE CLOSED CAPTIONING OF THIS PROGRAM.]

Chair Madrigal: GOOD MORNING, AND WELCOME TO TODAY'S REGULARLY SCHEDULED BOARD BRIEFINGS. WOULD YOU READ THE TITLE.

Board Clerk: B-1, BRIEFING ON MULTNOMAH COUNTY LIBRARY DISTRICT, FISCAL YEAR 2014, SERVICES AND IMPACT.

Ms. Oehlke: GOOD MORNING, CHAIR MADRIGAL, COMMISSIONERS, I AM VAILEY OEHLKE, DIRECTOR OF LIBRARIES. NICE TO SEE YOU ALL THIS MORNING. WE'RE HERE TO GIVE YOU YOUR FIRST OFFICIAL BRIEFING AS THE MULTNOMAH COUNTY LIBRARY DISTRICT BOARD. VERY NICE. [LAUGHTER]

>> WE'LL GET A GOLD STAR TODAY. OH, YOU GET -- WELL DONE.

>> I CAN APPRECIATE THAT. THAT'S NOT A CONCERN. SO, JUST -- WE'RE GOING TO GIVE YOU BACKGROUND TODAY, AND THEN GO OVER SOME FUNDAMENTALS, OUR PRIORITIES, AND TALK TO YOU A BIT ABOUT HOW WE MANIFEST THEM IN THE COURSE OF OUR PROGRAMS AND SERVICES, AND THEN GIVE YOU THE OPPORTUNITY, ASK ANY QUESTIONS YOU MIGHT HAVE. SO, WE'RE SORT OF THINKING OF YOU AS THIS NEW ENTITY, AND WE'RE GIVING YOU -- WE'RE BRINGING YOU UP TO SPEED ON WHAT'S HAPPENING IN THE LIBRARY.

>> DID YOU WANT US TO REINTRODUCE OURSELVES?

>> YOU COULD.

>> SO, AS YOU KNOW, THIS DISTRICT WAS CREATED BY VOTERS IN NOVEMBER OF 2012, AND THAT FUNDING TOOK EFFECT ON JULY 1 OF 2013 WHICH RESULTED IN RESTORED HOURS AND SERVICES, A LOT OF HAPPY PEOPLE IN OUR COMMUNITY. WE'RE BACK TO SEVEN DAYS A WEEK OPEN, AND NEXT YEAR, WE'LL BE PRESENTING TO YOU ALL OUR FIRST ANNUAL

LIBRARY DISTRICT REPORT. SO, BE LOOKING FORWARD TO THAT. WE'RE THE OLDEST PUBLIC LIBRARY, WEST OF THE MISSISSIPPI FOR 150 YEARS. THIS LIBRARY HAS BEEN SERVING PEOPLE IN THIS COMMUNITY, CONNECTING THEM TO THE RESOURCES AND INFORMATION THAT THEY NEED TO LEAD SUCCESSFUL, HAPPY LIVES. BUT, THIS POINT NOW IN 2014 IS -- 2012, 2013, A CHANGE FOR PUBLIC LIBRARIES ALL ACROSS THE COUNTRY, DRIVEN LARGELY BY, BY TECHNOLOGY, BUT ALSO, BY DEMOGRAPHIC CHANGES IN OUR COMMUNITIES AND THE WAYS IN WHICH PEOPLE ARE EXPECTING TO GET INFORMATION AND ACCESS. SO, WE'RE, ACTUALLY, PRETTY EXCITED ABOUT THAT. IT GIVES US THE OPPORTUNITY TO SORT OF REVIEW WHAT IT IS THAT WE DO AND WHERE WE CREATE THE GREATEST IMPACT AND THE GREATEST VALUE. SO, YOU KNOW, I JUST REALIZED, I DIDN'T INTRODUCE BECKY OR SHAWN. THAT WAS SO RUDE. MY APOLOGIES, I WILL INTERRUPT MYSELF IN ORDER TO INTRODUCE BECKY COBB, OUR DEPUTY DIRECTOR, AND SHAWN CUNNINGHAM, OUR COMMUNICATIONS DIRECTOR. MY APOLOGIES TO BOTH OF YOU.

>> QUITE ALL RIGHT.

>> SO, THE COMMUNITY IS CHANGING, AS I MENTIONED EARLIER. WE TALK A LOT ABOUT THE OPPORTUNITY GAP IN THIS COMMUNITY. PEOPLE TALK ABOUT THINGS LIKE THE ACHIEVEMENT GAP, WHICH IS, OBVIOUSLY, VERY IMPORTANT, BUT, FROM OUR PERSPECTIVE, WE SORT OF -- THE LENS, WE LOOK AT THAT THROUGH IS THIS OPPORTUNITY GAP, INSURING THAT EVERYBODY HAS THE SAME OPPORTUNITIES AS EVERYONE ELSE NO MATTER WHAT THE RESOURCES. IT IS NOT THE CASE, SO, WE ARE REALLY TRYING TO DETERMINE WHAT IT IS THAT THE LIBRARY CAN DO TO ADDRESS THOSE UNMET NEEDS, AND WE BELIEVE THAT GIVEN ALL OF THAT AND GIVEN THE WAY THAT THE COMMUNITY IS CHANGING IN THE WORLD AROUND US, THE PUBLIC LIBRARIES ARE MORE RELEVANT THAN EVER BEFORE. SO, WE HAVE ABOUT 600 STAFF, AND THAT STAFF AND THE LIBRARY MAKE A DIFFERENCE IN LIVES EVERY DAY IN THIS COMMUNITY. IN ADDITION TO, TO ALL THE CHANGES THAT ARE HAPPENING, WE BELIEVE THAT WE HAVE SOME UNIQUE OPPORTUNITIES, AND YOU WILL HEAR A BIT ABOUT THAT AS WE MOVE FORWARD. YOU CERTAINLY HEARD A BIT IN THE LAST SEVERAL MONTHS ABOUT THE THINGS THAT WE ARE DOING AROUND ROCKWOOD, FOR INSTANCE, IN SURVEYING THE, THE NEEDS OF KIDS WHO ARE NOT GETTING FED REGULARLY. OTHER WORK WE'RE DOING, INSURING THAT WE'RE HELPING IN THE WAYS THAT ARE APPROPRIATE FOR US WITH FOLKS WHO AREN'T HOUSED IN OUR COMMUNITY, AND THOSE ARE, THOSE ARE THE THINGS THAT WE HAVE ALWAYS DONE IN SOME RESPECT. BUT REALLY, TRYING TO BE MORE STRATEGIC ABOUT HOW WE CAN IMPACT THOSE NEEDS IN THE COMMUNITY AND, AND WHERE WE PUT RESOURCES IN ORDER TO DO SO. SO, THAT GAP THAT I TALKED ABOUT EARLIER, WIDENS EACH DAY, AND AS I MENTIONED, IT COULD BE AS SIMPLE AS KIDS WHO DON'T HAVE ACCESS TO, TO THE TECHNOLOGY THAT OTHER KIDS DO. IT COULD BE KIDS WHO

DON'T HAVE PARENTS REALLY ENGAGED IN THEIR EDUCATION. IT COULD BE FAMILIES THAT DON'T HAVE THE RESOURCES THAT THEY NEED TO BE SUCCESSFUL. WE ARE, DEFINITELY, A PART OF FILLING THAT GAP. IT RESULTS IN DISPARITIES IN ACADEMY ISSUING ACHIEVEMENT, GRADUATION RATES, EMPLOYMENT, AND POVERTY, AND INCARCERATION. AND WE BELIEVE THAT WE'RE WELL POSITIONED TO, TO HELP ADDRESS THOSE GAPS. SO, WHAT WE DECIDED TO DO TODAY, INSTEAD OF YOU JUST HEARING ME BLABBER ON, IS TO SHARE SOME STORIES BECAUSE WE BELIEVE, AT THE LIBRARY, THAT STORIES ARE REALLY POWERFUL, AND THAT STORIES ARE A NICE WAY TO MANIFEST AND REFLECT AND SORT OF ANIMATE WHAT WE'RE TALKING ABOUT IN TERMS OF THE PRIORITIES THAT THE LIBRARY IDENTIFIED FOR SERVING THIS COMMUNITY. STORIES LIKE THE ONE OF THE FAMILY OF SOMALI IMMIGRANTS WHO SPENT A REALLY GREAT DEAL OF TIME AT THE ROCKWOOD LIBRARY IN THE FIRST YEAR HERE IN OUR COMMUNITY ADJUSTING TO THE NEW LIFE IN THE U.S. AND TRYING TO MAKE SENSE OF IT. THE MEMBERS OF THE FAMILY HAVE JOKINGLY NOW TOLD OUR STAFF THERE AT ROCKWOOD THAT EVERYONE IN THE FAMILY WHO IS SEEKING EMPLOYMENT HAS FOUND IT BECAUSE THEY SPENT WAY TOO MUCH TIME IN THE LIBRARY, ATTENDING CLASSES, AND READING, LEARNING TECHNOLOGY, AND CONVERSING WITH STAFF TRYING TO DEVELOP SOCIAL SKILLS FOR A NEW CULTURE. AND THE NICE THING ABOUT THAT STORY, THAT, THAT IT DEMONSTRATES IS PEOPLE GET STUCK, AND THEY THINK THAT THE LIBRARY IS JUST ABOUT CHECKING OUT BOOKS. WHILE THAT'S AN ENORMOUS PIECE OF WHAT WE PROVIDE THIS COMMUNITY, AS EVIDENCED BY OUR CIRCULATION RATE, THERE IS SO MUCH MORE INVOLVED IN HOW THE LIBRARY IMPACTS THIS COMMUNITY. SO, WE'RE GOING TO TALK TO YOU A BIT TODAY ABOUT OUR PRIORITIES. WE HAVE A SET OF PILLARS THAT I WILL TALK ABOUT THAT ARE [INAUDIBLE], AND ON TOP OF THOSE, WE BUILD OUR STRATEGIC PRIORITIES THAT LAST ABOUT THREE YEARS. I THINK THAT'S A REALISTIC ASSESSMENT OF WHAT WE MIGHT UNDERSTAND THE FUTURE TO BE AND WHERE WE DECIDE TO, TO PUT RESOURCES. SO, THESE THREE PILLARS WERE DEVELOPED IN PARTNERSHIP WITH PEOPLE FROM OUR VARIOUS STAKEHOLDER GROUPS, OUR LIBRARY ADVISORY BOARD, THE FRIENDS OF THE LIBRARY, THE FOUNDATION, ALL FOLKS WHO ARE INVESTED IN THE LIBRARY'S FUTURE, AND THE, THE CHARGE FOR US WAS TO REALLY DETERMINE, YOU KNOW, IN A WORLD THAT'S CHANGING SO QUICKLY AND EVOLVING SO RAPIDLY SOMETIMES IN WAYS THAT WE CANNOT ANTICIPATE, WHAT'S THE UNIQUE ROLE OF VALUE THAT THE LIBRARY PROVIDES THIS COMMUNITY? IT TRANSCENDS TECHNOLOGY AND TIME AND IS IMMUTABLE. NO MATTER HOW THE WORLD CHANGES, WHAT CAN YOU COUNT ON AT THE PUBLIC LIBRARY, AND THE THREE PILLARS THAT, THAT WE CAME UP WITH WERE, WERE THE NOTION OF FREE ACCESS FOR ALL, AND I WILL NOTE THAT EVERY WORD IN EACH OF THESE IS REALLY IMPORTANT. THE NOTION THAT IT'S FREE, THAT YOU DON'T HAVE TO MAKE SURE THAT YOU HAVE MONEY IN YOUR POCKET IN ORDER TO WALK INTO THE PUBLIC LIBRARY, AND THAT, THAT ACCESS, YOU KNOW, GIVEN, I THINK, A LOT OF FOLKS ASSUME THAT

EVERYTHING IS ON THE INTERNET, AND AS A RESULT, EVERYBODY ALREADY HAS ACCESS TO EVERYTHING, AND WE KNOW THAT THAT'S NOT TRUE. IT'S FOR EVERYBODY. AGAIN, IT'S NO MATTER WHO YOU ARE, NO MATTER YOUR BACKGROUND, NO MATTER YOUR RESOURCES, YOUR BELIEFS, YOU HAVE THE SAME ACCESS TO ALL OF THE RICHES OF THE PUBLIC LIBRARIES. ANYBODY ELSE IN THIS COMMUNITY. THE NOTION THAT WE ARE A TRUSTED GUIDE FOR LEARNING. YOU KNOW, I THINK THAT PEOPLE THINK OF PUBLIC LIBRARIES AS A LEARNING INSTITUTION SORT OF VAGUELY. WE HAVE BEEN INVOLVED IN SUPPORTING K-12 SUCCESS FOR DECADES, AND WE'LL CONTINUE TO DO SO IN PARTNERSHIP WITH SCHOOLS IN THE COMMUNITY. BUT ALSO, IN OUR STORY TIMES, FOR INSTANCE, OUR STORY TIMES ARE NOT JUST STORY TIMES. WE HAVE TRAINED PROFESSIONALS GIVING THE STORY TIMES THAT AS PART OF THE PROGRAMS, ENSURE THAT, THAT THE PARENTS UNDERSTAND THOSE BUILDING BLOCKS OF EARLY LITERACY THAT WOULD RESULT IN THE CHILD WHO IS READY TO LEARN WHEN HE OR SHE ENTERS KINDERGARTEN AND IS EXCITED ABOUT READING. MANY OTHER THINGS, INCLUDING SUPPORTING FOLKS IN THEIR ADULT YEARS, WHO ARE TRYING TO, TO GET A GED OR A HIGH SCHOOL DIPLOMA OR JUST LEARN MORE ABOUT LIFE IN THE WORLD AROUND THEM. THE FACT THAT WE ARE A PUBLIC LIBRARY RESULTS IN PEOPLE FEELING, I THINK, A LOT MORE COMFORTABLE SOMETIMES, ESPECIALLY IF YOU ARE IN A VULNERABLE POSITION OR MAYBE NOT FEELING LIKE THEY ARE COMFORTABLE GOING TO SOME OF THE MORE FORMAL INSTITUTIONS FOR ASSISTANCE, WE'RE FAIRLY BENIGN, FRIENDLY STAFF, AND WE'RE TRUSTED. PEOPLE TRUST THIS INSTITUTION, SO WE TAKE THAT ROLE SERIOUSLY. AND THE LAST PILLAR IS THE NOTION OF THE LIBRARY AS A LEADING ADVOCATE FOR READING, AND I THINK WHEN PEOPLE THINK OF THE LIBRARY, THEY THINK OF READING. I WANT THEM TO THINK NOT JUST OF READING IN THE SENSE OF CHECKING OUT BOOKS, BUT THAT WE'RE ALSO ADVOCATING FOR READING AS AN ENORMOUS ASSET FOR ONE'S OWN DEVELOPMENT, BUT ALSO, AN ASSET FOR THE COMMUNITY TO ENSURE THAT PEOPLE ARE, ARE READING AND LEARNING AND ENGAGED AND GETTING WHAT THEY NEED. OFTEN, IT IS SELF DRIVEN, AND OUR STAFF ARE THERE TO HELP PEOPLE FIND WHAT IT IS THAT THEY ARE INTERESTED IN READING NEXT. SO, ON TOP OF THESE THREE PILLARS, WE HAVE OUR STRATEGIC PRIORITIES, FIVE OF THEM AND, AND AS I MENTIONED EARLIER, THEY ARE MEANT TO COVER ABOUT THREE YEARS. THE NICE THING IS, IN THREE YEARS, IN ABOUT TWO YEARS, WE'LL REVIEW THOSE AGAIN, TAKE A LOOK AT OUR COMMUNITY AND SEE WHERE THE NEEDS ARE AND DO A LOT OF ANALYSIS, PULL TOGETHER THE DATA NECESSARY, TALK TO ALL OF YOU, TALK TO, TO OUR STAKEHOLDERS, AND TALK TO THE COMMUNITY AND DETERMINE, OK, WHERE IS IT THAT WE NEED TO CONTINUE TO, TO TARGET RESOURCES, AND ARE THERE EMERGING NEEDS THAT WE'RE NOT CURRENTLY PRIORITIZING THAT WE SHOULD BE. SO, THOSE THINGS ARE REFLECTED IN OUR FIVE PRIORITIES, AND BECKY AND I WILL GO THROUGH THOSE FOR YOU BECAUSE I FIGURED BY NOW, YOU ARE PROBABLY TIRED OF LOOKING AT ME. WE'RE GOING TO GO THROUGH THOSE PRIORITIES, AND

WITH EACH ONE OF THEM, WE'LL SHARE ANOTHER STORY THAT SORT OF ILLUSTRATES WHAT THAT PRIORITY MEANS IN THIS COMMUNITY. SO, THE FIRST PRIORITY IS, IS, IS A REALLY IMPORTANT ONE TO US. IT'S -- WE CALL IT, WE THINK YES, AND IT'S OUR CUSTOMER SERVICE INITIATIVE. I THINK IT'S THE CASE THAT, THAT PRETTY MUCH EVERYBODY IN THIS COMMUNITY HAS SAID THAT THEY GET GOOD SERVICE FROM THE PUBLIC LIBRARY, BUT WE REALLY WANTED TO SORT OF FORMALIZE THAT AND INSTITUTIONALIZE IT AND GUARANTEE THAT, THAT PEOPLE WHO USE THE PUBLIC LIBRARY COME, ARE GOING TO COME AWAY FEELING REALLY GOOD ABOUT THE SERVICE THAT THEY GOT BECAUSE THE PUBLIC IS WHO PAYS FOR THIS LIBRARY AND EVERYBODY WHO WORKS IN IT, SO WE FEEL VERY STRONGLY ABOUT INSURING THAT WE ARE SERVING THEM TO THE BEST OF OUR ABILITY. SO WE CREATED THIS CUSTOMER SERVICE INITIATIVE A FEW YEARS BACK THAT WE CALL, WE THINK YES, AND IT HAS SINCE BECOME A NATIONAL MODEL FOR THE LIBRARIES AROUND THE COUNTRY. WE HAVE DONE A WEBINAR FOR THE LIBRARIES ALL OVER THE COUNTRY, AND WE HAVE GOTTEN LOTS OF REQUESTS FOR THE CURRICULUM BEHIND IT AND, AND EVERYTHING THAT GOES INTO IT. SO, WE'RE PRETTY PROUD OF IT. WE SYSTEMIZE TRAINING AND PERFORMANCE EXPECTATIONS. WE INCLUDE IN STAFF PERFORMANCE REVIEWS, A GOAL AROUND OUR WE THINK YES CUSTOMER SERVICE INITIATIVE, AND WE DO MEASUREMENT AND ENSURE THAT WE ARE HITTING OUR GOALS, AND WE RECOGNIZE FOLKS ARE DOING A REALLY GREAT JOB IN MEETING THOSE GOALS. IT'S BEEN A LONG PROCESS, BUT STAFF HAVE REALLY EMBRACED IT AND REALLY REFLECTED ON IT IN OUR SERVICE AND, AND WE HAVE SEEN THE RESULTS. OUR MOST RECENT SURVEY INDICATED 98% PATRON RATE OF SATISFACTION. WE'RE PRETTY DARN PROUD OF THAT. SO, A DEMONSTRATION OF THAT SORT OF WE THINK YES ATTITUDE AND STAFF, IT IS IN THE FOLLOWING STORY ABOUT A CENTRAL LIBRARY EMPLOYEE WHO SHARED AN ENCOUNTER WITH A PATRON THIS PAST YEAR. IN THE COURSE OF THAT PATRON'S CONVERSATION WITH OUR STAFF MEMBER, HE REVEALED HIS MONTH ERR WAS SUFFERING A TERMINAL ILLNESS, AND HE WAS VERY DISTRAUGHT. OUR STAFF MEMBER CONVEYED THE SYMPATHY AND SHARED HER OWN EXPERIENCE OF HAVING RECENTLY LOST HER FATHER. SHE ALSO TOLD HIM THAT SHE COULDN'T EASE HIS PAIN, BUT THAT SHE COULD HELP HIM TO GET WHAT HE NEEDED AT THE LIBRARY AND EASE A SMALL BURDEN OF THAT PAIN. AFTER SHE ASSISTED HIM, HE CLASPED HER HAND IN BOTH OF HIS AND SAID, "THANK YOU, THANK YOU, YOU DON'T KNOW HOW MUCH YOUR KINDNESS MEANT. I DON'T HAVE ANYONE HERE. YOU CARED AND HEARD ME. THANK YOU." SO PART OF IT IS, YOU KNOW, INSTILLING IN OUR STAFF THAT IT'S, IT'S A GOOD THING AND IT'S APPROPRIATE TO, TO SEE THE WORLD FROM OUR PATRON'S PERSPECTIVES, AND DEVELOP THAT SORT OF EMPATHY FOR WHERE THEY ARE COMING FROM AND FIGURE OUT HOW WE CAN, WE CAN HELP IN WHATEVER MANNER MAKES SENSE FROM THE LIBRARY. THE SECOND PRIORITY IS WE CHAMPION READING FOR ALL. LIBRARIES IN READING ARE FOR EVERYONE. THEY ARE FOR THE BABY WHO IS, WHOSE EXPERIENCE OF READING IS TOUCHING A

BOOK OR CHEWING A BOOK OR HEARING A SOOTHING VOICE GIVE LIFE TO THE IMAGES THAT THEY SEE. THEY ARE FOR AN ADULT WHO LEFT SCHOOL AT AN EARLY AGE AND WANTS TO BETTER HIS OR HER STATION IN LIFE WITH IMPROVED LITERACY SKILLS. THEY ARE FOR THE PATRONS SEEKING TO EXPERIENCE A VIVID ADVENTURE IN OUR OWN MIND AS A DIVERSION FROM THE ROUTINE OF EVERY DAY LIFE, AND THEY ARE FOR PEOPLE LIKE ME WHO LOVE THOSE WHO HAVE DONE IT MYSTERIES AND GET A LOT OF PLEASURE OUT OF THOSE. LIBRARIES ARE A PLACE WHERE PEOPLE, WHERE A PERSON CAN EXPRESS WHAT IS INTERESTING OR COMPELLING TO THEM ABOUT CERTAIN BOOKS AND AUTHORS AND HAVE SOMEONE LISTEN AND CONSIDER THAT INFORMATION WITH ONE GOAL, FINDING THEM THEIR NEXT GREAT READ, NOT SELLING THEM SOMETHING. SO, HERE'S ANOTHER STORY. A LONG-TIME PATRON OF THE HOLLYWOOD LIBRARY, WHO IS BLIND, VISITS REGULARLY EACH WEEK AS PART OF HER ERRANDS. OVER TIME, SHE HAS BUILT A RELATIONSHIP WITH THE STAFF THERE, WHO ASSIST HER IN SELECTING AUDIO BOOKS. OUR STAFF MEMBER HAS COME TO KNOW HER LITERARY TASTES VERY WELL, AND TOGETHER THEY CAN PICK OUT HER 15 MEDIA ITEMS EASILY EVERY TIME THAT SHE MAKES THE TRIP TO THE LIBRARY. SO, PART OF IT IS THAT WHOLE IDEA OF, OF GETTING TO KNOW PATRONS. IT'S NOT POSSIBLE WITH 770,000 PEOPLE IN MULTNOMAH COUNTY, BUT I CAN TELL YOU THAT OUR STAFF HAVE A LOT OF CONNECTION TO THE PEOPLE WE SERVE AND REGULARLY HAVE A PERSONAL CONNECTION WITH PEOPLE, WHICH REALLY ENRICH WHAT THEY ARE GETTING FROM THE LIBRARY. OUR THIRD PRIORITY IS WE HELP THE COMMUNITY FLOURISH, AND OUR, OUR LIBRARY SERVICE COMMUNITY HUBS, PEOPLE VISIT THE LIBRARY TO READ, TO LEARN, TO TALK, TO DISCOVER, AND TO SEEK ASSISTANCE IN MAKING THEIR LIVES BETTER AND RICHER. WE HELP PEOPLE WITH BASIC COMPUTER SKILLS, JOB APPLICATIONS, AND FINANCIAL LITERACY. MANY OF THE PEOPLE WHO USE THE PUBLIC LIBRARY DON'T HAVE THE ACCESS TO THE INTERNET IN ANY OTHER WAY. WHILE MANY MORE PEOPLE, INCREASINGLY, HAVE SOME CONNECTIVITY TO THE INTERNET WITH SMART PHONES, THESE DEVICES PRESENT SOME MAJOR GAPS THAT LIBRARIES ADDRESS, INCLUDING PROVIDING STAFF WHO HELP THEM NAVIGATE THE TECHNOLOGY, AND OFTEN, YOU KNOW, FOR THE FIRST TIME. MANY EMPLOYERS, INCLUDING MULTNOMAH COUNTY, AS YOU KNOW, HAVE MOVED TO ONLINE APPLICATION PROCESSES ONLY. FOLKS WHO ARE SEEKING WORK HAVE TO BE ABLE TO ACCESS THE INTERNET AND FILL OUT THOSE JOB APPLICATIONS. LIBRARIES ARE A CRITICAL PATH TO ACCESSING EMPLOYMENT OPPORTUNITIES FOR MANY OF THE PEOPLE IN THIS COMMUNITY. THIS WAS REALLY EVIDENT IN WHAT WE LEARNED FROM A PROGRAM WE DID CALLED LIBRARIES FOR LIVELIHOODS THAT WAS SPONSORED BY COMMISSIONER SMITH LAST YEAR. AS A RESULT OF THIS EFFORT, WE INCREASED FOCUS ON A RANGE OF JOB SEEKER SURVEYS IN RESPONSE TO THE ECONOMY AND WHAT WAS HAPPENING IN THE COMMUNITY. FROM HELP WITH RESUMES AND APPLICATIONS TO NEW PROGRAMS FOR JOB-SEEKERS, THIS WAS AN IMPORTANT ONE THAT FOCUSED ON USING SOCIAL MEDIA AND ONE-ON-ONE

INTERVIEWING SKILLS, SO WE WOULD, YOU KNOW, GIVE PEOPLE AN OPPORTUNITY TO PRACTICE INTERVIEW SKILLS, OFTEN FOR THE FIRST TIME WHO ARE SEEKING JOBS. WE OFFER ONE OF THE ONLY SOURCES OF FREE MEETING SPACE AVAILABLE IN THIS COMMUNITY, AND THAT SPACE IS AVAILABLE TO ANYONE WHO WANTS TO USE IT AS LONG AS THEY ARE NOT SELLING SOMETHING, AND IT'S OPEN TO THE PUBLIC. WE HELP PEOPLE WITH INCOME TAX PREPARATION. WE OFFER INFORMATION ABOUT HEALTH CARE RESOURCES AND HOW TO CONNECT WITH HUMAN SERVICES, AS YOU HEARD LAST WEEK FROM US. SO, A STORY RELATED TO THAT, AT THE KENTON LIBRARY, WHICH IS ONE OF THE NEWER BRANCHES IN COMMISSIONER SMITH'S DISTRICT, THE STAFF THERE ARE FAMILIAR WITH A PATRON DEALING WITH A SERIES OF DIFFICULT PERSONAL CHALLENGES, A JOB LAYOFF, DEALING WITH THE CARE OF AN AILING PARENT AND FACING THE FORECLOSURE OF HIS HOME, WHICH UNFORTUNATELY, WAS NOT AN UNCOMMON EXPERIENCE FOR MANY FOLKS, AND STILL IS IN THIS COMMUNITY IN THE LAST FEW YEARS. THE STAFF HELPED HIM WITH HIS RESUME, HIS JOB SEARCH, AND IN SEEKING RESOURCES TO ADDRESS HIS HOUSING SITUATION. HE TOOK COMPUTER CLASSES AND MADE APPOINTMENTS FOR ONE-ON-ONE ASSISTANCE. WHEN HE LEARNED A PROGRAM TO HELP WITH HIS HOME SITUATION REQUIRED EMPLOYMENT, HE FELT EVEN MORE PRESSURE. A WHILE LATER, ONE OF OUR STAFF RAN INTO THIS PATRON AT FRED MEYER, WHERE HE WAS WORKING. HE EXPRESSED HIS GRATITUDE FOR THE HELP HE RECEIVED FROM THE LIBRARY AND TOLD OUR STAFF THAT THE LIBRARY WAS THE REASON THAT HE GOT A JOB. THOSE ARE TRANSFORMATIVE EXPERIENCES, AND WE REALLY VALUE THE ROLE THAT WE PLAY IN PROVIDING THOSE.

>> PART OF THAT IS WE PREPARE YOUNG MINDS FOR SUCCESS. WE SERVE EVERY CHILD. OUR SERVICES CREATE YOUNG LEARNERS READY FOR KINDERGARTEN AND EXCITED TO EXPLORE THE WORLD. WE SUPPORT PARENTS AND CAREGIVERS IN LEARNING TO PROVIDE MEANINGFUL EXPERIENCES WITH YOUNG CHILDREN AS WE TEACH AND MODEL EARLY LITERACY SKILLS. WE OPEN UP THE WORLD OF BOOKS, MUSIC, CULTURE, AND PLAY, AND THROUGH ACCESS TO A HIGH QUALITY COLLECTION OF MATERIALS AND PROGRAMS. WE KNOW THAT READING ABILITIES AND BENCHMARKS ARE CLEAR AND POWERFUL SUCCESS INDICATORS LATER IN LIFE. WHETHER A YOUNG CHILD READS WITH HIS FAMILY AND WHAT HIS THIRD GRADE READING PROFICIENCY LEVEL IS, ARE TWO OF THESE IMPORTANT INDICATORS. SO, WE DEVOTE A LOT OF TIME AND ENERGY AND EFFORT TO THAT EARLY LEARNING AGE. MULTNOMAH COUNTY LIBRARY CIRCULATES 90 BOOKS A YEAR FOR EVERY BABY, TODDLER, AND PRESCHOOLER IN MULTNOMAH COUNTY. BY THE TIME A CHILD ENTERS KINDERGARTEN, THAT'S NEARLY 500 BOOKS IN HIS OR HER LIFE FROM THE LIBRARY ALONE. HAVING A 500-BOOK LIBRARY OR HAVING UNIVERSITY EDUCATED PARENTS PROPELS A CHILD 3.2 YEARS FURTHER IN EDUCATION ON AVERAGE. SO, THAT'S A BIG PIECE. THE LIBRARY'S MESSAGE TO PARENTS

IS THAT PARENTS OF ANY EDUCATIONAL LEVEL CAN BOOST THEIR OWN CHILDREN'S READINESS FOR SCHOOL AND IMPROVE THEIR PATH TO SUCCESS LATER IN LIFE. SO THE LIBRARY TEACHES PARENTS AND CAREGIVERS THROUGH HUNDREDS OF CLASSES EACH YEAR, THE SIMPLE TOOLS ANYONE CAN USE TO PREPARE THEIR CHILD FOR LEARNING. MANY OF THESE CHILDREN GROW UP TO BE SUMMER READING VOLUNTEERS AND PARTICIPATE IN THE SUMMER READING PROGRAM. OF COURSE, ALONG THE WAY, SO THAT'S ANOTHER WAY THAT THE LIBRARY CONNECTS WITH KIDS, AND HERE'S A STORY ABOUT ONE OF THOSE YOUNG SUMMER READING VOLUNTEERS. THIS IS A YOUNG GIRL AT THE GRESHAM LIBRARY WHO FACED A TUMULTUOUS HOME LIFE DURING HER FOUR YEARS AS A VOLUNTEER. SHE TURNED TO SOMEONE AT THE LIBRARY AS A REFERENCE FOR AN APPLICATION TO LINFIELD COLLEGE. LATER, SHE PROBABLY RETURNED TO VISIT THAT STAFF PERSON TO DELIVER HER HIGH SCHOOL GRADUATION ANNOUNCEMENT, A THANK YOU CARD, AND SOME IMPORTANT NEWS. SHE HAD BEEN ACCEPTED ON EARLY ADMISSION AND RECEIVED A \$5,000 ANNUAL SCHOLARSHIP DUE TO HER HARD WORK, DUE TO THE LETTER OF RECOMMENDATION OF COURSE AND MORE FUNDAMENTALLY, DUE TO THE TRUSTING RELATIONSHIP SHE HAD ESTABLISHED. SHE PROMISED TO RETURN AS A VOLUNTEER, AND I AM SURE THAT WE'LL SEE HER AGAIN.

>> THAT'S AN INTERESTING -- ANOTHER ONE OF THOSE, THOSE SPACES WHERE YOU REALIZE, YOU KNOW, THE INTENTION IS, WE NEED A VOLUNTEER DESPERATELY BECAUSE WE SERVE OVER 100,000 KIDS EVERY SUMMER, IN OUR SUMMER READING PROGRAM. BUT, THERE IS THIS HUGE BENEFIT TO THE KIDS WHO PARTICIPATE AS VOLUNTEERS IN THAT PROGRAM. FOR MANY, IT IS THEIR FIRST JOB, AND THAT'S A WONDERFUL SORT OF OFFSHOOT OF THAT PROGRAM. THE FIFTH AND FINAL PRIORITY FOR THE LIBRARY AT THIS TIME IS, IS ONE WE CALL, WE SPEAK YOUR LANGUAGE, AND YOU ALL HAVE HEARD US TALK ABOUT THIS. WE'RE VERY PROUD OF THE WORK THAT WE DO IN SERVING FOLKS IN THIS COMMUNITY FOR WHO ENGLISH IS NOT A FIRST LANGUAGE. WE DO THAT IN FIVE LANGUAGES BESIDES ENGLISH, INCLUDING OUR FIRST SOMALI SPEAKING EMPLOYEE. WE SERVE OUR PATRONS WITH MATERIALS AND RESOURCES THAT ARE RELEVANT AND USEFUL TO THEM. OUR LANGUAGES THAT WE, WE TARGET ARE, OF COURSE, SPANISH, VIETNAMESE, RUSSIAN, CHINESE, AND AS I JUST MENTIONED, SOMALI. WE ENGAGE PEOPLE OF ALL AGES AND CULTURAL BACKGROUNDS WITH FREE OPPORTUNITIES AND GUIDANCE TO HELP THEM LEARN ENGLISH, TO BUILD JOB AND TECHNOLOGY SKILLS, OFTEN IN CLASSES, PROVIDED IN THOSE LANGUAGES, AND TO PREPARE FOR CITIZENSHIP AND ATTAIN EDUCATIONAL GOALS. WE ACTIVELY MONITOR SHIFTING DEMOGRAPHIC AND POVERTY DATA IN OUR COMMUNITY TO MOST EFFECTIVELY TARGET OUR RESOURCE, AND THAT WAS PART OF WHY WE RECENTLY ADDED SOMALI TO OUR COLLECTION OF WE SPEAK YOUR LANGUAGE GROUPS, AND I IMAGINE, AS OUR COMMUNITY CHANGES, WE'LL ADD OTHERS. NEARLY ONE IN FIVE PEOPLE IN MULTNOMAH COUNTY SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME.

20%. THE LATINO POPULATION IN MULTNOMAH COUNTY GREW 56% BETWEEN 2000 AND 2008 ALONE, FAR HIGHER THAN ANY OTHER SEGMENT OF THE POPULATION. AND WE DO A LOT OF WORK NOT JUST IN TERMS OF THE COLLECTION AND OUR STAFF, BUT IN TERMS OF THE OUTREACH TO THOSE COMMUNITIES IN THEIR NEIGHBORHOODS, IN THE, THE PLACES WHERE THEY LIVE, AS WELL, AND IN THOSE LANGUAGES. ALSO, IN RECENT YEARS WE HAVE SEEN A DRAMATIC SHIFT IN POVERTY EASTWARD IN OUR COUNTY, AND WE HAVE RESPONDED WITH ADDITIONAL SUPPORT AT SCHOOLS, CHILDCARE CENTERS, WORK WITH PARENTS AND BY STAFFING OUR LOCATIONS, WHO ARE PART OF THOSE COMMUNITIES THAT SWERVE, AND IF YOU WERE TO LOOK AT THE TRAJECTORY OF THE SERVICES, YOU WILL SEE THAT INCREASINGLY A LOT OF OUR WORK, OUR OUTREACH WORK TO YOUNG CHILDREN IS SHIFTING TO SERVING THE NEEDS OF THE FOLKS LIVING OUT IN EAST COUNTY. SO, ANOTHER STORY ABOUT FOLKS IN -- BENEFITING FROM THOSE SERVICES, A PATRON AT THE HOLGATE LIBRARY CAME IN NEARLY EVERY DAY, ASKING STAFF QUESTIONS LIKE WHO IS OUR REPRESENTATIVE? OUR SENATOR? WHO IS THE SECOND PRESIDENT? OBVIOUSLY, OUR STAFF FIGURED OUT THAT, THAT HE MUST HAVE BEEN PREPARING TO TAKE HIS CITIZENSHIP TEST, AND THEY DIRECTED HIM TO, TO, TO A HUGE WEALTH OF RESOURCES THAT THE LIBRARY PROVIDES ACCESS TO. ONE DAY THE PATRON RETURNED, BEAMING, AND SHOOK THEIR HANDS, ALL OF THEM, THAT HAD HELPED THEM SAYING, I AM NOW AN AMERICAN CITIZEN, AND HE THANKED THEM FOR MONTHS OF HELPING HIM GET THERE. THAT SHOULD JUST ONE OF MANY STORIES THAT WE HAVE HEARD AND EXPERIENCED AT THE LIBRARY. SO, THAT WRAPS UP OUR PRESENTATION. I WANT TO SAY THANK YOU FOR YOUR SUPPORT. THIS IS AN AMAZING LIBRARY SERVING AN AMAZING COMMUNITY, AND IT HAS BENEFITED FROM THE SUPPORT OF ALL OF YOU AS THE BOARD OF COUNTY COMMISSIONER AND IS NOW AS MULTNOMAH COUNTY LIBRARY COMMISSIONERS. WE'RE VERY GRATEFUL FOR ALL YOU HAVE DONE. THESE ARE JUST A FEW STORIES THAT HAVE COME TO LIFE IN OUR 19 LOCATIONS. WE KNOW THAT COUNTLESS MORE WILL HAPPEN TOMORROW, NEXT WEEK, OR NEXT YEAR. WE'LL BE SURE TO PASS THOSE ONTO YOU. I AM VERY GRATEFUL AND VERY PROUD TO BE A PART OF THIS ORGANIZATION. FOR NEARLY 150 YEARS, MULTNOMAH COUNTY LIBRARIES HAS BEEN A FORCE FOR GOOD IN OUR COMMUNITY. IN PARTNERSHIP AND COLLABORATION WITH MANY OTHERS. WORKING TOWARDS COMMON GOALS. WE LOOK FORWARD TO COMING BEFORE YOU AGAIN TO SHARE THE GOOD WORK OF MULTNOMAH COUNTY LIBRARY. THANK YOU, AND I AM OPEN TO QUESTIONS.

>> QUESTIONS AND COMMENTS?

Commissioner Smith: I HAVE A COMMENT.

Chair Madrigal: COMMISSIONER SMITH.

Commissioner Smith: THANK YOU FOR THAT PRESENTATION. IT FEELS LIKE I WAS LISTENING YOU TO LAST WEEK, TOO. I ALWAYS LOVE TO LISTEN TO YOU TALK ABOUT THE LIBRARY, AND A COUPLE THINGS. AS WE WERE TOURING THE THREE LIBRARIES, NORTH PORTLAND AND ST. JOHN'S, ONE OF THE THINGS VERY CLEAR TO ME IS THAT WE HAVE BOOSTED THE ECONOMY A BIT BECAUSE WE HAVE HAD TO HIRE NEW FOLKS. CAN YOU KIND OF TALK ABOUT THAT A BIT ABOUT HOW YOU HAD TO STAFF --

>> ABSOLUTELY. SO, A COUPLE THINGS ABOUT THAT. WE TALK A LOT ABOUT THE PUBLIC LIBRARY BEING AN ECONOMIC DRIVER, AND THERE IS A LOT OF EVIDENCE TO THAT END, INCLUDING COMMISSIONER SMITH, WHAT YOU ARE DESCRIBING. WHEN WE PLAYED THOSE REDUCTIONS LAST YEAR, A LOT OF STAFF EITHER LOST THEIR POSITIONS OR MORE SO, WERE DEMOTED TO A LOWER CLASSIFICATION OR FEWER HOURS. WITH THE PASSAGE OF THE LIBRARY DISTRICT, WE WERE ABLE TO HIRE THOSE FOLKS BACK AND RESTORE MOST OF THEM TO THEIR EARLIER CLASSIFICATIONS, AND ACTUALLY, PROMOTE A LOT OF THEM. SO, THERE WAS, DEFINITELY, A DIFFERENCE IN THIS COMMUNITY IN TERMS OF THE BENEFITS ECONOMICALLY TO FOLKS WHO LIVE AND WORK IN THIS COMMUNITY. ALSO, YOU KNOW, I THINK I SHARED WITH YOU, COMMISSIONER SMITH, A FUN STORY ABOUT THE KENTON LIBRARY, WHICH IS THAT THE WOMAN WHO OWNS THE POSEY'S CAFE AND COFFEE SHOP JUST DOWN THE STREET FROM THE LIBRARY, I DON'T KNOW IF YOU ARE FAMILIAR WITH THAT, WE DID A LITTLE PRESS CONFERENCE SHORTLY BEFORE THE KENTON LIBRARY OPENED WITH THEN MAYOR SAM ADAMS BECAUSE THEY, AT THE CITY, HAD DONE A BUNCH OF RESTORATION WORK ALONG DENVER AVENUE THERE. THEY INVITED US TO PARTICIPATE. ALSO, THERE SPEAKING WAS THE WOMAN WHO OWNS THE RESTAURANT. AND SHE SAID, I WANT YOU TO KNOW WHEN I WAS THINKING ABOUT OPENING MY COFFEE SHOP, I HAD A COUPLE OF LOCATIONS IN MIND, AND WHEN I FOUND OUT THAT A PUBLIC LIBRARY WAS GOING IN HERE, ON THIS STREET, I CHOSE THIS, THIS SPOT FOR MY LIBRARY. SHE KNOWS THAT PEOPLE GOING TO THE LIBRARY OFTEN COMBINE THAT WITH OTHER ERRANDS OR OTHER SPENDING THAT THEY HAVE TO DO. SO, THAT'S A REALLY WONDERFUL BENEFIT OF PUBLIC LIBRARIES IN THE COMMUNITY.

Commissioner Smith: GOOD. THANK YOU FOR ALL THE SUPPORT THAT YOU GIVE THE COMMUNITY MEMBERS, AND AS I SAID BEFORE LAST WEEK, THE LIBRARY IS NOT JUST ABOUT CHECKING OUT BOOKS. IT IS A COMMUNITY SERVICE. IT'S A COMMUNITY KIND OF PLACE TO GO AND LEARN AND INTERACT WITH FOLKS IN YOUR NEIGHBORHOOD. SO, THANK YOU FOR THAT.

Chair Madrigal: COMMISSIONER McKEEL?

Commissioner McKeel: THANK YOU. I ALWAYS LOVE SHARING THE GOOD NEWS WITH THE COUNTY, AND ESPECIALLY, THE LIBRARY, AND I THINK THAT WE ALL

RECOGNIZE HOW, HOW SPECIAL OUR LIBRARIES ARE, BUT I THINK THAT, THAT THESE STORIES REALLY ILLUSTRATE EVEN MORE HOW SPECIAL THEY ARE AND THE PEOPLE THAT ARE THERE AND THE CONNECTIONS AND THE RELATIONSHIPS THAT THEY MAKE WITH THE COMMUNITY, AND THAT IS SO IMPORTANT. AND YOU KNOW, I GO IN THE TROUTDALE AND THE GRESHAM LIBRARY, AND I AM USUALLY IN AND OUT TO GET MY BOOK ON HOLD OR WHATEVER I'M DOING, YOU KNOW. BUT I'M ALWAYS STRUCK WHEN I GO IN THERE TO LOOK AROUND AND SEE THE STAFF HELPING PEOPLE AND ALL THE GROUPS GOING ON, AND IT'S JUST SO AMAZING, THE COMMUNITY THAT GOES ON INSIDE THE LIBRARY. TALKING ABOUT THE, THE RESTAURANT BY THE KENTON LIBRARY, I SAT ON THE SIDING FOR THE TROUTDALE LIBRARY TWICE, I THINK -- NO. BUT, IT IS INTERESTING HOW IMPORTANT IT IS TO SOME OF THE BUSINESSES, YOU KNOW, TO HAVE THAT LIBRARY WHERE THEY ARE BECAUSE THEY KNOW THE IMPORTANCE OF HAVING THE LIBRARY THERE. SO, SO MANY GOOD THINGS. SO, THANK YOU VERY MUCH, AND THANK YOU FOR ALL YOUR WORK.

>> APPRECIATE IT, COMMISSIONER.

Chair Madrigal: COMMISSIONER SHIPRACK.

Vice-Chair Shiprack: THANK YOU, OH, BOY, MY TURN. [LAUGHTER] I WANTED TO UNDERLINE SOMETHING THAT YOU ALREADY SAID, WHICH IS I'M GOING TO PARAPHRASE HERE, AND THAT IS THAT THERE IS NOTHING SO DELIGHTFUL TO A READER AS A TRUSTED RECOMMENDATION FOR THE NEXT BOOK. SO VAILEY OEHLKE --

Ms. Oehlke: I AM READY, COMMISSIONER.

Vice-Chair Shiprack: HAVE YOU READ ANYTHING GOOD LATELY?

Ms. Oehlke: ABSOLUTELY, I AM CURRENTLY READING AT A GLACIAL PACE, I MUST CONFESS. THE ORCHARDESS BY AMANDA COPELAND, HAVE YOU HEARD THAT?

Vice-Chair Shiprack: HEARD OF IT.

Ms. Oehlke: IT'S VERY GOOD. IT IS KIND OF A LITTLE ODD AT FIRST. YOU KIND OF HAVE TO GET THROUGH THE FIRST 100 OR SO PAGES BECAUSE I'M SORT OF -- SOME STRANGE THINGS HAPPEN, WHICH IS A SIGN OF A GOOD BOOK. IT KEEPS YOU KIND OF HOOKED. BUT, IT'S BEEN VERY WELL REVIEWED, AND I AM ENJOYING IT. I JUST NEED ANOTHER VACATION SO THAT I CAN FINISH IT. I DID TAKE HOME, CHAIR MADRIGAL, STUCK RUBBER BABY, PER YOUR RECOMMENDATION. IT VISITED MY HOUSE, AND THEN SOME DARN PERSON PROBABLY ONE OF OUR STAFF, BECAUSE YOU SUGGESTED IT, ON OUR STAFF DAY, PUT A HOLD ON IT. I HAD TO RETURN IT BEFORE I WAS ABLE TO READ IT.

>> I MISSED THE TITLE.

>> STUCK RUBBER BABY. IT'S A GRAPHIC NOVEL THAT CHAIR MADRIGAL IN HER REMARKS AT OUR STAFF DAY MENTIONED THAT HER HUSBAND HAD READ AND RECOMMENDED, AND IT WAS ONE OF THE -- I CAN'T REMEMBER -- IT WAS THE CONNECTION TO THE LIBRARY, ONE OF THE THINGS THAT HE HAD CHECKED OUT FROM THE LIBRARY THAT REALLY --

>> CHANGED HIS WORLD VIEW.

>> YEAH.

Vice-Chair Shiprack: LIFE IS SHORT, AND THERE ARE A LOT OF BOOKS. SO, AND FOR THOSE OF US WHO HAVE OTHER PULLS ON OUR AVAILABLE TIME, THAT REFINES THE JUSTIFICATION TO GO TO THE LIBRARY, OR IF YOU SHOULD BE SO FORTUNATE, TO BE ONE OF FIVE COUNTY COMMISSIONER SAYS, ASK THE LIBRARIAN FOR A GOOD BOOK RECOMMENDATION.

>> THANK YOU, AND THAT'S A REALLY GREAT SORT OF CONNECTION TO SOME WORK WE'RE DOING NOW ABOUT REALLY HIGHLIGHTING THE ADDED VALUE OF USING THE LIBRARY FOR YOUR NEXT GREAT READ. THERE ARE A TON OF WAYS TO CHOOSE THE NEXT BOOK. A LOT OF FOLKS USE THE AMAZON, YOU KNOW, PEOPLE LIKE YOU LIKED THIS, WHICH ARE ALL BASED ON ALGORITHMS, AND PEOPLE YOU HAVE NEVER MET, PEOPLE WHO DON'T KNOW YOU, AND THE PUBLIC LIBRARY IS ABOUT DEVELOPING THOSE RELATIONSHIPS SO THEY KNOW KIND OF WHAT SORTS OF BOOKS YOU MIGHT LIKE TO READ AND THEN CAN DEVELOP AN ONGOING UNDERSTANDING OF THAT AND CONTINUE TO PROVIDE YOU WITH ANOTHER TITLE THAT FITS KIND OF WHAT YOU ARE THINKING YOU MIGHT WANT. WE DO THAT NOT JUST IN PERSON. YOU DON'T HAVE TO WALK INTO A BUILDING. WE DO IT VIA CHAT, AND WE DO IT VIA EMAIL AND BY TELEPHONE, AND WE'RE REVAMPING THE WHOLE SYSTEM FOR HOW WE DO THAT TO ENSURE THAT A PERSON ANTICIPATE ONLINE EXPERIENCE WITH THE, THE BOOK RECOMMENDATION IS, IS BOTH SEAMLESS AND PERSONAL. SO, YOU WILL BE HEARING US SPEAK TO YOU MORE ABOUT A GRANT WE GOT TO HELP US ASSESS WHAT WE CALL A READER'S ADVISORY. IT SOUNDS SORT OF BORING, BUT, THE NEXT GOOD READ, AND WE'RE VERY EXCITED ABOUT THAT. SO, THANK YOU.

>> IF I COULD ONE MORE TIME, I WANTED TO SAY, WHILE WE'RE HAVING THIS CONVERSATION ABOUT, ABOUT BOOKS, THAT IS, ALSO, A REALLY HELPFUL TOOL FOR CHILDREN. CHILDREN WANT TO READ SOMETHING THAT, YOU KNOW, DRAWS THEM IN AND CHILDREN'S INTERESTS ARE, ARE VARIED AND, AND THE -- YOU HAVEN'T SAID THAT MUCH ABOUT THE CHILDREN'S LIBRARY, AND ALTHOUGH I DO APPRECIATE THAT, YOU KNOW, CHEWING ON BOOKS IS

A GREAT WAY TO LEARN, AS WELL, BECKY, BUT, YOUR CHILDREN'S LIBRARIAN SERVICES ARE JUST BAR NONE. THEY ARE SOME OF THE BEST.

>> THANK YOU, COMMISSIONER. AND I WILL JUST ADD THAT, YOU KNOW, OUR FOLKS WHO ARE YOUTH LIBRARIANS IN OUR SYSTEM, THEY WENT TO, TO GRADUATE SCHOOL TO LEARN TO BE YOUTH LIBRARIANS, AND HAVE STUDIED A LOT IN, YOU KNOW, IN LITERATURE FOR KIDS AND HOW TO MATCH A CHILD OR A PARENT WITH AN APPROPRIATE BOOK, AND THEY REGULARLY ARE ON TOP OF WHAT THE NEWEST BOOKS ARE, AND WE HAVE HEARD FROM THE PUBLIC THAT THAT'S ONE OF THE SERVICES THAT THEY VALUE MOST, ESPECIALLY IN PARENTS, IS THAT THEY CAN WALK INTO A LIBRARY AND SAY, I HAVE GOT THIS KID, AND HE'S REALLY INTO DINOSAURS. THE LIBRARIAN CAN PULL OUT, YOU KNOW, ANY NUMBER OF BOOKS THAT, THAT WILL, WILL MEET THAT INTEREST. SO THANK YOU VERY MUCH FOR POINTING THAT OUT.

>> FANTASTIC.

Chair Madrigal: COMMISSIONER WENDT?

Commissioner Wendt: I WANTED TO ADD A COMMENT. ONE OF THE THINGS THAT MOST IMPRESSED ME ABOUT THE LIBRARY IS THE USE OF TECHNOLOGY, AND YOU TALKED A BIT ABOUT THAT. BUT IN LOOKING AT TRENDS, THERE IS, YOU KNOW, THERE IS THE ISSUE OF LANGUAGE, THERE IS THE ISSUE OF ACCESS. THERE IS THE ISSUE OF RELEVANCY, AND IN MANY CONVERSATIONS, I THINK THE LIBRARY IS THE FRONT-RUNNER IN THAT AND HOW TO BRIDGE THAT GAP, SO I APPLAUD THAT, AND I THINK TO YOUR POINT ABOUT LOOKING AT CHANGING DEMOGRAPHICS WHERE POVERTY IS MOVING AND THE RELEVANCY TO ECONOMIC DEVELOPMENT, I LOOK FORWARD TO SORT OF THE NEXT FEW YEARS OF YOUR DEVELOPMENT. I APPLAUD THAT EFFORT. THAT TAKES FORESIGHT AND VISION TO IMPLEMENT THOSE STRATEGIES.

>> THANK YOU VERY MUCH. WE HAVE A VERY ATTENTIVE STAFF, PEOPLE WHO REALLY CARE ABOUT THIS COMMUNITY AND ARE WORKING HALLS -- ALWAYS TO MAKE SURE THEY ARE ADDRESSING THE NEEDS. THE WEBSITE IS AVAILABLE IN ALL THE LANGUAGES. WE ARE PROUD OF THAT. OUR APPS WILL BE, AS WELL. THANK YOU.

Chair Madrigal: AS ALWAYS, I WANT TO SAY THANK YOU. I HAVE A LIBRARY STORY FROM LAST NIGHT. MY ALMOST FOUR-YEAR-OLD WAS IN THE OTHER ROOM, AND I JUST KEPT HEARING HIM JUST CRACK UP OVER AND OVER AND OVER AGAIN, YOU KNOW, IT WILL BE SILENT, AND THEN LAUGHING, AND SILENCE AGAIN, AND THEN LAUGHING, AND I WENT IN THERE, AND HE HAD A BOOK FROM THE LIBRARY THAT, THAT WAS ONE OF THE LIFT-A-FLAPS, AND SOMEONE FINDS THEIR SHOE IN THE GARBAGE, AND HE JUST THOUGHT IT WAS SO FUNNY, AND HE GOT LIKE 20 MINUTES OF LAUGHTER OUT OF THIS

BOOK. SO, YOU KNOW, I LOVE HAVING YOU HERE TODAY BECAUSE I FEEL LIKE YOU ARE IN MY HOME ALL THE TIME.

>> WE ARE EVERYWHERE.

>> YES.

>> I AM SURE THAT I WILL FIND HIS SHOE IN THE GARBAGE. THANK YOU FOR EVERYTHING YOU DO AND FOR THIS LOVELY PRESENTATION AND ALL THE STORIES TODAY, AS ALWAYS. IT'S TOUCHING AND WONDERFUL, AND YOUR TEAM DEMONSTRATES THE CARING THAT OUR COMMUNITY DESERVES. SO, THANK YOU.

>> THANK YOU ALL SO MUCH.

>> B-2, INFORMATIONAL BOARD BRIEFING ON KINDERGARTEN COUNTS AND EARLY CHILDHOOD COMMUNITY SCHOOLS LINKAGE PROJECT.

>> WE NEED ONE SECOND FOR A CAUCUS.

>> OK, WE'RE READY. MAY IS GOING TO SIT IN THAT CHAIR. MAY WILL SIT THERE, RACHEL.

>> YOU ONLY HAVE TWO TIMEOUTS REMAINING.

>> THANK YOU.

>> DO I GET A RED FLAG, A CHALLENGE FLAG? [LAUGHTER]

>> DESPITE THE FACT THAT MY PACKERS LOST LAST NIGHT.

>>> GOOD MORNING, CHAIR MADRIGAL AND COMMISSIONERS. I AM PEGGY SAMOLINSKI WITH THE DEPARTMENT OF COUNTY HUMAN SERVICES IN THE SUN SERVICES SYSTEM DIVISION. THAT IS A HARD ACT TO FOLLOW, BUT WE THINK, WE THINK THAT WE CAN DO IT, AND I AM REALLY PLEASED TO SAY THAT THE LIBRARY IS ONE OF OUR KEY PARTNERS IN THE PROJECT IN THE EFFORTS YOU ARE ABOUT TO HEAR ABOUT, SO IT'S A VERY NICE SEGUE, WE APPRECIATE THEM PAVING THE WAY FOR US TO, TO BRING YOU SOME MORE REALLY GREAT INFORMATION ABOUT EXCITING THINGS HAPPENING HERE IN MULTNOMAH COUNTY. WE HAVE A CAST OF CHARACTERS WITH US TODAY, AND THEY ARE GOING TO BE INTRODUCED IN ORDER WHEN IT'S THEIR TURN, SO I HOPE THAT THAT'S OK THAT YOU CAN WAIT TO HEAR WHO THEY ARE, BUT REALLY, THIS IS NOT OUR PROJECT ALONE. WE ARE PLAYING A REALLY KEY ROLE IN IT, BUT WE WOULD NOT BE DOING IT WITHOUT THE PEOPLE THAT YOU ARE GOING TO HEAR FROM TODAY, SO, WE REALLY FELT IT WAS IMPORTANT FOR THEM TO HAVE THEIR VOICE AND SHARE WITH YOU THEIR

EXPERIENCES IN THE WORK THAT WE'RE DOING TOGETHER. TODAY, WE'RE HERE TO SHARE WITH YOU --

>> I DON'T KNOW HOW TO GET OUT OF THIS ONE. OH, RIGHT THERE.

>> WE'RE HERE TO SHARE WITH YOU ABOUT A PROGRAM CALLED THE EARLY CHILDHOOD COMMUNITY SCHOOLS LINKAGE PROJECT THAT IS, THAT HAS BEEN GOING ON FOR FOUR YEARS, BUT REALLY AND TRULY, IT'S EVOLVED OVER THE LAST FOUR YEARS INTO WHAT IT IS TODAY, AND I WAS GOING TO SAY AT THE END AND I WILL SAY AT THE BEGINNING, I COULD NOT HAVE PREDICTED THIS IS WHAT THE PROJECT WOULD LOOK LIKE FOUR YEARS AGO, AND I THINK THAT THAT'S REALLY RIGHT. IT REALLY HAS MET THE NEEDS OF THE COMMUNITY IN WAYS THAT, AGAIN, WE DID NOT ANTICIPATE BUT HAVE BEEN REALLY REAL AND RELEVANT, SO, I THINK THAT THAT'S A REALLY IMPORTANT UNDERPINNING OF THIS. IT WAS BUILT INTENTIONALLY IN THE SUN COMMUNITY SCHOOLS, USING THAT INFRASTRUCTURE AND FRAMEWORK THAT WE HAVE ALL CREATED TOGETHER HERE, AND AS YOU WELL KNOW, THAT IS NOT A SINGLE EFFORT, EITHER. IT USES A SUN COMMUNITY SCHOOL IN ONE VEHICLE, AND A STRONG PARTNERSHIP WITH THE SCHOOL DISTRICTS AND OTHER COMMUNITY PARTNERS. IT'S ANOTHER EXAMPLE, I THINK, OF LAYERING HOW WE USE THAT INFRASTRUCTURE TO BRING OTHER THINGS TO SCHOOLS, AND MUCH LIKE THE FOOD PANTRIES, AS ANOTHER EXAMPLE OF THAT. THIS PROJECT BEGAN WITH A GRANT FROM THE INSTITUTE FOR EDUCATIONAL LEADERSHIP, THAT THEY RECEIVED SOME FUNDING FOR THE KELLOGG FOUNDATION, TO BUILD INTENTIONAL RELATIONSHIPS BETWEEN THE EARLY CHILDHOOD COMMUNITY PROVIDERS, AND THE K-12 EDUCATION CONTINUUM. AND SPECIFICALLY, THEY REALLY WANTED TO BUILD THIS INTO COMMUNITY SCHOOLS, INSTITUTE FOR EDUCATIONAL LEADERSHIP, HOUSES, AND THE COALITION FOR COMMUNITY SCHOOLS, WHICH IS THE NATIONAL ADVOCACY ORGANIZATION, SO THEY WERE VERY FOCUSED IN THAT WAY. SO, WE CONVENED THAT TABLE. WE BROUGHT PEOPLE TOGETHER IN A STEERING COMMITTEE CALLED THE LINKAGE STEERING COMMUNITY, BECAUSE WE WERE LINKING EARLY CHILDHOOD AND K-12, AND IT WAS THE FIRST TABLE IN THIS COMMUNITY THAT WE WERE AWARE OF AND OTHERS WERE, THAT BROUGHT EARLY CHILDHOOD REPRESENTATIVES AND SCHOOL DISTRICT FOLKS TOGETHER. PRETTY AMAZING, IF YOU ASK ME GIVEN OUR PARTNERSHIP AND PROCESS THAT WE LOVE TO DO HERE, AND WE'RE REALLY GOOD AT, BUT THE FOLKS HAD NEVER COME TOGETHER TO TALK ABOUT HOW WE CAN SUPPORT KIDS AND FAMILIES TRANSITIONING MORE SUCCESSFULLY INTO SCHOOL. SO, THOSE CONVERSATIONS AND THE WORK OF THE STEERING COMMITTEE REALLY SURFACED ISSUES THAT PEOPLE WERE GENERALLY AWARE OF BUT PERHAPS HAD NOT BEEN ACTING ON, SO, IT WAS REALLY SORT OF ORGANIC IN TERMS OF HOW THE THINGS, HOW ISSUES CAME UP, SO, IN THE END, THERE WAS REALLY THE BELIEF, THE STRONG BELIEF THAT THERE WAS A NEED FOR INTENTIONAL AND COORDINATED SCHOOL-BASED SUPPORTS TO

PROMOTE SUCCESSFUL TRANSITIONING TO SCHOOLS. SO, FOR EXAMPLE, THERE WERE SEVERAL AREAS THAT WE IDENTIFIED, ONE WAS AN ISSUE AROUND TRANSITION PRACTICES. I'M SORRY, COULD WE MOVE TO THE NEXT ONE? WE ALREADY TALKED ABOUT THAT, SORRY. THIS IS A BIT OF WHY, AND SOME OF THE ISSUES THAT SURFACED. SO THE ISSUES AROUND THE SCHOOL READINESS GAP. WE KNEW THAT MANY, MANY CHILDREN IN OUR COMMUNITY SADLY COME TO KINDERGARTEN ARE NOT READY TO LEARN. THEY ARE NOT READY TO LEARN THEIR ACADEMICS, ABC'S AND NUMBERS, AND NOT READY FOR THE PRACTICES IN THE ELEMENTARY SCHOOL SITTING IN A CIRCLE OR WAITING THEIR TURN OR STANDING IN LINE TO GO TO THE RESTROOM OR GOODNESS KNOWS WHERE IS THE LARGE CAFETERIA. THEY DON'T -- THEY ARE NOT READY FOR THOSE THINGS. SO, THAT WAS VERY CLEAR TO EVERYONE. SO, WE CREATED A PROGRAM THAT YOU ARE GOING TO HEAR ABOUT THAT HELPS WITH THE THREE-WEEK TRANSITION IN THE SUMMER TO FOCUS VERY MUCH ON THOSE SOCIO, EMOTIONAL ISSUES, AND CHILDREN'S READINESS, NOT NECESSARILY ABC'S. WE KNOW THEY ARE SUPER IMPORTANT, WE KNOW THEY ARE, BUT THINKING ABOUT THE COMFORT LEVEL OF KIDS COMING INTO SCHOOL, AND IN TANDEM, AND MORE IMPORTANTLY, THE COMFORT LEVEL OF THEIR PARENTS, OF LETTING GO OF THE HAND WHEN THEY WALK UP TO THE SCHOOL BUILDING, AND IN PARTICULAR, FOR FAMILIES FOR WHOM ENGLISH IS NOT THEIR NATIVE LANGUAGE, WHO ARE NEW TO THIS COUNTRY AND COMMUNITY. THAT IS A TERRIFYING EXPERIENCE. AND SO, BY CREATING OPPORTUNITIES IN THE SUMMER, IT ALLOWS THAT GLIDE PATH, AND WE HEAR FROM PARENTS THAT IT'S MADE A DIFFERENCE FOR THEM, AND YOU ARE GOING TO HEAR FROM A PARENT TODAY ABOUT THEIR PARTICULAR EXPERIENCE WITH THAT. ANOTHER AREA THAT EMERGED AROUND TRANSITION WAS LATE REGISTRATION FOR KINDERGARTEN. WHO KNEW THAT FAMILIES REGISTER IN SEPTEMBER AND OCTOBER, MANY TIMES, FOR LEGITIMATE REASONS AROUND MOVING, BUT OFTENTIMES, BECAUSE THEY SIMPLY DIDN'T KNOW THAT WE NEEDED TO REGISTER OUR KIDS FOR SCHOOL. FAMILIES WITH KIDS IN THIRD GRADE FORGET THEY HAVE TO REGISTER THEIR KINDERGARTENERS, SO WE DEVELOPED A CAMPAIGN THAT'S NOW INTO THE THIRD YEAR-ROUND REGISTERING FOR SCHOOL BY JUNE, PUTTING OUT THE MESSAGE, LET'S GET OUR KIDS REGISTERED EARLY SO THAT FAMILIES CAN BE PREPARED, AND THEY CAN BE IDENTIFIED FOR SUMMER PROGRAMS AND THE ACTIVITIES, AND SCHOOLS CAN BE MORE PREPARED FOR THEM, AND THEY WILL KNOW HOW MANY KIDS ARE COMING IN THE CLASSROOM, AND THEY CAN THINK ABOUT WHICH TEACHERS THE CHILDREN SHOULD BE ASSIGNED TO, SO THEY ARE MORE PREPARED, AND BECAUSE WE HAVE HEARD STORIES ABOUT THE SEPTEMBER AND OCTOBER FRIENDS OF THE SCHOOL BUILDING WHEN MANY CHILDREN SHOW UP WHO HAVEN'T BEEN REGISTERED AND WHO DESERVE TO BE THERE, BUT, IT CREATES SOME CHAOS IN THAT SCHOOL, SO, WE KNOW THAT REGISTERING EARLY CAN HELP TO REDUCE THAT CHAOS.

>>> AND THE LAST AREA THAT, THAT, THE GROUP SURFACED WAS CHRONIC ABSENCE. ABOUT FOUR YEARS AGO, [INAUDIBLE], ALSO FUNDED THROUGH THE KELLOGG FOUNDATION DID SOME RESEARCH ABOUT, ABOUT KIDS MISSING SCHOOL, AND LEARNED THAT NATIONALLY ONE IN TEN KIDS WAS MISSING MORE THAN 10% OF SCHOOL, AND SO, WE LOOKED AT THE LOCAL DATA, AND NO ONE HAD EVER LOOKED AT DATA LOCALLY TO SAY WELL, WE KNOW WHAT THE AVERAGE DAILY ATTENDANCE IS, BUT WHAT ABOUT ACTUAL NUMBERS OF SCHOOL DAYS MISSED, SO WHEN WE DUG INTO THAT, WE REALIZED THAT 28% OF KINDERGARTENERS ALONE WERE MISSING MORE THAN 10% OF SCHOOL. SO, THAT'S MISSING ONE IN TEN DAYS, WHICH IS A LOT OF SCHOOL MISSED, AND IF YOU ARE NOT IN THE SCHOOL, YOU CANNOT LEARN. SO, WE BUILT SOME ACTIVITIES THAT RAISED AWARENESS. WE BROUGHT THAT, THE DATA TO THE DISTRICT TO SHOW THEM BY SCHOOL THEIR ABSENCE RATES, AND HAVE CONTINUED TO PROMOTE THE MESSAGE ABOUT, ABOUT ATTENDANCE AS AN IMPORTANT FACTOR IN ALL OF THESE ACTIVITIES THAT WE'RE ENGAGED IN AS PART OF THE PROJECT. SO, I'M GOING TO TURN IT OVER TO OUR PROGRAM SPECIALIST WITH OUR DIVISION TO TALK A BIT MORE IN DEPTH ABOUT SOME OF THE SPECIFIC ACTIVITIES.

>> THANK YOU, GOOD MORNING, CHAIR AND COMMISSIONERS. AS PEGGY SAID, I AM MAY, THE PROJECT COORDINATOR FOR THE SUN SERVICE SYSTEM, AND I AM EXCITED TO SHARE A BIT MORE ABOUT THE REGISTER FOR SCHOOL BY JUNE CAMPAIGN AND THE EARLY KINDERGARTEN TRANSITION PROGRAM WITH YOU THIS MORNING. REGISTER FOR SCHOOL BY JUNE, AGAIN, AS I MENTIONED, IT'S A, A, A CAMPAIGN THAT REALLY SURFACED FROM, FROM A LOT OF IDENTIFIED ISSUES AND NEEDS ON BOTH THE EARLY CHILDHOOD AND WITH BOTH THE EARLY CHILDHOOD AND SCHOOL PARTNERS, AND REALLY CONNECTING FAMILIES AND SCHOOLS TOGETHER TO, TO ENSURE SOME OF THE TRANSITION INTO THE SCHOOL. WE BEGAN THERE TWO YEARS AGO, SO THIS IS OUR SECOND. THIS PAST SPRING WAS THE SECOND YEAR OF THE CAMPAIGN, AND IT'S A TWO-MONTH CAMPAIGN, WE FOCUSED IT ON APRIL AND MAY, AND MAKING IT NICE AND EASY FOR, FOR THE COMMUNITY PARTNERS TO JOIN IN BECAUSE WE'RE NOT EXPECTING THEM TO DO, TO DO SOMETHING YEAR-ROUND, WE'RE SAYING FOR A COUPLE MONTHS HERE, PARTNER WITH US. THE IDEA BEHIND THAT IS TO REALLY JUST TO MOBILIZE FAMILIES, SCHOOLS, IN THE COMMUNITY, AS PARTNERS AND GETTING CHILDREN REGISTERED FOR KINDERGARTEN BEFORE SCHOOL OFFICES CLOSE FOR THE SUMMER. IT'S VERY, A VERY SIMPLE MESSAGE THAT WE'RE PUTTING OUT THERE. BUT, IT ADDRESSES SOME VERY COMPLEX ISSUES THAT ARE OUT THERE IN THE COMMUNITY, TOO. WE FOUND THAT, YOU KNOW, THAT LATE REGISTRATION MAKES A BARRIER TO US REACHING FAMILIES FOR THE TRANSITION SUPPORTS, SO THAT WAS REALLY HOW IT CAME ABOUT, WAS LIKE -- AND IF FAMILIES WERE IN THE SCHOOL SYSTEM EARLIER, THEN WE HAD THE NAME AND NUMBER, AND WE WERE ABLE TO DO THE OUTREACH AND FIND OUT WHERE THEY WERE WITHOUT THAT, AND OUTREACH WAS COSTLY AND VERY, VERY, VERY, VERY DIFFICULT TO DO.

WHAT WE, BASICALLY, DID, WITH THIS, IS, IS PRIMARILY, WORKED WITH ORGANIZATIONS, INDIVIDUALS, AND PROGRAMS THAT, THAT HAD CONTACT WITH FAMILIES WITH YOUNG KIDS. SO, WE ASKED THEM THEN TO, TO PARTNER WITH US, DURING THESE TWO MONTHS, AND THE MESSAGE WAS, AGAIN, VERY SIMPLE, ENCOURAGE AND SUPPORT FAMILIES WHO REGISTER FOR KINDERGARTEN BY JUNE. AT WHATEVER ABLE LEVEL YOU CAN WORK WITH THE FAMILIES TO NAVIGATE THAT PROCESS WITH THEM, BRINGING IT TOGETHER BOTH AT THE EARLY CHILDHOOD FAMILY ADVOCATES IN OUR SCHOOL DISTRICTS TO REALLY DO THE EXCHANGE OF INFORMATION THAT ALLOWS THIS TO HAPPEN MUCH MORE EASILY. SO, THESE ARE SOME OF THE PARTNERS THAT WE'VE BEEN WORKING WITH IN THE LAST COUPLE OF YEARS THAT WE JUST, THIS IS A SAMPLING OF THAT. WHAT WE FOUND IN THE FIRST YEAR OF THE CAMPAIGN, AS WE LOOKED AT THE DATA, NOT REALLY KNOWING EXACTLY WHERE WE WERE GOING TO END -- WHAT WE WERE GOING TO END UP FINDING. THIS IS GRASSROOTS AS WE SPRUNG OUT IN THE FIRST YEAR. WE HAD THE LATE REGISTRATIONS FOR SEPTEMBER ACROSS THE SCHOOL DISTRICTS, LATE REGISTRATIONS WERE STEADY, AT 20% OF KINDERGARTENERS REGISTERING LATE ACROSS THE SIX SCHOOL DISTRICTS FOR THE TWO YEARS PRIOR TO THE CAMPAIGN, AND THEN AFTER THAT, AFTER THE FIRST YEAR IT DROPPED TO 14%, SO WE SAW HOW THE POWER OF, OF JUST ALL THE PEOPLE COMING TOGETHER AND REALLY, REALLY DOING AN INFORMATION CAMPAIGN OUT THERE WITH THIS -- AGAIN, WE DID THIS, THIS LAST YEAR, AND WE ARE STILL AWAITING DATA TO SEE HOW THAT WENT, BUT WE HAVE CONTINUED THE EFFORT AND EXPANDED IT, AS WELL, THROUGH THE READY FOR KINDERGARTEN COLLABORATIVE. SO, WHAT WE SAW WITH THE OTHER PIECE WE SAW WITH THE REGISTER FOR SCHOOL CAMPAIGN, IT MADE OUTREACH FOR THE EARLY KINDERGARTEN TRANSITION PROGRAM MUCH MORE, MUCH EASIER AND, AND WE HAD NUMEROUS SCHOOLS LAST SUMMER THAT, THAT, ACTUALLY, MAINTAINED THE WAITING LIST, WHEREAS BEFORE THAT, THAT WAS ONE OF THE MORE, MORE CHALLENGING PIECES OF THAT PROGRAM, WAS TO TRY TO REACH THE FAMILIES THAT WE WERE, THAT WOULD BENEFIT THE MOST FROM THE PROGRAM. SO, INSTEAD OF GOING INTO LIKE THE DETAILS OF THE EARLY KINDERGARTEN TRANSITION PROGRAM, I WANTED TO SHOW YOU A VIDEO THAT, THAT, I THINK, SHOWS, WOULD EXPLAIN IT BETTER THAN I WOULD BE ABLE TO. IT'S A FOUR-MINUTE SNIPPET OF A SEVEN-MINUTE VIDEO CREATED PRIOR TO THE LAST SUMMER'S PROGRAM.

>> THE TRANSITION PROGRAM IS AN OPPORTUNITY FOR KINDERGARTENERS AND INCOMING KINDERGARTENERS AND THEIR FAMILIES TO HAVE A POSITIVE INTRODUCTION TO THEIR PUBLIC SCHOOL EDUCATION. IT'S A THREE-WEEK PROGRAM FOR STUDENTS WHERE THEY GO FOUR DAYS A WEEK, THREE HOURS A DAY, AND PARENTS CAME TWO DAYS A WEEK FOR THREE HOURS A DAY FOR A PARENT EDUCATION COMPONENT, AND IT'S A REALLY EXCITING CHANCE FOR THEM TO COME INTO THE SCHOOL BUILDING TO, TO MEET THEIR KINDERGARTEN TEACHER, TO INTERACT WITH THEIR PRINCIPALS AND

THEIR CLASSMATE. THE KINDERGARTEN COUNTS PROGRAM HAS BEEN A GREAT ADDITION TO THE SERVICES WE'RE ABLE TO OFFER STUDENTS, THROUGH THE SUN COMMUNITY SCHOOLS PROGRAM, IT HELPS STUDENTS FEEL CONNECTED TO SCHOOL AND WHAT WE'RE DOING, AND MOST IMPORTANTLY, I THINK, FOR THEIR PARENTS TO COME IN AND UNDERSTAND WHAT THAT TRANSITION WILL BE LIKE FOR THEIR FAMILY AND GET SOME SUPPORT AROUND THINKING THROUGH THAT TRANSITION FOR THEIR FAMILY.

>> SO OUR SCHOOL WAS INTERESTED IN OFFERING THIS PROGRAM BECAUSE HERE WE HAVE A HIGH MOBILITY RATE. WHAT THAT MEANS, WE HAVE A LOT OF CHILDREN MOVING IN AND OUT OF THE SCHOOL DURING THE SCHOOL YEAR, AND IT'S FOR VARIOUS REASONS, SUCH AS PARENTS FINDING JOBS, AND PARENTS NEED TO, YOU KNOW, MOVE OUT OF THE BUILDINGS FOR WHATEVER REASON, FOR WHATEVER CHALLENGES THEY HAVE. WE WANTED SOMETHING THAT WOULD MAKE THE PARENTS FEEL WELCOME AND WANT TO BE A PART OF THE COMMUNITY. WE FELT THAT THIS WAS THE PROGRAM THAT COULD GIVE THEM THE GOOD HEAD START TO GOING INTO KINDERGARTEN.

>> A LOT OF TIMES WE SEE KINDERGARTENERS THAT COME IN, AND THEY ARE NOT PREPARED, AND SO THIS WAS OUR OPPORTUNITY TO HAVE MORE OF OUR STUDENTS COME TO US READY. SO, IT'S JUST KIND OF GIVING THEM A LITTLE JUMPSTART ONTO THE SCHOOL YEAR.

>> TYPICAL CHALLENGES ARE AROUND PARENT-CHILD SEPARATION AND AROUND KIDS. SOME KIDS WHO HAVEN'T HAD AN OPPORTUNITY TO BE IN ANY KIND OF GROUP CARE OR GROUP ACADEMIC SETTING BEFORE KINDERGARTEN, SUCH AS A PRESCHOOL.

>> YOUNGSTERS WHO HAVE NOT HAD A PREVIOUS PRESCHOOL EXPERIENCE HAVE, HAVE REALLY A LOT OF GAPS IN COMPARISON TO THE CHILDREN WHO HAVE, IN KNOWING HOW TO FUNCTION AND HOW TO BEHAVE IN THE KINDERGARTEN CLASSROOM.

>> THOSE KIDS ARE NOT USED TO THE STRUCTURE OF A DAY LIKE A KINDERGARTEN DAY, AND SO, THAT CAN BE A CHALLENGE BOTH FOR BEHAVIOR IN ACADEMICS, AND JUST, JUST EVEN STAMINA. THOSE KIDS DON'T HAVE, HAVE WHAT, WHAT IT TAKES TO MAKE IT THROUGH A THREE-HOUR KINDERGARTEN MORNING BECAUSE THEY ARE REALLY USED TO A DIFFERENT KIND OF STRUCTURE IN THEIR LIVES.

>> MANY OF THESE FAMILIES SPEAK OTHER LANGUAGES. IF THEY HAVE NOT HAD A PRESCHOOL EXPERIENCE, OR A SPOT ON THE ATTENDANT PRESCHOOL EXPERIENCE, THEY ARE BEHIND THE CHILDREN WHO HAVE HAD THAT KIND OF ENRICHED BACKGROUND, AND IT TAKES THEM A LONG TIME, IF EVER, TO CATCH UP IN TERMS OF BEING LEADERS IN THEIR CLASSROOMS,

BEING SUCCESSFUL AT THE LEARNING PROCESS, FOLLOWING DIRECTIONS. SOME OF THOSE REALLY IMPORTANT THINGS ARE FUNCTIONS THAT INDICATE LATER ACADEMIC SUCCESS.

>> WE HAVE ALREADY SEEN BENEFITS IN THAT KIDS WERE VERY WELL PREPARED WHEN THEY ARRIVED IN THE FALL, AND THEY WERE FAMILIAR WITH THE SPACE. THEY WERE FAMILIAR WITH SOME OF THE FACES. THEY KNEW WHAT THEY WERE, THEIR NUMBERS WERE AND PLAYGROUND AND BATHROOM AND THE DETAILS, SO IT REDUCED THE ANXIETY FOR THOSE KIDS.

>> THE TEACHERS ARE JUST ECSTATIC. THE STUDENTS IN THEIR CLASSROOMS, WHO PARTICIPATED DURING THE SUMMER, HAVE REALLY BECOME THE PEER LEADERS IN THEIR CLASSROOMS, AND THESE ARE STUDENTS WHO, WHO DIDN'T, NECESSARILY, HAVE PRESCHOOL EXPERIENCE, AND SO IT'S REALLY NICE THAT THEY ARE ABLE TO HIT THE GROUND RUNNING, BE FAMILIAR WITH ROUTINES, AND WITH THE BUILDING, AND WITH THE MATERIALS, AND SET THAT MODEL FOR, FOR THE OTHER STUDENTS AS THEY ARE COMING IN TO START THE SCHOOL YEAR.

>> BECAUSE OF THAT, THE TEACHER --

>> OK, SO YOU CAN CATCH THE LAST THREE MINUTES ON THE WEBSITE IF YOU WANT TO HEAR IT. I KNOW THAT WE HAVE A LARGE PANEL HERE, SO I WILL CONTINUE HERE. SO, THIS PROGRAM IS, ACTUALLY, DEVELOPED AND CONCEIVED BY THE PORTLAND PUBLIC SCHOOLS FOUR YEARS AGO. THEY DID A PILOT EVENT AT TWO SCHOOLS, AND THROUGH THEIR CONNECTION WITH OUR WORK THROUGH LINKAGE, WE WERE ABLE TO SHARE THE KNOWLEDGE IN THE BEST PRACTICES THAT CAME OUT OF THIS WITH OTHER DISTRICTS, AND IT ORGANICALLY GREW FROM THERE. WE THEN PUT OVER, OVER A T.A. UMBRELLA WITH KINDERGARTEN COUNTS IN MY ROLE WITH IT, TO HELP SUPPORT THE, THE GROWTH OF THIS AND, AND SOME, SOME T.A. ACROSS THE SIX SCHOOL DISTRICTS, AND PROVIDE UNANIMITY IN UNDERSTANDING THIS. AS YOU CAN SEE IN THE VIDEO, IT'S REALLY BEEN A CLOSE COLLABORATION WITH THE COUNTY, THE SCHOOL DISTRICTS, THE COMMUNITY SCHOOL LEAD AGENCIES, AND WITH OUR EARLY CHILDHOOD PARTNERS, AND WE HAVE MANY OF THEM HERE TO TALK TO YOU ABOUT THEIR ROLE. AND I BELIEVE THAT YOU HAVE A, IS A QUICK TWO-PAGER THAT GIVES SOME ADDITIONAL INFORMATION ABOUT THIS PAST SUMMER'S PARTICIPATION DATA, BUT THIS SUMMER, WE DID HAVE 409 CHILDREN AND 382 PARENTS AND CAREGIVERS THAT PARTICIPATED ACROSS 21 SUN COMMUNITY SCHOOLS IN THE SIX SCHOOL DISTRICTS, AND THIS WAS AN INCREASE FROM 12 SCHOOLS THE PREVIOUS YEAR, AND THE GROWTH REALLY IS DUE TO THE, THE RESOURCES AND COMMITMENT OF THE SCHOOL DISTRICTS AND THE COMMUNITY, SO, THIS PAST SUMMER FOR EVERY DOLLAR THAT THE COUNTY PUT IN, WE LEVERAGED THREE ADDITIONAL

DOLLARS, SO THE MAJORITY OF THE FUNDING IS COMING FROM DISTRICT AND COMMUNITY COMMITMENT TO, THIS AND WE ARE PROVIDING THE SUPPORT FOR IT. 51% OF THE KIDS HAD NO PRESCHOOL EXPERIENCE, AND 34% WERE TRANSITIONING IN FROM HEAD STARTS. 82% OF THE CHILDREN WERE FROM A CULTURALLY SPECIFIC COMMUNITY. 26 PRIMARY LANGUAGES WERE SPOKEN AT HOME. WE DISTRIBUTED 2,800 BOOKS THROUGH, THROUGH A MULTITUDE OF DIFFERENT PARTNERS WITH THE LIBRARY HERE TO TALK ABOUT THAT, AS WELL. WITH THE LITERACY COACHING, THERE IS FROM THE LIBRARY THAT YOU WILL HEAR ABOUT, AND WE'VE BEEN WORKING WITH DR. ANDREW NASHBURN OF PORTLAND STATE UNIVERSITY TO IMPROVE THE PROGRAM AND UNDERSTAND PROGRAM OUTCOMES, AND SO HE'S BEEN INVOLVED WITH US FOR THE PAST COUPLE OF YEARS HERE. AND WE MET. WHEN HE CAME INTO TOWN, HE WAS VERY INTERESTED IN THIS PIECE OF THINGS AND SOUGHT HIS OWN FUNDING THROUGH PSU TO WORK WITH US AND FORM A TEAM OF DOCTORAL STUDENTS WHO HAVE REALLY BEEN KEY TO HELPING US UNDERSTAND THE PROGRAM AND IMPROVE IT. SO I WILL INTRODUCE YOU TO THE ASSOCIATE PROFESSOR AT PSU.

>> THANK YOU, MAY.

>>> GOOD MORNING, CHAIR AND COMMISSIONERS. SO, AS MAY MENTIONED, I MOVED HERE IN 2011, AND I STUDIED EARLY CHILDHOOD DEVELOPMENT AND KIDS SCHOOL READINESS. WHAT I'M INTERESTED IN IS UNDERSTANDING EFFECTIVE PROGRAMS TO HELP MOSTLY POOR KIDS GET READY FOR KINDERGARTEN, AND FROM THE MOMENT I GOT HERE, THEY SAID YOU NEED TO TALK TO MAY AND TO PEGGY ABOUT THIS PROGRAM. WHAT I, AFTER LEARNING ABOUT THIS PROGRAM, I TALKED WITH PORTLAND STATE UNIVERSITY AND THROUGH A FACULTY ENHANCEMENT GRANT MECHANISM AT PSU, I WROTE A GRANT, AND WAS AWARDED FUNDING FOR TWO YEARS TO DO AN EXTERNAL EVALUATION OF THE PROGRAM. AND, YOU KNOW, THE GOAL OF THIS EVALUATION WAS TO PROVIDE FEEDBACK AND INFORMATION THAT IS USEFUL TO THIS PROGRAM TO, TO IMPROVE THE PROGRAM AND, AND WHAT WE DID IN 2012, A TEAM OF GRADUATE AND DOCTORAL STUDENTS WENT INTO THIS PROGRAM, I THINK, 12 SITES IN 2012, AND JUST CONDUCTED A BUNCH OF OBSERVATIONS AND INTERVIEWED EVERY PARTICIPANT THAT THEY COULD GET THEIR HANDS ON, PARENTS WHO WERE PARTICIPATING, NOT THE CHILDREN, THE, THE KINDERGARTEN TEACHERS THEMSELVES, THE PARENT EDUCATORS, THE SUN SITE COORDINATORS TO UNDERSTAND WHAT ARE THE BEST PRACTICES, WHAT CAN WE DO TO IMPROVE THE PROGRAM TO MAKE IT BETTER. SO, WHAT WE FED BACK AFTER THAT EVALUATION WAS BASICALLY, 10 BEST PRACTICES. 10 THINGS THAT WE THOUGHT THAT RELATED TO THE PROGRAM PLANNING, THE CHILD'S EXPERIENCES, AND THE PARENT EXPERIENCES THAT, THAT IF ENACTED, WOULD IMPROVE THE PROGRAM. THIS PAST SUMMER WE DID A VERY SIMILAR EVALUATION. WE WERE IN SEVEN DIFFERENT, SEVEN OF THE 21 SITES, AND WE DID OBSERVATIONS, AND WE DID INTERVIEWS AND WERE FEED, WE'RE FEEDING

BACK MORE INFORMATION AND NIT-PICKY INFORMATION TO BE HONEST, I FEEL LIKE WHAT WE LEARNED AFTER THE FIRST ROUND WAS MORE FUNDAMENTAL THINGS THAT COULD IMPROVE THE PROGRAM AND WHAT WE'RE LEARNING NOW, AFTER, AFTER THE PROGRAM HAS BEEN IMPROVED, ARE MUCH MORE SPECIFIC THINGS AROUND IMPROVING THE PLANNING AND THE FUNCTIONING OF THE KINDERGARTENER'S ACTIVITIES, AS WELL AS THE PARENT EDUCATION MEETINGS. WE'RE WORKING WITHIN ONE SCHOOL TO DO A CASE STUDY OF THE IMPACTS OF THE PROGRAM. WE'RE TALKING WITH KINDERGARTEN TEACHERS AND PRINCIPALS AND, AND GUIDANCE COUNSELORS TO GET THEIR PERCEPTIONS OF HOW THINGS HAVE IMPROVED FROM ONE YEAR TO THE NEXT, AND HOW DIFFERENCES THEY SEE BETWEEN KIDS WHO WENT THROUGH THE EARLY KINDERGARTEN TRANSITION PROGRAM AND THOSE WHO DIDN'T, AND ANY SORT OF ARCHIVAL DATA THAT THE SCHOOL IS COLLECTING THAT WE CAN USE TO COMPARE KIDS ON THINGS LIKE ATTENDANCE DURING THE KINDERGARTEN YEAR. SO, THAT'S HOW I'VE BEEN INVOLVED UP TO NOW, AND LET ME TALK BRIEFLY ABOUT WHY I'M INVOLVED IN THIS PROGRAM. SO, WE TALKED A BIT ABOUT THE ACHIEVEMENT GAPS THAT, THAT CURRENTLY EXIST, THAT EVERYBODY IS, IS VERY WELL AWARE OF, AND THE TWO PARTS OF THAT, THAT ARE PROBLEMATIC ARE ONE, THAT THE GAPS HAVE GROWN OVER THE PAST 70ERS I DO, THE GAP BETWEEN RICH AND POOR KIDS HAS DOUBLED SINCE 1940. AND SECONDLY, THE, THE GAPS ARE EVIDENT, THE MOMENT THAT KIDS ENTER KINDERGARTEN. SO, THE SOLUTION TO THIS PROBLEM IS ONE THAT I APPRECIATED THE PRIOR DISCUSSION WAS RAISING, IT'S ONE OF AN OPPORTUNITY GAP, IT'S ONE OF PROVIDING KIDS RESOURCES AND OPPORTUNITIES TO DEVELOP THE, THE SKILLS THAT THEY NEED TO ENTER KINDERGARTEN READY TO LEARN. SO WE HAVE A SOLUTION, AND TYPICALLY, MANY STATES ARE ENACTING PUBLIC PRESCHOOL PROGRAMS AS WAYS TO PROVIDE OPPORTUNITIES FOR KIDS TO, TO ACQUIRE THESE SKILLS, AND TO BE FRANK IN OREGON, WE DON'T DO A VERY GOOD JOB OF PROVIDING THOSE OPPORTUNITIES. 8% OF, OF FOUR-YEAR-OLD KIDS HAVE, HAVE A FORMAL STATE FUNDED OR, OR, TO JOIN, AS YOU KNOW, THE HEAD START STATE FUNDED PRE-K PROGRAM, AND 8% OF KIDS RECEIVE PUBLIC FUNDING TO GO THROUGH THIS. THOSE KIDS ARE LUCKY. CONTRAST THAT WITH THE STATE LIKE GEORGIA OR OKLAHOMA WHERE YOU MIGHT FIND 75 OR 80% OF KIDS GO THROUGH A, A FREE PUBLICLY FUNDED PRE-K PROGRAM, SO IN OREGON, WE HAVE HAD TO BE MORE INNOVATIVE IN WAYS TO PROVIDE OPPORTUNITIES TO SUPPORT KIDS, AND THAT'S WHAT I SEE IN THIS EKT, EARLY KINDERGARTEN TRANSITION PROGRAM, AS A UNIQUE OPPORTUNITY TO, TO PROVIDE THESE, THESE SUPPORTS FOR KIDS. LET ME GIVE YOU NOW WHAT I THINK ARE SIX THINGS THAT MAKE THIS AN EFFECTIVE PROGRAM. I'LL DO IT BRIEFLY. ONE IS THAT THIS PROGRAM IS, IS LOCALLY DEVELOPED AND/OR ORGANICALLY DEVELOPED. I HAVE A TENDENCY, AS IN MY SORT OF THINKING ABOUT INTERVENTION, IS TO GO TO MY LAB AND CONCOCT SOMETHING, AND WE WILL CREATE IT AND PLOP IT INTO THE SPACE, AND IT WILL WORK, AND IF IT DOESN'T WORK, YOU ARE NOT DOING IT VERY WELL,

WHEN IN FACT, I DON'T KNOW YOUR PROBLEMS AND I CAN'T SOLVE YOUR PROBLEMS. BUT WHEN YOU GET FOLKS WHO UNDERSTAND THE PROBLEMS, WHICH IS ONE OF THE FIRST FOUR WEEKS OF KINDERGARTEN, IS CHAOTIC, AND MANY KIDS HAVEN'T HAD PRIOR EXPERIENCES. LET'S DEVELOP WAYS WITHIN THE CURRENT STRUCTURES THAT EXIST TO PROVIDE THE OPPORTUNITIES. SO, IT'S LOCAL AND/OR ORGANICALLY DEVELOPED. SECOND, IS THAT IT INVOLVES MULTIPLE PEOPLE, MULTIPLE SYSTEMS, AND MULTIPLE SETTINGS. OFTENTIMES WE THINK OF INTERVENTION STRATEGIES THAT JUST WORK WITH THE KINDERGARTEN TEACHER OR WORK WITH AN INDIVIDUAL CHILD, BUT WHAT WE HAVE HERE IS, IS THE MULTIPLE SETTINGS THAT SUPPORT THESE KIDS, THE LIBRARY IS INVOLVED. THE SUN SYSTEM. PRINCIPALS ARE INVOLVED, KINDERGARTEN TEACHERS INVOLVED, AND KIDS INVOLVED, AND WE HAVE GOT THEIR PARENTS INVOLVED. SO, IT'S NOT JUST TARGETING ONE PARTICULAR COMPONENT OF THIS. IT'S TARGETING EVERY COMPONENT OF THIS. THE THIRD PART THAT, THAT MAKES THIS AN EFFECTIVE PROGRAM IS THAT, IS THAT THE OUTCOMES THAT WE'RE TRYING TO ACHIEVE ARE, IN FACT, ACHIEVABLE. WE DON'T HAVE OUR HIGH ON THE HIGH SCHOOL GRADUATION RATES. WE DON'T HAVE OUR EYE ON THIRD GRADE OAKS SCORES, ALTHOUGH WE BELIEVE THAT MAYBE THOSE THINGS DO, ACTUALLY, CHANGE AS A RESULT OF GOING THROUGH THIS PROGRAM. WHAT WE HAVE OUR EYE ON IS THE FIRST FOUR WEEKS OF SCHOOL. WHAT WE HAVE OUR EYE ON IS ATTENDANCE DURING THE SCHOOL YEAR. WHAT WE WANT IS SIMPLE THINGS LIKE KIDS TO COME TO SCHOOL NOW THAT THEIR EXPERIENCES ARE PREDICTABLE, FOR KIDS TO HAVE A CHANCE TO DEVELOP RELATIONSHIPS WITH THEIR TEACHERS AND THEIR PEERS, FOR PARENTS TO UNDERSTAND NEW THINGS, TO ACQUIRE NEW KNOWLEDGE. FOR PARENTS TO NOW HAVE RELATIONSHIPS WITH TEACHERS, WITH SCHOOL STAFF. THESE ARE ACHIEVABLE OUTCOMES THAT WHEN ACHIEVED, WILL, WILL, ULTIMATELY, LEND THEMSELVES TO GREATER ATTENDANCE AND GREATER DEVELOPMENT DURING THE SCHOOL YEAR, BUT OUR EYE IS ON THOSE MORE PROXIMAL, IMMEDIATE OUTCOMES. AND THE FOURTH THING THAT MAKES THIS AN EFFECTIVE PROGRAM IS, IS IT IS SCALABLE AND EASY TO IMPLEMENT, AND IT'S LOW COST TO IMPLEMENT. THE FIFTH THING, WHICH I AM SURE THAT YOU ARE GOING TO HEAR THROUGHOUT THIS, THIS TALK IS, IS THE, THE HIGH LEVEL OF BUYING. EVERYBODY THAT YOU TALK TO ABOUT THIS PROGRAM SAYS THAT IT WORKS AND LOVES IT, AND THEY UNDERSTAND THE, THE WAY THAT IT'S BENEFITING THEMSELVES, IF IT'S KINDERGARTEN TEACHER, PARENTS, AND THE WAY THAT THIS PROGRAM IS BENEFITING THEM. THE LAST THING IS THIS IS A VERY WELL RUN PROGRAM. THERE ARE MANY STAKEHOLDERS INVOLVED IN THIS PROGRAM THAT SEE GREAT VALUE IN THIS PROGRAM. THE PROGRAM LASTS THREE WEEKS DURING THE SUMMER, BUT IT'S YEAR-ROUND EFFORTS THAT CONTINUE TO GROW AND DEVELOP THIS PROGRAM. WE'RE DONE AFTER SEPTEMBER AND, AND MAY IS SMILING ME IN OCTOBER ABOUT SUMMER 2014, AND IT'S LIKE -- THAT'S THE SPIRIT OF THIS PROGRAM. IT'S A THREE-WEEK SHOT, BUT IT'S AN ONGOING DEVELOPMENT PROJECT. WHAT I ALSO THINK THAT'S NOTABLE ABOUT THIS

PROGRAM IS THAT THERE IS A COMMITMENT TO ITS CONTINUOUS IMPROVEMENT. IT WENT FROM TWO SCHOOLS FOUR YEARS AGO UP TO 21 NOW, AND THERE IS WAYS THAT THINGS ARE BEING DEVELOPED, THINGS LIKE TOOLBOX KITS FOR IMPLEMENTERS TO HAVE ACCESS TO THE RESOURCES SO THAT THEY ARE ABLE TO DELIVER THEM. FINALLY, WHAT I THINK IS THE KEY TO ALL OF THIS, IS THE STRONG LEADERSHIP PROVIDED BY MAY AND PEGGY AND THE SUN SERVICE SYSTEM WHERE IT'S ONE THING TO PROVIDE THE PROGRAM, AND IT'S ANOTHER THING TO MAKE IT A YEAR-ROUND EFFORT. SO I FEEL LIKE THEY HAVE BEEN THE MECHANISM BY WHICH THIS PROGRAM HAS EXPANDED IN TERMS OF NUMBERS BUT IMPROVED IN TERMS OF THE QUALITY. SO, NOW WHAT I WANT TO DO IS INTRODUCE RACHAEL, AND SINCE THE START OF THE PROGRAM, THE LIBRARY, EARLY CHILDHOOD SERVICES HAS BEEN A KEY PARTNER IN THE PROGRAM, AND RACHEL IS THE LIBRARY OUTREACH SPECIALIST AND WILL TELL YOU MORE ABOUT THE INVOLVEMENT.

>> GOOD MORNING, CHAIR MADRIGAL AND COMMISSIONERS. THANK YOU FOR THE OPPORTUNITY TO, TO SPEAK TO YOU. AS YOU SAID, I AM RACHEL ALTMAN, AND I PROVIDE EARLY LITERACY EDUCATION TO CHILDCARE PROVIDERS AND PARENTS THROUGHOUT MULTNOMAH COUNTY LIBRARY, THROUGHOUT MULTNOMAH COUNTY, FOR THE LIBRARIES EVERY CHILD INITIATIVE. THE LIBRARY LAB ENGAGED IN THE REGISTER FOR SCHOOL BY JUNE CAMPAIGN, BY SHARING INFORMATION WITH FAMILIES AT EACH OF THE LOCATIONS, AS WELL AS DURING OUR OUTREACH VISITS THROUGHOUT THE COUNTY. I WOULD LIKE TO TAKE MOST OF MY TIME HERE TO TALK ABOUT THE EARLY KINDERGARTEN TRANSITION PROGRAM. THE LIBRARY HAS BEEN INVOLVED WITH THE PROGRAM SINCE ITS INCEPTION FOUR YEARS AGO. THE CROSS DEPARTMENTAL PARTNERSHIP HAS GIVEN US THE OPPORTUNITY TO SHARE OUR EXPERTISE WITH THE PROGRAM WHILE HELPING US CONNECT WITH SOME OF THE HARDEST TO REACH FAMILIES IN OUR COMMUNITY. OUR OUTREACH SPECIALISTS AND YOUTH LIBRARIANS BRING EARLY LITERACY INFORMATION TO THE PARENTS AT EACH SCHOOL EVERY WEEK. WE HELP THEM TO UNDERSTAND THE THINGS THAT THEY CAN DO TO SUPPORT THEIR CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT, EASY THINGS, LIKE SINGING, TALKING, READING, WRITING, AND PLAYING. WE MODEL DIFFERENT WAYS OF READING BOOK, SHOWING THEM THE VALUE OF TALKING ABOUT THE PICTURES, ASKING QUESTIONS, AND MOST OF ALL, HAVING FUN. WE TALK ABOUT THE IMPORTANCE OF USING THEIR PRIMARY LANGUAGE WITH THEIR CHILDREN. WHATEVER LANGUAGE THAT THEY KNOW BEST, WILL PROVIDE THEIR CHILDREN WITH A STRONG FOUNDATION AND LANGUAGE SKILLS WHICH THEY WILL USE TO LEARN ENGLISH, AND IT WILL KEEP THEM CONNECTED TO THEIR FAMILY'S LANGUAGE AND GIVE THEM THE PRECIOUS GIFT OF GROWING UP BILINGUAL. SINCE MOST OF THE FAMILIES IN THE PROGRAM ARE NOT LIBRARY USERS, WE INTRODUCE THEM TO THE WONDERFUL RESOURCES THAT THEY CAN FIND THERE. WE SIGN THEIR WHOLE FAMILY UP FOR THE SUMMER READING PROGRAM GAME, AND FOR

THEIR FIRST LIBRARY CARDS. THE PROGRAM HAS GROWN SO MUCH IN FOUR YEARS AS THE PEOPLE HAVE MENTIONED, AS WELL. THIS YEAR, WE SERVED PARENTS IN 21 SCHOOLS, IN SIX SCHOOL DISTRICTS IN MULTNOMAH COUNTY. WE PROVIDED SERVICE IN ENGLISH AND IN SPANISH. OUR PRESENTATIONS WERE TRANSLATED INTO MANY LANGUAGE, LANGUAGES FOR THE PARENTS, INCLUDING VIETNAMESE, CHINESE, KORAN, RUSSIAN, SOMALI, AND AMERICAN SIGN LANGUAGE. I WOULD LIKE TO END WITH A STORY FOR YOU ABOUT ONE OF THE PARENTS WE WORKED WITH AT JAMES JOHN. I'LL CALL HIM JAVIER. HE'S A SINGLE DAD WITH THREE YOUNG CHILDREN WHOSE OWN READING ABILITY IS NOT HIGH. HE STARTS WORK AT 4:00 IN THE MORNING, SO HE CAN BE HOME FOR HIS KIDS IN THE AFTERNOON. BY THE TIME BEDTIME ROLLS AROUND, HE'S, UNDERSTANDABLY, EXHAUSTED. BUT AFTER THREE WEEKS IN THE EARLY KINDERGARTEN TRANSITION PROGRAM, HE TOLD US THAT FROM NOW ON, HE WAS GOING TO READ TO HIS CHILDREN AT BEDTIME ANYWAY BECAUSE NOW HE REALIZES HOW IMPORTANT IT IS. NOW, I GUESS WE'LL HAVE A CHANGING OF THE GUARD, AND I AM TO INTRODUCE BARBARA, OUR NEXT SPEAKER, WHO IS THE DIRECTOR OF STUDENT SERVICES AT DAVID DOUGLAS SCHOOL DISTRICT, WHO IS HERE TO TALK ABOUT THE IMPACT AND SIGNIFICANCE OF THE REGISTRATION CAMPAIGN AND TRANSITION PROGRAMS FOR SCHOOLS IN THE DISTRICTS.

>> GOOD.

>> THANK YOU VERY MUCH. IT'S NICE TO BE HERE TODAY, SO, SO THANK YOU FOR THE OPPORTUNITY TO BE HERE TO SPEAK. SO, THE STUDENT SERVICES DIRECTOR AT DAVID DOUGLAS, I AM, AND I GET TO REINFORCE EVERYTHING THAT YOU HAVE HEARD ABOUT THE, THE POWER OF THE PROGRAM, AS WELL AS REGISTRATION, CHALLENGES. BUT, FORECASTED BE ANY DISTRICT SITTING HERE BEING REPRESENTED BECAUSE I KNOW WHAT I SAY IS, IS, IS SIMILAR ACROSS ALL DISTRICTS IN OUR COUNTY. SO, FIRST I WANT TO TALK A BIT ABOUT THE CHALLENGES OF LATE REGISTRATION. UNFORTUNATELY, WE DO HAVE SOME FAMILIES THAT REALIZE SCHOOL STARTS AFTER THEY SEE THE SCHOOL BUS ROLL BY THEIR HOUSE SEVERAL TIMES THE FIRST WEEK IN SEPTEMBER. THAT'S A CHALLENGE. THAT'S A CHALLENGE FOR US, IT'S A CHALLENGE FOR THAT CHILD, AND IT REALLY GIVES THEM A, A DEFICIT TO START THE YEAR WITH. SO, WE REALLY DO SUPPORT THE CAMPAIGN TO GET KIDS REGISTERED FOR, FOR EARLY FOR KINDERGARTEN. WE'RE PREPARED FOR THEM AT THE SCHOOL LEVEL. SIMPLE THINGS LIKE WE HAVE A NAME TAG FOR THEM WHEN THEY WALK IN. THEIR CUBBY IS LABELED, THEIR DESK IS LABELED WITH THEIR NAME, AND WE BUILD THAT SENSE OF BELONGING RIGHT FROM THE VERY BEGINNING WHEN THEY FIRST WALK IN THAT DOOR. THE OTHER OPPORTUNITY IT GIVES US IS, IS TO CONNECT WITH THE FAMILIES AND GET THEM HOOKED UP TO THINGS THAT WE ARE OFFERING AS A SCHOOL COMMUNITY OR A DISTRICT IN THE SUMMER. SO, THAT WOULD BE OUR EARLY KINDERGARTEN TRANSITION PROGRAM, IF THEY ARE AT ONE OF THE SCHOOLS THAT HAS THAT, AND WE ALSO HAVE OTHER

SUMMER PROGRAMMING THAT GOES ON WITH THE SCHOOLS, AND WE HAVE A SCHOOL THAT DOES HOME VISITS, AND THE TEACHERS GO OUT AND SPEND TIME IN AUGUST, VISITING THE FAMILIES AND GETTING TO KNOW THEM AND MEET THEM IN THEIR ENVIRONMENTS. IF, IF THEY ARE REGISTERED, WE CAN SET THOSE UP, AND WE KNOW THAT THOSE WILL HAPPEN. WE ALSO HAVE PLAY GROUPS, AND WE HAVE SOME PARENTS THAT REALLY WANT TO CONNECT WITH OTHER PARENTS IN THEIR COMMUNITY AND START TO BUILD SOME FRIENDSHIPS AND, AND PEER GROUP SUPPORTS. SO, WHEN WE KNOW THAT THE KIDS ARE COMING IN SEPTEMBER, WE CAN HELP OFFER ALL OF THOSE OPPORTUNITIES FOR FAMILIES AND STUDENTS. WE ALSO GET AN OPPORTUNITY TO, TO MEET THOSE FAMILIES AND TRY TO CONNECT THEM INTO THE SCHOOL. WE GET THEM SIGNED UP FOR BOOSTER CLUB OR PTA OPPORTUNITIES AND GET THEM TO VOLUNTEER AND REALLY BUILD THAT SENSE THAT WE WANT YOU HERE, AND THIS IS HOW YOU BECOME PART OF OUR SCHOOL COMMUNITY. SO, THOSE ARE SOME OF THE REASONS WHY IT'S SO IMPORTANT THAT WE TRY TO GET KIDS REGISTERED IN ADVANCE. ON THE OTHER SIDE, WHEN WE DON'T KNOW THEY ARE COMING, YOU KNOW, WE, WE DO JUST CREATE THAT, THAT GAP THAT'S EVEN -- IT WIDENS, SO JUST THAT SOCIAL, EMOTIONAL PIECE, AS WELL AS THE ACADEMIC PIECE, AND JUST THAT SENSE OF BELONGING. SO, WE'RE VERY, VERY -- EVERY YEAR, WE WORK HARD TO TRY TO REACH OUT TO THE COMMUNITY IN ALL OF THE WAYS THAT WE CAN AND REALLY COUNT ON THE, THE PROGRAM THROUGH THE COUNTY TO HELP US DO THAT. WE ALSO HAVE THREE SCHOOLS THAT PARTICIPATED IN THE EARLY KINDERGARTEN TRANSITION PROGRAM, THE LAST TWO YEARS. WE HAVE FIVE OF OUR SCHOOLS THAT WERE SUN SCHOOLS. SIX THAT ARE NOW AT THE ELEMENTARY THIS YEAR, AND WE ADDED A NEW ONE WITH YOUR SUPPORT. THANK YOU. THE DISTRICT SUPPORTS IT, SO WE ARE CO-MINGLING OUR FUNDS TOGETHER. 30 MORE TO GO, AND I CAN RETIRE. SO, THAT'S MY COMMITMENT TO MY SUPERINTENDENT. AS SOON AS WE KNOW THAT WE'RE GOING TO BE ABLE TO OFFER EARLY KINDERGARTEN TRANSITION, THE SCHOOLS ARE ALREADY CALLING ME SAYING WHEN, WHEN, WHEN, AND I WANT TO BE ON THE LIST AND HOW DO I DO THIS, SO WE WERE ABLE TO DO THREE SCHOOLS AGAIN THIS LAST SUMMER, AND ONE OF THE SCHOOLS HAS OVER 600 TO 700 KIDS IN IT, AND THEY CALLED AND SAID, WE HAVE ENOUGH KIDS ALREADY SIGNED UP THAT, THAT WE'LL ADD ANOTHER CLASSROOM IF YOU WILL FUND IT. SO, AT A DISTRICT LEVEL, WE COMMITTED SOME FUNDS TO BE ABLE TO FUND A WHOLE OTHER CLASSROOM AT ONE OF THOSE SCHOOLS AND, AND DOUBLE THE AMOUNT OF KIDS. SO, IT WAS A, AN AMAZING, YOU KNOW, LIKE WE HAVE ALREADY HEARD GRASSROOTS KIND OF COMMITMENT BECAUSE THE PRINCIPALS AND THE TEACHERS SEE THE VALUE OF THIS PROGRAM. KIDS COME IN, AND THEY ARE ABLE TO LEARN WHAT, WHAT THE -- LEARN THE BUILDING AND KEY PEOPLE IN THE BUILDING TO HELP THE, AND THE COUNCILOR COMES IN OFTEN IN THE SUMMER TO, TO MEET THEM. I HIRED THE SPEECH PATHOLOGIST THIS LAST SUMMER FOR KIDS THAT HAD -- WERE COMING IN ALREADY FROM EARLY CHILDHOOD SPECIAL EDUCATION, SO

THEY COULD MEET THEIR, THEIR SERVICE PROVIDER, AND ALREADY, GET SOME THINGS SET IN PLACE FOR THEM. WE ALSO WILL A BEHAVIOR SPECIALIST THAT I KNOW THAT WE HIRED IN MY DISTRICT TO COME IN AND GO OUT AND OBSERVE ALL OF THE KIDS AND HELP, HELP TO SET UP PLANS FOR THOSE KIDS THAT NEEDED A LITTLE SUPPORT THE FIRST WEEKS OF SCHOOL TO BE SUCCESSFUL. SO SHE WAS ABLE TO WORK WITH, WITH THE FAMILIES, WORK WITH THE TEACHER, WORK WITH THE PRINCIPAL, AND HAVE A BEHAVIOR PLAN, OR SOME SUPPORTS, VISUAL SCHEDULES, SENSORY BREAKS, THOSE KINDS OF THINGS, ALREADY IN PLACE THAT VERY FIRST DAY THAT THEY SHOWED UP TO HELP ENSURE THAT THEY HAD A GOOD, SUCCESSFUL TRANSITION. SO, IT'S BEEN A VALUABLE, VALUABLE PROGRAM, AND LIKE I SAID, I KNOW MY OTHER SCHOOLS ARE ANXIOUS TO PARTICIPATE. SO, THESE ISSUES ARE ECHOED ACROSS ALL OF THE DISTRICTS IN OUR COUNTY. THE ISSUES WITH THE REGISTRATION, BUT ALSO, THE BENEFITS OF THE KINDERGARTEN TRANSITION PROGRAM, AND LIKE I SAID, IN THE BEGINNING, EVERY DISTRICT COULD BE HERE SITTING IN THIS SEAT, AND YOU WOULD HEAR A VERY SIMILAR STORY. WE KNOW THAT AN INVESTMENT IN OUR CHILDREN AND IN OUR FAMILIES FROM THE VERY BEGINNING IS GOING TO HELP BOOST OUR ATTENDANCE, AND ULTIMATELY, IMPACT OUR GRADUATION RATE AT THE END OF THE ROAD. SO, WITH THAT, I GET THE PLEASURE TO INTRODUCE ANDRENA, SHE WORKS FOR THE CHILDREN'S INSTITUTE AND IS WORKING AT EARL BOYLE'S ELEMENTARY SCHOOL, AND SHE IS THE COMMUNITY FAMILY OUTREACH PARTNER, AND SHE IS GOING TO SHARE SOME OF THEIR EXPERIENCES THERE.

>> THANK YOU.

>> EXCUSE ME, I HAVE A QUICK QUESTION BEFORE YOU START. WHAT PERCENTAGE OF THE KIDS WOULD YOU SAY REGISTERED LATE PRIOR TO KINDERGARTEN COUNTS?

>> OH, BOY, A PERCENTAGE, WE PROBABLY HAD, PROBABLY ABOUT 30% OF OUR KIDS WOULD REGISTER AFTER THE FIRST DAY OF SCHOOL STARTED. THAT'S, THAT'S A LARGE NUMBER. WE OFTEN WERE IN A DISTRICT THAT'S VERY CROWDED. WE DON'T HAVE A LOT OF ROOM, AND OFTEN, THE LATE REGISTRATIONS ENDED UP HAVING TO GO TO A DIFFERENT SCHOOL, NOT THEIR HOME SCHOOL BECAUSE WE WERE -- WE DID NOT PLAN AN EXTRA CLASSROOM FOR THEM, AND WE HAD MAYBE, YOU KNOW, PUT IN AN EXTRA FOURTH GRADE CLASSROOM, WHEN OUR COMMITMENT IS TO GET THE KINDERS IN THEIR HOME SCHOOL.

>> THANK YOU, MADAM CHAIR. RELATED TO THAT, FOR, FOR FUNDING COUNTS OF STUDENTS, WHAT IS THE MAGIC DATE CUT-OFF TO, TO SEND YOUR STUDENT COUNT, YOU KNOW, TO -- I'M SORRY, YOUR SYSTEM IS A MYSTERY TO ME, TO WHEREVER YOU SEND IT, TO GET MONEY?

>> FOR STATE FUNDING?

>> FOR STATE FUNDING.

>> OH, WE DO A, WHAT THEY CALL AN ANNUAL DAILY MEMBERSHIP COUNT SEVERAL TIMES THROUGHOUT THE YEAR. SO, THE FIRST ONE IS AT THE END OF OCTOBER OR MID OCTOBER.

>> SO THESE REGISTRATIONS ARE NOT INTERFERING WITH THAT?

>> NO, NO, THAT DOES NOT INTERFERE WITH THE FUNDING, BUT WE OFFER FULL-DAY KINDER FOR ALL OUR KIDS IN DAVID DOUGLAS, SO, THAT TAKES, YOU KNOW, A FULL CLASSROOM FOR THE ENTIRE DAY, SO, LIKE I SAID, WE MAY HAVE OUR, OUR SCHOOLS ARE CROWDED. IT'S EASIER TO MOVE SOME FOURTH GRADERS, POSSIBLY, TO A SCHOOL OUTSIDE OF THEIR NEIGHBORHOOD THAN IT IS OUR, THE KINDERS. WE WANT TO BUILD THAT RELATIONSHIP WITH THEM AND BE ABLE TO HAVE THEM ATTEND THEIR HOME SCHOOLS, SO THAT EARLY REGISTRATION HELPS US TO DO THAT, SO WE CAN PLAN ON HOW TO USE THE SPACE IN THE BUILDING.

>> THANK YOU.

>> THANK YOU.

>> THANK YOU.

>> THANK YOU. AND GOOD MORNING, COMMISSIONERS, AND THANK YOU FOR THE OPPORTUNITY TO BE HERE. I AM, ACTUALLY, HERE TO INTRODUCE A WONDERFUL PARENT, MOM, WHO PARTICIPATED IN THE KINDER TRANSITIONS PROGRAM THIS PAST SUMMER AND THE PARENTING, I'M THE ENGAGEMENT COORDINATOR WITH THE CHILDREN'S INSTITUTE BUT MY SITE IS EARL BOYLE, AND I HAVE RUN THE PARENT MEETINGS, WHICH ARE FUN, VIBRANT, FULL OF LEARNING, I LEARN AS MUCH FROM PARENTS IN THE LIBRARY AS, AS I FEEL THAT I TEACH PARENTS. SO, IT'S A GREAT OPPORTUNITY. YOU ARE ALWAYS WELCOME TO COME AND VISIT NEXT SUMMER. NOD IS A MOM WHO PARTICIPATED IN THIS PAST KINDER TRANSITIONS PROGRAM.

>> BUENOS DIAZ.

>> GOOD MORNING, COMMISSIONERS. [SPEAKING IN SPANISH]

>> THANK YOU FOR THE OPPORTUNITY THAT YOU GAVE ME TO BE HERE AND TO SHARE MY EXPERIENCE IN PARTICIPATING IN KINDER COUNTS. AS SHE SAID, I AM ERIKA, AND I HAVE A KINDERGARTENER.

>> SHE DID NOT HAVE THE OPPORTUNITY TO GO TO PRESCHOOL. I WOULD HAVE LOVED FOR HER TO PARTICIPATE IN A PRESCHOOL PROGRAM. THE OPPORTUNITY THAT SHE DID HAVE WAS KINDER COUNTS. SHE STRUGGLED A LOT THE FIRST TWO DAYS. SHE CRIED A LOT, AFTER THE FIRST TWO DAYS, SHE STARTED LOVING GOING TO SCHOOL. THE REASON THAT I HAD HER PARTICIPATE IN KINDER COUNSELS IS THAT IT WAS TWO WEEKS THAT WERE A SUMMER SCHOOL EXPERIENCE FOR HER. SOME OF THE BENEFITS THAT THE PROGRAM GAVE HER, AND ME AS A MOM, THAT SHE LEARNED TO WRITE HER NAME IN KINDER COUNTS. SHE LEARNED THE RULES OF THE SCHOOL, AND SHE LEARNED TO BE PART OF THE SCHOOL. AND NOT TO BE AFRAID TO BE WITHOUT MOMMY. NOW I CONTINUE TO BE PART OF THE SCHOOL. I VOLUNTEER EVERY DAY AT SCHOOL, WHATEVER THE TEACHERS NEED, I AM THERE, AND I LIKE TO BE PART OF THE SCHOOL. THAT'S MY TESTIMONY. AND THANK YOU FOR THE OPPORTUNITY TO BE HERE.

>> SO DO YOU HAVE ANY QUESTIONS?

Commissioner Smith: I DO HAVE QUESTIONS, MADAM CHAIR, AND THIS IS ABOUT THE OVERALL PROGRAM. HOW MANY KINDERGARTEN COUNT SITES DO WE HAVE?

>> LAST SUMMER THERE WERE 21.

>> 21?

>> SUN COMMUNITY SCHOOLS AND 24 CLASSROOMS, SO A COUPLE OF SCHOOLS HAD MORE THAN ONE CLASSROOM.

>> AND ARE THESE FULL YEAR PROGRAMS?

>> NO, IT'S JUST IN THE SUMMER, IT'S THREE WEEKS, GENERALLY, THE FIRST THREE WEEKS OF AUGUST OR THE LAST WEEK OF JULY AND TWO WEEKS OF AUGUST RIGHT BEFORE SCHOOL STARTS.

Commissioner Smith: JUST CURIOUS TO KNOW IN REGARDS TO THE EARLY LEARNING CENTERS THAT THE GOVERNORS ORGANIZED. HOW IS THAT GOING TO IMPACT THIS PARTICULAR PROGRAM, BECAUSE IT SOUNDS LIKE SOMETHING THAT THEY WOULD WANT TO FOLD INTO.

>> ABSOLUTELY. WE'LL HAVE AN OPPORTUNITY LATER THIS AFTERNOON, COMMISSIONER, TO TALK ABOUT THE EARLY LEARNING HUB SOME MORE. I THINK THAT, THAT THIS PROGRAM, IN PARTICULAR, THE EARLY KINDERGARTEN TRANSITION WILL FIT INTO THE CONTINUUM OF SERVICES FOR KIDS AND FAMILIES THAT HELP TO PREPARE THEM FOR KINDERGARTEN. SO, PART OF WHAT WE ENVISION FOR THE HUB IS, IS DEVELOPING A CONTINUUM TO BE ABLE TO UNDERSTAND BETTER WHERE OUR

INVESTMENTS ARE GOING AND WHO THEY ARE SERVING, AND THIS WOULD BE ONE OF THE ELEMENTS OF THAT CONTINUUM. I WOULD NOT SEE CHANGING IT.

>> AND ONE LAST QUESTION, WHAT'S THE COST OF THIS PROGRAM?

>> CURRENTLY, THE COUNTY INVESTS \$40,000.

>> Commissioner Smith: PER SITE?

>> NO, TOTAL, AND LEVERAGES ABOUT \$120,000 OF MONEY FROM THE DISTRICTS. IN ADDITION TO THE LIBRARY RESOURCES AND PSU'S TIME AND OTHER THINGS, WE HAVE NOT COUNTED.

>> Commissioner Smith: THANK YOU.

>> YOU ARE WELCOME.

>> SO WE ONLY PUT IN PROBABLY \$2,000 TO \$3,000 PER SITE, THE DISTRICTS HAVE STEPPED UP TREMENDOUSLY.

>> I THINK THE PRICE TAG THAT, THAT I'M TOLD AT THE DISTRICT LEVEL IS A TOTAL OF 5,000, SO, BUT, THERE HAS TO BE A DISTRICT CONTRIBUTION AS PART OF THAT 5,000.

>> Commissioner Smith: DO YOU MAINLY USE YOUR TITLE 1 FUNDING FOR THAT?

>> WE, IN DAVID DOUGLAS, WHAT I HAVE CHOSEN TO DO IS TO, IS TO USE OUR, OUR IDEA, OUR INDIVIDUAL DISABILITY EDUCATION ACT MOPE, SO THE SPECIAL ED MONEY, AND WE GET SOME MONEY FROM THE STATE TO PRESCHOOL EFFORTS, AND IT'S JUST A LITTLE SUB-GRANT, AND SO I USE SOME OF THAT MONEY WITH THE UNDERSTANDING THAT WE ARE GOING TO OUTREACH TO OUR STUDENTS THAT ARE IDENTIFIED FOR EARLY CHILDHOOD SPECIAL EDUCATION SO THAT THEY HAVE AN INCREASED OPPORTUNITY TO GET COMFORTABLE WITH THE SCHOOL, AND THAT'S WHY I HAD OUR SPEECH AND BEHAVIORAL SPECIALIST.

>> Commissioner Smith: CAN YOU USE THAT MONEY FOR FOLKS, IF THEY DON'T HAVE AN IEP?

>> YOU CAN USE IT FOR EARLY INTERVENING SERVICES, SO TO PREVENT SOME KIDS FROM BEING IDENTIFIED AS SPECIAL EDUCATION, BUT I USE, LIKE \$1,000 AT EACH OF THE SITES, AND THERE ARE KIDS THAT ARE IDENTIFIED IN EACH OF THOSE SITES.

>> Commissioner Smith: OK, GREAT. THANK YOU.

>> OTHER QUESTIONS?

>> COMMISSIONER McKEEL.

Commissioner McKeel: THANK YOU. I DON'T HAVE A QUESTION BUT I WANT TO THANK YOU FOR YOUR PRESENTATION. AS WE TALKED ABOUT EARLY LEARNING, THIS, THIS AGE FRAME, THIS ZERO TO SIX IS SO IMPORTANT, AND I THINK THAT, I BELIEVE THAT I DID VISIT ONE OF THESE SITES.

>> I BELIEVE YOU DID, TOO.

>> I WAS AT PARK LANE.

>> YES, YOU WERE, SUMMER BEFORE LAST, YES.

>> AND IT WAS VERY IMPRESSIVE. SO, THANK YOU FOR THE, FOR THE PROGRAM AND, AND, AND WHAT IT DOES FOR THE CHILDREN, REALLY, THANK YOU.

>> COMMISSIONER SHIPRACK?

>> Commissioner Shiprack: I APPRECIATE IT. I WANTED TO THANK DAVID DOUGLAS SCHOOL DISTRICT FOR BEING HERE IN FORCE, AND THE, THE -- JUST TAKE AN OPPORTUNITY TO, TO UNDERLINE THE EARL BOYLE'S EXPERIENCE AND, AND I'M SO DELIGHTED THAT, THAT A MOMMY TOOK TIME OUT OF HER BUSY DAY TO COME AND SHARE WITH US THIS EXPERIENCE BECAUSE IT IS A FAMILY EXPERIENCE. THE SCHOOL EXPERIENCE. AND IT'S, DID IT'S A VALUE THAT, THAT CAN BE REINFORCED AT HOME AND, AND THE, THE SCHOOL IS REINFORCING THE VALUE AND THE TRUST OF THE RELATIONSHIP. SO, I REALLY LOOK FORWARD TO, TO THE CONTINUED COMMUNICATIONS FROM AND ABOUT THE, THE SUCCESS OF THE EARL BOYLE WORK GOING ON RIGHT IN THIS, IN THE CENTER OF DISTRICT 3.

>>> I AM VERY PROUD OF YOU. THANK YOU.

Chair Madrigal: COMMISSIONER WENDT.

Commissioner Wendt: YOU KNOW, I WAS AT MARQUAM ELEMENTARY SCHOOL FOR A PRINCIPAL FOR A DAY A FEW WEEKS AGO, AND I HAD NOT BEEN TO AN ELEMENTARY SCHOOL IN A LONG TIME, AND THERE IS A LOT HAPPENING IN ELEMENTARY SCHOOLS. A LOT OF LANGUAGES, WITH KIDS FROM DIFFERENT BACKGROUNDS AND, AND I AM REMINDED OF THE WORK THAT EDUCATORS DO WEARING, WEARING MANY, MANY HATS ALL DAY LONG. I THOUGHT THAT I WAS GOOD AT MULTI-TASKING, BUT YOU ALL PUT US TO SHAME. BUT, I --

PEGGY, WHEN YOU SAID THE COST, IT'S TREMENDOUS. WHAT A GREAT WAY TO LEVERAGE COMMUNITY PARTNERS WHO ALL HAVE THE SAME GOALS, AND I THINK -- I APPRECIATED THE COMMENT FROM PSU ABOUT THE ORGANIC NATURE OF THIS AND NOT COOKING SOMETHING IN A LAB AND TAKING TOO MUCH TIME TO KIND OF MISS THE OPPORTUNITY TO INFLUENCE THINGS IN THE MOMENT. SO, KUDOS TO YOU AND ALL THE PARTNERS IN THE PROJECT.

>> THANK YOU.

>> I WANT TO THANK YOU, AS WELL. I THINK THAT THIS IS ANOTHER WONDERFUL EXAMPLE OF JUST THE EXCELLENCE OF, OF OUR, OUR COUNTY, IT EMPLOYS OUR COMMUNITY AND OUR PARTNERS, THAT WE COULD, WE COULD, WE COULD CLOSE THE GAP FOR KIDS WHO HAVE MISSED, YOU KNOW, A YEAR OR TWO OF PRESCHOOL IN A FEW WEEKS AND HAVE THEM READY FOR KINDERGARTEN FOR, FOR, FOR, FOR 40,000 ON OUR SIDE AND \$120 ON THE SCHOOL SIDE, IT'S JUST ABSOLUTELY STUNNING AND INCREDIBLE. SO, I COMMENT YOU AND I THANK YOU AND LOOK FORWARD TO - - I HOPE THAT WE'RE ABLE TO TRACK THE KIDS AS THEY GO THROUGH, THROUGH SCHOOL AND SEE HOW, HOW THEIR OUTCOMES CHANGE. THANK YOU VERY MUCH.

>> THANK YOU VERY MUCH.

>> THANK YOU.

Chair Madrigal: AND THERE BEING NO FURTHER BUSINESS, WE'RE ADJOURNED.
[GAVEL POUNDED]

ADJOURNMENT

The meeting was adjourned at 11:32 a.m.

This transcript was prepared by LNS Captioning and edited by the Board Clerk's office. For access to the video and/or board packet materials, please view at: http://multnomah.granicus.com/ViewPublisher.php?view_id=3

Submitted by:
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Marina Baker, Assistant Board Clerk
Board of County Commissioners
Multnomah County