

AGENDA

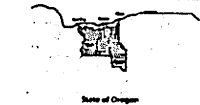


Four Rivers Early Learning Hub Governance Board Meeting

Tuesday, June 23, 2015, 10:00 AM – 12:00

Steve Burnett Research and Extension Office
66365 Lonerock Road, Moro, OR 97039

1. Call to Order
2. Welcome and Introductions
3. Additions to the agenda
4. Review May 26, 2015 Minutes
5. Hub Chair/Vice-Chair nominations committee recommendation – Vote
 - Chair – Gary Peterson
 - Vice-Chair – Nancey Patten
6. Hub Coordinator / Transition Committee options – Vote
 - Hire Hub Coordinator as a Sherman County Employee
 - Hire Hub Coordinator as a Columbia Gorge ESD employee
(Job descriptions & budgets attached)
7. Hub Membership
 - A) Terms of Appointment
Members are appointed for two (2) year terms from July to June of odd numbered years. There are no term limits but members must reapply for each term to allow interested parties to compete for sector positions.
8. Focused Child Care Network Opportunity (grant submitted)
9. NCESD Early Childhood staffing change
10. Hub application update – Joella
11. Hub funding
12. Celebration
13. Next meeting Tuesday, July 28, 10:00-12:00 in Moro (4th Tuesday)
14. Adjourn



Four Rivers Early Learning Hub Governance Meeting Minutes

May 26, 2015, 10:00 AM – 12:00
Steve Burnett Research and Extension Office
66365 Lonerock Road, Moro, OR 97039

Attendance:

Hub Members:

Gilliam County Rep, Steve Shaffer - present
Hood River Rep, Karen Joplin – absent (emailed)
Sherman County Rep, Gary Thompson – absent
Wasco County Rep, Steve Kramer – absent
Wheeler County Rep, Chris Perry – absent
Business Rep, Jennifer Bold – present
Early Childhood Rep, Nancey Patten – present
Health Rep, Teri Thalhofer - present
K-12 Rep, Gary Peterson– present
Parent Rep, Kristen Richelderfer – present
Social Services Rep, Janet Hamada– absent (emailed)
DHS District Manager, David Pike – present
Behavioral Health Rep, Barb Seatter - absent

Guests:

Terri Vann – Keeping Families Together (Child Abuse & Neglect Initiative in HR)
Amber DeGrange – Sherman County Juvenile Department
Jen Heredia – Oregon Child Development Coalition (OCDC- Migrant/Seasonal Head Start)
Kim Williams – North Central ESD Early Childhood
Joella Dethman – staff

April 28, 2015 Hub meeting minutes – Teri Thalhofer made a motion to approve the April 28 Hub minutes. Steve Shaffer seconded the motion. Motion passed unanimously.

RAC Survey preliminary results – Gary Peterson said Regional Achievement Collaboratives (RACs) were developed to be policy makers at the local level, mirroring the OEIB (Oregon Education Investment Board) setting policy for the Oregon Department of Education. Governor Kitzhaber envisioned RACs to coordinate the system from birth – 21 years of age. Fourteen RACs were developed but not all areas of the state were covered including Clackamas County and NW Oregon. Our RAC received a \$40,000 grant to assess early childhood services. Dan Spatz and Paul Lindberg contracted through Columbia Gorge ESD to survey preschools and Elementary Schools across the five counties served by Four Rivers Early Learning Hub.

Columbia Gorge Community College initially convened RAC partners and included Washington State University and Clark College in the bi-state RAC. At the last RAC meeting, members discussed governance very similar to the process the Hub used to decide on a governance structure. The next RAC meeting will be June 10. Future RAC funding is up in the air as Senate Bill 215 may dismantle the OEIB.

Gary reviewed the Pre School Survey preliminary report completed by Dan Spatz. The one-on-one surveys highlighted the transition from Pre School to Kindergarten, curriculums, challenges, training and continued education. [The preliminary report is included with these minutes.]

As minimum wages increase and families must make more money to survive, fewer families qualify for Head Start, making more than 100% of poverty but unable to afford preschool. Joella said the Strategic Plan identified families living at 100%-200% of poverty for expanded preschool.

Vroom – Joella said she attended a Hub Coordinator meeting in Madras last week. There was a presentation to attendees about applying for grants to bring Vroom, app for the phone with daily messages for parents to incorporate simple brain development activities into their daily lives. Steve said his grandchildren enjoy the activities. Kim said she is overseeing a three county pilot Vroom project serving Sherman, Gilliam and Wheeler Counties. Teri Thalhofer moved to approve Joella applying for a Vroom grant for Hood River and Wasco Counties. Nancey Patten seconded the motion. Motion passed unanimously.

Early Literacy Project – Kim reported that she oversees a \$50,000 Early Literacy Project grant serving Sherman, Gilliam and Wheeler Counties. They purchased over 1,000 books, had Heather McNeal from Deschutes County Library conduct a kickoff event, provided books to Story Time in each county and distributed books to all doctor's offices. Story time will continue through June. Joella said the Early Literacy funding will be included in Early Learning Council funds to each Hub combined with other funds.

Hub application update – Joella reported the final Hub application review will be completed soon and then will move for committee approval. We will celebrate the Hub application approval at the next Hub meeting June 23.

Hub funding – Joella passed out three sheets indicating current Early Learning Council funding contracted through counties. Healthy Families contracts will be extended for three months allowing the ELC time to prepare new contracts after allocations have been determined by the legislature. Starting in October 2015, Healthy Families contracts will be released directly from the Early Learning Division to programs. The Strategic Plan calls for continued funding to existing programs. It was agreed by consensus to continue existing funding allocations for the 2015-16 fiscal year. Contracts will be handled by Sherman County, the Hub fiscal agent.

The budget shows the majority of Hub current program funds being allocated to Sherman, Gilliam and Wheeler Counties for preschools and child care programs. It was agreed to ask the preschools and child care programs for their budgets, number of children living at <100% of poverty, 100%-200% or >200% of poverty, the model and charge to families – as a condition of the Hub contract. This information will be used to assess targeting of highest risk children with limited funds in the future.

The state estimates Four Rivers Early Learning Hub Coordinator Funds to be \$342,240 for the next biennium. Some of this money will pay for a Hub Coordinator. A budget for the coordinator, supplies and travel is not determined yet.

The Early Learning Division is expecting the legislature to approve a budget between \$15.4 million and the Governor's Recommended budget. Joella's estimates are between \$739,680 and \$987,360 total funds to the Four Rivers Early Learning Hub for the 2015-17 biennium (two years) – based on the state staff best guesses. Grant streams to counties are based on population only. Hub Coordination has a \$50,000 minimum with population based funding added.

Joella asked for input about the staffing model. She sees the Hub Coordinator as a full-time person and there was general agreement that with five counties to cover, it is necessary. Joella suggests placing the Hub Coordinator as an employee with an agency providing support for this lone Coordinator. Amber said she did not think Sherman County would want to hire an employee. Joella asked about an ESD contract. Nancey said the college might be a good place as they serve all five counties. Joella will take this information to the committee.

Next meeting June 23, 10:00-12:00 in Moro. Minutes prepared by Joella 5/26/15.

Four Rivers Early Learning Hub Pre-School Survey: Status Report – May 24, 2015

Summary:

The focus of this survey is early student success with emphasis upon transition from pre-school to kindergarten. The survey uses a standard set of questions (attached) to identify best practices and challenges, explore assessment methodologies, review curricula, and determine the level of two-way, on-going communication that occurs between pre-school and kindergarten instructors across the five-county region. Public and private pre-schools are surveyed. Transition forms, samples of curricula and assessment tools are collected whenever available. Tactile learning tools and other tools to support best practices are documented through photographs as well as field notes. Play time, screen time and fee structures are tracked for comparative purposes. The survey began in mid-April and will conclude in June, at which time a final report will be released; this will also incorporate findings from a parallel set of interviews currently taking place across kindergarten and grades 1-3 in the region's 10 school districts.

Status:

In-person interviews have been conducted with instructional staff and center coordinators at the following pre-schools: Belmont Head Start, Sherman Cooperative Pre-School, Hood River Community Education Mid-Valley Pre-School, Horizon Christian Pre-School, SmartEPants Pre-School, Parkdale Head Start, Little Feet Pre-School, Country Club Head Start, Maupin Head Start, St. Mary's Academy Pre-School, Hood River Community Education Little Learners, Spray School District Pre-School, North Sherman Head Start, Arlington Pre-School, Columbia Gorge Education Service District Pre-School, Fossil Pre-School, Mitchell Pre-School, The Dalles Head Start and Early Head Start, Petersburg Head Start, Condon Pre-School.

Interviews are pending or to be scheduled at the following pre-schools: Bright Beginnings, New Vision School, Sunflower School, Mid-Columbia Adventist Christian Pre-School, Learning Farm, Our Children's Place, Oregon Child Development Coalition, Methodist Pre-School, Great and Small, Dufur School Pre-School.

Preliminary findings and observations:

Assessment tools and curricula:

- Creative Curriculum Teaching Strategies (TS-Gold) is commonly used in public and some private settings. Other assessment tools vary. TS-Gold is cited, both positively and negatively, for the variety and amount of information gathered through this assessment (while it collects a wealth of data, it is time-consuming to administer). Pre-school instructors report that TS-Gold is not considered relevant beyond pre-school, although this needs to be confirmed.
- Formative assessment typically occurs through observation rather than a "sit-down" test with the instructor.
- Some curricula have been developed "in-house," but standard tools are widely used: Handwriting Without Tears, DECA for socio-emotional assessment, Second Steps, ZooPhonics and others, typically in combination. In some instances, weekly lessons plans serve as curricula; there are no additional materials.

Best practices:

- Learning through play, developing and sustaining close family relationships, tailoring curricula to individual children, widespread use of varied and ever-changing tactile learning tools.

- Thus far in the survey, no pre-school allows children to watch television in class; some screen time is occasionally allowed through computers or movies, but only when these complement the curricula. Screen time is not used simply to “occupy” classroom time.
- Playtime is generally used as a learning tool, whether through the use of tactile devices (Playdough to create letters of the alphabet) or to observe and instruct social skills (problem-solving, dispute resolution). Playtime is generally well-structured, with some exceptions.
- One best practice is the use of regular meetings across grade levels to assess individual student learning styles and teaching strategies; these meetings must overcome the logistical challenge of finding a convenient time and location for participants.
- All pre-schools interviewed thus far employ the use of classroom “jobs” to encourage student participation (bell-ringer, weather watcher, door-keeper, etc.). One pre-school developed a specific job for every student, rotating this throughout the year.
- Cost-saving strategies are also identified: low-cost (\$2) noise-cancelling headphones for use when appropriate for diagnosed learning challenges; home-made recipes for Playdough; community partnerships for field trips. When Head Start-eligible and non-eligible students are enrolled in the same classroom, students are always “blended,” with no preferential treatment given.

Challenges:

- Inadequate staffing and funding levels, a rising incidence of socio-emotional problems (reported by most but not all pre-schools), parents who lack essential parenting skills (this is a problem across the income spectrum).
- Access to violent video games is one contributing factor to socio-emotional escalation. A related concern is the electronic disconnect between parents and children, as parents spend more time on their smart phones or tablets than they spend with their children (this concern also crosses the income spectrum).
- Common Core, while not intentionally designed for the pre-school level, nevertheless raises concern among pre-school instructors; it is not considered developmentally appropriate for children of this young age, but it is seen as exerting a subtle influence as school districts implement it in lower grade levels. Instructors do not question the value of encouraging young children to learn the alphabet, numeracy, or bi-lingual skills; they do challenge the wisdom of expecting comparable levels of achievement at the same time in the school year for all children, regardless of individual stages of development.
- Another challenge involves playtime: Children learn through play, but there is concern that the transition to kindergarten is too abrupt, as children are expected to sit quietly for long periods in the kindergarten classroom.
- A significant concern involves the loss of learning momentum that occurs through the long summer break. Instructors try to address this by preparing summer study materials and sending these materials home with parents.

Communication in support of kindergarten transition:

- The level of communication between pre-school and kindergarten instructors varies widely, and does not appear to be associated with the size of a community, whether a pre-school is public or private, or even whether the pre-school is located within the elementary school building (although proximity does help). The common thread for effective communication across grade levels is one of trust and mutual respect developed gradually through the years among individual instructors. This is augmented by administrative support: in one case, a school district

building principal works with the pre-school instructor to identify opportunities for improving transition. In another setting, the district superintendent personally encourages continuing interaction between pre-school and kindergarten staff. In these instances, pre-school instructors (whether in a private or public setting) report that kindergarten instructors are fully engaged, interested in learning effective strategies, and continue to consult with them about individual students following the transition.

- Nevertheless, continuing dialog across the pre-school to kindergarten transition, especially as it concerns effective teaching strategies and methods for dealing with socio-emotional challenges for individual students, is the exception rather than the rule at pre-schools interviewed thus far. More routinely, communication is limited to one or two meetings between staff, or does not occur at all. In these cases, there is little transfer of experiential knowledge about individual students, and little if any understanding of whether curricula are aligned across the grade levels.
- Transition forms are in general use, but their content varies widely. Most pre-schools support the use of a common form across the region.

Training, continuing education requirements and access to resources:

- This varies widely, influenced by the type of program and geographic setting. It is relevant to note that, in Oregon, there are no state licensing requirements to operate a pre-school. This is reflected in responses gathered to date regarding the frequency and level of training required of pre-school instructors, which varies from a minimum of 15 hours of continuing education annually to a single annual conference.
- Knowledge of and access to professional community resources also varies widely across the region. Some pre-schools report excellent access to professional resources such as mental health counseling; others express a feeling of isolation, expressing a desire to learn counseling strategies themselves because they lack, or at least are unaware of, any other resources available.

Sherman County Four Rivers Hub Coordinator

Job Description

JOB TITLE: Four Rivers Early Learning Hub Coordinator

EXEMPT: Yes

REPORTS TO: Sherman County Judge and County Commissioners

SHERMAN COUNTY HUB COORDINATOR:

Regular full time, salaried position, 40 hours per week or 1.0 FTE

GENERAL STATEMENT OF DUTIES: Provide leadership for coordination efforts to update and implement the Four Rivers Hub strategic plan, working collaboratively with service providers and partners, including but not limited to health, early education and pre-kindergarten, K-12 education, social/human services, business, and parent representatives.

SUPERVISION RECEIVED: Works under the direct supervision of the Sherman County Judge and County Commissioners, subject to Sherman County Personnel Policies.

ESSENTIAL DUTIES:

Governance Board/Fiscal Agent:

1. Build and manage a strong and representative early learning system, working under Four Rivers Early Learning Governance Board direction.
2. Facilitate and provide staff support to Governance Board, including meeting notification, distribution of documents, preparation, logistics organization and related tasks.
3. Administer the policies and programs adopted by the Governance Board.
4. Build and manage a strong and representative early learning system, working under Four Rivers Early Learning Governance Board direction.
5. Provide day-to-day administrative and operational functions, including budget development and oversight, contract management, interface with the Hub Fiscal Agent and support of the Board and Board Committees.

Coordination:

1. Promote the integrated and efficient provision of services.
2. Maintain consistent and transparent communications among partners to foster trust and cooperation.
3. Develop and execute action plans to accomplish strategic goals.
4. Make informed decisions utilizing research and best practices data relevant to preparing children for kindergarten the areas of education, social services and healthcare.

5. Facilitate the collection and analysis of data to monitor and evaluate progress toward identified outcomes, based on documented evidence of results across stakeholders; share & utilize findings to drive improvements.
6. Ensure compliance with all state and federal mandates, including required Early Learning Division reports.
7. Assist in the creation and implementation of a long-term funding strategy to expand financial and volunteer resources to support Hub goals.
8. Identify and apply for relevant public and private grants and contracts, providing required tracking and reporting.
9. Develop an annual marketing plan, in cooperation with communications and marketing colleagues, to communicate to the general public across the entire region (Gilliam, Hood River, Sherman, Wasco and Wheeler Counties) the Four Rivers Early Learning Hub goals, objectives and strategies.
10. Coordinate opportunities for community members, including underserved families, to provide advice and support to the Hub. Ensure that work addresses racial and ethnic disparities while building empowerment for the communities and/or individuals most impacted by disparities.
11. Coordinate Regional Early Childhood Committee meetings to facilitate the “bottom-up” Hub structure.
12. Physically work in and visit all five counties; at minimum/average 15 hours a month in each county, as well as on as needed basis.
13. Performs other related duties as assigned to ensure the optimum success of the position.

DESIRABLE QUALIFICATIONS:

Abilities: Effective communication skills, written and oral; works with initiative and creativity, making decisions independently and using effective time management; operation of modern office equipment, computer systems and programs; maintains confidentiality; maintains records, reports and statistical data; independent decision making in accordance with established policies and initiative and judgment when carrying out tasks and assuming responsibilities with general instructions and guidance; serving the public, other County personnel, organizations and executives and officials from other agencies with tact and judgment. Strong business, organizational and administrative skills, including budget and financial management experience. Experience in identifying, writing and tracking public and private grants as well as executing other revenue enhancement options. Excellent oral presentation and written communication skills. Must be proficient in English; Spanish proficiency is desirable. Professional, polished and enthusiastic demeanor in person and on telephone.

Knowledge: Demonstrated experience in project management that involves establishing and managing strong partnerships with nonprofits, government agencies, businesses, underrepresented populations and/or other community stakeholders. Demonstrated knowledge and understanding of early childhood

education, kindergarten readiness, contract management, and program evaluation. Demonstrated experience in navigating complex political and social systems.

Special Qualifications: Valid Oregon driver's license and insurance as required by the State of Oregon, reliable transportation and the ability to travel frequently in the region. Must pass a criminal background check. Ability to work with a wide variety of people and serve as an objective supporter and leader across all five Hub counties, valuing each child, county, agency and individual equally.

EDUCATION AND/OR EXPERIENCE:

Bachelors's degree in education, public administration, non-profit management, business administration, or a related field, or be able to demonstrate five years of successful experience in one or more of these fields. (Master's degree preferred.)

PHYSICAL DEMANDS:

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. While performing the duties of this job, the employee is regularly required to sit, talk, see, hear, walk, handle objects, tools, standard keyboards of office equipment, and reach with arms and hands.
2. The employee must frequently lift and/or move objects up to 10 pounds, and occasionally lift or move objects up to 25 pounds.
3. Specific vision abilities required by this job include close vision and the ability to adjust focus.

EVALUATION:

The Hub Coordinator's work is evaluated formally once each year by the assigned Supervisor. Interim reviews are conducted through informal conferences and status reports.

I, _____, have read and agree to the functions, responsibilities, requirements and demands of the position description above.

Employee signature

Date

Supervisor signature

Date

Columbia Gorge Education Service District

Position Description

Title: Regional Early Learning Hub Coordinator
Department: Early Childhood Programs
Supervised by: Superintendent

Position Purpose:

The Four Rivers Early Learning Hub was established in accordance with Oregon statutes to create a coordinated system of early learning, community-based services, from prenatal through kindergarten, to ensure that all children in this service region enter kindergarten safe, healthy and ready to learn. The Four Rivers Early Learning Hub serves Gilliam, Hood River, Sherman, Wasco and Wheeler counties. The regional Early Learning Hub Coordinator is responsible for providing leadership for coordination of efforts to enhance the development and implementation of the strategic plan of the Four Rivers Early Learning Hub through work with service providers and partner, including but not limited to health, early education and pre-kindergarten, K-12 education, social/human services, business, and parent representatives.

Core Job Functions:

1. Build and manage a strong and representative early learning system, working under Four Rivers Early Learning Governance Board direction.
2. Promote the integrated and efficient provision of early childhood services.
3. Maintain consistent and transparent communications among partners to foster trust and cooperation.
4. Work with the Hub Governance Board and Oregon Early Learning Division to establish targeted outcomes and benchmarks with consistent evaluation metrics.
5. Develop and execute action plans to accomplish strategic goals.
6. Make informed decisions utilizing research, best practices and data relevant to preparing children for kindergarten in the areas of education, social services and healthcare.
7. Facilitate the collection and analysis of data to monitor and evaluate progress toward identified outcomes based on documented evidence of results across stakeholders, sharing and utilizing findings to drive improvements.
8. Provide day-to-day administrative and operational functions, including budget development and oversight, contract management, interface with the Hub fiscal agent and support of the Hub governing board and committees.
9. Coordinate regional Early Childhood Committee meetings to facilitate the "bottom-up" Hub structure.
10. Coordinate Hub meetings.
11. Establish and maintain a positive working relationship with other staff, service providers and all associated stakeholders.
12. Perform other related duties, as assigned, to support the success of the Hub.

Department Specific Responsibilities:

1. Ensure compliance with all state and federal mandates, including the required Early Learning Division reports.
2. Assist in the creation and implementation of a long-term funding strategy to expand financial and volunteer resources to support Hub goals.
3. Identify and apply for relevant public and private grants and contracts, providing required tracking a reporting.
4. Develop an annual marketing plan, in cooperation with communications and marketing colleagues, to communicate to the general public across the entire region the Four Rivers Early Learning Hub goals, objectives and strategies.
5. Coordinate opportunities for community members, including underserved families, to provide advice and support to the Hub. Ensure that work addresses racial and ethnic disparities while building empowerment for the communities and/or individuals most impacted by disparities.
6. Reflect on current Hub efforts as measured by Hub purpose and vision and suggest actions to enhance the efficacy of the Hub.

Knowledge, Skills and Abilities:

- Demonstrated experience in project management that involves establishing and managing strong partnerships with nonprofits, governmental agencies, business, underrepresented populations and/or other community stakeholders.
- Demonstrated knowledge and understanding of early childhood education, kindergarten readiness and early literacy.
- Demonstrated skill and experience in program evaluation and contract management.
- Strong business, organizational and administrative skills, including budget and financial experience.
- Experience in identifying, writing and tracking public and private grants as well as executing other revenue enhancement options.
- Demonstrated experience in navigating complex political and social systems.
- Independent, self-motivated, creative and resourceful.
- Demonstrated excellence in written, verbal and interpersonal communication skills.
- Professional, polished and enthusiastic demeanor in person and with other forms of communication, both voice and electronic.
- Ability to work with a wide variety of people and serve as an objective supporter and leader across all five Hub counties, valuing each child, family, county, agency and stakeholder individually and equally.

Education and Experience:

- Bachelor’s degree in education, public administration, non-profit management, business administration, or related field, or be able to demonstrate five years of successful experience in one or more of these fields. Master’s degree preferred.
- Must have had specialized training in the area of Early Childhood Development.
- Bilingual/bicultural desirable

Working Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the core functions of this job. While performing the duties of this job, the employee works with standard office equipment with moving mechanical parts and computers. Position involves sitting walking and travel. Ability lift a maximum of 40 pounds without assistance is required. The noise level in the work environment is low to moderate. Physically visit and work in all five counties on a regular basis.

Evaluation:

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

Terms of Employment:

Number of days per year as per negotiated agreement.

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

Employee’s Signature

Date

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

Adopted: 06/17/2015

Reviewed: _____

CGESD Early Learning Hub Coordinator

| | | | | | | | |
|---------------------------|-------------|----------|---------------------|---------------------|----------------------|--|--|
| | Days | | 230 | | | | |
| | Hours | | 1840 | | | | |
| | | | \$ 25.00 | \$ 27.50 | \$ 30.00 | | |
| Wages | | | \$ 46,000.00 | \$ 50,600.00 | \$ 55,200.00 | | |
| Cell | \$ 37.50 | month | \$ 450.00 | \$ 450.00 | \$ 450.00 | | |
| Taxable Wages | | | \$ 46,450.00 | \$ 51,050.00 | \$ 55,650.00 | | |
| Pers P/Up | 6% | | \$ 2,787.00 | \$ 3,063.00 | \$ 3,339.00 | | |
| OPSRP | 17.64% | | \$ 8,193.78 | \$ 9,005.22 | \$ 9,816.66 | | |
| Fica | 7.650% | | \$ 3,553.43 | \$ 3,905.33 | \$ 4,257.23 | | |
| Unemployment | 0.100% | | \$ 46.45 | \$ 51.05 | \$ 55.65 | | |
| Work comp hours | 0.0165 | | \$ 3.80 | \$ 3.80 | \$ 3.80 | | |
| Work Comp | 0.700% | | \$ 325.15 | \$ 357.35 | \$ 389.55 | | |
| Insurance | \$ 1,441.64 | month | \$ 17,299.68 | \$ 17,299.68 | \$ 17,299.68 | | |
| LTD | \$ 17.75 | month | \$ 213.00 | \$ 213.00 | \$ 213.00 | | |
| Total Benefits | | | \$ 32,422.28 | \$ 33,898.42 | \$ 35,374.56 | | |
| Total Compensation | | | \$ 78,872.28 | \$ 84,948.42 | \$ 91,024.56 | | |
| Travel | \$ 0.5750 | mile | 2600 \$ 1,495.00 | \$ 1,495.00 | \$ 1,495.00 | Salem -10 times-monthly | |
| | \$ 0.5750 | mile | 5200 \$ 2,990.00 | \$ 2,990.00 | \$ 2,990.00 | Sherman/HR weekly-10 months | |
| Copy Charges | | provided | \$ - | \$ - | \$ - | | |
| Consumable Supplies | | provided | \$ - | \$ - | \$ - | paper and supplies | |
| Non-Consumable | | provided | \$ - | \$ - | \$ - | desk and chair | |
| Computer and software | | | \$ 2,000.00 | \$ 2,000.00 | \$ 2,000.00 | Software, Laptop & Monitor | |
| Supervision & Support | | | \$ 5,000.00 | \$ 5,000.00 | \$ 5,000.00 | Direct supervision and evaluation by CGESD Superintendent, Office & meeting space, internet and technology support | |
| Total Other | | | \$ 11,485.00 | \$ 11,485.00 | \$ 11,485.00 | | |
| Total | | | \$ 90,357.28 | \$ 96,433.42 | \$ 102,509.56 | | |

Prepared by Gary Peterson 6/15/15