

## Family Support Funds Grant Process and Application

The Marion & Polk Early Learning Hub, Inc. (MPELH) is a nonprofit organization that works in and with the community to convene, collaborate, and catalyze action in the Marion & Polk Hub region (Marion and Polk Counties) to better align services and resources for children and families. We work to ensure that children enter kindergarten ready to learn, families are stable and attached, and early learning services are coordinated and effective. Our mandate is to work with the children and families furthest from opportunity. In accordance with the recently adopted statewide early learning system plan, “Raise Up Oregon,” these funds are to be used to drive positive change and meet the needs of Oregon’s youngest children and families. The objectives from Raise Up Oregon that most closely align with these funding dollars are objectives four, seven, nine, ten and eleven.

### Grant Overview

We are seeking partners from across our Hub region to meet clients’ short-term emergent needs. Service Integration Teams are encouraged to apply. Agencies may collaborate with other organizations in the application and distribution of funds. Partners will be selected across our Hub region to ensure there is a broad geographic and demographic reach. The total amount of funding for our Hub region is approximately \$200,000 for the biennium, ending June 30, 2021.

Funds must be spent by June 30, 2021. At least twice a year, MPELH will meet with each awarded agency to ensure agencies are operating according to funding guidelines. Throughout the grant period, MPELH will track usage; should funds not be utilized, or the need is not as anticipated, funds may be redistributed to support other areas where the need is not being met. Grantees will be required to submit a one-page report by July 31, 2020 and July 31, 2021 that outlines the major outcomes/successes of the funding, any challenges experienced, what was learned from challenges and any other pertinent information.

### Information about Family Support Funds

Family Support funds can be used to help meet needs in the areas of housing, transportation, safety, health and/or education. The purpose of the funds is to help meet emergent needs that impact family stability and might interfere with kindergarten readiness. Through community providers, each eligible family is able to access up to \$300 within a twelve month period.

### Requirements for Grantee/Agency

1. Agency must serve families with children under age six that live in Marion and/or Polk County.
2. Agency is required to use the funds for emergent family needs. Usage of funds may fall into one or more of the following categories: housing, transportation, health/safety or education.
3. Agency must be able to demonstrate how they will leverage in-kind support, community partnerships, or other support to further the funds.
4. Agency must use funds in addition to any funds that the agency currently uses to serve families.

5. These funds are intended to operate on a reimbursement basis. Agency will be reimbursed according to the invoice and reporting spreadsheet provided by MPELH that agencies submit on a monthly basis. The information to be collected:
  - Family Support Funds paid
  - Leveraged funds
  - Number of adults and children in family
  - Age of children in family
  - Race/ethnicity of family
  - County family resides in
  - Whether or not a child in the family has a disability
  - If family qualifies for low-income programs (see requirement eight for more details)
  - Primary language spoken in home
  - Assistance category
  - At minimum: one story of a family served
6. Agency must have a signed Release of Information (ROI) from the family who is receiving the funds. This may be a ROI that is currently being used within the agency or a ROI template provided by MPELH.
7. Agency must designate ONE coordinator for Family Support Funds. The designated coordinator will be responsible for submitting the monthly spreadsheets to MPELH staff. The Screening and Care Systems Coordinator will meet with each agency twice throughout the grant period.
8. Agency must ensure that families meet the following eligibility criteria to receive funding:
  - Family is low-income (meets income eligibility for SNAP, TANF, or WIC programs)
  - Family has a child under age six or an expectant mother
  - Family has attempted to access other available community resources
  - Family has a plan to pay for their expenses in the future
  - Family must live in Marion or Polk County
  - Request falls into the categories of housing, transportation, health/safety, or education
9. Administration costs are not reimbursable, however agencies can claim up to 5% of funds awarded for case management.
10. There will be a meeting with all agencies that receive the funds. The coordinator and/or those that are administering the funds **must** be present at this meeting. The purpose of this one-time meeting is for each organization to understand what the services offered by other agencies are, how to access services offered by other agencies and to establish a contact at every other agency.
11. Due to state requirements that this program demonstrate a 25% match, priority will be given to agencies that define a process to leverage funds.

## **Priorities for Selection**

MPELH will give priority to agencies who serve all families living in Marion and Polk versus agencies who require participation in their services to be eligible for funds. MPELH will give special priority to agencies that serve Kindergarten Partnership Innovation (KPI) catchment areas.

MPELH may prioritize the selection of one partner in a geographic area with the intent of avoiding duplication of services.

MPELH will prioritize applicants who demonstrate clear partnerships with other agencies in delivery and coordination of services.

MPELH may give priority to agencies that serve a wide spectrum of needs that impact family stability.

MPELH may give priority consideration to organizations and groups that are intentionally inclusive to a wide spectrum of families, caregivers and parents, rural families, and those from traditionally underserved populations (such as communities of color, LGBTQIA families, teen parents, grandparents who are parenting, foster/adoptive parents, families who experience disabilities, etc).

MPELH may give priority to agencies that have a demonstrated ability to administer these funds.

MPELH will give priority to those agencies that can demonstrate their ability to provide match funds.

## **Application and Review Process**

Please answer the application questions and email to Kiara Yoder at [kyoder@earlylearninghub.org](mailto:kyoder@earlylearninghub.org). The total application should be no more than three pages in length. The application may be emailed as a Word document or PDF.

Applications are due by February 18, 2020 at 8am. A committee made up of MPELH staff and community partners will review the applications and make recommendations to the Executive Director of MPELH who will have final approval. The review process will be based on a scoring rubric (see attached). Representatives on the committee will be from agencies who have not applied. Agencies will be notified of funding decisions by mid-March. The funding awards meeting is anticipated to be March 20, 2020 from 9 – 11am.

If you have questions or need technical support in completing your application, contact Kiara Yoder at [kyoder@earlylearninghub.org](mailto:kyoder@earlylearninghub.org) or 503.871.0300.

## Application Questions

Applicant Information: Name of Organization, Address, City, Zip Code, Phone

Executive Director Information: Address, Phone, Email

Lead Contact Information (if different from Executive Director): Address, Phone, Email

1. What geographic area do you propose to serve with these funds?
2. Briefly describe your agency's mission and what work you do with families who have children ages 0 to 5, including specifics on how your agency addresses the categories of Housing, Transportation, Health & Safety and/or Education.
3. Describe how these funds will allow you to better serve families' emergent needs in the community. What is the unmet need your agency is trying to address? If your agency has previously received funds, please include a description of the value of the funds and how the funds were utilized in previous years and how, if applicable, the utilization will differ during this biennium.
4. Please describe how you leverage the current funds your agency has to serve families. If you do not currently have funding, please describe how you will leverage funds. Please attach a budget showing in-kind donations, case management, and the percentage of funding you estimate will be spent per category (example: 50% housing, 50% health). Estimate the number of families your agency anticipates serving.
5. How do you partner with or refer to other agencies to meet broader client needs that your agency does not serve? Please list the organizations that your agency partners with or refers to for each category (Housing, Transportation, Health & Safety and/or Education).
6. Outline your agency's process for the administration of these funds within your agency. Describe in detail how the funds will be distributed, including who will track the distribution of funds and how requests will be vetted.
7. Describe how your agency will ensure that no more than \$300 per family will be distributed within a 12 month period from your agency.



## Family Support Grant Application Scoring Rubric

	Exceptional (3)	Satisfactory (2)	Developing (1)	Unsatisfactory (0)	Total
<b>Population served</b>	Agency will serve all families living in Marion and Polk counties	Agency will serve all families living in either Marion or Polk counties	Agency serves KPI Catchment areas, but will serve only families in that geographic area.	Agency will serve only families who already receive their services	/3
<b>Leveraging Funds</b>	Agency provides a clear and established process for leveraging 25% or more of their awarded funds.	Agency provides a process for leveraging funds, but a few questions remain.	Agency provides an unclear process for leveraging funds. Unclear how funds will be leveraged	Agency does not provide a process for leveraging funds.	/3
<b>Partnership with other agencies</b>	Agency has clear, established partnerships and a clear process to connect clients to resources outside their own agency.	Agency has partnerships with other agencies and a process to connect clients to resources outside their own agency.	Agency does not have partnerships with other agencies or does not have a process to connect clients to resources outside their own agency.	Agency has neither partnerships with other agencies nor a process to connect clients to resources outside their own agency.	/3
<b>Distribution Methodology</b>	Provides a clear explanation of how the funds will be used and distributed. There are no further questions regarding the process by which the funds will be distributed.	Provides an adequate explanation of how the funds will be used and distributed. A few questions remain regarding the process.	Provides an unclear explanation of use of funds. Unclear how the funds will be used or distributed.	Does not provide an explanation of how funds will be used or distributed.	/3
<b>Stewardship of funds</b>	Agency provides a clear and established process for ensuring no family will receive more than \$300/family/12mo period.	Agency provides a process for ensuring no family will receive more than \$300/family/12mo period. A few questions remain regarding the process.	Agency provides an unclear process for ensuring that no family will receive more than \$300/family/12mo period.	Agency does not provide a process for ensuring that no family will receive more than \$300/family/12mo period.	/3
<b>Use of funds</b>	Agency provides a clear plan regarding the use of funds: the primary use of the funds will be for emergent family needs.			Agency does not provide a plan on use of funds or funds will be used primarily for things other than emergent family needs.	/3
<b>Total Application Score</b>					<b>/18</b>

<b>Application Strengths:</b>	
<b>Application Weaknesses:</b>	
<b>Other Comments:</b>	

*Please note:*

*Each application will be reviewed and scored by a committee; scores will be averaged to create a "final score".*

*An award or denial letter will be sent to applicants that include comments and recommendations from the review committee.*

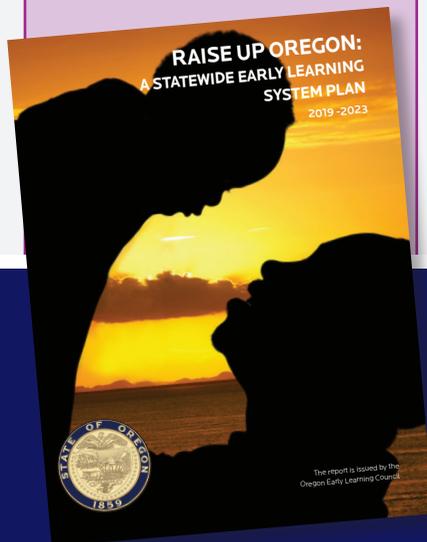


# RAISE UP OREGON: A STATEWIDE EARLY LEARNING SYSTEM PLAN 2019-2023

This report is issued by the Oregon Early Learning Council

## The science of child development underscores the importance of the first 2,000 days of childhood.

From birth to age three, a child's brain makes one million new neural connections every second, reaching 80% of its adult size by age three, and 90% by age five. The tremendous opportunity presented in these early years for rapid and healthy growth must be met by Oregon's use of the best available research and evidence to drive its early childhood system.



## Invest early to get the best return on public investment.

A recent review by RAND Corporation scientists of early childhood program evaluations showed that nearly 90% of programs had a positive effect on at least one child outcome, such as behavior and emotion, cognitive achievement, and adult outcomes. The review revealed that among programs with an economic evaluation, the typical return is \$2 to \$4 for every dollar invested, yet less than 10% of Oregon's combined federal and state investment in children's education occurs before age five.



## Racial, geographic, and economic disparities emerge early.

Income, race, and zip code are powerful predictors of whether children and their families experience the conditions that are optimal for young children's development. Nearly 50,000 young children in Oregon—or two in 10—live in deep poverty. More than one in five children in rural Oregon live in poverty, and children of color are disproportionately represented among young children in poverty. Breaking the link between these factors and life outcomes can only happen if we change the circumstances of families by changing the distribution of opportunities in those years.



## Communities, families, early care and education, K-12, health, housing, and human services all had a voice in creating *Raise Up Oregon*.

The Early Learning Council spent a year working with cross-agency partners—Department of Human Services, Oregon Department of Education, Oregon Health Authority, Oregon Housing and Community Services, as well as the state's Early Learning Division—and hearing from communities, partners, parents, and providers in the areas of early care and education, K-12, health, housing, and human services.



## What are the goals and values framing *Raise Up Oregon*?

The Council framed *Raise Up Oregon* based on its three core goals, the involvement of all sectors needed to drive positive change for Oregon's youngest children and families, and five core values: (1) Embed equity throughout; (2) Represent all sectors within the early learning system that support children prenatal through kindergarten entry and their families; (3) Provide comprehensive objectives and strategies that meet the needs of Oregon's young children and families; (4) Address the whole child, nested in family and nested in community; and (5) Focus on outcomes that support Oregon's young children and families.

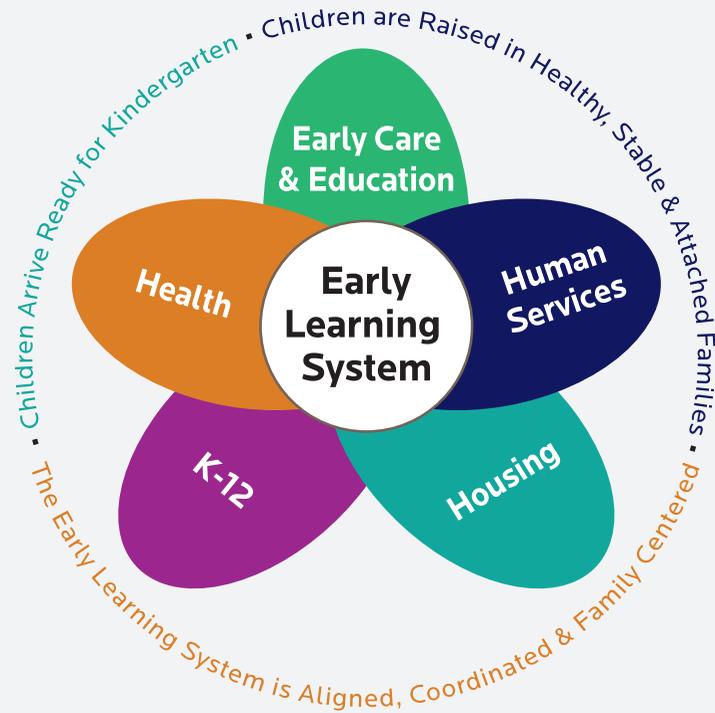


## Vision + Action = Results for Oregon's youngest children and families.

Zip code, race, and income should not predict the health, educational, and life outcomes of Oregon's children. The purpose of the five-year *Raise Up Oregon: A Statewide Early Learning System Plan 2019-2023* is to share a vision of where we as a state intend to go and to identify actionable, concrete strategies for working together across traditional boundaries to get there. *Raise Up Oregon* represents our best thinking about how Oregon can most strategically and positively impact families throughout the state and generate results from 2019 through 2023.



Oregon is home to over 275,000 children, birth to kindergarten entry. Our state has an opportunity to change how it supports these children and their families and, in doing so, put itself on the path to an even brighter future. Overwhelming evidence tells us that investing in young children and their families has a lasting, positive impact across their lifetime. *Raise Up Oregon: A Statewide Early Learning System Plan* is grounded in the science of child development, equity, and the firm understanding that it takes leaders from early care and education, K-12, health, housing, and human services—together with families, communities, and the public and private sectors—to work together during this critical period of children's lives. Join the Early Learning Council in moving this plan from vision to reality. Download the full report at [www.oregonearlylearning.com/raise-up-oregon](http://www.oregonearlylearning.com/raise-up-oregon).



## 1 SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

- 1 Families are supported and engaged as their child's first teachers.**
  - Provide parenting education and culturally responsive home visiting.
- 2 Families have access to high-quality affordable early care and education that meets their needs.**
  - Expand access to and supply of high-quality affordable infant-toddler and preschool care.
  - Strengthen child care assistance programs.
  - Build and improve state capacity and essential infrastructure for healthy and safe high-quality care.
- 3 The early care and education workforce is diverse, culturally responsive, high quality and well compensated.**
  - Improve professional learning opportunities, pathways to credentials and degrees, and compensation as professionals.
  - Ensure work environments guarantee professional supports.
- 4 Early childhood physical and social-emotional health promotion and prevention is increased.**
  - Ensure comprehensive, high-quality prenatal-to-age-five health care services, including oral health.
  - Increase culturally responsive social-emotional supports for young children and families.
  - Coordinate among sectors to promote health and safety for young children.
- 5 Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.**
  - Improve access, funding, and pathways to services from screening, including Early Intervention/Early Childhood Special Education.
  - Strengthen policies and supports to prevent expulsion and suspension.
- 6 Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.**
  - Establish shared professional culture and practice for K-3.
  - Improve the Oregon Kindergarten Assessment.

## 2 SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES

- 7 Parents and caregivers have equitable access to support for their physical and social-emotional health.**
  - Increase equitable access to reproductive, maternal, and prenatal health services.
  - Improve equitable access to multi-generational approaches to physical and social-emotional health.
- 8 All families with infants have opportunities for connection.**
  - Create a universal connection and provide paid family leave for families with newborns.
- 9 Families with young children who are experiencing adversity have access to coordinated and comprehensive services.**
  - Expand housing supports for families with young children and link high-quality early care and education, self-sufficiency, and housing assistance programs.
  - Provide preventive parenting support services to reduce participation in child welfare system.
  - Improve nutritional security of pregnant women and young children.

## 3 SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED

- 10 State-community connections and regional systems are strengthened.**
  - Family voice is included in system design and implementation to ensure family-friendly referrals.
  - Further develop the local Early Learning Hub system.
- 11 Investments are prioritized in support of equitable outcomes for children and families.**
  - Ensure resources reduce disparities in access and outcomes.
  - Align and expand funding opportunities for culturally specific organizations.
- 12 The alignment and capacity of the cross-sector early learning workforce is supported.**
  - Support consistent, high-quality practice among all professionals in the early learning workforce.
  - Improve cross-sector recruitment, retention, and compensation.
- 13 The business and philanthropic communities champion the early learning system.**
  - Introduce business leaders to the economic value of early care and education and the science of early childhood development.
- 14 The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**
  - Strengthen data-drive community planning and integrate early learning data into the Statewide Longitudinal Data System.
  - Develop and implement a population survey to track child and family well-being.
  - Create and use an early learning system dashboard for shared accountability.



## SYSTEM GOAL 1: CHILDREN ARRIVE READY FOR KINDERGARTEN

### ● OBJECTIVE 1: Families are supported and engaged as their child's first teachers.

**Strategy 1.1** Expand parenting education and family supports.

**Strategy 1.2** Scale culturally responsive home visiting.

### ● OBJECTIVE 2: Families have access to high-quality (culturally responsive, inclusive, developmentally appropriate) affordable early care and education that meets their needs.

**Strategy 2.1** Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable infant-toddler early care and education that meets the needs of families.

**Strategy 2.2** Expand access to, and build the supply of, high-quality (culturally responsive, inclusive, developmentally appropriate) affordable preschool that meets the needs of families.

**Strategy 2.3** Strengthen child care assistance programs.

**Strategy 2.4** Build the state's capacity to ensure children are healthy and safe in child care.

**Strategy 2.5** Improve the essential infrastructure for high-quality early care and education.

### ● OBJECTIVE 3: The early care and education workforce is diverse, culturally responsive, high quality and well compensated.

**Strategy 3.1** Improve professional learning opportunities for the full diversity of the early care and education workforce.

**Strategy 3.2** Build pathways to credentials and degrees that recruit and retain a diverse early care and education workforce.

**Strategy 3.3** Compensate and recognize early childhood educators as professionals.

**Strategy 3.4** Improve state policy to ensure early care and education work environments guarantee professional supports.

### ● OBJECTIVE 4: Early childhood physical and social-emotional health promotion and prevention is increased.

**Strategy 4.1** Ensure prenatal-to-age-five health care services are comprehensive, accessible, high quality, and culturally and linguistically responsive.

**Strategy 4.2** Increase capacity to provide culturally responsive social-emotional supports for young children and their families.

**Strategy 4.3** Increase and improve equitable access to early childhood oral health.

**Strategy 4.4** Strengthen coordination among early care and education, health, and housing to promote health and safety for young children.

### ● OBJECTIVE 5: Young children with social-emotional, developmental, and health care needs are identified early and supported to reach their full potential.

**Strategy 5.1** Ensure adequate funding of and access to a range of regional and community-based services, including Early Intervention/Early Childhood Special Education services.

**Strategy 5.2** Continue to prioritize screening through the health system and build pathways from screening to a range of community-based services and supports for children and families.

**Strategy 5.3** Prevent expulsion and suspension by strengthening state policies and supports to early care and education programs.

### ● OBJECTIVE 6: Children and families experience supportive transitions and continuity of services across early care and education and K-12 settings.

**Strategy 6.1** Establish shared professional culture and practice among early care and education and K-3 that supports all domains, including social-emotional learning.

**Strategy 6.2** Improve the Oregon Kindergarten Assessment to better support decision-making between early learning and K-12 stakeholders.

## SYSTEM GOAL 2: CHILDREN ARE RAISED IN HEALTHY, STABLE, AND ATTACHED FAMILIES

- **OBJECTIVE 7: Parents and caregivers have equitable access to support for their physical and social-emotional health.**

**Strategy 7.1** Increase equitable access to reproductive, maternal, and prenatal health services.

**Strategy 7.2** Improve access to culturally and linguistically responsive, multi-generational approaches to physical and social-emotional health.

- **OBJECTIVE 8: All families with infants have opportunities for connection.**

**Strategy 8.1** Create a universal connection point for families with newborns.

**Strategy 8.2** Provide paid family leave.

- **OBJECTIVE 9: Families with young children who are experiencing adversity have access to coordinated and comprehensive services.**

**Strategy 9.1** Expand and focus access to housing assistance and supports for families with young children.

**Strategy 9.2** Provide preventive parenting support services to reduce participation in the child welfare system.

**Strategy 9.3** Improve the nutritional security of pregnant women and young children, particularly infants and toddlers.

**Strategy 9.4** Link high-quality early care and education, self-sufficiency, and housing assistance programs.

## SYSTEM GOAL 3: THE EARLY LEARNING SYSTEM IS ALIGNED, COORDINATED, AND FAMILY CENTERED

- **OBJECTIVE 10: State-community connections and regional systems are strengthened.**

**Strategy 10.1** Ensure family voice in system design and implementation.

**Strategy 10.2** Ensure family-friendly referrals.

**Strategy 10.3** Further develop the local Early Learning Hub system.

- **OBJECTIVE 11: Investments are prioritized in support of equitable outcomes for children and families.**

**Strategy 11.1** Ensure resources are used to reduce disparities in access and outcomes.

**Strategy 11.2** Align and expand funding opportunities for culturally specific organizations.

- **OBJECTIVE 12: The alignment and capacity of the cross-sector early learning workforce is supported.**

**Strategy 12.1** Support consistent, high-quality practice among all professionals in the family- and child-serving early learning workforce.

**Strategy 12.2** Improve cross-sector recruitment, retention, and compensation.

- **OBJECTIVE 13: The business and philanthropic communities champion the early learning system.**

**Strategy 13.1** Educate business leaders on the economic value of early care and education to the Oregon economy.

**Strategy 13.2** Introduce business leaders to the science of early childhood development and the impact of public investment.

- **OBJECTIVE 14: The data infrastructure is developed to enhance service delivery, systems building, and outcome reporting.**

**Strategy 14.1** Strengthen data-driven community planning.

**Strategy 14.2** Integrate early learning data into the Statewide Longitudinal Data System.

**Strategy 14.3** Develop and implement a population survey to track the well-being of children and families across Oregon.

**Strategy 14.4** Create and use an early learning system dashboard to create shared cross-sector accountability for outcomes for young children and their families.





**MPELH Kindergarten Partnership Innovation (KPI) Grant Schools**

<b>School</b>	<b>School District</b>	<b>City</b>
Aumsville	Cascade	Aumsville
Ash Creek	Dallas	Dallas
Lyle	Dallas	Dallas
Falls City	Falls City	Falls City
Gervais	Gervais	Gervais
Independence	Independence	Independence
Mt. Angel	Mt. Angel	Mt. Angel
North Marion	N. Marion	Aurora
Auburn	Salem-Keizer	Salem
Chavez	Salem-Keizer	Salem
Eyre	Salem-Keizer	Salem
Four Corners	Salem-Keizer	Salem
Grant	Salem-Keizer	Salem
Hallman	Salem-Keizer	Salem
Hayesville	Salem-Keizer	Salem
Highland	Salem-Keizer	Salem
Hoover	Salem-Keizer	Salem
Lamb	Salem-Keizer	Salem
Scott	Salem-Keizer	Salem
Swegle	Salem-Keizer	Salem
Washington	Salem-Keizer	Salem
Weddle	Salem-Keizer	Keizer
Yoshikai	Salem-Keizer	Salem
Scotts Mills	Scotts Mills	Scotts Mills
St. Paul	St. Paul	St. Paul
Stayton	Stayton	Stayton
Woodburn Elementary Schools	Woodburn	Woodburn