

Agency Name: ECEF_0139 - Todos Juntos

County: Clackamas

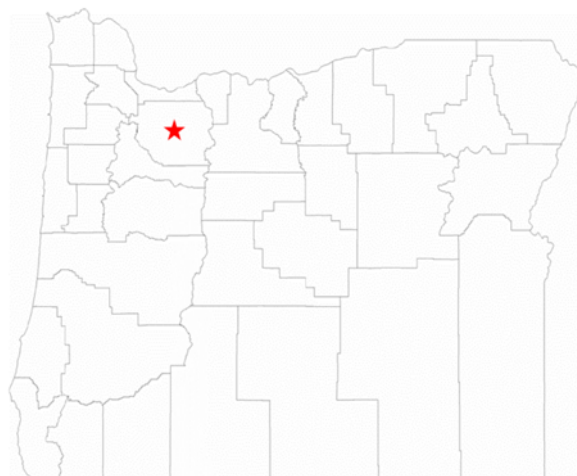
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Latino Families

Families/Children Served: 230 Families / 865 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
77.25 (67.17%)		

Funding Amount Requested	Funding Amount Approved:
\$350,974.00	\$

Overview of the Agency:

Overview of Agency: Todos Juntos has been serving youth exclusively in Clackamas County for 20 years. Our early learning programs began over 13 years ago and have expanded in both programming and the communities served each year. Early learning programs have been operating for the following years: - Smart Cats/ Timbers Club After School classes (13 years at elementary schools) - Jump Start (6 years) - Little Chippers to School Success (4 years) - Parenting Education series (13 years) - Me & My Playgroups (6 years) - Family Resource Coordination (3 years) - P3 Committee (3 years) - Professional Development (6 months)

Summary of Request:

Parenting Education

Active Parenting series to include an online option. Classes in-person and online; Spanish/English in Sandy, Estacada, Canby, and Molalla, 8 series per year. 80 parents, 160 children 0-8 years. FRC in Sandy, providing outreach to low income, and Latino families with children 0-6 years old, 60 families.

Parent-Child Interaction

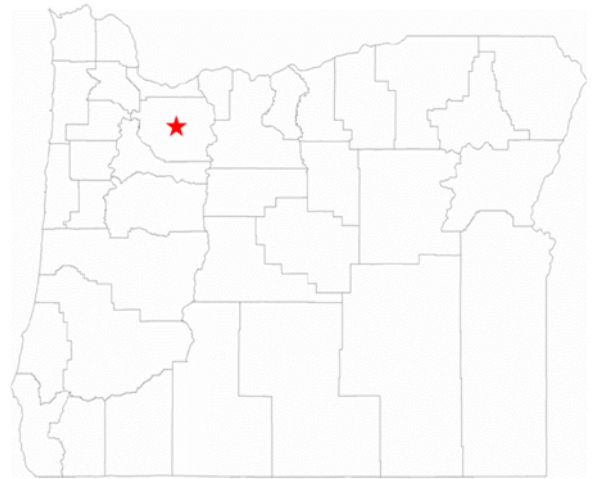
“Me & My Playgroups” at local libraries; Molalla, Canby, Sandy and Estacada. Funding would add a playgroup in Molalla and bilingual options. 40 new families.

Kindergarten Transition

After-school/summer transportation to be equitable for rural/low income children to participate. 100 children. “Family Nights” two times a year at each site. 30 parents and 30 children participate. “Welcome to Kindergarten” bags to include bilingual book, school supplies, and resources. Sandy Grade, River Mill Elementary, Clackamas River, and Molalla Elementary. 500 children and 800 parents. Summer programming, 6 weeks for kindergarteners /1st graders in Sandy, Estacada and Molalla. Programs’ focus literacy and social-emotional behaviors. 60 children. Kindergarten readiness class for Spanish Speaking families. Funding would create a Spanish curriculum twice a week in Canby, serving 15 pre-kindergarten children.

Agency Name: ECEF_0216 - Todos Juntos

County: Clackamas
Provider Type: Community Based Organization
Grant Type: Planning Grant
Program Type: Not Applicable
Language/Demographics: Latino Families
Families/Children Served: Not Applicable



Independent Review Recommended Score: 77.50 (91.18%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$45,311.00	Funding Amount Approved: \$	

Overview of the Agency:

Evidence-based, community-supported programs are offered by Todos Juntos in English and/or Spanish at nine schools in rural Clackamas County. Todos Juntos, serves more than 1,800 rural Clackamas County youth and families, many of the families are living in poverty, are socially isolated, and are English Language Learners with specific disparities. Our early learning programs include: Smart Cats/Timbers Club After School classes – Kindergarten Transition class, two times per week; Jump Start – two-week Kindergarten Transition class for incoming kindergarteners; Parenting Education series – Utilizing evidence-based curriculums for each age category. We have trained facilitators in Make Parenting A Pleasure (English and Spanish), Abriendo Puertas, Active Parenting (English and Spanish) Nurturing Families, Strengthening Families (English and Spanish), and Parenting Now, and many more.

Summary of Request:

Planning activities will focus on parent education and kindergarten transition and include creating a more culturally responsive dual language website, extended marketing including Facebook posts to reach the communities we serve, purchasing culturally specific curriculum for childcare providers/preschools/ and after-school programs, and home visitor kits. Our approach will deepen existing programs by providing trainings on challenging behaviors, home visiting techniques, home visiting parent education, and training on parents' rights and how to advocate for their children. We will promote the importance of prenatal to third grade alignment. We will provide professional development training for childcare programs/preschools in rural communities in Spanish and English (Year 2) and host informational booths and family activities at two events per community.

Our existing Estacada P-3 Committee's mission is to "Create Community Presence" by aligning pre-natal to third grade partners with the goal to educate across all sectors that learning starts prior to the conception of a child. To have stable families who raise children ready to learn to meet third grade benchmarks, we must start by reaching out to families where they already are - at community events. Our committee will purchase a booth and educational materials for displays and activities at community engagements.

Agency Name: ECEF_0090 - Lower Columbia Hispanic Council

County: Clatsop

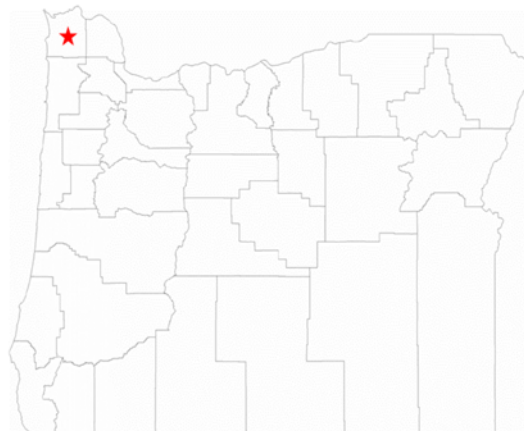
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latino Community

Families/Children Served: 40 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
93.00 (80.87%)		

Funding Amount Requested	Funding Amount Approved:
\$70,195.00	\$

Overview of the Agency:

The Lower Columbia Hispanic Council (LCHC) provides programs and services to the north coast Latino community in the areas of Financial Empowerment (support with filing taxes, IDA accounts, etc.), Health (free assistance applying for the Oregon Health Plan, Spanish health workshops, etc.), Advocacy & Civic Engagement (youth and adult leadership programs, La Voz de la Comunidad, etc.) and Education (adult education, family engagement, support navigating the educational system, etc.). In addition, we organize cultural celebrations for our community and serve as a general resource and referral hub for the local and immigrant Hispanic community. The Family Engagement Program was developed to provide culturally-specific support to parents in Astoria, Warrenton-Hammond and Seaside School District. We elevate the voice of our community through La Voz de la Comunidad, our community engagement/advocacy group. This group directly engages the broader Latino community in our work and ensures our programming remains community-centered and aligned to emerging needs. .

Summary of Request:

We intend to offer a parent education/parent-child interaction program using the Abriendo Puertas Parent Engagement Curriculum. This Spanish language curriculum (developed in California with and for the Latinx community) promotes school readiness, family well-being, and advocacy through a focus on early childhood development, early literacy, bilingualism, early math, use of technology, attendance, civic engagement, parent leadership, and goal setting. Starting next fall, we plan to offer three cohorts of the curriculum in our immediate area - one each in Astoria, Seaside, and Warrenton. Our plan is to then expand and offer cohorts in Cannon Beach and Knappa starting spring of 2021. We anticipate serving a total of 40 Latinx, Spanish-speaking families across these communities with the largest groups in Astoria and Seaside. Each cohort will consist of a 10-week course (2.5 hours per meeting) led this first year by LCHC staff. Graduating parents will be encouraged to join our parent advisory group and/or complete a training to be a future Abriendo Puertas facilitator.

Agency Name: ECEF_0231 - Lower Columbia Hispanic Council

County: Clatsop

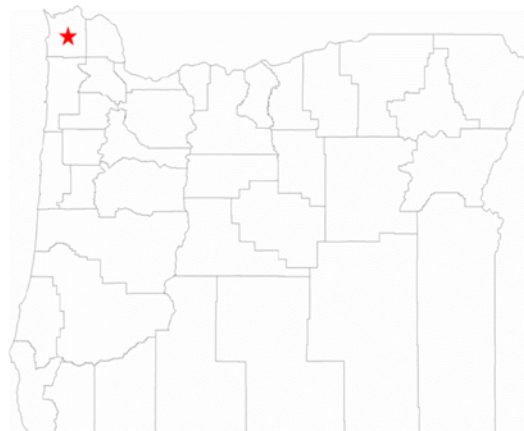
Provider Type: Community Based Organization

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Latino Community

Families/Children Served: Not Applicable



Independent Review Recommended Score: 73.50 (86.47%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$54,700.00	Funding Amount Approved: \$	

Overview of the Agency:

The Lower Columbia Hispanic Council (LCHC) provides programs and services to the north coast Latino community in the areas of Financial Empowerment (support with filing taxes, IDA accounts, etc.), Health (free assistance applying for the Oregon Health Plan, Spanish health workshops, etc.), Advocacy & Civic Engagement (youth and adult leadership programs, La Voz de la Comunidad, etc.) and Education (adult education, family engagement, support navigating the educational system, etc.). In addition, we organize cultural celebrations for our community and serve as a general resource and referral hub for the local and immigrant Hispanic community. The Family Engagement Program was developed to provide culturally-specific support to parents in Astoria, Warrenton-Hammond and Seaside School District. We elevate the voice of our community through La Voz de la Comunidad, our community engagement/advocacy group.

Summary of Request:

In our Program Grant application, we outline our plan to launch multiple cohorts of parent-child interaction/education classes in Clatsop County using the culturally-specific, Spanish-language Abriendo Puertas curriculum. In the future, it is our hope to expand the use of this curriculum/engagement model to communities in Columbia and Tillamook Counties. This Planning Grant will enable us to conduct a needs assessment with communities in Columbia and Tillamook Counties and build the solid foundation of partnerships and trust needed to expand this work. We have always been deeply committed to ensuring our work is led by, and reflective of, the community we serve. We know that needs can differ by region. It is essential we take the time to listen and learn, build trust, assess resources/needs, and establish partnerships with educational, public health, and community leaders. Over the course of this year, our staff will attend local meetings, conduct forums with Spanish-speaking families, engage with community partners, share information about our proposed model, and gather information about adaptations/adjustments to meet local need. We will identify communities with the interest/readiness to participate in this program and would plan to launch additional Abriendo Puertas cohorts starting fall of 2021.

Agency Name: ECEF_0111 - Better Together Central Oregon

County: Deschutes

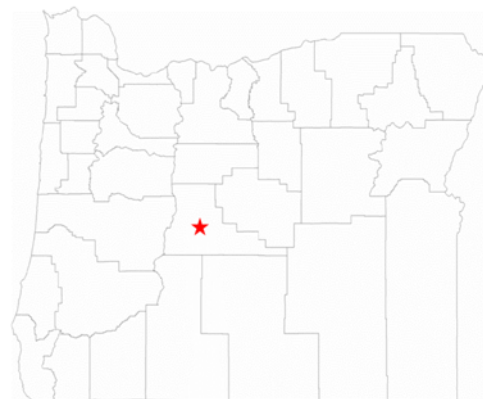
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Latinx Families

Families/Children Served: 150 Families



Independent Review Recommended Score: 94.50 (82.17%)	Review Committee Score:	Assigned Priority: 0
Funding Amount Requested \$288,640.00	Funding Amount Approved: \$	

Overview of the Agency:

Better Together is a 501(c)3 organization, and serves as the backbone in a collective impact movement across our region to eliminate disparities in education opportunities and outcomes for students of color, students with disabilities, emerging bilingual students, those impacted by poverty, and those experiencing geographic isolation. Better Together's longest standing initiative is our Latinx Success Initiative. This workgroup of 75+ community members has gathered monthly for 5 years to align education and community systems and ensure that Latinx families in Central Oregon are thriving. Over 70% of active group members are from the Latinx community, and over 40 schools, community organizations, higher education institutions, and businesses are represented. Better Together provides capacity and resources for Latinx community members to facilitate and lead this work, and to guide our strategies every year. This proposal is being submitted on behalf of this robust collective.

Summary of Request:

The Juntos Aprendemos program is focused on serving Latinx, Spanish speaking children ages 3-5 and their parents and/or guardians. Our aim is to expand the Juntos Aprendemos program from our pilot of three schools to six elementary schools across Deschutes, Crook and Jefferson counties in the next three years, positively impacting over 150 children and their families annually in Central Oregon. The program includes the following components: 1. Inviting parents into their children's future elementary school to read and learn together in Spanish for 2.5 hours every week for 8 months (total program delivery=480 hours across six school cohorts). 2. Training parents through a process that honors Latinx cultures and Spanish language. Parents and children spend half the program hours each week learning together through parent-child interaction, and half the time spent apart, with parents partaking in culturally aligned parenting education focused on their role as first teachers to their children, while children are guided through intentional curriculum to advance their reading skills in preparation for kindergarten. 3. Creating trusting relationships between Latinx families and schools through opportunities to engage meaningfully with teachers and school staff. 4. Increasing pride in culture and confidence in language skills by teaching culturally representative curriculum in Spanish.

Agency Name: ECEF_0067 - Cow Creek Band of Umpqua Tribe of Indians

County: Douglas

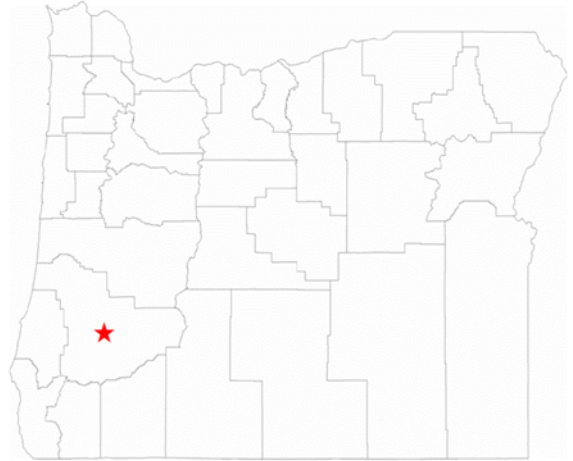
Provider Type: Tribal Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction
Kindergarten Transition
Tribal Language Preservation and Revitalization

Language/Demographics: Tribal Population

Families/Children Served: 16 Children including Grandparents, Parents and Caregivers



Independent Review Recommended Score: 87.75 (76.30%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$81,841.00	Funding Amount Approved: \$	

Overview of the Agency:

The Cow Creek Tribal Government has provided outreach services to the registered Native Americans of the Cow Creek Band of Umpqua Tribe of Indians for over 35 years. Services are provided through the Tribe's Human Services, Education, Housing, and Health and Wellness departments. Each department works directly with children and families to help them live strong and healthy lives.

Summary of Request:

The intent of this grant application is to utilize the Parent-Child Interaction and Kindergarten Transition program types into our daily routine at Yimisa' Preschool, ultimately incorporating the revitalization of the Cow Creek Takelma language. Yimisa' Preschool operates on the South Umpqua School Calendar (151 days) starting in August and ending in June. School day is 8:45 am – 2:45 pm Monday – Friday. Yimisa' Preschool is located in Myrtle Creek. The community we plan to reach are the 16 Tribal early learner students in the Yimisa' classroom along with parents, grandparents, and caregivers of these children. A typical day in the Yimisa' classroom involves free play; breakfast; calendar/weather/culture; small groups (more individualized experiences and instruction); circle time (discussions/reading); outdoor experiences; lunch; nap/quiet time; language instruction/language arts; numeration; outdoor experiences; snack; dismissal. Each of these blocks of time incorporates culture, strengthening, traditions, and language in all aspects of the curriculum. The philosophy of Yimisa' is student centered learning which allows for children to ask questions, find different ways to use materials, and gives them a wider range of new experiences.

Agency Name: ECEF_0098 - The Family Nurturing Center

County: Jackson

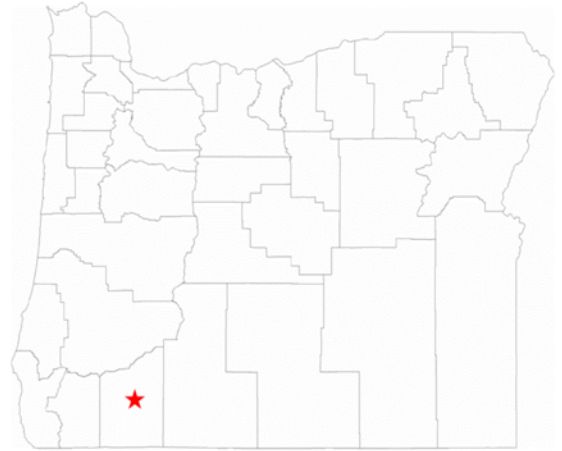
Provider Type: Community Based Organization

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Historically Underserved Population

Families/Children Served: Not Applicable



Independent Review Recommended Score: 59.00 (69.41%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$149,354.00	Funding Amount Approved: \$	

Overview of the Agency:

The Family Nurturing Center began in 2006 as a Children's Relief Nursery, in response to the growing rate of child abuse and neglect in Jackson County. Programs are created in response to community need and the risk factors of families currently being served. Parent education has been increasingly requested and now we are working to offer each class in Spanish as well, including online to reach families in remote/rural areas. Family Nurturing Center currently provides therapeutic early learning classes, home visitation services, parent education and support groups for parents struggling with addiction, domestic violence and trauma, children's mental health services, transportation, access to health care, life skills classes (GED, budgeting, cooking, Ready to Rent) and operates a Farm and Food program, providing healthy organic produce to families, as well as food boxes from St. Mark's Church. We provide basic needs for families as well, including diapers and wipes, hygiene products, formula, clothing for kids, books, toys and in some instance, furniture.

Summary of Request:

FNC seeks a planning grant to employ specialized positions, dedicated to equity and outreach to historically underserved populations. We recognize that while our efforts to be more inclusive have shown promise, we recognize that a solid foundation is necessary to champion and implement our DEI efforts. FNC is seeking investments for an equity and outreach officer to provide self-assessments, outreach and continual quality assurance. This position, coupled with a bilingual enrollment specialist and bilingual administrative support as well as curriculum designed for different ethnic groups, will help provide a strong foundation to implement strategic initiatives that celebrate and prioritize under-served populations. FNC has historically served vulnerable populations experiencing trauma, generational abuse and poverty, who may also struggle with addiction and mental health disorders or domestic violence. These challenges span all races and socioeconomic classes. While our niche is serving the most vulnerable, we need to ensure that all services are culturally specific and inclusive.

Agency Name: ECEF_0239 - The Family Nurturing Center

County: Jackson

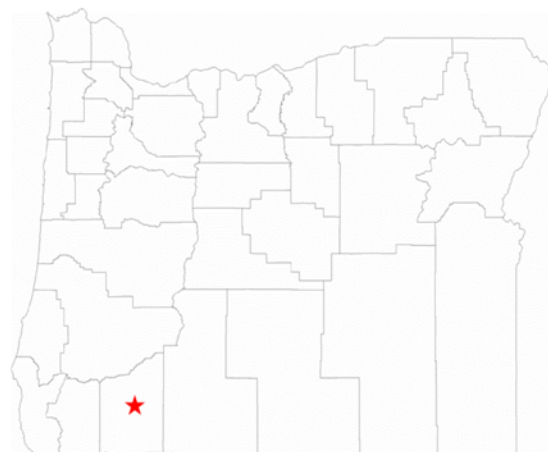
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Historically Underserved Population

Families/Children Served: 700 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
69.50 (60.43%)		

Funding Amount Requested	Funding Amount Approved:
\$123,859.25	\$

Overview of the Agency:

Family Nurturing Center currently provides therapeutic early learning classes, home visitation services, parent education and support groups for parents struggling with addiction, domestic violence and trauma, children's mental health services, transportation, access to health care, life skills classes (GED, budgeting, cooking, Ready to Rent) and operates a Farm and Food program, providing healthy organic produce to families, as well as food boxes from St. Mark's Church. We provide basic needs for families as well, including diapers and wipes, hygiene products, formula, clothing for kids, books, toys and in some instance, furniture. FNC is part of the Oregon Association of Relief Nurseries, serving Southern Oregon's most vulnerable families, to keep kids out of foster care and safe in their parents' care.

Summary of Request:

FNC plans to provide school readiness programs for both children and families, via school readiness curriculum, parent education and home visitation, while expanding outreach to underserved populations. Parent-Child interactions will be delivered through parent-baby groups in partnership with local high schools and recovery partners - to provide parents with support, reduce isolation, increase their knowledge of developmental growth and increase attachment and bonding, via learning labs (teacher led for parents) and through targeted outreach to hispanic families, providing parent-child interactive therapy via a part-time therapist, since fewer Latino parents reported that their child had ever used mental health care services compared to white children. Parent education curriculum will include: Conscious Discipline (positive parenting), Celebrating Families (recovery), KEEP (foster families), Window Between Worlds (domestic violence), Nurturing Parenting and Darkness to Light (sexual abuse) in both english and spanish, as well as online for rural communities to be able to participate. Food, childcare and incentives to be provided for each in-person class. We intend to serve the population most likely to have a disruption in caring for their child(ren); those impacted by substance abuse disorder, mental illness, geographic isolation and domestic violence. Our goal is to serve over 700 children and their families.

Agency Name: ECEF_0156 - Kids Unlimited of Oregon

County: Jackson

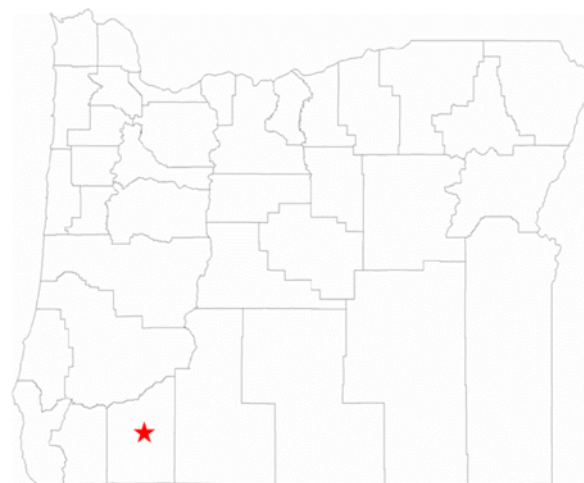
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Hispanic/Latinx and Multiracial Community

Families/Children Served: 52 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
91.00 (79.13%)		

Funding Amount Requested	Funding Amount Approved:
\$183,372.00	\$

Overview of the Agency:

Kids Unlimited of Oregon began in 1998 as a grassroots youth development agency that has grown to serving 1,700 children, youth and their families through wrap around/safety-net supports provided within strategically designed out of school programs provided afterschool, evening, weekend, school breaks and during the summer months. Depending on the program strand, 50-80% of the participants are of Hispanic/Latinx ethnicity and another 10% Multi-Racial with 30% Migrant all within a predominately Anglo region. We are committed to removing barriers experienced by underserved, children and families of poverty to ensure they have equal access to the same opportunities their peers with greater resources take for granted. Kids Unlimited is well respected within the local Hispanic/Latinx community due to its consistent, pro-active advocacy for students of color within the local school systems.

Summary of Request:

Approximately 52 students and their families who will be incoming Kindergartners at Kids Unlimited Academy will participate in activities designed to help strengthen family bonds through structured parent-child interactions in a Cook to Learn program and Kaleidoscope Play & Learn classes. These families are approximately 75% Latino students and 33% are from Migrant families. Many are undocumented families and do not qualify for many types of government support to early learning. 95% of the families are from low socio-economic backgrounds and have experienced trauma in their lives and live in city and rural areas. Additionally, our Anglo families often have experienced generational poverty. Our programs will provide access to Migrant workers, Latino families, English Language Learners (ELLs), families from limited socio-economic means, families experiencing Adverse Childhood Experiences (ACES), Anglo families experiencing generational poverty and families who cannot afford early learning opportunities. Through participation in our Parent-Child Interaction activities, children will be able to learn many strategies and skills that will positively impact child indicators.

Agency Name: ECEF_0157 - Kids Unlimited of Oregon

County: Jackson

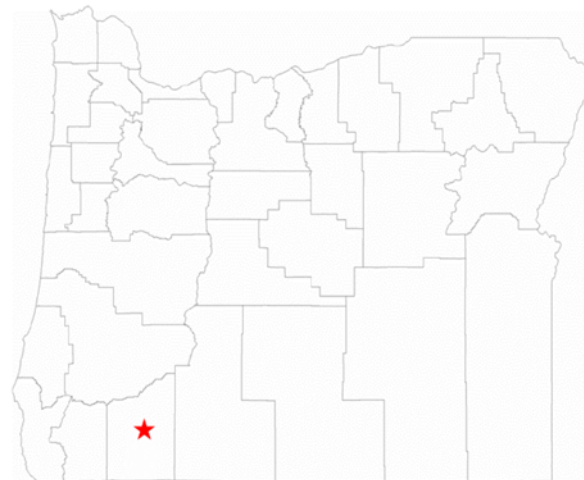
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education

Language/Demographics: Hispanic/Latinx and Multiracial Community

Families/Children Served: 50 Families



Independent Review Recommended Score: 70.00 (60.87%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$50,000.00	Funding Amount Approved: \$	

Overview of the Agency:

Kids Unlimited of Oregon began in 1998 as a grassroots youth development agency that has grown to serving 1,700 children, youth and their families through wrap around/safety-net supports provided within strategically designed out of school programs provided afterschool, evening, weekend, school breaks and during the summer months. Depending on the program strand, 50-80% of the participants are of Hispanic/Latinx ethnicity and another 10% Multi-Racial with 30% Migrant all within a predominately Anglo region. We are committed to removing barriers experienced by underserved, children and families of poverty to ensure they have equal access to the same opportunities their peers with greater resources take for granted. Kids Unlimited is well respected within the local Hispanic/Latinx community due to its consistent, pro-active advocacy for students of color within the local school systems.

Summary of Request:

The community this Parent Education proposal intends to serve up to 50 parents of young children enrolled in an array of Kids Unlimited programming, including the Preschool, Charter School and our afterschool programming. We are fortunate to have a fluent Spanish speaking staff person who has been trained and delivered the “Abriendo Puerta curriculum, which is grounded in research, reflects parent input and uses a ‘popular education’ approach to engage parents. Each of the ten sessions uses a dicho or popular saying and incorporates cultural familiar activities and data. The program is available in both Spanish and English; the ten sessions promote school readiness, family well-being, and advocacy by addressing the best practices in brain development, key aspects of early childhood development (cognitive, language, physical and social/emotional), early literacy, bilingualism, early math, positive use of technology, attendance, civic engagement, parent leadership, goal setting and planning for family success.”

Agency Name: ECEF_0220 - Kids Unlimited of Oregon

County: Jackson

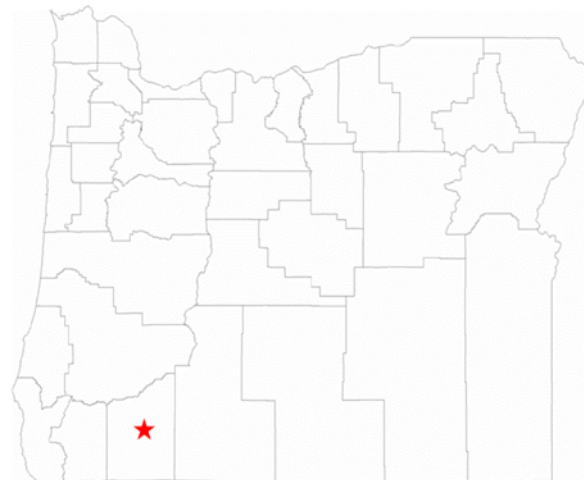
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Hispanic/Latinx and Multiracial Community

Families/Children Served: 52 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
88.00 (76.52%)		

Funding Amount Requested	Funding Amount Approved:
\$88,390.00	\$

Overview of the Agency:

Kids Unlimited of Oregon began in 1998 as a grassroots youth development agency that has grown to serving 1,700 children, youth and their families through wrap around/safety-net supports provided within strategically designed out of school programs provided afterschool, evening, weekend, school breaks and during the summer months. Depending on the program strand, 50-80% of the participants are of Hispanic/Latinx ethnicity and another 10% Multi-Racial with 30% Migrant all within a predominately Anglo region. We are committed to removing barriers experienced by underserved, children and families of poverty to ensure they have equal access to the same opportunities their peers with greater resources take for granted.

Summary of Request:

Approximately 52 students and their families who will be incoming Kindergartners at Kids Unlimited Academy will participate in activities designed to help orient them to starting school. These families are approximately 75% Latino students and 33% are from Migrant families. Many are undocumented families and do not qualify for many types of government support to early learning. 95% of the families are from low socio-economic backgrounds and have experienced trauma in their lives and live in city and rural areas. Additionally, our Anglo families often have experienced generational poverty. These experiences make it imperative for our students to participate in the Kindergarten transition program. Our transition plan includes the following:

- Conducting our lottery to identify incoming students
- Connecting families to let them know they have been accepted to our program
- Host an Open House where families will meet their teachers, tour the school, and register
- Invite families to come during the summer for 3 family events to get to know one another
- Jump Start Camp - 2 week camp in June to let students experience Kindergarten
- Parent Classes - during the Kindergarten camp
- "Soft Start" to Kindergarten - evaluating students to create balanced classrooms
- On-going quarterly Kindergarten Family Nights during the year

Agency Name: ECEF_0241 - Child Care Resource Network - Southern Oregon ESD

County: Jackson

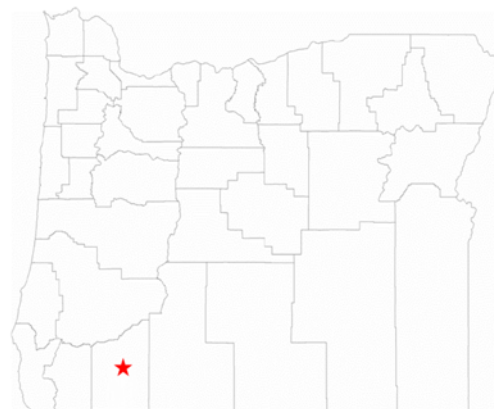
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Spanish Speaking Families

Families/Children Served: 100 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
63.75 (55.43%)		

Funding Amount Requested	Funding Amount Approved:
\$89,355.00	\$

Overview of the Agency:

Child Care Resource Network (CCRN) is the Child Care Resource and Referral agency serving Jackson and Josephine Counties. CCRN is responsible for providing training, technical assistance, and a wide array of professional development to early educators at all levels. CCRN also partners with other community organizations on early childhood issues that affect our community and society. Currently, CCRN administers three Focused Child Care Networks, one for infant and toddler programs, one for English speaking family child care providers, and one for Spanish speaking family child care providers; a Preschool Promise cohort of seven Spanish speaking family child care providers; a Migrant Summer Preschool Program serving 53 Spanish speaking children; and a free Warm Line service that providers can call for support in meeting the needs of children with special needs, challenging behaviors, or with any other concern. Support may be in person, by phone or email through consultations, assessments, in-person visits, coaching, or trainings.

Summary of Request:

The program will use transition to kindergarten as an opportunity to support Spanish speaking early educators, parents, and children on multiple levels. Through the framework of kindergarten transition, aspects of parenting education and parent-child interaction are incorporated. Twenty-five Spanish speaking early educators will gain the skills and tools to implement kindergarten readiness strategies, and the skills and tools to engage parents as partners in supporting their child's school readiness and positive kindergarten transition. We anticipate reaching 100 Spanish speaking children and families. Key programs elements - Spanish speaking early educators will: Attend a 3-credit RCC class on understanding and implementing the Oregon Early Learning and Kindergarten Guidelines; Explore the concept of "kindergarten readiness" and teachers' and parents' roles in supporting children's successful transition to kindergarten; Gain skills to present interactive, hands-on workshops to parents to help them understand kindergarten readiness and how they can support their children; Receive materials needed for the workshops and to give to parents; Receive Individual coaching support and guidance to promote success; Have access to a mental health consultant to provide social-emotional support and strategies for children to both early educators and to parents in group workshops and individually

Agency Name: ECEF_0073 - The Confederated Tribes of Warm Springs

County: Jefferson

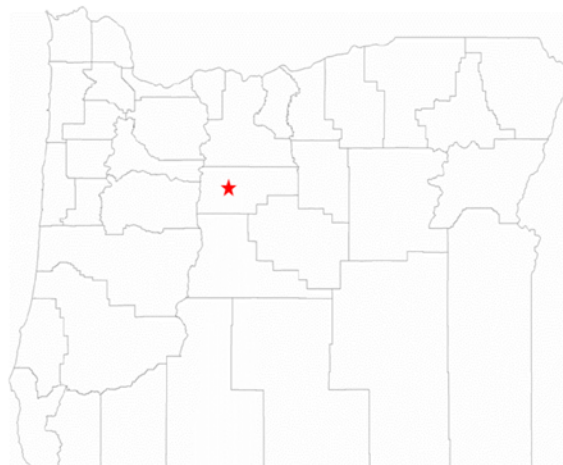
Provider Type: Tribal Organization

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Tribal Population

Families/Children Served: Not Applicable



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
70.50 (82.94%)		

Funding Amount Requested	Funding Amount Approved:
\$388,523.00	\$

Overview of the Agency:

The Warm Springs Community is located on the Warm Springs Reservation of Oregon. Warm Springs has a population of over 3,400 people and most are tribal members. Tribal Care does not exclude a child because of their race and most are tribal member children. Early Childhood offers two types of programs, Head Start and Tribal Daycare Services. There are 9 classrooms in Tribal Daycare that serve 55 children. The children range in age from 6 weeks to 5 years of age. The Tribal Council is dedicated to the education of our children. This happens with the dedicated staff of Tribal Daycare. The children and parents are welcomed and invited into the program to take part in their child's learning and parents are informed daily of their child's progress in the program. The Warm Springs, Wasco and Paiute tribal members advocated for years to have language implemented in the Daycare and Head Start programs with no success thus the culture, traditions and history are not part of the curriculum offered in the Early Childhood Education System.

Summary of Request:

The Early Childhood Education Center has trouble obtaining qualified teachers for the preschool program. This program we propose would provide training for teachers that would specifically build cultural specialists in the center itself. A typical day would look like: Morning songs and meditation, language learning, CTWS government and CTWS Life ways, occupational skills training (how to be successful in your job, time mgmt., word and excel training, etc.) Ichishkin II, building classroom kits, traditional meal prep, lunch and language, class time, and Ichishkin review and journaling. It would be an intense 10 month training giving them skills to join the workforce above entry level. Peppered with offsite training programs that focus on language teaching, and on reservation tours on landmarks of the reservation.

A more knowledgeable teacher leads to family engagement and hosting training they learned for parents; students will gain traditional language and historical knowledge their teachers have learned.

Agency Name: ECEF_0174 - Jefferson County Library District

County: Jefferson

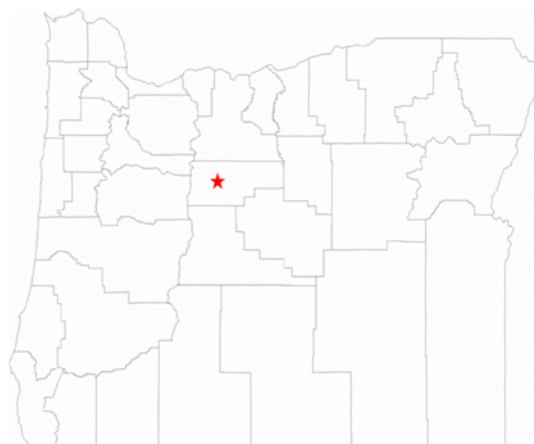
Provider Type: County

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Hispanic/Latinx Families

Families/Children Served: Not Applicable



Independent Review Recommended Score: 41.75 (49.12%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$48,445.00	Funding Amount Approved: \$	

Overview of the Agency:

Cuentitos en Español and Programa de Verano en Español were created in 1998 and has been offered for the 22 years since that time. The evening Cuentitos en Español was introduced at the end of 2018 to provide for those parents that work during the day the opportunity to bring their children to storytime. We introduced Bilingual Storytime in 2019 and are glad to share it has been a successful program. The programs offered by the library are Cuentitos en Español, Bilingual Storytime, Traveling Cuentitos en Español (Outreach), evening Cuentitos en Español, and Programa de Verano en Español (Spanish Summer Reading Program). Outreach is also provided at community and educational events, providing information and giveaways.

Summary of Request:

We are creating an outreach plan for the next fiscal year to extend our offerings to the Warm Springs and Latino communities. Warm Springs currently has existing programs offered to their community for kindergarten readiness, native language classes, and parent support programs. Our goal is to create a partnership with them to support and enhance the established programs. Examples are Heart Smart Dinner, story time on the radio station WSO, and the Early Childhood Education. The Latino community children develop skills in English literacy in preschools. We provide traveling storytellers and storytimes at the Library in English and Spanish, modeling for the parents as well as preparing the children for school. Our goal is to have increased visibility in the Latino Community events helping them to become more informed of library services. We are requesting technical equipment to aid in high-quality Outreach presentations, performances, and events. A projector will be used to present literacy night trainings. The tablets will be used to do registrations in English and Spanish for library programs throughout the county. This creates the ability to track statistical information on people served. The camera will be used for online storytime, demonstrations on using the library, and recording events.

Agency Name: ECEF_0084 - Art and Science Kids

County: Josephine

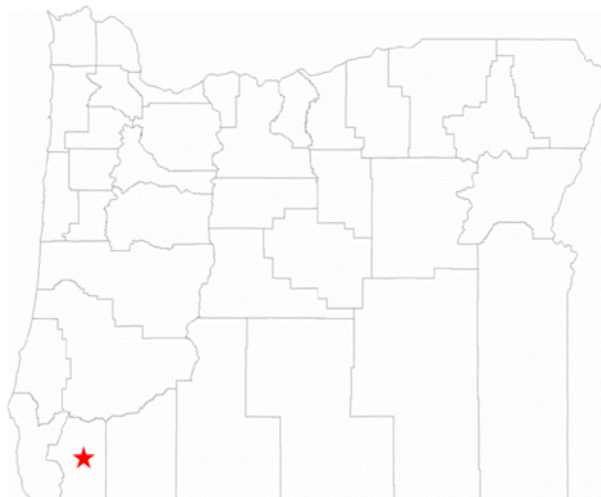
Provider Type: Recorded Preschool Program

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Not Specified

Families/Children Served: 15 Families



Independent Review Recommended Score: 42.83 (37.25%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$65,400.00	Funding Amount Approved: \$	

Overview of the Agency:

Joseph Flaherty founded Art and Science Kids in the summer of 2017, so we have operated our recorded preschool and tutoring services for about three years. We provide a recorded preschool program to children from the Illinois Valley. We also provide after-school tutoring to school-aged children

Summary of Request:

We are applying for this grant so that we can hire a prep assistant for the 2020/2021 school year. This position would be to prepare and maintain materials for each day's activities, serve as a third teacher when an extra adult is needed, and participate in all training opportunities. This assistant would work about 20 hours per week. We expect to cover the remainder of our budget by collecting tuition payments and raising scholarship funds from local families. We intend to serve the families of the Illinois Valley with a nature-immersion preschool. We will host three stay-day trainings during the 2020-21 school year at which we will teach adults our nature immersion philosophy, positive discipline strategies, and how to observe young children. Adults who have completed background checks will then be welcome to choose a stay-day and join us with the children. We will also host two family picnics in the fall and spring to bring our community together. We plan to serve up to fifteen children ages three to five years old from 9am-1pm Monday-Thursday.

Agency Name: ECEF_0043 - St. Vincent de Paul Society of Lane County

County: Lane

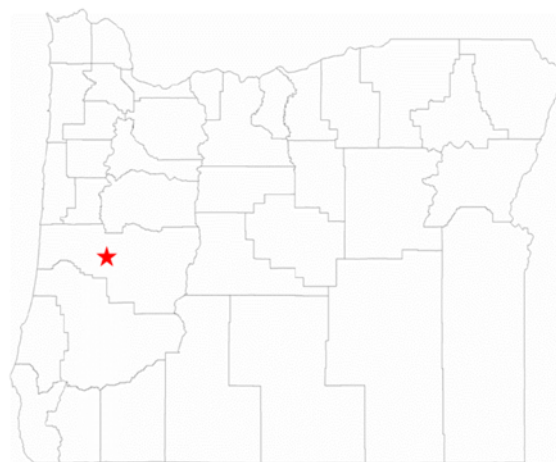
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction
Kindergarten Transition

Language/Demographics: underrepresented racial
demographics, homeless

Families/Children Served: 50-100 Families /200-300 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
68.50 (59.57%)		

Funding Amount Requested	Funding Amount Approved:
\$165,877.00	\$

Overview of the Agency:

St. Vincent de Paul of Lane County (SVdP) is Lane County's largest nonprofit human services organization. SVdP provides comprehensive programs to alleviate poverty and help individuals find a path out of poverty and into self-sufficiency. SVdP accomplishes its mission in seven core areas: affordable housing, emergency services, homeless services, overnight shelter, recycling program, retail thrift stores, and self-sufficiency services.

Summary of Request:

First Place Kids offers four distinct areas of service, which work together to provide a wraparound model of support.

- FPK Preschool: a low-barrier early childhood program that serves children ages 0-5 years old Monday-Friday for 3.5 hrs. a day.
- Family Resource Referrals: assisting families in connecting with community resources, focusing on parenting education and kindergarten transition.
- Family Support Activities: FPK hosts twice weekly activities that promote positive parent-child interaction and family bonding.
- Community Engagement: FPK staff engage the community at large in all aspects of programming to dissolve the stigma of poverty and advocate for the unique needs of families experiencing homelessness.
- FPK programming expects to serve between 200-300 children from between 50-100 families annually, prioritizing families who are actively experiencing homelessness.

Agency Name: ECEF_0082 - South Lane School District

County: Lane

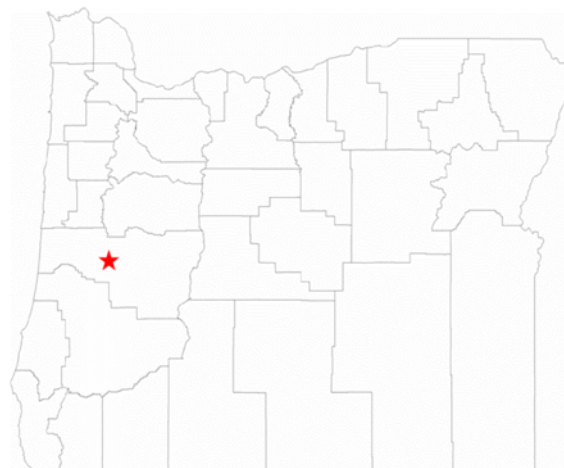
Provider Type: School District

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: 70% Latinx/Guatemalan

Families/Children Served: 75 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
91.00 (79.13%)		

Funding Amount Requested	Funding Amount Approved:
\$599,500.00	\$

Overview of the Agency:

Peggy's Primary Connection (PPC), South Lane School District's Family Resource Center, supports families in raising successful children through programs advancing early literacy, promoting overall health and development, and fostering strong, resilient relationships.

Each week during the school year, PPC serves 150 children and adults (70% of whom are Latinx/Guatemalan) through:

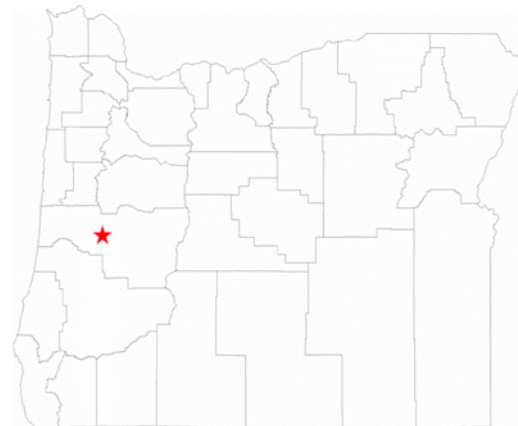
- Basic needs and crisis assistance - Drop-in referral services and systems navigation - Support applying for/ accessing Oregon Health Plan - Teen parenting outreach and support - Home visitations - Early learning playgroups - Parenting education - Early literacy programs - Homework help - Health and nutrition classes - Supervised visitation for families working with Department of Human Services - Access to a bilingual/bicultural Community Health Worker.

Summary of Request:

Peggy's Primary Connection requests \$601,500 from the Early Childhood Equity Fund for La Plaza, a welcome center/hub for South Lane's children and families whose first language is not English. The grant, if awarded, will combine with other sources for PPC to expand on-site services enhancing parenting practices, supporting positive parent-child interactions, and preparing children, families, and schools for successful transitions into kindergarten. Funds will ensure PPC's capacity to retain, coordinate, and support partner organizations providing culturally sensitive services for Cottage Grove's Guatemalan families. South Lane is home to more than 350 indigenous Guatemalan refugees, the largest such population in Oregon. La Plaza, with ECEF funding, will annually serve 75 Guatemalan children, ages 0-5, and their families. Funds will enable PPC to expand culturally specific programming to five days per week from the current two, add evening classes to accommodate working parents, and increase access for community services and supports.

Agency Name: ECEF_0106 - Downtown Languages

County: Lane
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parent-Child Interaction
 Language/Demographics: Latino Families
 Families/Children Served: 150-200 Children



Independent Review Recommended Score: 91.50 (79.57%)	Review Committee Score:	Assigned Priority:
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Funding Amount Requested \$61,815.00	Funding Amount Approved: \$
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Overview of the Agency:

Incepted in 2004, DTL has offered a range of free to low-cost educational programs for immigrant individuals and families such as basic English, US Citizenship and Civics, bilingual computer classes, Spanish literacy for adults to learn to read and write, and the Plaza Comunitaria program for adult students to earn their primary and junior high diplomas in Spanish. We also offer a leadership and career transitioning academy for Latino youth in partnership with our local community college. Our Pilas Family Literacy program offers school readiness and academic support to children ages 0-13 and English language classes to Latino parents as well as referrals and workshops. Pilas is the program we would like to focus on for the purpose of the Early Childhood Equity Fund.

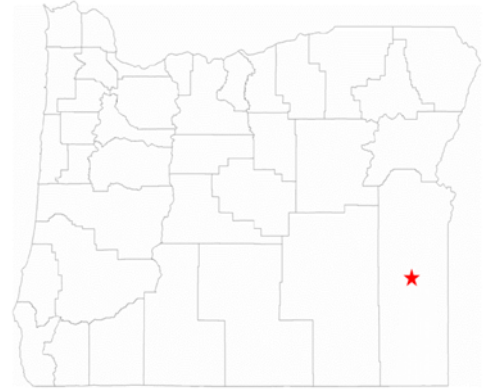
Pilas is offered in coordination with Lane ESD's Migrant Education Program (MEP) and both the Springfield and Bethel School Districts to provide (1) pre-kindergarten readiness and early literacy instruction for pre-schoolers; (2) language development and math skills for elementary and middle school children; (3) parental involvement to reinforce children's developing skills; (4) language and academic development for parents; (5) parent-children interaction time through family activities, and (6) information, workshops and referrals to services in our community.

Summary of Request:

The purpose of requesting this grant is to expand the Pilas program to the South Lane School District. However, due to Covid-19, we may have to postpone the in-person gathering expansion of the program and would like to request that the funds be used for basic needs and for delivering our services online. We have already diverted some grant funding and donations to help our constituents pay rent and bills and we are offering 2 English courses online for adult students. We are in the process of conducting phone surveys for Pilas students to determine their current basic needs and to see what technological capacity they have. We want to deliver a version of the program that will include a family activity and storytelling/reading online.

Agency Name: ECEF_0099- Ontario School District 8C

County: Malheur
Provider Type: School District
Grant Type: Program Grant
Program Type: Kindergarten Transition
Language/Demographics: Children experiences poverty,
homelessness, ESL Children
Families/Children Served: 80 Families



Independent Review Recommended Score: 67.50 (58.70%)	Review Committee Score:	Assigned Priority:
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Funding Amount Requested \$67,200.00	Funding Amount Approved: \$
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Overview of the Agency:

Overview of Agency: Ontario School District located in rural Eastern Oregon bordering Idaho serves 2,400 students K-12. Each incoming kindergarten class is approximately 200 students. There is a need to increase the number of PreK students we are servicing.

1. Ontario School District Migrant Education program currently serves 80 students ages 3 to 5 not in school. This is a home based program. School Readiness Specialist services families in the home or they have the option of bringing the student to our office. The goal of the services is to prepare children and families for the transition into kindergarten. Kindergarten readiness skills are taught to students throughout the year. Specialist is able to meet with students 2-3 times per month.
2. Summer PreK Academy is offered every summer for four weeks. During this time 200 incoming Kindergarten students get a head start before starting school in August.

Summary of Request:

Kindergarten Transition home-based program where a School Readiness Specialist services families in the home or they have the option of bringing the student to our office. The goal of the services is to prepare children, families, and schools for the transition into kindergarten.

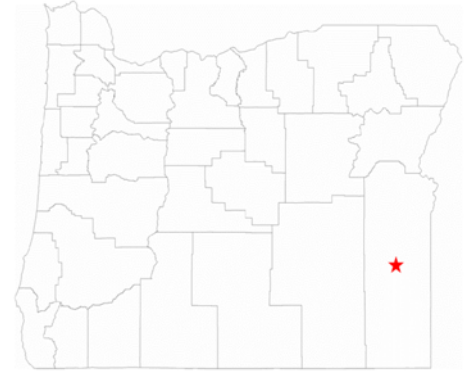
Full time school readiness specialist will meet with children and families 2 times per month either at their home, his/her office or virtually.(60 minutes)

Paper packets will be mailed every other week and links to video instruction will be texted and emailed to parents. (Student and parent can work on this 10-15 minutes daily)

Students will also have access to an educational platform adaptive to the student native language.(60 minutes per week). We will use Creative Curriculum and Positive Behavioral Interventions and Supports (PBIS) will be implemented. When making enrollment decisions, we prioritize children not in any other program, children experiencing homelessness, children learning English as a second language, children in poverty, and children in foster care.80 children and families will be served annually. This requires a full time (40 hours per week) school readiness specialist.

Agency Name: ECEF_0148 - Malheur County Child Development Center

County: Malheur
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Language/Demographics: Low Income and diverse families
 Families/Children Served: 162 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
69.50 (60.43%)		

Funding Amount Requested	Funding Amount Approved:
\$82,967.98	\$

Overview of the Agency:

MCCDC has provided preschool and home visiting services to preschool children and families since 1975. It began doing prenatal, infant, and toddler educational services in 2016. MCCDC provides Head Start Services to low-income children and families prenatally to five years of age in Malheur County. Malheur County is the located in the far eastern part of the State of Oregon that is identified as a frontier. Early Head Start is provided to 20 children and families in a Home- Based model. Preschool and home visit services are offered to 70 children and families in a part day model. Full Day preschool services are provided to 72 children and families. Regardless of the program model that participants are enrolled in, they are provided with educational service that are geared to the needs, abilities, and interest of the children. This includes the services that are provided to parents/guardians of enrolled children.

Summary of Request:

MCCDC will provide a parenting education program to assist parents in learning about the development of their children from birth to age five in accordance to the Early Learning Outcomes and become the primary educator of their children. An MCCDC staff member will train three current parents on child development. The three parents will then provide three trainings over the course of the next program year to other parents. An educational tote will be provided for each child enrolled in the program. Each tote will be filled with educational counting bears, story stretchers, cubes, books, counting blocks, and other manipulatives that low-income children often don't have access to. The parents will be trained on how to use the kit and items found in and around the home to enhance the development of their children in all learning areas. This will be provided to at least 162 children each year. It could be provided to more participants as some children leave the program and others are enrolled. The tote will be filled with quality long lasting materials to be used repeatedly with all the children in the family, so it will impact more than just the children enrolled in MCCDC. The project will not only actively engage parents of low income children in educating and understanding the development of their children, but it will be provided to families from a variety of racial, and ethnic backgrounds, children with disabilities, and can be implemented in a manner that respects the culture of the family.

Agency Name: ECEF_0063 - Mano a Mano

County: Marion

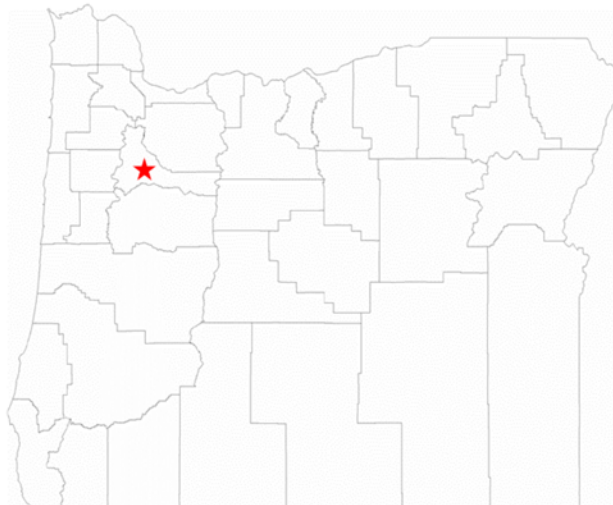
Provider Type: Community Based Agency

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Low income, migrant/
seasonal worker, Latino
Community

Families/Children Served: Not Applicable



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
78.00 (91.76%)		

Funding Amount Requested	Funding Amount Approved:
\$88,665.00	\$

Overview of the Agency:

Mano a Mano Family Center is the oldest Latino and Immigrant-led community-based organization in Salem and Keizer. Established in 1988, our mission is to strengthen families by promoting Hope (resilience) and reducing toxic stress in the families we serve. Our activities address Basic Needs, Resilience, Community Health and Emergent Community Issues.

Summary of Request:

This planning grant proposal will help increase our capacity to deliver culturally specific early learning programs, of which we offer none at this time. Our team will engage community members in defining and developing a program that supports positive parent-child interactions and, as a result, promotes healthy attachment, bonding, and child development. Outreach will be made to parenting individuals in NE Salem, SE Salem and Independence, to teach us about the early learning needs in their neighborhoods. The grant would also allow us to build curriculum, identify needed staff levels, and other organizational needs for responding to the community's explicit requests.

One idea community members will be asked to explore is developing local family play spaces. These spaces could host unstructured and structured activity time where grandparents, adoptive parents, teen parents, first-time parents, fathers, single parents, etc., could receive guidance and support in helping nurture their child's development.

Any program that is ultimately implemented will likely benefit Latino or Immigrant families primarily, but other low-income families or families of color may also benefit. The ideal neighborhoods would have schools where more than 60% of the student population qualifies for free or reduced lunch, is bilingual, and is students of color.

Agency Name: ECEF_0113 - Micronesia Islander Community

County: Marion

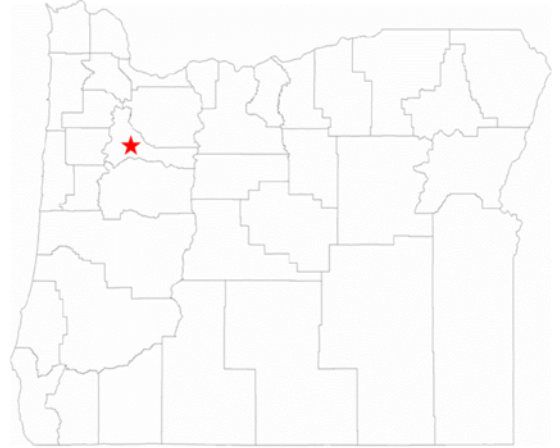
Provider Type: Community Based Organization

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Micronesia Islander Families

Families/Children Served: Not Applicable



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
76.50 (90.00%)		

Funding Amount Requested	Funding Amount Approved:
\$216,357.84	\$

Overview of the Agency:

MIC is providing a Micronesia Islander Parent Leadership (MIPL) implementation workshops centered on leadership development for parents and caregivers of children from prenatal to age 8. The participants meet twice a month, and utilizing a combination of storytelling and cultural narratives, interactively apply their knowledge and experiences from health topics, including prenatal care and health care access, to navigating the K-12 public school systems with children who have mental health challenges and are developmentally delayed. In doing so, MIPLs build community organizing skills through their experience in having tough conversations through evidence-based and community-based participatory research driven methods. Other programs provided to the community include an annual back to school, cultural, and resource fair, vision and dental clinics, and home visits led by certified community health workers.

Summary of Request:

We propose a community-based participatory research and Popular Education for our combined Parent Education and Parent-Child Interaction Program centered on “MI sharing culture”. MI Parent Leaders’ knowledge and experience are essential, respected, and valued. We will work with MIPL to culturally specifically modify the Abriendo Puertas/Opening Doors curriculum for MI families with children ages 0-5. This is an evidence-based, national curriculum consisting of 10 interactive sessions that was co-created by Latinx Parent Leaders for Latinx parents/caregivers and reflects early learning/development standards. The overarching goal: MIPL to be trained in the curriculum; co-modify to be culturally appropriate, incorporating culturally specific activities and phrases; and provide the training to other MI families. The curriculum will eventually be translated into Chuukese or Marshallese, the two commonly spoken MI languages in the Salem/Keizer school district. The curriculum promotes school readiness, family well-being, and advocacy through best practices in brain development; key early childhood development such as cognitive, language, physical, and social/emotional; and early literacy, bilingualism, early math, positive use of technology, attendance, civic engagement, parent leadership, goal setting, and family success planning.

Agency Name: ECEF_0138 - Woodburn School District

County: Marion

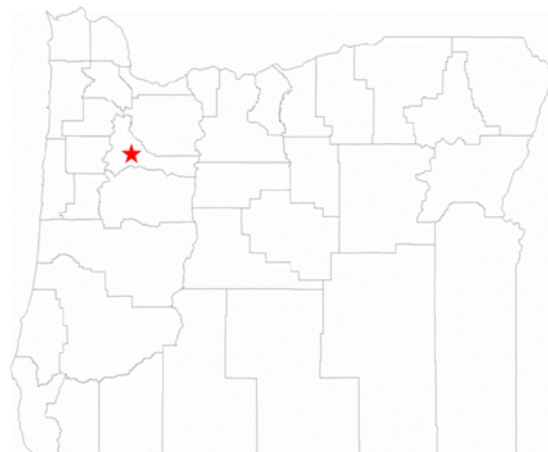
Provider Type: School District

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latino and Low Income Families

Families/Children Served: 54 additional Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
86.50 (75.22%)		

Funding Amount Requested	Funding Amount Approved:
\$15,544.87	\$

Overview of the Agency:

Woodburn School Dist. PreK (PSP & MEP): WSD has operated a preschool program for the last 6 years. For the first two years, MEP was solely a migrant program. Four years ago, the Preschool Promise program started with two classes. The purpose of both programs is to provide and prioritize services for students from low-income households, students who are experiencing homelessness or are in the foster care system, children receiving special education services and emergent bilinguals.

Summary of Request:

We would like to increase our Latino/Hispanic participation in our Woodburn Ready! For Kindergarten Workshops by 50% (servicing 54 additional families to our existing program). Students and their parents attend an interactive workshop where they receive high quality early learning materials for birth-one, one-two, two-three, three-four and/or four-five year-olds. These workshops are a series of three total per age group during the academic school year (Fall, Winter and Spring).

Parents leave with the tools and ideas for activities that will strengthen their child's social-emotional, literacy and math skills. This occurs at Washington Elementary School on Saturday mornings to accommodate our dual-income families. We also provide structured childcare.

The structure of the program is as follows:

First, families arrive and take their children to the childcare classroom, then parents help themselves to some pastries and coffee/tea. The qualified facilitator often a kinder or preschool teacher from the local community facilitates the 90-minute workshop.

Agency Name: ECEF_0199 - Woodburn School District

County: Marion

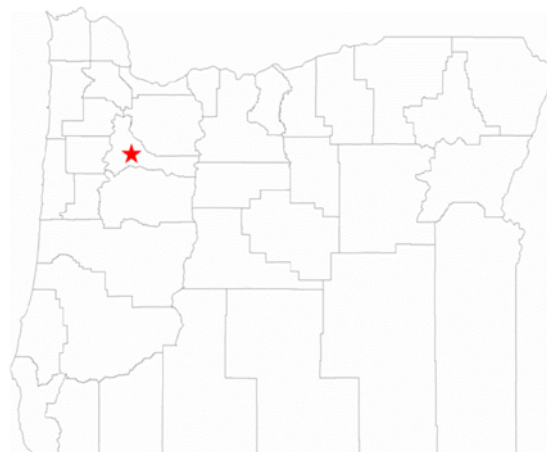
Provider Type: School District

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latino and Low Income Families

Families/Children Served: 400 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
65.50 (56.96%)		

Funding Amount Requested	Funding Amount Approved:
\$20,000.00	\$

Overview of the Agency:

Woodburn School Dist. PreK (PSP & MEP): WSD has operated a preschool program for the last 6 years. For the first two years, MEP was solely a migrant program. Four years ago, the Preschool Promise program started with two classes. The purpose of both programs is to provide and prioritize services for students from low-income households, students who are experiencing homelessness or are in the foster care system, children receiving special education services and emergent bilinguals. Woodburn School Dist. PreK (PSP & MEP): WSD has operated a preschool program for the last 6 years. For the first two years, MEP was solely a migrant program. Four years ago, the Preschool Promise program started with two classes. The purpose of both programs is to provide and prioritize services for students from low-income households, students who are experiencing homelessness or are in the foster care system, children receiving special education services and emergent bilinguals

Summary of Request:

We would like to improve the quality of materials we are providing to 400 families entering our bilingual programs at Kindergarten registration and to create a video with local preschool and kindergarten teachers modeling activities and kinesthetic motions for alphabet charts. Currently, we are providing the following materials in Spanish/English and Russian/English: Kinder Readiness Brochures, CDC's Developmental Milestone Booklet, Picture Books, Bilingual Instruction Cards, ABC Chart, etc. All these items are stored in a clear plastic container so parent can store them away as special material to use with their child for kindergarten readiness activities.

By giving families entering our Russian and Spanish Dual immersion programs access to high quality culturally appropriate early learning materials in Spanish and Russian we are valuing a language other than English as an asset.

Agency Name: ECEF_0200 - Woodburn School District

County: Marion

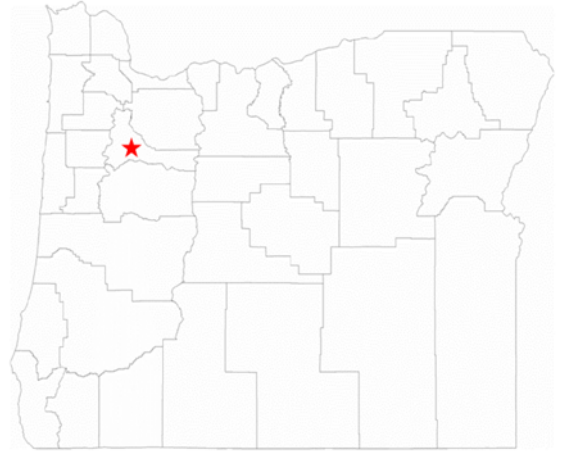
Provider Type: School District

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Russian and Guatemalan Families

Families/Children Served: Not Applicable



Independent Review Recommended Score: 68.50 (80.59%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$27,688.08	Funding Amount Approved: \$	

Overview of the Agency:

Woodburn School Dist. PreK (PSP & MEP): WSD has operated a preschool program for the last 6 years. For the first two years, MEP was solely a migrant program. Four years ago, the Preschool Promise program started with two classes. The purpose of both programs is to provide and prioritize services for students from low-income households, students who are experiencing homelessness or are in the foster care system, children receiving special education services and emergent bilinguals. Woodburn School Dist. PreK (PSP & MEP): WSD has operated a preschool program for the last 6 years. For the first two years, MEP was solely a migrant program. Four years ago, the Preschool Promise program started with two classes. The purpose of both programs is to provide and prioritize services for students from low-income households, students who are experiencing homelessness or are in the foster care system, children receiving special education services and emergent bilinguals

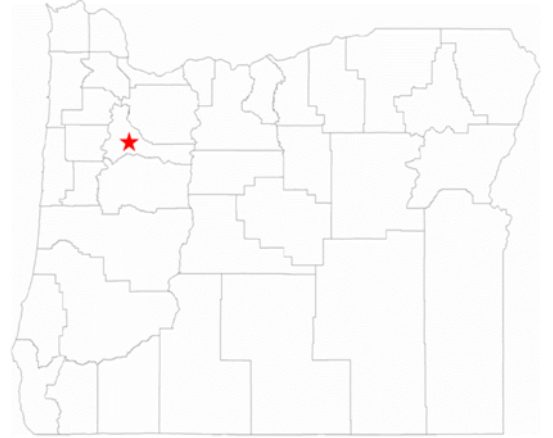
Summary of Request:

We would like to propose funds for culturally specific resources for Russian and Guatemalan families. We currently have no preschools in Russian or Mam within our organization. Specifically, we plan to use a combination of contracted and internal staff to reach those in the Russian and Guatemalan populations with the purpose of identifying those who have preschool-aged children. Once identified, we plan to invite families to participate in a focus group facilitated by a consultant from the Early Learning Consultant Group. The outcome of this focus group is for families to share ideas around early learning programs or support they would like to see offered. We will then take that information and design programming taking into account the parent feedback. The approaches we anticipate, include:

- Providing a Mam translator for our already existing early learning services (parenting classes/workshops)
- Literacy, STEM and SEL support through family engagement.

Agency Name: ECEF_0206 - Woodburn School District - After School Club

County: Marion
Provider Type: School District
Grant Type: Program Grant
Program Type: Kindergarten Transition
Language/Demographics: Migrant and underserved Families
Families/Children Served: 700 Children



Independent Review Recommended Score: 62.00 (53.91%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$130,900.00	Funding Amount Approved: \$	

Overview of the Agency:

The following programs are currently being operated in the district and are specific to our grant application:

Family University (FamU): Woodburn School District’s Family University Program was started in 2012 with the goal of supporting parents in developing their own skills so they could better assist their own students at home. As part of FamU, a kinder-readiness educational program helped prepare very young students to be school-ready, teaching them both the social and academic skills necessary to be ready for kindergarten. \

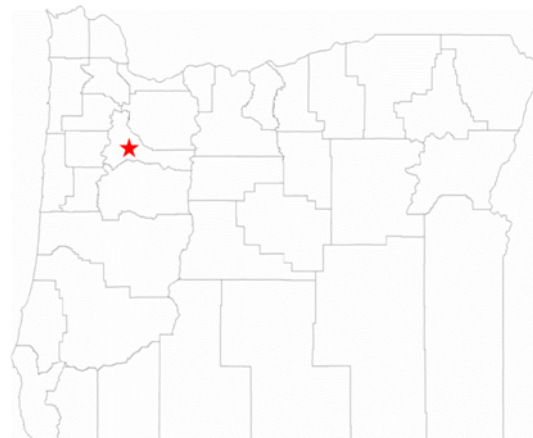
After School Club (ASC): The Woodburn After School Club has been developing a new pre-k after school program at one of our sites where there appears to be a high demand for this service. We implemented a pilot of this program during the 2019-2020 school year to determine the feasibility of this proposal. It was determined that such a program would require changes necessitating a substantial financial investment, specifically in the area of recruiting and hiring highly qualified staff to support our pre-kindergarten students. Our goal is to provide enriching services and care for preschool promise and migrant students for extended hours after preschool.

Summary of Request:

Woodburn After School Club provides and afterschool academic and enrichment program for enrolled students. All families in Woodburn are limited only by program capacity. A priority is given to students with limited means. Currently, Woodburn Afterschool Club has about 700 students enrolled and serves the greater Woodburn area. It is proposed that the after-school PreK program be housed in a local migrant housing complex. The program provides an opportunity for parents to connect with after-school enrichment providers in their own home community. Additionally, ensuring students are in a safe, secure educational environment until parents are able to return home from work further enhances the family dynamic.

Agency Name: ECEF_0210 - Woodburn School District - After School Club

County: Marion
Provider Type: School District
Grant Type: Program Grant
Program Type: Kindergarten Transition
Language/Demographics: Migrant and underserved Families
Families/Children Served: Not Specified



Independent Review Recommended Score: 57.25 (49.78%)	Review Committee Score:	Assigned Priority:
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Funding Amount Requested \$14,440.00	Funding Amount Approved: \$
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Overview of the Agency:

The following programs are directly related to this grant application:

Family University (FamU): Woodburn School District's Family University Program was started in 2012 with the goal of supporting parents in developing their own skills so they could better assist their own students at home. As part of FamU, a kinder-readiness educational program helped prepare very young students to be school-ready, teaching them both the social and academic skills necessary to be ready for kindergarten.

After School Club (ASC): Our goal is to provide enriching services and care for preschool promise and migrant students for extended hours after preschool.

Summary of Request:

Family University provides academic and enrichment programs for preschool children to assist them in being prepared for kindergarten. Parents and children learn side-by-side twice a week for two hours each night while FamU is in session. While parents receive instruction in literacy, English, GED, etc, their preschool children also receive instruction from licensed, highly-qualified staff. This instruction is designed to help prepare students to enter kindergarten.

Under-represented and under-served populations often lack access for children to get quality instructions. This proposal seeks to provide affordable, quality academic and enrichment programs for preschool children during the evening at Family University

Agency Name: ECEF_0207 - FACES of America

County: Marion

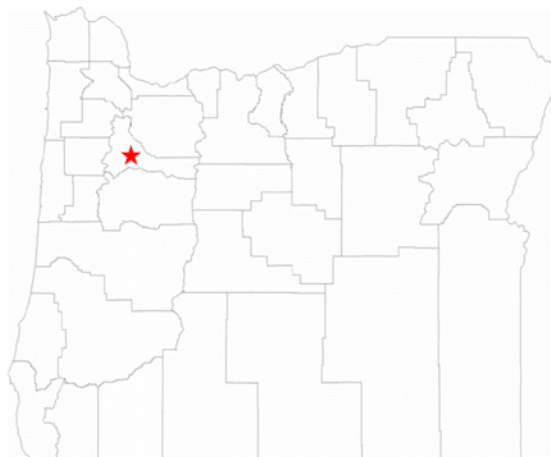
Provider Type: Child Care Provider

Grant Type: Program Grant

Program Type: Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Multi Cultural families

Families/Children Served: 70 Families



Independent Review Recommended Score: 74.50 (64.78%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$1,002.957.00	Funding Amount Approved: \$	

Overview of the Agency:

"Little FACES", Full time Dual Language Preschool and Day Care Center was open to the public on September 19, 2015. We at FACES understand the importance of investing in very young children and that a high-quality early childhood program besides providing a safe and nurturing environment also promotes the physical, social, emotional, and intellectual development of young children. In these past five years FACES has made connections, partnerships, presentations, has taken trainings, has reach out for resources; participated in committees, lobbying for new budgets, applying for grants and doing whatever was needed, to bring FACES to a high-quality, sustainable and safe Center.

Our organization alone has served over 500 families in the past eleven years, and enjoys countless success stories of parents and students, grades Pre-K-12 who have benefitted from our services. FACES focuses on a holistic approach on education services. We strive to tailor our programs to the needs of the entire family unit; enabling parents and students to be active participants in the process. This approach, ensures that each student is healthy, safe, engaged, supported, and challenged. It sets the standard for comprehensive, sustainable school improvement and provides for long term student success. Little FACES mission is to provide an exceptional educational experience that exemplifies best practices for children, by providing an innovative and loving learning environment and creating a support network for the families we serve.

Summary of Request:

FACES of America is dedicated to ensuring that low-income families - those with the most needs in our community, have better access to quality programs and services. These programs and services, will not only enhance their lives and those of their children, but will assist them with tools to lay a foundation for a successful future. FACES is a committed community of teachers, parents and volunteers with the goal to unlock the potential of the families it serves. This is accomplished through education, training and support of low-income, migrant and underserved minority groups by connecting community resources to people's needs. We will be serving at least seventy families a year, in the Marion County area.

Agency Name: ECEF_0209 - Salem-Keizer Coalition for Equality

County: Marion

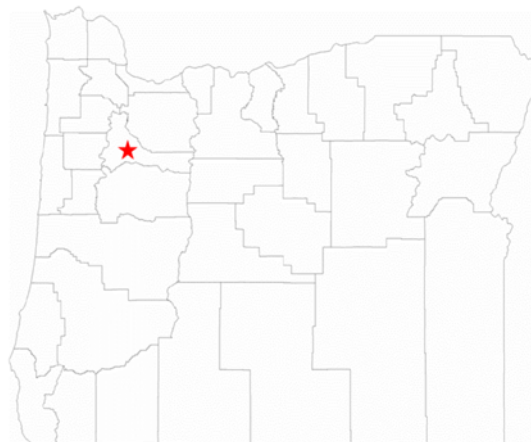
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Spanish Speaking Families

Families/Children Served: 30 Families



Independent Review Recommended Score: 59.25 (51.52%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$287,702.00	Funding Amount Approved: \$	

Overview of the Agency:

We partner and advocate with Latino Spanish speaking parents, schools and the community to ensure equitable educational outcomes for their children, in the Salem Keizer School District. Parent involvement is the key. SKCE programs increase kindergarten readiness, school attendance, academic achievement and graduation. Parents become leaders at home, school and the community. The programs we have created are all parent-led. All our programs are parent-led, in Spanish, and come with meals and high quality childcare with a focus on engaging educational activities.

Summary of Request:

Aprendiendo Juntos Avanzamos (Learning Together We Advance), Parent-Led Preschool, Spanish, for 30 families, about 32 children and 34 parents, along with educational childcare for young siblings not in school, and for the whole family on days when public school is not in session. Normally, there are one or two parents with two preschoolers, and one or two families with both parents attending together. The program is 30 weeks, three mornings per week, 3.5 hours each morning, with breakfast and lunch for all for a total of 315 hours: 225 instructional hours: 83 hours parents are learning separate from children.

Abriendo Puertas for 10 weeks, followed by Haga de la Paternidad for 13 weeks (full implementation), interspersed periodically with Ready! for Kindergarten “parent lessons” (total of 7 adapted exercises with more time with children). 142 hours of parent/child individual and group coaching with child instruction coming from parents. 83 hours of preschool instruction with our parent staff during separate parent education. On Parent/Child interaction days (2 days per week) the group is divided into two large rooms. On the day of separate education—parenting and preschool—all parents attend together while children continue in the same two preschool rooms.

Agency Name: ECEF_0057 - Immigrant and Refugee Community Organization

County: Multnomah

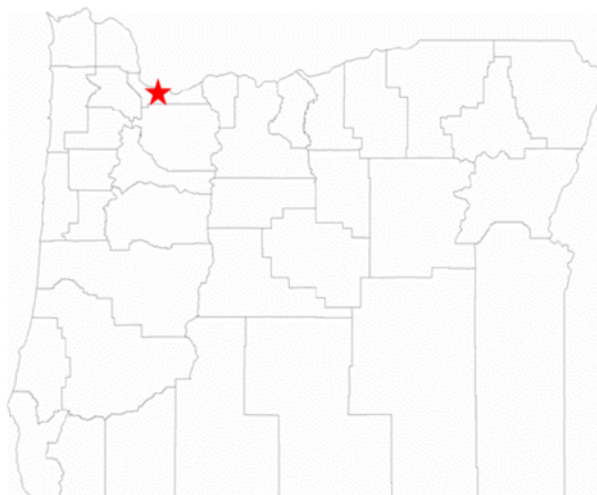
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Immigrant and Refugee
Children and parents

Families/Children Served: 60 children (20 per class)



Independent Review Recommended Score: 87.50 (76.09%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$180,000.00	Funding Amount Approved: \$	

Overview of the Agency:

The Immigrant and Refugee Community Organization (IRCO) is the largest immigrant/refugee community-based organization in Oregon with a unique capacity to serve newcomers from more than 121 cultures who speak over 70 languages. Last year IRCO's 200+ wraparound programs—starting in early ages for success in prenatal care, to stable households for families, employment/training (including for home-based refugee child care providers), legal and senior activities--provided over 34,000 services to diverse communities (more than 70% communities of color) , including those from Asian, Pacific Islander, Latinx, Middle Eastern, Slavic, African Immigrant/Refugee, and Indigenous/Native Hawaiian populations.

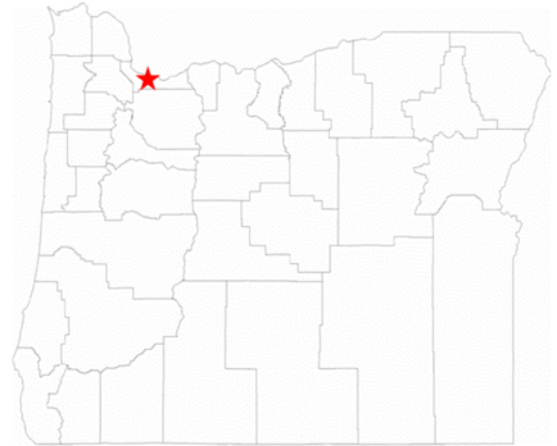
Summary of Request:

IRCO's Kindergarten Transition (KT) Program will provide immigrant/refugee children and parents culturally/linguistically specific classes linked to parent engagement/education. We will provide family-to-school introductions, creating a bridge to ease the transition, and giving school staff the tools to better understand the cultural/linguistic needs of the families. Initial activities include one home visit per child for Intake/Social-Emotional Goal Setting, and staff participation in Teaching Strategies curriculum/assessments training via virtual access. January-June-we will implement three culturally/linguistically specific KT Classrooms, each with two hour sessions, once a week. July-August-we will provide family referrals to Early Kindergarten Transition through our culturally responsive site based services.

60 (20 per class) immigrant/refugee children and their families will receive education, resources and school linkage to be academically, socially/emotionally prepared for kindergarten enrollment, with specific target communities reflecting the need at Reynolds/Gladstone School Districts.

Agency Name: ECEF_0151 - Immigrant and Refugee Community Organization

County: Multnomah
 Provider Type: Non Profit Organization
 Grant Type: Planning Grant
 Program Type: Not Applicable
 Language/Demographics: Immigrant and Refugee
 Children and parents
 Families/Children Served: Not Applicable



Independent Review Recommended Score: 75.50 (88.82%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$42,000.00	Funding Amount Approved: \$	

Overview of the Agency:

The Immigrant and Refugee Community Organization (IRCO) is the largest immigrant/refugee community-based organization in Oregon with a unique capacity to serve newcomers from more than 121 cultures who speak over 70 languages. Last year IRCO's 200+ wraparound programs—starting in early ages for success in prenatal care, to stable households for families, employment/training (including for home-based refugee child care providers), legal and senior activities--provided over 34,000 services to diverse communities (more than 70% communities of color) , including those from Asian, Pacific Islander, Latinx, Middle Eastern, Slavic, African Immigrant/Refugee, and Indigenous/Native Hawaiian populations.

Summary of Request:

IRCO requests funding to support the groundwork necessary to launch the first multi-cultural, community based, immigrant/refugee preschool. We acknowledge that this is an expensive venture, and that planning grant resources will not address the need alone thus are working to secure funds from numerous public/private sources. Funds requested in the application will support the operational capacity of a Preschool Developer to work with our current Early Learning team to develop/drive implementation of our plan. The Preschool Developer will be funded in part by other resources (e.g., secured Legacy Foundation funds) and will have resources like our community assessment, business plan (including operational 5-year budget for a preschool), and nimble/responsive partners like volunteers with expertise in the field from Social Venture Partners. This preschool will be piloted in neighborhoods housing the newcomer families we serve: we are considering pilot preschool sites in low-income, East Portland neighborhoods, with potential to expand if successful.

To support early learning transitions, we will engage and leverage the assets of existing immigrant/refugee families enrolled in IRCO programming via a Parent Advisory Council to help identify culturally relevant learning outcomes that are reasonable and achievable, as well as methodology for assessing kindergarten reading and success post exit.

Agency Name: ECEF_0107 - Immigrant and Refugee Community Organization

County: Multnomah

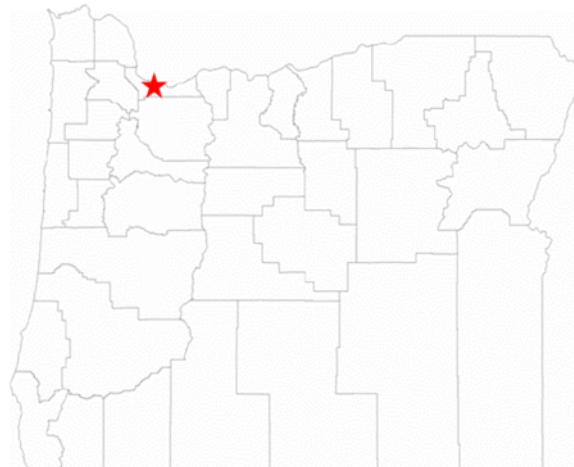
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parent - Child Interaction

Language/Demographics: Immigrant and Refugee
Children and parents

Families/Children Served: 120 Families/150 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
97.00 (84.35%)		

Funding Amount Requested	Funding Amount Approved:
\$600,000.00	\$

Overview of the Agency:

The Immigrant and Refugee Community Organization (IRCO) is the largest immigrant/refugee community-based organization in Oregon with a unique capacity to serve newcomers from more than 121 cultures who speak over 70 languages. Last year IRCO's 200+ wraparound programs—starting in early ages for success in prenatal care, to stable households for families, employment/training (including for home-based refugee child care providers), legal and senior activities--provided over 34,000 services to diverse communities (more than 70% communities of color) , including those from Asian, Pacific Islander, Latinx, Middle Eastern, Slavic, African Immigrant/Refugee, and Indigenous/Native Hawaiian populations.

Summary of Request:

IRCO's Parent-Child Interaction program (PCI) will provide culturally/linguistically specific services to immigrant/refugee parents and their children ages 3 to 5 in Multnomah, Washington, Clackamas and Malheur Counties. For each family/child participating in the program, we will offer one 1-hour home visit, and two 90 minute "Play & Learn" groups per month, which will occur in community settings and/or IRCO's culturally specific Asian Family Center and Africa House sites. Home visits will provide developmental screening via the Ages and Stages Questionnaire (ASQ) and individualized learning plans, while "Play and Learn" groups will foster parent-child connection and age-appropriate/milestone activities. We will also facilitate 6 larger "field trips" or socialization events for families on a quarterly basis. Services will operate year-round.

We will use "Parents As Teachers" (PAT) parent/child curriculum which supports child development and encourages positive parent-child interaction and relationship building. Meaningful one-on-one interactions and guided group play will strengthen parental capacity and foster family bonds.

The program will provide services to a total of 120 families with 150 children annually. Early Learning Advocates will reflect the cultural/linguistic backgrounds of the diverse immigrant and refugee families they serve (communities such as African, Asian, Pacific Islander, Slavic, or Greater Middle Eastern populations).

Agency Name: ECEF_0059 - Black Parent Initiative

County: Multnomah

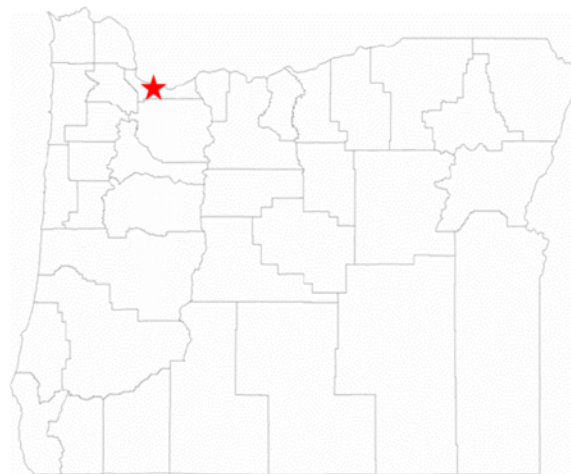
Provider Type: Culturally Specific Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/
Demographics: Serving 100% African American, African, Black, and/or Multi-ethnic families

Families/Children Served: 100 Families/100 Children



Independent Review Recommended Score: 89.50 (77.83%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$321,120.00	Funding Amount Approved: \$	

Overview of the Agency:

Since 2006, the mission of the Black Parent Initiative (BPI) has been “to educate and mobilize the parents and caregivers of Black and multi-ethnic children to ensure they achieve success.”

Driven by African American families’ absence from conversations on education reform, our original program model engaged African American parents, using mostly African American churches as an organizing place. Then, in 2015, after leading focus groups, one-on-one interviews, and research to gather feedback, our programs shifted to better respond to the needs of local African

Through our unique, culturally specific, and relationship-based approach, we improve the lives of Portland’s Black and multi-ethnic children by focusing on optimal health, cultural identity development, parent education, and ensuring parents and caregivers have the necessary resources to help their children succeed. Our work and programs are unique and serve as a vital resource for Portland’s African American, African, Black, and Multi-Ethnic community members.

Summary of Request:

BPI requests Parent-Child Interaction funding for the portion of our First 1,000 Days Program serving families and their children ages zero to three. The program includes two components:

(1) Sacred Roots Mobile Doula and Lactation Services - matches African American, African, Black, and Multi-Ethnic pregnant women with culturally representative doulas, who help maximize positive birth outcomes and increase breastfeeding success. This supports healthy development and positive parent-child interactions from birth.

(2) Together We Can Home Visiting - provides young parents from low-income communities with intensive, culturally specific home visiting services, group-based support, education, and early childhood development and skills assessment to promote healthy bonding and development.

Agency Name: ECEF_0153 - Black Parent Initiative

County: Multnomah

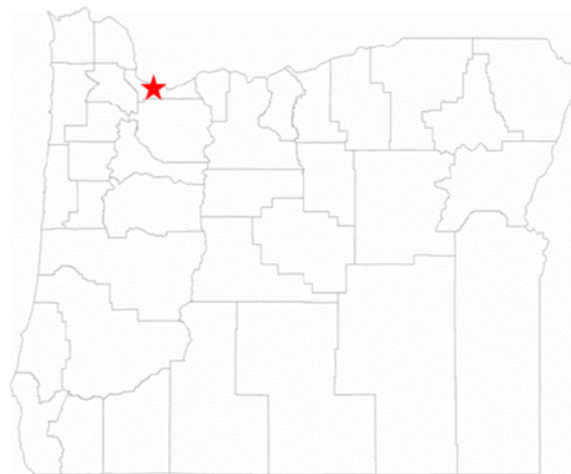
Provider Type: Culturally Specific Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/
Demographics: Serving 100% African American, African,
Black, and/or Multi-ethnic families

Families/Children Served: 130 Families



Independent Review Recommended Score: 88.25 (76.74%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$163,098.00	Funding Amount Approved: \$	

Overview of the Agency:

Since 2006, the mission of the Black Parent Initiative (BPI) has been “to educate and mobilize the parents and caregivers of Black and multi-ethnic children to ensure they achieve success.”

Driven by African American families’ absence from conversations on education reform, our original program model engaged African American parents, using mostly African American churches as an organizing place. Then, in 2015, after leading focus groups, one-on-one interviews, and research to gather feedback, our programs shifted to better respond to the needs of local African American families by transitioning the main client access point from churches to schools and homes.

Summary of Request:

Summary of Request: In its entirety, the First 1,000 Days Program serves children and their families through pregnancy to kindergarten. BPI requests Kindergarten Transition funding for the portion of our First 1,000 Days Program serving families and their children from three years old until they enter kindergarten. Specifically, this would support our Together We Can Home Visiting services, which provide young parents from low-income communities with intensive, culturally specific home visiting services, group-based support, education, and early childhood development and skills assessment to help ensure parents and children are familiar with skills required in kindergarten, school routines, and expectations.

Program hours vary and are determined by the needs of those served. Parenting groups are held in the evenings at BPI’s headquarters or other accessible locations; home visits can occur during the day, in the evening, or on the weekend. Depending on progress and needs, families receive one to three home visits per week. Once children enter kindergarten, families transition out of the program and become eligible to participate in BPI’s School-Based Learning Communities, which offers additional support for students and their families. 100% of those served identify as African American, African, Black, and Multi-Ethnic; BPI anticipates serving 130 parents and children next year.

Agency Name: ECEF_0189 - Black Parent Initiative

County: Multnomah

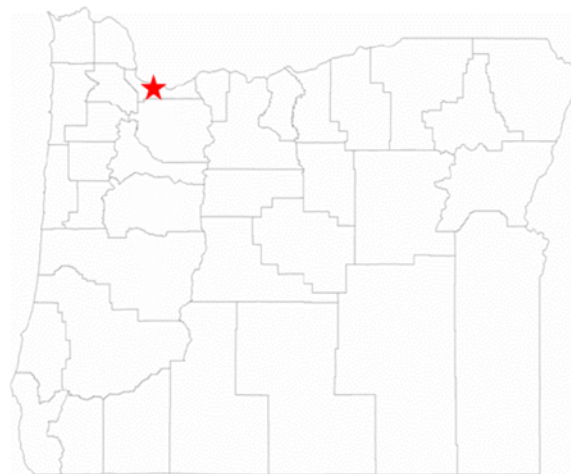
Provider Type: Culturally Specific Organization

Grant Type: Program Grant

Program Type: Parenting Education

Language/
Demographics: Serving 100% African American, African,
Black, and/or Multi-ethnic families

Families/Children Served: 30 Families



Independent Review Recommended Score: 94.00 (81.74%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$32,213.00	Funding Amount Approved: \$	

Overview of the Agency:

For well over a decade, BPI has offered effective program services that build community resilience in children, youth, and families. More recently, BPI adopted a unified community-based systems approach (theory of change) to its program strategies. This community based- systems approach is centered on strong programs of family and community engagement. We have a history of working with parents to navigate crises and ensure positive early development for their child. BPI strategically partners with parents to improve parents' job prospects, secure stable housing, access health care, enhance parenting success, and promote family stability.

Summary of Request:

SB533, implemented in 2015, imposes limits on when students in fifth grade or lower may be subjected to out of school suspension or expulsion. Before this, African American students were being sent out of class and expelled almost 4.5 times more often than white students. Yet, schools have not implemented effective and culturally specific ways to serve kindergarteners. BPI requests funding through Parenting Education for our School-Based Learning Communities, which facilitates:

- Parent workshops and trainings in advocacy and parent voice
- Individual meetings with parents (with students in attendance as needed)
- Individual and collective meetings with parents and teachers (with students in attendance as needed)
- Parent engagement workshops, activities, and events
- Parent Affinity Groups
- Student Affinity Groups

In-school program hours vary by school and activity and are determined by the needs of those served. Parenting groups will be held in the evenings at accessible locations (usually at the schools being served). Depending on progress and needs, families will also receive additional one-on-one support.

Agency Name: ECEF_0190 - Black Parent Initiative

County: Multnomah

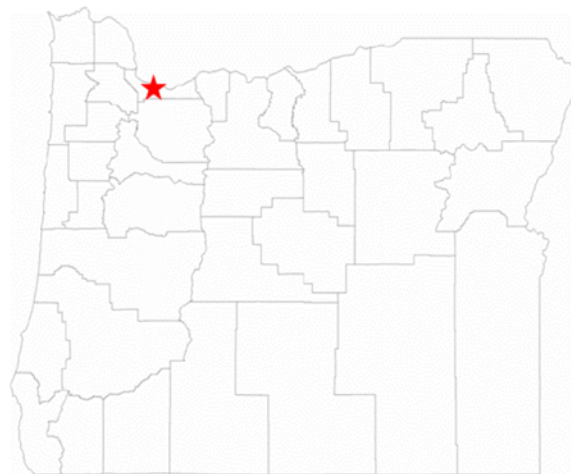
Provider Type: Culturally Specific Organization

Grant Type: Planning Grant

Program Type: Not Applicable

Language/
Demographics: Serving 100% African American, African,
Black, and/or Multi-ethnic families

Families/Children Served: Not Applicable



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
77.00 (90.59%)		

Funding Amount Requested	Funding Amount Approved:
\$47,971.00	\$

Overview of the Agency:

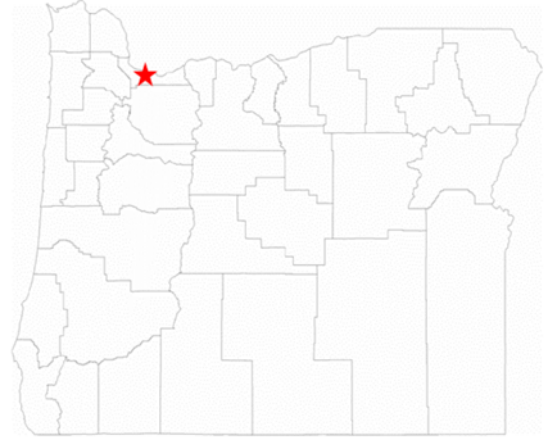
For well over a decade, BPI has offered effective program services that build community resilience in children, youth, and families. More recently, BPI adopted a unified community-based systems approach (theory of change) to its program strategies. This community based- systems approach is centered on strong programs of family and community engagement. We have a history of working with parents to navigate crises and ensure positive early development for their child. BPI strategically partners with parents to improve parents' job prospects, secure stable housing, access health care, enhance parenting success, and promote family stability.

Summary of Request:

BPI requests support to develop our Social Work and Education Intern Program, which will include training from Dr. Joy DeGruy on the Multidisciplinary Multisystemic Multi-Cultural Model (4M) model, along with a yearlong practicum delivering services through BPI's First 1,000 Days and School-Based Communities programs. Dr. Joy DeGruy is an internationally renowned researcher and educator who focuses on intergenerational and historical trauma, mental health, social justice, and improvement strategies. 4M is relationship-based and culturally specific, and was developed by and for individuals who identify as African American, African, Black, and/or Multi-Ethnic. Training will be offered quarterly to BPI Social Work and Education Interns, BPI staff, and other students enrolled in post-secondary social work and education programs in Oregon. It will be delivered at BPI's headquarters. Aligning with Parenting Education and Kindergarten Transitions, this approach will triple BPI's capacity to deliver culturally specific early learning programs. It will also teach BPI's Social Work and Education Interns, who will have the ability to improve systems from within throughout their careers, how to effectively serve African American and Black children. Funding would support staff time to develop relationships with post-secondary social work and education programs and complete the hiring process for the Program Coordinator.

Agency Name: ECEF_0062 - Hacienda Community Development Corporation

County: Multnomah
Provider Type: Non Profit Organization
Grant Type: Program Grant
Program Type: Parent-Child Interaction
Language/Demographics: Latinx community, low income,
immigrant/refugee families
Families/Children Served: 15 Families/20 Children



Independent Review Recommended Score: 94.00 (81.74%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$70,010.00	Funding Amount Approved: \$	

Overview of the Agency:

Portland Niños is Hacienda's early childhood education and parenting program that provides home visits and group support to low-income, Latinx families living in North, Northeast, and East Portland. Our program serves pregnant mothers and young children 0-5 years. Expresiones is an after-school program established to support the success of residents of Hacienda's affordable housing communities in grades K–8. Hacienda, Multnomah County, and local schools partner together to provide case managers for Latinx youth in grades 6 -8th through our SUN Youth Advocacy program. Bilingual and bicultural case managers provide academic support, mentorship, culturally specific activities and enrichment that promote a healthy self-image, cultural pride, academic achievement and community involvement. Hacienda's Economic Opportunity Department provides free financial education, coaching and support for families who dream of becoming first time home buyers. Mercado Empresarios is our economic development initiative that helps businesses launch and grow.

Summary of Request:

Portland Niños is an early childhood education and parenting program that provides intensive home visits and group support to low-income, Latinx families living in North, Northeast, and East Portland. Our program serves pregnant mothers and young children ages 0-5 years. We are applying for the Parent-Child interaction program type. We believe deeply that positive parent-child interaction is essential in the formation of bonding, healthy attachment and child development. Through this proposal we plan to provide one Educator serving 20 children and 15 caregivers. Each client will receive a 1.5 hour biweekly home visit and participate in a monthly 2 hour parent-child interactive group. We will work with our partners like Familias en Accion to provide their Abuela Mama y Yo nutrition classes, Masaje Infantil, Multnomah County's Every Child a Reader program, as well as OHSU'S Buckle Up For Life and Safe Sleep programs at parent-child interactive group meetings.

Agency Name: ECEF_0070 - Kairos PDX

County: Multnomah

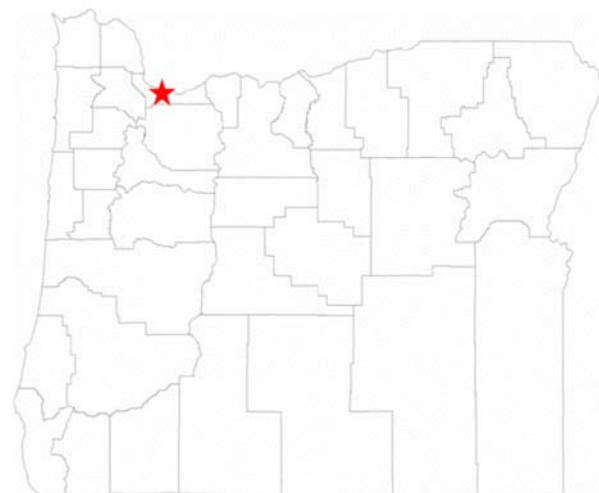
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parenting Education
Kindergarten Transition

Language/Demographics: African American, African
Refugees

Families/Children Served: 50-60 Families and Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
93.50 (81.30%)		

Funding Amount Requested	Funding Amount Approved:
\$295,722.39	\$

Overview of the Agency:

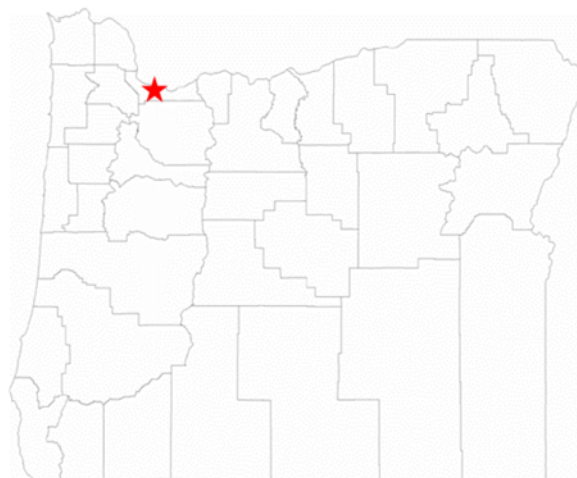
Overview of Agency: Kairos Learning Academy : A progressive K-5 school focused on supporting children holistically through a model that is both intellectually rigorous and healing-centered. KairosPDX Reflection Room focuses on the wellness of children and supporting their social/emotional growth. Community Action Fridays program was created and based on the belief that high quality extracurricular education should be accessible to all students, regardless of race, gender or socioeconomic status. KairosPDX Family Engagement and Early learning Network is focused on supporting caregivers of African American children aged 0-5. KairosPDX Farm to Table Program is designed to address issues of hunger and obesity within African-American Community. We are actively represented at state and local policy tables to push decision-makers and establish ourselves as thought leaders moving towards greater impact and opportunity for black children.

Summary of Request:

Kindergarten is an increasingly clear foundation for the success of our children. Quality Kindergarten addresses a child's approaches to learning, social-emotional development, language and communication, literacy and mathematics. The KairosPDX Kindercollege strategy is designed to meet the needs of teachers, families and children by addressing the essential skills to support academic independence through a robust home school connection. Our culturally responsive family engagement specialists (FES) will meet with each kindergarten family for multiple touch points including home culture visits and family/teacher conferences. Beginning with a strong and respectful relationship and invitation of home culture into the classroom, our FES will conduct developmental milestone interviews with families in Fall and Spring and develop plans in coordination with classroom teachers to support both the successful transition to Kindergarten and the equally important successful transition to First Grade. Our two FES will comprise one element of the Kindergarten team encompassing a trained Mental Health specialists, Early Intervention Strategist, Math and Literacy specialist and Kindergarten instructors. attending to the social, emotional, academic and cultural development of each student. Each incoming Kindergarten family will be assigned an FES. The Kindercollege team will serve between 50 and 60 children and families annually.

Agency Name: ECEF_0074 - Raise The Village

County: Multnomah
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Kindergarten Transition
 Parent-Child Interaction
 Language/Demographics: African American Families
 Families/Children Served: 50 Families
 200-300 Children



Independent Review Recommended Score: 95.50 (83.04%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$236,314.00	Funding Amount Approved: \$	

Overview of the Agency:

Raise the Village founded in 2012 is a community-based organization whose goal is to transform early learning for Black youth in Oregon by providing Black Family Childcare providers business development services. Alongside guardians, Family Childcare providers are a primary educator for many Black youths under age 6. Our services ensure these youth have access to culturally responsive, meaningful, and high-quality childcare. Further, by strengthening business operations in addition to refining the curriculum, we contribute to the socioeconomic stability of small Black-owned businesses.

Summary of Request:

RTV is a 3-element Kindergarten Transition program:

Mentor Like Me - Goal: Grow culturally-specific child care centers that are adept at providing Black early learners and their families with “the 3Rs,” Readiness, Representation, and Resources. Primary Activities:

1. Individual professional development planning and technical assistance for 30 service providers (2-300 youth) using a Coach/Mentor and home visitor model;
2. Evening and weekend CRP training, peer networking, and group mentoring workshops; and
3. Parent engagement events.

First Teacher - Goal: Empower Black parents to teach and advocate for their youth. Primary Activities:

1. In-home teaching workshops for 50 Black parents;
2. Case management by Black Navigators who help meet family needs; and
3. Parent advocacy training where parents of early learners learn with and from parents with later stage youth to effectively advocate for their students.

No Pipelines - Goals: Eliminate expulsion and suspension practices. Primary Activities: Create policies across ECE programs regarding suspension and expulsion; Improve data systems to track suspension and expulsion across the birth-to-five early learning system; Provide culturally responsive mental health consultation to ECE providers; Increase access to anti-bias early childhood education training for ECE providers; and Convene workgroups in collaboration with various community partners to prevent preschool expulsion.

Agency Name: ECEF_0078 - Morrison Child and Family Services

County: Multnomah

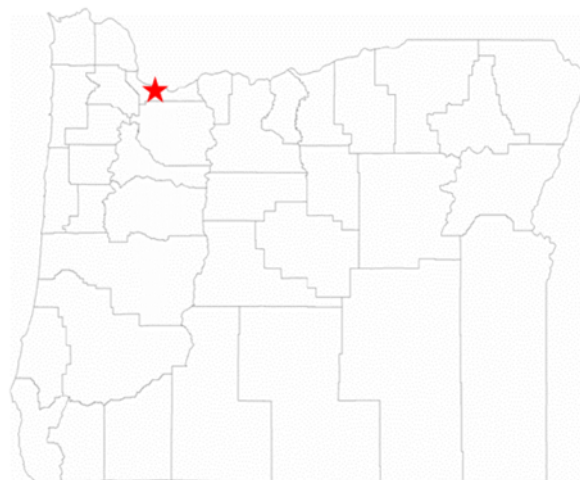
Provider Type: Children's Mental Health Agency

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Spanish Speaking Families

Families/Children Served: 50-60 Families
75-90 Children



Independent Review Recommended Score: 74.75 (65.00%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$400,900.00	Funding Amount Approved: \$	

Overview of the Agency:

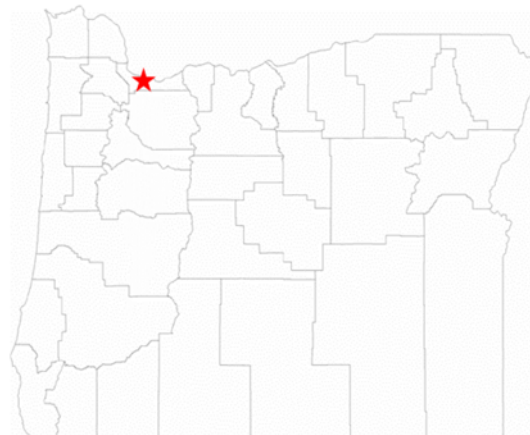
Morrison was established in 1947 in Portland. Morrison has grown from a small outpatient mental health clinic serving 219 children to a large, multi-site agency housing 14 programs across 9 counties in Oregon. Our Listos program started 17 years ago in 2003. Morrison's programs--encompassing mental health consultation, home visiting, mental health therapy, peer mentoring, foster care, respite, and immigrant youth reunification and support programs--served over 8,000 children and families in 2019. The majority of our programs are housed in the Portland metropolitan region. Morrison is committed to serving children and families impacted by poverty and providing culturally responsive services that reflect the cultural community we serve. Morrison's services are provided to families at or below federal income poverty guidelines. This application proposes to expand our Listos Para Aprender (Listos) program to Clackamas, a culturally specific early childhood program that provides home visiting services to low income immigrant and first generation families from Mexico, Central, and South America.

Summary of Request:

Morrison's Listos Para Aprender provides culturally specific Parent-Child Interaction home visiting services focused on serving low-income immigrant and first-generation families from Latin America. Services begin prenatally to three years old and continue until children reach age 5 or are accepted into Head Start, community preschool, or Kindergarten. Listos has provided services throughout Portland for the past 17 years. If selected, Listos will expand services into Clackamas County, providing PAT home visits and group opportunities to 50-60 Spanish-speaking families (estimated 75-90 children), a group identified as a priority service community by the Clackamas Early Learning Hub. Listos Home Visitors are bicultural, bilingual and have early childhood experience. Families receive bi-monthly, culturally responsive home visits, providing parent child interaction activities and developmentally specific parenting strategies. Listos Home Visitors support family social-emotional well-being through consultation with the program's Mental Health Consultant. Families are encouraged to participate in monthly group outings and parent classes promoting positive parent child interactions and relationships.

Agency Name: ECEF_0088 - Pequenitos Day Care LLC

County: Multnomah
 Provider Type: Child Care Provider
 Grant Type: Planning Grant
 Program Type: Not Applicable
 Language/Demographics: Multi Cultural Families
 Families/Children Served: 80 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
51.67 (60.78%)		

Funding Amount Requested	Funding Amount Approved:
\$318,220.00	\$

Overview of the Agency:

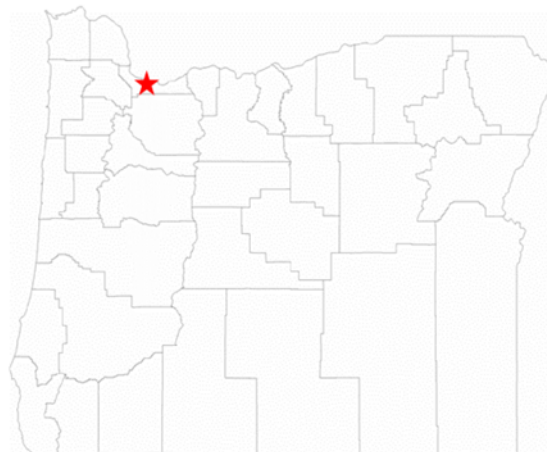
Our program is designed to serve different cultures without differentiating their race or origin. We mostly serve families of Hispanic, African-American and other minority cultures, as we all deserve the same opportunity for attention. This program is also designed to serve children with special needs by adapting our activities and facilities so that they achieve the established purposes or feeling satisfied with their successes. We focus on providing a quality service. In that sense we offer a program of Spanish immersion as we firmly believe that the acquisition of a second language stimulates the brain, increases intelligence, memory and the ability to face and solve problems, which allows us to better understand people and change the way the world is perceived, to meet new cultures and appreciate other customs, beliefs and traditions.

Summary of Request:

Our program will open a Center where we will serve 80 children. Renting a local commercial premises, we will serve vulnerable communities such as the Hispanic, African American, indigenous and community in general. We will hire more staff; the staff that currently works with us is trained continuously and is working to achieve their CDA. The teacher who works with us is bilingual, at GOLD level 10, elaborates the planning specifying the activities to be carried out, the strategies to achieve, the objectives in an intentional and organized way to achieve the objectives. Some of the objectives of our program are: Promote the development of capacities so that children can participate and integrate into their sociocultural environment while preserving and restoring its culture and its LANGUAGE; Promote equal opportunities; Seek the coordination of the different agents and environments with families and the community, forming an educating community through PARENT TRAINING; Promote the idea of Daycare as an educational community linked to the sense of belonging and shared responsibility through INTERACTION BETWEEN PARENTS AND CHILDREN; Develop intervention strategies, support measures to detect and address needs and personal characteristics of each child to help in the TRANSITION TO KINDERGARDEN

Agency Name: ECEF_0163 - Oregon Community Health Workers Association

County: Multnomah
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Parent-Child Interaction
 Language/Demographics: Multi Cultural Families
 Families/Children Served: 300 Families / 450 Children



Independent Review Recommended Score: 84.50 (73.48%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$716,084.00	Funding Amount Approved: \$	

Overview of the Agency:

The Oregon Community Health Workers Association (ORCHWA) has been supporting Community Health Workers since 2011. The Community Education Worker (CEW) Program began as a collaboration of the Urban League (established in 1945), the Native American Youth and Family Center (established in 1974), Latino Network (established in 1996) and the Community Capacitation Center at Multnomah County in 2014. In 2016, the collaborative expanded to include the Immigrant and Refugee Community Organization (established in 1976) to include the Somali community and refugee communities of Myanmar. The CEW Program has operated for five years and recently received a grant for the next three years to expand its services in the Burmese, Somali Bantu, and Native American communities. The grant from the Early Childhood Equity Fund will allow the CEW Program to complete the expansion for these communities and the Latinx community as well, a larger population with a high demand for more early childhood programming.

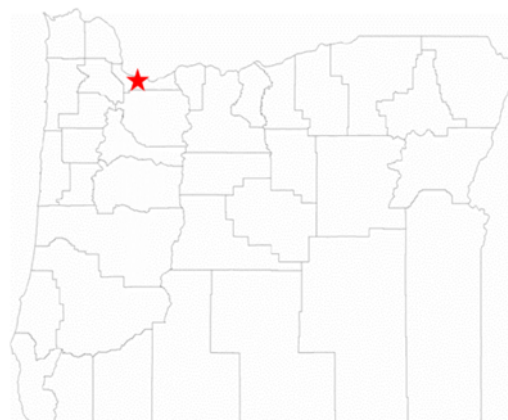
PLEASE NOTE: The total budget for this expanded CEW program is projected to be \$1,450,417. We have secured \$734,333 from Early Learning Multnomah and the Portland Children's Levy and request \$716,084 from ECEF for this program.

Summary of Request:

The Community Education Worker (CEW) Program will offer Parent-Child Interaction services for families in five different communities. The program will expand to 12 CEWs-the Immigrant and Refugee Community Organization, Native American Youth and Family Center, Urban League and Latino Network will have at least 2 CEWs for each cultural group to serve the Zomi-Myanmar, Somali, Native American, African American, and Latinx communities. We will serve at least 300 families with 450 children, approximately 25 families for every CEW. Each CEW will serve families using a variety of different strategies. Home-visits provide the opportunity to build relationships with each family and establish a sense of trust. CEWS will also hold a series of parent workshops for each cultural group.

Agency Name: ECEF_0177 - Metropolitan Family Service

County: Multnomah
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Parent-Child Interaction
 Language/Demographics: Multi Cultural and Low Income
 Families/Children Served: 65 Families



Independent Review Recommended Score: 69.25 (60.22%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$259,982.00	Funding Amount Approved: \$	

Overview of the Agency:

Metropolitan Family Service has served Portland since 1950. Our mission is helping people move beyond the limitations of poverty, inequity, and social isolation. We now offer multiple culturally responsive programs to meet community needs. Currently, MFS provides programs and services in early learning (since 2006), after school/in-school academic support/enrichment (since 2000), family economic empowerment (since 2005), hunger relief (since 2011), and older adult transportation (since 1989). MFS serves the general population of the Portland tri-county area, focusing on low income communities and areas where there are many families from communities of color and immigrants/refugees, including East Portland/Multnomah County, and North Clackamas School District. 70% of people MFS serves are people of color. 80% of clients are low-income; over a third of clients are below Federal Poverty Level.

Summary of Request:

We are requesting funding for ERSG at Earl Boyles - serving 35 families, and to expand ERSG to Cherry Park Elementary School serving 30 families. Three 2-hour sessions are offered weekly at each site, one set aside for babies 0 - 18 months.

ERSG includes best practices:

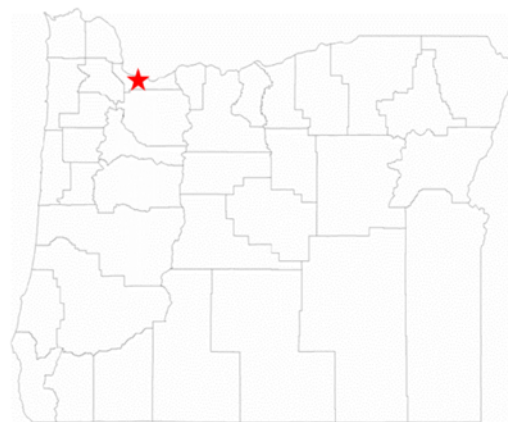
- Home visits / individual meetings for 1:1 registration to build relationships with families from the start.
- Parent/Child Interaction Groups (PCIG) - bring parents and toddlers together to learn through play.
- Parenting education via Parenting: the First 3 Years and Make Parenting a Pleasure, woven into the bilingual PCIGs including info on child development, family support and the importance of breastfeeding and attachment.

The community to be served will be primarily Latino, but ERSG will welcome all, and modify classrooms/groups to reflect the experiences of all participants to foster inclusion and social connection.

PCIGs include circle time, songs, and fingerplays in multiple languages; large motor movement; free play; exploration in structured learning centers; snack (including practice with handwashing); and closing circle time.

Agency Name: ECEF_0181 - Latino Network

County: Multnomah
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parent-Child Interaction
 Language/Demographics: Latino Families
 Families/Children Served: 324 Families



Independent Review Recommended Score: 89.00 (77.39%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$886,295.50	Funding Amount Approved: \$	

Overview of the Agency:

Latino Network (LN) was founded in 1996 to advocate for the needs of the growing Latino community in Multnomah County. Latino leaders came together to build our advocacy and services when our community's organizations were severely underfunded and our community was underinvested. As such, our mission to transform the lives of Latino youth, families, and communities emanated from our desire to eliminate these disparities in education, wellbeing, and civic engagement for Latinos. Now serving three counties, we offer a continuum of programs in education, leadership, wellness, violence prevention and family stability that support Latino families from early childhood through high school graduation and beyond so that they may pursue their dreams and potential unfettered by systemic barriers.

Summary of Request:

Juntos Aprendemos is a culturally specific, parent-child early learning program with a curriculum focused on cultural pride and family involvement as key principles in children's healthy development and success in school. Our program, which brings low-income Latino children and parents to their neighborhood school for 30 weekly, 2 hour-long sessions, aligns with the Parent-Child Interaction program category of the Equity Fund. In Juntos, children develop home language literacy and pride in their cultural identity; become confident participants in our reading circle; engage in age-appropriate activities for learning letters, numbers, and colors; and enhance their ability to use language and to socialize positively with peers and teachers. While children develop the crucial first building blocks of academic success, parents learn strategies for supporting their children's cognitive, emotional and cultural development in the home. Delivered entirely in Spanish and in a culturally-sustaining context, each session includes parent-child interactive activities, family reading circle, parent workshop and children's pre-school experience.

We propose to sustain and expand Juntos to serve 324 Latino children ages 3-5 and 324 Latino parents annually, across 18 high needs school sites concentrated in the under-resourced communities of East Multnomah County and Washington County.

Agency Name: ECEF_0182 - Self Enhancement Inc.

County: Multnomah

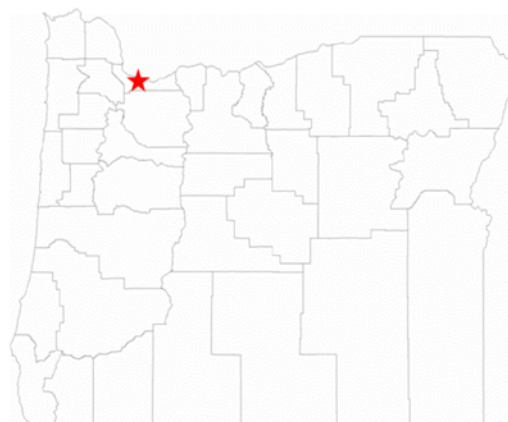
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction
Parenting Education

Language/Demographics: African American Families

Families/Children Served: 30 Families



Independent Review Recommended Score: 92.00 (80.00%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$411,564.00	Funding Amount Approved: \$	

Overview of the Agency:

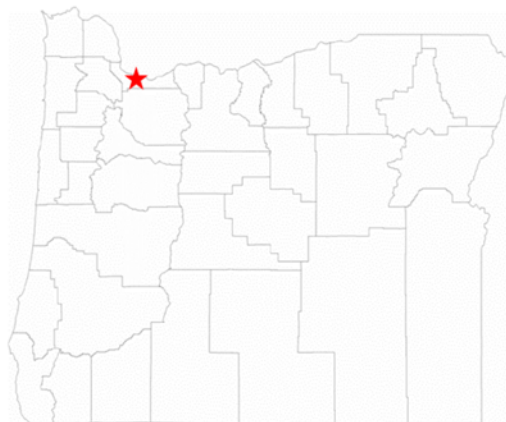
Self Enhancement, Inc. (SEI) is Oregon's largest African-American-led multi-service nonprofit organization and second-largest minority-operated employer. SEI is dedicated to guiding underserved youth to realize their full potential. Working with schools, families, and partner community organizations, SEI provides support, guidance, and opportunities to achieve personal and academic success—bringing hope to individual young people and enhancing the quality of community life. SEI's programs work to eliminate disparities in access to high-quality education and the opportunities needed to thrive, from PK-12 through college/careers, and as positive, contributing citizens. SEI's comprehensive year-round education and wraparound support services comprise two closely aligned departments, Youth Services (YS) and Community + Family Programs (CFP), together benefitting over 16,000 children, youth, and families in FY19. SEI's services are culturally specific for African Americans, and culturally responsive for other groups.

Summary of Request:

Self Enhancement, Inc. will provide high-quality, culturally specific/responsive Early Childhood interactive Parent Child Development Services (PCDS) and parenting education for African American (prenatal up to age 6) in local school communities in Portland and Multnomah County. PCDS and parenting education are integral components of SEI's Family Engagement Program, within our Community + Family Programs (CFP) department, and closely aligned with SEI's Youth Services programming (in-school, after-school, summer, parent involvement, and SUN Community Schools). Over the course of this free, year-round program, four SEI parent educators will work with a caseload comprising 30 children/families. There are four intertwined PCDS components: Personal Home Visits (at least 2x per month to increase parenting knowledge of early childhood development and enhance parenting practices; Developmental Screenings/Immunization Checks (and follow-up); Parent-Child Interactive Groups (weekly Play Groups, 20-week Parenting Class, Graduation Celebration); Wraparound Case Management to reduce barriers in accessing needed resources (health/social services), and in transitioning to preschool, kindergarten. Parenting Classes use the "Nurturing Parenting: Skills for Families" curriculum, adapted for cultural relevance/appropriateness.

Agency Name: ECEF_0191 - United Way of the Columbia-Willamette

County: Multnomah
Provider Type: Non Profit Organization
Grant Type: Program Grant
Program Type: Parent-Child Interaction
Language/Demographics: Multi Cultural
Families/Children Served: 1000 Children/3000 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
69.50 (60.43%)		

Funding Amount Requested	Funding Amount Approved:
\$319,472.00	\$

Overview of the Agency:

UWCW has been bringing our community together to do good for nearly 100 years and the organizations creates stronger communities through our strategies around equity, investments, collaboration, volunteerism, advocacy, and knowledge sharing.

The ELWC hub is a partnership between the UWCW and Washington County Health and Human Services (HHS). This unique partnership brings diverse partners, parents, and communities together to support families in raising strong, healthy children.

ELWC has established a collaborative community to create a coordinated, culturally responsive, effective early learning system that incorporates health, mental health, family support, parenting education and early childhood care and education.

Summary of Request:

Part 1: Culturally and linguistically responsive STEM CURIOSITY KITS 2 (Science, Technology, Engineering and Math). Our communities have expressed the need to scale up early literacy efforts to address the STEM educational performance gaps and the inequity in access to STEM education – particularly for students of color. Parents and childcare providers will develop STEM related competencies through STEM Literacy Kits and educational materials and methods in English, Spanish, Arabic and Somali. 3,000 families will be served through this part 1.

Part 2: Multilingual Mobile STEM Facilitators: this initiative will develop and support a cadre of multilingual STEM educators to facilitate STEM activities to strengthen the capacity of licensed child care providers serving traditionally underserved and low-income communities. Child care providers currently have limited access to STEM related professional development activities. Each month, a selected group of licensed providers will receive a visit from a trained STEM educator that will facilitate and model STEM activities. We aim to impact a minimum of 1,000 children. ELWC will prioritize providers for this professional development based on serving the priority populations outlined in the community- driven ELWC Early Care & Education Sector Plan.

Agency Name: ECEF_0192 - Mentes Creativas Childcare LLC

County: Multnomah

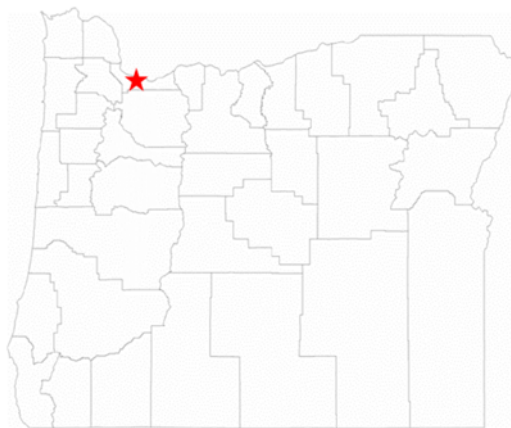
Provider Type: Child Care Provider

Grant Type: Planning Grant

Program Type: Not Applicable

Language/Demographics: Mexican American Families

Families/Children Served: Not Applicable



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
51.33 (60.39%)		

Funding Amount Requested	Funding Amount Approved:
\$232.290.00	\$

Overview of the Agency:

Mentes Creativas is a certified home for early childhood education that caters to a group with mixed ages, that is, children from 6 weeks of birth to 12 years of age. Our program is based on creative curriculum and utilizes a variety of daily routines offering children extensive periods of time for children to engage in sustained interactions and explorations with adults and with peers, few transitions to full groups, minimal wait time, planning of outdoor activities and few transitions to full groups. Such transitions are opportunities to learn and reinforce concepts and skills. The nationality of the children enrolled in our program is significantly Mexican American.

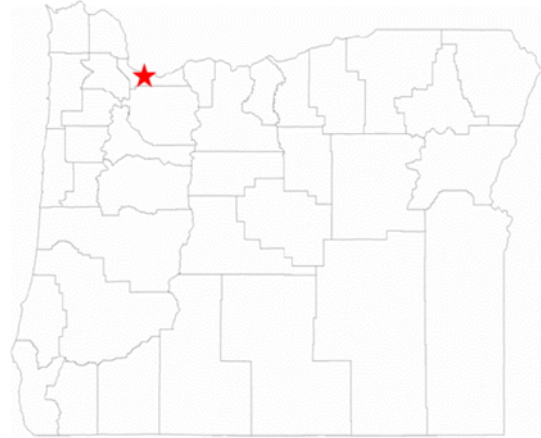
Cultural diversity is a hallmark of our family care. Interaction between the children so that they become aware of their uniqueness and at the same time respect the differences of their companions. We will be planting a generation where children are proud of their multicultural identity and the acquisition of values such as respect, tolerance, perseverance, responsibility, independence among others.

Summary of Request:

The activities carried out are supported by the creative curriculum for family care of different ages, but they are based on the needs and interests of the children where they establish interactions and sustained explorations with adults and with pairs. Our program is organized in areas of learning and is based on routines which the provider provides each group with the challenge that promotes learning and reinforce concepts and skills. At times individual activities are carried out with the objective of helping a child to stimulate those areas that require more attention. This routine may have some modifications, for example, at the suggestion of the parents when asking to attach a activity that they consider will provide an educational, social or cultural benefit to the program. Our program will have them participate in the program called Pre-school Pledge within our operating a minimum of 900 hours of educational service. Their hours are from 5:00 am until 5:00 pm from Monday to Friday. Open year-round and on most holidays except for 5 of them. The school year will be from September to August.

Agency Name: ECEF_0193 - Multitude of Mercies

County: Multnomah
Provider Type: Preschool Provider
Grant Type: Program Grant
Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition
Language/Demographics: 90 % African-American families
Families/Children Served: 100 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
32.75 (28.48%)		

Funding Amount Requested	Funding Amount Approved:
\$323,450.00	\$

Overview of the Agency:

We currently offer Pre-School ages 3-5 year of age. Multitude of Mercies is a multiculturalism, cultural community 90 percent of our students are African American 10 percent of our students are of other ethnicity. Our neighborhood (Sabin) is also multiculturalism community. Our program has been operating for 10 years.

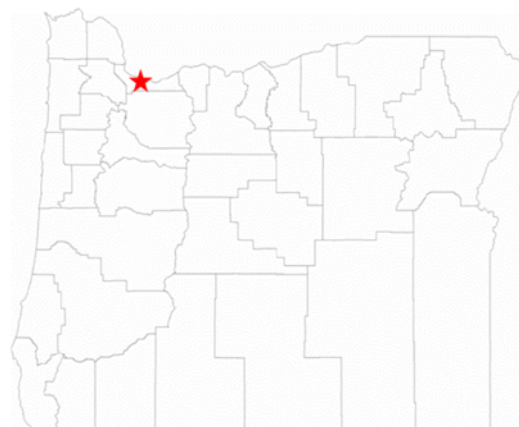
Summary of Request:

Multitude of Mercies will serve over 100 families Annually. We are putting emphasis on the African American Community we currently serve over 70 African American families. We will provide Parent classes, financial planning classes. Multitude of Mercies will continue to serve all race of people, making resources available to the entire community to build stronger family bonds and community support. Providing resources and alleviating financial burdens such as daycare expenses, food and clothing and mental/physical help tools will positively impact children who've exhibited negative indicators of stress, worry and abuse. Providing one on one parent training will serve as a positive help aid to families, the added support will build parents confidence and give them a sense of accomplishment. Giving them written information how to better prepare their children for Kindergarten allowing them to actively volunteer in the child's class will give them experience and allow them to see how the Teacher interact with students. It is the goal of Multitude of Mercies that all children will learn how to empower themselves, that they will gain both mental and physical strength to overcome all obstacles, to know that love covers a multitude of fault. The children's confidence will empower themselves and their families.

Our Identity: We are a chosen Generation, We have been chosen to Enlighten the World.

Agency Name: ECEF_0202 - Garden Home Montessori School

County: Multnomah
 Provider Type: School
 Grant Type: Planning Grant
 Program Type: Not Applicable
 Language/Demographics: ASL/Deaf Community
 Families/Children Served: Not Applicable



Independent Review Recommended Score: 41.75 (49.12%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$71,150.00	Funding Amount Approved: \$	

Overview of the Agency:

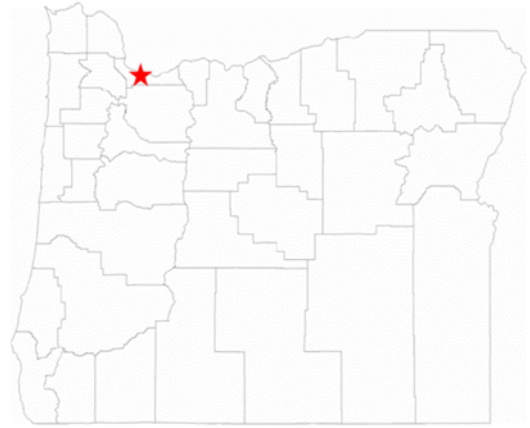
We opened our school June 2016; we are almost to our 4th year and have been providing most of our programs since. In August 2019, we moved the school around the corner into a new building that also provides us with a large community gathering area. This allowed us to additionally provide the Parent Education group classes, Cultural Celebratory events and ASL events. Our vision is to have the best quality American Sign Language and English Montessori preschool and kindergarten curriculum and program where we focus on the whole child that goes beyond the classroom, supporting the families and the bridge between the Deaf, Hard of hearing and Hearing community. Our program provides: ASL-English Montessori Preschool & Kindergarten Curriculum, World Studies Curriculum and Events, Parent support and education classes, In-House Scholarships / financial aid, Community Events.

Summary of Request:

We have a network of Deaf professionals, Teachers of the Deaf, Audiologist, Speech Language Pathologist, IFSP teams and Montessori teachers who can gather together, being the best 'village' we can be for our children. Sharing with one another, we can learn about the communities of families with Deaf/HOH children's needs. Most recently the Distance Learning ASL Vocab/Tips we just presented a couple weeks ago. We would like to add two full time Deaf teachers in the classroom and pay for their Montessori Accreditation as well as fund scholarships for our students. We are also planning on a set curriculum and schedule for parents to learn ASL/ Deaf Culture. Our goal is to work on the language at home to nourish the whole child at school but also at home. These classes will be available on our campus and possibly online for those who cannot attend in person. Classes provided throughout the year.

Agency Name: ECEF_0203 - Portland Public School Title VI Indian Education Program

County: Multnomah
 Provider Type: Public School
 Grant Type: Program Grant
 Program Type: Kindergarten Transition
 Language/Demographics: Native Community
 Families/Children Served: 20 Families



Independent Review Recommended Score: 64.75 (56.30%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$33,300.00	Funding Amount Approved: \$	

Overview of the Agency:

The Title VI Indian Education Program provides both in-school support to students and programs outside of school for cultural and academic support. We engage with community partners including Portland Parks and Recreation, Oregon Museum of Science and Industry, METRO, Native American Youth and Family Center, Native American Rehabilitation Association and other local universities and organizations to provide camps, Native games, heritage language learning and a variety of cultural and academic experiences to Native students and families. We support a Native Montessori Preschool, a Native Head Start Program and work with students across the entire district through elementary and high school. Recent programs include a Land and Leadership Spring Break Camp, Saturday Academy classes, Winter Craft Night, OMSI Family Science Nights, 8th Grade Bridge Program, Honor Day Celebration for high school graduates, 8th Grade Graduation Celebration, after school SUN programs for high school students, annual Backpack Back to School event, and more. Portland Public Schools serves almost 500 students from over 100 tribes and bands. PPS Indian Education is an important part of the cultural traditions of the AI/AN communities in Portland.

Summary of Request:

PPS Indian Education is applying for Kindergarten transition in partnership with Preschool Promise to implement a second Native Montessori preschool. There is a need and desire expressed by Native community members in public forums of parents, former parents, teachers, administrators, elders and community for another classroom to serve additional students and double the number of Native families with access to culturally appropriate Native Montessori preschool education. The new classroom would allow for 20 of our most underserved students and their families to attain quality preschool education and prepare students for academic success. In our current Native Montessori preschool students learn Cherokee, have a seasonal curriculum, read Native themed books and participate in developmentally and culturally appropriate early childhood education. The addition of this classroom will serve Portland's American Indian/Alaskan Native community. The school hours for the classroom are 8:30-3:15. Montessori classrooms have five distinct areas: practical life, sensorial activities, mathematics, language arts and cultural activities. In the proposed classroom the cultural activities will be integrated within the Montessori curriculum.

Agency Name: ECEF_0211 - Center for African Immigrant and Refugees Organization

County: Multnomah

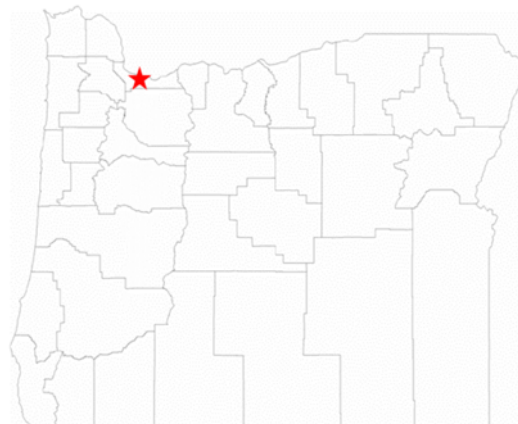
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education

Language/Demographics: Families with African background

Families/Children Served: 50 Families



Independent Review Recommended Score: 72.00 (62.61%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$74,108.00	Funding Amount Approved: \$	

Overview of the Agency:

The Center for African Immigrants Organization (CAIRO) seeks to bridge achievement gaps and address barriers for African children and youth in Oregon Schools. In pursuit of this objective, we have the following major programs: 1) CAIRO Academy: is an early learning program that is funded through the Oregon Preschool Promise. This class is currently run in Multnomah County and serves students and families in southeast and northeast Portland. It is a full-time culturally and linguistically specific preschool, consisting of a cohort of 20 African immigrant students (ages 3- 5) of Somali, Ethiopian, Cogo, Sudan and Eritrean origins. 2)The SPACE Project: the Schools, Parents, and Communities Engaged (SPACE) project aims to reduce the opportunity gap in our public schools for our African K-12 children. Bilingual/bicultural SPACE agents (Cultural Navigators) provide intensive academic, emotional, social and family support. They empower parents to be advocates for their child's learning and development. The SPACE agents also train and support educators/school staff to provide culturally responsive care, engagement, and education. SPACE operates in 9 schools across Reynolds and Beaverton School District (and has served Portland Public in the past).

Summary of Request:

CAIRO seeks funding to establish a Parenting Education program for African immigrant/refugee parents with children 3-5 years old. We propose serving 50 families in Multnomah and Washington Counties.

PROGRAM MODEL: Our parent education program would focus on enhancing parenting skills described in the RFA. We propose 1 FTE Parent Educator would implement these activities. The Parent Educator would provide oversight, problem solving, and additional support. Our approach is a culturally and linguistically specific adaption of LeCroy & Milligan Associate's Growing Great Kids (GGK) curriculum (2016). GGK is an evidence-based, strengths-based trauma-informed tool specifically tailored to parents who have been exposed to Adverse Childhood Experiences and/or are living in high stress environments with children pre-birth to 5 years of age. Parent Educators deliver the curriculum in the client's family home or supervised visitation setting. Using GGK conversation guides, they would facilitate an informative and solution-focused discussion and walk parents through their "homework" (e.g. attachment-focused activities, Daily Do's, stress reduction strategies). Each family would receive 1-1.5 hours of weekly sessions with the Parent Educator.

Agency Name: ECEF_0218 - Center for African Immigrant and Refugees Organization

County: Multnomah

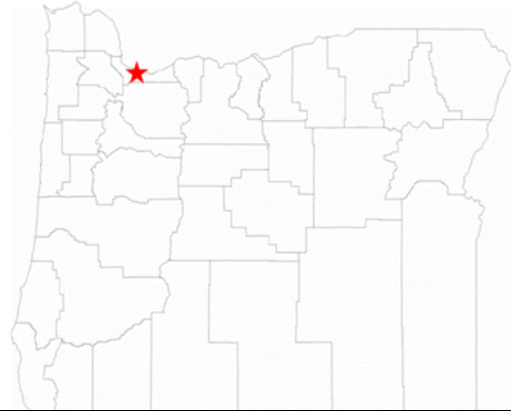
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Families with African background

Families/Children Served: 110 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
90.50 (78.70%)		

Funding Amount Requested	Funding Amount Approved:
\$81,533.00	\$

Overview of the Agency:

The Center for African Immigrants Organization (CAIRO) seeks to bridge achievement gaps and address barriers for African children and youth in Oregon Schools. In pursuit of this objective, we have the following major programs: 1) CAIRO Academy: is an early learning program that is funded through the Oregon Preschool Promise. This class is currently run in Multnomah County and serves students and families in southeast and northeast Portland. It is a full-time culturally and linguistically specific preschool, consisting of a cohort of 20 African immigrant students (ages 3- 5) of Somali, Ethiopian, Cogo, Sudan and Eritrean origins. 2)The SPACE Project: the Schools, Parents, and Communities Engaged (SPACE) project aims to reduce the opportunity gap in our public schools for our African K-12 children. Bilingual/bicultural SPACE agents (Cultural Navigators) provide intensive academic, emotional, social and family support. They empower parents to be advocates for their child's learning and development. The SPACE agents also train and support educators/school staff to provide culturally responsive care, engagement, and education. SPACE operates in 9 schools across Reynolds and Beaverton School District (and has served Portland Public in the past).

Summary of Request:

Our Kindergarten Transition program would support Kindergarten transition by helping parents understand U.S. educational norms/systems and appropriate learning as well as social and emotional development goals. The program would be implemented by 1 FTE Kindergarten Transition (KT) Coordinator and supported by a .15 Early Learning Program Manager. When these transitions are successful, children and families are more likely to experience smooth transitions and better long-term school success. The TK coordinator would conduct visits weekly for 1-1.5 hours in either the family home or a supervised visitation setting. After the visit, parents have homework, such as attachment focused activities, Daily Do's or stress reduction strategies. The coordinator will also spend some time in the class with the 4-5-year-old. They will be the liaisons between the elementary schools and CAIRO Academy. They will be working closely with our Early learning space agents in Portland and Beaverton. In partnership with elementary schools, our TK program would also It would include 2-3 weeks of a summer program, which would initially begin with CAIRO and then transitioned to the various elementary schools. Schools do plan their ETK program at different times, but this staff would work with all of them, per schedule conflict.

Agency Name: ECEF_0219 - Center for African Immigrant and Refugees Organization

County: Multnomah

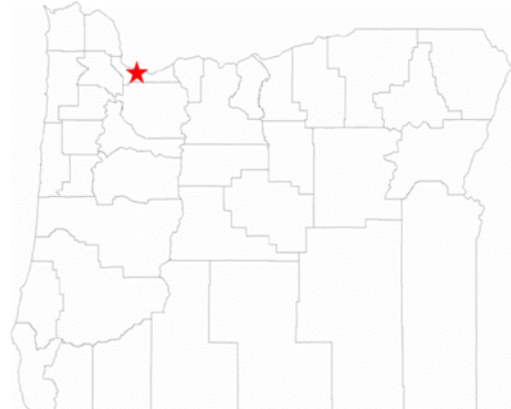
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Families with African background

Families/Children Served: 30 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
82.25 (71.52%)		

Funding Amount Requested	Funding Amount Approved:
\$115,165.00	\$

Overview of the Agency:

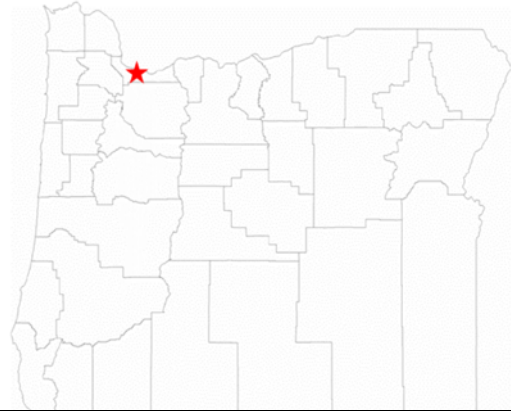
The Center for African Immigrants Organization (CAIRO) seeks to bridge achievement gaps and address barriers for African children and youth in Oregon Schools. In pursuit of this objective, we have the following major programs: 1) CAIRO Academy: is an early learning program that is funded through the Oregon Preschool Promise. It is a full-time culturally and linguistically specific preschool, consisting of a cohort of 20 African immigrant students (ages 3- 5) of Somali, Ethiopian, Cogo, Sudan and Eritrean origins. 2)The SPACE Project: the Schools, Parents, and Communities Engaged (SPACE) project aims to reduce the opportunity gap in our public schools for our African K-12 children. Bilingual/bicultural SPACE agents (Cultural Navigators) provide intensive academic, emotional, social and family support. CAIRO is committed to being accessible and inclusive of families from all African backgrounds, recognizing both diversity and common perspectives. However, because of the significant number in Portland Metro Area, our participants are most often from Somalia.

Summary of Request:

CAIRO requests funding to establish a Parent-Child Interaction program that promotes healthy attachment, bonding, and child development for Somali immigrant/refugee families with children prenatal to 3 years old. We propose serving 30 children in Multnomah and Washington Counties. Our Parent-Child Interaction program would promote healthy bonding, attachment and development by teaching parents child development activities, connection and “warm-hand offs” to community resources, 1 FTE P3 Specialist/Coordinator would implement the program. They would be supported by a .6 FTE Early Learning Program Manager. Our approach is a culturally and linguistically specific adaption of LeCroy & Milligan Associate’s Growing Great Kids (GGK) curriculum (2016). GGK is an evidence-based and trauma-informed tool specifically tailored to parents who have been exposed to Adverse Childhood Experiences and/or are living in high-stress environments with children pre-birth to 5 years of age. The P3 Specialists would deliver the curriculum in the client’s family home where they would facilitate informative and solution-focused discussions on development-focused modules appropriate to the child’s age. After the visit, parents have homework, such as attachment focused activities, Daily Do’s or stress reduction strategies. Each family would receive 1-1.5 hours of weekly sessions with the P3 specialist for up to 12 months.

Agency Name: ECEF_0221 - Native American Youth and Family Center

County: Multnomah
 Provider Type: Community Based Organization
 Grant Type: Program Grant
 Program Type: Parent-Child Interaction
 Language/Demographics: Native American Families
 Families/Children Served: 50 Families



Independent Review Recommended Score: 72.25 (62.83%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$226,309.34	Funding Amount Approved: \$	

Overview of the Agency:

Since 1974, the NAYA Family Center has provided educational, cultural, recreational, and social supports to youth and families. Native American Youth and Family Center (NAYA) was founded by parent and Elder volunteers in 1974 and incorporated as a 501(c)(3) in 1994. Ten'as Sun (TS)(meaning "early day" in Chinook Wawa jargon) is the early childhood program at NAYA Family Center that has implemented the Parents as Teachers model since 2014. The current program being provided is the Parents as Teachers model in partnership with the organizational Relational Worldview Model. Trained home-visitors will interact with parents and caregivers on a weekly or bi-monthly basis to improve child health and development outcomes, pregnancy outcomes and parenting skills through the provision of information, guidance, hands-on parenting support and strengthening parent-child relationships. Families involved in the home-visiting program will also be provided with weekly opportunities for "group connection" with other families involved in the program

Summary of Request:

Ten'as Sun (TS)(meaning "early day" in Chinook Wawa jargon) is an early childhood program built from evidence-based curricula for families with children ages 0-5 years old, with specific focus on Native American populations living in Multnomah County. We offer year-round, culturally appropriate, relationship-based home visiting services and weekly playgroups which provide early childhood development tools and support to 35-50 families per year (depending on number of children). While TS services are delivered with parent-child interaction in mind, the program also encompasses parent education and kindergarten transitions services. A full-time program manager is necessary for TS to ensure the continuous growth, sustainability, advocacy and equity of program services. In addition to providing leadership to the program, the program manager will focus on increasing access to high quality, educational childcare opportunities for families, including a possible early head start (EHS). TS will add a full-time parent support specialist who will provide culturally appropriate home visiting programming to 10-15 families and assist with playgroups. They will receive training in Family Spirit: an evidence-based early childhood home-visiting program designed for and by Native American communities and is uniquely tailored to address the behavioral health disparities that pose the greatest challenges to Native communities [3].

Agency Name: ECEF_0176 - Confederated Tribes of the Grand Ronde Community of Oregon

County: Polk

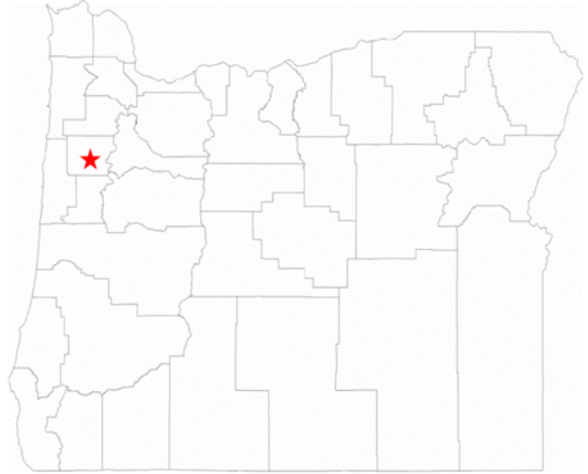
Provider Type: Tribal Community

Grant Type: Program Grant

Program Type: Kindergarten Transition
Tribal Language Preservation
and Revitalization

Language/Demographics: Tribal Families

Families/Children Served: 12 Children



Independent Review Recommended Score: 80.25 (69.78%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$78,269.00	Funding Amount Approved: \$	

Overview of the Agency:

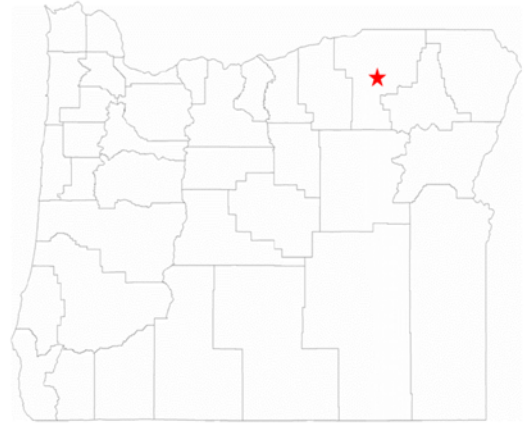
The Grand Ronde Tribe provides a wide range of services to its members and the community. Most of the Tribe's 5,500 members reside in our service area especially Polk, Yamhill, and Marion counties. The Education Department provides early childhood education, youth education, and language programs. The Tribe's health center provides medical, dental, pharmacy, and behavioral health. There is Social Services, Housing, Natural Resources, Police, Public Works, and Cultural Resources. Since the Tribe's restoration in 1983 the Health & Wellness Center was constructed in 1990, the Education Center's buildings in 2001, and the food bank in 2015. Grand Ronde is a Reservation, a Tribe, and an unincorporated community straddling the Polk Yamhill County line. There are about 1,600 residents. Most development in the community is done by Tribal housing including mixed family, elder, and apartments. The area is economically depressed. The Yamhill County census tract is a federal opportunity zone.

Summary of Request:

Year one of this project will help hire (33% of wages for 8 months starting in January) a Teacher and Assistant Teacher to improve their Chinuk language and teaching skills for a second preschool immersion classroom being developed by the Tribe as part of a larger K-4 Language Education building. This grant project would also provide classroom furniture and supplies. Over the next two biennia the Tribe will provide Kindergarten transition with language preservation and revitalization to 12 students in our year round classroom for the Grand Ronde area. Students will learn through the use of Chinuk. Student families are encouraged and expected to learn along with their children, be involved in their experience and carry language and cultural teachings into their homes. Other services include available adult language classes, quarterly family and community events, field trips, and referrals for services. The Tribe will provide Kindergarten prep and transition in the content and skills students are learning and expectations upon entering Kindergarten. We also help with Kindergarten enrollment at the public school as well as the Tribe's half-day Chinuk Immersion Kindergarten (the other half is at the District). The students and families preview their classrooms and meet the teachers.

Agency Name: ECEF_0217 - Umatilla-Morrow Head Start Inc.

County: Umatilla
 Provider Type: Non Profit Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Kindergarten Transition
 Language/Demographics: Families at or below poverty line
 Families/Children Served: Unspecified



Independent Review Recommended Score: 61.00 (53.04%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$74,999.10	Funding Amount Approved: \$	

Overview of the Agency:

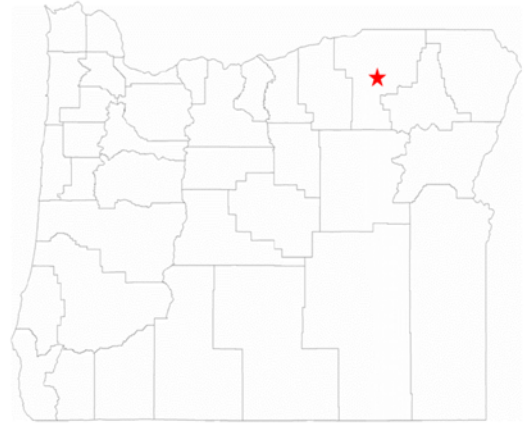
UMCHS is a multipurpose non-profit serving families and children in eleven rural and frontier counties almost 5600 sq. miles in northeastern Oregon. We provide Head Start, Public Prek, CCRR, WIC, Healthy Families, Intensive Home visiting, OHP, OPEC and CASA. The majority of our programs strive to serve families at or below the poverty line who are at high risk. Our goal is PREVENTION, and early intervention. Ensuring child Safety, Permanency and Well-being (which includes school readiness) is what makes us tick. This program we hope to deploy will add needed cultural elements that will insure all three are promoted along with the Protective Factors that reduce child abuse and neglect, so that kids can arrive at Kindergarten ready to learn. Fostering a trauma informed lens that is iterative will builds a stronger Kinder Bridge. We know that for every transition a child goes through in foster care moving from home to home, a child can lose up to 10 months of academic ground, each time. The reality is kids placed in foster care move a lot in Eastern Oregon, removing children from all people, cultural referents and attachments are disrupted.

Summary of Request:

Casa coordinators will recruit culturally responsive and reflective volunteers who can serve as a legal advocates for minority children who are in foster care. They will track and support that journey to school readiness. Home visitors will prepare families to successfully navigate confusing environments for newcomers and those who are struggling to navigate systems successfully where children's school readiness is at stake. Both will create cultural snapshots showcasing unique strengths and suggestions for culturally responsive systems response to children's needs. Family education and self-advocacy skills will be encouraged and taught. Those unaware of unique cultural heritage, values and needs will receive training and navigation for individual conversations will unfold in a mutually supportive manner as a primary focal point. A model tool will be developed and follow that youngster from system to system, caregiver to caregiver. It will give a 'voice' that reflects their beliefs, background, routines and strengths and offer ideas on how best to support and engage that individual child. This will be shared with the systems receiving these children from schools to social workers to courts and will include cultural norms for creating environments and decisions that are culturally responsive and help ensure a successful kinder transition.

Agency Name: ECEF_0232 - Umatilla-Morrow Head Start Inc.

County: Umatilla
 Provider Type: Non Profit Organization
 Grant Type: Program Grant
 Program Type: Parenting Education
 Parent-Child Interaction
 Language/Demographics: Families at or below poverty line
 Families/Children Served: 150 Families



Independent Review Recommended Score: 81.50 (70.87%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$703,000.00	Funding Amount Approved: \$	

Overview of the Agency:

UMCHS is a multipurpose non-profit serving families and children in eleven rural and frontier counties almost 5600 sq. miles in northeastern Oregon. We provide Head Start, Public Prek, CCRR, WIC, Healthy Families, Intensive Home visiting, OHP, OPEC and CASA. The majority of our programs strive to serve families at or below the poverty line who are at high risk. Our goal is PREVENTION, and early intervention. Ensuring child Safety, Permanency and Well-being (which includes school readiness) is what makes us tick. This program we hope to deploy will add needed cultural elements that will insure all three are promoted along with the Protective Factors that reduce child abuse and neglect, so that kids can arrive at Kindergarten ready to learn. Fostering a trauma informed lens that is iterative will builds a stronger Kinder Bridge. We know that for every transition a child goes through in foster care moving from home to home, a child can lose up to 10 months of academic ground, each time. The reality is kids placed in foster care move a lot in Eastern Oregon, removing children from all people, cultural referents and attachments are disrupted.

Summary of Request:

Parent/Child Interactions will be enhanced by access to a culturally responsive community center where local groups and parents access with ease and at no cost, parent/ child-oriented activities that bridge culture, equity, inclusion, and access. This space that is honoring their heritage would be set up with tools to serve as an 'experiential learning environment,' designed with familiar decor specific to local cultural groups. Like a children's museum, it would provide an experiential journey accessing culturally relevant materials in home languages. Examples include different types of computers, android/iPhone, and other technical tools. In addition, access points for housing assistance, healthcare access, WIC, OHP, Pre-k, and Kindergarten/ school district applications will be available. Access to a kitchen to prepare meals for meetings, as well as access to pre-K classrooms for 0-5 to serve as learning labs, will foster an explorative experience in settings and expectations, to bridge the cultural divide. The environment would allow for both technical assistance as well as a self-paced experience. Parent Education that enhances the Protective Factors, and Family Leadership Training will be available. An Equity Navigator will support families in need and facilitate the communities, co-designing the bridge needed for them.

Agency Name: ECEF_0060 - Education Explorers LLC

County: Washington

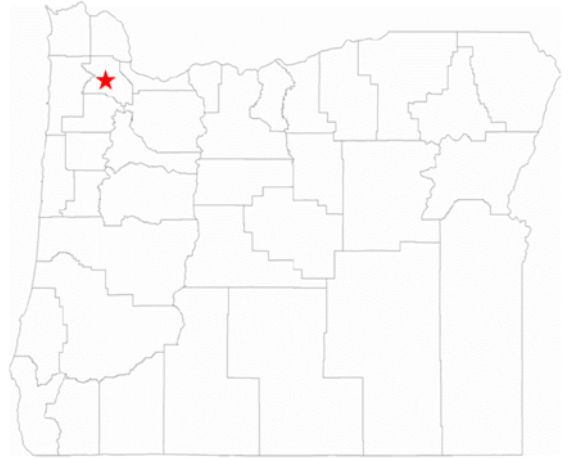
Provider Type: Child Care Provider/Center

Grant Type: Program Grant

Program Type: Kindergarten Transition
Parenting Education
Parent-Child Interaction

Language/Demographics: Black community in Washington county, Spanish immersion programs

Families/Children Served: 40 children



Independent Review Recommended Score: 90.50 (78.70%)	Review Committee Score:	Assigned Priority:
Funding Amount Requested \$165,000.00	Funding Amount Approved: \$	

Overview of the Agency:

Education Explorers (EE) is the only Black-led and owned state-licensed, 5 Stars rated, early education program in Washington County, program serving the Aloha and Beaverton communities. EE began operations in 2017 and currently provides infant, toddler, preschool, and out-of-school time programs for children between the ages of 8 weeks to 12 years old. All programs are designed to address the culturally-specific needs of the area's Black community. EE aims to encourage social-emotional development, literacy and numeracy skills, and other academic readiness skills through a culturally-sensitive learning environment by directly removing barriers that often prevent Black children from attending early education and out-of-school time programs

Summary of Request:

Education Explorers' Kindergarten Transition program will increase its capacity to serve 40 students annually. The three-week program will be open to 5 and 6-year-old children beginning their first year of kindergarten. Black children with no prior preschool experience will be prioritized. The program will run during the summer months of July and August, and will be conducted in classrooms at Aloha Huber and Kinnaman Elementary Schools. (Dates dependent on classroom availability at the stated schools) During the 5-hour program, children will learn kindergarten readiness skills in the classroom setting. The program will be led by culturally-sensitive educators of color and support the building of skills that increase academic curiosity and self-regulation such as turn-taking, following directions, collaborative play, and other essential social and emotional skills. Participants will also be introduced to common kindergarten routines such as circle, storytime, and transitions. Children will also be provided with lunch and snacks. Parents are encouraged to volunteer in the classroom. Parents and students will also have an opportunity to meet their teacher for the upcoming year as a tool to ease the transition.

Agency Name: ECEF_0089 - Oregon Child Development Coalition

County: Washington

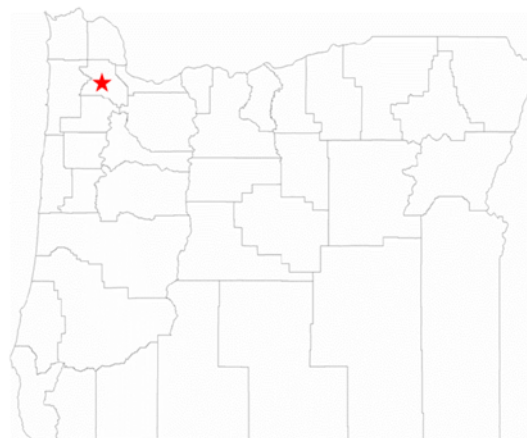
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Families under federal poverty

Families/Children Served: 250 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
78.67 (68.41%)		

Funding Amount Requested	Funding Amount Approved:
\$351,819.00	\$

Overview of the Agency:

The Oregon Child Development Coalition (OCDC) is dedicated to improving the lives of children and families by providing early childhood education, care and advocacy with unique supporting services to enhance family growth and community success. OCDC funds serve migrant and seasonal farm workers and their children. We provide Migrant, Seasonal and early head start programs. We offer Oregon Pre-Kindergarten and preschool promise. We also have family childcare and migrant education along with maternal, infant, and early childhood home visiting programs. All head start services are income based with priority given to families under federal poverty guidelines.

Summary of Request:

Kaleidoscope Play & Learn provides Family, Friend, and Neighbor caregivers with information, resources, support and connections so that caregivers can provide high quality child care and development opportunities, thereby ensuring all children are in safe, nurturing environments receiving high quality care and are prepared to succeed in school and life.

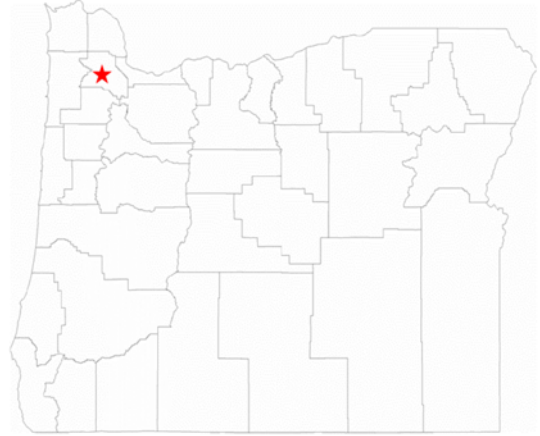
The programming also builds in other resources such as visiting guests, field trips, developmental screening opportunities, parenting workshops, and service referrals as needed. Parents also find key opportunities to network with other parents and caregivers and build more resilient networks in their communities and increase their circle of support.

This is a Parent-Child Interaction Program. The goal is to serve 250 children and families with 17 facilitators. Serving the Counties of Hood River, Gilliam, Sherman and Wheeler. The program would be weekly for 48 weeks with sessions being between 90-120 minutes.

Making available more culturally and linguistically inclusive services. OCDC also agrees that speaking a language other than English is an asset. Focusing on rural and geographically isolated areas to ensure services are accessible to all Oregon families. We believe all children are entitled to high quality early learning education.

Agency Name: ECEF_0150 - Adelante Mujeres

County: Washington
Provider Type: Community Based Organization
Grant Type: Program Grant
Program Type: Parent-Child Interaction
Language/Demographics: Latinx and Immigrant Families
Families/Children Served: 130 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
96.50 (83.91%)		

Funding Amount Requested	Funding Amount Approved:
\$452,000.00	\$

Overview of the Agency:

Adelante Mujeres (Women Rise Up) has a rich history of successfully engaging the Latinx and immigrant community by providing educational resources and acting as a forum for community advocacy. Approximately 98% of participants are low or extremely low income, the majority are female, and an estimated 90% are first-generation immigrants. We serve families through three specific departments that holds a total of 10 programs: Education: Supporting Latinx families from birth to adulthood with culturally specific education services that are grounded in popular education. Each program provides state and/or national certified-curricula that prepares Latinx individuals (children, youth, and adults) to achieve academic success with an emphasis of social-emotional learning. Programs: Adult and Early Childhood Education, Chicas Youth Development, and Beyond Trauma. Leadership and Advocacy: Provides educational training and mentorship for communities of color in Washington County (WaCounty) to mobilize and become civically-engaged leaders at the local, county, and state level. We work with regional and statewide entities to develop, coordinate, and disseminate educational materials and opportunities for communities of color with an emphasis on immigration reform. Programs: Immigrant Solidarity, WaCounty Civic Leaders.

Summary of Request:

Adelante Mujeres is applying to the Parent-Child Interaction model for the growth and continuation of our 2Gen learning approach with our Early Childhood (ECE) and Adult Education (AE) Programs. Our 2Gen approach promotes healthy attachment, bonding, child development and learning for children and parents with two culturally-responsive program models.

Our goal: Serve 76 preschoolers, 37 infants/toddlers in 9 ECE classrooms and 3 AE classrooms: 113 families total.

2Gen-Approach:

*Parent-Child Daytime Interaction: Parents attend a structured program of five hours a day which includes Parent and Child Together (PACT) time, Parenting Education and home visits.

Agency Name: ECEF_0196 - The Little Train Preschool and Infant Care

County: Washington

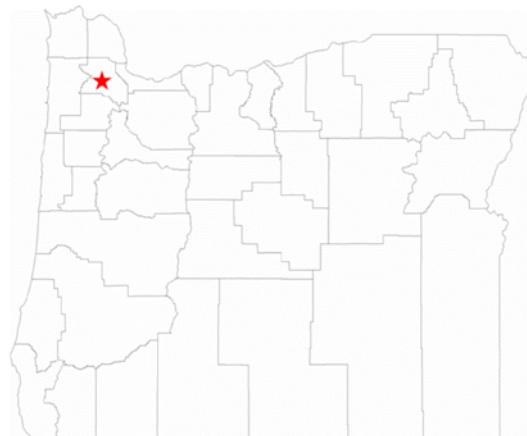
Provider Type: Child Care Provider

Grant Type: Program Grant

Program Type: Parent-Child Interaction
Parenting Education

Language/Demographics: Latino Families

Families/Children Served: 10-15 Families



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
38.67 (33.62%)		

Funding Amount Requested	Funding Amount Approved:
\$84,600.00	\$

Overview of the Agency:

Currently we have only achieved family reunification of around 50 families in the state of Oregon and Washington with older adults of Mexican origin over the age of 60 who have not seen their children or known their grandchildren for a decade or two. For this non-profit program you need the organization of parents who, due to their socioeconomic and cultural status, do not have the possibility to travel to their country of origin to meet their parents. This program provides a basic emotional well-being that gives relief to the beneficiary families. We support Mexican families who do not have the possibility to visit their older relatives abandoned in Mexico. This program works since 2017 with personal funds.

Summary of Request:

Services: planning of classes for parents with children between zero and five years old. The topics of the classes will be about:

1. "It is not bad to tell your children that you love them" - culturally parents did not express feelings verbally
2. "How to preserve the best of what our parents thought us"
3. "Understanding the difference of education across generations"
4. "The importance of honoring the home language without conflict with the English language"

The optimal number of families and their children varies between 10 and 15 families with children between zero and five years.

Agency Name: ECEF_0168 - Play and Learn Daycare Center LLC.

County: Yamhill

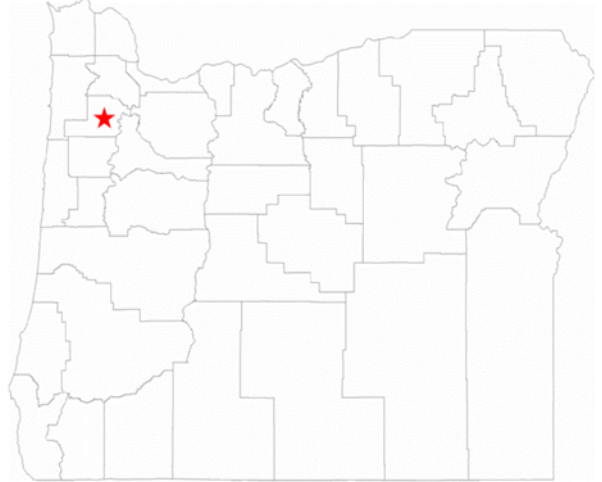
Provider Type: Child Care Provider

Grant Type: Program Grant

Program Type: Parenting Education
Parent-Child Interaction
Kindergarten Transition

Language/Demographics: Not Specified

Families/Children Served: 85 Children



Independent Review Recommended Score:	Review Committee Score:	Assigned Priority:
15.25 (13.26%)		

Funding Amount Requested	Funding Amount Approved:
\$61,025.00	\$

Overview of the Agency:

Care and educational programs for children 6 weeks to 10 years of age. Meals, snacks and drinks provided by the center. We strive to provide a safe, loving and caring place for the children in our community to Play and Learn in. Our goal is to support a desire in the kids to be life long learners and confident, strong community members as they grow.

Summary of Request:

We provide consistent, loving care for children in our community, ages 6 weeks to 10 years of age. We are open M-F 6am-6pm. We provide all meals, snack and drinks. We provide competitive wages for our team members and offer insurance and 401K. We have not received assistance and we have dropped from our average of 85 kids per day down to 20-25. We want to keep our team employed but we need help.