

Review Committee Recommendations

| SMA ID# | Applicant                                    | Families/Children Served:                                  | Demographics:   | County     | Grant Type | Total Requested Amount | Independent Review Points | Review Committee Points | Total Points: | Fund | Priority |
|---------|--|--|---|------------|------------|------------------------|---------------------------|-------------------------|---------------|------|----------|
| 0107    | Immigrant and Refugee Community Organization | 120 Families/150 Children                                  | Immigrant and Refugee Children and parents                          | Multnomah  | Program    | \$600,000.00           | 97.00                     | 25.00                   | 122.00        | Yes  | 1        |
| 0150    | Adelante Mujeres                             | 130 Families   | Latinx and Immigrant Families                                       | Washington | Program    | \$452,000.00           | 96.50                     | 25.00                   | 121.50        | Yes  | 2        |
| 0111    | Better Together Central Oregon               | 150 Families   | Latinx Families   | Deschutes  | Program    | \$288,640.00           | 94.50                     | 24.00                   | 118.50        | Yes  | 3        |
| 0090    | Lower Columbia Hispanic Council              | 40 Families  | Latino Community  | Clatsop    | Program    | \$70,195.00            | 93.00                     | 25.00                   | 118.00        | Yes  | 4        |
| 0074    | Raise The Village                            | 50 Families<br>200-300 Children                            | African American Families   | Multnomah  | Program    | \$236,314.00           | 95.50                     | 21.00                   | 116.50        | Yes  | 5        |
| 0189    | Black Parent Initiative                      | 30 Families  | 100% African American, African, Black, and/or Multi-ethnic families | Multnomah  | Program    | \$32,213.00            | 94.00                     | 21.00                   | 115.00        | Yes  | 6        |
| 0067    | Cow Creek Band of Umpqua Tribe of Indians    | 16 Children including Grandparents, Parents and Caregivers | Tribal Population   | Douglas    | Program    | \$81,841.00            | 87.75                     | 26.00                   | 113.75        | Yes  | 7        |
| 0070    | KairosPDX                                    | 50-60 Families and Children                                | African American and African Refugees                               | Multnomah  | Program    | \$295,722.39           | 93.50                     | 20.00                   | 113.50        | Yes  | 8        |
| 0181    | Latino Network                               | 324 Families   | Latino Families   | Multnomah  | Program    | \$886,295.50           | 89.00                     | 24.00                   | 113.00        | Yes  | 9        |
| 0182    | Self Enhancement Inc.                        | 30 Families  | African American Families   | Multnomah  | Program    | \$411,564.00           | 92.00                     | 20.00                   | 112.00        | Yes  | 10       |
| 0062    | Hacienda Community Development Corp          | 15 Families/20 Children                                    | Latinx Community; Low Income; Immigrant and Refugees                | Multnomah  | Program    | \$70,010.00            | 94.00                     | 18.00                   | 112.00        | Yes  | 11       |
| 0057    | Immigrant and Refugee Community Organization | 60 children (20 per class)                                 | Immigrant and Refugee Children and parents                          | Multnomah  | Program    | \$180,000.00           | 87.50                     | 24.00                   | 111.50        | Yes  | 12       |
| 0153    | Black Parent Initiative                      | 130 Families   | 100% African American, African, Black, and/or Multi-ethnic families | Multnomah  | Program    | \$163,098.00           | 88.25                     | 22.00                   | 110.25        | Yes  | 13       |

|        |  |                           |   |           |         |                |       |       |        |     |    |
|--------|--|---------------------------|---|-----------|---------|----------------|-------|-------|--------|-----|----|
| 0059   | Black Parent Initiative                                    | 100 Families/100 Children | 100% African American, African, Black, and/or Multi-ethnic families | Multnomah | Program | \$321,120.00   | 89.50 | 20.00 | 109.50 | Yes | 14 |
| 0218   | Center for African Immigrant and Refugees Org. (CAIRO)     | 110 Families              | Families with African Background/Immigrants and Refugees            | Multnomah | Program | \$81,533.00    | 90.50 | 18.00 | 108.50 | Yes | 15 |
| 0176   | Confederated Tribes of the Grand Ronde Community of Oregon | 12 Children               | Tribal Population   | Polk      | Program | \$78,269.00    | 80.25 | 26.00 | 106.25 | Yes | 16 |
| 0219   | Center for African Immigrant and Refugees Org. (CAIRO)     | 30 Children               | Immigrant and Refugee Children and parents                          | Multnomah | Program | \$115,165.00   | 82.25 | 18.00 | 100.25 | Yes | 17 |
| 0221   | Native American Youth and Family Center                    | 50 Families               | Tribal Population   | Multnomah | Program | \$226,309.34   | 72.25 | 23.00 | 95.25  | Yes | 18 |
| 0211   | Center for African Immigrant and Refugees Org. (CAIRO)     | 50 Families               | Immigrant and Refugee Children and parents                          | Multnomah | Program | \$74,108.00    | 72.00 | 17.00 | 89.00  | Yes | 19 |
| 0203   | Portland Public School Title VI Indian Education Program   | 20 Families               | Tribal Community  | Multnomah | Program | \$33,300.00    | 64.75 | 19.00 | 83.75  | Yes | 20 |
| TOTAL: |  |                           |   |           |         | \$4,697,697.23 |       |       |        |     |    |

**Agency Name: ECEF\_0107 - Immigrant and Refugee Community Organization**

County: Multnomah

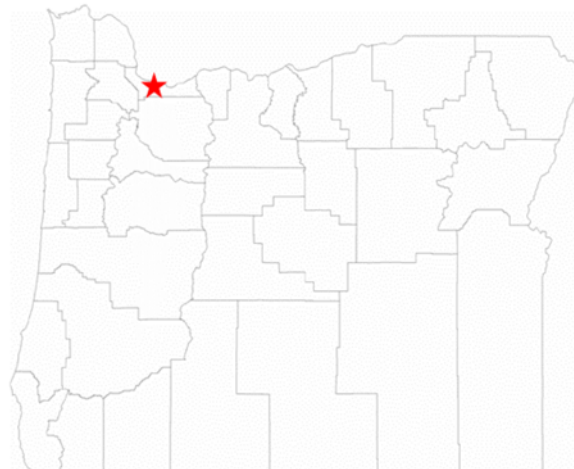
Provider Type: Non Profit Organization

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<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:    | Assigned Priority: |
|--|----------------------------|--------------|---------------------|--------------------|
| <b>97.00</b>                             | <b>25.00</b>               | <b>122</b>   | <b>\$600,000.00</b> | <b>1</b>           |

**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).

Notes:

## Agency Name: ECEF\_0150 - Adelante Mujeres

County: Washington

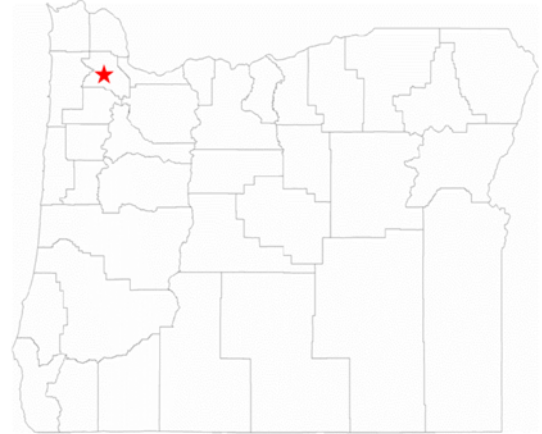
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latinx and Immigrant Families

Families/Children Served: 130 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds: | Assigned Priority: |
|--|----------------------------|--------------|------------------|--------------------|
| 96.50                                    | 25.00                      | 121.50       | \$452,000.00     | 2                  |

### 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.

Notes:

**Agency Name: ECEF\_0111 - Better Together Central Oregon**

County: Deschutes

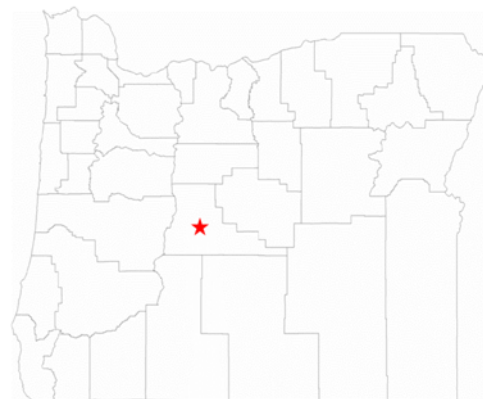
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education  
Parent-Child Interaction  
Kindergarten Transition

Language/Demographics: Latinx Families

Families/Children Served: 150 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:    | Assigned Priority: |
|--|----------------------------|---------------|---------------------|--------------------|
| <b>94.50</b>                             | <b>24.00</b>               | <b>118.50</b> | <b>\$288,640.00</b> | <b>3</b>           |

**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.

Notes:

**Agency Name: ECEF\_0090 - Lower Columbia Hispanic Council**

County: Clatsop

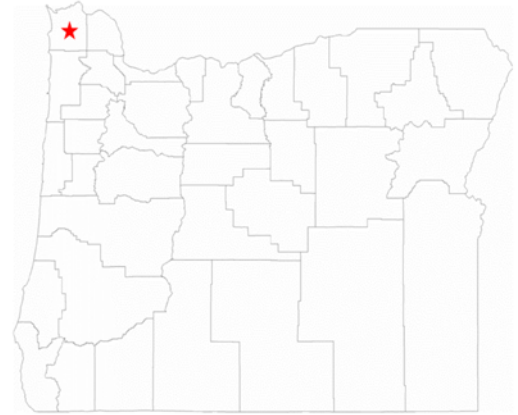
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latino Community

Families/Children Served: 40 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:   | Assigned Priority: |
|--|----------------------------|--------------|--------------------|--------------------|
| <b>93.00</b>                             | <b>25.00</b>               | <b>118</b>   | <b>\$70,195.00</b> | <b>4</b>           |

**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. .

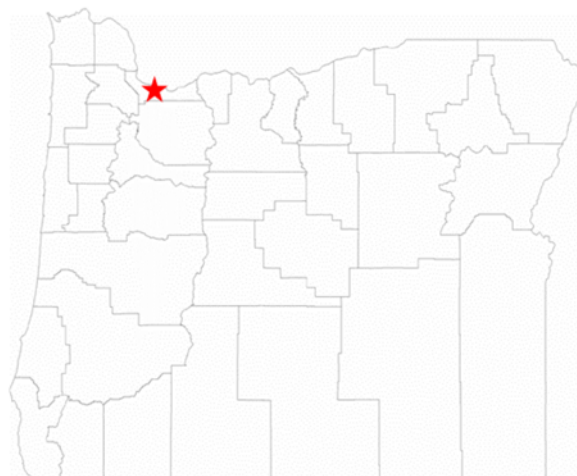
**Summary of Request:**

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.

Notes:

## 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<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:    | Assigned Priority: |
|--|----------------------------|---------------|---------------------|--------------------|
| <b>95.50</b>                             | <b>21.00</b>               | <b>116.50</b> | <b>\$236,314.00</b> | <b>5</b>           |

### 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.

Notes:



## Agency Name: ECEF\_0189 - Black Parent Initiative

County: Multnomah

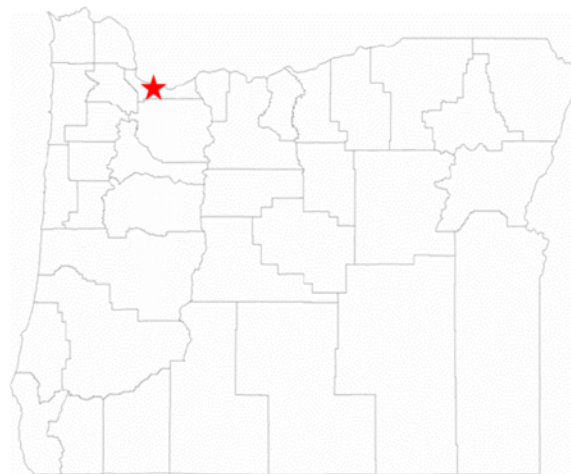
Provider Type: Culturally Specific Organization

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<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:   | Assigned Priority: |
|--|----------------------------|--------------|--------------------|--------------------|
| <b>94.00</b>                             | <b>21.00</b>               | <b>115</b>   | <b>\$32,213.00</b> | <b>6</b>           |

### 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.

Notes: The Review Committee members want the ELD to recognize that this agency has applied for multiple applications and for all four applications to be considered separately as they all work well together.



## Agency Name: ECEF\_0067 - Cow Creek Band of Umpqua Tribe of Indians

County: Douglas

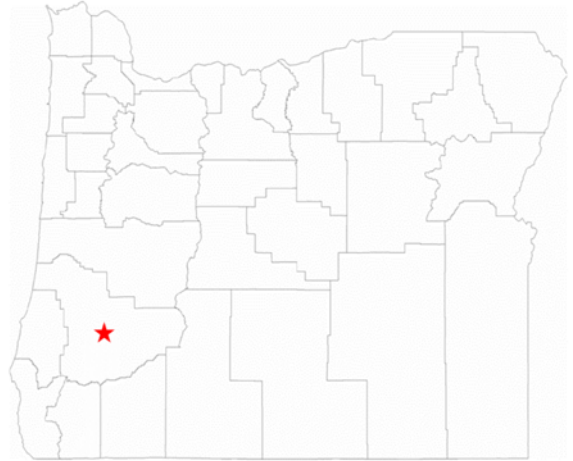
Provider Type: Tribal Organization

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<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds: | Assigned Priority: |
|--|----------------------------|--------------|------------------|--------------------|
| 87.75                                    | 26.00                      | 113.75       | \$81,841.00      | 7                  |

### 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.

Notes:

**Agency Name: ECEF\_0070 - Kairos PDX**

County: Multnomah

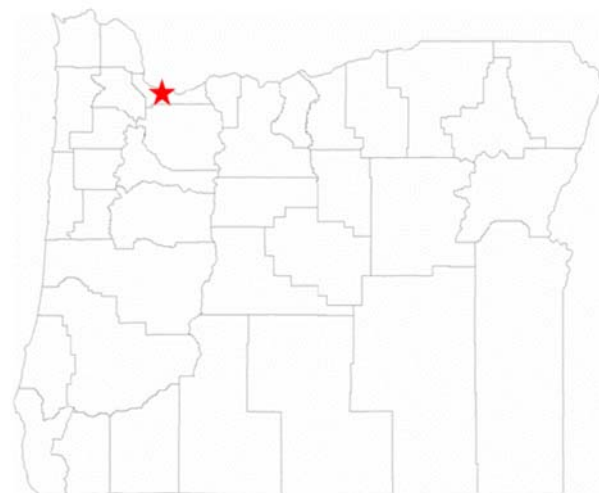
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parenting Education  
Kindergarten Transition

Language/Demographics: African American, African  
Refugees

Families/Children Served: 50-60 Families and Children



|  |                                    |                     |                         |                           |
|--|------------------------------------|---------------------|-------------------------|---------------------------|
| <b>Independent Review<br/>Recommended Score:</b> | <b>Review Committee<br/>Score:</b> | <b>Total Score:</b> | <b>Requested Funds:</b> | <b>Assigned Priority:</b> |
| <b>93.50</b>                                     | <b>20.00</b>                       | <b>113.50</b>       | <b>\$295,722.39</b>     | <b>8</b>                  |

**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.

Notes:

**Agency Name: ECEF\_0181 - Latino Network**

County: Multnomah

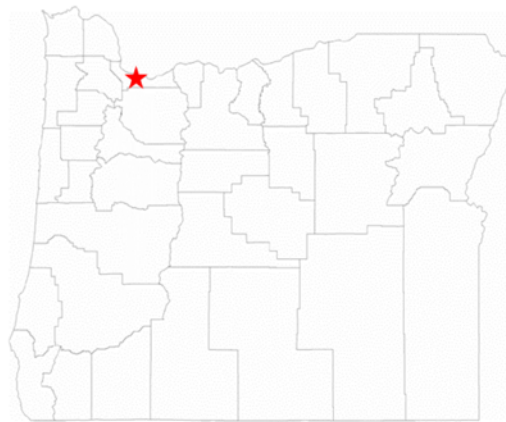
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Latino Families

Families/Children Served: 324 Families



|  |                                    |                     |                         |                           |
|--|------------------------------------|---------------------|-------------------------|---------------------------|
| <b>Independent Review<br/>Recommended Score:</b> | <b>Review Committee<br/>Score:</b> | <b>Total Score:</b> | <b>Requested Funds:</b> | <b>Assigned Priority:</b> |
| <b>89.00</b>                                     | <b>24.00</b>                       | <b>113</b>          | <b>\$886,295.50</b>     | <b>9</b>                  |

**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.

Notes:

**Agency Name: ECEF\_0182 - Self Enhancement Inc.**

County: Multnomah

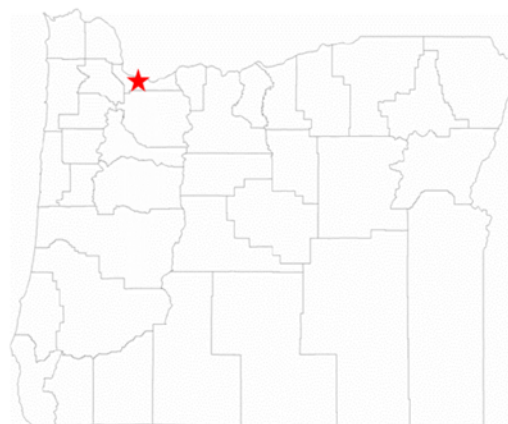
Provider Type: Non Profit Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction  
Parenting Education

Language/Demographics: African American Families

Families/Children Served: 30 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:    | Assigned Priority: |
|--|----------------------------|--------------|---------------------|--------------------|
| <b>92.00</b>                             | <b>20.00</b>               | <b>112</b>   | <b>\$411,564.00</b> | <b>10</b>          |

**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.

Notes:

**Agency Name: ECEF\_0062 - Hacienda Community Development Corporation**

County: Multnomah

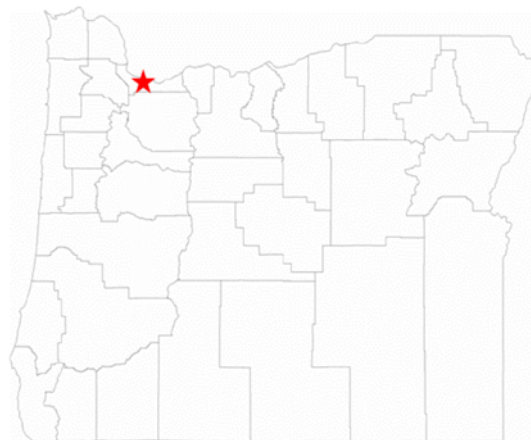
Provider Type: Non Profit Organization

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



|  |                                    |                     |                         |                           |
|--|------------------------------------|---------------------|-------------------------|---------------------------|
| <b>Independent Review<br/>Recommended Score:</b> | <b>Review Committee<br/>Score:</b> | <b>Total Score:</b> | <b>Requested Funds:</b> | <b>Assigned Priority:</b> |
| <b>94.00</b>                                     | <b>18.00</b>                       | <b>112</b>          | <b>\$70,010.00</b>      | <b>11</b>                 |

**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.

Notes:

## Agency Name: ECEF\_0057 - Immigrant and Refugee Community Organization

County: Multnomah

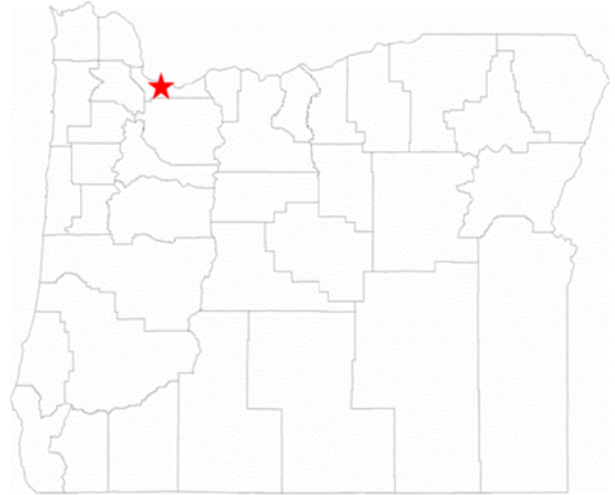
Provider Type: Non Profit Organization

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<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:    | Assigned Priority: |
|--|----------------------------|---------------|---------------------|--------------------|
| <b>87.50</b>                             | <b>24.00</b>               | <b>111.50</b> | <b>\$180,000.00</b> | <b>12</b>          |

### 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.

Notes:



## Agency Name: ECEF\_0153 - Black Parent Initiative

County: Multnomah

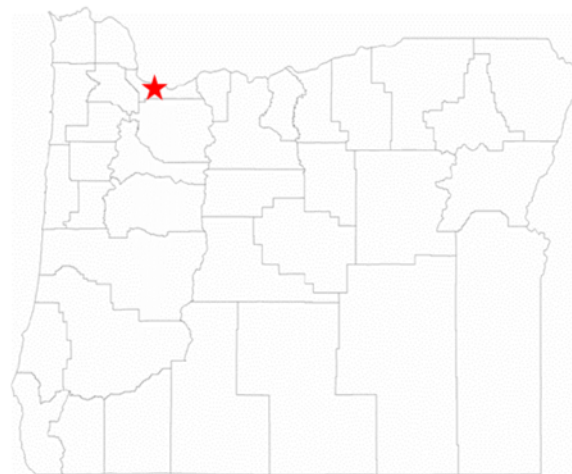
Provider Type: Culturally Specific Organization

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<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:    | Assigned Priority: |
|--|----------------------------|---------------|---------------------|--------------------|
| <b>88.25</b>                             | <b>22.00</b>               | <b>110.25</b> | <b>\$163,098.00</b> | <b>13</b>          |

### 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.

Notes: The Review Committee members want the ELD to recognize that this agency has applied for multiple applications and for all four applications to be considered separately as they all work well together.



## Agency Name: ECEF\_0059 - Black Parent Initiative

County: Multnomah

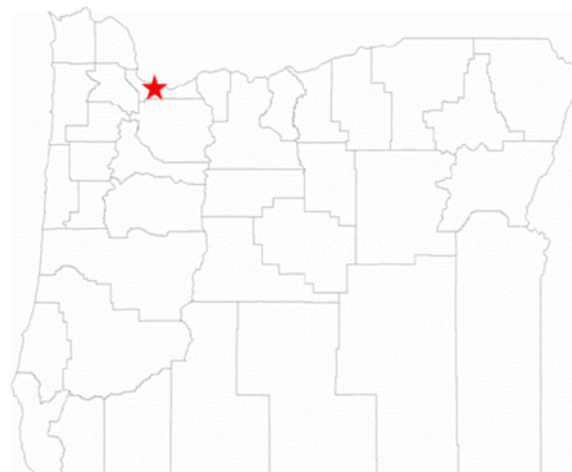
Provider Type: Culturally Specific Organization

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



|  |                                    |                     |                         |                           |
|--|------------------------------------|---------------------|-------------------------|---------------------------|
| <b>Independent Review<br/>Recommended Score:</b> | <b>Review Committee<br/>Score:</b> | <b>Total Score:</b> | <b>Requested Funds:</b> | <b>Assigned Priority:</b> |
| <b>89.50</b>                                     | <b>20.00</b>                       | <b>109.50</b>       | <b>\$321,120.00</b>     | <b>14</b>                 |

### 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.

Notes: The Review Committee members want the ELD to recognize that this agency has applied for multiple applications and for all four applications to be considered separately as they all work well together.

**Agency Name: ECEF\_0218 - Center for African Immigrant and Refugees Organization**

County: Multnomah

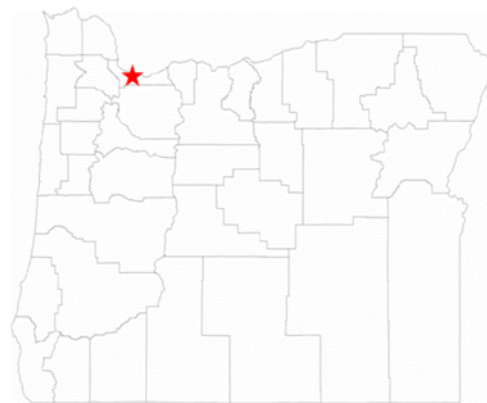
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Families with African background

Families/Children Served: 110 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:   | Assigned Priority: |
|--|----------------------------|---------------|--------------------|--------------------|
| <b>90.50</b>                             | <b>18.00</b>               | <b>108.50</b> | <b>\$81,533.00</b> | <b>15</b>          |

**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.

Notes:

**Agency Name: ECEF\_0176 - Confederated Tribes of the Grand Ronde Community of Oregon**

County: Polk

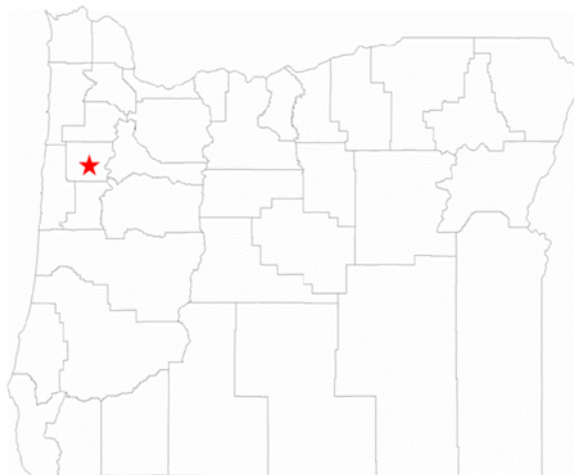
Provider Type: Tribal Community

Grant Type: Program Grant

Program Type: Kindergarten Transition  
Tribal Language Preservation  
and Revitalization

Language/Demographics: Tribal Families

Families/Children Served: 12 Children



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:   | Assigned Priority: |
|--|----------------------------|---------------|--------------------|--------------------|
| <b>80.25</b>                             | <b>26.00</b>               | <b>106.25</b> | <b>\$78,269.00</b> | <b>16</b>          |

**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.

Notes:

**Agency Name: ECEF\_0219 - Center for African Immigrant and Refugees Organization**

County: Multnomah

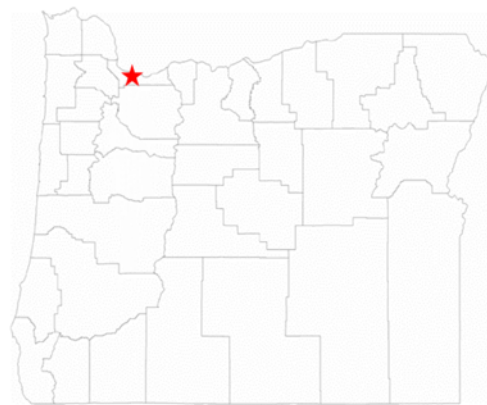
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Families with African background

Families/Children Served: 30 Children



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score:  | Requested Funds:    | Assigned Priority: |
|--|----------------------------|---------------|---------------------|--------------------|
| <b>82.25</b>                             | <b>18.00</b>               | <b>100.25</b> | <b>\$115,165.00</b> | <b>17</b>          |

**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.

Notes:

**Agency Name: ECEF\_0221 - Native American Youth and Family Center**

County: Multnomah

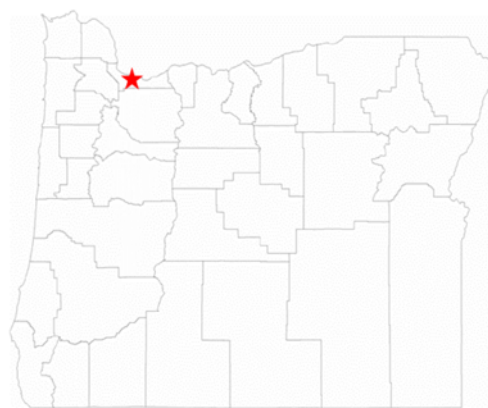
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parent-Child Interaction

Language/Demographics: Native American Families

Families/Children Served: 50 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:    | Assigned Priority: |
|--|----------------------------|--------------|---------------------|--------------------|
| <b>72.25</b>                             | <b>23.00</b>               | <b>95.25</b> | <b>\$226,309.34</b> | <b>18</b>          |

**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].

Notes:



**Agency Name: ECEF\_0211 - Center for African Immigrant and Refugees Organization**

County: Multnomah

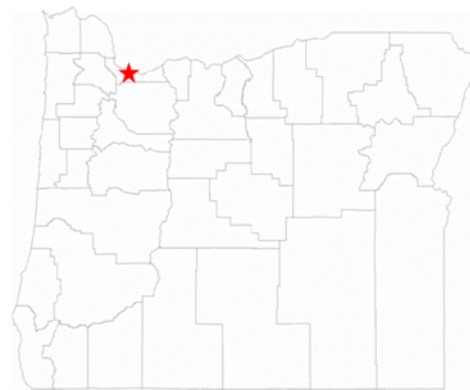
Provider Type: Community Based Organization

Grant Type: Program Grant

Program Type: Parenting Education

Language/Demographics: Families with African background

Families/Children Served: 50 Families



| Independent Review<br>Recommended Score: | Review Committee<br>Score: | Total Score: | Requested Funds:   | Assigned Priority: |
|--|----------------------------|--------------|--------------------|--------------------|
| <b>72.00</b>                             | <b>17.00</b>               | <b>89.00</b> | <b>\$74,108.00</b> | <b>19</b>          |

**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.

Notes:

**Agency Name: ECEF\_0203 - Portland Public School Title VI Indian Education Program**

County: Multnomah

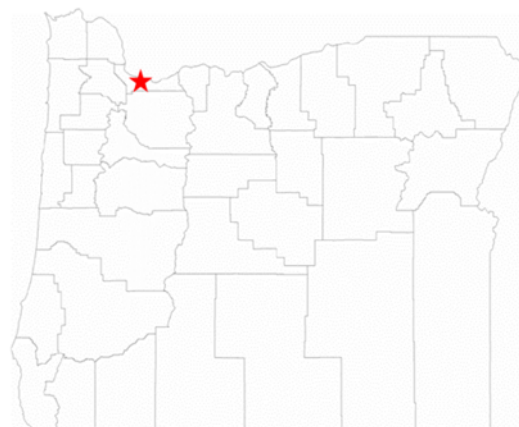
Provider Type: Public School

Grant Type: Program Grant

Program Type: Kindergarten Transition

Language/Demographics: Tribal Community

Families/Children Served: 20 Families



|  |                                    |                     |                         |                           |
|--|------------------------------------|---------------------|-------------------------|---------------------------|
| <b>Independent Review<br/>Recommended Score:</b> | <b>Review Committee<br/>Score:</b> | <b>Total Score:</b> | <b>Requested Funds:</b> | <b>Assigned Priority:</b> |
| <b>64.75</b>                                     | <b>19.00</b>                       | <b>83.75</b>        | <b>\$33,300.00</b>      | <b>20</b>                 |

**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.

Notes: