



AN ARTS & EDUCATION PROJECT



GO Kids

Engaging Communities to Close
the Opportunity Gap

Giving Opportunities to Kids (GO Kids)

An Arts & Education Project of Oregon Community Foundation

BACKGROUND

OCF is committed to making Oregon a place where all people can fully realize their aspirations.

Oregon’s opportunity gap was documented in OCF’s 2017 report *Toward a Thriving Future: Closing the Opportunity Gap for Oregon’s Kids*, which the OCF board has adopted as a grantmaking framework.

This report highlighted the opportunity gap faced by low-income children, children of color and rural children in our state, which has far-reaching implications for personal achievement and well-being as well as for community vitality.

The GO Kids project aims to overcome Oregon’s opportunity gap by helping community leaders tailor solutions to local conditions and local needs.

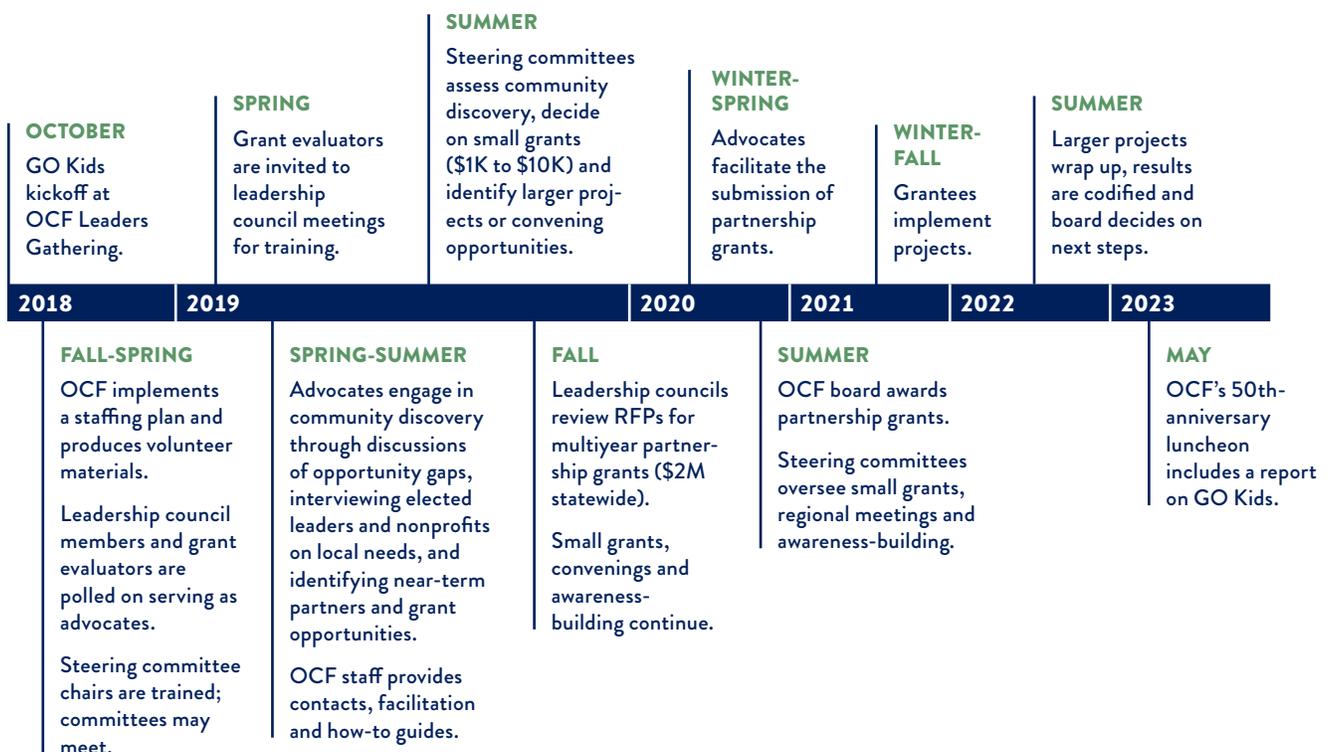
GOALS

- Spotlight the toxic effects of the opportunity gap on children, families and the prosperity of our communities, state and country.
- Trigger ideas for local solutions, and motivate and catalyze action.
- Engage volunteers, partners and civic leaders in innovative and effective place-based efforts to close the opportunity gap.

PRINCIPLES

- All children in Oregon deserve the opportunity to succeed regardless of their economic status, race, region or other circumstances of birth.
- Local people are best informed about needs, priorities and opportunities for the kids in their community. Local actions may be implemented

TIMELINE



more quickly and will complement national and state policy.

- OCF research, grantmaking and engagement will provide building blocks to address the opportunity gap when combined with volunteer capacity and community leadership and innovation.
- Local activities must be collaborative and display diverse community engagement in planning and implementation.
- Raising local awareness of the opportunity gap with community leaders and members is the first step toward change.
- This is a volunteer-powered effort. OCF will provide appropriate support for *GO Kids* volunteers while also administering the project.

ROLES

- **Advocates.** Leadership council members and volunteer grant evaluators who have agreed to take part in local activities like assessing the opportunity gap, talking with leaders and nonprofits, convening groups to learn about the opportunity gap, recommending small grants, and joining coalitions and partnerships to develop collaborative responses.
- **Regional steering committees.** Each OCF region will have a steering committee made up of advocates who meet quarterly to advance *GO Kids*, determine directions for further research and action, and allocate grants.
- **Steering committee chairs** will convene and lead these committees.



- **Local stakeholders.** County and city officials, civic leaders, service clubs, foundations and nonprofits are potential partners in raising awareness and implementing solutions.
- **OCF staff.** Carly Brown, Community Engagement Officer, will lead this project. Program, Research and Communications staff will provide coordination, tools and research to advocates and steering committees.

INVESTMENT

OCF will invest \$3 million from 2019 to 2022, mainly from the Fred Fields Fund. In addition to project management and administration, this investment includes:

- Roughly \$480,000 in small grants for research, education, convening and promotion.
- Up to \$2 million for larger competitive grants supporting local partnerships that engage diverse community voices and leverage resources.

POTENTIAL OUTCOMES

Potential outcome measures for judging the success of the *GO Kids* project include:

- The number of people who learned about the opportunity gap through *GO Kids* activities.
- The number and outcomes of small grants awarded to raise community awareness or support local efforts.
- Engagement from community organizations and volunteers.
- The number of volunteers and their feedback on their experiences.
- Outcomes of the multiyear local opportunity grants.
- Print and online media highlighting local efforts and OCF.
- Interviews and stories about *GO Kids*.

Menu of Ideas

This menu is offered as a starting point for *GO Kids* advocates as they begin to explore what can be done in their communities. Three priorities were identified through OCF’s 2017 TOP research: *All kids are ready for kindergarten, all kids are reading proficiently by third grade and all students graduate from high school and are ready for college or a career.* Although this menu is based on OCF’s knowledge and experience of what works, it is not a prescriptive list. Local communities may have other effective ideas and programs for boosting scholastic achievement for children of color, children in poverty and rural or isolated children.

1. ALL KIDS ARE READY FOR KINDERGARTEN.

RELATED STRATEGIES	INTERVENTIONS	EXAMPLE PROGRAMS
Provide parenting education.	<ul style="list-style-type: none"> Classes, workshops or home visit programs with promising or evidence-based curricula focused on child development, positive discipline, health and well-being, nutrition, dental, etc. 	<ul style="list-style-type: none"> Multi-session, evidence-based and culturally adapted classes such as Native American Youth and Family Center, Adelante Mujeres, Youth Contact, Building Healthy Families, and Umatilla-Morrow Head Start (to learn more, see www.orparenting.org). Kaleidoscope Play and Learn groups.
Support high-quality, affordable child care and preschool.	<ul style="list-style-type: none"> Provider training and professional development. Investment in child care settings, including centers and homes. 	<ul style="list-style-type: none"> Scholarships for early childhood professionals through community or four-year colleges. Child care provider networks. Small grants for equipment and facility improvements in early childhood settings.
Pay special attention to the transition to kindergarten.	<ul style="list-style-type: none"> Programs linking preschoolers, caregivers and families to elementary school. 	<ul style="list-style-type: none"> Kindergarten jump-start programs such as Lane County’s Kids in Transition to School (KITS), Multnomah County’s Early Kindergarten Transition (EKT) and Metropolitan Family Services’ Ready, Set, Go!
Foster early literacy.	<ul style="list-style-type: none"> Programs that get books to families. Programs that teach parents early literacy skills. 	<ul style="list-style-type: none"> Reach Out and Read. Dolly Parton’s Imagination Library. Juntos Aprendemos.

2. ALL KIDS ARE READING PROFICIENTLY BY THIRD GRADE.

Support programs that use volunteers and artists in schools.	<ul style="list-style-type: none"> Literacy programs. Arts education programs. 	<ul style="list-style-type: none"> SMART. Young Audiences.
Give administrators and teachers knowledge and tools for success.	<ul style="list-style-type: none"> Invest in teacher training. Help schools address exclusionary discipline given disproportionately to students of color. 	<ul style="list-style-type: none"> GLAD training (to help English language learners). Training on Adverse Childhood Experiences (ACEs) through Trauma Informed Oregon. Equity, diversity and inclusion training on discipline and bullying.

3. ALL STUDENTS GRADUATE FROM HIGH SCHOOL AND ARE READY FOR COLLEGE OR A CAREER.

RELATED STRATEGIES	INTERVENTIONS	EXAMPLE PROGRAMS
Provide educational and artistic enrichment opportunities.	<ul style="list-style-type: none"> ▪ Out-of-school time programming (after-school, summer, Friday academies). ▪ Arts education programs. ▪ Career technical education (CTE) and science, technology, engineering and mathematics (STEM). 	<ul style="list-style-type: none"> ▪ Saturday Academy. ▪ Chess for Success. ▪ Kúkátónón African Dance. ▪ Young Audiences. ▪ Robotics programs. ▪ Science museums (OMSI, Eugene Science Center, ScienceWorks Hands-On Museum).
Connect children with positive adult role models.	<ul style="list-style-type: none"> ▪ Mentoring programs. 	<ul style="list-style-type: none"> ▪ Big Brothers Big Sisters. ▪ Adelante Mujeres' Chicas program. ▪ Boys & Girls Clubs and similar programs. ▪ Latino Partnership Program (LPP) in Bend.
Create the expectation that kids will graduate high school and continue their education in some way.	<ul style="list-style-type: none"> ▪ College and career counseling, education and programming. ▪ Focus on low-income and first-generation college students. 	<ul style="list-style-type: none"> ▪ ASPIRE programs. ▪ Junior Achievement. ▪ Juntos (statewide OSU extension program). ▪ Summer bridge programs at public colleges. ▪ College Dreams.
Support family engagement in schools.	<ul style="list-style-type: none"> ▪ Programs that connect parents with tools to advocate for their children. ▪ Programs that involve parents in decision-making. 	<ul style="list-style-type: none"> ▪ Salem/Keizer Coalition for Equality. ▪ Latino Community Association – Family Empowerment Program. ▪ School math nights and similar programs. ▪ Abriendo Puertas (parenting education for parents of younger children). ▪ Oregon MESA (STEM program that is very good at family engagement).
Provide academic and other supports to boost school achievement for vulnerable kids.	<ul style="list-style-type: none"> ▪ Tutoring and other academic support. ▪ School-related nonacademic supports, such as nutrition and transportation. 	<ul style="list-style-type: none"> ▪ Models that support school success, such as Elevate Oregon and Self-Enhancement, Inc. ▪ Case management for homeless students. ▪ Boys & Girls Clubs. ▪ School assistance programs at affordable housing communities (e.g., Hacienda CDC, Farmworker Housing Development Corporation, Human Solutions, refugee housing). ▪ Backpack food programs. ▪ School gardens SMILE program (CTE-STEM afterschool program in rural schools). ▪ Adelante Mujeres' Chicas program. ▪ Oregon School-Based Health Alliance.

Suggested Reading to Start

AEI/Brookings Working Group on Poverty and Opportunity. *Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream*. Washington, DC: The American Enterprise Institute for Public Policy Research and the Brookings Institution, 2015. <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf>

Brooks, David. "The American Renaissance Is Already Happening." *New York Times*. May 14, 2018. <https://www.nytimes.com/2018/05/14/opinion/the-american-renaissance-is-already-happening.html>

Friedman, Thomas L. "When American Politics Can Still Work: From the Bottom Up." *New York Times*. July 3, 2018. <https://www.nytimes.com/2018/07/03/opinion/community-revitalization-lancaster.html>

Putnam, Robert D. *Our Kids: The American Dream in Crisis*. New York: Simon & Schuster, 2015.

Putnam, Robert D., Carl B. Frederick and Kaisa Snellman. "Growing Class Gaps in Social Connectedness Among American Youth." Cambridge, MA: Harvard Kennedy School of Government, The Saguaro Seminar, 2012. https://hceconomics.uchicago.edu/sites/default/files/file_uploads/Putnam-et-al_2012_Growing-Class-Gaps.pdf

Wood, Zachary R. "Lessons from 2,000 Hours on a Public Bus." *New York Times*. August 28, 2018. <https://www.nytimes.com/2018/08/28/opinion/lessons-from-2000-hours-on-a-public-bus.html>

Oregon Community Foundation and Oregon State University Rural Studies Program. "Oregon Explorer TOP Indicators." Go to "Rural Communities" on <http://oregonexplorer.info>: <http://oe.oregonexplorer.info/rural/CommunitiesReporter/TopIndicators>

OCF REPORTS

The following OCF reports are available at the "Research" page on oregoncf.org, under the "Research and Evaluation Reports" tab:

How the Arts Advance Student Learning. https://www.oregoncf.org/Templates/media/files/grants/studio_to_school/Benefits%20of%20Arts%20Education%209_2017vFinal.pdf

Striving for High-Quality Arts Education. https://www.oregoncf.org/Templates/media/files/grants/studio_to_school/Quality%20Arts%20Education%20Report%209_2017vFinal.pdf

Academic Support: A Learning Brief. https://www.oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Academic%20Support%20Learning%20Brief.pdf

Positive Adult Role Models: A Learning Brief. https://www.oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Positive%20Adult%20Role%20Model%20Learning%20Brief.pdf

Family Engagement: A Learning Brief. https://www.oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Family%20Engagement%20Learning%20Brief.pdf

Program Quality: A Learning Brief. https://www.oregoncf.org/Templates/media/files/grants/k12_student_success/2017%20Program%20Quality%20Learning%20Brief%20final.pdf

Links to these and other resources are available at oregoncf.org/go-kids.

Oregon

Community

Foundation

The mission of Oregon Community Foundation is to improve lives for all Oregonians through the power of philanthropy.

OCF puts donated money to work for Oregonians – \$100 million in grants and scholarships annually. Since 1973, OCF grantmaking, research, advocacy and community-advised solutions have helped individuals, families, businesses and organizations create charitable funds to support the causes they care about most.

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