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THE OREGON COMMUNITY FOUNDATION
OREGON STATE UNIVERSITY

Oregon Parenting Education Collaborative 2018-2019 Hub Grant Renewal Application

Proposals must be submitted on or before **February 1, 2018 (postmark deadline)** to:

Early Childhood Program
The Oregon Community Foundation
1221 SW Yamhill, Suite 100
Portland, OR 97205

Questions may be directed to Mary Louise McClintock at 503.227.6846 or mlmclintock@oregoncf.org.

The Oregon Parenting Education Collaborative (OPEC) is a multi-year initiative supporting expansion of access to high-quality parenting programs and a stronger and more coordinated parenting education system statewide. The Collaborative's partners believe that parents are their children's first and most important teachers, and that investment in strong parenting is a critical strategy for ensuring that all children are ready to learn and be successful in school and in life.

OPEC is a partnership between four of Oregon's largest foundations (OCF, The Ford Family Foundation, Meyer Memorial Trust, and The Collins Foundation) and Oregon State University (OSU). In addition to funding, OPEC supports grantees through evaluation, technical assistance, and professional development led by OSU.

OPEC's objectives are that:

- All Oregon parents will have access to high quality, proven programs
- All Oregon communities will be served by a regional parenting education "Hub"
- Parenting education will be a community norm
- Parents will expand their knowledge about child development, build effective parenting skills, and strengthen parent-child relationships – resulting in enhanced children's health, development, and school readiness

To learn more, visit www.orparenting.org.

Hub Grant Renewal Application

This Request for Proposals seeks renewal applications from current OPEC parenting education Hubs. The renewal process provides an opportunity for a progress report to ensure that projects are on track and that objectives are being met. Renewal grant review will include a phone conversation and/or site visit with Collaborative representatives. Awards are based on satisfactory progress to date.

Eligible uses of grant funds include:

1. Delivery of evidence-based parenting education programs through home visiting and/or classes (by the Hub organization, through sub-contracts, or in collaboration with partner agencies). Eligible programming costs include facilitator preparation and delivery time; food, incentives and/or child care for participants; transportation for participants, as appropriate.
2. Coordination and administration costs, including activities to: establish and/or expand the Hub organization; convene partners to discuss and develop the region's parenting education framework, plan and priorities; and develop or improve parent access to information about available programs.
3. Family workshops and family activities (one-time or series) that aim to promote parenting education, relationships between children and families, and a relationship between families and the parenting education Hub and/or its partners.
4. Facilitator training and supervision.
5. Purchase of curriculum and other materials.
6. Public awareness activities and materials.

Application Information

Eligible organizations: Nonprofit 501(c)(3) organizations and public agencies, school districts, federally-recognized tribes and community colleges. Organizations that received funding through the Oregon Parenting Education Collaborative for 2017-2018 are eligible under this RFP.

Funding amount: Renewal Hubs can apply for the amount specified in a letter from OPEC.

Application timeline:

- Deadline (postmark) – February 1, 2018
- Proposal review through April
- Award notification - late May
- Grant year begins - July 1, 2018

Expectations of Funded Organizations

- Cooperate with the evaluator (OSU) to collect and provide all needed data and information on a quarterly basis from parents, collaborators, and volunteers involved with the project. For example, grantees are required to report on progress and challenges related to organizational

infrastructure, community collaborations, and parenting programming. In addition, they collect data from parents using the Parenting Skills Ladder following participation in each parenting education series and the Parenting Workshop Evaluation* following each family workshop.

- Complete annual detailed progress and financial reports.
- Commit to sharing program related experiences and findings with all grantees, as well as with the evaluator and the funders.
- Attendance and full participation by at least two representatives from each project in annual networking conferences sponsored by the Oregon Parenting Education Collaborative, as well as other meetings, as appropriate.
- Participate in a mid-year and end-of-year conference call with Oregon State University regarding progress to-date as well as technical support needs.
- Host an annual site visit from the funders and/or evaluators.

Components of the Proposal

Please submit two unbound copies of your completed proposal. Faxes or emailed documents will not be accepted. All proposals must include the following components in the order listed below.

- Application Summary Form.** (Not part of the five-page proposal.)
- Program Narrative.** (no more than five pages in length, minimum 12-point font, single-spaced) Hubs can use data, language, and information they have submitted to the OPEC online reporting system in responding to the questions below.

Community Collaboration

- Describe the collaboration that has occurred as a result of OPEC funding. Did new partnerships form in the past year? What are your plans for the next year to expand collaboration? Have referrals for parenting education increased in your community since OPEC funding?
- Describe partnerships with other system-building efforts in your region, such as early learning Hubs, P-3 alignment projects, Department of Human Services (DHS), community corrections, regional achievement collaboratives (RACs), and Coordinated Care Organizations (CCOs).

Parenting Education Programming

- Overall, describe how your parenting education programming has expanded or changed as a result of the OPEC funding since the beginning of your grant. *Note: OSU will provide the funders with an update on your programming numbers and other results through December 31, 2017.*
- Will you be making any changes in the second half of 2017-2018 to the parenting education programming offerings you described in your last proposal (i.e. addition of new curricula,

* The Parenting Workshop Evaluation is required to be available, but optional for parents to complete.

serving different targeted audiences for certain programs, expanding your menu of offerings either by variety or location, etc.)?

- Please describe your plans for programming in 2018-2019; by how much do you plan to expand the number of parents reached, are there new groups of parents to be engaged (e.g., geographic areas or other characteristics) and/or new curricula to be introduced?
- Describe your plans to provide additional training to facilitators, as needed, and to provide ongoing support to facilitators in your region.
- How is your Hub ensuring that parenting education curricula are being implemented with fidelity (e.g., using the RMC fidelity tools, facilitator observations, etc.)?

Organizational Infrastructure

- What organizational infrastructure changes will be made for 2018-2019, if any?
- How is your advisory group positioning your Hub to be your region's go-to leader in parenting education and supports?
- Describe the members of your advisory group, and the strengths those individuals bring to the table. What are your plans for continuously improving the advisory group membership?
- Describe the strengths of your infrastructure (communication, outreach/marketing, referrals, etc.) as well as areas that you would like to improve and ways you might do so.
- For Hubs reaching more than one county: Please describe your process for providing regional coordination. For example, how are you meeting each county's individual needs while also providing coordinated support and supervision across your region?

Conclusion

- What else do you want the OPEC funders to know about your Hub? You are welcome to include a story or two.

Budget and Sustainability

- Include a brief budget narrative updating funders on the project's budget and explaining any changes.
- If your Hub will be experiencing a step-down in OPEC funding in 2018-2019, please explain your plan to adjust to reduced support from OPEC.
- If your Hub is expecting to carryover funds from the previous fiscal year, please explain any changes in your budget that resulted in carryover funds as well as plans for the coming year.
- Please provide an update on sustainability planning.

Attachments. (Not included as part of the five-page proposal document.)

- Quality Improvement Supplemental Application – if applicable, see Special Funding Opportunities for 2018-2019 document
- Partnership Challenge Grant Opportunity for select Hubs – if applicable, see Special Funding Opportunities for 2018-2019 document (applications for this component only will be accepted through April 1, 2018)
- Mid-year financial report for 2017-2018

- Project budget for 2018-2019, identifying revenue (cash and in-kind) sources, and expenditures in a detailed line-item format using the OPEC budget template. A minimum 25% funding match is required. *Note: Each Hub will receive budget format guidelines from OPEC tailored to the number of years it has received funding.*
- Most recent financial statement for the grantee organization.
- Organization budget for the current fiscal year.
- List of Board of Directors, with affiliations and phone numbers.
- Work Plans for January-June 2018 (revised and updated) and July 2018-June 2019.

Additional Information: Examples of Evidence-Based Curricula

(Note: if there is a culturally- or linguistically-specific curriculum that is a better fit for a particular population in your region than those listed here, please contact Shauna Tominey, shauna.tominey@oregonstate.edu or 541-737-1013 about including it in your proposal.)

- The Incredible Years <http://www.incredibleyears.com/program/parent.asp>
- Make Parenting a Pleasure, Parenting: The First Three Years, Haga de la Paternidad un Placer, Parenting Now! http://www.parentingnow.org/curricula_and_training.html
- Nurturing Parenting <http://nurturingparenting.com/e-commerce/category.i?cmd=searchlist> [information about variations for cultural populations can be found in this curriculum's Multi-Cultural Parenting Guide [http://nurturingparenting.com/shop/pl/7/Multicultural%20Parenting%20Guide%20\(MCG\)](http://nurturingparenting.com/shop/pl/7/Multicultural%20Parenting%20Guide%20(MCG))]
- Parents as Teachers <http://www.parentsasteachers.org/training/training-gateway>
- Second Step <http://www.cfchildren.org/>
- Abriendo Puertas <http://www.familiesinschools.org/abriendo-puertas-opening-doors/>
- Effective Black Parenting <http://www.ciccparenting.org/EffBlackParentingDesc.aspx>
- Positive Indian Parenting http://www.nicwa.org/success/positive_indian_parenting.asp
- Parenting A Second Time Around (PASTA) (curriculum for grandparents) <http://www.human.cornell.edu/pam/outreach/parenting/programs/parentingasecondtimearound.cfm>
- Parenting Inside Out <http://www.parentinginsideout.org/>

Additional evidence-based curricula can be found on the following national registries:

<http://www.ojjdp.gov/mpg/>

<http://nrepp.samhsa.gov/>

<http://homvee.acf.hhs.gov/>

Definitions and Terms

Parenting “Hub” Organizations:

- **Are selected by their community partners** through a collaborative process to coordinate parenting education activities for their region.
- Work with private and public partners in their region to provide parenting education and **build a coordinated network of parenting education programs** for parents of children of all ages, with an emphasis on programs for parents of children prenatal to age 6. Partners and programs may include local government, child care organizations, home visitation programs,

Relief Nurseries, Head Start agencies, school districts, education service districts, health care providers, and representatives of coordinated care organizations (CCOs), community colleges, faith-based organizations and other nonprofit service organizations.

- **Promote a spirit of collaboration among all regional stakeholders while serving as a point of coordination for parenting education planning, information and activities.**
- **Deliver evidence-based parenting education programs for parents of children prenatal to age 6** (directly, through mini-grants or subcontracts, or in partnership with other organizations).
- Lead a collaborative effort to **develop a region wide parenting education strategic plan**, identifying needs and gaps and planning for the sustainability of parenting program coordination and delivery.

Parenting Education: The National Parent Education Network offers the following definition of parent education: “a process that involves the expansion of insights, understanding and attitudes and the acquisition of knowledge and skills about the development of both parents and of their children and the relationship between them.” (<http://www.npen.org/about/background.html>)

Region: A parenting education region to be coordinated by a hub organization could be a metropolitan area, a county, part of a county, or more than one county. The region must be logical and agreed upon by the key parenting education partners in that area.

Evidence-based: A program is “judged to be evidence-based if (a) evaluation research shows that the program produces the expected positive results; (b) the results can be attributed to the program itself, rather than to other extraneous factors or events; (c) the evaluation is peer-reviewed by experts in the field; and (d) the program is “endorsed” by a federal agency or respected research organization and included in their list of effective programs.” (“Evidence-based programs: An overview” University of Wisconsin-Madison and University of Wisconsin-Extension, October 2007)

Cultural competence: “the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, ability statuses, and faiths or religions, in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each. Cultural competence is a continuous process of learning about the differences of others and integrating their unique strengths and perspectives into our lives.” (Child Welfare League of America)

Culturally-adapted curriculum: “the examples used to teach the main lessons are transformed to respect the target culture’s practices” (Dalla, R. L., Defrain, J., Johnson, J., & Abbott, D. A. (2009). *Strengths and challenges of new immigrant families: Implications for research, education, policy, and service.* Lexington Books)

Culturally-specific curriculum: “the philosophy and underlying assumptions of the program integrate the target group’s values and beliefs” (Dalla, R. L., Defrain, J., Johnson, J., & Abbott, D. A. (2009). *Strengths and challenges of new immigrant families: Implications for research, education, policy, and service.* Lexington Books)