

**United Way of Lane County
2010/2011 Strategic/Preventive Proposal**

A. Name of Organization: Birth To Three

1. Contact Person: Mika Singer

2. Address: 86 Centennial Loop, Eugene, Oregon 97401

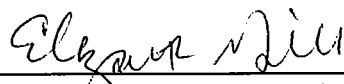
3. Phone: 541-484-5316 Email: msinger@birthto3.org

B. Name of Proposed Services: Parent Education: *Make Parenting A Pleasure* and *Parenting: The First Three Years*

C. Amount of Funding Requested for a 12 month period beginning July 1: \$47,000 (FY 2010-11); \$48,410 (FY 2011-12); \$30,900 (July - December 2012)

The undersigned confirm that the information provided in this application is true and accurate and that the application has received / will receive Board approval.

 3/4/10
Signature: Agency Director Date

 3/4/10
Signature: President, Board of Directors Date

**United Way of Lane County
2010/2011 Strategic/Preventive Proposal**

A. Name of Organization: Birth To Three

1. Contact Person: Mika Singer

2. Address: 86 Centennial Loop, Eugene, Oregon 97401

3. Phone: 541-484-5316 Email: msinger@birthto3.org

B. Name of Proposed Services: Parent Education: *Make Parenting A Pleasure* and *Parenting: The First Three Years*

C. Amount of Funding Requested for a 12 month period beginning July 1: \$47,000 (FY 2010-11); \$48,410 (FY 2011-12); \$30,900 (July - December 2012)

The undersigned confirm that the information provided in this application is true and accurate and that the application has received / will receive Board approval.

Signature: Agency Director

Date

Signature: President, Board of Directors

Date

SECTION I: Strategic/Preventive Action Area

Which Community Investment Strategic Action Area do the proposed services primarily address? (Please see **Appendix A UWLC 2010 Strategic/Preventive Goals and Funding Strategies for EDUCATION, INCOME and HEALTH.**)

1. **Action Area:** (select one)

- Education:** Preparing children to succeed in school and life.
- Income:** Moving families from poverty to financial stability.
- Health:** Ensuring people have basic access to healthcare.

2. **Strategies:** Based on your selection above, list the specific strategy or strategies the proposed services are designed to address. (*Note: Strategy or strategies listed must come from Appendix A referred to above.*)

Research-based parent education and support to increase target populations' parental involvement and ability to support children's early literacy/language and social/emotional development.

3. Provide a **brief** (no more than one paragraph) executive summary of how you will address the strategies you listed in Question 2, above. Details will be expanded in Section II, questions 1-3.

Birth To Three offers comprehensive parent education and support services to families at risk for child abuse and neglect, including teen families and families with Spanish-speaking parents through its *Make Parenting A Pleasure (MPAP)* family of programs. Birth To Three also provides these services to low-income families in the general population through its *Parenting: The First Three Years (F3Y)* program. In Birth To Three's programs:

- Parents learn to read to and talk with their children and to provide rich learning environments that directly encourage the development of their children's early literacy skills;
- Parents develop stress and anger management skills and learn about child development and positive discipline, strengthening the parent-child bond and supporting their children's social-emotional development;
- Parents receive support services that address their children's health, nutrition, social-emotional and physical needs.

In this request, Birth To Three seeks funding to provide its *MPAP* programs in the Bethel neighborhood of Eugene, as well as to fund scholarships for low-income and poverty level families in its *F3Y* program.

SECTION II: SERVICE IMPACT

1. Need, Target Population and Program Description

A. Need/Target Population

Identify the community problem/need the strategies described in Section I address, including the number of Lane County residents affected. Clearly link the need to the Community Investment Strategic Action Area goals and strategies selected in 1 and 2 above. *Also, include local trend information over the last five years as available/appropriate.* Describe how the proposed service(s) reach the intended target population for your Action Area (see Appendix A) and is appropriate to the need.

Community Problem/Need: Education: Preparing children to succeed in school and in life

The most recent benchmark report from the Oregon Progress Board indicates a worsening of school readiness across Oregon. Lane County children are especially struggling to meet standards for school readiness. A report published by the Oregon Department of Education in 2008 indicates that only 67.29% of students entering kindergarten in Lane County meet school readiness standards for communication, literacy and language development. Children First of Oregon notes in its 2008 county assessment that Lane County is 9% worse than the rest of Oregon in providing pre-kindergarten/head start programming. These school readiness indicators point to problems affecting Lane County's entire education system, because children who are not ready for kindergarten fall further behind as they move up in grade level. As reported by Children First of Oregon in 2008, between third and eighth grade, Lane County children's reading proficiency dropped from 88.7% to 67.5% and their math proficiency dropped from 81.3% and 68.7%.

Lane County and Oregon face a nationwide problem, one which the federal government has attempted to address through passage of the No Child Left Behind Act (NCLB). But education policy experts point to a serious flaw in the NCLB and its underlying policy, one which they suggest has prevented states throughout the country from improving school readiness outcomes. A 2009 report by the Harvard Family Research Project argues that the NCLB has failed children, particularly those who are poor, disadvantaged or part of minority families, because the legislation focuses solely on *in-school* reform. But numerous national groups with expertise in school readiness, such as the Annie E. Casey Foundation, the National Center For Children in Poverty, the Southwest Educational Development Laboratory, and the National Scientific Council on the Developing Child point to compelling research indicating that families, not schools, play the most important role in determining whether a child will succeed in school.

In some cases, a family's circumstances place a child at-risk for success in school. For example, children are more likely to enter school lacking key school readiness skills when their families:

- are experiencing poverty,
- have parents lacking proficiency in English (when the parents lack basic literacy skills in their native language or are isolated),
- have mothers having low educational attainment, and/or,
- are led by a single parent.

Many children in these families do succeed in school. But families with these characteristics often have parents who lack support systems, resources and/or life experience to adequately support their children's readiness to enter school.

Other family circumstances can place children at an even greater risk for school failure. These more serious risk factors are related to the existence of chronic high stress in families and include parent mental illness, homelessness, and the existence of domestic abuse and child abuse. These factors often have a far more pernicious and permanent impact on a child's ability to learn, because the high stress levels associated with these factors can permanently alter the structure and operation of a child's brain. Toxic stress in early childhood is associated with persistent effects on the nervous system causing overproduction of the hormone Cortisol that can damage developing brain architecture and lead to lifelong problems in learning. Some examples of the harm caused by chronic stress include:

- a “wearing out” of the hippocampus, a brain structure responsible for memory and cognition,
- interference with the development of the sub-cortical and limbic systems, resulting in extreme anxiety, depression and difficulty in social attachment, and,
- constant activation of areas of the brain responsible for hyperarousal, resulting in hyperactivity, anxiety, impulsivity, and sleep problems.

These findings have led developmental neuropsychiatrist M.D. Teicher to conclude that “maltreatment is a chisel that shapes a brain to contend with strife, but at the cost of deep, enduring wounds,” wounds that inevitably impair the development of social/emotional and cognitive skills (Teicher. 2000. Wounds that time won't heal: The neurobiology of child abuse. *Cerebrum: The Dana Forum on brain science*, 2(4), 50-67).

While family circumstances can increase the risk that children will fail in school, parents also can provide skills and resources to their children that optimize school readiness. A long-term longitudinal study completed on behalf of the National Institute of Child and Human Development in 2007 found that **development of social-emotional competencies learned from parents is more directly related to success in school than children's participation in early care and education program**. A report issued by the National Center for Children in Poverty, *Promoting the Emotional Well-Being of Children and Families*, (Raver and Knitze, 2002) indicates that many studies have found that the emotional, social, and behavioral competence of young children (such as higher levels of self-control and lower levels of acting out) predict their academic performance in first grade, over and above their cognitive skills and family backgrounds.

Parents support the development of social-emotional skills in a number of ways. By forming a strong emotional attachment with their children, parents nurture pro-social behaviors and self-esteem. By communicating effectively with their children and among themselves, parents help their children learn how to follow directions, understand emotions and behaviors, resolve conflicts and participate in social conversations and cooperative activities. By displaying curiosity and emphasizing problem solving, parents foster curiosity, persistence and the motivation to learn in their children. Their children have fewer conduct problems, using their problem solving skills to overcome conflict.

Beyond the development of their children's social-emotional skills, parents also play an important role in the direct development of their children's cognitive abilities. Parents who show their children how to write words help their children learn to identify letters and connect letters with speech sounds. Children whose parents use complex sentences and a wide array of words have more expressive language and score better on early assessments of literacy skills. Parents who take responsibility for their children's learning activities, reading to them, taking them to libraries, zoos and museums, and providing appropriate toys, books and activities within the home environment have children who develop better cognitive and language skills, perform better on IQ tests and

achieve better in school. **Parents who have learned to support their children's social-emotional and cognitive skills have children that are resilient and able to overcome adverse life circumstances.**

A growing body of research indicates that though children age 0-3 are most at risk for life-long health and cognitive difficulties due to chronic stress, once a child in this age range is negatively impacted by environmental factors they benefit disproportionately from strongly supportive parenting practices. In other words, infants with a poor start in life are most receptive to interventions that support healthy development. Research also indicates that parents can improve their family environment, parent-child relationships, parenting skills and involvement in their children's learning both at home and at school. So it is not surprising that child development experts have found parent education and support programs to be an effective tool to help parents provide protective factors to children at-risk for life-long health problems and cognitive and social-emotional deficits. As noted in a 2004 report by the Southwest Educational Development Laboratory, **parent education programs targeting at-risk families strengthen parent practices, improving children's social-emotional development and their early literacy and math skills.**

Addressing the need to prepare children to succeed in school and in life through parenting education and support.

Birth To Three intends to use United Way funds to provide its family of *Make Parenting A Pleasure Programs* in English and Spanish, comprehensive parent education and support programs, to highly stressed families with children age 0-8 at-risk for child abuse and neglect living in the Bethel neighborhood of Eugene. These families include those led by parents who are living in poverty, are isolated, who have a family history of abuse, who have the increased responsibility of large families, are in recovery from alcohol and drug abuse, or who are parenting alone or step-parenting. The parent education and support services to be offered in the Bethel neighborhood include a special program for teen parents. Birth To Three also intends to use funds from United Way to provide scholarships to its *Parenting: The First Three Years* Program, so that low-income families with children age 0-3 from throughout Lane County can attend parent education programming designed for the general population.

B. Service Description

Describe the proposed services for which you are requesting funds. Be very specific. The description should be a clear and logical response to needs outlined in Section 2, question 1A. Describe how your proposed services are designed to effectively meet the Community Investment Strategic Action Area goals and strategies selected in Section 1. Describe the research or evidence based methods which justify the proposed approach.

Birth To Three's two core parent education programs are *Parenting: The First Three Years (F3Y)* and *Make Parenting A Pleasure (MPAP)*. The *F3Y* program is designed as a primary prevention program available to the general population, and is offered to low-income families through scholarships. The *MPAP* family of programs targets highly stressed families who have increased potential for child abuse and neglect, offered in English and Spanish as well as to families headed by teen parents. Families participating in the *F3Y* program have children age 0-3; families in the *MPAP* programs have children age 0-8. Both the *F3Y* and *MPAP* curricula are specifically designed to build protective factors in families that offset the risk for poor academic and health outcomes of children. These protective factors include:

- development of stress and anger management skills,
- knowledge of child development and the development of appropriate expectations for children,
- knowledge of positive discipline practices, with the foundation of discipline as teaching,
- development of social support networks,
- knowledge of and opportunities to access other community supports, and,
- knowledge of practices that support children's cognitive development.

Birth To Three's parent education and support programs are based on best practices in parent education. The programs:

- have a strength-based focus,
- are family-centered,
- include peer groups,
- employ dedicated Parent Education professionals,
- target particular audiences,
- have clear program goals, and,
- use continuous evaluation.

The programs feature evidence-based strategies found to be most successful in parent education such as:

- encouragement of peer support,
- use of curricula that is respectful of parents and culturally appropriate,
- involvement of fathers,
- promotion of positive family interaction,
- use of interactive training techniques, and,
- provision of opportunities to practice new skills.

A 2001 report by the U.S. Administration on Children, Youth and Families indicates that programs like Birth To Three's that provide parents with opportunities for peer support have larger effects on children's cognitive outcomes than those using home visiting as a primary approach.

Parents in Birth To Three's parent education programs meet weekly in groups of 12-15 families. The total time groups meet is tailored to best fit the needs of the participants. The *MPAP* for English and Spanish-speakers and the *F3Y* program groups meet weekly for 12 weeks and groups are available throughout the year. The *MPAP* teen parent groups meet weekly for eight months, consistent with the school calendar year. The peer group format is so successful that group members often meet outside of the weekly Birth To Three sessions, and groups frequently remain together years after a program ends.

While each parent group meets, their children take part in Birth To Three's Children's Program, which provides developmentally appropriate activities in a rich, learning environment designed to encourage their children's development. For many children, the Children's Program is the only opportunity they will have to participate in a structured learning and social environment prior to entry into school. The Children's Program also links learning and practice. The Children's Program staff model appropriate behaviors that parents can see firsthand.

Birth To Three offers family support services for families participating in any group, including:

- Birth To Three’s library of books, magazines and videos,
- access to the Parent HelpLine, a source of parenting information and support as well as referral to other community resources,
- a weekly drop-in playtime for parents and children, and,
- a community resource poster listing services for Lane County families.

Birth To Three’s programs and services are available to all Lane County families, regardless of their ability to pay.

Birth To Three’s parenting and support programs significantly impact parents’ ability to support their children’s social/emotional and cognitive development. Take for example, the story of Wayne and Patricia Patterson:

*Before the first gathering of their MPAP group, Wayne and Patricia had never attended a parenting education and support group. They were raising his 4-year old son Skyler from Wayne’s first marriage and their 2-year old daughter Piper together. Wayne was a tough man covered in tattoos, but behind this exterior was a boy who had been raised in an abusive household who was determined not to repeat that cycle of abuse with his own children. When Wayne first came to the group, he felt he was doing a great job as a father, simply because he wasn’t kicking his children. But Wayne and Patricia were frustrated that their toddler Piper was hitting and slamming things down in anger. They were at a loss for ways to correct her behavior. All of the parents in the group were asked to share how they, as adults, deal with their anger. Several, including Wayne and Patricia, indicated that they too slam things down in anger. This was a watershed moment for parents in the group, as they began to comprehend their influence as role models for their children. **“[We began] recognizing and dealing with behavior that was an imitation of our own.”** As Wayne and Patricia continued in their parenting group, they realized that they could improve their children’s social/emotional health by learning anger and stress management skills that would allow them to better nurture their children. They learned they could label all the things that capture the attention of their curious 2- and 4-year old kids, helping them to develop their emerging verbal and early literacy skills. They learned it was important to talk to and read more with their children. They learned the importance of playing with their children on their children’s level to help teach their children to persist at tasks and resolve conflicts. All of this knowledge was especially eye-opening for Wayne, who once believed that good parenting was simply a matter of appropriate discipline. Now he recognizes that he can truly help nurture his children’s social/emotional and cognitive development so they succeed in school and in life. In his words, this is **“knowledge I cannot replace. [It has] forever changed me as a parent.”***

As with many parents attending a Birth To Three parenting group, Wayne began his group with a very narrow concept of what it meant to be a good parent, and left with a wide array of strategies, skills and knowledge with which to constantly grow and better support his children’s needs.

Today Birth To Three is one of the premier parent education and support organizations in the country, a model for others to replicate, and most of all, a way to create an extended family and sense of community through the common bond of parenthood. MPAP is included on the Center for Substance Abuse Prevention’s list of promising programs for child abuse prevention as well as the Oregon Commission for Children and Families’ best practice programs. A number of counties in California now include MPAP on their list of approved programs for First 5 funding. Such recognition is rich validation of Birth To Three’s objectives to reduce the potential for child abuse and neglect, strengthen families and improve children’s readiness for school.

Note: Through use of the Parent HelpLine, families participating in Birth To Three's parenting education and support programs have the opportunity to receive support, information and referral to better access all human services provided in Lane County, including those related to health care. So funding for this application has the potential to also increase the number of low-income families receiving health care services in Lane County, meeting United Way's Health action area.

2. 2010/2011 Service Objectives and Outcomes

A. Service Objectives (# people to be served and/or services provided):

You may choose the 12-month reporting period that best matches your data collection system as long as the period begins in calendar year 2010.

12-Month Service Objectives: 7/01/2010 through 6/30/2011
(Month/Day/Year) (Month/Day/Year)

Proposed Service Objectives:

Make Parenting A Pleasure Program for English-speaking at-risk families

10 groups offered (one group funded by United Way)

12 to 15 families per group for a total of 120 to 150 families served (360 to 450 individuals impacted)

Crecer, Make Parenting A Pleasure for monolingual Spanish-speaking parents

3 groups offered (one group funded by United Way)

12 to 15 families per group for a total of 36 to 45 families served (144 to 225 individuals impacted)

The Teen Parent Program, Make Parenting A Pleasure for young parents

2 groups offered, both following school calendar-October to June (one group funded by United Way)

12 to 15 families per group for a total of 24 to 30 families served (72 to 90 individuals impacted)

First 3 Years Program, for the General Population

20 *Incredible INFANTS* groups offered throughout the year

12 *Wonderful ONEs* and *Terrific TWOs* groups offered throughout the year

A total of 290 families served (870 individuals impacted) (35-50 low-income family scholarships funded by United Way)

Service levels for 7/11-6/12 will be the same as indicated above for all programs.

Service levels for 7/12-12/12 will be:

- 3 *Make Parenting A Pleasure* groups for English-speaking at-risk families and 1 *Crecer* group for monolingual Spanish-speaking families serving a total of 48 to 60 families (144 to 195 individuals impacted) (1 *MPAP* for English-speaking at-risk families and 1 *Crecer* group to be funded by United Way)
- The first half of two parent groups for the *MPAP* Teen Parent program serving a total of 24 to 30 teen families (72 to 90 individuals impacted) (1/2 a program funded by United Way)
- 10 *Incredible INFANTS* groups and 6 *Wonderful ONEs* and *Terrific TWOs* groups for the *First Three Years* program serving a total of 145 families (435 individuals impacted) (17-25 low-income family scholarships funded by United Way)

B. Proposed Services Outcomes (measurable statement of intended effect on target population.)

Dates should match the service objective dates you specified in question 2 A.

12-Month Outcomes: 7/01/2010 through 6/30/2011
 (Month/Day/Year) (Month/Day/Year)

Proposed Outcomes and Performance Measures for each proposed service (provide in table format, correlating measures to proposed outcomes):

<i>Outcomes</i>	<i>Measures</i>
<i>Overall Outcome:</i> At least 85% of parents who participate in parenting education and support groups build multiple protective factors necessary to avoid negative patterns of parenting and to support the healthy physical, social and emotional development of their children.	
<i>Measurable Outcome #1:</i> Parents increase knowledge of child development (85% improve in at least one key area)	<ul style="list-style-type: none"> • Parents improve knowledge of child development • Children have a safer physical environment • Children have access to increased number of developmentally appropriate toys and activities • Families offered the ASQ, a developmental screening tool, to use with their children • Of the families that report concerns about their child, 100% are referred to the appropriate community resources for further evaluation
<i>Measurable Outcome #2:</i> Parents have improved access to appropriate parenting information and support (85% of parents improve in at least one key area)	<ul style="list-style-type: none"> • Families have improved social support • Parents have increased knowledge of community information and resources
<i>Measurable Outcome #3:</i> Participants increase resilience (85% of parents improve in at least one key area)	<ul style="list-style-type: none"> • Parents have increased confidence in use of positive discipline • Parents have increased confidence in ability to help child learn • Parents improved stress and anger management skills • Parents improve communication and problem solving skills

Note: Please include a copy of your Logic Model if one was developed. It is excluded from the 15 page limit.

3. Tracking Systems

What systems will be used to track the impacts and outcomes of the services provided and support continuous improvement? (e.g., telephone logs, client files, client satisfaction survey, pre-test/post-test, software systems, etc.) Please note if a tracking system is already in use, or if it will be developed to support the program.

Birth To Three measures the success of its parent education programs using metrics that align with those recommended in a 2006 report by the Harvard Family Research Project, *Lessons From Family-Strengthening Interventions: Learning From Evidence-Based Practice*, M. Caspe and M. Lopez, maintaining attendance records, baseline information, parenting knowledge and attitude self-assessments and program satisfaction data. Birth To Three uses The Parenting Ladder, a retrospective pre-post, self-assessment of change to measure each group's effect on parents' skills, attitudes and emotions related to the stresses of parenting. Skills measured by the Parenting Ladder include increased understanding of child development, stress and anger management, parent/child communication and positive discipline. Additionally, an intake form is completed for all families at the time of referral or placement in a group. The intake form contains demographic information, such as name, address, risk factors, income, ethnicity, number in household, ages of children, education level, employment, referral source and reasons for wanting program services. Parent Educators maintain Family Contact Sheets, which record telephone contacts, home visits, referrals, and follow-up on referrals, as well as family issues (stressors, parenting concerns, etc.) Birth To Three also tracks attendance at group meetings and use of other Birth To Three services. Birth To Three maintains parent files in strict confidentiality.

SECTION III: SERVICE MANAGEMENT

1. Client Involvement

Describe your client involvement systems and how they lead to more efficient and effective services. For example: How are clients involved in service planning, offering feedback or making suggestions about your services? How do you measure client satisfaction? How do your feedback systems lead to more effective services? Please provide examples.

Parent Educators solicit parent interaction and feedback as part of the regular format of Birth To Three groups. Parent Educators integrate parent feedback into group planning and presentations. As a part of this process, participants fill out a mid-course evaluation to measure their satisfaction with the program and the skill of the staff. After families have completed the mid-course evaluations, the Parent Educator will discuss feedback received with the group, and make modifications based on feedback received. Parent Educators meet with families before or after the group and talk with families by phone when extra support, information or referrals are necessary. Parents also complete final evaluations at the end of each program. Birth To Three strives to meet the needs of each individual family and group it serves. At the conclusion of each program, Parent Educators take time to discuss how the group can continue meeting on its own. Families identify group guidelines they will follow as their group continues informally, and when, where and how often the group will meet. The Parent Educator's role in this discussion is to help families take ownership of the group so that they can continue successfully.

2. Coordination/Collaboration

Describe specifically how you work with others in the community to maximize service to the people you serve. List any formal relationships, the nature of the partnership and the type of agreement (i.e. Memorandum of Understanding, Service Agreement, Contract or other documentation.)

Birth To Three is the leading organization in Lane County with a primary mission of parenting education and support for parents of young children. To avoid the duplication of services, we coordinate closely with other child welfare-focused agencies including Lane County Public Health, Lane County Healthy Start, Relief Nursery, Catholic Community Services, and many others through the Providers Forum and United Way Agency Directors Organization Community Planning groups. We participate in Healthy Start team meetings, and provide services in collaboration with Centro Latino Americano, the YMCA, Prenatal Clinic, low-income housing projects in Springfield and Eugene, and others. Birth To Three also maintains good communication with the Department of Health and Human Services, Adult and Family Services, the WIC nutrition program, and others to maximize family services.

3. Diversity / Accessibility

"United Way of Lane County believes that respect for and understanding of all cultures, peoples, and lifestyles are central to our mission of helping people care for one another. To that end, United Way will demonstrate that it values diversity in its funding of programs in Lane County. We will attempt to promote and recognize programs and organizations which provide culturally appropriate services, ensure access for people needing those services, and show a valuing of diversity in volunteer, staff, and service systems." --United Way of Lane County's Diversity Statement

Describe how diverse segments of the community have access to the proposed services. Describe your efforts to continuously improve services to underserved populations. Diversity can include but is not

limited to: race, gender, ethnicity, physical ability, sexual orientation, age, familial status, economic status, rural/urban location.

Birth To Three reaches out to all families with young children residing in Lane County. Families represent the entire spectrum of socio-economic, cultural, ethnic, age, and educational backgrounds. Birth To Three provides scholarships to low-income families in its *F3Y* program to ensure economic diversity within the program. Birth To Three provides its *MPAP* programs free-of-charge in neighborhood locations that are easily accessible to local parents. Because of the increased isolation and special circumstance experienced by teen parents and Spanish-speaking parents, Birth To Three reaches out to these diverse groups through its *MPAP* family of programs. The Teen Parent program is offered during the months typically comprising the school year, and has special services to meet the needs of teens. In addition to the research based curriculum the program includes home visits and guest speakers identified as of particular interest to teen families. Birth To Three actively recruits fathers as a strategy to maximize the effectiveness of its programs.

Birth To Three's *MPAP* program for mono-lingual Spanish-speaking families is indicative of our commitment to diversity. The curriculum used for this program, *Haga de la Paternidad un Placer*, is a cultural adaptation of *Make Parenting a Pleasure* developed through a rigorous review process to ensure that it would match the cultural and linguistic needs of families led by Spanish speakers. Parent Educators teaching these classes are bilingual and bicultural. Birth to Three works to mirror the demographics of our community by recruiting staff and board members who are former clients of the agency whenever possible. The funding sought from United Way will increase the economic, ethnic, familial status and age diversity of Lane County families attending parent education and support programs at Birth To Three.

4. Use of Volunteer and Partnership Resources

Describe how you use volunteers. Include type of positions they hold, number of volunteers, and total volunteer hours per year. Describe your capacity to mobilize additional community partners and/or in-kind resources in conjunction with the proposed services.

Birth To Three has a well-developed volunteer recruitment program that successfully attracts over 500 volunteers a year, contributing more than 5,000 hours. Volunteers participate on our Board of Directors, support our various programs, assist our administrative staff and provide critical help for our annual fundraising event. The majority of volunteers are students from the University of Oregon, Lane Community College, Northwest Christian College, Oregon State University and Portland State University, and from area high schools and middle schools. Other volunteers come from the general population including area service clubs and employee service groups. Birth To Three has long established working relationships with the University of Oregon Departments of Family and Human Services, Psychology, Sociology, Women's and Gender Studies, Early Intervention, and Business and Journalism Schools. Volunteers are also recruited through announcements in the United Way Volunteer Connections, University of Oregon Daily Emerald newspaper, public speaking engagements, and volunteer recruitment fairs. Some volunteers come to Birth To Three via web services such as 211Lane. Birth To Three works hard to make the volunteer experience positive, and as a result, one of our greatest recruitment tools remains word of mouth.

5. Budget

- A.** Complete the budget form (Appendix B) included separately.
- B.** Describe the return on the UWLC investment. Include such factors as demonstrated cost

effectiveness and efficiency of service delivery, how you will leverage other financial investments to support the work and the sources of other financial investment for this work. Describe how the work improves the effectiveness of the human services network in Lane County.

Birth To Three's group-based parenting education programs are a cost effective modality to reach large numbers of parents. Each parenting group provides benefits to 30 to 45 parents and children using our research-based parenting curricula, offering parents up-to-date information on child development and strategies to optimize their children's growth while building parental confidence, competence and access to on-going support. Each program is further optimized through provision of the ASQ developmental screening tool to assure early detection of developmental concerns and referrals to ECCARES and other community supports. A strong volunteer program supports the provision of quality childcare while parents attend classes, helping to leverage resources. Birth To Three enjoys strong donor support for its programs, helping to cover the full costs of service delivery. In addition, we have been successful in attracting several grants to help extend our services, including grants from LaneCare and the Quest Foundation. Finally, we market our parenting curricula throughout the United States, bringing in revenues to support our services here in Lane County.

C. If you are requesting funding for Capital investment, including funding for physical space or renovation, you must include the full cost of the capital project and how you will fund the balance outside the UWLC amount.

6. Follow-Up

If you received a United Way Allocation in 2009, the United Way volunteer-led review panel will receive copies of your most recent panel summary report. Were there any concerns or conditions for continued funding identified by the United Way review panel during the last review?

Yes No

If yes, how have these been addressed by your agency?

7. Governance, Management & Organizational Capacity

Briefly describe how this program fits into your organizational structure, how it will be managed, and how oversight will be provided. ***Complete Appendix C, Required Compliance Documentation, Exhibit A – Best Organizational Practices and Management.***

Describe the ability of the organization to carry out the proposed services successfully and efficiently based on current resources, i.e. expertise of staff, diversity of funding sources, board composition and involvement, fiscal and governance systems and facilities.

Organizational Structure: Birth To Three is a parenting education and support organization founded in 1978 in Lane County, Oregon. Birth To Three is managed by an 16 member Board of Directors consisting of leaders representing a broad range of the community, an Executive Director and a Managing Director. Three Program Managers oversee day-to-day program activities. Parenting education and support programs are taught by trained and experienced Parent Educators who are supervised by Program Managers.

Past Experience: Birth To Three has successfully served families in Lane County since 1979, and has been recognized as both a pioneer in the field of parent education and support and as one of the premier parenting organizations in the nation. Since Birth To Three's inception more than 87,000 local parents and children have participated in Birth To Three parenting groups and classes. Programs based on Birth To Three have been formed in more than 150 sites throughout Oregon, in 46 states and 13 countries.

8. Policy Adherence

UWLC requires all service partner organizations to follow and adhere to the following UWLC Policies and Certification Documents:

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

Read and sign Exhibit B, United Way of Lane County Policies and Certification Documents, included in Appendix C.

Appendix A
UWLC 2010 Strategic/Preventive Goals and Funding Strategies for
Education, Income & Health

EDUCATION

Vision: All children in Lane County are safe, healthy, cherished and enter school ready to learn

Action: Preparing children for success in school and life.

GOAL:

By 2020, the majority of children entering public school in Lane County demonstrate basic literacy proficiency and adequate social/emotional development.

Target Population(s)*:

Underserved, underrepresented families with children ages 0 to 6 years and expectant parents, including but not limited to:

- Low income, homeless and families living in poverty
- Ethnic minority communities (including English Language Learners)
- Single parents
- Teen parents
- Children with disabilities
- Families dealing with Mental Illness/Substance Abuse/Domestic Violence
- Foster Children
- Foster Parents

** Special consideration will be given to services provided in rural communities and in the Fairfield/Malabon and Brattain/Maple neighborhoods as part of Success By 6[®]'s neighborhood projects.*

Note: Proposals may be for individual strategies or any combination of strategies.

Education Strategies:

- Research-Based strategies to increase the early literacy/language and social/emotional development of high-risk children.
- Research-Based Parent Education, Support & Coaching to increase target populations' parental involvement and ability to support children's early literacy/language and social/emotional development.

Agency Capacity Building:

- Open to consideration

Note: Proposals that have the potential to impact multiple action areas (Education, Income and Health) will receive extra points in the scoring process.

Appendix A (Cont.)
UWLC 2010 Strategic/Preventive Goals and Funding Strategies for
Education, Income & Health

INCOME

Vision: Working families and individuals between 100% and 200% of Federal Poverty Level (FPL) become self sufficient.

Action: Moving families from poverty to financial stability.

GOALS:

- ***By 2020 an increase in the % of households between 100 – 200% of FPL that can pay their bills for two months or more after losing their main source of income.**
- ***By 2020 an increase in the % of households over 200% of FPL.**

Target populations:

Families and individuals with incomes between 100 – 250% of FPL (primarily low income working families) and youth at high risk of a life of poverty.

Income Strategies

- **Improved Financial Literacy** for target population, may be imbedded in or combined with debt management, credit repair, foreclosure prevention, or renter-rehabilitation type programs, and should include connecting with the financial mainstream.
- **Strategic expansion of free Tax Sites** that promote the use of EITC and Childcare Tax Credits. Prefer that sites emphasize linking tax preparation with related financial services. Funds may support site-development, site infrastructure needs and/or expanded and specialized volunteer recruitment.
- **Pilot a one-stop “prosperity center”** for the adult target population that combines employment, training, banking and financial literacy services, income supports and social service referrals as needed in one convenient/logical location.
- **Building Assets** of target youth or adults by Individual Development Account use or other savings strategies.

Preventive Strategies:

- Services and supports that **increase high school graduation rates** among high risk youth.
- **Youth pregnancy prevention.**
- Programs to **promote career and post secondary training and education for high risk youth.**

Agency Capacity Building:

- **Prosperity Planner training** for agency staff – Workforce Partnership is the preferred strategic partner to manage this training.
- **Poverty 101 training** for agency staff and community – A Financial Stability Partnership (FSP) member organization would be the preferred strategic partner to manage these trainings.

Notes:

1. Proposals that have the potential to impact multiple funding strategies (Education, Income and Health) may receive extra points in the scoring process.
2. Proposals will be welcomed for individual strategies or any combination of strategies. Recommend that applicants incorporate the use of the Prosperity Planner as a complement to most strategies (available at www.prosperityplanner.org, log in as “guest”). Training for staff on the use of this tool will be available.
3. Community Outcomes are focused on 200% of poverty as a measure that can be reliably tracked over time. It is our intention, however, to serve individuals and families who are under 250% of poverty.

Appendix A (Cont.)
UWLC 2010 Strategic/Preventive Goals and Funding Strategies for
Education, Income & Health

HEALTH

Vision: Increase access and reduce barriers to health care for people below 200% of FPL

Action: Ensuring people have basic access to healthcare

GOAL: **By 2020, connect an additional 15,000 uninsured or underinsured Lane County residents to a community-based system of healthcare**

Target Population:

Families and individuals with incomes below 200% of FPL who are uninsured or underinsured

Scope:

Funding for patient direct care services will be provided through the Basic Needs Investments funding mechanism (*not* the Strategic Investments). Healthcare for the purposes of United Way Community Investments is defined as Physical Health, Mental Health, Substance Abuse, Dental Services, and Prescription Support

Health Strategy:

- Any strategies that are designed to increase the number of patients existing safety net clinics can serve will be considered.
- Individual agency proposals and/or joint proposals will be welcomed.

Preventive Strategies:

- Evidence based approach to patient directed chronic disease self-management

Agency Capacity Building:

- As above and/or including systems reform

Note: Proposals that have the potential to impact multiple funding strategies (Education, Income and Health) may receive extra points in the scoring process.

**APPENDIX B
BUDGET**

Attached separately as an Excel spreadsheet.

Appendix C Required Compliance Documentation

UWLC policy requires all applicants to provide copies of the following documents along with their full proposal:

- **Documentation of Tax Exempt Status – Commonly IRS Determination of 501 (c) 3**
 - **Audited Financial Statements** for the most recently completed fiscal year.
If no audit exists, submit a complete set of statements reviewed or compiled by a third party.
 - **Management Letter/Auditor Recommendations**
When a management letter has been issued, submit the formal response from your Board of Directors. If a management letter was not issued, a letter from the auditor stating that no management letter was issued should be submitted.
 - **Current Year Organization Budget**
 - **Prior Year Organization Budget Compared to Actual Results**
 - **Board of Directors’ Roster**
- **UWLC Best Organizational Practices and Management Inventory**– Exhibit A
A completed and signed copy of Best Organizational Practices and Management Inventory.
- **UWLC Policies and Certification Documents** – Exhibit B
Agency signed agreement to adhere to the following:
 - **Non-Discrimination Certification**
 - **USA Patriot Act Anti-Terrorism Compliance Measures**
 - **Agency Direct Fundraising Policy**
 - **Donor Designation Policy**

Funded Organizations

Once funding has been awarded, the organization must:

1. **Sign an Agreement for United Way Service Providers**
2. **Annually submit the following:**
 - **Board of Directors’ Roster**
 - **Budget-to-actual comparison report for current year**
3. **As requested by UWLC on an interim basis:**
 - **Program Specific demographic information**
 - **Progress on output or outcome measures as listed in application and proposal**

Exhibit A

United Way of Lane County Best Organizational Practices and Management

Agency Name: _____

The following questions represent generally accepted best practices for the management and governance of non-profit organizations. Please respond with Yes or No. If No, provide a brief explanation. (Note: These are not required and some policies and activities may not be appropriate for your agency.)

ORGANIZATIONAL MISSION AND DIVERSITY	Yes	No	Other/Explain
A. Mission			
1. Our agency has a written mission statement that reflects our purposes and values.			
2. The board regularly reviews our agency's mission statement.			
3. Our agency engages in annual planning that helps define organizational and divisional goals.			
B. Diversity			
1. Our agency's governance and operations strive to be inclusive of all parts of our community.			
2. Our agency strives to reflect the diversity of the community we serve.			
3. Our agency has a written policy and practice of non-discrimination in the following areas: a. Employment (recruitment, hiring, assignment, promotion, discipline, termination) b. Board and committee participation c. Volunteer selection d. Service delivery			

FINANCIAL MANAGEMENT	Yes	No	Other/Explain
A. Audit			
1. Our agency has an annual audit or review done by an independent certified public accounting firm.			
2. If yes, the reports and management letter (if provided) are reviewed by a finance committee or the board.			
B. Financial Transactions and Controls	Yes	No	Other/Explain
1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.			
C. Money & Investments	Yes	No	Other/Explain
1. Bank deposits are FDIC insured and account balances			

are at or below the \$250K limit.			
2. The board has adopted an investment policy that is regularly reviewed.			
3. Securities, mortgages, insurance policies and similar instruments are under the control of the executive director, chief financial officer, or board member.			
D. Capital Equipment	Yes	No	Other/Explain
1. The board approves all equipment purchases, leases, and related renewals over a certain dollar amount.			
2. Periodic physical inventories are taken and compared with the capital equipment ledgers.			
E. Accounts Payable	Yes	No	Other/Explain
1. The board has approved a written purchasing policy.			
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.			
3. Purchases for or on behalf of employees are made pursuant to a board-established policy.			
4. Credit cards are issued in the agency's name but assigned to specific employees and in line with board policy.			
5. Credit card usage by employees is limited to use specified by board policy and is periodically reviewed by supervisors or, in the case of the executive director, the budget or finance committee.			
F. Employees Expense/Reimbursement	Yes	No	Other/Explain
1. We have a board-approved policy governing if and when salary advances (draw), travel advances, and per diems are provided to staff.			
2. There is a travel and employee expense reimbursement policy approved by our board.			
3. Employees are required to submit expense reports for all reimbursements within 60 days of expenditures.			
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.			
G. Budgeting and periodic financial reports	Yes	No	Other/Explain
1. Our agency forecasts financial requirements for proposed program activity and optimum use of funds.			
2. The executive director prepares an annual comprehensive operating budget and capital budget, presents the budget to the board for approval, and establishes controls to assure that budgetary objectives are achieved.			
3. Substantial changes in the budget are presented to the board for approval.			
4. Our board, or the financial committee: <ul style="list-style-type: none"> a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis b. Receives explanations of major variances. 			

c. Receives a comparison of actual to budgeted expenditures for the reporting period and year-to-date by program.			
d. Reviews source and amounts of funding by function.			
GOVERNANCE	Yes	No	Other/Explain
A. Board of Directors			
1. Our agency has a governing board of citizen leaders.			
2. Our board is a volunteer group serving without compensation.			
3. Each board member has received training, as well as guidance materials on board governance and our agency operation.			
4. Our board ensures the creation of and approves agency policies and procedures.			
5. Our board hires, terminates, evaluates, and sets compensation for the executive director.			
6. Our board delegates responsibility for day-to-day agency operations to the executive director.			
7. Our board meets at least quarterly. Indicate how often: _____			
8. Our agency creates and maintains permanent board minutes.			
9. Our agency ensures continuity by having overlapping board member terms.			
10. Our board's nominating process ensures that the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.			
11. Our board has a process for handling urgent matters between meetings.			
12. Each board member has contact information for the entire board.			
13. Our board evaluates the executive director on an annual basis.			
14. Over the last year, at what percent of your board meetings did you have a quorum in attendance? Indicate percentage _____			
B. Bylaws and Policies	Yes	No	Other/Explain
1. Our agency has written bylaws.			
2. Our agency provides each board member a copy of the bylaws.			
3. Our bylaws state the requirements for a board quorum.			
4. Our board regularly reviews the bylaws.			
5. Our agency has written operational policies and procedures.			
6. Our board has approved a code of ethics for both staff			

and volunteers, which includes provisions for ethical management, client confidentiality, publicity and fundraising practices.			
7. Our agency has a written conflict of interest policy and a mechanism for resolving conflicts should they occur.			
8. Our board ensures that the agency has personnel policies and written job descriptions.			
C. Board Committees	Yes	No	Other/Explain
1. Our agency has standing and special committees that have been established to achieve efficiency of operations and share responsibility for decision-making.			
2. Our agency's board members serve on at least one board committee.			
3. Our agency committees meet on a regular basis (monthly or quarterly).			
4. Our agency committees' activities and recommendations are reported to the board (verbally or in writing) for approval/action.			
D. Compliance with legal requirements	Yes	No	Other/Explain
1. Our agency complies with all applicable legal, local, state, and federal operating and reporting requirements, including non-discrimination and non-profit requirements.			
2. We have been the subject of a governmental investigation in the last 24 months.			
E. Insurance	Yes	No	Other/Explain
1. We have liability insurance covering volunteers, staff and board of directors.			
2. We have general liability coverage.			

Agency Name: _____

Prepared By (Name): _____

Title: _____

Date: _____

Exhibit B

**United Way of Lane County
Policies and Certification Documents**

“I hereby certify that

(print agency name)

agrees to follow and adhere to the following UWLC Policies and Certification Documents:”

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

Signature, Agency Director: _____

Print name: _____

Date: _____

United Way of Lane County

NON-DISCRIMINATION CERTIFICATION OF COMPLIANCE

“I hereby certify that our agency/organization is in compliance with all applicable Federal, State, and local laws that may apply to our agency regarding discrimination on the basis of: race, religion, color, sex, national origin, marital status, familial status, age, source of income, disability, sexual orientation, and any other category protected by such laws.”

ANTI-TERRORISM COMPLIANCE MEASURES

“I hereby certify that our agency/organization is in compliance with the USA Patriot Act and other counterterrorism laws, United Way of Lane County requires that each agency certify that all United Way funds and donations will be used in compliance with all applicable anti-terrorist financing and asset control laws, statutes and executive orders.”

AGENCY DIRECT FUNDRAISING POLICY

Intent

The intent of this agreement is to adapt current fundraising agreements to the new community impact model and foster a spirit of cooperation within our current system. United Way does not wish to regulate fund raising that has little impact on workplace giving. It is the position of this agreement that, in good faith, agencies will not engage in any development activities that would interfere with United Way's workplace efforts.

Agreement

- Member agencies will dedicate as much staff and volunteer effort as possible, in support of each other, to increase community giving from September to November.
- Agencies agree to grant United Way exclusive rights and leadership of the workplace campaigns.
- Member agencies agree to co-market with all fundraising activities as noted in the agency agreement and clearly identify themselves as a United Way agency.

DONOR DESIGNATION POLICY

United Way of Lane County conducts an annual, community-wide campaign for the purpose of raising funds and recruiting volunteers. The objective is to increase good will and public involvement and commitment to community goals by addressing high priority health and human care issues in Lane County, Oregon. Donor designations are offered within that context as a service to our donors.

Accepting Donor Designated Gifts

United Way of Lane County will accept donor designated gifts within the framework of the following choices:

- a designation to the Live United Fund
- a designation to a specific action area (Education, Income, Health)
- a designation to a specific eligible organization or another United Way
- a designation to exclude a specific United Way participating agency from receiving any portion of a donor's gift

A donor may designate all or part of their gift.

Eligibility Criteria

Organizations must meet the following criteria to be eligible for receiving designations through the United Way campaign:

- Contributions to the organization must be fully tax deductible to the donor. Specifically excluded in accord with this policy are political campaigns, political action groups, tuition, dues, or other payment for services.
- The organization must be in compliance with all necessary registration and filing requirements for charitable organizations.

United Way reserves the right to review the status of any organization at any time as it relates to eligibility for designations.

Promotion of the Donor Designation Program

Organizations—both United Way participating, as well as non-United Way—are expected to promote the United Way concept when engaged in activities surrounding the campaign. United Way of Lane County reserves the right to deny eligibility for designated funds to any organization that engages in or encourages activities designed to result in direct designations to their own organization through the annual United Way campaign.

Service Fees

United Way will forward designated gifts to specific agencies on a quarterly basis. Payouts will be based on the actual cash collected from donors less a service fee to help cover the fundraising and administrative costs. The amount of the fee is dependent on the amount of the donor's total gift or

their employer.

Strategic/Preventive Investment Application

Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

Birth To Three

Proposed Services:

Group Based Parenting Classes

	Prior 12 Months	Future 12 Months
--	-----------------	------------------

REVENUE/SUPPORT

	Prior 12 Months	Future 12 Months
United Way Funding/Request (do NOT include Donor Designations)	\$21,530.00	\$47,000.00
Public Support: Contributions/Fundraising Events (include Donor Designations)	\$143,912.00	\$132,384.00
Government Funding	\$31,326.00	\$31,326.00
Foundation/Corporation/Other Grants or Major Gifts	\$61,466.00	\$23,667.00
Program Service Fees or Membership Dues	\$28,500.00	\$28,500.00
Other Revenue		
Total Revenue	\$286,734.00	\$262,877.00

	Actual	Estimated
EXPENSES		
Personnel Related	\$219,014.00	\$200,009.00
Client Assistance		
Other Direct Program Expenses	\$23,981.00	\$22,768.00
Administrative Overhead	\$43,739.00	\$40,100.00
Total Expenses	\$286,734.00	\$262,877.00

NET (should be zero)	\$0.00	\$0.00
-----------------------------	---------------	---------------

What percent of your agency budget do these proposed services represent?	22%	21%
What percent of your agency revenue is the United Way request?	2%	4%
Number of employee FTE's (full-time equivalents) in proposed services?	5.26	5.13
Percentage United Way request to overall proposed services revenue	8%	18%
Administrative overhead percentage applied to proposed services	18%	18%

Completed by:

Mika Singer

Strategic/Preventive Investment Application

Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

Birth To Three

Proposed Services:

Group Based Parenting Classes

	Prior 12 Months	FY 2011-12
--	-----------------	------------

REVENUE/SUPPORT

United Way Funding/Request (do NOT include Donor Designations)		\$48,410.00
Public Support: Contributions/Fundraising Events (include Donor Designations)		\$138,150.30
Government Funding		\$31,326.00
Foundation/Corporation/Other Grants or Major Gifts		\$24,377.01
Program Service Fees or Membership Dues		\$28,500.00
Other Revenue		
Total Revenue	\$0.00	\$270,763.31

	Actual	Estimated
EXPENSES		
Personnel Related		\$206,009.27
Client Assistance		
Other Direct Program Expenses		\$23,451.04
Administrative Overhead		\$41,303.00
Total Expenses	\$0.00	\$270,763.31

NET (should be zero)	\$0.00	\$0.00
-----------------------------	---------------	---------------

What percent of your agency budget do these proposed services represent?		21%
What percent of your agency revenue is the United Way request?		4%
Number of employee FTE's (full-time equivalents) in proposed services?		5.13
Percentage United Way request to overall proposed services revenue	#DIV/0!	18%
Administrative overhead percentage applied to proposed services	#DIV/0!	#REF!

Completed by:

Mika Singer

Birth To Three Logic Model

Group-based Parenting Programs

Impact

Lane County children are nurtured by loving, skilled parents and enter school ready to learn.

Outcome

At least 95% of parents who participate in parenting education and support groups build multiple protective factors necessary to avoid negative patterns of parenting and to support the healthy physical, social and emotional development of their children needed to support school readiness.

Milestone

Parents regularly attend and contribute to parenting groups.

Evaluation

The Parenting Ladder is a retrospective pre/post self assessment, which measures change in parental skills, information, social support, and resilience—protective factors known to reduce chronic stress, including that caused by child abuse and neglect, promoting the healthy development and school readiness of children.

Metric

Parents increase knowledge of child development (85% improve in at least one key area)

- Parents improve knowledge of child development
- Children have a safer physical environment
- Children have access to increased number of developmentally appropriate toys and activities
- Families offered the ASQ, a developmental screening tool, to use with their children
- Of the families that report concerns about their child, 100% are referred to the appropriate community resources for further evaluation

Parents have improved access to appropriate parenting information and support (85% of parents improve in at least one key area)

- Families have improved social support
- Parents have increased knowledge of community information and resources

Participants increase resilience (85% of parents improve in at least one key area)

- Parents have increased confidence in use of positive discipline
- Parents have increased confidence in ability to help child learn
- Parents improve stress and anger management skills
- Parents improve communication and problem solving skills

Output

Over the course of 12 months, a minimum of 748 Lane County parents receive group-based parenting education and support through Birth To Three's *Parenting: the First 3 Years*, *Make Parenting A Pleasure*, *Creecer* and *Teen Parent* Programs. A minimum of 390 Lane County children will receive developmentally appropriate care and activities through the associated Children's Program.

Activity

Parenting education and support groups meet 2 hours weekly for:

12 weeks, *Make Parenting A Pleasure*, serving 12-15 families per group.

12 weeks, *Creecer (Make Parenting A Pleasure for families with Spanish-speaking parents)*, serving 12-15 families per group.

10 weeks (*Parenting: The First 3 Years*), serving 8-10 families per group.

8 months (Teen Parent Program), serving approximately 12-15 families per group.

Nutritious food provided at every meeting.

Donated clothing, educational materials and other child-appropriate items made available.

Skilled on-site child care provided for the children of all participating parents, including developmentally appropriate activities in a rich learning environment.

Home activities provided in the curricula.

4 home visits made by professional Parent Educator (Teen Parent Program)

Guest speakers address specific ancillary topics such as financial literacy (Teen Parent Program).

ASQ developmental screening tool provided to parents.

Parents introduced to the Parent HelpLine and additional Lane County resources.

Referrals are made by parent educators to community human service providers where necessary.

Outreach by parent educator made on a weekly basis. (*MPAP*)

Input

0.664 FTE Program Manager staff

0.38 FTE Enrollment staff

1.83 FTE professional Parent Educators

0.352 FTE Children's Program Coordinator

0.8163 FTE Children's Program teachers

0.45 FTE Volunteer Coordinator

0.632 FTE Administrative and support staff

Curriculum and materials

Healthy food for meetings

Office Space

Classroom Space

Children's Program playroom space

Strategy

Provide research-based parent education, support and coaching to at risk families in Lane County to improve parental involvement with their children and enhance parents' ability to support children's early literacy/language skills and social-emotional development. A long-term longitudinal study completed on behalf of the National Institute of Child and Human Development in 2007 found that development of social-emotional competencies is more directly

related to success in school than children's participation in early care and education program. A wide range of research studies indicate that parent education programs targeting at-risk families strengthen parent practices, improving children's social-emotional development and their early literacy and math skills (Boethel, M. Readiness: School, Family and Community Connections, 2004, Southwest Educational Development Laboratory, <http://www.sedl.org/connections/resources/readiness-synthesis.pdf>).

Indicators

1. The most recent benchmark report from the Oregon Progress Board indicates a worsening of school readiness across Oregon.
2. Locally, Lane County is struggling to adequately prepare children for entry into kindergarten. A report published by the Oregon Department of Education in 2008 indicates that only 67.29% of students entering kindergarten in Lane County meet school readiness standards for communication, literacy and language development.
3. Children First of Oregon notes in its 2008 county assessment that Lane County is 9% worse than the rest of Oregon in providing pre-kindergarten/head start programming.
4. In 2008 Children's First of Oregon also reported that, between third and eighth grade, Lane County children's reading proficiency dropped from 88.7% to 67.5% and their math proficiency dropped from 81.3% and 68.7%.

Condition

Children at risk of failing to meet school readiness standards due to poor social-emotional development, poor physical health and lack of support for cognitive development whose parents have high levels of stress because of isolation, their young age, status as single parent, status as step-parent, poverty, inability to communicate in English, prior history of drug/alcohol abuse, or prior history of child abuse.

Attachment A

United Way of Lane County Best Organizational Practices and Management

Agency Name: **Birth To Three**_____

The following questions represent generally accepted best practices for the management and governance of non-profit organizations. Please respond with **Yes** or **No**. If **No**, provide a brief explanation. (Note: These are not required and some policies and activities may not be appropriate for your agency.)

ORGANIZATIONAL MISSION AND DIVERSITY	Yes	No	Other/Explain
A. Mission			
1. Our agency has a written mission statement that reflects our purposes and values.	X		
2. The board regularly reviews our agency's mission statement.	X		
3. Our agency engages in annual planning that helps define organizational and divisional goals.			We have a 3 year Strategic Plan that is developed by the full organization
B. Diversity			
1. Our agency's governance and operations strive to be inclusive of all parts of our community.	X		
2. Our agency strives to reflect the diversity of the community we serve.	X		
3. Our agency has a written policy and practice of non-discrimination in the following areas: a. Employment (recruitment, hiring, assignment, promotion, discipline, termination) b. Board and committee participation c. Volunteer selection d. Service delivery	X		

FINANCIAL MANAGEMENT	Yes	No	Other/Explain
A. Audit			
1. Our agency has an annual audit or review done by an independent certified public accounting firm.	X		
2. If yes, the reports and management letter (if provided) are reviewed by a finance committee or the board.	X		
B. Financial Transactions and Controls			
1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.		X	However, that is our practice.

2. Our board has approved a delegation of authority to specified levels of management that shows types and limits of spending or approval authority.	X		
C. Money & Investments	Yes	No	Other/Explain
1. Bank deposits are FDIC insured and account balances are at or below the \$250K limit.	X		
2. The board has adopted an investment policy that is regularly reviewed.	X		
3. Securities, mortgages, insurance policies and similar instruments are under the control of the executive director, chief financial officer, or board member.	X		
D. Capital Equipment	Yes	No	Other/Explain
1. The board approves all equipment purchases, leases, and related renewals over a certain dollar amount.	X		
2. Periodic physical inventories are taken and compared with the capital equipment ledgers.	X		
E. Accounts Payable	Yes	No	Other/Explain
1. The board has approved a written purchasing policy.	X		
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.	X		
3. Purchases for or on behalf of employees are made pursuant to a board-established policy.	X		
4. Credit cards are issued in the agency's name but assigned to specific employees and in line with board policy.	X		
5. Credit card usage by employees is limited to use specified by board policy and is periodically reviewed by supervisors or, in the case of the executive director, the budget or finance committee.	X		
F. Employees Expense/Reimbursement	Yes	No	Other/Explain
1. We have a board-approved policy governing if and when salary advances (draw), travel advances, and per diems are provided to staff.	X		
2. There is a travel and employee expense reimbursement policy approved by our board.	X		
3. Employees are required to submit expense reports for all reimbursements within 60 days of expenditures.	X		
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.			The Exec. Dir. reports to the board on all her travel. Per Diems are consistent with published rates.
G. Budgeting and periodic financial reports	Yes	No	Other/Explain
1. Our agency forecasts financial requirements for proposed program activity and optimum use of funds.	X		
2. The executive director prepares an annual comprehensive operating budget and capital budget, presents the budget to the board for approval, and establishes controls to assure that budgetary	X		

objectives are achieved.			
3. Substantial changes in the budget are presented to the board for approval.	X		
4. Our board, or the financial committee:	X		
a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis			
b. Receives explanations of major variances.			
c. Receives a comparison of actual to budgeted expenditures for the reporting period and year-to-date by program.			
d. Reviews source and amounts of funding by function.			
GOVERNANCE	Yes	No	Other/Explain
A. Board of Directors			
1. Our agency has a governing board of citizen leaders.	X		
2. Our board is a volunteer group serving without compensation.	X		
3. Each board member has received training, as well as guidance materials on board governance and our agency operation.	X		
4. Our board ensures the creation of and approves agency policies and procedures.	X		
5. Our board hires, terminates, evaluates, and sets compensation for the executive director.	X		
6. Our board delegates responsibility for day-to-day agency operations to the executive director.	X		We have a Managing Director that is responsible for this and report directly to the board.
7. Our board meets at least quarterly. Indicate how often: <u>Monthly</u>	X		
8. Our agency creates and maintains permanent board minutes.	X		
9. Our agency ensures continuity by having overlapping board member terms.	X		
10. Our board's nominating process ensures that the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.	X		
11. Our board has a process for handling urgent matters between meetings.	X		
12. Each board member has contact information for the entire board.	X		
13. Our board evaluates the executive director on an annual basis.	X		
14. Over the last year, at what percent of your board	100		

meetings did you have a quorum in attendance? Indicate percentage_____	%		
B. Bylaws and Policies	Yes	No	Other/Explain
1. Our agency has written bylaws.	X		
2. Our agency provides each board member a copy of the bylaws.	X		
3. Our bylaws state the requirements for a board quorum.	X		
4. Our board regularly reviews the bylaws.	X		
5. Our agency has written operational policies and procedures.	X		
6. Our board has approved a code of ethics for both staff and volunteers, which includes provisions for ethical management, client confidentiality, publicity and fundraising practices.	X		
7. Our agency has a written conflict of interest policy and a mechanism for resolving conflicts should they occur.	X		
8. Our board ensures that the agency has personnel policies and written job descriptions.	X		
C. Board Committees	Yes	No	Other/Explain
1. Our agency has standing and special committees that have been established to achieve efficiency of operations and share responsibility for decision-making.	X		
2. Our agency's board members serve on at least one board committee.	X		
3. Our agency committees meet on a regular basis (monthly or quarterly).	X		
4. Our agency committees' activities and recommendations are reported to the board (verbally or in writing) for approval/action.	X		
D. Compliance with legal requirements	Yes	No	Other/Explain
1. Our agency complies with all applicable legal, local, state, and federal operating and reporting requirements, including non-discrimination and non-profit requirements.	X		
2. We have been the subject of a governmental investigation in the last 24 months.		X	
E. Insurance	Yes	No	Other/Explain
1. We have liability insurance covering volunteers, staff and board of directors.	X		
2. We have general liability coverage.	X		

Agency Name: Birth To Three

Prepared By (Name): Mika Singer

Title: Managing Director

Date: January 13, 2010

Attachment B

United Way of Lane County UWLC Policies and Certification Documents

"I hereby certify that

Birth To Three

(print agency name)

agrees to follow and adhere to the following UWLC Policies and Certification Documents:"

- Non-Discrimination Certification
- USA Patriot Act Anti-Terrorism Compliance Measures
- Agency Direct Fundraising Policy
- Donor Designation Policy

Signature, Agency Director: _____

Minallee Saks

Print name: _____

Minallee Saks

Date: _____

1/13/2010