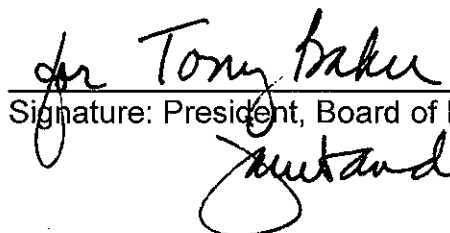
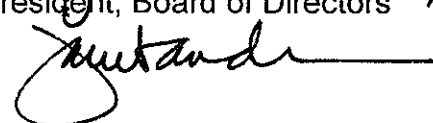


**United Way of Lane County
2010/2011 Strategic/Preventive Proposal**

- A. Name of Organization: LCC Foundation (for Family Connections of Lane and Douglas Counties)
1. Contact Person: Heather O'Leary
 2. Address: 4000 E. 30th Ave. Eugene, OR 97405-0640
 3. Phone: (541) 463-3311 Email: o'learyh@lanecc.edu
- B. Name of Proposed Services: *Childcare Network of Bethel and Springfield (CNBS)*
- C. Amount of Funding Requested for a 12 month period: **\$100,000**

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

 3/1/10
Signature: Agency Director Date

 3/1/10
Signature: President, Board of Directors Date


SECTION I: Strategic/Preventive Action Area

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:

- Research-based strategies to increase the early literacy/language and social/emotional development of high-risk children.
- Research-based parent education, support and coaching to increase target populations parental involvement and ability to support children's early literacy/ language and social/emotional development.

3. Addressing Strategies

Studies show that high-quality, early childhood care improves high-risk children's social skills, educational proficiency and overall emotional well-being. The Child care Network of Bethel and Springfield (CNBS) will improve the quality of low-income children's child care through: 1) education of providers and parents of the best practices and principles of childhood care and education; 2) over-sight of providers by the Network Education Specialist (NES) an Early Childhood Education expert, and 3) improving physical and programmatic elements of participants' child care environments.

SECTION II: SERVICE IMPACT

A. Need/Target Population

Need: The demand for child care in Lane County continues to increase in conjunction with population growth rates, yet the supply of child care is decreasing. The population in Lane County increased 4.6 percent between 2000 and 2008 with 18,348 children under the age of four—3,247 (17%) of those children received government assistance to pay for child care.¹ In 2009 Lane County had 12,442 children under age 6 with all parents in the labor force, yet a total capacity of only 9,349 spaces in full-time child care programs. The gap between capacity and need forces many families to "make do" with care by friends, families or neighbors (FFN) providers in their own homes—child care with little to no regulation or oversight. Though Oregon will now require FFN providers (who receive DHS subsidy payments) to complete a minimum Infant/Child First Aid and CPR, and a recognizing and reporting child abuse class, the result is thousands of children in, at best, undeveloped child care environments, and at worst, detrimental settings.

Many parents choose these types of in-home child care (rather than center-based care) because of its convenience, flexibility, cost and intimate family settings. Unfortunately, low-income communities often do not have access to high-quality, in-home child care.² Providers

in low-income communities frequently have limited skills due to lack of education and training. Providers also lack funds to improve the physical environment of their home to enhance children's learning. Yet the Herr study showed that children from families with few resources, and under great stress, benefited the *most* when exposed to high-quality child care.

Low-income children tend to be less prepared when they enter school than their higher-income colleague. But studies that examine children's development over time have shown that higher quality child care is a predictor of improvement in children's ability to understand spoken language, communication skills, verbal IQ skills, cognitive skills, behavior skills and attainment of higher math and language scores—all of which impact later school success.³ Research also indicates that participants in high-quality child care and early education programs are less likely to be held back in grade, and placement in special education classrooms. When child care is of very high quality (as in the case with the model for CNBS) the positive effects can endure into early adult years, particularly for children from the poorest home environments.⁴

Research has shown that family child care networks are an effective and cost-efficient means of improving the quality of child care.⁵ Networks can decrease the feelings of isolation experienced by providers who are in their home for up to twelve hours a day caring for children, offer opportunities to increase the providers' level of professional development, and create linkages to resources related to health, education and social services.⁶ Education and training positively and significantly impact the quality of family child care by facilitating the improved organization of the care giving environment and promoting the understanding of provider-child interactions.⁷ Studies demonstrate that providers who are licensed and trained, who belong to professional organizations, and who participate in professional development activities are more likely to have successful businesses and provide higher quality care.⁸

Over the past 15 years a number of studies have examined the effects of varying levels of quality on children's behavior and development. Each reached the same conclusion: *a significant correlation exists between program quality and outcomes for children.*⁹ Outcomes related to quality include cooperative play, sociability, creativity, ability to solve social conflicts, self control, and language and cognitive development. For example, findings from the NICHD study of early child care indicate that quality of provider-child interaction is related to better cognitive and language scores for children and to more positive mother-child interactions across the first three years of life.¹⁰

Several characteristics of child care are especially important. Features such as the number of children per adult, and caregiver/teacher qualifications are important for setting the stage for better quality. Alone, these features do not create quality. They provide the context, however, in which quality is more likely to occur. As research has become more sophisticated, it is clear that features such as responsiveness of the caregiver, individualization of care, language used in the classroom, and the appropriateness of learning activities, are the key dimensions of quality that affect outcomes for children

Target Population: The Child care Network of Bethel and Springfield focuses its work in two of the lowest income neighborhoods in Eugene and Springfield—Bethel (the area surrounding

Malabon and Fairfield Elementary Schools) and Springfield (the area surrounding Maple and Brattain elementary schools). The Bethel Community has a high percentage of crime with an average of 5% of all crime in Eugene taking place in the Bethel Community.¹¹ Malabon elementary school has 81% of its student body on free or reduced lunches, and Fairfield Elementary school has 65% of its student body on free or reduced lunches. These schools are within 5 miles of each other. In addition the HWY 99 corridor which is a large part of this neighborhood, host numerous homeless assistance centers, low-income trailer parks, pay by the day motels and a large support for homeless families. Due to this availability of services these two schools have a high population of homeless children. Family Connections currently has six providers in its database for this neighborhood. The Springfield Community is an equally low-income population. Maple Elementary school has 76% of its student body on free or reduced lunches and Brattain Elementary School has 82% of its student body on free or reduced lunches. Again, both of these schools are in close proximity to each other. Springfield has a high crime rate of 283 crimes per square mile with an Oregon Average of only 37 crimes per square mile.¹² Maple has an extremely high amount of predatory sex offenders, 6 within a 1 mile radius, compared to the normal 1 or 2 of other schools in Springfield and Eugene.¹³ The increase in Family Child care providers caring for the children in these neighborhoods will increase the number of adults looking out for their safety. Currently, this Springfield neighborhood has only four providers in the Family Connections' database—extensive recruitment is necessary for those neighborhoods to raise child care capacity for low-income families in that community.

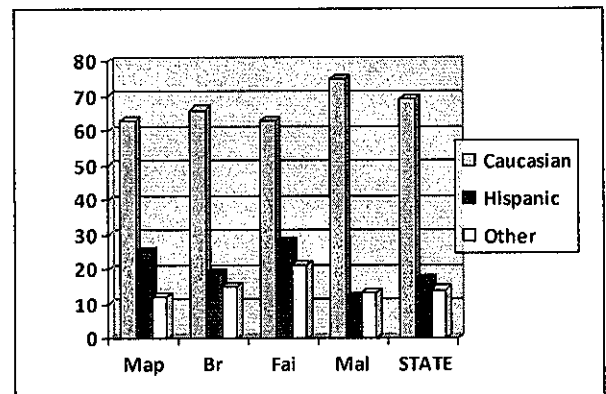
CNBS will help high-risk children in Eugene and Springfield improve their performance at school, their relationships with others, and their emotional well-being by targeting the two most influential entities in a child's life—parents and care-providers. By training, supporting and overseeing providers, and by improving parent's involvement and education, the program will ultimately enrich children's lives in a myriad of ways that can last a lifetime. The program will also benefit the low-income providers themselves, helping them attain professional goals and increase their ability to earn a living wage through child care.

B. Service Description

The CNBS program is designed to directly and immediately improve the quality of in-home child care environments in the two lowest income areas of Eugene and Springfield, while maintaining a sustainable income for providers and a lower-cost option for child care for low-income families. The program takes several approaches to do this with a focus on child care providers and parents, supported by a Network Education Specialist (NES) to oversee and administer the program, including recruitment, trainings, workshops and home visits.

PROVIDERS

Recruitment: CNBS needs to recruit providers in both geographic locations in order to maintain twelve, in-home child care providers in each network (Springfield and Bethel) for a total of 24 providers. A minimum of two providers in each program will be bi-lingual in Spanish and English as you can see from the chart on the right most schools have a higher Hispanic population than the state average. The



entire network will serve an estimated 144 children. Having no more than 24 providers is based in best practice research which ensures home visits by the NES occur with adequate frequency and intensity.¹⁴

Providers must be licensed and in good standing with the Oregon Child care Division, or, able and willing to become registered within 6 months of program involvement. CNBS will recruit these providers using the Family Connections database of enrolled child care programs and the Child care Division Database of Licensed providers. The program will also recruit from the DHS database of Family, Friends and Neighbors who provide care and receive DHS payments, which may lead to their licensure through the Child care Division. Part of recruitment includes financial incentives to providers to give care for families living in the targeted geographic regions, as well as an incentive to retain these same families for over 12 months. Providers must maintain a minimum of 3 children enrolled from the CNBS geographic area to remain in the program.

Curriculum Implementation/ Provider Training: CNBS improves child learning through the implementation of a research-based, well respected curriculum for all providers to follow— *The Creative Curriculum*[®] <http://www.teachingstrategies.com>. The curriculum increases each child's knowledge of language, literacy and social and emotional development. The curriculum focuses heavily on language and literacy to help ensure children's later school success,¹⁵ a particularly important issue for the Network's neighborhoods, as three out of the four targeted school's are scoring at or below performance standards for the state. Brattain 3rd grade students are scoring at 69% on math standards vs. the state average of 88% and Maple 4th grade students are scoring only 44% on writing standards compared to 68% state average. The Network Education Specialist (NES) is trained in Creative Curriculum and will teach providers how to use it. Providers will be given the book, Creative Curriculum for Family Child care, the updated and expanded second edition of *The Creative Curriculum*[®] for Family Child care. The book is designed to help family child care providers offer high quality programs for children and their families, and is the only comprehensive, developmentally appropriate curriculum available for this important community of providers. The curriculum describes the what, why, how, and when of providing care and education for children from birth to age 12. The curriculum leads family child care providers through the process of planning every aspect of caring for children and partnering with families. It shows how everyday routines and experiences are opportunities to build relationships and promote learning, and helps providers be intentional about the activities they plan while still having the flexibility to respond to the changing interests and abilities of young children.¹⁶

Each provider will receive a kit of the Developmental continuum to properly assess each child. Providers will use *The Creative Curriculum*[®] *Developmental Continuum Assessment Toolkit* which is the valid and reliable instrument that lies at the heart of their integrated assessment system for children. This strength-based approach contains everything you need to analyze children's progress, demonstrate program outcomes, plan program improvements, and manage accountability. Its goals and objectives are fully aligned with state standards, and they cover all the developmental areas, domains, and indicators required by Head Start.

In addition to using the *The Creative Curriculum*[®] providers will be required to participate in

the USDA food program and trainings on healthy eating habits and early childhood development. Studies show that behaviors that lead to obesity often begin in the preschool years and many children reach an unhealthy weight even before they begin kindergarten. Nutrition, physical activity, and screen media policies and practices in the child care environment greatly influence what children eat and do, and are linked to a child's physical and social development.¹⁷ Successful childhood obesity prevention efforts focus on creating healthy environments that make healthy choices possible.

Professional Development: CNBS provides tools and incentives for providers to improve professionally, which leads to long-term improvements in both the care they give, and their own socio-economic standing. The NES will work with providers to develop an annual training plan to increase their knowledge and professionalism. NES reviews training plans quarterly to ensure that each provider is meeting their goals.

One such goal for providers may be to advance on the Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education (a voluntary, statewide program to document and recognize the professional achievements of people who work in the childhood care and education profession (<http://www.centerline.pdx.edu/oregonregistry/>)). For many families, in-home child care is a viable income generating option which allows the parent to stay home with their *own* children, while also providing consistent care for other low-income families. With training and education, the CNBS program will help many of these low-income providers advance on the Oregon Registry, and encourage providers to adapt a long-term goal of movement toward permanent, full-time employment in Education, Social Services and Recreation.

CNBS also encourages providers to see themselves as small business owners, and supports their growth through professional networking meetings and workshops. In addition, providers are able to access scholarships for Family Connections training opportunities and support from the Family Connections staff, to assist them in maintaining their registered license or working towards a certified license.

Physical Improvements: The physical setting of a child care environment is elemental to child learning. Many low-income providers have not had the ability to improve and upgrade their homes as is necessary for optimal child engagement and education. CNBS requires participating providers to conduct pre- and post-environmental assessments of their entire program utilizing the Clifford/Harms Family Child care Environmental Rating scale (FCCERS) (training provided by NES as needed). The FCCERS scale is designed to assess process quality in an early childhood or school-age care group. Process quality consists of the various interactions that take place in a classroom: between staff and children; staff, parents, and other adults; among the children themselves; children with the many materials and activities in the environment; and children with features such as space, schedule and materials. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care (e.g., child care center or a home/family child care).¹⁸ A quality program must provide for the three basic needs of all children:

- Protection of their health and safety;

- Building positive relationships;
- Opportunities for stimulation and learning from experience.

No single component is more or less important than the others, nor can one substitute for another. All three are necessary to create quality care that will lead to appropriate child development and well-being. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision and interaction, and are observable, and are the key aspects of process quality that are included in the environmental rating scales.

The FCCER scale defines environment in a broad sense and guides the observer to assess the arrangement of space both indoors and outdoors, the materials and activities offered to the children, the supervision and interactions (including language) that occur in the classroom, and the schedule of the day, including routines and activities. The support offered to parents and staff is also included.¹⁹

All of the Clifford/Harms scales have been developed in close collaboration with realistic field-based sites. They have good interrater reliability and validity, thus making them suitable for research and program evaluation, as well as program improvement efforts. Each scale has a complete training program. The ECERS-R (Early Childhood), ITERS-R (Infant/ toddler) and FCCERS-R training programs include an interactive DVD.

Each provider will receive a stipend to improve the physical attributes of their child care program based on the pre-assessment findings. This could include purchase of new equipment to improve a specific area in their home child care, purchase of materials or supplies to enhance learning or simply additional technical assistance from the NES to improve their schedule and /or routines. CNBS requires a follow-up assessment to measure improvements, using the same rating scale.

PARENTS

CNBS provides parents much needed support and coaching to increase parental involvement in their children's care, as well as education which will help parents support their children's early language and social/emotional development. The program instructs parents on child development principles and best practice in the following ways:

- a. Parents will be given participation incentives, encouraging involvement in their child's care, including a participation points system with a small reduction in child care tuition, developmental toys and books and gift certificates for family activities.
- b. Dinner workshops and discussion meetings on issues of early childhood held quarterly.
- c. Parents will be given *The Creative Curriculum*[®] Learning Games to take home and use with their child. This curriculum is a set of learning activities for children ages birth to five which have been validated by over 20 years of research. Children following the curriculum showed positive gains that last through school-age, and into early adulthood
- d. Parents receive education on how to look for quality child care, so that in the future they will be better advocates for their children.

2. 2010/2011 Service Objectives and Outcomes

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

12-Month Service Objectives: 07/01/2010 through 06/30/2011
 (Month/Day/Year (Month/Day/Year)

Proposed Service Objectives:

OBJECTIVE #1: Recruit and enroll twenty-four, low-income, in-home, child care providers—twelve from each defined district—to join the CNBS program by 9/01/2010, with initial Clifford/ Harms assessment taking place within 30 days of enrollment.

OBJECTIVE #2: Improve each provider’s child care setting by achieving a 5 out of 7 score, on 5 out of 7 measured domains on the Family Child care Environmental Rating Scale (FCCERS) through physical improvements / or programmatic additions by 09/01/11.

OBJECTIVE #3: Care providers will apply knowledge of the Creative Curriculum assessment tool by completing child assessments within 30 days of each child’s enrollment and conducting at least 2 parent conferences by 9/1/11.

OBJECTIVE #4: Parent workshops and trainings will improved parents’ understanding of child development /child care principles by 80%, by 6/01/11.

B. Proposed Services Outcomes

12-Month Outcomes: 07/01 / 2010 through 06/30/2011
 (Month/Day/Year (Month/Day/Year)

Proposed Outcomes and Performance Measures for each proposed service

<i>Outcomes</i>	<i>Measures</i>
24 Family Child care providers (12 in each region) improve quality and child care quality indicator scores by achieving a meets or exceeds state minimum requirement on 4 out of 6 indicators.	Utilizing the Child care Division quality indicators evaluation tool, providers meet or exceed state minimum requirements from year 1 to year 2. By 2011 all Family Child care receives a state report.
24 Family child care providers receive a 5 on 5 of 7 domains in their environmental rating scales.	Utilizing the Clifford Harms FCCERS (Family Child care Environmental Rating Scale) providers will conduct a pre and post assessments.
80% of families served demonstrated increased awareness of child development principles.	Families receive a pre- and post- survey. Post survey responses indicate by a scale of 1-5 an average increase in 2 pts an awareness of child development principles.
70% of providers remain in the Network till the end of 2012.	Providers who start in the network remained actively involved and completed contractual requirements.
Providers receive 12 hours of training on child care best practice and child development principles.	Providers attend 12 hours of training, three times the required training to maintain their child care license.

80% of providers attained the first milestone or higher, receiving a financial stipend, on the Oregon Registry.	All providers are required to enroll on the Oregon Registry. In 2011 providers will submit their training certificates to receive a step increase.
Children in the program will improve their skills by 2 steps on the Creative Curriculum Developmental Continuum based on their age and developmentally appropriate practice.	Utilizing the The Creative Curriculum® Developmental Continuum Assessment Toolkit provider will complete assessments quarterly and with the assistance of the Network Educational Specialist develop a curriculum to address each child's individual needs.

3. Tracking Systems

The Network Education Specialist (NES) oversees the program in its entirety and is responsible for all tracking of provider, child and parent data and information. NES will track through a variety of methods, including creating professional development plans for each provider and quarterly site visits conducted to review the plan and ensure the provider is on target for completion. The NES will also document each contact made to the providers using phone log systems currently in place at Family Connections. NES will follow parent engagement and knowledge through pre- and post-surveys.

NES will track the improvement of physical environment through the Clifford/Harms Environmental Rating Scale (FCCERS). After initial assessment in the first quarter of the program, the NES will meet with each provider to establish an improvement plan to increase the quality of the child care environment. Once a provider has a plan, they can request funds from CNBS program to purchase equipment. NES will assist each provider in re-evaluating environment at the end of the first year, and track if physical improvements increased scores on providers' FCCERS.

NES will support providers to assess each child for developmental skills (language, social, physical, cognitive and emotional) within the first 30 days of enrollment. Once a quarter, providers will re-evaluate the child based on observations and current skill level, and provide that information to parents either a face-to-face, or in writing.

SECTION III: SERVICE MANAGEMENT

1. Client Involvement

The CNBS program has systems in place to ensure feedback and involvement at many points over the course of the year from both providers and parents involved in the program. The NES in conjunction with Family Connection Program Director, will contact, educate and gather data from clients in the following ways: focus groups; yearly business surveys; parent satisfaction surveys; family day care rating scale assessment tool, and; school readiness measures.

In addition, the NES will conduct home visits every other month for each provider where they will gather direct feedback from participants. Providers will also attend quarterly meetings and trainings where they will have the opportunity to discuss issues or concerns about the

program, and to get peer support from the other members of the CNBS.

CNBS will use a variety of evaluations to get feedback from parents and providers. For example, every training or class includes a class evaluation. After each class the evaluations are reviewed, analyzed and changes implemented as needed. Family Connections has a 96% satisfaction rate on all of our classes. Another example is the survey sent to parents who use Family Connections' referral services. The program uses this information to improve parent referral services on an on-going basis. CNBS parent-participants will receive this survey and have an opportunity to share any concerns they may have regarding the program. Furthermore, parents will be invited to attend a dinner and training three times a year, where they will complete a written evaluation of the program.

The CNBS program will use the data and information gathered through these various methods to analyze efficiency and effectiveness of the program as it progresses. As problems or difficulties are brought to light through the feedback methods, the NES and Program Director will make necessary changes to the program to ensure maximum program efficacy.

2. Coordination/Collaboration

CNBS is an integral part of Family Connections of Lane and Douglas counties with current contracts with the Department of Human Services and the Oregon Employment Child care Division. Both of these contracts are funneled through our partner agency Oregon Child care Resource and Referral Network (OCCRRN). This network is a valuable resource in the development of child care providers. Through this partnership CNBS will have access to a state training calendar, resource around USDA, and support from a much larger professional organization NACCRRRA (National Association of Child care Resource and Referral Agencies). OCCRRN has a strong on-going partnership with the PSU Oregon Center for Career Development in Childhood Care and Education. The Child Care Resource and Referral (CCR& R). Director's across the state meet with the Center four times a year to discuss issues of training and Oregon professionalism.

The CCR&R system is an established statewide structure that brings child care expertise, community recognition and a local support structure for the coordination of child care networks. Family Connections brings extensive experience in developing, operating, and sustaining networks. Together the OCCRRN and Family Connection possess the components needed to create an efficient and effective child care network.

Family Connections and CNBS works closely with the Oregon Research Institute (ORI) to provide classes and support for parents (Carescapes is a video-based training program for family child care providers on promoting social development). ORI is also conducting research studies evaluating family and school-based interventions to prevent the development of problem behavior in youth. ORI involves Family Connections in many of their research studies due to the programs' access to data that assists them in furthering the quality of care for children.

Family Connections partners with Early Childhood Cares, a University of Oregon early

intervention program, to collaborate on classes for providers. Classes have covered special needs, early intervention and transitions, with over 80 providers attending. This collaboration will continue.

3. Diversity / Accessibility

Lane Community College's vision of diversity is to pursue a social justice effort that is inclusive, not exclusive, and that identifies "isms" that continue to exist. Diversity is about becoming a higher performing organization, which produces outcomes that serve the needs of a diverse college population. Diversity is specifically defined in Lane's "Core Values," adopted in 2003 by the Board of Education as part of Lane's Strategic Plan to:

- Welcome, value and promote diversity among staff, students and our community.
- Cultivate a respectful, inclusive and accessible working and learning environment.
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community.
- Develop capacity to understand issues of difference, power and privilege.

Lane's diversity work is defined experientially by action, continuing support of best practices for diversity initiatives that maintain a strong commitment to equal employment and educational opportunity in all activities, programs and services. Our many forms of diversity work can be seen on the website, The Look of Diversity at Lane

<http://www.lanec.edu/diversity/lookofdiversity.html> . LCC has numerous diversity resources which support Lane's vision of "Transforming Lives through Learning."

<http://www.lanec.edu/diversity/resources.html>.

Family Connections as a program within the Child and Family Education Department at LCC embraces this same vision, by reaching out to underserved populations through our many community partners and continues to promote access to our services especially for low-income families with our enhance referral services through DHS and our Child care Enhancement project through CCD.

4. Use of Volunteer and Partnership Resources

CNBS is well supported by Lane Community College through Family Connections. Family Connections will provide the equivalent of \$20,000 of in-kind contributions of the following: support / administrative staff of 20 hours per week equaling \$14,560. Parent and provider classes at \$30 an hour, with four classes of three hours each, four times per year for a total of \$1440. Mileage for an average of 60 miles a week at \$1400. Printing and Graphics for newsletters, advertisement and program marketing, copies for classes for a total of \$1200. Annual provider appreciation dinner and gifts totaling \$480. Additional developmental supplies to enhance the program including books, toys, equipment, calendars equaling \$920.

Other resources includes parents' access to referrals of all 800 providers in our database, to best meet the needs of each individual family. Also, the entire underlying structure of Family Connections will support this program's success, with 10 employees, and over 80 years of combined experience.

Sustainability of the program would be supported by continued support of classes, encouragement of providers to join a professional organization, either PRO (Provider Resource Organization) or OAEYC (Oregon Association for the Education of Young Children). In addition all providers will be eligible to apply for continued mentorship or possibly join one of the other networks.

Other community partnerships will support CNBS. For example, Family Connections is the main sponsor of the Latino Family Conference held in May of each year, and could be a recruitment source. Family Connections also successfully manages three other child care networks currently, with a variety of community partners, the experience and expertise of coordinating these three networks (one for over six years) gives the CNBS program a solid and reliable example for administration and design. Family Connections already has the expertise of modifying networks to meet the needs of the target audience based on these networks described below:

Lane County Child Care Enhancement Program (CCEP) In 2003, the Oregon Legislature enacted the Oregon Child care Contribution Tax Credit. Proceeds from the 2005 tax year were used to fund CCEP coordinated by Family Connections. CCEP is going into its sixth year of a three year research grant. CCEP focuses on two areas: a parent subsidy and provider enhancement. The program subsidizes the cost of child care for parents whose income is at or below 85% of the state median income and whose children are enrolled in one of the twelve CCEP programs. Child care providers receive wage enhancements linked to participation and advancement on the Oregon Registry, facility enhancement funds, and mentoring and technical assistance by the CCEP Program Coordinator aimed at enhancing quality. NPC Research, a Portland-based research and evaluation firm is evaluating the program effectiveness. The Child care Enhancement program has completed its' sixth year. The CCEP providers are learning and growing as professionals. They have increased business skills and look forward to the monthly support with other providers in the network. Providers report that they value having a support person available to answer questions, give feedback on their individual child care sites, and assist them with personal and professional goals to reach their vision of quality child care. Parents report that the child care subsidies have helped them cover basic expenses such as rent, food and clothing, and reported that the subsidy increased their standard of living. This has been especially true for the working parents that make just enough to not be eligible to receive child care subsidy from the Oregon Department of Human Services. NPC has completed its final evaluation on this research project. You can read more about the results on their web site <http://www.npresearch.com/>

The Lane County Infant and Toddler network is the model program for the CNBS. This program is supported with dollars from the child care Block Grant through the Child Care Division. The infant and toddler network has twelve providers that specialize in care of children under age three. They receive incentives for enrollment and for retention of children in that age bracket. The I/T network meets 5 times a year to receive specialized training and has a coordinator that comes to their homes to do assessments and ensure that quality is maintained. The providers involved in this program have been very happy with the support they receive, as well as the parents have commented on the quality of the programs.

The Peace Health network is a group of 15 providers that receive financial incentives to reserve space and enroll children of Peace Health staff. This partnership with Peace Health has been extremely successful, by participating in a network, Peace Health staff are able to go to work with confidence that their child is in a safe, caring, and high quality program.

5. **Budget**

A. Budget Form attached.

B. UWLC's return on investment:

CNBS uses minimum funds to produce significant, long-term change in children and providers' lives. United Way's contribution to the program is well supported by the existing framework of Family Connections and LCC and its partners. The program itself provides the largest return on the dollar. In the first year, approximately 144 children will be served, yet because the program-design creates a network of trained providers, an increasing number of children will be touched beyond the scope of the program, with participating providers continuing to use the tools, skills, and physical improvements of CNBS to serve children for years to come. The "training the provider" model allows the number of at-risk children in our communities served each year to grow exponentially as old providers continue to implement the program's objectives, and new providers are brought in for another year's iteration.

CNBS improves the effectiveness of human services network through its support of children, parents and providers in the neediest neighborhoods in our community. Parents are educated regarding their current children's care, but their knowledge can be used with future children and shared with family and friends. Furthermore, if they move from the program community, they will still carry their skills and knowledge into the new neighborhood, insisting upon higher quality care for their children no matter where they settle. Children participating in the program are directly benefited by the improvement of their immediate care, with long-term benefits for their education and socialization that will affect our society for years to come. Providers achieve long-term goals through training and education that allow them to provide high-quality care even once the program itself has ended. The program also encourages professional development that can be shared informally with other in-home providers in the community, potentially raising the quality of care throughout the neighborhood.

United Way can be assured that the work of CNBS is a vital, well supported activity. A 2005 report entitled *The Economic Impact of Oregon's Child Care Industry*, produced through the Oregon Child Care Information Partnership and Oregon State University, stated: "High quality child care must be a part of a world-class education system that economic development experts believe will attract and retain businesses in our state." The Bill and Melinda Gates Foundation, in their document describing their commitment to early learning in Washington, stated: "Without successful interventions involving parents and caregivers, many children, by kindergarten, are in danger of falling behind other children in their social, emotional, physical and cognitive development." The City Club of Portland in their report *The Early Years* concluded that early care and education is a critical public issue, as important as other civic issues such as public safety, economic development and environmental standards.

The relatively small investment on United Way's part will produce an enormous impact for

many families who are supported by in-home child care operations. Child care in Oregon keeps more than 90,000 parents on the job earning \$2.6 billion annually. The child care industry employs over 14,000 people in 7,900 small businesses, and as the economy declines more people are looking for low cost child care which often is Family Child care.

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

7. **Governance, Management & Organizational Capacity**

Attached Documents: Appendix C, Required Compliance Documentation, Exhibit A – Best Organizational Practices and Management. Exhibit B Budget

CNBS will be managed by Family Connections. Family Connections of Lane and Douglas counties is a program within the Child and Family Education Department of Lane Community College (LCC). Having LCC as a sponsoring agency has many benefits, including access to world class facilities, with smart technology in every classroom, a team of financial analysts and Human Resource analysts that manage the fiscal and personnel requirements needed to navigate the many legal requirements of a non-profit agency. As a part of LCC, Family Connections is also able to attract a more professional educated work force to further professionalize the child care industry. As part of the Child and Family Education Department we have access to the most current and progressive child development principles and practices.

A Network Education Specialist (NES) will report directly to the director of Family Connections, who will oversee budget maintenance, personnel supervision and overall workload assignment. The NES will recruit child care providers and assist with licensing requirements when needed. The NES will ensure compliance with child care provider contractual expectation, i.e. environmental assessments, training, coaching, consultation and other technical assistance related activities as well as representing the network project to elementary school parents as well as the community stakeholder. In addition CNBS will receive a small amount of administrative support through our Family Connections Financial Specialist. Both the program Director and the Network Specialist have Bachelor's Degrees in Education and extensive background in child development.

8. **Policy Adherence**

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

Works Cited

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2. Herr Research Center for Children and Social Policy at Erikson Institute, *the Family Child care Network Impact Study: Promising Strategies for Improving Family Child care Quality*. Juliet Bromer PHD
3. National Research Council and Institute of Medicine. *From Neurons to Neighborhoods*.
4. U.S. General Accounting Office, *Child care, States have undertaken a Variety of Quality improvement Initiatives, but More Evaluations of Effectiveness are needed*. U.S. General Accounting Office, 2002 www.gao.gov
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6. Crime Reporting Web Site, <http://www.neighborhoodscout.com/or/springfield/crime>
7. State of Oregon Registered Sex offender web site <http://sexoffenders.oregon.gov/>
8. Herr Research Center for Children and Social Policy at Erikson Institute, *the Family Child care Network Impact Study: Promising Strategies for Improving Family Child care Quality*. Juliet Bromer PHD
9. Diane Trister-Dodge, Sherrie Rudick, Laura Colker. *"The Creative Curriculum for Family Child care, Second Edition (with English learning games)*. Teaching Strategies.edu, 2009
10. Oregon Department of Education School Report Cards, 2008, <http://www.ode.state.or.us/sfda/reports>
11. Robert Wood Johnson Foundation as part of the "Studying the Impact of the Child care Setting on Childhood Obesity" project. *Child care & Obesity Prevention – Why it Matters, Best Practices, and Policy Recommendations*. [http://depts.washington.edu/uwcpfn/work/child/child care.htm](http://depts.washington.edu/uwcpfn/work/child/child%20care.htm), Sept. 2009
12. Whitebrook, M, CL Howes, and D Phillips, eds. *Who Cares? Child care Teachers and the Quality of Care in America: Final report, National Child care Staffing Study*. Berkeley: Child care Employee Project, 1995.
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14. Cindy G. McGaha, Charles W. Snow and Jane K. Teleki, *Family Child care in the United States: A Comparative Analysis of 1981 and 1998 State Regulations*. Early Childhood Education Journal: Volume 28, Number 4 / June, 2001
15. Linda M. Espinosa, Kathy R. Thornburg and Michelle C. Mathews *Rural Kindergarten Teachers' Perceptions of School Readiness: A Comparison with the Carnegie Study*. Early Childhood Education Journal: Volume 25, Number 2 / December, 1997
16. Burchinal, M.R., Howes, C., & Kontos, S, (in press). Structural predictors of child care quality in child care homes. *Early Childhood Research Quarterly*, 2002.
17. National Center for Early Development and Learning. Frank Porter Graham Child Development Center. *Research Project*. University of North Carolina at Chapel Hill, under the Educational Research and Development Centers Program, 1997.
18. Frede, E. (1995). The role of program quality in producing early childhood program benefits. *Future of Children*, 5(3), 115–132.
19. Whitebrook, M, CL Howes, and D Phillips, eds. *Who Cares? Child care Teachers and the Quality of Care in America: Final report, National Child care Staffing Study*. Berkeley: Child care Employee Project, 1989.

Strategic/Preventive Investment Application

Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

Family Connections of Lane and Douglas County

Proposed Services:

Child Care Network of Bethel and Springfield (CNBS)

	Prior 12 Months	Future 12 Months
REVENUE/SUPPORT		
United Way Funding/Request (do NOT include Donor Designations)	\$0.00	\$100,000.00
Public Support: Contributions/Fundraising Events (include Donor Designations)	\$0.00	\$0.00
Government Funding	\$0.00	\$20,000.00
Foundation/Corporation/Other Grants or Major Gifts	\$0.00	\$0.00
Program Service Fees or Membership Dues	\$0.00	\$0.00
Other Revenue	\$0.00	\$0.00
Total Revenue	\$0.00	\$120,000.00
	Actual	Estimated
EXPENSES		
Personnel Related	\$0.00	\$68,031.00
Client Assistance	\$0.00	\$36,680.00
Other Direct Program Expenses	\$0.00	\$6,198.00
Administrative Overhead	\$0.00	\$9,091.00
Total Expenses	\$0.00	\$120,000.00
NET (should be zero)	\$0.00	\$0.00

What percent of your **agency** budget do these proposed services represent?

What percent of your **agency** revenue is the United Way request?

Number of employee FTE's (full-time equivalents) in proposed services?

Percentage United Way request to overall proposed services revenue

Administrative overhead percentage applied to proposed services

	9%
	9%
	1.18
#DIV/0!	83%
#DIV/0!	8%

Completed by:

Heather O'Leary

Exhibit A

**United Way of Lane County
Best Organizational Practices and Management**

Agency Name: Lane Community College Foundation

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.	X		
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	Yes	No	Other/Explain
1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.		X	Our large checks are to the college for scholarships or buildings, rather than individuals, so it's not been deemed important.
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	We rarely "purchase", usually pay college for scholarships
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.	X		Service provided by college
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	X		

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.	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		College policy
2. There is a travel and employee expense reimbursement policy approved by our board.	X		College policy
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.	X		
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 objectives are achieved.	X		
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. YES			
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	Participates in process with college
6. Our board delegates responsibility for day-to-day agency operations to the executive director.	X		
7. Our board meets at least quarterly. Indicate how often: <u>4 x's / yr</u>			Executive Committee meets monthly
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	College on bi-annual review schedule
14. Over the last year, at what percent of your board meetings did you have a quorum in attendance? Indicate percentage <u>100%</u>			
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		Through college
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		
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Agency Name: Lane Community College Foundation

Prepared By (Name): Janet Anderson

Title: Director

Date: 2/26/10

Exhibit B

United Way of Lane County
Policies and Certification Documents

"I hereby certify that

Lane Community College Foundation
(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: Janet Anderson

Date: 3/1/10