


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

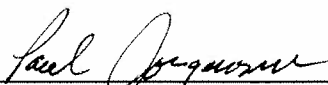
- A. Name of Organization: Bethel School District
- 1. Contact Person: Colt Gill
- 2. Address: 4640 Barger Drive
Eugene, OR 97402
- 3. Phone: 541-689-3280 Email: cgill@bethel.k12.or.us

B. Name of Proposed Services: The Kids in Transition to School (KITS) Program

C. Amount of Funding Requested for a 12 month period: \$29,276.52

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

 3-5-10
Signature: Agency Director Date

 3/5/10
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.*)

The proposed services will address the following education 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. 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.

The Kids in Transition to School (KITS) Program is a brief, intensive program designed to increase school readiness in children just prior to kindergarten entry and to facilitate greater parental involvement in early literacy activities and school. This program was developed at the Oregon Social Learning Center (OSLC) and is being tested at OSLC with two populations: children in foster care (in partnership with the Department of Human Services) and children with developmental disabilities (in partnership with Early Childhood CAREs). Results from those studies to date have shown that the program has immediate positive effects on children's readiness for school. Discussions between the Lane County school districts superintendents and OSLC researchers have led to the recognition that the program might also be very effective for promoting school readiness in lower income communities. Children in these communities typically enter school with fewer of the skills necessary to succeed both academically and socially. We propose to provide this program to incoming kindergartners in the Fairfield/Malabon neighborhoods of the Bethel School District and the Maple/Brattain neighborhoods of the Springfield School District. These are low income, high-risk neighborhoods. Overall, through the provision of the KITS Program to children in the Fairfield/Malabon and Brattain/Maple neighborhoods, we hope to be able to better prepare these children and their families for the critical transition to kindergarten.

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.

The Need for School Readiness Programs for Low SES Families

Children need to enter school ready to learn. Success in school leads to positive outcomes in adolescence and adulthood, including higher educational attainment, employment, and income (e.g., Ou, Mersky, Reynolds, & Kohler, 2007; Ou & Reynolds, 2008). Conversely, children who do not succeed in school are at risk for higher rates of drug use, delinquency and mental health difficulties (e.g., Fothergill et al., 2008; Shochet, Dadds, Ham, & Montague, 2006; Wiesner & Windle, 2004). Children from low SES or poverty-level backgrounds are at higher risk of school failure (e.g., Duncan & Magnuson, 2005), and this risk begins very early in the children's schooling. Low income children tend to enter school with poorer literacy and social skills than their peers (Foster, Lambert, Abbott-Shim, McCarty, & Franze, 2005; Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006). There are a number of possible reasons for their lower skills. Parents in low SES families may lack the resources to adequately prepare their children for school. Specifically, the parents may have had difficulties in school and so may not be prepared to pass on critical early literacy and social emotional skills to their children (Duncan & Magnuson, 2005; Foster, Lambert, Abbott-Shim, McCarty, & Franze, 2005). Additionally, parents in low SES families may not have the time to engage in many early learning activities because they are focused on obtaining the most basic resources for their family, such as adequate food and shelter. They also may not have the money to invest in books and other learning materials. Low SES families may also live in risky environments with high rates of adversity such as crime and violence, within both the family and the neighborhood (Foster, Lambert, Abbott-Shim, McCarty, & Franze, 2005). Additionally, low income families may move frequently to obtain employment or to find better living conditions (Duncan & Magnuson, 2005). Dealing with risky neighborhoods and frequent moves may interfere with the family's and children's abilities to focus on early literacy and school readiness activities. Overall, children from low SES backgrounds are likely to enter school with less preparation than their peers and thus are at risk for school failure throughout elementary school and beyond.

The Need for School Readiness Programs for Low SES Families in Lane County

In 2008, about 36% of children aged 0-17 in Lane County were considered to be "low income" (Children First for Oregon, 2008). Approximately 41% of public school children in Lane County were eligible for free and reduced lunches in 2008 (Children First for Oregon, 2008). Indicators of school readiness in children in Lane County as a whole are not readily available. However, as can be seen in Table 1, approximately 86% of third graders and 79% of fifth graders in Lane County met reading proficiency standards for the 2008-2009 school year. The numbers of economically disadvantaged students meeting standards were lower. (The term "economically disadvantaged" refers to students who are receiving free and reduced lunches.) Additionally, the numbers of economically disadvantaged students who met standards decreased from third to fifth grade. This suggests that the gap between low SES students and their peers widens over the elementary school years.

There are specific neighborhoods and schools within Lane County in which students are at greater risk for poor school readiness and later school difficulties. The proposed project would focus on two of these neighborhoods in the Bethel and Springfield school districts (SD) that serve as the catchment areas for four schools: Fairfield and Malabon Elementary Schools in the Bethel SD and Brattain and Maple Elementary Schools in the Springfield SD. A number of factors place students in these neighborhoods at higher risk for school difficulties. First, the neighborhoods have a high concentration of low income families. Eighty percent of the children who attend Fairfield Elementary School and 72% percent of the children who attend Malabon Elementary School receive free or reduced lunches. In the Springfield SD, 83% of the children attending Maple

Elementary School and 81% of the children attending Brattain Elementary School receive free or reduced lunches. All of these rates are almost double the average for Lane County. Second, students at all four of the schools are exposed to a high degree of neighborhood risk due to high rates of crime. For example, in 2008, the rate of person crimes (including homicide, rape, robbery, and aggravated assault) in the Maple/Brattain neighborhood was almost 10 times the rate in the adjacent neighborhoods. The rate of property crimes (including theft, stolen vehicles and arson) was double that of most of the adjacent neighborhoods (Springfield Police Department, 2009). The Fairfield/Malabon neighborhood has higher rates of all types of crimes (including person crimes, property crimes and substance abuse related crime) than most of the other neighborhoods within Eugene (Eugene Police Department, 2009).

Children in these high risk neighborhoods also show lower rates of school readiness. For the past 3 years kindergarten reading readiness scores in the Fairfield and Malabon elementary schools have lagged behind the district average. (The exception is that in the Fall of 2009 scores at Malabon were comparable to the district average.) In Fall 2009, students in the Brattain and Maple elementary schools fell behind students in the rest of the district both in reading readiness scores. (The Springfield School District recently changed the way that they measure reading skills at kindergarten entry and comparison data with previous years are not available.) Later in elementary school, children in these neighborhoods continue to fall behind children in other schools in their districts. This is particularly true for economically disadvantaged children. Additionally, the gap between economically disadvantaged children and their peers grows across elementary school. As shown in Table 1, in the Fairfield and Malabon elementary schools, although the economically disadvantaged children score only slightly lower than their more advantaged peers in third grade, by fifth grade they lag 5 or more points behind. In the Brattain and Maple elementary schools, the rates of reading proficiency for all of the students are below the averages for Lane County.

Table 1. Rates of 3rd and 5th grade reading proficiency for Lane County and selected schools

	All 3 rd Graders	Economically Disadvantaged 3 rd Graders	All 5 th Graders	Economically Disadvantaged 5 th Graders
Lane County Average	86	80	79	65
Fairfield Elementary	86	83	71	66
Malabon Elementary	95	94	70	57
Brattain Elementary	73	70	62	64
Maple Elementary	79	78	73	73

Source: Oregon Department of Education Public Reports

Overall, the children in the Fairfield/Malabon and Maple/Brattain neighborhoods would be considered at-risk for difficulties in school using a number of indicators, including the high rates of low income families, high rates of neighborhood crime, lower rates of reading readiness and 3rd and 5th grade reading proficiency. Additionally, these children fall further behind their peers over time. Since the outlook for these children becomes worse over time, early intervention may prevent school difficulties across the elementary school years.

Improving School Readiness in Low SES Children

Early intervention to increase school readiness does improve the outcomes of low SES children across the school years and into adulthood. Studies have shown that low income children who received training in school readiness skills showed lower rates of placement in special education, lower rates of delinquency, lower rates of teen pregnancy, and higher rates of high school completion. In adulthood, they had lower rates of tobacco and other drug use and depression (Conyers, Reynolds, & Ou, 2003; Mersky & Reynolds, 2007; Ou & Reynolds, 2008; Topitzes, Godes, Mersky, Ceglarek, & Reynolds, 2009). This research is strong evidence that early intervention to promote school readiness can have long-ranging, positive effects.

The proposed project would bring a research-based program to increase the literacy and social/emotional readiness to high-risk incoming kindergartners in the Fairfield/Malabon neighborhood in the Bethel SD and the Brattain/Maple neighborhood in the Springfield SD. The Kids In Transition to School (KITS) Program was developed at the Oregon Social Learning Center (OSLC) and is a brief, intensive program designed to give children a boost in both early literacy and social-emotional skills during the summer months just before kindergarten and to help them and their parents through the often rough transition period during the first two months of school. Children attend a 24-session therapeutic playgroup from July to October in which they

practice early literacy, social and self-regulation skills that are critical to success in kindergarten. Parents attend 8 workshops to help them to prepare their children for school by increasing early literacy skills, establishing routines for school activities and homework, and learning skills to manage any problem behaviors that may arise during the transition.

How Does the KITS Program Address the School Readiness Needs of Low-Income Children?

Programs to improve the school readiness of low-income children exist, with the most well-known of these being Head Start. Providing services to all eligible families, however, can be complicated by limited resources. For example, Head Start in Lane County has only been able to serve 63% of the total eligible population (Children First for Oregon, 2008). Additionally, the timing and duration of these services may leave some needs of low-income children and families unmet. Many of these services operate only during the school year. For example, in Lane County there are currently only two Head Start sites that operate a summer program. This causes what has been termed a “summer services gap”. Studies have shown that during this gap low-income children, in particular, may lose many of the skills that they have developed (Alexander, Entwisle, & Olson, 2001). The KITS Program builds upon other services that are available to low income families while also filling in the “summer services gap”. Additionally, the KITS Program occurs right before the children enter school. This may help to ensure that the children are best able to make use of the skills that they gain in the program. Low-income families may move frequently (Obradovic et al., 2009). Thus, the children may not be able to participate in school readiness programs that last for a whole school year. Because it is relatively short-term, children may be able to participate in the whole of the KITS Program. Additionally, although some preschool programs may operate through the summer, few of these programs focus on early literacy skills, social-emotional skills, *and* parent involvement in school. These are key elements of school readiness (e.g., Christenson, 1999; Raver, 2002). The KITS Program combines specific teaching techniques to help children gain literacy and social emotional skills with parent workshops to help increase parent involvement in school. Finally, as is described in more detail below, the program has been shown to be successful with two of the highest risk groups within low-income families: those involved with the child welfare system and those with children who have developmental disabilities. Thus, there is a research base to support the program. The brief, intensive boost that the KITS Program provides to low-income children and families at the critical transition into school could be very effective in helping these children start school with the best chance for success.

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.

The proposed project would accomplish goals in two broad areas:

- I. Increasing the school readiness skills of the individual children and increasing their parents’ involvement in early literacy and school through providing them with the KITS Program
- II. Providing data on feasibility and effectiveness for future proposals to provide the program on a wider scale within and across the districts, which would improve the school readiness skills of greater numbers of Lane County students

Increasing the skills of individual high-risk children and families in the target neighborhoods

We are requesting funding to provide the KITS Program in one school each in the Fairfield/Malabon and Maple/Brattain neighborhoods during the summer of 2010 and in all four schools during the summer of 2011. In Summer 2010, the program would be delivered in the Fairfield and Maple elementary schools. Funding would provide the salaries and supplies for the teachers and parent group leaders to administer the KITS program. Additionally, funding is being requested for transportation to bring the children and their families to intervention activities as well as to provide child care for while parents attend the workshops that are described

below.

The KITS Program targets early literacy, social and self-control skills through a two pronged program: 1) a 24 session therapeutic playgroup that meets twice a week for two hours in July and August and once a week in September and October; and 2) parent workshops that meet twice a month throughout the summer and fall. In the therapeutic playgroups, children are given a chance to practice the behaviors that they will need to succeed in kindergarten with a group of their peers. The groups are structured like kindergarten classes. There is a high teacher to student ratio so that teachers can help children with skills and give them lots of reinforcement. Children practice early literacy skills and social skills during circle times and art projects. Each playgroup features a circle time focused on early literacy skills, such as letter names, letter-sound recognition, rhyming words, and understanding reading concepts (such as that you read from right to left). During social circle times, teachers discuss and model specific social skills for the children. Then children practice the skills during projects. Art projects are done in groups and often call for sharing, cooperation, and tolerance of frustration. Snack times also present a valuable opportunity to practice social skills and teachers encourage the children to talk to each other about suggested topics. Additionally, throughout each lesson, teachers focus on helping the children to practice teacher-preferred skills such as sitting still during listening times, raising their hands before talking, and making quiet, calm transitions from one activity to another. By learning all of these skills in a classroom setting with a group of peers, the children have the opportunity to “practice kindergarten”. They experience the same activities that they are likely to encounter in kindergarten in a smaller group with many opportunities to receive positive feedback. In this way, they are able to feel successful in the classroom. This makes them more likely to repeat the same positive behaviors in kindergarten.

Parent workshops meet for two hours every other week during the same time as the therapeutic playgroups. During these workshops, parents learn about the skills that children need to be successful in kindergarten. Parents are encouraged to recognize how much they already do to help prepare children and also to find new ways to help children practice skills that they can fit into their daily life. For example, one of the activities highlighted as being very beneficial to school readiness is reading with the child. To provide parents with materials that they can use to foster reading, each parent and child is given a set of early reading books. Parents also learn how routines can help reduce the stress of the transition, and how they can become involved in their children’s schooling. Additionally, group facilitators teach parenting skills that can help with behavior problems during the transition to kindergarten, when family stress may be high and children may be more likely to show problem behaviors.

Attendance at the playgroups and parent groups is critical to the success of the program. In tests of the program at OSLC, when families were provided with transportation to the program activities, attendance was better than when no transport was provided. Additionally, since many families will have other children in addition to their child in the KITS program, they may need child care during the parent workshops. If on-site child care is provided free of charge during the parent workshops, more parents are likely to attend. Thus, included in the funding request are the costs of transportation for the children and families as well as the costs of providing child care during the parent workshops.

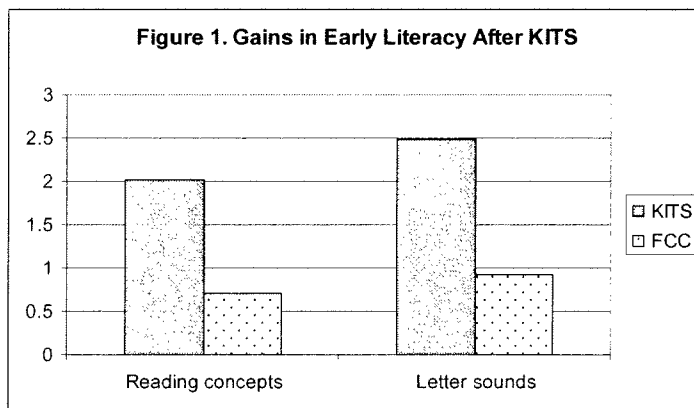
Obtaining data for funding to provide the program on a wider scale within and across the districts

The proposed project will provide direct services to children and families in high-risk neighborhoods. In order to be able to expand the program to all four of the schools in these neighborhoods and to prepare to apply for funding to expand the program across the school districts, we will also collect data on the feasibility and effectiveness of the program in partnership with OSLC. Up until now, this program has been conducted only at OSLC. In order for the program to be sustainable within the school districts, it is important to show that we can run the KITS groups with district resources including staff, facilities, and transportation resources. In order to be able to apply for federal funding through such agencies as the Department of Education, we also need to show that we can identify children who are eligible for the KITS Program, recruit these children and families into the program, show good attendance from these children and families, and show improvements in the children’s early literacy and social skills and the parents’ school involvement. Thus, the proposed project will collect data on the feasibility of providing the KITS Program within the schools as well as effectiveness data for the longer-term goal of securing additional funding for the project.

Because the KITS Program takes place during the summer before the children enter school, eligible children and families need to be identified before they might normally appear on the school districts’ enrollment lists. Thus, we need to establish and test procedures for identifying and recruiting families in the spring before the

children enter kindergarten. We are proposing to do this through each individual school's Kindergarten Registration. The Kindergarten Registration is typically held on one day in the spring and is advertised in the community. To encourage as many families as possible to come to the registration, volunteers from the United Way, school districts, and OSLC will canvass each neighborhood on the weekend before each school's Registration to tell families about the upcoming event. Door prizes will also be offered. When families come to their neighborhood school's Registration, they will be told about the KITS Program and asked if a staff member can contact them to give them further information. Names and contact information for all interested families will be recorded. Twenty children and their families from each school will be selected randomly to participate, balancing the groups so that there are equal numbers of boys and girls. The families will then be contacted by a Family Recruiter who will set up a home visit to explain the program and obtain permission for the child to participate. This process will allow us to recruit children for the summer intervention and will also allow us to collect data on the entering kindergarteners in the district. We will be able to track how many children would be eligible for the KITS Program in a given year, and how many of the eligible families express interest in the program. Additionally, we will establish how many of the families who were contacted for participation agreed to participate. Once we have recruited the families, we will gather data on attendance (as described in more detail in Section II, 2B & 3). All of this information will be of critical importance in proving the feasibility of offering the program on a wider scale. It will be used in grant applications in collaboration with OSLC to obtain federal funding to offer the KITS Program on a wider basis within the school districts.

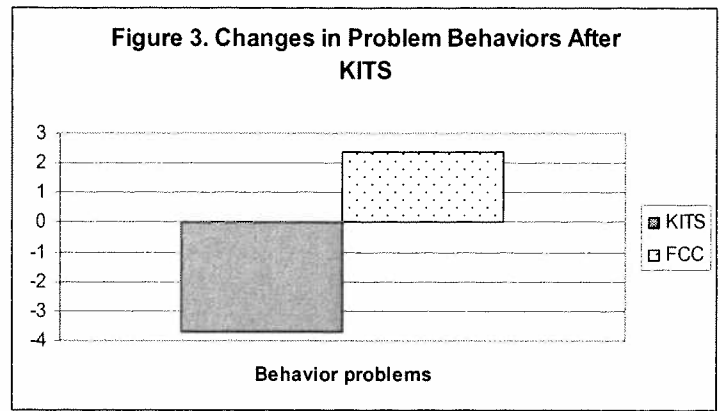
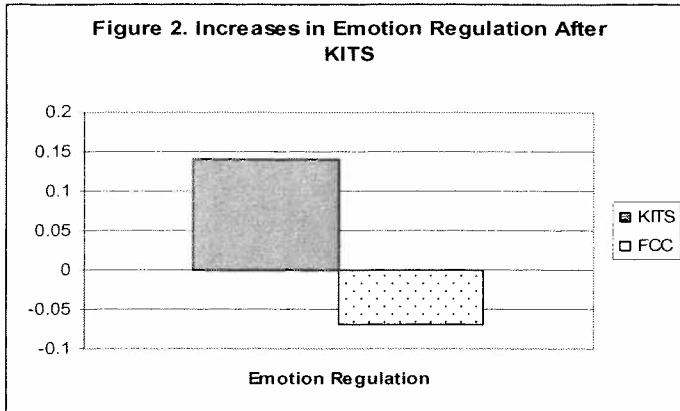
In addition to data on eligibility, recruitment and attendance, OSLC will also collect data directly from the parents and children on the children's early literacy and social-emotional skills both before the children begin the KITS Program and after the children have completed the program. OSLC will provide the financial and staff resources for the data collection. Data will also be available from the children's teachers through the Untied Way Success By Six initiative to collect information on children's literacy and social-emotional skills and parents' involvement in school all incoming kindergartners in the Fairfield/Malabon and Maple/Brattain neighborhoods. This will allow OSLC to conduct preliminary data analyses on the effectiveness of the KITS Program with low-income children. Such information will be extremely useful in writing future grants to obtain future funding.



Evidence for the effectiveness of the KITS Program in improving children's school readiness

At OSLC, the KITS Program has been tested with two different populations of children who are at extremely high risk for difficulties in school readiness: children in foster care and children with developmental disabilities who also have social or behavioral problems. Figure 1 shows the gains made in early literacy across the summer by foster children who received the KITS Program versus those who did not. Children who received the KITS Program (shown in the gray column) made twice as many gains in

understanding basic reading concepts (such as how to hold a book or reading from left to right) and recognition of letter sounds than children in the foster care comparison group (FCC- shown in the dotted column) who did not receive the intervention. Figure 2 shows gains made in abilities to control emotions. Again, children in the KITS Program showed improvements in emotion control while children in the FCC showed decreases in these abilities. Finally, Figure 3 shows how much behavior problems decreased across the summer. For children in the KITS group, the number of problem behaviors went down over that period. For children in the FCC group, the number of problem behaviors actually increased over time. The KITS program also appears to be effective with children with developmental disabilities. Preliminary results show that the KITS Program helps these children to increase their literacy skills and self-regulation before the start of kindergarten.



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: 5/1 / 2010 through 5/1 / 2011
 (Month/Day/Year) (Month/Day/Year)

Proposed Service Objectives:

- To identify children who will be attending kindergarten in the Fairfield and Maple elementary schools in the fall and to inform families about the KITS Program (May – June 2010)
- To recruit 40 children and their families to participate in the KITS Program in July – October of 2010 (20 children and families who will be attending Fairfield and 20 who will be attending Maple).
- To provide the KITS therapeutic playgroups and parent workshops to these 40 families. Services provided will include 24 two-hour long playgroups for the children that occur twice a week in July and August and once a week in September and October and 8 workshops for parents that take place once every other week from July through October. Services also include transportation to the intervention activities and childcare for families during the parent workshops. Parent workshop leaders will also conduct home visits for parents whose children are in the program but who cannot attend the workshops to provide the workshop information.
- To collect information on the children's early literacy and social emotional skills from the children and their parents just prior to the children starting the KITS Program (June 2010) and just after the completion of the summer portion of the program (Aug- Sept 2010) before the children start school.
- To increase the children's early literacy and social emotional skills prior to their entry into kindergarten.
- To increase parent involvement in early literacy activities and schooling.
- To collect data on the children's performance in school and parent involvement from the children's teachers just after kindergarten entry through the Success By Six initiative to collect information on all entering kindergarteners in the Fairfield/Malabon and Maple/Brattain neighborhoods.

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: 5/1 / 2010 through 5/1 /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):

Example: Note: Table can be expanded as needed to include all information.

Outcomes	Measures
To identify the majority of incoming kindergarteners to the target schools in order to ensure that we have the widest pool of eligible kindergarteners for the KITS Program	At the Kindergarten Registrations, we will record names and contact information for families who have an entering kindergartner and who are interested in participating in the KITS program. This list will be compared to the numbers of families who attended the Registration to determine how many families were interested in learning more about the program. Later, we will compare the numbers of children who were registered during the Registration days with the numbers of children who actually enrolled in Fall 2010 to determine how many of all the potential kindergarteners were reached.
To recruit 40 children and their families to participate in the KITS Program	Families who express interest in participating in the KITS Program will be randomly selected for participation. Selected families will be contacted by a Family Recruitment Specialist who will describe the project and obtain family consent to participate. We will track the number of families who are contacted to participate who subsequently consent to participate.
To deliver the KITS Program to 40 families and to have these families attend at least 75% of the KITS playgroups and parent workshops	We will keep attendance logs for all intervention activities.
To increase children's early literacy skills	Standardized measures of foundations of reading will be collected from children both pre- and post-intervention including: <ul style="list-style-type: none"> • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Letter Naming Fluency • DIBELS Initial Sound Fluency • Concepts About Print Standardized measures of child performance in kindergarten will be collected from teachers in the fall including: <ul style="list-style-type: none"> • DIBELS Letter Naming Fluency • DIBELS Initial Sound Fluency
To increase children's social skills	Standardized measures of social skills will be collected from children and parents both pre- and post-intervention including: <ul style="list-style-type: none"> • Child Behavior Checklist • Intention Attribution Task • Strengths and Difficulties Questionnaire (SDQ) Standardized measures of child social skills in kindergarten will be collected from teachers in the fall including the SDQ.

To increase children's self-regulation skills	Standardized measures of self-regulation skills will be collected both pre- and post-intervention including: <ul style="list-style-type: none"> • Emotion Regulation Checklist • Head Toes Knees Shoulders Task • Go/No-Go Computerized Task
To increase parent involvement in early literacy activities	Standardized measures of parent involvement in early literacy will be collected both pre- and post-intervention: <ul style="list-style-type: none"> • Early Literacy Interview
To increase parent involvement in schooling	Standardized measures of parent involvement in school will be collected from teachers in the fall after kindergarten entry

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

The KITS Program logic model is attached at the end of the proposal.

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.

In order to track the feasibility of recruiting children into the KITS Program through Kindergarten Registration days, we will use established systems from OSLC. All interested families will be listed in a database and the outcome of any contacts to recruit families will be noted. To track attendance at the KITS intervention activities, attendance logs will be kept. These have been developed at OSLC and used in the two randomized clinical trials of the KITS Program. Additionally, all contacts with the families will be recorded in logs that were developed at OSLC. In order to measure improvements in children's early literacy, social and self-regulation skills, children will be tested pre- and post-intervention and their parents will complete questionnaires. Additionally, parents will complete self-report questionnaires of their involvement in early literacy activities both pre- and post-intervention. All of these standardized measures have been used in studies of the program at OSLC. Finally, information will be collected from teachers in the fall after children enter kindergarten. This data collection is part of the United Way Success By Six initiative to collect information on the school readiness skills of all children in the Maple/Brattain and Fairfield/Malabon neighborhoods.

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 feedback and concerns are addressed in a variety of ways throughout the course of the KITS parent workshops. First, parents are asked to provide insight about their child's strengths and needs. This information is used by teachers in the KITS playgroups. The information also may be used to conduct consultations with the schools in order to help make the transition as smooth as possible. Second, although the parent curriculum is standardized, unique contributions, questions, and parent insights are incorporated into each workshop in order to address the particular parents' needs and the needs of their children. Third, at the end of each workshop session, parents are asked to provide anonymous feedback about how helpful that session was for them. Lastly, at the end of all of the workshops, a focus group is conducted. Parents are asked to provide feedback on such topics as the content of the workshops, how useful they were for the parents, how useful the playgroups were for their children, and their general satisfaction with the program. At OSLC, feedback given by parents has led to improvements in the program. For example, foster parents noted that it was difficult to attend playgroups

during the week that school started. This led to the inclusion of a break in the program during the first week of school. During the trial of the program with children with developmental disabilities, parents reported that it would be helpful to schedule at least one workshop during the evening since a number of them worked during the day. This led to the creation of an evening parent workshop at which child care was provided.

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.)

The proposed project is an opportunity for a unique collaboration between UWLC, the Bethel and Springfield school districts, and the developers of the KITS intervention at OSLC. As part of the proposed project, the researchers at OSLC will provide the staff resources for training and supervision of the teachers of the therapeutic playgroups and the facilitators of the parent groups. Specifically, the school districts will contract with Oregon Community Programs, the sister corporation of OSLC that provides treatment services in the community, to hire and train the teachers and facilitators. Additionally, OSLC will provide the financial and staff resources to collect measures of the children's literacy and social/emotional skills both pre- and post-intervention. This will supply valuable information about the effectiveness of the program. This data could aid in obtaining additional funding to support the implementation of the KITS Program on a wider scale. The researchers will also work with the districts on identifying and recruiting eligible children for the program.

This project also intersects with the goals of United Way Success By Six to collect indicators of school readiness from all incoming kindergarteners in the Fairfield/Malabon and Maple/Brattain neighborhoods through the Kindergarten Registration at each school. As is noted above, volunteers from United Way, the school districts, and OSLC will canvass the neighborhoods to tell families about the Registration at their school. Then, at the Registration day for each school, data will be collected from the parents of incoming kindergarteners on the children's social emotional skills and early learning experiences. This will help Success By Six to build a database of indicators of school readiness in the target neighborhoods. This data may also be used by the researchers at OSLC to compare the school readiness skills of children who participate in the KITS Program to the skills of children who did not participate in the program.

This collaboration will thus leverage the resources of UWLC, OSLC, and the school districts to provide services to the individual families who will be served in the proposed project, generate data for the Success By Six initiative, and generate data to be used to obtain future funding for wider implementation of the KITS Program.

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.

The KITS Program is accessible to children and parents of all genders, sexual orientations, and family structures. As is noted above, the program has been targeted to families of low SES, although families of all SES levels would find the materials accessible. The activities in the playgroups can be used with children with physical disabilities, although it has not yet been adapted for children with profound hearing and vision impairments. The OSLC developers have been working over the course of the last 5 years to translate a number of the parent workshop materials into Spanish to make the intervention more accessible to bi- and mono-lingual Spanish-speaking parents. The KITS Program is not structured to provide services to monolingual Spanish-

speaking children because this would require alterations to the curriculum to make it targeted to English Language Learners. However, the program has been used with bilingual children. Additionally, all of the parent measures of the outcomes to be used by the OSLC researchers have been translated into Spanish, as well as all consent forms for participation.

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.

The Bethel and Springfield districts use volunteers in numerous capacities within the schools, including as helpers within the classrooms, in Parent Teacher Associations, Parent Teacher Organizations, and booster clubs, and during specific school events, such as fund raisers.

In regard to the proposed project, volunteers will be used to canvass the neighborhoods of the target schools in order to inform families about the Kindergarten Registration days. This would involve 15-20 volunteers for 2-4 eight-hour long days. The KITS Program also allows students in psychology and education to volunteer as playgroup teachers. This provides the students with valuable practicum experience.

The school districts will be partnering with OSLC for this project. OSLC will provide resources to train and supervise the therapeutic play group teachers and parent workshop facilitators. They will also provide staff and financial resources to conduct pre- and post-intervention school readiness assessments of the children and families who participate in the KITS Program. The school districts will provide in-kind services including bussing of students, facilities, classroom equipment, utilities, and custodial services.

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.

Research on school readiness interventions for low-income children has shown solid returns on initial investments. For example, cost benefit analyses have been conducted on the 3 of the most widely recognized long-term studies of school readiness programs-- the High Scope/Perry Preschool, Chicago Child-Parent Centers, and Abecedarian Project. All of these programs were fairly expensive, with yearly average costs per participant ranging from \$7,400 to \$36,000. However, they showed economic benefits through government savings in education, justice system and health expenditures ranging from \$75,000 to \$138,000. This represents a total public benefit of \$3 to \$7 for every \$1 invested in the programs (Reynolds & Temple, 2008). Thus, returns on investments in school readiness programs can be substantial, even on less intensive programs (Reynolds & Temple, 2008). There is not yet direct information on the cost-effectiveness of the KITS Program although work is planned at OSLC to obtain this information.

A number of factors are likely to make service delivery efficient. We will use existing systems to identify and register incoming kindergartners in order to recruit children and families into the KITS Program. Because the KITS Program has been extensively tested at OSLC, the structures for training and supervision are well developed. The KITS Program will be delivered in the children's home schools, thus maximizing the potential for attendance and likely decreasing the transportation needs. The children who are likely to participate in the KITS Program would otherwise require services from the school districts in order to assist them to be ready for school. The proposed project would allow the districts to take advantage of a research-based program as well as to leverage district resources including transportation, facilities, and equipment. As is noted above, OSLC will provide the financial and staff resources to train and supervise KITS playgroup teachers and parent workshop leaders as well as to collect measures of the children's literacy and social/emotional skills both pre- and post-intervention.

Provision of the KITS Program in the schools may improve the effectiveness of other services in Lane County. As is noted above, children from low SES-backgrounds may receive a number of services in the

community including HeadStart and early intervention/early childhood special education services. However, such services typically do not continue through the summer. Because it can help to fill the resulting summer services gap, the KITS Program can complement existing human services in Lane County and build upon those services by offering children and families a chance to solidify and increase the skills that they may have gained through participation in other programs.

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.- N/A

6. **Follow-Up** – N/A

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.

The KITS Program is an excellent fit for the Bethel and Springfield School Districts' organizational structures. Both Bethel and Springfield are Kindergarten through grade 12 organizations and have struggled connecting and serving pre-kindergarten students. We feel the full impact of many of our students coming to school lacking many school readiness skills that the KITS Program would provide, especially in our highest needs areas of the Fairfield and Malabon and Maple and Brattain elementary schools. We have made connections with pre-kindergarten organizations such as Head Start and Early Childhood CARES but have not been able to provide the extra support this project would provide. In short, the KITS Program is an excellent extension of our organizational structure by providing entry skills to many new kindergartners and allowing needy students to maximize their education from the first day of kindergarten.

This project will allow the districts to leverage the expertise of their community partner, OSLC, in training and supervising the providers of the KITS Program. Because they are the developers of the program, the researchers at OSLC can ensure the highest program quality. The districts have in place the resources to identify eligible children and families. They also have the classroom facilities, equipment, and custodial services necessary to provide the KITS Program in the schools that the participating children will attend. The community partnership also allows the districts to utilize a number of funding sources as well as their own in-kind resources listed above to support this program.

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**

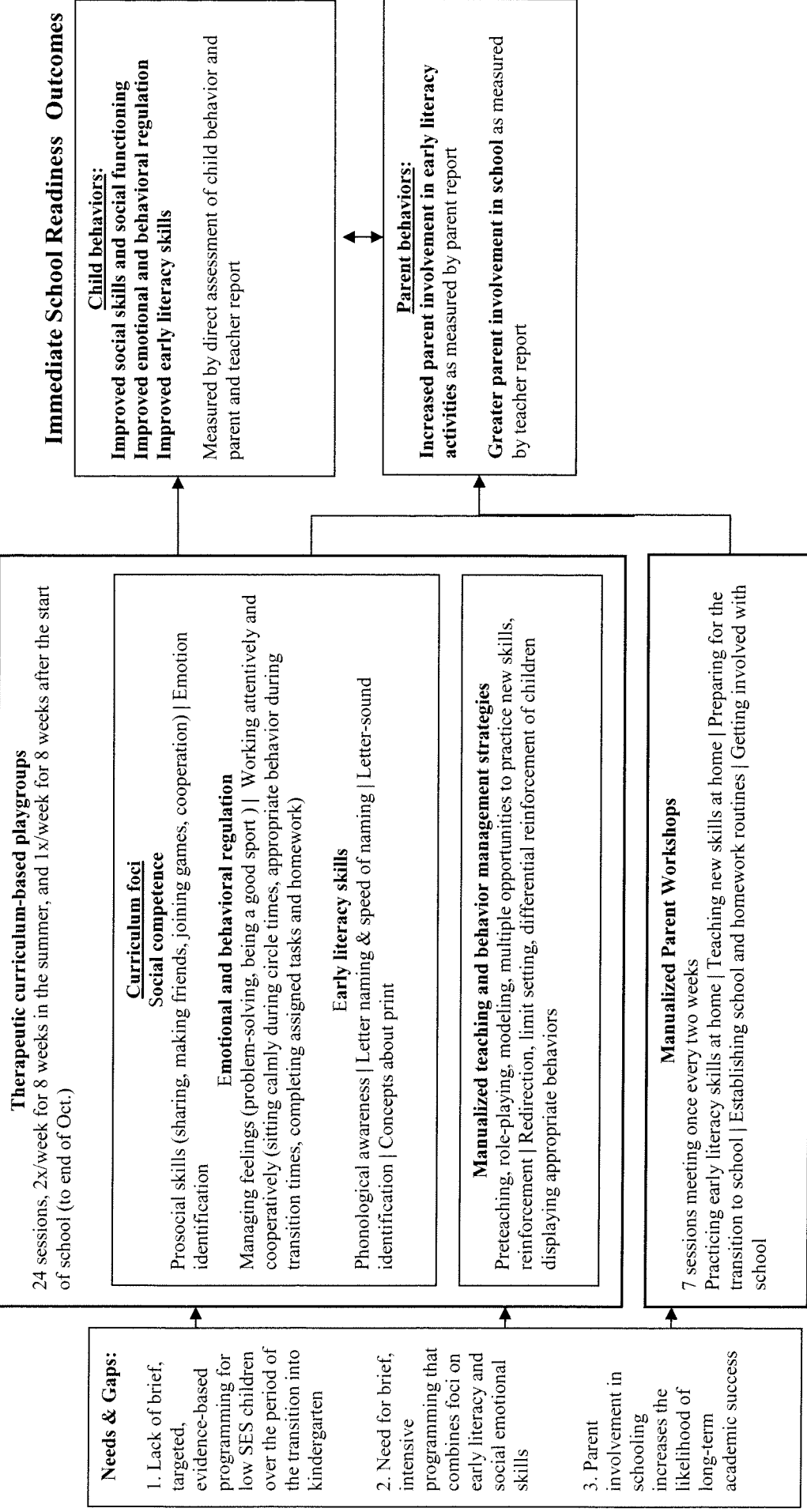
Read and sign Exhibit B, United Way of Lane County Policies and Certification Documents, included in Appendix C.

Please see the attached documentation.

Literature Cited

- Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2001). Schools, achievement, and inequality: A seasonal perspective. *Educational Evaluation and Policy Analysis, 23*(2), 171-191.
- Children First for Oregon. (2008). *Status of Oregon's Children 2008: Lane County* Portland, OR: Children First for Oregon.
- Christenson, S. L. (1999). Families and schools. In R. C. Pianta & M. J. Cox (Eds.), *The transition to kindergarten* (pp. 143-177). Baltimore: Paul H. Brookes.
- Conyers, L. M., Reynolds, A. J., & Ou, S.-R. (2003). The effect of early intervention on subsequent special education services: Findings from the Chicago child-parent centers. *Educational Evaluation and Policy Analysis, 25*, 75-95.
- Duncan, G. J., & Magnuson, K. A. (2005). Can family socioeconomic resources account for racial and ethnic test score gaps? *Future of Children, 15*(1), 35-54.
- Eugene Police Department. (2009). Crime Statistics Map. Retrieved February 18, 2010, from <http://www.eugene-or.gov/portal/server.pt?open=512&objID=320&PageID=668&cached=true&mode=2&userID=2>
- Foster, M. A., Lambert, R., Abbott-Shim, M., McCarty, F., & Franze, S. (2005). A model of home learning environment and social risk factors in relation to children's emergent literacy and social outcomes. *Early Childhood Research Quarterly, 20*, 13-36.
- Fothergill, K. E., Ensminger, M. E., Green, K. M., Crum, R. M., Robertson, J., & Juon, H. (2008). The impact of early school behavior and educational achievement on adult drug use disorders: A prospective study. *Drug and Alcohol Dependence, 92*, 191-199.
- Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly, 21*, 431-454.
- Mersky, J. P., & Reynolds, A. J. (2007). Child maltreatment and violent delinquency: Disentangling main effects and subgroup effects. *Child Maltreatment, 12*(3), 246-258.
- Obradovic, J., Long, J. D., Cutuli, J. J., Chang, C., Hinz, E., Heistad, D., et al. (2009). Academic achievement of homeless and highly mobile children in a urban school district: Longitudinal evidence on risk, growth, and resilience. *Development and Psychopathology, 21*(2), 493-518.
- Ou, S.-R., Mersky, J. P., Reynolds, A. J., & Kohler, K. M. (2007). Alterable predictors of educational attainment, income, and crime: Findings from an inner-city cohort. *Social Service Review, 81*(1), 85-128.
- Ou, S.-R., & Reynolds, A. J. (2008). Predictors of educational attainment in the Chicago Longitudinal Study. *School Psychology Quarterly, 23*(2), 199-229.
- Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report, 16*(3), 1-20.
- Reynolds, A. J., & Temple, J. A. (2008). Cost-effective early childhood development programs from preschool to third grade. *Annual Review of Clinical Psychology, 4*, 109-139.
- Shochet, I. M., Dadds, M. R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology, 35*(2), 170-179.
- Springfield Police Department. (2009). *2008 Annual Report*. Springfield, OR: Springfield Police Department.
- Topitzes, J., Godes, O., Mersky, J. P., Ceglarek, S., & Reynolds, A. J. (2009). Educational success and adult health: Findings from the Chicago Longitudinal Study. *Prevention Science, 10*, 175-195.
- Wiesner, M., & Windle, M. (2004). Assessing covariates of adolescent delinquency trajectories: A latent growth mixture modeling approach. *Journal of Youth and Adolescence, 33*(5), 431-442.

Intervention



Strategic/Preventive Investment Application

Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

Bethel School District

Proposed Services:

Kids In Transition to School (KITS) Program

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

REVENUE/SUPPORT

United Way Funding/Request (do NOT include Donor Designations)		\$29,276.52
Public Support: Contributions/Fundraising Events (include Donor Designations)		
Government Funding		
Foundation/Corporation/Other Grants or Major Gifts		\$20,751.00
Program Service Fees or Membership Dues		
Other Revenue		
Total Revenue	\$0.00	\$50,027.52

Actual Estimated

EXPENSES

Personnel Related		\$42,858.80
Client Assistance		\$650.00
Other Direct Program Expenses		\$4,750.00
Administrative Overhead		\$1,768.72
Total Expenses	\$0.00	\$50,027.52

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	#DIV/0!	59%
Administrative overhead percentage applied to proposed services	#DIV/0!	4%

Completed by:

Angela Relling

Exhibit A

United Way of Lane County Best Organizational Practices and Management

Agency Name: Bethel School District

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	Other procedures are required.
C. Money & Investments	Yes	No	Other/Explain
1. Bank deposits are FDIC insured and account balances are at or below the \$250K limit.		X	More than \$250,000, but are FDIC Insured

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	Staff use PO system for purchasing
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.	X		Through audit process
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:			
a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis	X		
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		
7. Our board meets at least quarterly. Indicate how often: <u>2 times per month</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 meetings did you have a quorum in attendance? Indicate percentage: <u>100%</u>	X		
B. Bylaws and Policies	Yes	No	Other/Explain
1. Our agency has written bylaws.		X	District Policy and Administrative Rule
2. Our agency provides each board member a copy of the bylaws.		X	District Policy and Administrative Rule
3. Our bylaws state the requirements for a board quorum.		X	District Policy and Administrative Rule
4. Our board regularly reviews the bylaws.		X	District Policy and Administrative Rule
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	X		

fundraising practices.			
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: Bethel School District

Prepared By (Name): Colt Gill

Title: Superintendent

Date: March 1, 2010

Exhibit B

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

“I hereby certify that

Bethel School District
(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: Colt Gill

Date: March 1, 2010

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.