

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

Please make entries directly into this form, or as continuations or attachments to this form.

**I. PROPOSAL SUMMARY AND RESPONSIBILITY**

Organization name: Metropolitan Family Service

Project/Program title: Ready Set, Go!

Program/Project Start Date: July 1, 2011 Program/Project End Date: June 30, 2014

Proposed Funding: First Year: \$30,000 Total: \$90,000 (Total Project Cost = \$294,011)

Grant Administrator:

Name & Title: Jana Richardson, Development Director

Address: 1808 SE Belmont St.  
Portland, OR 97214

Telephone: 503.230.1451 Fax: 503.232.9178

Email: janar@metfamily.org

Signature:  Date: Feb. 28, 2011

Program Director/Project Manager/Principal Investigator (if different above):

Name/Position: Amy Corbett, Program Manager

Email: amyc@metfamily.org

Telephone: 503.232.0007, ext. 150 Fax: 503.232.9178

**II. PROPOSAL STATEMENT**

Please describe the program/project that you propose for our Foundation to fund. Please mention the overall size of the program/project, how many children, by age range, and how many caregivers it serves, studies, or supports, and what you know about their socio-economic characteristics and that of the community in which they live.

Metropolitan Family Service (MFS) Ready, Set, Go! program will provide kindergarten readiness and parent education to low-income, primarily Spanish-speaking families in North Clackamas County, Oregon. We are requesting funds for three years, totaling \$90,000. This represents 31% of total program costs.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

Over the course of this project, we anticipate serving 180 four-year-olds, and indirectly serving approximately 40-60 additional children who will benefit from the parent education services their parents access. In addition, 80 parents will be served through research-based parent education classes. The families targeted for this program live in the North Clackamas School District. Based on experience, the vast majority of families served will come from the Lot Whitcomb Elementary School attendance area. This area is characterized by increasing poverty, growing unemployment, growing numbers of families with limited English skills and disparities in achievement among children from minority ethnic groups compared to Caucasian children.

**III. PROPOSAL ATTRIBUTES**

Please provide and discuss the following information for the type of program/project you propose:

**A. Direct Service Programs:**

1. The location, size and socio-economic characteristics of the community served by your proposed program.

The North Clackamas School District is located in North Clackamas County, in the outer southeast region of Portland, Oregon. Lot Whitcomb Elementary School is located in the north central part of the district. Exacerbated by the recent recession, needs among children and families in the Lot Whitcomb attendance area have been growing in scope and severity for several years. Last year, 406 students at Lot Whitcomb qualified for free or reduced lunch, the highest number of any elementary school in Clackamas County (per Oregon Department of Education DBI report #61 for 2009-10). Below is a snapshot of socio-economic data that show the growing needs among children and families at Lot Whitcomb over the past ten years.

| Lot Whitcomb Elementary (K-6) Student Data  | 1999-2000 | 2009-2010 |
|---|-----------|-----------|
| Student Enrollment  | 565       | 511       |
| Number and Percent of students eligible for Free or Reduced Lunch (of student enrollment)           | 360/64%   | 406/79%   |
| Number and Percent of students eligible for Free Lunch (of total number of free & reduced students) | 287/80%   | 362/89%   |
| Number and Percent of students in Limited English Proficient (LEP) program (of student enrollment)  | 124/22%   | 234/46%   |
| Number and Percent of Minority Students (of student enrollment)                                     | 126/22%   | 291/57%   |

Source: Oregon Department of Education, DBI Reports for 1999-2000 and 2009-2010

As shown, over the past decade, of the students that qualify for free and reduced lunch at Lot Whitcomb, a greater percent of them now fall into the “free” category, indicating a shift towards more students coming from very low to low income households. The income guideline for free lunch eligibility is that a family of four can make no more than \$28,665 in one year. At the same time, the number of students

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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enrolled in the LEP program has risen indicating that more families in the community may also face cultural barriers such as limited English skills and cultural isolation.

In addition, unemployment has almost doubled in the area, increasing from 5.1% as of June 2008 to 9.9% as of December 2010. All of these factors contribute to high-stress households where risk factors for child abuse are more prevalent. Children are also at risk of starting school without requisite literacy skills to keep up with their peers and succeed in school. The need to intervene early is vital in a geographic area such as the Lot Whitcomb Elementary attendance area.

2. The unmet needs of the community that your proposed program addresses, and how you identified those needs.

The demand for early/family literacy programs in Clackamas County is high, particularly among low-income, immigrant Hispanic families. Per [www.cccchs.org](http://www.cccchs.org), approximately 300 children are on the waiting list for Head Start. Research shows that children who are behind in reading by the end of first grade have only a one in eight chance of ever catching up ([readyforschool.org](http://readyforschool.org)). It is imperative to provide early childhood/family literacy programs to prevent low academic achievement patterns among children, and foster self-sufficiency for all family members. A priority of the Clackamas County Comprehensive Plan is to “*enhance readiness to learn by providing programs aimed at serving low-income migrant families of young children.*”

Across Clackamas County, there has been unprecedented growth in the number of Spanish-speaking families. In 2000 there were just over 17,000 Hispanic families living in the county; in 2009 there were more than 29,500 (American Community Survey data). At Lot Whitcomb Elementary School, Hispanic children do not achieve at the same rates as their White peers. Per Oregon Department of Education data, 87% are currently meeting state standards in Reading compared to 93% for White students. *Please note this level of disparity is quite low compared to other elementary schools with similar student demographics. We feel the Ready, Set, Go program has helped to address this achievement gap (please see section V, question E for more information).*

Also, according to the Clackamas County Juvenile Department, the juvenile crime rate in the Lot Whitcomb attendance area continues to be high, despite a falling rate in the County overall. The school counselor at Lot Whitcomb reports that the annual number of child maltreatment and trauma cases is higher than average.

As a result of collective conditions, low-income parents, particularly Spanish-speaking parents and their young children, do not have access to family and child supports necessary for success. Parents who are struggling with poverty often do not have the time or awareness to support their children’s education. Early intervention for economically disadvantaged, at-risk children can lead to lower risks of involvement in juvenile delinquency, truancy, and substance abuse. High quality parent education programs can reduce the risk factors for child abuse.

MFS is well integrated into a system of community resources that supports children and families in the North Clackamas area. As such we are well aware of the scope and depth of needs of the community. We are also well positioned to leverage the assets of community resources to collaboratively address

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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these needs. Since 2005, MFS has convened a group of public and private agencies in North Clackamas to address the growing needs of children and families in the area. These agencies comprise the North Clackamas After-School Task Force, a 25-member group that has been instrumental to securing financial and in-kind support for community school and family support programs such as parent education. The group has long voiced the need for proven parent education programs, with members recently recognizing the need to effectively address parent leadership and representation among low-income Latinos.

In addition to convening the North Clackamas Task Force, MFS staff are active participants in the following: Compassion Connect – a faith-based initiative, Family Education and Support Network, Clackamas County Juvenile Crime Prevention Committee, Clackamas Local Interagency Coordinating Committee, Clackamas County Early Childhood Coordinating Committee, and Hispanic Networking Team.

3. The research findings, best practices and/or curriculum models on which the following program elements are based.
  - 1) the choice of format or setting (*e.g.*, home visits, center-based, office visits):
  - 2) the duration (the overall length of time it serves a given participant):
  - 3) the intensity (how many hours each day and days each week a participant receives services):

Our results to date with the Ready, Set, Go (RSG) program have been strong. Last year 92% of the children who attended RSG—all from Hispanic families—were ready for kindergarten at entry. Sixty-three percent of RSG parents showed an increase in family functioning.

The Ready, Set, Go program is a sum of its parts – five best practice program elements that each play a pivotal role to produce the above outcomes. They are:

- Home visits and/or individual meetings focus on individual assessment and developmental screening, and modeling pre-kindergarten literacy skill-building activities for parents and caregivers. Home visits or meetings typically last 1 to 2 hours. Each family is provided with an initial visit or meeting. More visits/meetings are provided for especially high-stressed households. Most families receive two home visits or individual meetings a year.
- Parent/Child Interaction Groups simulate pre-school classes designed to increase the school readiness and literacy skills of children who will enter kindergarten in the next school year. In these groups parents practice developmentally-appropriate activities with their children, practice appropriate discipline/redirecting techniques, and increase parent/child nurturing skills. The program coordinator will focus on increasing social/emotional, intellectual, language, and physical skills of participating children. Groups will use the Creative Curriculum ® for Preschool. These groups last two hours and occur each three times per week. Children may attend one to three, two-hour parent/child interaction groups (PCIGs) per week. Children attend from time of enrollment until enrollment in kindergarten; maximum service length is 12 months. Groups are held at the Wichita Community Center, a former public school in the North Clackamas School District.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

- Kindergarten Readiness Workshops focus on: 1) parenting skills for parents of young children; 2) appropriate discipline techniques; 3) encouraging positive behavior; 4) establishing rules and structure; and 5) developmentally-appropriate activities to do with pre-school-aged children. These workshops are two hours in length and are offered monthly throughout the school year. Workshops are held in the Wichita Community Center.
- Make Parenting a Pleasure (MPAP) parent education classes focus on increasing participants' knowledge of positive discipline tools, child development, and age-appropriate expectations. This 13 week, research-based parent education curriculum is offered in Spanish and English. Classes are two hours each and meet once a week for 13 weeks at the Wichita Center.
- Abriendo Puertas parent empowerment workshops focus on low-income, Spanish-speaking parents of young children age 0-5. Topics covered include the importance of parents as teachers, effective parenting, child development, language development and bilingualism, community resources, healthy eating and exercise, mental and emotional health, the benefits of pre-school, and self-advocacy within the public school system. MFS was one of two agencies asked to pilot this innovative program model because it complimented our existing parent education offerings. Each workshop is two hours in length and is held once a week for 10 weeks. Workshops are held at the Wichita Community Center.

Each program component of Ready, Set, Go is based on best practices as follows:

- ✓ Home visiting research has expanded tremendously over the past two decades and new studies continue to be produced each year. Current research indicates that there are thousands of publicly and privately funded home visitation programs in the U.S. which provide services to at least half a million children (Ammerman, 2006; Daro, 2006). In 2001, approximately 37 states had state-based home visiting systems or programs (Daro, 2006; Johnson, 2001), and program evaluations illustrate that home visitation is a promising prevention strategy for parents and their young children.
- ✓ Parent Child Interaction Groups (PCIG) will use the Creative Curriculum ® for Preschool. The validity or effectiveness of The Creative Curriculum for Early Childhood model was examined in a research study conducted by the U.S. Department of Defense Education Activity. The U.S. Department of Defense Education Activity contracted with Quality Assist, Inc. to conduct an independent, third party evaluation of its Sure Start program for preschool children. The Sure Start Effectiveness Study: Final Report (Abbott-Shim, 2000) provides the results of this research effort.

Sure Start serves the needs of primarily low-income military and civilian dependents' preschool children and their families living overseas. The Sure Start program uses *The Creative Curriculum for Early Childhood* as its adopted curriculum. All teaching staff (both teachers and their assistants) and their supervisors receive annual training on *The Creative Curriculum* to ensure consistency in implementation of the model. Programs are monitored and additional onsite training in regard to the curriculum model is provided throughout the school year.

Ten Sure Start classrooms were randomly selected for participation in the research study during the 1999-2000 school year. Trained data collectors administered classroom observations, child assessments and parent questionnaires. The research study utilized a pretest/post-test design to

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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address the gains in child outcomes during the Sure Start school year. The Sure Start children made statistically significant gains on all of the measures from the Fall to the Spring of the school year. In addition, the sample of parents reported that they are highly involved in their children's home learning experiences. They also reported high satisfaction with the Sure Start program.

The Sure Start Effectiveness Study provides significant evidence that *The Creative Curriculum® for Early Childhood*, when implemented as intended and supported by ongoing staff development, is a curriculum model that ensures positive child outcomes, effective teaching practices, and high parent satisfaction.

- ✓ Kindergarten readiness workshops are a best practice increasingly being used across the country to enhance early-childhood literacy and readiness of both children and their parents for kindergarten and school experiences.
- ✓ Recognition and research for Make Parenting a Pleasure includes identification as a Promising Practice by the Office of Juvenile Justice and Delinquency Prevention Family Strengthening Project; and as a Promising Program by the Center for Abuse Prevention.

*Make Parenting A Pleasure* was named as a national family-strengthening model by the Federal Office of Juvenile Justice and Delinquency Prevention after rigorous review. It is also listed on the Western CAPT Promising Practice website. There have been two empirically designed evaluations of the *Make Parenting A Pleasure* program, one when the curriculum was completed in 1996, and one in 1999, as a dissertation project.

#### **1999 Evaluation**

Design: Seventy-four participants were randomly assigned to a wait list or one of six *MPAP* groups.

Results: Post hoc analysis showed significant results in (1) Parenting Sense of Competence (POSOC)—parents showed an increase in self-esteem and in positive feelings about their parenting; (2) Parenting Scale (PS)—parents showed a decrease in inappropriate discipline practices. In addition, those who scored in the clinical range on having problems with their child(ren) at pretest reported a significant reduction in over-reactivity, verbosity, and laxness when interacting with their children after the completion of the *MPAP* class.

#### **1996 Preliminary Evaluation**

Design: Fifty-two subjects participated either in one of two *MPAP* groups or were in a wait list group.

Results: Significant results on Parent Stress Index (PSI)—less parental stress and less stress between partners; and Child Abuse Potential Inventory (CAPI)—a decrease in abuse potential, in parental stress, in parenting rigidity, and an increase in unhappiness.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

- ✓ Abriendo Puertas has been independently evaluated by Professor Bruce Fuller of UC Berkeley. This assessment included both quantitative and qualitative analyses--collected through pre and post surveys, questionnaires, field notes and focus groups at the beginning and end of the program.

Results show Abriendo Puertas participants display significant increases in their:

- *Confidence as parents*
- *Knowledge and comfort with available services*
- *Social support, connection to the community, and civic engagement*

This evaluation is still going on and MFS is participating by sending our results to Berkeley.

4. The program director's experience with this and similar services; the preparation or credential requirements of the program staff; and the role of volunteers (if any).

Amy Corbett is the manager of Family Support programs, which include parent education, a transportation program supporting low-income working parents, and case management for students at risk of dropping out of school. Ms. Corbett has worked at MFS for nine years, seven as a program manager and two as a program coordinator. Her qualifications and skills include program design and development, budget development and management, employee supervision, community outreach, and training. Ms. Corbett serves on the Clackamas Local Interagency Coordinating Council (focused on early childhood services). She holds a Masters Degree in Political Science from UCLA.

Maria Perdomo is the program coordinator and facilitator of Ready, Set, Go! and Abriendo Puertas classes. Ms. Perdomo has worked at MFS for five years. She has over eight years experience implementing early childhood education/literacy programs and is a former pre-school teacher. Bi-cultural and bi-lingual in Spanish and English, Ms. Perdomo has a bachelor's degree in early childhood education.

Parent participants from previous sessions are recruited as volunteers to help ensure culturally appropriate activities and co-facilitate sessions. They provide an important bridge of trust between parents and parent educators, acting as both ambassadors and champions for the program. In return, parent volunteers gain leadership skills, reinforce their own learning, and strengthen connections with other parents in their community. We find that previous participants are the greatest source of referrals.

5. Your community partners in this program, and the reasons for those partnerships.

The program elements of Ready, Set, Go have a unique set of community partners. They are as follows:

Parent Child Interaction Groups and Kindergarten Workshops are supported by a strategic collaboration of five community organizations – Metropolitan Family Service (MFS), North Clackamas School District, Wichita Center for Family and Community, Ledding Library of Milwaukie, and Clackamas Education Service District (ESD). The North Clackamas School District contributes Title I funding to

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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the program, and outreach to elementary schools through district communications. The Wichita Center for Family and Community provides classroom space and office space for our Coordinator. Ledding Library of Milwaukie provides space for class visits, has expanded their Spanish pre-school story times to accommodate our families' participation, and helps us encourage all families to obtain library cards. Clackamas ESD provides a developmental screening tool we administer to children so that we can connect families to early intervention services when needed. Clackamas ESD also shares information with us about children they are serving so that we can serve them in a way that is most appropriate to their disability.

Make Parenting a Pleasure collaborative partners are the Clackamas Mental Health Organization, which funds our work with families served by the Oregon Health Plan; North Clackamas School District, which provides space for classes; and Providence Health System, which distributes information about parenting classes to families they serve who are insured by Oregon Health Plan.

Abriendo Puertas collaborative partners are Stand for Children, North Clackamas School District, and The Oregon Community Foundation. We collaborate with Stand for Children and the North Clackamas School District to encourage Latino parents' involvement in their children's education, their school system, and broader advocacy for legislative actions that benefit families and children. Oregon Community Foundation funds our group facilitator for this project and provides a yearly training and networking opportunity for staff.

6. Laws, regulations and/or policies (*e.g.*, accreditation standards, staffing levels, facilities availability, *etc.*) applicable to the proposed program, and measures you take to comply with them.

As providers of services attended by parents and children or parents alone, we are not subject to regulations of pre-school or licensed childcare providers. We conduct criminal background checks for all paid staff and volunteers, and voluntarily adhere to childcare ratios required of licensed childcare facilities. MFS provides feedback to advocacy organizations and government agencies, particularly at the local and state level, to support services and policies that benefit families and children.

7. Evidence you use to determine the at-risk status of participants in the proposed program.

Since the vast majority of program participants reside in the Lot Whitcomb Elementary School attendance area, we know that they likely represent a low-income demographic (see III. A.) and that they live in a high stress area characterized by higher than average rates of juvenile crime and child maltreatment. Last year, per receipt of federal ARRA funds, MFS collected income information to determine at-risk status of program participants. According to data from the last full program year, 55 out of 61 participants were at or below 200% of federal poverty level.

8. Evidence you use to determine the school readiness at kindergarten of children in the program.

Children who test at a level 4 or 5 (range is 1-5) on the Get Ready to Read early literacy assessment will be considered ready for kindergarten.



The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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**IV. OUTCOMES AND EVALUATION**

Please complete the following table detailing desired outcomes and measures of progress for the program/project that is proposed for funding. Add rows as necessary. Include information for the entire period you are seeking funding. See examples for further information.

See table on following page.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

| Desired Outcome(s)   | Action Steps to Achieve Outcome  | Indicators of Progress/Results (interim benchmarks)   | Timeline for Activities / Estimated Completion  | Evaluation and Measurement Methods *                          |
|--|--|---|---|---|
| To improve literacy skills in pre-kindergarteners                                  | Parent/child interaction groups, home visits   | At year end, 85% of participants will test at a level 4 or 5 (literacy level ready for kindergarten) or increase at least two steps from pre-test.        | Activities begin in September 2011 and assessment is completed in June 2012 for year one.             | Get Ready to Read early literacy assessment (ranges from 1-5) |
| To improve social/emotional readiness for kindergarten                             | Parent/child interaction groups, parent education classes and workshops, home visits | Children who score near the cutoff (70) or whose parents are concerned about their children's development will be given referrals for further assessment. | Assessment is administered at enrollment and referral to ESD is made immediately if concern is found. | Ages and Stages Assessment                                    |
| To expand access to proven parent education programs for disadvantaged populations | Make Parenting a Pleasure parenting course once a week for 13 weeks                  | 75% of parents will show a positive change in subscales for family functioning and nurturing/attachment.  | Assessments are administered during first and final parent education class.                           | Pre- and post-course Protective Factors Survey                |

\* Describe internal or external procedures used to evaluate the outcomes and the effectiveness of any of the activities listed above.

The curriculums we use have gone through external evaluations, and the assessments we have listed are our internal process to assure that we are getting results.

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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**V. ADDITIONAL PROPOSAL INFORMATION**

Please comment on each of the following points for our consideration in reviewing this proposal and in making our grant award decisions:

- A. Please cite and explain any outcomes that are expected to yield social returns on an investment in this proposal, that is, outcomes leading to specific social benefits or social cost reductions.

Multiple short-term and longitudinal studies have demonstrated the positive impact on children, families, and society when high-quality pre-school programs are implemented. The social benefits include a decline in the need for special education, children progressing steadily through their academic years, reduced youth and adult crime, and increased lifetime earnings.

All of these social benefits will lead to social cost reductions. Resources spent on special education throughout a child's academic path, or incarceration later in life because a child was not set up for school success, drain government resources. Studies show that investing in early childhood programs yield up to \$17.00 for each dollar spent (Randall, 2009). In challenging economic times, it becomes even more critical that quality pre-school programs are not only maintained, but also strengthened as well for the long-term benefit of society.

- B. Please indicate whether your organization is proposing a multi-year funding commitment. If you are making such a proposal, please address the following two conditions:

- 1) The proposed funding may not exceed three years duration. (Additional funding, even to continue the same work, requires a new application cycle, including new sponsorship by a Foundation Member)
- 2) The proposal must show that a multi-year award is an operational necessity (*i.e.*, more than a convenience) for the effective performance of the proposed work.

Any second or third year of funding depends on the Foundation's favorable evaluation of a report of satisfactory progress toward the outcomes cited in your proposal.

MFS is requesting a three-year funding commitment from the Oscar Mayer Family Foundation. This funding level is requisite to serve 180 pre-schoolers, 40-60 siblings of these children who will benefit from more skilled parents, and the 80 parents who will benefit from participating in high quality research-based parent education. The children and families we have served to date in the Ready, Set, Go program are among the most vulnerable in the greater Portland area. This proposal allows us to continue to reach and engage these families early, and provide them a vetted pre-kindergarten and parent education program, setting them up for long-term success. A three-year request is needed to make this significant community impact.

MFS will provide reports to the Oscar Mayer Family Foundation, and we are confident, given program results so far, that these will show continued strong progress toward program outcomes.

- C. Please comment on the expected effect of an award for a lesser amount than the full amount of the proposed funding. Please mention any factors of which the Foundation ought to be aware (*e.g.*, any

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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possible segmentation or rescheduling of the work) if it were to reduce the amount of its award compared to the proposed funding.

A lesser amount would mean that fewer children and families would be served, as opposed to dropping certain elements of the program. Each program element directly contributes to the strong outcomes of the program and we are committed to maintaining the quality of the program.

D. Please comment on the timing of an award. Please tell us if the timing of its receipt would be significant to your organization or to the proposed program or proposal. In your comment, please address the effect of a delayed award, or of an award that may be divided, for example, between calendar years or fiscal years.

Ideally, to maintain our scheduled calendar for all the program elements we are eager to begin the program as of July 1, 2011. If funding is delayed, however, we would look at re-scheduling certain program elements. We would also continue to seek investment from other funders.

E. Please mention anything else that you would especially like The Oscar G. & Elsa S. Mayer Family Foundation to know about your organization, its work, and/or your proposal.

We feel the work we have done to date on kindergarten readiness and parent education in North Clackamas represents a premiere best practice model in the state of Oregon, if not the U.S. We hope to continue our work to amass further evaluation of the model. Recently, the Oregon Department of Education nominated Lot Whitcomb Elementary School for a Celebrating Student Success award for gains made in closing the achievement gap among white students and those from ethnic minority groups.

A cursory examination of state assessment scores for reading and literature suggest the Ready, Set, Go program may be contributing to this success. The current percent of all Lot Whitcomb students who are meeting or exceeding Oregon State benchmarks for Reading and Literature is 89.7% (2009-10 figures). This is an increase from five years ago (2004-05) when 84.7% of students met or exceeded benchmarks. This increase has occurred despite an overall increase in the number of students at Whitcomb who qualify for free or reduced-price lunch (an indicator of poverty). The free/reduced rate at Whitcomb was 79% in 2009-10. Also, as of 2009-10, the percent of Limited English Proficiency (LEP) students and students who are economically disadvantaged (ED) at Whitcomb who are meeting or exceeding benchmarks is 85.3% and 89.4% respectively.

These statistics are worth noting for two reasons. One, it is rare that achievement among all groups is this high at a school with such a relatively high number of children from low-income households. Second, the difference in percent of children meeting/exceeding benchmarks between the LEP and ED students and the total population is relatively low. This is also rare.

For over 60 years, Metropolitan Family Service has been providing proven, primarily prevention-based program and services in the Greater Portland area that strengthen families, including parent education, employment stabilization, financial education, and life skills classes. As a result of its reputation in the community for being at the forefront of identifying emerging trends and community needs, MFS has

The Oscar G. & Elsa S. Mayer Family Foundation  
Proposal Information Form

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established strong partnerships with other organizations. These 250 partnerships allow us to leverage resources, resulting in geographic expansion and increased program offerings.

Volunteerism is a core value of the organization, and the support of volunteers also helps MFS leverage scarce resources. Last year, over 1,800 volunteers donated 129,000 hours of service. MFS provides volunteer programs to engage individuals, increase resources, enrich our neighborhoods, tap into individuals' expertise, and create healthy, vibrant communities. More than half of our volunteers provide help in two program areas: tutoring and mentoring children and youth, and providing transportation and in-home support to low-income, isolated, older adults.

**VI. PROPOSAL ATTACHMENTS**

When you submit your Proposal, please attach

- A. A resume, curriculum vita, or biography of the Program Director, Principal Investigator, or Project Manager for the work of this proposal.
- B. A completed RFP-Proposal Operating Data Form. (Please submit this form in the format of an MS Excel spreadsheet file.)
- C. A completed RFP-Proposal Budget spreadsheet (also in Excel).

Oscar G. Elsa S. Mayer Family Foundation

**PROGRAM BUDGET**

|                            |                             |
|----------------------------|-----------------------------|
| <b>Organization Name:</b>  | Metropolitan Family Service |
| <b>Program Title:</b>      | Ready Set Go                |
| <b>Program Start Date:</b> | July 1, 2011                |
| <b>Program End Date:</b>   | June 30, 2014               |

|  | Notes <sup>(1)</sup> | 1st Year Budget  | 2nd Year Budget  | 3rd Year Budget   | Total Proposal Budget |
|--|----------------------|------------------|------------------|-------------------|-----------------------|
| <b>Foundation Grants: <sup>(2)</sup></b>                 |                      |                  |                  |                   |                       |
| Oscar G. & Elsa S. Mayer Family Foundation               | pending              | 30,000           | 30,000           | 30,000            | 90,000                |
| Oregon Community Foundation                              | pending              | 28,000           | 26,000           |                   | 54,000                |
| Ray Solem Foundation                                     | pending              | 10,000           |                  |                   | 10,000                |
| <b>Total Foundation Grants</b>                           |                      | <b>\$ 68,000</b> | <b>\$ 56,000</b> | <b>\$ 30,000</b>  | <b>\$ 154,000</b>     |
| <b>Government Contracts/Grants:</b>                      |                      |                  |                  |                   |                       |
| North Clackamas School District (Title I)                | secured              | 25,000           |                  |                   | 25,000                |
| North Clackamas School District (Title I)                | planned              |                  | 15,000           | 15,000            | 30,000                |
| North Clackamas School District (Title X Homeless Grant) | secured              |                  | 10,000           |                   | 10,000                |
| <b>Total Government Contracts/Grants</b>                 |                      | <b>\$ 25,000</b> | <b>\$ 25,000</b> | <b>\$ 15,000</b>  | <b>\$ 65,000</b>      |
| Corporate/Business Gifts                                 |                      |                  |                  |                   |                       |
| Individual Donations                                     |                      |                  |                  |                   |                       |
| Fundraising/Events                                       |                      |                  |                  |                   |                       |
| In-Kind Gifts <sup>(3)</sup>                             | planned              | 1,877            | 17,006           | 56,128            | 75,011                |
| <b>TOTAL SOURCES OF SUPPORT</b>                          |                      | <b>\$ 94,877</b> | <b>\$ 98,006</b> | <b>\$ 101,128</b> | <b>\$ 294,011</b>     |

| PROGRAM EXPENSES  | Notes | 1st Year Budget  | 2nd Year Budget  | 3rd Year Budget   | Total Proposal Budget |
|---|-------|------------------|------------------|-------------------|-----------------------|
| <b>DIRECT Program Expenses:</b>   |       |                  |                  |                   |                       |
| <b>Compensation Expense (by position)</b>   |       |                  |                  |                   |                       |
| Program Manager (10%)   |       | 6,396            | 6,621            | 6,850             | 19,867                |
| Program Coordinator (100%)  |       | 50,197           | 52,017           | 53,885            | 156,099               |
| Group Facilitator   |       | 10,563           | 10,960           | 11,364            | 32,887                |
| Childcare (400 hours)   |       | 4,969            | 5,118            | 5,272             | 15,359                |
| <b>Total Compensation Expense</b>   |       | <b>\$ 72,125</b> | <b>\$ 74,716</b> | <b>\$ 77,371</b>  | <b>\$ 224,212</b>     |
| <b>Professional Services (by position)</b>  |       |                  |                  |                   |                       |
|   |       |                  |                  |                   | -                     |
|   |       |                  |                  |                   | -                     |
| <b>Total Professional Services Expense</b>  |       | <b>\$ -</b>      | <b>\$ -</b>      | <b>\$ -</b>       | <b>\$ -</b>           |
| <b>Other Direct Program Expenses</b>  |       |                  |                  |                   |                       |
| Professional Fees   |       | 650              | 650              | 650               | 1,950                 |
| Staff Training  |       | 750              | 750              | 750               | 2,250                 |
| Supplies, Food & Beverage   |       | 6,000            | 6,000            | 6,000             | 18,000                |
| Telephone   |       | 400              | 469              | 468               | 1,337                 |
| Local Travel  |       | 600              | 600              | 600               | 1,800                 |
| Flex Funds  |       | 120              | 120              | 120               | 360                   |
| <b>Total Other Direct Program Expenses</b>  |       | <b>\$ 8,520</b>  | <b>\$ 8,589</b>  | <b>\$ 8,588</b>   | <b>\$ 25,697</b>      |
| <b>INDIRECT Program Expenses <sup>(4)</sup></b>   |       |                  |                  |                   |                       |
| Allocation of General Administration and Overhead to Project:   |       |                  |                  |                   |                       |
| 2% of total organizational budget and includes: rent and occupancy, janitorial, payroll, administrative support, insurance, supplies, etc |       |                  |                  |                   |                       |
|   |       | 14,232           | 14,701           | 15,169            | 44,102                |
| <b>Total Indirect Program Expenses</b>  |       | <b>\$ 14,232</b> | <b>\$ 14,701</b> | <b>\$ 15,169</b>  | <b>\$ 44,102</b>      |
| In - Kind Expenses <sup>(5)</sup>   |       |                  |                  |                   | \$ -                  |
| <b>TOTAL EXPENSES</b>   |       | <b>\$ 94,877</b> | <b>\$ 98,006</b> | <b>\$ 101,128</b> | <b>\$ 294,011</b>     |

- (1) For funding sources, please note the status of each, e.g., Secured, Pending, or Planned
- (2) For foundation sources, please itemize major secured, pending, or planned sources
- (3) For in-kind gifts, please footnote the values used, e.g., the dollar amounts per hour and the hours planned
- (4) For indirect expenses, please either itemize or show the allocated percent of direct program expenses, according to your organization's overhead allocation or indirect cost recovery policy
- (5) For in-kind expenses, please footnote the cost factors used, e.g., the dollar amounts per hour and the hours planned

**DIRECT SERVICE PROPOSAL DATA**

**Organization Name:** Metropolitan Family Service

**ProgramTitle:** Ready, Set, Go!

# = enter a number - IMPORTANT: Do not enter text  
 x = enter an "x" to mark each entry  
 \$ = enter a number - entries will appear in dollar format

|   | <u>Program Data</u>                 | <u>Notes</u> |
|---|-------------------------------------|--------------|
| <u>Proposal by funding duration:</u>                                |                                     |              |
| Years of proposed funding from our Foundation                       | #<br><input type="text" value="3"/> |              |
| <u>Activity by request type(s) - note all that apply:</u>           |                                     |              |
| Fund general operating needs  | x<br><input type="text" value="x"/> |              |
| Continue a specific existing activity                               | <input type="text" value="x"/>      |              |
| Expand a specific existing activity                                 | <input type="text"/>                |              |
| Start a new activity  | <input type="text"/>                |              |
| <u>Activity by domain(s) - note all that apply:</u>                 |                                     |              |
| Phys, social & emotional health & well-being                        | x<br><input type="text" value="x"/> |              |
| Early childhood education   | <input type="text" value="x"/>      |              |
| Parent & family support   | <input type="text" value="x"/>      |              |
| <u>Activity by format(s) - note all that apply:</u>                 |                                     |              |
| Home visitations  | x<br><input type="text" value="x"/> |              |
| Center-based services   | <input type="text" value="x"/>      |              |
| Other ( <u>in place of this text, cite another service format</u> ) | <input type="text"/>                |              |
| <u>Program by length of service for a participant</u>               |                                     |              |
| How long (in years) a participant may remain enrolled               | #<br><input type="text" value="1"/> |              |
| <u>Children served, by age range:</u>                               |                                     |              |
| Birth<1   | #<br><input type="text" value="0"/> |              |
| Ages 1<3  | <input type="text" value="0"/>      |              |
| Ages 3<4  | <input type="text" value="0"/>      |              |
| Ages 4<5  | <input type="text" value="60"/>     |              |
| Ages 5-18   | <input type="text" value="0"/>      |              |
| Total children served/studied/supported                             | CT <input type="text" value="60"/>  |              |
| Total children Birth<5  | CA <input type="text" value="60"/>  |              |
| At-risk children Birth<5  | CR <input type="text" value="55"/>  |              |
| <u>Accountable adults served, by child's age range: *</u>           |                                     |              |
| Pre-conception  | #<br><input type="text" value="0"/> |              |
| Pre-natal   | <input type="text" value="0"/>      |              |

This is an estimation. Abriendo Puertas classes target parents of children age 0-5.

|                                       |    |    |
|---------------------------------------|----|----|
| Birth<1                               |    | 0  |
| Ages 1<3                              |    | 10 |
| Ages 3<4                              |    | 10 |
| Ages 4<5                              |    | 60 |
| Ages 5-18                             |    |    |
| Total adults served/studied/supported | AT | 80 |
| Total adults w/children Birth<5       | AA | 80 |
| At-risk adults w/children Birth<5     | AR | 70 |

Program Director CV data: \*\*

|  |    |           |
|--|----|-----------|
|  |    | #         |
| Highest earned degree**                    | HD | 4         |
| Years since highest earned degree          | YD | 24        |
| Grants awarded to Program Director         | GA | 17        |
|  |    | \$        |
| Grant funding received by Program Director | GF | \$736,534 |

Staffing:

|                            |    |      |
|----------------------------|----|------|
|                            |    | #    |
| Paid staff – FTE           | ST | 6.75 |
| Total volunteers           | VL | 3    |
| Total volunteer hours/year | VH | 512  |

\* For adults associated with multiple children in a program, please count the adult only once, in the age range for the youngest child being served

\*\* High School: 1; 2-Year Certificate: 2; Bachelor's: 3; Master's: 4; Doctorate: 5