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| **1. Applicant Organization/Fiscal Agent information (contract signatory)** | |
| **Applicant Organization:** | |
| **Applicant Organization Contact:**  **Phone Number:**  **Email:** | **Fiscal Contact:**  **Phone Number:**  **Email:** |
| **Tax ID number:** | **Address:** |
| **Date of request submission:** | **Website/social media:** |
| **How long has your organization been in operation? :**  under 2 years  2-10 years  More than 10 years | |
| **Are you able to meet the insurance requirements described in Application Instructions?**  No  Yes  Unsure | |
| **New or continuing funding request from SCREL Hub:**  New\*  Continuing | |
| \*If new applicant, do you have previous experience with subcontracting or grant management?  No  Yes  If yes, please describe: | |
| **2. Program information (if different than contract signatory)** | |
| **Program Name:** | **Program Manager:**  **Phone Number:**  **Email:** |

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| **3. Program Overview** |
| a) Which Early Learning System Goal(s) does this program/project impact:  Children enter kindergarten ready to succeed  Children are raised in healthy stable and attached families |
| b) Does this program include shared professional development activities?  No  Yes |
| c) Please summarize the key activities of your program/project: |
| d) What are the intended outcomes? What will change in your community or with the children and families you are serving at the end of your project/program? |
| e) Which Hub role(s) and responsibilities does this project/program address (see attachment A)? Please explain: |
| f) How does this program meet the needs of the communities being served? What community input and/or data was or will be considered during the planning process? |
| g) Please list community partners you are working with on this project/program: |
| h) Is this program/project research or evidence based?  No  Yes  Unsure  Is this program/project developmentally appropriate?  No  Yes  Unsure |

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| **4. Target Population(s)** see attachment B for SCREL Hub target and priority populations |
| **a) Please select all communities this program/project will impact:**  Reedsport  Hill Crest (North Bend)  Coquille  Gold Beach  Madison (Coos Bay)  North Bay (North Bend)  Bandon  Brookings  Blossom Gulch (Coos Bay)  Myrtle Point  Port Orford  Powers |
| **b)** **Please select all groups that will be targeted/served/impacted**:  Prenatal/pregnant moms  Infant/toddler (up to age 3)  Preschool age (age 3-5)  Kindergarteners (age 5-6)  Parents/caregivers of young children  Early Care & Education Teachers/providers  Early Elementary Teachers |
| c) Who is your target population for this program/project? |
| d) How many children and/or families do you plan to serve or impact? |

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| **5. Equity, Diversity, and Inclusion** |
| a) Does this program/project reduce disparities and promote equity and inclusion? Please explain: |
| b) How will you ensure equitable access and participation for this program/project? How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met? |
| c) Would this program affect different groups differently? If so, in what ways? What can you do to prevent or reduce negative effects or unintended consequences? |

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| **6. Measuring Success** |
| How will you measure success in reaching your intended outcomes (please refer to outcomes identified in question 3d)? What evaluation tools will you be using? |

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| **7. Sustainability** |
| Do you plan to continue this program/project after the end of the contract period? If yes, do you have a funding sustainability plan? (Indicating the need for a sustainability plan will not disqualify you from receiving funding) |

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| **8. Capacity and Implementation** |
| a) What staffing and supports do you have in place to implement this project/program? |
| b) Do you foresee any barriers or challenges you might face when implementing this program? If yes, please describe: |
| c) Do you need/or would you like any additional support or technical assistance to implement this project/program? If yes, please describe: (indicating the need for additional support will not disqualify you from receiving funding) |
| d) Are you able to complete electronic reports and reimbursement requests on a monthly or quarterly basis? |

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| **9. Budget** |
| a) How much funding is requested from the SCREL Hub? (Min $5,000 & Max $50,000) |
| b) Budget Narrative- Please describe what this funding will be specifically used for: |
| c) What is the timeline for your project? If there are multiple activities planned, please describe:  (maximum range is from October 1, 2019 to June 30, 2021) |

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| **10. Program/Project Budget Detail** Please see Application Instructions for definitions of categories | **Total amount Requested from the SCREL Hub** | **Match: Amount contributed by other funders, including your own agency\*** |
| **YEAR 1: October 1st, 2019 - June 30th, 2020** | | |
| Personnel - Salary |  |  |
| Personnel - Fringe |  |  |
| Professional Development |  |  |
| Family Engagement |  |  |
| Supplies & Materials |  |  |
| Travel |  |  |
| Subcontracts |  |  |
| Administrative (Up to 5% cap per quarter for SCREL funds) |  |  |
| **Year 1: TOTAL** |  |  |
| **YEAR 2: July 1st, 2020- June 30th, 2021** | | |
| Personnel - Salary |  |  |
| Personnel - Fringe |  |  |
| Professional Development |  |  |
| Family Engagement |  |  |
| Supplies & Materials |  |  |
| Travel |  |  |
| Subcontracts |  |  |
| Administrative (Up to 5% cap per quarter for SCREL funds) |  |  |
| **Year 2: TOTAL** |  |  |

Please attach your own report or spreadsheet if applicable

\*minimum 5% match required.

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| **11. Organization Budget** | |
| Total department annual budget: | Total agency annual budget: |

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| **12. Additional Info:** |
| Is there anything else you would like to share with us about this project/program? |

Thank you for taking the time to complete this application! Please submit application to [screl@orcca.us](mailto:screl@orcca.us)

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| **Goal 1: The early childhood system is aligned, coordinated and family-centered** |
| 1.1 Develop and implement, in partnership with the five sectors a shared strategic vision and work plan to achieve the Early Learning System goals.  1.2 Aggregate, interpret and effectively communicate available data in order to (1) identify focus populations, (2) track the well-being of children and families in the community, (3) guide development of their work plan and its revision in a process of continuous quality improvement; and (4) facilitate collaboration across sectors and partners.  1.3 In partnership with the five sectors, identify focus and priority populations in the community using best available data and help direct community resources to address the needs of those populations.  1.4 Work with community partners to build understanding and grow community support for the shared vision, and to facilitate opportunities for partners to integrate that vision into their own work plans and strategies.  1.5 With partners and all five sectors, to identify and prioritize barriers children and families experience when attempting to access supports to achieve positive outcomes, and to strategically work to remove prioritized barriers.  **Deciduous tree**1.6 Incorporate family voice from focus populations and adjust in a culturally responsive manner in hub planning, strategies and activities. |
| **Goal 2: Children are supported to enter school ready to succeed** |
| 2.1 Facilitate shared understanding and collaboration between early learning and K-12 partners regarding expectations about the skills and abilities of children entering school.  2.2 Facilitate culturally responsive family engagement activities across the community that promote seamless transitions into kindergarten and the family’s comfort and engagement at their child’s school.  2.3 Work with partners to coordinate identification of children & families from focus and priority populations, to recruit them for early learning activities, enroll them in services, and make timely referrals with smooth transitions.  Pencil2.4 Work with community partners to increase the percentage of children from focus and priority populations who experience early learning activities that prepare them for success in school. |
| **Goal 3: Families are healthy, stable and attached** |
| 3.1 Work with early learning programs and other partners to ensure children and families from focus and priority populations have access to culturally responsive family support services.  3.2 Collaborate with the health sector to address the social determinants of health that lead to health and well-being for young children and their families.  3.3 Work with community partners to increase protective factors and reduce childhood experiences of abuse or neglect.  House3.4- Work with community partners to ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services. |

**Attachment A: Hub Roles and Responsibilities**

**Attachment B: Target & Priority Populations**

The South Coast Regional Early Learning Hub (SCREL) understands that the greatest opportunity for impact is to invest in children and families who are at-risk and furthest from opportunity. Detail of our target and priority populations are listed below.

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| **Target population** - Early Learning Division Definitions |
| In the SCREL Hub contract with the Early Learning Division, the ELD has determined that: [ORCCA/SCREL] shall… "Coordinate with Early Learning Service Providers in [Coastal Douglas (Reedsport), Coos, and Curry Counties] to achieve outcomes related to kindergarten readiness, stable and attached families, and system coordination, as identified in the Hub Roles Plan, with a specific focus on the *target population*"  *Target population: all at risk children and children furthest from opportunity, that are age 0 through 6, and their families.*   **A child who is at risk** of not entering school ready to succeed due to factors including but not limited to…   * Living in a household that is at or near the federal poverty line * Living in unsafe or inadequate housing * Has inadequate nutrition * Living in a household with significant or documented domestic conflict, disruption or violence * Has a parent with a mental illness, developmental disability, or intellectual disability * Has a parent with substance abuse issues * Living in circumstances under which there is neglectful or abusive care-giving * Has unmet health care or medical treatment needs * Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps, or in the child welfare, foster care, or juvenile or adult corrections   **Children furthest from opportunity** are historically underserved or under represented populations defined as:   * African American * Asian/Pacific Islander * Latino * Immigrants and refugees * Tribal Communities * Children with disabilities * Individuals experiencing economic disparities * English Language Learners * Geographically Isolated |
| **Priority Populations** - Specific to the South Coast |
| The South Coast Regional Early Learning Hub collected and analyzed regional data on the target population in order to focus on the specific needs of our communities. The goal is to identify priority populations within our region and help direct community resources to address the needs of those populations. Below are the priority populations adopted by Steering Committee on March 5th, 2019.   * Children in Foster Care, and their families * Children who are victims of abuse and neglect * Children and families who are homeless or have unstable housing * Children with disabilities * Children and parents that are English Language Learners * Children with racial and/or ethnic minority status. * Economically disadvantaged children and families * Pregnant moms and young children, birth to three years old |

The priority populations may change over time as the community needs change and/or new data becomes available