

October 14, 2021

Board of County Commissioners
Clackamas County

Members of the Board:

Approval of a Revenue Grant Amendment #2 with the State of Oregon, Early Learning Division and Clackamas County, on behalf of the Clackamas Early Learning HUB to support Kindergarten Readiness Partnership & Innovation (KPI) Summer programming Amendment Value is \$258,636 for a Maximum Award of \$790,919.27 No County General Funds are involved

Purpose/Outcome	Kindergarten Readiness Partnership & Innovation Program (KPI) promotes community and school partnerships in Historically Underserved Communities that improve readiness for kindergarten at a local level by strengthening connection and collaboration between early care and the education sector. Amendment #2 increases Summer funding for current non-profit Clackamas service providers to support children, families and early-learning Professionals in Kindergarten Readiness and transition.
Dollar Amount and Fiscal Impact	Amendment adds \$258,636 for a maximum grant award of \$790,919.27 There is no match requirement. No County General Funds are involved.
Funding Source	State of Oregon, through its Department of Education, Early Learning Division Grant No. 12327 Amendment 2
Duration	Original Award effective October 1, 2019 through September 30, 2021 Amendment adds funds for Summer Programming between: April 15, 2021 – June 30, 2021 \$64,659 July 1, 2021 – September 30, 2021 \$193,977
Previous Board Action/Review	Previous Board approval: 10/3/19 Board Issues date: 10/5/21
Strategic Plan Alignment	1. Ensure safe, healthy and secure communities
Counsel Review	This Intergovernmental agreement has been reviewed and approved by County Counsel on 8/4/21, KR
Procurement Review	Was the item processed through Procurement? No. Revenue Grant Award
Contact Person	Adam Freer 971-533-4929
Contract No.	H3S CFCC #9469

BACKGROUND:

The Children, Family & Community Connections (CFCC) Division of the Health, Housing and Human Services Department requests the approval of a Revenue Grant Amendment #2 with the State of Oregon, Early Learning Division to promote Kindergarten Readiness Partnerships at the local community and school level by investing in innovative and promising models that align for early learning/K-12 integration and improve children’s readiness for kindergarten.

This Grant Amendment #2 is effective upon signature by all parties for services starting on April 1, 2021 and terminating on September 30, 2021. This Amendment has a value of \$258,636 for a Maximum Award of \$790,919.27

RECOMMENDATION:

Staff recommends Board approval of this Agreement and authorization for Tootie Smith, Board Chair, to sign.

Respectfully submitted,

Mary Rumbaugh

Rodney A. Cook, Director
Health, Housing & Human Services

**STATE OF OREGON
GRANT AGREEMENT 12327
AMENDMENT No. 2**

This is Amendment No. 2 to Grant Agreement No. 12327, effective October 1, 2019 (as amended from time to time, the "Agreement"), between the State of Oregon, acting by and through its Department of Education, Early Learning Division ("Agency") and Clackamas County, on behalf of the Clackamas Early Learning Hub ("Grantee") each a "Party" and together, the "Parties". This Amendment is effective on the date signed by all Parties and upon receipt of all approvals necessary for signing ("Amendment Effective Date").

RECITALS

This Amendment adds funding pursuant to the 2021 legislation of the 81st Oregon Legislative Assembly, Oregon House Bill 5042.

The Grant is hereby amended as follows with (new language is indicated by **underlining and bold** and deleted language indicated by ~~strikethrough~~:

1. SECTION 6, GRANT FUNDS is amended as follows:

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$465,447.27 for the period October 1, 2019 through June 30, 2021 and \$66,836.00 for the period July 1, 2021 through September 30, 2021 ("Grant Funds") for the Project **and \$258,636.00 for the period of April 15, 2021 through September 30, 2021 for the summer preschool and early learning support, as set forth below.** Agency will pay the Grant Funds from monies available through its General Fund appropriation ("Funding Source").

October 1, 2019, 2 through June 30, 2021	\$465,447.27
July 1, 2021 through September 30, 2021	\$66,836.00
<u>April 15, 2021 through June 30, 2021</u>	<u>\$64,659.00</u>
<u>July 1, 2021 through September 30, 2021</u>	<u>\$193,977.00</u>

2. EXHIBIT A, THE PROJECT, SECTION IV, GRANTEE ACTIVITIES AND DELIVERABLES is amended as follows:

ACTIVITIES

Grantee shall:

- A. Target all KPI-funded resources and activities to children and families from Historically Underserved Communities in alignment with the ELH's demographic analyses included in the ELH's Equity Deliverables described in subsection F under DELIVERABLES and in the chart below.
- B. Award KPI subgrantee funds only to education service districts (ESD's), K-12 school districts, providers of early learning services, non-profit organizations, and post-secondary institutions.
- C. Use Grant Funds for Agency-approved activities and priority areas for KPI funding, as follows:
 - 1. Use or promote holistic community approaches to supporting successful kindergarten transitions that include at least the following elements:
 - a. Campaigns to promote early kindergarten registration;
 - b. Efforts to promote kindergarten attendance, in alignment with the Agency's *Every Day Matters* campaign (<https://every-day-matters.org/>);

- c. Multi-session transition programs and activities for children which place an emphasis on promoting emotional/behavioral regulation and social-emotional skills, which help orient children to the school facility and learn classroom routines, and which prioritize serving children who have not had access to preschool;
 - d. Culturally responsive capacity-building opportunities for families and primary care givers to help them support children’s successful transition to kindergarten through promoting learning and social-emotional development at home and which help parents to build capacity and skills for partnering successfully with children’s teachers and others in the kindergarten through grade 12 (K-12) system to support their children’s success;
 - e. Opportunities for children, families, and kindergarten teachers to build effective partnerships to promote children’s successful transition to kindergarten
 - f. Strategies that promote continuity between services and meaningful collaboration across early care and education and K-12 settings, such as sharing child-level data and work samples, and which facilitate partnerships across early care and education and K-12 professionals;
 - g. Opportunities for families to share information with kindergarten teachers that will help them better understand children’s skills and assets at kindergarten entry;
 - h. With Agency approval, other activities that support successful kindergarten transitions.
2. Use or promote systemic, culturally responsive approaches to engaging families as partners in children’s learning and development, which may include:
- a. Evidence-based or research-informed culturally responsive parenting education programs designed for families with children ages 0-6;
 - b. Parent-teacher home visits;
 - c. Two-generation approaches, such as play and learn groups, that actively engage parents and caregivers in supporting children’s learning and development;
 - d. Programs designed to strengthen parent leadership and advocacy;
 - e. Professional development for K-12 administrators and/or kindergarten teachers on topics such as creating a welcoming school environment and sharing student learning data with families; or
 - f. With Agency approval, other capacity-building strategies that strengthen partnerships between families, schools, and the early care and education sector to support children’s readiness for kindergarten.
3. Use or promote strategies that establish shared professional culture and practices among early care and education and K-12 sectors, which may include:
- a. P-3 professional learning teams that are inclusive of early care and education providers and K-3 teachers, and which are designed to promote high quality, culturally responsive, developmentally appropriate classroom practice across settings;
 - b. P-3 leadership development for early care and education professionals, as well as K-3 teachers and administrators, which aligns with and/or leverages the *Lead, Learn, Excel* model ;
 - c. Implementation of classroom observation protocols and related professional development, coaching or professional learning such as the *Early Development Instrument (EDI)*, *CLASS*, or *EduSnap*, across early care and education settings and kindergarten classrooms;

- d. Alignment of curriculum, instructional practices, classroom environments, assessments and use of data across early care and education and K-3 settings in ways that promote high quality, culturally responsive, developmentally appropriate practice;
- e. Technical assistance to provide ongoing coaching and/or job-embedded professional development for early care and education and K-3 educators; or
- f. With Agency approval, other approaches or strategies designed to establish and strengthen shared professional culture between the early care and education and K-12 sectors.

D. Additional allowable activities on which Grant Funds may be expended include:

- 1. Funding for P-3 professional learning teams, consisting of both early care and education and K12 staff, to attend national, statewide, or regional professional development conferences, in which the content of the conference aligns with the goals and focus areas for local P-3 professional development, family engagement, and/or kindergarten transition initiatives;
- 2. Site visits to communities investing in comprehensive P-3 approaches;
- 3. Staffing for local or regional P-3 coordination and facilitation, and/or program implementation;
- 4. Local or regional P-3 planning or design teams, and/or other types of cross-sector work designed to strengthen local early learning and K-3 connections;
- 5. With Agency approval, other activities that support Goal 1 of *Raise Up Oregon* and which align with KPI purpose statement and priority areas; and,
- 6. Administrative overhead and indirect costs, not to exceed 15 percent of the ELH's biennial KPI allocation.

E. Non-allowable activities. Grant Funds may not be used for capital expenditures, such as building new or remodeling facilities, or to supplant existing federal or state funds. Capital expenditures do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.

F. In support of summer programming goals, Grantee shall provide the following activities from April 15, 2021 through September 30, 2021.

- 1. The Kindergarten summer program funding is specifically to assist children in preparation for entering kindergarten and grades 1-3 only.**
- 2. Components of child specific transition programing must include elements of in-person learning. Hybrids that include both in-person and distance learning are allowable.**
- 3. Professional development for early learning professionals, caregivers and other adults is to be focused on responding effectively to support children in transition to in-person learning and including, but not limited to social and emotional development**

DELIVERABLES

Grantee Shall:

- A. Submit an annual work plan and budget for review and approval by Agency staff which:
 - 1. Demonstrates alignment with System Objective 1 in *Raise Up Oregon* and KPI purpose and priority areas;
 - 2. Prioritizes equity and uses available data to target funding to children and families from Historically Underserved Communities;
 - 3. Describes the ELH's process for distributing KPI funds to subgrantees, including which stakeholders are involved in the decision-making process;

4. Identifies appropriate KPI activities based on local needs, community readiness, and leadership and organizational factors;
 5. Clearly articulates key strategies, activities, deliverables, timeliness, subgrantees and partner organizations, and number of children, families, and early care education and K-3 professionals KPI-funded activities are anticipated to serve; and
 6. Uses the work plan and budget template provided by the ELD, or, with prior approval from ELD staff, an alternative work planning document that addresses each of the required elements.
- B. Execute activities and deliverables identified in the Agency-approved work plan, within the specified budget and timelines and/or provide oversight and technical support to subgrantees to ensure that they are able to execute activities and deliverables identified in their work plans and/or memoranda of understanding, within specified budget and timelines. If the grantee or subgrantee(s) cannot execute the activities and deliverables identified in their work plans within the specified budget and timelines, the grantee may amend its work plan, budget, and sub-grants with prior Agency approval.
- C. Participate in program evaluation activities, which may include surveys, collection of community or school level data, focus groups, interviews, document reviews, or other quantitative or qualitative evaluation approach. Program evaluation methods may evolve or change over time. *It is the responsibility of the grantee to ensure that all subgrantees are aware of and able to respond to requests for data and information, including demographic information of program participants, as part of the KPI program evaluation.*
- D. Participate in technical assistance activities, including but not limited to webinars and in-person meetings;
- E. Establish written agreements with ELH/KPI subgrantees that include:
1. Specific deliverables;
 2. Timelines in which key activities will take place;
 3. Reporting, program evaluation, and data sharing requirements;
 4. Project budget;
 5. Statement acknowledging the sub-grantee's role and responsibility to participate in data collection and program evaluation; and
 6. A description of how KPI funds are being blended or braided with local or other funding sources funding, and furnish copies of all signed agreements to Agency staff.
- F. Complete the following Equity Deliverables and activities:
1. Use a written action plan from previous agreement year to create a work plan outlining the equity domains to be addressed and demonstrate how the demographic analysis from the previous year inform the equity of the services provided under this Grant. Grantee shall submit the report to the Agency on or before the deadline for the annual work plan set forth in the chart below.
 2. Ensure all staff providing services to historically underserved populations complete equity training approved by the Agency. Submit to the Agency evidence that the training was completed in the form of training certificates or other documentation.
 3. Complete a demographic analysis comparing population demographics of the Service Delivery Area with the actual population served over the agreement period using the information provided by the Agency. Submit to the Agency an annual written demographic analysis of the Service Delivery Area.
 4. Using the information collected from equity-self assessment and demographic analysis, identify gaps in services currently available within the Grantee's Service Delivery Area. Submit a written work plan to the Agency addressing the gaps and describing the actions Grantee proposes to take in order to deliver the services described in this Grant.

3. EXHIBIT A, PROJECT DESCRIPTION, SECTION V, REPORTING REQUIREMENTS is amended as follows

Grantee shall:

- A. Submit written quarterly activity reports, on or before the dates indicated below, that include the following:
 - 1. Progress towards completing scheduled deliverables;
 - 2. Numbers of children, families/caregivers, early care and education provider, and K-3 educators and/or community partners served;
 - 3. Demographic information, including race/ethnicity and primary languages, of children and families that participate in ongoing kindergarten transition and family engagement activities;
 - 4. Roles and organizations of early care and education providers and K-3 educators who participate in ongoing professional development activities;
 - 5. Budget report on form provided by Agency; and
 - 6. Brief narrative description of key activities, successes, and challenges faced during the reporting period.

In addition to the quarterly reports described above, Grantee shall perform the activities or submit the information described below on the due dates indicated:

Milestone	Due Date
Grant period begins	October 1, 2019
Attend Confederation of Oregon School Administrators statewide early learning conference	October 2019 and October 2020
2019-2020 Annual work plan, budget, and subcontracts or memoranda of understanding with KPI sub-recipients submitted to ELD	November 30, 2019
2020-2021 Annual work plan, budget, and subcontracts or memoranda of understanding with KPI sub-recipients submitted to ELD	November 30, 2020
Attend P-3/KPI Peer Learning Exchange	To be determined by Agency
Grant Performance Period Ends	September 30, 2021
<u>Summer activity reporting</u>	<u>Monthly - 30 days after activities take place April 15, 2021 through September 30, 2021</u>

Equity Deliverables Reporting	
Create equity work plan integrating prior year's information	March 31, 2020
Complete equity training approved by the Agency	August 31, 2020
Complete annual equity demographic analysis	July 31, 2020 AND September 30, 2021
Complete annual equity work plan and report on identified service gaps	September 30, 2020 AND September 30, 2021

Quarterly Reports & Outcomes Surveys	
Quarter 1 (July – September 2019)	November 30, 2019
Quarter 2 (October – December 2019)	February 28, 2020
Quarter 3 (January – March 2020)	May 31, 2020
Quarter 4 (April – June 2020)	August 31, 2020
Quarter 5 (July – September 2020)	November 30, 2020
Quarter 6 (October – December 2020)	February 28, 2021
Quarter 7 (January – March 2021)	May 31, 2021
Quarter 8 (April – June 2021)	August 31, 2021
Quarter 9 (July – September 2021)	November 30, 2021

Except as expressly amended above, all other terms and conditions of the original Agreement are still in full force and effect. Grantee certifies that the representations, warranties and certifications contained in the original Agreement are true and correct as of this Amendment and with the same effect as though made at the time of this Amendment.

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS AMENDMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Amendment electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Amendment, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: _____
 Karen L. Hull, Procurement & Contract Specialist Date _____

Clackamas County on behalf of Clackamas Early Learning Hub

By: _____
 Authorized Signature Date _____

 Printed Name Title _____

 Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047 – via email approval

By: Joshua Nasbe, Assistant Attorney General _____
 [Name, Title] Date July 19, 2021