



# CHILDREN, FAMILY & COMMUNITY CONNECTIONS DIVISION

## CLACKAMAS PARENTING TOGETHER SMALL GRANTS

### NOTICE OF FUNDING OPPORTUNITY

## INTRODUCTION

Clackamas County Health, Housing & Human Services Department through its Children, Family & Community Connections (CFCC) Division is seeking applications from multiple agencies/organizations that are capable of delivering evidence-based and best practice parenting education class series\* and activities. The funding source for this opportunity is Oregon Parenting Education Collaborative through Oregon State University. A total of \$240,000 is currently available for programming between July 1, 2025, and June 30, 2027. More funding may be received and disbursed during this time.

**\*See Exhibit A for examples of Evidenced-Based Curricula**

**\*See Exhibit C for Definition and Terms**

## PROGRAM DESCRIPTION

### a. OVERVIEW

By providing high quality, evidence-based or best practice parenting education series and workshops to parents and caregivers in our community, Clackamas Parenting Together aims to increase positive caregiver-child relationships, expand caregiver knowledge related to child development and effective parenting skills, and reduce caregiver stress resulting in enhanced health, development and school readiness for children. To learn more about parenting education in Oregon visit: <https://health.oregonstate.edu/opec>

### b. GOAL

Provide evidence-based and best practice parenting education class series and activities to parents and caregivers of children, prenatal to 18 years old living in Clackamas County. Successful applicants will demonstrate the ability to offer high quality, easily accessible programming to universal and/or target populations. Successful class series, when applicable, will meet all fidelity requirements\* designated by the curriculum publisher and have a successful parent retention rate of at least 75% of participants attending at least 70% of class sessions offered. 75% of class participants will report an increase in quality of parent-child/youth interactions as measured by [Parenting Skills Ladder](#) (PSL) responses.

**\*See exhibit B for fidelity and best practice**

## AWARD INFORMATION

The funding source for this opportunity is Oregon Parenting Education Collaborative through Oregon State University. A total of \$240,000 is currently available for the time-period of July 1, 2025, and June 30, 2027.

Of this funding, the following categories are available:

- \$120,000 for programming for caregivers of 0-6 year-olds
- \$120,000 for programming for caregivers of 7-18 year-olds

More funding may be received and disbursed in this time-period.

Minimum award amount is \$8,000, maximum of \$100,000

**Note that the award period is for 24 months and two years of program planning is required to be a successful applicant.**

## REPORTING and REIMBURSEMENT

Awarded proposals will be required to submit reimbursement requests by the 15<sup>th</sup> of each month or quarterly to align with multi class series completion timelines. Program reports, including a TBD quarterly work plan of proposed classes and services, will be due on the 8<sup>th</sup> of each month after the close of each previous quarter. Fidelity visits and check sheets will be utilized for quality assurance.

## ELIGIBILITY CRITERIA

Eligible applicants are nonprofit organizations, schools, or public entities serving residents of Clackamas County. Proposed projects must address goals identified above and result in positive, measurable outcomes for parents and their children.

Successful applicants will meet the following criteria:

- Demonstrate capacity and willingness to provide evidence-based and best practice parenting education services to a variety of populations. This includes, but is not limited to, parents/caregivers or their children who are:
  - Black, Indigenous, and People of Color
  - English language learners
  - Lesbian, gay, bisexual, transgender, queer, questioning, intersex, and/or asexual
  - Living in rural communities
  - Low income as defined by Medicaid, Head Start, WIC, or other public assistance
  - Supporting children with special needs
  - Otherwise historically underserved
- Commit to conducting **a minimum of two and a maximum of twenty-five separate evidence-based class series, either virtually or in-person** over the funding period.

## FUNDING CYCLE AND TIMELINE

Last day to ask questions	April 30, 2025
Application Due Date	May 9, 2025
Award Decisions and Notification (estimated)	June 2, 2025
Agreement Start Date (estimated)	August 1, 2025
Agreement End Date ( <i>all proposed class series and activities must be completed by June 30, 2027, unless an extension is granted through an amended agreement</i> )	June 30, 2027
Final Reporting Due Date	July 8, 2027

## FUNDING CONSIDERATIONS

- Funding to individuals is not allowed.
- Applications must propose serving parents/caregivers of children who reside in Clackamas County.
- Operating expenses must be clearly outlined for each proposed project.
- Applications must propose the use of parenting curricula that is evidence-based unless the proposal is for specific culturally and linguistically responsive parent education, for which there is no evidence-based curricula.

- Virtual parenting class programs are allowed using evidence-based curriculum so long as program facilitators meet curriculum publisher recommendations for virtual adaptations.
- Applications may include funding requests for promising or best practice approaches in parent engagement to supplement or enhance evidence-based series facilitation.
- Funding of capital improvements is not allowed.
- Organization's chosen facilitators will be engaged in Clackamas Parenting Together (CPT) approved professional development and regional trainings. A total of 40 hours throughout the grant cycle is expected with an average of 2 hours a month.
- Schedule of class offerings to be approved by CPT staff.
- If an applying organization had a previous parenting education grant through this same funding stream, past performance will be evaluated.

## **TO APPLY**

Complete an application by providing the information requested in the template below, including a proposed budget and fiscal capacity narrative.

Questions about this opportunity must be submitted electronically to Stephanie Radford: [sradford@clackamas.us](mailto:sradford@clackamas.us) Responses to application questions will be posted weekly as FAQs at <https://www.clackamas.us/grants>.

Questions received after April 30, 2025, may not receive a response.

**Completed applications are due Friday May 9th, 2025, by 5:00 pm, and should be submitted electronically to Stephanie Radford: [sradford@clackamas.us](mailto:sradford@clackamas.us)**

**Applications received after the deadline or not submitted as directed may not be considered.**

Total funding available through this small grant opportunity is subject to change.

**Per the Civil Rights Act of 1964, no person shall, on the basis of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any County program, service or activity.**

**Application begins on the next page**

**Grant Application  
FY 2025-27  
Parenting Education Small Grants**

**SECTION 1  
COVER PAGE**

<b>Date:</b>	
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<b>Legal Organization Name</b>	
Alternate name/acronym	
Address	
Website	
Phone	
<b>Executive Director Name</b>	
Email and Phone	
Oregon Business Registry Number	
Employer ID Number (EIN)	
<b>Program Contact Name</b>	
Email and Phone	
<b>Fiscal Contact Name</b>	
Email and Phone	
<b>Funding Amount Requested</b>	

With my signature, I certify the following:

1. The above information is correct;
2. I am authorized by the governing board of the applicant organization to submit this grant proposal;
3. The organization is in good standing with the IRS, retains its 501(c)(3) tax exempt status, and is further classified as a public charity and not a private foundation, or is a public agency or school district;
4. The organization does not discriminate on the basis of race, religion, sexual preference, sexual orientation, physical circumstances, or national origin;
5. The organization agrees to submit quarterly progress reports and final progress reports.
6. The organization agrees to submit proof of insurance at the levels required by the county.

I have included the following application components:

- Project Description Question with Exhibit D: Table of Programming Schedule
- Project Logistics Questions
- Community Collaboration Questions
- Project Budget table
- Project Budget Narrative
- Fiscal Capacity Questions

\_\_\_\_\_  
Signing Authority Name (printed)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## SECTION 2

### **Project Description (20 points)**

*(If awarded, the information you provide here will form the basis of your work plan)*

1. Please explain your proposed parenting education project. Include:
  - a. What evidence-based parenting education curriculum(a) you intend to facilitate
    - i. if not proposing evidence-based curricula, describe how your proposed curricula meets best-practice standards and will be culturally/linguistically specific
  - b. Why you have chosen this curriculum (a) to meet the needs of your target population.
  - c. If applicable, any additional best practice programming or activities you intend to include and how these programs will strengthen support to parents and their children
2. In the work plan table (*see Exhibit D*), please provide an approximate schedule for parenting class offerings. Include for each quarter the day, time, language and service area your organization intends to serve.  
*(Add additional columns if necessary – multiple series can take place in the same quarter.)*

Proposals of multiple curricula are allowed. Successful applicants will provide a minimum of two and maximum of twenty-five class series. See the list of approved curricula. (Exhibit A: Approved Curriculum). *(max 500 words)*

### **Project Logistics (30 points)**

*Directions: Answer each component of every question completely. Responses to each question will be rated on a scale of 1 (does not meet requirements) to 5 (exceeds expectations) for a total score of 30 points.*

1. Will your programming target specific parent populations? Why have you chosen to focus programming on this population of parents? How will your program offerings meet the needs of parents in that community? *(max 300 words)*
2. Does your organization currently provide Parenting Education programming? Please describe how this project continues, differs from, enhances, or changes the scope and/or scale of the programming your organization currently offers. *(max 250 words)*
3. What training or experience does your organization/facilitators have in each curriculum proposed? If new positions are part of the project, please describe the anticipated hiring and/or training process here *(max 300 words)*

4. Describe how your organization will market your parenting program to the target population(s), include strategies/solutions to common challenges such as low enrollment and/or challenges with outreach. *(max 250 words)*
5. What are potential challenges to this project, how do you plan to mitigate these? If your proposal includes promising or best practice approaches to parent engagement (i.e. virtual support group, porch drop off of class materials, additional incentives, monthly parent café, etc.) how will these additional efforts help enhance positive parental experiences? *(max 300 words)*
6. Information: This funding requires that participants be given a survey following the completion of a class series ([Parenting Skills Ladder](#)) or a workshop ([Parent Workshop Evaluation](#)). These surveys may be given in person or online, but results must be turned in promptly to Clackamas Parenting Together staff along with attendance records and other class demographic information.
  - a. Explain your familiarity with requests like this and your plan for communicating to group facilitators and other key staff about the importance of turning in these surveys and class reports as your measurable outcome of this grant. *(max 300 words)*

### **Community Collaboration (20 points)**

*Parenting Education in Clackamas County is a cooperative effort. Potential participants should be guided towards best-fit programs in their area. Therefore, creating and maintaining relationships with other organizations offering parenting education and/or family support is crucial for maximizing the participation and community impact of programming.*

1. How is your organization integrated within your community? Examples:
  - Are there community events you help to coordinate?
  - Are you the go-to for a specific service?
  - Are you reaching a population who would otherwise not receive services?
  - How would the community describe your organization and your contributions to the area?
2. How does your organization maintain and establish collaborative relationships with partners?
 

*Directions: Answer each component of this question completely. Responses to each will be rated on a scale of 1 (does not meet requirements) to 5 (exceeds expectations) for a total score of 15 points.*

  - a. In what ways are you working to grow trust and enhance participation with partners? How do you incorporate feedback and input from partners?
  - b. Please identify potential NEW PARTNERS for you as an organization.
  - c. Are there shared resources that could be leveraged with partnership?

### **SECTION 3**

*Applicants should complete the budget template provided, adding and/or deleting expense lines as needed. Budget Narrative will be scored separately. Budget table will be scored on a scale of 1 to 15 taking into consideration complete and accurate budget amounts as well as cost effective programming.*

#### **Project Budget (15 points)**

On the next page, please identify all expenses related to this application. Add additional lines as necessary.

For every \$600 of total funding received it is expected that you will serve one caregiver with a series of evidence-based classes or a series of workshops/cafes. i.e., for a grant with a total budget of \$45,000 you will be expected to serve no less than 75 families with parenting education opportunities over the course of the grant cycle.

*For an online version you can copy and fill with calculations [click here](#) and attach to email submission if desired.*

For an online version you can copy and fill with calculations [click here](#)

<b>[Insert name of organization Here] Budget</b>			
<b>Contractor:</b> _____ <b>Program:</b> _____ <b>Address:</b> _____ _____ <b>Contact Person:</b> _____ <b>Phone Number:</b> _____ <b>E-mail:</b> _____	<b>OPEC</b>     <b>Contract #:</b> <b>Contract Term:</b> 7/1/25--6/30/27		
Budget Category	Funding (ages 0-6)	Funding (ages 7-18)	Total Budget
<b><u>Personnel</u></b>			
Parenting Educators	\$ -	\$ -	\$ -
Program Oversight	\$ -	\$ -	\$ -
Childcare Staff			
Fringe	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
<b><u>Administration</u></b>			
Admin	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
<b><u>Program costs</u></b>			
Meals & Snacks, Food	\$ -	\$ -	\$ -
Parent Incentives	\$ -		\$ -
Program Supplies			
Curriculum costs		\$ -	
Mileage			
Facility Rental	\$ -	\$ -	\$ -
Facilitator Training & Travel	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
<b>Total Budget</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Budget Narrative (10 points)

Provide a narrative that clearly explains salary/fringe, administrative, program, and any other costs associated with this project as outlined in your budget template. (*max 300 words*)

## Fiscal Capacity (5 points)

1. Describe your organization's procedures to ensure that only costs deemed allowable are billed to the County under this agreement.

2. Does your organization have a financial management system that can separately track the source and use of funds of individual agreements?

\_\_\_\_\_ Yes.

\_\_\_\_\_ No. Please explain.

3. Does your organization have procedures that provide assurance that consistent, fair and equitable treatment is applied in the distribution of charges to all funding sources?

\_\_\_\_\_ Yes.

\_\_\_\_\_ No.

Applications are due **Friday May 9th, 2025** by 5:00pm.

Please submit the application electronically to Stephanie Radford at [sradford@clackamas.us](mailto:sradford@clackamas.us)

# Exhibit A:

## **Examples of Evidence-Based Curricula (see also Exhibit C)**

Note: if there is a culturally- or linguistically-specific curriculum that is a better fit for a particular population in your region than those listed here, please contact Stephanie Radford [sradford@clackamas.us](mailto:sradford@clackamas.us) about including it in your proposal.

- Abriendo Puertas <https://ap-od.org/>
- Active Parenting/Paternidad Activa <https://activeparenting.com/>
- Circle of Security <https://www.circleofsecurityinternational.com/>
- Conscious Discipline <https://consciousdiscipline.com/>
- Effective Black Parenting <https://www.dcctf.org/aboutebp>
- The Incredible Years <https://www.incredibleyears.com/>
- *Make Parenting a Pleasure, Parenting: The First Three Years, Haga de la Paternidad un Placer from Parenting Now!* <https://parentingnow.org/parenting-educators/curricula-parenting-educators-new/>
- *Nurturing Parenting (information about variations for cultural populations can be found in this curriculum's Multi-Cultural Parenting Guide)* <https://www.nurturingparenting.com/>
- Parenting Inside Out <http://www.parentinginsideout.org/>
- Positive Indian Parenting <https://www.nicwa.org/about-pip/>
- Strengthening Families Program: For Parents and Youth 10-14 <https://www.extension.iastate.edu/sfp10-14/>
- Strengthening Families 7-17 <https://strengtheningfamiliesprogram.org/>
- Triple P <https://www.triplep.net/glo-en/home/>
- See a full list of OPEC approved curricula here: <https://docs.google.com/spreadsheets/d/1AvBwo79-AKseBCiGTxY-MfiQpavaM4-x3otPGH22uzA/edit>

**Important:** DELC funds can only be used to support programs focused on families with young children (0-6). ODHS funds can only be used to support parenting education programs for families with older children (7-18+). Additional evidence-based curricula can be found on the following national registries:

<http://www.ojjdp.gov/mpg/>

<http://homvee.acf.hhs.gov/>

# Exhibit B:

## **Fidelity** Program Fidelity Tools

Implementation fidelity refers to the “extent to which delivery of an intervention adheres to the protocols and program model originally developed” ([Mowbrey et al., 2003](#)). Maintaining fidelity and being responsive to the communities parent educators work with is a careful balance. To help with this aim, OPEC has developed a suite of resources that will help you make informed decisions.

- [Monitoring Fidelity in OPEC Parenting Education Series](#) explains the basics of program fidelity and evaluation and provides guidance for what can and cannot be changed in an evidence-based parenting education curriculum.
- [How to Rate Fidelity to Best Practices in Parenting Education: A User Guide](#) was created in 2014-2015 and provides easy-to-follow instructions for calculating the fidelity rating for across a number of indicators. It refers to the following tools:
  - [Fidelity to Best Practices in Parenting Education Tool](#) (shortened)
  - [Fidelity Checklist for Facilitators Guide](#)
  - [Fidelity Checklist for Facilitators Checklist](#)

# Exhibit C:

## *Definitions and Terms*

**Culturally-Adapted Curriculum:** “the examples used to teach the main lessons are transformed to respect the target culture’s practices” (Dalla, R. L., Defrain, J., Johnson, J., & Abbott, D. A. (2009). Strengths and challenges of new immigrant families: Implications for research, education, policy, and service. Lexington Books)

**Culturally-Specific Curriculum:** “the philosophy and underlying assumptions of the program integrate the target group’s values and beliefs” (Dalla, R. L., Defrain, J., Johnson, J., & Abbott, D. A. (2009). Strengths and challenges of new immigrant families: Implications for research, education, policy, and service. Lexington Books)

**Cultural Competence:** “the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, ability statuses, and faiths or religions, in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each. Cultural competence is a continuous process of learning about the differences of others and integrating their unique strengths and perspectives into our lives.” (Child Welfare League of America)

**Diversity, Equity, Inclusion, and Belonging (DEIB) Efforts:** This refers to values, processes, and practices that relate to Diversity, Equity, Inclusion, and Belonging. This can include, but is not limited to: anti-racism, cultural humility, trauma-informed care, reflective practice, disability access, language access, and more.

**Evidence-Based:** A program is “judged to be evidence-based if (a) evaluation research shows that the program produces the expected positive results; (b) the results can be attributed to the program itself, rather than to other extraneous factors or events; (c) the evaluation is peer- reviewed by experts in the field; and (d) the program is “endorsed” by a federal agency or respected research organization and included in their list of effective programs.” (“Evidence- based programs: An overview” University of Wisconsin-Madison and University of Wisconsin- Extension, October 2007)

**Parenting Education:** The National Parent Education Network offers the following definition of parent education: “a process that involves the expansion of insights, understanding and attitudes and the acquisition of knowledge and skills about the development of both parents and of their children and the relationship between them.” (<http://www.npen.org/about/background.html> )

**Parenting Education Programming:** refers to curricula series, workshops, parent support activities, family or community activities, etc.

**Parenting Education Curriculum:** Refers to a multi-class series led by trained facilitators that is designed to teach parenting skills and concepts, which are also often linked to positive long-term outcomes for the parents and/or children who participate. Most of the funding for the OPEC initiative requires the use of evidence-based, culturally-responsive (adapted), and/or culturally specific parenting education programming. See OPEC’s list of approved parenting education curricula. Additional parenting curricula may be used that are culturally-specific, culturally-responsive, and/or emergent from communities with promising evidence.

**Professional Development:** Learning activities for staff, facilitators, and/or others that provide parenting education services. Example of these activities include curriculum trainings, workshops, classes, peer-to-peer learnings, communities of learning/practice, coaching, networking, and more.

**Target Audience:** who your program aims to serve; e.g., “Spanish-speaking families with children 0-6,” “LGBTQ+ families,” or “Any family with children 10-14.” This would be a description of the community your curricula or program is designed to support.

# Exhibit D:

## Table of programming schedule

### Guidelines

Please follow these guidelines for completing the Work Plan:

- **The Work Plan is for two years:** July 1, 2025-June 30, 2027 and you will fill out each table.
  - We understand that work plans are the “best outcome” of the work. To this end, we would expect the year 1 plan to be more detailed than year 2. For year 2, please put your plans to the best of your knowledge now. You will have the opportunity to update their Year 2 Work Plan in the continuation process.
- The Work Plan should **align with the objectives identified in your project**. The Work Plan should provide more detailed information about the strategies you will be using to address your project’s goals and objectives. In developing the Work Plan, you may address as many objectives as fit your proposal, taking into account program resources and project structure. You have the option of adding your own components, as long as the additions fall within the *Request for Proposals* parameters and are justified in your proposal.
- **For every \$600 of total funding received, it is expected that you will serve one caregiver with one series of evidence-based classes or a series of workshops/cafes. Please refer to your total amount requested and divide that number by 600 to find your personalized goal for caregivers served. Then anticipate the number of class series needed to serve your personal goal and list below.**
- Rows can be added or deleted in the template. Table cells can be divided. All columns should remain intact and should line up visually so we can follow your intent and progress.

**PARENTING EDUCATION PROGRAMMING YEAR ONE July 1, 2025-June 30, 2026**

Series, Workshop, or Event	Funding Source			Target Audience	Location	Format	When	Partners	Language and/or Interpretation	
	Check all that apply.									
<i>Include the curriculum for class series.</i>		<b>ODHS (7-18)</b>	<b>DELC (0-6)</b>	<b>Other?</b>	<i>(Who, how many, additional notes)</i>	<i>(City, building if known)</i>	<i>e.g., In-Person, Virtual, Hybrid</i>	<i>Dates or quarters/season. List in chronological order.</i>	<i>Who will help market? Any funding or co-facilitation help?</i>	
<b>SAMPLE</b> <i>Active Parenting of Teens with a Teen Group Component</i>		<b>x</b>			<i>Families and Youth aged 11 -16 years of age. Facilitated adult group and Facilitated Youth group. 5 – 10 Families total.</i>	<i>Estacada Middle School</i>	<i>In-Person</i>	<i>Fall 2025</i>	<i>ODHS Self-Sufficiency, Roseburg High School,</i>	<i>English</i>

**PARENTING EDUCATION PROGRAMMING YEAR TWO** July 1, 2026-June 30, 2027

Series, Workshop, or Event	Funding Source			Target Audience <i>(Who, how many, additional notes)</i>	Location <i>(City, building if known)</i>	Format <i>e.g., In-Person, Virtual, Hybrid</i>	When <i>Dates or quarters/season. List in chronological order.</i>	Partners <i>Who will help market? Any funding or co-facilitation help?</i>	Language and/or Interpretation
	<i>Check all that apply.</i>	ODHS (7-18)	DELC (0-6)						
<i>Include the curriculum for class series.</i>									
<b>SAMPLE</b> <i>Active Parenting of Teens with a Teen Group Component</i>		<b>x</b>		<i>Families and Youth aged 11 -16 years of age. Facilitated adult group and Facilitated Youth group. 5 – 10 Families total.</i>	<i>Estacada Middle School</i>	<i>In-Person</i>	<i>Fall 2025</i>	<i>ODHS Self-Sufficiency, Roseburg High School,</i>	<i>English</i>

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