



REQUEST FOR APPLICATION

For Grant Funds for the Early Learning Kindergarten Readiness Partnership & Innovation (KPI) Grant Program or the Birth through Five Early Literacy Plans Grant Program.

GRANT BACKGROUND & PURPOSE

The South-Central Early Learning Hub (SCELH) supports community partners by providing financial support through grants. These grants are aimed at helping children and families with education, health, and safety. The types of projects that will be funded need to address priority populations and support equity across the Hub region.

South-Central Early Learning Hub (SCELH) has received funds from the Oregon Department of Early Learning and Care (DELIC) to distribute to community partners. These funds include \$60,000 for the Early Learning Kindergarten Readiness Partnership & Innovation (KPI) Grant Program including Summer Funding for Jumpstart, Kinder Camps, and similar programming, and \$20,000 for Birth through Five Early Literacy Plans.

The KPI Grant Program invests in promising models for connecting early learning and K-3 education across the state and promotes community and school partnerships that result in measurable increases in children's readiness for kindergarten. The grant program is designed to establish scalable and replicable models for P-3 alignment at the local level with a focus on 1. Developing system-wide understanding of community, families, early learning and K-12 expectations for early learners and the system supporting them; 2. Developing system-wide understanding of gaps and needs of community, families, early learners, the early learning field, and K-12, and 3. Aligning policies and programs to provide supportive transitions and continuity of services from early learning and care to K-12 settings.. More information about this program is available [here](#).

The Birth through Five Literacy Plans Grant program aims to expand culturally specific early literacy programs for children from birth to age five, to provide training and coaching for direct service staff in early literacy, and to develop and expand language revitalization efforts by federally recognized Tribal Communities in Oregon. K-12 districts in the SCELH community already have literacy plans in place, so a preference for grant fund distribution will be given to organizations that align their literacy plans and partner with K-12 districts.

ELIGIBILITY & REQUIREMENTS

Types of Applications

New projects: this grant is for new projects that support kindergarten readiness and early literacy and are connected to research. Start Up: this grant is for projects that have been shown to be effective in the past or with other agencies. These funds can be used to purchase materials, facility use, food and incentives, marketing, and professional development (i.e., trainers, facility use, food, and materials).

Eligible Applicants

Non-profits, government organizations, small businesses and community partners are all eligible to apply for the grant. Each entity can receive up to \$15,000 for the 2025-2027 biennium ending June 30, 2027. It is the intent of the evaluation committee that funds will be distributed equitably across the region as dependent upon qualified applicants.

Service Area & Populations

Children and families being served must live in Douglas, Klamath, or Lake Counties. Professionals receiving professional development must serve children and families who live in Douglas, Klamath, or Lake Counties. SCELH prefers to award grants for programs that target priority populations, which include the following:

- Children / Families living in areas of geographic isolation.
- Children who are experiencing displacement (houselessness, foster care, kinship care).



- Children from families who identify as African American / Black, Asian, Hispanic / Latinx, native Spanish speakers.
- Children from families who identify as Native American / Tribal.
- Children experiencing physical or developmental delays or disabilities including children with behavioral health concerns and / or trauma.
- Infants and children aged 0 to 3.

Partnerships

Applications that show community partnership and collaboration are more likely to be funded. Additional consideration will be provided to applicants showing they will provide resources and services with a focus on equity.

Timelines & Reports

Grant timelines will be determined by the SCELH based on the project that is being applied for. Once the project ends, the grantee will have 30 days to submit invoices and reports. If a grant is longer than three months, then a midterm report will need to be submitted. All funds need to be expended and the final report submitted to the SCELH by May 15, 2027. Any funds not expended by March 1, 2027 must provide a spending plan to update the SCELH on how remaining funds will be spent by May 15, 2027. Items purchased must be received by the entity by May 15, 2027 and trainings must take place before that date.

BUDGET

Submission of a budget is required with the application. If more space is needed, an attached spreadsheet will be accepted. The maximum award amount totals \$15,000. Each applicant is expected to contribute funds from other resources to support the total project. The required contribution should equal no less than 25% of the application amount. For example, if the request is for \$10,000, there must be at least \$2,500 from other funding sources applied to the project. Contributions may include facility use, staff or volunteer time, materials or marketing for activities that are funded from other grants and/or resources.

Payment

Payment is on a reimbursement basis and will need to be invoiced at the end report date. If a grant has a mid-term reporting date, an invoice can be sent then for expenses incurred.

Non-allowable expenses:

Funds cannot be spent on capital improvement, salaries, or administration costs (indirect). These expenses can be counted as part of the braiding of funds.

APPLICATION INSTRUCTIONS

The application has two components that must be completed:

- Section 1. Application Information Form
- Section 2. Technical Application.

Section 1. Application Information Form

Complete this form and include it as the first page of your application. Applications that do not include a completed application information form will be considered non-responsive and will not be reviewed by an evaluation committee.

Section 2. Technical Application

Following the outline provided, address each prompt listed in the subsections (I. Qualifications; II. Proposed Project; III. Funding & Resources; IV. Target Demographics; V. Partnerships) of Section 2. Technical Application. Section 2. Technical Application should also include a logic model; the completed logic model can be included with your application as an appendix.



Formatting Requirements

There is a 10–page limit for Section 2. Technical Application (excluding the logic model). Font size must be at least 10–point and margins must be at least one–inch.

Submission Instructions

Submit your application as one PDF attachment in an email to athena.wikstrom@douglases.k12.or.us by 5:00 p.m. Pacific on March 20, 2026.

- Subject line: Application for SCELH Grant Funds

Application Questions

Questions about the application can be directed to athena.wikstrom@douglasesd.k12.or.us and must be received by 5:00 p.m. Pacific on February 13, 2026.

- Subject line: Questions – Application for SCELH Funds

EVALUATION PROCESS

An application received by the submission deadline and that includes a completed Section 1. Application Information Form will be reviewed by an evaluation committee. SCELH may request further information or clarification to assist the evaluation committee.

Each individual member of the evaluation committee will evaluate the application independently, and in doing so, assign points for each section as shown in Table 1 below. The evaluation committee will average the total scores for each applicant with the highest scores receiving the greatest preference for grant funds. Applications that score fewer than 70 points will not be eligible to receive funding, and those scoring higher than 70 points are not guaranteed funding if there are other more qualified applicants that were awarded available funds. The evaluation committee will review the qualifying applications and award funds based on equity and expressed needs within communities.

Table 1. Scoring Matrix

		Possible Points
Section 1.	Application Information Form	Pass / Fail
Section 2.I.a.	Qualifications	10
Section 2.II.a.b.c.d.e.f.g.h.i.j.k.	Proposed Project	35
Section 2.III.a.b.	Funding & Resources	15
Section 2. IV.a.b.c.d.	Target Demographics	20
Section 2. V.a.b.c.	Partnerships	20
Total Possible Points		100

Applications that successfully address the following will be more likely to receive favorable scores:

- Demonstrates how the proposed project will lead to outcomes related to the grants’ focus areas.
- Incorporates grant outcomes that are measurable.
- Clearly targets priority population(s), with multiple priority populations being preferred.
- Leverages early literacy plans by aligning proposed projects to the early literacy plan grant activities of school districts.
- Consideration will be given to applicants based on child numbers and equitable access to funds within each county.
- Leverages partnerships to implement the proposed project, particularly partnerships with K-12 districts for applicants that are not part of a district.



SECTION 1. APPLICATION INFORMATION FORM

Organization Name:

Title of Project:

Start Date: _____ End Date:

Indicate the grant funds your organization is applying for (select one):

- Kindergarten Readiness Partnership & Innovation (KPI) Grant Funds
- Birth through Five Literacy Plan Grant Funds

Organization Contact Information

Note: Contacts listed below can be repeated for different tasks.

Contact information for project implementation:

Name: _____ Title:

Phone: _____ Email:

Contact person for management/invoicing:

Name: _____ Title:

Phone: _____ Email:

Contact person for reporting:

Name: _____ Title:

Phone: _____ Email:

Signature

I hereby certify that this proposal is fully approved by our organization for submission to the SCELH. The statements in this application are true and complete to the best of my knowledge and the applicant accepts as a condition of the grant the obligation to comply with all applicable state and federal requirements, policies, standards, and regulations. Signature must be provided by an authorized representative. This person will be contacted by SCELH regarding the grant application.

Signature: _____ Date:



Name: _____ Title: _____

Phone: _____ Email: _____

SECTION 2. TECHNICAL APPLICATION

I. Qualifications

a. Describe your organization's history, organization qualifications, and staff expertise as it pertains to the proposed grant activities.

II. Proposed Project

- a. Project Description. Describe the project you plan to implement with grant funds.
- b. Logic model. Use the provided logic model template in Appendix A to complete a logic model for the proposed grant funded project. Directions for completing the logic model and an example of a logic model are provided in Appendix B. **Note: the logic model should only address the proposed grant funded project and not all activities implemented by your organization.**
- c. Explain how your proposed grant project utilizes evidence-based research. Please cite the research and how it directly connects to the project.
- d. Describe how the grant project will promote equity.
- e. Does your proposed grant project align to a K-12 school district's literacy plan? Will the partnership include school/s and early childhood?
- f. If yes, to the previous question. How does your proposed project align with the literacy plan of your local school district(s)? Please include the district name(s), the activity(ies) funded by their early literacy plan(s), and the ways in which your project would align with the early literacy plan(s).
- g. For those applying for a Birth through Five Literacy Plans grant only: using bullet points, list the focus area(s) of your proposed grant project. Focus areas include the following:
- Establishment or expansion of research-aligned, early literacy-focused professional development opportunities for early learning partners, early childhood educators and / or caregivers. There should be a good faith effort made to align any training intended for early childhood educators with the Oregon Registry System.
 - Establishment or expansion of parent/caregiver engagement activities related to literacy. May include evidence-based family education classes, workshops, parent support activities and family activities related to literacy.
 - Establishment or expansion of book and / or other literacy material distribution in multiple languages focused on early literacy development.
 - Establishment or expansion of cross-sector, regional partnerships with organizations to increase access to books and other literacy resources / materials.
 - Engage with Tribal Officials and / or Tribal leaders and cultural experts to understand the specific and cultural needs and preferences of sovereign Tribal Nations and indigenous populations regarding language and literacy.

- h. For those applying for a Birth through Five Literacy Plans grant only: please discuss how your Birth through Five Literacy Plans grant will address the focus area(s) you listed.
- i. For those applying for a KPI grant only, using bullet points, list the focus area(s) of your proposed grant project. Focus areas include the following:
- Developing system-wide understanding of community, families, early learning and K-12 expectations for early learners and the system supporting them;
 - Developing system-wide understanding of gaps and needs of community, families, early learners, the early learning field, and K-12, and
 - Aligning policies and programs to provide supportive transitions and continuity of services from early learning and care to K-12 settings.. More information about this program is available [here](#).
- j. For those applying for a KPI grant only, please discuss how your KPI grant will address the focus area(s) you listed.
- k. **Project Timeline.** Include a timeline of your proposed grant project using the template below. Include all activities related to the project regardless of whether they will be grant-funded. Indicate whether or not each activity listed will be funded by this grant.

Activity	Start Date	End Date	KPI Grant Funded (Yes/No)

III. Funding & Resources

- a. **Grant Budget.** Include a budget for your proposed grant project using the template below. Include all activities related to the project regardless of whether they will be grant funded.

Activity	Total Cost	Requested Amount	Amount Braided from other Funds	Other Funding Source

- b. Describe any additional resources you will be leverage to implement the proposed grant project.

IV. Target Demographics

- a. Using bullet points, list the priority populations of your proposed grant. Priority populations include the following:
- Children / Families living in areas of geographic isolation.
 - Children who are experiencing displacement (homelessness, foster care, kinship care).
 - Children from families who identify as African American / Black, Asian, Hispanic / Latinx, native Spanish speakers.
 - Children from families who identify as Native American / Tribal.
 - Children experiencing physical or developmental delays or disabilities including children with behavioral health concerns and / or trauma.
 - Infants and children aged 0 to 3.



- b. Explain how your grant will target the population(s) you selected above.
- c. Discuss the location/communities in which the grant activities will take place.
- d. Describe the methods your organization will use to ensure those in geographically isolated areas can access grant activities.

V. Partnerships

- a. Please list any other organizations you will partner with to implement this grant project and include a brief, executed Memorandum of Understanding (MOU) from each partner agreeing to be included in this project.. Please only list partners in which a collaborative agreement for this work is already in place. *Examples of partnering organizations include K-12 districts, community colleges or other institutions of higher education, early childhood professionals, businesses, non-profit organizations, faith-based organizations, government agencies, etc.*
- b. Please list a contact person, organization name, email address, and phone number for each partnering organization listed above. *Note: SCELH may contact these colleagues to ensure a partnership has been established.*
- c. Discuss how the partner(s) will be involved in the proposed grant project.



APPENDIX A. LOGIC MODEL TEMPLATE

Impact:

Resources/Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes



APPENDIX B. LOGIC MODEL INSTRUCTIONS & EXAMPLE

Logic Model Background

A logic model allows you to visually demonstrate the relationship among the resources, the activities you have planned, and the changes and results you hope to achieve. A good logic model should clearly illustrate what a program does and what it is trying to achieve. By completing a logic model for the SCELH grant application, the evaluation committee will gain a quick overview of the proposed project and the connections between funded services and eventual outcomes. (W.K. Kellogg Foundation, 2004)

Parts of a Logic Model

Logic models can be broken into two parts: 1) Your planned work; and 2) Your intended results:

1. Your planned work
 - a. Resources/Inputs
 - b. Activities
2. Your intended results
 - a. Outputs
 - b. Outcomes

Resources/Inputs

This refers to the human, financial, organizational, and community resources a program has available to direct toward doing the work.

Activities

Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

Outputs

Outputs are the direct products of program activities and may include types, levels, and targets of services to be delivered by the program.

Outcomes

Outcomes are the specific changes in program participants' behavior, knowledge, attitude, skills, and level of functioning. A distinction can be made between **short-term** and long-term **outcomes**.

Additional Instructions

The example in Appendix B provides further guidance regarding the components of a logic model. You can use this example as you complete your logic model in Appendix A. If you prefer to use a different format for your logic model, you are welcome to do so. ***Note: the logic model should only address the proposed grant funded project and not all activities implemented by your organization.***



APPENDIX B. LOGIC MODEL EXAMPLE

The example below is for a fictitious program that would offer kindergarten readiness orientation to incoming students and families.

Impact: Kindergarten students are prepared for school and successfully transition to kindergarten, which will lead to ongoing social and academic success.

Resources/Inputs	Activities	Outputs	Short-term Outcomes	Long-term Outcomes
Grant funding Organization staff Volunteers K-12 district partnership K-12 school classrooms Incoming kindergarten students and their families Food donations from local grocery store Printed handouts	Weeklong kindergarten orientation for incoming students held in kindergarten classrooms Q&A sessions for parents of incoming kindergarten students FAQ booklets provided to parents of incoming kindergarten students Meet-and-greet for incoming student/families with assigned kindergarten teacher	50 incoming kindergarten students attend a weeklong orientation session 50 parents of incoming kindergarten students attend a Q&A session 50 FAQ booklets shared with parents of incoming kindergarten students 50 kindergarten students and a parent of each student attends a meet-and-greet session with their assigned kindergarten teacher	Incoming kindergarten students are prepared for daily classroom activities, can follow classroom rules/expectations, and are ready to learn grade-appropriate curriculum Parents understand how to continue to prepare their child for kindergarten over the summer Parents understand the expectations schools have for parents and kindergarten students Incoming students and parents feel at ease with the upcoming transition Kindergarten teachers are able to teach grade-appropriate curriculum	Students are at or above grade level at the end of the school year Students do not have chronic absences or behavior trancies Parents continue to be engaged in their child's education throughout the school year by attending various events and communicating with teachers when there are concerns

