



Instructions for Applicants to Small Grants Fund

Calls for Applications

The Portland Children's Levy (PCL) Small Grants Fund invites small organizations with annual operating budgets up to \$1 million to apply for grants. We seek applications from community organizations that have not been funded through the PCL grants in the past and that come from communities underserved by the Levy. Applicants must be for programs working in one of the program areas described on page 4 of these instructions. All programs must serve children, youth, or families residing in Portland, Oregon. These grants are to be invested in specific programs of the organization. They are not general operating support grants.

Purpose of PCL's Small Grants Fund: To increase equity by investing in programs of small organizations arising from marginalized communities that serve children, youth, and families who identify as Black, Indigenous, People of Color, immigrant and refugee, LGBTQ2SIA+, people with disabilities, and other marginalized groups.

We want to support the capacity of these organizations so that they can either serve more children, youth, and families *or* improve the quality of services currently offered.

Please read these instructions before you submit an application.

If you have questions, please contact Arika Bridgeman-Bunyoli (503)865-6215 or arika.bridgeman-bunyoli@portlandoregon.gov.

To be transparent and accessible, PCL staff will respond to your questions within 3 business days. If you reach us by phone, PCL staff will take notes about your question and our answer. We will post a weekly digest of applicants' questions and PCL answers, to our website, <https://www.portlandchildrenslevy.org/small-grants-fund> and you can sign up for weekly email updates with all questions/answers from applicants.

The digest will not include the name of person who asked the question. PCL staff will post questions exactly as received via email. If the question itself names the organization or program, PCL staff will **not** remove that reference before posting the question on the digest.

Applicants may submit questions until close of business on Monday, July 6th. Individuals will receive final responses and PCL will post all final questions and responses to the digest by close of business on Tuesday, July 7th.

See instructions on page 9 to sign-up for Small Grants applicant email list.



Background of the Small Grants Fund and the Focus on Black, Indigenous, People of Color and People with Disabilities

Before each of its grantmaking cycles, the Portland Children's Levy conducts a community engagement process to hear community needs and to shape Levy funding priorities. In 2018 the Portland Children's Levy hired Empress Rules LLC to conduct a community engagement process in advance of its 2020 grantmaking.

The results revealed a strong desire to see communities of color involved in all phases of the funding process, and to see a commitment to investing in culturally responsive services across PCL program areas. Results also noted a lack of services for children with disabilities, and that small organizations face multiple barriers to applying for Levy funds. The Small Grants Fund seeks to address several of these challenges.

PCL used that foundation to further engage small organizations and community partners to design an equity and strengths-based small grants funding process.

Design Team: PCL staff formed a Design Team, an ad-hoc workgroup to spearhead development of the application materials and shape the criteria for the grant reviewers based on their collective experience and the input from the communities and have uplifted the importance of addressing inequities in this funding opportunity.

Community Conversations: PCL staff, with support from Design Team, hosted 8 community conversations attended by diverse members of 31 small organizations. Several of these conversations took place virtually due to COVID-19 pandemic physical distancing requirements. Participants came together to learn about the small grants opportunity and to help shape the funding process.

Two-Step Application Process

Results from this community engagement work shaped this small grant fund. This process will occur in 2 steps to minimize applicants' opportunity cost.

Step 1 Application: These instructions pertain to this step. It consists of 5 essay questions to understand the mission of the organization, the program activities for which they are seeking funding, and their approach to equity particularly with racial/ethnic and children, youth, and families with disabilities.

Step 2 Application: If an applicant is invited to continue on in this funding process, the applicant will be asked to submit a longer written application, and complete an interview process as Step 2 Application. The longer written application requirements are under development and will be published in later summer or early fall 2020.



Priority populations

The priority populations for the small grants are Black, indigenous, people of color; immigrants and refugees; LGBTQ2SIA+ children, youth, and families; children, youth and families with disabilities. In addition, we want to ensure that low-income people from these groups are able to access services.

We acknowledge that all these communities are resilient and creative, and that members of these groups are experts at developing solutions for their own most pressing problems, *and* there are tremendous inequities facing these communities in areas that directly impact children and families. We hope to address some of these inequities through funding small organizations arising out of these communities.

Disability and Cultural Considerations for Step 1 Applications

We know that smaller organizations lack resources to do all the things that they want to do for the communities they serve, but we also know that smaller organizations are sometimes more flexible and able to adapt to the needs of their communities. For these reasons **we ask that applicant organizations that primarily focus on serving Black, Indigenous, and People of Color (BIPOC) work to find ways to be inclusive of participants from their communities of focus who are living with disabilities.**

According to the Oregon Office of Disability and Health¹, one in four Oregonians has a disability. People with disabilities exist in every cultural group, and disabled parents, youth, and children suffer multiple burdens accessing services.

We are excited to support the culturally responsive or culturally-specific services of small organizations. Through these grants, we want to make it possible for participants from your communities with disabilities to access your programs, as well as help you serve more BIPOC children, youth, and families in general (regardless of whether they have disability).

For applicant organizations that are disability-led, we ask that you also employ a racial justice lens and work to make your organization accessible to children, youth and families with disabilities who are also Black, Indigenous, and People of Color. Addressing inequity means that Black, Indigenous, and People of Color with disabilities are able to access culturally responsive activities through your programs.

Finally, we encourage all organizations to reflect on the diversity of their staffing and leadership to ensure that it reflects all aspects of the communities that are being served.

¹ Oregon Office on Disability and Health. 2016. Disability in Oregon: 2016 Annual Report on the Health of Oregonians with Disabilities. Portland, OR: Institute on Development & Disability, Oregon Health & Science University.

Applicant Requirements

PCL Program Areas: Applicants must propose programs in one of the following programs areas. There may be some overlap, but please apply in the area that most closely relates to the program activities that you want funded. Applicant organizations can only submit one application for funding.



Hunger Relief- Expand access to healthy, nutritious food for hungry children.



Afterschool- Provide safe and constructive programming that supports children's well-being and school success. Includes after the school day, before school, school break, and summer programs.



Mentoring- Connect children and youth with caring adult role models that support their well-being.



Foster Care- Support the well-being and development of children and youth in foster care.



Early childhood- Support children's early development and readiness for kindergarten.



Child Abuse Prevention and Intervention- Prevent child abuse and neglect and support vulnerable families.

Organization Type: Applicant organizations must be 501(c)(3) tax-exempt nonprofits. Applicants must be community-based, and we will not accept applications from school foundations, Parent-Teacher Associations or Parent-Teacher Organizations. We do not fund individuals, LLCs, or other 501(c) organizations.

Fiscal Sponsorship: If your organization does not yet have a 501(c)(3) status, but is an incorporated non-profit, you can apply for a PCL grant with a fiscal sponsor. Your sponsor must be a 501(c)(3) organization and you will need to provide a copy of a signed agreement between you and your sponsor as part of your PCL grant application. If you need a fiscal sponsor, here are some organizations that provide fiscal sponsorships.



- North Portland Community Works Fiscal Sponsorship: <https://www.npnscommunity.org/fund-my-project/fiscal-sponsorship/>
- Social Good Fund: <https://www.socialgoodfund.org/>

We are particularly interested in applicants from the following types of organizations:

Intersectional: Intersectionality is a term that refers to the experience of navigating multiple identities at the same time².

Disability-led: A disability-led organization that serves youth/children should not only have parents or caregivers of youth with disabilities but should have leaders and staff who live with a disability themselves. The Americans with Disabilities Act (ADA) defines a person with disability as "...an individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities...." In addition to mental and physical disabilities, individuals may also have emotional disabilities that limit major life activities. Major life activities include hearing, seeing, remembering, walking, climbing, bathing, dressing, and running errands alone.

*Culturally Responsive*³: A culturally responsive organization comprehensively addressed power relationships throughout the organization to ensure that the organization is accessible and inclusive of Black, Indigenous, People of Color in every aspect of how the organization runs including in hiring and language access. Culturally responsive organizations also are responsive to the expectations of the cultural communities in their region.

*Culturally Specific*⁴: "The Coalition of Communities of Color's 2014 definition of a culturally specific organization includes the following:

- Majority of members and/or clients must be from a particular community of color (6 specified, plus pan-immigrant/refugee)
- Organizational environment is culturally-focused and the community being served recognizes it as a culturally-specific organization
- Staff must be majority from the community being served, and the leadership (defined to collectively include Board members and management positions) must be majority from the community being served
- Organization has a track record of successful community engagement and involvement with the community being served

² An example of organization serving intersectional communities would be an organization serving LGBTQ2SIA+ youth who are Black, Indigenous, and/or People of Color (BIPOC)

³ We have adapted the definition from the Coalition of Communities of Color.

⁴ We have adapted the definition from the Coalition of Communities of Color.



- The community being served recognizes the organization as advancing the best interests of the community and engaging in policy advocacy on behalf of the community being served.

Small Grants Range and Funding Formula \$10,000-\$60,000

Grants will be 3 years with an opportunity to renew, pending reauthorization of the Portland Children's Levy in the future. The grant you request can be no more than 30% of an organization's committed annual budget next year. You can apply for 3-times that amount. Here is an example of how to figure out how much you can apply for:

Example: Your organization's committed budget for the next year is \$300,000. $\$300,000 \times .30 = \$90,000$. Since the maximum grant is \$60,000, you are eligible to apply for the maximum amount. You may apply for up to \$60,000 for each of three years. Over the course of three years this will be a total of \$180,000.

Example 2: Your organization's committed budget for the next year is \$50,000. $\$50,000 \times .30 = \$15,000$. You may apply for up to \$15,000 per year and you should plan the program you want to fund to fit into this budget. Over 3 years this will be \$45,000.

Example 3: You can spread your total award unevenly across the three years. If you qualify for a \$45,000 grant over three years based on 30% of your budget, you could spend \$10,000 in Year 1, \$15,000 in Year 2, and \$20,000 in Year 3.

Here's a list of some examples of expenses you can be paid for with this grant:

- program staff wages, taxes and benefits, program supervision personnel costs,
- occupancy/rent, utilities, insurance, program and office supplies
- staff training/development, phones and/or IT for staff, staff mileage for local program travel (not commuting to work but for things like using one's own car for home visiting), staff recognition
- client assistance funds, food for activities, transportation for clients for activities, client incentives and recognition
- administrative costs up to 15% of all program costs

If you need help calculating mileage and per diem costs you may go the general services administration website here <https://www.gsa.gov/>



Application Process

Information Sessions for Applicants: For both steps in the Application process, PCL staff will hold 2 information sessions through Zoom to provide clarity around the application process and support applicants that want to apply. See page 9 for more info and to sign up to attend a session.

Question & Answer Digests for Applicants: Sign up here <https://www.portlandchildrenslevy.org/sign-up-for-updates> for PCL's Small Grants mailing list to receive weekly updates on applicants' questions and PCL's answers.

Application Review: Application review will occur in two phases: review of Step 1 Applications and review of Step 2 applications. PCL will recruit a cohort of 8 reviewers to complete review in both phases.

For Step 1 applications, reviewers will score applications (see attached scoring criteria) then meet with Design Team to share results of the application scoring. PCL staff will facilitate this meeting and Design Team and reviewers will select which applicants will be invited to submit a Step 2 Application.

For Step 2 applications, reviewers will score applications (application materials to be developed and approved by PCL's Allocation Committee this summer/fall) then meet with Design Team to share results of scoring, including both the written application and interviews. PCL staff will facilitate this meeting and the group will generate funding recommendations to the Allocation Committee. The Allocation Committee would decide which Step 2 Application receive funding. Their decisions go to City Council for approval.

Reviewers will be recruited from the community with the goal of representing a diversity of underserved communities in Portland. PCL will recruit reviewers with a mix of experience and knowledge working in small nonprofits; lived experience or extensive work experience with one or more Black, Indigenous, Communities of Color and/or immigrant and refugee communities and/or LGBTQ2SIA+ communities; lived experience in the disability community and/or extensive work experience with the principles of inclusion and disability justice as it pertains to children, youth and families with disabilities. Reviewers cannot have a conflict of interest with the applicants. PCL will also provide modest stipends to reviewers for their participation in the review process.



Timeline

May 20th and May 27th: PCL holds Applicant Information Sessions.

June 2020: PCL recruits reviewers.

July 2020: Step 1 Applications submitted July 8th. Reviewer training occurs, and reviewers receive copies of applications to score.

August 2020/ September 2020: Reviewers meet with Design Team to review the scores and make decisions about which applicants should be invited to submit Step 2 Application. Allocation Committee meets to approve the Step 2 process. Organizations that have been approved by the Design Team and Reviewers are invited to Step 2.

October 2020: Applicants submit Step 2 Applications and participate in interviews. Reviewers score applications and interviewers. Reviewers meet with Design Team to share score and determine which applicants to recommend to Allocation Committee for funding.

November 2020: Allocation Committee meets to hear reviewer/Design Team recommendations and decides which applicants to receive funding.

December 2020: Allocation Committee funding recommendations presented to City Council for approval.



How to Apply for a PCL Small Grant

- **Sign up here <https://www.portlandchildrenslevy.org/sign-up-for-updates> for weekly Applicant updates.** You will get a weekly digest of questions/answers about the application, announcements about the Small Grants funding process, and other reminders for applying for PCL's small grants.
- **Attend a Small Grants Informational Session on May 20th or 27th.**
Sessions will occur through Zoom. Sign up to register for one:
<https://www.portlandchildrenslevy.org/sgf-invite>
Registration per session is limited to 25 people per session.

PCL will also live-stream the May 27th session, so that anyone can watch or hear the discussion even if they did not register to attend the Zoom meeting. If you cannot attend one of the 2 sessions, you can find the 5/27 live stream and recording here:
<https://www.youtube.com/watch?v=IXrctYSEs80>
- **Submit your Step 1 Application Form via email** by July 8, 5pm to arika.bridgeman-bunyoli@portlandoregon.gov.
If you need an alternative way to submit the paperwork, please email or call Arika Bridgeman-Bunyoli (503) 865-6215.
- All applicants will receive notification from PCL Staff between late August and mid-September about whether their Step 1 Application will move to Step 2 or not.
- If you are invited to move on to the Step 2 of the funding process, you will receive communication from PCL staff email with directions for next steps in the funding process.

Checklist

- Did you answer all questions on the Small Grants Application Coversheet?
- Did you answer either the questions 4- 6 for BIPOC-focused organizations, or the questions 4- 6 for disability-led organizations?
- Did you use 12-point, Arial font to answer the application questions?
- Did you check your word count for each question?
- Submit application by email to arika.bridgeman-bunyoli@portlandoregon.gov by July 8, 5pm.

SCORING CRITERIA FOR SMALL GRANTS, STEP 1 APPLICATION

1. What is your organization’s mission statement? What populations does your program focus on serving? *Examples include Black, Indigenous, youth of color, LGBTQ, immigrant and refugee, children with disabilities etc.* What are the benefits to children and youth or families of participating in your programs? How do you reach low-income participants for your programs?

Strong Answer	Insufficient Answer	Total Point Value
<p>The mission of the organization relates to the purpose of the Small Grants Fund, and work in PCL program areas is not outside the scope of the mission</p> <p>The organization serves one more of the following populations of focus: Black, Indigenous, Latinx, immigrant and refugee communities (especially small and newly arrived immigrant and refugee communities), LGBTQ2SIA+ communities and children with disabilities.</p> <p>Applicant provides examples of the benefits to participants. Applicant clearly describes how the benefits relate to the organization’s mission.</p> <p>Applicant provides examples of how they reach low-income families in their communities of focus and/or how they integrate participants from a variety of socioeconomic backgrounds in their programs.</p>	<p>The mission of the organization does not relate to the purpose of the PCL Small Grants Fund and/or the program requesting funds seems outside of the scope of the mission of the organization.</p> <p>The organization does not serve marginalized communities and/or low-income participants.</p> <p>Applicant doesn’t provide examples of the benefits or doesn’t clearly describe how the benefits relate to the organization’s mission.</p> <p>Applicant doesn’t clearly describe how they reach low-income participants from their communities of focus into their programs.</p>	<p>19 points</p> <p>5 for mission</p> <p>8 for populations: 2 for each population up to three populations; if 4 or more populations then 8 points</p> <p>4 for benefits to participants</p> <p>2 points for inclusion of low-income families</p>

2. Tell us about the activities that you will carry out. What is unique about the way your program works? How frequent are your activities (e.g. groups offered twice a week for two hours after school, workshops every Saturday)?

Strong Answer	Insufficient Answer	Total Point Value
<p>The information in the application is enough to understand what activities will be carried out. The frequency of the program activities are enough to build relationships and trust with the participants, and to produce an impact for the participants.</p> <p>The project activities fit within PCL program areas.</p>	<p>The information in the application isn't enough to understand what project activities will be carried out. Information provided is unclear on how the program builds trust with the population it serves.</p> <p>The project activities don't fit clearly into PCL program areas.</p>	<p>10 pts total</p> <p>8 for description of activities including frequency</p> <p>2 for fit with PCL program areas</p>

3. Please write two outcomes or changes that you hope your program participants will achieve through participating in your program. For each outcome you list, tell us one way that you could reasonably measure this change.

Strong Answer	Insufficient Answer	Total Point Value
<p>The applicant specifically names two outcomes that are easy to understand, and achievable through the program activities that have been described in this application.</p> <p>Each method for measuring an outcome is appropriate for what they are trying to measure.</p>	<p>The outcomes are not clearly described, or they don't seem achievable through the program activities.</p> <p>Applicant does not have clear methods for measuring the outcomes it listed.</p>	<p>10 pts total</p> <p>5 for clarity and achievability of outcomes</p> <p>5 for evaluation methods</p>

For Applicants Focused on BIPOC Children, Youth, and Families

4. List two steps you have already taken to be inclusive of participants in your program who have disabilities, *and why* you chose to take those steps.

Strong Answer	Insufficient Answer	Total Point Value
Steps listed indicate deep consideration and work by the applicant to address inclusivity for children and youth with disabilities. Examples may include revising curriculum, obtaining and using equipment for accessibility, making structural changes to facilities or assuring the facility they use for programming is accessible.	Steps suggest applicant has not made efforts toward or doesn't demonstrate interest in becoming more inclusive of children experiencing disability. Or it is unclear how the steps lead to inclusion in the program activities for children/youth experiencing disability.	12 pts 6 points per step

5. List two additional steps you would like to take to be inclusive of participants who have disabilities that you have not taken yet. Please explain why you chose these steps.

Strong Answer	Insufficient Answer	Total Point Value
<p>Steps listed indicate deep consideration and willingness to pursue work needed for more inclusivity of children & youth with disabilities. The steps that they plan to take seem possible within the program activities described in the application.</p> <p>Steps demonstrate thoughtfulness as to the kinds of disabilities that the program plans to accommodate.</p>	<p>Steps suggest minimal effort or do not demonstrate strong interest in becoming more inclusive of children experiencing disability.</p> <p>Or, it is unclear why the steps were taken to support inclusion of children with disabilities in the program activities.</p>	10 points 5 points per step

For Applicants Focused on Children, Youth, and Families experiencing Disability

4. List two steps you have already taken to be inclusive of BIPOC children, youth, and families who have disabilities, *and why* you chose those steps.

Strong Answer	Insufficient Answer	Total Point Value
<p>Steps listed indicate deep consideration and work by the applicant to address racial inequity and structural changes as an important part of serving children, youth, and families experiencing disabilities.</p> <p>Steps demonstrate thoughtfulness as to the types of racial equity issues addressed in the program. Examples may include revising curriculum, staff training, changes to hiring and retention of staff, developing community partnerships with organizations led by BIPOC communities.</p>	<p>Steps suggest minimal effort to adequately address racial inequity and structural changes needed for serving children, youth, and families experiencing disability.</p> <p>Or, it is unclear why the steps were taken for the program to be more inclusive of BIPOC children, youth, and families with disabilities in the program activities.</p>	<p>12 pts</p> <p>6 points per step</p>

5. List two additional steps you would like to take to be inclusive of BIPOC participants that you have not taken yet. Please explain why you chose these steps

Strong Answer	Insufficient Answer	Total Point Value
<p>Steps listed indicate deep consideration and willingness to address racial inequity and structural changes as an important part of serving children, youth, and families experiencing disabilities.</p> <p>Steps demonstrate thoughtfulness as to the types of racial equity issues addressed in the program. Examples may include revising curriculum, staff training, changes to hiring and retention of staff, developing community partnerships with organizations led by BIPOC communities.</p>	<p>Steps suggest minimal effort to adequately address racial inequity and structural changes needed for serving children, youth, and families experiencing disability.</p> <p>Or it is unclear why the steps for the program would lead to being more inclusive of BIPOC children, youth, and families with disabilities in the program activities.</p>	<p>10 pts</p> <p>5 points per step</p>