Invitation to Submit a Request for Investment in After-School Program Services to be Delivered in the City of Portland

Publication Date: January 16, 2014

Summary of RFI

Available Funding:	Approximately $6,247,405 will be available for a 36-month period through the Portland Children's Levy. Individual grants will be capped at $550,000 <u>per year</u>, per proposal. Minimum annual grant request is $50,000. Total investment by the Children's Levy in an organization will be limited to 30% of annual organization revenue.
Due Date, Time & Place:	March 3, 2014 by 5 PM <u>The application and all attachments must be submitted in electronic format. No paper submissions will be accepted. Submit applications and all attachments via email to lisa.pellegrino@portlandoregon.gov OR submit on a flash drive to 315 SW Washington St., Ste. 415, Portland, OR 97204.</u>
Bidders' Conference:	Applicants are strongly encouraged to attend one of two Bidders' Conferences which will be held on Thursday, Jan. 23rd, 2014 from 1 - 2:30 p.m. at the North Portland Library, 512 N. Killingsworth St., and Thursday, Jan. 30th, 2014 from 1 - 2:30 p.m. at the Midland Library, 805 SE 122nd Ave.
Period of Award:	36 months (7/1/14 – 6/30/17)
Eligible Applicants:	Not for Profit Corporations – 501(c)(3), For Profit Entities, Local Education Agencies, Community Colleges and Universities. These groups may also apply as a consortium of organizations through an identified lead agency/fiscal agent.
Requested Services:	After-school program services for children aged 5-18.
Goal of Services:	Provide safe and constructive after-school and summer programming that supports children's well-being and school success.
Questions or Comments:	Questions or comments about this RFI may be addressed to Lisa Pellegrino, at lisa.pellegrino@portlandoregon.gov, 503.823.2939.

Request for Investment in After-School Programs

Introduction

In November 2002, Portland voters passed Measure 26-33, known as the Portland Children's Levy (PCL).   PCL invested an average of $9.5 million per year over five years in proven programs located in the City of Portland to help prepare young children for school, prevent child abuse and neglect, provide safe and constructive before- and after-school alternatives and mentoring relationships for children. In November 2008, Portland voters renewed PCL for an additional five years beginning July 1, 2009. PCL invested an average of $11.5 million per year in proven programs in early childhood, child abuse prevention/intervention, foster care, after school and mentoring.

In May 2013, Portland voters again renewed the PCL for five additional years beginning July 1, 2014. Depending upon annual tax receipts, PCL will invest more than $10.5 million per year in proven programs in early childhood, child abuse prevention/intervention, foster care, after school, mentoring and hunger relief.

All investment decisions are made by a five-member Allocation Committee that is composed of one City of Portland Commissioner, one Multnomah County Commissioner, one representative of the business community and two citizens with expertise in children's issues.

PCL seeks to increase the capacity for selected programs to deliver services and to implement proven programs, thereby improving outcomes for young people and for the community.

PCL Goals and Strategies

After discussion and public input during the summer and early fall of 2013, the PCL Allocation Committee adopted overall goals for the Levy and goals for each of the program areas specified in the 2013 ballot measure. Concurrently, PCL conducted an extensive four month public input process to inform Levy funding priorities for the next five years. The input process included a written survey (500 respondents), meetings with key stakeholder, policy and community groups (39 groups, over 300 people), and open public meetings (100 people).

Across all sources and topics of community input[1], a few key priorities rose to the top:
- Intensive, longer-duration, relationship-based services that intentionally focus on child and family goals;
- A focus on populations most at-risk for negative outcomes, especially children of color who experience significant disparities in outcomes compared to white children, and a focus on providing services in high poverty areas of the city (especially outer East and North Portland);

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[1] See full Community Input Report,
http://www.portlandchildrenslevy.org/sites/default/files/PCL%20Community%20Input%20Report%202013.FINAL_.10.28.13.pdf

- Culturally responsive and culturally specific services that integrate culture in how services are designed and provided; and
- Increased professional development in all program areas.

Using the results of this public input process, the Allocation Committee adopted funding strategies and priorities in each program area that contribute toward achievement of PCL's program area and overall goals. The adopted goals and strategies are outlined in the following table. The Allocation Committee also set a goal of investing at least 30% of resources allocated for each program area in culturally specific programs.

PCL Adopted Goals and Strategies
Overall Goals of the Levy
• Prepare children for school.
• Support children's success inside and outside of school.
• Reduce racial and ethnic disparities in children's well-being and school success.
Early Childhood: Support children's early development and readiness for kindergarten.
Strategy 1: Intensive home visiting for children prenatal – 3 years old
Strategy 2: Preschool, Head Start, or structured preschool-like experiences for children 3 – 5 years old
Strategy 3: Early Childhood mental health consultation
Child Abuse Prevention and Intervention: Prevent child abuse and neglect and support vulnerable families.
Strategy 1: Strengthen parenting skills and resilience
Strategy 2: Address trauma through therapeutic intervention
Foster Care: Support the well-being and development of children and youth in foster care.
Strategy 1: Academic support (early childhood – college)
Strategy 2: Support for youth in the transition to adulthood (ages 14-24)
Strategy 3: Permanency for youth
After-School: Provide safe and constructive after-school and summer programming that supports children's well-being and school success.
Strategy 1: Intensive academic support
Strategy 2: Enrichment programming
Strategy 3: New SUN Community Schools
Mentoring: Connect children and youth with caring adult role models that support their well-being.
Strategy 1: Supports for students' academic achievement and/or post-secondary pursuits
Hunger Relief: Expand access to healthy, nutritious food for hungry children.
Strategy 1: Increase access/utilization of existing programs
Strategy 2: School-based food pantries
Strategy 3: Increase access to food during summer and out-of-school time
Strategy 4: Alternative approaches

Submitting an Application

PCL expects that most applicants will select one program area and one strategy in that program area to address in a single application. However, PCL recognizes that some programs may be eligible to receive funding in more than one program area (e.g. a child abuse prevention program that serves children aged 0-5 may qualify for early childhood and child abuse prevention funding under the RFIs for both program areas). Applicants may request that a single proposal be considered for funding in more than one program area by checking the applicable boxes on the Application Cover Sheet (Exhibit A) and providing the information requested in Section 1.A. of the application. Proposed programs must meet the requirements specified in all of the RFIs under which funding is sought (e.g. eligible population, age range, applicable program area strategy). The application will be scored by one review committee, and if the program is funded in one category, it will be removed from consideration for funding in the second category in which it was eligible to request funding. If the application is considered, but not funded in one category, it will be considered for funding in the second category in which it was eligible to apply. See Application Process (E) for details on meetings regarding funding decisions.

Organizations may submit multiple applications in one or more program areas.

Adopted Strategies

More than fifteen years of research confirms that children and youth who participate in after-school and summer programs can reap many benefits including increased academic achievement, better school attendance, fewer disciplinary actions such as suspension and expulsion, improved social and emotional outcomes such as decreased depression and anxiety, reduction in risky behaviors, and improved health and wellness.[2]

Prior to adopting the strategies listed below, the PCL Allocation Committee reviewed a collection of local data that included academic achievement data for Multnomah County students disaggregated by race/ethnicity, school disciplinary data disaggregated by race/ethnicity, and chronic absence data.[3] Local data reveals significant needs for additional academic, behavior and attendance support for a significant portion of students attending school in Portland. Data also reveals a significant gap in academic achievement between white students and students of color, disciplinary actions that fall disproportionately on students of color, and chronic absence rates that are significantly higher for some students of color at some grade levels.

Input received from meetings with stakeholders, public meetings and a written survey indicated the following priorities[4]:

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[2] After-School Programs in the 21st Century: Their Potential and What It Takes to Achieve It; Harvard Family Research Project, February 2008. Includes a detailed summary of research findings from the previous decade.
[3] Portland's Children: Overview of Key Local Data,
http://www.portlandchildrenslevy.org/sites/default/files/Local%20Data%20Profile.PortlandChildren.FINAL_.10.08.13_0.pdf
[4] See full Community Input Report,
http://www.portlandchildrenslevy.org/sites/default/files/PCL%20Community%20Input%20Report%202013.FINAL_.10.28.13.pdf

- Invest in programs providing academic support, enrichment programs (including those focused on physical activity; arts; Science /Technology/Engineering/Math; Chess), summer programming, and SUN Community Schools.
- Assure that all after-school programs are either culturally responsive or culturally specific, and assure that families are involved and supported to engage in their child's education.
- Focus services on populations with risk factors for poor outcomes, especially youth of color, those who are low income, and those learning English as a second language.
- Assure that services are geographically located in areas of high poverty and concentrations of populations of color, and assure that service is equitably distributed east of 82nd Avenue.

Based on research, local data and significant public input, the Allocation Committee has adopted the strategies listed below to fund after-school programs through this RFI. **Only programs that propose to employ at least one of these strategies should apply for funding under this RFI.** Where priorities are specified within the strategies listed below, they indicate PCL's funding preferences, not funding requirements. Programs that do not address the listed priorities within a strategy may still apply for funding.

1. Intensive Academic Support
Investment Goal: Up to $3,748,443, 60% of available funds.

Services: After-school programs that provide intensive academic support for school-aged youth that is intentionally and successfully connected to the school, school staff AND parents/caregivers, and is aligned with school curriculum.

Priorities:
- Youth of color
- English language learners
- Youth designated "academic priority" by the school district
- Youth living in high poverty areas of Portland
- For summer academic supports: programs offering credit recovery for high school students

Definitions
Intensive Academic Support: Offers at least 60 hours per school year of academically focused supports such as tutoring, coaching, educational advocacy, homework support, and/or supplemental academic classes. Program staff personally and regularly connect with school staff (including teachers), and parents/guardians regarding academic issues and progress.

2. Enrichment Programming
Investment Goal: Up to $1,249,481, 20% of available funds.

Services: After-school enrichment programming (any program that supports broadening and deepening knowledge and skills through activities, projects, and/or field trips).

Priorities:
- Programming that involves physical activity for youth
- Arts programming (performing or fine)
- Programming that is offered at a SUN Community School site, or other site where a full complement of after-school program services is offered (e.g. academic support, other enrichment programming, family engagement)
- Youth living in high poverty areas of the city.

3. New SUN Community Schools

Investment Goal: Up to $1,249,481, 20% of available funds.

Services: SUN Community School programs at schools where the program is not currently offered.

Priorities:
- Programs proposed for schools that are ranked highest on the SUN Equity Index and are located in the City of Portland.

Definitions

SUN Community School: a school-based program that offers service to students and their families. Service model includes a full-time coordinator at each school site and the following program components: academic and homework support, enrichment and recreation, programming for adults at the school site, family engagement and activities, and information and referral to other community services. Services are provided after-school and may also be provided before school, in the evening, during school breaks and summer.

SUN Equity Index: a ranked list of all schools in Multnomah County that weights need based on poverty level and concentration of children of color attending the school (Exhibit I).

Guidelines and Process for Programs that Use Multiple After-School Strategies

Applicants proposing programs that provide both intensive academic supports and enrichment programming may submit one application and specify multiple program components as instructed in Section I.D.1. of this RFI. Applicants must estimate the percentage of the proposed program budget devoted to each strategy (See Section 1.A. of this RFI). Applicants proposing to provide SUN Community School programs must submit applications for this strategy only.

All programs that propose to provide intensive academic supports will compete against each other for available funding for this strategy regardless of whether the proposed program also includes enrichment programming. Proposals to provide enrichment programming alone will compete against each other for available funding for this strategy; however any funding for enrichment programming awarded to programs that also include intensive academic supports will also be counted in the enrichment funding category. Proposals to provide new SUN Community Schools will compete against each other for available funding for this strategy.

Funding Requirements

The applicant's response to the RFI and the required attachments described below will be used to determine whether the applicant meets these funding requirements.

A.   *Available Funding and Funding Limitations*

Approximately $6,247,405 will be available for a 36-month period. Individual investments will be capped at $550,000 per year, per application. All applicants must request at least $50,000 per year. Proposed programs must directly serve children and families.

Applicants must demonstrate that PCL funding will comprise **no more than** 30% of the applicant's revenues for its last closed fiscal year. Applicants must include all funding they are requesting from PCL in all program areas in calculating this amount.

B.   *City of Portland Residency*

All beneficiaries of PCL investments (i.e. children served) must be residents of the City of Portland.

C.   *City of Portland Rules and Guidelines*

Funded organizations will be required to follow City of Portland EEO hiring guidelines and contracting rules[5], provide proof of liability, automobile and workers compensation insurance and provide additional assurances as required by PCL staff.

D.   *Duration of Investment*

PCL funding is available for 36 months of service provision beginning July 1, 2014 and ending June 30, 2017.

E.   *Eligible Applicants*

Non-profit corporations (501(c)(3), for profit entities, local education agencies, community colleges and universities are eligible to apply for PCL funding.

Partnerships or collaborations of multiple entities must designate a lead entity to apply for funding, and if funded, take responsibility for reporting and billing. The lead entity may subcontract with partners to deliver portions of the proposed program.

F.   *Eligible Service Population*

Children aged 5-18 and their parents or guardians.

G.   *Match Requirement for New SUN Community School Programs*

PCL will provide up to $50,000 for any single SUN Community School Site. Applicants must demonstrate a match commitment from the school, school district and/or the lead agency of at

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[5] PCC 3.100.005 provides in part: It is unlawful to discriminate on the basis of race, religion, color, sex, marital status, familial status, national origin, age, mental or physical disability, sexual orientation or source of income in programs, activities, services, benefits, and employment whether carried out by the City of Portland, directly or through a contractor or any other entity with whom the City of Portland arranges to carry out its programs and activities except as allowed by federal law, rules and regulations.

least $50,000 in cash resources for each site specified in the proposal. Applicants must include a letter(s) from all partners evidencing the commitment to contribute a specified amount of cash resources, and the letter must be signed by a principal of the organization making the commitment.

H. Program Requirements
PCL will accept applications to fund programs that provide services during the school year in the afternoon hours after the school day ends. In addition, applicants may also provide programming at other times (before school, evening, school break, summer) but PCL will not accept applications for programs that <u>only</u> provide programming at one of these times without also providing programming during the school year after the school day ends.

Application Components

A. Application Cover Sheet
Applicants must include a completed application coversheet using the form attached in <u>Exhibit A.</u>

B. Narrative Response and Formatting Requirements
Applicants must respond to each of the four sections of the funding application. Each section is worth a portion of 100 total points. Applicants may be eligible to receive 6 possible bonus points as described in the application. Please be clear and specific in your responses and respond to <u>all</u> parts of the question. Applicants who fail to address a portion of the question will receive fewer points.

Narrative responses must be formatted as follows:
- Separate page(s) for responses to each of the four sections; label response to each section and the lettered and numbered subparts
- One-inch margins on each page
- No less than 12-point type
- Page number and program name listed at the bottom of each page
- Comply with page limits for each section; pages that exceed the limit will not be scored

C. Required Enclosures
All applicants must submit the Checklist of Required Enclosures (<u>Exhibit B</u>) with the following documents:
- Detailed FY14/15 proposed program budgets including sources and uses for all funds using the attached budget form in <u>Exhibit C</u>, and total annual proposed budgets for FY15/16 and FY16/17 using the attached budget form in <u>Exhibit D.</u>
- Table IV.B. Demographics of Organization's Clients, Staff and Board Members (<u>Exhibit E</u>).
- Statement of Experience (<u>Exhibit F</u>) for applicants that have not received PCL funding between July 1, 2010 and the publication date of this RFI.
- Proof of 501(c)(3) status (where applicable).

- Annual organization-wide budgets for the current operating fiscal year, and the most recent closed fiscal year that include sources and uses of all funds. Please clearly state the starting and ending months of the organization's fiscal year.
- If the applicant has revenues of at least $1 million for the last closed fiscal year, applicant must submit its most recent audited financial statement.
- If the applicant has annual revenues of less than $1 million for the last closed fiscal year, the applicant is not required to submit an audited financial statement with the application, but will be required to obtain an audit prior to receiving any funding from PCL.
- Client intake or enrollment form used by program.
- If the applicant is proposing to deliver services at a school site(s), the applicant must include a letter from the SUN Coordinator, or principal if the school is not a SUN Site, describing how the proposed program complements the existing after-school programming at the school.
- Proposals for new SUN Community School sites must include a letter(s) from all partners evidencing the commitment to contribute a specified amount of cash resources, and the letter must be signed by a principal of the organization making the commitment.
- Proposals for new SUN Community School sites must include a letter from the principal of the school(s) at which the applicant proposes to provide programming that demonstrates support for the application, and the readiness of the site to become a SUN Community School site.

Failure to submit required enclosures may disqualify the application from consideration.

Application Process

A. Bidders' Conference
PCL will hold two Bidders' Conferences on January 23, 2014 from 1-2:30 p.m. at the North Portland Library, 512 N. Killingsworth St. Portland, OR, and January 30, 2014 from 1-2:30 p.m., at the Midland Library, 805 SE 122nd Ave., Portland OR. The Bidders' Conference is not mandatory, but it is highly recommended that all potential applicants attend. The purpose of the Bidders' Conference is to review the requirements and necessary forms for the RFI, and answer any questions from potential applicants regarding the application components and/or process. Questions and answers from the Bidders' Conference will be available at www.portlandchildrenslevy.org within 2 business days of each conference.

B. Application Submission
Applications are due by 5 pm on March 3, 2014. Applicants may submit the completed application electronically to Lisa Pellegrino at the following email address: lisa.pellegrino@portlandoregon.gov. All attachments to the application must also be submitted electronically.

Alternatively, applicants may submit completed applications on a flash drive by delivering the flash drive to 319 SW Washington Ave., Ste. 415, Portland, OR 97204. All attachments to the application must be included on the flash drive.

Please do **not** submit a PDF of the entire application so that staff can separate attachments as necessary. No paper applications will be accepted and all applications must be received in person or electronically by 5 p.m. March 3. Staff will acknowledge receipt of all applications via email within 2 working days of receipt.

C. Review and Scoring

Each proposal will be scored by review committees composed of volunteers from the academic community, the business community, private foundation staff, government agency staff, non-profit staff and the community. These individuals will read, review, and score each proposal based on the criteria defined in the following Application Directions and Scoring Form in Exhibit H. Each section of the application is scored for a total of 100 points per application, plus 6 additional bonus points as indicated in the table below.

Scored Sections of the Application	Point Value per Section
I. Proven Program Design and Effectiveness	55 points
II. Program Budget, Budget Narrative, and Cost Effectiveness	10 points
III. Organizational Capacity	10 points
IV. Culturally Responsive Programs and Organizations	25 points
Bonus Points: Serving children/families East of 82nd Ave.	3 points
Bonus Points: Culturally specific services	3 points

 Application scores for each section are averaged among all reviewers to arrive at a score for each section, and then the averaged section scores are added to reach a total score for the application. Staff will award bonus points based on the criteria specified in the RFI. **Applicants must score at least 39 points in Section I. Proven Program Design and Effectiveness, and at least 16 points in Section IV. Culturally Responsive Programs and Organizations to be considered for funding.**

D. Staff Funding Recommendations

After applications have been scored, staff will make funding recommendations to the Allocation Committee based on balancing the following: application scores, target allocation percentages for each strategy, percentage of funding for culturally specific programming, geographic distribution of services, priorities identified within each strategy, past performance if the program has been previously funded, financial health of the applicant organizations and other policy considerations. Staff will provide recommendations to the Allocation Committee in advance of the first funding meeting, and will make recommendations available to applicants and the public at least two business days prior to the public meeting at which the recommendations will be presented.

E. Allocation Committee Funding Decisions

The Allocation Committee will make funding decisions for each program area in a series of weekly public meetings beginning in mid-May and ending by mid-June. By April 1, 2014, PCL staff will notify all applicants of the time, date, and place of Allocation Committee meetings in which the funding decisions affect the applicant. Meetings will be structured as follows:

- Meeting 1: Hear staff funding recommendations and rationale, and public testimony for two program areas. Time allotted for Allocation Committee to ask questions of staff and applicants.
- Meeting 2: Make funding decisions in the two program areas discussed at Meeting 1. Hear staff recommendations and rationale, and public testimony for two additional program areas. Time allotted for Allocation Committee to ask questions of staff and applicants.
- Meeting 3: Make funding decisions in the two program areas discussed at Meeting 2. Hear staff recommendations and rationale, and public testimony for remaining two program areas. Time allotted for Allocation Committee to ask questions of staff and applicants.
- Meeting 4: Make funding decisions in final two program areas.

The Allocation Committee will make funding decisions based on scores and other community conditions in order to foster a balanced and integrated citywide system of services.

F. City Council Approval

The Allocation Committee's funding decisions will then be submitted for final approval by the Portland City Council. Final funding decisions shall be made at the sole discretion of the Portland City Council. The offering of this RFI does not constitute a commitment to fund by the City of Portland or PCL.

G. Notification

PCL intends to notify all applicants of the results of the selection process promptly upon the decision of the City Council. It is anticipated that notification will occur no later than June 30, 2014, with contracts to begin on July 1, 2014.

Applicants selected for funding will receive written confirmation of selection. Funds will be available for use by selected projects after grant agreements with the City of Portland have been executed.

H. Questions or Comments

Questions or comments about this Request for Investment may be addressed to Lisa Pellegrino, at lisa.pellegrino@portlandoregon.gov, 503.823.2939.

I. Proven Program Design and Effectiveness (55 points)

PCL will invest in proven programs and programs employing best practices shown to be effective in improving the lives of children and/or families. Proven and effective programs and practices have the following features:

- They have a clear focus on whom they serve and why, how the program is designed, and why the program is best suited to serve the focus population.
- They are based on best practice standards, including cultural responsiveness.
- They have processes in place to assess and monitor client participation in services and intended client outcomes and they achieve intended client outcomes.
- They use some or all of these processes and data for continuous quality improvement.
- They compare fidelity of implementation to best practice standards and make relevant program improvements.

Please answer all subparts and label your responses to correspond to the appropriate subpart. All applicants must score at least 39 points in this section to be eligible to receive funding. [12 page maximum]

A. Program Summary and Identification of Strategy. Provide a two-paragraph summary of the program for which you are requesting funding; include a general description of the program you intend to offer. Identify the PCL program area strategy or strategies that the proposed program will address. If the proposed program will address more than one of the program area strategies, estimate the percentage of the budget (in Year 1) that will be used to support each strategy. If you are submitting this application for consideration in more than one program area, specify the applicable strategies in each program area.

B. Population to be Served. Please refer to the definitions in Exhibit G to complete the tables in this section.

1. Number of Clients (Children, Primary Caregivers, or both) to be Served Annually.
Complete Table I.B1, indicating the total unduplicated number of children, and, if applicable, primary caregivers to be served each year.

Table I.B1. Total Unduplicated Clients to be Served Each Year			
	YEAR 1	**YEAR 2**	**YEAR 3**
	July 1, 2014- June 30, 2015	**July 1, 2015- June 30, 2016**	**July 1, 2016- June 30, 2017**
Total Unduplicated Children to be Served			
Total Unduplicated Primary Caregivers to be Served (if applicable)			

2. Explanation of Projected Children/Primary Caregivers to be Served. What is the basis for these projections?

3. Estimated Demographics of Population to be Served. Complete Table I.B3 below estimating the demographics of the population to be served by the proposed program for Year 1. Complete the table for EITHER children or primary caregivers, but not both. DO NOT INSERT ROWS OR COLUMNS.

Table I.B3. Estimates of Demographics of Population to be Served by Proposed Program, Year 1	% of Children	% of Primary Caregivers, if applicable
1. Gender		
Male		
Female		
Transgender		
Genderqueer		
2. Race/ Ethnicity		
Latino/Hispanic		
African American		
African Immigrant/Refugee		
Native American/ Alaska Native		
Native Hawaiian/Pacific Islander		
Asian		
White		
Eastern European Immigrant/Refugee		
Multiracial/Multiethnic		
3. Primary Language in Home		
English		
Spanish		
Vietnamese		
Russian		
Chinese (Mandarin, Cantonese, etc)		
Other languages		
4. Geographic Area		
East Portland		
North Portland		
Other areas of Portland		
Homeless		
5. Age		
prenatal - 2		
3 - 5		
6 - 11 (Elementary School)		
12-14 (Middle School)		
15-18 (High School)		
19 - 24		
Over age 25		
6. Socioeconomic Status		
At or Below Federal Poverty Level		
Between 101% - 185% of FPL		
185%- 200% of FPL		
over 200% of FPL		
7. Disability		
Client with Disability		

4. **Rationale for Selected Population.** What is the basis for the demographic estimates provided in Table I.B3? Why do you intend to focus on this population?

BONUS POINTS: Applicants who predominantly serve children residing in the eastern part of Portland (roughly east of 82nd Avenue: zip codes 97216, 97220, 97230, 97233, 97236, 97266), or offer services at a site located in this area, will receive three bonus points.

C. **Outreach, Engagement, and Enrollment of Clients to be Served**

1. **Outreach & Engagement.** What outreach methods will you use to recruit participants for the proposed program? Why do you believe these methods will be effective with the population? What barriers to engagement do you anticipate encountering, and what will you do to address them (to the extent possible)?
2. **Enrollment.** Describe the child/client intake and/or enrollment process including how you verify that children/families meet any eligibility requirements. Include the intake or enrollment form for the program as part of the Required Enclosures with this application.

D. **Program Design**

1. **Main Program Activities**. Complete Table I.D1 to show the main activities of the proposed program. Specify up to three service components most fundamental to the program. If applicant is proposing programming that employs multiple strategies as specified in Section I.A. above, applicant may insert additional rows in the table below to identify main program activities for each strategy, or create separate tables for each strategy. Amount of service offered refers to the total services offered by the program. Reference hours per day, days per week, weeks per year that the service will be offered, as applicable.

Table I.D1. Program Activities in Year 1		
Program Component	**Number of Clients to be served (specify if children, or primary caregivers) in Year 1**	**Amount of Service to be Offered in Year 1**
Other Program Design Details		
Curriculum: If the program will use a curriculum or curricula, please list the name of it here:		
Sites: List the name(s) and address(es) of all sites at which services will be offered:		
Multiyear Service: If the service is designed to serve the same client for multiple years, specify the range of years a client could participate:		

2. Minimum Service Dosage and Program Participation Goals. Complete Table I.D2 indicating the minimum amount of service per child per year you believe is necessary to achieve client outcomes (minimum dosage). Provide this information by program component or as a total amount of service regardless of component, whichever is most applicable. If applicant is proposing programming that employs multiple strategies as specified in Section I.A. above, applicant may insert additional columns in the table below for additional service components, or create separate tables for each strategy.

Table I.D2. Minimum Service Dosage and Participation Goals			
	Program Component 1 OR Total for All Program Activities	**Program Component 2**	**Program Component 3**
What is the minimum level of service (i.e. minimum dosage) necessary for the client to achieve the intended outcome?			
Percent of total clients to be served that you project will complete minimum service dosage in Year 1.			

3. Staffing for Proposed Program. Complete Table I.D3 indicating the staffing for the proposed program; include direct service positions and program management positions. Direct service positions are defined as staff that work face-to-face with children/clients; program management positions are defined as staff supervising direct service positions. Do not list names of staff. Insert rows as needed.

Table I.D3. Staffing for Proposed Program			
Staff Position/Title	**Job Responsibilities**	**Education Level and Years of Experience**	**Expected Competencies and Training Requirements**
Caseload or Adult to Child Ratio: Indicate the caseload for 1FTE if the proposed program includes individualized services. Indicate the Adult to Child Ratio if the proposed program includes classes for children/youth.			

4. Program Outcomes. Complete Table I.D4 listing up to 4 outcomes you anticipate clients will achieve as a result of participating in the proposed program. Project the percentage of clients served that will meet each of the outcomes listed.

Table I.D4. Program Outcomes	
Client Outcomes	Percent of Clients Projected to Meet Outcome (Year 1)

E. Rationale for Proposed Program, Participation Goals and Outcome Goals

1. Appropriate and Relevant Design. How is this proposed program appropriate for and relevant to the population(s) you intend to serve?

2. Relationship Between Activities and Outcomes. How are the specified outcomes related to the program activities? How did you determine or estimate the minimum service dosage needed to achieve the outcomes?

3. Participation Data. If the proposed program was offered in the past, provide participation data from the previous year of program delivery. If available, provide and describe participation trend data from the past three years. How did these participation data, and any other factors, inform your projection of the portion of clients that will receive the minimum service dosage in Table I.D2? If you are proposing a new program, what is the basis for your projection of the portion of clients that will receive the minimum service dosage in Table I.D2?

4. Outcome Data. If the proposed program was offered in the past, provide outcome data from the previous year of program delivery. If available, provide and describe outcome trend data from the past three years. How did these outcome data, and any other factors, inform your projections of the portion of clients that will achieve the outcomes in Table I.D4? If you are proposing a new program, what is the basis for your projection of the portion of clients that will achieve the outcomes in Table I.D4?

5. Alignment with Strategies. How do the proposed program and selected outcomes align with the program area strategy (or strategies, if applicable) indicated in I.A of your application? For applicants applying to provide intensive academic supports, specifically address how the program is connected to the school, school staff, and parents/caregivers, and is aligned with school curriculum.

6. Logic Model. If you have a logic model for program inputs, outputs, and outcomes, please include it with your response to this question. The logic model does not count toward the page length in this section.

F. Continuous Quality Improvement

   1. Tracking Program Participation. Describe the processes the proposed program uses or will use to track client participation in service activities. How does or will the program calculate participation rates of children/clients in the program? Does the program disaggregate participation data by race/ethnicity, or have the capacity to do so?

   2. Outcome Measurement Methods. What surveys, screening tools, assessment tools, interview protocols, and/or case note forms did the proposed program use to collect and report the outcome data described in I.E4? If the proposed program is new, describe the tools that will be used to measure client outcomes. Why did the program select the specified tool(s) to assess client outcomes? How are the tools appropriate for and relevant to the focus population to be served? Describe how you used the assessment results to determine whether an individual met the outcomes described in I.E.4? If the proposed program is new, describe how you will use the assessment results to determine whether an individual meets the outcomes described in Table I.D4. Does the program disaggregate outcome data by race/ethnicity, or have the capacity to do so?

   3. Program Quality and Effectiveness. Describe how the proposed program reviews or plans to review the quality and effectiveness of program services, including on-going monitoring of program participation and outcomes. How does the program determine, or plan to determine which elements of the program are working well and which are not? If you have offered the proposed program in the past, provide examples that demonstrate how the processes used resulted in program changes and improvements.

   4. Staff Support and Supervision. Describe how you assure program staff and supervisors are equipped and supported to do quality work. Describe how you identify and respond to training and professional development needs for both supervisory and program staff. If the proposed program is new, describe what you plan to do. If you have offered the proposed program in the past, provide examples that demonstrate how the processes resulted in program changes and improvements.

II. Program Budget, Budget Narrative and Cost Effectiveness (10 points)
This section links the funding requested with specific elements of the proposed program. The proposed budget should be an appropriate and accurate projection of the program expenses for FY 2014-2015.

A. Budget
All applicants must submit:
1. A detailed proposed budget for FY 14/15 including sources and uses for all funds using the budget form in Exhibit C and;

2. Total annual proposed budget amounts for FY 15/16 & FY 16/17, without line items, using the budget form in Exhibit D. If the total amount requested in FY 15/16 and/or FY 16/17 differs substantially (more than 20%) from the FY 14/15 proposed budget, provide a brief explanation in the space provided on the form.

The following expenses will **not** be reimbursed by PCL:
- Out-of-town travel (unless training is required for a proposed program)
- Phone systems or other significant office equipment
- Fundraising expenses
- Fees or dues to a statewide, national or international organization (unless required for usage of a curriculum for the proposed program)
- Depreciation
- Interest
- Expenses categorized as "other" or otherwise not delineated

B. Cost Effectiveness and Budget Justification
Please answer all subparts and label your responses to correspond to the appropriate subpart. [4 page maximum]

Provide a complete justification for each line item in the budget per the instructions below.

1. Salaried and Hourly Personnel. List the job title, staff member name, (if known), part time or full time status, and percentage of that time working on the proposed program for which PCL funding is requested. All positions (direct service and management) listed in Section I, Table I.D3 should be included in the budget. List the salary or the hourly rate of pay for each position. List the total other costs associated with each employee such as taxes and benefits.

2. Contracted Programmatic Services. Identify any organizations that are proposed to receive funds as subcontractors under this proposal and briefly describe the services they will provide. Please break down how subcontractor funds will be spent. For any staff positions that will be funded through a sub-contract, include the position titles, percentage full-time equivalent that will be paid for with PCL funds, and the hourly pay rate for each position.

3. Program Expenses. All expenses listed in this budget category must directly benefit and support the operation of the proposed program and each line item must be justified. These expenses may be <u>direct</u> (e.g. client assistance fund, participation incentives, volunteer recognition, local travel/mileage), or <u>indirect</u> (e.g. rent for space in which program activities are conducted, utility expenses for program space or program staff offices, equipment leases for equipment used to create program materials, phone expenses for program staff). **Program expenses cannot include administrative expenses.**

For <u>indirect</u> expenses included in this budget category, explain the allocation method used to arrive at the amount budgeted for each line item. Any reasonable method is acceptable including allocation of expenses per employee, allocation using time records or time studies, or allocation using square footage. If different methods are used for different types of indirect program expenses, please specify.

<u>Example (allocation method for indirect program expenses)</u>:
Telephone expenses are allocated by the FTE associated with the program. The proposed program will use 2.5 FTE. The organization employs 10 FTE so we are allocating 25% of telephone costs to the proposed program. Typical annual phone costs are $3,600 so we have budgeted $900 for this line item.

4. Data Management and Evaluation Expenses. Identify data management and/or evaluation expenses for which PCL funding is requested. Explain how expenses listed in the budget are related to the data gathering and analysis tasks you described in your response in Section I.F. If staff and or subcontractors are listed, describe their duties and explain why their time is necessary for data collection, management and/or evaluation.

5. Administrative Expenses. Indicate the administrative rate; the rate cannot exceed 15% of the proposed program costs. Administrative expenses are defined as those that are incurred in the general operation and management of the agency and are listed on the IRS Form 990 as "Management and General Expenses." Administrative costs can include, but are not limited to, the following: salaries and expense of the chief officer of the organization and that officer's staff; general legal services; accounting; general liability insurance; office management; auditing; bookkeeping, accounting services, payroll, prorated administrative postage, janitorial services.

III. Organizational Capacity (10 points)
PCL is interested in investing in organizations that have sufficient capacity to successfully implement and maintain a cost effective, proven program.

Please answer all subparts and label your responses to correspond to the appropriate subpart. [2 page maximum]

A. **Organization History and Structure.** Provide a brief summary of the organization's mission, history and organizational structure. Provide an organizational chart (not included in the page count for this section), identifying where the proposed program belongs within the structure.

B. **Strategic Plans.** Describe how the proposed program fits into the organization's short- and long-term strategic plans.

C. **Key Management Staff Turnover.** Complete Table III.C below for the key management positions referenced in Table IV.B (<u>Exhibit E</u>). Key management personnel are those having authority and responsibility for planning, directing and supervising the activities of the organization (e.g. executive director, chief financial officer, division directors). Add rows to the table as needed.

Table III.C Staff Turnover in Key Management Positions		
Job Title of Key Management Position	**How many times did position turn over between 1/1/11 and 12/31/13?**	**How many total weeks did position remain empty between 1/1/11 and 12/31/13?**

D. **Financial and Administrative Experience.** Describe the organization's financial and administrative experience and capabilities. Include experience in managing and accounting for federal, state or local funding sources in accordance with Generally Accepted Accounting Principles (GAAP).

E. **Statement of Experience (if applicable).** For organizations that have not received funding from PCL within the past three years (between July 1, 2010 and the publication date of this RFI), please submit a completed Statement of Experience (<u>Exhibit F</u>); list the five largest contracts and limit to one page. This document will not be scored but may be considered in making funding decisions.

IV. Culturally Responsive Programs and Organizations (25 points)

PCL values equity, diversity and access to opportunity among the children served by the programs it funds. In order to support its values and assure that all programs supported through PCL are culturally responsive, PCL will fund:

- Culturally specific programs offered by culturally specific organizations;
- Culturally specific programs offered by culturally responsive mainstream organizations;
- Culturally responsive programs offered by culturally responsive mainstream organizations.

Definition of Culturally Responsive Program and/or Organization:[6]

An organization or program that has a defined set of values and principles, demonstrates behaviors, attitudes, policies and structures that enables it to work effectively cross-culturally, and has the capacity to:

- value diversity;
- conduct self-assessment;
- manage the dynamics of difference;
- acquire and institutionalize cultural knowledge; and
- adapt to diversity and the cultural contexts of the communities it serves.

A culturally responsive organization or program incorporates all of the elements listed above into all aspects of policy making, administration, practice, service delivery, and systematically involves consumers, key stakeholders and communities.

Definition of Culturally Specific Program and/or Organization:[7]

- The majority of clients served are from a particular community of color (e.g. African American, African, Asian and Pacific Islander, Native American/Alaska Native, Latino/Hispanic, Slavic).
- The staff, management and board reflect the community that is served.
- The organizational or program environment is culturally focused and identifiable by community members as such.
- The organization has a track record of successful community engagement and involvement with the community being served.
- The community being served recognizes the organization as a culturally specific organization.

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[6]This is a definition of cultural competence taken from Cross, T., Bazron, B., Dennis, K., & Isaacs,M., (1989). *Towards A Culturally Competent System of Care Volume I.;* Washington, DC: Georgetown University, Child Development Center, CASSP Technical Assistance Center. Since the elements of the definition also apply to the elements of cultural responsiveness in the questions below, PCL has referenced it here.

[7] PCL has slightly adapted the definition of a culturally specific organization for clarity in this RFI. Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). *Communities of Color in Multnomah County: An Unsettling Profile*. Portland, OR: Portland State University.

Please answer all subparts and label your responses to correspond to the appropriate subpart. All applicants must score at least 16 points in this section to be eligible to receive funding. [5 page maximum not including Table IV.B in Exhibit E]

A. Program Designation. State whether the proposed program is a culturally specific program offered by a culturally specific organization, a culturally specific program offered by culturally responsive mainstream organization or a culturally responsive program offered by a culturally responsive mainstream organization. Your responses to the questions below will be used to determine whether the designation is adequately supported. Applicants who successfully demonstrate that they are a culturally specific program offered by either a culturally specific organization or a culturally responsive mainstream organization will receive 3 bonus points.

B. Demographics of Organization's Clients, Staff and Board Members. Complete Table IV.B, Exhibit E per the instructions below. Please refer to the definitions in Exhibit G prior to completing the table.

- **Clients served by the Organization**: enter the actual number, as of January. 1, 2014, of ALL unduplicated clients (i.e. children, adults, or both) served by the organization and the corresponding demographic data.
- **Staff of Proposed Program:** enter the actual number of direct service staff and management staff of proposed program, as of January 1, 2014. If the proposed program is new, enter the estimated numbers. Enter the corresponding demographic data for the staff. (Note: Numbers of staff listed should reflect the number of staff positions listed in Table I.D3)
- **Leadership of Applicant Organization:** enter the actual number, as of January 1, 2014, of the organization's key management staff and board members and the corresponding demographic data. For a definition of "key management staff", see Section III.C.
- **Note:** You may add additional demographic variables as additional rows if you choose, but please do not add additional columns. Additional demographic variables may include any other uniquely identifiable population.

C. Organizational Commitment to Cultural Responsiveness. Describe the organization's commitment to cultural responsiveness. Describe how the organization builds a culture of inclusion and equity.

D. Service User Voice and Influence. Describe how service user input is incorporated into program planning, service delivery, evaluation, quality improvement, hiring practices and performance evaluation. Include at least two examples of how service user input resulted in changes to agency and/or programmatic policies or practices that improved cultural responsiveness.

E. Community Engagement and Collaboration
1. Describe how the program/organization engages and collaborates with community leaders of the population(s) it serves.

2. Describe any established collaborations or partnerships the program/organization has with community-based organizations that represent or serve the interests of the population the program/organization serves.

F. Staff Recruitment, Retention, Promotion and Training; Board Training
  1. Describe the organization's efforts to recruit, retain and promote staff who reflects the population served by the program/organization.
  2. Describe how the organization trains staff to deliver culturally responsive services to the cultural groups it serves.
  3. Describe any cultural responsiveness training the organization provides for the board of directors.

G. Language Accessibility. Describe the organization's efforts to provide effective language accessibility to the populations it serves. Include policies and practices on translation of written materials, interpretation services, and staff hiring.

H. Culturally Specific Program Applicants ONLY. Complete Table IV.H below by referencing where evidence can be found in your response to this RFI that supports each element of the definition of a culturally specific program or organization. Reference the RFI section, question number, and any applicable subparts (e.g. I. B3, Table IV.B).

Table IV.H. Evidence of Meeting Definition for Culturally Specific Program/Organization	
Element of Definition of Culturally Specific Program/Organization	**Location in Application**
Majority of clients served are from a particular community of color.	
Staff, management and board reflect community served.	
Organization/Program environment is culturally focused and identifiable by community members as such.	
Organization has track record of successful community engagement and involvement with community being served.	
Community being served recognizes organization/program as culturally specific.	

<u>Exhibit A</u>: Application Cover Sheet

This form must be completely filled in; reference to other materials is not adequate. Information may be hand written.

1.   Applicant Organization _____   Fed. Tax ID# _____ - _____

Business Address: _____   State _____   Zip _____

Mailing Address *(if different)* _____   State _____   Zip _____

Phone   (___) ____ - _____   Ext _____

Internet Address (URL) _____

Chief Executive Officer _____

Phone   (___) ____ - _____   Ext _____   Email _____

Organization Type:
[501(c)(3), for-profit entity, local education agency, community college, university] _____

2.   Program Details

Program Name _____

Program Contact _____   Title _____

Phone   (___) ____ - _____   Ext _____   Email _____

Total PCL grant Funds Requested (total of all 3 years) $ _____

Program Area Category for which Application seeks funding (may check off more than one, see RFI pgs. 4-6):

☐ **Early Childhood**	☐ **Mentoring**	☐ **After School**
☐ **Child Abuse Prevention & Intervention**	☐ **Foster Care**	☐ **Child Hunger Relief**

3.   Required Signature

I certify that our organization does not discriminate in its leadership, staffing, or service on the basis of age, gender, race, ethnicity, sexual orientation, disability, national origin, political affiliation, or religious belief

Signature of Chief Executive Officer _____   Date _____

For PCL use only

<u>Exhibit B</u>: Checklist of Required Enclosures

Enclosures must be submitted in electronic format.

❑ Application Cover Sheet (Exhibit A).

❑ Checklist of Required Enclosures (Exhibit B).

❑ Detailed FY 14/15 proposed program budget (Exhibit C).

❑ Annual proposed budgets for FY 15/16 and FY 16/17 (Exhibit D).

❑ Demographics Table IV.B: Organization's Clients, Staff, and Board Members (Exhibit E).

❑ Statement of Experience, **only required for applicants that have not received PCL funding between July 1, 2010 and the publication date of this RFI** (Exhibit F).

❑ Proof of 501(c)(3) status, if applicable.

❑ Annual organization-wide budgets for the current operating fiscal year, and the most recent closed fiscal year that include sources and uses of all funds. Please clearly state the starting and ending months of the organization's fiscal year.

❑ The most recent audited financial statement, **only required for applicants with revenues of at least $1 million for the last closed fiscal year**.

❑ Client intake or enrollment form used for proposed program.

❑ Organizational chart.

❑ If the applicant is proposing to deliver services at a school site(s), the applicant must include a letter from the SUN Coordinator, or principal if the school is not a SUN Site, describing how the proposed program complements the existing after-school programming at the school.

❑ Proposals for new SUN Community School sites must include a letter(s) from all partners evidencing the commitment to contribute a specified amount of cash resources, and the letter must be signed by a principal of the organization making the commitment.

❑ Proposals for new SUN Community School sites must include a letter from the principal of the school(s) at which the applicant proposes to provide programming that demonstrates support for the application, and the readiness of the site to become a SUN Community School site.

Failure to submit required enclosures may disqualify the application from consideration.

Exhibit C: Program Budget Form, Year 1

Instructions: Use use this form to create a budget for the first year of the proposed program. Insert the organization and program name. Include any matching and/or leverage funds using the "other source" columns; add columns as needed and specify each source of revenue. Show how costs for the proposed program will be covered by PCL, by line-item, and other revenue sources, by budget category. **Add additional rows as needed.**

PROGRAM COSTS			PROGRAM REVENUE SOURCES			
Organization and Program Name:		**Budget Year:**				
		1	07/01/14 - 06/30/15			
Budget Item		**PCL Request**	**Other Source (Name)**	**Other Source (Name)**	**Other Source (Name)**	**TOTALS**
1) Personnel (Direct Program Staff & Supervision)						
a) Salaried Staff			*Provide the sub-total of expenses for the personnel budget category for each "other source" of funding; line-item breakdowns are not required*			
1. (insert Job Title)						
Percent FTE	(total annual time; 1=full time)					
Salary	(annual)					
Taxes & Benefits	(total annual)					
	salaried employee 1 subtotal					
	Salaried Staff Subtotal					
b) Hourly Staff						
1. (insert Job Title)						
Hours or FTE	(total time for one year)					
Hourly & Total Pay	(Hourly Rate and Annual Pay)					
Taxes & Benefits	(total annual)					
	hourly employee 1 subtotal					
	Hourly Staff Subtotal					
Personnel Subtotal						
2) Contracted Programmatic Services						
a) Contractors			*Provide the sub-total of expenses for the contracted programmatic services budget category for each "other source" of funding; line-item breakdowns are not required*			
1. (insert Job Title/service to be provided)						
Hours OR FTE	(total time for one year)					
Hourly & Total Pay	(Hourly Rate and Annual Pay)					
	contractor 1 subtotal					
	Contractors Subtotal					
b) Contracted Services						
(description of expense)						
	Contracted Services Subtotal					
Contractors and Contracted Services Subtotal						
3) Program Expenses						
(description of expense)			*Provide the sub-total of expenses for the program expenses budget category for each "other source" of funding; line-item breakdowns are not required*			
Program Materials and Supplies Subtotal						
4) Data Management and Evaluation						
(description of expense)			*Provide the sub-total of expenses for the data management and evaluation expenses budget category for each "other source" of funding; line-item breakdowns are not required*			
Data Management and Evaluation Subtotal						
PROGRAM BUDGET SUB-TOTAL						
5) Administrative Rate (cannot exceed 15% of program expenses)		%	*Provide the sub-total of expenses for the administration budget category for each "other source" of funding*			
Administration Subtotal						
PROGRAM BUDGET TOTALS						

Exhibit D: Program Budget Form, Years 2 and 3

Instructions: Please use this form to show the total budget for the second and third years of the proposed program. Insert the organization and program name. Include any matching and/or leverage funds by using the "other source" columns; add columns as needed and specify each source of revenue.

Organization and Program Name:		**Budget Year: 2**	**07/01/15- 06/30/16**	
PROGRAM COSTS	**PROGRAM REVENUE SOURCES**			
Budget Item	**PCL Request**	**Other Source (Name)**	**Other Source (Name)**	**Other Source (Name)**	**TOTALS**
PROGRAM BUDGET TOTALS					

Explanation of significant change (more than 20%) in amount of PCL funding requested this year as compared to Year 1 (FY 14/15):

Organization and Program Name:		**Budget Year: 3**	**07/01/16- 06/30/17**	
PROGRAM COSTS	**PROGRAM REVENUE SOURCES**			
Budget Item	**PCL Request**	**Other Source (Name)**	**Other Source (Name)**	**Other Source (Name)**	**TOTALS**
PROGRAM BUDGET TOTALS					

Explanation of significant change (more than 20%) in amount of PCL funding requested this year as compared to Year 1 (FY 14/15):

EXHIBIT E: Table IV.B, Demographics of Organization's Clients, Staff and Board Members

| Name of Applicant Organization: | |
| Name of Proposed Program: | |

	Clients Served by Organization		Staff of Proposed Program				Leadership of Applicant Organization			
	# of Total Clients served by Organization	% of Total Clients served by Organization	# of Direct Service Staff	% of Direct Service Staff	# of Program Management Staff	% of Program Management Staff	# of Key Management Staff	% of Key Management Staff	# of Board of Directors	% of Board of Directors
Total Unduplicated Numbers										
1. Gender	0	0%	0	0%	0	0%	0	0%	0	0%
Male										
Female										
Transgender										
Genderqueer										
2. Race/ Ethnicity	0	0%	0	0%	0	0%	0	0%	0	0%
Latino/Hispanic										
African American										
African Immigrant/Refugee										
Native American/ Alaska Native										
Native Hawaiian/Pacific Islander										
Asian										
White										
Eastern European Immigrant/Refugee										
Multiracial/Multiethnic										
3. Primary Language in Home	0	0%	0	0%	0	0%	0	0%	0	0%
English										
Spanish										
Vietnamese										
Russian										
Chinese (Mandarin, Cantonese, etc)										
Other languages										

Exhibit E: Table IV.B, Demographics of Organization's Clients, Staff, and Board Members
Request for Investment in After-School Programs; Portland Children's Levy
January 16, 2014

Exhibit F: Statement of Experience

Note: Only organizations that have not received funding from PCL during the last three (3) years must complete and submit this form.

In the table below, list the five largest contracts the applicant organization has had with other funding agencies/organizations during the last three (3) years (July 1, 2010 and the publication date of this RFI). PCL reserves the right to conduct reference checks with all contacts furnished and to consider the responses in making funding decisions. The Statement of Experience is limited to one page.

Funder Organization Name, Funder Contact Name, Phone Number and e-mail address	Contract Period (Mo/Yr – Mo/Yr)	Contract Amount	Services Provided	Target Population and Location

<u>EXHIBIT G:</u> Definitions and Additional Guidance for Completing Tables

<u>**Definitions of Terms for Table I.B1.**</u>

Unduplicated: Each unique child/caregiver served regardless of the number of service components specified in the application that the child/caregiver will be offered. We anticipate that some programs intend to serve the same children from year to year. We consider those children unduplicated for the purpose of this table.

<u>**Definitions of Demographic Terms for Table I.B3 and Table IV.B**</u>

Gender: The options are based on the Oregon Equality Act of 2007, which defines gender identity as how a person experiences one's own gender, and includes how the person expresses one's own gender, whether or not it corresponds to the individual's sex assigned at birth.

Race/Ethnicity*:* The list of race/ethnicity options are based on options used by a variety of public and private agencies. We recognize the options listed are significantly limited in capturing the complexity of race/ethnicity. Note: for any populations from the greater Middle East, excluding countries on the African continent, please use the "Asian" option.

Primary Language in the Home: Options in this category are based on the primary language spoken in the home regardless of whether the child/caregiver is multi-lingual. <u>*Foster care programs*</u> use the primary language in the biological home.

Geographic Area*:* Estimate using client's residence mailing address and zip code; however, school-based programs may use the address of the school if your program does not collect residence information from participants. The following link provides a complete listing of all Portland zip codes: <u>http://www.portlandoregon.gov/revenue/article/373203?</u>. The options listed in this category are defined as:
- East Portland: in zip codes 97216, 97220, 97230, 97233, 97236, 97266
- North Portland: in zip codes 97203, 97217, 97227
- Other Areas of Portland: city of Portland zip codes other than those specified East or North.
- Homeless: Based on the Federal McKinney-Vento Homeless Assistance Act: **(a)** means individuals who lack a fixed, regular, and adequate nighttime residence; and **(b)** includes- (i) children sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; are abandoned in hospitals; (ii) children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

<u>For foster care programs</u>, indicate the geographic area of the biological home, if located within the City of Portland. If the biological home is not located in the City of Portland, indicate the geographic area of the foster care home.

EXHIBIT G: Definitions for Tables I.B1, I.B3, and IV.B
Request for Investment in After-School Programs; Portland Children's Levy
January 16, 2014

Age: Estimate using likely age during Year 1 of the proposed program.

Socioeconomic Status: Options for this section are based on the Federal Poverty Level definitions for 2013 and corresponds to USDA Free & Reduced Meals guidelines for 2013-2014. *For foster care programs*, use the socioeconomic status of the biological family, if the data are available.

Income breakdown based on the 2013 Federal Poverty Level (FPL):

Persons in Family Unit	100 % of FPL	101% - 185% of FPL		186% - 200% of FPL		Over 200% of FPL
1	$11,490	$11,491	$21,257	$21,258	$22,980	$25,279
2	15,510	$15,512	$28,694	$28,695	$31,020	$34,124
3	19,530	$19,532	$36,131	$36,132	$39,060	$42,968
4	23,550	$23,552	$43,568	$43,570	$47,100	$51,812
5	27,570	$27,573	$51,005	$51,007	$55,140	$60,657
6	31,590	$31,593	$58,442	$58,445	$63,180	$69,501
7	35,610	$35,614	$65,879	$65,882	$71,220	$78,346
8	39,630	$39,634	$73,316	$73,319	$79,260	$87,190

Person with Disability: Based on the federal Americans with Disabilities Act definition; a person who has a physical or mental impairment that substantially limits one or more of the major life activities of such individual, has a record of impairment, and is regarded as having such an impairment.

Additional Guidance for Table I.B3
- Complete only those categories that seem most relevant to describe the population you intend to serve with the proposed program. For categories that are not relevant to the program, please enter "n/a" in the corresponding data field.
- For each subsection (e.g. gender, race/ethnicity), the percentages across the categories (e.g. male/female) should add to 100%. This issue does not pertain to the disability subsection.

Additional Guidance for Table IV.B.
- Please do not enter data in the blue shaded cells in the table IV.B. Those cells contain formulas specifically programmed for PCL data analysis purposes.

EXHIBIT G: Definitions for Tables I.B1, I.B3, and IV.B
Request for Investment in After-School Programs; Portland Children's Levy
January 16, 2014

EXHIBIT H: Review and Scoring Form for After School Program Applications

Proposal #: ___   **Reviewer #:** ___

Read Reviewers' Instructions before scoring applications.

I. Proven Program Design and Effectiveness   **Possible Points: 55**

For Maximum Points for each subsection, responses include the following elements:	Score per Subsection
A. Program Summary and Identification of Strategy: up to 2 points	
• Clear overview of proposed program model and population to be served. • Identifies PCL strategy/strategies that program will address. • If multiple strategies identified, then indicates estimated percentage of budget in Year 1 that will be used to support each strategy.	___ points
Reviewer Notes:	
B. Population to be Served: up to 8 points	
B1. Number Served (1 points) • Number served is provided in Table I.B1. **B2. Explanation of Projected Number Served (2 points)** • Basis for projection is clear and understandable. **B3. Demographics of Population (2 points)** • Estimates of population demographics complete in Table I.B3. **B4. Rationale for Selected Population (3 points)** • Clearly explains basis for demographic estimates by referencing program experience and data. • Clearly demonstrates knowledge of the population and its needs by referencing at least two of the following as part of rationale for the selected population: local data, research, program experience and data, or equity considerations.	___ Points
Reviewer Notes:	
C. Outreach, Engagement, and Enrollment of Clients to be Served: up to 5 points	
C1. Outreach & Engagement (3 points) • Clearly specifies outreach methods. • Demonstrates how outreach methods are effective with population. • Demonstrates knowledge of population's barriers to engagement. • Demonstrates how program will seek to reduce barriers to engagement. • Convincingly references at least two of the following in explanation of selected outreach methods and barriers to engagement: cultural considerations, program experience and data, or research. **C2.Client Enrollment/Intake (2 points)** • Demonstrates clear process for client enrollment, and, if applicable, assessing eligibility. • Intake form is provided, and has clear relationship with demographic variables used to describe population in Table I.B3.	___ Points
Reviewer Notes:	

Exhibit H: Scoring Form for After School Applications; Page 1 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

D. Program Design: up to 10 points	
D1. Activities (2 points) • All applicable sections of Table I.D1 are complete and are understandable. **D2. Minimum Service Dosage & Participation Goals (2 points)** • All applicable sections of Table I.D2 are complete and understandable. **D3. Staffing (2 points)** • All applicable sections of Table I.D3 are complete and understandable. **D4. Outcomes (2 points)** • All applicable sections of Table I.D4 are complete and understandable. **Overall (2 points)** • Taken together, tables demonstrate a clear outline of the proposed program.	___ Points
Reviewer Notes:	

E. Rationale for Proposed Program, Participation Goals, and Outcome Goals: up to 18 points	
E1. Appropriate and Relevant Design (2 points) • Demonstrates how program activities are relevant and appropriate for the population by convincingly referencing at least three or more of the following: local data, research, program experience and/or data, equity goals, or cultural considerations. **E2. Relationship Between Activities and Outcomes (2 points)** • Demonstrates that outcomes selected are clearly appropriate to the service(s). • References two or more of the following in explaining the basis for the level of participation needed to produce outcomes: local data, research, program experience and/or data, or cultural considerations. **E3. Participation Data (5 points)** • Provides requested data on program participation from previous year and trend data from past three years. • Demonstrates how data were used to develop projection of clients that would meet minimum service dosage. If program is new and data are not provided, applicant demonstrates well-developed basis for projection of clients that would meet minimum service dosage. • Data provided show that at least 65% of clients served have met the minimum service dosage in the past. _**For SUN programs ONLY**_: Data provided show that at least 40% of the clients served have met the minimum service dosage in the past. **E4. Outcome Data (5 points)** • Provides requested data on outcomes from previous year and trend data from past three years. • Demonstrates how data were used to develop projection of clients that would meet selected outcomes. If program is new and data are not provided, applicant demonstrates well-developed basis for projection of clients that would meet selected outcomes. • Data provided shows that at least 60% of participants have met outcome goals in the past. **E5. Alignment with Strategies (2 points)** • Well-developed and clear explanation of how program model and selected outcomes align with selected PCL strategy/strategies. • If applicant is proposing to provide intensive academic supports, well-developed and convincing explanation of how the program staff regularly connect with the school staff and parents, and how the support aligns with school curriculum. **E6. Logic Model (2 points)** • Includes a Logic Model that clearly shows the relationship between program design (inputs), amount of services to be offered and participation goals (outputs), and outcomes for children or families.	___ Points

Exhibit H: Scoring Form for After School Applications; Page 2 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

Reviewer Notes:	
F. Continuous Quality Improvement: up to 12 points	
F1. Tracking Program Participation (3 points) • Demonstrates clear process for tracking attendance for all program components. Includes procedures for tracking attendance and staff responsible for steps in the process. • Clear explanation of how attendance data is, or will be, used to calculate participation rates for minimum dosage of service needed to meet outcomes. • Identifies whether or not program disaggregates participation data by race/ethnicity or other demographic variables, or has the capacity to do so.	
F2. Outcome Measurement Methods (3 points) • Clearly identifies assessment tools (e.g. surveys, case note protocol) used to measure client outcomes. • Clearly explains why tools were selected to measure the outcomes specified. • Demonstrates that tools are appropriate for the population to be served. • Clearly demonstrates how assessments were or will be scored to determine whether client achieved outcomes. Indicates which staff are responsible for the steps in the outcome measurement process. • Identifies whether or not program disaggregates outcome data by race/ethnicity or other demographic variables, or has the capacity to do so.	___ Points
F3. Program Quality and Effectiveness Processes (3 points) • Demonstrates clear process in place (or planned) to review quality and effectiveness of services to address continuous quality improvement. • Provides extensive and meaningful examples of how processes used resulted in quality improvement changes in the past.	
F4. Staff Support and Supervision (3 points) • Demonstrates clear processes are in place (or planned) to assure program staff and supervisors are supported in doing quality work. • Clear and convincing explanation of how the program identifies and responds to training and professional development needs. Includes how staff are supported to work well with the proposed population. • Provides extensive and meaningful examples of how processes result in ongoing quality improvement of staff support and supervision for program in the past.	
Reviewer Notes:	
Proven Program Design and Effectiveness; TOTAL Score: _____ out of 55 Points Possible	

Exhibit H: Scoring Form for After School Applications; Page 3 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

II. Program Budget, Budget Narrative and Cost Effectiveness: **Possible Points: 10**

For Maximum Points for each subsection, responses include the following elements:	Score per Subsection
A. Budget Forms: up to 3 points	
• FY 14/15 budget form (Exhibit C) is complete. • FY 15/16 and FY 16/17 budget form (Exhibit D) is complete. • The FY 14/15 does not include any disallowed costs (see list on page 18 of the RFI). • If the amount requested in FY 15/16 and/or FY 16/17 differs by more than 20% of the amount requested in FY 14/15, a clear and reasonable explanation is provided.	___ Points
Reviewer Notes:	
B. Cost Effectiveness and Budget Justification: up to 7 points	
All budget categories are addressed, calculations are accurate, each line-item is well justified and proposed costs appear reasonable: • **Salaried and Hourly Personnel:** each of the staff positions listed in Table I.D3 of the RFI is included; budget includes percent FTE, salary, and taxes & benefits. • **Contracted Programmatic Services:** if applicant proposes to use contracted services, a line-item breakdown is included and the narrative clearly defines the work of the sub-contractor including staff positions, percent FTE, salary, and taxes & benefits. • **Program:** line-items are limited to those that directly benefit and support the operation of the proposed program; does not include any administrative expenses; allocation methods are clearly explained for all indirect costs; allocations methods used seem reasonable. • **Data Management & Evaluation:** clearly explains how the expenses tie to the data gathering and analysis tasks described in section I.F of the application narrative; the need for and duties of staff and/or subcontractors are clearly explained. • **Administrative:** the budgeted amount is equal to or less than 15% of the program budget sub-total.	___ Points
Reviewer Notes:	

Program Budget, Budget Narrative, and Cost Effectiveness; TOTAL Score: _____ out of 10 Points Possible

Exhibit H: Scoring Form for After School Applications; Page 4 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

III. Organizational Capacity   Possible Points: 10

For Maximum Points for each subsection, responses include the following elements:	Score per Subsection
A. Organization History and Structure: up to 2 points	
• Clear description of the organization's mission, history and organizational structure. • Organizational chart is included. • Clear explanation of where the proposed program fits within the structure of the organization.	___ Points
Reviewer Notes:	
B. Strategic Plans: up to 2 points	
• Clearly articulates the organization's short-term and long-term strategic plans. • Demonstrates that the proposed program aligns with the organization's short-term and long-term strategic plans.	___ Points
Reviewer Notes:	
C. Key Management Staff Turnover: up to 3 points	
• Table III.C: Staff Turnover in Key Management Positions is complete. • The number of positions listed in Table III.C matches the total number of key management positions identified in Table IV.B. • Low turnover (no more than once for each key management position). • Length of vacancies in key management positions were kept to a minimum (less than 12 weeks).	___ Points
Reviewer Notes:	
D. Financial and Administrative Experience: up to 3 points	
• Clearly articulates financial and administrative experience. • Evidence that the organization has substantial financial and administrative experience. • Extensive experience managing and accounting for federal, state and/or local funding sources in accordance with Generally Accepted Accounting Principles (GAAP).	___ Points
Reviewer Notes:	
Organizational Capacity; TOTAL Score: _____ out of 10 Points Possible	

Exhibit H: Scoring Form for After School Applications; Page 5 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

IV. Culturally Responsive Programs and Organizations   Possible Points: 25

For Maximum Points for each subsection, responses include the following elements:	Score per Subsection
A. Program Designation: up to 1 point	
• Chooses one of the following three designations: 　▪ Culturally specific program offered by a culturally specific organization. 　▪ Culturally specific program offered by a culturally responsive mainstream organization. 　▪ Culturally responsive program offered by culturally responsive mainstream organization.	___ Points
Reviewer Notes:	
B. Demographics of Organization's Clients, Staff and Board Members: up to 4 points	
• Table IV.B: Demographics of Client Population to be Served, Program Staff, and Organization Leadership is complete. • Race/ethnicity and language spoken by direct service staff reflect race/ethnicity of and language spoken by population program proposes to serve (see RFI Section I, Table I.B3 for demographics of population served). • Racial/ethnic makeup of management staff reflects population organization serves. • Racial/ethnic makeup of board of directors reflects population organization serves.	___ Points
Reviewer Notes:	
C. Organizational Commitment to Cultural Responsiveness: up to 4 points	
• Organization has policies that articulate a commitment to cultural responsiveness in service delivery and racial equity in outcomes and has procedures in place to monitor progress toward goals. • Organization allocates resources to monitoring and improving cultural responsiveness and equitable results. • Organization has begun, or has completed a racial equity assessment. If completed, articulates what was learned in the assessment.	___ Points
Reviewer Notes:	
D. Service User Voice and Influence: up to 4 points	
• Service user input on planning, improvement and review of programs is regularly gathered using multiple methods that might include surveys, focus groups, and/or community advisory groups. • Provides at least two examples that show how service user voice has been used to improve cultural responsiveness in organizational policy, program planning, service delivery, evaluation, quality improvement, hiring practices and/or performance evaluation.	___ Points
Reviewer Notes:	
E. Community Engagement and Collaboration: up to 4 points	
• Provides examples of how the organization/program engages and collaborates with community leaders of the population(s) it serves. • Provides evidence of established and ongoing collaborations or partnerships with community-based organizations that represent or serve the interests of the population served. • Provides examples of how the engagement and collaboration influences cultural responsiveness in organizational policy, program planning, service delivery, evaluation, quality improvement, hiring practices and/or performance evaluation.	___ Points
Reviewer Notes:	

Exhibit H: Scoring Form for After School Applications; Page 6 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

F. Staff Recruitment, Retention, Promotion and Training; Board Training: up to 4 points	
• Provides evidence of efforts to recruit, retain and promote staff that reflects the population served by program/organization. • Provides evidence that staff receives ongoing training on cultural responsiveness; organization evaluates the effectiveness of training and can describe how the training has impacted service delivery. • Organization provides training on cultural responsiveness to Board of Directors; describes impacts of the training on the organization and its work.	___ Points
Reviewer Notes:	

G. Language Accessibility: up to 4 points	
• Has policies and practices to make services accessible to service users in their native language that include translation of written materials, interpretation and hiring staff that speak the language(s) of the communities served. • Evaluates the quality and effectiveness of the interpretation and translation services provided and demonstrate high quality and effective interpretation services.	___ Points
Reviewer Notes:	

Culturally Responsive Programs and Organizations; TOTAL Score: _____ out of 25 Points Possible

Total Application Score: _____

Exhibit H: Scoring Form for After School Applications; Page 7 of 7
Request for Investment in After School Programs; Portland Children's Levy
January 16, 2014

Exhibit I: SUN Equity Index 2012-13

2/1/13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
1	Alder	Reynolds	663	623	94.0%	534	80.5%	1	1
1	Harrison Park	PPS	765	656	85.8%	559	73.1%	2	1
1	Boise Eliot	PPS	535	466	87.1%	474	88.6%	3	1
1	Scott	PPS	504	439	87.1%	415	82.0%	4	1
1	Cesar Chavez	PPS	473	418	88.4%	402	85.5%	5	1
1	Reynolds MS	Reynolds	943	754	80.0%	666	70.6%	6	1
1	Lent	PPS	584	512	87.7%	425	72.8%	7	1
1	Hartley	Reynolds	491	435	88.6%	373	76.0%	8	1
1	HB Lee MS	Reynolds	807	643	79.7%	565	70.0%	9	1
1	Glenfair	Reynolds	477	436	91.4%	350	73.4%	9	1
	Rosa Parks	PPS	405	386	95.3%	346	87.2%	11	1
1	Davis	Reynolds	457	414	90.6%	364	79.6%	12	1
1	Mill Park	David Douglas	592	522	88.2%	390	65.9%	13	1
1	Ron Russell MS	David Douglas	858	730	85.1%	525	61.2%	14	1
	Lincoln Park	David Douglas	621	548	88.2%	387	62.3%	15	1
1	Rigler	PPS	456	389	85.3%	368	80.7%	16	1
1	Roosevelt HS	PPS	835	620	74.3%	582	69.7%	16	1
1	Woodlawn	PPS	436	367	84.2%	375	86.0%	18	1
1	David Douglas HS	David Douglas	2930	2095	71.5%	1649	56.3%	19	1
	Benson HS	PPS	868	553	63.7%	616	71.0%	20	1
1	Madison HS	PPS	1114	728	65.4%	699	62.7%	21	1
1	Lane MS	PPS	490	417	85.1%	323	65.9%	22	1
	Parkrose MS	Parkrose	750	530	70.7%	480	64.0%	23	1
1	Floyd Light MS	David Douglas	844	643	76.2%	466	55.2%	24	1
1	George MS	PPS	381	337	88.5%	294	77.2%	24	1
	Reynolds HS	Reynolds	2606	1627	62.4%	1448	55.6%	24	1
1	Parkrose HS	Parkrose	977	618	63.3%	607	62.1%	27	1
	Lynch Meadows	Centennial	498	414	83.1%	318	63.9%	28	1
	Salish Ponds	Reynolds	511	411	80.4%	334	65.4%	29	1
1	Lee	PPS	494	384	77.7%	355	71.9%	30	1
1	Jefferson HS	PPS	445	339	76.2%	370	83.1%	31	1
1	Centennial MS	Centennial	1012	672	66.4%	506	50.0%	32	1
	Ventura Park	David Douglas	497	415	83.5%	299	60.2%	32	1

Note: List is of schools in Centennial, David Douglas, Gresham Barlow, Parkrose, PPS and Reynolds schools districts. It does not include alternative or charter schools.

Exhibit I: SUN Equity Index 2012-13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
					2/1/13				
1	Gilbert Heights	David Douglas	614	476	77.5%	334	54.4%	34	1

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Exhibit I: SUN Equity Index 2012-13

2/1/13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
	Centennial HS	Centennial	1722	978	56.8%	784	45.5%	35	2
1	Wilkes	Reynolds	402	333	82.8%	314	78.1%	36	2
1	James John	PPS	432	358	82.9%	286	66.0%	38	2
1	Lynch Wood	Centennial	515	431	83.7%	277	53.8%	37	2
1	Franklin HS	PPS	1462	805	55.1%	737	50.4%	38	2
1	Kelly	PPS	622	494	79.4%	300	48.2%	40	2
1	Sitton	PPS	365	313	85.8%	261	71.5%	41	2
1	Faubion	PPS	462	350	75.8%	328	71.0%	42	2
1	Highland	Gresham-Barlow	479	378	78.9%	297	62.0%	43	2
1	Earl Boyles	David Douglas	435	356	81.8%	265	60.9%	45	2
	West Powellhurst	David Douglas	469	392	83.6%	254	54.2%	44	2
1	Alice Ott MS	David Douglas	725	500	69.0%	330	45.5%	45	2
1	Shaver	Parkrose	311	267	85.9%	253	81.4%	47	2
1	Marysville	PPS	348	304	87.4%	224	64.4%	48	2
	Cherry Park	David Douglas	488	378	77.5%	293	60.0%	49	2
1	King	PPS	312	246	78.8%	283	90.7%	49	2
1	Gresham HS	Gresham-Barlow	1755	841	47.9%	707	40.3%	51	2
	Woodland	Reynolds	466	338	72.5%	298	63.9%	52	2
1	Peninsula	PPS	371	287	77.4%	270	72.8%	52	2
1	Menlo Park	David Douglas	527	395	75.0%	287	54.5%	54	2
1	East Gresham	Gresham-Barlow	447	355	79.4%	264	59.1%	55	2
	Beach	PPS	606	351	57.9%	377	62.2%	55	2
	Margaret Scott	Reynolds	384	280	72.9%	290	75.5%	57	2
1	Clear Creek MS	Gresham-Barlow	679	431	63.5%	332	48.9%	58	2
1	Prescott	Parkrose	377	288	76.4%	251	66.6%	59	2
1	Vernon	PPS	439	280	63.8%	297	67.7%	59	2
1	Woodmere	PPS	382	319	83.5%	235	61.5%	59	2
1	Whitman	PPS	344	299	86.9%	209	60.8%	62	2
1	Gilbert Park	David Douglas	654	431	65.9%	289	44.2%	65	2
	Vestal	PPS	391	292	74.7%	254	65.0%	63	2
1	Ockley Green	PPS	269	221	82.2%	206	76.6%	63	2
1	Parklane	Centennial	418	331	79.2%	245	58.6%	65	2
1	Lynch View	Centennial	414	345	83.3%	204	49.3%	67	2

Note: List is of schools in Centennial, David Douglas, Gresham Barlow, Parkrose, PPS and Reynolds schools districts. It does not include alternative or charter schools.

3

Exhibit I: SUN Equity Index 2012-13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13 2/1/13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
1	Oliver	Centennial	382	320	83.8%	213	55.8%	68	2

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Exhibit I: SUN Equity Index 2012-13

2/1/13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
	Barlow HS	Gresham-Barlow	1736	605	34.9%	440	25.3%	69	3
1	Hall	Gresham-Barlow	489	340	69.5%	256	52.4%	69	3
	Sacramento	Parkrose	418	304	72.7%	241	57.7%	71	3
	Cleveland HS	PPS	1521	424	27.9%	476	31.3%	72	3
1	Gordon Russell MS	Gresham-Barlow	803	419	52.2%	302	37.6%	73	3
	Fairview	Reynolds	406	303	74.6%	227	55.9%	74	3
	Grant HS	PPS	1539	351	22.8%	522	33.9%	76	3
	Walt Morey MS	Reynolds	697	394	56.5%	276	39.6%	75	3
	North Gresham	Gresham-Barlow	556	338	60.8%	266	47.8%	77	3
1	Arleta	PPS	470	312	66.4%	217	46.2%	78	3
1	Dexter McCarty MS	Gresham-Barlow	632	369	58.4%	248	39.2%	78	3
1	Bridger	PPS	416	259	62.3%	231	55.5%	80	3
	Hogan Cedars	Gresham-Barlow	580	352	60.7%	230	39.7%	81	3
1	Grout	PPS	370	252	68.1%	189	51.1%	81	3
1	Beaumont MS	PPS	586	232	39.6%	274	46.8%	83	3
	Butler Creek	Centennial	578	318	55.0%	239	41.3%	84	3
	Creston	PPS	345	226	65.5%	176	51.0%	85	3
	Astor	PPS	487	299	61.4%	203	41.7%	86	3
	Hosford MS	PPS	534	225	42.1%	230	43.1%	87	3
	Woodstock	PPS	506	152	30.0%	256	50.6%	88	3
	Kelly Creek	Gresham-Barlow	523	286	54.7%	205	39.2%	89	3
	Troutdale	Reynolds	398	234	58.8%	167	42.0%	90	3
1	Mt Tabor MS	PPS	609	203	33.3%	243	39.9%	91	3
	Hollydale	Gresham-Barlow	426	257	60.3%	166	39.0%	91	3
	Pleasant Valley	Centennial	485	260	53.6%	182	37.5%	93	3
	Irvington	PPS	458	167	36.5%	204	44.5%	94	3
	Atkinson	PPS	447	190	42.5%	190	42.5%	94	3
1	Roseway Heights	PPS	611	256	41.9%	209	34.2%	94	3
1	Markham	PPS	389	214	55.0%	158	40.6%	94	3
	Lincoln HS	PPS	1513	171	11.3%	369	24.4%	98	3
	Powell Valley	Gresham-Barlow	455	220	48.4%	175	38.5%	99	3
	Chief Joseph	PPS	456	222	48.7%	157	34.4%	100	3
	Wilson HS	PPS	1226	258	21.0%	268	21.9%	101	3

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Exhibit I: SUN Equity Index 2012-13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13 2/1/13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
	Sweet Briar	Reynolds	394	211	53.6%	127	32.2%	102	3

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Exhibit I: SUN Equity Index 2012-13

2/1/13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
	Richmond	PPS	660	81	12.3%	270	40.9%	103	4
	Chapman	PPS	594	183	30.8%	165	27.8%	104	4
	Lewis	PPS	402	152	37.8%	124	30.8%	105	4
1	Sabin	PPS	420	144	34.3%	164	39.0%	105	4
	West Gresham	Gresham-Barlow	301	151	50.2%	85	28.2%	107	4
1	Buckman	PPS	457	155	33.9%	131	28.7%	108	4
	West Sylvan MS	PPS	893	131	14.7%	246	27.5%	109	4
	West Orient MS	Gresham-Barlow	431	157	36.4%	100	23.2%	110	4
1	Jackson MS	PPS	536	140	26.1%	146	27.2%	111	4
	Sellwood MS	PPS	458	138	30.1%	104	22.7%	112	4
	Llewellyn	PPS	590	135	22.9%	129	21.9%	113	4
	Sunnyside Environm	PPS	612	169	27.6%	111	18.1%	114	4
	Glencoe MS	PPS	469	129	27.5%	103	22.0%	114	4
	East Orient	Gresham-Barlow	450	115	25.6%	91	20.2%	116	4
	Da Vinci	PPS	470	114	24.3%	90	19.1%	117	4
	Bridlemile	PPS	462	79	17.1%	113	24.5%	117	4
	Forest Park	PPS	502	8	1.6%	179	35.3%	119	4
1	Robert Gray MS	PPS	420	92	21.9%	89	21.2%	120	4
	Maplewood	PPS	327	87	26.6%	70	21.4%	120	4
	Ainsworth	PPS	569	28	4.9%	153	26.9%	122	4
	Laurelhurst	PPS	666	93	14.0%	123	18.5%	122	4
	Beverly Cleary	PPS	730	92	12.6%	127	17.4%	124	4
	Deep Creek	Gresham-Barlow	269	99	36.8%	36	13.4%	124	4
	Met Learning Center	PPS	457	107	23.4%	86	18.8%	124	4
	Capitol Hill	PPS	413	97	23.5%	76	18.4%	127	4
	Skyline	PPS	276	71	25.7%	54	19.6%	128	4
	Hayhurst	PPS	171	48	28.1%	32	18.7%	129	4
	Rieke	PPS	392	55	14.0%	73	19.1%	130	4
	Alameda	PPS	769	70	9.1%	105	13.5%	131	4
	Winterhaven	PPS	352	37	10.5%	71	20.2%	131	4
	Damascus MS	Gresham-Barlow	214	53	24.8%	24	11.2%	133	4
	Stephenson	PPS	329	25	7.6%	67	20.4%	134	4
	Abernethy	PPS	507	62	12.2%	71	14.0%	135	4

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Exhibit I: SUN Equity Index 2012-13

SUN CS 1=yes	SCHOOL	DISTRICT	Enrollment 12-13	FRL # 12-13	FRL % 12-13	NonWhite #	NonWhite %	Equity Index Rank	Quartile
	Duniway	PPS	423	45	10.6%	60	14.2%	136	4

2/1/13

Note: List is of schools in Centennial, David Douglas, Gresham Barlow, Parkrose, PPS and Reynolds schools districts. It does not include alternative or charter schools.