



## Request for Investment Template (RFI), 2019-20 Funding

### Introduction

The Allocation Committee adopted this Request for Investment (RFI) template during their June 17, 2019 meeting. PCL staff will use this template to create RFIs specific to each of the Levy's 6 program areas. We anticipate publishing those RFIs in late September. Organizations will have until mid-November to submit grant funding applications in response to the RFIs.

### RFI Sections and Focus

The RFI has 3 sections, worth 100 points total. This draft template also includes the scoring form template (for sections I & II) that reviewers will use to score proposals.

- Section I. The Organizational Capacity and Racial Equity, Diversity and Inclusion (EDI) section of the RFI focuses on the applicant organization and the extent and depth of its policies, practices and results related to racial equity, diversity and inclusion. This section is worth 36/100 points.
- Section II. The Proven Program Design and Effectiveness section of the RFI aligns PCL's RFI with equity themes raised in community engagement, and best practices in assuring children and families experience racially just, safe, and inclusive programs. Desired features unique to particular program areas will be included in the program area RFIs once the basic template is adopted by the Committee. This section is worth 54/100 points.
- Section III. The Program Budget/Budget Narrative/Cost Effectiveness section is still being developed by PCL staff and will be presented with the program area RFIs this fall. Staff does not anticipate major changes to this section [compared to previous RFI's](#). This section is worth 10/100 points.

### Program Area Strategies and Features

RFIs for each program area will incorporate the service strategies adopted by the Allocation Committee and informed by PCL's community engagement process. PCL has identified service strategies eligible for funding in each program area.

### Additional Instructions, Guidance, and Frequently Asked Questions (FAQ)

PCL staff will spend summer 2019 preparing the program area RFIs for fall publication. In addition, we will create instructions that communicate other funding requirements to applicants. We plan to develop other guidance for applicants that offers tips, clarifications, and examples of responses to questions. We will also create a Frequently Asked Questions (FAQ) document to help applicants quickly find answers to their questions about available funding and the funding process.

For more information on program area strategies and the review process for applications, see PCL's website section on [the 2019-20 funding round](#).

**Questions/Comments? Contact: [pclinfo@portlandoregon.gov](mailto:pclinfo@portlandoregon.gov)**  
[www.portlandchildrenslevy.org](http://www.portlandchildrenslevy.org)

## **I. Organizational Capacity and Commitment to Racial Equity, Diversity, and Inclusion (36 points)**

The City of Portland has adopted 3 goals focused on advancing racial equity:

- We will end racial disparities within city government, so there is fairness in hiring and promotions, greater opportunities in contracting, and equitable services to all residents.
- We will strengthen outreach, public engagement, and access to City services for communities of color and immigrant and refugee communities, and support or change existing services using racial equity best practices.
- We will collaborate with communities and institutions to eliminate racial inequity in all areas of government, including education, criminal justice, environmental justice, health, housing, transportation, and economic success.

PCL uses the city's definitions of Equity, Racial Equity, and Diversity.

- Equity is achieved when one's identity cannot predict the outcome. Racial Equity is when race does not determine or predict the distribution of resources, opportunities, and burdens for group members in society.
  - Diversity includes all the ways in which people are different, and it encompasses all the different characteristics that make one individual or group different from one another.
- Inclusion, as defined by Race Matters Institute: "...is a feature of a setting when voice is valued from the diverse people present and they have organizational power. Inclusion is a core feature of a respectful organizational culture; it is manifested in the setting itself and the dynamics of that setting."

PCL values racial equity, diversity and inclusion of children and families in Portland. One of PCL's goals is to reduce racial disparities in children's outcomes and advance racial equity in children's well-being and success. PCL recognizes that organizations founded with the purpose of racial equity and social justice, with extensive experience and deep commitment to racial equity, are best positioned to help the City and PCL meet its goals.

PCL will fund organizations with demonstrated success and experience, grounded in racial equity, diversity, and inclusion, serving children and families most affected by racial inequities and injustice. PCL understands that organizations are on a continuum of development in their work on racial equity, diversity, and inclusion. Organizations with greater evidence of their commitment and experience with racial equity, diversity, and inclusion, including highly culturally responsive service delivery, will earn more points in this section of the application.

**Please answer all parts, A – H, and label your responses to match the letter and heading. Do not include the text of the RFI questions. x- page maximum narrative; xx-point font; Exhibit X, Table X separate from narrative. Applications must score at least 23 of 36 points in this section to be considered for funding. PCL has provided the scoring criteria, following the RFI questions, to help you prepare your application.**

### **A. Organization History and Purpose**

Provide a brief summary of the organization's purpose based on its vision, mission, values and history. Describe how those features of the organization reflect its commitment to racial equity, diversity, and inclusion.

### **B. Leadership and Strategic Direction**

Briefly summarize the organization's current strategic plan and its relationship to serving children and families, including the time-period of the strategic plan. Explain how the organization's strategic plan advances the organization's commitment to racial equity, diversity, and inclusion. Describe the roles and responsibilities of organizational leadership in advancing racial equity, diversity and inclusion.

### **C. Staff Recruitment, Retention, Promotion and Training; Board Training**

- Describe the organization's efforts to recruit, train, retain and promote staff to work successfully within the organization.
- Describe how the organization attracts and retains staff who reflect the population served by the organization. Explain how the organization builds its workforce from the populations that it serves.
- Describe how the organization trains staff around issues of racial equity, diversity, and inclusion, including how staff are trained to deliver culturally responsive services to the cultural groups it serves. Describe the impact of that training on service delivery.
- Describe any cultural responsiveness and racial equity, diversity, and inclusion training the organization provides for the board of directors. Describe the impact of the training on the organization.

You may reference Table x in your narrative explanation as needed.

### **D. Language Accessibility**

Describe the organization's approach to language accessibility with the populations it serves, including translation, interpretation, accommodations or assistive technology practices. Describe how the organization evaluates the quality and effectiveness of the language accessibility it offers to clients. You may reference Table x in your narrative explanation as needed.

### **E. Service User Voice and Influence**

Describe how the organization includes service users in identifying the services they want to meet their needs. Describe how service user voice informs the organization's understanding of racial equity, diversity, and inclusion. Describe the organization's greatest accomplishment in the past two years integrating service user voice into its work.

### **F. Community Engagement and Collaboration**

Describe how the organization engages authentically and collaborates with community leaders and community-based organizations that represent the interests of the population(s) it serves. Describe how these relationships advance the organization's commitment to racial equity, diversity, and inclusion.

### G. Achievements and Accountability

Describe how the organization holds itself accountable for racial equity, diversity, and inclusion with the populations it serves. Describe the organization's most significant achievement in advancing racial equity, diversity, and inclusion within the organization, and for children and families in Portland.

### H. Demographics Characteristics of Organization's Clients, Staff and Board Members

Complete Table x, Exhibit x per the instructions below. Please refer to the definitions in Exhibit x prior to completing the table.

- **Clients served by the Organization:** enter the actual number for an annual period of ALL unduplicated clients served (i.e. children, adults, or both) served by the organization and their corresponding demographic data. Please use an annual period ending on or as close to June 30, 2019 as possible.
- **Direct Service Staff:** enter the actual number of direct service staff (those that work directly with clients) in the organization and their corresponding demographic data as of June 30, 2019.
- **Management Staff:** enter the actual number of management staff (those that supervise direct service staff and all other executive management) in the organization and their corresponding demographic data as of June 30, 2019.
- **Board of Directors:** enter the actual number of board members and their corresponding demographic data as of June 30, 2019.
- **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.

Describe methods the organization used to arrive at the numbers provided in Table X.

**I. Organizational Capacity and Commitment to Racial Equity, Diversity, and Inclusion Possible Points: 36**

| For Maximum Points for each subsection, responses include the following elements:   |     | Score per Subsection |
|---|-----|----------------------|
| <b>A. Organization History and Purpose: up to 4 points</b>  |     |                      |
| <ul style="list-style-type: none"> <li>Organization history, mission, vision, and values show dedication and experience serving children and families, and indicate the organization working toward racial equity, diversity, and inclusion. (2 points)</li> </ul>  | ___ | Points               |
| <ul style="list-style-type: none"> <li>Organization history, mission, vision and values all show strong commitment to racial equity, diversity, and inclusion for children and families. (2 points)</li> </ul>  | ___ | Points               |
| <b>Reviewer Notes:</b>  |     |                      |
| <b>B. Leadership and Strategic Direction: up to 3 points</b>  |     |                      |
| <ul style="list-style-type: none"> <li>Organization has a current strategic plan that includes its services for children and families. (1 points)</li> </ul>  | ___ | Points               |
| <ul style="list-style-type: none"> <li>Organization's current strategic plan has clear objectives that advance the organization's commitment to racial equity, diversity and inclusion. (1 point)</li> </ul>  | ___ | Points               |
| <ul style="list-style-type: none"> <li>Organizational leadership, including Board of Directors, have clear roles and responsibilities for the racial equity, diversity, and inclusion objectives in the plan. (1 point)</li> </ul>  | ___ | Points               |
| <b>Reviewer Notes:</b>  |     |                      |
| <b>C. Staff Recruitment, Retention, Promotion and Training; Board Training: up to 8 points</b>  |     |                      |
| <ul style="list-style-type: none"> <li>Has clear practices for recruiting, preparing/training, retaining, and promoting staff to work successfully in the organization. (2 points)</li> </ul>   | ___ | Points               |
| <ul style="list-style-type: none"> <li>Has successful strategies to recruit, retain and promote staff that reflects the diversity of clients served by the organization. Has developed and sustained efforts to build its workforce from the populations it serves. (2 points)</li> </ul>   | ___ | Points               |
| <ul style="list-style-type: none"> <li>Staff, including Management, receive ongoing training on cultural responsiveness, racial equity, diversity and inclusion; organization describes how the training has clearly had a meaningful impact the cultural responsiveness of service delivery. (2 points)</li> </ul>   | ___ | Points               |
| <ul style="list-style-type: none"> <li>Organization provides training on cultural responsiveness, racial equity, diversity and inclusion to Board of Directors; describes how the training has had a meaningful impact on the organization and its work. (2 points)</li> </ul>  | ___ | Points               |
| <b>Reviewer Notes:</b>  |     |                      |
| <b>D. Language Accessibility: up to 4 points</b>  |     |                      |
| <ul style="list-style-type: none"> <li>Describes multiple practices to make communication accessible to service users. Examples may include offering services in the population's native language(s), translation of written materials, interpretation during service delivery, or other tools such as assistive technology and materials compatible with assistive technology, and accessible or plain language approach in materials.</li> <li>Evaluates the quality and effectiveness of the interpretation, translation, or accessible communication services provided and demonstrates effective interpretation services or high quality language accessibility. (2 points)</li> </ul> | ___ | Points               |
| <ul style="list-style-type: none"> <li>Has strategies for hiring and retaining staff that speak the language(s) of clients served by the organization. Direct service staff speak many of the languages spoken by clients served. (2 points)</li> </ul>   | ___ | Points               |
| <b>Reviewer Notes:</b>  |     |                      |
| <b>E. Service User Voice and Influence: up to 4 points</b>  |     |                      |
| <ul style="list-style-type: none"> <li>Uses multiple methods on a regular basis across the organization to solicit service user feedback, such as focus groups, surveys, interviews, and/or community advisory groups. (1 point)</li> </ul>   | ___ | Points               |

|  |            |
|--|------------|
| <ul style="list-style-type: none"> <li>Demonstrates how the organization has shaped its service offerings and priorities based on clients' stated needs and solutions to meeting their needs. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Greatest accomplishment clearly demonstrates deep, ongoing involvement of service user voice in the organization's work, and advancing racial equity, diversity and inclusion. (2 points)</li> </ul>  | ___ Points |
| <b>Reviewer Notes:</b>   |            |
| <b>F. Community Engagement and Collaboration: up to 4 points</b>   |            |
| <ul style="list-style-type: none"> <li>Has established, ongoing collaborations or partnerships with community leaders and/or community-based organizations that represent or serve the interests of the population served.</li> <li>Evidence provided includes partnerships that have been in place for at least 2 years or longer, and may include responsibility for shared outcomes between partners, shared budget and funding for service delivery, mutually beneficial advisory or advocacy roles.</li> </ul> (2 points)   | ___ Points |
| <ul style="list-style-type: none"> <li>Collaborations and partnerships with community leaders and community-based organizations clearly advance the organization's commitment to racial equity, diversity, and inclusion. (2 points)</li> </ul>  | ___ Points |
| <b>Reviewer Notes:</b>   |            |
| <b>G. Achievements and Accountability: up to 3 points</b>  |            |
| <ul style="list-style-type: none"> <li>Describes robust approaches for holding itself accountable for racial equity, diversity, and inclusion such as annual reporting and analysis of demographic data of clients served and staff/board composition, annual reporting and analysis of program outcome data, maintaining ongoing community advisory committees, and organizational leadership acting in response to these sources.</li> <li>Demonstrates significant achievement in meeting its own organizational goals for racial equity, diversity, and inclusion, and meaningfully advancing racial equity, diversity, and inclusion.</li> <li>Most significant achievement in advancing racial equity, diversity, and inclusion in Portland has made a substantial difference in the lives of children and families.</li> </ul> (3 points) | ___ Points |
| <b>Reviewer Notes:</b>   |            |
| <b>H. Demographics of Organization's Clients, Staff and Board Members: up to 6 points</b>  |            |
| <ul style="list-style-type: none"> <li>The demographics of the clients served by the organization indicate the organization prioritizes racial equity, diversity and inclusion. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>51% or more of clients served by the organization last year identify as a person of color. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>51% or more of direct service staff identify as a person of color. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>51% or more of management service staff identify as a person of color. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>51% or more of board of directors identify as a person of color. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Organization's methods for collecting the demographic data in <b>Table X</b> indicate the data are gathered directly from clients, staff, and board members, rather than estimated by organization staff. (1 point)</li> </ul>  | ___ Points |
| <b>Reviewer Notes:</b>   |            |

|  |
|--|
| <b>Organizational Capacity and Commitment to Diversity, Equity, and Inclusion</b><br><b>TOTAL Score: ___ out of 36 Points Possible</b> |
|--|

**(Table X to RFI excerpt): Demographics of Organization's Clients, Staff and Board Members**

| Name of Applicant Organization:    |   |   |  | Name of Program:          |                                |                   |                                      |                         |   |  |
|------------------------------------|---|---|--|---------------------------|--------------------------------|-------------------|--------------------------------------|-------------------------|---|--|
|                                    | # of Total Clients served by Organization | % of Total Clients served by Organization | # of Organization Direct Service Staff | % of Direct Service Staff | # Organization Managem't Staff | % Managem't Staff | # of Organization Board of Directors | % of Board of Directors | PROPOSED PROGRAM: Total Number of Children to serve | Total Number of Parents or Caregivers to serve |
| <b>Total Unduplicated Numbers</b>  |   |   |  |                           |                                |                   |                                      |                         |   |  |
|                                    |   |   |  |                           |                                |                   |                                      |                         | Percent of Total                                    | Percent of Total                               |
| <b>1. Gender</b>                   | 0   | 0%  | 0                                      | 0%                        | 0                              | 0%                | 0                                    | 0%                      | 0%  | 0%   |
| Male                               |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Female                             |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Transgender                        |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Genderqueer                        |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Did Not Specify                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| <b>2. Race/ Ethnicity</b>          | 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                              |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Eastern European Immigrant/Refugee |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Multiracial/Multiethnic            |   |   |  |                           |                                |                   |                                      |                         |   |  |
| White                              |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Did Not Specify                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| <b>3. Primary Language in Home</b> | 0   | 0%  | 0                                      | 0%                        | 0                              | 0%                | 0                                    | 0%                      | 0%  | 0%   |
| English                            |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Spanish                            |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Vietnamese                         |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Russian                            |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Chinese (Mandarin, Cantonese, etc) |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Other (specify)                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Other languages                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Did Not Specify                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| <b>4. Disability</b>               | 0   | 0%  | 0                                      | 0%                        | 0                              | 0%                | 0                                    | 0%                      | 0%  | 0%   |
| Has Disability                     |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Did Not Specify                    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| <b>5. Immigrant/Refugee</b>        | 0   | 0%  | 0                                      | 0%                        | 0                              | 0%                | 0                                    | 0%                      | 0%  | 0%   |
| Identifies as Immigrant/Refugee    |   |   |  |                           |                                |                   |                                      |                         |   |  |
| Did Not Specify                    |   |   |  |                           |                                |                   |                                      |                         |   |  |

## **II. Proven Program Design and Effectiveness (54 points)**

PCL will invest in programs that use best practices and achieve positive outcomes with children and/or families. Merriam-Webster defines best practices as those shown by research and experience to produce optimal results and are established or proposed as a standard suitable for widespread adoption. Penn State's Evidence-based Prevention & Intervention Support Center defines "evidence-based programs" as those that have demonstrated effectiveness through: rigorous scientific evaluation, large studies with either diverse populations or multiple replications, sustained and significant effects over time. PCL recognizes that not all programs have been studied and deemed "evidence-based", and that some "evidence-based" programs may not achieve positive results for all populations. PCL expects applicants will use best practice but does not require applicants use only "evidence-based" models.

PCL seeks to fund effective programs that demonstrate:

- Clear focus on whom they serve, how the program is designed, and why the program is best suited to serve the needs of the focus population. Service users and/or their families have a strong voice in how the program serves their needs.
- Based on best practices, including cultural responsiveness, racial equity, diversity, and inclusion.
- Assess and monitor participants attendance in program activities and achieve intended child or caregiver outcomes.
- Reviews results and works to improve quality using regular feedback from service users. They reflect on how their program is working compared to best practices and program goals, and they make program improvements, including in cultural responsiveness, racial equity, diversity, and inclusion.

**Please answer all parts A – F, and label your responses to match the letter and heading. Do not include the text of the RFI questions. x- page maximum narrative; xx-point font. Applications must score at least 38 of 54 to be considered for funding. PCL has provided the scoring criteria, following the RFI questions, to help you prepare your application.**

### **A. Program Summary and Connection to Application Organization**

Provide a brief paragraph summary of the program service that you want PCL to fund. Indicate and explain which the PCL service strategy your program addresses. Provide a second brief paragraph describing how the program fits into the organization's current mission, its strategic plan, and its other services. Provide a third brief paragraph explaining how the program advances the organization's commitment to racial equity, diversity, and inclusion.

### **B. Population to be Served**

Be sure you have completed Table X in Section I of your application, indicating demographics of the population to be served by the program in FY2020-21.

In addition, complete the next table for the first year of this grant (July 1, 2020- June 30, 2021). The number of total children (or parents or caregivers) to be served in the next table should match the total number to be served shown in Table X from Section I of the application.



Use the numbered questions after the table to describe the population to be served.

| <b>Estimates of Population to be Served</b>   |  | <b>Year 1, 2020-21</b>                     |
|---|--|--|
| <b>CHILDREN:</b> Number of Total Unduplicated Children to Be Served                               |  |  |
| <b>PARENTS:</b> Number of Total parents/caregivers to be served (if applicable)                   |  |  |
| <b>Estimated Population to be Served by Program, Year 1, 2020-21</b>                              |  | <b>% of Children or Parents/caregivers</b> |
| <b>Geographic Area</b>  |  |  |
| East Portland<br>(reside or attend school in zip codes: 97216, 97220, 97230, 97233, 97236, 97266) |  |  |
| North Portland  |  |  |
| Other areas of Portland   |  |  |
| Homeless  |  |  |
| Not given   |  |  |
| <b>Age</b>  |  |  |
| prenatal - 2  |  |  |
| 3 - 5   |  |  |
| 6 - 11 (Elementary School)  |  |  |
| 12-14 (Middle School)   |  |  |
| 15-18 (High School)   |  |  |
| Age 19 and older  |  |  |
| Not given   |  |  |
| <b>Socioeconomic Status</b>   |  |  |
| 185% of Federal Poverty Level or less   |  |  |
| 186% of FPL or more   |  |  |
| Not given   |  |  |

**1. Explanation of Number of Children/Youth, or Caregivers Projected to be Served**

How have you calculated the total number of children/youth or caregivers to be served by the program in 2020-21? You may refer to factors such as group size, case load, adult: child ratio, program model standards or similar factors. Do you plan to serve the same number of children/caregivers in the second and third grant years? If not, discuss whether you plan to increase or decrease and why.

**2. Estimated Demographics of Population to be Served**

How did you estimate the demographics of the population to be served? PCL wants families residing or attending school in East Portland to have access to PCL-funded services. In addition, PCL priority populations in the program area are: *[note: will vary by program area and examples include children of color, immigrants & refugees, children with disabilities, youth who identify as lesbian, gay, bisexual, transgender and/or other gender identities]* Please indicate which, if any, of these populations will comprise 51% or more of the program population.

**C. Outreach and Recruitment of Population to be Served**

What outreach methods will you use to recruit children or caregivers for the program? How are these methods culturally responsive and likely to be effective with the population? What barriers

to recruitment do you anticipate encountering, and what will you do to address them (to the extent possible)?

**D. Program Design**

**1. Main Program Activities**

Complete the table to show the main activities of the program. Specify up to three service activities most fundamental to the program. Amount of service offered refers to how much service will be offered to the child or caregiver. You may reference hours per day, days per week, weeks per year and/or total numbers of visits, classes, groups or other service activities that will be offered.

| <b>Table: Program Activities in Year 1, 2020-21</b>  |  |   |
|--|--|---|
| <b>Program Activity</b>  | <b>Number of people to be served (specify if children, or primary caregivers) in Year 1, 2020-21</b> | <b>Amount of Service to be Offered in Year 1, 2020-21</b> |
|  |  |   |
|  |  |   |
|  |  |   |
| <b>Other Program Design Details</b>  |  |   |
| <b>Sites, if applicable:</b> List the name(s) and address(es) of all sites, such as schools, at which services will be offered:  |  |   |
| <b>Multiyear Service:</b> If the service is designed to serve the same person for multiple years, specify the range of years a person could participate:   |  |   |
| <b>Curricula or Model/Standards Used (if applicable):</b> If the program uses curricula or program model standards and practices to guide its activities, please list those here and provide a 1-2 sentence explanation of each one. |  |   |

**2. Program Attendance Goals**

PCL expects, and best practices across many types of programs indicate, that people are more likely to achieve program outcomes when they attend the program consistently. Describe how much program attendance is needed for a child or caregiver to experience the program’s outcomes. You may refer to hours, days, classes, sessions or other ways to count attendance. What percentage of children or caregivers served in the program will reach that level of attendance annually during the grant?

### 3. Program Outcomes

Using the table, list up to 4 outcomes you anticipate children or caregivers will achieve. Project the percentage of children or caregivers served that will meet each outcome listed. Outcomes refer generally to changes in participants' skills, knowledge, attitudes or behavior.

| Table: Program Outcomes     |   |
|-----------------------------|---|
| Child or Caregiver Outcomes | Percent of Children or Caregivers Projected to Meet Outcome (2020-21) |
|                             |   |
|                             |   |
|                             |   |
|                             |   |

### 4. Staffing for Program

List direct service and supervisory staff positions for the program. Direct service positions are defined as staff that works face-to-face with children/caregivers. Do not list names of staff. Insert rows as needed.

| Table: Staffing for Program   |                          |                            |
|---|--------------------------|----------------------------|
| Staff Position or Job Title   | Key Job Responsibilities | Key Minimum Qualifications |
|   |                          |                            |
|   |                          |                            |
|   |                          |                            |
| <b>Caseload or Adult: Child Ratio</b> Indicate the child/adult ratio or "caseload" for 1 FTE in the proposed program.   |                          |                            |
| <b>Supervisor to Staff Ratio:</b> Indicate the amount or ratio of supervision FTE designated for each direct service staff 1 FTE in the proposed program.   |                          |                            |
| <b>Demographics of Program Staff:</b> How will the demographics of program direct service staff, including language spoken, reflect the demographics of the population to be served? You may refer to Table X in your response. |                          |                            |

### E. Explanation of the Program Design

In responding to the questions below, please include any racial equity, diversity, and inclusion considerations in your explanations.

1. How is this program appropriate for and relevant to the needs of the population(s) you intend to serve?
2. How do you know that the population to be served wants this program?
3. How do the program activities reflect best practices for the program model? How will the program's activities lead to the proposed outcomes?

## **F. Program Results, Quality, and Improvement**

### **1. Program Attendance**

In section D2 you indicated how much of the program children or caregivers should attend to achieve outcomes. You also projected the percentage of total children or caregivers served who would meet that attendance level. How did you determine the percentage?

Describe how the program staff will track and monitor child or caregiver attendance in the program. How will the program use attendance data to reflect on program quality? How will the program monitor racial equity, diversity, and inclusion in program attendance?

### **2. Program Outcomes**

In section D3 you projected the percentage of total children or caregivers served that will achieve the outcomes. How did you determine the percentages for each outcome?

What tools, such as surveys, screenings, assessments, interview protocols, and/or case note forms, will the program use to collect and report the outcome data described in section D3? Why did the program select the specified tool(s) to assess child or caregivers outcomes? How are the tools appropriate for and culturally responsive to the population to be served?

How does the program use, or plan to use, its outcomes to reflect on program quality? How will the program monitor racial equity, diversity, and inclusion in program outcomes?

### **3. Staff Development and Supervision**

Describe the types of training that direct service staff and supervisors complete to deliver the program activities.

Describe how you will identify and respond to the ongoing training and professional development needs for both supervisory and direct service staff in the program.

Describe the frequency, length, and nature of supervision for direct service staff and for the program supervisor. Please reference the ratio of direct service staff FTE to supervisor FTE in your response.

Describe how direct service staff and supervisors are trained and supported in advancing racial equity, diversity, and inclusion in the proposed program.

## Excerpt of Review and Scoring Form

### II. Proven Program Design and Effectiveness

**Possible Points: 54**

| For Maximum Points for each subsection, responses include the following elements:  | Score per Subsection |
|--|----------------------|
| <b>A. Program Summary and Connection to Applicant Organization: up to 3 points</b>   |                      |
| <ul style="list-style-type: none"> <li>• Summary paragraph clearly outlines the program and explains how program addresses PCL service strategy.</li> <li>• Program clearly fits organization’s mission, strategic plan, and its other services.</li> </ul> (2 points)   | ___ points           |
| <ul style="list-style-type: none"> <li>• Program clearly advances organization’s commitment to racial equity, diversity, and inclusion. (1 point)</li> </ul>   | ___ points           |
| <b>Reviewer Notes:</b>   |                      |
| <b>B. Population to be Served: up to 8 points</b>  |                      |
| <b>Number Served and Demographics of Population in Tables (1 point)</b>  |                      |
| <ul style="list-style-type: none"> <li>• Numbers of children or caregivers to serve are shown in both tables and match each other.</li> <li>• Demographics of population to be served are complete in both tables.</li> </ul>  | ___ Points           |
| <b>B1. Explanation of Projected Number to be Served (2 points)</b>   |                      |
| <ul style="list-style-type: none"> <li>• Calculation for numbers to serve is clear and refers to factors such as caseloads, group sizes, adult to child ratio, or other factors affecting number of children or caregivers to serve.</li> <li>• Indicates whether program will serve more, fewer, or same number of children or caregivers in second and third year of grant, and explanation is clear.</li> </ul> | ___ Points           |
| <b>B2. Estimated Demographics of Population to be Served (5 points)</b>  |                      |
| <ul style="list-style-type: none"> <li>• Explains methods for demographic estimates in tables such as program experience, organization experience, or other data sources related to recruitment of population to be served. (2 points)</li> </ul>  | ___ Points           |
| <ul style="list-style-type: none"> <li>• Indicates 51% or more of population to be served will identify as one or more of the following priority populations: <i>[note: will vary by program area and examples include children of color, children with disabilities, youth who identify as LGBTQ+, youth who identify as immigrants/refugees]</i> (2 points)</li> </ul>   | ___ Points           |
| <ul style="list-style-type: none"> <li>• Indicates 51% or more of population to be served lives in or attends school in East Portland. (1 point)</li> </ul>  | ___ Points           |
| <b>Reviewer Notes:</b>   |                      |
| <b>C. Outreach and Recruitment of Population to be served: up to 3 points</b>  |                      |
| <ul style="list-style-type: none"> <li>• Demonstrates how outreach methods are effective with the population to be served.</li> <li>• Demonstrates knowledge of population’s barriers to engagement and describes how program will seek to reduce barriers to engagement.</li> </ul> (2 points)  | ___ Points           |
| <ul style="list-style-type: none"> <li>• Explains racial equity, diversity, and inclusion considerations in its outreach methods and strategies to help address barriers. Addresses how its outreach methods and engagement efforts are culturally responsive to the population to be served by the program. (1 point)</li> </ul>  | ___ Points           |
| <b>Reviewer Notes:</b>   |                      |
| <b>D. Program Design: up to 6 points</b>   |                      |
| <b>D1. Main Program Activities (1 points)</b>  |                      |
| <ul style="list-style-type: none"> <li>• The program activity table is complete and are understandable.</li> </ul>   | ___ Points           |
| <b>D2. Program Attendance Goals (2 points)</b>   |                      |
| <ul style="list-style-type: none"> <li>• Explains how much of the program children or caregivers should attend to achieve outcomes. Specifies the percentage of children or caregivers that will reach attendance level needed for outcomes.</li> </ul>  | ___ Points           |

|  |            |
|--|------------|
| <b>D3. Program Outcomes (1 points)</b> <ul style="list-style-type: none"> <li>The outcomes table is complete and understandable. Outcomes specified are a change in knowledge, skills, behaviors, attitudes.</li> </ul>  | ___ Points |
| <b>D4. Staffing for Program (3 points)</b> <ul style="list-style-type: none"> <li>The staffing table is complete and understandable.</li> <li>Explains how demographics of direct service staff will reflect population to be served. Explains whether direct services staff will speak home language of population to be served. Overall, evidence in the organizational section of the application, including Table X, supports these explanations.</li> </ul>   | ___ Points |
| <b>Reviewer Notes:</b>   |            |
| <b>E. Explanation of Program Design: up to 12 points</b>   |            |
| <ul style="list-style-type: none"> <li>Demonstrates evidence that proposed program design is intentional, based on experience, and has success working with the population to be served. Evidence includes examples of success and experience working with the population to be served. (4 points)</li> </ul>  | ___ Points |
| <ul style="list-style-type: none"> <li>Organization’s demographics in Table X further supports these explanations. (1 point)</li> </ul>  | ___ Points |
| <ul style="list-style-type: none"> <li>Describes how population to be served has had a leading voice in deciding that it wants this program. (2 points)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates how proposed program activities reflect best practices for the program model. Describes how program activities will lead to proposed outcomes. (3 points)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Convincingly demonstrates racial equity, diversity, inclusion considerations in its explanations for the population to be served, program activities, and specified outcome goals. (2 points)</li> </ul>  | ___ Points |
| <b>Reviewer Notes:</b>   |            |
| <b>F. Program Results, Quality, and Improvement: up to 18 points</b>   |            |
| <b>F1. Program Attendance (5 points)</b>   |            |
| <ul style="list-style-type: none"> <li>Explains method for determining the percent of children or caregivers projected to meet attendance level for outcomes. Percentages seem reasonable to produce outcomes. (1 point)</li> </ul>  | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates clear process program staff will use to track child or caregiver attendance in the program.</li> <li>Demonstrates clear process for using attendance data to reflect on program quality, such as identifying what is considered low and high attendance by children or caregivers, reviewing data with program staff and service users to identify areas for program improvement. (2 points)</li> </ul>  | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates how program monitors racial equity, diversity, and inclusion in program attendance by offering examples such as: analyzing attendance data disaggregated by race/ethnicity or home language; accommodations made to assure program accessibility; culturally responsive approaches to re-engage children or caregivers with low attendance and to celebrate children or caregivers with high attendance; or other relevant examples. (2 points)</li> </ul> | ___ Points |
| <b>F2. Program Outcomes (7 points)</b>   |            |
| <ul style="list-style-type: none"> <li>Explains method for determining the percent of children or caregivers projected to achieve each outcome. Percentages seem reasonable as goals for program. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Clearly identifies assessment tools (e.g. surveys, assessments) used to measure child or caregiver outcomes.</li> <li>Clearly explains why tools were selected to measure the outcomes specified. (2 points)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates how selected outcome measurement tools are culturally responsive to the population to be served, such as describing strengths and challenges of the outcome measurement tools for the population. (1 point)</li> </ul>   | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates clear process for using outcome data to reflect on program quality, such as sharing data with program staff and service users to identify areas for program improvement. (2 points)</li> </ul>   | ___ Points |

|   |            |
|---|------------|
| <ul style="list-style-type: none"> <li>Demonstrates how program monitors racial equity, diversity, and inclusion in program outcomes by offering examples such as disaggregating outcome data by race/ethnicity, using outcomes to identify and improve program practices that advance racial equity, diversity and inclusion. (2 points)</li> </ul>  | ___ Points |
| <b>F3. Staff Development and Supervision (6 points)</b> <ul style="list-style-type: none"> <li>Explains clear process for assuring direct service staff and supervisors are trained in relevant content, topics, and best practices to deliver the program.</li> <li>Demonstrates clear methods to identify and support direct service and supervisory staff's ongoing training and professional development needs. (2 points)</li> </ul> | ___ Points |
| <ul style="list-style-type: none"> <li>Explains the frequency, length, and nature of supervision of direct service staff and program supervisory staff. References the ratio of direct service FTE to supervisor FTE to explain the supervision structure and approach with direct services staff. (2 points)</li> </ul>  | ___ Points |
| <ul style="list-style-type: none"> <li>Demonstrates how program staff and supervisors are trained and receive ongoing development and support in racial equity, diversity, inclusion and cultural responsiveness specific to the program. (2 points)</li> </ul>   | ___ Points |

**Reviewer Notes:**

**Proven Program Design and Effectiveness**  
**TOTAL Score: \_\_\_ out of 54 Points Possible**

TEMPLATE