

## Families, Education, Preschool, and Promise Levy Opportunity and Access Request for Investment Application

### INTRODUCTION

The Department of Education and Early Learning (DEEL) is requesting applications from agencies interested in providing expanded learning and college and career readiness services through an Opportunity and Access (O&A) investment from the City of Seattle Families, Education, Preschool, and Promise (FEPP) Levy approved by voters in November 2018.

The O&A investment strategy increases access to enrichment and academic experiences for focus students and promotes the development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs. Funding will be directed toward community-based organizations (CBOs), government agencies, schools not receiving FEPP Levy School-Based Investments (SBI), and tribes and tribal organizations serving FEPP Levy focus student populations (see page 4).

Approximately \$7.2 million dollars is available for O&A investments for 2023-26 school years. Eligible applicants may submit one application that funds a proposal at a maximum of \$150,000 per year for a total of \$450,000 over three years. Funding will be awarded through a competitive request for investment (RFI) process managed by the City of Seattle Department of Education and Early Learning (DEEL). The O&A RFI seeks proposals for two focus areas:

1. Expanded Learning Opportunities and
2. College and Career Readiness

DEEL intends to fund a maximum of 15 proposals from a diverse group of applicants. Successful applicants will receive three years of funding. To be considered for funding, eligible applicants are invited to submit RFI applications by 3:00pm on Monday, March 6, 2023. DEEL will notify successful applicants by June 9, 2023, and the Public Award Announcement will be posted by June 20, 2023.

RFI materials and updates are available on DEEL's [Funding Opportunities](#) webpage. DEEL will not provide individual notice of changes, and applicants are responsible for regularly checking the webpage for technical assistance information as well as any updates, clarifications, or amendments.

Event	Date/Time*
Request for Investment (RFI) application issued	Monday, 1/23/23
RFI Information Session (prerecorded webinar)	Friday, 1/27/23 (posted by 4pm)
Technical Assistance Session I: (online)	Wednesday, 2/1/23 (2:30-4:00pm)
Technical Assistance Session II: (online)	Wednesday, 2/8/23 (2:30-4:00pm)
One-on-One Technical Assistance Dates	February 1 through March 3, 2023, by appointment
Last day to submit questions	Wednesday, 3/1/23 by 4:00 pm
RFI Applications due	Monday, 3/6/23 by 3:00pm
Applications Reviewed and Scored.	Wednesday, 3/6/23 – Thursday, 4/27/23

DEEL leadership review & approval of funding recommendations	Monday, 5/1/23- Friday, 5/26/23
Notification to applicants	Friday, 6/9/23
Appeals Process	Monday, 6/12/23 – Thursday, 6/15/23
Award Announcement	Tuesday, 6/20/23
Contract Development	Friday, 6/16/23 – Friday, 8/25/23

*\*Dates and times are subject to change*

## INVESTMENT GOALS AND OVERVIEW

The City of Seattle is committed to ensuring all Seattle students and families are afforded the opportunity to live and thrive in Seattle by investing in education. The goal of the City of Seattle **Families, Education, Preschool and Promise (FEPP) Levy** is to partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students.

The O&A investment strategy increases access to enrichment and academic experiences for students furthest from educational justice. In recognition of Black, Indigenous, and People of Color (BIPOC) students, including students who identify as African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations (a person of Filipino or Southeast Asian heritage, who have historically been farther from opportunity than other Asian groups), refugee and immigrant, and other students of color, being historically and systemically underserved by the educational system and the resulting disparity in educational outcomes, O&A investments will prioritize programs that serve BIPOC students. The goals of the O&A investment are to promote student development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs. To achieve these goals O&A investments will focus on **engagement activities** that support achievement in two key focus areas:

1. Expanded Learning Opportunities (ELO)
2. College and Career Readiness (CCR)

### Eligibility

Eligible applicants must meet the following minimum qualifications:

- Not-for-profit organizations (or fiscally sponsored by an organization) with 501(c)3 status (including community-based or faith-based organizations)
- Tribes and tribal organizations
- Government agencies
- Schools not receiving FEPP Levy School-Based Investments
- Ability to provide services to students that reside within the City of Seattle limits for free
- Commitment to racial equity and directing additional resources to student populations based on the unique needs of historically underserved communities
- Demonstrated history of serving focus students, with a priority focus on students who identify as BIPOC
- Commitment to fostering partnerships with families through lifelong educational, college, and career goals using culturally responsive communication techniques, culturally responsive instructional practices, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Systems and structures either in place, OR in process of building or improving systems and structures, to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices

- Governance structure in place, OR in process of building or improving systems and structures, that provides oversight on organizational budget, operations, and use of data
- Experience or demonstrated ability to achieving positive academic and/or non-academic outcomes for focus students

### **Community Outreach and Engagement**

In effort to reach the focus population, DEEL conducted outreach to youth serving organizations within Seattle/King County to share and inform this RFI. DEEL also convened current community partners to gather input for the development of this RFI.

### **Technical Assistance**

DEEL will offer a pre-recorded Information Session and Technical Assistance (TA) workshops related to this RFI to provide guidance and support applicants. See page one (p. 1) of this RFI for the schedule of offerings. DEEL will not provide individual notice of updates or changes. Applicants are responsible for regularly checking the web page for any updates, clarifications, or amendments.

DEEL is providing the opportunity for all prospective applicants to receive free direct TA in developing their proposals from experienced community-based consultants, at no cost to the applicant. Individuals interested in utilizing TA can reach out directly to any of the providers for assistance. The main purpose of this opportunity is to increase capacity for small organizations that may not have the necessary resources to apply for government funding.

Technical assistance consultants can:

1. Assist in determining appropriate fit between your proposal and this funding opportunity.
2. Provide guidance on how best to answer questions.
3. Support your proposal development, including editing.
4. Support you in explaining your proposal in the most clear and concise way. However, technical assistance consultants are not grant writers.

All technical assistance information, materials, and a list of consultants, is available on [DEEL's Funding Opportunity webpage](#).

### **Funding**

**Contract Duration:** September 1, 2023 to August 31, 2026

**Available Funding:** \$150,000 per year for a maximum of \$450,000 over 3 years per award

### **Project Proposals: Two Funding Tracks**

The O&A RFI will have two different funding tracks (Capacity Building and Program). Applicants should choose the funding track that is appropriate for their proposal using the guidelines below.

- **Track 1 Capacity Building** applicants will be reviewed and scored based on the characteristics of the organization (described below) and their proposal to **build capacity** to deliver services and programing.
- **Track 2 Program** applicants will be reviewed and scored based on the **program proposal** and the organization's ability to **currently deliver** services and programing.

See pages 10-14 for the application questions for Track 1: Capacity Building applicants and pages 15-19 for Track 2: Program applicants. See page 21 for the scoring criteria for Track 1: Capacity Building applicants and page 22 for the scoring criteria for Track 2: Program applicants. Funding will be distributed across the two tracks based on content and quality of applications received. **Applicants are limited to submitting one proposal for one of the two tracks during this application cycle.**

### Track 1 (up to 7 proposals will be funded)

**Capacity-building organizations** with the following characteristics will be prioritized for funding:

1. Organizational staff and leadership are representative of and primarily serving priority focus student populations (see below).
2. Demonstrated organizational structures and strategies to engage with the community, particularly with youth and families from the focus student populations.
3. Smaller organizations with limited paid staff (20 or less) and modest operating budget (annual budget **no more** than \$500,000).
4. Provides sustainability plan that demonstrates ability to grow capacity to deliver quality programming that positively impacts priority focus students and communities and meets O&A program outcomes by the second year of O&A funding (SY 2024-25).

### Track 2: Program

**Programs** outlined in the RFI applications that demonstrate the following will be prioritized for funding:

1. Organizational staff and leadership are representative of and primarily serving priority focus student populations (see below).
2. Provides evidence of a process for co-designing and co-creating programs with priority focus students and families that will be benefiting from the programming.
3. Demonstrates current ability to deliver programming that is culturally responsive and promotes equitable access.
4. Clearly demonstrates current organizational capacity and ability to positively impact priority focus students and communities and meet O&A program outcomes.

## INVESTMENT FRAMEWORK

### Focus Students (applicable to both Track 1 & 2)

Enrollment in programming or services provided through O&A investments will prioritize BIPOC students, with an emphasis on programs that support BIPOC students in reaching grade-level standards and who demonstrate ability to serve students across intersections of race/ethnicity, income levels and socioeconomic status, gender, sexual identity, and access to educational opportunity. For the O&A investment, the focus student population is defined as:

- BIPOC students, including students who identify as African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, immigrant and refugee, and other students of color.
- BIPOC students whose racial identity intersects with other student groups who have been historically underrepresented on college campuses and in STEM-related career fields, including first-generation students and low-income students.
- Students from the focus population not yet meeting grade level learning standards and/or who are disconnecting from the school system, defined as:
  - Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
  - Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
  - Not making gains on the state English language proficiency test
  - Not passing a core course in middle or high school
  - Not earning enough credits to promote on-time to the next grade level
  - Involved in one or more discipline incidents (e.g. short-term/long-term suspension, etc.)
  - Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

### Focus Areas and Outcomes (applicable to both Track 1 & 2)

FEPP O&A investments are guided by an outcomes-based approach that empowers providers to develop their own unique, innovative solutions and design context-specific programming or services to improve outcomes for Seattle students and families from the focus student populations. Applicants will develop proposals specifying the outcomes and indicators they intend to impact, and the strategies to do so. Proposals must show clear alignment between student needs, focus students to be served, and the outcome to be impacted. Annual accountability measures will focus on asset-based measures and engagement activities and will be included in contract agreements.

### **Outcomes (applicable to both Track 1 & 2)**

FEPP O&A investments are intended to support DEEL's desired outcomes that all Seattle students graduate high school college and career ready. These investments will support school and community partnerships, increase access to expanded learning opportunities, promote 21st century skill building and college and career awareness, prevent or limit academic loss during school breaks, and support school and community partnerships by investing in community-based organizations, government agencies, schools not receiving FEPP Levy School-Based Investments, and tribes and tribal organizations through the following strategies (**applicants must choose only one strategy to apply for funding towards**):

#### **Strategy 1: Expanded Learning Opportunities (ELO)**

Expanded learning opportunities are academic or enrichment experiences that take place afterschool, during school breaks, and in the summer. Services and activities provide additional instruction or learning time and support college and career readiness **outside of the school day** and year. Services will complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (e.g., arts and culture, STEM programming, sports, health and wellness, and leadership development).

- *ELO Focus Area 1: Academic* - Expanded learning opportunities that focus primarily on academics provide additional instruction and learning time. Proposals for Academic programs can be remedial or accelerate learning and are intended to improve academic outcomes. Academic programs provide students with additional instruction before or after school, on weekends, or during school breaks.
- *ELO Focus Area 2: Enrichment* - Specialized enrichment programs provide unique experiences and develop skills and interests in students. Enrichment activities allow students to develop very specific skills while building noncognitive skills necessary for success in academic and social settings. Enrichment activities should be developed and led by content experts and complement academic supports that are provided within the school day.
- *ELO Focus Area 3: Combination (Academic and Enrichment)*- Combination programs are housed in schools and provide both academic supports and enrichments activities. Programs must be jointly operated by schools and community-based organizations or government agencies. All services and activities must complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities.

#### **Strategy 2: College and Career Readiness (CCR)**

College and career readiness services support the cognitive and non-cognitive skills necessary for preparation and success in post-secondary opportunities. Activities can take place during the school day, afterschool, and in the summer. Strong partnerships between schools and community-based organizations are encouraged to promote shared community and school leadership in achieving levy goals.

- *CCR Focus Area 1: College Knowledge and Advising* - College counseling, resources, and experiences will provide students in grades 6 through 12 with supports and tools that offer exposure to and preparation for key post-secondary opportunities. These opportunities will serve qualifying secondary students and can be incorporated within the school day or during out of school time.

- *CCR Focus Area 2: Career Awareness and Exploration* - Career Awareness and Exploration activities provide students, K-12 teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of the school system.
- *CCR Focus Area 3: Academic Preparation* - Academic preparation is identified as one of the critical transition points fundamental to later student success. In Washington state, proficiency on the Smarter Balanced Assessment is one of the measurements that indicate a student is ready for college level courses. Further, proficiency in reading by 3<sup>rd</sup> grade and completion of algebra by 8<sup>th</sup> grade are outcomes that indicate students are on a path to on-time high school graduation.

Funded programs will measure their impact in their chosen strategy and focus area(s) through asset-based measures that track engagement activities with students, families and community that are intended to increase achievement of **two or more** of the following outcomes:

Strategy	Outcome
ELO	<b>Academic Growth:</b> Demonstrating growth, academic self-confidence, engagement in learning, readiness to navigate academic learning in new school year and skill/knowledge growth in specific academic subjects.
	<b>21st Century Skills:</b> Developing collaboration, creativity, communication, critical thinking, and leadership skills.
	<b>STEM Interest/Awareness:</b> Increasing understanding of STEM topics.
	<b>Social Emotional Skills:</b> Demonstrating self-efficacy, self-management, self-awareness and social management.
CCR	<b>Academic preparation:</b> Developing good study habits, building relationships with teachers, supporting students in planning academic schedules, or creating academic pathways to high school graduation.
	<b>CCR Interest/Awareness:</b> Increased knowledge about college and career pathway options, and increased interest in college matriculation.
	<b>21st Century Skills:</b> Increased knowledge/skills related to navigating the job market.
	<b>Social Emotional Skills:</b> Increased confidence navigating transition from high school.

### PROCESS AND CRITERIA FOR EVALUATION

O&A RFI applications will be evaluated according to the following process:

- Part I: Technical Compliance Review** - Applications will be reviewed for technical compliance to verify that the application was submitted complete and on-time and that DEEL's expectations for labor harmony are met. DEEL reserves the right to reject any application that is late or incomplete as well as exclude any pages that exceed the stated page limits.
- Part II: Scoring Criteria** - A review panel will evaluate applications using the RFI Scoring Criteria for each funding track. Application scores and review panel discussions will inform review panel recommendations for funding awards.
- Part III: Evaluation Process and Contract Negotiations** - DEEL will consider review panel recommendations, FEPP Levy investment alignment, and other department priorities. Final funding decisions will be made by the DEEL Director based on scoring and other relevant factors. DEEL will notify each applicant of the decision and will authorize award of agreements.

#### Part I: Technical Compliance Review

To be considered technically compliant, submitted applications must contain the items below. The application may be deemed not technically compliant nor evaluated further if the checklist items are absent or incomplete.

DEEL reserves the right to waive immaterial defects or irregularities and may conduct follow-up interviews to obtain additional information from completed applications. DEEL reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>Submitted on time (deadline is 3:00 PM <u>Monday, March 6, 2023</u>) electronically.</b></p> <input type="checkbox"/> Submitted electronic copy to <a href="mailto:DEELFunding@seattle.gov">DEELFunding@seattle.gov</a> .
<input type="checkbox"/> Yes <input type="checkbox"/> No	<ol style="list-style-type: none"> <li>1. Complete the online registration (the same info as Cover Sheet)</li> <li>2. Submitted electronic application, please ensure the following are included:             <ul style="list-style-type: none"> <li>• Section 1: Experience and Engagement</li> <li>• Section 2: Culturally Responsive Program/Service Proposal</li> <li>• Section 3: Organizational Information</li> <li>• Section 4: Labor Harmony</li> <li>• Section 5: COVID-19 Addendum</li> </ul> </li> </ol>

**Part II: Scoring Criteria** (detailed in Appendix A)

Section	Score
1. Experience and Engagement	15
2. Culturally Responsive Program/Service Proposal	55
3. Organizational Information	30
4. Labor Harmony	<i>Not scored, part of technical compliance review</i>
<b>Total Points</b>	<b>100</b>

**Part III: Evaluation Process and Contract Negotiations**

The review panel will score and rank applications from highest to lowest and make initial funding recommendations. Final funding decisions may be based on the factors named above as well as service to focus students and priority populations, geographic considerations, diversity of focus areas and programming activities, and the scope of services to be provided. DEEL leadership reserves the right to exercise qualitative judgement in final awarding and allocation decisions.

If an applicant is selected for funding, the applying organization should be prepared to collaborate with DEEL to finalize a workplan based on their RFI proposal that will be incorporated into a contract. Awarded applicants should be prepared to discuss and negotiate aspects of their RFI proposal prior to completing the contract. These aspects may include, but are not limited to, the amount of funding, proposed programming and/or services, focus student participation, and performance measures.

DEEL reserves all rights not expressly stated in the RFI, including awarding partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If DEEL and any applicant selected under this RFI are unable to come to agreement on a final contract, DEEL may, in its discretion, choose not to provide funding.

**ADDITIONAL REQUIREMENTS**

Successful applicants will enter a contract for services with the City of Seattle and will need to adhere to the following additional contractual conditions. Conditions may be amended, or additional requirements may be included during the contract negotiation process.

TERM

- Contracts may begin anytime between September 1, 2023, and December 31, 2023. All contracts, regardless of start date, will end by August 31, 2026. Start and end dates will be determined during contract negotiation with successful applicants.

#### *CONTINUOUS QUALITY IMPROVEMENT (CQI)*

To ensure quality implementation and achieve desired results, DEEL commits to:

- conducting regular site visits to observe programs, discuss implementation, and provide feedback,
- ensuring the existence and/or development of systems to collect, monitor, and analyze data, supporting the use of quality assessment tools, and
- providing access to learning opportunities that emphasize high-quality program implementation.

#### *DATA COLLECTION AND REPORTING*

- Organizations will designate a data point of contact who will be responsible for exchanging data through secure means as specified by DEEL. DEEL will provide training and reference materials to staff on the proper steps and protections to take when exchanging sensitive data.

#### *PAYMENT, RECORDS, AND AUDIT*

- The City shall pay the Agency up to the stated Contract Price through a deliverable based contract.
- The Agency shall timely furnish such other reports and information as may be requested by DEEL related to this Agreement or the Work, including statements and data specifying services provided, and data demonstrating achievement of the minimum outcome and indicator targets. The City shall have the right to withhold payment to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.
- DEEL is working diligently to monitor COVID-19 guidance and the impacts on City revenues and adapt accordingly. DEEL's intention is to implement O&A contracts as planned unless changes to the budget require otherwise.

#### *DOCUMENTATION*

Applicants selected for funding will be required to submit the following documents to DEEL:

- **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization must license, report and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions. For more information: <http://www.seattle.gov/licenses/get-a-business-license>
- **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.
- **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.
- **Maintain the following insurance coverage**, at a minimum:
  - a. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:
    - i. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage ("CSL")
    - ii. \$2,000,000 Products/Completed Operations Aggregate
    - iii. \$2,000,000 General Aggregate



- iv. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
  - b. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of \$1,000,000 CSL.
  - c. **Worker's Compensation insurance** for Washington State as required by Title 51 RCW.
- **Maintain financial and program records, documents, and other evidence** directly related to performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.

## INSTRUCTIONS TO APPLICANTS

**Applicants can only apply for ONE track.**

**If you are applying for Capacity Building, please fill out the online [Track 1 Registration Link](#) and Application Template for Track 1.**

**If you are applying for Program, please fill out the online [Track 2 Registration Link](#) and Application Template for Track 2.**

**TRACK 1: CAPACITY BUILDING COVER SHEET**

(Applicant must enter information on this cover sheet into an online registration. [Track 1 registration link](#))

**FEPP Levy 2023 Opportunity and Access Request for Investment Application**

**ORGANIZATION INFORMATION:**

Organization Name	
Organization Leader (e.g. Executive Director, Owner, Principal)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	
Organization Type	<input type="checkbox"/> Community Based Organization <input type="checkbox"/> Tribe or Tribal School <input type="checkbox"/> Non-Levy School <input type="checkbox"/> Government or Public Agency <input type="checkbox"/> Other (specify):

**APPLICANT CONTACT INFORMATION:**

**Primary contact person for questions about this RFI:**

Name	
Title/Role	
Phone	
Email	

**Secondary contact person:**

Name	
Title/Role	
Phone	
Email	

**SUMMARY OF PROGRAM/SERVICE PROPOSAL:**

Proposed Program/Service Name		
O&A Strategy ( <i>may check <u>only one</u></i> )	<input type="checkbox"/> Expanded Learning Opportunity (ELO)	<input type="checkbox"/> College and Career Readiness (CCR)
O&A Focus Area ( <i>may check <u>more than one under ELO or CCR</u></i> )	<input type="checkbox"/> ELO Academic <input type="checkbox"/> ELO Enrichment <input type="checkbox"/> ELO Combination	<input type="checkbox"/> CCR College Knowledge and Advising <input type="checkbox"/> CCR Career Connections and Exploration <input type="checkbox"/> CCR Academic Preparation
O&A Outcome ( <i>must check <u>at least two</u></i> )	<input type="checkbox"/> ELO Academic Growth <input type="checkbox"/> ELO 21 <sup>st</sup> Century Skills <input type="checkbox"/> ELO STEM <input type="checkbox"/> ELO Social Emotional	<input type="checkbox"/> CCR Academic Preparation <input type="checkbox"/> CCR Interest/Awareness <input type="checkbox"/> CCR 21 <sup>st</sup> Century Skills <input type="checkbox"/> CCR Social Emotional
Anticipated number of focus students to be served <b>annually</b>		
Age range program will serve:	<input type="checkbox"/> Elementary, grades K-5, ages 5-12 <input type="checkbox"/> Middle, grades 6-8, ages 11-14 <input type="checkbox"/> High, grades 9-12, ages 14-19 <input type="checkbox"/> 16 to 24 years old and are disconnected from school	
Focus student(s) program will serve:	<input type="checkbox"/> Underserved Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native American/Alaska Native	<input type="checkbox"/> Refugee and immigrant <input type="checkbox"/> Other students of color English language learners <input type="checkbox"/> Experiencing Homelessness <input type="checkbox"/> LGBTQ

	<input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Other:
<b>SERVICE AREA</b>	
In which City Council District(s) do you propose to deliver services? Check all that apply. Follow link to view a map of Seattle City Council Districts or search by address: <a href="http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember">http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember</a>	<input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7
<b>CAPACITY BUILDING ONLY</b>	
How would these funds support your organization?  Check all that apply.	<input type="checkbox"/> Enable the creation of a new program or service <input type="checkbox"/> Stabilize an existing service at its current capacity <input type="checkbox"/> Enable an existing program to use a new model of service delivery <input type="checkbox"/> Enable an existing program to expand <input type="checkbox"/> Enable an existing program to better serve a specific sub-population <input type="checkbox"/> Support planning or needs assessment <input type="checkbox"/> Other: (please specify)
How many full-time equivalents (FTE) does your organization employ?	Please calculate FTE by converting hours worked by part-time employees into full-time equivalent hours (e.g., two employees working 20 hours per week equals one FTE).  <div style="text-align: right;">_____ FTE</div>
<b>FINANCE</b>	
Have you previously been awarded DEEL funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
What was your organization's annual operating budget the past fiscal year?	

**AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:**

*To the best of my knowledge and belief, all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the applicant is awarded funding.*

Name and Title of Authorized Representative:

\_\_\_\_\_  
Signature of Authorized Representative

\_\_\_\_\_  
Date

### Track 1 Section 1: Experience and Engagement

*Responses to Section 1 are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 1 assesses applicants experience working with focus students, engaging with students, families and communities, partnership development, and achieving results. In your narrative, please address the following:

1. Provide an overview of your organization including relevant history, mission or theory of change, and types of programming offered, and how the work of your organization prioritizes serving the focus student population.
2. Please describe how your organization engages with the students, families and communities you serve to assess and be responsive to their needs. In your description, include how you engage students and their families in supporting their student's learning and development. What is your approach to welcoming and engaging families from diverse cultures?
3. Describe how you partner with other organizations (CBOs, schools, government agencies) to support student learning and development. Please provide an example of how partnership(s) benefit the work you do and the students you serve, and whether or not service delivery will rely on partners and partnerships. If partner(s) are providing significant resources for the services you are requiring be funded through this RFI, provide a signed letter of intent describing the specific resource(s) the partner will provide. Letters will not count towards the page limit.

### Track 1 Section 2: Culturally Responsive Program/Service Proposal

*Responses to Section 2 are to be no more than **4 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Successful O&A applicants will be expected to deliver programming and/or services using culturally and linguistically responsive approaches designed to close opportunity gaps for focus students. This is likely to include:

- implementation of strengths-based strategies and supports,
- systems that foster partnership with families,
- use of culturally responsive communication techniques and instructional practices,
- consideration of students' home and community cultural experiences, and
- opportunities for students to express their needs and direct their own learning.

Section 2 assesses applicants' cultural responsiveness to the unique needs of the focus students and communities to be served. Please describe the services and/or programming you intend to provide if awarded O&A funds. In your response, please address the following:

1. A clear statement of your chosen O&A Strategy and Focus Area(s), the focus students you intend to serve, and the O&A Outcomes you intend to address. Describe how you incorporate racial equity and social justice into your work generally and into your program proposal. Please consider:

- a. Your experience providing services to students from the focus student populations. Describe any specialized programming or approaches you utilize to support culturally and linguistically diverse students and families.
  - b. How do you address cultural differences when working with students/families that may come from a background other than that of your staff? If your experience is limited, what steps will you take to provide culturally and linguistically responsive services? What practical tools or training on cultural responsiveness do you or will you provide to all staff?
  - c. Selection of the outcomes you intend to impact and rationale for how your proposed services/programming/activities increase opportunity and access for focus students and how they will lead to outcome achievement (reference outcomes on page 6).
2. A description of the services/programming you will provide, including:
    - a. Why this service/program is needed in your community and how you came to know it was needed,
    - b. Key activities and when/where they will be delivered,
    - c. Your sustainability plan to support continuous programming that positively impacts priority focus students. Include your plan to grow programmatic capacity to deliver quality programming that positively impacts priority focus students by the second year of O&A funding (SY 2024-25).

### Track 1 Section 3: Organizational Information

*Responses to Section 3 are to be no more than 2 pages (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 3 assesses applicants organizational and administrative capacity to deliver the programming and/or services proposed, and/or ability to grow organizational and administrative capacity. Please address the following in your narrative response:

1. Describe the staffing of your organization, how it is/will be positioned to support implementation of your program/service proposal, and your plan to grow staff capacity as needed to deliver quality programming by the second year of O&A funding (SY 2024-25). In your response, please include:
  - A brief description of roles and responsibilities for each staff member expected to be involved.
  - The anticipated staff to student ratio during programming/service delivery.
  - How you plan to recruit, retain, and support staff.
  - How staff in your organization reflect the priority focus student populations they serve.
2. Describe how the executive staff and board (if applicable) of your organization reflect the communities and focus student populations the organization serves.
3. Describe your capacity, OR plan to build capacity, in order to collect, manage and analyze data. In your response, please include:
  - What types of data do you use to inform your work? If this is an area of growth for your organization, what are your plans to build organizational data collection capacity to inform services and/or programming?
  - What system or database do you use? If this is an area of growth for your organization, what are your plans to build a data collection system or database?
  - What challenges do you experience in collecting, managing, analyzing, and acting on data?

4. Describe your capacity, OR plan to build capacity, to implement a financial management system including:
  - How you establish and maintain general accounting principles, sound accounting systems, and internal controls. If this is an area of growth for your organization, what are your plans to establish and maintain general accounting principles, sound accounting systems, and internal controls?
  - If/how you leverage funds to support program implementation or service delivery.
  - How your organization approaches sustainability and changes in funding support.
  
5. Please identify any potential challenges you foresee in implementing your program/service proposal as well as the steps that you will take to mitigate those challenges.

#### Track 1 Section 4: Labor Harmony

*Responses to Section 4: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.

In your response, please indicate if your agency is committed to avoiding labor disputes that disrupt services by checking the appropriate box.

Yes       No

If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, **please attach with your submission as a separate file** (Word or PDF). This attachment will not count towards the page limit.

#### Track 1 Section 5: COVID-19 Addendum

*The extent and duration of COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still being assessed. DEEL is interested in proactively addressing these impacts to the extent possible and is asking applicants to anticipate potential impacts to their program/service proposal. Please respond to the following questions to the best of your ability. Responses will not be scored as a part of your application's evaluation.*

In the event public health guidelines place limits on social interactions and/or gathering places like schools and community centers during the 2023-26 school year, what aspects of your program/service proposal do you anticipate may be impacted? Please check all that may apply.

- Programming site/facility
- Schedule (e.g. start/end dates, frequency)
- Delivery of services/programming activities
- Students served
- Staffing
- Partnerships
- Transportation
- Meals/Snacks

Please provide a brief description (maximum 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen school closures or the inability to provide direct, in-person services to identified focus students.

**TRACK 2: PROGRAM COVER SHEET**

(Applicant must enter information on this cover sheet into an online registration. [Track 2 registration link](#))

**FEPP Levy 2023 Opportunity and Access Request for Investment Application**

**ORGANIZATION INFORMATION:**

Organization Name	
Organization Leader (e.g. Executive Director, Owner, Principal)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	
Organization Type	<input type="checkbox"/> Community Based Organization <input type="checkbox"/> Tribe or Tribal School <input type="checkbox"/> Non-Levy School <input type="checkbox"/> Government or Public Agency <input type="checkbox"/> Other (specify):

**APPLICANT CONTACT INFORMATION:**

**Primary contact person for questions about this RFI:**

Name	
Title/Role	
Phone	
Email	

**Secondary contact person:**

Name	
Title/Role	
Phone	
Email	

**SUMMARY OF PROGRAM/SERVICE PROPOSAL:**

Proposed Program/Service Name		
O&A Strategy ( <i>may check <u>only one</u></i> )	<input type="checkbox"/> Expanded Learning Opportunity (ELO)	<input type="checkbox"/> College and Career Readiness (CCR)
O&A Focus Area ( <i>may check <u>more than one</u> under ELO or CCR</i> )	<input type="checkbox"/> ELO Academic <input type="checkbox"/> ELO Enrichment <input type="checkbox"/> ELO Combination	<input type="checkbox"/> CCR College Knowledge and Advising <input type="checkbox"/> CCR Career Connections and Exploration <input type="checkbox"/> CCR Academic Preparation
O&A Outcome ( <i>must check <u>at least two</u></i> )	<input type="checkbox"/> ELO Academic Growth <input type="checkbox"/> ELO 21 <sup>st</sup> Century Skills <input type="checkbox"/> ELO STEM <input type="checkbox"/> ELO Social Emotional	<input type="checkbox"/> CCR Academic Preparation <input type="checkbox"/> CCR Interest/Awareness <input type="checkbox"/> CCR 21 <sup>st</sup> Century Skills <input type="checkbox"/> CCR Social Emotional
Anticipated number of focus students to be served <b>annually</b>		
Age range program will serve:	<input type="checkbox"/> Elementary, grades K-5, ages 5-12 <input type="checkbox"/> Middle, grades 6-8, ages 11-14 <input type="checkbox"/> High, grades 9-12, ages 14-19 <input type="checkbox"/> 16 to 24 years old and are disconnected from school	
Focus student(s) program will serve:	<input type="checkbox"/> Underserved Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native American/Alaska Native	<input type="checkbox"/> Refugee and immigrant <input type="checkbox"/> Other students of color English language learners <input type="checkbox"/> Experiencing Homelessness <input type="checkbox"/> LGBTQ

	<input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Other:
<b>SERVICE AREA</b>	
In which City Council District(s) do you propose to deliver services? Check all that apply. Follow link to view a map of Seattle City Council Districts or search by address: <a href="http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember">http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember</a>	<input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7
<b>FINANCE</b>	
Have you previously been awarded DEEL funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
What was your organization's annual operating budget the past fiscal year?	

**AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:**

*To the best of my knowledge and belief, all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the applicant is awarded funding.*

Name and Title of Authorized Representative:

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*Signature of Authorized Representative* *Date*



### Track 2 Section 1: Experience and Engagement

*Responses to Section 1 are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 1 assesses applicants experience working with focus students, engaging with students, families and communities, partnership development, and achieving results. In your narrative, please address the following:

1. Provide an overview of your organization including relevant history, mission or theory of change, and types of programming offered, and how the work of your organization prioritizes serving the focus student population.
2. Please describe how your organization engages with the students, families and communities you serve to assess and be responsive to their needs. In your description, include how you engage students and their families in supporting their student's learning and development. What is your approach to welcoming and engaging families from diverse cultures?
3. Describe how you partner with other organizations (CBOs, schools, government agencies) to support student learning and development. Please provide an example of how partnership(s) benefit the work you do and the students you serve, and whether or not service delivery will rely on partners and partnerships. If partner(s) are providing significant resources for the services you are requiring be funded through this RFI, provide a signed letter of intent describing the specific resource(s) the partner will provide. Letters will not count towards the page limit.

### Track 2 Section 2: Culturally Responsive Program/Service Proposal

*Responses to Section 2 are to be no more than **4 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Successful O&A applicants will be expected to deliver programming and/or services using culturally and linguistically responsive approaches designed to close opportunity gaps for focus students. This is likely to include:

- implementation of strengths-based strategies and supports,
- systems that foster partnership with families,
- use of culturally responsive communication techniques and instructional practices,
- consideration of students' home and community cultural experiences, and
- opportunities for students to express their needs and direct their own learning.

Section 2 assesses applicants' cultural responsiveness to the unique needs of the focus students and communities to be served. Please describe the services and/or programming you intend to provide if awarded O&A funds. In your response, please address the following:

1. A clear statement of your chosen O&A Strategy and Focus Area(s), the focus students you intend to serve, and the O&A Outcomes you intend to address. Describe how you incorporate racial equity and social justice into your work generally and into your program proposal. Please consider:
  - a. Your experience providing services to students from the focus student populations. Describe any specialized programming or approaches you utilize to support culturally and linguistically diverse students and families.
  - b. How do you address cultural differences when working with students/families that may come from a background other than that of your staff? If your experience is limited, what steps will you take to provide culturally and linguistically responsive services? What practical tools or training on cultural responsiveness do you or will you provide to all staff?
  - c. Selection of the outcomes you intend to impact and rationale for how your proposed services/programming/activities increase opportunity and access for focus students and how they will lead to outcome achievement (reference outcomes on page 6).
2. A description of the services/programming you will provide, including:
  - a. Why this service/program is needed in your community and how you came to know it was needed,
  - b. Key activities and when/where they will be delivered.
  - c. Your experience in and current capacity to provide services/programming and your sustainability plan to support continuous programming that positively impacts priority focus students.

### Track 2 Section 3: Organizational Information

*Responses to Section 3 are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 3 assesses applicants organizational and administrative capacity to deliver the programming and/or services proposed. Please address the following in your narrative response:

1. Describe the staffing of your organization and how it is positioned to support implementation of your program/service proposal. In your response, please include:
  - A brief description of roles and responsibilities for each staff member expected to be involved.
  - The anticipated staff to student ratio during programming/service delivery.
  - How you plan to recruit, retain, and support staff.
  - How staff in your organization reflect the priority focus student populations they serve.
2. Describe how the executive staff and board (if applicable) of your organization reflect the communities and focus student populations the organization serves.
3. Describe your capacity to collect, manage and analyze data.
  - What types of data do you use to inform your work?
  - What system or database do you use?
  - What challenges do you experience in collecting, managing, analyzing, and acting on data?
4. Describe your financial management system including:
  - How you establish and maintain general accounting principles, sound accounting systems, and internal controls.
  - If/how you leverage funds to support program implementation or service delivery.

- How your organization approaches sustainability and changes in funding support.
5. Please identify any potential challenges you foresee in implementing your program/service proposal as well as the steps that you will take to mitigate those challenges.

#### Track 2 Section 4: Labor Harmony

*Responses to Section 4: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.

In your response, please indicate if your agency is committed to avoiding labor disputes that disrupt services by checking the appropriate box.

Yes       No

If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, **please attach with your submission as a separate file** (Word or PDF). This attachment will not count towards the page limit.

#### Track 2 Section 5: COVID-19 Addendum

*The extent and duration of COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still being assessed. DEEL is interested in proactively addressing these impacts to the extent possible and is asking applicants to anticipate potential impacts to their program/service proposal. Please respond to the following questions to the best of your ability. Responses will not be scored as a part of your application's evaluation.*

In the event public health guidelines place limits on social interactions and/or gathering places like schools and community centers during the 2023-26 school year, what aspects of your program/service proposal do you anticipate may be impacted? Please check all that may apply.

- Programming site/facility
- Schedule (e.g. start/end dates, frequency)
- Delivery of services/programming activities
- Students served
- Staffing
- Partnerships
- Transportation
- Meals/Snacks

Please provide a brief description (maximum 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen school closures or the inability to provide direct, in-person services to identified focus students.

## APPEALS PROCESS

DEEL will notify applicants in writing of the outcome of the submission. Written notification will be sent via email to the email address submitted on the Cover Sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of DEEL's decision. An appeal must clearly state a rationale based on one (or more) of the following criteria only:

- Violation of policies or guidelines established in the RFI process
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process

*Note: Disagreeing with the outcome is not a valid reason to appeal the decision and will not be considered.*

Appeals must be sent by email to the following:

[DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov)

Subject line: Opportunity and Access Investment RFI Appeal

The DEEL Director (or designee) will review the written appeal and may request additional information from the applicant. A written decision from the DEEL Director (or designee) will be sent within five (5) business days of the receipt of the appeal. This decision is final.

## APPENDIX A: EVALUATION AND SCORING CRITERIA

Track 1 Capacity Building Scoring Criteria		
Section	Criteria	Score
1. Experience and Engagement	<ul style="list-style-type: none"> <li>▪ Provides brief description of organization history and mission that centers on serving focus student population. <b>(5 points)</b></li> <li>▪ Demonstrates experience in serving and meeting the needs of identified focus students through engagement with students, families and communities. <b>(5 points)</b></li> <li>▪ Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students. <b>(5 points)</b></li> </ul>	<b>15</b>
2. Program/Service Proposal	<ul style="list-style-type: none"> <li>▪ Provides sustainability plan that demonstrates ability to grow capacity to deliver quality programming that positively impacts priority focus students by SY 2024-25. <b>(5 points)</b></li> <li>▪ Identifies the need/gaps proposed program is addressing for focus student population. <b>(10 points)</b></li> <li>▪ Identifies the O&amp;A outcomes to be addressed and proposes activities that will be effective in meeting outcome targets. <b>(15 points)</b></li> <li>▪ Details activities and structure that are age-appropriate and that promote students' academic growth, college/career readiness, and cultivation of other skills that support learning and social-emotional growth. <b>(10 points)</b></li> <li>▪ Details program activities and structure through a culturally responsive approach. <i>A culturally responsive approach demonstrates:</i> <ul style="list-style-type: none"> <li>▪ Experience with providing culturally and linguistically relevant/responsive services within diverse communities. <b>(5 points)</b></li> <li>▪ An understanding of cultural responsiveness and describes how it is incorporated into the programming and service delivery. <b>(5 points)</b></li> <li>▪ A strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs. <b>(5 points)</b></li> </ul> </li> </ul>	<b>55</b>
3. Organizational Information	<ul style="list-style-type: none"> <li>▪ Organization has less than 20 staff with an organizational plan to provide adequate staff and programming support by SY 2024-25. <b>(5 points)</b></li> <li>▪ Provides plans to build organizational data collection capacity to inform services and/or programming. <b>(5 points)</b></li> <li>▪ Annual budget is \$500k or below. Provides plans to establish and maintain financial management systems and personnel. <b>(5 points)</b></li> <li>▪ Staff reflects the priority focus student populations they serve. <b>(5 points)</b></li> <li>▪ Executive staff and board (if applicable) reflect the communities and populations the organization serves. <b>(5 points)</b></li> <li>▪ Acknowledges and identifies potential challenges to implementing the program/service as proposed and exhibits forethought and planning to overcome challenges. <b>(5 points)</b></li> </ul>	<b>30</b>
4. Labor Harmony	<ul style="list-style-type: none"> <li>▪ Meets expectations for resolving labor disputes/disruptions in service delivery</li> </ul>	<b>Y/N</b>
<i>Total points possible</i>		<b>100</b>

Track 2 Program Scoring Criteria		
Section	Criteria	Score
1. Experience and Engagement	<ul style="list-style-type: none"> <li>▪ Provides brief description of organization history and mission that centers on serving focus student population. <b>(5 points)</b></li> <li>▪ Demonstrates experience in serving and meeting the needs of identified focus students through engagement with students, families and communities. <b>(5 points)</b></li> <li>▪ Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students. <b>(5 points)</b></li> </ul>	15
2. Program/Service Proposal	<ul style="list-style-type: none"> <li>▪ Demonstrates experience providing services/programming and provides sustainability plan to support continuous programming that positively impacts priority focus students. <b>(5 points)</b></li> <li>▪ Identifies the need/gaps proposed program is addressing for focus student population. <b>(10 points)</b></li> <li>▪ Identifies the O&amp;A outcomes to be addressed and proposes activities that will be effective in meeting outcome targets. <b>(15 points)</b></li> <li>▪ Details activities and structure that are age-appropriate and that promote students' academic growth, college/career readiness, and cultivation of other skills that support learning and social-emotional growth. <b>(10 points)</b></li> <li>▪ Details program activities and structure through a culturally responsive approach. A <i>culturally responsive approach demonstrates</i>:               <ul style="list-style-type: none"> <li>▪ Experience with providing culturally and linguistically relevant/responsive services within diverse communities. <b>(5 points)</b></li> <li>▪ An understanding of cultural responsiveness and describes how it is incorporated into the programming and service delivery. <b>(5 points)</b></li> <li>▪ A strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs. <b>(5 points)</b></li> </ul> </li> </ul>	55
3. Organizational Information	<ul style="list-style-type: none"> <li>▪ Demonstrates organizational plan and adequate staff to support proposal. <b>(5 points)</b></li> <li>▪ Details capacity and level of experience collecting, managing, and analyzing data to inform service/program delivery. <b>(5 points)</b></li> <li>▪ Provides evidence of effective financial management systems and personnel. <b>(5 points)</b></li> <li>▪ Staff reflects the priority focus student populations they serve. <b>(5 points)</b></li> <li>▪ Executive staff and board (if applicable) reflect the communities and populations the organization serves. <b>(5 points)</b></li> <li>▪ Acknowledges and identifies potential challenges to implementing the program/service as proposed and exhibits forethought and planning to overcome challenges. <b>(5 points)</b></li> </ul>	30
4. Labor Harmony	<ul style="list-style-type: none"> <li>▪ Meets expectations for resolving labor disputes/disruptions in service delivery</li> </ul>	Y/N
	<b>Total points possible</b>	<b>100</b>