

# Request for Proposals

2022—2025 King County Best Starts for Kids  
Expanded Learning Initiative

Deadline to apply: April 27, 2022, 11:59 PM



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# I. Introduction

School's Out Washington (SOWA), in partnership with Best Start for Kids (BSK), is seeking proposals from expanded learning providers to strengthen and increase expanded learning opportunities for King County young people ages 5-13 who are BIPOC (Black, Indigenous, and People of Color) and/or living in poverty.<sup>1</sup>

Expanded learning opportunities provide high-quality programming to young people through a range of activities including academic enrichment, cultural and social development activities, physical activity and health promotion, arts education, and leadership development. Expanded learning programs and organizations emphasize the importance of meeting young people where they are – physically, academically, socially, and emotionally – to help them build the relationships, competencies, and confidence they need to reach their full potential.

BSK's Expanded Learning strategy continues the two funding models from the original BSK Levy: BIPOC-Led Organizations, and Place-Based Collaboratives (PBCs) centered in school and housing communities. In the renewed levy, expanded learning partners will also include licensed school-age care providers.

Place-Based Collaboratives must comprise at least three partners. Partners will work together to develop the expanded learning program that will be provided collaboratively. The lead partner organization will be responsible for completing the primary PBC application. Other partners will submit a short supplemental application that provides organizational information.

SOWA's strategy for administering BSK's expanded learning investment is to provide funding to grow and improve programming in under-resourced communities and/or geographies, and to increase programs' and organizations' participation in the quality improvement system, resulting in more King County youth engaged in high-quality expanded learning opportunities.

**Best Starts for Kids.** BSK is King County's community-driven initiative to support every baby born and child raised in King County to be happy, healthy, safe, and thriving. Initially approved by voters in 2015 and in place since 2016, BSK invests in comprehensive supports for children, youth, young adults, and families and caregivers, catalyzing strong starts in early childhood, and sustaining those gains as children progress to adulthood.

By promoting positive outcomes for children, intervening early when kids and families need support, and building on family and community strengths, BSK launches King County's young people on a path to lifelong health and well-being. Since 2016, the initiative has pursued three overarching results:

- Babies are born healthy and given a foundation for a happy healthy life
- Young people have equitable opportunities to be safe, healthy, and thriving.
- Communities offer safe, welcoming, and healthy environments for their kids.

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<sup>1</sup> This strategy was formerly known as Out-of-School-Time (OST)

**School's Out Washington.** For over 30 years, SOWA has dedicated itself to strengthening community systems that support quality expanded learning programs for Washington's children and youth. Providing fundamental opportunities for growth, expanded learning programs must be integrated into and aligned with the other systems of support that young people navigate.

As an intermediary, School's Out Washington does not provide direct services to children and young people. Instead, SOWA helps increase access and improve quality and equity within summer and after school programs, as part of a larger ecosystem of partners and community. Collectively, success will ensure that:

- All children and youth (ages 5 through young adulthood) can access culturally and developmentally supportive expanded learning programs in the communities where they live
- Expanded learning programs are responsive to community need and integral to community well-being
- Expanded learning professionals are part of a valued, financially viable workforce
- Youth-serving organizations and staff have access to training and support that fosters professional learning and improves program quality
- Funding and support for expanded learning is ample, equitable, and sustained
- The diversity and equity practices within expanded learning programs are designed so that staff knowledge and program offerings recognize and honor the needs of the communities they serve.

## **A. Equity and Social Justice**

School's Out Washington is committed to dismantling the racist systems that block young people from experiencing high-quality expanded learning. SOWA recognizes the continued violence and oppression impacting Brown and Black people in our communities and throughout our country. And, we acknowledge that these injustices threaten the empowerment and well-being of the young people we are so deeply invested in. School's Out Washington is working to become an antiracist organization. Please see [our commitment to racial equity](#) on our website for information on SOWA's commitment and approach to addressing the disparities brought by systemic racism and its impact on our communities.

In 2020, King County Executive Dow Constantine declared racism a public health crisis and set forth policy priorities to bolster the County's commitment to being intentionally anti-racist and accountable to Black, Brown, and Indigenous People of Color. Equity and Social Justice is an integrated part of the County's work and foundational to the work of Best Starts for Kids. BSK's goal is to ensure that all people, regardless of who they are and where they live, have the opportunity to thrive, with full and equal access to opportunities, power, and resources.

BSK seeks to support community-led and community-informed organizations that are reflective of and embedded in the communities they serve across all aspects of their leadership and service. BSK further seeks to support organizations that recognize and address the disparities that exist in our communities. More information about King County's [ESJ work](#) is available on the County's website.

## II. RFP Overview

### A. Program Purpose

SOWA's strategy for administering BSK's expanded learning investment is to provide funding that will offer more and better programming in under-resourced communities and/or geographies, and further the level of quality in King County's expanded learning system. "More" programming will look different among grantees but may include offering more programming slots (and engaging more youth), more geographic availability, more culturally-specific programming options, more hours of programming, keeping programming open that would otherwise close, or extending programming to be available to youth for multiple years.

As a result of programs' participation in the quality improvement system, more King County youth will be engaged in high-quality expanded learning opportunities. Specifically, grantees will participate in the Program Quality Intervention (PQI)<sup>2</sup>, which will provide tailored coaching, training, and assessments to improve staff practices in expanded learning programs and support programs' efforts toward continuous quality improvement. To increase the value of PQI and ensure uptake that will lead to gains in program quality, funded organizations will be served through a cohort-based model. Programs will participate in one of three distinct but aligned cohorts. (Described below.)

### B. Background

Expanded learning providers in communities across King County are working individually, and collectively, to improve programming and to enrich and extend expanded learning opportunities for BIPOC youth and youth in poverty. In 2018, SOWA implemented the first round of BSK-funded quality supports and partnered with 32 providers over a four-year period to improve program quality and create more opportunities for children and youth to flourish outside of the school day.

A wealth of knowledge was gained through the first round which has informed the approach for this next round of investments. Over the past four years, SOWA has relied on current grantees, the grantee advisory board, system stakeholders, and an outside evaluator to gather and disseminate feedback and learnings, all of which have improved this strategy.

New investments through this RFP will continue to strengthen work at organizational levels as grantees pursue high-quality expanded learning programming within their organizations. This funding initiative will also strengthen and deepen the development of an equitable ecosystem of expanded learning opportunities for King County's young people.

SOWA, BSK, and expanded learning stakeholders across the county are committed to strengthening an expanded learning ecosystem in which community-based organizations, schools, housing communities, and other public agencies coordinate to provide robust, high quality, culturally responsive, consistent, and accessible summer and after school programming across all neighborhoods and communities. When fully realized, young people will have access to responsive programming across the day and the

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<sup>2</sup> [Program Quality Intervention](#)

year, regardless of their family’s financial position, their race and ethnicity, where they live or go to school, what language they speak, what accessibility supports they need, or how they identify.

The fundamental nature of partnerships in ensuring high-quality, accessible, and equitable programming for young people will require that providers look to each other, to school systems, to housing communities, to public agencies and to other community-based resources to meet the goals of this investment, which are outlined below.

## C. Funding Goals

SOWA and BSK have defined three overarching funding goals. These goals were informed by discussions with King County’s youth development stakeholders and partners; youth development providers; and BSK and SOWA staff. As a result of investments in BIPOC-Led Organizations and Place-Based Collaboratives, providers will:

Goal #1: Deliver expanded learning programming that:

- Increases participation of BIPOC youth and youth in poverty
- Meets program requirements of BIPOC-Led or Place-Based Collaborative grantees
- Contributes to BSK headline indicators (Discussed below.)

Goal #2: Further high-quality programming within their organizations through:

- Expanded learning opportunities for young people, designed to meet their interests and needs
- Staff development and continuous quality improvement
- Tangible commitment to equity and racial justice

Goal #3: Contribute toward strengthening the expanded learning ecosystem in King County through:

- Strategic partnerships to increase young people’s access and improve quality
- Meaningful and ongoing connections with parents, families, and communities
- Identifying and addressing systemic gaps and participating in collective system building

## D. Funding Models

SOWA is seeking proposals that will serve BIPOC youth and youth in poverty through one of two funding models:

- **BIPOC-Led Organizations.** Funding will be awarded to individual organizations that are embedded within culturally-specific or cross-cultural communities of color.

OR

- **Place-Based Collaboratives.** Funding will be awarded to partnerships comprising at least three organizations in which a school or housing community is a lead partner, partner, or champion<sup>3</sup>.

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<sup>3</sup> A school or housing community would meet the definition of “champion” by, at a minimum, participating in PBC planning and outreach to families, and making space available for expanded learning programming. Letters of support will be required from schools or housing communities that are not directly providing programming as a PBC lead partner or partner.

The lead partner in the Place-Based Collaborative (PBC) will be responsible for submitting the funding proposal. If the PBC application is funded, the lead partner will be responsible for facilitating collaboration meetings, goal setting, and program assessments; ensuring data collection and sharing across partners; and completing the semi-annual PBC data report.

Each additional PBC partner will be responsible for submitting a short supplemental application that provides organizational information. If the PBC application is funded, partners will be responsible for providing expanded learning programming and participating with all other PBC partners in improving program quality.

Each partner in a PBC will contract individually with SOWA.

## **E. Engaging Licensed Childcare Providers, Schools, and Housing Communities**

One strategy for reaching the goals outlined above will be to partner with King County's licensed childcare providers (LCPs) more intentionally and support their participation in BIPOC-Led Organizations or Place-Based Collaboratives. LCPs play a key role for many young people and their families in the provision of expanded learning programs. SOWA's contracted evaluator, Public Profit, convened an advisory group of LCPs to discuss issues and needs unique to their programs and strategize on how to maximize but not duplicate key elements of expanded learning quality initiatives in which they may otherwise be engaged, including coaching, training, program quality assessments, and data collection.

BSK and SOWA are similarly eager to increase active participation from schools and housing communities. As Place-Based Collaboratives (PBCs) are defined, SOWA and BSK expect that schools and housing communities will participate as leads, partners, or committed champions. Schools are well-positioned to strengthen collaboratives given their key roles in neighborhoods and communities, and their established relationships with children and families. Likewise, housing communities are natural partners in the ecosystem of expanded learning and may serve as PBC leads through programming anchored in the housing community, or as partners or champions for programming provided in schools or community organizations.

## **F. Investment Features**

### **Program Quality Intervention**

The Program Quality Intervention (PQI) is the professional development framework for SOWA's expanded learning investment, as backed by the Forum for Youth Investment's David P. Weikart Center for Youth Program Quality<sup>4</sup>. PQI comprises three components: assessment, coaching, and training. Grantees will individually, and in cohorts, partner with SOWA and each other to improve the quality of expanded learning opportunities provided to King County's young people. Partners in Place-Based Collaboratives will participate together in some or all elements of PQI.

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<sup>4</sup> [David P. Weikart Center for Youth Program Quality](#)

1. **Assessment.** Throughout the PQI, grantees will engage in both external and self-assessments of their programs using the Weikart Center's Social Emotional Learning Program Quality Assessment tool (SEL PQA)<sup>5</sup>. These data will inform programs' quality goal-setting and further their coaching and training priorities.
2. **Coaching.** All grantees will be expected to meet with their coaches on a consistent schedule, at least once each month. Additional coaching requirements and options will be implemented specific to programs' assigned cohorts.
3. **Training.** A streamlined suite of required trainings will prioritize key information that is foundational to youth development. Additional offerings will be available to provide choice and further tailor supports for grantees. SOWA will ensure that cohort members are able to access additional, broadly-available professional learning.

### Cohort-Based Approach

Grantees' levels of engagement and cohort placements will vary based on differing levels of familiarity with the PQI process, differing levels of program readiness and differing funding amounts and capacity. SOWA's objective with the cohort-based approach is to right-size programs' experiences based on need. By creating three distinct but aligned cohorts, SOWA expects to increase value and uptake by providing tailored, scaffolded access to quality supports.

1. **Quality Readiness Cohort.** This cohort will dive into the *philosophy* of continuous quality improvement as a precursor to specific skill building. The focus will be on how to implement the Program Quality Intervention and continuous quality improvement for those with low or no exposure to the Weikart Center's formal Program Quality Intervention, as well as those with limited capacity. The Quality Readiness Cohort will explore quality frameworks, practices, and processes, building familiarity among front-line staff and establishing essential, long-term tools among program managers/leadership.
2. **Continuous Quality Improvement Cohort.** This cohort will serve programs that have foundational knowledge and structures to support both the philosophy of continuous quality improvement and engagement in a Program Quality Intervention. Grantees in this cohort will have foundational quality practices and strong organizational infrastructures. They will work toward building more robust and consistent quality practices in their expanded learning programs.
3. **Deepening Quality Cohort.** This cohort is for those with seasoned participation in quality initiatives. The emphasis will be on train-the-trainer supports and peer learning. Through cohort engagement, these providers will strengthen continuous quality improvement practices and structures to ensure quality is embedded into all levels of the organization and not dependent on individual staff.

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<sup>5</sup> [Social Emotional Learning Program Quality Assessment tool](#)



Determinations on cohort placements will be made jointly by SOWA staff and grantees. The intent of the cohort structure is to provide tailored supports that best fit the needs and goals of each grantee. SOWA is not necessarily striving for even distribution of grantees across cohorts.

### Expectations and Time Commitments for Grantees

Grantees will be required to ensure cohort participation from staff at multiple levels within their expanded learning programs. Time commitments will vary across organizational roles and cohort placements. At a minimum, grantees should expect to spend 35 hours/year on assessment, coaching, and training; at a maximum, grantees may expect 60 hours/year. The cost of staff time for cohort participation in PQI should be included in applicants' budgets.

### Rationale and Expectations for BIPOC-Led Grantees

SOWA and BSK are prioritizing funding to BIPOC-Led Organizations that are embedded within culturally-specific or cross-cultural communities of color. By partnering with BIPOC-Led Organizations, SOWA will further strengthen and diversify the expanded learning ecosystem in King County, and support organizations as they build their capacity to implement high-quality programming for their communities' young people.

BIPOC-Led organizations are defined as single organizations which center communities of color, in which the majority of leadership, board, staff and engaged youth are BIPOC. BIPOC-Led Organizations have demonstrated commitment to racial equity and/or communities of color as reflected in their missions and program strategies.

### Program Requirements for BIPOC-Led Grantees

Applicants should consider all of the following requirements for expanded learning programs provided by BIPOC-Led Organizations:

- Programs focus on young people ages 5-13.
- Typical daily attendance of at least 20 young people.
- At least 2 hours/day of programming, for at least 2/days each week, over 32 weeks during the school year.
- Providing summer programming is optional.

### Rationale and Expectations for Place-Based Collaborative Grantees

SOWA's strategy with Place-Based Collaboratives is to converge the programmatic strengths of multiple organizations – which may include larger providers, as well as smaller ones – to partner on expanded learning programming that meets the needs of young people and families who are brought together by a shared place: either a school or a housing community. PBCs will collaboratively plan for and provide expanded learning opportunities that play to the strengths of each partner organization. All expanded

learning programming provided by PBC partners must be delivered in the same place, within or adjacent to a school or housing community.

At least three expanded learning programs must partner in Place-Based Collaboratives to serve housing communities or school communities that lack sufficient access to high-quality programs. Priority will be given to programs that serve high numbers of BIPOC youth or youth from low-income families.

To qualify as a PBC partner and receive funding, each partner's programming must be easily accessible to all young people collectively served by the PBC. Place-Based Collaboratives will engage a defined group of young people who are connected to that one school or housing community.

Each PBC must designate a lead partner organization which will be responsible for submitting the funding proposal on behalf of all PBC partners. Each Place-Based Collaborative must include a school or housing community as a lead partner, partner, or champion. Letters of support will be required from schools or housing communities that will function as champions rather than as partners providing programming.

### Program Requirements for Place-Based Collaborative Grantees

Applicants should consider all of the following requirements for expanded learning programs provided by Place-Based Collaboratives.

- All PBC lead partners and partners provide programming.
- Through combined efforts, Place-Based Collaboratives encompass school-year and summer programming.
- Programs focus on young people ages 5-13.
- At least 50 children and youth must be collectively served daily.
- All programming must be delivered in the same place, within or adjacent to a school and/or housing community, serving a defined group of young people who are connected to that school and/or housing community.
- Collectively, the collaborative must provide at least 3 hours/day of programming, for at least 4/days each week, over at least 32 weeks during the school year.
- Collectively, the collaborative must provide 6 hours/day, for 5 days each week, for at least 6 weeks during the summer.

### Grantee Reporting Requirements, Outcomes, and BSK Headline Indicators

Through semi-annual performance measurement reports, grantees will be required to provide data for the overall number of youth served in the reporting period, as well as the number of new youth served, broken out by demographic groups. This reporting will allow SOWA, BSK, and grantees to understand how many youth were served in each period, as well as how many are served over the full initiative, providing a more accurate picture of the overall impact.

SOWA will also ask grantees to report the number of youth who are consistently engaged in programming. The definition of "consistently engaged" will depend on the program, given the wide

variety of program models. Grantees will define “consistent engagement” when developing their scopes of work and evaluation plans.

Regarding youth outcomes, grantees will partner with the SOWA BSK team after awards are made to select outcomes that are best aligned with their program activities, including identifying at least one youth outcome goal to measure as part of their evaluation plans. Outcome measures will focus on:

- Supportive relationships
- Social Emotional Learning
- School success
- Skills development
- Health and wellness
- Community engagement

These outcome measures align to the BSK headline indicators relevant to the expanded learning investment:

- Youth are thriving
- Youth have supportive adults
- Youth have hope for the future
- Families, schools, and communities provide supporting environment for youth
- Youth are physically active
- Youth are not using substances
- Youth are succeeding in school

### III. Eligibility

This request is open to nonprofit organizations, including religious organizations<sup>6</sup>; community-based organizations; tribes and tribal organizations; and public or governmental agencies serving communities in King County. Small nonprofits and community-based organizations are encouraged to submit proposals.

Applicants must meet one of these eligibility requirements:

- A BIPOC-Led Organization that provides expanded learning opportunities for King County young people ages 5-13.

OR

- A Place-Based Collaborative of at least three partner organizations in which a school or housing community is collaborative lead, non-lead partner, or champion. The PBC will collaboratively provide expanded learning opportunities for King County young people ages 5-13.

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<sup>6</sup> Funds to religious organizations may not support religious programming or materials, nor can participation in religious activities (such as prayers or lessons with a religious purpose) be a required component for youth participants.

## IV. Available Funding

Approximately \$15,950,000 is anticipated to be available to support the work described in this RFP over three-year investments, expected to run July 2022 to June 2025.

Funding for Place-Based Collaboratives will range from \$100,000 - \$300,000 per year. Each PBC partner will contract separately with SOWA.

Funding for BIPOC-Led Organizations will range from \$60,000 - \$100,000 per year.

Any contract awarded as a result of this procurement is contingent upon the availability of funding.

Applicants will propose a three-year budget covering proposed goals, activities and outcomes, using SOWA's Expanded Learning budget workbook, which can be found in the application linked below.

## V. Key Information for Applicants

### A. Timeline

Key dates	
RFP issued	March 10, 2022
Information sessions <ul style="list-style-type: none"><li>Thursday, 3/17, 1:00 – 3:00 PM</li><li>Friday, 3/25, 10:00 AM – noon</li><li>Tuesday, 4/12, 2:00 – 4:00 PM</li><li>Wednesday, 4/20, 10:00 AM – noon</li></ul>	March 17 – April 20, 2022
Final day to submit questions for FAQ	April 20, 2022
Proposals due	<b>April 27, 2022 at 11:59 PM</b>
Proposals reviewed and scored	April 28, 2022 – May 2022
Notice of selected and not-selected proposals	June 2022
List of selected organizations publicized	June 2022
Project implementation begins	July 2022

### B. Information Sessions

SOWA will offer four information sessions about the RFP and application. The dates for the sessions are included in the above timeline. All sessions will be held via Zoom Webinar. Potential applicants are encouraged to attend. Please visit SOWA's [Expanded Learning webpage](#) for more information and to register for an information session.

## C. Frequently Asked Questions (FAQs)

Frequently Asked Questions regarding the RFP and application will be available on SOWA's [Expanded Learning webpage](#). SOWA will respond to all questions received via email at [expandedlearning@schoolsoutwashington.org](mailto:expandedlearning@schoolsoutwashington.org). All questions received in the information sessions or via email will be posted to the FAQ. Please see the timeline for projected dates for FAQ updates.

## D. Technical Assistance for Applicants and Grantees

To support applicant organizations in partnership development and program planning, SOWA will partner with YDEKC<sup>7</sup> (Youth Development Executives of King County) to provide optional training opportunities. More information will be available on SOWA's [Expanded Learning webpage](#).

In addition, technical assistance (TA) is available to applicants through BSK at no cost to support organizations in responding to this RFP. The primary objective of TA is to eliminate linguistic, cultural and other barriers that might prevent organizations from seeking funding. Technical assistance consultants may:

- Assist in determining the fit between potential applicants' proposal and this funding opportunity.
- Provide guidance on how best to answer questions.
- Support application development, including editing and budget review.

TA consultants are not grant writers but can assist organizations in preparing and presenting their proposals clearly and concisely. Organizations wishing to access technical assistance should email the consultants directly. Additional information on TA consultants is available [here](#).

Once contracts are finalized, BSK grantees may receive free capacity-building services from BSK-contracted consultants. The goal of BSK capacity building is to support grantees' program and organizational development, implementation, and sustainability while being rooted in community strengths, needs, and values. Consultants provide resources and training along with individualized, responsive, and ongoing coaching and support. BSK capacity building consultants can also help BSK grantees create tools and build skills needed to meet contract requirements. BSK capacity building supports include board development; data and evaluation; equity and social justice; finance; human resources; information technology; legal; marketing; and organizational development.

# VI. Proposal and Review Process

## A. Proposal Process

Proposals for 2022-2025 expanded learning funding must be submitted online and in English. The online process requires applicants to confirm their eligibility prior to submitting a proposal. The online

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<sup>7</sup> [YDEKC](#)

application requests details and descriptions about applicants' expanded learning programs, and organizations. Some of this information will be included in [ElevateWashington.org](https://www.elevate.wa.gov/).<sup>8</sup>

The application format will include dropdown options and narratives which address the three goals of the expanded learning funding.

Applicants must also submit a three-year budget, using SOWA's budget worksheet, which can be found in the application links below.

## B. Review Process and Scoring Rubric

Proposals will be read and evaluated by a review committee. The process for selecting grantees will include reviews of applicants' data, proposal narratives and budgets. Along with reviewers' scores, equitable representation among BIPOC youth and youth in poverty, and equitable geographic distribution across the county, will also be criteria in proposal review. Among competitive proposals that meet the review criteria, licensed childcare providers will receive added consideration in SOWA's final funding recommendations to BSK.

Reviewers will use a scoring rubric when reviewing each application. Rubrics will be tailored to provide reviewers with answers from BIPOC-Led Organizations or Place-Based Collaboratives, specific to each of the three funding goals.

GOAL #1		
Providers will deliver expanded learning programming that:		
<ul style="list-style-type: none"> <li>Increases participation of BIPOC youth and youth in poverty</li> <li>Meets program requirements of BIPOC-Led or Place-Based Collaborative grantees</li> <li>Contributes to BSK headline indicators</li> </ul>		
Less Competitive	Highly Competitive	Points
Applicant does not describe the young people to be served and/or they are not representative of BIPOC youth and/or youth in poverty.	Applicant clearly describes the young people to be served. They are representative of BIPOC youth and/or youth in poverty.	
Applicant does not make the case that they will increase access or participation for BIPOC youth and/or youth in poverty in expanded learning programs.	Applicant clearly describes how they will increase access and participation for BIPOC youth and/or youth in poverty in expanded learning programs.	

<sup>8</sup> Elevate Washington is a service of SOWA, which provides a directory of expanded learning programs in Washington State.

Applicant does not describe how they will meet program requirements, or provides insufficient information.	Applicant clearly describes how they will meet program requirements (for BIPOC-Led Organizations or Place-Based Collaboratives) as detailed in the RFP.	<b>35</b>
Programming details are unclear or inadequate.	Applicant provides a thoughtful and detailed programming plan to support their youth participants..	
Connection between applicant's proposed program and BSK headline indicators is unclear.	Applicants present a rationale for how their program will yield outcomes that will contribute toward the BSK headline indicators.	

<b>GOAL #2</b>  <b>Providers will further high-quality programming within their organizations through:</b> <ul style="list-style-type: none"> <li>• <b>Expanded learning opportunities for young people designed to meet their interests and needs</b></li> <li>• <b>Staff development and continuous quality improvement</b></li> <li>• <b>Tangible commitment to equity and racial justice</b></li> </ul>		
<b>Less Competitive</b>	<b>Highly Competitive</b>	<b>Points</b>
Applicant provides insufficient information to support their programming as responsive to the interests and needs of young people.	Applicant explains why their programming is responsive to their youth population and likely to meet their interests and needs.	<b>35</b>
Applicant discusses few or no aspirations for continuous quality improvement within their own organizations and/or their descriptions are unclear or inadequate.	Applicant comprehensively discusses their aspirations for staff development and continuous quality improvement.	
Applicant provides limited explanation of how their organizations advance equity and social justice.	Applicant clearly defines how their organization is advancing equity and social justice.	

## GOAL #3

Providers will contribute to strengthening the expanded learning ecosystem in King County through:

- Strategic partnerships to increase young people’s access and improve quality
- Meaningful and ongoing connections with parents, families, and communities
- Identifying and addressing systemic gaps and participating in collective system building

Less Competitive	Highly Competitive	Points
Applicant for the BIPOC-Led Model does not define and discuss meaningful and ongoing connections within their communities, or the connections are unclear.	Applicant for the BIPOC-Led Model defines and discusses meaningful and ongoing connections within their communities.	30
Applicant for the Place-Based Collaborative model does not define roles of each organization within the collaborative or the roles discussed are unclear and/or unlikely to contribute toward high-quality programming.	Applicant for the Place-Based Collaborative model defines roles for each organization in the collaborative that are likely to contribute toward high-quality programming for young people.	
Applicant does not discuss approaches to collaboration and interdependence with parents, families, and communities, or the approaches are insufficient.	Applicant discusses approaches to collaboration and interdependence with parents, families, and communities that are substantive.	
Applicant does not identify or sufficiently discuss expanded learning program gaps or how their program will address them.	Applicant has identified and is positioned to help address gaps in access to expanded learning programming in their communities and youth populations of focus.	



## BUDGET

- Proposed budget costs are reasonable and justified
- Budget is complete and aligns with proposed activities
- Up to 10% of the budget is assigned to evaluation activities
- Staff time for participation in the Program Quality Initiative (described on page X) should be included in applicants' budgets.

**Not rated**

### C. Online Application

All applications must be submitted online. Templates of the applications are available if applicants choose to draft narrative offline before submitting the online application.

As a reminder, to apply for funding, applicants must meet one of these eligibility requirements:

- **BIPOC-Led Organization.** These are individual organizations that are embedded within culturally-specific or cross-cultural communities of color. BIPOC-Led Organizations provide, or plan to provide, expanded learning opportunities for King County young people ages 5-13.

OR

- **Place-Based Collaborative.** PBCs comprise at least three partner organizations, in which a school or housing community is a collaborative lead, non-lead partner or champion. Place-Based Collaboratives provide, or plan to provide, expanded learning opportunities for King County young people ages 5-13.

PBC partners must designate a **lead partner** organization, which will complete and submit the application on behalf of all the partners in the Place-Based Collaborative.

**Non-lead partners** in a PBC must submit a short supplemental application to provide organizational information.

Please [click here](#) for the link to the online application templates for BIPOC-Led Organizations, Lead Partners in Place-Based Collaboratives, and Non-Lead Partners in Place-Based Collaboratives.