



Invitation to Submit an Application for Mentoring Program Services to be Delivered in the City of Portland

Publication Date: September 10, 2024

Summary of Funding Opportunity

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| Available Funding and Period of Award: | Between \$8.8 million and \$10.7 million will be available for a 36-month period (7/1/25- 6/30/28). See instructions for grant requirements. |
| Due Date & Time: | Web Grants Registration Deadline: October 21, 2024 Application Deadline: November 4, 2024 11:59 PM See instructions for more information. |
| Pre-Application Info Sessions: | <ul style="list-style-type: none">• September 19, 2024, 1-3 pm• September 24, 2024, 10-noon |
| Eligible Applicants: | Not for Profit Corporations – 501(c)(3), Local Education Agencies, Community Colleges and Universities with annual revenues of at least \$750,000 in the last closed fiscal year. Groups may also apply as a consortium of organizations through an identified lead agency/fiscal agent. |
| Requested Services: | Mentoring services for children and youth ages 5-24. See instructions for grant requirements. |
| Goal of Services: | Connect children and youth with caring adult role models that support their well-being. |
| Questions: | Send questions about this application to info@portlandchildrenslevy.org . |

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Application Instructions

PART 1. PORTLAND CHILDREN’S LEVY AND FUNDING PRIORITIES

Introduction to the Portland Children’s Levy (PCL)

The Levy is a City of Portland initiative that generates approximately \$23 million annually through a property tax of \$0.4026 per \$1,000 assessed valuation. Portland voters created the Levy in 2002 and overwhelmingly renewed it for the fourth time in Spring 2023. The current Levy runs July 2024 through June 2029.

PCL goals are:

- Prepare children for school.
- Support children’s success inside and outside of school.
- Eliminate racial and ethnic disparities in children’s well-being and school success.

Portland Children’s Levy operates a competitive grant process at least once during each 5-year levy. PCL funds services in the following 6 program areas: early childhood, child abuse prevention & intervention, foster care, after school, mentoring, and hunger relief.

PCL’s 5-member Allocation Committee makes grant funding decisions during public meetings. Committee members include one City of Portland Commissioner, one Multnomah County Commissioner, one representative of the business community and two citizens with expertise in children’s issues.

Background Data on Funding in Mentoring Program Area

In the 2019-20 competitive funding round, PCL allocated \$8,520,021 over 3 years to mentoring programming. 16 applicant organizations requested \$18,474,274 for 18 programs (\$2.17 requested for every \$1 available). Of the 18 applications considered for funding, 12 received grants between 27% and 100% of the funding level requested. On average, the 12 successful applicant organizations received 75% of their grant requests. In fiscal year 2023-24, mentoring annual grants ranged from \$130,421 to \$664,372.

Development of Funding Priorities 2023-24

PCL hired Camille E. Trummer as the lead consultant to design and conduct the community engagement process to inform the 2024-25 funding round. Consultants focused on engaging a diverse range of community members to understand priority community needs. PCL's Community Council relied on these results to create funding priorities for each program area. The full [Community Engagement Report](#) and a summary of [all funding priorities](#) can be found on the PCL website.

Mentoring Funding Priorities

Applications for mentoring program funding **must** address at least one of the funding priorities shown below. Scoring criteria favor applications that include the program features. Applicants can find the scoring criteria on pages 40-45.

The following program services, which are designated as eligible for PCL funding, were highly prioritized in PCL's community engagement process.

Program Services Eligible for PCL Funding: Applicants for funding must provide at least one of these services and may provide more than one.

1. Offer activities to increase social connections, reduce isolation, and affirm identities among youth and families with similar identities.
2. Support youth, ages 14-24, to complete a pre-apprenticeship program, prepare for employment and/or college and/or complete an apprenticeship, post-secondary credential program or college degree.
3. Offer identity-specific support, opportunities and mental health resources for youth to express their feelings and heal from trauma, grief, and experiences of violence.
4. Offer services that prevent youth from joining gangs and/or reduce gang involvement.
5. Offer mentoring services that affirm the cultural, racial, gender, LGBTQAI+ identities of youth and families.
6. Help youth develop leadership skills.

Program Features: Community engagement also indicated that families value programs that have the following features. Applicants are not required to have these features to be eligible for PCL funding; however, programs with these features may score more highly.

- A. Consistent, long-term, professional mentors who work with youth over multiple years.
- B. Mentors who reflect the cultural, racial, disabilities, sexual orientation and/or gender identities of youth and families.
- C. Family engagement and language support, especially for parents who speak English as a second language and need support connecting with school communities and basic services.
- D. Transportation to services or services in places where youth and families naturally gather such as culturally specific organizations, community centers, school sites and with hours on weekends, evenings, and in the summer.
- E. Strengths-based, empowering approaches.
- F. System navigation across multiple systems, for families and youth, especially access to health and mental well-being services including addiction and harm reduction education for youth.
- G. Training for staff to create LGBTQAI+ and gender-welcoming environments.
- H. Trauma-informed, culturally responsive strategies for prevention and reduction of gang involvement.

Community Engagement Demographic Results

Community engagement participants, across different demographics, prioritized particular services. The demographics of those participants are listed in italics under the service below. If no demographic groups are listed under a service, there was no significant difference in prioritization between demographic groups. This information is provided as additional context for potential applicants for PCL funding in the program area.

1. Offer activities to increase social connections, reduce isolation, and affirm identities among youth and families with similar identities.

Participants with disabilities; parents/caregivers of a child with a disability; participants with preferred languages of Somali and Vietnamese; Middle Eastern/North African, Native American/Alaskan Native, and Native Hawaiian/Pacific Islander participants; and LGBTQ2SIA+ participants.

2. Support youth, ages 14-24, to prepare and plan for employment and/or college.

Youth; participants with disabilities; parents/caregivers of a child with a disability; participants with preferred languages of Russian, Ukrainian, and Nepali; and Native American/Alaskan Native participants.

3. Offer identity-specific support, opportunities and mental health resources for youth to express their feelings and heal from trauma, grief, and experiences of violence.

Middle Eastern/North African, Native American/Alaskan Native, and African American/Black participants; and LGBTQ2SIA+ participants.

4. Offer services that prevent youth from joining gangs and reduce gang involvement.

Latino/x/e participants; and participants with preferred languages of Nepali and Somali.

5. Offer mentoring services that affirm the cultural, racial, gender, LGBTQ2SIA+ identities of youth and families.

Middle Eastern/North African, Native American/Alaskan Native, Native Hawaiian/Pacific Islander, Asian, and LGBTQ2SIA+ participants.

6. Help youth develop leadership skills.

Native American/Alaska Native participants, and participants with preferred languages of Nepali and Russian.

PART 2. FUNDING REQUIREMENTS

A. Available Funding and Size of Grants

1. A range of \$8.8 million to \$10.7 million in funding will be available for a 36-month period.
2. Maximum grant allowable is \$2.5 million per application.
3. Applicants must request a minimum grant of at least \$300,000 and propose a year-one budget of at least \$100,000.
4. An organization's total annual PCL grant request(s) cannot exceed 30% of the organization's revenues in its last closed fiscal year.

B. Applications must be for a program providing services that address one or more of the program area funding priorities.

1. Organizations may submit multiple applications in a single program area, and/or multiple applications in different program areas.
2. A single application must address only one PCL program area and at least one funding priority in that program area.
3. Applicants may not request that a single application be considered for funding in more than one program area even if the program addresses funding priorities in multiple program areas. PCL staff may recommend to the Allocation Committee that the application be considered in a different program area than the program area selected by the applicant, and the Committee has discretion to do so.

C. Eligible Service Population

Proposed programs must directly serve children and/or youth, and their families, age 5 – 24 years old.

All children and families to be served with PCL funding must live or go to school within City of Portland boundaries. See a [map with zip codes](#) and a [map with detailed street and school locations](#) for reference.

D. Duration of Investment

PCL funding is available for 36 months beginning July 1, 2025 and ending June 30, 2028.

E. Eligible Applicants

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

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

Applicant organizations must have at least \$750,000 in annual revenue in the last closed fiscal year to be eligible to apply.

F. City of Portland Rules and Guidelines

Funded organizations will be required to follow City of Portland Equal Employment Opportunity hiring guidelines and contracting rules, provide proof of insurance for general liability, automobile, abuse and molestation, and workers compensation and provide additional assurances as required by PCL staff.

PART 3. APPLICATION COMPONENTS AND SUBMISSION

A. Application

Applications must be submitted in [WebGrants](#), the City of Portland’s grant management system. **Applicants must register as users in WebGrants by October 21, 2024** to be eligible to apply. Registration Information can be found on the [Grant Applications webpage](#). To request ADA accommodations or submit questions, please email info@portlandchildrenslevy.org.

The Application is comprised of five steps to complete in WebGrants. In steps 1-4, you will enter responses to questions in the WebGrants portal. To complete Step 5, respond to the remaining application questions using the Application Narrative Template found on the [Grant Applications webpage](#). Upload the completed narrative in the WebGrants portal in PDF format. The template is formatted to meet the following requirements:

1. Your responses are in black font.
2. Your narrative is Arial font, no less than 14-point size.
3. The lettered/numbered application questions in the narrative are in blue font.
4. The document is portrait layout, margins 1” on all sides.
5. The footer shows the name of your organization and program and page numbers.
6. Each of the 3 sections (organization, program design, budget justification) in your narrative complies with page limits, including the pages with the application lettered/numbered questions in blue font.
7. Each of the 3 sections begin on a new page (as shown in the template).
8. Your responses begin on the line below the blue font question(s).
9. Your document has at least one space/return between your response and the next blue font question (as shown on the template).

B. Required Additional Materials

All applicants must submit the following additional materials with their application:

1. Annual organization-wide budgets for the current operating fiscal year, and the most recent closed fiscal year that include sources and uses of all funds.
2. If the applicant organization is annually audited, a copy of its most recent audited financial statements.

*Note: If the applicant is not annually audited, successful applicants will be required to obtain an audit by an independent auditor of the organization's most recent closed fiscal year and submit it to PCL **by September 30, 2026**. An independent audit typically costs between \$20,000 and \$30,000. PCL will reimburse up to \$15,000 for the cost of the required audit. See instructions in budget section of the application for including audit cost in the budget. Successful applicants will need to budget for the audit cost within the total grant award received.*

C. Application Submission

Submit applications in WebGrants by 11:59 pm on November 4, 2024. PCL will reject late applications.

If you do not receive email confirmation when you submit your application in Web Grants, please email info@portlandchildrenslevy.org.

If a submitted application is missing required information, PCL will notify the applicant through the WebGrants system. Applicants will have 3 business days to update the application with the required information. If the application is not corrected within 3 business days, the application will be disqualified from consideration.

PART 4. FUNDING PROCESS

A. Pre-Application Information Sessions

PCL will hold two virtual pre-application information sessions: September 19, 1-3 pm, and September 24, 10 am to 12 pm. The information session is not mandatory, but PCL staff highly encourages all potential applicants to attend one or view a recording. During the info session, PCL staff will review the application requirements, WebGrants registration process and answer questions from potential applicants. A recording of the information session presentation will be posted at www.portlandchildrenslevy.org.

B. Questions and Answers about the Application and Funding Process

PCL welcomes all potential applicants to submit questions via email, to info@portlandchildrenslevy.org. PCL will respond individually to emailed questions by email within 3 business days. Submitted questions are also posted anonymously in a Q&A on the PCL website. PCL staff will post questions verbatim as received via email. If the question itself names the organization or program, PCL staff will not remove that reference before posting the question on the digest.

Applicants may submit questions until 5 pm on Monday, October 28, 2024. Individuals will receive final responses, and PCL will post all final questions and responses to the digest by close of business on Friday, November 1, 2024.

C. WebGrants Questions

If you need assistance or have questions about registering as a user or completing and submitting your application in WebGrants, email info@portlandchildrenslevy.org with “WebGrants” in the subject line. PCL will respond to WebGrants questions and provide assistance as soon as possible.

D. Review and Scoring by Volunteers

Volunteers will review and score each proposal between mid-November and mid-January. PCL staff recruit reviewers through extensive outreach. Volunteers have experience in PCL program areas, organizational and program management, racial equity, diversity and inclusion, program evaluation and research. Volunteers will score each proposal based on the scoring criteria included in the application materials. Each section of the application is scored for a total of 152 points per application.

| 2024 Application Sections and Scoring | Point Value |
|--|-------------|
| Steps 1 – 4 Application Forms in WebGrants | ** |
| Step 5 Narrative Application, uploaded to WebGrants | |
| G. Organization | 52 |
| II. Program Design | 80 |
| III. Budget Justification | 20 |
| TOTAL | 152 |

**** Applicants must complete Steps 1-4 for the application to be scored.**

A team of up to 5 reviewers will score a single application. PCL staff will average the total scores of all reviewers to get a total score for the application.

PCL staff will provide each applicant a copy of completed score sheets for their application in mid-February 2025.

E. Staff Funding Recommendations

After reviewers have scored applications, staff will develop at least two Levy-wide portfolios of applications for funding for consideration by PCL’s Community Council, an advisory board of 13 community members. The portfolio options given to Community Council will not include the applicant and program names. Portfolio options will be described in terms of differences in how resources are allocated between program areas and to funding priorities within program areas, application scores, priority populations to be served, new and currently funded programs and any other policy variables requested by Community Council in 2024 and early 2025 meetings. Staff will create portfolio options that:

1. Prioritize high-scoring applications.
2. Reflect priority services and populations as described in the application materials.
3. Support a diversity of organizations to serve the community.
4. Balance support between currently funded programs and programs not currently funded by PCL.
5. Consider the scale and feasibility of the proposed program in the context of amount of funds requested, the experience and expertise of the program and/or agency.
6. Consider the program cost per participant in the context of the level of service provided to participants.
7. Consider program performance as a past PCL grantee if applicable.

After Community Council meetings in early 2025, staff will draft funding recommendations based on Community Council’s recommended portfolio and any other input they provide. The Community Council will not hear public testimony at these meetings. Due to limited resources, only some applications will be recommended for funding. Staff funding recommendations will be provided to applicants and sent to the Allocation Committee for consideration in making funding decisions.

F. Testimony in Support of Application

PCL staff will provide each applicant with staff’s written funding recommendation. Applicants may submit written, audio, or video testimony in response to the recommendation and testimony will be provided to the Allocation Committee. Instructions for submitting testimony will be provided to applicants in early 2025.

G. Advocacy Limits

Applicants may not advocate to Community Council and Allocation Committee members with the intent of influencing the outcome of the funding process during the entire funding period from publication of the application on September 10, 2024 through April 2025 when final funding decisions are made.

H. Allocation Committee Funding Decisions

The Allocation Committee plans to make funding decisions in public meeting(s) no later than May 2025. Applicants will receive notification of meeting dates and times in early 2025.

The Allocation Committee will not hear public testimony at these meetings. They will make funding decisions based on application scores, staff recommendations, Community Council input, applicant testimony and policy considerations including location of services, adequacy of services to priority populations, feasibility of activities, and cost to support a balanced and integrated citywide system of services.

I. City Council Approval

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

J. Public Meetings Law and Requirements

The PCL Allocation Committee and Portland City Council are subject to Oregon public meeting law (ORS Sections 192.610-690) which applies to any meeting of a quorum of a governing body of a public body. Public meetings must be publicly noticed and take place in a location that accommodates public attendance. The law does not require that the public be allowed to testify at a public meeting; the law is a public attendance law, not a public participation law. The presiding officer is authorized to keep order at a meeting and, where there will be public participation, may determine the length of time people may speak and in what order the testimony will be taken.

K. Notification

PCL will notify all applicants of the results of the selection process promptly upon the decision of the City Council. Contracts for services will begin on July 1, 2025.

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

STEP 1. Applicant Eligibility Information (WEB GRANTS ONLINE)

A. Organization Eligibility.

Is your organization a 501(c)(3) organization, fiscally sponsored by a 501(c)(3) organization, a local education authority, a community college or a university?

YES NO

B. Total Revenue.

What was your organization's total revenue in the last completed fiscal year?

C. Service Eligibility.

Is your organization directly serving children/youth who reside in or attend school in the city of Portland, and their parents/caregivers? (See a [map with zip codes](#) and a [map with detailed street and school locations](#) for reference. YES NO

D. Mentoring Program Eligibility.

Does your program serve children/youth ages 5 – 24?

YES NO

Applicants for funding must provide at least one of these services and may provide more than one. Answer yes or no to each question. Will your program:

1. Offer activities to increase social connections, reduce isolation and affirm identities among youth and families with similar identities.
 YES NO
2. Support youth, ages 14-24, to complete a pre-apprenticeship program, prepare for employment and/or college and/or complete an apprenticeship, post-secondary credential program or college degree.
 YES NO
3. Offer identity-specific support, opportunities and mental health resources for youth to express their feelings and heal from trauma, grief and experiences of violence.
 YES NO

4. Offer services that prevent youth from joining gangs and reduce gang involvement.

YES NO

5. Offer mentoring services that affirm the cultural, racial, gender and LGBTQIA+ identities of youth and families.

YES NO

6. Help youth develop leadership skills.

YES NO

STEP 2. PROGRAM INFORMATION (WEB GRANTS ONLINE)

A. Program Funding History

1. Is the program you are proposing currently operating or new?
 New program
 Currently operating program
2. Does this application propose to expand a currently operating program?
 YES NO
3. If currently operating, has this PROGRAM received PCL funding in the past five years? YES NO
4. Has your ORGANIZATION received PCL funding in the past five years?
 YES NO

B. Brief Summary of Overall Program Plan

Write a one-paragraph summary of the program you want PCL to fund.

C. Children/Youth, and/or Parents/Caregivers Served

1. How many children/youth will the program serve in the first year of the grant?
2. If a primary part of the program includes serving parents/caregivers, how many will the program serve in the first year of the grant?

D. Ages Served

What ages of children/youth will the program focus on serving? Mark as many as apply.

- Prenatal – age 2 years Ages 3- 5 years Kindergarten – grade 5
 Grades 6 – 8 Grades 9- 12 Ages 18- 24

E. Geographic Service Area

In which areas of Portland will children/youth served by program live? Check all that apply. For definitions of geographic areas, see [PCL Glossary](#), pgs. 30-33.

- North Portland (97203, 97217)
 East Portland (97216, 97220, 97230, 97233, 97236, 97266)
 Other parts of Portland (all other zip codes)
 Houseless

F. Focus Population

Select the focus population(s) for your program. Mark as many as apply. If a population you serve is not listed, please add it below under “other focus population.” For definitions of terms, see the [PCL Glossary](#), pgs.30-33.

- American Indian/Alaska Native
- Asian
- Black or African/American
- Latino/e/x
- Middle Eastern/North African
- Native Hawaiian or Pacific Islander
- African
- Slavic
- White
- Immigrants & Refugees
- from families earning low incomes
- LGBTQIA2S+
- Having a disability
- Teen parent
- Single parent/caregiver
- Other:

G. Languages Spoken

What are the primary languages spoken at home by children/youth served in your program? Mark all that apply. If a language your service population speaks is not listed, please add it below under “other.”

- English
- Spanish
- Vietnamese
- Somali
- Russian
- Chinese
- Ukrainian
- Nepali
- Romanian
- Chuukese
- Japanese
- Korean
- Tagalog

- Laotian (Lao)
- Arabic
- Mon-Khmer Cambodian
- Swahili
- Amharic
- Tigrinya
- Karen
- Burmese
- Zomi
- Rohingya
- Tongan
- Samoan
- Marshallese
- Other:

STEP 3. SERVICE ACTIVITIES (WEB GRANTS ONLINE)

Please share the details of your program services type, frequency and duration. We understand that these multiple-choice options may not capture all of the detail of your program's activities. Please choose the options that feel the closest to your service model and use the narrative section to offer any additional context. For more information about PCL's definitions of the terms used below (session, class, etc.), please see the [PCL Glossary](#), pgs. 30-33.

A. Individual 1 to 1 Sessions for Children/Youth or Parents/Caregivers

Are individual 1 to 1 sessions a major part of your program? Yes No

If Yes, answer 1- 3.

1. How long is each session? If session length varies, please choose the answer that represents the majority of the sessions you provide. (Mark one.)
 30 min. or less 30- 60 min. 1- 1.5 hours 1.5 hours or more
2. How often will the program offer sessions to each child or parent/caregiver? (Mark one.)
 Weekly every other week 2-3 times/month monthly
 every few months
3. How many weeks or months during the year does the program offer 1- to -1 sessions? (Mark one.)
 Up to 3 months/12 weeks Up to 7 months/24- 28 weeks
 Up to 8 – 10 months/30- 40 weeks (school year)
 10- 12 months/45- 52 weeks (most of the year)

B. Group Sessions for Children/Youth

Are group sessions for children/youth a major part of your program? Yes No

If Yes, answer 1- 3.

1. How long is each session? If session length varies, please choose the answer that represents the majority of the sessions you provide. (Mark one.)
 30 min. or less 30- 60 min. 1- 1.5 hours 1.5 hours or more
2. How often will the program offer sessions to each child/youth? (Mark one.)

- Weekly every other week 2-3 times/month monthly
 every few months

3. How many weeks or months during the year does the program offer group sessions? (Mark one.)

- Up to 3 months/12 weeks Up to 7 months/24- 28 weeks
 Up to 8 – 10 months/30- 40 weeks (school year)
 10- 12 months/45- 52 weeks (most of the year)

C. Group Sessions for Parents/Caregivers only

Are group sessions for parents/caregivers a major part of your program?

- Yes No

If Yes, answer 1- 3.

1. How long is each session? If session length varies, please choose the answer that represents the majority of the sessions you provide. (Mark one.)

- 30 min. or less 30- 60 min. 1- 1.5 hours 1.5 hours or more

2. How often will the program offer sessions to each parent/caregiver? (Mark one.)

- Weekly every other week 2-3 times/month
 monthly every few months

3. How many weeks or months during the year does the program offer group sessions? (Mark one.)

- Up to 3 months/12 weeks Up to 7 months/24- 28 weeks
 Up to 8 – 10 months/30- 40 weeks (school year)
 10- 12 months/45- 52 weeks (most of the year)

D. Classes for Children/Youth

Are classes for children/youth a major part of your program? Yes No

If Yes, answer 1- 3.

1. How long is each class? If class length varies, please choose the answer that represents the majority of the classes you provide. (Mark one.)
 30 min. or less 30- 60 min. 1- 1.5 hours 1.5 hours or more
2. How often will the classes be offered to each child/youth? (Mark one.)
 Daily 2-3 days/week Weekly every other week
 2- 3 times/month monthly a few times per year
3. How many classes make up a full series? (Mark one.)
 3 or fewer 4- 6 7- 8 9- 11 12 or more
4. How many series will the program offer per year? (Mark one.)
 1 2- 3 4- 6 7- 9 10 or more

E. Classes for Parents/Caregivers

Are classes for parents/caregivers a major part of your program? Yes No

If Yes, answer 1- 3.

1. How long is each class? If class length varies, please choose the answer that represents the majority of the classes you provide. (Mark one.)
 30 min. or less 30- 60 min. 1- 1.5 hours 1.5 hours or more
2. How often will the class be offered to each parent/caregiver? (Mark one.)
 Daily 2-3 days/week Weekly every other week
 2- 3 times/month monthly a few times per year
3. How many classes make up a full series? (Mark one.)
 3 or fewer 4- 6 7- 8 9- 11 12 or more
4. How many series will the program offer per year? (Mark one.)
 1 2- 3 4- 6 7- 9 10 or more

STEP 4. BUDGET REQUEST INFORMATION (WEB GRANTS ONLINE)

A. Annual Audit

Are your organization's financial statements audited annually by an independent auditor? Yes No

- *If Yes, please submit a copy of the most recently completed audit with your application.*
- *If No, successful applicants will be required to obtain an audit by an independent auditor of the organization's most recent closed fiscal year and submit it to PCL by September 30, 2026. An independent audit typically costs between \$20,000 and \$30,000. PCL will reimburse up to \$15,000 for the cost of the required audit. You may budget for that cost in the next part of the application.*

B. Year One Budget Request for July 1, 2025- June 30, 2026

Please list the amount of funds you are requesting for July 1, 2025 through June 30, 2026 for each budget category listed below. The minimum total budget request for each grant year \$100,000 and the maximum is \$835,000.

1. Personnel: \$
2. Contractor Costs: \$
3. Other Program Costs: \$
4. Subtotal the costs in 1 -3 and show that amount: \$
5. You may budget up to 15% of the subtotal toward administrative costs.
 - a. What percentage are you charging for administration?
 - b. Multiply the percentage in a. by subtotal in 4. Show that amount: \$
6. Audit costs in Y1 only (organizations that do not currently have audited financial statements may include up to \$15,000 to cover a portion of the audit cost): \$

C. Requested Funding Totals

1. Year 1 PCL request for July 1, 2025- June 30, 2026. Add 4, 5b, and 6 if you need to budget for an audit. Show the sum (4+ 5b+ 6) amount: \$
2. Year 2 PCL request for July 1, 2026- June 30, 2027. Show that amount: \$
3. Year 3 PCL request for July 1, 2027- June 30, 2028. Show that amount: \$

D. Organization Budgets

With this application, please submit annual organization-wide budgets for the current fiscal year and the most recent closed fiscal year that include sources and uses of all funds.

STEP 5. Narrative Application: ORGANIZATION (52 points)

Instructions: Answer the questions for the organization applying for this PCL grant. Limit response to 8 pages.

A. Organization's purpose, goals, and community collaborations (12 points)

1. What is the organization's purpose and goals?
2. How is the organization embedding and advancing racial equity, diversity and inclusion in its organizational goals or strategic plan?
3. How does the organization collaborate with other organizations, community members, and community leaders?

B. Organization's clients/community served, staff, and leadership (24 points)

1. What are the demographics of the clients/community served, staff, and board of directors? How do they reflect the organization's purpose?
2. How does the organization advance racial equity, diversity, and inclusion in its recruitment, retention, promotion, and training practices and policies for staff and board?

C. Organization's impact (12 points)

1. How does the organization evaluate its impact? In what ways has the organization used its evaluation results to learn and improve?
2. What is the organization's impact, including on racial equity, diversity, and inclusion?

D. Organization's fiscal responsibility (4 points)

In what ways does the organization manage its finances and accounting for federal, state, or local funding sources in accordance with [Generally Accepted Accounting Principles \(GAAP\)](#)?

STEP 5. Narrative Application: PROGRAM DESIGN (80 points)

Instructions: Answer the questions for the program proposed for this PCL grant. Limit response to 14 pages.

A. Program Justification and Community Voice (32 points)

1. Why have you proposed to do this program? In what ways was the community to be served involved in choosing and designing this program?
2. In what ways does the program design (program activities, curriculum/focus, and location) address the PCL program area funding priorities you selected for this application? In what ways was the population to be served involved in choosing the program design?
3. In what ways will the design reflect any program features highlighted in PCL community engagement?
4. In what ways will the program be accessible to children/families in their preferred language(s)?
5. How did you estimate the number of children/youth (or parents/caregivers) that the program will serve in Y1? How does the number to serve in Y1 compare to the numbers you estimated to serve in Y2 and Y3?

B. Equitable Outcomes (16 points)

1. What are up to 3 outcomes this program will have with participants (children/youth or with parents/caregivers if they are the primary focus of the program)? What percentage of program participants will reach those outcomes and how did you estimate that percentage?
2. How will the program measure those outcomes?
3. In what ways will the population served by the program be involved with evaluating its impact? In what ways will the program use evaluation results and community input to improve the program?

C. Program Staffing (12 points)

1. How will program activities be staffed, including caseloads or staff/participant ratios? How are staff supervised, including supervisor to direct service staff ratio? What qualifications are required of program staff and supervisor(s)?
2. In what ways are staff supported to receiving ongoing training in best practices? How does staff training in racial equity, diversity, and inclusion affect service delivery?

D. Outreach and Community Engagement (4 points)

What approaches will you use to ensure the program will be fully enrolled? How do you know those approaches will work with the population you plan to serve?

E. Accessibility and Inclusion (12 points)

1. How will the program be accessible and inclusive for participants with disabilities among the population you plan to serve?
2. What is at least one step you will take to continue to improve accessibility and inclusion for participants with disabilities?

F. Program Connection to Organizational Racial Equity, Diversity, and Inclusion Goals (4 points)

How does the program advance the organization's commitment to racial equity, diversity, and inclusion?

STEP 5. Narrative Application: BUDGET JUSTIFICATION (20 points)

Instructions: Explain the costs shown for your budget in Step 4. Please refer to PCL's [Grant Budget Guidance](#), pgs. 34-39, for information on allowable costs. Limit response to 7 pages.

A. Total Costs with All Sources of Funding

What is the total cost of the proposed program from July 1, 2025- June 30, 2026? What percentage of the total cost do you request from PCL? What other funding sources will contribute toward total cost of the program and what do those funds help support in the program? Matching funds are not required, but PCL wants to understand the relationship between your funding request and the total costs for the proposed program.

B. Justification for Y1 Budget Amount Requested from PCL

Using the amount of funding you requested for Year 1 of the grant, July 1, 2025- June 30, 2026, please explain the calculations and justify the amount you budgeted.

1. Program Personnel

What is the FTE of each position budgeted to PCL and how did you estimate FTE of the position budgeted, such as caseloads or adult/child ratios, group sizes, and supervisor-to-direct staff ratios? What is the total wage/salary costs of all FTE budgeted to PCL and how did you calculate that amount? What is the total amount of tax/benefits costs for the total FTE budgeted to PCL? What taxes and benefits are included in those costs?

2. Contractor Costs

List the names of any organizations or individuals that will be contracted and paid by your PCL grant to provide specialized services in your program. What services will they provide and what is the total cost for each subcontractor?

3. Other Program Costs

What line items are included in Other Program Costs in your PCL grant? How did you calculate costs per line item, including allocated costs? (Please note that typical methods for allocating costs, depending on the type of cost, may include:

amount of FTE in the program, amount of square footage used in the program, and number of children/youth or parents/caregivers to be served in the program. In all cases, PCL expects clear methods and explanations for any allocation of costs included in the grant budget.)

4. Administration

No more than 15% of program costs (personnel + contractors + other program costs) may be allocated to administrative costs.

C. 3-year Total Request compared to Year 1 PCL Request

How does the amount requested for July 1, 2025 – June 30, 2026 relate to the total 3-year amount requested from PCL? How do the amounts budgeted for Years 2 and 3 of the grant compare to Year 1?

GLOSSARY OF TERMS

Portland Children's Levy, an office of the City of Portland, upholds the City's values of anti-racism, equity, transparency, communication, collaboration and fiscal responsibility, and uses the city's definitions for terms in its grant application. PCL has also supplemented definitions with other sources. For reference:

Race, Ethnicity, Language, Disability, Tribal Affiliation Data Standards Guide from City Office of Equity and Human Rights: www.portland.gov/officeofequity/equity-title-vi-division/realdata-demographic-data-standards-guidance.

State of Oregon Health Authority (OHA) REALD Guide (Race, Ethnicity, Language, Disability) <https://sharesystems.dhsoha.state.or.us/DHSForms/Served/le7721a.pdf>

DEFINITIONS

- **Racial Equity:** when race does not determine or predict the distribution of resources, opportunities, and burdens for group members in society. *Source: Office of Equity and Human Rights*
- **Diversity:** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from one another. *Source: Office of Equity and Human Rights /UC Berkeley Center for Equity, Inclusion and Diversity*
- **Inclusion:** not excluding persons from certain groups. It entails changing how things are typically done. Inclusion means ensuring active participation. This includes ensuring participation is meaningful, and not in a token way. *Source: OHA's REALD Guide*
- **Accessibility:** refers to when the needs of people with disabilities are specifically considered, and products, services, and facilities are designed/modified so that they can be used by people of all abilities. *Source: Centers for Disease Control*

Demographics

Means data collected information related to age, gender, race, ethnicity, preferred spoken, signed and written language, disability status, and tribal affiliation. Demographic data are collected for the purpose of better understanding populations who interact with, are served by, and are impacted by the City grant-funded programs. *Source: Office of Equity and Human Rights*

Population identity terms and definitions below based on city/state/federal sources including REALD, and communities discussed in the [Coalition of Communities of Color's Unsettling Profile reports](#).

- **American Indian or Alaska Native:** identifies as American Indian; Alaska Native; Canadian Inuit; Metis or First Nation; and/or Indigenous Mexican, Central or South American
- **Asian:** identifies as East Indian; Cambodian; Chinese; Communities of Myanmar; Filipino/a; Hmong; Korean; Japanese; Laotian; South Asian; Vietnamese; and/or Other Asian
- **Black or African American:** identifies as African American or Black; African (Black); Afro-Caribbean (Black); Other Black.
- **African:** identifies as a refugee, immigrant, or seeking asylum from the countries of Africa.
- **Latino/a/e/x:** identifies as Mexican; Central American; South American; and/or Other Latino/a/e/x or Hispanic
- **Native Hawaiian or Pacific Islander:** identifies as Native Hawaiian; Chamorro; Marshallese; Micronesian; Samoan; Tongan; and/or Other Pacific Islander
- **Middle Eastern/North African:** identifies as Middle Eastern and/or North African
- **Slavic:** identifies as having origins in any of the original peoples of the states of the former Soviet Union, or other Slavic culture or origin.
- **White:** identifies as Eastern European; Western European; and/or Other White

For additional reference and clarification of these categories, please see page 71 of the Oregon Health Authority's REALD Implementation Guide. As that guide says, and PCL recognizes, *"Keep in mind these categories: are socially constructed; are often structured by geopolitical history and events; may not reflect how an individual from any of these countries identifies; and are not always well defined... It is essential to let people self-identify their racial or ethnic identity in the way they choose."*

Additional identities

- **Houseless/homeless/unsheltered:** individuals who lack a fixed, regular, and adequate nighttime residence, and includes: (i) children sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; are abandoned in hospitals; (ii) children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings. (*Source: Federal McKinney-Vento Homeless Assistance Act*)
- **Immigrants & Refugees:** identifies an immigrant/refugee, including asylee or someone with temporary protected status to the United States. (*Source: PCL*)
- **Earning low-income:** identifies as earning a low-income, and/or navigating systems intended to assist people earning low incomes, such as participating in programs like SNAP, WIC, Section 8, TANF, JOBS, free and reduced-price school lunch, Oregon Health Plan, and other social safety net services like food pantries, free health clinics, and/or shelter services (*Source: PCL*)
- **LGBTQIA2S+:** identifies as lesbian, gay, bisexual, trans/transgender, queer/questioning, intersex, asexual or agender, two-spirit, and/or “plus” for representation of other sexual orientations and gender identities. (*Sources: The Trevor Project, It Gets Better Project*)
- **Having a disability:** identifies as having or living with a disability, an impairment that substantially limits one or more major life activity and/or child with intellectual disabilities, impairments with hearing; speech or language; visual impairments; orthopedic impairments; serious emotional disturbance; autism, traumatic brain injury; other health impairments; other specific learning disabilities or needs for special education and related services. (*Source: Americans with Disabilities Act and Individuals with Disabilities Education Act*)

- **Teen/young parent:** an adolescent age 22 and younger parenting a child
(Source: PCL)
- **Single parent/caregiver:** a person bringing up a child or children without a partner. (Source: Oxford Dictionary)

Service Activity Definitions for PCL

PCL defines “main activities” as the majority of a program activities offered. Below are some additional definitions to help clarify terms.

- **Individual 1 to 1 Session:** an intentional in-person or virtual program activity led/facilitated by a program staff person with a single client (child/youth or parent/caregiver); is at least 30 minutes long.
- **Group Session:** more than one client receiving services together, at the same time, led/facilitated by a program staff person. A “group” could be a group of children/youth, parent/child together, or a group of only parents/caregivers.
- **Class:** a curriculum-based or skills-based educational session intentionally teaching a group of children/youth or group of parents/caregivers and led/facilitated by an instructor.
- **Series:** multiple classes of a curriculum/skills-based instruction that build on each other over time make up a series. Programs may offer more than one series. For example, a program offers a class on learning to play soccer. There are 8 class sessions in one series and each class session builds on the next to teach the skills. The same program offers a class on leadership. It has 6 class sessions that build on each other and use a specific curriculum. That program has 2 class series (soccer and leadership). Each series may have different instructors.

Budget-related Definitions

Generally Accepted Accounting Principles (GAAP): a set of accounting standards based on established concepts, objectives, standards and conventions that have evolved over time to guide how financial statements are prepared and presented.
Source: Financial Accounting Foundation.

GRANT BUDGET GUIDANCE ON ALLOWABLE COSTS

Use the guidance on the following pages to help you understand which program costs you can include in your PCL grant budget.

- 1. Program Personnel.** All direct service staff including line staff, supervisory staff that supervises line staff, support or clerical staff that work directly on the funded program and staff providing data management and evaluation on the funded program. This budget category includes salaries/wages, taxes and benefits.

| Allowable Expenses | Disallowable Expenses |
|---|---|
| Salaries/wages for direct service staff providing services to children, youth or parents | Salaries for administrative staff not providing direct program service or supervision of program staff (classify these as Administrative) |
| Salaries for staff supervising direct services staff | Performance bonuses paid to staff |
| Salaries/wages for clerical or support staff that work directly on the program | Severance payments to former staff |
| Salaries for staff on vacation | |
| Staff costs associated with data management and evaluation | |
| Salaries for staff on paid medical or family leave | |
| Overtime, holiday pay, and other temporarily increased salaries (e.g. hazard pay for staff doing face-to-face work during an emergency) when earned in support of the funded program following grantee policy | |
| FICA and SUI | |
| Workers Compensation | |
| Health Benefits | |
| Retirement Benefits | |

2. Contracted Program Services. Subcontractors are described as organizations or individuals that provide specialized services to program participants to enhance your program.

| Allowable Expenses | Disallowable Expenses |
|--|--|
| Services provided to program participants by an external party (e.g. interpretation and translation, childcare, workshops) | Services provided in support of agency administration, operations, or finance (classify these as Administrative) |

3. Other Program Expenses. Expenses that directly benefit and support the operation of the proposed program.

| Allowable Expenses | Disallowable Expenses |
|---|--|
| <p>Client Assistance Funds to support family stabilization such as:</p> <ul style="list-style-type: none"> • Housing: payee must be landlord, property manager, mortgage company or bank • Utilities (e.g. phone, gas, electricity, internet, garbage, water, sewer): payee must be utility company • Food • Transportation • Clothing • Household supplies • Emergency or short term (3 mos. or less) mental health support • Diapers, formula and other essential items for babies • Car seats when needed for family stabilization (e.g. facilitating parents' employment, taking child to caregivers) • Moving expenses or expenses related to fleeing/preventing violence • Gift cards with maximum value of \$200 | <ul style="list-style-type: none"> • Payments directly to clients for housing and utility assistance • Gift cards with a value of more than \$200 • Anything not on the list of allowable expenses. |

| | |
|--|---|
| <p>Communications</p> <ul style="list-style-type: none"> • Postage, telephone, cell phone, internet • Outreach materials (design and printing) | |
| <p>Equipment</p> <ul style="list-style-type: none"> • Equipment purchases with a value of less than \$50 to be given to clients for program participation • Equipment purchases with a value of more than \$50 such as computers, printers, furniture, and kitchen equipment to be owned by agency and used by or in direct benefit of program participants • Office equipment rental for direct use by the program • Major equipment requests (over \$5,000) considered on a case-by-case basis by grant manager | <ul style="list-style-type: none"> • Equipment not for primary and direct use by the program • Equipment with a value of more than \$50 to be owned by program participants |
| <p>Facility Costs</p> <ul style="list-style-type: none"> • Space rental for program space • Interest and depreciation expenses in lieu of rent for programs housed in property owned by grantee • Utilities (excluding telephone, cell phone and internet) • Building maintenance • Janitorial service | <ul style="list-style-type: none"> • Rent for administrative staff space (classify this as Administrative) • Interest and depreciation expenses greater than 10% of the total annual grant budget |
| <p>Fees Fees or due to a statewide, national or international organization where required for usage of an approved program curriculum.</p> | <p>Fees or dues to a statewide, national or international organization where not required for usage of an approved program curriculum</p> |

| | |
|---|--|
| <p>Food Snacks and meals provided to participants as part of the program</p> | <ul style="list-style-type: none"> • Staff meals at restaurants on occasions other than professional development or program events • Alcoholic beverages |
| <p>Hiring Costs</p> <ul style="list-style-type: none"> • Job posting fees to fill program staff positions • Fingerprinting fees for program staff background checks • Payroll processing fees for program staff | <p>Hiring costs for administrative staff positions (classify as Administrative)</p> |
| <p>Insurance Allocated portion of premiums for general liability, automobile, and workers' compensation insurance, as required by PCL for the funded program.</p> | |
| <p>Office supplies used by staff in the operation of the program</p> | <p>Office supplies for the agency (classify as Administrative)</p> |
| <p>Participant Incentives</p> <ul style="list-style-type: none"> • Cash incentives, gift cards or other non-cash items with value of up to \$200/participant/year • Incentives of more than \$200/participant/year considered on a case-by-case basis by grant manager taking into account length of service, participation requirements, total amount budgeted for incentives and total annual budget | |
| <p>Professional Development</p> <ul style="list-style-type: none"> • Registration fees for training and conferences that support the professional development of direct service staff | <ul style="list-style-type: none"> • Training and conferences not directly related to the program • Transport, lodging and meal costs for training and conferences outside of OR/WA (unless required for the |

| | |
|---|--|
| <ul style="list-style-type: none"> • Transportations costs, meals and lodging for training & conferences in OR, WA | <p>program and approved by PCL staff)</p> |
| <p>Program supplies consistent with services provided by the program (e.g. art supplies, curriculum materials, food for cooking classes, personal protective equipment)</p> | <p>Supplies used in general agency operations, not by program participants or in operation of the program (classify these as Administrative)</p> |
| <p>Special Events</p> <ul style="list-style-type: none"> • Food and supplies for parent meetings, program-specific celebrations, etc. • Rental fees for event space, tables, chairs, or equipment for program related events | <ul style="list-style-type: none"> • Fundraising expenses • Events attended by staff only |
| <p>Staff mileage/transportation</p> <ul style="list-style-type: none"> • Mileage for local staff travel for activities that directly benefit participants (e.g. home visits) • Public transportation • Fuel reimbursement • Parking fees | <p>Travel costs associated with attending program related training or conferences (classify this as Program Expense, Professional Development)</p> |
| <p>Stipends</p> <ul style="list-style-type: none"> • Stipends for adults or youth up to \$500 • Fees paid to AmeriCorps staff | <p>Stipends of \$501 or greater. Participants receiving this amount should be paid as hourly staff.</p> |
| <p>Transportation</p> <ul style="list-style-type: none"> • Client access to program services • Transportation for field trips • Standard maintenance of program vehicles | <ul style="list-style-type: none"> • Staff travel to trainings or professional development conferences (classify as Program Expense, Professional Development) • Parking/moving violations, tickets and penalties for infractions of any laws, or towing charges |

4. Administrative Rate and Expenses. Expenses incurred in the general administration, operations and fiscal management of the agency.

| Allowable Expenses | Disallowable Expenses |
|---|---|
| Salaries and expenses for executive director (for time not spent directly on program), finance director, bookkeeper, controller or other fiscal staff | <ul style="list-style-type: none"> • Costs directly related to the funded program (these should be categorized elsewhere) • Fundraising expenses • Total administrative expenses greater than 15% of program budget. |
| General legal services | |
| Payroll | |
| Agency administrative fees for grantees operating under and receiving central services from a larger institution | |
| Audit expense | |
| Contractors providing services to the agency (bookkeeper, accountant, etc.) | |
| Fiscal sponsorship fees for grantees operating under a fiscal sponsor | |
| Tax preparation | |
| Rent, utilities, payroll processing and other expenses for administrative activity | |
| Prorated administrative postage | |

ORGANIZATION Questions Scoring Criteria: 52 Total points

4= Outstanding 3= Very Good 2=Satisfactory 1=Minimal

A. Organization’s purpose, goals, and community collaborations (12 points)

| | | | | |
|--|---|---|---|---|
| Demonstrates a strategic plan and/or specific goals for serving children/youth. Applicant demonstrates action taken and steps planned to advance racial equity, diversity, and inclusion. | 4 | 3 | 2 | 1 |
| Describes leadership roles and responsibilities of organization management and board in advancing racial equity, diversity, and inclusion goals and objectives. | 4 | 3 | 2 | 1 |
| Describes strong, intentional partnerships and collaborations. Provides at least 2 examples of partnerships that have been in place for at least 2 years or longer, and may include responsibility for shared outcomes between partners, shared budget and funding for service delivery, mutually beneficial advisory or advocacy roles. The organization's partnerships focus on reducing racial disparities. | 4 | 3 | 2 | 1 |

B. Organization’s clients/community served, staff, and leadership (24 points)

| | | | | |
|---|---|---|---|---|
| Provides data on number of CLIENTS served and percentages disaggregated by CLIENT identity for race/ethnicity, gender, primary languages spoken, disability status, and/or other priority populations for PCL. Data indicate that over half of CLIENTS served come from Black, Indigenous, or communities of color, and/or other priority populations for PCL. CLIENT demographics reflect the organization’s purpose and advance racial equity. | 4 | 3 | 2 | 1 |
| Provides data on number of STAFF and percentages disaggregated by STAFF identity for race/ethnicity, gender, primary languages spoken, disability status, and/or other priority populations for PCL. Data indicate that over half of STAFF come from Black, Indigenous, or communities of color, and/or other priority populations for PCL. STAFF demographics reflect the organization’s purpose and advance racial equity. | 4 | 3 | 2 | 1 |
| Provides data on number of BOARD MEMBERS and percentages disaggregated by BOARD MEMBERS identity for race/ethnicity, gender, primary languages spoken, disability status, and/or other priority populations for PCL. Data indicate that over half of BOARD MEMBERS come from Black, Indigenous, or communities of color, and/or other priority populations for PCL. BOARD MEMBER demographics reflect the organization’s purpose and advance racial equity. | 4 | 3 | 2 | 1 |
| Demonstrated success recruiting, retaining and promoting staff that reflects the diversity and lived experience of clients served by the organization. Provides data on staff retention and promotion to help illustrate success. | 4 | 3 | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| Demonstrates developed and sustained efforts to build its workforce from the populations it serves. Provides at least 2 examples of how the organization’s efforts have led to employment, retention, and/or promotion of staff from the population it serves. | 4 | 3 | 2 | 1 |
| Explains providing ongoing training to all staff and Board of Directors, focused on cultural responsiveness, racial equity, diversity and inclusion. Describes at least 2 examples of how the training has clearly had a meaningful impact the cultural responsiveness of service delivery. | 4 | 3 | 2 | 1 |

C. Organization’s impact (12 points)

| | | | | |
|---|---|---|---|---|
| Demonstrates consistent practice(s) to solicit service user feedback, such as focus groups, surveys, interviews, and/or community advisory groups. Provides clear examples of how the organization has used its evaluation and lessons learned to make changes and improvements. | 4 | 3 | 2 | 1 |
| Describes strong approaches for holding itself accountable for racial equity, diversity, and inclusion such as annual reporting and analysis of demographic data of clients served and staff/board composition, annual reporting and analysis of program outcome data and its impact on communities served, maintaining ongoing community advisory committees, and organizational leadership acting in response to these sources. | 4 | 3 | 2 | 1 |
| Describes its positive impact on children and families. Demonstrates significant positive impact on racial equity, diversity, and inclusion and reducing racial disparities for children and families. | 4 | 3 | 2 | 1 |

D. Organization’s fiscal responsibility (4 points)

| | | | | |
|--|---|---|---|---|
| Demonstrates evidence of the organization’s financial experience by describing the organization’s fiscal policies, procedures and monitoring systems. Indicates [has] at least 3 years of experience managing and accounting for federal, state and/or local funding sources in accordance with Generally Accepted Accounting Principles (GAAP). | 4 | 3 | 2 | 1 |
|--|---|---|---|---|

PROGRAM DESIGN Scoring Criteria: 80 Total points

Scoring scale of 4 to 1. 4= Outstanding 3= Very Good 2= Satisfactory 1=Minimal

A. Program Justification and Community Voice (32 points)

| | | | | |
|--|---|---|---|---|
| Explains the community need that the program intends to address. Explains why the funding priorities selected will address that need. Describes how the population to be served was involved in identifying the need for the program. | 4 | 3 | 2 | 1 |
| Explains how the program activities (type, frequency, and duration) address the funding priorities selected. Demonstrates how racial equity and trauma-informed practices inform program activities for the population to be served. Explains how the population(s) to be served were involved in selecting the program activities (type, frequency, duration). | 4 | 3 | 2 | 1 |
| Demonstrates how the program focus and/or curriculum address the funding priorities selected. Explains how the curriculum or focus has success working with the population(s) to be served. Explains how the population(s) to be served were involved in selecting the curriculum/program focus. | 4 | 3 | 2 | 1 |
| Demonstrates how the location for program activities addresses the funding priorities. Explains how the location(s) are responsive to the population to be served, including convenient locations, locations that are familiar/safe and comfortable for population to be served, locations accessible for children/youth and adults with disabilities, and/or offering transportation to program locations. Explains how the population(s) to be served were involved in selecting the program location. | 4 | 3 | 2 | 1 |
| Explains experience and skills to serve the population with this program or similar programming. Provides examples demonstrating success providing programming with the population to be served. | 4 | 3 | 2 | 1 |
| Demonstrates one or more of the following program features in the program design and describes how features will be implemented and responsive to the population(s) to be served. These program features were prioritized during community engagement: consistent, long-term, professional mentors who work with youth over multiple years; mentors who reflect the cultural, racial, disabilities, sexual orientation and/or gender identities of youth and families; family engagement and language support, especially for parents who speak English as a second language and need support connecting with school communities and basic services, transportation to services or services in places where youth and families naturally gather such as culturally specific organizations, community centers, school sites, and with hours on weekends, evening and in summer; strengths-based empowering approaches; system navigation across multiple systems, for families and youth, especially access to health and mental well-being services including addiction and harm reduction education for youth; training for staff to create LGBTQ@SIA+ and gender-welcoming environments; trauma-informed, culturally responsive strategies for prevention and reduction of gang involvement. | 4 | 3 | 2 | 1 |

| | | | | |
|---|---|---|---|---|
| Explains clear methods for having program activities accessible to children/families in their preferred language(s). Methods are relevant and responsive to the children/families to be served. Demonstrates actionable plan to deliver stated methods (e.g. staffing expertise, additional resources). | 4 | 3 | 2 | 1 |
| Provides clear and reasonable methods for estimating the number of children/youth (or parents/caregivers) to be served in Y1, such as group size, caseloads, staffing ratios, sites, or other factors. Explains how numbers to serve in Y1 compares to numbers to serve in Y2 and Y3. | 4 | 3 | 2 | 1 |

B. Equitable Outcomes (16 points)

| | | | | |
|---|---|---|---|---|
| Explains outcomes that clearly relate to the program activities. Demonstrates why the outcomes seem realistic and achievable during the time that participants are in the program, such as past experience with the program or with similar programs and outcomes. | 4 | 3 | 2 | 1 |
| Explains method for estimating the percent of children or caregivers projected to achieve each outcome. Percentages seem reasonable as goals for program. Explanations include past experience with the program or success with similar programs and outcomes for the population. | 4 | 3 | 2 | 1 |
| Clearly identifies assessment tools (e.g. surveys, assessments) used to measure child or caregiver outcomes. Clearly explains why tools were selected to measure the outcomes specified, including how they are culturally relevant and responsive to the population to be served by the program. | 4 | 3 | 2 | 1 |
| Describes clear processes for how the program will be accountable to the community it serves for program results and impact. Examples include method and timeline for ways that the populations served in the program will give feedback on program quality. Describes methods and timeline for ways that their feedback and voice will shape this program continually. | 4 | 3 | 2 | 1 |

C. Staffing (12 points)

| | | | | |
|---|---|---|---|---|
| Explains a clear and reasonable staffing plan for the program. Describes caseload or ratio of direct service staff to program participants. Demonstrates how direct service staff and supervisors are qualified to provide the program activities. | 4 | 3 | 2 | 1 |
| Explains a clear supervision plan for the program and specifies the supervisor to staff ratios. Supervision plan seems well designed to support program staff and their development. | 4 | 3 | 2 | 1 |
| Explains how staff are trained and receive ongoing development and support in program model best practices. Demonstrates that staff receive ongoing training racial equity, diversity, inclusion and cultural responsiveness specific to the program. | 4 | 3 | 2 | 1 |

D. Outreach and Community Engagement (4 points)

| | | | | |
|--|---|---|---|---|
| Demonstrates how outreach and engagement approaches are effective and culturally responsive with the population to ensure full enrollment. Describes at least 2 examples where using these approaches resulted in full enrollment of programs. | 4 | 3 | 2 | 1 |
|--|---|---|---|---|

E. Accessibility and Inclusion (12 points)

| | | | | |
|---|---|---|---|---|
| Describes a variety of approaches the program will use for accessibility and inclusion of children with disabilities. Approaches include at least 2 of the following: specific types of accommodations to ensure inclusion (such as screen-reader friendly documents/activities; ASL interpretation or Braille materials; paraprofessional staff that support specific accommodations in activities); program staff with disabilities who reflect the experiences of children/youth served in the program; flexible program scheduling/attendance for children with disabilities; curriculum and program activity adaptations to ensure inclusion; individualized plans for children (or parents/caregivers) with disabilities; and/or staff training on disability justice and/or inclusion practices. | 4 | 3 | 2 | 1 |
| Explains a clear, relevant step for improving inclusion of children/youth and/or parents/caregivers with disabilities. Step is relevant to the population to be served by the program and to activities in the program. | 4 | 3 | 2 | 1 |
| Demonstrates why the step will result in improved inclusion in the program for children with disabilities and/or for parents and caregivers with disabilities. | 4 | 3 | 2 | 1 |

F. Program Connection to Organizational Racial Equity, Diversity, and Inclusion Goals. (4 points)

| | | | | |
|--|---|---|---|---|
| Provides at least 2 examples demonstrating how the program advances the organization's goals and strategies for racial equity, diversity, and inclusion. | 4 | 3 | 2 | 1 |
|--|---|---|---|---|

BUDGET JUSTIFICATION Scoring Criteria: 20 Total points

Scoring scale of 4 to 1. 4= Outstanding 3= Very Good 2= Satisfactory 1=Minimal

A. Total costs, all funding sources (4 points)

| | | | | |
|---|---|---|---|---|
| Explains total costs for the entire program, including any other funding sources and their contribution. Clearly explains/shows the calculation resulting in the percentage of the costs that the applicant wants PCL to cover. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|

B. Justification for Y1 Budget Amount Requested from P C L (12 points)

| | | | | |
|---|---|---|---|---|
| Explains FTE of each budgeted position, total FTE budgeted to PCL, total wages/salary, and total taxes/benefits. Calculations/explanation justify the amount budgeted in Step 4 of the application. | 4 | 3 | 2 | 1 |
| Explains any contractor costs and showed calculations. Explains all line items in Other Program Costs and showed calculations for each line item. Calculations justify the amount budgeted in Step 4 of the application. | 4 | 3 | 2 | 1 |
| Overall, clearly explains total budget requested for July 1, 2025- June 30, 2026. The costs budgeted for personnel, contractors, and other program expenses seem reasonable and related to the program proposed in the application. | 4 | 3 | 2 | 1 |

C. PCL Grant Request for July 1, 2025- June 30, 2026 and Calculations (4 points)

| | | | | |
|---|---|---|---|---|
| Explains how 3-year total request relates to the amount for July 1, 2025- June 30, 2026 including any increases in cost due to COLA, changes in program size/scale (e.g. staffing, sites, and other expansion costs) over the 3 years, and/or changes in prices of program costs. | 4 | 3 | 2 | 1 |
|---|---|---|---|---|