



REQUEST FOR PROPOSALS (RFP)

Strategic Initiative: Quality & Equity in Early Learning RFP #2122-03



Our Vision

Children in Sonoma County from the prenatal stage to age five will develop to their fullest potential.

Our Mission

The mission of First 5 Sonoma County is to maximize the healthy development of all Sonoma County children from the prenatal stage through age five through support, education, and advocacy.

**PROPOSALS DUE:
Tuesday, February 16, 2021, 3:00 PM PST**

NOTE: Due to COVID-19 restrictions, proposals in response to this RFP must be submitted to the Commission electronically in the electronic format described in this RFP by the submission deadline. No hand deliveries will be accepted.

TIMELINE
STRATEGIC INITIATIVE: Quality & Equity in Early Learning
RFP #2122-03

IMPORTANT NOTE: Items in yellow boxes are **MANDATORY PROPOSER REQUIREMENTS** and **DEADLINES**.
Proposers who fail to meet these requirements will not be considered for funding.

Date/Time	Event	Virtual Location
Friday December 11, 2020 3:00 pm	Request for Proposals (RFP) RELEASED	https://first5sonomacounty.org/funding-opportunities/
Tuesday December 15, 2020 3:00 pm	DEADLINE to Register for Mandatory Pre-Proposal Webinar	https://us02web.zoom.us/webinar/register/WN_nj55TkhkRsWi5_wW8mn8XQ
	DEADLINE to submit Proposer questions regarding the RFP via email	Submit questions regarding this RFP to funding@first5sonomacounty.org
Wednesday December 16, 2020 2:30-4:30 pm	MANDATORY Pre-Proposal Webinar	Zoom link provided upon registration
Friday December 18, 2020 3:00 pm	Answers to Questions regarding the RFP POSTED	https://first5sonomacounty.org/funding-opportunities/
Monday December 21, 2020 3:00 pm	DEADLINE to submit Mandatory Letter of Intent (electronic submission ONLY)	Submit LOI as described in this RFP to First 5 Sonoma County's Grant Manager
Tuesday February 16, 2021 3:00 pm	DEADLINE to submit Proposals (electronic submission ONLY)	Application access will be granted after acceptance of the LOI
February-March 2021	Proposal Review	N/A
March 15 - March 25, 2021	Proposer Interviews (tentative)	TBD
By April 1, 2021	Proposers notified of the Proposal Review Recommendations	Via email to proposers
Monday April 26, 2021 3:30 pm	Recommendations presented to First 5 Sonoma County Commission	TBD
On or about July 1, 2021	Contracts Executed	N/A

I. OVERVIEW OF FUNDING

A. Goals & Intent of the *Quality & Equity in Early Learning* Strategic Initiative

Sonoma County has a robust early learning system for children, 0-5 years old, with multiple types of care, multiple languages of instruction, as well as varying levels of connectedness and quality support. An infrastructure of support and partnership has been established and refined over the years to support and incentivize early care and education providers across Sonoma County to build quality across a variety of early learning environments. This next generation of investments in *quality in early learning* by the First 5 Sonoma County Commission will build on these accomplishments through encouraging stronger engagement of parents and caregivers, prioritizing the needs of dual language learners (DLLs) and employing a targeted universalism approach to increase equity and reduce disparities in kindergarten readiness.

It is the goal of the First 5 Sonoma County Commission to ensure that our local early care and education sector has access to tools, resources and supports to build, sustain and enhance a diverse, culturally responsive, mixed-delivery system that meets the needs of working families. This requires a coordinated system of care that prioritizes the quality of adult-child interactions, both between early learning professionals and the children in their care, as well as parents and their children. It is clear that both the relationships *inside* and *outside* the family play a key role in children's child development and ideally, these relationships are fostered in partnership. Early learning professionals play a critical role, not only in the lives of the children in their care, but also in engaging and supporting parents/guardians in age-appropriate interactions with their children at home and in the community.

Organizations funded within this initiative will deploy a two-generation approach by authentically engaging parents as their children's first teacher and an important partner in early learning, in addition to supporting childcare providers of all types and languages to deliver culturally responsive care to young children and culturally responsive partnership with parents.

Utilizing a targeted universalism approach, this initiative will require a deeper awareness of how some families, as well as some early learning providers are *differently situated* with regard to access to resources, representation and supports in order to target investments to benefit those who are most marginalized. Two sources of local data, the *First 5 Sonoma County Equity Index* and the *READY* Kindergarten Readiness Assessment, illustrate the geographic areas in our county with lower access to a diversity of early learning programs and point to the persistent gap in academic and social emotional preparedness among our Latinx kindergarteners.

This disparity in kindergarten readiness, as well as disparities in family income, certain health indicators and long-term educational achievement, are a result of complex and historic

institutionalized racism and classism in public policies and practice, both on the local and macro level. In addition, research makes it clear that the trauma caused by adverse childhood experiences such as maltreatment, parental AOD use and other risk factors is compounded by *adverse community experiences*, such as food insecurity, poverty, housing instability, frequent re-location, discrimination and inadequate/inequitable access to resources for disaster/pandemic preparation and recovery. **Successful grantees funded by this initiative will target early learning sites within high-need geographic areas serving Latinx children to build provider capacity to offer trauma-informed support to parents and children.**

Given the high proportion of dual language learners (DLLs) in early learning settings in Sonoma County, it is critical that effective individualized instructional enhancements that ensure DLLs are academically and social emotionally ready for kindergarten are scaled and institutionalized across early learning settings. This initiative also intends to fund supports for early learning providers to 1) associate “high-quality” with strong and authentic family engagement and culturally and linguistically appropriate assessments and relationships; and, 2) integrate best practices in culturally and linguistically responsive environments and interactions into their early learning curriculum. Only with strategically targeted supports to vulnerable families and their childcare providers in high-need geographies and with identified high-need characteristics can this initiative propel Sonoma County towards the universal goal of kindergarten readiness.

B. Amount of Funding Available and Contract Term

The First 5 Sonoma County Commission has allocated a total of \$2,800,000 in Prop. 10 and leveraged state funding to support programming and systems enhancements in the Quality and Equity in Early Learning Area over the next four years. This total amount includes an annual cycle of small grants for early learning providers, as well as funds already committed through the First 5 California Dual Language Learner Pilot Expansion (FY 2021-2022).

NOTE: Allocations adopted in the strategic plan are subject to Commission re-allocation based on program design, changes in revenue and need.

Fiscal Year	2021-2022	2022-2023	2023-2024	2024-2025
Total Annual Allocation	\$1,000,000	\$1,000,000	\$600,000	\$200,000

C. Priority Strategies:

The *Quality & Equity in Early Learning* initiative focuses on ensuring that the early learning sector has the supports needed to ***build provider and system capacity in trauma-informed interactions, social emotional learning strategies, and strategies that support dual language learners.*** Strategies should target early learning *providers*, who will in turn, partner with parents to improve interactions with children in the early learning setting and at home.

Strategies should ideally be delivered in partnership across organizations with core expertise; proposals should reflect clarity about how supports will be delivered and parents authentically engaged in a coordinated and integrated manner.

This initiative prioritizes *professional development trainings and one-on-one coaching* paired with adult *learning communities* focused on positive and meaningful interactions for optimal child development of children, 0-5 years old. Strategies should be individualized to be practical, timely, and culturally responsive to early learning providers operating in different types of settings and using different instructional languages.

Additionally, proposed strategies should include *technical assistance* for providers on practices for authentically partnering with parents/guardians, including sharing, inviting and receiving feedback from parents and caregivers on the knowledge and skills gained, and practices for supporting parent integration of adult-child early learning interactions inside and outside the home.

Outreach for capacity building opportunities funded by this initiative should target providers working in school attendance areas on the *First 5 Sonoma County Equity Index* (see Appendix A) and those providers serving a high proportion of dual-language learners *who have not previously received this type of support*.

Strategies to support early learning providers within this program should integrate the evidence-informed dual language learner techniques developed by the Sonoma County Office of Education ([TALKK](#)) into all quality improvement plans. Both monolingual and bilingual providers across the diversity of settings should receive dual language learner supports and develop a referral plan for responding to trauma among young learners. Asset-based approaches to building on the home language and authentically engaging with families to partner in supporting early literacy development of dual language learners will be foundational.

Strategies to equip providers in both responding to difficult behaviors and temperaments in order to keep children in the classroom and encouraging similar strategies for learning at home will be a key lever in increasing the social emotional competence of children entering kindergarten. Follow up coaching, consultation, and peer learning exchanges will be important layers of the strategy in order to ensure sustained implementation by providers.

D. Target Populations:

Strategies funded through this RFP should target early learning providers *not yet engaged* in quality improvement work (i.e., providers already receiving coaching, consultation, or working on a quality improvement plan from previous funding cycles or state funded projects are not targets for this initiative).

Early learning providers serving high-need populations are high-priority targets for support via this initiative. High-need and/or underserved populations include infants and toddlers, children with special needs, children living in families at 200 percent of the federal poverty level or less, migrant children, children experiencing homelessness, foster children, tribal children, and children in rural and/or isolated communities.

Family Child Care Homes, private programs serving high-need populations, Family, Friend, and Neighbor (FFN) providers, and alternative sites (play groups, cooperatives, story times) are high-priority targets for support via this initiative.

E. Geographic Requirements:

In general, geographic priorities are school attendance areas listed on the *First 5 Sonoma Equity Index* list (see Appendix A). **NOTE: areas with lower Equity Index scores will be considered and scored as higher priority in the proposal review process.**

The Index employs a weighted composite of publicly available indicators that illustrate the diversity of access and experience for young children in Sonoma County: 1) Elementary enrollment eligible for FRMP and/or are ELL; 2) Household broadband adoption rate for school attendance area; 3) English language assessment at 3rd grade; and 4) Availability of high-quality ECE programs. Together, these indicators provide for comparable analysis of resource need at the elementary school attendance area level.

Specifically, Dunbar Elementary in Sonoma Valley, Horicon Elementary, and Geyserville Elementary are school attendance areas that have had minimal to no existing Quality Counts programming among early learning providers, a high number of dual language learners enrolled, and high resource needs. Engagement of early learning providers in these geographies to support educators and parents is a high priority for First 5 Sonoma County.

F. Priority Outcomes & Potential Indicators:

Evaluation plans will be developed by contracted providers in collaboration with First 5 Sonoma County for the proposed program or services and will include program-level outcomes, agency-level outcomes, and population-level results using a Results Based Accountability Framework. The three types of performance measures will include: 1.) *How much did we do?* 2.) *How well did we do it?* 3.) *Is anyone better off?*

Priority outcomes for this initiative include:

- increasing early learning provider knowledge
- improving adult-child interactions
- improving children's social emotional competence
- improving integration and connection of community supports for optimal child development.

Strategies funded through this initiative should work towards the outcome of integration of dual language learner best practices into early learning supports and should seek to address persistent racial disparities in school readiness.

G. Special requirements for proposed program(s) and/or service(s):

The strategies within this initiative should complement existing infrastructure and aim to strengthen connection to other initiatives supporting providers, parents, and children. Linkages, referrals, and coordinated trainings with the *Sonoma County Home Visiting Steering Committee*, the *Help Me Grow Initiative*, *ACES Connections*, the *Sonoma County Family Resource Center Network*, and the work of SCOE to support transitional kindergarten programs will be critical to achieving the goal of integrated and holistic supports for providers and parents.

Communications and outreach efforts to promote strategies funded by this initiative should utilize the evidence-informed *Talk. Read. Sing.* messaging for optimal child development in English and Spanish. Data for site-based strategies within this initiative will require initial assessments, documented quality improvement plans, and tracking of progress towards goals. Professional development trainings and events will require entry in the *California Early Care and Workforce Registry*.

II. PROPOSAL REQUIREMENTS

This section describes the required proposal format, required elements and order of elements. Failure to follow the prescribed format may result in rejection of the proposal.

Proposers will submit proposals through a web-based system, Foundant. Elements of the proposal will be a combination of 1) text and information entered directly into the system; and, 2) required uploads of PDF and Excel attachments.

A. Required Elements

1. RFP Checklist:

Complete the checklist that is located at the end of the application in the submittal system to indicate all required elements of the proposal are included.

2. Proposal Narrative

Complete the proposal narrative in the submittal system. The narrative should refer to specific information regarding the focus and strategic priorities related to this funding opportunity above in **Section I**, and address all applicable points in **Section XI** regarding the proposed project, services and/or program.

3. Work Plan (Attachment A)

Submit a completed Work Plan on the provided form for each year of the proposed project, service and/or program in the submittal system.

4. Budget Workbook (Attachment B)

Complete the line-item budget for each fiscal year, multi-year budget, leveraged funding worksheet and budget narrative in the required Excel form and submit in the proposal submittal system.

5. Appendices Section

Submit the following documents as Appendices in PDF format in the order they are listed below:

- a. Organizational chart for the proposing organization/agency (*provide the organizational chart for each agency, if submitting a proposal as a collaborative with a fiscal lead*).
- b. Resumes and job descriptions of key project/program staff (resume not required if position is not currently filled)*
- c. Resumes of subcontractor(s), if applicable
- d. Letters of Commitment or Memorandums of Understanding, required from collaborative partners

***NOTE: Organizations that submitted qualifications as response to the the Spring 2020 *Quality in Early Learning Request for Qualifications (RFQ)* are not required to resubmit resumes and staff experience that was previously provided in that process.**

6. Certifications and Supporting Documents Required

The following certification and documents must be submitted as uploads to the submittal system as a single PDF. If your agency is not able to include one of the items listed below, please state the reason on the appropriate attachment. If your agency is selected for funding, your agency will need to complete additional certifications prior to the execution of the contract.

a. Annual Non-Supplantation Certification Form (Attachment C)

The proposer must sign and submit this form to certify that they are in compliance with the Commission's Non-Supplantation policy. This form will be required annually for all contractors.

b. Certification Regarding Debarment and Suspension (Attachment D)

As a requirement of this RFP, the proposer is certifying that their organization has not been barred from receiving federal or state funding. This document must be signed and

submitted with the proposal. The person signing the certification should have the authority to assure that the agreed upon policies are implemented and followed.

c. Audited Financial Statement

Proposers must provide a link to a web-based, electronic version of their audited financial statement OR submit a compressed document to funding@first5sonomacounty.org. All proposals must include the most recent and complete audited financial statement by an independent, certified public accountant, for a fiscal period not more than 18 months old. The audited financial statement must show evidence of solvency and adequacy of accounting practices.

If an audited financial statement is not available, please submit a Federal Income Tax Return (Form 990). If the audit covers a parent firm, the parent firm shall be party to the contract. The Commission may require other information in lieu of the certified audit, if it is of equal value in determining the fiscal stability of the proposer.

d. Insurance

If selected for funding, your organization will be required to obtain and maintain insurance that fulfills Commission requirements. Failure to conform to insurance requirements shall constitute grounds for termination of the contract.

III. EVALUATION & DATA COLLECTION REQUIREMENTS

All agencies funded by First 5 Sonoma County must monitor their programs and will be required to participate in the Commission’s evaluation and contract compliance activities. Providers will be required to report aggregate data for numbers of clients served, client demographics, service usage data, and selected outcomes and may be required to report de-identified client-level data, depending on the service. These data will be used in conjunction with a Results Based Accountability framework to evaluate outcomes ensure continuous learning and quality improvement. All funded programs will be required to participate in/perform the following:

1. Work with Commission staff and other funded partners to develop an evaluation plan based on results, outcomes and indicators. The evaluation plan will document the type of data to be collected, the persons responsible for ensuring that the data are collected and a timeline of when the data will be collected and submitted.
2. Collect and report client and program level data as requested by the Commission, using the Commission’s database system. Contractors shall be required to utilize the Commission’s data collection tools. Use of this tool will require appropriate contractor staff training. Ongoing training and technical assistance will be available to all contractors.

3. Provide, at a minimum, quarterly contract progress reports.
4. Participate in periodic site visits.
5. Other evaluation activities as staff and/or evaluation consultant deems necessary.

IV. PROPOSAL SUBMISSION

A. Questions about the RFP

Questions regarding this RFP may be posed at the mandatory pre-proposal webinar and/or emailed directly to funding@first5sonomacounty.org by 3:00 pm December 16, 2020. Email subject must read: “RFP Question – Quality & Equity in Early Learning”. Questions received via email and during the Mandatory Pre-Proposal webinar will be posted with the corresponding answers on the First 5 Sonoma County website by 3:00 pm on Friday, December 18, 2020.

B. Mandatory Pre-Proposal Webinar

Organizations interested in submitting a proposal must have a representative from their agency register for and attend the Pre-Proposal Webinar as per the RFP Timeline. Attendance is mandatory and will be verified as part of a screening process once proposals are submitted. Although a recording of the webinar will not be made available, the webinar PPT slides will be sent to registered participants after the webinar.

C. Mandatory Letter of Intent

Submit a *Letter of Intent* by Monday, December 21st, 3:00 pm to [First 5 Sonoma County's Grant Management system](#).

D. Submission

Proposals must be submitted electronically by February 16, 2021, 3:00pm through First 5 Sonoma County's web-based system. Due to the impact of the COVID-19 pandemic, no hard copies will be required or accepted. Proposers that submit a Letter of Intent by the deadline specified in this RFP will receive access to the web-based application to submit their proposal.

NOTE: Proposers are strongly encouraged to allow adequate time to ensure submission of their proposal, if unfamiliar with the Foundant web-based proposal submission system.

V. PROPOSAL REVIEW AND AWARD PROCESS

Proposals will be reviewed by Commission staff and selected review committee members in a multiple step process.

Step 1: Proposal Elements Requirements Screening

Each proposal will be reviewed for the timely submission of required items, documentation, format, forms, Letter of Intent and attendance at the *Pre-Proposal webinar*.

Step 2: Scoring and Review by Proposal Review Team

Proposals that pass Step 1. will be reviewed and scored by an ad hoc review committee that will be comprised of Commissioners, staff and Subject Matter Experts in relevant areas, including early care and education, early childhood development, the needs of dual language learners, the impact of trauma on learning, family strengthening and family literacy. Members of review teams will be carefully selected to mitigate and minimize any real or perceived conflict of interest.

Reviewers will score each item and provide written comments regarding strengths and weaknesses. It is critical for proposers to provide complete, clear and specific information in the narrative text of the proposal that is consistent with other information contained in the proposal, such as the budget, budget narrative and staffing competencies. The point values are assigned for each criterion and weighted according to importance in the proposal.

The review team will discuss their individual scores for each proposal in a facilitated meeting where the strengths and weaknesses will be discussed and reviewers will have the opportunity to compare their perceptions and impressions. Individual reviewer scores alone will not determine whether a proposal is funded; reviewers will discuss proposals in the context of First 5 Sonoma County's overarching strategic vision and community context as part of a facilitated consensus-building process.

VI. PROPOSER INTERVIEWS

Reviewers and staff will have the option to recommend that proposers be contacted for an interview, either individually or as a panel of proposers, to explore specific issues related to the proposed strategies, budget, staffing, collaboration between partners, or other elements of implementation and potentially negotiate refinements to proposed work plan within the parameters described in the First 5 Sonoma County 2021-2025 Strategic Plan and this Request for Proposals.

VII. INITIAL AWARD RECOMMENDATION LETTER

An initial award recommendation letter will be sent to all applicants by April 1, 2021 notifying them of the Proposal Review Committee's recommendations.

VIII. APPEAL PROCESS

Applicants wishing to appeal the review committee's recommendation have three (3) working days from the date of the initial award recommendation letter to file an appeal in writing. Letters of appeal must be sent electronically to: funding@first5sonomacounty.org and addressed to Angie Dillon-Shore, Executive Director.

Grounds for appeal are limited to a violation of a First 5 procedure, law, rule, or regulation regarding this RFP process. Appeals will not be accepted on any other grounds. Mere disagreement with the recommendation or decision is not grounds for an appeal.

Appeals will only be considered if received electronically by 5:00 PM on the third working day from the date of the initial award recommendation letter. The appeal letter will be reviewed by the Executive Director and a decision on the appeal will be electronically sent to the applicant. The decision on appeal is final.

IX. AWARDING OF CONTRACT

The First 5 Sonoma County Commission will award contracts, upon which First 5 staff will enter into negotiations with the selected applicant(s) to execute a contract. The contracts resulting from this RFP will include, but will not be limited to, the following terms and conditions:

- Insurance requirements
- Payment structure

X. RESERVATIONS

- First 5 Sonoma County reserves the right to cancel the RFP process at any time for any reason, even after review of all the applications, and is not responsible for any expenses incurred by an applicant in developing an application.
- First 5 Sonoma County reserves the right to reduce, amend, and/or rescind this RFP at any time prior to final execution of the contract.
- First 5 Sonoma County reserves the right to negotiate work plan, budget, and costs with any successful applicant. If negotiations fail to culminate in a contract, First 5 Sonoma County may select another applicant.
- First 5 Sonoma County is under no obligation to award a contract to the applicant that presents the lowest cost. Selection will be made based on overall evaluation of the application and the best interest of First 5 Sonoma County as determined by the review team, the Executive Director, and the Commission.

- First 5 Sonoma County reserves the right to request clarification from any applicant on their application.
- First 5 Sonoma County reserves the right to contract with more than one agency/organization. All proposals become the property of First 5 Sonoma County.
- With the exception of above-mentioned access, applications will remain confidential until a contract is negotiated, however, because First 5 Sonoma County is a public entity, all applications can become public after all successful contract negotiations.

XI. PROPOSAL DEVELOPMENT AND SCORING

This section provides guidance for specific details to include in Proposal Narrative, Work Plan, Budget Workbook and Appendices. Weighted scoring for each component of the proposal is illustrated in the table below.

Proposal Component	Possible Points
Proposal Narrative	100
Work Plan	30
Budget & Budget Narrative	40
Appendices	30
TOTAL POSSIBLE	200

A. Proposal Narrative (100 TOTAL POINTS)

Respond to the following items to complete the Proposal Narrative, the core component of the proposal. The proposal narrative is comprised of three main components:

Part 1: Executive Summary;

Part 2: Organizational Description;

Part 3: Description of Project/Program/Services.

Size requirements/restrictions are included in each section below.

Formatting and Size Limits

The Foundant system does not have formatting within the application entry system. Information can only be entered as plain text. Formatting such as: **BOLD**, *italics*, underlining, bullets, highlighting, etc. is not available.

If you are working in MS Word (or a similar platform) and using a copy/paste method to enter the information into the application, the pasted text will **not** include formatting, such as: **BOLD**, *italics*, underlining, bullets, highlighting, etc.

Size limits for each text section of the application include character counts. While typing into Foundant directly, the character count will show at the bottom of each section and update as the text is entered.

If you plan to work in MS Word and copy and paste the content into Foundant, the character count of a section in Word can be found by highlighting that section, clicking on **Review** in the menu bar, and clicking on **Word Count**. The statistic title “Characters (with spaces)” is the closest to the character count in Foundant, but may not be exact.

As an example, 2000 characters with spaces in Foundant is the equivalent to approximately one page double spaced, 12-point font. Because Foundant counts spaces as characters the page count estimates may vary greatly, due to paragraphs and spacing.

*Using the enter key to provide a space between paragraphs will only count as one character.

PROPOSAL NARRATIVE PART 1: Executive Summary (5 points)

Begin the narrative with a high-level summary of the items discussed in Parts 2 and 3. The Executive Summary should be no more than 2000 characters in length (approximately 1 page).

PROPOSAL NARRATIVE - PART 2: Organizational Description (30 points)

(5000 characters)

Provide a brief background of the proposing organization’s relevant experience and their role in implementing the proposed project, program and/or services. Please describe using specific examples:

- a. The types of services the organization provides and to whom.
- b. The organization’s experience
 - o providing health care, early care and education, outreach services, specialized and/or social services, specifically for children, 0-5 and their families who are impacted by poverty and structural inequities;
 - o leading and/or collaborating on systems change & transformation.
 - o promoting parental resilience and other protective factors (as per *Strengthening Families Framework*)
- c. The organization’s demonstrated commitment to

- partnership and collaboration with parents and caregivers;
- partnership and collaboration with public and private entities, both within and across sectors, to support better outcomes for children and families;
- increasing organizational diversity, equity and inclusion (staff and Board composition, recruitment, management and supervision, training, etc.);
- integrating trauma-informed principles and practice into core operations (e.g. management and supervision, agency culture, etc.)
- capacity to rapidly adapt programming to support families and children in a disaster environment (wildfires, flood, PSPS events, pandemic)

PROPOSAL NARRATIVE - PART 3: Description of the Project, Program(s) and/or Service(s) (65 points)

This part of the Narrative should reflect a summary of the core information contained in the Work Plan form (Attachment A) and must address the following topics: target population(s), geographic parameters, outreach/engagement, collaborative partnerships, program structure, staffing.

Carefully review each bullet point that indicates specific details that should be addressed in the narrative.

a. Target Populations for Services:

(3000 characters)

- Describe which of the target populations will be served by this project, program, or service.
- Describe where services will be provided (specific geographic areas, including neighborhoods, zip codes, school attendance areas, school sites, community-based sites) and demographic identifiers (i.e. ethnic/language.)
- Describe the number of parents/caregivers, children, and early learning providers of each type to be served (FFN, FCCH, Alternative Sites, Private Centers).

b. Program Structure:

(20,000 characters, approximately 12 pages double spaced, or 6 pages single spaced, 12-point font)

- What evidence-based or evidence-informed practice(s) will the program use? Why will the program work for the target population?
- Describe any inequities that exist for the target population and how the approach will reduce those inequities.

- Describe the core activities, including type, frequency, and dosage, where applicable, and include where these activities will take place and how they will complement and leverage existing services without duplication.
- Describe the program's plan for ensuring materials shared are translated and culturally appropriate.
- How will your program gather parent/caregiver input to improve service design and delivery? How will parents be engaged and empowered as their children's first and most important teacher within this project?
- How will the program reduce barriers to access and increase utilization of services, particularly for under-served/isolated communities (e.g. hours of operation, culturally and linguistically responsive staff/practices, transportation, and other appropriate actions or activities).
- How does this project propose to influence the social emotional competence of Latinx preschool-aged children?
- The current COVID-19 pandemic has impacted families, organizations, and the way in which they can interact with each other. How will your program serve families while addressing COVID limitations? How will your organization conduct quality assurance activities based on these COVID limitations to monitor program progress and consistency across service delivery?
- Describe how trauma informed practices for providers, parents, and children will be a key component of the proposed project.
- How will supports for dual language learners be integrated into the priority strategies?
- How will the project scale and sustain proposed capacity building strategies to encourage mentorship, peer learning, and internal agency autonomy to continue quality improvement activities long term?

c. Outreach:

(2000 characters, approximately 1-page double spaced)

- What will your program do to inform the target population about the program and increase the likelihood of participation?
- How will you ensure outreach materials are accessible and inclusive to different types of providers using different languages of instruction?
- Describe how outreach and messaging for the project will be asset-based and include a focus on optimal child development via the evidence-informed Talk, Read, Sing messaging.

- How will you augment outreach strategies in response to COVID limitations, if needed?

d. Staffing:

(4000 characters, approximately 2 pages double spaced)

Describe staffing patterns and competencies needed to support the oversight and implementation of the proposed program or project by addressing the following points:

- Identify staffing positions and structure that will work on this program, estimated time that each staff person will spend on the program, their titles, the key role(s) that each will play, and a summary of their experience that is relevant/necessary for the position.
- Who will have primary responsibility for coordinating the program? Discuss this person's experience in managing similar programs and experience with target populations.
- How will your agency ensure culturally responsive interactions between staff, parents, and providers from different cultural backgrounds, speaking different languages, different levels of education etc.? How will your agency incorporate on-going mechanisms to increase the cultural responsiveness of staff and the services provided?

e. Description of Collaborative Partners (if applicable):

(4000 characters, approximately 2 pages double spaced)

- *Collaborative partners* are any partner organizations that will play a key, ongoing role in delivery of place-based services, that will require coordination and communication across agencies, but will not be compensated out of the proposed contract.
- How does the organization plan to coordinate and collaborate services with existing system initiatives such as Home Visiting Steering Committee, Help Me Grow Initiative, ACES Connections, Family Resource Center Network and SCOE's early childhood education programs? If collaborative partners are proposed, describe their relevant experience, strengths, and the contributions they bring to the proposed program. Provide information on the roles and responsibilities of the collaborating partners.
- Include a *Letter of Commitment* from each collaborative partner involved in this effort in the Appendices, signed by the organization's authorized designee.

Letters should describe tangible specific commitment for staffing, time and resources.

f. Description of Subcontractors (if applicable)

– *Partner organizations, including consultants, who will be paid if this proposal is funded:*

(2000 characters, approximately 1 page double spaced)

- *Subcontractors* are partner organizations, including consultants, who will be paid by the proposer out of this contract, is funded.
- Describe key staff qualifications of subcontractor(s). Place resumes or other data reflecting qualifications in the Appendices Section.
- Describe their relevant experience, strengths, and the contributions they bring to the proposed program. Provide information on the roles and responsibilities of the collaborating partners, how communication will flow and how decisions will be made across organizations.
- Include a *Memorandum of Understanding* from each subcontractor involved in this effort in the Appendices, signed by both organizations' authorized designee. MOU should describe tangible specific arrangement for staffing, time and resources.

g. Program Evaluation

(4000 characters)

- *The Commission will be implementing a Results Based Accountability evaluation plan. It is expected that contractors will collaborate with Commission staff and will participate in its evaluation to demonstrate outcomes, including entering data into a Commission approved data system.*
- Who will oversee program evaluation activities? What are the individual's relevant qualifications?
- How will the program ensure that staff are adequately trained in data collection and data entry? What quality assurance measures will be taken to ensure clean data? Please note that if funded, your organization will be required to enter data in to a Commission approved data system.
- How will site-based Quality Improvement Plans be updated for progress and utilized in quarterly or semi-annual evaluation of the initiative?
- Indicate if your organization has an existing mechanism for collecting and reporting data. What type of data does the system provide and how is it used?

- Describe how collaborative partners' program data from supporting strategies will be coordinated and entered for a complete and accurate evaluation of the project.

h. Leveraging Resources and Sustainability

(2000 characters)

- *In light of declining Prop. 10 revenue, contractors are expected to partner with First 5 to promote the sustainability of our community's capacity to support the optimal development of children, 0-5. Funded partners will be required to leverage a 10% cash or in-kind match for First 5 funding and are also expected to seek improved operational efficiencies, partnerships, and other sustaining strategies.*
- Describe your organization's sustainability efforts over the past three years. Has your organization been able to leverage partnerships and funding, and if so in what amount?
- How does your organization intend to participate in the development and/or updating, monitoring, and reporting of a sustainability plan and sustainability activities over the FY 2021-25 period? Indicate which position or staff person will lead sustainability planning for your agency, their core duties, and the amount of time (FTE) to be dedicated to this effort.

B. Work Plan (30 points) (ATTACHMENT A)

Please complete the work plan chart for each fiscal year using the form in (Attachment A) to provide a snapshot of your proposed core activities and service targets.

This is a draft work plan to help you share the goals of your project and if selected, can be refined with First 5 Sonoma County staff. If you do not currently have a measurement instrument, but plan to use one, First 5 may be able to help develop the instrument with your organization.

C. Budget Workbook: Multi-Year Budget, Fiscal Year Budgets, Leveraged Funding and Budget Narrative (40 points) (ATTACHMENT B)

Proposers are required to submit a detailed Multi-Year Budget, Fiscal Year Budgets, Leveraged Funding and Budget Narrative for the proposing contractor, as well as for any and each subcontractor funded through the proposal. Budget information must be submitted on the Excel spreadsheet **Budget Workbook** in Attachment B to articulate all direct, indirect and sub-contractual costs to the project, program or service. Prior to submission, proposers should review and verify that the details included in individual worksheets in the Budget Workbook match and align exactly across worksheets. Each item

in the budget and budget narrative must correlate to specific activities described in the body of the proposal. No costs should be included in the Budget and Budget Narrative that are not described in the proposal, and vice versa.

Agency Match

All proposers are required to leverage a minimum of 10% annual match, which can be any combination of external funding and/or in-kind contribution. Include all committed sources of external funding and/or in-kind contribution and value that the proposer has secured for the proposed project, program or service.

Indirect Costs

Indirect costs are shared costs across an organization whose benefit is not readily identifiable with a specific program or programs, but necessary to the general operation of the organization. Proposal budgets may include indirect costs calculated through one of two methods: 1) allocate shared costs individually by line item (e.g. "1. Audit", 2. Occupancy"); or 2) calculate overall indirect cost based on a federally or state negotiated indirect cost rate from the organization's cognizant agency. The methodology for calculating indirect costs should be explained in the Budget Narrative. If indirect costs are calculated through an overall percentage of direct costs, then individual indirect costs cannot be also listed as line items, and vice versa.

Costs to be considered "direct" for purposes of calculating indirect include: salaries, benefits, materials and supplies directly related to implementation of the proposed program or project, travel, services, and sub-contractual costs. Costs that are considered "indirect" are: liability insurance, purchase of equipment or capital expenditures, rent, mortgage, audit, executive and/or administrative personnel time that is not specifically and directly tied to the implementation of the proposed program or project. Regardless of method selected to calculate indirect cost, indirect costs cannot exceed 15% of direct costs.

Budget Narrative

In the Budget Narrative worksheet, explain how costs in the budget were estimated and justify the need for each cost. Use the template to break down each major cost category (i.e., salaries, fringe benefits, equipment, travel, supplies, other direct costs and indirect costs). Provide a brief description of each budget line item in the budget and show the calculations used to derive the costs.

For Personnel, list each job title separately and include employee name(s) (or TBD if position is vacant), gross annual salary, hourly wage, any anticipated salary increases (i.e. COLA, merit, labor union, etc.) that may occur during the funding period and role in the project. Refer to agency's benefit package and describe how fringe benefits are calculated in the budget.

Describe and justify equipment, including quantity, cost per unit, and identify the purpose and the individuals who will be using the equipment. For Postage, Supplies, Printing, Travel, and Training, provide a general description, quantity, unit cost (or monthly cost) and the number of months.

Costs related to program participants (incentives, food, events, child care, travel) should be tied to the work plan for the program or service and the method of calculating these costs should be explained. For employee mileage associated with the project, describe the rate of reimbursement. The mileage rate should not exceed the GSA mileage reimbursement rate.

Describe the method chosen for budgeting indirect costs and how they are calculated (see above). If including indirect costs as individual line items, break out costs associated for space, occupancy, telephone and other shared costs used for the program and provide the methodology for determining what portion is allocated to this budget, such as footage prorated for staff allocated to project, cost per foot (rent/lease/mortgage), and number of months the space will be used.

If including indirect costs as a percentage of direct costs, describe any federal or state negotiated indirect rate and which costs are being considered as “direct” for purposes of calculating indirect cost for this proposal.

D. Appendices (30 points)

Please include the following documents, uploaded as directed in the web-based application system in PDF format:

- An organizational chart for the proposing organization/agency and any subcontractors. Org charts must clearly show how the project, program and/or service proposed is situated, staffed and overseen in the context of the larger organization.
- Resumes and job descriptions of key project/program staff and/or subcontractors should be up-to-date and clearly reflect the competencies and skill sets of the individuals responsible for the implementation of the proposed project, program or service. Resumes are not required for positions that are not currently filled.
- Letters of commitment from each collaborative partner (or MOUs from each subcontractor) involved in this effort must be signed by the organization’s authorized designee and include evidence of the tangible specific commitments for staffing, time, resources

APPENDIX A: First 5 Sonoma County Equity Index

a framework for diversity, equity, belonging & anti-racism

Equity Index



Region	School District	School Name	Student Population	Equity Index
Central	Roseland	Roseland	549	3
Central	Bellevue Union Elementary	Meadow View	414	3
Central	Roseland	Roseland Creek	367	4
Central	Rincon Valley Union Elementary	Binkley Charter	360	4
Central	Roseland	Sheppard	493	4
Central	Bellevue Union Elementary	Taylor Mountain	439	4
Central	Santa Rosa Elementary	James Monroe	402	4
Central	Piner-Olivet Union Elementary	Morrice Shaefer Charter	345	4
Central	Santa Rosa Elementary	Steele Lane	413	4
Central	Santa Rosa Elementary	Cesar Chavez Language Academy	368	4
Central	Rincon Valley Union Elementary	Whited Charter	406	4
Central	Bellevue Union Elementary	Bellevue	406	4
Central	Wright Elementary	Wright Charter	456	4
Central	Santa Rosa Elementary	Luther Burbank	315	4
Central	Wright Elementary	Robert L. Stevens	545	5
Central	Santa Rosa Elementary	Abraham Lincoln	284	5
Central	Mark West Union Elementary	Mark West	438	5
Central	Santa Rosa Elementary	Brook Hill	388	5
Central	Piner-Olivet Union Elementary	Olivet Charter	319	5
Central	Santa Rosa Elementary	Helen M. Lehman	508	5
Central	Santa Rosa Elementary	Albert F. Beilla	330	5
Central	Piner-Olivet Union Elementary	Jack London	279	5
Central	Bellevue Union Elementary	Kawana Springs	354	5
Central	Wright Elementary	J.X. Wilson	473	6
Central	Santa Rosa Elementary	Kid Street Learning Center Charter	116	6
Central	Rincon Valley Union Elementary	Spring Creek Matanzas Charter	533	6
Central	Rincon Valley Union Elementary	Village Charter	364	6
East	Sonoma Valley Unified	Dunbar	187	2
East	Sonoma Valley Unified	Sassarini	320	4
East	Sonoma Valley Unified	El Verano	363	4
East	Sonoma Valley Unified	Flowers	339	5
North	Geyserville Unified	Geyserville	107	3
North	Cloverdale Unified	Jefferson	536	3
North	Healdsburg Unified	Healdsburg	262	4
North	Windsor Unified	Cali Calmecac Language Academy	1138	8
South	Petaluma City Elementary	McDowell	251	4
South	Two Rock Union	Two Rock	154	5
South	Old Adobe Union	Miwok Valley Language Academy Charter	325	5
South	Petaluma City Elementary	Valley Vista	280	5
South	Cinnabar Elementary	Cinnabar Charter	240	5
South	Old Adobe Union	Loma Vista Immersion Academy	400	5
South	Cotati-Rohnert Park Unified	Thomas Page Academy	385	5
South	Cotati-Rohnert Park Unified	University at La Fiesta	204	5
South	Cotati-Rohnert Park Unified	John Reed Primary	425	7
West	Kashia Elementary	Kashia	15	2
West	Horicon Elementary	Horicon	68	2
West	Monte Rio Union Elementary	Monte Rio	84	3
West	Sebastopol Union Elementary	Park Side	261	5
West	Guerneville Elementary	Guerneville	242	7
West	Fort Ross Elementary	Fort Ross	21	8