



## Early Success Request for Proposals

### How to use this rubric:

United Way of Olmsted County takes a holistic approach to reviewing grant applications. This means reviewers consider how the overall application meets the criteria of eligibility, equity, impact, and budget as described below. We understand that these criteria are related; for example, an equitable program will make a bigger impact. We also know that a response to a single application question or a discussion at a program meeting can provide reviewers with information about multiple rubric elements. For this reason, you will notice that there is not a single application question for each element on the rubric below.

In the lefthand column of the rubric, you will see 9 specific rubric elements. Reviewers will rate applications on each of those elements. In the righthand column, you will see a list of examples that describe what a strong application may look like. We provide these examples to help you better understand what we are looking for when reviewing applications. *This is not a list of requirements!* A highly aligned, equitable, impactful, and fiscally sound program will do some of these things, but no program will do all these things. We also know that we haven't thought of everything—there are many ways to demonstrate success in these areas.

So, how should you use this rubric? Use the rubric to help you understand what we hope to learn about your program. You probably won't be able to address each element at each stage of the application process, but successful applicants will demonstrate strengths in most rubric elements by the end of the process (including the initial proposal, full proposal, and program meeting).

RUBRIC ELEMENT	MAY LOOK LIKE
<b>1. Alignment with RFP:</b>	<b>Examples of exceptional alignment may look like:</b>
1a. Program meets minimum eligibility criteria	<ul style="list-style-type: none"> <li>• Provides access to daily childcare and/or early education for children aged 0-K</li> <li>• Serves primarily low-income residents of Olmsted County (generally those living at or below 185% of federal poverty level, which is also the calculation used for free/reduced priced lunch)</li> <li>• Program is operated by an eligible nonprofit agency:               <ul style="list-style-type: none"> <li>• 501c3</li> <li>• Government agency/unit</li> <li>• Faith based organization demonstrating that there is no explicitly faith-related content included in the programming and no discriminatory restrictions on service recipients</li> <li>• Community organizations without 501c3 status that can document a relationship with a proper fiscal sponsor</li> </ul> </li> </ul>
1b. Program provides high quality childcare or early childhood education	<ul style="list-style-type: none"> <li>• Utilizes an effective, research-based program model</li> <li>• Defines what program success looks like</li> <li>• Curriculum includes a focus on social emotional learning</li> <li>• Uses quantitative data to document positive student outcomes</li> <li>• Uses qualitative data to explicitly document student/family success stories</li> </ul>
<b>2. Equity:</b>	<b>Examples of exceptional equity may look like:</b>
2a. Program serves primarily individuals and/or families with an income (generally at or below 185% federal poverty level)	<ul style="list-style-type: none"> <li>• Collects participant income data</li> <li>• Disaggregates program outcome data by income level</li> <li>• Connects families with additional resources</li> <li>• Intentionally removes income-based barriers to education</li> <li>• Offers income-based scholarships</li> <li>• Works with families to overcome financial obstacles</li> </ul>
2b. Program design is responsive to children's and families' needs	<ul style="list-style-type: none"> <li>• Program design is culturally responsive</li> <li>• Demonstrates awareness of participant demographics and how that may impact interaction with services</li> <li>• Offers translated program information and/or interpreting services in families' home languages</li> <li>• Staff/volunteers reflect student demographics</li> <li>• Disaggregates program outcomes data by relevant demographics</li> <li>• Families are involved in program design and continuous improvement</li> </ul>

	<ul style="list-style-type: none"> <li>• Curriculum and learning materials reflect children’s identities and cultures</li> </ul>
2c. Program design and implementation is informed by thinking about racial, disability, and socioeconomic justice (equity lens)	<ul style="list-style-type: none"> <li>• Staff takes responsibility for creating a culture where children and families of different identities and experiences belong</li> <li>• Organization prioritizes equity training for staff/volunteers</li> <li>• Addresses patterns of systemic bias and inequitable outcomes</li> <li>• Organization understands that equity is an ongoing journey, and equity is part of continuous improvement plans</li> <li>• Program design is responsive to the demographics of program participants, centering those who experience the greatest barriers to early childhood education and childcare</li> </ul>
<b>3. Impact:</b>	<b>Examples of exceptional impact may look like:</b>
3a. Program responds to local conditions	<ul style="list-style-type: none"> <li>• Adjusts programming for families based on changing needs in the community</li> <li>• Uses local level data to inform programming</li> <li>• Collaborates with local partners (e.g. nonprofits, local government, community foundations, schools) to work toward population level results</li> <li>• Aligns with other local programs or initiatives (e.g. use of GOLD assessment)</li> </ul>
3b. If an existing program, demonstrates positive outcomes through data; if a new program, demonstrates strong potential for impact	<ul style="list-style-type: none"> <li>• Program uses evidence-based best practices</li> <li>• Defines what program success looks like and uses qualitative and quantitative data to demonstrate program success</li> <li>• Program benchmarks performance against external organizations with similar missions and populations served</li> <li>• Disaggregates student outcomes data by race &amp; income</li> <li>• Uses an evidence-based assessment tool to measure developmental milestones</li> </ul>
3c. Program demonstrates commitment to continuous improvement	<ul style="list-style-type: none"> <li>• Conducts internal program reviews</li> <li>• Integrates feedback from families to form continuous improvement practices</li> <li>• Self-monitors work, identifies areas of growth, and applies new learnings</li> <li>• Provides opportunities for staff and volunteers to enhance skills through continuing education and professional development skills</li> <li>• Has received a high Parent Aware rating or is working towards receiving such a rating</li> <li>• Seeks new practices and creative solutions to achieve program goals</li> </ul>

4. Budget:	Example of an exceptional budget may look like:
4a. Request amount is appropriate to program size, program plans, and available resources	<ul style="list-style-type: none"> <li>• Program has demonstrated financial sustainability or new program includes longevity plans</li> <li>• Clearly presents full program budget with anticipated operating costs</li> <li>• Reflects upon previous operating costs (if available)</li> <li>• Costs may be higher for initial investment in a new program</li> <li>• Program plans and goals can reasonably be achieved with available resources</li> </ul>