Early Childhood
IMPROVING SCHOOL READINESS

Request for Applications for Ready Start Community Network Pilots Cohort 2:

Leaders to Advance Louisiana's Early Childhood Care and Education Network

May 3, 2019

John White, State Superintendent of Education

DEPARTMENT of EDUCATION
Louisiana Believes

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Request for Applications (RFA) for Ready Start Community Network Pilots – Cohort 2

Section I – Overview

A. **Background**

Because too few children were ready for Kindergarten, Louisiana's legislature passed RS 17:407.23 in 2012, creating Louisiana's Early Childhood Care and Education Network. This legislation focused on unifying a fragmented system, accountability for publicly funded early childhood care and education providers, and choice for families. Today, all publicly funded providers in the state are partners in community networks. All are evaluated using the same standard for quality and all are working to make enrollment a streamlined process for economically disadvantaged families in their community. Program quality has begun to improve and information about quality is now available online for all publicly funded sites.

B. **Challenges**

Though greater coordination exists, and program quality has improved, the state has yet to ensure that all families needing early childhood care and education have access to quality options.

- **There are not enough seats.** Louisiana is currently serving 56,588 economically disadvantaged children with various federal and state funds. However, according to state data from October 2017, there are nearly 200,000 birth-to-age-five children who are economically disadvantaged. This means about 70 percent more economically disadvantaged children are eligible for assistance and may be in need of services. Moreover, the access challenge is more significant for Louisiana's youngest children. Though the state serves about 90 percent of its economically disadvantaged four-year-old children, it reaches just 30 percent of its economically disadvantaged three-year-old children and even fewer birth-through-age-two children who are economically disadvantaged.
- **Of seats that do exist, too few are high quality**. Louisiana's new rating system for publicly-funded sites, based on *CLASS*® observations in every toddler and pre-K classroom, shows that more than one third of all publicly-funded children, birth to three, are served in low-quality sites. In addition, 16 percent of four-year-olds are enrolled in low-quality sites.
- **The state has not positioned community network lead agencies to influence community-wide growth in access and quality.** Lead agencies are currently funded only to conduct administration activities for the community network, coordinate observations, and coordinate enrollment. Access to programs is driven by availability of state and federal funds that do not carry incentive for local match. Without authority for local coordination, lead agencies cannot make the most of funding to improve access. Moreover, quality improvement is up to individual providers or programs rather than strategically managed across the community. These efforts typically reflect availability of resources and willingness of programs to share.

C. **Approach**

To address these challenges, Louisiana's legislature amended RS 17:407.23, Louisiana's Early Childhood Care and Education Network, during the 2018 regular legislative session. The legislation authorized Louisiana's Board of Elementary and Secondary Education (BESE) to use available public and private funds to establish pilot programs in high-performing community networks. These pilots are to collaborate with the state and receive a startup investment and expanded local authority to:

- **Implement a formal local governance structure** that expands community partnerships;
- **Increase access to care and education** by strategically managing seats and funding across the community; and
- **Improve quality of early childhood care and education programs**.

D. Expectations

> *These pilots, Ready Start Community Networks (RSNs), will build a long-term plan for early childhood care and education in their community that will drive overall program improvement and create more options for families who need service for their children. Their work will inform policy makers and ultimately advance Louisiana's early childhood care and education system.*

Communities thrive when they can meet the early childhood care and education needs of families and their children. The state will challenge early childhood community networks that step forward for this pilot with robust expectations but will also provide ongoing priority support.

What Pilots Must Accomplish	Information Pilots Must Identify and Use	What the Department will Do
Put in place a local collaborative governing structure for shared decision-making, including bylaws and public meetings	Potential community and business partners	Provide each pilot up to $100,000 of funding per year, for two years, to implement improvement plans. Link pilots with state and national supports to implement desired activities
Establish and use a formal community network "brand", if not already in place	A message that resonates with families and community leaders	Provide pilots with support and advice from national experts
Put in place a system to track access, demand, and provider capacity by age and locale	Current demand for access, met and unmet, by age and locale	Provide pilots with custom data reports as well as support and advice from experts
Make information about quality providers with available seats easily accessible by the public	Available capacity for each provider, by age and locale	Provide support and resources for public access of information
Build and maintain a strategic plan for access and improvement that (a) aligns use of all available public and private funding for early childhood with community needs and (b) sustains existing quality providers, improves low-quality providers, and recruits new providers	Sites and classrooms where quality improvement is needed All public and private funding streams that can be used to improve quality and increase access	Provide guidance to develop clear, actionable plans to increase access and improve quality of care and education Revise current policy to align with supporting pilot autonomy, including seeking waivers of any state regulations that prevent pilots from maximizing efforts and funds
Assign publicly-funded seats to providers using a plan that meets access needs of families and supports quality for children	Where and how unmet access demand is impacting business and industry with regard to hiring, retention and attendance Local funding sources	Prioritize pilots for both existing and innovative funding opportunities that will increase the number of economically disadvantaged children served by their community network in proportion to locally generated match Give approved pilots authority to locate publicly funded seats within the community network
Demonstrate significant improvement in quality across sites	Quality ratings and informational metrics	Give approved pilots authority to distribute improvement resources across programs in their community Assist pilots with closely tracking and analyzing accountability system data for improvement trends

Forward-thinking communities in Louisiana are already sharing and leveraging their resources. Seven community networks have stepped up for Ready Start Network Cohort 1 – Iberville, Jefferson, Lafayette, NOEEN (Orleans Parish), Rapides, St. Mary, and Washington. Each is developing shared local governance and each has an approach to improving access and quality that meets the unique needs of their community.

Innovative community leaders are encouraged to use this RFA as an opportunity to build on their successful practices and create plans to move their community forward. Selected community networks will build on existing community strengths and increase their capacity to work collaboratively across programs. The application template (Appendix A) provides more detail for these expectations.

E. **Project Period and Funding**
    This pilot program will operate from mid-August 2019 through June 2020. Applicants must commit to the entire project period. Successful applicants will be funded up to $100,000 to support the plans and budget submitted with their application. The state will also prioritize pilots for additional seats (e.g., LA 4, CCAP, NSECD) that may be available for SY 2020-2021. Allocation of new seats will be alligned with the RSN's coordinated funding request and will be based on demonstrated demand and capacity to serve.

Section II – Opportunity to Participate

A. **Eligible Applicants**
    All currently established Early Childhood Community Networks are eligible to apply through their lead agency. Communities should plan, over the course of the pilot, to add strategic business, municipal, and non-profit partners so that all key partners who are both interested in and impacted by early childhood care and education in the community are included.

B. **Application and Selection Process and Timeline**
    The table below provides detailed information about the application process and Appendix A provides complete project details.

May 14, 2019	• The Department will conduct an informational [webinar] at 3:00 p.m. and answer questions about the application.
May 24, 2019	• Potential applicants send a voluntary Notice of Intent to Apply to kaye.eichler@la.gov.
June 14, 2019	• Initial applications are due to the Department.
June 17-21, 2019	• Applications are evaluated by the Department's Early Childhood Team, in consultation with key partners.
June 24-July 10, 2019	• Feedback is provided to all applicants. • Department provides guidance to pilot candidates as they work to improve and finalize their applications for full funding which must include plans and a budget to improve access and quality.
July 12, 2019	• Revised, final applications are due to the Department. • Applications will be evaluated. • Applicants that do not demonstrate understanding and capacity to conduct the work will not be recommended for expanded funding but may continue to work to be admitted to the next pilot cohort.
August 14, 2019	• Cohort 2 Pilots are approved by BESE.

A complete application that demonstrates readiness for a local collaborative governing structure for shared decision making, along with complete plans and budgets to improve access and quality, are required. Application deadlines are as follows:

- **Voluntary Notice of Intent to Apply should be submitted to** kaye.eichler@la.gov **by May 24, 2019**.
- **Initial applications must be submitted to** kaye.eichler@la.gov **no later than 4:30 p.m. on June 14, 2019.**
- **For those selected to continue, revised applications must be submitted to** kaye.eichler@la.gov **no later than 4:30 p.m. on July 12, 2019**.

In general, applications received after a deadline will not be reviewed. However, the Department reserves the right to review and/or fund an application submitted after the deadline when an emergency caused or contributed to late submission. Additionally, the Department may request and consider additional information regarding any applications received.

Section III – Application
This section lists and describes required components of the application. The Application Template can be found in Appendix A. Appendix B, the Application Rubric, should be used to guide application development.

A. **Plan for a Local Collaborative Governing Structure**
   This section of the application must describe the community network's best ideas for developing a local collaborative governing structure for shared decision making that includes all program partner types and key community stakeholders. K-12 education, health services, social services, higher education, business and industry, children's advocacy groups, charitable and private funding organizations, and local government must all be engaged. Participation from executive leadership in partner organizations is critical to make necessary system changes and access funding to improve early childhood services.

   The application must demonstrate that leaders from all program types are committed to developing and implementing formal local governance with by-laws that adheres to public meeting requirements. Through this structure, the RSN will be accountable for developing, implementing and maintaining plans to address access and quality, secure and unifying funding, and authorize seats and improvement resources. The Department is prepared to assist pilot communities with development and implementation of a local collaborative governing structure for shared decision making by providing research, guidance, and consultative facilitation.

B. **Plan to Measure Need for Affordable Access to Quality Care and Education for Children Birth through Age Four within the Community**
   Accurately tracking community demand for quality care and education at each age level on an ongoing basis is the foundation for a solid care and education network that meets the needs of families and their children. Having current demand information is also necessary to support economic stability and growth in communities. Clear and up-to-date information about demand must be maintained to project workforce, facility, and funding needs.

   Use this section of the application to describe gaps in the community's current system to measure need and plans to close the gaps with a collaborative, systematic, year-round process to measure and track need and capacity for service at each age level. Address how information will be collected

and what community decisions the information will support. Also, describe how this information will be made readily available to the public on an ongoing basis so that families know options for enrollment and businesses are aware of data that influences their workforce and their ability to remain viable and to expand.

C. **Plan for Using Future Financial Support to Expand Access and Improve Quality**
The Department seeks to provide lead agencies and their community networks with greater control over resources that impact access and quality. In return, **RSNs will commit to develop plans to finance needs of their network by assembling a portfolio of federal, state, local private and public funding streams.**

In this section of the application, applicants should provide a clear description of all current early childhood funding streams used in the community, including funding streams that are present and can be used for early childhood but currently are not. A plan to convert eligible, but unused funds should be presented along with plans to identify current and/or potential private funders in the community. Overall, applicants should **use this section of the application to show the current status of early childhood funding and their plan to increase and allocate local resources.**

D. **Plan to Identify and Share Resources to Support Quality and Access**
Coordinating the use of funds across programs will result in more economically disadvantaged children enrolled in high-quality services. And, the number of children in the community who enter kindergarten ready for success should also increase. **This section of the application must demonstrate that program partners plan to leverage existing funding and share resources to increase infant-to-age-five economically disadvantaged children served in high-quality inclusive settings**. This plan should identify all funding sources currently in the community that are eligible to be used for early childhood quality and access, even if not currently being used for that purpose (e.g., Title 1, Rural Education Achievement Program). Examples of braiding funds, sharing or combining resources, and using diverse delivery models to increase capacity currently exist in communities across the state. **Leveraging practices, or plans to develop and implement leveraging practices, should be described.**

The early childhood workforce (administrators and teachers) should understand what quality instruction and interactions are, have skills necessary to achieve them, and receive adequate supervision and support. Successful applicants must assess the needs of their early childhood workforce and effectively support skill improvement and credentialing with job-embedded professional development that aligns with the state's classroom quality assessment tool. They must collect and report baseline data for their existing workforce, including teacher and administrator turnover. Using education, credentialing, and performance data, communities will be expected to develop systematic approaches to strengthen skills, raise credentials, and determine if targeted support for improvement reduces turnover. In particular, they must focus on building a system that provides for continuous improvement (e.g., opportunities for reflection and data-driven collaboration, rather than traditional professional development). Partnerships with high schools, ancillary certificate programs, technical colleges, universities, and Workforce Investment Boards will be critical.

E. **Budget Approach**
Over the past few years, many lead agencies have made great strides in improving the quality of programs by pairing responsible planning and spending with thoughtful leveraging of local resources.

Applicants are expected to develop a clear and sustainable funding request with practical plans to use funds in a way that will achieve expected results. The applicant's request for funding must be embedded in each section of the application.

RSNs will have the flexibility to determine how to use this funding as long as it supports the development, coordination, and/or improvement of all programs across the network. Funds must be used to supplement, not supplant, other funds and may be used for staff or professional services to coordinate RSN activity, for effective professional development opportunities and/or coaching for providers. **Pilot funds may not be used for building construction or facility remodeling, expenses such as furniture or technology equipment purchases (e.g., computers, televisions, video players, etc.), or travel to meetings, conferences or events that are not sponsored or approved by the Department.**

F. **Assurances**
    The application to participate in this pilot must be signed by the lead agency's chief executive officer. For local education agencies, this is the superintendent. **The lead agency's application, including all plans, will serve as assurance that the lead agency will carry out all required activities with their community network.** Additionally, to demonstrate cooperation among community programs, **the application must list all program partners and include the signatures of as many program partners as possible**.

Appendix A
PILOT APPLICATION TEMPLATE

Lead Agency Applicant Name: [ ]
       Mailing Address:
       Physical Address: [ ]
       Primary Contact Name: [ ]
       Primary Contact Title: [ ]
       Telephone: [ ]
       Email: [ ]

Lead Agency Chief Executive Officer Name: [ ]

Lead Agency Chief Executive Officer Signature:
[   ]

Network Name: [ ]

       Geographic parish(s): [ ]

       List all Program Partners:

              Childcare Partner(s): [ ]

              Early Head Start and Head Start Grantee Partner(s): [ ]

              NSECD Partner(s): [ ]

              Public Pre-K Partner(s) including charter schools: [ ]

              Early Steps Regional Partner: [ ]

       List all Supporting Partners

              Resource and Referral agency: [ ]

              Ancillary Certification Programs: [ ]

              Non-profit organizations: [ ]

              Government Entities: [ ]

              Family Support Organizations: [ ]

              Business Organizations and Partners: [ ]

Signature Page for Program and Supporting Partners

Organization Name	Signature of Representative

APPLICATION PART 1: PLAN FOR A LOCAL COLLABORATIVE GOVERNING STRUCTURE FOR SHARED DECISION MAKING

Please answer the questions and provide any additional information that supports selection of your network for this pilot.

STATUS OF THE COMMUNITY NETWORK

Describe the current leadership structure for the community network.
- How many members are there and who is involved?
- What is the structure?
- Are there bylaws?
- How many meetings occurred between July 1, 2017 and June 30, 2018?
- What partners attended each meeting?
- On what did the meeting(s) focus?
- What, if any, collective decisions were made?

IDEAL STATE FOR THE COMMUNITY NETWORK

Describe the ideal governance structure for the community network with the goal to provide quality services for as many children as possible and provide a solid foundation for children in the community to be successful learners.
- How many members will there be and who will be involved?
- How would equitable representation be ensured?
- How would representatives be chosen?
- What is the structure?
- How frequently will meetings occur?
- What issues would be addressed?

GAPS BETWEEN STATUS OF SHARED DECISION MAKING GOVERNANCE AND THE IDEAL STATE

Describe primary differences between what exists now and what would be ideal.

ACTIONABLE PRIORITIES

List steps needed in the next year to close gaps and attain the ideal state. For each step, list resources needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

Action Step	Resource	Cost

APPLICATION PART 2: PLAN TO MEASURE NEED FOR AFFORDABLE ACCESS TO QUALITY CARE AND EDUCATION FOR CHILDREN BIRTH THROUGH AGE FOUR WITHIN THE COMMUNITY

Please answer the questions and provide any additional information that supports selection of your network for this pilot.

STATUS OF THE COMMUNITY NETWORK

Describe how need for access to quality care and education (demand) is currently measured in the community network.

- How and how often is demand measured?
- What community-wide reports of access and demand data does the lead agency produce that are available to all partners?
- How often are access and demand data discussed at partner meetings?
- Describe any collective decisions made using data.

IDEAL STATE FOR THE COMMUNITY NETWORK
Describe what the ideal system for measuring need for access in your community network might look like.
- How would demand be measured and how often?
- Who would be involved?
- Who would see the information and how would it be used?

GAPS BETWEEN STATUS AND IDEAL STATE
What are primary differences between what exists now and what would be ideal?

ACTIONABLE PRIORITIES
List steps needed to close gaps and attain the ideal state. For each step to be addressed in the next year, list resources needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

Action Step	Resource	Cost

APPLICATION PART 3: PLAN FOR USING FUTURE FINANCIAL SUPPORT TO EXPAND ACCESS AND IMPROVE QUALITY
Please answer the questions and provide any additional information that supports selection of your network for this pilot.

STATUS OF THE COMMUNITY NETWORK
Does the current community network leadership structure discuss or vote on financial matters? If yes, please describe issues that were discussed or voted on in the past year.

Describe any donations from local funders that have been requested and/or received in the past year.

What was the total amount of federal funding across all early childhood programs in the community network last year? List sources that are included.

Early Head Start	Head Start	ESSA Title 1	Preschool Expansion Grant	Education Excellence Fund	IDEA	Rural Education Achievement Program	Other Federal	Total
$	$	$	$	$	$	$	$	$

What was the total amount of state funding across all early childhood programs in the community network last year? List sources that are included.

LA 4	8(g)	Nonpublic School Early Childhood Development	Other State	Total
$	$	$	$	$

What was the total amount of local and private funding across all early childhood programs in the community network last year? List sources that are included.

Local Public	Local Private	Other Local	Total
$	$	$	$

What was the average amount of total funding per child served in the community network last year?

Of the total Title 1 funds allocated last year to any district(s) in the community network, how much was unexpended?

Of the total LA 4 funds allocated last year to any district(s) in the community network, how much was unexpended?

Of the total Lead Agency funds allocated last year to the community network, how much was unexpended?

IDEAL STATE FOR THE COMMUNITY NETWORK

Describe the community's plan to serve the most children with funds currently available and who would be involved in developing and implementing the plan.
- What could be done locally to increase the amount of funds available?
- What responsibilities will be placed with site leaders?
- Will programs use existing staff or will new staff be added?

GAPS BETWEEN STATUS AND IDEAL STATE

What are the primary differences between what exists now and what you think would be ideal?

ACTIONABLE PRIORITIES

List steps needed to close gaps and attain the ideal state. For each step to be addressed in the next year list resources needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

Action Step	Resource	Cost

APPLICATION PART 4: PLAN TO IDENTIFY SHARED RESOURCES TO SUPPORT IMPROVED ACCESS TO QUALITY EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS FOR CHILDREN FROM BIRTH THROUGH AGE FOUR AND DETERMINE HOW RESOURCES CAN BE LEVERAGED TO MAXIMIZE IMPACT OF SUCH PROGRAMS FOR EACH AGE.

Please answer the questions and provide any additional information that supports selection of your network for this pilot.

STATUS OF THE COMMUNITY NETWORK
Describe how resources are currently shared and leveraged to improve quality and access in the community network and any improvement in access and quality that has occurred in the community network since Act 3 activities began.

IDEAL STATE FOR THE COMMUNITY NETWORK
Describe the community's plan to identify and share resources to improve access to quality early childhood experiences for disadvantaged children in the community. Address how you will grow the number of seats and improve all seats.
- Who would be involved in developing the plan?
- Who would be involved in implementing the plan?

GAPS BETWEEN STATUS AND THE IDEAL STATE
What are primary differences between what exists now and what would be ideal?

ACTIONABLE PRIORITIES
List steps needed to close gaps and attain the ideal state. For each step to be addressed in the next year list resources needed and an estimated cost for each resource. These estimated costs are the budget request for this section of the application.

Action Step	Resource	Cost

Appendix C - Application Rubric

RUBRIC FOR APPLICATION EVALUATION

APPLICATION PART 1: PLAN FOR A LOCAL COLLABORATIVE GOVERNING STRUCTURE FOR SHARED DECISION MAKING	
SCORE	
3	☐ Develops <u>all requirements</u> of the component <u>evenly and in depth</u> ☐ Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> ☐ Details <u>previous</u> successful efforts related to the infant-to-age-five population
2	☐ Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> ☐ Demonstrates approach that is practical and <u>feasible</u> to execute
1	☐ <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth ☐ Demonstrates an approach that <u>lacks practicality and/or focus</u>, reducing feasibility of execution
0	☐ Incomplete, inadequate or missing response
Notable evidence:	

APPLICATION PART 2: PLAN TO MEASURE NEED FOR AFFORDABLE ACCESS TO QUALITY CARE AND EDUCATION FOR CHILDREN BIRTH THROUGH AGE FOUR WITHIN THE COMMUNITY	
SCORE	
3	☐ Develops <u>all requirements</u> of the component <u>evenly and in depth</u> ☐ Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> ☐ Details <u>previous</u> successful efforts related to the infant-to-age-five population
2	☐ Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> ☐ Demonstrates approach that is practical and <u>feasible</u> to execute
1	☐ <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth ☐ Demonstrates an approach that <u>lacks practicality and/or focus</u>, reducing feasibility of execution
0	☐ Incomplete, inadequate or missing response
Notable evidence:	

APPLICATION PART 3: PLAN FOR USING FUTURE FINANCIAL SUPPORT TO EXPAND ACCESS AND IMPROVE QUALITY	
SCORE	
3	☐ Develops <u>all requirements</u> of the component <u>evenly and in depth</u> ☐ Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> ☐ Details <u>previous</u> successful efforts related to the infant-to-age-five population
2	☐ Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> ☐ Demonstrates approach that is practical and <u>feasible</u> to execute
1	☐ <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth ☐ Demonstrates an approach that <u>lacks practicality and/or focus</u>, reducing feasibility of execution
0	☐ Incomplete, inadequate or missing response
Notable evidence:	

APPLICATION PART 4: PLAN TO IDENTIFY SHARED RESOURCES THAT CAN SUPPORT IMPROVED ACCESS TO QUALITY EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS FOR CHILDREN FROM BIRTH THROUGH AGE FOUR AND DETERMINE HOW RESOURCES CAN BE LEVERAGED TO MAXIMIZE IMPACT OF SUCH PROGRAMS FOR EACH AGE.

SCORE	
3	☐ Develops <u>all requirements</u> of the component <u>evenly and in depth</u> ☐ Demonstrates an approach that is realistic, practical, and <u>highly feasible to execute</u> ☐ Details <u>previous</u> successful efforts related to the infant-to-age-five population
2	☐ Develops <u>all requirements</u> of the component but may do so <u>somewhat unevenly</u> ☐ Demonstrates approach that is practical and <u>feasible</u> to execute
1	☐ <u>Minimally develops all</u> requirements of the component or <u>develops some</u> requirements of the component in some depth ☐ Demonstrates an approach that <u>lacks practicality and/or focus</u>, reducing feasibility of execution
0	☐ Incomplete, inadequate or missing response

Notable evidence:

BUDGET APPROACH

SCORE	
3	☐ Budget clearly supports plans. ☐ Demonstrates spending that is practical and will likely result in improved quality.
2	☐ Budget <u>somewhat</u> supports plans ☐ Demonstrates approach that is practical and may result in improvement.
1	☐ Budget <u>minimally</u> supports plans and/or demonstrates an approach that <u>lacks practicality.</u>
0	☐ Incomplete, inadequate or missing information

Notable evidence:

SCORING SUMMARY

REVIEW OF APPLICATION COMPONENTS

Component	Rating	Weight	Score (Rating x Weight)
1. **Shared Decision Making**		20%	
2. **Plan to Share Need**		20%	
3. **Plan to Share Resources**		20%	
4. **Financial Planning**		20%	
5. **Budget Approach**		20%	
		Total Score	

PART THREE: INTERVIEW WITH COMMUNITY PILOT NETWORK LEADERS

The LDE will interview select respondents as part of the application and evaluation process. Respondents will be evaluated on similar criteria with a specific focus on feasibility and capacity to execute.