



## Introduction

The application screens and PDF document contain descriptions of programmatic requirements and the application questions for this RFP. Additional information is available on the Grants page of our website at [www.thechildrenstrust.org](http://www.thechildrenstrust.org). In particular, please be sure to view the [Bidders' Information Video](#), as well as other videos related to grants shown in the Resources section. Please be sure to review additional website content related to:

- Eligible applicants
- General programmatic funding requirements
- Legal requirements
- Competitive procurement appeals process
- Grant FAQs (frequently asked questions)
- Glossary of terms
- Trust Central tips

### Contract Funding Status

- New  
 Renewal

### Funded Agency

- YES  
 NO

## Services - Introduction

Resolution 2017-113 approved on September 18, 2017, allows competitive solicitation for high-quality youth development programs during the school year and summer for children and youth in kindergarten through 12<sup>th</sup> grade, as well as young adults transitioning from foster care and youth with disabilities through age 22. Funding allocated is **\$36,339,819** for programs serving children in elementary school and **\$12,132,685** for programs serving youth in middle and high school. Individual annual awards typically range from **\$150,000** to **\$500,000**, with awards exceeding this amount only with strong justification based on the proposed scope of services, including number of sites and participant slots, as well as overall quality of activities. Anticipated annual contract start date is August 1, 2018, except for summer-only contracts, which will be contracted March 1, 2019 through August 31, 2019. The standard contract term is 12 months. Contracts awarded may be renewed for four additional 12-month terms, for a total of five years of funding. The option to renew a contract shall be at the sole discretion of The Children's Trust.

**Programs for elementary school-age children (grades K-5)** must include a structured schedule of activities focused on supporting academic success, social-emotional learning and physical fitness. Programs must engage children daily (Monday through Friday) for the full school year. Summer camps must also engage children daily (Monday through Friday) for six to 11 weeks. Programs must be inclusive of children with disabilities and may also specialize in STEM (science, technology, engineering, math), arts, civic engagement and/or specialized programming for children with disabilities.

**Programs for middle school- and high school-age youth (grades 6-12)** must include a structured schedule of activities focused on supporting academic success, social-emotional learning and at least one specific skill-building area (specified on the next page). Programs must be inclusive of youth with disabilities and may also design specialized programming for this population. School year programming must engage youth for at least 50 days over a period of no less than 36 weeks with a minimum of 150 contact hours over the school year. Summer activities must engage youth for at least 15 days over a period of no less than 6 weeks with a minimum of 90 contact hours over the summer. Examples of program designs that meet these requirements are included in the program participation section.

See at-a-glance RFP requirements:

Area	Services for K-5 <sup>th</sup> grade children		Services for 6 <sup>th</sup> -12 <sup>th</sup> grade youth	
	Timing	School year	Summer	School year
Services	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Inclusion of children with disabilities</li> <li>• Group Literacy</li> <li>• Differentiated Literacy Instruction (DLI)</li> <li>• Homework Support</li> <li>• Social-Emotional Learning (SEL)</li> <li>• Physical Activity</li> <li>• Healthy Eating and Nutrition Education</li> <li>• Family Engagement</li> </ul> <p><b>Recommended:</b> Skill-building in one or more specialized areas: STEM (science-technology-engineering-math), Arts and Culture Activities, or Civic Engagement</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Inclusion of children with disabilities</li> <li>• Group Literacy</li> <li>• Differentiated Literacy Instruction (DLI)</li> <li>• Social-Emotional Learning (SEL)</li> <li>• Physical Activity</li> <li>• Healthy Eating and Nutrition Education</li> <li>• Family Engagement</li> </ul> <p><b>Recommended:</b> Skill-building in one or more specialized area: STEM (science-technology-engineering-math), Arts or Civic Engagement</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Inclusion of youth with disabilities</li> <li>• Academic Support</li> <li>• Social-Emotional Learning (SEL)</li> </ul> <p>Skill-building in one or more specialized area:</p> <ul style="list-style-type: none"> <li>• Job Training</li> <li>• Job Coaching</li> <li>• Art</li> <li>• STEM (science, technology, engineering, math)</li> <li>• Civic Engagement</li> <li>• Entrepreneurship</li> <li>• Sports</li> <li>• College Readiness</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Family Engagement</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Inclusion of youth with disabilities</li> <li>• Social-Emotional Learning (SEL)</li> </ul> <p>Skill-building in one or more specialized area:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• STEM (science, technology, engineering, math)</li> <li>• Civic Engagement</li> <li>• Entrepreneurship</li> <li>• Sports</li> <li>• College Readiness</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Family Engagement</li> </ul>
Program Participation	Children are expected to attend 5 days a week	Children are expected to attend 5 days a week	Youth are expected to attend at least 50 days with a minimum of 150 hours of program participation	Youth are expected to attend at least 15 days with a minimum of 90 hours of program participation
Minimum Program Operation	180 days based on the public school calendar	6 to 11 weeks	36 weeks	6 to 11 weeks
Hours of Operation	At least 4 hours/day Monday-Friday, from school dismissal until at least 6 p.m.	At least 10 hours/day Monday-Friday until at least 6 p.m.	At least 2 days/week At least 2 hours per contact day <i>Operational hours should support program participation requirements</i>	At least 2 days/week At least 6 hours per contact day <i>Operational hours should support program participation requirements</i>
Outcomes	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• 80% of children improve oral reading fluency or comprehension skills</li> <li>• 75% of children improve social-emotional learning skills</li> <li>• 65% of children improve physical fitness performance</li> </ul>	Same as school year	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• 75% of youth increase school engagement and positive attitudes towards academic success</li> <li>• 75% of youth improve social-emotional learning skills</li> <li>• Youth improve skills in specialized area (e.g., work readiness, employability, financial literacy, arts, STEM)</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• 75% of youth improve social-emotional learning skills</li> <li>• Youth improve skills in specialized area (e.g., art, STEM, civic engagement)</li> </ul>

**Service Timeframe(s)**

Select your proposed program timeframe(s) (check all that apply)

Note: The answer selected here will populate related fields, so select with care

- School Year
- Summer

**Program Description**

Instructions: It is recommended that the program description be written after completing the full application. The description is a summary of the information contained in the proposal. The description should contain the agency name, program name, primary program activities, population to be served, geographic area or neighborhood primarily served, as well as any other significant information about the program. The program description will be used by The Children’s Trust to promote your program if it gets funded. (Word limit: 400)

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**Services - Program Activities**

Programs for middle school and high school aged youth (grades 6-12) must include a structured design of activities focused on improving academic success, social-emotional learning and a specific skill-building area. Programs should be designed with the intent to engage youth, including youth with disabilities, for a minimum of **50 days and at least 150 hours** of program participation

in the school-year. For summer services, activities should be structured to engage youth at least **15 days and 90 hours** of program participation. Examples of program designs that meet these requirements are included in the program participation section. Proposed programs can be implemented during the school year, summer or both timeframes.

School year required activities include:

- Academic Supports
- Social-Emotional Learning
- Skill-building in one or more specialized area (Job training, Job Coaching, Arts, STEM, Civic Engagement, Entrepreneurship, Sports, College Readiness)

Summer required activities include:

- Social-Emotional Learning
- Skill-building in one or more specialized area (Arts, STEM, Civic Engagement, Entrepreneurship, Sports, College Readiness)

Thoughtfully and purposefully selected field trips related to the program design can be included as part of any of the required activities listed above. All field trips must be clearly related to the activities and align to The Children's Trust [budget guidelines](#).

## Required Programming Activities

Please see the [resource list](#) of potential evidence-based programs for 6-12th grade youth to consider using across content areas

### **Academic Supports (school year only)**

Academic success is one of several gateways through which youth must pass as they successfully transition to adulthood. At a minimum, youth need a high school diploma and, more often, a minimum GPA or specific coursework as pre-requisites for further study and career training. Currently, in our community, many youth do not have access to the academic supports and resources needed to perform well in school, be promoted to the next grade and ultimately graduate from high school prepared for post-secondary education or training.

Academic support activities can be flexibly structured and delivered in many different formats that fit the needs of the grade levels and youth being served. Some examples of supports may include core subject tutoring, SAT/ACT test preparation, project-based learning as part of enrichment activities that incorporate reading, writing and mathematics.

Programs that choose to integrate academic supports into enrichment activities should focus on key academic areas such as reading, writing and mathematics that will help youth transition to adulthood. Some specific examples include:

- An arts program focusing on film making using academic support time to practice writing and research skills related to plot development.
- A job training program with youth running a school candy store. The program includes applied learning in mathematics by having youth responsible for accounting and inventory projections.

### **Social-Emotional Learning (SEL):**

All programs must utilize evidence-based SEL programs and/or strategies and include a structured design of activities grounded in positive youth development. [Positive Youth Development \(PYD\)](#) is based on the belief that, given guidance and support from caring adults, all youth can grow up healthy and happy, making positive contributions to their families, schools and communities. The approach favors positive skill-building (strengths-based versus deficit-based) through challenging activities, leadership development and decision-making opportunities.

It is key for youth development programs to create nurturing and socially positive environments that affirm individual youth and exemplify healthy social relationships. Best practices include:

- Positive interactions between staff and among staff and youth
- Use of positive behavior management techniques to resolve behavior problems
- An environment that promotes inclusion of all youth
- Referral to appropriate community resources in case of serious social or emotional problems

Social-emotional learning is focused on developing essential competencies and life skills. These include but are not limited to: self-management, self-confidence, healthy relationship skills, team building, problem-solving, critical thinking, goal setting, anger management, leadership, diversity awareness, empathy, communication skills, decision-making, assertiveness, and conflict resolution. Content will vary based on age/grade, developmental maturity and cultural identity. Activities related to social-emotional learning should include appropriate modeling of skills by adult staff and opportunities for youth to have hands-on practice applying skills to real-world scenarios. Additionally, social-emotional learning can be integrated into other activities as long as the learning focus is clearly linked.

**Skill-building in one or more specialized focus area:**

Allowing youth opportunity and access to enriching skill-building activities helps them explore careers and topics of interest as they grow toward adulthood. All applicants are required to provide skill-building services in one or more specialized focus area(s) so youth have the opportunity to gain knowledge and skills in an area of interest. Program focus areas are intended to be intensive services that help youth acquire and master new skills. Applicants should have a strong history of delivering focus area services and appropriate staff to provide high-quality services.

Programs focus areas can be offered to all participating youth or a subset of youth through different activity tracks. All youth must participate in at least one focus area offered by the program, based on their individual choice. Focus areas offered may differ between school-year and summer. Each specialized area has different required outcomes.

**Job Training (School-year only):** These programs offer youth in-depth exploration of specific career interests and pathways, as well as development of important workplace skills. Job training programs work to prepare youth for job placement and/or work experience in partnership with businesses and other agencies. Programs assist interested youth with meeting the enrollment criteria to participate in the [Summer Youth Internship Program](#) (SYIP), a partnership of The Children's Trust, Miami-Dade County Public Schools (M-DCPS) and Miami-Dade County. This focus area is an option during the school-year only to allow for youth to pursue summer job placement.

Key elements of job training programs include helping youth obtain required legal documents for employment (e.g., identification), as well as training on resume creation, professional etiquette, job search, interviewing skills, professional networking, and financial literacy. Although not all youth receiving job training are expected to receive immediate job placement, programs are expected to track and support job placement with supplemental job coaching.

**Job Coaching:** The job coaching focus area is a supplement to job training and is intended to support youth placed in paid and unpaid apprenticeships, internships and other real-world professional experiences. Key elements of all job coaching programs include career coaching, placement support and follow-up, and employer coaching. Job coaching will support youth in balancing the demands of school and employment during the school year, and also in retaining their jobs in the long term. Job coaching is intended for programs that specifically partner with businesses willing and able to accommodate youth schedules during after-school time and have a history of working with youth balancing school and employment. Additionally, strong partnerships with financial institutions to get youth ready for establishing and maintaining bank accounts are recommended for all paid job placement opportunities. Youth enrolled in SYIP will receive job coaching from a teacher in that initiative. However, youth placed in summer work experiences other than SYIP may receive job coaching as an additional optional summer activity as part of the proposed program.

Given that job coaching services are primarily done through the SYIP during the summer months, summer job coaching is expected to be limited to a small number of youth. Additionally, programs including job coaching in the summer must offer at least one other additional specialized focus area. Programs offering job coaching will be expected to track the number of youth who retained employment three months after any placement.

**Arts:** The arts empower youth and contribute to academic, creative, emotional and social development. Through the arts, youth strengthen skills in specific artistic disciplines, expression, collaboration, critical thinking, problem solving, creativity, adaptability, decision-making and self-motivation. Programs with a focus on arts give youth the opportunity to create, develop and master artistic skills. Arts programs can focus on one or more disciplines including, but not limited to: dance, painting, drawing, graphic design, theatre/drama, choir, photography, performance art, creative writing, poetry, storytelling, mixed-media, sculpture, music and film. All arts programs must include an element of public performance or exhibition developed by youth.

**Science, Technology, Engineering, Mathematics (STEM):** Programs with a STEM focus allow youth the opportunity to explore career pathways in related STEM fields as well as better preparing youth for academic success. High-quality STEM programs build critical thinking skills, problem solving, creativity, collaboration and teamwork; are experiential, inquiry-based, include rigorous content and are linked to [school curriculum standards](#). Additionally, they use relevant, real-world applications of STEM content and involve those with STEM backgrounds as part of the program delivery structure. STEM activities may include programs focused on digital certification such as robotics, Adobe and gaming.

**Civic Engagement:** These programs engage youth in assessing community needs and assets, as well as designing and implementing actions in support of community improvement. Youth may choose to address issues within their schools, neighborhoods, social networks, or tackle larger social, environmental or health issues. Programming focus can include, but is not limited to, advocacy efforts, community improvement projects, community needs assessments, participation in public policy or social justice issues, participatory action research, peer mentoring, photo-voice projects and project-based learning. Studies indicate service learning programs should emphasize the following to be most effective:

- Youth assuming leadership, planning and decision-making roles
- Encouraging student learning and development through active participation in activities that meet the needs of the community
- Fostering civic and social responsibility
- Focusing on caring relationships
- Integrating and enhancing an academic curriculum or educational activity with community service
- Providing structured time for youth to reflect on the service experience

**Sports:** Programs with a sports focus facilitate learning and SEL development in youth. In addition to developing sports-specific skills, youth can strengthen their social/life skills, such as positive peer and adult relationships, collaboration and leadership skills; build their self-worth and confidence; and develop more positive attitudes towards school and their future. The following programmatic best practices increase the likelihood that youth in sports programs will gain skills:

- Clear and consistent rules with reinforcement
- Modeling quality instruction
- Creating leadership opportunities for players
- Giving players opportunities to make decisions
- Individual attention to players
- Fairness
- Team building

Well-trained sport coaches play an integral role in youth development. The interaction between coaches and youth create the opportunity for the coach to influence a young person in many positive ways. Programs should utilize evidence-based strategies and/or curricula that include positive coaching and positive youth development such as those used by the [Positive Coaching Alliance](#) or [Up2Us Sports](#).

**Entrepreneurship programs:** These programs develop skills and strategies that equip youth with an understanding of how business works, financial literacy, leadership development and methods to foster innovative ideas. Entrepreneurship programs allow youth to apply business knowledge through the development of social and economic ventures. Key program activities include business plan development, career shadowing, hands-on training and networking opportunities.

**College readiness:** College readiness programs offer opportunities to increase access to college for underrepresented students. Program content should address academic readiness, financial aid, college search process and admission test preparation. Programs often target high school students, but there are also some key services needed in middle school that can put high risk students on the desired college-readiness track, such as remediation in core subjects and supports for the transition from middle to high school. Programs must involve and engage families, with special attention to support parents or caregivers who may not have experience with post-secondary education. In addition, programs are expected to include visits to post-secondary educational institutions and/or to take place on college campuses. In addition to the required outcome measure in this RFP, programs with this focus are expected to track post-secondary/college applications and acceptance status for any juniors and seniors served.

ANY CONTRACT AWARDED THROUGH THIS SOLICITATION WILL REQUIRE ADHERENCE TO THESE STANDARD ACTIVITIES. BY SUBMITTING THIS FUNDING PROPOSAL, APPLICANT AGREES TO IMPLEMENT ALL REQUIRED ACTIVITIES (i.e., academic supports, social-emotional learning and at least one skill-building specialized focus area).

## Optional Programming Activities

### Family Engagement

Programs can offer family engagement opportunities that extend meaningful interactions between programs and families. By creating a welcoming environment, understanding families' needs, and implementing effective strategies to engage families, youth

development programs can:

- Help bridge the gap between school and home by assisting families as they navigate the educational system, offering guidance on how to better communicate with school staff, and providing parents with information and tools to support their child’s academic and personal success
- Help families learn how to best support the learning and development of their child
- Understand families’ needs and refer them to resources and services as appropriate
- Engage families of middle school youth, at a time when family involvement at school typically declines dramatically

Family engagement touchpoints, such as registration, orientation and drop-off/pick-up, should encompass meaningful and supportive interactions between the program and families. Applicants are recommended to propose a family engagement program activities that:

- Provides families with engaging workshops, trainings or other opportunities that reinforce their active role in supporting their child’s academic and life success
- Ensures that the families of all youth have the opportunity to be actively engaged with the proposed program
- Provides regular, ongoing communication with parents and caregivers about the program and their child

**Complete the Activities Table Below**

The table has been pre-filled with the required activities for each timeframe selected as described above. To edit the activities, click on the activity name. To select the focus area(s) click on “new entry” and select from the dropdown list. Applicants must select at least one focus area activity in order to complete the table.

Complete the following fields for all activities:

**Frequency:** How often is activity offered?

**Intensity:** How long, in minutes, will the activity be offered?

**Duration:** How many weeks will the activity be offered?

**Youth Expected in the Activity:** Will all youth participate in activity or just a subset? Note: All youth are expected in required activities

**Evidence Based Program:** Which evidence based program (EBP), if any, will be used for the program activity? Select from the list or use the “Other” option if not listed.

**Description:** For the description item, state how you will effectively implement the activity, including what you will specifically do and how; what best practices or strategies will be incorporated; how activities will engage youth and be appropriately adapted to meet the needs of the proposed population. Be sure to note any integration across required programming activities, how you will accommodate children with disabilities; and any related field trips. (Word Limit: 300)

Note: Each activity name contains additional letters "I" and "G" before and "R" and "O" after an activity name that are solely used to assist The Children's Trust setup for programmatic data entry, please ignore these codes as you complete the application.

<b>Timeframe</b>
<b>Activity Name</b>
<b>Activity Type</b>
<input type="checkbox"/> Required <input type="checkbox"/> Focus Area or Family Engagement
<b>Description</b> (Word Limit: 300)
<b>Frequency (How often is activity offered?)</b>

- 1
- 2
- 3
- 4
- 5

**Frequency Unit**

- time(s) per week
- time(s) per month

**Intensity (How long in minutes?)**

- 30
- 60
- 90
- 120
- 150
- 180
- 210
- 240
- 270
- 300
- 330
- 360
- 390
- 420
- 450
- 480

**Duration (How many weeks is activity offered?)**

Note: For school year required activities (academic supports and SEL) minimum is 36 weeks. For summer required activity (SEL) minimum is 6 weeks

**Duration Units**

- Weeks

**Youth Expected in Activity**

Note: All youth are expected in required activities

- All Youth
- Subset of Youth

**Evidence Based Program (Optional)**

- Botvin LifeSkills Training
- Children's Defense Fund - Integrated Reading Curriculum
- Girls Circle
- MicroSociety
- PeaceWorks (Peace Education Foundation)
- Positive Action
- Promoting Alternative Thinking Strategies (PATHS)
- Other

**EBP Other**

**Population to be Served**

**Target Population**

Target population for this initiative are Miami-Dade County middle and high school-age children (grades 6-12). In addition, programs may include youth with disabilities who are enrolled in high school through the age of 22, as well as participants transitioning from the foster care system through age 22.

All programs must include youth with disabilities. For applicants with a history of providing Trust-funded youth enrichment programs, youth with disability slot numbers must be the greater of the past percentages served or a minimum of 10 percent of available slots. New applicants must propose a minimum of 10 percent of available slots for youth with disabilities. Additionally, applicants may propose specialized programs in which 40 percent or greater of participant slots are for youth with disabilities. If specialty programming primarily for youth with disabilities is proposed, the expectation is that the program will employ specially-trained staff who will provide therapeutic activities and supports geared to the specific needs of the population of focus. These programs should not simply be general youth development programs serving a segregated disability population—in this case, inclusive program designs are expected. Programs are also encouraged to include other disadvantaged special populations, as prioritized in The Trust’s strategic plan, including youth in foster care, youth under the jurisdiction of the juvenile justice system or youth who are experiencing homelessness.

Our goal is for all funded participant slots to be fully utilized (i.e., programs to be fully enrolled with high utilization rates). This requires recruitment of new participants throughout the school-year and summer, since some natural attrition (i.e., program drop-outs) is common over time. Programs that maintain high levels of utilization typically recruit more than their contracted slots, as well as dedicate resources towards ongoing program promotion, marketing and participant engagement. They have strong partnerships for recruiting from local schools and other community organizations.

Programs must appropriately address the needs of our diverse populations across Miami-Dade County with evidence-based and best practices appropriately adapted for the proposed populations. Programs strong in cultural competency and responsiveness encourage students to express their own cultural identity, and administrators hire and develop qualified staff that reflects the diversity, language(s) and culture(s) of the community being served.

## Target Geographic Areas

The Children’s Trust is dedicated to the advancement of all children and expects to fund youth development programs located throughout Miami-Dade County, with an expected concentration in under-served communities with high need. As such, The Children’s Trust has historically funded programs in areas such as: Allapattah, Brownsville, Coconut Grove, Cutler Bay, Flagami, Florida City, Homestead, Liberty City, Little Haiti, Little Havana, Miami Beach, Opa-locka, Overtown, Perrine and West Little River.

In addition, The Trust has recently identified a number of geographic areas where we currently have limited funded programs in relation to the high needs of children and youth. See the [map](#) that shows the historically-funded areas, identified areas of need and current after-school and summer sites. Applicants are encouraged to propose sites in the following areas:

<b>North</b>	<b>West</b> (Sweetwater to Kendale Lakes)	<b>South</b> (of Tamiami airport)
• Golden Glades	• Coral Terrace	• Country Walk
• Ives Estates	• Fountainebleau	• Goulds
• Miami Gardens	• Kendale Lakes	• Leisure City
• North Miami	• Kendall West	• Naranja
• North Miami Beach	• South Miami	• Palmetto Estates
• Westview	• Sweetwater	• Princeton
	• Tamiami	• Richmond Heights
<b>Northwest</b>	• The Hammocks	• Richmond West
• County Club	• University Park	• South Miami Heights
• Hialeah	• Westchester	

- Miami Springs
- Westwood Lakes

The Trust has entered into agreements with two (2) Community Redevelopment Agencies (CRAs) to fund programs within the City of Miami Omni CRA and the City of Miami Southeast Overtown/Park West CRA, respectively. The amount of CRA funding in each area varies each year and is not required to come from any particular Trust-funded initiative, but rather, in the aggregate, must meet the agreed upon amounts annually, per CRA. The Trust regularly monitors the value of funded services provided within the CRAs to ensure The Trust meets its CRA agreements. The two (2) City of Miami CRA investment areas include portions of zip codes 33127, 33128, 33132 and 33136. Please refer to the maps for the specific geographic boundaries of each CRA investment area described here. All funding for this solicitation is contingent upon the availability of funds.

- [Omni CRA](#)
- [Southeast Overtown/Park West CRA](#)

### Population Description

Describe the demographics (including grade levels) of the program's target population – that is, the youth expected to attend the program, including youth with disabilities and/or other special populations to be served. Describe the specific needs of the target population the proposed program intends to address, as well as the strategies to ensure responsiveness to the diversity of the youth being served. If proposing a specialty program for youth with disabilities, justify why the specialty programming is preferable to inclusion programming and how the program will deliver needed specialized and/or therapeutic supports. (Word Limit: 300)

### Outreach and Marketing Strategy

Describe the program's detailed marketing recruitment strategy for reaching parents and caregivers, students, schools, and neighborhood residents with the goal of engaging, recruiting, enrolling and retaining children in your program. Describe your most effective marketing strategies used in the past. Be sure to include specific outreach/marketing recruitment partners in the Partners and Linkage section, with attached letters of support or memoranda of understanding, if applicable. (Word Limit: 300)

### Consistency across Program Sites

Describe how consistency across program sites will be ensured with regard to delivery of required and optional programming activities, as well as participant utilization, satisfaction, learning and outcomes (applicable only if more than 1 site is entered, otherwise leave blank).

## Program Participation

### 6-12th Grade Program Participation Requirements

Program participation requirements are based on what has been found to impact scores in math and language arts, as well as increased school attendance. Additionally, attendance in high-quality programming is associated with better long-term outcomes for youth related to postsecondary success and reduced risky behaviors.

Programs can be flexibly designed to meet the specified participant-level requirements as well as the requirements of program curricula and focus area content. Youth can meet the participation requirements by attending a variety of activities offered by the program.

**School-year programs:** Programs must engage youth for a minimum of 50 days face-to-face and at least 150 hours of program participation in the school year. Programs may offer multiple youth cohorts (defined as groups with different start and end dates of programming) as long as the program design allows youth to meet the attendance requirements. For example, a program could serve two cohorts of youth attending either during the fall or spring semesters for two hours a day, four days per week for 18 weeks. Individual youth are still able to meet program participation requirements through this design (attending approximately 72 days and 150 hours) and the program will also meet the operation requirements by offering at least 36 weeks of services.

Programs are required to offer services at a frequency per week that allow youth easy access to attend services. For example, programs designed as cohorts may have to offer services four to five days per week to ensure youth are able to meet the program participation requirements, but a program serving the same youth throughout the school year may only have to offer the services two days a week. As a note, programs offering services on Saturdays alone will NOT be able to meet the program participation requirement in a school year as there are not enough Saturdays to meet the requirement.

**Summer programs:** Programs must engage youth for a minimum of 15 days face-to-face and at least 90 hours of program participation in the summer. Programs may offer multiple youth cohorts (defined as groups with different start and end dates of programming) for shorter lengths of time but with higher frequency per week. For example, a program could serve two cohorts of youth attending either during beginning or end of summer for six hours a day, five days per week for three weeks. Individual youth are still able to meet program participation requirements through this design (attending approximately 15 days and 90 hours) and the program will also meet the operation requirements by offering at least six weeks of services.

Programs are required to offer services at a frequency per week that allow youth easy access to attend services. For example, programs designed as cohorts may have to offer services four to five days per week to ensure youth are able to meet the program participation requirements but a program serving the same youth for 11 weeks in the summer may only have to offer the services two days a week.

### Complete the Program Participation Table Below

Enter information below to provide a sample of your proposed program participation schedule. Click "New entry" and complete the fields for every timeframe.

Describe how your proposed program structure and schedule supports youth in meeting the minimum number of days and hours for each timeframe and cohort (if applicable).

<b>Timeframe</b>
<input type="checkbox"/> Summer <input type="checkbox"/> School Year
<b>Cohort</b>
<input type="checkbox"/> Cohort - 1 <input type="checkbox"/> Cohort - 2 <input type="checkbox"/> Cohort - 3 <input type="checkbox"/> Not Applicable
<b>Proposed Participation Start Date</b>
<input type="text"/>
<b>Proposed Participation End Date</b>
<input type="text"/>
<b>Weeks Between Start and End</b>
Total weeks between Start Date and End Date
<input type="text"/>
<b>Weeks Without Service</b>
Number of weeks without service between Start Date and End Date (e.g. Winter Break)
<input type="text"/>
<b>Proposed Attendance Weeks</b>
Proposed # Weeks Participants to Attend (Total Weeks - # Weeks Without Service)
<input type="text"/>
<b>Proposed Frequency</b>
Proposed Participant Frequency (# Days per week). Number should be between 0 and 7. Note: For summer programs offering 6 -7 weeks of service, minimum frequency per week is 3.
<input type="text"/>
<b>Proposed Overall Days</b>
Proposed Participant Overall # of Days (# of Proposed Weeks x Frequency Per Week). School Year - should be more than 50. Summer - should be more than 15.
<input type="text"/>
<b>Proposed Hrs Per Week</b>
Proposed Participant Hours Per Week
<input type="text"/>

**Proposed Overall Hours**

Proposed Overall Participant # Hours (# of Proposed Weeks x Hours Per Week) School Year: should be more than 150 to meet requirements Summer: should be more than 90 to meet requirements

**Program Participation Description**

Describe how your proposed program structure and schedule supports youth in meeting the minimum number of days and hours for each timeframe and cohort (if applicable). (Word Limit: 100)

**Service Sites****Service Locations**

Applicants may propose to provide services at one or more site(s) throughout the county in various locations, such as schools, city or county parks and facilities, faith-based locations, community organizations and child care centers. Applicants are encouraged to identify partnerships to utilize existing infrastructure and find low or no-cost sites with high-quality space.

The physical environment, including indoor and outdoor space, is a foundation for program quality. Key features of high-quality service locations include:

- Arrangements that can safely and comfortably accommodate the various activities offered and/or can be re-arranged to meet the needs of the program (e.g., spaces for physical games, creative arts, individual/quiet work, eating and socializing).
- Outdoor environments, when applicable to programs, are suitable for a wide variety of activities, including physical activity, group games and individual play.
- Alternative plans if a particular space is inaccessible due to weather or other external factors.

**Programs operating within a M-DCPS service site:** Community-based organizations interested in partnering with Miami-Dade County Public Schools (M-DCPS) to provide youth development programs or services during out-of-school time should first contact the principal of the school to obtain information about collaboration opportunities and rental fees that may be charged for use of their facilities. Once approved by the school principal, applicants must obtain a Letter of Support (LOS) from M-DCPS' Office of Grants Administration. To obtain the letter, applicants must complete the Letter of Support Form: <https://www.dadegetsgrants.net/childrens-trust> and submit a draft of the Letter of Support to Marysel Urbanik at [urbanikm@dadeschools.net](mailto:urbanikm@dadeschools.net). The letter shall include the following:

- Specific school space that will be needed
- Specific school/program days and hours of operation
- Estimated student fees to be charged (if any)
- Staff and other support to be provided

Receiving a LOS from M-DCPS is contingent upon review and coordination by the Office of Grants Administration and ample time is needed to process requests. In order to receive the letter prior to the grant due date, all requests must be submitted by **Friday, January 12, 2018**. Any requests submitted after that date may not be processed before the grant submission deadline.

If an application is successful in receiving funding, an Affiliating Agreement with the School Board is required prior to beginning services. The Children's Trust will assist in coordinating that process with M-DCPS after the award notifications.

**Service Hours**

In order to provide youth with a safe and supportive environment during out-of-school hours, all applicants must meet the minimum program duration requirements below. Applicants may propose programs that operate school year only or summer only or during both timeframes. Trust funding cannot be used to provide "drop-in" after-school or summer services. To be eligible to participate, youth must be enrolled and attend regularly.

Program operational hours should make it easy for youth to meet the program participation requirements. For example, programs

may offer multiple youth cohorts (defined as groups of youth with different start and end dates of programming) or later evening hours as part of program design to support the program participation requirements. As a reference, the minimum program participation requirements for youth attending services during the school year are 50 days and 150 hours and during the summer 15 days and 90 hours (for more details see the program participation requirements section).

Minimum program operation requirements:

- **School-year** services and program activities must be offered a minimum of two days a week for a minimum of 36 weeks. Hours proposed must support the 150 hour program participation requirement.
- **Summer** services and program activities must be offered a minimum of two days a week for six to 11 weeks. Hours proposed must support the 90 hour program participation requirement

**Complete the Service Site Table Below**

Sites listed should only include the primary location of services where youth go during the normal course of the program. The information entered in this section will also be used to calculate your total proposed number of slots, program days and percentage of youth with disabilities in the Population and Sites - Summary section of the application, so enter numbers with care.

For renewal applicants, sites have been pre-filled from those used in the contracting process. Click on the sites to update required fields or to delete sites not proposed in this application.

<b>Site Timeframe</b>
<input type="checkbox"/> School Year
<input type="checkbox"/> Summer
<b>Site Name</b>
Select the site name from the drop down below. If the site name is not listed, select the "Other" option
<input type="text"/>
<b>Address</b>
<input type="text"/>
<b>City</b>
<input type="text"/>
<b>Zip Code</b>
<input type="text"/>
<b>Site Name Other</b>
<input type="text"/>
<b>Address Other</b>
<input type="text"/>
<b>City Other</b>
<input type="text"/>
<b>Zip Code Other</b>
<input type="text"/>
<b>Target Grade Range of Site Participants</b>
<input type="checkbox"/> 6th grade
<input type="checkbox"/> 7th grade
<input type="checkbox"/> 8th grade
<input type="checkbox"/> 9th grade
<input type="checkbox"/> 10th grade
<input type="checkbox"/> 11th grade
<input type="checkbox"/> 12th grade
<input type="checkbox"/> Young Adults with disabilities or transitioning from foster care
<b>Registration Fee</b>
<input type="text"/>

**SCHOOL YEAR (SY)**

If no registration fee is charged by the program, enter zero.

**Fee per Child (SY)**

If no fee is charged by the program, enter zero.

**Fee per Child Frequency (SY)**

- N/A  
 Daily  
 Weekly  
 Monthly

**Description of Fee (SY)**

Describe the fee including information regarding sliding scales (if any)

**Number of Youth Slots (SY)**

Enter the number of youth expected to be served on a weekly basis

**Proposed % of Youth with Disabilities (SY)****Number of Days Per Week Services Offered (SY)**

Services must be offered a minimum of 2 days per week

**Number Weeks Service Offered (SY)**

- 36  
 37  
 38  
 39  
 40  
 41  
 42

**Registration Fee (SM)**

SUMMER

If no registration fee is charged by the program, enter zero.

**Fee per Child (SM)**

If no fee is charged by the program, enter zero.

**Fee per Child Frequency (SM)**

- N/A  
 Daily  
 Weekly  
 Monthly

**Description of Fee (SM)****Number of Youth Slots (SM)**

Enter the number of youth expected to be served on a weekly basis

**Proposed % of Youth with Disabilities (SM)****Number of Days Per Week Services Offered (SM)****Number Weeks Service Offered (SM)**

- 6  
 7  
 8  
 9  
 10  
 11

**Population & Sites - Summary**

The table below summarizes information related to your proposed slots (number of youth attending per week) , percentage of youth with disabilities and service days based on information entered at the site level. If these calculated numbers are not in line with your intended proposal, please return to Sites section of the application to make adjustments to numbers entered.

Note: Proposed Number of Slots are summed for each timeframe and Proposed % of Children with Disabilities and Service Days are a weighted average from data entered at the site level.

**New applicants can mark this section complete without any justification entered.**

**For renewal applicants,** data reported in SAMIS as of November 28, 2017 is used to display prior year Service Utilization percentage, Average Number of Slots Served and Actual Percentage of Children with Disabilities. In the justification field, compare 16/17 past performance numbers and proposed numbers in the table for each relevant time frame. Explain any major changes to proposed slots, percentage of children with disabilities. Provide justification for proposed program service levels, with particular rationale for any significant expansion.(Word Limit: 400)

**Proposed Number of Slots (Weekly)****Percent CWD**

Proposed % Youth with Disabilities Slots

**Service Name**

- School Year  
 Summer

**Total Number of Weeks**

Proposed Number of Service Weeks

**Frequency of Services Per Week****Number of Service Days**

Proposed Number of Service Days

**Prior Year Service Utilization****Prior Year Number of Slots****Prior Year Percent CWD**

**Justification****16-17 Program Name (Renewal Applicants Only)****Partners & Service Linkage**

No single program or organization can meet all the needs of the families served. All Trust-funded programs are part of a connected array of family supports. Applicants are encouraged to establish and maintain partnerships with other Trust-funded programs, such as other youth development programs, summer youth employment, summer reading explorers, school health, health insurance enrollment, parenting and family strengthening supports, family and neighborhood partnerships, the 211 Helpline and others. These other programs may serve to refer youth to your program or as resources where you can send families with additional service needs.

Partnerships with other community organizations such as M-DCPS, faith-based organizations, libraries, health providers (including the use of telehealth), community-based organizations, and local parks/recreation centers are also encouraged. These partnerships may provide for assistance with recruitment, the use of space, transportation, service delivery, other in-kind resources and volunteers.

Partnerships should provide opportunities for linking services and sharing data, with appropriate parental consent, that add value to the program and youth, such as referrals and follow-up for services that are not provided directly by the applicant. The Children's Trust expects that a proposed program will not be delivered in isolation; but rather that programs link youth and their families to additional services and supports within their community whenever possible.

**Complete the Partners and Service Linkage Table Below**

To complete the table, click on "New Entry" and complete the following fields:

**Subcontractor or In-Kind:** In this field, designate if the partner's relationship includes a subcontractor agreement or an in-kind donation for the program's operation. As a reference, The Children's Trust defines a subcontractor as "an independent agency or entity that has entered into an Agreement with a Trust-funded provider to perform DIRECT SERVICES to participants on behalf of that provider. This excludes individuals rendering professional services, which must be budgeted in the category of Professional Services." For more details refer to the [budget guidelines](#).

If proposing the use of subcontractors, the subcontracted agency must be added to the table below in order to complete a related subcontractor budget in Budget – Subcontractors section of the application.

**Partner name:** For this field, select from the list below of agency's currently associated with The Children's Trust. If an agency's name is not listed, select "Other."

**Description of role and expertise :** For this field, describe the community partners that will support the implementation of the proposed services, achievement of participant outcomes, and support families' needs for additional services.

**Supporting Documents:** In this field, upload supporting documents such as memorandum of understanding (MOU) for all subcontractors, M-DCPS Letter of Support (LOS) for use of school service sites

**Subcontractor Or In-Kind**

- Subcontractor  
 In-Kind

**Partner Name****Name****Description of Role & Expertise****Supporting Document(s) (e.g. MOU, Letter of Support)**

Note: only one file attachment is allowed. To upload more than one document, merge files into one PDF document

**Participant Outcomes**

**School year Required Outcomes:**

Outcome	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Associated activity
75% of youth increase school engagement and positive attitudes towards academic success	<p><a href="#">Educational Engagement Scale for Teenagers</a></p> <p># items: 6</p> <p>Scoring: 5-point Likert scale from 0 (None of the time/Strongly disagree) to 4 (all of the time/Strongly agree). Question #3 should be reverse scored</p> <p>Range: 0 – 24</p>	Score of 20 on post-test OR an increase of 1 point between pre/post	<p>Pre and post assessment. Pre-test within 30 days of enrollment.</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	Academic Support
Outcome	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Associated activity
75% of youth increase social/ life skills	<p><a href="#">Positive Youth Development Inventory</a></p> <p># items: 58 questions in survey</p> <p>Scoring: Each item is scored from 1 to 4: 1) Strongly Disagree; 2) Disagree; 3) Agree; 4) Strongly Agree</p>	Score of 3.39 across all subscales or an increase of .4 from pre to post assessment	<p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p> <p>Note: assessment is a retrospective pre-test. Pre and Post administered on the same date</p>	Social-emotional Learning
	<b>OR</b>			

	<p><b>Youth and Program Strengths Survey (YAPS)</b></p> <ul style="list-style-type: none"> <li><u># items</u>: 98 questions in survey</li> <li><u>Scoring</u>: Calculated by Search Institute online survey. Four possible score categories: Challenged (0-29), Vulnerable (30-41), Adequate (42-51), Thriving (52-60)</li> <li><u>Range</u>: 0 – 60</li> </ul> <p><b>Note:</b> survey must be <a href="#">purchased from the Search Institute</a> and is administered online only. Cost should be included in program budget</p>	<p>Participants identified as Challenged (score of 0-29) on pre-test will increase to Vulnerable or higher (score of at least 30) on posttest. Participants identified as Vulnerable (scores of 30-41) on pre-test will increase to Adequate or higher (score of at least 42) by at least one category</p> <p>Participants identified as Adequate or Thriving on pre-test (score of 42 to 60) will maintain or improve their scores on the post-test</p>	<p>Pre and post assessment</p> <p>Pre-test within 30 days of enrollment.</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	<p>Social-emotional Learning</p>
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**School –Year Required specialized focus related outcomes – ONLY applicable to selected focus area:**

The target for these outcomes will be selected by the applicant in the table below. Applicant must provide a justification for the proposed target.

Outcome	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Associated activity
Youth increase work readiness/ employability skills	<p><a href="#">Casey Life Skills Assessment- Work and Study life &amp; Career and Education Planning subscales</a></p> <p><u># items</u>: 29</p> <p><u>Scoring</u>: 5-point Likert Scale from 1(No) to 5 (Yes). Total score is a sum.</p> <p><u>Range</u>: 29-145 (145 being the highest).</p>	Score of 130 OR an increase of 6 points between pre/post	<p>Pre and post assessment</p> <p>Pre-test: within 30 days of enrollment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	Job Training
Youth placed in job, internship, or apprenticeship	Program follow-up	n/a	n/a	Job Training
Youth maintain job placement after three months employment	Program follow-up during job coaching	n/a	Three months after job placement	Job Coaching

Youth demonstrate appropriate arts skills	<p><a href="#">YouthARTS &amp; Science Post-Program Participant Art Skills Assessment</a></p> <p><u># items:</u> 5 (A&amp;S1-A&amp;S5)</p> <p><u>Scoring:</u> 3 of the 5 questions receive a score between 0 and 1. Point values are as follows: No=0 and Yes=1. The remaining 2 questions receive a score between 1 and 4. Point Values are as follows: Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4. The higher the score the better. Total score is a sum.</p> <p><u>Range:</u> 2-11</p>	Score of 8 OR higher	<p>Post assessment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	Arts
Youth increase positive attitudes towards STEM	<p><a href="#">Student Attitude Toward STEM Scales (revised)</a></p> <p><u># of items:</u> 26 (#27-#52)</p> <p><u>Scoring:</u> 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Questions #27, #29, #31, and #42 should be reverse scored where Strongly Agree = 1 and Strongly Disagree =5</p> <p>Total score is a sum</p> <p><u>Range:</u> 26 – 130</p>	Score of 100 on post-test OR an increase of 4 points between pre/post	<p>Pre and post assessment</p> <p>Pre-test within 30 days of enrollment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	STEM
Youth increase civic engagement skills	<p><a href="#">Civic Engagement - Competence for Civic Action</a></p> <p><u># of items:</u> 9</p> <p><u>Scoring:</u> 5-point Likert scale from 1 (I definitely can't) to 5 (I definitely can)</p> <p><u>Range:</u> 9 - 45 (45 being the highest)</p>	Score of 40 on post-test OR an increase of 9 points between pre/post	<p>Pre and post assessment</p> <p>Pre-test within 30 days of enrollment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	Civic Engagement

<p>Youth increase physical fitness</p>	<p><b>Progressive Aerobic Cardiovascular Endurance Run (PACER)</b></p> <p># items: 1</p> <p><u>Scoring:</u> number of laps completed by youth</p>	<p>Score of 55 on post-test OR an increase of 4 laps between pre/post</p>	<p>Pre and post assessment</p> <p>Pre-test within 30 days of enrollment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	<p>Sports</p>
<p>Youth demonstrate appropriate entrepreneurship skills</p>	<p><b>NFTE Summative Post-Test</b></p> <p># items: 27</p> <p><u>Scoring:</u> Scored by online system through Salesforce</p> <p><u>Range:</u> 0-100%</p> <p><b>Note:</b> survey must be purchased from <a href="#">NFTE</a> and is administered online only. Cost should be included in program budget</p>	<p>Score of 65% or higher</p>	<p>Post assessment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	<p>Entrepreneurship</p>
<p>Youth demonstrate appropriate knowledge of the college planning process</p>	<p><a href="#">Community and Youth Collaborative Institute School Experience Survey – College and Career Readiness Subscale</a></p> <p># items: 7</p> <p><u>Scoring:</u> 5-point Likert Scale from 1 (Strongly Disagree) to 5 (Strongly Agree)</p>	<p>Score of 3.4 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting required days or 90 days enrollment whichever is sooner</p>	<p>College Readiness</p>

**Summer Required Outcome:**

Outcome	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Associated activity
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75% of youth increase social/ life skills	<p><a href="#">Positive Youth Development Inventory</a></p> <p><u># items</u>: 58 questions in survey</p> <p><u>Scoring</u>: Each item is scored from 1 to 4: 1) Strongly Disagree; 2) Disagree; 3) Agree; 4) Strongly Agree</p>	Score of 3.39 across all subscales or an increase of .4 from pre to post assessment	<p>Post-test after meeting 15 days enrollment</p> <p>Note: assessment is a retrospective pre-test. Pre and Post administered on the same date</p>	Social-emotional Learning
	<b>OR</b>			
	<p><b>Youth and Program Strengths Survey (YAPS)</b></p> <p><u># items</u>: 98 questions in survey</p> <p><u>Scoring</u>: Calculated by Search Institute online survey. Four possible score categories: Challenged (0-14), Vulnerable (15-20), Adequate (21-25), Thriving (26-30)</p> <p><u>Range</u>: 0 – 30</p> <p><b>Note</b>: survey must be <a href="#">purchased from the Search Institute</a> and is administered online only. Cost should be included in program budget</p>	Score of 21 or higher on social competencies subscale	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	Social-emotional Learning

**Summer Required specialized focus related outcomes – ONLY applicable to selected focus area:**

The target for these outcomes will be selected by the applicant in the table below. Applicant must provide a justification for the proposed target.

Required Outcomes	Data Source/ Measurement Tool	Meaningful Improvement	Timing	Associated activity
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<p>Youth demonstrate appropriate art skills</p>	<p><a href="#">YouthARTS &amp; Science Post-Program Participant Art Skills Assessment</a></p> <p># items: 5 (A&amp;S1-A&amp;S5)</p> <p>Scoring: 3 of the 5 questions receive a score between 0 and 1. Point values are as follows: No=0 and Yes=1. The remaining 2 questions receive a score between 1 and 4. Point Values are as follows: Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4. The higher the score the better. Total score is a sum.</p> <p>Range: 2-11</p>	<p>Score of 8 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>Arts</p>
<p>Youth demonstrates positive attitudes towards STEM</p>	<p><a href="#">Student Attitude Toward STEM Scales (revised)</a></p> <p># of items: 26 (#27-#52)</p> <p>Scoring: 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Questions #27, #29, #31, and #42 should be reverse scored where Strongly Agree = 1 and Strongly Disagree =5</p> <p>Total score is a sum</p> <p>Range: 26 – 130</p>	<p>Score of 100 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>STEM</p>
<p>Youth demonstrates appropriate civic engagement skills</p>	<p><a href="#">Civic Engagement - Competence for Civic Action</a></p> <p># of items: 9</p> <p>Scoring: 5-point Likert scale from 1 (I definitely can't) to 5 (I definitely can)</p> <p>Range: 9 - 45 (45 being the highest)</p>	<p>Score of 40 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>Civic Engagement</p>
<p>Youth demonstrates appropriate physical fitness</p>	<p><b>Progressive Aerobic Cardiovascular Endurance Run (PACER)</b></p> <p># items: 1</p> <p>Scoring: number of laps completed by youth</p>	<p>Score of 55 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>Sports</p>

<p>Youth demonstrates appropriate entrepreneurship skills</p>	<p><b>NFTE Summative Post-Test</b></p> <p># items: 27</p> <p><u>Scoring:</u> Scored by online system through Salesforce</p> <p><u>Range:</u> 0-100%</p> <p><b>Note:</b> survey must be purchased from <b>NFTE</b> and is administered online only. Cost should be included in program budget</p>	<p>Score of 65% or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>Entrepreneurship</p>
<p>Youth demonstrate appropriate knowledge of the college planning process</p>	<p><a href="#">Community and Youth Collaborative Institute School Experience Survey – College and Career Readiness Subscale</a></p> <p># items: 7</p> <p><u>Scoring:</u> 5-point Likert Scale from 1 (Strongly Disagree) to 5 (Strongly Agree)</p>	<p>Score of 3.4 or higher</p>	<p>Post assessment</p> <p>Post-test after meeting 15 days enrollment</p>	<p>College Readiness</p>

ANY CONTRACT AWARDED THROUGH THIS SOLICITATION WILL REQUIRE ADHERENCE TO THESE STANDARD OUTCOMES. BY SUBMITTING THIS FUNDING PROPOSAL, APPLICANT AGREES TO IMPLEMENT ALL REQUIRED OUTCOMES.

**Adaptations, Alternate Assessments and Optional Outcomes**

While the above measures are intended to be mandatory, The Children’s Trust recognizes that the original formats of the required measures may not be appropriate for all participants. In such cases, applicants may propose adaptations to current measures or alternate measurement tools that align with the required outcomes. For applicants who anticipate serving participants with special needs who are not able to respond to either original or adapted formats of the required measures, The Children’s Trust requires that the applicant clearly identify an alternate assessment for these participants. The alternate assessment must be associated with at least one alternate outcome that is compatible with the assessment tool selected and the activities delivered.

**Complete the Outcomes Table Below**

The table has been pre-filled with required outcomes and those associated with specialized focus areas selected in the Services - Program Activities section.

Complete the following steps to fill out the table:

- 1) The outcome “youth increase social/life skills” can be measured with either the “Positive Youth Development Inventory” or the “Youth and Program Strengths Survey (YAPS)”. Both have been pre-populate for each timeframe, delete the data/source measurement tool you do not want to use by clicking on the row and clicking delete.
- 2) For all focus area outcomes such as “Youth demonstrate art skills” complete the following fields:  
 Target percentage: what percentage of youth are expected to meet this outcome for your program?  
 Outcome Justification Describe how your program selected this outcome target
- 3) Request a measurement tool adaption or alternative assessment. If not requested, enter N/A

<p><b>Timeframe</b></p>

**Outcome Language**

Note: only required for focus area outcomes.

**Target Percentage****Outcome Justification**

Describe how your program selected this outcome target

**Data source/measurement tool****Meaningful Improvement****Timing**

- Pre-test  
 Mid-test  
 Post-test

**Associated Activity****Request Adaptation or Alternative Assessment**

If requesting an adaption or alternative assessment be used to measure the related outcome include the following in the request: type of request (adaption of tool or alternative assessment), reason for request, name of tool, description of assessment and scoring information. If no request is made, enter N/A

**Staffing Description**

First and foremost, direct service staff members must be able to relate to and engage participating youth. Strong, positive relationships between direct service staff and youth support program attendance, participation and skill building. For these reasons, highly qualified staff is key to successful youth development programs. Applicants proposed staffing must demonstrate extensive experience with similar services, including certifications and/or years of service. When possible, applicants are encouraged to consider hiring staff from local schools that primarily serve the same youth in your program to increase the opportunities for collaboration and communication with schools. Specialty programs for children with disabilities should employ staff who are specially-trained to meet the needs of the target population.

Group size and staff-youth ratio considerations help to ensure adequate supervision. Standard **staff-to-youth ratios range from 1:15 to 1:25**. To calculate staff-youth ratio, only consider direct service staff. Some specialized programming for youth with disabilities may require a lower ratio.

A strong staff structure requires careful hiring and supervision, periodic staff performance evaluations and ongoing staff development. While each program has unique staffing needs, general best practices from ["Getting it Right: Strategies for Afterschool!"](#) are recommended:

- **Hiring the right staff:** Programs that invest carefully in recruiting and screening new job candidates stand a better chance of retaining staff members.
- **Aligning staff skills with tasks:** Where possible, good management also means aligning staff members' interests and skills with new tasks.
- **Making training substantive and accessible:** staff skills can be expanded either through training or individualized feedback. Allowing staff time to access trainings and cover training costs reduces barriers to increasing staff skills
- **Monitoring activity quality:** Systems to monitor activity quality are among the most worthwhile but underused management strategies in after-school programming

**Staffing Plan Description**

Describe the staffing plan for your program while addressing the following points:

- Plan to hire and retain the necessary staff for a successful program implementation (if applicable).
- Description of the roles and responsibilities for direct service or supervisory staff, including when not directly serving clients (e.g., time between cohorts).
- Describe the approach to direct line staff supervision and management, including supervision and role of volunteers and subcontractors. Upload a current staffing chart for the proposed program to illustrate this structure with position titles that match those described on the Staffing Table.

(World Limit: 600)

**Upload Program Staff Chart**

Note: only one file attachment is allowed. To upload more than one document, merge files into one PDF document

**Staffing Table****Complete the Staffing Table Below**

To add a new position, click on the “new entry” button and complete the required fields

**Position Title**

Enter the title of the position used by the agency for every unique position. As a reference, The Children’s defines a position by the following characteristics: timeframe(s), classification, job responsibilities and pay rate.

**Number of Positions**

Enter the number of positions associated with the position title listed above. For a position to be grouped under the same position title the position(s) included in the entry must fulfill the following criteria: Matching – timeframe and classification, Similar – job responsibilities and pay rate (allowable \$3 hourly variance)

**Timeframe**

Select the applicable timeframes the position is needed for the proposed timeframe.

- School Year  
 Summer

**Budget**

Select the budget that the position expenses relate to. For example, if the position is paid for through a subcontractor budget select the related subcontractor.

**Classification**

Select from the list of options. For positions classified as “Professional Services” enter the related expenses in the Budget Summary section of application

- Full-Time  
 Part-time/Seasonal  
 Professional Services  
 Volunteer

**Position Provides Direct Services**

Include in ratio? (yes/no)

- YES  
 NO

**Related Activities**

If in ratio, what related activities does position deliver services for? (select all that apply)

**Agency Minimum Qualifications**

Include the minimum educational and experience requirements used by the agency for this position type

**Program Related Responsibilities**

Describe in detail the proposed program responsibilities for this position

**Supervision of Staff**

Related Responsibilities includes supervision of staff? (yes/no)

- YES  
 NO

**Annual Salary of Position****SALARY AND WAGE AND FRINGE BENEFITS**

Enter the annual salary for position.

**Total Annual Salary Of Position(s)**

The field is calculated by multiplying the number of positions by the Annual Salary of Position.

**Fringe Percent Allocation %**

Enter the fringe benefit percentage. For fringe amounts above 30%, enter a justification.

**Fringe Benefit Allocation \$****Fringe Justification****Salary Allocation \$****SCHOOL YEAR****TOTAL PROGRAM ALLOCATION**

Enter the total cost for position(s) for the school year period.

**Fringe Benefit Allocation \$**

This is a calculated field based on the amount entered in the Salary Allocation \$ field times the Fringe Benefit Allocation %.

**Salary Allocation %**

This is a calculated field based on the amount entered in the Salary Allocation \$ field and the Total Annual Salary of Position(s).

**Salary & Fringe Total \$**

This is a calculated field based on the sum of Salary Allocation \$ and Fringe Benefit Allocation \$.

**Salary Allocation \$**

**SCHOOL YEAR  
TOTAL FUNDING REQUEST**

Enter the funding request amount for position(s) for the school year period.

**Salary Allocation %**

This is a calculated field based on the amount entered in the Salary Allocation \$ field and the Total Annual Salary of Position(s).

**Fringe Benefit Allocation \$**

This is a calculated field based on the amount entered in the Salary Allocation \$ field times the Fringe Benefit Allocation %.

**Salary & Fringe Total \$**

This is a calculated field based on the sum of the Salary Allocation \$ and the Fringe Benefit Allocation % fields.

**Salary Allocation \$**

**SUMMER  
TOTAL PROGRAM ALLOCATION**

Enter the total cost for position(s) for the summer period.

**Salary Allocation %**

This is a calculated field based on the amount entered in the Salary Allocation \$ field and the Total Annual Salary of Position(s).

**Fringe Benefit Allocation \$**

This is a calculated field based on the amount entered in the Salary Allocation \$ times the Fringe Benefit Allocation%.

**Salary & Fringe Total \$**

This is a calculated field based on the sum of Salary Allocation \$ and Fringe Benefit Allocation \$.

**Salary Allocation \$**

**SUMMER  
TOTAL FUNDING REQUEST**

Enter the funding request amount for position(s) for the summer period.

**Salary Allocation %**

This is a calculated field based on the amount entered in the Salary Allocation \$ field and the Total Annual Salary of Position(s).

**Fringe Benefit Allocation \$**

This is a calculated field based on the amount entered in the Salary Allocation \$ field times the Fringe Benefit Allocation %.

**Salary & Fringe Total \$**

This is a calculated field based on the sum of Salary Allocation \$ and Fringe Benefit Allocation \$.

**Total Program Cost**

**TOTAL**

This represents the sum of all time frame program cost.

**Total Request Amount**

This represents the sum of all time frame funding request amounts.

**Matching Funds**

This is the calculated amount of total matching funds.

**Budget - Subcontractors**

Applicants are required to submit a summary of expected budget expenses that support their proposal's implementation of services. All budget justifications must be concise, clear and free of calculation errors, and include a thorough explanation of the amount of the expense allocated to The Children's Trust in accordance with application [budget guidelines](#). Applicants previously funded under this initiative must provide narrative related to any proposed budget changes such as line item increases.

Proposed budget expenses should be those that are necessary to implement program services. Additionally, there should be special care in balancing the costs and benefits of these expenses for services offered.

**Complete the Budget- Subcontractors Table Below**

The information added here will be used to calculate the subcontractor line item in the Budget-Summary section. If a subcontractor is not listed from the dropdown, return to the Partners and Linkage section and add partner there.

To add a subcontractor budget line item, click on the "New Entry" button and complete required fields. Multiple line items for each subcontractor can be added using the "New Entry."

As a reference, The Children's Trust defines a subcontractor as "an independent agency or entity that has entered into an Agreement with a Trust -funded provider to perform DIRECT SERVICES to participants on behalf of that provider. This excludes individuals rendering professional services, which must be budgeted in the category of Professional Services." For more details refer to the [budget guidelines](#).

Enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s).

**Subcontractor**

**Line Item**

<b>Program Allocation Cost</b>
<b>SCHOOL YEAR</b>
<b>Funding Request Amount</b>
<b>Program Allocation Cost</b>
<b>SUMMER</b>
<b>Funding Request Amount Proposed Summer</b>
<b>Total Program Allocation Cost</b>
<b>Total Funding Request</b>
<b>Total Matching Funds</b>
<b>Justification</b>
Enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s)

**Budget - Summary**

**Complete the Budget-Summary Table Below.**

Refer to the [budget guidelines](#) for the line items and the related allowable expenses. Click "new entry" to add a line item not listed below. For renewal applicants, historical budget line item expenses are provided for reference.

If edits are needed to following line items, refer back to the related section to make edits:

- Salary Summary is populated from data entered in the Staffing Table section for positions. Use the Staffing Table to enter all positions, including those are in the part of the Subcontractor budget.

-Subcontractor is populated from data entered in the Budget – Subcontractors section.

For every line item , complete the required fields and enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s) . For renewal applicants, include an explanation of any line item increases

<b>Line Item</b>
<b>Program Allocation Cost</b>
<b>Funding Request</b>
<b>Matching Funds</b>

**Program Allocation Cost**

**SCHOOL YEAR**

**Funding Request Amount**

**Program Allocation Cost**

**SUMMER**

**Funding Request Amount Proposed Summer**

**Total Program Allocation Cost**

**Total Funding Request**

**Total Matching Funds**

**Justification**

Enter a justification description including calculation used to determine cost and amount requested. If applicable, identify matching source(s).

**Budget - Unit Cost**

The Children’s Trust utilizes a standard calculation for estimating unit costs of youth development programs. This calculation is intended to help programs guide their budgets year over year.

**Estimated Unit-Cost calculation**

*School-year units* = Number of slots X number of proposed school-year days

*Summer units* = Number of slots X (number of proposed summer days X 2)

**Total units** = *School-year units* + *summer units*

**School-year unit cost** = Total proposed program budget/ **Total units**

**Summer unit cost** = School-year unit cost X 2

In the justification column, describe major differences in unit cost from the 16-17 contract year from your proposed program.

<b>16-17 Program Name (Renewal Applicants Only)</b>
<b>Prior Year SY Total Unit Cost</b> Renewal Applicants Only
<b>Prior Year Summer Total Unit Cost</b> Renewal Applicants Only
<b>Proposed SY Total Unit Cost</b>
<b>Proposed Summer Total Unit Cost</b>
<b>Justification</b>

**Continuous Learning & Quality Supports**

Trust-funded program and any associated direct service subcontractors are expected to incorporate a continuous learning framework that supports ongoing quality of services and, ultimately, increased outcome achievement for youth. Collection, analysis, and utilization of data on program implementation (i.e., program metrics) is a central activity of continuous quality improvement. If funded, applicants are expected to periodically and accurately collect, manage, and utilize data using quantity and quality measures, such as those listed below. These program metrics will be used by program staff for regular progress checks on program service implementation and outcome achievement. The data collection process should incorporate feedback on the program from program staff and youth. Based on the results of these periodic reviews, programs are expected to make any needed modification to program implementation as needed to support continuous quality improvement.

Typical quantity metrics:

- Number of youth served (with basic demographics)
- Number of youth with disabilities served (with basic demographics)
- Average number of youth attending programming per week (service utilization)
- Number of service weeks offered as required
- Number of youth tested as required

Typical quality metrics:

- Number of days attended by youth (engagement)
- Assessment of the social-emotional climate based on staff-child interactions
- Staff-child ratios maintained at developmentally appropriate levels
- Number and percentage of youth and parents/caregivers satisfied with program (satisfaction surveys)

To assist funded programs in their continuous quality improvement efforts, The Children’s Trust partners with several capacity-building providers that provide professional development and program support to all youth development programs. Participation in these capacity-building programs is required as specified in the contract.

<b>Data Management Practices</b> Describe your data management practices and include your methods/protocols for ensuring data integrity, accuracy, and timely reporting. (Word Limit: 400)
<b>Quality Assurance Approaches</b>

Describe how your program uses data to individualize services for children/youth, make referrals to needed services, improve program quality and ensure model fidelity (i.e., that services are implemented as intended) including those delivered by subcontractors. (Word Limit: 600)

**Staff Training and Supervision**

Describe typical staff training and supervision practices that support program quality and continuous learning. (Word Limit: 400)

**Program Fidelity Attachments**

If applicable, attach any document that will be used to track and measure program fidelity. If more than one file is required, merge files into one PDF for upload

**Organizational Capacity (New Applicants Only)**

**Name of Funding Source**

**Annual Amount of Funding**

**Funding Start Date**

**Funding End Date**

**Funding Description**

Briefly describe source of funding, period of funding, annual amount, description of services funded. Upload related funding award letters as appropriate.

**Supporting Documents**

Note: only one file attachment is allowed. To upload more than one document, merge files into one PDF document

**Organizational Capacity**

**Past Performance Trends (renewal applicants only)**

The dashboard in the attached files section shows your program’s metrics for the last two years. Please describe your past performance trends. Explain the story behind the data, and the current focus of your agency’s growth planning. (Word Limit: 500)

**Mission Statement (new applicants only)**

Include a brief agency mission statement. Describe your qualifications, capacity, past performance and history of providing services similar to those proposed. (Word Limit: 600)

**Certifications**

**Application Review Process:**

The review process is designed to select the most qualified applicants in an open and fair manner. Applications are reviewed through a

multi-step process that includes the following:

1. **Eligibility:** Screening to determine if an organization is able to apply for funding based on the following requirements:
  - a. All proposed services must take place within Miami-Dade County.
  - b. Applicant must be currently qualified to conduct business in the State of Florida.
  - c. Applicant must not be a charter school approved by any public school system in the State of Florida.
  - d. New applicants must submit a recent, valid annual financial statement audit, and renewal applicants must have a current audit on file with The Children's Trust.
  
2. **Applicant fiscal health:** For new applicants, The Trust's finance department reviews and scores the agency financial statement audit submitted with the application to assess the level of fiscal solvency, compliance and strength of internal controls.
  - a. **Fiscal solvency** is measured using a three-prong ratio test including the following:
    - i. Current ratio (current assets divided by current liabilities) evaluates the current assets that can easily be converted into cash to pay current expenses. Current assets include cash, cash equivalents, accounts receivable, prepaid expenses and inventories. The higher the ratio, the more capable the agency is of paying its obligations.
    - ii. Net assets as a percentage of annual expenses (net assets divided by total annual expenses) evaluates the availability of reserve funds compared to annual operations and could be viewed as an emergency fund. The higher the ratio, the greater the reserve.
    - iii. Current liabilities as a percentage of total annual expenses (current liabilities divided by annual expenses) indicates an organization's timeliness paying vendors and its ability to meet other obligations. Current liabilities include accounts payable, accrued expenses, short-term borrowings and the current portion of long-term debt. The lower the ratio, the lower current liabilities to expenses.
    - iv. Applicants will be awarded from 0 to 4 points for each ratio for a possible total of 12 points, as follows:

Current Ratio		Net Asset Ratio		Debt Ratio		Points
Current Assets/Current Liabilities		Net Assets/Total Operating Expenses		Current Liabilities/Total Operating Expenses		
0%	99%	0%	5%	36%		0
100%	109%	6%	8%	25%	35%	1
110%	119%	9%	11%	18%	24%	2
120%	149%	12%	15%	10%	17%	3
150%		16%		1%	9%	4

- b. **Fiscal compliance and strength** are evaluated using the independent auditors' report and accompanying notes, as follows:
        - i. The report describes the scope of the audit, the accountant's opinion of the procedures and records used to produce the financial statements, as well as the accountant's opinion of whether or not the financial statements present a fairly accurate picture of an agency's financial position and the changes in its net assets and cash flows.
        - ii. Notes to financial statements provide additional information to explain specific items and provide a more comprehensive assessment of an agency's financial condition. Notes can include information about debt, going concern criteria, contingent liabilities or contextual information such as potential litigation or unpaid payroll taxes.
        - iii. Strength and soundness of an agency's system of internal controls are measured by the number of material weaknesses and/or significant deficiencies in the independent auditors' report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with government auditing standards. This report evaluates whether and to what extent an applicant has design or operating deficiencies in its internal control systems.

Applicants will start with a total of 8 points, and points will be deducted according to these criteria:

- i. Agencies with an audit opinion other than an unmodified opinion will lose one (1) point.
- ii. Agencies with notes that disclose unreasonable or unethical accounting practices (e.g., unpaid payroll taxes, debt covenant violations, fraud misappropriation of funds, etc.) will lose one (1) point for each disclosure, up to a maximum of three (3) points.
- iii. Ideally, an applicant should have no deficiencies in their internal control system, as reported in an AU-C 265 Letter; however, agencies that disclose material weaknesses and/or significant deficiencies in their internal control system will lose one (1) point for each deficiency, up to a maximum of four (4) points.

For renewal applicants, in addition to the review of the current agency audit on file, The Trust finance department reviews the program-specific audit. Results from both reviews are used to determine the fiscal health rating in program metrics, which will be used as the renewal applicant fiscal health rating in the solicitation review process.

- 3. **Program proposal:** Simultaneous to the fiscal health review, each application is independently reviewed and scored by a team of reviewers that may include Trust staff, experts in the field and trained volunteers.

**Rating scale:** Using the rating scale below, reviewers assess the quality of responses within each program section, the alignment with solicitation requirements, and the applicant’s capacity to effectively deliver what is proposed. Specific application questions within each program section may vary somewhat based on whether the proposal is for a new program or for a renewal program. For renewal applicants, prior program metrics will be incorporated into relevant application questions and reviews for some application sections.

Rating	Points	Description
Excellent Response	4	<ul style="list-style-type: none"> <li>• Response is fully complete and relevant for the section, with no deficiencies.</li> <li>• Response provides evidence that the applicant exceeds the requirement(s) for the section as set forth in the RFP and the standards described in the reviewer scoring guide.</li> </ul>
Good Response	3	<ul style="list-style-type: none"> <li>• Response is mainly complete and relevant for the section, but may have minor deficiencies and/or require some additional clarification.</li> <li>• Response provides evidence that the applicant meets the requirement(s) for the section as set forth in the RFP and the standards described in the reviewer scoring guide.</li> </ul>
Weak or Incomplete Response	2	<ul style="list-style-type: none"> <li>• Response is incomplete for the section—required information is missing and/or the response has major deficiencies.</li> <li>• Response does not provide evidence that the applicant meets the minimum requirement(s) for the section as set forth in the RFP and the standards described in the reviewer scoring guide.</li> </ul>
Unacceptable Response	1	<ul style="list-style-type: none"> <li>• Response is substantially incomplete, unresponsive and/or not relevant for the section.</li> <li>• Response presents a major problem or counter-productive strategies in meeting RFP requirement(s) and/or meets few or no standards as set forth in the reviewer scoring guide.</li> </ul>

**Program section weights Youth Development K-5th Grade:** Each program section rated on the 4-point scale above will be weighted according to its relative importance to the specific funding opportunity.

		<b>Youth Development (K-5<sup>th</sup> grade) RFP</b>
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Program Section	Related Application Section(s)	Weight	Maximum Points
1. Services	-Services – Introduction -Services – Program Activities	4 x 4	16
2. Population and sites	-Population to be Served - Program Participation - Service Sites - Population & Sites -Summary	4 x 2	8
3. Partners and service linkage	-Partners & Service Linkage	4 x 1	4
4. Outcomes <i>(not rated, response is limited to agreement to RFP requirements)</i>	-Participant Outcomes	Not applicable	Not applicable
5. Staffing	-Staffing Description -Staffing Table	4 x 3	12
6. Budget	-Budget –Subcontractors -Budget –Summary -Budget- Unit Cost	4 x 2	8
7. Continuous learning and quality supports	-Continuous Learning & Quality Supports	4 x 3	12
8. Organizational capacity	-Organizational Capacity	4 x 2	8
<b>Total</b>			<b>68</b>

**Program section weights Youth Development 6-12<sup>th</sup> Grade:** Each program section rated on the 4-point scale above will be weighted according to its relative importance to the specific funding opportunity.

Program Section	Related Application Section(s)	Youth Development (6 <sup>th</sup> -12 <sup>th</sup> grade) RFP	
		Weight	Maximum Points
1. Services	-Services – Introduction -Services – Program Activities	4 x 4	16
2. Population and sites	-Population to be Served -Program Participation -Service Sites -Population & Sites -Summary	4 x 2	8
3. Partners and service linkage	-Partners & Service Linkage	4 x 1	4
4. Outcomes	-Participant Outcomes	4 x 1	4
5. Staffing	-Staffing Description -Staffing Table	4 x 3	12
6. Budget	-Budget –Subcontractors -Budget –Summary -Budget- Unit Cost	4 x 2	8
7. Continuous learning and quality supports	-Continuous Learning & Quality Supports	4 x 3	12
8. Organizational capacity	-Organizational Capacity	4 x 2	8
<b>Total</b>			<b>72</b>

Following each reviewer's individual rating, the review team meets in a publicly-noticed debriefing meeting to discuss each proposal. Applicants may attend the debriefing meeting as observers. The team assigns a consensus score to each program section, including explanatory comments, and rates the application's overall likelihood of success based on strength of proposed program design and resources. The application's total score is calculated as a percentage of the RFP total maximum points. The highest ranking program proposal score does not assure a funding recommendation.

4. **Interview/site visit:** At the Children's Trust's discretion, publicly-noticed interviews and/or site visits may be conducted at either the applicant's site or Trust's offices regarding the agency fiscal health and/or program proposal. Members of the public may attend interviews and/or site visits as observers. The interview/site visit review team may include Trust staff, experts in the field and trained volunteers. Reviewers come to consensus on interview/site visit observations using a standard rating tool and provide input to staff recommendations.
5. **Staff recommendations:** Taking into consideration the above review process results, consideration is also given to factors such as alignment with The Children's Trust's priority investment areas, effective and economical distribution of funding across Miami-Dade County and/or in underserved geographic areas/populations in Miami-Dade County (if applicable), minimizing duplication of efforts, and reasonable program cost for the services and outcomes proposed. Based on consideration of all of the above factors, the president/CEO of The Children's Trust develops the list of applications recommended for funding.
6. **Board review and approval:** President/CEO recommendations are reviewed and considered by the board at publicly-noticed committee meetings and board meetings. Applicants are encouraged to attend these meetings. Board approval of the recommendations will allow the contract negotiation process to begin. Negotiation may include reframing the proposed services, and adjusting the total allocation, budget or any other changes necessary to comply with the requirements of the solicitation and resulting contract. All of the contract terms included in the RFP are non-negotiable.

### Reviewer Guidelines

#### Services

- o To what extent does the applicant's implementation plan promote and support the delivery of high quality services in alignment with the RFP-required program activities?
- o For K-5 programs only: How well does the sample program schedule align with the proposed frequency and intensity in the activities table?
- o For 6-12 programs only: How well does the sample program participation schedule align with the proposed frequency and intensity in the activities table?
- o If an Evidence Based Program (EBP) /Curriculum is proposed, how well does it meet the needs of the target population?
- o If an EBP is proposed, to what extent does the applicant detail its implementation within the program?

#### Population and Sites

- o For any sites listed with DCF license status in process or with an exemption letter, did the applicant upload appropriate documentation?
- o If applicant has a history of delivering services, how well are the proposed numbers, including number of slots, percentage of children/youth with disabilities and days of service, supported by the applicant's past history of service delivery?
- o To what extent does the applicant have a strong plan to retain program participants for the expected timeframe? How well does the retention plan address unique challenges of serving the selected population?
- o How well is the program design aligned with the needs of the proposed population, including different grade levels, developmental stages, disabilities, etc.?
- o To what extent does the applicant detail a marketing plan including effective strategies and partnerships resulting in the successful recruitment of sufficient numbers and types of children and youth?
- o If multiple sites are proposed, to what extent is there a process to ensure consistency in services across all program sites?

**Partners and Service Linkage**

- How well does the applicant's partners table clearly describe the roles of appropriate key partners and networks needed both to successfully implement the program as well as to connect children/youth to needed services and resources that the applicant cannot directly provide?
- If the applicant has a subcontractor delivering required program activities did the applicant upload appropriate documentation of the subcontractor agreement?
- Are Memorandums of Understanding (MOU) included for all partners or subcontractors, particularly those delivering required program activities?
- For sites operating at Miami Dade County Public Schools, is the required MDCPS documentation, inclusive of Letter of Support, included?

**Outcomes**

- Note for K-5 programs: Outcomes section for K-5 programs is not rated by reviewers since applicants simply must acknowledge they will adhere to the RFP's outcome requirements.
- For 6-12 programs only: To what extent does the applicant include appropriate justification for outcomes targets? Does the outcome target justification align with the proposed program design?
- For 6-12 programs only: For applicants proposing adaptations and/or alternative tools, how well does the applicant justify the use of these alternatives?

**Staffing**

- To what extent is there an appropriate number of the right staff members with the skills and experience needed to successfully implement the program? For K-5 programs, are the minimum staff to child ratios required in the RFP met?
- Are the roles and responsibilities for key staff members proportionate with the percentage of time dedicated to the program?
- Do annual salaries appear reasonable and justifiable given requirements in the RFP, expectation of good quality programming, and market rates (e.g. please refer to the budget guidelines (salaries) for information about reasonable market rates)?
- To what extent does the applicant have adequate processes to hire, retain and train program staff?
- Did the applicant attach an organizational chart for the program, and how well does it demonstrate effective supervision structures for all staff, volunteers and subcontractors?
- If applicable, for K-5 programs only: Are Certified Teachers (CT) included in the staffing plan?

**Budget**

- For providers previously funded for these services, if the applicant is proposing an increase to the unit cost from prior years, is the justification reasonable for the increase?
- Are the budget justifications mathematically accurate and justifications reasonable, and if any rates were disclosed, are they in alignment with the budget guidelines? For providers previously funded for these services, are increases to a budget line item accompanied by a reasonable explanation?
- How well does the budget allocate the most appropriate and needed direct resources to support program success (e.g., does the budget include purchase of curricula, hiring of necessary staff, etc.)?
- To what extent does the total amount of funding appear proportionate with the proposed scope of services?
- If the budget includes greater than five percent (5%) allocated to The Children's Trust for program supplies, how well has the applicant justified this amount (since it exceeds the typical limit)?
- Does the budget include charges for purchases of capital equipment that are reasonable and commensurate with the proposed scope of services (please refer to the budget guidelines, capital equipment)?
- Does the budget include the cost for a required program-specific audit of The Children's Trust funds and is this cost greater than the amount indicated in the budget guidelines?

**Continuous Learning and Quality Supports**

- o How effective are the applicant’s processes for ensuring data integrity, accuracy and timely reporting?
- o To what extent does the applicant describe processes for ensuring program services are delivered with fidelity, or as they are intended by design?
- o To what extent does the applicant describe the use of data to individualized services for children/youth?
- o To what extent does the applicant describe the use of data to improve program quality?
- o To what extent does the applicant describe staff training and supervision practices that support program quality and continuous learning?

**Organizational Capacity**

*For new applicants:*

- o To what extent does the applicant have a history of success providing similar services?
- o To what extent does the applicant have a history of successfully managing grants or contracts of similar size or scope?

*For renewal applicants:*

- o To what extent does the applicant show a past performance history of successful provision of similar services and/or exhibit continuous improvement trends supported by a growth plan that effectively addresses prior challenges?

**Certification Questions**

**Authorized Official First Name**

Authorized Official: Enter the authorized official’s first and last name, and title in this section. This will indicate the applicant’s agreement to the Certifications below and Acknowledgement of Required Documents for contracting that are acknowledged by checking below.

**Authorized Official Last Name**

**Authorized Official Title**

**Conflict of Interest**

Does anyone on the board of directors or staff of the applicant agency have a conflict of interest with The Children's Trust's Board of Directors or staff?

- YES
- NO

**Conflict of Interest Details**

Please list the name of the person and nature of the conflict.

**Unpaid Taxes**

Does applicant owe any money to the Internal Revenue Service (IRS) or other taxing authority (e.g., Florida Department of Revenue) for unpaid, past due, payroll or other taxes?

- YES
- NO

**Unpaid Taxes Details**

How much money is owed for past due taxes, interest and penalties (please separately list each of these amounts).

**Pending Investigations**

Is applicant under investigation by the Office of the Inspector General or any other federal, state or local authorities?

- YES

NO

**Pending Investigation Details**

Please explain the nature of the investigation

**Application Certification**

I do hereby certify to the following statements and that all facts, figures, and representations made in this application and supporting documents are true and correct:

- All applicable statutes, regulations and procedures for program compliance and fiscal control, including but not limited to those contained in the application and contract, will be implemented to ensure proper accountability of funds. I certify that the funds requested in this application will not duplicate or replace funds that would otherwise be used for the purposes set forth in this proposal, and that the funds requested are a true estimate of the amount needed to operate the proposed program.
- I have been duly authorized to act as the representative of the Agency in connection with filing this application. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.
- This bid process is subject to the Cone of Silence and Florida's conflict of interest laws (§112.311, et. seg). I further state that to the best of my knowledge, submission of this proposal is in compliance with the state and county conflict of interest laws
- All work contained within this proposal is the unique and original product of the agency I represent, and has not been plagiarized or duplicated in any way from another's work.

YES