



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. 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 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 12th 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 below). 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 th grade children		Services for 6 th -12 th grade youth	
Timing	School year	Summer	School year	Summer
Services	<p>Required:</p> <ul style="list-style-type: none"> • Inclusion of children with disabilities • Group Literacy • Differentiated Literacy Instruction (DLI) • Homework Support • Social-Emotional Learning (SEL) • Physical Activity • Healthy Eating and Nutrition Education • Family Engagement <p>Recommended: Skill-building in one or more specialized areas: STEM (science-technology-engineering-math), Arts and Culture Activities, or Civic Engagement</p>	<p>Required:</p> <ul style="list-style-type: none"> • Inclusion of children with disabilities • Group Literacy • Differentiated Literacy Instruction (DLI) • Social-Emotional Learning (SEL) • Physical Activity • Healthy Eating and Nutrition Education • Family Engagement <p>Recommended: Skill-building in one or more specialized area: STEM (science-technology-engineering-math), Arts or Civic Engagement</p>	<p>Required:</p> <ul style="list-style-type: none"> • Inclusion of youth with disabilities • Academic Support • Social-Emotional Learning (SEL) <p>Skill-building in one or more specialized area:</p> <ul style="list-style-type: none"> • Job Training • Job Coaching • Art • STEM (science, technology, engineering, math) • Civic Engagement • Entrepreneurship • Sports • College Readiness <p>Recommended:</p> <ul style="list-style-type: none"> • Family Engagement 	<p>Required:</p> <ul style="list-style-type: none"> • Inclusion of youth with disabilities • Social-Emotional Learning (SEL) <p>Skill-building in one or more specialized area:</p> <ul style="list-style-type: none"> • Art • STEM (science, technology, engineering, math) • Civic Engagement • Entrepreneurship • Sports • College Readiness <p>Recommended:</p> <ul style="list-style-type: none"> • Family Engagement
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>Required:</p> <ul style="list-style-type: none"> • 80% of children improve oral reading fluency or comprehension skills • 75% of children improve social-emotional learning skills • 65% of children improve physical fitness performance 	Same as school year	<p>Required:</p> <ul style="list-style-type: none"> • 75% of youth increase school engagement and positive attitudes towards academic success • 75% of youth improve social-emotional learning skills • Youth improve skills in specialized area (e.g., work readiness, employability, financial literacy, arts, STEM) 	<p>Required:</p> <ul style="list-style-type: none"> • 75% of youth improve social-emotional learning skills • Youth improve skills in specialized area (e.g., art, STEM, civic engagement)

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)

Services - Program Activities

The Children’s Trust seeks to fund fully utilized, daily, high-quality after-school and summer programs that provide safe and enriching environments for elementary school students. Programs should be designed with the intent to engage children daily throughout the school year. For summer services, activities should be structured to engage children daily for 6 to 11 consecutive weeks. Proposed

programs can be implemented during the school year, summer or both timeframes.

Applicants have flexibility to implement creative, innovative programs that meet the needs and interests of children, including those with disabilities, within the following required programming activities:

- Academic supports
 - Group literacy activity
 - Differentiated literacy instruction (for struggling readers)
 - Homework assistance (school year only)
- Health and wellness
 - Social-emotional learning
 - Physical activity
 - Healthy eating and nutrition education
- Family engagement

Required Programming Activities

Below are the required programming activities and related dosage (if noted) for all services for children in grades kindergarten to 5th grade. These activities and their related dosage are based on best practices for complementing school and home based learning so that all youth have the opportunity to successfully transition to adulthood. Please see the [resource list](#) of potential evidence-based programs for K to 5th grade children to consider using across content areas.

The schedule of activities must include structured programming for at least 75 percent of operational hours. Successful applicants will provide activities that actively engage children, hold their interest and attention, and result in increased participant retention and outcomes. It is recommended that multiple required program activities be integrated within an activity. For example, the group literacy activity does not require sitting in a classroom reading, but can instead be integrated into a STEM (science, technology, engineering, mathematics) activity or a social-emotional skill-building activity that incorporates reading as a regular part of the activity. When proposing integrated activities, applicants should explicitly identify the required activity (or activities) being integrated and explain how the activity meets the requirements (described below) for each integrated activity. Another approach to engaging children is through thoughtfully and purposefully selected field trips related to the program design. All field trips proposed must be in alignment with [budget guidelines](#).

Group Literacy Activities:

- Must utilize evidence-based programs and/or strategies that promote reading fluency in early grades (K-3), comprehension in later grades (4-5), and vocabulary-building across all levels.
- Must ensure a certified teacher at each service site develops activities and lesson plans that incorporate active reading and comprehension strategies. Implementation may be carried out by the certified teacher and/or the teacher may train other staff to deliver the group literacy activities.
- Must provide necessary space and supplies for activities proposed.
- May be integrated into various activities that include reading activities (e.g., project-based learning, STEM, arts, cooking).
- **During the school year**, must provide a **minimum of 30 minutes** of group-based instruction **at least two times a week**.
- **During the summer**, must provide a **minimum of one hour** of group-based instruction **at least four times a week**.

Differentiated Literacy Instruction (DLI):

- Must be provided for all identified struggling readers (i.e., frustrational range on the appropriate literacy tool pretest), to individualize instruction, in addition to group literacy activities.
- Must be delivered by a certified teacher who preferably has a background in reading instruction.
- Must be delivered in small groups (no more than five children) or one-on-one.
- Must have the goals to improve reading fluency, comprehension and vocabulary.
- **During the school year**, must provide a **minimum of 30 minutes** of DLI **at least three times a week**.
- **During the summer**, must provide a **minimum of 30 minutes** of DLI **at least four times a week**.

Homework Assistance:

- Must utilize evidence-based strategies that provide targeted and intentional instructional supports for children that

incorporate:

- Staff availability and assistance – providing support and skill-building opportunities
 - Preparation – ensuring materials are available and area is quiet
 - Skills-building – using small groups of students with similar needs to focus on developing specific skills and supports
 - Motivation – implementing incentive systems
 - Communication with schools and families – through teacher/parent check-ins, progress monitoring on school agendas/assignment books, etc.
- **During the school year**, must provide a **minimum of 30 minutes** of homework assistance **Monday through Thursday**, with **recommended schedule of 60 minutes**. Scheduled activity duration should accommodate the needs and grade levels of children served. For children receiving DLI, the individualized instruction may be incorporated into this scheduled time.
 - For times when children complete homework before the scheduled activity is over, programs should have structured, independent enrichment activities available (e.g., books, puzzles, games).

Social-Emotional Learning (SEL) Activities:

- Must include a structured design of social-emotional development activities grounded in positive youth development best practices.
- Must focus on positive skill-building (strengths-based versus deficit-based) through challenging activities, leadership development and decision-making opportunities.
- Must provide opportunities for youth to have hands-on practice applying skills to real-world scenarios.
- Must ensure a nurturing, socially positive environment, inclusive of staff equipped to actively and intentionally foster this environment by coaching children and appropriately modeling concepts and skills.
- May be integrated into other program activities.

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. SEL topics and content will vary based on age/grade, developmental maturity and cultural identity.

Physical Activity:

- Must use an evidence-based program and/or strategy that keeps children moving during the entire activity, while promoting fitness, fun, teamwork and cooperative play.
- Must offer a variety of activities that encourage participation for all skill levels and abilities, and that meet children's needs and interests (e.g., adapted programming for children with disabilities, focus on an interest area such as martial arts, dance, sports).
- If activities take place outdoors, must include alternatives for rainy days.
- Any program with swimming or water-related activities must include a water safety activity.
- **During the school year**, must provide a **minimum of 2.5 hours weekly** of high-intensity physical activity.
- **During the summer**, must provide a **minimum of one hour daily** of high-intensity physical activity.

Healthy Eating and Nutrition Education:

- Must reinforce healthy eating habits through nutrition education and other healthy eating activities, such as cooking classes, gardening projects and cultural exploration of foods. Nutrition education resources are available to programs through The Children's Trust's designated food service provider at no cost.

On After-School Days:

- Must offer a nutritious snack. Meals may replace snacks. Meals may also be served if there is a two-hour interval in an ongoing program day from the time the snack is served.
- Programs operating in an Miami-Dade County Public School (M-DCPS) or a school other than a public school will receive snacks through the Afterschool Meals Program (AMP) sponsored by the school system or nonpublic school.
- Agencies approved as Department of Health (DOH) providers will be responsible for their own snacks or meals.
- All other after-school snacks or meals will be obtained through The Children's Trust's designated food service provider at no cost to the program.

On After-School Full Days:

- Must offer both a snack and lunch.
- Programs operating in an M-DCPS school on teacher planning days will receive their snacks and lunches through the Afterschool Meals Program (AMP) sponsored by the school system.
- Programs located in schools other than public schools and in other community locations will receive snacks and lunch from The Children's Trust's designated food service provider.

On Field Trip Days:

- On field trip days, snacks and lunches may be billed as a program budget item within the limits set forth by The Children's Trust [budget guidelines](#).

On Summer Camp Days:

- Must offer both a snack and lunch.
- Programs are responsible for making arrangements for snacks and meals with an approved provider. The Children's Trust does not provide funds for summer snacks and meals. Snacks and meals are provided by various DOH approved summer meal vendors in the community at no cost.
- Breakfast may be available for providers that make arrangements in advance through The Children's Trust's designated food service provider at no cost to the program.

Family Engagement Activities:

- Must create a welcoming environment on an ongoing basis that includes the families of all children.
- Must provide regular, ongoing communication with parents and caregivers about the program and their child. This may take place during typical touchpoints, such as registration, orientation and drop-off/pick-up, but should encompass meaningful and supportive interactions.
- Must offer families engaging workshops, trainings or other opportunities that reinforce their active role in supporting their child's academic and life success.
- Must 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 support their child's academic success.
- Must understand families' needs and refer them to resources and services as appropriate.

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.

Optional Programming Activities

Below are optional programming activities for programs offering specialized services in STEM, Arts and Culture Activities or Civic Engagement for children in grades kindergarten to 5th grade. Optional programming activities are intended to be intensive services that help youth acquire and master new skills. Applicants should have a strong history of delivering specialty programming and appropriate staff to provide high-quality services in the related area.

STEM (Science, Technology, Engineering, Mathematics) Activities: STEM activities can open doors to the growing field of STEM vocational and professional career pathways by increasing interest in STEM fields as well as better preparing children for academic and career success. High-quality STEM activities build STEM knowledge, critical thinking skills, problem-solving, creativity, collaboration, teamwork and persistence. High-quality STEM activities are experiential, inquiry-based, include rigorous content and are linked to school curriculum standards. STEM is by nature interdisciplinary. However, applicants may choose to emphasize one activity of STEM over others in their program design and curriculum (e.g., focus on technology or science). STEM activities can include, but are not limited to, any field of science, technology, engineering or mathematics; makerspace programs; robotics; computer coding; or environmental conservation. Importantly, any program that includes technology must include internet safety awareness education.

Arts and Culture Activities: The arts can provide children with a solid foundation for academic, emotional, social and creative development. Arts and cultural activities can focus on individual or group activities in areas such as, but not limited to, dance, painting, drawing, theatre/drama, choir, photography, performance art, cooking, spoken word, storytelling, mixed-media, sculpture, music, film, reading and writing. An age-appropriate curriculum is essential for developing engaging arts-based activities. Activities should emphasize dynamic teaching methods such as hands-on learning and/or apprentice relationships.

Civic Engagement: Civic engagement helps children feel a stronger sense of connectedness to others in their community and has been identified as an effective delinquency prevention strategy. By helping others, children begin to feel the benefits of giving back to the community, which can help them develop positive self-esteem. Leadership development, decision-making, teamwork, personal responsibility, citizenship and cultural diversity are areas that can be addressed through civic engagement. Volunteerism, community service, and service learning are some examples of civic engagement activities.

Complete the Activities Table Below

The table has been pre-filled with the required activities for each timeframe selected as described above. To complete the table, click on the activity name. If proposing an optional activity (Arts and Culture, STEM, Civic Engagement) click on "new entry" and select from the dropdown list. Complete the following fields for all activities:

Frequency: How often is activity offered?

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

Evidence Based Program: Which evidence based program (EBP), if any, is 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 children 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.

Timeframe
Activity Name
Required or Optional
<input type="checkbox"/> Required <input type="checkbox"/> Optional
Description
Frequency (Days per week offered)
<input type="checkbox"/> N/A <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
Intensity (How long in minutes?)

- N/A
- 30
- 40
- 45
- 50
- 60
- 75

Evidence Based Program (Optional)

- AfterSchool Kidzlit
- Botvin LifeSkills Training
- Children's Defense Fund - Integrated Reading Curriculum
- Common Threads
- Coordinated Approach to Child Health (CATCH) Kids Club
- Corrective Reading
- Dole's Nutrition Education Program
- FAB After School Program
- Fluency Formula
- Fun FRIENDS
- Girls Circle
- Headsprout Early Reading/Reading Comprehension
- I Can Problem Solve
- Ladders to Literacy
- LitART Learn
- Literacy Express
- MicroSociety
- Peace Builders4PeaceWorks (Peace Education Foundation)
- PeaceWorks (Peace Education Foundation)
- Peer-Assisted Learning Strategies (PALS) Reading Literacy
- Positive Action
- Promoting Alternative Thinking Strategies (PATHS)
- Reader's Theater (Playbooks, Inc.)
- Second Step: A violence Prevention Curriculum
- Skillstreaming
- Sound Partners
- Sports, Play, and Active Recreation for Kids (SPARK)
- Stepping Stones to Literacy
- Too Good for Violence
- Other

EBP Other

Population to be Served

Target Population

Target population for this initiative is Miami-Dade County elementary school-age children (grades K-5). Children in pre-K may only be served during the summer prior to entering kindergarten (i.e., children who will turn 5 years old by September 1st of the following school year).

All programs must include children with disabilities. For applicants with a history of providing Trust-funded after-school or summer programs, children 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 slots for children with disabilities. Additionally, applicants may propose specialized programs in which 40 percent or greater of participant slots are for children with disabilities. If specialty programming primarily for children 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 Children’s Trust’s strategic plan, including children in foster care, children under the jurisdiction of the juvenile justice system or children who are experiencing homelessness.

Our goal is for all funded 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:

North	West (Sweetwater to Kendale Lakes)	South (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
Northwest	• 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 children expected to attend the program, including children 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 children being served. If proposing a specialty program for children 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). (Word Limit: 300)

Sample Schedule

Upload a sample schedule that displays a full week of after-school services. Activity frequency and intensity should reflect what was proposed in the Activity Table. Note: only one file attachment is allowed. To upload more than one document, merge files into one PDF document

Sample Schedule Summer

Upload a sample schedule that displays a full week of summer services. Activity frequency and intensity should reflect what was proposed in the Activity Table. Note: only one file attachment is allowed. To upload more than one document, merge files into one PDF document

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.

Based on The Children's Trust's maximum child-to-staff ratio of 15-to-1, the minimum number of slots a program may propose is 30 at any one site, and larger numbers of slots must be proposed in additional 15 slot increments (e.g., 45, 60, 75) per site.

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 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.

Licensing requirements: [Department of Children of Families](#) (DCF) licensing is required by law for all sites offering an after-school program that mandate sign in/out and have participants in grade 5 and below, which would include all applicants to this RFP. For applicants not currently licensed, a [Child Care Licensure Questionnaire](#) must be completed through DCF prior to the

submission of this application, and proof of licensing or exemption is required before contracting begins. Additionally, DOH, fire, occupational licenses and approvals must be obtained prior to the contract start date for all proposed sites.

Sites that operate during the summer are not inspected or regulated by DCF, but are required to have all personnel cleared through Level 2 background screening prior to serving children.

Programs operating within a M-DCPS service site: Community-based organizations interested in partnering with 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.dadegetsgroups.net/childrens-trust> and submit a draft of the Letter of Support to Marysel Urbanik at 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 children 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 year-round, school year only or summer only. Trust funding cannot be used to provide "drop-in" after-school or summer services. To be eligible to participate, children must be enrolled and attend daily.

After-school programs:

- Must offer **daily program activities** throughout M-DCPS District's **180-day school-year calendar**. Religious exceptions are permitted.
- Must operate for a minimum of five days per week, after students are released from school **until at least 6 p.m.**
- Are encouraged to operate on full days (i.e., teacher planning days, winter break, spring break and holidays) for a **minimum of 10 hours per day**, until at least 6 p.m.

Summer camp programs:

- Must offer **daily program activities** at least **10 hours per day** (until at least 6 p.m.) for **6 to 11 consecutive weeks**.

Complete the Service Site Table Below

Sites listed should only include the primary location of services where children 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 children with disabilities in the Population and Sites - Summary section of the application, so enter numbers with care.

Note: DCF site licensing information is required before saving. It is recommended that applicants gather this information before entering site information to ease application completion.

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.

Site Name

Select the site name from the drop down below. If the site name is not listed, select the "Other" option

Site Timeframe

- School Year
 Summer
 Full Day

Address**City****Zip Code****Site Name Other****Address Other****City Other****Zip Code Other****Target Grade Range of Site Participants**

- Kindergarten
 1st grade
 2nd grade
 3rd grade
 4th grade
 5th grade

DCF License Status

SCHOOL YEAR (SY)

- Site license
 Exemption letter
 Provisional
 In Process

DCF License Number**DCF License Expiration Date****Upload DCF License Verification**

If currently licensed, upload copy of site license. If exemption, upload copy of exemption letter. If in process, upload a Child Care Licensure Questionnaire

Registration Fee (SY)

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

Program 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)

Proposed Number of After-School Slots (SY)

Proposed % of Children with Disabilities Slots (SY)

Proposed Number of After-School Service Days (SY)

Proposed Number of Full Day Slots (FD)

FULL DAY (FD)

Proposed Number of Full Service Days (FD)

Enter a total number of days. If funded, programs will specify the specific service dates during negotiations. As a reference, these are the estimated number of Full Days by type: Teacher Planning days = 10; Holidays = 8; Winter Break = 8; Spring Break = 5

Registration Fee (SM)

SUMMER (SM)

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)

Proposed Number of Summer Slots (SM)

Proposed % of Children with Disabilities Slots (SM)

Number of Days (SM)

Population & Sites - Summary

The table below summarizes information related to your proposed slots (number of youth attending per day), participants 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 expansion. (Word Limit: 400)

Service Name
<input type="checkbox"/> School Year <input type="checkbox"/> Full Day <input type="checkbox"/> Summer
Number of Participants
Percent CWD
Overall Number of Sessions
Prior Year Service Utilization
Prior Year Number of Slots
Prior Year Percent CWD
Justification (renewal applicants only)
Compare 16/17 past performance numbers and proposed numbers in the table above for each relevant time frame. Explain any major changes or discrepancies. Provide justification for any proposed program expansion. (Word Limit: 400)

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 children 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 children, 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 children 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. (Word Limit: 300)

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
<input type="checkbox"/> Subcontractor <input type="checkbox"/> 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

Required Outcomes

Outcome	Data Source/ Measurement Tool	Timing	Meaningful Improvement	Related activity
80% of children through grade 3 will make meaningful improvement in oral reading fluency based on their level at pretest	One Minute Oral Reading Fluency (ORF) Assessment Administered by having children read aloud while a staff person captures the number of words read attempted, read correctly and read in error.	School Year: Pre, Mid, and Post-tests Summer: Pre and Post-tests	Based on pretest levels: <ul style="list-style-type: none"> Children at the Frustrational level improve to Instructional or Mastery level. Children at the Instructional level improve to Mastery level. Children at the Mastery level remain at the Mastery level. 	Literacy

<p>80% of children in grades 4 and above will make meaningful improvement in reading comprehension based on their level at pretest</p>	<p>iSTEEP Maze Assessment Three-minute paper-and-pencil reading comprehension test that can be administered to a single student, a small group or an entire class. Students silently read a list of sentences that each contains a missing word and must select a word from three choices that best restores the meaning of the sentence. There are 50 incomplete sentences per grade level.</p>	<p>School Year: Pre, Mid, and Post-tests</p> <p>Summer: Pre and Post-tests</p>	<p>Based on pretest levels:</p> <ul style="list-style-type: none"> • Children at the Frustrational level improve to Instructional or Mastery level. • Children at the Instructional level improve to Mastery level. • Children at the Mastery level remain at the Mastery level. 	<p>Literacy</p>
<p>75% of children through grade 5 will make meaningful improvement in social-emotional learning based on their level at pre-test</p>	<p>Child Trends Survey</p> <p><i>Teacher Survey</i></p> <ul style="list-style-type: none"> • # items: 12 • <u>Scoring</u>: 4 point Likert Scale from 1 (None of the time) to 4 (All of the time) <p><i>Child Survey</i></p> <ul style="list-style-type: none"> • # items:14 • <u>Scoring</u>: 4 point Likert Scale from 1 (Not at all like me) to 4 (A lot like me) • <u>Range</u>: 1.0- 4.0 <p>Total score averages scoring from both teacher and child survey by social-emotional skill.</p>	<p>School Year: Pre, Mid, and Post-tests</p> <p>Summer: Pre and Post-tests</p>	<p>Based on an increase of .41 points (Minimum Detectable Effect) from the pre-test to the post-test OR maintaining a score of three (3) or more.</p>	<p>Social-emotional learning</p>
<p>65% of children will make meaningful improvement in physical fitness performance based on their level at pre-test</p>	<p>Progressive Aerobic Cardiovascular Endurance Run (PACER) A multistage shuttle run in which children run back and forth across a 20-meter space at a pace that gets faster each minute.</p>	<p>School Year: Pre, Mid, and Post-tests</p> <p>Summer: Pre and Post-tests</p>	<p>School Year: Based on an increase in four laps completed from the pre-test to the post-test</p> <p>Summer: Based on an increase in two laps completed from the pre-test to the post-test</p>	<p>Physical Fitness</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 children. In such cases, applicants may select from approved adaptation options for these assessments. Currently, the ORF and MAZE have adaptations for children who are not able to read words but can identify letters, and an adaptation for children with visual impairment. PACER has one adaptation option for children with hearing impairments.

For applicants who anticipate serving children 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 children. The alternate assessment must be associated with at least one alternate outcome that is compatible with the assessment tool selected and the activities delivered.

Mark this section complete if not requesting an adaptation, alternative assessment and/or adding an optional outcome. If requesting an adaptation, or alternative assessment click on the related outcome and complete related fields. If requesting to add an additional outcome click "New Entry".

Timeframe
Outcome Target
Associated Activity
Outcome Language
Data source/measurement tool
Timing
<input type="checkbox"/> Pre-test <input type="checkbox"/> Mid-test <input type="checkbox"/> Post-test
Meaningful Improvement
Request Adaptation, Alternative Assessment, Additional Outcome
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 proposing alternative)

Staffing Description

First and foremost, direct service staff members, including certified teachers, must be able to relate to and engage participating children. Strong, positive relationships between direct service staff and children 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. Preferably, certified teachers supporting literacy activities will have experience with reading instruction. When possible, applicants are encouraged to consider hiring staff from local schools that primarily serve the same children 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-child ratio considerations help to ensure adequate supervision. Standard **staff-to-child ratios must be at 1-to-15**. To calculate staff-child ratio, only consider direct service staff. Some specialized programming for children with disabilities may require a lower ratio.

For applicants required to be licensed for after-school, agency directors and direct care staff must meet the State of Florida Department of Children and Families, Office of Child Care Regulation and Background Screening [licensure training requirements](#) prior to the contract start date. Programs are required to have all personnel cleared through Level 2 background screening prior to serving children.

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.

(Word Limit: 600)

Upload Program Staff Chart

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 Benefit 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.

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 \$.

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
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 - 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

Line Item
Program Allocation Cost
Funding Request
Matching Funds
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

Full Day units = Number of slots X (number of proposed full days X 2)

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

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

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

Summer/Full day unit cost = School-year unit cost X 2

The following unit cost has been calculated by the system based on entries made in the sites and budget sections. In the justification column, describe major differences in unit cost from the 16-17 contract year from your proposed program.

Prior Year SY Total Unit Cost Renewal Applicants Only
Prior Year Full Total Unit Cost Renewal Applicants Only
Prior Year Summer Total Unit Cost Renewal Applicants Only
Proposed SY Total Unit Cost
Proposed Full Total Unit Cost
Proposed Summer Total Unit Cost
Justification

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 children. 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 children. 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 children served (with basic demographics)
- Number of children with disabilities served (with basic demographics)
- Average number of children attending programming per day (service utilization)
- Number of service days offered as required
- Number of children tested as required

Typical quality metrics:

- Number of days attended by children (engagement)
- Assessment of the social-emotional climate based on staff-child interactions
- Staff-child ratios maintained at developmentally appropriate levels
- Number and percentage of children 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.

Data Management Practices

Describe your data management practices and include your methods/protocols for ensuring data integrity, accuracy, and timely reporting. (Word Limit: 400)

Quality Assurance Approaches

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

Organizational Capacity (New Applicants Only)

The following table is only applicable to applicants that are considered new to the initiative. If you've previously had a contract under YAS, mark this section as complete and continue the application.

For applicants new to the initiative, complete the table below.

Name of Funding Source
Annual Amount of Funding
Funding Start Date

Funding End Date**Funding Description for Proposed Program**

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

Supporting Documents

Attach any document that describe past performance for or evaluation of the proposed program. 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"> Response is fully complete and relevant for the section, with no deficiencies. 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.
Good Response	3	<ul style="list-style-type: none"> Response is mainly complete and relevant for the section, but may have minor deficiencies and/or require some additional clarification. 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.
Weak or Incomplete Response	2	<ul style="list-style-type: none"> Response is incomplete for the section—required information is missing and/or the response has major deficiencies. 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.
Unacceptable Response	1	<ul style="list-style-type: none"> Response is substantially incomplete, unresponsive and/or not relevant for the section. 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.

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.

Program Section	Related Application Section(s)	Youth Development (K-5 th 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 <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
Total			68

Program section weights Youth Development 6-12th 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 th -12 th 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
Total			72

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

- 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?
- For K-5 programs only: How well does the sample program schedule align with the proposed frequency and intensity in the activities table?
- For 6-12 programs only: How well does the sample program participation schedule align with the proposed frequency and intensity in the activities table?
- If an Evidence Based Program (EBP) /Curriculum is proposed, how well does it meet the needs of the target population?
- If an EBP is proposed, to what extent does the applicant detail its implementation within the program?

Population and Sites

- For any sites listed with DCF license status in process or with an exemption letter, did the applicant upload appropriate documentation?
- 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?
- 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?
- How well is the program design aligned with the needs of the proposed population, including different grade levels, developmental stages, disabilities, etc.?
- 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?
- 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

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

Organizational Capacity

For new applicants:

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

For renewal applicants:

- 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

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 First Name

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