2024-2025 Proposer's Conference

Request for Proposals

October 2024 – September 2025 Funding Cycle

CSCMC Staff Introductions

CSCMC Staff

Today's Panelists

Dave Heaton, Executive Director, dheaton@cscmc.org

Laura Haase, Director of Program Operations, lhaase@cscmc.org

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Other CSCMC Team Members

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Mary Rodriguez, HIPPY Coordinator, mrodriguez@cscmc.org

Alma Bailey, Ana Ramon-Francisco, Carmen Villanueva, HIPPY Home Visitors

Success in School and Life – Youth Development and Academic Support:

K-12

Competitive Grant Process

Deadline:

Friday, May 3, 5:00 p.m.

Request for Proposals (RFP) Timeline

Online Release of RFP & Application Access................................**March 28, 2024**

Virtual Proposer's Conference...**April 2, 2024**

Deadline to Submit Online Questions...................................**May 3, 2024, by 12:00 noon**

Online Application Due..**May 3, 2024, by 5:00 p.m.**

Meetings with Applicants, as needed.................................**June/July 2024**

CSCMC 2024-2025 Funding Decisions...............................**August 26, 2024**

CSCMC 2024-2025 Contract Year....................................**October 1, 2024**

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Funding Eligibility

In order to be eligible to apply for CSCMC funding, the Applicant must meet the conditions outlined in CSCMC's Policy 1.1.

The CSCMC 2024-2025 Request for Proposals is a **competitive process** for eligible organizations:

- Proposing a Martin County-based program or curricula/strategies **not** currently funded by CSCMC under the *Success in School and Life – Youth Development and Academic Support: K-12* Funding Priority Areas **and/or**

- Proposing a program currently funded by CSCMC under the *Success in School and Life – Youth Development and Academic Support: K-12* Funding Priority areas, with a request to continue, revise, or expand the program within the **same** Funding Priority Area.

Funding Parameters

The CSCMC 2021-2026 Strategic Plan outlines the following Guiding Principles:

- Fosters collaboration among provider agencies and encourages assessment of collective impact with community partners to develop increasingly robust systems of care.

- Funding is informed by current qualitative and quantitative data that indicates essential areas for positively impacting children's well-being. Focuses on key indicators that include local data benchmarked against national and/or state data.

- Funding preference to program models that are research-proven or evidence-based, with demonstrated positive impact, and sustainable, replicable outcomes.

Determine if the proposed program aligns with the **CSCMC 2021-2026 Strategic Plan** and is consistent with the CSCMC Success in School and Life – Youth Development and Academic Support Strategic Investments.

You may also refer to the CSCMC website www.cscmc.org under menu heading _Funding Info / Strategic Plan_.

Funding Requirements

- Review the **CSCMC Program and Funding Policies, Chart of Accounts,** and **Sample Contract & Budget** supporting documents in the Solicitation.

Waiver Request - If the Applicant organization determines that it cannot fully comply with a CSCMC Contract or Policy requirement, a waiver request must be submitted to CSCMC. *(CSCMC Policy 1.2d)*

*Waiver requests must be submitted as a Supporting Document
at the time of application submission.*

CSCMC Applications for Funding Requirements:

- All CSCMC 2024-2025 applications under this RFP must be electronically submitted by **Friday, May 3, 2024, by 5:00 p.m.**

- Within the CSCMC online application, the applicant organization's duly authorized official, Executive Director or equivalent, must certify that the information provided within the Application for Funding is true and correct. *(CSCMC Policy 1.2a)*

- Upon the submission deadline date and time no further application information will be accepted.

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Cross-Cutting Strategies:

Success in School and Life
Youth Development and Academic Support: K-12

1. **Social Emotional Development**

2. **Trauma-Informed, Trauma-Responsive Culture**

3. **Support for Unique Learning Needs**

4. **Youth Voice**

Accepting Proposals Under:

**Success in School and Life
Youth Development and Academic Support: K-12**

Subcategories:

1. **High Quality Out-of-School Time Programming for School-Aged Youth**

2. **Youth Mentorship and Support of Opportunity Pathways**

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Minimum Standards Required of Both Subcategories

- Support the development of essential soft skills that facilitate youth's transition toward adulthood.

- Participation in additional professional development as determined by CSCMC, that may include workshops, coaching, facilitated peer learning, etc.

- Integration of the support necessary to meet all participants' unique learning needs.

- Promotion of an organization wide trauma-informed and trauma-responsive culture for both staff and program participants.

- An environment that supports a culture for staff and participants of social-emotional learning, healthy conflict resolution, etc., via integrated strategies, activities, and/or curricula.

- Promotion of youth voice and choice to support participant decision-making, planning and leadership roles at program and/or system levels.

- Implementation of strategies that support family engagement.

- Implementation of strategies to promote consistent, sufficient attendance. https://www.attendanceworks.org/

- Continuous review of program data, used to improve program practices on an ongoing basis.

Out of School Time (OST) Programming for School-Aged Youth

CSCMC is seeking high-quality out-of-school time (OST) programs that support youth engagement; incorporate best practices and research; invest in the professional development of staff; and seek excellence via program evaluation and measured outcomes.

NOTE: Applicants may include 'afterschool' year-round or summer only programs. Summer Only applicants must address documented identified gaps in care or unmet need for underserved youth populations, with responses aligned to 2024-2025 CSCMC funding priority areas and impact indicators.

ALL Summer programming must include what the minimum dosage per week of ELA (English Language Arts) support and include justification as to how this is determined. ELA support must include interventions/strategies using the Science of Reading.

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Standards for ALL OST Programming (Year-Round & Summer Only)

*In addition to the minimum standards required of both subcategories

- Any/all ELA-specific interventions, curricula, etc., must be based upon the Science of Reading.

- Implementation of CSCMC approved summer program initiatives to promote continuous engagement in learning and exploration. At minimum, kindergarten, first, second, and third grade students must be included in summer learning ('slide' prevention) services.

Minimum Standards
for Year-Round OST:
*In addition to the minimum standards required of both subcategories

- Maintenance of DCF-licensure during the academic year, under FL Statutes *402.26 & 402.305(1).*

- Opportunities for physical activity that promote the inclusion of all participants, especially sedentary youth.

- Commitment to participate in the Prime Time Martin County OST Quality Improvement Initiative, including all assessment, training, consultation and ongoing quality improvement services, including self-assessment, action plan and improvement plan development, progress checks, and satisfaction survey activities.

- Commitment of attendance of all offered Prime Time Martin County-based professional development events via a minimum of two (2) OST staff per OST program site.

- Inclusion of new experiences and opportunities that positively influence participants' pathways toward future education/training and employment.

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Required for ALL Summer OST Programming:

*In addition to the minimum standards required of both subcategories)

- ELA/literacy support programming must be provided based upon the Science of Reading, with focus on topics such as phonological and phonetic awareness, fluency, vocabulary and comprehension.

- Implementation of an environment of learning aligned with the learning objectives of the Martin County School District.

CSCMC seeks high-quality out-of-school time programming Youth Outcomes:

- Reduced occurrence of juvenile offenses per Florida Department of Juvenile Justice (individual) data.

- Demonstrated continuous quality improvement per the Martin County OST Quality Improvement Initiative.

- Demonstrated positive results related to summer learning ('slide' prevention) interventions.

- Increased prosocial behaviors and/or behavior goals progress among participants with unique learning needs.

- Documented progress in development of program-wide social and emotional competencies in OST settings.

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Youth Mentorship and Support of Opportunity Pathways

CSCMC is seeking high-quality youth mentorship programming that supports full engagement in evidence-based strategies and interventions to support youth pathways toward a secure future.

Initiatives must incorporate best practices and research; represent industry standards; invest in the professional development of staff; and seek excellence via program evaluation and measured outcomes.

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Minimum Standards
of Youth Mentoring:

*In addition to the minimum standards required of both subcategories

- Provision of character-building activities that create supportive long-term relationships with caring adults and positively impact youth.

- Formal mentoring relationships that match a background screened, qualified adult with a youth to create a structured mentoring experience with organized meetings and activities.

- Inclusion of new experiences and opportunities that positively influence participants' pathways toward future education/training and employment, via access to career/post-secondary coaching, career exploration, career exposure, etc.

- Implementation of strategies, interventions, etc. to promote continuous youth engagement for all participants.

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CSCMC seeks the following Youth Mentoring Outcomes:

- Reduced occurrence of juvenile offenses per Florida Department of Juvenile Justice (individual) data.

- Reduced school truancy rates and/or increased school attendance.

- Reduced incidence of victimization, substance abuse, and other high-risk behaviors.

- Within content-specific interventions, increased ELA/literacy skills among youth participants.

- Increased rates of high school graduation among youth served through mentorship, coaching, navigation, etc. interventions.

- Documented progress for youth served through mentorship, coaching, navigation, etc. on indicators aligned with the establishment of an individualized post-secondary opportunity pathway for each participant.

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Interventions and Curricula

Narrative Entry: For each proposed program outcome, indicate if its associated intervention and/or curriculum is research-informed, evidence-based or research-based, and provide pertinent information that supports its classification.

- <u>Research-informed or influenced/science-based</u> The most current research and/or practice knowledge is the foundation that *guides* a program in its design and implementation. In some instances, the science behind a premise is demonstrated in literature.

- <u>Evidence-based</u> There is evidence of the *effect* of an intervention, curriculum, etc. *at some level or degree*, typically determined through outcome evaluation, and likely to be effective in impacting targeted behavior if implemented with fidelity.

- <u>Research-based or 'proven' (hypothesis)</u> A problem is identified, and relevant data gathered; a hypothesis is formulated, empirically tested via quasi-experimental or experimental design supported at a specified level of confidence. These rigorous study methods get as close to a 'known fact' or *causality* as science can 'prove'.

Upload the literature, outcome evaluation, and/or foundational research to support the classification of each primary intervention and/or curriculum.

~ **Maintain** the integrity of the intervention or curriculum, as designed.

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Performance Measures

Evaluation Table For each performance measure (PM), the online application requests:

- ✓ if the proposed PM is maintained as is or revised, or new
- ✓ primary goal
- ✓ projected length of participation
- ✓ intended participant population (child or adult)
- ✓ total # of participants associated with that performance measure
- ✓ target % (1)
- ✓ the projected effect/meaningful improvement (2)
- ✓ (*uploaded*) measurement instrument or methodology

There are <u>two</u> 'targets' for each performance measure: (1) of the total participants, the % expected to achieve the desired effect and (2) the specific projected effect after the curricula is complete or when the intervention is measured. (*versus aggregate/process measures*)

<u>Meaningful Improvement</u> occurs at the individual level and is the research supported, expected result of an intervention or curriculum. This may be a difference in score/rate, a score/rate that equates with proficiency, the acquirement of a skill at a specific level, an achievement that indicates a participant reached a critical benchmark (e.g., met grade level) or avoided a negative consequence, e.g., re-arrest.

~ Avoid 'any' increase or difference in score/rate unless specifically directed by measurement instrument guidelines or methodology. **Re-address** this in literature, with the appropriate representative, etc.

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Measurement Tools & Methodology

Narrative Entry:

For each measurement instrument or methodology to be used, indicate if it is:

- a validated instrument; a standardized, normed assessment
- a post- (proficiency) or pre/post test or measure
- a measure or indicator of progress supported by industry standards
- a test or survey developed by the applicant organization

Provide a brief description of each measurement instrument or methodology, including its intended target population, what it was developed to measure, its recommended test administration protocol, scoring methodology and change indicator(s) and expected effect.

Upload the literature, evaluation, and/or foundational research related to each measurement instrument or methodology.

~ **Recommendation: Contact** the representative, developer, evaluation team, lead author, investigator associated with interventions, curricula, measurement and assessment instrument, etc. to dialogue about its proposed use and expected effect, to support the proposed measure.

Budget & Supporting Documents

Within the CSCMC Online Application:

- **Budget and Staffing Table**
  - Remember to fill out the budget narrative for all revenue and expenditure accounts with activity.
  - Make sure the staffing table ties to the total program budget.

- **Supporting Documents** are collected through the online application:
  - List of current Board of Directors
  - IRS 990
  - Audited Financial Statements and associated management letter (if received)
  - Job Descriptions (ALL proposed program positions, regardless of funder.)
  - Program budget for Martin County

NOTE: Subcontract Agreements will be requested from funded organizations prior to 2024-2025 contract execution.

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Access Online Application

https://www.cscmc.org

Recommended internet browser: *Google Chrome*.

Questions

All questions may be asked by submitting them within the CSCMC 2024-2025
Success in School and Life – Youth Development and Academic Support: K-12 online
application (*See 'Ask a Question', within each section of the application format.*)

Starting Your Application

Starting Your Application (Cont'd.)

APPLICATION

If you're planning to submit more than one application, each application title should reflect the area you're applying for (e.g. "Company name - Area").

Title of Your Application *

Authorized Users

Enter the names of other individuals allowed to view or make modifications to your application

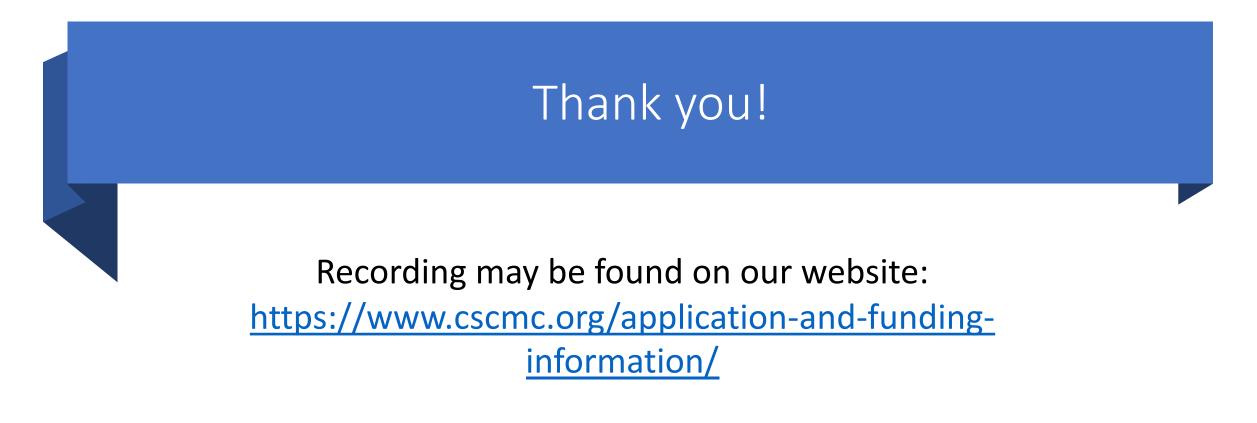| First Name	Last Name	Email	

Add More

Starting Your Application (Cont'd.)

PRE-APPLICATION QUESTIONS

Services In County * Are all proposed services intended to be performed within Martin County, as required by CSCMC?

○ Yes

○ No

Organization Type * Is your organization a not-for-profit incorporated entity, neighborhood organization, local government or a faith-based entity that does not require worship or religious instructional activities as a condition of program participation?

○ Yes

○ No

School System * Does your organization or program operate under the exclusive jurisdiction of the public school system?

○ Yes

○ No

Taxing Authority * Does your organization exist as its own taxing authority?

○ Yes

○ No

Real Property * Would the proposal request the acquisition of real property?

○ Yes

○ No

Hints & Tips

1. **Read the RFP/ Data/ Bibliography/ Links**

2. **Do not assume grant reviewers know your program**

3. **Do not copy and paste from previous years**

4. **If applicable, reference current contracted measures**

5. **Waiver requests**

6. **Assign lead staff to oversee all sections of the application**

7. **Due date 5/3/24 5:00 p.m.**

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Thank you!

Recording may be found on our website:
https://www.cscmc.org/application-and-funding-information/

Questions ?