



Oakland Fund for Children and Youth

2010 – 2013

Request for Proposals

School-Based Out of School Time

Ages 5-14

OUSD Elementary School-Based After School Programming

OUSD Middle School-Based After School Programming

Augmented Program Grants in Family Engagement for Middle and Elementary Schools

Augmented Program Grants in Fitness and Nutrition for Elementary Schools

****For All Other Strategies – See Separate RFP***

RFP Released: November 18, 2009

Online Proposal Due: January 19, 2010 (before 11:59 p.m.)

Hand Submission Due: January 20, 2010 (between 1:00 p.m. and 5:00 p.m.)

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I. WHO ARE WE? THE OAKLAND FUND FOR CHILDREN AND YOUTH

OAKLAND FUND FOR CHILDREN AND YOUTH

Measure D sets aside 3% of the City's unrestricted General Purpose Fund, and requires a three-year strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

The *OFCY 2010-2013 Strategic Plan* can be downloaded from the Oakland Fund for Children and Youth website at www.ofcy.org. Below are the Vision, Mission, and Values statements adopted by the Planning and Oversight Committee.

VISION

All children and youth in Oakland are celebrated and supported by a caring network of organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

VALUES

- **Social & Economic Equity:** Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.
- **Child & Youth Development:** We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.
- **Community and Collaboration:** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

II. OFCY AGE APPROPRIATE STRATEGIES FOR 2010-2013:

EARLY CHILDHOOD (0-5 YEARS) \$1,400,000 - \$2,000,000

- Community Playgroups
- Mental Health and Developmental Consultation in Early Care and Education Settings
- See separate RFP for details

OUT OF SCHOOL TIME (5-14 YEARS) \$5,500,000 - \$6,900,000

- Community-based After School Programming
- Summer Programming
- School-based After School Programming

WELLNESS AND HEALTHY TRANSITIONS (10-20 YEARS) \$700,000 - \$1,200,000

- Transitions Programming
- Youth Leadership in Health
- Conflict Resolution Skills Programming
- See separate RFP for details

OLDER YOUTH (15-20 YEARS) \$1,400,000 - \$2,000,000

- Academic and Career/Job Success
- Comprehensive Programming
- See separate RFP for details

III. SCHOOL-BASED OUT OF SCHOOL TIME

Children will have access to a range of programming activities in the out of school time hours that are appropriate to their developmental stage, and that enhance their potential for school success with activities that promote creative and academic development, as well as physical and social-emotional health in a youth development framework in safe and protected settings.

OFCY Support students' academic success and health with comprehensive after school programs coordinated by community based organizations at schools sites that receive funding from the State Department of Education After School Education and Safety Act (ASES) and 21st Century Funding. Funding for school-based programs will (1) leverage ASES and 21st Century Funding dollars, 2) complement ASES and 21st Century Funding academic focused programming with OFCY funded youth development programming, and (3) support expanded access to high quality, comprehensive programs at needy school sites throughout Oakland's neighborhoods.

A. Elementary School Comprehensive Programming: OFCY funding complements ASES and 21st Century funded academic activities with programs that emphasize applied learning and enrichment activities using a youth development framework. The after school program should be aligned with the school-day, where youth development and applied learning activities support students' academic success, and where school site administration supports after school programs' youth development contribution.

Overall Program Goals:

1. Youth are learning new skills and building confidence through challenging activities
2. Youth increase their sense of mastery and accomplishment
3. Youth have more caring adults in school or in their community
4. Youth "feel" like part of the school day
5. Youth participate in youth development programming that supports academic success and alignment with the school day
6. Youth in school-based programming have higher school attendance
7. Youth sustain or improve their academic performance

Possible activities include: applied learning and experiential science; dance; literacy arts; cooking; music education and technology, etc.

Activity schedules and curriculum: Activities should allow for program operation between 5 days a week for 3 hours a day. The program should demonstrate alignment with the school day. Programs may also provide services on weekends during the school year.

School site administrators should actively support after school programs' alignment with the school day by inviting their active participation in school-site planning, communication, and coordination of activities that promote academic success and look to leverage after school youth development programs when valuable.

Staffing: Applicants for providing School-Based Out-of-School Time Services must have, at minimum, an on-site coordinator to work with the school staff and principal, facilitate and coordinate site logistics, payments, and school/program communication. The program should have well-trained staff at a 1:20 staff to child ratio. Programs should have an actively supported academic liaison responsible for facilitating alignment and communication between school-day and after school programs and individual student needs.

Technical Assistance: OFCY is continually developing technical assistance partnerships with public agency and private partners. OFCY after school grantees may be asked to participate in technical assistance to develop core competencies in the field of out of school time and contribute to Oakland's after school initiative overall, including, but not limited to, concept areas like applied learning, academic alignment, and inclusionary programming.

FUNDING AVAILABLE: Each ASES funded elementary school site grant is for **\$65,000**, with an additional ASES match.

B. MIDDLE School Comprehensive Programming: OFCY middle school activities will emphasize project based and service learning models that focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process.

Overall Program Goals:

1. Youth are learning new skills and building confidence through challenging activities
2. Youth will increase their self-esteem
3. Youth will improve their communication and social skills
4. Youth are exposed to activities and opportunities that relate to possible career interests
5. Youth have more caring adults in school or in their community
6. Youth "feel" like part of the school day
7. Youth in school-based programming have higher school attendance
8. Youth sustain or improve their academic performance

Possible activities include: youth leadership programs; community service activities; career exploration opportunities; peer-to-peer programs; enrichment activities; technology programs, and fitness and sports programs.

Activity schedules and curriculum: Activities should allow for program operation between 3 to 5 days a week for 3 hours a day. The program should demonstrate alignment with the school day. Programs may also provide services on weekends during the school year.

School site administrators should actively support after school programs' alignment with the school day by inviting their active participation in school-site planning,

communication, and coordination of activities that promote academic success and look to leverage after school youth development programs when valuable.

Staffing: Applicants for providing School-Based Out-of-School Time Services must have, at minimum, an on-site coordinator to work with the school staff and principal, facilitate and coordinate site logistics, payments, and school/program communication. The program should have well-trained staff at a 1:15 staff to child ratio. Programs should have an actively supported academic liaison responsible for facilitating alignment and communication between school-day and after school programs and individual student needs.

Technical Assistance: OFCY is continually developing technical assistance partnerships with public agency and private partners. OFCY after school grantees may be asked to participate in technical assistance to develop core competencies in the field of out of school time and contribute to Oakland's after school initiative overall, including, but not limited to, concept areas like applied learning, academic alignment, and inclusionary programming.

FUNDING AVAILABLE: Each ASES or 21st Century funded middle school site grant is for **\$100,000**, with an additional ASES or 21st Century match. (see Section VII for funding policies for small schools).

IV. SPECIALIZED PROGRAMMING WITH AUGMENTED GRANTS

Opportunities are available to promote holistic programming for the child through augmented grants and ASES and 21st Century funded sites that promote health and family engagement. These additional programming opportunities are expected to be linked to existing resources in the school and in the community, after school, and other school services. Grants are applied for by the same applicant proposing for after school programming.

A. Physical Activity in Elementary Schools: OFCY funding supports physical health and the development of team-based social skills for elementary school children with programming that emphasizes physical activity and cooperative social skills for young people at *all levels* of fitness.

Overall program goals:

1. After school physical activity meets the needs and interests of all students.
2. Youth feel included in every activity and motivated to be physically active.
3. Youth have leadership opportunities in physical activity.
4. Youth have opportunities to experience success in developmentally appropriate physical activity.

5. Youth set personal and group physical activity goals and celebrate their accomplishments.
6. Sites provide moderate physical activity at each session.

Possible activities include: sports and non-competitive sports programming such as swimming; martial arts; etc.

Activity schedules and curriculum: Activities can be in the after school hours during the school year, on weekends, and in the summer months.

Staffing: Staff for programming can be specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be trained and provided resources to provide a range of programming that promotes healthy activities for a wide-range of physically active and not so active young people.

Technical Assistance: Site coordinators and line staff will be expected to participate in a technical assistance project of the Healthy Eating, Active Communities Initiative in Oakland supported by The California Endowment, and provided by CANFIT, a statewide TA provider of fitness programming in after school.

FUNDING AVAILABLE: Each ASES or 21st Century funded **elementary** school site eligible for after school funding can receive up to a maximum **\$7,000** OFCY grant. A minimum 25% dollar match to the OFCY grant request must come from the school site, or as private match from a CBO subcontracting provider of fitness services or the lead after school provider. ASES grants cannot be considered as match for this strategy. (See Section VII for funding policy to small schools.)

B. Gardening Elements and Nutritional Health in elementary Schools. OFCY funding supports the development, sustainment, and/or growth of school gardening programs at elementary schools that encourage children to make healthier food choices, become better nourished, and which offer a dynamic setting in which to integrate academic disciplines in science, math, reading and environmental studies.

Overall program goals:

1. Children eat more fruits and vegetables during the school hours and at home.
2. Children's nutrition knowledge increases.
3. Youth "feel" more connected to the school day.
4. Youth have exposure to interactive learning activities that promotes academic success.

Possible activities include: engage students by having them design, plan and plant a garden; maintaining the garden, harvesting fruits and vegetables for tastings and snacks; using the garden as an outdoor classroom for science investigations;

reinforcing math instruction by using the garden and plants for lessons in measurement, statistics, geometry, etc.

Activity schedules and curriculum: Activities can be in the after school and in school hours, on weekends, and in the summer months.

Staffing: Staff for programming can be specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be trained and provided resources to provide a range of programming that promotes healthy eating choices, and supports the application of gardening and nutritional health as a way to improve learning for the school day.

Technical Assistance: Site coordinators and line staff will be expected to participate in a technical assistance package supported by the OUSD Garden Education Program in conjunction with the OUSD Garden Council. TA services can include help with acquiring donations and supplies; one-on-one assistance with garden development and maintenance; student and community engagement strategies; and curricula ideas for integrating math and science into garden lesson plans.

FUNDING AVAILABLE: Each ASES or 21st Century funded elementary school site eligible for after school funding can receive a **\$7,000** OFCY grant. For each applicant awarded funding, a \$3,000 cash match will be provided directly to the applicant by the East Bay Community Foundation for the 2010-2011 year. (see Section VII for funding policy to small schools.)

C. Family and Community Engagement in Elementary and Middle School Schools. OFCY funding supports programs that help families promote their children's social development, informal learning, and academic growth. Activities should be aligned and coordinated with existing family engagement efforts at the elementary and middle school site. In referring to the *family*, all caregivers raising children are included – e.g. mothers and fathers, aunts and uncles, grandparents, guardians, and siblings. The term *engagement* refers to a wide range of participation in children's growth and development, including providing opportunities for parents to spend time with their children, learning more about children's schooling, receiving support with life needs, promoting learning at home, and participating in after school program decision making. (Funding is not available for Elev8 middle school sites).

Overall program goals: Research shows that engaging families with student learning can improve academic performance and boost school grades and test scores, influence development of regular and consistent school attendance, foster positive social skills, and increase graduation rates and postsecondary education attainment. The purpose of this funding is to help after school programs develop a culture that promotes family engagement in education and to implement family engagement programs that create conditions for academic success, foster learning, and

strengthen families' connection to the school community. The goals of the program are to:

1. Support families by responding to their needs and interests and empowering parents to act on behalf of their children and themselves.
2. Communicate and build trusting relationships with families.
3. Develop the capacity of after school youth development staff and after school programs to engage families in education.
4. Build linkages across individuals and organizations, including among families, schools, community organizations, and government agencies.

Possible Activities include: Family nights that showcase performances and student work; parent forums or discussion groups that allow parents to meet one another and discuss their concerns about child rearing and other family matters; family orientations to familiarize new families with the programs and resources of the school; professional development for staff; provide opportunities for teachers to share information about grade-level expectations and developmentally appropriate activities for children in different subject areas; conduct a listening campaign to collect input for a family engagement needs assessment.

Activity schedules and curriculum: Activities can be in the after school hours during the school year, on weekends, and in the summer months.

Staffing: Staff for programming can be parent liaisons, specialty providers from community-based organizations, after school program line staff, AmeriCorps volunteers, or community members. Staff should be supported by the principal, the after school provider, and trained to provide or refer out to a range of services that promotes family engagement.

Capacity Building Assistance: Site coordinators and parent engagement staff will be expected to participate in an overview session of family support services available to family engagement providers offered in partnership with the OUSD After School Office and the OUSD Family & Community Office.

FUNDING AVAILABLE: Each ASES or 21st Century funded elementary school site eligible for after school funding can receive up to a maximum \$10,000 OFCY grant. A minimum 25% of the OFCY grant request in dollar match is required from the school site, or as private match from a CBO provider of family engagement services, or the lead after school provider. ASES or 21st Century grants cannot be considered as match for this strategy. (See Section VII for funding policy towards small schools.)

V. HOW CAN FUNDS BE USED?

1. The proposed program must provide direct services to children and youth, ages 0 to 20, who live in Oakland.
2. Funds may NOT be used for:

- a. Any service that merely benefits children and youth incidentally.
 - b. Acquisition of any capital item not for primary and direct use by children and youth.
 - c. Acquisition, other than by lease for a term of 12 months or less, of any real property.
 - d. Maintenance, utilities, or similar operating costs of a facility not used primarily and directly by children and youth (e.g., costs associated with an off-site office or location).
 - e. Any service for which state or federal law mandates a fixed or minimum level of expenditure, to the extent of the fixed or minimum level of expenditures.
 - f. Housing costs
 - g. Child care slots
 - h. Religious worship, instruction, or proselytization (recruiting someone to join one's religion or faith).
3. OFCY does not spend limited resources supplementing services that should be provided by school funds.

VI. WHO IS ELIGIBLE?

A. Type of Applicants

1. An applicant must be tax-exempt under section 501(c)(3) of the Internal Revenue Code. Applicants must upload an IRS statement certifying their organization's nonprofit status under section 501(c)(3) dated **2008** or later. To obtain this letter, call IRS at 1-877-829-5500 (Note: in some cases it can take over two weeks to obtain this form).

Organizations that do not have 501(c)(3) status must apply using a fiscal sponsor, who must have an IRS 501(c)(3) designation. For-profit agencies are not eligible for funding.

2. **OUSD** is eligible to apply for funding as the lead agency, or as fiscal sponsor for a nonprofit organization (see next page for policies on fiscal sponsorship). OUSD applicants are not eligible to commit a substantial portion of their grant to another organization as a fiscal-pass through.
3. **Small and Emerging Applicant** organizations with a budget less than \$350,000 can apply **ONLY** in instances where the organization has at least a two-year 2007-2009 known track-record as a lead agency or significant

coordinator of services at that school site. They may have recently received their 501(c)(3) status, after having been fiscally sponsored.

4. If your organization does not have a 501(c)(3) status, you have to apply using a fiscal sponsor. If your organization has 501(c)(3) status, you may still use a fiscal sponsor.

In this case, the fiscal sponsor is the applicant and, if a grant is awarded, would be the organization that contracts with the City of Oakland and is legally liable for all aspects of the contract including program implementation, fiscal management, and communication with the City regarding subcontractor or fiscal partner activities.

The fiscal sponsor would be expected and authorized to oversee and manage all aspects of the contract including finances; to monitor and implement program activities of subcontracting or partner agencies; to terminate contracts with subcontracting or fiscal partner agencies with the approval of the City, if necessary; and to assume full fiscal responsibility for the contract, subcontracts, and fiscal partnership.

B. Augmented Grants

Only agencies applying for School-based After School grants are eligible to apply for Augmented Grants.

C. Financial Statements

1. Applicants (including Fiscal Sponsors) with a budget **at or over** \$350,000 must submit a completed signed Audited Financial Statements with Cover and/or Management Letter. (Audit must contain any findings)
2. If you are applying as a 501 (c) 3 Small and Emerging Applicant without a fiscal sponsor you must provide a Quicken and IRS Form 990 dated within the past two years, no later than June 30, 2007. If you are recommended for funding you must submit a CPA Review of Financial Statements with Cover Letter and/or Management Letter no later than **July 1, 2010**.

All Audited Financial Statements must be within two years, issued no earlier later than June 30, 2007.

VII. HOW MUCH CAN I APPLY FOR?

A. Grant Awards

After School Grant	Elementary School	Elementary Small Schools Campus (Must apply for OFCY funds as one campus)	Middle School	Middle School Small Schools Campus (Must apply for OFCY funds as one campus)
After School Grant	\$65,000	\$100,000	\$100,000	\$150,000
Garden Grant	\$7,000	\$10,000*	N/A	N/A
Fitness Grant	\$7,000	\$14,000**	N/A	N/A
Family Engagement Grant	\$10,000	\$15,000***	\$10,000	\$15,000***

* Garden grants are \$10,000 with the same \$3,000 match

** Fitness grants are up to \$14,000 with a 25% OFCY grant request dollar match

*** Family engagement grants are up to \$15,000 with a 25% OFCY grant request dollar match

Small School Applicants can consider the following:

- One campus applies, and issues a joint agreement between principals that designates which lead agency will be responsible for administering funding and enrichment programming, and how such OFCY funding programming will be shared across the small schools. OFCY must receive this agreement as part of the proposal.
- Only one small school per campus applies for funding for its own school, and the other school elects to not apply. In which case, the grant amount is the same as for a single school.

In the event of small school closure, requested grant amounts will be adjusted to a single school applicant level during the Winter/Spring review process.

B. Required Match

1. Elementary and Middle School After School Programs require an ASES or 21st Century match
2. Augmented fitness and family engagement grants require 25% dollar match of the OFCY grant request from the school site, CBO providing services, or lead agency coordinating the after school program proof of match that is submitted in the third quarter.
3. Garden grants will receive an automatic \$3,000 match from the East Bay Community Foundation once recommended for funding by OFCY.
4. Grantees may NOT use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant.

C. Award Criteria

Priority consideration will be given to those school sites that

- High percentage of students (and/or # of students) on FRL - students with a FRL at 40% or below are not eligible to apply.
- Strong commitment on the part of the principal to alignment between after school and school day
- Performance and quality as illustrated by OFCY and OUSD evaluation; average daily participation rates; and site visits conducted by OFCY grant monitoring team
- Geographic balance with a consideration of social equity
- Collaboration with various CBO and community providers that demonstrate capacity to align enrichment and youth development programming with the school-day
- Youth development focus
- Proposal score

D. Period of Support

Three-Year Grant [One Year Option to Renew for up to Two Years]

This RFP is for services for a twelve-month period of services to be provided between July 1, 2010 and June 30, 2011. Renewal depends on the fund balance, evolving strategic priorities, and is based upon satisfactory evaluation, grant monitoring reports, and performance. The second and third grant period will run from July 1, 2011 through June 30, 2012 and July 1, 2012 through June 30, 2013. Selected applicants will not receive their first disbursement of funds until they submit all required contract documents and their contract is signed by the appropriate City offices. After all contract documents are received it takes 6-8 weeks before the contract is executed. Additionally, any open contracts, invoices, or reports that remain from any previous fiscal year must be closed before selected applicants may receive their first disbursement of grant funds.

VIII. HOW TO APPLY? ELEMENTS OF A COMPLETE PROPOSAL

Complete online proposals will contain the items in the checklist below. An applicant who does not include all items below will not be able to submit their proposal online. If a proposal is not submitted online it will not be considered complete and the applicant will be notified that the proposal will not be considered for funding. Only the requested elements will be reviewed; please do not submit or upload additional attachments, as they will not be considered.

Step 1 - Submitting the Proposal Online

Getting Online – All applicants must submit proposals online. Multiple trainings will be held, see Section X, Important Dates, for details.

For detailed Online Application Instructions, visit: www.ofcy.org

Elements of a Complete Proposal – The Online Process

What Applicants Will be Asked to Provide?

A. Cover Section/Profile Information

Applicant/Fiscal Sponsor

The applicant is the organization or agency that will sign the contract if the grant is awarded. Therefore, if this is a project with a fiscal sponsor, the fiscal sponsor will be the applicant. Information about the Applicant/Fiscal Sponsor must be entered including the total organization budget for FY 2009-2010 (current year).

Sponsored Organization

If the applicant is a Fiscal Sponsor, then information about the sponsored organization must be entered, including the total organization budget for FY 2008-2009 and current year, FY 2009-2010.

Federal TAX ID #

If the applicant is a non-profit organization, enter the Federal TAX ID number of the applicant. Public agencies may leave this area blank.

Project Title

Enter a simple and straightforward title for the project. This will be used in identifying the proposal.

Project Description

In 100 words or less summarize the proposal for which funding is requested.

The summary should describe the program in terms of the number served, who will be served (age and other identifying characteristics), with which services, when, where, and for what purpose or outcome.

This Project Summary will be used to describe the proposed project throughout the review process. Applicants are strongly encouraged to write clear, concise, and comprehensive summaries.

Designation

Select whether the organization is applying as a "Single Agency", or "Small and Emerging Applicant." See Section VI and Section VII, for definitions of applicant types and eligible award amounts. School-based Out-of-School Time Applicants can not apply as a Collaborative

RFP and Funding Strategy

Select one appropriate Funding Strategy (see Section III through Section IV for strategy descriptions) and Augmented Grants (if relevant) under which the proposal is being submitted for funding consideration.

B. Proposal Narrative for School-based After School Grants

- i. Not to exceed 12 Pages (see Section XIV for Augmented Grants page limits)

Budget Details

The budget is an important component of your proposal. This section links the funding requested with specific elements of the project proposed. Therefore, the budget proposed should be an appropriate and accurate projection of the project expenses for FY 2010-2011.

Upload current year budget (FY 2009-2010).

Fiscal Sponsors (applicant) must upload Overall Agency Budgets for themselves and their Sponsored Organization.

Below shows how costs are associated with proposed projects and should be identified. Budget amounts are entered into the online database. An explanation of all budget costs is asked for in the worksheet section of the proposal.

Provide a budget justification for each line item in the budget.

In general, each narrative statement should describe, in as much detail as possible:

- What the specific item is and how the amount shown in the budget was calculated
- How the specific item relates to the project
- In cases such as supplies and materials, how you can justify this cost
- Describe other resources (in-kind and cash) from the school, community, and/or CBO providing the service that are secured or anticipated for this project during the project period.

The category descriptions and examples of the information that we require for the proposed budget are listed below. Budgets must adhere to these OFCY funding policies:

Direct Costs

Augmented Grants

Augmented grants are additional programming opportunities expected to be linked to existing resources in the school and in the community, after school, and other school services. For descriptions of these services, see Section IV.

For augmented grants, budget details must be entered and are treated as subcontractor budgets.

Personnel is constituted as all of the program's direct service staff members

Volunteer Hours (In-Kind): This line item represents the total value of volunteer hours used towards documenting matching funds. Note: The total projected in-kind match (including volunteer hours) can be no more than 5% of the OFCY grant request.

Indirect Costs

Administrative/Indirect costs: Up to 11% may be included (for Small and Emerging 20% indirect rates, refer to Section IX). Examples of allowable expenses in the administrative/indirect line item include: audit, bookkeeping, payroll/finance, facilities maintenance, fiscal sponsor costs, insurance, rent, storage, utilities, and allocated personnel costs (Executive Director's time or any other staff who works minimally on the funded program). **The 11% cap on administrative/indirect costs is calculated using the subtotal of direct costs for the proposed program.**

Example:

Direct Costs (subtotal):	48,000
Indirect maximum:	48,000 x .11 (maximum rate) = 4,800
Total grant award:	53,280

Fringe and Benefits: This line item represents benefits (health, dental, etc.) as well as mandatory employment costs such as FICA, Social Security, SDI, and unemployment taxes.

Enter in a numerical total for all fringe benefit costs paid by OFCY and by your match.

Other Direct Costs

Enter costs that are directly associated with operating the project.

Duplicating/Copying

Equipment Lease Agreement(s)

Equipment/Furniture Purchase

Any single item costing \$500 or more is considered a capital expenditure and the City retains title of all such items and reserves the right to exercise its ownership. Grantees will be required to provide the City with a list and description of any and all items costing \$500 or more that are purchased by OFCY funds.

Itemize the equipment requested and include a statement outlining the ways in which the equipment will be used primarily and directly by children and youth to fulfill project goals. You should explore the option of purchasing vs. leasing/rental, and explain your choice. Generally, OFCY will support only a portion of high-cost equipment line items. Therefore, you should explore whether other sources of funds can be obtained for equipment.

Facility Rental and Costs

These are the pro-rated costs of space rental, utilities, building maintenance and other occupancy costs that are directly used to provide services for young people.

General Office Supplies/Software

Postage

Program Materials and Supplies

This category should include all items that your program requires in order to operate, such as recreational equipment, art supplies, workbooks, etc.

Telephone/Internet/Communications

Participant Travel

This item is focused on student travel, and transportation for trips, and access to programs. The basis for the calculation as well as the purpose for all travel should be provided. Local travel estimates should be based on your organization's current policies, for example, 36.5 cents per mile or for AC Transit or BART. Any non-local travel needs to be carefully itemized and justified.

Travel should be directly related to serving youth. Funds can not be used for staff, including staff meetings or professional development conferences.

Youth Stipends

Stipends can be used to support youth work in internships or as incentives for program participation.

Consultants and Subcontractors

Consultant is described as individuals who provide special services in order to help you operate your program, but who are not your employees. Consultant fees paid by OFCY are not to exceed \$700/day for a full day of work. If the daily rate charged by any particular consultant is more than \$700, you will need to identify other sources of support.

Subcontractors are described as organizations or individuals who provide services to target populations to help enhance your programs. For this section you will list the organization or individual name of each subcontractor or consultant.

For each proposed subcontract for which you request OFCY support, you should provide an explanatory paragraph in the budget narrative that describes in detail the services to be provided. If you are a collaborative applicant, consultants may be used to help operate programs, and be used as subcontractors.

Subcontractor Budget

Any proposals that involve more than one agency are required to enter line-item budgets for the Applicant (Lead) Agency and each Sub-Contracting (Partner) Agency. Use the same guidelines as the Lead Agency Budget.

Activities List

Complete sections of the Activities List (FY 2010-2011) as indicated below.

Total Grant Request and Total Estimated Match

Enter the grant request amount and the estimated match amount.

Program Activities

Enter each of the program activities to be funded by this grant. If you have activities serving multiple school sites, and different children and youth, list activities for each of the sites.

Program Activities

OUT OF SCHOOL TIME (5-14 YEARS)

- Family engagement events
- Family education/workshops
- Enrichment activities in dance, music, art
- Applied academic learning in english, math, science
- Technology and media programs/ training
- Sports/ Recreational/Fitness Activities
- Gardening activities
- Outreach to 5th and 8th graders
- Peer mentorship
- Academic tutoring
- Peer to peer support
- Cultural appreciation activities
- Gender specific programs
- Case management
- Exploratory career field trips
- Exploratory education field trips
- Leadership development/ training
- Peer led training/workshops in social, behavioral or physical health
- Peer led training for conflict mediators
- Conflict resolution disputes
- Academic goal setting/counseling

Projected Numbers Served

Enter the estimate the anticipated number of children or youth that will participate in the program activity over the course of the year.

Ongoing Participants

Enter the total number of children or youth anticipated to enroll and regularly participate in the program activity over the course of the year. (Grantees will be expected in their quarterly progress reports to provide demographic data including age, gender, ethnicity, zip code, etc. on the children and youth served on an ongoing basis.)

Average Session Participants

Enter the average number of children or youth to receive the service per session that the service is offered, i.e. average daily attendance.

Event Participants

Enter the number of children and youth reached through program via assemblies, presentations, performances, one time workshops, etc.

Implementation Schedule

Enter the number the number of sessions in which services will be offered per month.

Projected Total Number of Sessions

Enter the number of sessions indicated in the implementation schedule.

Average Number of Hours Per Session

Indicate the number of hours in a session.

Projected Total Units of Service

This automatically calculates by multiplying the average session participants by the projected total number of sessions times the average number of hours in a session to get units of service at 6 months and at 12 months.

Site/School Names and Locations

Use the drop down menu to identify every site/school name where your program activities are proposed to take place. If located at a school, library, park and recreation site, the drop down menu will contain the name of that site and it's corresponding address.

C. Demographics

Enter statistical data about the population you propose to serve through OFCY funds. For each section, estimate the number of youth to be served according to each category. If your program does not explicitly target children or youth with special needs or disabilities, or who are at risk of these conditions, or special populations such as foster youth, then leave blank.

Step 2 - Agency documents (Uploading the proposal online)

The documents listed below **MUST** be uploaded online to complete your online submission.

1. Resume/Job Description for Key Staff

Upload resumes of key project staff responsible for project implementation. If staff is not yet hired, upload a job description.

2. Organizational Chart

Upload the organizational chart which should indicate how this program fits into the structure of the organization including staffing, reporting lines, and governance. The chart should show the relationships of staff within the agency delivering services. If there is a Fiscal Sponsor or there are partner agencies, the relationships between the agencies should be

indicated. This chart will help reviewers to assess the applicant's capacity and how the program fits into the overall mission of the organization.

3. Board Roster

Upload the board roster, this should indicate officers, affiliations, and addresses of all members. No board roster is required for public agencies.

4. Letter/s of Agreement and MOUs (if applicable) (Documents will need to be scanned)

A Letter of Agreement between the following parties must be uploaded and include:

a) Fiscal Sponsors and Sponsored Organization

b) Among other responsibilities, must state that the Fiscal Sponsor or contractor is aware of their responsibility both fiscally and programmatically for all grant requirements if funds are awarded. The Fiscal Sponsor will be the applicant and will be the responsible party for the contract if the application is successful.

c) Lead agencies and subcontractors

d) Any partner named on the Activities List or Budget

e) Programs working with public agencies, including but not limited to the City of Oakland Departments, and Alameda County Departments.

f) Any City of Oakland or Alameda County applications must be signed by the department director.

g) Any program that will perform services on an OUSD, charter school site must provide a letter of agreement between the lead applicant and the school principal.

h) OUSD Face Sheet. For more information, contact Valerie Williams at valerie.williams@ousd.k12.ca.us

Please do not upload letters of support. They will not be reviewed.

5. Copy of IRS Letter Certifying Tax Exempt Status dated in the year **2008** or later. See Section VIII for details. (Documents will need to be scanned)

Final Step - Financial Statements (Hand deliver the proposal packet)

IMPORTANT: All Applicants must hand deliver three copies of the completed proposal AND one copy of the appropriate Financial Statement on January 20, 2010 between 1:00 and 5:00 p.m.

- The completed proposal package(s) includes:
 - Cover Sheet/Profile Information, Activities List and Budget
 - Proposal Narrative
 - Agency documents, including: Resumes of Key Staff, Organizational Chart, Board Roster, Letter/s of Agreements and MOUs (if applicable), OUSD Grants Face Sheet, and IRS Letter. If submitting more than one proposal, please print the above items accordingly for each proposal.
 - OUSD Approved Budget (refer to Section X, "OUSD Budget Approval and Grants Face Sheet Process" for more details.
 - Financial Statements (see Section VI, C, for details)
 - Receipt

- Deliver a printed copy of the proposal package and receipt as listed above to the Oakland Fund for Children and Youth office at 150 Frank H. Ogawa Plaza, 4th floor, Ste 4216 (across from City Hall). **Late applications will not be accepted and will not be eligible for funding, even if applications are successfully submitted online.**
 1. Proposals that are mailed, e-mailed, or faxed will not be accepted.
 2. By submitting a proposal, an applicant authorizes OFCY to verify any information the proposal contains.
 3. **Site Visits & Interviews** - At any time before a contract is issued, the POC and OFCY staff may conduct site visits, interviews, and/or undertake other means to verify applicants' provision of services before making a final determination of grant awards.
 4. OFCY has the right to disqualify applicants whose proposals present false, inaccurate, or incorrect information or are incomplete in any fashion.

IX. BIDDERS' CONFERENCES, TRAINING SESSIONS AND TECHNICAL ASSISTANCE

BIDDERS' CONFERENCES

To provide general information and guidance to all potential applicants, OFCY will also hold Bidders' Conference for small and emerging organizations at which staff will review the RFP funding guidelines and answer questions.

All potential applicants are strongly encouraged to attend the Bidders' Conferences.

ONLINE TRAINING SESSIONS

To provide assistance in filling out the RFP online, OFCY will offer multiple Online Training Sessions (one session will be for Small and Emerging Applicants ONLY). All locations will be at 150 Frank Ogawa Plaza, 2nd Floor. **Seating availability is based on a first come first serve basis (only 1-2 staff per agency). Please see "Important Dates" below for availability.** To sign-up for a training sessions visit www.ofcy.org and select, Online Training Session to be linked to *Event Brite* and the password is: **ofcy**.

GENERAL TECHNICAL ASSISTANCE BY EMAIL

General Technical Assistance by e-mail begins November 23rd, EXCEPT no T. A. by email or phone between November 26th to November 30th; December 28 to January 1. T.A. Ends January 13, 2010 at 5:00 p.m. E-mail Jasmine Dawson, jdawson@oaklandnet.com. This assistance answers questions about eligibility, funding parameters, and required information and documents for online submission, including Activities List and budget.

OUT-OF-SCHOOL TIME APPLICANTS CONFERENCE SESSIONS (SCHOOL-BASED APPLICANTS ONLY)

These conference sessions are designed for discussions with applicants applying for Augmented Grant funding. **Please see "Important Dates" below for availability.** To sign-up for a training sessions visit www.ofcy.org and select, Online Training Session to be linked to *Event Brite* and the password is: **ofcy**.

X. IMPORTANT DATES

Item	Date
Request for Proposals (RFP) Released	November 18, 2009 Check www.ofcy.org or call (510) 238-6379
Community Bidders' Conferences	November 19, 2009, from 10:00 a.m. to 12:00 p.m., School-based Out-of-School , City Hall, Hearing Room 4
General Technical Assistance by E-mail Available	November 23 rd – January 14 th at 10:00 a.m. EXCEPT no T. A. by email between November 26 th to November 30 th and December 28 and January 1.
Online Training Sessions (all locations will be at 150 Frank Ogawa Plaza, 2 nd Floor, See Lab locations listed) All times are from 10am-12pm, unless otherwise	December 3, (Lab A) December 4, (Lab A) December 8, (Lab B) (9am-12pm) (School-based) December 9, (Lab B) (9am-12pm) (School-based) December 14, (Lab A)

Item	Date
noted. (must RSVP)	December 15, (Lab A) December 16, (Lab A) December 17, (Lab A) December 18, (Lab A)
Out-of-School Time Applicants ONLY – Fitness, Garden and Nutrition and Family Engagement Augmented Grants Applicants (must RSVP)	December 8, Augmented Grants TA – see above Training Session for details.
Out-of-School Time Applicants ONLY – Approval of OUSD Budget and Grants Face Sheet	January 6, 2010 – Budget Approval and Grants Face Sheet Process (see box below for details)
General Technical Assistance by E-mail Available/ OUSD	January 13, 2010
Online Proposals Due	January 19, 2010 before 11:59 p.m. Cityspan An online receipt will be produced upon submission. Proposals submitted after the deadline will not be considered for review. This deadline will be strictly enforced.
Paper Submission Due	January 20, 2010 between 1:00 p.m. and 5:00 p.m. 150 Frank Ogawa Plaza, Ste 4216, 4th Floor.
Preliminary List of Programs Recommended for Funding Mailed to Applicants	March-April 2010 Exact Date TBA
Written Appeals from Applicants Due	April 2010 Exact Date TBA
Final List of Programs Recommended for Funding Mailed to Applicants	May 2010 Exact Date TBA
City Council Approves Final Recommendations Funding Package	June 2010
Grant Contracting Begins	June 2010
Program Year Begins	July 1, 2010

OUSD Budget Approval and Grants Face Sheet Process

For the joint OFCY/OUSD budget approval process, the OUSD After School Programs Office (ASPO) must receive a hard copy of the budget by January 6, 2010 by 5:00 p.m. The ASPO will review the after school budgets for compliance with ASES and OUSD funding requirements, and will then take one of the following actions:

A) Approved budgets will be signed off by the ASPO office and ready for applicants to pick up from the ASPO office beginning on January 13th.

B) If a budget is problematic or out of compliance, ASPO staff will communicate issues by email to the applicant agency by January 12th. Applicant must then submit a hard copy of the revised budget to ASPO by January 13th by 5:00 p.m. Approved revised budgets will be signed off by the ASPO and ready for pick up on January 15th. For questions, contact Julia Fong-Ma at Julia.ma@ousd.k12.ca.us

C) For the Grants Face Sheet, submit the completed face sheet with the Principal's signature and upload this form online as part of the OFCY application process. For Grants Face Sheet questions, contact Valerie Williams at valerie.williams@ousd.k12.ca.us

Preparing

We strongly recommend that you review the following documents and sections before you begin writing your proposal:

OFCY Strategic Plan (download or view at: www.ofcy.org)

This RFP document and the Grant Monitoring Contract Checklist (for Post Award Requirements)

Review Online Instructions

Submitting

1st STEP: Online Proposal – Cover sheet/Profile, Proposal Narrative, Budget Details, and Activities List. Upload: Resume/Job Description for Key Staff, Organizational Chart, Board Roster, Letter/s of Agreement and MOUs (if applicable), and Copy of IRS Letter. **Due January 19, before 11:59 p.m.**

2nd STEP: Hand deliver proposal packet, including 3 printed proposal copies and 1 copy of Financial Statements (for details see Section VII, C). A separate packet must be completed for each proposal submitted, **Due January 20, 2010, between 1:00 p.m. 5:00 p.m.**

XI. WHAT IF I DON'T GET FUNDED?

APPEALS PROCESS PROCEDURES

Any applicant may appeal the POC's preliminary funding recommendations to the Appeals Committee providing the appeal is made by the designated deadline. An appeal must be based on one or more of three criteria:

- unfair process (e.g., the appellant's proposal was treated differently than others)
- material error (e.g., the appellant's proposal was reviewed under the wrong funding strategy or some other mistake of fact occurred), or
- conflict of interest potentially leading to financial gain by a POC member or reviewer or members of these individuals' immediate families.

The appellant must clearly state the facts that establish one of these bases for appeal and how, as a result, the appellant's proposal was affected negatively. *Please note that substantive disagreement with the funding recommendations is not grounds for appeal.*

The deadline for filing an appeal is TBA. Appellants will receive written notice of the outcome of their appeal. In the event of one or more successful appeals, the POC may amend the preliminary funding recommendations and may reduce the amount it recommends that applicants receive. Following the appeals process, the POC will submit final funding recommendations to the Oakland City Council, which has the authority to accept or reject the entire package.

XII. WHAT IF I DO GET FUNDED?

An applicant recommended for funding should expect that reviewers and staff will have recommendations for modifying Scopes of Work and Budgets and that this is negotiated with OFCY staff in the contracting process beginning in June 2010. Negotiation is necessary to ensure that grantees meet the goals, objectives, and policies of OFCY.

All grantees participate in a rigorous report monitoring system. This includes quarterly reports on program activities, participation, etc.

All grantees must participate fully in the OFCY evaluation process so that meaningful data may be gathered to report to all parties interested in OFCY. Participation includes attending trainings and workshops, gathering adequate data on effort and results at the evaluator's request, and hosting site visits.

All grantees must be able to comply with the City of Oakland's Declaration of Compliance with Living Wage if receiving \$100,000 or more from the City to pay employees a living wage. The current rate is **\$10.83 with health benefits and \$12.45 without health benefits**. Since the living wage is adjusted yearly for cost of living increases, these amounts are likely to change by the time the contracts begin.

Upon request, grantees must submit a revised Activities List & Budget.

A. CONTRACT AND COMPLIANCE

1. Grantees must provide the services projected in the proposal and activities list, subject to contract negotiations. Failure to provide these services may result in reduced payments or suspension of payment.
2. Grantees must provide evidence of in-kind and cash matches at the end of the third quarter, e.g. through letters, copies of checks, grants, or records of volunteer or donated services.

3. After a contract is awarded, OFCY and the City reserve the right to amend it as needed throughout the term of the contract to best meet the needs of all parties.
4. The City Auditor and the City department administering this Contract shall have the right to audit this Contract and all books, documents and records relating thereto.
5. During the contracting period City of Oakland Contract and Compliance documents to be completed are: ADA Compliance Declaration; Nuclear Free Zone Disclosure Form; Affidavit of Non-Disciplinary or Investigatory Action, Ownership, Ethnicity, and Gender Questionnaire; Living Wage Ordinance; Equal Benefits, Declaration of Nondiscrimination; Campaign Contribution Form; Insurance Requirements; and Insurance Certificates, Endorsements, and Waiver Letters.

For more information about requirements, download the modified Oakland Fund for Children and Youth, 2009-2010 Contract & Documents Checklist.

B. GRANTEES MUST DOCUMENT MATCHING FUNDS BY THE FOLLOWING METHODS:

1. For Augmented Grants in fitness, gardening, and family engagement: provide copies of letters of support from foundations, private donors (on donor's letterhead), or copies of contracts or service agreements, with copies of any accompanying checks, bank statements, or payment schedules by the third quarter of the implementation year.
2. Demonstrating in-kind support with a letter (on donor's letterhead) documenting the monetary value of the in-kind donation. For example, a donor that gives a grantee space at no cost could document in a letter the market value of renting that space. The in-kind donor may not be the grantee. The total projected in-kind match can be no more than 5% of the program cost.
3. Demonstrating the market value of time donated by volunteers, given the nature of the service, e.g. through a spreadsheet documenting volunteer hours, volunteer sign-in sheets, etc. Volunteers may not be employed by a grantee's organization or serve in a consultant or contractor capacity.

Grantees may NOT use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant.

4. OUSD provides the documentation for the ASES match.

XIII. PROPOSAL NARRATIVE: COMPREHENSIVE ELEMENTARY AND MIDDLE AFTER SCHOOL PROGRAMMING

The Proposal Narrative must include the following elements, presented in the order listed below. Reviewers will score the Proposal Narratives based upon the adequacy and thoroughness of the response to the RFP requirements and according to the following point system³:

<u>Narrative Element</u>	<u>Points</u>
Demonstration of Need	10
Agency/ School Capacity	15
Staffing	15
Program Design	35
Outcomes and Evaluation	15
<u>Required Resources and Budget Request</u>	<u>10</u>
TOTAL	100

DEMONSTRATION OF NEED AND YOUTH SERVED (10 POINTS)

(Maximum 1 page: 2,581 characters with no spaces, single-spaced.)

1. Using statistical, research from the field, and program level data, what are the challenges your students face that you plan to address with this program that show evidence of the need for the various activities you intend to provide?
2. Describe how your program’s particular outcomes and activities meet the needs identified above.

TIP: The Online RFP text boxes will calculate word/character amounts as you enter text. You can complete sections on Word or Text files to confirm count limits.



Reviewers will score the demonstration of need using the following criteria:

- 0-2 points: There is little to no evidence of the following:
 - 3-6 points: There is sufficient evidence of the following:
 - 7-10 points: there is strong evidence of the following:
- ✓ The extent to which a need for the proposed services is specific to the community being served. The extent to which the need statement is supported by statistical, program level, or research data with a credible reference or citation.
 - ✓ The extent to which the services are linked to the need described.

³ This point system applies only to the scoring of the narrative section, the POC use this score along with other criteria when making funding recommendations.

CAPACITY TO DELIVER SERVICES (15 POINTS)

(Maximum 3 pages: 7,743 characters with no spaces, single-spaced.)

LEAD AGENCY: Answer applicable questions from the perspective of the lead agency

1. Specifically address your agency's experience administering programs that have several state and city-level accountability, reporting, and staffing requirements AND how your agency works with principals, families, and other stakeholders to ensure programming meets the school-site's needs. Provide specific examples.
2. Describe staff and the key subcontractors experience with youth development practice, how they foster alignment with the school day, and briefly describe their history, mission, and types of services provided.
3. Describe the facility(ies) where the activities are to be implemented, i.e. # of classrooms, auditorium, description of space and how it is suitable for the activities proposed including amenities, security, custodial services, etc.

SCHOOL PRINCIPAL:

4. Describe your interest in youth development practice. Describe similar current or past projects or services or accomplishments that relate to the type of work proposed, including school site administration accomplishments in out-of-school time.
5. Describe how your after school and youth development programming is aligned with and complements your school day program, and what systems are in place to ensure that this happens.
6. Describe the role of your Academic Liaison and for other personnel that will work with after school/youth development providers to ensure alignment with the school day program.



Reviewers will score capacity to deliver services using the following criteria:

0-4 points: There is little to no evidence of the following:

5-9 points: There is sufficient evidence of the following:

10-15 points: there is strong evidence of the following:

- ✓ The extent to which agency has experience administering the program and how they work with stakeholders to ensure programming meets school-sites needs.
- ✓ The extent to which the lead agency applicant's past accomplishments or current projects (and those of any subcontractors) relate to the type of work required under this proposal and

demonstrate the applicant's ability to engage in strong partnerships that foster applied learning through youth development principles.

- ✓ The extent to which the school principal's past accomplishments or current projects relate to the type of work required under this proposal and demonstrate the applicant's ability to engage in strong partnerships that foster applied learning through youth development principles.
- ✓ The extent that there is alignment/integration between afterschool/youth development programming and school day programming and goals
- ✓ Adequacy of facilities and support services at the applicant's disposal
- ✓ The extent to which the role of the academic liaison and his/or her qualifications to implement the service support the program goals of the RFP.

STAFFING AND SUBCONTRACTOR/CONSULTANT QUALIFICATIONS (15 POINTS)

(Maximum 2 pages: for single applicants: 5,162 characters with no spaces, single-spaced.)

1. Identify all staff working on this project, including their expected roles, and estimated percentage of time. Show where any new positions funded by this RFP would fit. Identify the person who will have primary responsibility for managing the project and discuss their experience managing similar projects.

The resumes of the key project staff including managers and staff working directly with children and youth, who are responsible for project implementation and delivery of services should be uploaded onto your online proposal. If staff is not yet hired, upload job description(s).

2. Identify program staff's (lead agency and any subcontractors) explicit ability through past and current experience and/or training to work with the age range of children and youth your program proposes to serve, i.e. elementary or middle schoolers, and young or older teens, etc.
3. Describe your organization's (and that of any community-based or public agency partners') professional development practices and other efforts to support staff in providing age appropriate content, curriculum, and methods of service delivery.



Reviewers will score staffing qualifications using the following criteria:

0-4 points: There is little to no evidence of the following:

5-9 points: There is sufficient evidence of the following:

10-15 points: there is strong evidence of the following:

- ✓ The extent to which roles and responsibilities are clear and staffing structure shows evidence of ability to carry out the project successfully.

- ✓ The extent to which program staff from the lead agency and, if relevant, Community Based Organization and/or public agency partners, demonstrate an explicit ability through past and current experience and/or training to work with the age range of children and youth the program proposes to serve, i.e. elementary and middle schoolers, young teens, and older youth, etc.
- ✓ The extent to which the lead organization and partner organizations (if relevant) employ professional development practices and other efforts to support staff in providing age appropriate content, curriculum, and methods of service delivery.

PROGRAM DESIGN (35 POINTS)

(Maximum 4 pages: 10,324 characters with no spaces, single-spaced.)

1. Describe the program structure: the key activities to be undertaken, where the activity will take place, and the number of participants projected to be served for each of those activities in a session and over the course of a year. This answer should correspond to the online Activities List.
2. Referring to the goals of the particular OFCY strategy for which you are applying, select two or more, and describe how your proposed program interventions meet these goals.
3. Describe how your program design, i.e. curriculum, activities, hours of operation, etc. effectively responds to a particular age ranges (i.e. 7 year olds versus 13 year olds, or 15 year olds versus 19 year olds, etc.) Consider learning styles, capacities, and interests of participants.
4. Describe how your program’s staffing, hours of operation, curriculum design, and/or outreach efforts make your programs accessible to diverse participants including, but not limited to, different racial and ethnic backgrounds, languages spoken, sexual orientation, etc.
5. Briefly describe how the facility(ies) where the project is to be implemented is suitable to the program design, *age appropriate* amenities, security, etc.



Reviewers will score the program design using the following criteria:

- 0-11 points: There is little to no evidence of the following:
- 12-23 points: There is sufficient evidence of the following:
- 24-35 points: There is strong evidence of the following:

- ✓ The extent to which the program structure, the key activities to be undertaken, where the activity will take place, and the number of participants projected to serve for each of those activities in a session and over the course of a year is reasonable given the described:
 - # of children, youth or families served
 - staffing

- grant request
- ✓ The extent to which the program structure, the key activities to be undertaken, and the number of participants projected to serve for each of those activities in a session and over the course of a year are appropriate and will impact the goals selected.
- ✓ The extent to which the program design describes, i.e. curriculum, activities, hours of operation, etc. effectively responds to a particular age range (i.e. 7 year-olds versus 13 year-olds, or 15 year-olds versus 19 year-olds, etc.) learning styles, capacities, and interests of participants.
- ✓ The extent to which the program's staffing, hours of operation, curriculum design, and/or outreach efforts make the program accessible to diverse participants including, but not limited to, different racial and ethnic backgrounds, languages spoken, sexual orientation, etc.
- ✓ The extent to which the facility(ies) where the project is to be implemented is suitable to the program design, has age appropriate amenities, security, etc.

OUTCOMES AND EVALUATION (15 POINTS)

(Maximum 1 page: 2,581 characters with no spaces, single-spaced.)

Considering the program goals, See Section II to III, which top 2 goals do you want and implement for your program and:

1. How would you know you achieved this goal- what are examples of impacts on your students you would you want to see?
2. What methods do you have in place or plan to develop to track whether these goals have been met?
3. How will you use the results you get to inform/improve programming where needed? i.e. What practices do you have in place for reviewing and responding to results?



Outcomes and Evaluation will be scored using the following criteria:

0-4 points: There is little to no evidence of the following:

5-9 points: There is sufficient evidence of the following:

10-15 points: there is strong evidence of the following:

- ✓ The extent to which desired student impact is clearly described
- ✓ To what extent to which data tracking methods correspond to and capture the major activities of the Activities List.
- ✓ The extent to which practices are identified for reviewing and responding to results to improve program design and increase student impact.

REQUIRED RESOURCES AND BUDGET REQUEST (10 POINTS)

(Maximum ½ page: for single applicants: 214 words, 1,291 characters with no spaces, single-spaced.)

1. Describe other resources that are secured or anticipated for this project during the project period.



Reviewers will score the outcome and evaluation using the following criteria:

0-2 points: There is little to no evidence of the following:

3-6 points: There is sufficient evidence of the following:

7-10 points: there is strong evidence of the following:

- ✓ Referring to the budget details, to what extent are requested funds appropriate to carry out the projects there is adequate justification for all line items, from staffing to program materials; the funding amount requested relate appropriately to the proposed level of effort.
- ✓ To what extent are other agency resources, including in-kind and outside resource available to support the project.

XIV. PROPOSAL NARRATIVE: AUGUMENTED SERVICES GRANTS

Only complete the sections below if you are applying for additional grant funding under the Augmented Grants listed in Section IV.

FAMILY ENGAGEMENT GRANTS

(Maximum 5 pages: 12,905 characters with no spaces, single-spaced.)

1. What is your assessment of family engagement at the school site **and** in the after school program at present? How will the proposed project build on that and propel family engagement forward? (0-16 points)
2. What are some of the activities you propose to do (specify workshop, one-to-one consultations, content areas) and the number of parents you plan to reach for each activity and the total number of parents you plan to serve in the year. (0-16 points)
3. Describe the capacity of the provider- be it a CBO staff person, parent volunteer, parent liaison, after school or other staff person who is leading the family engagement work proposed. What is their background in this

service area? For how long have they provided this service and what is scope of service they provided in the past? (0-16 points)

4. Describe the outreach strategies you intend to use to connect parents to your service. (0-16 points)
5. Please provide a one-page or less statement from the school principal that describes the following: (0-16 points)
 - Reason for pursuing family engagement programming through/during after school
 - Commitment of school-site resources/staff/support to family engagement programming
 - Expectations for family support programming
6. Describe other resources including in-kind and outside resources, available to support the project (0-16 points)



Answers to the following questions will be assessed using the following criteria:

0-5 points: There is little to no evidence of the following:

6-10 points: There is sufficient evidence of the following:

11-16 points: there is strong evidence of the following:

- ✓ The extent to which the applicant demonstrates knowledge of existing family engagement programming, and has a clear plan for building upon (rather than duplicating) that work.
- ✓ To what extent is the proposed program activities and the number of parents planned to reach and the number of parents to be served is described.
- ✓ The extent to which the person responsible for the family engagement programming can provide services.
- ✓ The extent to which the outreach strategies connect parents to the programs services.
- ✓ The extent to which the school principal describes the reason for pursuing family engagement, commitment of school site resources, and expectations for family support programming.
- ✓ Referring to the budget worksheet, to what extent are other school resources, including in-kind and outside resources, available to support the project?

WELLNESS PROGRAMMING PHYSICAL ACTIVITY GRANTS

(Maximum 4 pages: 10,324 characters with no spaces, single-spaced.)

1. What is your assessment of the fitness programming available at the school site now? How will the proposed project build on that? (0-25 points)

2. What are some of the activities you propose to do that will make the program inclusive of all young people's need for fitness (specify sample activities, games, and) and the number of young people you plan to reach for each activity and the total number of young people you plan to serve in the year. (0-25 points)
3. Describe the capacity of the fitness provider- be it a CBO provider, parent or other volunteer, after school or other staff person, to lead fitness program you propose. What is their background in this service area? For how long have they provided this service and what is scope of service provided? (0-25 points)
4. Use the budget worksheet to justify your costs. Describe other resources, including in-kind and outside resources, available to support the project. (0-25 points)



Answers to the following questions will be assessed using the following criteria:

0-8 points: There is little to no evidence of the following:

9-16 points: There is sufficient evidence of the following:

17-25 points: There is strong evidence of the following:

- ✓ To what extent is fitness programming explained and builds on the proposed program.
- ✓ To what extent are the proposed activities inclusive of all young people and is the proposed number of youth reached feasible.
- ✓ To what extent is the capacity of the fitness provider explained, their background is explained and the scope of service provided is feasible.
- ✓ Referring to the program budget sheet, to what extent is the budget narrative explained and calculated; relative to the project; supplies and materials are justified; and other resources are explained.
- ✓ To what extent are other school resources, including in-kind and outside resources, available to support the project.

WELLNESS PROGRAMMING GARDENING AND NUTRITIONAL HEALTH GRANTS

(Maximum 4 pages: 1,708 words, 10,324 characters with no spaces, single-spaced.)

1. What is your assessment of the garden program available at the school site now? How will the proposed project build on that? (0-20 points)
2. Describe staffing and leadership for the project: (0-20 points)
 - Who will coordinate the use of the garden spaces and oversee maintenance?

- Who performs garden maintenance tasks?
 - Who leads the garden-based activities and teaches the actual garden sessions?
 - How are parent and community volunteers involved in your program?
3. Describe how your garden will teach hands-on activities which reinforce skills and concepts connected with school-day topic areas? (0-20 points)
 4. Provide a schedule of activities which will take place in the course of a typical week. Include the number of classes, workshops, field trips, and the number of children in a typical session and the total number of children expected to participate in the course of a year. (0-20 points)
 5. Use the budget worksheet to justify your costs. Describe other resources, including in-kind and outside resources, available to support the project. (0-20 points)



Answers to the following questions will be assessed using the following criteria:

0-6 points: There is little to no evidence of the following:

7-11 points: There is sufficient evidence of the following:

12-20 points: There is strong evidence of the following:

- ✓ The extent to which the applicants assessment of the current garden program is explained and is feasible.
- ✓ To what extent the applicant describes the staffing and leadership roles identified for garden use, maintenance, activity leaders, teachers, and parent and community volunteers.
- ✓ To what extent the proposed garden teaches hands on activities.
- ✓ To what extent the schedule of activities is feasible.
- ✓ Referring to the program budget sheet, to what extent is the budget narrative explained and calculated; relative to the project; supplies and materials are justified; and other resources are explained.
- ✓ To what extent are other school resources, including in-kind and outside resources, available to support the project