



CALL FOR COLLABORATION REQUEST FOR PROPOSALS

Summer 2020 and Year-Round Afterschool Programs

RFP Open: Thursday, December 12, 2020

Phase 1 Proposals Due: Monday, January 27, 2020 by 5:00 p.m.

ABOUT THE SKILLMAN FOUNDATION

The Skillman Foundation is a fierce champion of Detroit children, striving to ensure our city's youth are provided with equitable opportunities to learn and lead. Our work—the Opportunity Agenda for Detroit Children—is focused on three things. The first is high-quality education; strong and loving schools that help children meet the educational milestones needed to progress through school and through life as capable and confident thinkers. Second, is a strong afterschool system. A good deal of learning and development takes place outside of the classroom under the careful eyes of loving adults. We work to ensure Detroit kids are met with enriching experiences that allow them to explore and expand their sense of self and the world. And third, we're focused on the opportunities young people see for themselves after high school graduation. We work to ensure that Detroit youth have robust college and career pathways that allow them to navigate a path of their choosing, leading us all to a more prosperous and equitable future.

ABOUT THE CALL FOR COLLABORATION

THE PURPOSE

While The Skillman Foundation has a long history of supporting afterschool programs, we launched our first *Call for Collaboration* in 2018 to encourage and support youth-serving organizations to pair services and expertise to best meet the needs of children and to yield learnings about what it takes to collaborate effectively toward building a high-functioning afterschool system for Detroit kids. These lessons are shared on page 8.

The 2020 *Call for Collaboration* cohort of grants is meant to further this work and to better understand the impact that high-quality youth-serving collaborations have on young people's academic, social, and emotional outcomes.

WHY AFTERSCHOOL?

1 in 4 Michigan children are alone and unsupervised between the hours of 3 - 6 p.m.

For every Michigan youth in an afterschool program, 3 more would participate if a program were accessible to them.

Data from the Michigan Afterschool Partnership

THE STRATEGY

The Skillman Foundation is currently focused on three areas of contribution to help strengthen Detroit's afterschool system:

- Increase coordination across Detroit's afterschool system, including the sub-systems, structures, and services that play a role
- Increase the use of [quality standards, as defined by the Youth Development Resource Center](#), by programs and institutions who facilitate youth programming
- Increase public and private funding that supports high-quality afterschool and summer programming for Detroit youth

The *Call for Collaboration* contributes to each of these. Additionally, it supports the three key metrics that the Foundation holds for our overall strategy, the Opportunity Agenda for Detroit Children: improving third-grade reading proficiency, increasing the number of Detroit students who attain meaningful high school graduation, and improving youth perceptions of hope and opportunity.

The 2020 *Call for Collaboration* will invest in youth-serving partnerships that rest in two categories: partnerships between schools and community organizations, and partnerships between community spaces and community organizations.

This investment in afterschool programming is meant to help expand program availability to serve more kids and to strengthen the quality of experiences to serve kids even better. By “calling for collaboration” our intent is also to, over time:

- Support the development of a comprehensive afterschool system in Detroit
- Set a citywide vision for youth development, addressing barriers to program participation and increasing access to afterschool programs
- Create a shared data system to increase coordination, data collection, and outcomes
- Support the conditions required for public investment by increasing program consistency
- Reach 75% of Detroit youth (ages 9-19) with high-quality youth development and employment opportunities that prepare them, socially and emotionally, to graduate high school and become economically and civically engaged young adults.

ELIGIBILITY REQUIREMENTS

GRANT PERIOD & AWARD AMOUNTS

Grant Period A (Summer Only): May 2020 – November 2020 (six-month grant)

Grant Amount: Up to \$100,000

Grant Period B (Summer + School Year): May 2020 – May 2022 (two years)

Grant Amount: Up to \$200,000 per year (\$400,000 for two years)

Suggested program cost range (per youth): \$1,000-\$1,500

Suggested program cost range based on [The Wallace Foundation Out-of-School Time Cost Calculator](#)

Anticipated Announcement of Awards: April 15, 2020

COLLABORATION REQUIREMENTS

Applicants must demonstrate a collaboration—a **partnership of two or more organizations**—under one of the following two models:

- 1) Community providers partnering with schools
 - a. Letters of support from the principal of prospective school partner are required
 - b. If partnering with Detroit Public School Community District schools, the lead applicant must have a MOU with the District
- 2) Community Provider partnering with other community partners or programmatic enhancers
 - a. Collaboration must include a recruitment plan for engaging youth in proposed programming
 - b. Collaboration must occur in a space where youth naturally gravitate, serving up to 60+ youth per month
 - c. Partnership agreements, shared values, and MOUs must be in place
 - d. Partnerships must show evidence that the collaboration would enhance participant experience

LEAD APPLICANT ELIGIBILITY

Collaborative program proposals must identify a **lead applicant** that will serve as the fiduciary agent for the grant and the point of contact for The Skillman Foundation. Administrative costs for fiduciary agents are capped at 10%. Collaborative program proposals must submit a signed Memorandum of Understanding.

Lead applicants must:

- Be a nonprofit 501(c)(3) tax-exempt organization and provide your tax ID (EIN) number or be a government or public agency (city, county, state, public school district)
- Be a publicly supported charity as defined in Section 509(a) of the Internal Revenue Code

- Have total revenues of at least \$100,000 for your preceding fiscal year
- In policy and practice, offer opportunity and service to all, regardless of age, race, creed, gender, religion, disability, sexual orientation, and ethnicity

PROGRAM REQUIREMENTS

Call for Collaboration grant proposals must address the following:

- Collaboratives must serve at least 130 unduplicated Detroit youth over the course of the year
 - Summer only programming must serve at least 80 Detroit youth over the course of summer
- Collaborations must occur within two types of partnerships: between schools and community organizations and community spaces and community organizations.
- Collectively, the collaboration must provide programming for a minimum of 2-3 hours per day, for at least 4 days-per-week, for at least six weeks during the summer (and over the school year for year-round applications)
- 70% of Detroit youth attending must receive a minimum of 30 program exposures during the program calendar
- Lead applicants *and* programmatic partners will engage with the Detroit Youth Development Resource Center in the areas of professional development, data collection (program attendance and impact data), and program quality
- Collaboratives will commit to actively participate in the *Call for Collaboration* learning community and evaluation

SELECTION CRITERIA AND REVIEW PROCESS

Eligible applications will be reviewed through a competitive, two-phase process, using a panel of reviewers that includes Skillman Foundation program staff, funding partners, field experts, and Detroit youth to ensure that the perspective of those most impacted and best positioned to benefit are valued. Proposals will be reviewed, scored, and ranked based on criteria established by the review team.

This funding opportunity is open to all entities meeting the requirements outlined in the [Eligibility Requirements](#) section on page 3. The table below outlines the scoring criteria for partnership applications.

SCORING CRITERIA	
<p>Program Description and Narrative. Answer should provide:</p> <ul style="list-style-type: none"> ✓ A clear narrative on the program outputs/outcomes; ✓ Logic that drives their programs ability to achieve stated outputs/outcomes; ✓ A sample program schedule that details the participant experience ✓ Detailed description of skills/mindsets to be strengthened, and how that will occur ✓ Evidence of the elements of an effective afterschool and summer program 	25 points

<p>Data and Program Quality. Answer should provide:</p> <ul style="list-style-type: none"> ✓ Clarity on how data is used to improve program quality ✓ Clear strategy/systems in place to collect program data (attendance and impact data) ✓ Any information regarding previous/current quality improvement tools, data that details program impact on youth outcomes, recent quality improvement efforts 	25 points
<p>Collaborative Dynamics. Answer should provide:</p> <ul style="list-style-type: none"> ✓ Clear descriptions of each programmatic partner, with clear connections to how each partner contributes to the outputs/outcomes of the proposal ✓ Clear description of how the partners will address the elements of collaboration ✓ If an existing collaborative, clear details on how this proposal will expand available seats, or the deepen the experience of the participants 	25 points
<p>Youth Voice and Engagement. Answer should provide:</p> <ul style="list-style-type: none"> ✓ Detail on the youth this proposal will focus on ✓ Detail on how youth voice will be incorporated in the planning, implementation and evaluation of the proposal ✓ Clear description of the plans for recruitment and retention 	25 points
	100 Total Points
For projects that include literacy/math numeracy activities, the following additional criteria will be considered:	
Curriculum Partner and Description	10 points
Staff Experience/Expertise	10 points
History of Collaborating	10 points
History of Student Growth Toward Proficiency	10 points
	40 Points (140 Total Pts)

TIMELINE	
December 13, 2019	Phase 1 Application Opens <i>Call for Collaboration</i> Webinar
Week of January 6, 2020 (Date to be determined)	The Skillman Foundation/Detroit Youth Development Resource Center <i>Call for Collaboration</i> Meet and Greet
Weeks of January 13 & 20, 2020	The Skillman Foundation Program Staff Office Hours <i>15-minute blocks, by schedule</i>
January 27, 2020	Phase 1 Application Complete
February 14, 2020	Phase 2 Announcement Intro to Collaborative Self-Assessment Tool with Learning for Action (REQUIRED, IN PERSON)
February 28, 2020	Phase 2 Applications Due
Week of April 6, 2020	Phase 2 Announcements

INSTRUCTIONS

The application consists of an online form that collects organizational and contact information as well as the following attachments:

- Cover letter signed by your executive and board chair
- Capability statement (template provided)
- Project budget (template provided)
- Current financial audit conducted by an independent certified public accountant
- Recent interim financials
- IRS Form 990
- If partnering with a school, a letter of support from the principal is required

On page 8, you will find a link to the official online form. You will enter your contact information there. You will then be directed to the Project Narrative and Budget Templates files, which you will download and save to your network.

Below you will find a preview of the narrative questions and further instructions.

Capability Statement Questions

The *Call for Collaboration* stage one application is comprised of a capability statement. Responses must stay within the word limits indicated for each question, be single-spaced, and use 12 pt. font. All applications must answer the following capability statement questions:

- Program Name
- List all Project Partners
 - If partnering with a school, please provide letter of support from the principal
- Is this application for summer 2020 or year-round (multi-year opportunity)?
- Is this a new or existing/enhanced partnership? If existing partnership, how long has the partnership been in existence?
- Identify which grade band of focus: K through fifth (elementary); sixth through eighth (middle school); ninth through twelfth (high school)
- Proposed number of youth to be served (summer only/summer session and school-year sessions)
- What area(s) does this project aim to impact—grade-level reading; high school readiness (including eight-grade numeracy); college and career readiness?
- Is the lead applicant or any program partners currently funded by The Skillman Foundation?
- Is the lead applicant or any program partners currently receiving program improvement support through the Detroit Youth Development Resource Center? If yes, please describe your involvement.
- Does your organization have a policy pertaining to diversity, equity, and inclusion? If yes, please explain.

Program Description and Narrative (500 words max)

Describe the nature of the program, providing a clear understanding of programmatic outcomes, and your assumptions that detail how youth engagement in the proposed experience will facilitate the proposed outcomes. Include a sample schedule of what the proposed programmatic experience will look like if funded. Applicants should address the practices and processes that will ensure a safe and supportive environment for students and adults. Detail the social-emotional skills this proposal will build/strengthen in participants and the processes used to develop those skills and mindsets. *Proposals addressing middle school or high school students must detail how the experience will intentionally craft experiences that expose students to career pathways during the program.*

Data and Program Quality (500 words max)

Describe your data use strategy to improve program quality and impact. Detail the project's data collection strategy. Address your current strategy to collect program attendance and how you assess impact, particularly social and emotional growth and/or literacy and numeracy growth, if applicable. Include (if available) evidence of programmatic impact collected over the last two calendar years. For the lead applicant, please detail your most-current program quality improvement efforts. Provide information (for each programmatic partner) for any tools, partnerships, and professional development opportunities used over the last two years. Attach all supporting documents to your FLUX application.

Collaborative Dynamic (500 words max)

Detail the individual contributions of each member of the collaboration and their specific programmatic contributions to the outcomes outlined in question #1. Detail how the collaborative will address the following elements of collaboration: Engagement (developing clear role and responsibilities, building mutual trust and understanding, and developing shared ownership), communication (clear points of contact, common language, productive meetings, and developing a culture of learning), and coordination (aligned goals and objects, project management, and resource coordination). If this is an existing program, detail how the programmatic partners will expand programming and/or enhance current participants' experiences.

Youth Voice and Engagement (500 words max)

List populations who will benefit from this collaboration. Describe the needs this program will support and address? Describe the collaborative's ability to accommodate all participants. Detail how youth voice is present in development and evaluation of programmatic experiences. Describe your plan to recruit and retain youth into programming. Detail how 70% of participants will have thirty program exposures for summer only and summer and school year projects. *We recommend using the data from Data Driven Detroit's [State of Detroit's Child](#) to identify relevant statistics about the youth and communities you are proposing to serve.*

For projects with literacy/numeracy programming:

- 1) Describe your curriculum partner, the model to be used, and the tool(s) used to measure growth of participants (500 words max)
- 2) Describe the experience and expertise of staff facilitating literacy/numeracy growth (250 words max)

- 3) Describe any recent collaborations with systems (i.e., schools, libraries, etc.) to promote literacy growth (250 words max)
- 4) Detail the average grade-level growth per student your program achieved over a set amount of time (250 words max)

[Click here for the online portion of the application](#)

Please remember to attach your answers to the above questions to your online application.

MORE INFORMATION

ELEMENTS OF EFFECTIVE AFTERSCHOOL & SUMMER PROGRAMS

Effective afterschool and summer experiences are grounded in a common set of principles and practices outlined in the [Detroit Youth Development Resource Center's Quality Standards](#). These standards reinforce the roles that positive relationships, safe and supportive spaces, active and engaged learning and skill building, and youth voice, choice, and leadership have in creating high-quality afterschool and summer spaces. *We recommend that you review these standards as you complete your application.*

The Skillman Foundation has identified the fundamentals of a highly-effective afterschool and summer programs from past investments in youth development. Data shows that by increasing the number of programmatic experiences in spaces that have elements of effective programs, the skills they need to belong, learn, and lead improve. ***Each partner within a Call for Collaboration Proposal must address how their program will address the elements of effective afterschool and summer programs and the grade band on which the project will focus in the application.***

ELEMENTS OF EFFECTIVE AFTERSCHOOL AND SUMMER PROGRAMS	
Presence of engaging literacy/numeracy skill building activities	Healthy food/snacks
Enrichment activities (e.g., arts, STEAM, robotics, poetry, sports)	Transportation needs are met or mitigated to ensure participation
Activities chosen and driven by youth voice/choice	Parent/family engagement
Engage youth for a minimum of 30 programmatic exposures over the course of one calendar year	Program and school attendance barrier-reducing supports provided to students and families
End-of-cycle exhibitions to display youth knowledge built through session	Participant assessments provided to document impact on student growth (literacy, numeracy, and social and emotional)

DEVELOPMENTALLY APPROPRIATE EXPERIENCES

Grades K-5

- Programmatic experience is comprehensive and involves a variety of engaging learning opportunities, including those that support literacy and numeracy growth towards proficiency.
- Skill building is focused on what youth need to feel as if they belong.
- Opportunities provide participants exposure to various STEAM-related activities.

Grades 6-8

Programmatic experience includes elements of K-5, plus:

- The experience includes skill-building opportunities that are content specific and possess elements of engaging, project-based learning.
- Skill building is focused on skills youth need to learn.
- Programming provides participants with exposure to a variety of college and career opportunities.

Grades 9-12

Programmatic experience includes elements of K-8, plus:

- The experiences provide opportunities to build skills and mindsets needed to be leaders in school and in their community through meaningful engagement in year-round employment opportunities, summer learning and employment, and various STEAM related-careers, including those in the trades.
- Programmatic opportunities meaningfully engage students in the worlds of college and career.

GLOSSARY OF TERMS USED IN THIS DOCUMENT

Agency: The capacity, condition, or state exerting power. Youth exhibit this in their confidence and self-awareness.

Collaborative Self-Assessment Tool (CSAT): An assessment of collaborative effectiveness co-created by the youth development evaluator (Learning for Action) and a team of five 2018 *Call for Collaboration* grantees. The CSAT is designed to provide an aggregate picture of collaboration across the *Call for Collaboration* cohort, but is primarily designed as a tool for internal learning, reflection, and improvement.

Comprehensive: A robust set of opportunities for youth to explore their interests and creativity. Youth voice is present in the selection and evaluation of those programs to ensure meaningful engagement over time.

Dosage: The time youth have participated in afterschool programming, including attendance and engagement in activities. This is critical for a program's ability to have a positive influence on youth participants.

Exposure: The act of providing youth real-world experiences that expand their perceptions of what's possible and encourages engagement in experiences that align with their interests.

Program Partner/Enhancer: Programmatic partner of a collaborative whose contributions deepen the experience of participants and raises the overall quality of the program partnership.

Quality: [As defined by the Youth Development Resource Center Quality Standards](#), programs engaged in a continuous improvement process focused on effective practices and management.

Specialized Afterschool Programs or Content Providers: Experiences that dive deep into a specific topic or skill building that is connected to key social-emotional growth indicators.

Summer Learning Loss: When students return to school at a lower academic level than the end of the last school year as a result of a lack of learning and/or practice opportunities over breaks. By the fifth grade, summer learning loss can leave students from low-income households two-and-a-half to three years behind their peers.

Youth Leadership: Per the YDRC Quality Standards, intentional opportunities for youth to play a meaningful role in program design and implementation, to exercise choice, and to access authentic leadership roles.

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