



CALL FOR COLLABORATION

Youth Development Programs

Pre-Applications Due: July 23, 2018, by 5:00pm

Full Proposals Due: August 17, 2018, by 5:00pm

Grant Period: October 2018 – October 2019

INTRODUCTION

The Skillman Foundation has long recognized youth development as an important strategic endeavor to improve outcomes for kids. Over time, we have made significant investments on which we have seen positive returns. The success of these investments, however, have tracked parallel to the relative state of the city.

Our place-based Good Neighborhoods Initiative was designed to change conditions for kids. Through this work, we made significant investments at the neighborhood level during a time when conditions in the city were not conducive to citywide implementation. These significant investments led to positive outcomes across six neighborhoods, while also building momentum for more widespread impact. Today, Detroit is beginning a new chapter and we are confident that now is the time to implement citywide system-building efforts to meet the needs of the children and families.

The following timeline provides an historical overview of the Foundation's prior efforts:

1992-2006: Citywide youth initiatives implemented. The Skillman Foundation funded two youth-focused initiatives during this period: the Youth Sports and Recreation Commission (1992-2006), and the Culture and Arts Youth Development Initiative (2003-2006). The Youth Sports and Recreation Commission established Detroit's first citywide nonprofit organization devoted to increasing the number and the quality of these programs serving Detroit youth. These initiatives resulted in positive outcomes for youth, but scale and program quality were not sufficient to meet the needs of all city youth.

2006-2016: Good Neighborhoods Initiative launched. The Foundation launched a 10-year initiative focused on six Detroit neighborhoods with a high concentration of the city's youth. Its goal was to "ensure youth are safe, healthy, educated, and prepared for adulthood." Central to this goal was encouraging programming to take place within neighborhoods, easily accessible for youth.

- **2008: Youth Employment integrated with Youth Development.** The Foundation invested in youth employment as a specialized aspect of youth development, recognizing its developmental impact. Today, youth employment is viewed as a part of the youth development continuum for those youth who are old enough to work.
- **2010: Youth Development Alliance launched.** Grant partners were identified to lead system building work in each of the six neighborhoods, and came together as the formal Alliance. The goal was to increase local providers' capacity to develop high-quality programs tailored to neighborhoods' context and needs.
- **2012-2016: Quality Standards and ACT Framework Adopted.** 1) The adoption of the Achieve-Connect-Thrive framework, for the purpose of using a common language and focus for guiding a Youth Development strategy. The Foundation moved from a process of approving grants for youth services throughout the year to a biannual competitive application process that emphasized alignment with the ACT framework. 2) Preparing for scale, the Foundation launched the Youth Development Resource Center, an entity

designed to build out the evaluation capacity of grant partners, design program quality standards, and offer technical assistance to youth-serving organizations so that they are better able to track and use data to enhance program quality.

WHY A CALL FOR COLLABORATION?

Expanding the time, places and ways youth learn is essential. Different from the Foundation's previous youth development RFPs, we are now encouraging youth serving organizations applying for the funding to do so in partnership with at least one other entity, whether it be another nonprofit or a school, government agency or department, for-profit, etc. This funding opportunity goes beyond the notion of simply identifying good programs, and lends itself toward deepening program quality and enabling the community at-large to share responsibility and accountability for supporting and educating children.

PURPOSE OF THIS INVESTMENT

This Call for Collaboration is part of a portfolio of investments, focused on increasing access to out-of-school programming for children in Detroit by galvanizing a group of youth champions to support the development of a comprehensive system. More information can be found [here](#).

Call for Collaboration: Partnerships designed to serve school and neighborhood communities lacking equitable access to high quality youth development programs. The Skillman Foundation's goal with this collaborative model is to converge programmatic, organizational, and/or institutional strengths of multiple organizations to work together to serve a specific youth population within single geographies, centered around schools and/or community based organizations.

Through supporting and encouraging collaboration, our theory is that this model will:

- a. Increase the number of youth development programs, and opportunities, in Detroit that are considered high quality;
- b. Help meet the needs of school and neighborhood communities;
- c. Play to the strengths and build the capacities of partner organizations; and
- d. Meet the needs of underserved children, youth and families for high quality youth development programs.

The Skillman Foundation is committed to an Opportunity Agenda for Detroit children. We know that Detroit’s comeback will not be fully realized nor sustainable until opportunities to prosper – from exceptional learning offerings to rewarding careers, to empowered civic life – are provided to youth in every corner of our city. Investment priorities include:

EDUCATION	EQUITY	ECONOMY
Opportunities to access meaningful learning and build critical life-long success skills	Opportunities to change conditions for youth by building leadership and influencing systems-level change	Opportunities to be exposed to and connected with authentic experiences that prepare youth to engage in the ever-evolving economy.
<i>Examples:</i> <ul style="list-style-type: none"> • Literacy and/or Numeracy* • Increasing School Attendance 	<i>Examples:</i> <ul style="list-style-type: none"> • Youth Violence Prevention, including Juvenile Diversion • Youth Leadership/Voice 	<i>Examples:</i> <ul style="list-style-type: none"> • College & Career Pathways/Exposure • Financial Empowerment

For more information on the Foundation’s Opportunity Agenda, visit [here](#).

ELIGIBILITY REQUIREMENTS AND GRANT DETAILS

Applicant Eligibility Details:

To be eligible and considered for funding, lead applications 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 and be able to provide a copy of a current financial audit conducted by an independent certified public accountant;
- In policy and practice, offer opportunity and service to all, regardless of age, race, creed, gender, religion, disability, sexual orientation and ethnicity.

Eligible applicants will provide services in the city of Detroit, to Detroit youth. Individual schools, school districts, and national nonprofits with (interest in) a local presence in Detroit, are also welcome to apply when paired with a neighborhood nonprofit organization. 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. Costs for fiduciary agents are capped at 10 percent. Collaborative program proposals must submit a signed Memorandum of Understanding.

Grant Details:

Grant Period: October 2018 – October 2019

Grant Range: up to \$200,000

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

Cost range based on The Wallace Foundation Out-of-School Time Cost Calculator

Collaborations types: Collaborations must utilize combined efforts to deliver programs that could take one of two approaches:

1. Scaled high-quality activities

A high-quality activity provider could partner with an institution to scale that activity across multiple sites throughout the city to expand access to high-quality activity.

Minimum dosage: Operate at least 1-2 hours a day, for at least 1 day each week over the school year, and for at least six weeks during the summer.

2. Deep youth engagement

Two or more providers or a provider and an institution with complimentary youth development and/or academic enrichments could partner to create a continuum of youth development programming for a set of youth who will participate consistently over the course of an academic year and summer.

Minimum dosage: Serve at least 50 unduplicated youth over the course of the program period with 30 days of service.

The program model should be appropriate for the setting and the developmental needs of youth. Below are examples of program models:

- A hands-on learning activity based in a library setting that is offered once-a-week across multiple libraries and is designed allow youth to explore new interests and talents alongside their siblings or caregivers.
- A comprehensive afterschool program for middle school students offered in a school setting 4-5 days a week from 3-5pm that offers a sequence of creative literacy, performing arts, and STEM activities designed to build specific social-emotional skills like teamwork and perseverance.
- A youth leadership program for high school boys based in a community setting that is offered two evenings a week during the school year, which includes a youth-designed community project, or summer apprenticeship experience.

The aforementioned ***is not*** an exhaustive list and should only be used as a guide to spur ideas. Program activities should clearly link to the intended youth outcomes, and the dosage should be sufficient to achieve those outcomes. Research has shown that youth attendance at 30 high-

quality program sessions is needed to achieve youth outcomes, so programs designed for consistent attendance over time will be given priority.

Partnership Details:

Collaborative partnerships come in many forms. Below are the examples of the most common:

- Partnership among two or more community-based nonprofit service organizations
- Cross-sector partnerships (between nonprofits and the business, government, and/or academic sectors)

PROGRAM QUALITY IMPROVEMENT

The Skillman Foundation will require that a minimum of two organizations work together, each engaged in continuous quality improvement at either **Level One** or **Level Two**. Each partner within a Collaboration Proposal must self-identify within one of the following Levels.

- **Level One: Learning How to Use Data for Program Improvement**
Collaborations where the lead applicant has not had a chance to participate in YDRC's ACT'ing with Data Learning Community, have started but not completed the quality improvement steps, or have a new Program Director/Manager who is new to the process. The cohort will start by learning to self-assess their program's quality with the YPQA and will be assigned a coach to help them through the process. The programs will also have access to the Holistic Student Assessment youth outcomes survey and learn the basics of supporting youth's social-emotional development. Programs will submit a Program Improvement Plan. After the programs team successfully completes these first steps, they will advance to receiving an external YPQA assessment.
- **Level Two: Deepening Impact on Youth's Social-Emotional Skills and Academic Success Skills (ACT Framework)**
Collaborations where the lead applicant has successfully participated in YDRC's ACT'ing with Data Learning Community for at least one quality improvement cycle in the last three years. The organization's current Program Manager/Director has an understanding of the YPQA and has completed a YPQA self-assessment. The program team has had an external YPQA assessment, submitted a Program Improvement Plan, and administered the Holistic Student Assessment to measure youth outcomes. Organizations will be expected to be responsible for the collection and submission of data, with light technical assistance from YDRC. They will receive an external YPQA assessment for one of their program activities in need of improvement and will submit a Program Improvement Plan. Professional Learning Community meetings, instead of focusing on the basics of data collection, will shift to focus on how to deepen program activities to move the needle on youth's social-emotional and academic success (ACT Framework). This cohort will identify priority ACT Framework youth outcomes for their organization and for the cohort as a whole.

- **Level One and Level Two: Shared Enrollment and Attendance Tracking**

All organizations will be asked to submit their youth enrollment and attendance data to a shared database. Organizations can provide a data upload if they have their own internal database or can enter information directly into the data system (to be determined). Shared attendance tracking is an important piece of building a coordinated afterschool system for Detroit youth. The purpose of this is so that as a city, we can begin to have a better understanding of what youth are connected to youth development programming and at what dosage. Over time, a shared data system will also allow us to assess whether youth in high-quality afterschool programming have better academic outcomes than youth not enrolled in high-quality afterschool programming.

SELECTION CRITERIA AND REVIEW PROCESS

Eligible applications will be reviewed through a competitive process. Proposals will be reviewed, scored, and ranked based on criteria established by the review team. The table below outlines the scoring criteria for partnership applications. Descriptions of each criterion follow the summary table.

Criterion for Review <i>Expanding Youth Opportunity</i>	Maximum Point Value
Element 1: Partnership Capacity	15
Element 2: Effective Collaboration	20
Element 3: Program/Partnership Plan	25
Element 4: Evaluation Plan and Capability	20
Element 5: Budget and Capacity to Leverage Additional Funds	20
Additional Points: Partnerships that support broad, system-wide impact and/or influence systems-level change.	20

Element 1: Partnership Capacity (15 points)

- The extent to which the partnership demonstrates, in quantitative and qualitative terms, its history of providing comprehensive services to youth who are disconnected from the systems and supports needed to matriculate into adulthood.
- The extent to which the collaboration model clearly identifies what skills youth will strengthen through the program activities (see ACT Framework for guidance)
- The extent to which the program's model and management aligns with quality standards.
- The extent to which the partnership's model shows levels of success; and the extent to which the application presents a plan to expand, scale or deepen impact.

- The suitability of information on how the partnership is organized, the nature and scope of proposed work, and the capabilities each entity possesses; including qualifications, experience, and appropriateness of staff, boards, etc.

Element 2: Effective Collaboration (20 points)

- The extent to which the partnership demonstrates authentic collaboration, increasing the total number of youth that would be served together.
- The strength and capacity of the partnering organizations to implement their segment of the project.
- The extent to which collaborators are engaged with a specific target population.
- The extent to which collaborators address barriers to program participation and targets resources to expand options to underserved populations and/or in underserved communities.
- The extent to which the partnership advocates for resources and policy change to expand and enhance programs, and promotes or can leverage public support for programs.

Element 3: Program/Partnership Plan (25 points)

- The extent to which the partnership collects and analyzes data from programs and schools to improve program quality and youth outcomes, and to inform decision making and communications.
- The extent to which the proposed strategies, activities, and interventions are designed to address, develop, and/or improve the out-of-school time ecosystem.
- The extent to which the proposed strategies, activities, and interventions complement and expand, rather than duplicate, similar efforts under way.
- The appropriateness of the timeline to complete stated activities, and the number of youth who will be served by the partnership.
- The evidence of firm commitments (i.e., letters of support, MOUs) demonstrating the involvement of critical partners, such as educational institutions, youth development providers, employers, etc.

Element 4: Evaluation Plan and Capability (20)

- Demonstrated experience and capacity to collect and report out evaluation data.
- Applicants clearly define how the project will assess and address gaps in access to high quality out-of-school time options for Detroit youth.

Element 5: Budget and Capacity to Leverage Additional Funds (20)

- The degree to which the partnership allocates resources for maximum youth impact.
- The degree to which the partnership can leverage additional resources.
- The extent to which the lead applicant demonstrates that it is fiscally healthy.
- Appropriateness and relevance of requested costs and clarity of accompanying budget narrative.

Additional Points: Broad, system-wide impact and/or influence systems-level change.

In order to secure the additional points, proposals will need to:

- a. Revolutionize how communities, funders, providers, governmental and non-governmental institutions engage with and support youth; and/or
- b. Maximize use of existing resources by coordinating services and reducing duplication.

INSTRUCTIONS

Use the link below to register on The Skillman Foundation Fluxx portal and access the Pre-Application.

REGISTER HERE

UPLOADING REQUIRED ATTACHMENTS:

The application consists of an online form that collects organizational and contact information. In addition, include the following attachments in the “Other Documents” section of the form:

- Cover letter signed by your executive and board chair (additional upload)
- Organizational Budget and Board List (additional upload)
- Current Financial Audit conducted by an independent CPA and Recent Interim Financials
- Letter of Support from partnering organization(s) (additional upload)
- Capability Statement (additional upload) (template attached)
- Youth Development Resource Center agreement (additional upload) (template attached)

Capability Statement Preview

This section is designed to help reviewers understand your organization and proposed programmatic approach. Applicants are required to upload a Capability Statement addressing the following:

1. Please provide a brief overview of your proposed work, including the goal and objectives. (500 words max)
2. Describe the youth who will benefit from this collaboration and their needs and/or issues. (100 words max)
3. Which domain(s) (Achieve-Connect-Thrive) does the proposed program address? And how? (500 words max)
4. What is the physical location(s) and neighborhood(s) that the proposed program will operate from? (100 words max)
5. Is this a new or existing program? If new, how many youth do you propose to serve? If existing, how many youth do you currently serve, and how will this grant deepen programming and impact? (250 words max)

6. How does the proposed program further the Foundation's Target Result: Detroit children are prepared for and connected to opportunities in an ever-evolving economy, and are making significant contributions to our city's recovery? (250 words max)
7. How are you tracking youth attendance, impact, and program quality? (250 words max)
8. Describe the leadership experience and management expertise of key administrative personnel. (250 words max)

Additionally, for Literacy or Numeracy proposals

- Please describe your curriculum model and the tool used to measure growth of participants, i.e., Fountas and Pinnell, DIBELS. (350 words max)
- Please describe the experience/expertise of your staff in facilitating literacy growth in students. (250 words max)
- Please describe any recent history of collaborating with systems to increase literacy growth in students i.e. schools, libraries, etc. (250 words max)
- Please detail the average grade level growth per student your program has shown in a 14 week cycle. (100 words max)
- Please detail your service model's ability to serve multiple (2 or more) sites / 100+ students during the school year. (250 words max)
- If you use a volunteer model, please detail/describe your organizations history of leveraging volunteers as a piece of your program model. (250 words max)

CONTACT US FOR HELP:

We welcome your questions. All questions and answers will be posted at www.skillman.org. Please send technical questions to Danielle Crawford, Grants Manager at 313-393-1201 or dcrawford@skillman.org or Mary Beth Baumeister, Grants Management Administrator at 313-393-1249 or mbaumeister@skillman.org.

If you have additional programmatic needs please contact any of the following program staff:

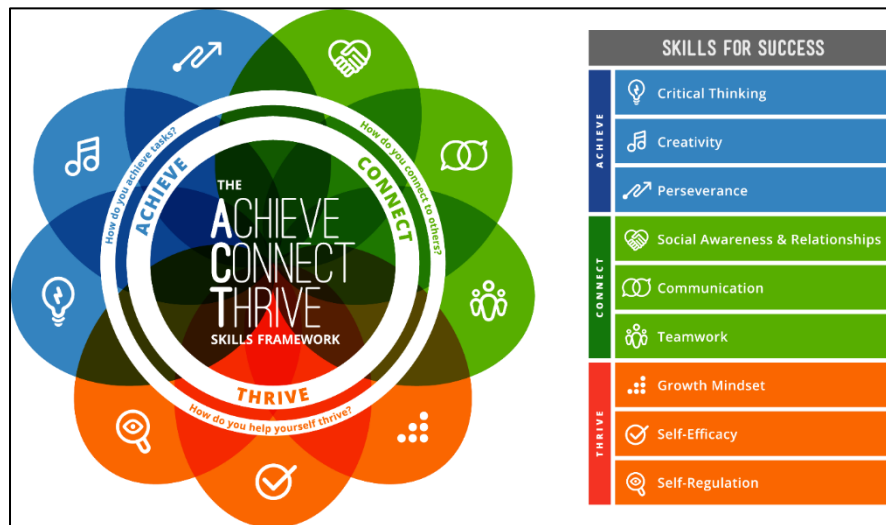
David McGhee, Program Director, at drmccghee@skillman.org
Paty Hinojosa, Program Officer, at phinojosa@skillman.org
Terry Whitfield, Program Officer, at twhitfield@skillman.org
Kumar Raj, Program Officer, at kraj@skillman.org
Siobhan O'Laoire, Associate Program Officer, at solaoire@skillman.org

TECHNICAL ASSISTANCE:

The Skillman Foundation will provide technical assistance via office hours, at our office (100 Talon Centre Drive, Suite 100), on Monday, July 16, 2018 from 2:00pm – 5:00pm. Any potential collaborative partners are welcomed to attend. If interested, please RSVP to Stepha'N Quicksey, Program Assistant no later than Friday, July 13, 2018. Stepha'N can be reached via email at squicksey@skillman.org or via telephone at 313-393-1185.

APPENDIX I: ACT FRAMEWORK

The Foundation will identify a continuum of services for children across three domains to successfully move them toward meaningful high school graduation, college, and career. Those three domains are **Achieve**, **Connect**, and **Thrive**.



Boston After School & Beyond

Below are examples of how programs might align with the Framework, utilizing each domain and identifying program elements. The following *is not* an exhaustive list and should only be used as a guide to spur ideas.

ACHIEVE

The Achieve skills are *critical thinking*, *creativity*, and *perseverance*. These skills help young people process information, assess situations and potential outcomes, and connect actions to future goals. When young people Achieve, they engage in disciplined thinking that is rational, open-minded, and informed by evidence; consider consequences and alternatives; and evaluate information to reach a conclusion. They demonstrate imagination and originality, and stay focused on their goals despite obstacles or distractions.

The Achieve skills are most closely associated with improved life outcomes: academic, including literacy and numeracy, and college and career readiness.

CONNECT

The Connect skills are *social awareness & relationships*, *communication*, and *teamwork*. These skills help young people make contributions to their community, and develop healthy, supportive relationships with peers and adults, including those from diverse backgrounds and cultures. When young people Connect, they work constructively and cooperatively with others, empathizing with and taking the perspective of peers, advocating for their views respectfully, understanding social and ethical norms for behavior, and sharing ideas clearly and compellingly.

Not only are Connect skills useful for a young person's ability to interact with others, but these skills have also been shown to influence academic success and engagement in the classroom.

THRIVE

The Thrive skills are *growth mindset*, *efficacy*, and *self-regulation*. These skills help young people recognize and manage their emotions, anticipate the impact of their behaviors on others, and take ownership over their actions. When young people Thrive, they believe that their abilities can grow with effort; have confidence in their ability to accomplish an outcome or goal; and are able to manage their emotions, thoughts and behaviors as appropriate to different situations. This first requires an awareness of self – the recognition of their emotions, thoughts, motivations, strengths and weaknesses.

Research demonstrates that the Thrive skills can impact a variety of behavioral outcomes, including health, safety, and good habits.

APPENDIX II: YDRC OVERVIEW



The Youth Development Resource Center's mission is to build the capacity of a network of youth-serving organizations in the Detroit area to maximize their impact on youth's learning and development and to advocate for expanded learning opportunities. Our vision is that all Detroit area youth are connected to high-quality youth development opportunities that grow their capacities to thrive in school and life.

YDRC strengthens the ability of youth development organizations and youth work professionals to use data and best practices that are grounded in a set of shared quality standards to continually improve practice and demonstrate impact on youth outcome.

YDRC convenes a learning community where program teams assess and improve their program's quality and impact using two research-based tools:

- The Youth Program Quality Assessment developed by the Weikert Center on Youth Program Quality, and
- The PEAR Institute's Holistic Student Assessment survey, which assess youth's ACT Framework (academic and social-emotional) outcomes.

Standards for High Quality Youth Development Programs

Program Quality Practices

Positive Relationships – Youth benefit when programs develop, nurture and maintain interactions and communication among staff, volunteers and participants. Relationships are the "glue" of a youth development program and should be respectful, caring and uplifting.

Safe & Supportive Climate – Youth benefit when the provides a safe and nurturing environment that supports the developmental, emotional and physical health and mental well-being of all students.

Active, Engaged Learning & Skill Building – Youth benefit when the program design and activities reflect active, meaningful, and engaging learning methods that expand student horizons, and serve the physical, cognitive, social, emotional and creative development of all participants. Program offerings respond to youth's interests and build real skills for success in schools, work and life.

Youth Voice, Choice & Leadership – Youth benefit when the program creates intentional opportunities for youth to play a meaningful role in program design and implementation, to exercise choice, and to access authentic leadership roles.

Management Practices

Quality Staff & Support – Youth benefit when the program recruits and retains trained staff and volunteers who are focused on creating a positive learning environment and who receive ongoing coaching and professional development.

Intentional Program Design & Improvement – Youth benefit when programs are intentionally designed with clear outcomes that positively impact youth's knowledge, skills and behavior. Youth also benefit when staff continuously use a variety of information to assess and improve the quality of the program's design, activities and management to ensure positive experiences and outcomes for youth.

Diversity, Access & Inclusion – Youth benefit when the program, policies, procedures and services create an environment that values and embraces diversity and equity regardless of race, color, religion, sex, age, income levels, national origin, physical or intellectual ability, sexual orientation and/or gender identity and expression.

Family, School & Community Engagement – Youth benefit when families, schools and communities are actively engaged in program development and implementation. Youth also benefit when the program intentionally links afterschool curricula and activities to the school day to ensure programming is aligned with and enriches academic standards.

APPENDIX III: OUR APPROACH TO YOUTH DEVELOPMENT

The Skillman Foundation has identified Population-Level Result Indicators for informing and evaluating our priorities and investments over time.

3rd Grade Reading Proficiency	High School Graduation	Number of 18-24 year olds in school or working	24 month post-secondary persistence	Youth Perception of Hope and Opportunity
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Consistent with national best practices, the Foundation believes Detroit needs a comprehensive youth development system that includes the following components:

1. **Coordinating Entity or Ecosystem:** Facilitates capacity-building and professional development efforts, manages and directs programming, implements grantmaking processes, and houses a centralized data system.
2. **Youth Development Framework & Quality Standards:** Evidence-based principles that frame and incorporate a range of program models as well as guidelines of practices which define high-quality programming.
3. **High Quality Programming and Operations:** Meets the needs of enhances the ability of providers to engage in continuous program improvement, and enables frontline youth workers to provide high-quality programming to youth at point of service.
4. **Shared Data System and Common Metrics:** Allows providers to benchmark results, makes sure financial investments have impact, offers common metrics, and allows for provider- and system level progress tracking.
5. **Dedicated Funding:** Funding allocated by a public governmental entity as opposed to solely foundations, corporations or individuals.

It is with this framework that the Foundation will leverage its resources, partners and supports for youth serving organizations in their efforts to scale, sustain and spread promising practices.