

United Way Miami

School-Age Education Response Fund: Request for Proposal Description

Focus: Justice, Equity, Diversity, Inclusion (JEDI) Programming

Purpose and Background

The United Way Miami will deploy an array of assets and tactics to ensure that school-age students receive high quality academic, social, and adult support through an integrated system of partnerships and collaborative efforts; one of those assets is program funding. In School-Age Education, United Way Miami seeks to fund an agency that has expressed and/or demonstrated commitment to Justice, Equity, Diversity, and Inclusion (JEDI) in their mission and programming.

The Center for Social Justice Youth Development Research recognizes that social justice is at the center of youth development programs and defines social justice as an approach to youth development “focused on creating equitable access and opportunities for all youth by actively reducing or eliminating disparities in education, health, employment, justice, and any other system that hinders the development of young people” (Outley, Brown, Gabriel, Sullins, 2018, p. 486, informed by Ginwright and Cammarota, 2002).

Social Justice- a vision of a society wherein the distribution of resources, opportunity, societal benefits and protection is equitable for all members. “Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole” (Baltimore Racial Justice Action. (2016). Baltimore Racial Justice Action).

Approach

Positive Youth Development (PYD) is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive. It recognizes, utilizes, and enhances young people’s strengths and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. For more information, visit http://actforyouth.net/youth_development/development/outcomes.cfm Key principles associated with PYD involve youth as active agents and inspire leadership qualities, providing opportunities to actively participate, contribute, and/or lead activities. Principles also include civic involvement and civic engagement by contributing to their schools and broader communities through service. For more information, visit [Key Principles | Youth.gov](#)

Framework: Social Justice Youth Development

The framework below is inspired from the 4-H Social Justice Youth Development: A Guide for Youth Development Professionals

Principles	Practices
Analyzes power in social relationships	<ul style="list-style-type: none"> • Political education & strategizing • Identifying power holders • Reflecting about power in one's own life
Makes identity central	<ul style="list-style-type: none"> • Joining support groups & organizations that support identity development • Reading material where one's identity is central and celebrated • Critiquing stereotypes regarding one's identities
Promotes systemic social change	<ul style="list-style-type: none"> • Working to end social inequality (i.e. racism & sexism) • Refraining from activities/ behaviors that are oppressive to others
Encourages collective action	<ul style="list-style-type: none"> • Involving oneself in collective action and strategies that challenge & change local and national systems and institutions • Community organizing • Rallies and marches • Non-Partisan Electoral strategies
Embraces youth culture	<ul style="list-style-type: none"> • Celebrating youth culture in organizational culture • Personnel who are inter-culturally competent • Personnel who have an awareness of/share the lived experiences of marginalized youth Recruitment strategies

Resources

[4-H Social Justice Youth Development: A Guide for Youth Development Professionals](#)

[Youth Engagement Continuum – Organizing Engagement](#)

[United Nations Youth Participation](#)

[Strengthening Communities through Youth Participation](#)

[Supporting Creative Youth Development as Systems Change Work](#)

Example of inclusive youth development programming: [Project S.O.W.: Food Gardening with Justice in Mind](#)

Program Criteria

United Way Miami is seeking to address access and opportunity barriers for special population youth:

- BIYOC- Black, Indigenous, and Youth of Color
- Youth with Disabilities
- Low-Income
- LGBTQIA- lesbian, gay, bisexual, transgender, queer/questioning (one's sexual or gender identity), intersex, and asexual/aromantic/agender
- Foster Youth/Homelessness
- DACA- Deferred Action for Childhood Arrivals/Dreamers/Immigrants/Migrants
- Justice Involved Youth

The grant recipient will utilize a minimum of two approaches that address JEDI practices and content such as leadership development, community organizing, civic engagement and advocacy. Outcomes may include increased civic engagement, self-empowerment, building strong relationships, increased school engagement, conflict resolution, critical thinking and decision-making skills and activities that promote the reduction of inequities.

Funding Period

Funding will be for a two-year period and will commence October 10, 2022. Services must begin by October of 2022 and will conclude October 30, 2024. **Funding will be \$30,000 each year for a total award of \$60,000.**

RFP Timeline

- RFP released – July 25th
- Virtual application trainings – August 2nd at 9:00 am; August 4th at 3:30 pm
 - Please email velezm@unitedwaymiami.org to receive a Zoom calendar invite.
- Applications due – September 2nd
- Applications screened for alignment by UWM Staff – September 6th – 9th
- School Age Education Council application screening – September 12th – 16th
- School Age Education Staff and Council Volunteers Meet – September 19th – 20th
- Finalists notified – September 21st
- Virtual Site visits & presentations (finalists only) – September 30th, October 3rd – 4th
- Grantees notified – October 7th

Eligibility Criteria

In order to be eligible for funding, applicants must:

- Working with school-age youth (ages 5-25)
- Be a 501c3 health and human services organization
- Have an active voluntary board
- Conduct an independent annual financial audit
 - Please note that if your organization does not have a financial audit conducted by an independent auditor, you may submit your 990 or 990 EZ (for your fiscal year 2021 or later). If you have a financial review completed by a CPA, please also include this document in addition to your 990 or 990 EZ.

RFP Guidelines

The following elements will be addressed in the attached application:

- List of anticipated staff for program implementation
- Plan for staff professional development related to scope of work
- Anticipated resources needed to provide services
- Data tracking systems to be used
- Plan must include how all stakeholders will be engaged (parents, teachers, school administrators, community leaders and organizations)
- United Way Miami communication plan of action and timeline

Components of the Application Submission

- Application with narrative information
- Program Logic Model and Measurement Framework
- Agency and Program Budget Form

If the applicant is not currently a United Way Miami Impact Partner, the submission must also include:

- Most recent financial audit conducted by an independent auditor (no earlier than 2019).
 - Refer to the Eligibility Criteria section if you do not have a financial audit.
- Management letter and response, if available
- IRS form 990 or 990EZ
- Board list
- Non-discrimination policy

Contacts: Please contact Shameka Jenkins at (305) 646-7095 or jenkinss@unitedwaymiami.org or Tyler O'dneal at (305) 646-7094 or odnealt@unitedwaymiami.org for any questions regarding this RFP.

Attachment A
Project Scope: School-Age Education Response Fund - JEDI

Focus Area	Description	Outcomes	Sample Indicators
Justice, Equity, Diversity and Inclusion (JEDI) Learning and Empowerment	<p>JEDI includes focus on examining youth experiences</p> <ul style="list-style-type: none"> • Instruction/Facilitating Activities <ul style="list-style-type: none"> ○ Civic skills ○ Critical thinking ○ Social/Emotional exploration ○ Identity exploration ○ Problem solving ○ Creative/Expressive skills ○ Interpersonal skills ○ Building Awareness 	<p>Outcomes must demonstrate (required):</p> <ul style="list-style-type: none"> • Pre and Post Test giving an understanding of: <ul style="list-style-type: none"> ○ Justice, Equity, Diversity, and Inclusion ○ Awareness of social justice and change ○ Sense of belonging • Participation in youth civic engagement • Participation in collective action • Program Attendance • Demographic Information (e.g. race, age, gender, ability, zip code, special population) <p>Additional outcomes can include (optional):</p> <ul style="list-style-type: none"> • Improved behavior in school and/or improved outlook on education & school 	<p>Measures that indicate success must include:</p> <ul style="list-style-type: none"> • (x) % of school- age youth will attend 75% of program days • (x) % of school-age youth will have a good sense of belonging <p>Must also include one outcome from each of the three sections (focus areas) below:</p> <p>JEDI Learning & Empowerment</p> <ul style="list-style-type: none"> • (x) % of students identified will demonstrate increased knowledge and exposure to marginalized communities both local, national, and global • (x) % of students will demonstrate increased knowledge and understanding of JEDI/social justice issues <p>Youth Civic Engagement</p> <ul style="list-style-type: none"> • (x) % of students identified will demonstrate an increase in participatory behaviors in school, out of school and/or community exploration • (x) % of students identified will participate in service learning/community service • (x) % of students identified will demonstrate improvement in prosocial student behavior or attitude <p>Collective Action</p> <ul style="list-style-type: none"> • (x) % of students will plan and carry out collective action relating to a community issue of JEDI • (x) % of students will participate in at least 1 collective action response • (x) % of students will participate in a leadership role within their community
Youth Civic Engagement	<p>Focus on activities that improve social change behaviors by utilizing:</p> <ul style="list-style-type: none"> • Mentoring • Service learning • Community service • Research • Participation opportunities <ul style="list-style-type: none"> ○ In-school ○ Out of school program ○ Community exploration • Supportive adult relationships 	<ul style="list-style-type: none"> • Positive identity/civic development • Attitudinal skills: increased motivation, confidence or independence, or improved attitude or behavior • Personal skills: improved organization, presentation, social or timekeeping skills • Practical skills: improved ability to complete activities or perform actions 	
Collective Action	<p>Focus on opportunities for collective action responses and leadership roles for youth.</p> <ul style="list-style-type: none"> • Public Policy • Advocacy/Activism and Negotiations • Community organizing • Community projects • Public forum • Campaigns • Engage in alliances and coalitions 	<ul style="list-style-type: none"> • 21st century work skills: <ul style="list-style-type: none"> ○ increased problem solving and decision making ○ increased creative and critical thinking ○ increased collaboration, communication and negotiation ○ increased ability to research and evaluate information • Leadership skills: <ul style="list-style-type: none"> ○ Participation in adult-defined decision-making bodies ○ Awareness of collective efficacy ○ Collective Identity 	

United Way Miami: School-Age Education Response Fund Application



Please provide the following information by typing your responses in the gray fields.

1. Contact Information

Name of Organization:			
Name of Program:			
Address:			
Phone #:		Fax #:	
Executive Director:			
Email address:			
Website:			
Contact person name:			
Title:			
Phone #:		Fax #:	
Email address:			
Amount Requested:			
Total Program Budget:			

2. Organization Information (THIS SECTION IS NOT TO EXCEED 1000 WORDS)

- a) Provide the agency's mission and a brief description of its history of providing services.

- b) Provide the agency's diversity, equity, and inclusion statement or position on this area.

- c) Describe the agency's current programs including population served, geographic area and services provided. Please describe your work in support of educational outcomes and the results achieved in the previous program year.

- d) Please describe the organization's qualifications and assets that would support the intended outcomes of this application. List all relevant current partnerships and describe their role(s).

3. Program Summary (THIS SECTION IS NOT TO EXCEED 250 WORDS)

- a) Briefly describe the proposed program, targeted schools, target population and approach.

4. Program Detail (THIS SECTION IS NOT TO EXCEED 1500 WORDS)

- a) Will the program collaborate with any schools or other programs/organizations?

- b) Describe your past experiences providing programming for special population youth.

- c) Provide an estimated number of students that will participate in the program.

- d) What are your plans for providing opportunities tied to the three focus areas: Youth Justice, Equity, Diversity, Inclusion and Learning Empowerment, Youth Civic Engagement, and Collective Action?
- e) List anticipated staffing needs for program implementation. (Include student to staff ratio.)
- f) Do you have professional development plans for program staff related to the scope of work? If so, please describe.
- g) Describe plan for tracking data related to student outcomes.
- Who will collect the data?
 - How often will the data be collected?
 - How will this information be utilized to determine effectiveness of programming?
 - How will the data be organized? Will you be utilizing technology to store data?

- h) Provide a list of partners you plan to work with to implement programming. You may attach a list if additional space is needed. Indicate with an 'X' in the last column if a relationship already exists.

PARTNER AGENCY	ROLE	RELATIONSHIP

- i) Which age group do you intend to work with (Elementary, Middle, K-8, High)? Provide rationale.
- j) If programming will occur on a school site, provide a school location(s) for program implementation and rationale. Are you currently providing services at this school(s)? If so, describe.
- i. If services will be provided on a school site, please provide a letter of support from the school administrator.
- k) Describe how all stakeholders will be engaged (parents, teachers, school administrators, community leaders, and organizations).

5. Logic Model and Framework

- a) Complete and submit the attached Logic Model and Framework describing what the program's outcomes and indicators are. (Please refer to Attachment B.)

6. Financial Information

- a) Complete and submit the attached budget form for the agency and program.

- b) Discuss the program's ability to secure additional funding and resources.

- c) Provide the program's projected sources of income broken down by funding source.

Funding Source	Program	Amount	Contract Period

7. Attachments

- a) 501(c) 3 - IRS tax exempt letter
- b) Most current board membership list with names and affiliations
- c) Most recent annual financial audit and management letter, if available
- d) Most recent Form 990 or 990EZ
- e) Sample job descriptions for proposed staff
- f) Budget: Agency and Program
- g) Logic Model & Framework
- h) Optional: Letter of support from a school administrator

(Agency name)

(Board Chairperson signature)

(print name)

Date: _____

(Chief Executive Office signature)

(print name)

Date: _____

Program Logic Model

Inputs	Activities	Outputs	Outcomes		
			Initial	Intermediate	Longer-Term

Measurement Framework

Outcomes	Indicators	Influencing Factors	Data Source	Data Management