



## School Year 2019-20 Out of School Time Request for Proposals

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RFP Release Date: April 11, 2019  
Applications Due Date: May 22, 2019 by 5:00 pm

There are no mandatory meetings in order to apply for this grant competition. All information is available on United Way of the National Capital Area [website](#) and Learn24 [website](#). The Office of Out of School Time Grants and Youth Outcomes located in The Office of the Deputy Mayor for Education and United Way of the National Capital Area want to support successful applicants and encourage all applicants to participate in the various opportunities for support.

To submit a proposal, email the complete proposal and attachments to United Way NCA, [proposals@uwnca.org](mailto:proposals@uwnca.org). Successfully submitted proposals will receive a confirmation email upon receipt of submission. If an email confirmation is not received, contact [proposals@uwnca.org](mailto:proposals@uwnca.org) **within one (1) business day** from the time of submission. Applications that do not receive a confirmation email will not be reviewed.

Only one proposal per organization will be accepted in response to this Request for Proposals. Exceptions will be granted to organizations that are serving as fiscal sponsors for one or more entities.

Late, incomplete, paper, or in-person applications will not be considered.

# TABLE OF CONTENTS

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Section A: Statement of Work .....	3
A.1 Introduction.....	3
A.2 Scope .....	3
A.3 Eligibility.....	5
Section B: Proposal Narrative .....	7
B.1 Application Format.....	7
B.2 Narrative (14 pages maximum, including budget narrative) .....	7
Section C: Proposal Process and Scoring .....	9
C.1 Important Dates .....	9
C.2 Review Process.....	10
Section D: Successful Grant Applicants.....	10
D.1 Requirements If Awarded .....	10
D.2 Monitoring and Compliance.....	11
Section E: Appendices .....	15
Appendix 1: Proposal Checklist.....	15
Appendix 2: Cover Page.....	16
Appendix 3: Certifications and Assurances .....	17
Appendix 4: Sample Organization & Program Budget.....	18
Appendix 5: Logic Model .....	19
Appendix 6: Questions for References .....	20
Appendix 7: Youth Developmental Outcomes .....	21
Appendix 8: IRS Determination Letter 501(c)(3) Status Tax Exempt Form .....	23
Appendix 9: DCRA Certificate of Incorporation.....	24
Appendix 10: DCRA Basic Business License Charitable Solicitation .....	25
Appendix 11: DCRA Certificate of Good Standing.....	26
Appendix 12: DC OTR Certificate of Clean Hands .....	27
Appendix 13: Glossary.....	28
Appendix 14: Scoring Rubric .....	27

# SECTION A: STATEMENT OF WORK

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## A.1 Introduction

The Government of the District of Columbia (District) is committed to supporting children and youth in preparing for a bright future. In service of that commitment, the District is seeking to support strong non-profit organizations that provide children and youth with high-quality out-of-school-time (OST) programming.

The funds available through this Request for Proposals (RFP) will be made available through the Office of Out of School Time Grants and Youth Outcomes (OST Office), located in the Office of the Deputy Mayor for Education (DME), and grant awards are contingent upon the availability of funds. United Way of the National Capital Area (United Way NCA) is the grantmaking partner that will award and administer these funds on behalf of the DME's OST Office.

United Way NCA works to help all members of the community have a better life. United Way NCA focuses on the building blocks of a good life — a quality education, financial stability for individuals and families, and good health. United Way NCA convenes people and organizations to create solutions to the region's most pressing challenges. United Way NCA collaborates with effective partners, serves as the catalyst for community change, and brings together the voices, expertise, and resources needed to define, articulate, and create community impact in the national capital area.

Organizations do not need to be a member of United Way NCA to apply for this grant competition.

Learn24 is the umbrella name for the network that supports equitable access to high-quality, OST programs for the District's children and youth through coordination among non-profit organizations and District government agencies, targeted grant-making, data collection and evaluation, and through the provision of training, capacity building, and technical assistance to OST providers. The OST Office stewards the Learn24 brand to bring awareness of the OST Office, The Institute for Youth Development, United Way NCA, Commission on Out of School Time Grants and Youth Outcomes, higher education partners, District agencies, philanthropic partners, and the hundreds of non-profits and schools that offer programs to children and youth outside the school day.

## A.2 Scope

The School Year 2019-20 Out of School Time RFP invites high-performing, fiscally responsible, non-profit, or Local Educational Agencies (LEAs) that focus on youth development and serve children and youth between the ages of 5 – 21<sup>1</sup> years with OST programs to apply. Organizations applying must serve youth through a positive youth development approach. Organizations may serve children and youth who reside outside the District, however, these funds may only be applied to children and youth<sup>2</sup> who reside in the District. For this RFP, the term youth will be used to describe both children and youth.

For the purposes of this RFP, OST programming is defined as a structured, supervised learning youth development program offered to a distinct group of District youth before school, after school, on weekends, or during seasonal school breaks.

### A.2.1 Total Amount of Funding to be Awarded

Grant awards are contingent on the availability of funds approved by the Council of the District of Columbia. The OST Office, in partnership with United Way NCA, anticipates awarding up to \$500,000 in total awards.

Applicants may request up to \$100,000. The OST Office maintains the right to adjust the grant award amount.

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<sup>1</sup> As defined by the Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016 § 2–1555.01

<sup>2</sup> "Youth" means an individual of 21 years of age or less who is eligible to enroll in a District primary or secondary school, or an individual of 22 years of age or less who is eligible to receive special education services from a local educational agency.

### **A.2.2 Youth Development Outcomes**

Youth development is a process that prepares children and youth to meet the challenges of childhood, adolescence, and adulthood and achieve his, her, or their full potential by offering activities and experiences that develop social, emotional, physical, cognitive, and spiritual competencies.

Positive Youth Development (PYD) or Advancing Youth Development (AYD) is a method that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for youth by providing opportunities, fostering positive relationships, and offering supports to build on youth's strengths and assets.

The intent of this grant is to support high quality OST organizations or LEAs that improve the educational, social, emotional, and physical health outcomes of youth. The OST Office seeks to fund youth serving organizations that provide intentional opportunities that help youth reach developmental outcomes and have meaningful roles in their community. Applicants may utilize the youth development outcomes as a framework. (Appendix 7)

### **A.2.3 Target Population**

Grants will be awarded to organizations serving youth between the ages of 5 – 21 years with a youth development approach. Preference will be given to applicants that serve youth who are most in need or at-risk<sup>3</sup> and require access to high-quality, low- or no-cost OST opportunities. Other considerations for need include family income, specific populations, neighborhood conditions, transportation issues, ages served, and number of programs offered in the community. Organizations must be able to describe the specific community need that the program addresses in the narrative. Additional information may be found through the D.C. Policy Center's [Needs Assessment of Out-of-School Time Programs](#) and Policy Studies Associates' [Voices of DC Parents and Youth on OST](#).

Programs must be available to any youth across the District that meets the programs' target population.

Organizations must serve a minimum of 30 unduplicated youth residing in the District by the end of the grant period. In order to be awarded the full grant award of \$100,000 applicants should serve a minimum of 60 unduplicated youth. Applicants must provide details in the budget narrative regarding the program cost and the number of youth served.

### **A.2.4 Grant Period**

The grant period is from August 1, 2019 through July 31, 2020.

### **A.2.5 Program Dosage**

Organizations must offer consistent and on-going programming, designed to enroll the same group of youth at the proposed site(s), which operates:

- year round and continuously for a minimum of once a week for at least one (1) hour per week for a minimum of 24 weeks during the grant period, **OR**
- an intensive program across six (6) continuous weeks, that meets at least four (4) hours per week, during the grant period, **OR**
- specifically when schools are closed for seasonal breaks, intersessions, holidays, or single day closures throughout the grant period. Program schedule must cover a minimum of three (3) school breaks for a minimum of six (6) hours per day for a total of fifteen (15) days over the grant period.

Programming may occur at any time during the grant period to meet the minimum dosage described above.

### **A.2.6 Location Requirements**

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<sup>3</sup> Fair Student Funding and School – Based Budgeting Amendment Act of 2013

Section 4 (a) (2A) "At-risk" means a DCPS student or a public charter school student who is identified as one or more of the following:

- (A) Homeless;
- (B) In the District's foster care system;
- (C) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or
- (D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

Organizations may apply to serve youth at one site or multiple sites. OST program(s) may be offered at any location, including but not limited to Community-Based Organization (CBO) Sites, Cultural Institutions, District of Columbia Public School (DCPS) Sites, District of Columbia Public Charter School (DCPCS) Sites, Department of Parks and Recreation (DPR) Sites, District of Columbia Public Library (DCPL) Sites, District of Columbia Housing Authority (DCHA) Sites, DC Short-term Family Housing Sites, or OST program may occur outside of the District.

## A.3 Eligibility

### A.3.1 Organizational Structure and Status Requirements

Organizations must have a 501(c)(3) non-profit status as determined by the Internal Revenue Service (IRS) and have been operating for a minimum of two (2) years at the time of submission. Organizations may partner with another 501(c)(3) entity as a fiscal sponsor to apply. Both applicants and fiscal sponsors must submit 501(c)(3) designation letters. (Appendix 8)

Applicants and fiscal sponsors must be incorporated and registered to operate in the District of Columbia. Applicants and fiscal sponsors are required to submit a District of Columbia, Department of Consumer Regulatory Affairs (DCRA) Certificate of Incorporation, or District of Columbia Registration as Foreign Entity. (Appendix 9)

All applicants and fiscal sponsors must be in good standing with the:

- a. IRS as evidenced by two (2) years of Form 990 filings.
- b. District as evidenced by:
  - i. DCRA Charitable Solicitation Basic Business License, (Appendix 10)
  - ii. DCRA Certificate of Good Standing, (Appendix 11)
  - iii. Office of Tax and Revenue (DC OTR) Clean Hands Certificate, (Appendix 12)

If the applicant or fiscal sponsor is a prior grantee, both must also be in good standing, as applicable, with the:

- a. OST Office which includes, but is not limited to, entry of required information into the OST Office database (Cityspan) by the dates requested and completing program self-assessments and youth surveys (if required).
- b. United Way NCA which includes, but is not limited to, meeting current and past grant expectations including timely submission of required reports as well as programmatic and financial documentation and securing appropriate background checks.

### A.3.2 Programmatic Experience

Organizations' primary vision and program focus must be on serving District youth. Additionally, organizations must be able to demonstrate at least two (2) years of success in measuring and achieving youth developmental outcomes as described in the program's logic model.

Strong partnerships and relationships with community members, other organizations, and families support positive outcomes for youth. Applicants must have between two (2) and five (5) programmatic partners complete a short reference form [available here](#). Each reference will respond to nine (9) questions about the partnership. Responses from references will be provided to reviewers and will become part of the application. Responses from references will not be provided to the applicants and will be kept confidential.

Board members, central administrators, paid staff, paid partners or contractors, family members of staff, or other individuals who would directly benefit from this grant are not eligible to be a reference. Eligible references include program partners that provide free and sustained programs for participants, volunteers and mentors, principals or school staff, family members of youth, youth, ANC Commissioners, or others that can attest to the program's quality, success, and connection to the community. United Way NCA reserves the right to contact references during the grant review process.

### **A.3.3 Operations and Finance**

The District supports fiscally responsible organizations. Organizations shall establish and maintain books, records, and documents (including electronic storage media) in accordance with Generally Accepted Accounting Principles and Practices (GAAP) and which sufficiently and properly reflect all revenues and expenditures of grant funds awarded.

As a part of the District's efforts to support fiscally responsible organizations, annual overhead expenses, or indirect costs, should not exceed 25% of the organization's total budget. LEAs and higher educational institutions are exempt from this requirement.

As part of the proposal, applicants and/or fiscal sponsors must include copies of:

- Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) Statement of Activities
- Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) Statement of Financial Position
- Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) Audits or Financial Reviews conducted by an independent Certified Public Accountant (CPA). The report must have the name and contact information of the CPA
  - Organizations with revenues of \$250,000 or greater are required to submit FY17 and FY18 audits. If the FY18 audit is unavailable, the organization must provide evidence that an independent CPA has been retained and is under contract to perform the FY18 audit and the estimated date the audit will be completed.
  - Organizations with revenues of less than \$250,000 may choose to submit an audit but are required to submit FY17 and FY18 financial review reports. If the financial review for FY18 is unavailable, the organization must provide evidence that an independent CPA has been retained and is under contract to perform the FY18 financial review and include the estimated date the review or audit will be completed.

### **A.3.4 Grant Fund Limitations**

Grant funds may only be used to support youth with a primary residence within the District of Columbia.

Grant funds may be used across multiple programs and across multiple locations. A minimum of 90% of grant funds awarded must be applied to direct program costs such as program staff salary and benefits, program supplies and materials, curricula, program evaluation, or educational/learning field trip expenses. No more than 10% of grant funds may be used for indirect or general operating costs such as audit, organizational rent, management salary, and grant-writing.

Grant funds may not be used for any of the following activities:

Serving the same youth in the same program with other District funds (for example 21<sup>st</sup> Century or DC Commission on the Arts); serving youth from other jurisdictions; alcohol of any kind; bad debts; contingencies; indemnity insurance; self-insurance; pension plans; post-retirement benefit; legal expenses or professional service costs; land or building purchases or capital improvement; vehicles; entertainment or social activities; food or beverages associated with entertainment; food or beverages for staff or volunteers; interest on loans; fines and penalties; fines and penalties of any grant awards; fundraising; investment management costs; membership to lobbying organizations or activities; direct gifts to lobbying campaigns; public relations of the organization (e.g., displays, ads, exhibits, conventions, travel); faith-based activities; staff or board bonuses and/or staff or board incentives; youth cash incentives or gift cards (other than for nominal amounts); tuition, awards, and scholarships; re-granting (also known as sub-granting); and payment or fees to other government agencies except as may be needed to comply with the District of Columbia's Criminal Background Checks policy.

## SECTION B: PROPOSAL NARRATIVE

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### B.1 Application Format

#### B.1.1 Proposal Format

Proposal narratives should be formatted as follows:

- 1 inch margins
- 11-point Times New Roman font
- Single-spaced with appropriate paragraph spacing
- Page numbers
- 14 pages or less

#### B.1.2 Proposal Submission

Proposals and attachments must be compressed and submitted to [proposals@uwnca.org](mailto:proposals@uwnca.org). Proposal attachments must include the documents listed below. (Appendix 1)

- Cover Page (Appendix 2)
- List of proposed program(s), location(s), address(s), ward(s), age range(s) to be served, estimated number of youth served per site and programming hours, including days and weeks program will be closed, if any: (i.e. Tuesdays 4 – 6 pm from September 15 – May 15 and closed December 23 – January 3)
- Certifications and Assurances (Appendix 3)
- Narrative (14 pages maximum, including budget narrative)
- Organizational and Programmatic Budget (Appendix 4)
- Logic Model (Appendix 5)
- Reference Form, [click here to access the form](#) (Section A.3.2) (Appendix 6)
- IRS Determination Letter of 501(c)(3) status, dated August 1, 2017 or earlier (Appendix 8)
- DCRA Certificate of Incorporation or Registration as a Foreign Entity dated no later than August 1, 2017 (Appendix 9)
- FY17 and FY18 audits and/or CPA Engagement Letter
- Statement of Activities for Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) (Section A.3.3)
- Statement of Financial Position for Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) (Section A.3.3)
- Two most recent IRS Form 990 or Form 990 EZ, pages 1-6 (Section A.3.3)
- DCRA Basic Business License Charitable Solicitation dated August 1, 2017 or later (Appendix 10)
- DCRA Certificate of Good Standing valid through July 31, 2020 (Appendix 11)
- DC OTR Clean Hands Certificate, dated April 5, 2019 or later (Appendix 12)

### B.2 Narrative (14 pages maximum, including budget narrative)

The use of tables, graphs, or charts is permitted and count towards the narrative page limit. To help ensure maximum point allocation, responses should be written within the section they are requested and in the following order:

#### B.2.1 Organization History and Staff Experience (12 points)

- Describe the organization's history, mission, and leadership. Describe the organization's approach and philosophy towards youth development.
- Name the key personnel that will deliver the program, manage the grant funds, and submit reports. Describe the staff experience or expertise in working with DC youth, ability to manage the grant and submit reports on time. Explain how program personnel are best suited to serve the target population, including experience and connection with the community served.
- Describe the strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers, teachers, and/or volunteers. Describe the training opportunities that staff and volunteers have received or are planning to receive.

#### B.2.2 Need, Description, and Justification of Program(s) (16 points)

If the organization offers more than one program (e.g., elementary academic program, high school leadership program, etc.), that will be funded through this grant, ensure the description is clear on the individual program(s) and provides adequate information on the following core components of all programs:

- Describe the program(s) and activities to be funded through this grant, if awarded.
- Describe the duration of the program (number of weeks, days, and hours of service) and what are the youth experiencing in the program.
- Describe applicant history of programming for the target population.
- Describe the target population served. Describes if the population served is “at-risk” as defined in the RFP and how “at-risk” determination is made. Describe why the program serves the target population.
- Describe the unique need that the program meets that is not addressed by other programs in the community. If program did not exist, would the youth served have any programmatic options in the community?
- Describe any evidence-based youth development practices used by the program.

### **B.2.3 Program Measures (16 Points)**

One page logic models (per program) are required and will be used in scoring this section of the proposal. If the organization offers more than one program (e.g., elementary academic program, high school leadership program, etc.), provide adequate information on the objectives and outcomes of all programs that will be funded through this grant proposal:

- Describe how the program promotes youth development and how participants will achieve the outcomes by the completion of the program. Describe how they align to the youth developmental outcomes.
- Describe how the organization evaluates achievement of the youth developmental outcomes.
- Describe the types of outputs tracked, why the information is tracked and how the information is used. Describe data collection methods and tools.
- Describe how the program defines equitable outcomes for youth and how the organization identifies structural racism and works to dismantle those systems.
- Describe how the organization measures program quality or commits to continuous improvement.
- Describe any changes made to the program based on data collected in previous years.

### **B.2.4 Youth Involvement (12 Points)**

- Define how many youth served by the grant funds and a history of serving the number of youth proposed to serve.
- Describe specific strategies the program uses to recruit youth into the program to reach the target youth enrollment for this grant proposal. If these techniques have been used previously, describe both the successes and challenges. If the strategies are new, describe the rationale that suggests success.
- Describe youth involvement in the development or implementation of the program(s). Include the leadership role(s) youth have in contributing to the design and content of the program, opportunities, or organization. If youth are not involved, explain why.
- Define the number of youth retained throughout the grant period and a history of retaining youth in the program and/or why retention is not a goal.
- Describe strategies the program uses to retain youth. If these techniques have been used previously, describe both the successes and challenges. If the strategies are new, describe the rationale that suggests success.

### **B.2.5 Making Connections (12 Points)**

Applicants must have between two (2) and five (5) programmatic partners submit a short reference through the form previously described in A.3.2. These referrals will assist in describing how the applicants program connects to the community and supports youth.

- Describe how the program supports youth with connecting to the larger community and being responsible citizens or provide a rationale why the program does not connect with the larger community.
- If appropriate, describe other roles the program staff and/or volunteers have in the youth's life. Examples include a connection to the school, family, community, or other system (such as foster care, adjudicated youth, etc.).

### **B.2.6 Budget and Budget Narrative (12 points)**



Attach the organizational annual budget and program budget(s) in any format. Indicate all revenue and expenses and describe the use of the grant dollars. LEAs are exempt from providing organizational budgets. (Appendix 4)

- Describe and justify how the grant funds will be used, the number of youth that will be served by the grant funds, and the cost per participant.
- Describe how the program budget fits within the organization's overall budget. Identify the percentage of your organization's overhead and if your organization's overhead is above 25%, please explain why a grant would be beneficial.
- If there is a nominal program fee, describe how the program will accommodate youth whose families cannot afford to pay.
- Describe in detail how the organization plans to raise revenue for the proposed program (e.g., fundraising events, private donations, government initiatives, etc.). Include details on other funding sources the organization is applying for or has secured for the program.

## SECTION C: PROPOSAL PROCESS AND SCORING

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### C.1 Important Dates

- April 11: RFP released
- April 18: Logic Model workshop (Part 1)
- April 22: Grant Information Session
- April 23: Logic Model workshop (Part 1 repeated)
- April 30: Logic Model review clinic (Part 2)
- April 30: Deadline to submit questions
- May 7: Questions and answers available
- May 22: Proposals due
- June: If needed, questions to applicants to clarify proposals.
- July: Awards announced

#### C.1.1 Grant Technical Assistance Sessions (TA)

Applicants are strongly encouraged, but not required, to participate in the various Technical Assistance (TA) sessions available:

1. Grant Information Sessions provided by United Way NCA
  - April 22, 2019 from 10:00 a.m. – 11:30 a.m. at:  
Shaw Neighborhood Library, 1630 7<sup>th</sup> Street NW, Washington, DC 20001
2. Logic Model Workshops provided by Fair Chance. This two (2) day workshop will provide support for creating the required logic model. Registration is required and may be found below:
  - [April 18, 2019 from 10:00 a.m. – 2:00 p.m. \(Part 1\)](#)
  - [April 23, 2019 from 10:00 a.m. – 2:00 p.m. \(Part 1, repeated\)](#)
  - [April 30, 2019 from 10:00 a.m. – 2:00 p.m. \(Part 2, optional\)](#)

#### C.1.2 Questions

Questions regarding the RFP must be submitted by April 30, 2019 at 5:00 p.m. All questions and answers will be posted on United Way NCA's [website](#) on May 7. Questions may be sent to [proposals@uwnca.org](mailto:proposals@uwnca.org) at any time related to this RFP.

#### C.1.3 Proposal Submission Deadline

Proposals and attachments must be compressed and submitted to [proposals@uwnca.org](mailto:proposals@uwnca.org) by Wednesday, May 22, 2019, at 5:00 pm. Successfully submitted applications will receive a confirmation email within one (1) business day. Applications without a confirmation email, late, or incomplete will not be reviewed. No extensions will be granted.

## C.2 Review Process

### C.2.1 Scoring

Each proposal will be reviewed by three (3) reviewers using the scoring rubric. (Appendix 14)

Applicants may receive up to 80 points as follows:

- Organization History and Staff Experience (12 points)
- Need, Description, and Justification of Program(s) (16 points)
- Program Measures (16 points)
- Youth Involvement (12 points)
- Making Connections (12 points)
- Budget (12 points)

In the event that three (3) reviewer scores differ by ten (10) points or more from the average score, a fourth review will be completed and the outlier will be discarded. The reviewer scores will be used to calculate a final score that is then used to rank applications. The scores and ranks are used by the DME to make final award determinations. The District may provide additional points for priorities to ensure equity across the District. Additional points will be awarded consistently and objectively based on information supplied in the proposal.

### C.2.2 Reviewers

United Way NCA will recruit and accept reviewers who have a background and knowledge of youth development and out-of-school time programming. All reviewers will be screened for conflicts of interest and must be impartial. Each reviewer will receive training on how to score using the rubric.

### C.2.3 Notification Process

By early July, if not sooner, applicants will be notified via email about the status of awards after approval of the Fiscal Year 2020 (FY20) budget by the DC Council and pending the availability of funds. Applicants will receive reviewer scores sheets by the end of August 2019.

### C.2.4 Awards

All funding decisions are final and are not subject to review, appeal, or protest.

## SECTION D: SUCCESSFUL GRANT APPLICANTS

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### D.1 Requirements If Awarded

#### D.1.1 Grant Agreements

Grantees will complete grant agreements with United Way NCA and submit all required documents by July.

#### D.1.2 Mandatory Grantee Meetings

A minimum of one (1) mandatory grantee meeting will be held during the course of the grant period to discuss grant compliance, data use, forms, reporting requirements, and other relevant details. These meetings provide important technical assistance and information about compliance and accountability.

#### D.1.3 Quality Improvement

Grantees are required to take part in a city-wide effort to build a quality OST system by participating in a Quality Improvement Process led by the Institute for Youth Development (The Institute) by completing the Program Quality Self-Assessment by December 2019. A training on to complete the self-assessment is required and will be offered over multiple days in October 2019.

#### D.1.4 Training and Certifications

Grantees are encouraged to participate in professional development opportunities throughout the year to demonstrate a commitment to program quality and staff development.

Grantees must have at least one (1) mandated reporter. The certificate of completion of the mandated reporter training must be provided during monitoring visits. Mandated reporters are professionals obligated by law to report known or suspected incidents of child abuse and/or neglect. In addition, grantees must provide the policy on how staff, volunteers or contractors are informed or trained for suspicion of abuse and neglect and how to contact the organization's mandated reporter. LEA's must meet D.C. law on mandated reporter training for all personnel identified as a mandated reporter.

Grantee must have a Bullying Prevention Policy in accordance with the requirements of the Youth Bullying Prevention Act of 2012, D.C. Official Code §§ 2-1535.01 et seq., that is enforced on its property, sponsored functions, in transportation, and electronic communications to youth. The Youth Bullying Prevention Act provides information with respect to bullying prevention policies, codes of conduct, bullying investigations and appeals. The Office of Human Rights (OHR) handles complaint procedure and related matters. Grantee may contact the OHR for assistance drafting a Bullying Prevention Policy.

At least one (1) person per site must have Cardio-Pulmonary Resuscitation (CPR) and First Aid training. Certification of completion will be verified during site visits and must be uploaded in the Cityspan database. All staff must be aware of the location of the trained CPR personnel on site.

#### **D.1.5 Operations**

Grantees will be required to add the grantmaking partner and the Government of the District of Columbia as additionally insured for a minimum general liability coverage of \$1,000,000 per occurrence and \$2,000,000 aggregate. Grantees will also need to provide evidence of automobile (if appropriate) and worker's compensation coverage.

Grantees must be compliant with the specific insurance requirements of the program location(s).

Organizations shall maintain and be able to provide documentation related to the grant for five (5) years after submission of the final payment. At any time before final payment and five (5) years thereafter, the grantmaking partner and/or the District may request the organization's invoices, vouchers, receipts, statements, and/or audits. Any payment may be reduced by amounts found to be unallowable costs as adjusted for prior overpayment or underpayment. In the event that all payments have been made to the organization and an overpayment is identified, the organization shall return funds within 30 days of receipt of written notification.

Throughout the year and at the request of the OST Office, grantees may be required to accept and enroll youth experiencing housing uncertainty. Grantees will have the opportunity to discuss this requirement with Grantor and District at the time of referral.

#### **D.1.6 Data and Evaluation**

Grantees are required to collect consent forms and participate in research and evaluation activities commissioned by the District. Grantees will submit data directly to the District using Cityspan. These activities include, but are not limited to: enrollment and demographic of participants, attendance, collection of youth/family consent forms, and distribution and entry of youth survey.

The youth survey grantees will administer is an online assessment, SAYO-Y, to participants in 4<sup>th</sup> grade and above and will align to the youth development outcomes of Self-Worth and Belonging & Membership. (Appendix 7)

## **D.2 Monitoring and Compliance**

Specific monitoring and progress report schedules will be established and included in the grant agreement. Grantmaking partner staff and/or District staff (with appropriate identification) will make one scheduled and one unscheduled monitoring visit. During such visit, the organization is required to provide access to facilities, records, participants, and staff, as deemed necessary.

Monitoring may involve interviews and review of reports, documents, policies, procedures, and data to determine the organization's level of compliance with grant requirements and to identify specifically whether the organization's operational, financial, and management systems and practices are adequate to account for grant funds.

#### **D.2.1 Staff and Volunteer Clearance Requirements**

Grantees are required to have the following background checks on all of the organization's staff, volunteers, and contractors who have regular contact and direct, unsupervised interactions with youth:

- FBI finger print and background check
- Results from National Sex Offender Registry
- DC Criminal Background Check
- DC Child Protection Register (CPR Check)

All clearances must be valid through July 31, 2020.

One-day visitors, guests, and volunteers do not need clearances but shall be at all times under the direct supervision of a staff member with appropriate clearances. Children and youth shall never be alone with any one-day visitors, guests, and volunteers without clearances and background checks.

All clearances must be valid for the duration of the grant period and align with the program site requirements (DCPS, DCPSC, etc.). Current DCPS or DCPSC teachers may provide a letter verifying status of employment which should be kept on file to be viewed at monitoring visits. Employees, volunteers, or contractors who are newly hired or under contract by the organization and will have direct and unsupervised contact with youth, must have background checks and clearances submitted to the appropriate agencies within the first week of employment and the organization must maintain proof of submission within the personnel file. These individuals must not be left unsupervised with youth until results of all clearances are received.

In the event that any staff, volunteer, or contractor has a background check returned with an issue or indication of past criminal history, Grantee must notify the Grantor within two (2) business days. Said staff, volunteer, or contractor involved may not have direct or unsupervised interactions with youth until the issue is resolved and communicated to the Grantee.

Background checks will be selected at random to be reviewed during monitoring visits.

#### **D.2.2 Attendance**

Grantees will be required to provide access to daily attendance/sign-in sheets as requested. Grantees will be required to submit daily attendance via a template provided by the OST Office or directly into the Cityspan database. Attendance must be entered at least weekly into the Cityspan database.

#### **D.2.3 Adult to Youth Ratio**

Programs must maintain an adult to participant ratio of at least 1:15 for children and/or youth ages 5 – 17.

#### **D.2.4 Administrative Site Visit**

If awarded, the grantmaking partner may request access to the following:

- Daily attendance/sign-in sheets,
- Exit and pick-up procedures,
- Field trip procedures,
- Signed FERPA's and SAYO-Y consent forms,
- Insurance certificates,
- Code of conduct,
- Mandated Reporter Policy,
- Incident reports,
- Conflict resolution/behavior management plan or procedure,

- Emergency Preparedness Plan,
- CPR trained personnel at each site,
- Clearances for staff, volunteers and contractors,
- Space that meets requirements of Americans with Disabilities Act,
- Procedures for handling health emergency, on and off site

#### D.2.5 Program Reporting

PRIOR TO PROGRAM START *	QUARTERLY* (Due November, February, March and August)	6 MONTHS & YEAR END (Due February and August)
<ul style="list-style-type: none"> <li>- Confirmed list of all program details and program sites</li> <li>- Hours and duration of programming</li> <li>- Anticipated number of youth to be served per site</li> <li>- General program schedule</li> <li>- Description of specific services provided to youth</li> </ul>	<ul style="list-style-type: none"> <li>- Student ID/Unique Identifier (if available)</li> <li>- Full name and DOB of participants</li> <li>- Home address and zip code</li> <li>- School name and grade</li> <li>- Daily attendance of youth</li> <li>- Number of youth enrolled</li> </ul>	<ul style="list-style-type: none"> <li>- Written report, including relevant data, on achievement and progress toward outputs and outcomes as described in the logic model</li> </ul>

\* Grantees will be required to use and/or submit data directly into the Cityspan database.

#### D.2.6 Financial Reporting

Grantees are required to submit **quarterly** expenditure certifications along with a detailed General Ledger report. The quarterly expenditure report must include the following information:

- Current period expenditures
- Explanation of how the grant was used

Grantees shall maintain records that contain information identifying any grant awards received, any authorizations, any obligations, any unobligated balances, all assets, all outlays, and all income. The records shall compare actual expenditures to the budget as well as cumulative grant award installments/payments.

Grantee must also certify that the expenditure report represents an accurate accounting of the expenses paid in conjunction with this grant, administered on the behalf of the District.

By certifying the expenditure report, grantee also acknowledges and consents that both the District and the grantmaking partner reserve the right to audit all records and/or request written substantiation for all expenditures made that are charged to the grant.

Each expenditure report must be signed, dated, and certified by the Grantee's Chief Financial Officer (or closest applicable title) and by the Executive Director/Chief Executive Officer.

The Grantee shall provide the grantmaking partner the following records for funded expenditures through the expenditure reports and program reports, and during monitoring and site visits, as applicable:

- Documentation of staff time;
- Documentation of all equipment, materials, supplies and travel expenses;
- Inventory records and supporting documentation for allowable equipment purchased to carry out the program;
- Rationale supporting allocation of space charges;
- Any other records that support charges to the budget, and;
- A listing of all expenditures incurred during the current period.

Upon request, accounting records shall be supported by source documentation, including but not limited to, canceled checks, invoices, vouchers, paid bills, financial statements, approved time and attendance reports, bank statements, and payroll records. All of which shall be clearly identified, legible, and readily accessible.

#### **D.2.7 Disbursements of Funds**

Pending the availability of funds, the initial funding advance (Payment 1) will occur after the grant agreement is fully executed and all required documents have been received. Subsequent payments will be based on meeting quarterly reporting deadlines and maintaining good standing with grant requirements. Payment schedules will be fully determined in the grant agreements but may be made in the following way:

- Up to 10% of total grant award – Payment 1 (~September 30, 2019)
- 70% of total grant award – Payment 2 (~January 15, 2020 )
- 15% of total grant award – Payment 3 (~April 15, 2020 after quarterly and mid-year report is received and accepted)
- 5% of total grant award – Payment 4 (~September 15, 2020, after receipt and acceptance of all reports)

## SECTION E: APPENDICES

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### Appendix 1: Proposal Checklist

Please submit the proposal in the following order:

- ☐ Proposal Cover Page (Appendix 2)
- ☐ List of proposed program(s), location(s), address(s), ward(s), age range(s) to be served, estimated number of youth served per site and programming hours, including days and weeks program will be closed, if any: (i.e. Tuesdays 4 – 6 pm from September 15 – May 15 and closed December 23 – January 3)
- ☐ Proposal narrative that includes budget narrative, not to exceed twelve (14) pages
- ☐ Logic Model (Appendix 5)
- ☐ Program budget (Appendix 4)
- ☐ Organization annual budget (any format, Appendix 4)
- ☐ Reference Form completed by two (2) to five (5) references, [click here to access the form](#) (Appendix 7)
- ☐ Certifications and Assurances (Appendix 3)
- ☐ Internal Revenue Service Determination Letter of 501(c)(3) status, dated August 1, 2017 or earlier (Appendix 8)
- ☐ DCRA Certificate of Incorporation (Appendix 9) or District of Columbia Registration as Foreign Entity dated no later than August 1, 2017
- ☐ DCRA Basic Business License Charitable Solicitation dated August 1, 2017 or later (Appendix 10)
- ☐ DCRA Certificate of Good Standing valid through July 31, 2020 (Appendix 11)
- ☐ DC OTR Clean Hands Certificate dated April 5, 2019 or later (Appendix 12)
- ☐ Statement of Activities for Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) (Section A.3.3)
- ☐ Statement of Financial Position for Fiscal Year 2017 (FY17) and Fiscal Year 2018 (FY18) (Section A.3.3)
- ☐ Audits or financial review for the past two (2) fiscal year and/or CPA engagement letter
- ☐ Pages 1-6 of signed IRS Form-990 or Form 990 EZ for past two (2) fiscal years (Section A.3.3)

## Appendix 2: Cover Page

### Applicant Information

Organization Name			
Organization Address		Ward	
Organization Annual Budget		Total Program Budget	
Grant Amount Requested		Number of Youth to be Served with Grant Funds	

### Proposal Contact Information

Name and Title			
Email		Phone	

### Program Information

Dosage model selected (See Section A.2.5) <ul style="list-style-type: none"> <li><input type="checkbox"/> Year round and continuously for a minimum of once a week, 1 hour per week, for 24 weeks</li> <li><input type="checkbox"/> Intensive program across 6 continuous weeks for at least 4 hours per week</li> <li><input type="checkbox"/> When schools are closed for breaks or single day closures, for a minimum of 3 school breaks, 6 hours per day, for at least 15 days.</li> </ul>			
Participant Age(s)		Target Population	
Proposed programming period			

### Staff Information

Number of Full-Time Employees	Number of Part-Time Employees
Number of AmeriCorps, Senior Corps, Vista or Other Service Members Engaged in Youth Program(s)	Number of Volunteers Engaged in Youth Program(s)



## Appendix 3: Certifications and Assurances

Authorized designee (Executive Director, Officer, etc.) please sign after each statement acknowledging you have read and agree to provide these policies if awarded funds. These policies will be reviewed and verified for compliance during onsite monitoring visits.

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### **Terrorist Exclusion**

I certify that the organization named in this application is in compliance with all statutes, executive orders, and regulations restricting or prohibiting U.S. persons from engaging in transactions and dealings with countries and entities, or individuals subject to economic sanctions administered by the U. S. Department of the Treasury's office of Foreign Assets Control. The organization named in this application is aware that a list of countries subject to such sanctions, a list of Specially Designated Nationals and Blocked Persons subject to such sanctions, and overviews and guidelines for each such sanctions program can be found at <http://www.treas.gov/ofac>. Should any changes in circumstances pertaining to this certification occur at any time, the organization will immediately notify both United Way NCA and Office of Personnel Management's Combined Federal Campaign Operations.

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### **Non-Discrimination Policy and Delivery of Services**

I certify that the organization named in this application has a policy and demonstrates a practice of non-discrimination as it relates to the operation of the organization, including service delivery on the basis of race, creed, color, religion, gender, age, national origin, physical or mental health, sexual orientation or any characteristic protected by law. In accordance with Title VI of the Civil Rights Act of 1964, as amended, and the District of Columbia Human Rights Act of 1977, as amended, no person shall, on the grounds of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, matriculation, or political affiliation, be denied the benefits of or be subjected to discrimination under any program activity receiving government funds.

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### **Youth Bullying Prevention Act of 2012**

I certify that the organization named in this application has a Bullying Prevention policy in accordance with the requirements of the Youth Bullying Prevention Act of 2012 that is enforced on its property, sponsored functions, in transportation and electronic communications to youth.

---

### **Staff Clearances and Requirements**

In the best interest of the children and youth served, I certify that all adults, paid and unpaid, who have regular (more than one interaction per week) contact with youth will have the FBI Background Check, DC Criminal Background Check, DC Child Protection Record Check, and results from the National Sex Offender Registry on file. We grant United Way NCA and/or the District access to these records at their request or during monitoring visits. I further certify that one-day visitors, guests, and volunteers who do not have the required clearances, shall be at all times under the direct supervision of a staff member with appropriate clearances.

---

### **Personal Assurance**

I certify that I have read the certifications and assurance listed above and I certify that all information contained in this application is true and accurate to the best of my knowledge and belief.

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Signature

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Date

---

Printed Name

## Appendix 4: Sample Organization & Program Budget

### Organization Operating Budget FY19 (July 1, 2018 – June 30, 2019)

Revenue			
Description		Projected Income	
	Corporate Donations (Walmart, KPMG)	50,000	
	Individual Contributions (United Way, CFC)	10,000	
	Interest	136	
	Cafritz Foundation Grant	15,000	
	Meyer Foundation Grant	10,000	
	United Way NCA – SY 2018/19 Grant	75,000	
	Other Grants (description provided in narrative)	100,000	
	Program Fees	5,000	
	Events	20,000	
	Total Revenue	\$285,136	
Expenses			
Description		Projected Expenses	SY18-19 Grant Expense
	<b>Management and General</b>		
	Salaries (Executive Director)	60,000	
	Benefits	14,400	
	Administrative Supplies	2,000	
	Building Expenses Rent	12,000	
	Insurance	1,200	
	Utilities	2,400	
	Equipment	3,000	
	Legal Fees	2,000	
	Professional Fees	7,000	
	Phone and IT Services	1,200	
	Subtotal Expenses	105,200	
	<b>Program</b>		
	Salaries (Program Director) and other staff	150,000	58,200
	Benefits	12,000	2,000
	Clearances (Staff and Volunteers)	300	300
	Program Supplies	12,000	10,000
	Program Equipment		2,500
	Field Trip	1,500	1,000
	Food and Meals	1,000	1,000
	Subtotal Expenses	68,300	75,000
	<b>Total Expenses</b>	<b>\$241,800</b>	<b>75,000</b>

## Appendix 5: Logic Model

### [Organization's Name] Logic Model for [Program Name]

<b>Program and Mission statement</b> (note the target population, audience served and what you hope to impact)			
Type the mission statement here.			
<b>Challenge to be Addressed</b>			<b>Short Term Outcomes</b> (Awareness, Knowledge, Attitude)
What is the problem that your organization is trying to address through your programs?			<b>Outcomes</b> are the measurable, meaningful, and expected <b>changes</b> in the population served that result from a program's activities.
<b>Assumptions</b>			Short-term outcomes generally focus on changes in attitude, awareness, or knowledge. These are the outcomes you desire by the program mid-point.
Assumptions are the beliefs you have about your program, the people involved and how you think change will occur. They might also include the theory behind the program, underlying beliefs about how and why it will work, or the conditions for success.			
<b>Inputs/Resources</b> (Needed to operate program)	<b>Activities</b> (Program Opportunities for Kids)	<b>Outputs</b> (Result of Program Activities)	<b>Intermediate Outcomes</b> (Skills, Action, Behavior)
<b>Inputs or resources</b> that go into a program including human, financial, organizational, and community resources available for carrying out a program's activities. Examples include: Funding, Program staff, curricula, Volunteers, and Research.	<b>Activities</b> (program activities) are the actions or events provided to generate desired outcomes. You should also include the <b>dosage—amount of time or number of activities</b> . For example: Workshops (4 @ 2 hours), Guest Speakers (6 per year), or Training Programs (2 hours/week for 10 weeks). The dosage is an important determining factor for whether your program can achieve its outcomes. A program that does one hour of tutoring per semester should not claim to improve grades. However, a program that does one hour of tutoring per week for a semester could make that claim.	<b>Outputs</b> are the direct products of a program's activities and may include types, levels and targets of services to be delivered by the program. Examples include # of individuals who will complete trainings, # of individuals who expressed satisfaction with the program, or # of individuals receiving referrals.	Intermediate or mid-term outcomes generally focus on changes in skills, behaviors, and actions. These are the outcomes you desire by the program end. Think about 0-3 months after your program ends when identifying these outcomes.
<b>External Factors</b> (Realities)	Those factors that are outside of your control that might influence your ability to do the planned work or achieve the desired change. Examples include funding, political changes, or participants relocating.		<b>Long Term Outcomes</b> (Status or Condition)
			Long-term outcomes generally focus on changes in status or condition. These are the outcomes you desire for participants to achieve or exhibit 6 months or longer after the end of your program. The time period for achieving this outcome should take into consideration how long you track participants beyond the actual program.

## Appendix 6: Questions for References

### School Year 19-20 OST Reference Survey

\* 1. Please provide the information below:

Your Name	<input type="text"/>
Your Company, if applicable	<input type="text"/>
Contact Email	<input type="text"/>
Contact Number	<input type="text"/>

\* 2. Which organization are you providing a reference for?

\* 3. I certify that I am not a Board member, central administrator, paid staff, partner or contractor, family member of staff or an individual who would directly benefit from this grant and I am eligible to be a reference for this organization.

- ☐ Agree
- ☐ Disagree

\* 4. How do you know this organization? Please select an option below.

- ☐ Program Partner (that provides free and sustained programs for youth)
- ☐ Family Member of Youth
- ☐ Youth
- ☐ Volunteer or Mentor
- ☐ ANC Commissioner
- ☐ Principal or School Staff
- ☐ Other (please specify)

\* 5. How long have you known this organization? Please select a choice below.

- ☐ Less Than 1 Year
- ☐ 1 - 3 Years
- ☐ 3 - 5 Years
- ☐ More Than 5 Years

\* 6. On a scale of 1-5 (1 being the least and 5 being the most), how would you rate this program's connection to the community.

1 - Least Connected	2	3 - Neutral	4	5 - Most Connected
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 7. Would you recommend this program to someone you know?

- ☐ Yes
- ☐ No
- ☐ Unable to answer

\* 8. Please explain why you would recommend this program.

9. Is there anything else you would like to provide to help us better understand the impact of this program?

## Appendix 7: Youth Developmental Outcomes

**Youth Development:** the human growth and development characterized by several distinct and unique stages of growth and development. The domains are physical/biological, cognitive/academic, and social, emotional and spiritual aspects are developed to support transition from adolescence to adulthood.

**Youth Development Program:** a service that engages youth in a variety of social, emotional, educational, and recreational activities to promote improvements to their intellectual, behavioral, and physical well-being, consistent with a youth development approach. The program engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for youth by providing opportunities, fostering positive relationships, and furnishing the supports needed to build on their strengths.

**Youth Development Outcomes:** the results of programs and supports that are designed to engage children and youth to meet their developmental needs. These outcomes are the feelings, perceptions, behaviors and abilities that children and youth develop in an environment that uses an asset-based approach and positive youth development.

In the District of Columbia, the youth development outcomes have been framed into two categories:

**Identity:** a sense of personal well-being and a sense of connection and commitment to others.

**Ability:** knowledge, skills and attitudes that prepare children and youth for adulthood.

---

### Developmental Outcomes

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Twelve developmental outcomes are organized into two categories: Identity and Ability. Within each category, we have listed 6 attributes. Within each attribute, we have provided three examples of outcomes. A quality program is designed to achieve and measure a minimum of two outcomes

#### ASPECTS OF IDENTITY

Children and youth demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.

1. **SAFETY & STRUCTURE:** a perception that one is safe in the world and that daily events are somewhat predictable.
  - Feels safe in school, program and neighborhood
  - Signs in and out of program
  - Enforces rules/regulations with their peers
2. **SELF-WORTH:** a perception that one is a "good person" who contributes to self and others.
  - Openly shares thoughts and ideas
  - Has a positive self-concept: "I'm okay"
  - Is willing to help others
3. **MASTERY & FUTURE:** a perception that one is "making it" and will succeed in the future.
  - Is able to identify three future goals and how to attain them
  - Prepares for or asks questions about the future (e.g. When is the next test?)
  - Is able to identify three recent accomplishments
4. **BELONGING & MEMBERSHIP:** A perception that one values, and is valued by, others in the family and in the community.
  - Interacts easily with peers
  - Joins or volunteers in one or more organizations or clubs
  - Has one or more close friends
5. **RESPONSIBILITY & AUTONOMY:** a perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others.


- Consistently accepts accountability for his or her actions and consequences thereof
  - Demonstrates leadership by taking responsibility for roles and tasks as assigned
  - Understands the difference between right and wrong
6. **SELF-AWARENESS & SPIRITUALITY:** a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles.
- Is able to describe or identify 3 personal strengths and/or unique characteristics
  - Identifies with cultural group, higher deity, and/or philosophy
  - Expresses his or her own ideas and opinions


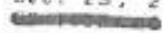
## ASPECTS OF ABILITY


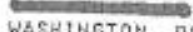
Children and youth demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood

7. **PHYSICAL HEALTH:** the ability and motivation to act in ways that best ensure current and future physical health for self and for others.
  - Abstains from alcohol, tobacco, and other drugs
  - Participates in physical activities
  - Eats a healthy balanced diet
8. **MENTAL HEALTH:** the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.
  - Demonstrates coping skills
  - Has hobbies
  - Demonstrates good sense of humor and works well with others
9. **INTELLECTUAL ABILITY:** the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate from high school, to use critical thinking, to be creative, to use problem-solving and expressive skills, and to conduct independent study.
  - Ask questions or demonstrates curiosity about new areas of knowledge beyond current learning
  - Applies critical thinking (compare and contrast, pro and con) and problem-solving skills
  - Communicates well when speaking
10. **EMPLOYABILITY:** the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals.
  - Schedules time and plans ahead
  - Follows directions
  - Negotiates and resolves problems
11. **CIVIC & SOCIAL ABILITY:** the ability and motivation to work collaboratively with others for the larger good and to sustain caring friendships and relationships with others.
  - Behaves ethically toward others
  - Is able to lead and/or discuss two or more current community issues
  - Listens to, respects, and responds to ideas of others
12. **CULTURAL ABILITY:** the ability and motivation to respect and affirmatively respond to differences among groups and individuals with diverse backgrounds, interests, and traditions.
  - Appreciates and respects the differences among individuals and groups
  - Identifies with cultural group has one or more close friends of a different race or ethnicity

## Appendix 8: IRS Determination Letter 501(c)(3) Status Tax Exempt Form



 **IRS** Department of the Treasury  
Internal Revenue Service  
P.O. Box 2508  
Cincinnati, OH 45201

In reply refer to:   
Dec. 23, 2011 LTR 4168C ES  
 000000 00  
00017549  
BODC: TE

  
  
WASHINGTON DC 20003-2602



019320

Employer Identification Number:   
Person to Contact:   
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Dec. 14, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in January 1977.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

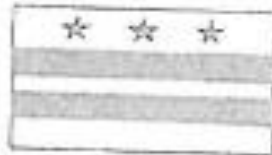
Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/ee](http://www.irs.gov/ee) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.



## Appendix 9: DCRA Certificate of Incorporation

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
CORPORATIONS DIVISION



### CERTIFICATE

THIS IS TO CERTIFY that there were received and accepted for record in the Department of Consumer and Regulatory Affairs, Corporations Division, on 10/07/1974 Articles of Incorporation of:

[REDACTED]

The above named corporation is duly incorporated and existing pursuant to and by virtue of the Nonprofit Corporation Act of the District of Columbia and authorized to conduct its affairs in the District of Columbia as of the date mentioned above.

WE FURTHER CERTIFY that the above entitled corporation is at the time of issuance of this certificate in Good Standing, according to the records of the Corporations Division, having filed all reports as required by the District of Columbia Nonprofit Corporation Act.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 08/24/2011



Vincent C. Gray  
Mayor

Tracking # Q90RCIDNA1

Business and Professional Licensing Administration

PATRICIA E. GRAYS  
Superintendent of Corporations  
Corporations Division



## Appendix 10: DCRA Basic Business License Charitable Solicitation

The application available at:

[https://dmped.dc.gov/sites/default/files/dc/sites/dcra/publication/attachments/BBL\\_app\\_instructions.pdf](https://dmped.dc.gov/sites/default/files/dc/sites/dcra/publication/attachments/BBL_app_instructions.pdf)

☆☆☆

GOVERNMENT  
OF THE  
DISTRICT OF  
COLUMBIA  
Vincent C. Gray,

Department of Consumer and  
Regulatory Affairs  
Business License Division  
1100 4th Street S.W.  
Washington DC 20024

Date Issued: 7/20/2014  
Category: 4002  
License#: [REDACTED]  
License Period: 9/1/2014 - 8/31/2016

**BASIC BUSINESS LICENSE**

Billing Name and Address: [REDACTED]  
Washington, DC 20003

Premises/Application's Name and Address: [REDACTED]  
WASHINGTON, DC 20003

Registered Agent's Name and Address: [REDACTED]  
Washington DC20003

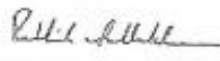
Owner's Name  
Corp. Name [REDACTED]  
Trade Name

CoFO/HOP#: CO116788	SSL: 0904 0969	Zone: CHC/C-2-A	Ward: 6	ANC: 6B	PERM NO.

General Business - Charitable Solicitation  
[REDACTED]  
[REDACTED]

— THE LAW REQUIRES THIS LICENSE TO BE POSTED IN A CONSPICUOUS PLACE ON THE PREMISES —

\*License Effective from the later of Issued or Start of License-Period Date

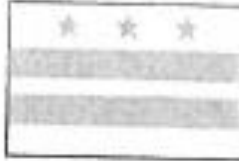
  
Director:  
Rabbiah A. Sabbakhan

## Appendix 11: DCRA Certificate of Good Standing

The application available at: <https://dcra.dc.gov/corporate-registration-information>

Initial File #: 742391

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
CORPORATIONS DIVISION



### CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code (Title 29) have been complied with and accordingly, this *CERTIFICATE OF GOOD STANDING* is hereby issued to

████████████████████

WE FURTHER CERTIFY that the domestic filing entity is formed under the law of the District on 10/7/1974; that all fees, and penalties owed to the District for entity filings collected through the Mayor have been paid and Payment is reflected in the records of the Mayor; The entity's most recent biennial report required by § 29-102.11 has been delivered for filing to the Mayor; and the entity has not been dissolved. This office does not have any information about the entity's business practices and financial standing and this certificate shall not be construed as the entity's endorsement.

IN TESTIMONY WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 4/6/2015 11:41 AM

Business and Professional Licensing Administration

PATRICIA E. GRAYS  
Superintendent of Corporations  
Corporations Division



Muriel Bowser  
Mayor

Tracking #: bOsAbu/x

## Appendix 12: DC OTR Certificate of Clean Hands

The application available at: <https://otr.cfo.dc.gov/page/online-clean-hands-application>

 Government of the District of Columbia

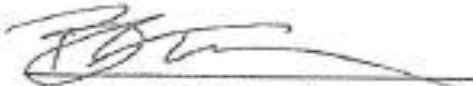
### CERTIFICATE OF CLEAN HANDS

  
  
WASHINGTON, DC 20002-5330

EIN : \*\*\*\*\*

As reported in the Citywide Clean Hands system, the above referenced individual or entity has no outstanding liability with the District of Columbia. As of the date herein, you have complied with the following official DC code and therefore are issued this Certificate of Clean Hands.

TITLE 47. TAXATION, LICENSING, PERMITS, ASSESSMENTS AND FEES  
CHAPTER 28. GENERAL LICENSE LAW  
SUBCHAPTER II. CLEAN HANDS BEFORE RECEIVING A LICENSE OR PERMIT  
D.C. Code § 47-2862 (2006)  
§ 47-2862. Prohibition against issuance of license or permit.

  
Authorized By Bobby Tucker  
Chief Collection Division

Date: Tuesday this 22nd day of September 2015 03:24 PM

Tracking#: 379271

*This document is a certified, complete and true copy*

## Appendix 13: Glossary

**Direct Program Costs:** Costs related to carrying out program activities and working directly with the students such as teachers, instructors, other education staff, aids, assistants, interns and management.

**Evidence Based Practices:** Practices or programming that have been shown through research or data to improve outcomes.

**Indirect/operating costs:** costs that cannot be tied directly to the program, but costs that are incurred to support the program, such as general operating costs or overhead costs(e.g. audits, audit fees, grant writing, management or finance salaries, or administrative rent.

**Frontline staff:** staff that work directly with children and youth.

**Goal:** an indicator established to determine whether you have achieved your objective (ex: All participating youth have improved their literacy scores).

**Local Education Agency:** The District of Columbia Public Schools system or any individual or group of public charter schools operating under a single charter

**Opportunities:** availability, situation, chance, or event for children and youth to participate in that may normally not be an option and is accompanied by appropriate supports and services.

**Outcome:** what young people do or say that shows progress (ex: changes in school grades, behaviors or attitudes)

**Out-of-school-time funding:** District funds that support out-of-school-time programs

**Out-of-school-time program:** a structured, supervised learning or youth development program offered to District youth before school, after school, on weekends, or during seasonal breaks

**Outputs:** tangible and measurable results of what a program does or provides that then lead participants to desired outcomes. Examples include number enrolled, number retained, number and/or duration of workshops, homework sessions, college visits, special events and guest speakers.

**Positive Youth Development (PYD):** is a method that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths so that youth are empowered to reach their full potential. PYD differs from other approaches to youth in that it rejects an emphasis on trying to correct what is "wrong" with children's behavior or development.

**Services:** provision of resources, knowledge or goods.

**Supports:** interpersonal relationships addressed by expectations, guidance, and boundaries.

**Target:** an indicator established to determine how successfully you are achieving an objective (ex: x% of youth will improve their literacy scores by at least one grade level).

**Youth Development:** a programmatic or service delivery approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for youth by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their strengths.

**Youth Development Program:** A program or service that engages youth in a variety of social, emotional, educational, and recreational activities to promote improvements to their intellectual, behavioral, and physical well-being, consistent with a youth development approach.

**Youth Developmental Outcomes:** the results of programs and supports that are designed to engage children and youth to meet their developmental needs. These outcomes are the feelings, perceptions, behaviors and abilities that children and youth develop in an environment that uses an asset-based approach and positive youth development.

In the District of Columbia, the youth development outcomes have been framed into two categories:

Identity: a sense of personal well-being and connection and commitment to others.

Ability: knowledge, skills and attitudes that prepare children and youth for adulthood.

**Youth Participation:** children and youth having the power to make and implement decisions, together with a share of the responsibility for the outcomes.

**Youth Worker or Youth Development Practitioner:** an individual who works with children and youth to promote developmental outcomes. Youth Workers range from frontline staff to program managers who work with children and youth in structured, semi-structured, or unstructured settings.

## Appendix 14: Scoring Rubric

Section 1: Organization History & Staff Experience (12 points)				
Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<ul style="list-style-type: none"> <li>□ Does not describe history, mission, and leadership of organization</li> <li>□ Does not describe organization's approach or philosophy towards youth development</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes history, mission, or leadership of organization</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>□ Describes organization's approach or philosophy towards youth development</li> </ul>	<ul style="list-style-type: none"> <li>□ Clearly describes history, mission, and leadership of organization</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>□ Clearly describes organization's approach or philosophy towards youth development</li> </ul>	<ul style="list-style-type: none"> <li>□ Details history and mission of organization</li> <li>□ Details directors, senior staff, and board members with broad expertise and commitment to youth</li> <li>□ Details organization's approach and philosophy in implementing a youth development approach</li> </ul>	
<ul style="list-style-type: none"> <li>□ Does not describe key staff that will manage the program, manage grant funds, and/or is responsible for reporting</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes key staff that will manage grant funds and reporting</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>□ Describes the program team, tenure, experience, and connection with the community</li> </ul>	<ul style="list-style-type: none"> <li>□ Clearly describes key staff that will manage grant funds and reporting</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>□ Clearly describes the program team, tenure, experience, and connection with the community</li> </ul>	<ul style="list-style-type: none"> <li>□ Details key staff that will manage grant funds and reporting AND provides quantitative and qualitative evidence of success in managing and complying with grant requirements</li> <li>□ Details the program team, tenure, experience, and connection with the community, and how the program personnel are best suited to implement youth development programs and serve the target population</li> <li>□ Details experience and understanding of the needs of the youth and community/neighborhood</li> </ul>	
<ul style="list-style-type: none"> <li>□ Does not describe the strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers or volunteers</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes some strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers</li> </ul>	<ul style="list-style-type: none"> <li>□ Clearly describes several strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers</li> <li>□ Describes training opportunities that staff and volunteers have received or organization is planning to provide</li> </ul>	<ul style="list-style-type: none"> <li>□ Details strategies, resources, training opportunities, and supports the organization has in place to support and retain youth workers and volunteers</li> <li>□ Describes training opportunities that staff and volunteers have received or organization is planning to provide</li> <li>□ Describes training opportunities that support youth workers and volunteers in implementing a youth development approach</li> </ul>	
Section 1 Total				0
Reviewer Comment				

## Section 2: Need, Description, and Justification of Program(s) (16 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<input type="checkbox"/> Does not describe the target youth population, serving "at-risk" youth, or why organization is proposing to serve this population	<input type="checkbox"/> Describes the target youth population and why organization is proposing to serve this population <b>OR</b> <input type="checkbox"/> Describes serving some "at-risk" youth as defined in the RFP	<input type="checkbox"/> Clearly describes the target youth population and why organization is proposing to serve this population <input type="checkbox"/> Clearly describes serving "at-risk" youth as defined in the RFP and how organization determines youth meet the "at-risk" definition	<input type="checkbox"/> Details the target youth population and why organization is proposing to serve this population <input type="checkbox"/> Details serving ONLY "at-risk" youth as defined in the RFP <input type="checkbox"/> Details accurately how the organization determines youth meet the "at-risk" definition	
<input type="checkbox"/> Does not describe the program or program activities, program structure, or duration, or a history of programming for the target population	<input type="checkbox"/> Describes the program or program activities, program structure, or duration <b>OR</b> <input type="checkbox"/> Describes a history of programming for the target population	<input type="checkbox"/> Clearly describes the program, program activities, program structure, AND duration <b>AND</b> <input type="checkbox"/> Clearly describes a history of programming for the target population	<input type="checkbox"/> Details the program, program activities, and how the youth experience the program <input type="checkbox"/> Details how the program structure and the duration meets the needs of the target population <input type="checkbox"/> Details a history (more than five years) of serving the target population	
<input type="checkbox"/> Does not describe the unique need the program addresses in the community	<input type="checkbox"/> Describes the unique need the program addresses in the community	<input type="checkbox"/> Clearly describes the unique need the program addresses in the community and the program is intentionally designed to meet the need	<input type="checkbox"/> Details the unique need the program addresses in the community and the program is intentionally designed to meet the need <input type="checkbox"/> Provides examples of other programmatic options for youth if the program did not exist	
<input type="checkbox"/> Does not describe any evidence based youth development practices used by the program or does not explain why no evidence based youth development practices are used	<input type="checkbox"/> Describes some evidence based youth development practices used by the program <b>OR</b> <input type="checkbox"/> Describes why no evidence based youth development practices were used	<input type="checkbox"/> Clearly describes evidence based youth development practices used by the program <b>OR</b> <input type="checkbox"/> Clearly describes why no evidence based youth development practices were used, and provide examples	<input type="checkbox"/> Details evidence based youth development practices used by the program and why they are used <input type="checkbox"/> Cites sources of evidence based youth development practices <b>OR</b> <input type="checkbox"/> Details why no evidence based youth development practices were used and provide examples	
<b>Section 2 Total</b>				<b>0</b>

Reviewer Comment



### Section 3: Program Measures (16 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<input type="checkbox"/> Does not describe how the program promotes youth development <input type="checkbox"/> Does not describe program activities <input type="checkbox"/> Does not describe or list outputs	<input type="checkbox"/> Describes how the program promotes youth development based upon the definition provided in the RFP <input type="checkbox"/> Describes program activities <input type="checkbox"/> Describes or lists outputs	<input type="checkbox"/> Clearly describes how the program promotes youth development based upon the definition provided in the RFP <input type="checkbox"/> Clearly describes program activities as evidenced in the program logic model <input type="checkbox"/> Clearly describes or list achievable outputs as evidenced in the program logic model	<input type="checkbox"/> Details how the program promotes youth development based upon the definition provided in the RFP <input type="checkbox"/> Details program activities as evidenced in the program logic model <input type="checkbox"/> Details or lists achievable outputs as evidenced in the program logic model <input type="checkbox"/> Details how the outputs are being tracked and used, using appropriate data collection methods/tools or validated sources	
<input type="checkbox"/> Does not describe youth developmental outcomes that program will achieve	<input type="checkbox"/> Describes youth developmental outcomes that program will achieve	<input type="checkbox"/> Clearly describes achievable youth developmental outcomes as evidenced in the program logic model <input type="checkbox"/> Clearly describes tools and/or practices to evaluate program outcomes	<input type="checkbox"/> Details achievable youth development short-, intermediate-, and long-term outcomes that the program will achieve as evidenced in the program logic model <input type="checkbox"/> Details tools and/or practices to evaluate program outcomes <input type="checkbox"/> Describes how the program knows when the outcomes have been achieved	
<input type="checkbox"/> Does not describe how the program defines equitable outcomes for youth	<input type="checkbox"/> Describes how the program defines equitable outcomes for youth	<input type="checkbox"/> Details how the program defines equitable outcomes for youth	<input type="checkbox"/> Details how the program defines equitable outcomes for youth <input type="checkbox"/> Describe how the organization identifies structural racism and include any examples of work done to dismantle those systems in the community	
<input type="checkbox"/> Does not describe program improvement or how the program measures quality <input type="checkbox"/> Does not describe any changes made to the program based on data collected in previous years	<input type="checkbox"/> Describes some program improvement and how the program measures quality <b>OR</b> <input type="checkbox"/> Describes some changes made to the program based on data collected in previous years	<input type="checkbox"/> Describes organization's commitment to continuous program improvement and how the program measures quality <b>AND</b> <input type="checkbox"/> Clearly describes changes made to the program based on data collected in previous years with examples	<input type="checkbox"/> Details a history of organization's commitment to continuous cycle of improvement through measurements such as self-assessment or external assessment or other methods <input type="checkbox"/> Details changes made to the program based on data collected in previous years with examples of how those changes affect the youth <input type="checkbox"/> Describes how youth are involved in the process of continuous improvement	
Section 3 Total				0

Reviewer Comment

## Section 4: Youth Involvement (12 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<ul style="list-style-type: none"> <li>Does not define the number of youth to be served by the grant</li> <li>Does not describe strategies used to recruit youth into the program</li> </ul>	<ul style="list-style-type: none"> <li>Defines the number of youth to be served by the grant</li> <li>Describes strategies used to recruit youth into the program</li> </ul>	<ul style="list-style-type: none"> <li>Defines an achievable number of youth to be served by the grant</li> <li>Clearly describes strategies used to recruit youth into the program</li> <li>Clearly describes successes or challenges encountered with recruitment strategies OR describes why recruitment is not an issue</li> </ul>	<ul style="list-style-type: none"> <li>Defines an achievable number of youth to be served, and provides a history and ability of reaching the number of youth proposed to serve</li> <li>Details strategies used to recruit youth into the program, including strategies on how the program recruits target population</li> <li>Details successes and challenges encountered with various recruitment strategies OR describes why recruitment is not an issue</li> </ul>	
<ul style="list-style-type: none"> <li>Does not define the number of youth to be retained by the program throughout the grant period</li> <li>Does not describe strategies used to retain youth in the program</li> </ul>	<ul style="list-style-type: none"> <li>Defines the number of youth to be retained by the program throughout the grant period</li> <li>Describes strategies used to retain youth in the program</li> <li><b>OR</b></li> <li>Explains why retention strategies are not used</li> </ul>	<ul style="list-style-type: none"> <li>Defines a realistic number of youth to be retained by the program throughout the grant period</li> <li>Clearly describes strategies used to retain youth in the program</li> <li>Clearly describes successes or challenges encountered with retention strategies</li> <li><b>OR</b></li> <li>Clearly explains why retention strategies are not used</li> </ul>	<ul style="list-style-type: none"> <li>Defines a realistic number of youth to be retained by the program throughout the grant period</li> <li>Details strategies used to retain youth in the program that are aligned to youth development</li> <li>Details successes and challenges encountered with retention strategies and describes actions to correct challenges</li> <li>Details how being retained in the program benefits the youth</li> <li><b>OR</b></li> <li>Details why retention strategies are not used</li> </ul>	
<ul style="list-style-type: none"> <li>Does not describe youth involvement in the design of the program</li> <li>Does not describe youth leadership opportunities in the design of the program</li> </ul>	<ul style="list-style-type: none"> <li>Describes youth involvement in the design of the program</li> <li><b>OR</b></li> <li>Describes youth leadership opportunities in the design of the program</li> </ul>	<ul style="list-style-type: none"> <li>Clearly describes youth involvement in the design of the program</li> <li><b>AND</b></li> <li>Clearly describes youth leadership opportunities in the design of the program</li> </ul>	<ul style="list-style-type: none"> <li>Details authentic youth involvement in the design of the program</li> <li>Details authentic youth leadership opportunities</li> <li>Provides examples of specific youth involvement and leadership opportunities</li> <li>Provides examples of changes made to program as a result of youth input</li> </ul>	
Section 4 Total				0
Reviewer Comment				



## Section 5: Making Connections (12 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<input type="checkbox"/> Does not describe how program supports youth with connecting to the larger community OR <input type="checkbox"/> Does not describe reasons for not supporting youth with community connections	<input type="checkbox"/> Describes how program supports youth with connecting to the larger community OR <input type="checkbox"/> Describes reasons for not supporting youth with community connections	<input type="checkbox"/> Clearly describes how program supports youth with connecting to the larger community with examples OR <input type="checkbox"/> Clearly describes rationale for not supporting youth with community connections	<input type="checkbox"/> Details how program supports youth with connecting to the larger community with examples <input type="checkbox"/> Details how these connections benefit the youth OR <input type="checkbox"/> Details reasonable rationale for not supporting youth with community connections	
<input type="checkbox"/> Does not describe other role the organization has in the youth's life either through a connection to the school, family, community, or other system OR <input type="checkbox"/> Does not describe reason for not having other role	<input type="checkbox"/> Describes other role the organization has in the youth's life either through a connection to the school, family, community, or other system OR <input type="checkbox"/> Describes reason for not having other role	<input type="checkbox"/> Clearly describes other role the organization has in the youth's life either through a connection to the school, family, community, or other system with examples OR <input type="checkbox"/> Clearly describes reason for not having other role	<input type="checkbox"/> Details why opportunities for engagement with community or neighborhood is part of the program with examples <input type="checkbox"/> Details how the community engagement benefits the youth OR <input type="checkbox"/> Details reasonable rationale for not having other engagement	
<input type="checkbox"/> Does not have at least two (2) references	<input type="checkbox"/> Provided at least two (2) references	<input type="checkbox"/> Provided at least two (2) references <input type="checkbox"/> Most references offered positive recommendations	<input type="checkbox"/> Provided at least two (2) references <input type="checkbox"/> <b>ALL</b> references offered positive recommendations and support of the organization	
Section 5 Total				0
Reviewer Comment				

## Section 6: Budget and Budget Narrative (12 points)

Unacceptable or Did Not Respond (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Reviewer Score
<ul style="list-style-type: none"> <li>□ Does not describe how the grant funds will be used</li> <li>□ Does not describe the number of youth served or the cost per participants</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes how the grant funds will be used</li> <li>□ Describes the number of youth served</li> <li>□ If the program collects fee, a rationale is provided</li> </ul>	<ul style="list-style-type: none"> <li>□ Clearly describes how the grant funds will be used</li> <li>□ Describes the number of youth served and the number meets the minimum RFP requirement</li> <li>□ Justifies the cost per participants, and the per participant cost is appropriate</li> <li>□ If the program collects fee, a rationale is provided</li> </ul>	<ul style="list-style-type: none"> <li>□ Details how the grant funds will be used, and all expenses align with program activities and youth development outcomes</li> <li>□ Describes the number of youth served and the number exceeds the minimum RFP requirement</li> <li>□ Justifies the cost per participants, and the per participant cost is appropriate</li> <li>□ If the program collects fee, the fee is listed in revenue and expensed for the program, a rationale is provided for why fees are collected, the narrative includes information on how youth can participate regardless of ability to pay</li> </ul>	
<ul style="list-style-type: none"> <li>□ Does not provide an organizational budget</li> <li>□ Does not provide a programmatic budget</li> </ul>	<ul style="list-style-type: none"> <li>□ Provides an organizational budget or is exempt</li> <li>□ Provides a programmatic budget OR</li> <li>□ Provides an organizational budget but the overhead exceeds 25%</li> </ul>	<ul style="list-style-type: none"> <li>□ Provides an organizational budget and it is less than 25% overhead costs OR is exempt from providing an organizational budget and clearly explains reason for not providing an organizational budget</li> <li>□ Provides a programmatic budget, and expenses aligned to described program and activities</li> </ul>	<ul style="list-style-type: none"> <li>□ Provides an organizational budget and it is less than 25% overhead costs OR is exempt from providing an organizational budget and clearly explains reason for not providing an organizational budget</li> <li>□ Provides a programmatic budget and expenses align to described program and activities</li> <li>□ All budget calculations are mathematically correct and accurate</li> </ul>	
<ul style="list-style-type: none"> <li>□ Does not describe other sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes other sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes other sources of funding and status of funding</li> <li>□ Fundraising strategies are varied</li> </ul>	<ul style="list-style-type: none"> <li>□ Describes other sources and status of funding</li> <li>□ Fundraising strategies are varied</li> <li>□ Expenses listed do not exceed revenue</li> </ul>	
Section 6 Total				0
Reviewer Comment				
Total Score				0