



West Harlem Development Corporation

Solutions through collaborations™

Request for Proposal (RFP)

Released: Friday, September 15, 2017

Category

Education

Key Dates:

RFP Release	<i>Friday, September 15, 2017</i>
Deadline to Submit Proposal	<i>Monday, October 23, 2017 5:30pm EST</i>
Notification of Awards	<i>by Friday, December 29, 2017</i>
Expected Grant Payment Date	<i>April 2018</i>
Project Expected Start Date	<i>July, 2018</i>
Project Expected Completion Date	<i>June, 2019</i>

Executive Summary

West Harlem Development Corporation (WHDC) is a New York City-based nonprofit 501 (c) (3) organization incorporated in 2011 whose mission is to promote increased economic opportunities and quality of life to sustain a vibrant West Harlem. WHDC's core program areas are education, workforce and economic development, and affordable housing. With its slogan "solutions through collaborations", WHDC achieves its mission through grantmaking to nonprofit organizations to provide services that benefit the residents of New York City's Manhattan Community District 9 (MCD9), more commonly referred to as West Harlem. The boundaries of MCD9 are defined as: South to North from 110th Street to 155th Street; East to West from Manhattan, Morningside, St. Nicholas, Bradhurst, Edgecombe Avenues to the Hudson River.

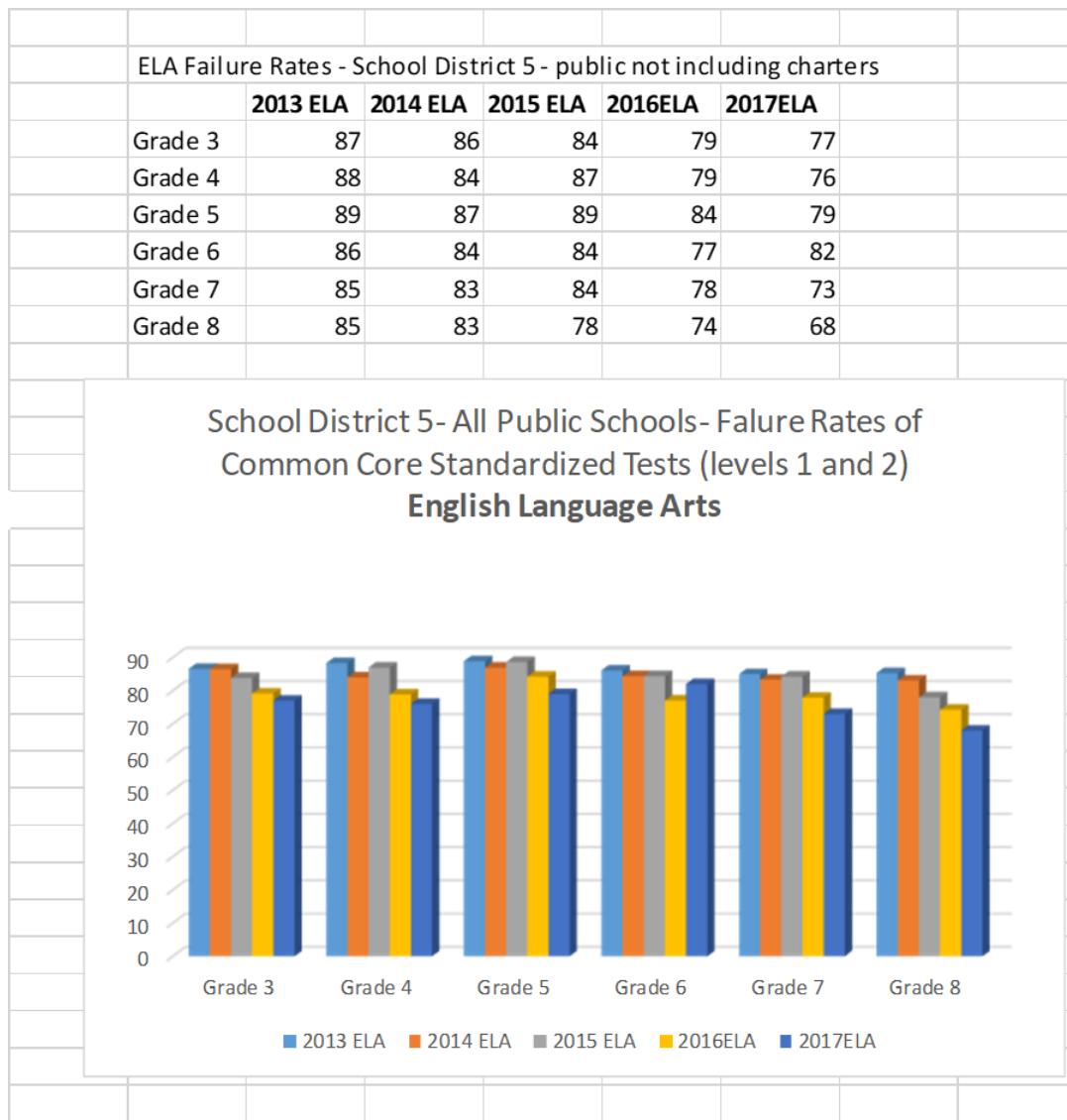
WHDC announces the availability of approximately \$878,000 (eight hundred and seventy-eight thousand dollars) in grant funds for education and youth development projects that will start in 2018 and complete in 2019. Approximately 17 (seventeen) to 35 (thirty-five) grants will be awarded in the range of \$25,000 to \$50,000 each. Partnering with a variety of community-based organizations, WHDC seeks to support services whose outcomes can be measured and correlated with improving the academic achievements of the school children and youth of West Harlem within one year. This is the overarching outcome that WHDC seeks to accomplish in response to the steep failure rate of public school students in West Harlem in standardized tests and ultimately, high school completion and college matriculation that have continued for too long and have reached a crisis situation as presented in the charts below.

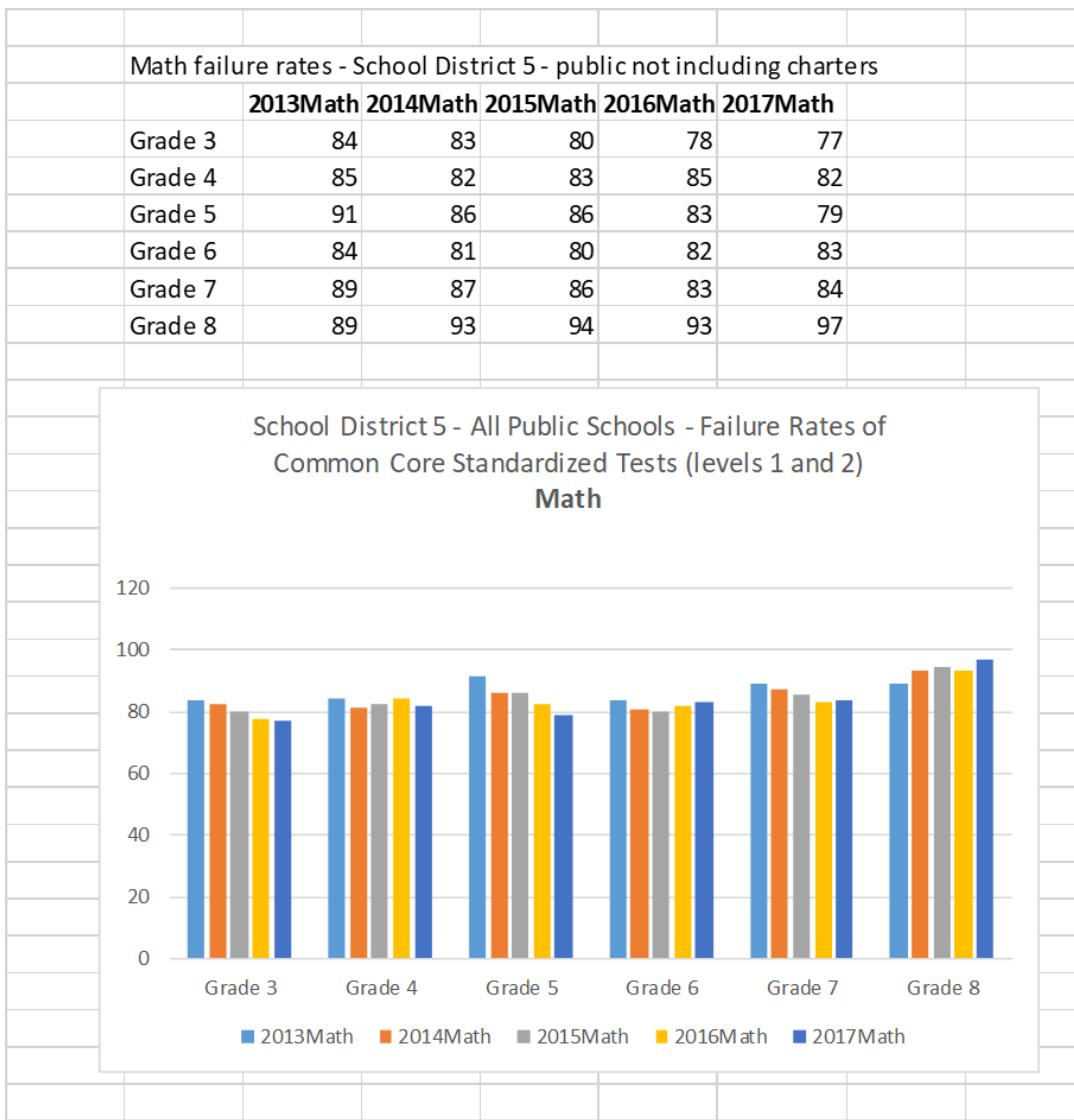
This RFP is for educational initiatives that benefit West Harlem residents and public, not including charter, schools located physically within West Harlem. The geographic boundaries are described in the Executive

Summary. The grants will be made to only duly-qualified nonprofit organizations, and their duration will be one year.

A Picture that Tells the Story

This RFP requires applicants to submit their own statement of need from their perspectives. The graph below does not replace that requirement. It is meant to capture the sense of urgency that should direct the focus of proposals. The graph was prepared by WHDC from the 2013-2017 academic year's Common Core test for third to eighth grades as reported by the New York State Department of Education.





WHDC's Theory of Change

Faced with the challenge of public school students in District 5 and 6 failing at rates that exceed 80% in English Language Arts and Mathematics, WHDC, with input from the West Harlem community, and working with its third party evaluation consultant, TCC Group, has developed the following Theory of Change that guides its strategic decisions in the education arena. It should also guide applicants in their proposals.

WHDC's Theory of change illustrates the anticipated pathway between the activities supported by WHDC and the expected outcomes. There are five key activities, each of which is associated with specific outcomes.

In order to address the needs of West Harlem's public school students and help create an educational pathway of success for West Harlem residents, WHDC is investing in five areas of support. The first activity, **teacher direct support**, refers to the work grantees do to improve the capacity of faculty in schools. Examples of support may include in-class co-teachers, content and teaching method upgrades, and facilitation of teacher networks. Those activities lead to teacher outcomes like increased knowledge and skills and an increased network of supportive teachers. Ultimately, it is the goal of these activities to build the capacity of schools and school systems.

The second category of activities, **collective impact support**, recognizes each West Harlem public school as part of a larger system and focuses on maximizing each school's ability to excel in that system. Support can consist of infrastructure upgrades and facilitating connections and collaboration with other schools and organizations. As with teacher direct support, collective impact support are also aimed at building the capacity of schools and school systems.

The third category of activities, **student direct support**, aims at building upon the various evidence bases that identify the effective means of helping children and youth succeed in school. These activities include the academic development of students, particularly in subjects like math, but also include social and emotional support services for students. The format in which these services are provided may vary (e.g., in-school, after-school, summer), but it is expected that these activities are all working toward the common outcomes of increased positive academic behaviors and attitudes, increased readiness for school, and increased school and community engagement. As a result of these more short-term outcomes, we expect to see increases in medium and long-term student outcomes like increased academic and test performance, college readiness, attendance, and success.

The fourth category of activities focuses on **at-risk youth support**, and includes services for residents who have not completed high school. Services are customized for the specific needs of these populations. They include social/emotional support as well as preparation for college, vocation, career, and other means of continued education. We expect these strategies to lead to outcomes for non-traditional students like increased knowledge and professional skills and increased degrees and/or certifications.

The final category of activities, **parent support**, is prioritized on the basis of the evidence that demonstrates that children and youth with parents who are more active in their education have greater chances at academic success. Parental support focuses on educating parents about school standards and enabling parents with the skills to get involved in their children's education. The support leads to parent outcomes such as increased engagement in their children's academic track and the modeling of positive behaviors that encourage lifetime education.

This five-pronged approach facilitates outcomes for teachers, schools, students, and parents in West Harlem. These outcomes working in tandem enable the academic success of West Harlem students, and this helps to lead to an improvement in the quality of the workforce, increased economic opportunities, and a community-

wide educational environment with high levels of success from early childhood to college graduation, vocation accreditation or entrepreneurship.

A. The Funding Opportunity

1. Program Purpose

This Request for Proposal from WHDC focuses on seeking evidence based and proven interventions that will address the immediate and protracted needs of youth and public school children in West Harlem based public schools. This school concentrated focus will allow us to target our limited resources, collect data, evaluate them, and plan for upscaling in future years. WHDC has held meetings with the supervisor and principals of West Harlem based public schools and they have agreed that proposals should aim to offer evidence based solutions in the following areas:

- **Student Direct Support- Early Childhood K-12.** Proposals in this category should demonstrate how interventions that may be in the form of in-school, and after-school tutoring can have immediate impact in helping students increase their fondness for the subjects being taught to them, and improve their proficiency that would be captured in increased attendance, homework completion, higher grades, and ultimately improved scores in standardized tests. Additional help to students in mathematics has been identified as a priority for students in the district's public schools. Early childhood education where proposed, should contain evidence of increase in preparedness to advance, reading, and numeracy. Additional activities could include coordinated in-school tutoring by local area college students.
- **Teacher Direct Support.** Proposals in this category should describe the evidence based interventions that will assist teachers to increase and master subject content, especially in mathematics, and improve their effectiveness in passing along the knowledge. Additional activities could include in-class teacher assistance that may be in the form of student teachers from reputable graduate programs.
- **Collective Impact Systems.** Proposals in this category should describe how they would identify public schools in School District 5 & 6; gain the support and collaborations of principals, teachers, and education administration; include the participation of providers of direct service supports in student and teacher support services; obtain common visions and measurement metrics; and work together with additional resources to deliver the anticipated outcomes in this RFP.
- **Parent Support.** Proposals in this category should describe direct parent supports that can be combined with any of the direct supports described above to increase the engagement of parents in the education of their wards. This could include the use of user-friendly technology.

- **At-Risk Youth Support.** Proposals in this category should describe interventions that will increase 4-year high school graduation, college readiness, matriculation, and graduation for the residents of MCD9 and the schools in School District 5 & 6. Proposals in this category also include interventions for at risk youth defined as aged 16 to 24 who have dropped out of or are at risk of dropping out of school. The goal should be to get them in credentialed education outcomes. Employment goals should be included where appropriate in the project design.

Activities

WHDC funds organizations that work in five specific activity areas of education: 1) teacher direct support, 2) collective impact support, 3) student direct support, 4) at risk youth support, and 5) parent support. As such, successful proposals will come from organizations that offer programs that fall into at least one of the activity categories described below.

Category	Activity	Examples
Teacher direct support	Human resources capacity increases	<ul style="list-style-type: none"> ● Supporting in-class co-teachers ● Content upgrades ● Teacher networking
Collective impact support	Systems capacity increases	<ul style="list-style-type: none"> ● Infrastructure upgrades ● Linking WHDC initiatives w/other agencies ● Promoting common academic, career, college readiness standards ● Collaborating w/schools on visions & metrics
	Academic development, particularly in STEAM with emphasis on Math (STEAM - Science, Technology, Engineering, Arts, Mathematics)	<ul style="list-style-type: none"> ● Targeted in-school/summer/after school programming ● Early childhood education ● Tutoring, especially in Math. ● Mentoring ● Test preparation
	Social/emotional support services	<ul style="list-style-type: none"> ● Examples include: counseling, decision-making, conflict resolution, teamwork, etc.
At Risk youth (Age 16-24) support	College and Vocation bound support services	<ul style="list-style-type: none"> ● College preparation ● Assistance to direct students to sources of scholarships and tuition assistance. ● Assistance with Test Assessing Secondary Completion (TASC) completion ● Targeted support for building professional skills and increasing educational degrees and vocational certifications

Parent support	Fostering of parental engagement	<ul style="list-style-type: none"> ● Encourage parental involvement in children's school life and also enhance use of friendly technology to facilitate school-parent communication. ● Educate parents on core standards ● Offer additional proven supports for parental involvement in their children's education ● Facilitate the efficiency and effectiveness of parent associations.
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Respondents to the Education RFP are free to propose evidence based and proven interventions that will measurably achieve any of the five support services listed above. Applicants are free to propose their own interventions within these areas of support if they believe their intervention more adequately meets the needs of their specific population and if that intervention is equally evidence based. Applicants should offer justification for their proposals. WHDC's funding is not for start-ups nor for trying out new ideas that are not supported by proven evidence of success elsewhere. WHDC has three categories for evidence.

Applicant's Own Evidence - Strong: What is proposed to WHDC is supported by evidence of success from applicant's own programs and has consistently proven to be successful for at least three years. An example of strong evidence is a project that is supported by data that presents pre and post program intervention outcomes. In addition, strong evidence has outcomes that are validated by third-party program evaluation. WHDC will give such strong evidence projects priority.

Applicant's Own Evidence – Medium: Similar to the Strong Evidence except that programs lack third party evaluation. WHDC considers such organizational evidence as medium and will give it high consideration.

Evidence from Other Organizations - Preliminary: The evidence of success is presented as those from other organizations who have had hands-on experience in running a similar proposed program in the past, and not the applicant's. WHDC considers such second party organizational evidence as preliminary and will consider the application for other merits.

WHDC will fund activities that demonstrate innovation, utilize tested systems, contain evaluations and have measurable outcomes.

Of particular priority for this funding cycle are programs that are focused, at least in part, on student and teacher direct support.

Expected Outcomes

By focusing on the activities above, it is expected that the following outcomes will occur for the seven (7) select West Harlem public schools:

- **Outcomes for local teachers.** Expected outcomes as a result of teacher capacity-building include increased teacher knowledge (on common standards, effective teaching methods, content upgrades and their implementation, etc.) and increased networking benefits and support from other local teachers and faculty.
- **Outcomes for local schools.** School capacity outcomes include increased coordination of local organizations, increased quality of resources, and the school system increasingly providing high-quality education in an efficient way.
- **Short and medium-term outcomes for students in local schools.** As a result of student support activities, it is expected that students will experience increased positive academic behaviors, increased positive attitudes related to school and career, increased school and community engagement, increased academic performance, and increased readiness to enter the next stages of their academic careers.
- **Longer-term outcomes for students in local schools.** As a result of those short-term educational and behavioral gains, it is expected that students' improved academic skills will lead to improved performance in school and on tests. Ultimately, these changes will lead to increased college readiness, attendance, and success in college.
- **Outcomes for adults and at risk youth. Adults and at risk youth (aged 16 - 24).** Adults and at risk youth who have received support for continued education post-drop-out or post-incarceration, will obtain increased knowledge and professional skills, and will increase their obtainment of degrees and certifications.
- **Outcomes for students' parents and families.** As a result of efforts to engage parents and family members, it is expected that these family members will experience increased understanding of and involvement with their children's educational track. Additionally, it is expected that they will increasingly use technology resources that are available to them to increase their communication with their children's teachers and schools in real time. Finally, it is expected family members will model positive behaviors for their children.

Impact

The above outcomes when achieved in the aggregate lead to increased opportunities for a vibrant West Harlem. This vibrancy includes a community-wide educational environment with high levels of success from early childhood to college graduation and a high quality workforce.

B. Award Information

1. Award Type and Amount

WHDC will provide funding in the form of grants. Approximately \$878,000 will be available to fund eight to thirteen organizations to provide education and youth development activities per year renewable for additional one or two years as WHDC's funds are available and approved by its board. Applicants may apply in this 2017 cycle for amounts ranging from \$25,000 to \$50,000. WHDC's Board of Directors reserves the right to amend the minimum and maximum amounts, and also the number of awards. Please note that project proposal narratives may be posted publicly on our website to reflect our value of transparency and encourage learning among grantees, future applicants, and the community.

2. Period of Performance

Successful applicants will have twelve months to complete the proposed activities under this grant. WHDC anticipates that award decisions will be made and grantees notified before December 29, 2017. Successful applicants will receive grant funds in April, 2018. Prior to grant funds being released grantee organizations will be responsible for demonstrating to WHDC the implementation feasibility for the proposed grant activities and the capacity for satisfactory reporting. Thus applicants should plan: **a July, 2018 – August, 2018 implementation start and end for summer programming requests; a July, 2018 – June, 2019 implementation start and end from summer and academic year programming requests; and a Aug, 2018 – June, 2019 implementation start and end for academic year programming requests.**

3. Payment Schedule

Grant awards will be paid in two equal installments with the first paid in advance upon WHDC's receipt of a signed grant agreement letter and the formal receipt of award letter. The second installment will be made upon WHDC's receipt and approval of satisfactory interim report.

C. Eligibility Information

1. Nonprofit organizations

The grants under this RFP will be awarded to only:

- a. Organizations that are duly incorporated as nonprofit organizations at the state levels. If not incorporated in New York State, applicant must include documentation to show authorization to do business in New York. Please do not apply if you are not incorporated as a nonprofit, and have the documentation to prove it.
- b. Organizations that have current US Internal Revenue Service 501 (c) 3 status. Please do not apply if your status has been revoked, or in process.

Applicant organizations do not have to be based in MCD9. However, except for programs designed for students of public schools located in MCD9, a minimum of 75% of the direct program participants have to be residents of MCD9. The grantee has the responsibility to maintain the

records to validate resident participation. WHDC discourages the use of fiscal sponsors and will sparingly approve proposals that use fiscal sponsors as intermediaries.

2. Cost Sharing and Matching

There is no matching requirement for this grant. However, WHDC encourages applicants to indicate the amount of additional resources that will be added to the WHDC grant amount to accomplish the planned activities.

3. Manhattan Community District 9 (MCD9)

WHDC's mandate is MCD9 or West Harlem, as described in section 1 (a). Thus, the participants for which the applicant is submitting a proposal must constitute at least 75% residents of West Harlem. WHDC expects the applicant organization to track and record the demographic validation of the West Harlem residents. The proposal should indicate the number of West Harlem residents that will be served as well as the total number of people served. For this education RFP, all participants- students, dislocated youth, and teachers must be served directly, meaning that applicant must be able to identify them by name, address, services provided, and outcomes.

4. Technology Requirements

WHDC has technology system requirements with which the successful applicants must comply. At a minimum, grantees must have the following: Internet connectivity; Individual email accounts for staff working on the proposed project; and computer workstations capable of running the latest version of Chrome or Internet Explorer web browser with at least a 56K modem.

5. Number of Proposals to be Submitted

WHDC will consider only one proposal from the same applicant organization. Organizations cannot submit more than one application in response to the other categories in WHDC's RFPs. However, applicants can choose to address more than one need category within one RFP proposal.

D. Monitoring and Evaluation

WHDC seeks to understand not only the educational interventions offered, but also the outcomes achieved by the participants, as consistent with WHDC's theory of change. Successful applicants will be required to utilize WHDC's grant performance management system. This includes 1) the entry of individual participant data such as demographics, activities, case notes, and outcomes data; and 2) the use of WHDC's NYCDOE Data Consent Form and acknowledgement of WHDC as an affiliated organization for data requests submitted through the NYCDOE Research and Policy Support Group (RPSG) (<http://schools.nyc.gov/Accountability/data/DataRequests.htm>)

In reporting progress against program goals, applicants should be guided by the activities and outcomes articulated in WHDC's theory of change as well as any other key outputs or outcomes prioritized by the applicant for their program. Applicants should plan to report indicators that assess the extent to which these outputs and outcomes have occurred in each of their reports.

Capacity and Willingness to Report and Evaluate Outcomes

In submitting a proposal to WHDC, each applicant agrees to provide individual record level data to WHDC. WHDC will provide grantees access to its database for this purpose. WHDC will ensure that the individual identities of participants are not violated. Sensitive information will not be requested of grantees. Where grantees work with others in a consortium, narratives should include a description of how the record-level data will be collected and reported to WHDC. You should make a definite statement of your organization's capacity to collect and report record-level data electronically to WHDC. If an organization engages a third-party evaluator in its programs or plans to do so, you must so state and describe the evaluations, coverage and cost.

E. Reporting

Successful applicants need to input the data for outreach and recruitment as early as possible and update them in subsequent reports with the outcomes achieved. Successful applicants will be required to submit quarterly reports according to the following schedule:

Interim	February 15, 2019
Final	July 15, 2019

F. Proposal and Submission Information

1. Executive Summary

2. Statement of Need

In this section the applicant, (henceforth referred to as "you"), must describe the compelling direct and indirect education induced social problems that you have identified in West Harlem for which you propose solutions. Your statement of need must be supported by researched data that is specific to West Harlem. The identified needs must be aligned with the category(ies) you have chosen to fit your program and the interventions you will propose.

3. Project Narrative

Project Objective and Design

In this section, you must describe the overall project objective, the strategies you will employ to implement your project, how the objective and design contributes to your organization's overall mission and addresses the needs that you have identified in your needs statement. WHDC's funds cannot be used for capital build-out. Funds must be committed to programming. If you are making any assumptions that are critical to your planned success, such as continued and larger funding from WHDC from year to year, so state. The specific activities within a one year time line that would bring about the planned outputs, milestones and outcomes must be clearly noted and explained. The project design should include your timeline and implementation plan. In this section, you must also describe the outputs, milestones and outcomes the project will achieve. Outputs, milestones and outcomes must be an outgrowth of the strategic approach described in the Project Design section.

Project objectives are overarching achievements that you will pursue.

Outputs measure production resulting from grant activities such as curriculum developed, new initiatives created, and new leveraged and partnership opportunities, etc. Basic numbers of participants recruited (irrespective of whether they experienced outcomes or not), is another example of an output. Outputs should not be confused with outcomes.

Milestones are key markers of grant progress- these are typically expressed in the form of an action or event marking a significant change or stage in development.

4. Project Evaluation

Quarterly progress report will be required of all grantees to demonstrate progress on key metrics as well as an accompanying narrative to describe activities and success achieved during the quarter. Applicants must describe the following specifics of the evaluation:

- **The evaluator** – Indicate whether there will be an in-house or third party evaluator.
- **Evaluation processes** – Describe the processes you expect to use during your evaluation. These processes may include the development of a logic model, the data collection tools that will be used, the methodology around data-gathering, and the types of analysis that will be conducted. Please also describe the frequency at which these activities will occur.
- **Evaluation objectives** – Describe the objectives you hope to achieve throughout your evaluation activities. The objectives should speak to what types of data you will be collecting and analyzing, how you plan to use this data, and what types of decisions this data will enable you to make.

5. Organizational, Administrative, and Fiscal Capacity

In this section, you must provide information on the current mission, structure, staffing, and relevant experience of your organization. Describe how these factors contribute to the ability of the organization to conduct the project requirements and meet your and WHDC's expectations. This is your opportunity to discuss your organization and its capacity to carry out the planned activity. This discussion should include a description of current programs and accomplishments of the recent past, an indication of both formal and informal organizational relationships, and an indication of other foundation and corporate supports.

4. Project Evaluation

Progress reports will be required of all grantees to demonstrate progress on key metrics as well as an accompanying narrative to describe activities and success achieved during the quarter. Applicants must describe the following specifics of the evaluation:

- **The evaluator** – Indicate whether there will be an in-house or third party evaluator.
- **Evaluation processes** – Describe the processes you expect to use during your evaluation. These processes may include the development of a logic model, the data collection tools that will be used, the methodology around data gathering, and the types of analysis that will be conducted. Please also describe the frequency at which these activities will occur.
- **Evaluation objectives** – Describe the objectives you hope to achieve throughout your evaluation activities. The objectives should speak to what types of data you will be collecting and analyzing, how you plan to use this data, and what types of decisions this data will enable you to make.

5. Organizational, Administrative, and Fiscal Capacity

In this section, you must provide information on the current mission, structure, staffing, and relevant experience of your organization. Describe how these factors contribute to the ability of the organization to conduct the project requirements and meet your and WHDC's expectations. This is your opportunity to discuss your organization and its capacity to carry out the planned activity. This discussion should include a description of current programs and accomplishments of the recent past, an indication of both formal and informal organizational relationships, and an indication of other foundation and corporate supports.

6. Budget and Budget Justification

In this section, you must provide a budget narrative that corresponds with the project budget form that you must download and re-upload. This budget narrative must be based on all the activities outlined in the project narrative. Include:

- Description of how the proposed expenditures will support the planned project.
- Describe each cost item in the budget and how amounts were derived.
- Describe what costs will be paid in cash by others specifically for the planned project.
- Describe what cash and in-kind support your organization will provide for the project.

G. Proposal Submission Components

Your proposal must be submitted through the WHDC/Fluxx grants management database.

- Organization Information
- Project Area & Objectives
- Executive Summary
- Project Summary
- Project Narrative
- Project Evaluation
- Organizational, Administrative, and Fiscal Capacity
- Funding Request and Budget Justification
- Submission Documents:
 - Certificate of Incorporation
 - Budget Form
 - IRS Determination Letter - 501 (c) (3) (All Applicants)
 - Copy of most recent Form 990 filed with the IRS
 - Project Site Owner's Permission Letter as applicable
 - School and Other Significant Commitment Letters as applicable to your project
 - Additional Information to demonstrate organization's past success in planned activity (Limit to one example and optional)
 - Letter of Support (Limit to one letter and optional)
 - Copy of most recent NY CHAR500 (Annual Filing for Charitable Organizations) with the NYS Dept. of Law Department
 - Authorization to do business in New York State if incorporated outside New York State.
 - Copy of Conflict of Interest Policy
 - Fiscal Sponsor Letter indicating an agreement between the applicant and the fiscal sponsor. (If applicable)
- Acknowledgement

H. Proposal Review Information

Reviewers of proposals will award points on the evaluation criteria described below:

Item Number	Criterion	Maximum Points
2	Statement of Need	10
3	Project Narrative	40
4	Project Evaluation	20
5	Organizational, Administrative, and Fiscal Capacity	10
6	Budget and Budget Justification	10
7	Overall Impression (0-5); MCD9 Location of Applicant (5)	10
	Total Maximum Score	100

I. Award Administrative Information

WHDC board will make recommendations of grantees and applicants will be informed of their status by December 29, 2017. The first installment payment for all grant awards will be issued in April 2018. Interim and final reporting by grantees will be made to WHDC via the WHDC/Fluxx grants management database.