



BridgeUp at Menninger Magic Grants Request for Proposals – March 1, 2019

The Menninger Clinic is proud to announce Round IV for the 2019-2020 Magic Grants. BridgeUp at Menninger will award five to ten grants, totaling up to \$1 million, to school-based Social and Emotional Learning partnerships in the Greater Houston area.

About BridgeUp at Menninger

The mission of BridgeUp at Menninger (BridgeUp) is to improve the mental health and well-being of vulnerable adolescents. Our focus is on prevention and early intervention of behavioral and mental health disorders through the BridgeUp Model of (1) school-based social and emotional learning (SEL) programs, (2) behavioral health supports and (3) collaboration.

Research shows that supporting students' social, emotional and academic development benefits children and adolescents, and results in positive school outcomes of attendance, grades, test scores, graduation rates, college and career success, engaged civic participation and overall well-being. BridgeUp promotes integrating social and emotional learning with academic development, to position each and every student for success. Through Magic Grants to school and community partnerships, we aim to create bold, sustainable school-wide improvements that enhance social and emotional learning, academic achievement and well-being in vulnerable adolescents.

The Menninger Clinic is a leading mental health system dedicated to treating individuals, teaching mental health professionals and advancing mental healthcare through research. BridgeUp is inspired and funded by a generous gift from the Brown Trust/Pussycat Foundation of New York. Helen Gurley Brown believed that education could build the bridge to a more fulfilling life. The legendary editor of *Cosmopolitan* magazine, along with her late husband, the acclaimed movie producer and executive David Brown, were committed to supporting education. The grants given through the Brown Trust are called *Magic Grants*.

The BridgeUp Model

We require collaborative school and community partnerships and programs that promote student success by advancing the BridgeUp Model. Model components (described in more detail below) include: 1) the implementation of SEL through school-based initiatives; 2) a multi-tiered system of supports that includes a mental health referral system; and 3) a collaborative approach that leads to sustainability and a larger community impact.

Magic Grants applications for funding will be evaluated according to the quality of responses regarding the BridgeUp Model Components.

Model Components

1. Social and Emotional Learning (SEL)

We aim to advance the Collaborative for Academic, Social and Emotional Learning (CASEL) framework for school and student success. School-based SEL programs: (1) enhance students' social and emotional competencies and classroom behavior; (2) improve attachment and attitudes toward school; (3) decrease rates of violence and aggression, disciplinary referrals, and substance abuse; and (4) improve academic performance.¹ Alignment with the CASEL Guide to School-wide SEL is recommended.

Magic Grant recipients will provide:

- Universal SEL programs and activities for all students in the target population, ideally school-wide. Classroom-based programming using evidence-informed curriculum and instruction that is aligned with CASEL is **required**. These supports, over time, should prove to be sufficient for 80% of the students in the defined population. (Tier 1)
- Training and coaching for teachers, administrators, and other school-related personnel to build SEL competence and capacity to teach and model SEL.
- Educational initiatives that reinforce SEL instruction, supported by community partnerships.

2. Multi-Tiered System of Supports (MTSS)

Schools often have multiple initiatives aimed at promoting student achievement and well-being. A multi-tiered system of supports is **required** to help align these programs including, for example: positive behavioral interventions and supports (PBIS), restorative practices, service learning, mindfulness, mentoring, and behavioral health programs. Additionally, behavioral and mental health needs must be identified, assessed and addressed for students at risk or already experiencing social, emotional and behavioral difficulties.

- Magic Grant recipients are **required** to provide Tier 1, universal SEL programs as described above.
- Magic Grant recipients are **required** to provide Tier 2 small group programs that respond to the needs of students whose behavior is problematic for success in school, even after Tier 1 universal interventions are in place. On average, the number of students in Tier 2 will be approximately 15% of the students being served.
- Magic Grant recipients are **required** to arrange for behavioral and mental health services for students who do not respond to Tier 1 or Tier 2 interventions and supports. Typically, Tier 3 students will represent 5% of those served. Grantees may refer these students to community mental health providers or to The Menninger Clinic.

¹ See for example, Durlak et al., 2011; Sklad et al., 2012; Zins & Elias, 2006.

3. Multi-level Collaboration

Collaboration is an important aspect regarding the sustainability and scalability of social and emotional learning practices. A **requirement** of the Magic Grant proposal is to adopt a **collaborative framework**, such as a *Collective Impact* approach, that will include multiple partners from diverse sectors. At least one school or school district is **required** as a lead or key partner, with endorsement by the principal. **Grant partnerships** (comprised of the lead grant organization and school, nonprofit and behavioral health providers) share decision making for the project. The proposed budget will reflect appropriate funding for each partners' contribution.

We support an **Impact Network**, comprised of grantees and their partner organizations to align and amplify the work being done by individual organizations. In partnership with the University of Houston's All Kids Alliance, the Impact Network will serve as a learning community, guide **continuous quality improvement** and address sustainability and scalability. We **require** grantees and partner organizations to participate in the Impact Network and contribute to the Network as "thought partners."

What We Fund

In Round IV, we will fund **Model Grants**, which by definition, are consistent with the BridgeUp Model. Innovation Grants will not be funded this grant cycle. Grant recipients are **required** to accelerate the implementation and integration of **SEL in schools** with improved access to **behavioral health services** for youth who need them. We support under-performing schools and school districts in the Greater Houston area with strong, stable leadership. We seek proposals that include evidence-informed SEL approaches that yield measurable improvement in students' social, emotional and academic competence. We seek applicants that are committed to collaboration for sustainability of SEL in schools.

We will fund five to ten **Model Grants, with the average grant amount of \$150,000**. A majority of funding will be committed to past recipients whose interpretation of the BridgeUp Model and results warrant sustained support toward school-wide SEL and longer-term student outcomes. We also will consider funding exceptional, new proposals that demonstrate strong alignment with the BridgeUp Model and that already operate "at scale" or have the potential to move to scale quickly. New applicants should contact us prior to submitting a Letter of Intent.

Eligibility Requirements

1. A proposal must come from a partnership of organizations that includes a lead organization and collaborative partners representing multiple sectors, including behavioral health. The lead organization must be a school, school district, or nonprofit organization.
2. A proposed BridgeUp project must serve vulnerable populations, ages 10 – 18, in a school setting in the Greater Houston area.
3. The project must have a scope that, in the long-term, is scalable. We encourage Model Grant projects that serve an entire school or multiple schools in a district. Smaller-scale grants must have a near-term potential to serve an entire school.

4. Schools must show commitment to the partnership and its project by submitting a letter of support to be included with the application. Invited school partners must take part in a phone interview.
5. Lead and partnering organizations must have demonstrated successful efforts in improving outcomes for vulnerable adolescents, preferably in a school setting.
6. Lead and partnering organizations must participate in the quarterly BridgeUp Impact Network and other formal grantee convenings.
7. Lead and partner organizations must commit to collecting and reporting mid-year, annual and continuous improvement data.

Key Dates

March 1, 2019	BridgeUp RFP Round IV disseminated
March 8, 2019	Magic Grants Orientation Teleconference, 10 am CT RSVP: BridgeUp@menninger.edu
March 22, 2019	Letters of Intent are required and due online
April 5, 2019	Notification of invitation to schedule school interview
April 22, 2019	Notification of invitation to submit full proposal
May 17, 2019	Invited Proposals due online
May 23, 2019	Grant Review Team Orientation
June 6, 2019	Grant Review Team Meeting
June 25, 2019	Award Notification
June 27, 2019	Advisory Committee Meeting
July 1, 2019	Grant Start Date
August 9, 2019	Celebration/Kick-off and Public Grant Announcement
June 30, 2020	Grant End Date

Grant Review

Applications will be reviewed and scored by an anonymous Grant Review Team comprised of Menninger Clinic leadership and BridgeUp Advisory Committee members. Successful proposals will address all components of the BridgeUp Model and will meet all Eligibility Requirements.

Contacts

BridgeUp strongly encourages you to **contact us** prior to submitting a Letter of Intent. We can guide your proposal preparation and connect you with others engaged in similar work. Please contact us at BridgeUp@menninger.edu.

Apply Online

https://www.grantrequest.com/SID_5442?SA=SNA&FID=35019

BridgeUp at Menninger Magic Grants LOI and Application Questions

Apply Online

https://www.grantrequest.com/SID_5442?SA=SNA&FID=35019

Letters of Intent are due by 5:00PM **March 22, 2019**. You will upload your Letter of Intent as an attachment. Letters must be no longer than two pages. Letters must include a brief proposal outline with project aims, approaches and proposed outcomes. Letters must also describe how the proposal will address the BridgeUp Model (see pages 1-3 in the RFP). The online Letters of Intent form will include name and contact information of partner organizations and a budget request. On **April 5, 2019** applicants will be notified of advancement to a school interview (see item 4 under Eligibility Requirements on page 4 of the RFP). On **April 22**, organizations that meet the funding priorities and eligibility criteria will be invited to submit full proposals.

Grant Proposals

Those invited to submit full grant proposals must submit proposals by 5:00PM **May 17, 2019**. Applications should address the grant specifications in the RFP in providing the following on-line responses:

1. **Project Title**
2. **Funding Categories** – Renewal or New Model Grant
3. **Funding Request** – Funding amount requested
4. **Contact information** – For lead and partner organizations
5. **Lead Organization Summary** – Briefly describe organization mission, history, programs and budget. (max. 100 words)
6. **Project Abstract** – Include school and partner organizations, SEL project goals and activities, number of individuals to be served and expected outcomes. The abstract will be used in public communications about the project. (max. 100 words)
7. **Needs and Assets** – Describe the community characteristics, school climate and needs and assets that will be the focus of this project. Include partner capabilities and experience implementing SEL programs. (max. 250 words)

8. **Project Description** – List project goals and objectives and how they align with the community needs and assets. Describe your proposed framework and activities and how they will improve outcomes in SEL for students and school/program personnel. Discuss the rationale and evidence supporting your proposed project. (max. 250 words)
9. **Alignment with BridgeUp Model** -- Based on the BridgeUp Model described in the RFP:
 - SEL/CASEL:** Describe your program’s alignment with the CASEL Guide to School-wide SEL. Describe your school’s commitment to developing SEL as part of its culture. Describe the ways school personnel will be engaged with SEL programming. (max. 250 words)
 - MTSS Tiers:** Describe how you plan to address the three behavioral health tiers and align related school support programs in a multi-tiered system of supports. (max. 250 words)
 - Collaboration:** Describe the ways your partners will engage with each other and use short-cycle feedback to adjust activities for maximum effectiveness. (max. 250 words)
10. **Evaluation** – Describe your plans for measuring progress related to SEL, behavioral health and student outcomes. Research will not be funded. (max. 250 words)

Supporting Documents (Attachments)

Combine the following Supporting Documents into one PDF file, to be uploaded.

1. **Letters of support** from lead and partner organizations, including the school(s).
 - Letters of support from partner organizations, including behavioral health providers, must describe the role of the partners.
 - Letters of support from school partners must come from principals. School support letters must designate a school employee who will serve as the project liaison. Support letters must include an acknowledgment of the time that teachers, administrators, and other school-related personnel will contribute to the project. They must express the school’s commitment to allow external partners to conduct program activities in the school and the school’s commitment to assist in planning and monitoring the project’s activities.
2. **Resumes or CVs** of leads from partner organizations. Two-page maximum per person.
3. **Budget and justification** for one-year project period. The budget should reflect funding adequate and appropriate for each partner’s contribution. Overhead/indirect costs will not be funded.
4. **Timeline** for project period.