



# DELTA HEALTH ALLIANCE

## Leflore Promise Community

### 2026 Summer Camps Request for Proposal (RFP) Funding Opportunity

**Due date for application:** March 1, 2026

**Estimated Number of Awards:** Up to 10

**Award Ceiling for Community Applications:** Camps will be awarded a **maximum funding amount of \$875 per participant**. Costs will be reimbursed based on utilization of the Lavinia RISE Live Summer School Curriculum, duration of summer camp programming, the attendance rate of each participant, per participant cost, and the percentage of students from the camp's verified roster who attend school at Greenwood Leflore Consolidated School District (GLCSD).

**Project Period:** Projects may incur reimbursable expenses from May 1, 2026, to July 31, 2026. However, activities for participants must begin on or after June 1, 2026, and must conclude on or before July 17, 2026.

#### I. Funding Opportunity Description

##### 1. Background

Current funding for this Request for Proposals is made possible through a grant from the Department of Education's Promise Neighborhood Program (Award #S215N210019) and matching contributions from area non-profits, state programs, area schools, volunteers, and local businesses. Leflore Promise Community (LPC) is supported by the Promise Neighborhood Program of the U.S. Department of Education (USDE) as part of a five-year award to Delta Health Alliance totaling \$30,000,000 with 94.1% financed with federal money and \$1,891,395 (5.9%) financed with non-federal sources.

## **On the Leflore Promise Community (LPC)**

The Leflore Promise Community (LPC) is a community-led initiative unique to the Delta, which offers programs that touch the lives of people in Leflore County, Mississippi by improving access to quality healthcare, by providing programs for early childhood development and literacy, and addressing the social needs of children and adolescents as well as their families. The Leflore Promise Community is a multi-year project to establish a “pipeline” of coordinated programs, building upon an incredible amount of work and involvement from the community in each phase. The goal of LPC is to build a continuum of programs that will blanket Leflore County with programs that cover significant unmet needs of children from prenatal care to college preparation, focusing specifically on health care, adult literacy, early childhood development, parenting, after-school tutoring, healthy lifestyles, and social needs for children and teens. All programs work together to create a path that leads a child from infancy into the job market.

## **2. Purpose**

This announcement solicits summer program applications in 2026 for children in a part of the Greenwood-Leflore Consolidated School District (GLCSD). The purpose of the Summer Camps 2026 Funding Opportunity is to establish innovative opportunities that support youth over the summer months, while school is not in session, addressing learning loss, attendance, and social-emotional development. The program’s goals are to foster vocabulary development, appreciate literature, improve reading comprehension skills, improve math skills, reduce dropout rates, and minimize loss of knowledge over the summer.

This RFP is specifically looking for programs that utilize an innovative, fun, and creative approach to developing vocabulary, reading comprehension, and math skills. Examples include plays, drama theatre, dance classes, music classes, art, STEM activities, scavenger hunts, imaginative play, community service programs, or other activities to improve vocabulary and reading comprehension.

The camps operate for six (6) weeks to include approved academic field trips and a final showcase. The camps must have at least six (6) weeks of academic instruction and shall be at least six (6) hours each day and at least five (5) days per week, not including lunch (e.g., camp begins at 8:00 AM and goes through 3:00 PM with lunch from 12:00 PM to 1:00 PM or camp begins at 8:00 AM goes to 11:00 AM, campers eat lunch from 11:00 AM to 11:30 AM, and camp lessons begin again from 11:30 AM to 2:30 PM).

The student-to-adult ratio in a summer program can seriously impact the student’s learning and academic performance. It can indicate the amount of individual attention a student is likely to receive and how well that child’s safety needs are met. DHA has established that summer camps will have a 1:10 teacher-to-student ratio (1 teacher/adult to every 10 students) to ensure positive outcomes.

Proposals for summer camps must be made by an agency with previous experience working in Mississippi and must either be led by or include a partner in Leflore County, Mississippi.

Additional resources:

<http://www.summerlearning.org/> <https://gradelevelreading.net/our-work/summer-learning-loss>

### **Target Population:**

The target population for each proposal may focus on one age group or a range of ages. Targeted groups may include elementary students, middle school students, high school students, or youth seeking alternative routes to education (ABE/GED). The age ranges or grade ranges targeted, and the number served per group must be identified in the cover sheet. Costs will be reimbursed based on the percentage of students from the camp's verified roster who attend schools in the Greenwood Leflore Consolidated School District. (Example: A camp is awarded \$35,000. The camp's total enrollment is 50 students. However, it has a verified number of 40 students who attend school at Greenwood Leflore Consolidated and 10 students from Pillow Academy in Greenwood; the camp will be reimbursed 80% of the costs associated with the camp.)

To serve people most in need and comply with Federal law, services must be widely accessible. Services must not discriminate based on disability, race, color, sexual orientation, national origin, or religion. Proposals for camps that serve only one gender are allowed if appropriate to the program; however, LPC will ensure that both genders have equal opportunities for summer enrichment programs.

### **Summer Camp Outcomes**

All winning proposals will be subject to a rigorous evaluation component to determine the impact of their intervention on the targeted population(s). This evaluation will include collection by Delta Health Alliance of baseline data of all participants before delivering services and post-intervention data for comparison. Applicants are also welcome to collect additional data to evaluate the impact of their specific intervention. Proposals should discuss how they will secure permission from parents for data collection and demonstrate how they can collect these permissions.

Summer camp programs are also required to utilize evidence-based practices or promising models. A 'promising model' is defined as one with at least preliminary evidence of effectiveness in small-scale interventions or for which there is potential for generating data in diverse populations and settings. LPC will conduct pre-and post-testing of participating children to identify the impact programs had on participants' vocabulary and reading comprehension skills. Camps will also be required to conduct pre- and post-testing based on the intervention proposed. If this program is repeated, summer camp programs that demonstrate statistically significant success in previous years are expected to receive preferential funding status in subsequent years.

## **II. Award Information**

## 1. Type of Award

Funding will be provided in the form of a sub-contract between Delta Health Alliance, Inc., and the lead applicant for each winning proposal. Final decisions may be subject to review and approval by the Department of Education.

## 2. Summary of Funding

This program expects to provide funding for summer programs that encompass the vision of the Leflore Promise Community, that every youth in Greenwood will have opportunities for academic success. Awards will be made on a competitive basis.

**Funding:** Funding will be **dispersed based on a reimbursement system**. Costs will be reimbursed based on utilization of the Lavinia RISE Live Summer School Curriculum, duration of summer camp programming, the attendance rate of each participant, per participant cost, and the percentage of students from the camp's verified roster who attend school at Greenwood Leflore Consolidated School District (GLCSD). Each camp will be awarded based on the number of participants in their camp(s) and the attendance rate of those participants. Camps will be awarded **a maximum funding amount of \$875 per participant for a full 6 week/5 days a week/6 6-hour-per-day per day camp (rates will be adjusted based on the number of weeks and camp hours of operation)**. Pending on the funder's choice and comments, pending on whether the camp retains the number of students agreed upon to be served. **If the camp does not serve the number of students agreed upon, that camp may be subject to a decrease in funding amounts.** Eligibility of costs will be limited to appropriate federal and state regulations and cannot include charges for construction, renovations, or equipment (unit items of \$5,000 or more).

**Project Period:** Activities for participants must start on or after June 1, 2026, and must conclude on July 17, 2026, although reimbursement for planning, registration, and staff training may occur as of May 1, 2026. The summer camp programs must have a minimum of academic instruction for six (6) weeks during this date range, but do not need to be consecutive (e.g., may be broken up into two 4-week sessions if desired or a week break for July 4<sup>th</sup>). No "carryover" requests will be granted, and all expenditures must be incurred by July 31, 2026.

## 3. Cost Sharing / Matching

To support program sustainability past the grant-funded period, a dollar-for-dollar match is asked to be shown through either cash or in-kind services recorded by the program.

## 4. Other

Applications that **exceed** the ceiling amount will be considered non-responsive and will not be considered for funding under this announcement.

Any application that fails to satisfy the deadline requirements, page limitations, or application requirements will be considered non-responsive and not be considered for funding under this announcement.

**Multiple applications** from an organization are allowable but must be submitted as separate applications. Delta Health Alliance reserves the right to limit awards to one per organization, regardless of scoring, if the organization's capacity to conduct multiple camps is of concern. Consortium partners may be a part of multiple applications.

### **III. Eligibility Information**

#### **1. Eligible Applicants**

To be eligible for an award under this RFP, the proposal must:

- Be a not-for-profit or for-profit organization with prior experience providing academic enrichment programs within the state of Mississippi. Examples include community-based organizations, faith-based organizations, civic groups, health care organizations, daycare centers, boys/girls clubs, YMCA, schools, and others.
- Either be in Leflore County, MS or be partnered with a local agency located in Leflore County, MS, to ensure community participation in developing and delivering services.
- Be responsive to any unique cultural, social, religious, sex/gender differences, and linguistic needs of the target population.

#### **2. Eligible costs**

This program is subject to eligibility rules and regulations set forth by the U.S. Department of Education and the Office of Management and Budget, A-110 and A-122

(<https://www.whitehouse.gov/omb/information-for-agencies/circulars/> )

Due to the specific nature of this RFP and the short time frame of services, the following costs are also ineligible for funding support from this source:

- a) Equipment costs for durable items costing \$5,000 or more per unit.
- b) Indirect or Facilities and Administrative costs are not allowed as a % of direct costs within this program; however, fees that generally fall within indirect (rent, telecommunications, administrative support, etc.) can be charged as direct costs if those costs are directly related to the activities proposed.
- c) Fringe benefit costs will only be allowed on a case-by-case basis (Approved only with justification and proper documentation).
- d) Participant incentives. To ensure compliance with federal regulations, participant incentives may not be charged to this budget.
- e) Food is not an eligible cost.

## IV. Application and Submission Information

### 1. Submission of Application Package

All applications must be submitted as a single Word Document via email. Electronic submissions must be received by DHA by **March 1st at 5:00 pm CST**. DHA will email applicants to notify them of the successful receipt of the email application within 24 hours. Application packages must be complete by the March 1 deadline; DHA will not accept supplemental information submitted after the deadline unless DHA requests specific information during the review process.

Electronic Submission: Roshunda Sample

[rsample@deltahalliance.org](mailto:rsample@deltahalliance.org)

Subject Line: LPC Summer Camp 2026

Fax: 662-686-3522

Award notifications are expected to be made around **April 1, 2026**.

### 2. Content and Form of Application Submission

Proposals must be typed (single-spaced), utilize a 12-point standard font with no smaller than 1" margins, and submitted on standard 8 ½ x 11-inch paper. Each proposal will consist of the one-page Cover Page, the Project Narrative (limited to a maximum of 10 pages), and the Appendices, which will include the Budget and Justification, Job Descriptions and Resumes, Letters of Support or MOAs, and other relevant documentation (e.g., evidence of non-profit status, etc.). Do not reduce margins or manipulate font sizes to try to save space. The total size of all emailed files may not exceed 5 MB. Proposals that do not follow these directions may be deemed unresponsive and not be scored. A template for the application is provided at the end of this RFP.

### 3. Informational Session and Spring Workshop

An optional informational session will be offered by DHA staff by request only. Interested partners can request an appointment by calling or emailing Roshunda Sample at (662) 344-6178 or [rsample@deltahalliance.org](mailto:rsample@deltahalliance.org). If the proposal receives a funding award, a representative **must** attend the required spring workshops scheduled between the DHA project director and the program camp director.

### 4. Review and Selection Process

An External Review Team will be established to review and rank all applications that meet the guidelines outlined in this RFP. The team will provide an objective review of the proposals received and comments regarding each application's Strengths and Weaknesses. A Scoring Sheet, which contains the review criteria from this RFP, will assist reviewers in ranking applications. The

Scoring Sheet will provide pertinent information related to that criterion and give the reviewer a standard for evaluation. Review criteria are outlined below with specific detail and scoring amounts. All components are required elements for all proposals.

## **5. Review Criteria**

Procedures for assessing the technical merit of applications have been instituted to provide an objective review of applications and assist the applicant in understanding the standards against which each application will be judged. Critical indicators have been developed for each review criterion to assist the applicant in presenting pertinent information related to that criterion and provide the reviewer with a standard for evaluation. Review criteria are outlined below with specific details and scoring points. Review Criteria are used to review and rank applications. The Leflore Promise Community Summer Camp program has *the following* criteria:

- I. Coversheet – required 0 pts**
- II. Executive Summary – 10 pts**
- III. Project Narrative – 85 pts**
  - Goals, Methodology, Data, and Evaluation Plan – 20 pts
  - Project Design and Implementation Plan – 30 pts
  - Resources And Organization Capabilities – 20 pts
  - Budget and Budget Justification – 15 pts
- IV. Appendix – 5 pts**

## **V. Award Administration Information**

### **1. Award Notices**

Each applicant will receive written notification of the outcome of the objective review process, including a summary of the expert committee’s assessment of the application’s strengths and weaknesses and whether the application was selected for funding. Applicants selected for funding may be required to respond adequately to Conditions placed on their application before funding can proceed.

A contract between DHA and winning applicants will be developed to set forth the number of funds granted, the terms and conditions of the award, expected deliverables, the budget period for which initial support will be given, and the total project period for which support is contemplated. The contracts must be fully authorized before authorization is granted to begin activities.

### **2. Administrative and National Policy Requirements**

Successful applicants must comply with the administrative requirements outlined in 45 CFR Part 74 Uniform Administrative Requirements for Awards to Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations or 45 CFR HRSA-13-157

41 Part 92 Uniform Administrative Requirements for Grants and Cooperative Agreements to State, Local, and Tribal Governments, as appropriate.

### **3. Documentation**

The successful applicant under this funding opportunity announcement must comply with the following reporting and review activities:

#### **a. Audit Requirements**

Comply with audit requirements of Office of Management and Budget (OMB) Circular A-133. Information on the audit scope, frequency, and other aspects can be found on the Internet at (<https://www.whitehouse.gov/omb/information-for-agencies/circulars/>). DHA reserves the right to audit the financial records of any funded project if deemed necessary or required by our funding agency.

#### **b. Payment Management Requirements**

Submit bi-monthly reimbursement requests to DHA for eligible project expenditures. The request must identify expenditures against the authorized funds for the agreement. Reimbursement requests must be accompanied by copies of invoices, receipts, payroll records, staff sign-in sheets, or other authorized forms of documentation to provide evidence of costs. DHA will provide additional information and documents upon notification of award. Reimbursements may take up to 21 days to process. Eligibility of expenditures is subject to the terms of the awarded contract as well as Office of Management and Budget circulars A-110 and A-122. (<https://www.whitehouse.gov/omb/information-for-agencies/circulars/>)

#### **c. Status Reports**

1) **Progress Report(s)**. Each awardee must submit a progress report to DHA monthly if an eight-week program. DHA will provide further information and a template for reports.

2) **Final Report**. All programs must submit a final report that is due within 5-21 days after the project period ends (depending on the discretion of the project management team). A template with reporting requirements will be provided. The final report must be submitted electronically via email to your assigned DHA Program Manager. Failure to comply with reporting requirements may delay processing a project's last reimbursement request.

#### **d. Transparency Act Reporting Requirements**

New awards issued under this funding opportunity announcement are subject to the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Pub. L. 109–282), as amended by section 6202 of Public Law 110–252 and

implemented by 2 CFR Part 170. Grant and cooperative agreement recipients must report information for each first-tier sub award of \$40,000 or more in Federal funds and executive total compensation for the recipient's and sub-recipient's five most highly compensated executives as outlined in Appendix A to 2 CFR Part 170 (FFATA details are available online at <http://www.hrsa.gov/grants/ffata.html>).

## **VI. Agency Contacts**

Applicants may obtain additional information regarding business, administrative, or fiscal issues related to this funding opportunity announcement by contacting:

Roshunda Sample  
Leflore Promise Community  
Delta Health Alliance, Inc.  
1305 West Monroe Avenue  
Greenwood, MS 38930  
Telephone: (662) 344-6178  
Email: [rsample@deltahealthalliance.org](mailto:rsample@deltahealthalliance.org)

**TEMPLATE FOR  
APPLICATION  
PACKAGE**

**LPC 2026 SUMMER CAMP APPLICATION COVER SHEET**

Project Title: \_\_\_\_\_

Applicant Organization Name: \_\_\_\_\_

Address: \_\_\_\_\_

Project Director Name: \_\_\_\_\_

Contact Phone Numbers (Voice, Fax): \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Web Site Address, if applicable: \_\_\_\_\_

Total Request for Funding: \_\_\_\_\_

Age groups of targeted programs, and number of estimated participants within each group:  
(multiple groups are allowed if appropriate to your program)

- Age range or grade range: \_\_\_\_\_ Number enrollees: \_\_\_\_\_
- Age range or grade range: \_\_\_\_\_ Number enrollees: \_\_\_\_\_
- Age range or grade range: \_\_\_\_\_ Number enrollees: \_\_\_\_\_

Date Range of Entire Project (including time for training, enrollment, data collection):

\_\_\_\_\_ - \_\_\_\_\_

Date Range for Participant Involvement in Project (dates youth will receive services):

\_\_\_\_\_ - \_\_\_\_\_

## Executive Summary (1 page)

Brief description of the proposed summer program and how it advances Promise Neighborhood goals.

- *What is your proposed summer program, and how does it advance Promise Neighborhood cradle-to-career goals?*

## Project Narrative

The project narrative is limited to **15 pages**, with **1" margins**, **12-point standard font**, and **single spacing**. **Please include page numbers and a table of contents**. The questions in each section are for guidance.

### A. Project Description

Provide a detailed description of the entire project and the need for your project. Discuss how this project directly benefits students.

- *What is the need for your project?*
- *Who will the project serve?*
- *Who will you target?*
- *How will your project benefit students?*
- *Will you have any partners in your project?*

### B. Methodology (Curriculum, Strategies, Activities), Data, and Evaluation Plan

Applicants are encouraged to identify specific evidence-based strategies and/or curricula to address each goal. Applicants should also describe their capacity for implementing these strategies and/or curricula, or their plan for building such capacity. Additionally, proposals should outline an implementation plan for strategies aimed at achieving each goal.

Explain the steps your program will take to measure and track students' progress.

- *What are the goals and objectives of the project (measures should be both qualitative and quantitative)?*
- *What are your strategies and activities to meet those goals and objectives?*
- *How will you measure the impact on your goals, specifically the measurable difference in participants' vocabulary and reading comprehension skills?*
- *What evidence-based approach, curriculum, or promising practice will your project follow? State the research that supports your plans.*
- *How will you utilize fun and creative approaches to develop reading, math, and other academic skills?*
- *Will your program have any extracurricular and enrichment activities? If so, please list activity plans.*
- *What will a typical day and week look like in your program (please provide a sample daily/weekly schedule)?*

## Summer Camp Curriculum 2026

To promote consistent, high-quality instruction, Delta Health Alliance will provide additional support for the implementation of the RISE Live Summer School curriculum. All grantees will implement this curriculum and complete the training offered by the Lavinia Group. **Grantees that opt out of participation will instead be eligible for a maximum of \$475 per child for Summer Camp.**

### RISE Live Summer School Curriculum and Professional Development Training by Lavinia Group

Lavinia RISE Live Summer School is a comprehensive program designed to help educators tackle the challenges of unfinished learning from the academic year. It provides a complete set of ready-to-use instructional materials and data analysis tools, including five weeks of engaging, standards-aligned curriculum in literacy and math. The program also includes live in-person pre-program training, live virtual weekly professional development, pre-and post-assessments, progress monitoring, and data tools to track student growth effectively. By supporting educators with these resources, the Lavinia RISE Live program fosters a high-impact learning environment that drives student success.

Additional desired enrichment areas for summer camps include: *(For more examples, see Appendix C)*

- *Visual and performing arts (painting, dance, theater, etc.)*
- *STEM (science, technology, engineering, and mathematics)*
- *Computer science and robotics*
- *Photography*
- *Field trips to science museums and other educational venues*
- *Cultural experiences and community engagement*
- *Music and music appreciation*
- *Service learning and community service projects*
- *Culinary arts and garden-based learning*
- *College and career exposure (campus tours, workplace visits, guest speakers, etc.)*
- *Workforce development and career readiness activities*
- *Other aligned enrichment opportunities as proposed by grantees*

### **C. Project Design and Implementation Plan**

Outline the planning process in developing the project plan.

- *How will you implement the academic component, including how the RISE curriculum will be used?*
- *What enrichment activities will you offer, and how do they align with the desired enrichment areas listed in this RFP?*
- *How will you engage families throughout the summer (e.g., communication, events, conferences)?*
- *What is your recruitment and retention plan, especially for students who are most off-track academically or otherwise?*
- *Who was involved in the development of project plans?*
- *Who will be implementing your project plans?*

- *How will you recruit students, and what criteria will be used to select students?*
- *Does your project anticipate any barriers or challenges? How will you resolve these challenges?*

#### **D. Resources and Organizational Capabilities**

**Sustainability:** Proposals will be evaluated on the proposing agency’s ability to sustain their summer programs and the strategies identified in this application. The sustainability plan should describe how the funding from this project will be used to build program capacity without future funding from the Delta Health Alliance. Proposals should also identify additional or alternative sources of funding and describe how the funding from this project will help the partner organization pursue future funding opportunities.

- *How will the funds from this project be used to build capacity to continue this work in future summers?*
- *How will the funds from this project enhance your organization’s capacity in a sustainable way?*
- *What other funding sources can your organization (or will your organization) pursue to sustain this summer programming?*

**Management:** Describe your organization’s experience in managing and operating a project.

- *Who is the lead agency or partners operating this program?*
- *Does the lead agency or partners have prior experience operating programs in Leflore County and a physical presence in the area?*
- *Who will oversee and lead the budget and reporting requirements of the grant?*
- *What is their capacity to oversee budgets and reporting requirements of the project, including accurate and timely submission of invoices and reports?*

**Partnerships & Collaborations:** Describe your key partnerships and collaborations for this summer camp program.

- *Who are your key partners (e.g., schools, community-based organizations, colleges, employers, faith-based organizations)?*
- *What specific roles and responsibilities will each partner have in the planning and implementation of your summer program (e.g., field trips, speakers, space, in-kind resources)?*

**Daily Operation:** Provide the names and qualifications of the person that will be primarily responsible for the implementation and completion of the proposed project.

- *Who will be the site coordinator who runs your project’s daily operation?*
- *What are their qualifications- experience, skills, and relevant knowledge?*

**Staff:** Describe the requirements that an applicant must establish “to be hired” in crucial positions if the grant is received. Staffing needs should have a clear link to the activities proposed in the application's project narrative and budget portion.

- *Who is necessary to staff this project?*
- *How will you staff your project?*
- *What are the requirements of the staff? What are their qualifications- experience, skills, and knowledge?*
- *How will you train your staff?*

**Note:** Summer camps should have a 1 to 10-teacher to student ratio (1 teacher/adult to every 10 students) during any academic and enrichment activities.

### **Budget and Budget Justification**

Develop a detailed budget to include costs to support project activities. Items listed in the budget should clearly relate to specific goals of the proposed program. The budget must include a written budget narrative that explains the amounts requested for each line item in the budget. The budget justification should provide sufficient detail to justify the amount and purpose of each line item for the entire project period.

- *Is your program's overall cost per participant reasonable given the scope of work proposed, target population, and realistic estimation of the # of participants to be enrolled?*
- *Is there funding from other sources? How will you provide cost-sharing/matching dollars or services to the project?*
- *Is each cost necessary, reasonable, and clearly connected to delivering a high-quality summer learning program for Promise Neighborhood students?*

**Note:** Camp Travel and Trips must receive prior approval from the project director. Travel and trips must be educational.

**Budget and Budget justification**

**Project Title:** \_\_\_\_\_

<b>Category</b>	<b>Budget from DHA</b>	<b>Cash or In-Kind Match</b>
a. Personnel	\$ .00	
b. Fringe Benefits	Not allowable	
c. Travel	.00	
d. Equipment	Not allowable	
e. Supplies	.00	
f. Contractual	.00	
g. Construction	Not allowable	
h. Other	.00	
j. Indirect Charges	Not allowable	
k. TOTALS	\$ .00	

**Budget Justification**

Provide a budget justification narrative that explains the amounts requested for each line in the budget. The budget justification should specifically describe how each item will support the achievement of proposed objectives and goals. Services for enrolled camp participants must occur between June 2, 2026, and July 18, 2026. The total budget period may begin May 1, 2026, and must end by July 31, 2026, to allow time before camp services for training, participant enrollment, and development, and after camp activities are complete to allow for data collection, reporting, and invoice reconciliations. Please make a notation if the line item is supported by cash or in-kind, and how it is calculated.

The budget justification MUST be concise but must also detail how costs were determined or calculated (e.g., justify the anticipated expenses using price quotes, historical costs, etc.). Do not use the justification to expand the project narrative. Include the following in the Budget Justification narrative:

**Personnel Costs and Fringe Benefits:** Personnel costs should be explained by listing each staff member supported from funds, name (if possible), position title, percent full-time equivalency (# hours/week), annual salary, and the exact amount requested for each staff position. Total

personnel costs should not be more than 45% of the awarded budget. Personnel are defined as any staff working directly with the project. This funding opportunity will not support fringe benefit costs due to the short nature of this funding opportunity.

**Travel:** List travel costs according to local travel, utilizing the standard federal rate of \$0.70/mile or whatever the cost is beginning May 1, 2026, through July 31, 2026. The mileage rate, number of miles, reason for travel, and staff member/consumers completing the travel should be outlined for all travel. The budget should also reflect the travel expenses associated with participating in meetings and other proposed training or workshops relevant to the project activities. Out-of-state and overnight travel expenses (e.g., hotels) will not be reimbursable through this program.

**Equipment:** Equipment is defined as any durable goods with a unit cost of \$5,000 or more. Due to the short nature of these programs, this funding opportunity will not support equipment costs.

**Supplies:** List the items the project will purchase for use in its program. Supplies could include paper, pencils, educational materials, and administrative consumables. Each supply category must be listed separately (itemized and give details). DHA recommends that most of the supply budget be purchased by July 1, 2026.

**Contractual:** Provide a clear explanation as to the purpose of each contract, how the costs were estimated, and the specific contract deliverables. Note: Grant funds cannot be used to reimburse grant writers for their work on the proposal. A Grants Administrator is allowed up to a rate of \$2,500, depending on the job duties. Please review Appendix B for a detailed description.

**Other:** Put all costs that do not fit into any other category into this category and explain each cost in this category.

**Note:** Indirects or Facilities & Administration costs are not allowable as a percentage of direct costs, but items such as rent, utilities, phones, etc., may be accounted for under the 'Other' category if the agency/partner is incurring extra costs by hosting a summer camp program.

**In-Kind:** Please describe in this section. Examples of an in-kind match might be rent, space, supplies, volunteers, curriculum, donations, etc. A dollar-for-dollar match is required to be shown through either cash or in-kind services recorded by the program.

## **Appendix A. Job Descriptions for all key positions and staff resumes for known personnel**

**Note: Please review the job duties of the grant administrator below to receive the entire \$2,500.00 stipend. Please note that your grant administrator should be paid an amount depending on the number of job duties they have been assigned.**

### **Grant Administrator Job Description**

1. Guides and facilitates faculty and staff in the development and preparation of research proposals, contracts, sub-contracts, and agreements, to include budgets, documentation, and interpretation of funding requirements.
2. Analyzes and evaluates contract and grant budgets for correct calculation of expenditure categories such as salaries, percent of effort, salary adjustment increases, fringe benefits, indirect costs, materials, and equipment.
3. If in a Central Core Office, serves as a central negotiator and liaison between funding agencies and contract entities; researches, drafts, and approves formal responses to requests for proposals, quotations, contracts, and agreements.
4. Analyzes and evaluates awarded proposals, contracts, which may include clinical trial agreements, and subcontracts for compliance with funding agency, federal, state, and university requirements.
5. Assists in the formulation of processes and procedures for negotiation of contract and grant pre-awards and post-awards to meet university requirements; researches appropriate federal, state, and local requirements to facilitate compliance by all parties; assists in arbitration and resolution of conflicting interests, as necessary.
6. Coordinates receipt of awards and contract documentation; maintains proposal and funding records in database systems, and prepares scheduled and special reports, studies, and analyses.
7. Participates and/or assists in special projects, and performs associated administrative duties, as assigned; may provide functional direction to lower-level technicians on assigned work.
8. Performs miscellaneous job-related duties as assigned.

## Appendix B. Anticipated Timeline for Summer Camps 2026

(Please add rows for tasks and objectives your project will need to complete, including such items as recruiting students, recruiting staff, staff training, etc. Please fill in and complete any blank dates for DHA-assigned tasks. These directions should be erased.)

Item	Person (s) Responsible	Date Needs to be Completed By
Release RFP	DHA, Communications	January 1, 2026
RFP Information Session (Optional)	DHA	By appointment only
Proposals Due	Community	March 1, 2026
Revisions due from camps	Camps	March 1 – March 31, 2026
Notifications sent to awarded camps	DHA	April 1, 2026
Spring Workshop	DHA, Camps	April 2026
MOA created and sent for processing	DHA	May 2026
Recruitment of Students	Camps	May – June 2026
First Rosters of Campers Due	Camps	<b>Friday before camp</b>
Enrollment and Consent Forms Completed and Due to LPC for all roster students	Camps	<b>1<sup>st</sup> day of camp</b>
LPC Staff Confirms Campers	DHA	<b>1<sup>st</sup> week of camp</b>
Camp Begins	Camps	
Last date to add campers	Camps	<b>1<sup>st</sup> Friday of camp</b>
Last day to turn in enrollment and consent forms for any added campers	Camps, DHA	<b>1<sup>st</sup> Friday of camp</b>
Pre-Assessments Completed	Camps	<b>1<sup>st</sup> Friday of camp</b>
T-shirt sizes due	Camps	<b>1<sup>st</sup> Friday of camp</b>
Share pre-assessment data with camps (if applicable)	DHA	
1 <sup>st</sup> Monthly Report Due	Camps	June 26, 2026
All Reimbursements for June are due.	Camps	July 1, 2026
Post Assessments Completed (No trips/ceremonies/ or activities planned before posttest is complete)	Camps	<b>Last week of camp</b>
Camp Ends	Camps	
Last Final Report Due	Camps	July 31, 2026
All reimbursements for the month of July are due.	Camps	July 31, 2026
Final Reimbursements for 2026 Summer Camps Due	Camps	August 15, 2026
Debrief with 2026 Camps	DHA, Camps	Fall 2026

**Appendix C. Leflore Promise Community – 2026 Summer Program RFP Scoring Rubric**

<b>Section</b>	<b>Guiding Focus</b>	<b>Max Points</b>	<b>Score</b>	<b>Comments</b>
<b>I. Coversheet</b>	All required fields completed and signed by an authorized representative. <i>If incomplete, the application may be deemed ineligible.</i>	<b>Req / Not Scored</b>		
<b>II. Executive Summary</b>	Clarity of the proposed summer program and how it advances Promise Neighborhood cradle-to-career goals.	<b>10</b>		
<b>III. Project Narrative – A. Goals, Methodology, Data, and Evaluation Plan</b>	Clarity and measurability of goals (SMART); alignment of methods to goals; data collection (attendance, academics, surveys); secure storage and reporting; use of data for continuous improvement; identification and role of data lead.	<b>20</b>		
<b>III. Project Narrative – B. Project Design and Implementation Plan</b>	Daily/weekly schedule; academic component (including RISE implementation, if required); alignment of enrichment activities with desired areas; youth development approach; family engagement strategy; recruitment and retention plan for students, especially those most off-track.	<b>30</b>		
<b>III. Project Narrative – C. Resources and Organization Capabilities</b>	History of working with youth and families; staffing structure and qualifications of key personnel; experience with data, reporting, and federal/large grants; plans for serving students with varied needs and ensuring they can participate fully in the program	<b>20</b>		
<b>III. Project Narrative – D. Budget and Budget Justification</b>	Complete and realistic line-item budget; alignment of costs with proposed activities; costs are necessary, reasonable, and allowable; narrative clearly justifies major expenses and prioritizes direct services for students.	<b>15</b>		
<b>IV. Appendix</b>	Inclusion and quality of required documents (résumés/bios of key staff, letters of support/MOUs, proof of nonprofit status, certifications, etc.); strength and specificity of partner commitments.	<b>5</b>		
<b>TOTAL</b>		<b>100</b>		

**Appendix D. Promise Neighborhood Service Typology**

This typology is provided as a sample. The first two columns (recipient and type of service) will apply to most communities. However, the list of activities and descriptions will vary from community to community.

Typology Categories

- **Recipient of Service.** This can be an individual student/child/youth, a parent, the entire family, the school, or the neighborhood.
- **Type of Service.** This is the general service category.
- **Activities Included Under this Service Type.** These should be the specific activities offered by the Promise Neighborhood and its partners (the ones provided here are examples).

Recipient of Service	Type of Service	Activities Included under This Service Type
Individual: student/child/youth or parent	Academic assistance	<ul style="list-style-type: none"> <li>• Tutoring/homework assistance out of school (including after school and on weekends) for regular school classes</li> <li>• Remedial education assistance or classes specifically targeted toward students who are behind in school (includes after-school, weekend, and summer assistance or classes)</li> <li>• Academic and Literacy enrichment activities including: Readers’ theater, book clubs, and storytelling circles, writing workshops (poetry, journaling, short stories), Math games and problem-solving stations, Financial literacy activities (budgeting, saving, entrepreneurship)</li> <li>• STEM &amp; Hands-On Learning activities including: Simple science experiments and inquiry labs,</li> </ul>

		<p>Coding clubs and app/website design challenges, Robotics challenges (build-and-test stations), Engineering design projects (bridge building, tower challenges, etc.)</p> <ul style="list-style-type: none"> <li>• Agriculture, Garden &amp; Farm-to-School: School garden projects (planting, harvesting, tasting), Farm-to-school cooking demonstrations using local produce, Lessons on nutrition, food systems, and “where food comes from”, Composting, soil testing, and pollinator (bee/butterfly) activities.</li> <li>• Arts, Culture &amp; Expression: Visual arts (painting, collage, photography, mural projects), Performing arts (dance, step, theater, spoken word), Music (choir, drumming circles, songwriting, music production basics), Cultural heritage projects (local history, storytelling with elders)</li> <li>• Health, Wellness, and Life Skills: Sports, recreation, and fitness challenges, Mindfulness, yoga, and social-emotional learning circles, Basic cooking and meal-prep skills, Safety, First Aid, and Emergency preparedness activities</li> <li>• Summer academic classes: non-remedial academic (math, science, history, English/language arts/reading) classes offered over the summer</li> <li>• After-school/out-of-school academic classes: non-remedial</li> </ul>
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		<p>academic (math, science, history, English/language arts/reading) classes offered during the school year after school or on weekends</p> <ul style="list-style-type: none"> <li>• Financial incentives or prizes for academic achievement are offered to students for reaching academic goals</li> <li>• English language learner classes designed specifically for students learning English as a second language</li> <li>• In-school vocational training classes taught in and during school (such as auto shop)</li> <li>• College test preparation classes or tutoring for college tests such as the SAT or the ACT</li> <li>• College mentoring/guidance</li> <li>• College, Career &amp; Workforce Readiness: College campus and technical school tours, Career panels with local professionals, Resume building and mock interviews (for older youth), Entrepreneurship “Shark Tank”–style project pitches</li> <li>• Leadership, Service &amp; Civic Engagement: Youth leadership councils or ambassador roles, Service-learning projects (community clean-ups, food drives, garden days), Public speaking or debate clubs, Youth-led town halls, or “voice of youth” sessions.</li> <li>• Adult literacy classes offered to adults over 18 who are not working toward a GED</li> </ul>
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		<ul style="list-style-type: none"> <li>• Adult GED classes offered to students over 18 working toward a GED</li> </ul>
	Early Education	<ul style="list-style-type: none"> <li>• Early learning opportunities for children entering pre-kindergarten -Kindergarten.</li> <li>• Early screening for developmental delays in young children</li> <li>• Language and literacy development classes offered to children ages 4-5</li> </ul>
	Life skills development	<ul style="list-style-type: none"> <li>• Parenting classes for parents of children or teenagers</li> <li>• Financial literacy classes on building budgets, saving, investing, retirement, and similar topics</li> <li>• Saving accounts or other means of saving money</li> </ul>
	Mentoring	<ul style="list-style-type: none"> <li>• College guidance: for students or parents of students regarding college applications or financial aid</li> <li>• Peer (student-student or parent-parent) mentoring: children or youth are mentored by another child or youth, or parents are mentored by another parent</li> <li>• Leadership skills training to build leadership skills in children, youth, or parents</li> </ul>
	Violence prevention	<ul style="list-style-type: none"> <li>• Anti-bullying training for students or parents</li> <li>• Gang desistance: community, police, or school programs specifically targeting gangs or</li> </ul>

		<p>discouraging youth from joining gangs</p> <ul style="list-style-type: none"> <li>• Mediation training for children and youth to conduct mediation.</li> <li>• Alternatives to violence: mediation, conflict resolution (where service providers conduct the mediation)</li> </ul>
	Physical health/health care	<ul style="list-style-type: none"> <li>• Mobile health care unit visits to school, home, or neighborhood</li> <li>• Health education classes, workshops, or materials</li> <li>• Physical therapy in clinics, homes, or neighborhoods</li> <li>• Agricultural education, garden-based learning, or community garden initiatives</li> </ul>
	Juvenile justice/parolees	<ul style="list-style-type: none"> <li>• Mentoring programs specifically for at-risk youth</li> <li>• Intervention programs that aim to encourage or redirect at-risk youth or parolees to focus on positive behaviors, schoolwork, employment, etc.</li> </ul>
	Enrichment	<ul style="list-style-type: none"> <li>• Arts and crafts: arts (e.g., painting, drawing, sculpting) and crafts (e.g., sewing, jewelry-making) classes offered outside of school</li> <li>• Music: music classes or music groups (choir, band) offered outside of school</li> <li>• Theater and dance</li> <li>• Sports: competitive team or individual sports, sports camps</li> </ul>

		<ul style="list-style-type: none"> <li>• Games: competitive and non-competitive organized games, such as board games</li> <li>• Free play</li> <li>• Cultural outings to museums, concerts, plays, games, etc.</li> <li>• Community service projects</li> <li>• Farm-to-School programs</li> </ul>
	Employment	<ul style="list-style-type: none"> <li>• Job readiness training, including resumes and interview tips</li> <li>• Vocational training outside of school</li> <li>• Assistance with job placement, including finding a new job or networking for a new job</li> <li>• Paid internships or apprenticeships</li> <li>• Career exploration</li> </ul>
	Food and nutrition	<ul style="list-style-type: none"> <li>• Nutrition or cooking classes (non-school)</li> <li>• Gardening, including teaching children, youth, or parents how to grow fruits and vegetables</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Access to computers and the Internet</li> <li>• Access to the Internet only, with own computer</li> <li>• Computer skills classes (non-school)</li> </ul>
Family	Academic assistance	<ul style="list-style-type: none"> <li>• Parent-teacher meetings that take place at school</li> <li>• Teacher home visits that take place with parents at home</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Access to computers and the Internet</li> </ul>

## **Appendix E. Government Performance and Results Act (GPRA) Indicators for Promise Neighborhoods**

- GPRA 1: Number and percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally- appropriate early learning measures.
- GPRA 2. Students are proficient in core academic subjects: 2.1 Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school). 2.2 Number and percentage of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA.
- GPRA 3. Students successfully transition from middle school grades to high school: 3.1 Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance. 3.2 Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.
- GPRA 4: Youth graduate from high school: Four-year adjusted cohort graduation rate.
- GPRA 5. High school graduates obtain a postsecondary degree, certification or credential: 5.1 Number and percentage of Promise Neighborhood students who enroll in a two-year or four-year college or university after graduation 5.2 Number and percentage of Promise Neighborhood students who graduate from a two-year or four-year college or university or vocational certification completion.
- GPRA 6. Students are healthy: Number and percentage of children who consume five or more servings of fruits and vegetables
- GPRA 7. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.
- GPRA 8. Students live in stable communities: Student mobility rate (as defined in the notice).
- GPRA 9. Families and community members support learning in promise Neighborhood Schools: 9.1 Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth–8th grade). 9.2 Number and percentage of parents/family members who report talking about the importance of college and career (9th–12th grade).
- GPRA 10. Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet and a connected computing device.

### Leflore Promise Neighborhood Goals

- Children enter kindergarten ready to succeed in school.
- Students are proficient in core academic subjects.
- Students successfully transition from middle grades to high school.
- Youth graduate from high school.
- High school graduates obtain a postsecondary degree, certification, or credential.

- Students are healthy.
- Students feel safe at school and in their community.
- Students live in stable communities.
- Families and community members support learning in Promise Neighborhood schools.
- Students have access to 21st-century learning tools.

## **Appendix F. RISE Live Summer School Curriculum and Professional Development Training by Lavinia Group**

Lavinia RISE Live Summer School is a comprehensive program designed to help educators tackle the challenges of unfinished learning from the academic year. It provides a complete set of ready-to-use instructional materials and data analysis tools, including five weeks of engaging, standards-aligned curriculum in literacy and math. The program also includes live in-person pre-program training, live virtual weekly professional development, pre-and post-assessments, progress monitoring, and data tools to track student growth effectively. By supporting educators with these resources, the Lavinia RISE Live program fosters a high-impact learning environment that drives student success.

### Lavinia RISE Program for All Educators

- Curriculum & Student Materials
  - Five weeks of digital, standards-aligned literacy and math curriculum
  - Accompanying digital student materials
- Assessment & Progress Monitoring Tools
  - Digital Pre- and Post-Assessments
  - Assessment Reporting & Analysis Tools
  - Progress Monitoring Trackers
  - Asynchronous Assessment Training
- Training & Professional Development
  - Live, Virtual Pre-Program Leader Training
  - Live, In-Person Pre-Program Training for Educators
  - Live, In-Person, Ongoing Coaching Support
- Curriculum Implementation Support
  - Access to Lavinia Group's Asynchronous Training Modules
  - Live Weekly Office Hours
  - Teaching Channel Subscription
  - Customer Support (Email, Phone, Chat)

### Program Evaluation

- Collect and Analyze Assessment Data: Lavinia Group will gather and analyze data from all participating sites.
- Provide Individual Data Reports: Each participating summer site will receive personalized reports detailing their program's performance based on pre- and post-assessment data.

### On-Site Coaching for CBOS and Select Grantees

- For the summer of 2025, Lavinia Group is thrilled to offer on-site coaching for Summer Discovery Partners. Grantees that opt into this offering will receive a dedicated Lavinia Group coach, who will support them with both program design and implementation throughout the summer. Coaches will work collaboratively with site leaders to help customize, troubleshoot, and strengthen

their summer school program. Additionally, coaches will come to campus three or four times throughout the summer for hands-on teacher and leader development.

**Appendix G. Letters of Support or existing Memorandums of Agreement (Optional)**

**Appendix J. Other relevant information to the project (optional)**