**RFP 24-78769**

**TECHNICAL PROPOSAL**

**ATTACHMENT F**

Please supply ***all*** requested information ***in the yellow-shaded areas*** and indicate any attachments that have been included. Document all attachments and which section and question they pertain to.

**2.4.1 General Information**

Describe how the agency’s mission/vision statements and range of services and capabilities directly relate to the goals and objectives of this project.

Founded in 1903 to form Lutheran Hospital in Fort Wayne, The Lutheran Foundation (TLF) became a health-conversion foundation in 1995 with the sale of Lutheran Hospital. It is comprised of member-congregations dedicated to demonstrating the compassion of Christ by promoting, improving, and enhancing the quality of life of individuals, families, congregations, and communities. TLF’s community focus is promoting mental wellness that silences the stigma of mental illness.

Provide a list of all current full-time staff members that are considered key personnel that will be necessary for successful planning and implementation of this project. Include the following: staff name, position, professional background, and explanation of their contributions to the project. Identify the management staff that would directly handle this contract, including length of tenure with the agency, current responsibilities, and contributions to this contract. If there are plans for hiring new staff to meet the needs of this contract, please provide all details.

**Mark Dixon, president and CEO:** An experienced non-profit professional provides strategic direction for TLF as a part-time executive.He started in this role in November 2022 after serving on TLF’s board*.* **Kimberley Lichtsinn, executive assistant to president and CEO:** Has held various administrative roles since joining TLF in March 2017 and serving as executive assistant since 2020. Prior to starting at TLF she worked for Crossroad Child & Family Services for 11 years in direct client care. Manages claims process by filing claims, tracking partner spending, and making payments to subcontractors.**Kristi Leininger, controller:** CPA and former contracted accountant before part-time employment at TLF in January 2023. Reviews payments prior to processing and reconciliation and general ledger management. No plans to hire additional staff if awarded this grant. Subcontractors handle delivery of services.

Does this agency plan to subcontract any services required in the scope of work for this project? If yes, please provide a list of services that the agency plans to subcontract out to meet the requirements of this contract, identify the potential subcontractors that will be utilized, and provide a rationale as to why the subcontractors were selected to meet needs.

TLF will be the fiscal agent and subcontract with Schools Care, Inc. dba School Care Team (SCT) and Geminus Corp. for programming, Purdue University Fort Wayne (PFW) for grant administration services, and Upstream Prevention, Inc. for program evaluation services, using a regional approach. TLF works with these partners for the current EBP grant in these roles. Jay County Drug Prevention Coalition and Radiant Health, who are TLF subcontractors now, opted not to participate in this application. Letters of commitment from PFW, Upstream, Geminus, and SCT are attached to this application.

Describe this agency’s experience in providing school-based and/or community-based prevention services for students, teachers/school staff, parents/caregivers, and the community. Include at a minimum discussion specifically on substance abuse prevention and mental health promotion.

TLF is the current northern region EBP grantee using subcontractors listed in the question above. TLF’s community focus is to promote mental wellness that silences the stigma of mental illness. TLF has years of experience in serving as the fiscal agent for DMHA grants. The Community Catalyst grant, in addition to the EBP grant, includes substance use prevention/mental health promotion. TLF’s programmatic subcontractors have experience in evidence- and research-based prevention programs using MTSS for students, teachers/school staff, parents/caregivers, and community as demonstrated in their monthly reports to DMHA and listed in this application.

Provide outcomes from similar programs that this agency has implemented and/or intended outcomes of selected program(s).

In SFY23 TLF’s subcontractors implemented 14 evidence-based or evidence-informed programs. The northern region achieved outcomes in substance use prevention, improved youth mental health, mental health promotion/suicide prevention, and youth resiliency. For outcome measures with available targets and data, TLF met or exceeded 22 of 29 (76%) targets. For the seven areas where outcome targets were not met, improvements were shown in all Select program outcomes are: After the Mindset Reset program, 71% of students agreed with “I can communicate my boundaries to others,” compared to 57% before the program. For WRAP, 32% of adults and 27% of youth said “I can identify when things are breaking down” was “very true” of them and that jumped to 58% of adults and 42% for youth after. For QPR, 98% of adult participants increased pre- to post-test in knowledge of mental health intervention approaches, likelihood of engaging youth, and confidence in asking about suicide intention.

How does this agency intend to fully incorporate Diversity, Equity, Inclusion, and Belonging (DEIB) and/or Health Equity (HE) into this project?

As the northern region grantee, TLF’s subcontractors have been participating with Indiana Youth Institute’s DEIB review, to identify how programs and services can more accurately reflect diversity of local communities. Building authentic cultures of care require participants to possess a sense of belonging and connection. Examples include hiring staff members who speak Spanish to serve Hispanic populations, staff members’ racial identities who reflect the diversity of the locations served, training on gender identity and cultural competency, being intentional in program selection to reflect the local community’s cultural and HE needs, knowledge of local demographics/data to enhance HE, and requiring facilitators to examine their own cultural backgrounds and identities while seeking out knowledge, skills, and values to ensure inclusive service delivery to participants of different cultural experiences and demographics.

Describe the agency’s plan for ensuring at least one (1) staff coordinating, managing, and/or implementing prevention programming funded by this contract obtains required Certified Prevention Specialist or Certified Prevention Specialist – A certification within the first year of the contract. If the agency currently has a staff member that meets this requirement, please provide the staff member name, current job title, and length of time that the staff member has held certification.

TLF’s subcontractors either have CPS certification or will secure certification. At Geminus, Eric Evans, Vice President of Business Development, has been certified for 4 years, and Lisa Scott, Prevention Coordinator, has been certified for 2 years. SCT plans to send Lani Kieft, Program Manager Elkhart, for CPS-A certification in SFY25.

**2.4.2 Financial Information**

What (if any) other DMHA specific grants/contracts has the agency received in the last five (5) years?

DMHA grants awarded to TLF are: Community Catalyst, COSSAP, MIRS, Opioid Settlement Fund, Safe Site COVID response, System of Care, SEA-510. Some grants had a single contract; others were renewed under the same contract number, while MIRS had multiple contract numbers.

Provide a list of any other state or federal contracts or grants that this agency has received and executed in the last five (5) years that demonstrate the agency’s ability to carry out the work described in this proposal. Please include a summary of the scope of work and describe outcomes.

TLF received the following fiscal agent grants from the City of Fort Wayne Division of Community Development Office of Housing and Neighborhood Services 200 East Berry Street, Suite 320, Fort Wayne, IN 46802, using federal funds: 1) ESG, 2/1/2022-3/31/2023, Contract #199HS20-5395-3191, Street Outreach/Handing Out Hope that had 2,090 contacts in 2022; 2) ESG, 7/1/2023-6/30/2024, #199SOS3-5395-3435, continuation of Street Outreach/Handing Out Hope, with 3,185 contacts in 2023; 3) Mayor’s Quality of Life Initiative, 12/23/2019-11/30/2020, SEA-510 financial support to study effectiveness of recovery housing for justice-involved populations; 4) FW COVID-19 Response, 5/13/2020-7/9/2020, COVID day shelter.

Demonstrate the agency’s ability to oversee and manage accounts payable/receivable for suppliers, the ability to pay promptly for continuation of services, the ability to submit timely claims for services rendered, and the ability to effectively track and report expenditures specific to this project/funding source.

As the northern region grantee serving as fiscal agent with significant experience on DMHA contracts, TLF has processes to coordinate reporting duties, submit timely claims, and track and report expenses. As noted in this application, TLF has allocated contract coordinator duties across internal staff, a contracted grant administrator, and programmatic subcontractors. TLF’s grant administrator sets subcontractors’ deadlines for submission of reports and claim information, after working with DMHA to establish a claims submission schedule. The grant administrator assembles program reports, monthly expense forms with grant and match, and claim form. TLF then verifies the draft claim and reports against TLF’s internal tracking form. Furthermore, TLF tracks monthly expenses against approved budget to ensure appropriate expenses during grant period. Once DMHA pays the claim, TLF pays contractors from invoices submitted with their reports and expense information. Subcontractors are responsible to pay any party with whom they have contracted.

Demonstrate the agency’s ability to hire and retain a 1.0 FTE Grant Coordinator to oversee this contract. If the organization’s plan is to utilize a current staff member, describe how the agency will ensure the employee is dedicated solely to this project. Discuss the plan to fill the staff’s previous role and/or describe plans to reorganize workloads.

TLF has provided grant/contract coordinator services as an EBP grantee. TLF’s Kimberley Lichtsinn’s claims management and PFW’s grant administration services constitute 0.3 FTE. The remaining 0.7 FTE will be split by the programmatic subcontractors with 0.2 FTE each for Gina Courtois, SCT’s Operations Director, and SCT’s CEO and founder Heather Miller and 0.3 FTE for Geminus Prevention Coordinator Lisa Scott. No need to reorganize workloads as these people already perform the specified duties.

Describe the agency’s current and proposed funding structure that will allow the agency to meet the match requirement of **at least 35% but no more than 50% of the total project cost.**

As listed in the cost proposal, TLF and its subcontractors have reached the target 35% match. TLF’s subcontractors are using a mix of in-kind and cash match sources, including fee-for-service arrangements, philanthropic awards, other private-sector grants, in-kind staff time from staff and schools, and in-kind contributions from community partners. TLF’s subcontractors have experience successfully meeting the match requirements. TLF, as part of contract coordination duties, tracks monthly match amounts for each subcontractor and tracks total match during the fiscal year to ensure 35% match is met using documents submitted for the monthly claims process.

Discuss the agency’s capacity and plan for sustainability of the proposed and/or implemented programs and services described in this proposal if the dedicated state funds in this award are no longer available.

TLF appreciates state funding but recognizes it may not continue so it has asked programmatic subcontractors to plan for fiscal and operational sustainability of EBP services. As the northern region looks to expand services, sustainability conversations are underway with schools and community partners to integrate these services into their operations. Funding options include: fee-for-service agreements with schools and community partners, philanthropic funding from local or state grantors, other state or federal grants or contracts, community fundraising, moving schools to program self-sufficiency after training and initial support, adding billable clinical services for Tiers 2 and 3, and being more selective in program offerings and MTSS tiers.

**2.4.3 Program Plan Information**

Name the region(s) this agency plans to target as defined in the scope of work (Northern, Central, Southern). Describe the organization’s experience and familiarity with the region(s) the agency is proposing to serve.

If selected, TLF will serve 18 northern region counties with expansion into Fulton County. As current northern region grantee, TLF, its two programmatic subcontractors, program evaluator, and contracted grant administrator are familiar with northern region needs in communities and schools and stand prepared to continue existing services while expanding programs to fit the MTSS structure, adding teacher wellness programs, and providing community-based programs to support identified goals.

Describe the extent of the need for evidence-based prevention programming in the schools and communities within the agency’s chosen region. Include evidence substantiating the need. This may include outside data sources/references or internal evaluations conducted.

TLF serves schools and communities in urban, suburban, and rural communities so there are both common and unique needs. The northern region needs evidence-based programs to improve wellness, resilience, and healthy coping skills; delay or decrease youth substance use; and improve the response to mental health needs. There is not enough space to list the needs for each of the 18 counties to be served in this proposal so TLF selected representative data. The 2022 Indiana Youth Survey (INYS) provides insight to alcohol, vaping, and marijuana use for INYS regions 1, 2, and 3, approximating the northern region served under this proposal. Specifically Region 3 has the highest of the 10 regions on marijuana use (9.0%), the second highest for vaping (10.7%), and third highest for alcohol use (12.3%). In contrast, Region 2 had the lowest alcohol use (8.9%), second lowest vaping (8.2%), and third lowest marijuana use (5.5%). Region 1 was in the top half of the state – save the fourth lowest vaping use – for INYS participants’ substance use. Other data points indicating need for services: Lake County, as the second largest county by population, is 67th out of 92 counties for health outcomes and 20% of Lake County children live in poverty, according to County Health Rankings. Allen and DeKalb Counties rank at the lowest quartile of U.S. counties for student-to-teacher ratio and 4th grade English/Language Arts proficiency. Allen, DeKalb, Kosciusko, Wabash, and Whitley counties rank in the lowest quartile of U.S. counties for 8th-grade math proficiency, and the same counties, except Whitley, rank in the lowest quartile for 8th grade Language Arts proficiency, according to the Parkview Health Community Dashboard. In short, the northern region’s needs originate with socioeconomics, youth mental health and substance use data, academic factors, and health outcomes.

Describe the agency’s capacity to deliver school-based and/or community-based services across the selected region, including a description of current and/or proposed community partners/subcontractors and how they will help satisfy the requirements of this proposal and/or enhance the current or proposed work.

TLF’s programmatic subcontractors have experience and capacity to deliver strength-based services. Geminus and SCT provide prevention-focused services to urban, suburban, and rural schools and communities that improve emotional wellbeing and reduce substance use. They work with schools to identify unique community needs to provide culturally responsive programs. In developing this proposal, TLF worked with them to ensure appropriate contract, match, and resource allocation to continue existing programs and expand services to meet the RFP’s requirements, including community-based programs, teacher wellness, and MTSS tiers. Match and grant funds to personnel/staff, subcontracted services, program supplies, and training satisfy RFP requirements by enhancing and expanding services to existing and new schools for SFY25, including community programs and teacher wellness.

***If you are a new applicant:*** For each proposed region, include the following information for areas you propose to serve.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| County | Proposed School District and/or School *OR leave blank if community targeted initiative* | Targeted Need | Proposed Goals/Outcomes | Proposed Program (s) to address need and produce outcomes | Prevention Tier |

***If you are a previous regional model awardee:*** List all counties and school districts/schools you served at the conclusion of SFY 2024. Then, describe plans for expansion within established areas, based upon regional data. Expansion can include adding districts, schools, programs, or community initiatives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| County Served | Implemented School District/School *OR leave blank if community targeted initiative* | Targeted Need | Implemented Program (s) to address need | Prevention Tier | Proposed Expansion Plans (if any) |

Then, complete the following for any proposed expansion into new counties in the chosen region(s):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| County | Proposed School District and/or School *OR leave blank if community targeted initiative* | Targeted Need | Proposed Goals/Outcomes | Proposed Program (s) to address need and produce outcomes | Prevention Tier |

**You may utilize a chart format or narrative to satisfy the completion of this response. Attachments are acceptable if needed. Please refer in the shaded box to any attachments included.**

TLF Program List provides the requested information for this question.

Provide description of all prevention programs and/or initiatives proposed and/or implemented in the above response. Indicate the type of program (evidence based, evidence informed, etc.), identify the prevention tier, and site the source of information. Identify the target population(s) to be served by the programs as supported by disaggregated data. Target population(s) must include elementary, middle and/or high school students and their parents/caregivers, teachers/school staff, and/or the community. Include educator wellness programs if applicable.

**You may utilize a chart format or narrative to satisfy the completion of this response. Attachments are acceptable if needed. Please refer in the shaded box to any attachments included.**

**If selected program(s) are not evidence-based**, please explain the benefit of utilizing selected program instead of an evidence-based program to meet the indicated target population and identified need.

TLF’s attached Program Evidence List provides requested information. While preferring EBPs, evidence- or research-informed program selection is based on program structure, local needs, and northern region evidence that demonstrates effectiveness. **Kimochis:** Qualitative data collected from pre-K teachers using Kimochis demonstrate value in helping students manage emotions and be prepared for learning. Here are a few examples: “When we were talking about how the emotions fit in the pockets, one of my sweet kiddos was like, this makes so much sense that I can [have] more than one feeling in my pocket at a time.” “When there is a conflict between two students in the classroom, I have them meet privately outside in the hallway with me to talk it out. The upset person repeats this phrase after me: “It hurt my feelings when… it made me feel… The other student in the situation then has a chance to respond. Understanding the feelings words and using language to express them almost always resolves conflict.,” **Talk. They Hear You. (TTHY):** Geminus uses TTHY in Lake, Porter, Newton, Jasper, Pulaski, LaPorte, and Starke counties. This SAMHSA environmental campaign about underage drinking and substance use increases parents’ awareness about prevalence and risk; equips parents with knowledge, skills, and confidence to prevent this; and increases parents’ actions to prevent underage drinking and substance use. **Community events:** Experience with EBPs like Parent Café and Strengthening Families show that families post-pandemic are reluctant to attend multi-session programs, which defeats program fidelity. Instead TLF plans to use single-session workshops or presentations with targeted information so that families and parents can attend the sessions that provide information valuable to them. **Bounce Back:** This will be used as Geminus’ Tier 3 program for elementary schools. It is modeled after the CBITS EBP, which is used for older students. **PRIDE Initiatives**: This peer-led program serves LGBTQ+ youth in Lake and Porter counties. Evidence from TLF’s professional evaluator indicates PRIDE has helped youth feel welcomed and supported at school. A facilitator noted, “One participant stated that she didn’t expect her school to be supportive…but some of her teachers and her friends, she would give a five out of five for support because they were supportive.” **Mindset Reset:** This fills a programmatic gap and has seen positive effects in classrooms. Program evaluation shows it increased feelings of self-control, self-awareness, and understanding of self-advocacy. After the program, 71% of students agreed with the statement “I can communicate my boundaries to others,” compared to 57% before. **Restorative Practices**: This strengthens relationships and builds communities of safety. A disengaged veteran teacher entered training complaining about students and staff. SCT saw changes in her behavior and attitude, and she supports other teachers as they use a restorative approach in classrooms. This teacher created a calm-down corner using Restorative Practices language and resources to provide a safe space for students to spend time considering their choices’ impact before returning to the classroom.

***If you are a new applicant:*** Provide a timeline to meet the needs of the planning and implementation phase for any proposed programming, including relationship development, staffing, readiness assessments, logic model development, execution, and evaluation.

***If you are a previous regional model awardee:*** Provide a timeline to meet the needs of the planning phase for any proposed expansion and continued implementation of previously established programming. Include discussion related to relationship development, staffing, readiness assessments, logic model development, execution, and evaluation.

**Previous regional model awardee**

**July-September 2024**

Logic model development: Review regional logic model with Upstream Prevention to identify changes needed using MTSS and SPF for school and community programs

Relationship development: Work with new schools to secure MOUs, complete Readiness Checklists for approval, review existing MOUs/checklists for any updates

Program planning: Coordinate needed training for schools, meet with teachers who will deliver programs at start of academic year, develop plans for expanded MTSS services, develop schedules for community-based programs including environmental campaigns

Program implementation: Training for WRAP, Kimochis, other programs that start with academic year; start year-long programs like Sources of Strength and Class Catalyst; implement additional services when training complete; start teacher wellness initiatives

Staffing: Hire new positions, conduct training before placing new employees in schools

**October-December 2024**

Relationship development: Maintain contact with school leadership, support schools currently in program implementation, identify schools for services in second half of year

Program planning: Develop content and delivery strategies for environmental campaigns, complete program training for staff and schools, secure MOUs/Readiness Checklists from new schools, identify new programs or services needed in second half

Program implementation: Deliver programs like CATCH My Breath or QPR that do not use full academic year, ongoing support for year-long programs and teacher wellness, onboard new schools with appropriate programming

**January-March 2025**

Relationship development: Provide program updates and maintain contacts with school leadership, deliver data and feedback about program implementation to enhance services, continue conversation with new schools in preparation for services

Program planning: Coordinate implementation schedule for programs that start in second half of year, secure MOUs/Readiness Checklists from new schools

Program implementation: Deliver programs that do not use full academic year, ongoing support for year-long programs and teacher wellness, launch environmental campaigns per plan, onboard new schools with appropriate programming

**April-June 2025**

Relationship development: Provide year-end data and reports to schools/DMHA to identify program success/deficiencies, celebrate achievements with schools and community partners

Program planning: Identify schools and programs for future years, work with schools and community partners for next year’s programs and services

Program implementation: Collect year-end data from schools and community programs, deliver programs that do not use full academic year, ongoing support for year-long programs and teacher wellness, conclude environmental campaigns

**Ongoing:** Program evaluation services from Upstream Prevention with final report delivered in June 2025, fill job openings if grant-funded staff leave before end of contract, coordination of services from subcontractors, participation in professional development and technical assistance

Describe the agency’s experience with multi-tiered systems of support (MTSS) and schools’ MTSS teams. Please discuss schools in which the agency either currently provides service or the agency is proposing to provide services through this contract which utilize an MTSS model and describe how this prevention work will be incorporated into the school’s process.

TLF’s programmatic subcontractors have experience with MTSS as a comprehensive prevention framework to address students’ diverse needs. MTSS offers early intervention and targeted support to address challenges before they escalate, fostering a positive and inclusive learning environment for all students. The proposal’s schools have different experiences with MTSS: some have relied on Tier 1 services and others have embraced all three tiers. For example, Geminus’ Class Catalyst at Hammond, Gary, and Hobart serves as a Tier 1 program, while SCT has been working with Goshen to fully develop three-tier MTSS prior to program launch. For this proposal, schools will have services under MTSS tiers as listed in the program expansion section of the program list spreadsheet. Subcontractors were intentional in program selection to respond to local needs, while providing Tier 1, 2, and 3 services. As explained on the program lists, the same program can be deployed at multiple MTSS levels depending on student need and school’s capacity for implementation. By integrating MTSS, schools working with TLF's subcontractors ensure systematic and proactive approach to student support.

Describe the agency’s experience with SAMHSA’s Strategic Prevention Framework (SPF). Please provide an example of the agency’s utilization of this process.

TLF’s subcontractors use SPF’s five phases for prevention services that meet identified needs, build capacity, create sustainability, and have long-term impact on students, schools, and community. They use SPF for: **1) Assessment:** Engage community members, organizations, and agencies to identify stakeholders interested in prevention. Collect data about community's strengths, needs, risk factors, and resources for substance use prevention and mental health. Analyze data to identify patterns, trends, and areas of concern. **2) Capacity Building:** Develop partnerships with stakeholders to build a prevention coalition. Enhance resources by identifying and mobilizing community assets, such as parents, schools, and additional funding. Develop skills with training and support to stakeholders to enhance ability to plan and implement effective prevention strategies. **3) Planning:** Set goals and objectives with clear, measurable outcomes that address identified needs and priorities. Select evidence-based strategies and programs that are effective in similar contexts. Develop action plan with detailed roadmap outlining activities, timelines, responsibilities, and resources to achieve goals and objectives. **4) Implementation:** Execute action plan by activating prevention strategies using timeline and resource allocation. Assess implementation and monitor progress so activities are carried out and make adjustments as needed. Evaluate program fidelity to ensure selected strategies are implemented properly. **5) Evaluation:** Measure outcomes to assess impact by comparing key-indicator data to goals and objectives. Analyze results to evaluate program effectiveness in achieving outcomes and identify areas for improvement. Use findings for continuous improvement to strengthen prevention efforts, allocate resources more effectively, and inform future planning.

Discuss the agency’s plan for mandatory involvement in established school and community mental health infrastructures. Include at a minimum discussion related to community coalitions, systems of care, school mental health and wellness teams, and CMHCs.

TLF’s subcontractors are engaged with their communities by participating in local mental health infrastructures and plan to continue under this grant. Geminus is fiscal agent of Supporting Addiction Free Environments (SAFE), the Local Coordinating Council, so it is well established among prevention, law enforcement and treatment professionals, and Hammond and Hobart schools who are SAFE members. SCT attends monthly System of Care meetings and community mental health coalitions in Allen, Noble, Elkhart, and Huntington counties, and works with Oaklawn Psychiatric Center, Parkview Behavioral Health Institute, Bowen Center, and Northeastern Center.

Discuss the agency’s plan for mandatory involvement in peer-led school and community-based organizations/initiatives and after school programs (embedded within schools or outside of the school setting).

TLF’s subcontractors are engaged with the following peer-led organizations and initiatives: Geminus’ PRIDE Initiative, an LGBTQ+ support group for youth and families, uses peer support to help LGBTQ+ youth realize they are not alone, they can express their feelings which can be better understood, gain hope, help others, and learn new information. The family peer component equips parents/caregivers to learn from others with similar experiences. SCT has worked with multiple community-based and after-school programs including local public libraries, YMCAs, Fort Wayne Parks and Recreation Department, DeKalb County Foster Parents Association, Specialized Alternatives for Family and Youth, The Center for Whitley County Youth, and Grace College using programs to meet local needs including parent education, Sources of Strength, WRAP, and professional development addressing prevention and wellness support. Sources uses peer social networks to create healthy norms and culture. New for SFY25: PreVenture offers small groups, where peers share and learn from one another’s experiences and have been found to provide ongoing support and accountability. WRAP for SFY25 will incorporate youth training to add a peer component, which exists NOW in the adult WRAP program.

Discuss the agency’s plan for collaboration with school districts and/or providing supports for school districts in the implementation of all tiers of prevention in school-based services.

As current grantee, TLF and its programmatic subcontractors have developed quality relationships with school districts currently served and look to continue these strategies. In this application process, SCT and Geminus identified additional schools – including a new county – and expanded programs to meet the MTSS structure, as listed in school programming list. TLF’s subcontractors guide schools in program planning and implementation so concepts from Tier 1 programs can be transferred to Tier 2 and 3 services. This supports a cohesive learning environment where adults and students use a common language, teachers implement predictable responses, and schools use strength-based solutions across all three tiers when addressing challenges.

Provide letters of support from school districts within the proposed region. **The letters should include support for school or community-based prevention specific work only.** Identify the following in the shaded box for reference: county, name of school or school district, categorization of school or school district as urban, suburban, or rural. **Please note in shaded box any attachments included.**

***If you are a new applicant:*** Three (3) letters of support are required. The letters of support must come from 3 different counties within your proposed region and include representation of one (1) rural, one (1) urban, and one (1) suburban school district/school.

***If you are a previous regional model awardee:*** Four (4) letters of support are required. The letters of support must come from 4 different counties within your established region and include representation of a minimum of one (1) rural, one (1) urban, and one (1) suburban school district/school. At least one (1) letter of support must come from a new county.

1) Steuben: Fremont, rural, 2) Elkhart: Goshen, suburban, 3) Lake: Hammond, urban, 4) Fulton: Akron Elementary/Tippecanoe Valley, rural, expansion county. Letters of support from these schools are attached to TLF’s application.

Describe the agency’s experience with independent evaluation of school-based and/or community targeted services and provide an overview of the agency’s plan to evaluate the proposed programs for this contract.

TLF has used Upstream Prevention, Inc. since the initial grant award in 2020 so it is familiar with local needs and programs. If selected, TLF will continue with Upstream as the northern region’s independent evaluator. Upstream has experience in gathering and utilizing data to evaluate and improve prevention efforts, with a history of successful evaluation services for DMHA grantees. Upstream is skilled at every stage of program evaluation from development of an evaluation plan, modifying and creating needed data collection tools, analyzing collected data, and providing evaluation reports. Upstream’s plan for this proposal is: 1) Build comprehensive evaluation plan for SFY25, 2) Modify existing tools for evaluation-plan measures, 3) Evaluate process and outcome data to measure project efforts, 4) Compile evaluation report outlining progress toward goals and objectives, and 5) Ongoing consultation with TLF, subcontractors, and DMHA to ensure successful implementation and program fidelity and assist with program selection to meet local needs within MTSS.

**2.4.4 Other Information**

What additional information can this agency provide that will assist the state in the evaluation of this proposal?

Q&A for this RFP advised respondents to limit responses for the Business and Technical proposals to 12 pages. The RFP’s templates were 14 pages so TLF kept this proposal as short as possible while being responsive to the questions asked.