

To complete, you must create a copy of this document in order to submit.

Expression of Intent: Invitation for CBOs, prevention providers and service partners to collaborate with CIS of Michigan on an exciting new grant opportunity.

I. Introduction

Communities In Schools of Michigan (CIS of Michigan) invites community-based organizations, prevention providers, and service partners to collaborate with us on an exciting new grant opportunity, the **Community Integrated Substance Use Prevention program**. CIS of Michigan has the opportunity to expand evidence-based prevention and intervention services that reduce youth substance use — with a focus on nicotine and vaping — across Michigan schools.

This \$120,000 programmatic investment will allow CIS of Michigan to bring high-impact, student-centered programming to approximately 20 middle and high schools beginning this 2025–26 school year. **Community partners may serve one, or more than one, school or district with their program. The maximum award per program per school is \$6000.**

Funding can support a wide variety of initiatives — from whole-school assemblies, parent engagement events, and informational campaigns, to targeted prevention and intervention services.

CIS of Michigan is uniquely positioned to lead this effort. As part of the national Communities In Schools network, we embed trained Student Support Coordinators directly inside schools to identify barriers, connect students to resources, and coordinate partnerships that strengthen the school environment. Our proven Integrated Student Supports (ISS) model ensures that services are aligned, data-informed, and tailored to the needs of each school community.

We are now seeking qualified partners to deliver youth-focused substance abuse prevention and intervention services that complement and extend CIS's integrated approach. Partner organizations may include those with expertise in prevention education, family engagement, health and wellness programming, clinical supports, or community awareness campaigns. Selected partners will be funded to implement services in collaboration with CIS staff and school leaders, with flexible options for design and delivery.

Partnerships will be chosen based on alignment with CIS's mission, demonstrated ability to serve diverse student populations, and capacity to deliver effective programming during the grant period. CIS of Michigan will provide backbone coordination, grant management, and data support to ensure successful implementation and impact.

Together, we can leverage this investment to create safer, healthier school environments and empower Michigan's young people to make informed choices that set them up for long-term success.

II. Background

Communities In Schools (CIS) of Michigan is a vital part of the national CIS network dedicated to ensuring every student's success, regardless of their background. We place full-time Student Support Coordinators in each school and are currently working within 63 Michigan schools, connecting students to supportive adults and community resources. We prioritize diversity, equity, and inclusion in our mission and practices.

Our Student Support Coordinators assess needs, collaborate with partners, and provide essential services. Last year, we served over 30,000 students, drawing on 40 years of experience in Integrated Student Supports.*

We adapt to the evolving education landscape, offering support, basic needs, and enhanced student services. We equip our staff with the skills to help address the disparities and barriers students face, like poverty and racism. Staff use trauma-informed practices, restorative practices and social-emotional learning strategies while working with students. We strive to hire staff who reflect the communities they serve.

By combining CIS's embedded presence in schools with the specialized expertise of external partners, we will build safer, healthier learning environments and equip students to make informed, positive choices. Our team includes 17 Board Members, 100+ staff, 100+ community partners, and 100+ volunteers.

In short, CIS of Michigan is dedicated to student success, equity, and collaboration, working to create brighter futures for all Michigan students.

** Integrated Student Supports* is a school-based approach to promoting students' academic achievement and educational attainment by coordinating a seamless system of wrap-around supports at multiple levels that target students' academic and non-academic barriers to learning. The five common components of ISS include: a needs assessment, coordination of supports for students, integration of supports within schools, community partnerships and data collection and tracking. **CIS of Michigan uniquely provides case management as part of our ISS model.**

III. Scope of Collaboration

Selected partners will collaborate with CIS of Michigan, school and district leaders, and Student Support Coordinators to:

- Design and Implement Programming
 - Deliver prevention and/or intervention services tailored to middle and high school students.
 - Activities may include school-wide educational events, mentoring, small-group supports, parent engagement, or resource distribution.
- Engage Families and Communities
 - Develop strategies that bring parents and guardians into the prevention conversation.
 - Collaborate with community organizations to broaden reach and reinforce positive messaging.
- Coordinate with School Teams
 - Work alongside CIS Program and Clinical Supports Directors and SSCs to align services with school needs.
 - Ensure programming integrates seamlessly into the school environment.
- Collect and Share Data
 - Provide simple attendance and participation data from events and activities.
 - Contribute to CIS's broader evaluation of impact while maintaining minimal reporting burden.
- Sustain Impact
 - Work with CIS to maximize the use of grant funds for sustainable programming.
 - Share insights and lessons learned to strengthen future prevention efforts statewide.

IV. Data Agreement

Communities In Schools of Michigan will implement the CIS Integrated Student Supports Model. Inherent in the model is the use of data to inform program decisions. CIS uses school-level and student-level data to complete needs assessments, which are the foundations for goal setting in one or more of the following areas: attendance, behavior, academic, college career readiness, school climate, social-emotional learning, and to identify students' basic needs. Quarterly and end-of-the-year data are used to monitor progress and report goal achievement as a measure of impact. Data is entered into the CIS Data Management System (CISDM) – a secured database managed by CIS National.

This agreement establishes standards for data sharing between the two entities.

Data Use

CIS of Michigan school-based staff will use and access school and student-level data for the purposes of:

- Developing needs-based school and student support plans
- Providing targeted support and services
- Monitoring school and student goal progress
- Evaluating the end of the goal achievement
- Reporting quarterly progress and end-of-the-year goal achievement to school leadership, school support team, and CIS affiliate leadership
- Report aggregated school, student, and affiliate level data (such as student goal achievement, number of students served, and number of parents served) for the purposes of furthering fund development, reporting to key stakeholders, and, rarely, promoting policy and legislative change.

Confidentiality

CIS of Michigan and Partner will take every effort to secure student-level data and protect student identifiable data and comply with the Family Educational Rights and Privacy Act (FERPA). Only authorized CIS of Michigan employees may access student data. Parent/Guardian consent forms are needed for case managed students before any Tier II/III supports are provided.

Partner agrees to the following:

- Not disclose individualized student information and data (including photos) pertaining to any educational, physical and mental health, and social circumstances linked to students, parents/guardians/families, staff, and other volunteers with outside agencies without proper permissions.
- Ensure that any information received is kept safe and secure from any unauthorized access, which includes access to any computer files, paper files, or other media which may contain this information.
- If it is necessary for partner to access data as part of programming, partner agrees to hold this information in strict confidence.

CIS of Michigan agrees to the following:

- Provide access to and assistance in gathering appropriate data and information for program evaluation.
- Follow partner's protocols and processes for data collection and reporting.

V. Request for Partners Application Completion

Partners interested in partnering with Communities In Schools of Michigan in providing substance use prevention and/or intervention services programming are encouraged to complete the following partnership agreement and submit to: rfp@cismichigan.org with the **Subject Line: CISM Substance Use Prevention Program**

VI. Evaluation and Selection Process

Expressions of interest will be evaluated based on alignment with CIS's mission, capacity to deliver high-quality prevention or intervention programming, ability to engage diverse students and families, and willingness to collaborate and adapt services to school needs.

CIS of Michigan's Clinical Supports and Programs teams will coordinate the review process in collaboration with school-based Program Directors and Regional Directors.

VII. Submission Deadline

The Request for Partnership must be completed via email to rfp@cismichigan.org by October 15, 2025. Due to the turnaround time and urgency of programming, late submissions will not be accepted. CIS of Michigan has worked on time for follow-up questions within the timeline, and may reach out as necessary.

VIII. Contact Information

For inquiries or clarification regarding this invitation for collaboration, please email rfp@cismichigan.org

IX. Conclusion

This partnership opportunity represents an unprecedented investment in Michigan schools and communities. By combining CIS's embedded support model with the specialized expertise of prevention and intervention partners, we can address the urgent challenge of youth nicotine and substance use.

Together, we will create healthier schools, strengthen families, and empower students to define their own success.

Partnership Application

PART 1: APPLICANT DETAILS

Applicant Organizational Name: _____

School District(s) To Be Served: _____

District Address: _____

City: _____, MI Zip: _____

Grant Contact Person: _____ Title: _____

Direct Phone: _____ Email: _____

Grantee Mailing Address: _____

City: _____, MI Zip: _____

Name of Person who will receive grant dollars (i.e., Business Manager): _____

Email: _____

Authorized Signature: _____

(This application must be signed by the person authorized to accept external contracts and grants on behalf of the organization. No application will be accepted without an authorized fiscal agent signature.)

NOTE: Please use one form per school district served.

PART 2: SAMPLE PARTNER SCOPE OF WORK

Through this partnership, [CISM Community Partner] will provide services and support to approximately [XXX] students enrolled in the [Partner School District] with the intention of meeting our shared goals.

Description of Services

I. Academic and Social-Emotional Learning Support – May 2024 – May 2025

A. Co-Requisite Math and English Courses with SEL Integration

Sample Community Partner will provide Math and English courses with additional academic and social-emotional support for a minimum of 48 Sample High School students (12 students per section x 7 sections). SEL strategies will be embedded within instruction and support services to promote student resilience, confidence, and overall well-being.

B. Target Population & SEL Considerations

- SEL support will focus on helping students build self-confidence in their math abilities and managing frustration when facing challenges.
- SEL strategies such as active listening, self-reflection, and collaborative writing exercises will be integrated to foster self-expression and critical thinking.
- Each section will reserve 12 out of 24 slots for students needing additional instruction, ensuring tailored academic and emotional support.

C. Outreach to Students & SEL Engagement.

Sample Community Partner and Student Support Coordinator (SSC) will collaborate to:

- Contact eligible students before the semester starts to discuss not only the academic benefits of participating in the supplemental sessions, but also the social-emotional benefits of reducing stress, building resilience, and feeling supported in their learning journey.
- Provide students with mentorship opportunities, connecting them with upperclassmen or faculty members who can offer guidance and encouragement.

Train three (3) Academic Advisors on the importance of SEL strategies in advising/support sessions, ensuring students feel empowered and confident in their course selections.

By embedding social-emotional learning into this academic framework, we will enhance student success, foster motivation, and create a more supportive learning environment.

D. Responsible Parties

Advising. The Student Support Coordinator

Instructing: Sample Community Partner will hire Math and English staff to teach the courses and provide the supplemental support.

E. Evaluation

Course completion and grades of students in these courses will be compared to the completion rates and grades of classmates who do not receive the additional instruction. Students will also complete pre-and- post post-surveys to document their experiences.

II. Integration and Connections – August 2024 – May 2025

A. Integration Workshops & Success Coaching with SEL Focus

Success Coaching with SEL Strategies:

- Three peer success coaches will serve as integration liaisons for students, providing academic guidance and emotional support.
- Each student will meet with their Success Coach at least once per semester to discuss not only academic integration but also emotional well-being, stress management, and self-advocacy.
- Success coaches will be trained in active listening, empathy, and resilience-building techniques to help students navigate challenges.
- Placement of coaches will align with student enrollment to ensure equitable access schoolwide.

SEL-Infused Integration Workshops:

Sample Community Partner will promote and facilitate group attendance at schoolwide integration and SEL-focused workshops.

Workshops will emphasize social-emotional competencies, including:

- *The Power of Social Connection* – Encouraging peer relationships and belonging
- *Emotional Intelligence* – Teaching self-awareness, empathy, and emotion regulation
- *Open Mic Night* – Providing a safe space for self-expression and confidence-building
- *Club Fair* – Connecting students with campus communities to enhance social support
- *Family Night* – Engaging family members as part of the student's support system

B. Target Population & SEL Considerations

- Every student will be assigned a Success Coach to ensure personal connection and individualized support.
- Success Coaches will also provide on-demand support to any student who needs guidance, promoting an inclusive and responsive support system.
- Integration workshops and activities will be open to all Sample Community College students to encourage a sense of belonging and foster peer-to-peer connections.

C. Outreach to Students & SEL Engagement

Sample Community Partner will ensure students are well-informed about their Success Coaches through:

- Advising sessions
- Group meetings
- Email and text outreach

Success Coaches will visit supplemental instruction sessions (Math and English).

SEL-centered marketing strategies will be used, ensuring communication emphasizes belonging, self-efficacy, and emotional well-being.

By embedding SEL principles into integration and coaching efforts, students will be better equipped to manage academic stress, build confidence, and develop a strong sense of belonging in their college experience.

D. Responsible Parties

Sample Community Partner will supervise/manage Success Coaches and will determine when/for which Integration workshops group attendance will be organized.

E. Evaluation

Retention rates of students who attended workshops and utilized Success Coaches will be compared to retention rates of those who did not, to determine the success of these integration programs.

PART 3: BUDGET AND BUDGET TEMPLATE

Use the following format to provide detailed budget information to support each line item in your budget for the implementation of the grant. It is helpful to show formulas to assist CISM staff in understanding how your numbers were developed.

All funds provided under this grant shall be expended in compliance with the approved budget, identified in Part 3. The CISM Community Partner shall not modify the budget without a written modification request.

Salaries (Key Personnel and support staff): Direct compensation for employees working on the grant-funded project. May includes full-time, part-time, and temporary staff. Must align with approved job descriptions and time allocations.

Fringe Benefits: Employer-paid benefits such as: Health, dental, and vision insurance; Retirement contributions; Life and disability insurance; Payroll taxes (FICA, unemployment insurance, workers' compensation); Costs should be proportionate to the time employees spend on the project.

Travel: Reimbursement for staff travel directly related to program implementation. Mileage (at the approved federal rate per mile), parking, tolls, and public transportation. (e.g., any in-person meetings, local travel, etc.)

Materials and Supplies: Expendable office supplies (e.g., paper, pens, folders) necessary for program activities. Phone/fax/postage, printing related to programming. Educational materials, curriculum guides, and/or training resources necessary for program activities.

Contractual Services: Contracted professional services to the partner institutions or organizations necessary for the implementation of the grant. (Hiring 3rd party professional development or technical support). **For the purposes of this grant, sub-awards are not allowable.**

Total Costs: Sum of all direct expenses allocated to the grant-funded program.

Indirect Costs: Expenses not identified with a particular program function or activity, but are necessary for the general operation of the organization. Indirect costs may include rent, utilities, accounting, IT support, etc. **For the purposes of this grant, these costs may not exceed 10% of the total budget.**

	Proposed Budget
Personnel Expenses	
Salaries	
Ex. Project Director (20% FTE)	\$
Ex. Office Assistant (5%)	\$
Ex. Project Site Coordinator (\$20/hr. x 5hr/week x 7 weeks x 2 sites)	\$
Employee Benefits	
Employee Benefits @	\$
Travel	
Mileage x (2025 federal rate = \$.70/mile)	\$
Program Materials and Supplies	
Ex. Office Supplies	\$
Ex. Printer Paper/Ink	\$
Ex. Textbooks (classroom set)	\$
Ex. Study Guides	\$
Contractual Services	

Ex. Guest Speakers (7 speakers x 2 sites)	\$
TOTAL DIRECT COST	\$
TOTAL INDIRECT COST (Not to exceed 10% of total budget)	\$
TOTAL COST	\$

Reviewed/Approval by Applicant: _____ Date: _____

Reviewed/Approved by CISM Staff: _____ Date: _____