



MN Child Support Request for Proposals Indigenous Paths to Parenthood Curriculum Delivery

RFP Information Conference: December 2, 2025

Presenters

- Renika Love – Grant Coordinator DCYF- CSD
- Niambi Shakir – Grants Specialist Coordinator DCYF CSE Ops Grants Management Audit **Contact for RFP**
- Rowzat Shipchandler – Director of Program and Strategic Initiatives DCYF- CSD

Welcome and housekeeping items

- **Accessibility:**
- Live captioning link: <https://www.streamtext.net/player?event=DCYFWebinar>
- **Audio** issues: Exit and rejoin or by calling: [+1 651-395-7448,,617176179#](tel:+16513957448617176179) and type in the meeting code.
- Participants are **muted** to minimize background noise.

Housekeeping and questions

Screen size: to increase, click on the magnifying glass with “+”

Chat: on the bottom right hand of screen; submit questions to all Cohosts, including technical assistance

Questions regarding the RFP will be answered in the order received after the formal presentation

- Verbal answers are nonbinding
- Questions not answered due to time, should be submitted in writing per instructions in the RFP.

The webinar is being recorded. At present there are no plans to post publicly.

Agenda

Time	Topic
10 minutes	Welcome, Introductions, House Keeping
10 minutes	RFP Contact RFP Process & Procedures
10 minutes	Purpose of this RFP Project Description
10 minutes	Requirements: Assurances, Narrative, Work Plans, Budget
10 minutes	Due Dates Evaluation: Phases, Scoring, Vendor Selection
10 minutes	Responders' Questions and Wrap Up

Deadline and Contracts

- **Deadline: December 8, 2025, no later than 4:00 p.m. Central Time.**
- Signed and submitted applications must be received via email to *Niambi Shakir* at email address, Niambi.shakir@state.mn.us, CC to Dominique.Jones@state.mn.us.
- Future questions: Niambi Shakir at Niambi.shakir@state.mn.us and Dominique Jones at Dominique.Jones@state.mn.us. Contacting other DCYF employees for advisement on this opportunity may result in disqualification.
- A **draft** version of the curriculum is available upon request by contacting Renika Love at Renika.Love@state.mn.us. Please note “Curriculum draft request” in the subject line of the email.
- RFP can be found at: [RFP to deliver Minnesota's Indigenous Paths to Parenthood curriculum | Minnesota Department of Children, Youth, and Families](#)

Project Background

- Minnesota's Child Support Division developed this curriculum with various Indigenous partners. The curriculum draws on the expertise of individuals in CSD program, and the perspectives and views of many Indigenous community members convened by Indigenous nonprofit organizations and Tribal Communities.
- Proposals to deliver a pilot curriculum, to Indigenous youth and young adults will also administer evaluations and provide feedback to the STATE on curriculum content and facilitation.
- The goal is to provide a final curriculum that is useful to Tribes and Indigenous organizations in supporting parenthood readiness and planning.



Grant Eligibility



Eligible grantees include **Indigenous community-based organizations, Tribal government entities** and **schools** who have the expertise and current capacity to provide a curriculum pilot project to a pool of their organization's enrolled participants who are ages sixteen to twenty-five (16-25) who are Indigenous and live in the State of Minnesota.

Grant Applicants must be both, located and conduct grant activities in the state of Minnesota.

Funding Availability

The STATE has up to **three hundred and fifty thousand dollars (\$350,000)** in federal funding available for services requested in this RFP. Contracts may be awarded to multiple qualifying organizations and Tribes.

- There are ten (10) grants for this opportunity.
- Grant Applicants may request funding for up to three (3) cohorts, each consisting of eight (8) to fifteen (15) participants.
- Funding at a rate of \$16,500 per cohort at a maximum of \$49,500.



Grantees Task & Deliverables

- Recruit approximately eight(8) to fifteen (15) participants per cohort derived from the grantee's programs and/or communities.
- Complete necessary logistics for delivering the curriculum (i.e) scheduling cohort sessions, securing a suitable space, technology, and providing supplies.
- Deliver one (1) to two (2) sessions per week and complete each cohort within approximately a ten (10) week period. Grantees selected to deliver the curriculum to more than one (1) cohort, may deliver sessions concurrently or serially.
- Be prepared for potential modifications to the pilot curriculum or evaluation materials. The STATE may make modifications to the curriculum or evaluation materials/practices during the grant period in response to the feedback from grantees.
- Provide requested accommodations including American Sign Language interpretation, language interpreters, and communication access real-time translation (CART).
- Provide all training and delivery using methods that are accessible and in compliance with the State of Minnesota Accessibility Standard.
<https://mn.gov/mnit/government/policies/accessibility/>.
- Access curriculum documents through the STATE's SharePoint site.

Facilitators Qualifications

- Grantees will provide at least two (2) facilitators to receive training and deliver the IPTP curriculum.
- Facilitators may be staff, subcontractors, or volunteers.
- The facilitators are not expected to provide therapy or other mental health services but must know when to make appropriate referrals.
- Experience working with Indigenous -youth/ young adults.



- Demonstrated experience working with culturally diverse groups
- Completed training in small group facilitation and teaching of curriculum
- Track record of successfully facilitating educational or supportive group sessions with Youth.
- Experience working with trauma informed approaches culturally appropriated for Indigenous

CSD Provided Training for Facilitators

DCYF-CSD will provide training that includes introductions to other facilitators and staff, background on the curriculum and topics, facilitation practice and evaluation.

Anticipated schedule includes:

- Session One – four (4) hours virtual
- Session Two – eight (8) hours in person - *anticipated date is between **February and March 2026.***
- Session Three – four (4) hours virtual

Grantees will participate in regular (approximately every other month) learning calls/video conferences with the STATE, UMN-CHYD, and other grantees.

Curriculum Evaluations



The University of Minnesota Center for Healthy Youth Development will evaluate the curriculum during this pilot phase to assess changes in knowledge and attitudes and to identify changes for the final curriculum.

Compensation

Compensation may be provided to curriculum cohort participants for completing evaluation forms assessing the sessions under the following conditions:

- Participants who are outside of the 16 to 25 age range are generally ineligible for evaluation activities and compensation. CSD may approve an exception for those ages 13 to 15. This requires a written request from the selected responder and written approval. While a pre-program survey will likely be part of this project, pre-program surveys are not eligible for compensation.
- Participants must attend at least half of the session to be eligible to participate in the session evaluation.
- The session evaluation compensation cannot exceed fifteen dollars (\$15) per session for a maximum of one hundred thirty-five (\$135) for all nine (9) sessions.
- The amount provided for sessions attended (being present for at least half of the session) cannot exceed fifteen dollars (\$15) per evaluation session for a maximum of one hundred thirty-five dollars (\$135) for all sessions attended.
- Individuals who only complete the survey, but not attend the session are ineligible for compensation.
- The amount of compensation for completing the post-program survey cannot exceed twenty dollars (\$20). If participants miss the post-program survey, arrange for them to take the survey sometime in the two-weeks following the date the survey was administered to others in the same cohort.
- Compensation provided to participants may not include costs for entertainment under Federal Regulation 45 C.F.R. 75.438 including amusement, diversion, and social activities and any associated costs.

If provided, gift cards may not be used to:

- Purchase entertainment, e.g., movies, games, etc.
- Redeem for cash
- Purchase tobacco, alcohol, or firearms, and may not be transferred to other parties.

Grantees must collect a signed statement from participants that they will abide by the restrictions.

Collaboration and Administration Task

- Selected Responder will collaborate with DCYF and the UMN and other selected responders to achieve the outcomes described in the administration task.
- Grantees will also be expected to complete administrative tasks as they relate to this project, such as:
 1. Participate in regular (monthly or bimonthly) project review meetings and updates to discuss project progress.
 2. Complete quarterly progress reports and a final project report in templates provided by STATE within 30 days of the end of the quarter.
 3. Grantees must receive written authorization from the STATE before spending funds on food. The STATE must seek approval from the Administration of Children and Families (ACF) after grant awards are made. As a result, the STATE will provide written authorization to grantees after contract execution and only after approval is granted by ACF.
 4. Submit timely invoices to the STATE. In the budget template, responders may request monthly or quarterly invoice schedules. Invoices must be submitted within 15 days of the end of the month or quarter.

About the Curriculum- Audience



- Indigenous youth and young adults aged 16-25 years old.
- Designed for both young people who are already parents and those who may not yet be parents
- Youth who identify as Indigenous
- Reside within Minnesota.
- This includes Urban and Tribal communities.

Curriculum Topics

1. Getting started.
2. Meeting a child's needs.
3. Parenthood is sacred.
4. Relevance of supporting your child.



5. My culture and context.
6. And Historical trauma.
7. Boundaries.
8. Seven generations.

About the Curriculum Continued

Feedback from Tribal and Urban Indigenous Youth and Young adults, Urban Indigenous elders, and DCYF Child Support professionals informed this curriculum development.

The pilot version of the curriculum guide will include:

- Nine (9) – 90-minute sessions that can be delivered in-person, virtually, or hybrid environments
- Lessons that contain a stated purpose, key concepts, and key reflection questions
- Guidance to the facilitator on how to prepare for each lesson, how to set up rooms and technology
- Accompanying handouts and PowerPoints
- Videos with relevant content as well as audio stories.



Pre-Award Risk Assessment

For grants of \$50,000 or more and subject to sections [16B.97](#) and [16B.98](#), before an agency awards a competitive, legislatively named, single-source, or sole-source grant, the agency must complete a pre-award risk assessment to assess the risk that a potential grantee cannot or would not perform the required duties.

- Federal Funds: The Pre-Award Risk Assessment Form must be used for a potential grant of any dollar amount where federal funds are utilized and the state acts as a pass-through entity with the potential grantee.
- Tribal Nations: If the potential grant meets this requirement and the intended grantee is a Tribal Nation our team will work with you directly.
- Non-Tribal Nations, non-profits, community organizations, etc will be required to complete a pre-award risk assessment and provide financial documentation.

- Board-reviewed financial statements
- Copy of most recent IRS Form 990-or 990EZ
- Audited financial statements
- Non-profit is exempt from filing and provided IRS determination letter
- For-profit organization:
- Most recent Federally filed tax return
- Most recent State filed tax return
- Current Financial Statements

Application Screening and Review Process Phase 1: Screening

Applications that meet the following criteria will be forwarded for further consideration and review.

- Received by email by the required due date and time.
- The Grant Applicant meets the minimum eligibility for the grant.
- Application is complete and includes:
 - ☐ Signed Application and Assurances
 - ☐ Completed Grant Application Narrative Section
 - ☐ Completed budget using the template provided.

Application Screening and Review Process Phase 2: Scoring

Component	Maximum Number of points
1. Organizational Description and Statement of Need	30
2. Description of the target population	10
3. Project activities and work Plan Of these 20 points, 15 points will be based on the activities, timelines, responsibility, and other questions in the template. The remaining 5 points will be based on the number of cohorts the applicant will facilitate: 5 points for 3 cohorts; 3 points for 2 cohorts; and 1 point for 1 cohort.	20
4. Evaluation Plan	10
5. Budget Proposal	20
6. Professional Responsibility and Data Privacy	10
Total:	100 points

Grant Applicant Cover sheet

INDIGENOUS PATHS TO PARENTHOOD CURRICULUM DELIVERY PROJECT

Applicant Information

Legal name of Grant Applicant organization:

List entity type (501c3, County, Tribe, Individual/sole Proprietor, for-profit business, ect):

Total grant request (if applicable, enter maximum request amount here \$):

Official with Authority

Name of official with authority to sign (must be same official who signs the application):

Title :

Address:

City, State, and Zip code + 4:

Questions / feedback

- **Reminder to submit all questions and feedback by email to:**
Niambi.Shakir@state.mn.us
- **RFP link to apply:** [RFP to deliver Minnesota's Indigenous Paths to Parenthood curriculum | Minnesota Department of Children, Youth, and Families](#)

Chi-Miigwech (Thank you)!



Contact

Renika.Love@state.mn.us

651-431-4604