KIDS HOPE ALLIANCE
The Jacksonville Partnership
for Children, Youth & Families

GOVERNANCE COMMITTEE
MEETING
AGENDA

Monday, May 6, 2019
1:00 PM – 2:30 PM

TAB

1. **CALL TO ORDER**   Dr. Barbara Darby

2. **APPROVAL OF THE MINUTES**   Dr. Barbara Darby   1

3. **REPORT OF THE CHAIR & WORKPLAN**   Dr. Barbara Darby   2

4. **NEW BUSINESS:**

   - **Action Items:**
     (Open for public comments prior to voting each item)

       o **Acting CEO Signing Authority**   **Adam Miller**   3

       o **Youth Sports & Character Development**   **Kenneth Darity**   4

       o **Youth STEAM Initiative**   **Kenneth Darity**   5

       o **Summer Learning Funding Amendment**   **Kenneth Darity**   6

       o **Evening Reporting Center RFP**   **Katoia Wilkins**   7

       o **College Success & Access Program**   **John Everett**   8

       o **Pre-Teen & Teen Success RFP**   **John Everett**   9

       o **Youth Travel Trust Fund Application**   **Ruth Waters**   10

       o **Youth Engagement in Sports Grant**   **Dae Lynn Helm**   11

5. **DISCUSSION:**

       o **Kids Hope Alliance Board Policies**

       o **Grant Reporting Policy & Tracker**

Kids Hope Alliance
1095 A. Philip Randolph Blvd. | Jacksonville, Florida 32206 | T-(904) 630-3647 |

- o **Kids Hope Alliance Annual Report**

- o **Council on Accreditation**

- o **RFP Process & Timeline**

- o **Stop the Violence Update**

6. **PUBLIC COMMENTS**

7. **NEXT STEPS & MEETING SCHEDULE**   **Dr. Barbara Darby**

8. **ADJOURN**

GOVERNANCE COMMITTEE MEETING SUMMARY
April 1, 2019
1:00 PM – 2:30 PM

Voting Board Attendees:
Dr. Barbara Darby, Committee Chair
Rebekah Davis

Staff:
Joe Peppers, Mary Tobin, Adam Miller, Cynthia Nixon, Dae Lyn Helm, Delores Williams, Jennifer Blalock, and Mary Nash

COJ Staff:
Julia Davis, Office of General Counsel

Guest(s):
Vicki Waytowick, Partnership for Children's Health

Call to Order

The Governance Committee meeting was called to order at 1:05 p.m. by Dr. Darby.
Dr. Darby thanked everyone for coming today and gave instructions for evacuation in the event of an emergency. Dr. Darby asked for a motion to approve the Governance Summary. Ms. Davis made the motion and Dr. Darby seconded it. Dr. Darby asked all in favor to signify by the sign of "aye". All were in favor and the motion passed.

Governance Report and Work plan

Dr. Darby stated that the work plan has been updated to reflect items that have been completed in green and asked that the CEO Evaluation be updated on the tracker. Dr. Darby asked if anyone had any questions. Ms. Tobin asked what the committee's expectations were when it comes to the old Children's Commission policies and the Kids Hope Alliance policies. Dr. Darby stated if the old policies are still relevant to what we are doing now, we can incorporate them in the Kids Hope Alliance. If the policies need to be expanded upon then work with the Office of General Counsel. Mr. Peppers added that there needs to be a policy that allows KHA to apply for grants without missing application deadlines while waiting for committee approval. Dr. Darby asked that staff create a tracking sheet that tells what grants have been applied for and whether a grant was awarded to us or not. There was discussion on closing loops where they need to be closed. .

Action Items

Dr. Jennifer Blalock introduced the Intervention and Prevention Trust Fund Small Grants Application. The Committee is asked to approve the application for small grants awards. These grants will follow the same framework as the Youth Travel Trust Fund application. The awards can be up to $5,000 to organizations that provide programs for children and youth in the Jacksonville community. The application has been reviewed by the Office of General Counsel and Risk Management. Dr. Blalock stated that the changes requested by the Governance Committee have been incorporated. Dr. Darby asked for a motion to approve the Small Grant application. Ms. Davis made the motion and Dr. Darby seconded it. Dr. Darby opened the floor for discussion and public comments. With none being heard, Dr. Darby asked all in favor to signify by the sign of "aye". All were in favor and the motion was passed.

Adam Miller introduced the item Youth Travel Trust Fund Application
Mr. Miller stated that updates have been made to the Ordinance language and that legislation has been filed to get approval of the changes. Mr. Miller has been working closely with the Office of General Counsel on the updated application. This revised application includes all the Governance Committee's request. Ms. Julia Davis stated that the document still required some language clean up but can be approved.
Ms. Davis made the motion and Dr. Darby seconded it. Dr. Darby opened the floor for further discussion and public comments.
With no comments being heard, Dr. Darby asked all in favor to signify by the sign of "aye". All were in favor of the amendment and the motion as amended.

Jennifer Blalock introduced Revised Grant Matrix discussion.
The Committee is asked to approve Kids Hope Alliance revised grant matrix. After further review the Governance Committee determined no action is needed. The matrix was changed to include a signature line for the Finance Committee. There was discussion to include an effective date on documents as to not mix in with the old version. Dr. Blalock stated that all grants will be sent to the City's Grant Office before application is made as required by KHA's Ordinance. Mr. Peppers will make this discussion part of his CEO report.

Dae Lynn Helm introduced SAMSHA Expansion Grant.
The Committee is asked to give Kids Hope Alliance approval to apply for a Department of Health and Human Services Substance Abuse Grant with System of Care Expansion and Sustainability. The purpose of the grant is to improve the mental health outcomes for children and youth, birth through age 21, with serious emotional disturbance, and their families. It was recommended to remove the cash match and make it in kind match from KHA in the form of office space. Ms. Helm mentioned that other agencies will also be providing in kind matches. Ms. Helm stated that this is nothing new, we are already working in partnership with the System of Care. It was recommended that this be added to the action item narrative to clarify any questions that the Board may have. There was discussion about whether no cash match will weigh less favorably for our application. Ms. Davis made a motion to approve and Dr. Darby seconded it. Dr. Darby opened the floor for further discussion and public comments. With none being heard, Dr. Darby asked all in favor to signify by the sign of "aye". All were in favor and the motion was passed.

Dae Lynn introduced Opioid Affected Youth Grant.

The Committee is asked to give approval to Kids Hope Alliance to apply for grant with the U.S. Department of Juvenile Justice and Delinquency Prevention. Ms. Helm stated that Kids Hope Alliance had applied for the grant last year and was not selected. We have since received feedback and are working to reapply and incorporate feedback received from the grantor. Ms. Davis made the motion to approve and Dr. Darby seconded it. Dr. Darby opened the floor for discussion and public comments. Mr. Peppers talked about building partnerships and collaborating efforts. There was discussions on the language in the action item and suggestions were made to clarify it before the board meeting. With no other comments being heard, Dr. Darby asked all in favor to signify by the sign of "aye". All were in favor and the motion passed.

Dr. Blalock gave an update on the Stop the Violence Mini Grants.

Dr. Blalock stated that two agencies declined the funding and that staff would like approval to fund the agencies next in line based on the evaluation score. Dr. Darby asked about a cut off score and are we going to continue to go down to the low scores to offer funding. Dr. Blalock stated that since these are one-time fund, they cannot be offered to agencies that have already been funded. The discussion continued. Dr. Darby asked about the number of youths being served and update on the progress. There was discussion on incorporating a cut off score and flexibility to expand funding based on performance for any future funding that we received. Dr. Darby requested opportunities for Board members to visit program sites, if desired. Dr. Blalock and Mr. Peppers encouraged the Board members to consider taking site tours of the different programs, one board member at a time. Dr. Blalock talked about providing a list of events to the Board and that Mr. Miller will reach out to the Board for visits.

There was some discussion on action items going before the committees before going to the Board.

Dr. Darby asked to have someone from Procurement at the next Governance meeting to discuss the RFP process and timeline.

Ms. Nixon offered that if an item has not been seen by the Office of General Counsel that it not be presented to the committee or the Board. Dr. Darby asked the staff to think about producing an annual report, linked to the Essential Services Plan, on what we have accomplished and it being a public document.

Mr. Peppers stated that he would like all Board members to come to the May 8th Finance meeting. There will be RFP dialogue and budget discussion

Dr. Darby asked to table the remaining discussion items as the scheduled meeting time had come to an end.

Public Comments

No public comments

Adjourn

The meeting was adjourned at 2:49 p.m.

Governance Committee Work Plan:

- **Youth Travel Trust:**

  Due: April Committee Meeting for Packet/Application
  - **Approved Ordinance Code in March**
  - **Review Policies & Procedures**
  - **Review Ordinance & Eligibility**
  - **Marketing & Communications Strategy**
  - **Create Recommendations for Changes**

- **Memorandum of Understanding: Parents Who Lead:**

  - **Completed**

  - **Review Ordinance on Entering into MOUs**
  - **Essential Services Category**
  - **Metrics & Evaluation**
  - **Draft Policy & Strategy for MOUs**

- **CEO Performance Evaluation Framework & Process:**

  - **Completed**

  - **Review JCC Evaluation Process**
  - **Dr. Darby to consult with COJ Employee Services**
  - **Review City's Evaluation Process**
  - **Recommend Kids Hope Alliance Framework & Process**

- **Board By-Laws:**

  - **Completed**

  - **Update with recommendations from Committee**
  - **Review with Office of General Counsel**

- **Board Ethics Workshop:**

  - **Completed**

  - **Research City & State Policies**
  - **Create Annual Review Process with City Ethics & OGC**

- **Grants Framework& Policy:**
  - **Completed**
    - Obtain Board Member Input on Board's Grant Policy
    - Draft Framework for Grants Strategy
- **Legislative Review of Kids Hope Alliance Ordinance:**
  Due: May Committee Meeting
    - Review Kids Hope Alliance Ordinance, Ch. 77
    - Create recommendation of legislative changes, including Youth Travel Trust Fund
- **Interactions with City Agencies & Community Organizations:**
  - **Completed**
    - Research Ordinance Requirements
    - Create Board Policy & Procedure for Interacting & Partnering with City Departments and Organizations
- **Review of old Jacksonville Children's Commission Board Policies:**
  Due: May Committee Meeting
    - Review Jacksonville Children's Commission Board Policies
    - Recommendation of New Kids Hope Alliance Board Policies & Procedures
- **Outline: Chief Executive Officer Authority:**
  Due: May Committee Meeting
    - Review Chief Executive Officer's Authority in Ordinance
    - Create Outline of Board Authority and CEO Authority
- **Board Self-Evaluation:**
  Due: May Committee Meeting
    - Create Template & Process for Board Self-Evaluation
    - Assist Board Members in Conducting Evaluations
    - Board Teambuilding Exercise & Personal Reflection

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE:	**MAY 6, 2019**
FINANCE COMMITTEE:	**MAY 8, 2019**
BOARD MEETING DATE:	**MAY 15, 2019**

TO:	**KIDS HOPE ALLIANCE BOARD OF DIRECTORS**
FROM:	**MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**
RE:	**CEO & ACTING CHIEF EXECUTIVE OFFICER SIGNING AUTHORITY**

REQUESTED ACTION:

The Board is asked to:

1) During such times as the Chief Executive Officer (CEO) of the Kids Hope Alliance is on leave from work or out of town for Kids Hope Alliance business, the Board:
   a. Appoints the Chief Operating Officer of KHA to serve as Acting CEO of the Kids Hope Alliance in addition to her responsibilities as Chief Operating Officer; and
   b. Authorizes the Chief Operating Officer and Acting CEO to execute, on behalf of the Board, all contracts and other documents which the Board has authorized the CEO to execute.

2) Ratifies and approves all actions taken by, and all contracts and other documents executed by, the Chief Operating Officer as Acting CEO from April 15, 2019 through May 15, 2019, to the extent such actions are consistent with all applicable laws, ordinances and City of Jacksonville and Kids Hope Alliance policies.

NARRATIVE:

This action allows the business of the Kids Hope Alliance to continue uninterrupted during times that the CEO is unavailable because the CEO is on leave from work or out of town for Kids Hope Alliance business.

Section 77.110 allows the Board to authorize the CEO to execute contracts and other documents on the Board's behalf.

KHA's CEO unexpectedly has taken a leave of absence from KHA beginning April 15, 2019 to address long standing health issues. In order to continue KHA's operations, at the Chair's request, the Chief Operating Officer has been serving as Acting CEO since that date.

FISCAL IMPACT:

There shall be no adjustment in salary compensation for the Chief Operating Officer while serving as Acting CEO during the CEO's absence.

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE:	**MAY 6, 2019**
FINANCE COMMITTEE:	**MAY 8, 2019**
BOARD MEETING DATE:	**MAY 15, 2019**

TO:	**KIDS HOPE ALLIANCE BOARD OF DIRECTORS**
FROM:	**MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**
RE:	**REQUEST FOR PROPOSAL: YOUTH SPORTS & CHARACTER DEVELOPMENT**

REQUESTED ACTION:

The Board is asked to:

1) Approve the issuance of a Request for Proposals (RFP) for Youth Sports and Character Development with the minimum qualifications, scope of services, evaluation criteria and performance metrics.

NARRATIVE:

Successful applicants under this RFP will partner with community-based nonprofit organizations to provide high-quality strategies and tools that foster positive character development through a sports program for youth.

Funding for this RFP was appropriated in Ordinance 2019-23-E.

FISCAL IMPACT:

RFP Amount is up to $120,000.00

GOVERNANCE/PROGRAM IMPACT:

The RFP will result in an additional program under the Out of School Time Essential Service Category. This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:

1. Vote to approve.
2. Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

<div align="center">**SCOPE OF SERVICES**</div>

Program: Youth STEAM Camps

Statement of need:
According to the U.S. Census Bureau, only 18 percent of children in families with a monthly income less than $1,500 take lessons outside school (in music, technology, dance, languages and the like), compared with more than 40 percent of children from families making $6,000 or more a month. Research suggest that summer learning programs can be effective and are likely to have positive impacts when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications. In addition, experts in the field suggest that inquiry, curiosity, being able to find solutions to a problem, and being creative in the finding of the solutions, are all part of the STEAM approach.

Program Overview:
OUT-OF-SCHOOL PROGRAMMING consists of programs, services, and activities designed to support children and youth during out-of-school hours (i.e., those hours outside of the minimum state required school hours), including but not limited to, summer as well as before and after school programs. For the **Youth STEAM Camps** initiative, applicants must address all five STEAM topics: Science, Technology, Engineering, Art, and Mathematics. The program must be offered during a **one-week** summer camp.

KHA Essential Service Plan Goals:
Continuum of Service
1. Improve Literacy for All At-Hope Children and Youth
2. Improve Family and Community Engagement for All At-Hope Children and Youth
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville
4. Improve Employability and College-Readiness for All At-Hope Children and Youth

Out of School Time
5. Improve Access to and Participation in Out of School Program
6. Improve Core Academic Outcomes
7. Improve Personal, Social, Cultural, and Physical Well-being Program Outcomes
8. Provide a Variety of Healthy Food Options

Essential Service Plan Goals - Performance Metrics:
1. Improve Literacy for All At-Hope Children and Youth
   - Increase in number of literacy activities hosted by KHA and its programs for at-hope children and youth
   - Performance Metrics: Increase in number of KHA at-hope children, youth, and families attending literacy activities
2. Improve Family and Community Engagement for All At-Hope Children and Youth
   - Increase the number of parents, family, and community engagement events hosted by the Kids Hope Alliance and its partners
   - Increase in attendance of parents, family, and community at KHA and partner event
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville
   - Decrease in disparity between at-hope children and youth need for KHA essential service and access to service
   - Increase in equity of funding to support appropriate and demonstrated need in all of the Kids Hope Alliance's geographic areas of service
4. Improve Employability and College-Readiness for All At-Hope Children and Youth
   - Percentage increase in youth affirming awareness of college and career options and personal planning as measured through KHA youth program participant pre and post surveys

5. Improve Access to and Participation in Out of School Program
   - Continuous improvement in Program Quality Rating Score
   - Continuous improvement in Program Compliance Score
   - Percentage of at-hope children enrolled in Out of School Time programs
   - Percentage of at-hope children who attend Out of School Time programs 3 days or more per week
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Percentage of teachers who complete 15 hours or more of professional development training annually
   - Parent/caregiver survey participation and analysis of results
6. Improve Core Academic Outcomes
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Unexcused school absences for program participants
   - Detention/school suspensions/conduct referrals for program participants
   - Participants' grade retention
7. Improve Personal, Social, Cultural, and Physical Well-being Program Outcomes
   - Decreased number of unexcused school absences for program participants
   - Decreased number of detention/school suspensions/conduct referrals for program participants
   - Decreased number of program participants retained in grade
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Increased number of parent engagement events offered
   - Percentage of parents attending engagement events
   - Parent/caregiver survey participation and analysis of results
8. Provide a Variety of Healthy Food Options
   - Number of sites participating in the Kids Hope Alliance sponsored Afterschool Meals Program
   - Number of students served participating in afterschool programs
   - Number of students served participating in afterschool activities only
   - Adult/Child survey results
   - Quality rating scores

Minimum Qualifications
Applicants must meet the following minimum requirements in order to have their Proposal evaluated by KHA:
- Applicant must be a 501(c)(3) nonprofit entity organized in the State of Florida or authorized to do business in the State of Florida
- Applicant must have all licenses and permits required to conduct its business

Program Design Requirements:
- During one-week summer camps, applicant must address all five STEAM topics: Science, Technology, Engineering, Art, and Mathematics. Points will be based on the quality of the planned STEAM activities.
- It is projected that approximately six (6) one-week high quality STEAM camps will be selected that combine STEAM topics that may include, but are not limited to, coding, mathematics, technology, and arts instruction.

- The targeted population should be low-income and underserved youth ages 8-14.
- Camp grant funds will be based on a calculation of $400 per participating student (i.e., a camp composed of 45 students could request $18,000 in grant funds). Students must attend no less than three of the five camp days to count as a participant.
- Points will be earned when applicants contribute matching funds, staff, or program materials toward the project.
- This one-week summer camp may not supplant activities and students already being served in a KHA funded program. In order to address the Essential Goal to "Improve Access to and Participation in Out of School Program," points will be earned for programs involving students currently not being served.
- This program prioritizes a focus on supporting nonprofits with a budget size of $100,000 or smaller.
- This program encourages partnerships, field trips, literacy, and a culminating event.
- It is strongly suggested that camp hours should be 8:00 – 5:00 for the five days of the one-week summer camp.
- It is estimated that the total awarded one-week summer camps will serve a total of 250 students, estimating that summer camp enrollment will average 40 students.
-
- Implementation is for Summer 2019 -- Starting after June 4 (last day of the Duval 2018-2019 school-year is May 31) and ending on or before August 9 (first day of the Duval 2019-2020 school-year is August 12).

Staff Requirements:
- Staff should be experts in STEAM or education fields.
- Staff must be trained in trauma-based therapy (if training is needed, it may be requested and provided by KHA).
- Staff should have the demonstrated capacity to serve the population in the targeted geographic areas within the City of Jacksonville.
- Staff will have a Level 2 Background Screening as a condition of engagement in the Sports and Character program. Staff must be screened and cleared prior to the start of the program.
- At least one staff member must be CPR/First Aid trained and on site at all times.

Cultural Responsivity Requirements:
- The **Youth STEAM Camp s**taff should be diverse and culturally competent.
- If hiring summer camp staff, priority should be given to underrepresented populations and/or those who reflect the characteristics of the students to be served.

Documentation Requirements:
- **Youth STEAM Camp** records must include program consents, name, age, demographic information, attendance, residence in the targeted districts, progress notes, parent contact, and outcome measures.

Reporting/Data Requirements:
- All Contractors are required to use the SAMIS data system designated by KHA for reporting Program Units of Service, Participant Demographics, Continuum of Services and Fiscal Reporting. This data will be submitted in that system as follows: 1) Electronically via Internet Access, 2) In accordance with the required deliverables, and 3) With all Invoice/Expenditure report requests being submitted with accompanying supporting documentation to justify the expenses (e.g., check numbers, payroll ledger data, sign-in sheets, etc.).
- Parental Consent Forms for all participating students must be obtained by Contractor and maintained at the program site or agency administrative office. Parental Consent Forms must give permission for

KHA to access and or use participant data, program data, and STEAM activities in its generated report.

- <u>Authorized Data System Users</u> will be granted system access with a unique username and password only after Contractor successfully completes the required submission of a new user request form. Under no circumstances shall the Contractor share the username and password of an authorized user with anyone that has not been formally granted system access by the appropriate KHA data system administrator(s). Using the username and password of another person is strictly prohibited. Contractor is responsible for vetting the candidates they request system access for and will be responsible for all actions within the system of persons working with the system on their behalf. Upon the termination of employment or volunteer service of an authorized data system user, the funded Contractor will report to a KHA data system administrator(s) in writing and or via email requesting the former employee's or volunteer's system account be de-activated. This notification must be received no later than three business days after termination.

- <u>Required Data System trainings</u> - The Contractor will ensure their designated Data Manager and all other staff tasked with using the SAMIS system will register for, attend and successfully complete the required SAMIS Data Manager orientation class prior to system utilization. Data Managers will also participate with required SAMIS system Webinars as directed by the KHA.

- <u>Reporting in KHA's Data System</u> - The funded Contractor will input and maintain all required participant related data in the designated SAMIS data system program page assigned to the funded Contractor by the KHA. Required participant data will be defined by the KHA with the necessary data input fields and structures provided as part of the assigned data system and or supporting processes. Data input will be performed directly into the KHA assigned data system for each participant and only by the funded Contractor's authorized data system user(s).

- <u>Student ID Numbers</u> – Valid Student ID Numbers as assigned by the Duval County Public School System (DCPS) are required for all participants maintained by the funded Contractor in the KHA designated system. The only exception will be for participants who have never been assigned a Student ID by DCPS. In those cases, the funded Contractor will utilize a unique KHA Identification number as described in Data Manager training and or through their contract manager or SAMIS Help Desk. Participants are not eligible for a KHA Identification number if they are or have ever been enrolled in a DCPS school. It will be the funded Contractor's responsibility to obtain and confirm the validity of all DCPS Student ID numbers as well as input those numbers correctly into the assigned data system on or before the date the 10th of the Month. If the Contractor is notified by KHA that a participant's ID is invalid, the funded Contractor will have 15 business days to correct the student ID in the system. If the Student ID is not corrected within the time frame, the Contractor will be subject to the financial penalties.

- <u>Demographic Data</u> – In adherence with all program data tracking requirements to include maintaining a data record with all required information for each funded participant and maintain accurate program units of service for each funded participant for each contracted month of service, no later than the relevant date of the following month. Required student demographic information shall include:
    - Duval County Public Schools (DCPS) Student ID Number
    - Last name
    - First name
    - Home address (street, city, state, zip)
    - Date of Birth
    - School Name
    - Current grade level (rising grade level if recorded during summer vacation)
    - Race
    - Gender

The Funded Contractor may also be responsible for recording household demographic data for each student to include Parental Marital Status and Household income.

- Other Required Data - The Funded Contractor will, as designated by the KHA, facilitate the administration of any surveys issued on behalf of the KHA with program staff, students and/or students' families as part of ongoing satisfaction and quality improvement assessment efforts of the KHA.
The following data points will be required for submittal at the conclusion of the one-week summer STEAM camp:
  - Nutrition Data – meals and snacks served by data and program site
  - Roster of participating students and attendance records.
  - Number of children served.
  - Number of contacts with parents.
  - Number and descriptions of field trips.
  - List of STEAM skills addressed.
  - Continuum of Service data for - Literacy events and improvement, Engagement of families and community, and Access to programs, services and activities,
  - Funded Contractor's staff members involved in the one-week summer camp: Staff Name, Position, Position Type (FT/PF), Highest level of education/certification, and Years of experience in current role with program.

Protection of Participant Data
- The Contractor will only authorize the access of data by properly trained personnel who have signed a non-disclosure statement provided by the KHA.
- If Contractor experiences a security breach concerning any student's information covered by this Contract, then Contractor will immediately notify the KHA and take immediate steps to limit and mitigate such security breach to the extent possible. Any breach of the confidentiality obligation set forth in the Contract may, at the KHA's discretion, result in cancellation of further consideration for contract award for a period determined by KHA. In addition, Contractor agrees to indemnify and hold KHA harmless for any loss, cost, damage or expense suffered by KHA, including but not limited to the cost of notification of affected persons as a direct result of the unauthorized disclosure of education records.
- Upon termination of the Contract, if requested by KHA and consistent with the retention requirements of Florida's public records laws, Contractor shall destroy all data or information that contains personal information collected and stored under the Contract. Furthermore, Contractor shall ensure that the destruction of that data or information maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

Outcome Requirements
- Students must attend no less than three of the five camp days to count as a participant.

Invoice/Payments
- Providers will be reimbursed in two payments: 1) an initial 25% advance payment 2) a final payment at the end of the program, and upon submission and approval of the completed deliverables. No payments will be made until all deliverables are submitted and approved by the Kids Hope Alliance.

Deliverables

Deliverable	Description	Frequency	Report Method	Date Due
Invoice/	Detail, for each line item in the	Once	SAMIS	One week after the

Expense Report	approved budget, the expenditures against that budget.		(document repository)	conclusion of the summer camp
Clients Served	Detailed reporting of the number of students served, broken out by demographic information.	Once	SAMIS (document repository)	At the conclusion of the one-week summer camp program
Activities	Narrative description of services provided during the camp, including response times and outreach methods.	Once	SAMIS (document repository)	One week after the conclusion of the summer camp
End of Camp Report	Summary of the camp's services/analysis of outcomes, issues that occurred, solutions to the issues, and general lessons learned.	Once	SAMIS (document repository)	One week after the conclusion of the summer camp

RESPONSE FORMAT
Youth Sports and Character Development Institute

To maintain comparability and facilitate the evaluation process, applicants shall organize their proposal in the manner set forth below. The applicant must adhere to the page limits designated below.

Completed applications must be submitted by Wednesday, May 15, 2019 at 2 PM EST. An organization may only submit one application. Deliver applications to:

City of Jacksonville
Procurement Division
Attn: Annette Burney
214 N. Hogan Street, Room 105
Jacksonville, Florida 32202

Contractors shall submit:

1) One (1) original signed paper version of its response. The response must be signed by an officer or employee having authority to legally bind Contractor.
2) One (1) flash drive with PDF files labeled as follows:
   Contractor Name – Project Title – Required Documents
   Contractor Name – Project Title – Budget and Budget Narrative
   Contractor Name – Project Title – Project Narrative

REQUIRED DOCUMENTS – GENERAL INFORMATION
(5 POINTS)

Title Page (one-page limit): Include a) RFP Title and Number, b) Contractor 's full name and address, c) Contractor's Federal Employer ID Number, d) City of Jacksonville quadrants (north, south, east and west) included in the application, e) Contractor's Project Title, f) the names of the community-based organizations involved in this project and their location, and g) Project dates and times of the multi-week institute.

Cover Letter (one-page limit): Printed on letterhead, the one-page cover letter should include the following: a) Date of Letter, b) RFP Title and Number, c) Contractor's full name and contact information including address, e-mail, and telephone number, d) Name(s) of the persons who will be authorized to make representations for the Contractor, their titles, addresses (including email address) and telephone numbers, e) a brief summary of the proposed project, and f) Signature, printed name, and title of Authorized Representative.

Acknowledgement Statement and **Statement of Qualifications** (one-page limit which includes signature of authorized representative):

a) Acknowledgement that (i) the Response is based on the terms set forth in the RFP and all amendments thereto posted on Buyer's website as of the date of the Response, and (ii) the Contractor will be responsible for monitoring Buyer's website for subsequent amendments and for either maintaining, amending or withdrawing the Response prior to the Response Due Date based on those subsequent amendments.

b) Include a statement that this project will not supplant current programs or KHA funding.

c) Include the following information on Minimum Qualifications and priority points, using the following chart or a similar format to clearly respond with yes or no answers:

Yes	No	
☐	☐	The contractor is a Community-based 501(c)(3) non-profit organization incorporated or qualified to do business in the State of Florida.
☐	☐	
☐	☐	List the community-based site partners with an annual budget under $100,000:
☐	☐	
☐	☐	☐ The program supports the following Kids Hope Alliance cross-continuum strategic goals: ☐ College & Career Readiness ☐ Literacy ☐ Community & Family Engagement ☐ Access: Focus on Providing KHA services to High Need, High Risk Areas
☐	☐	List the quadrants of the City (north, south, east and west) in which programs will be offered .

Required Forms. Attach all forms identified in Section 1 or in the attachments, if applicable, each signed by an authorized representative. Required forms include:

1) Conflict of Interest Certificate.
2) Submission Checklist.
3) Signed affidavit from Contractor's insurance agent, to include a copy of the completed Certificate of Insurance.
4) A copy of the SunBiz page from the Florida Secretary of State's office showing an active registration as a non-profit entity
5) A copy of IRS 501(c)(3) determination letter.
6) The organization's last complete fiscal year operating budget.
7) A copy of the most recent financial audit completed by an independent Florida Certified Public Accountant, including single audit and management reports, if applicable, for Applicant and all community partners. Smaller agencies (those agencies with annual revenues less than $100,000) may submit unaudited, compiled financial statements prepared by a CPA or appropriate professional.

EVALUATION CRITERIA

PROJECT BUDGET AND BUDGET NARRATIVE
(9 POINTS)

Using the Budget/Budget Narrative (Form 1), the budget and budget narrative should be reasonable based on the activities outlined in the project narrative.

1) Budget Form

The total amount of the requested funds will be based on a calculation of $150 per participating student. The budget form may not exceed three pages. List budget expenditure under the correct categories on Budget Form 1, check for accuracy of calculations and appropriateness of the amount.

No item should appear in the budget that is not included as part of the project narrative.

Budget restrictions include the following: incidental costs, such as the costs of amusement, awards, social activities, meals and beverages may not exceed 2% of the budget and equipment or materials that are over $1,000 must be inventoried and will be returned to the City of Jacksonville after the grant ends. No, funding for capital improvements will be allowed. Incentives must be appropriate to the project and age group. For example, allowable incentives could be a certificate of completion in the sports

program or a donated gift card for someone who demonstrated exemplary character development skills.

The contractor should list/contribute matching funds, staff, or program materials that will be used for the project. In-kind and financial support of the project is strongly encouraged.

2) *Budget Narrative*

This section of your grant proposal package helps explain and, more importantly, justify the numbers in your proposed budget. The narrative should be designed to justify the budget, both in total and in an itemized manner. The narrative details must help explain how and where the grant funds will make a positive impact, should the proposal be accepted. The format should be in sentence structure with an explanation of how the funds were calculated.

The budget narrative should explain all sources of contribution toward the project (grant request and matching funds).

PROJECT NARRATIVE
(86 POINTS)

The Project Narrative must demonstrate your capability to implement the grant project in accordance with the provisions of this RFP. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 10 single-spaced single-sided 8.5 x 11-inch pages with Times New Roman 12-point text font, and 1-inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. You must number the Project Narrative beginning with page number 1.

Applicants must use the same section headers identified below for each section of the Project Narrative:

1) Statement of Need
The applicant must provide an address of the project location and identify the geographic area in which the project will be located – this includes the contractor and all community-based partners. Identify and discuss the need of the targeted population in these area(s).

2) Expected Outcomes and Outputs
All applicants must identify the number of youth participants to be served and provide measurable results, or outcomes, that will result from the project and meet the goals stated in the project plan. State the hours of operation, dates of the program, and both Sports and Character Development skills that will be targeted. When explaining the Sports and Character development skills, cite the best practices that were incorporated and cite the research-base for those practices. The Sports skills should clearly explain the physical skills to be developed in the program and Character development skills should be based on a reputable curriculum with skills clearly explained.

Include a description of how the project activities will align with the KHA Essential Service Plan Goals; please be as specific as possible in listing which goals will be addressed and how they will be addressed with the project plans and activities.

3) Project Design / Implementation Plan
Begin this section by stating the project goals.

Include the proposed methods that will be used to address the stated outcomes and outputs and to provide the activities to occur in the Sports & Character Development Institute.

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished and includes a timeline for completion of work (include planning days as well as start and ending dates and hours for the institute). The timeline should be in chart format and be as detailed as possible to include plans per week along with the activities, character skills, sports skill development, and outcomes to be addressed each week.

Account for all functions or activities identified in the application. Include explanations for how you will incorporate partnerships, field trips, character development curriculum, literacy, and a culminating event.

Cite the methods that will be used to teach the physical sports skills and state the reason for taking the proposed approach rather than other approaches. Identify any potential barriers and describe how the project will be able to overcome those barriers.

Since this is a multi-week program, for five-six weeks, if possible, please include details that include curriculum to be used, delivery methods, lunch and snack plans, incentive plans, or any other details of significance to the program. Include how, where, when, and why you will engage parents in the sports and character education program (parent engagement is a required component).

4) Organizational, Administrative, and Fiscal Capacity
Provide information on the contractor's organization and community-based site partners' current mission, structure, staffing, and relevant experience that relate to the Sports and Character Development project. Describe how these factors will contribute to the ability of the organization and partners to conduct the program requirements and meet program expectations. Describe any staff or contractors who will be engaged in the Youth Sports & Character Development Institute and information on how they will be selected (criteria and process). Discuss the quality of the personnel in relationship to both sports and character development education. Be sure to explain the organization's experience in running this type of program, what existing resources will be leveraged to enhance the quality of the program, and the expected experience of the proposed participants.

5) Evaluation and Sustainability
Describe how you will measure success for each of the sport or character development components listed in your project design. Relate the measurements to the Essential Service Plan Goals - Performance Metrics listed in the RFP Scope of Services section. Include plans for measuring participant and parent satisfaction during and at the conclusion of the program. Describe the culminating event, how student success will be celebrated, and how the culminating event will showcase the sports and character development learning that was gained over the course of the multi- week-long institute. Explain how you will continue the learning or program beyond this grant funding.

ATTACHMENT B

EVALUATION MATRIX

The application will be scored on the following matrix and the evaluation maximum point count is identified for each section of the Response Format (Attachment A). Within the maximum point count, the following criteria will be used:

- **Superior: Full point count:** Very thorough and specific. Narrative left the rater without questions.
- **Average:** Addresses all information with a few details and specifics; leaves rater with few questions.
- **Below Average:** Addresses most information; lacks detail and specificity; and leaves rater with many questions.
- **Poor:** Does not provide all information or is unclear.

The application will be evaluated on how effectively it demonstrates the following:

	Superior	Average	Below Average	Poor	Missing
REQUIRED DOCUMENTS – GENERAL INFORMATION					
All requested information is included	**5-4**	**3**	**2**	**1**	**0**
PROJECT BUDGET AND BUDGET NARRATIVE					
1) Budget Form	**4**	**3**	**2**	**1**	**0**
2) Budget Narrative	**5**	**4-3**	**2**	**1**	**0**
PROJECT NARRATIVE:					
1) Statement of Need	**10-8**	**7-5**	**4-2**	**1**	**0**
2) Expected Outcomes and Outputs	**10-8**	**7-5**	**4-2**	**1**	**0**
Outcomes include Essential Service Goals	**10-8**	**7-5**	**4-2**	**1**	**0**
3) Project Design / Implementation Plan	**32-25**	**24-17**	**16-9**	**8-1**	**0**
4) Organizational, Administrative, and Fiscal Capacity	**14-11**	**10-7**	**6-3**	**2-1**	**0**
5) Evaluation and sustainability	**10-8**	**7-5**	**4-2**	**1**	**0**
Total Possible	**100**				

ATTACHMENT C

SUBMISSION CHECKLIST

Submission Checklist
Place a check mark on the line for each item submitted. Please keep a copy for your records.

_____ Ensure all items in Attachment A, Response Format, are completed

_____ The RFP **and** General Terms and Conditions **and** Special Terms and Conditions **and** examples **and** other information have been read **and** understood.

_____ All information is typed, using the identified font and spacing.

--------- One (1) original signed paper version of the response. The response is signed by an officer or employee having authority to legally bind Contractor.

_____ 2) One (1) flash drive with PDF files labeled as follows:
Contractor Name – Project Title – Required Documents
Contractor Name – Project Title – Budget and Budget Narrative
Contractor Name – Project Title – Project Narrative

_____ Required forms are included in Required Documents file.

_____ Checklist is completed and signed. **Failure to sign this checklist and provide all information may be grounds for rejection.**

RESPONSE RECEIVED IN AN UNORGANIZED FORMAT WILL NOT BE REVIEWED AND WILL BE GROUNDS FOR REJECTION.

_____   _____
Signature   Date

_____
Print Name and Title

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE: **MAY 6, 2019**

FINANCE COMMITTEE: **MAY 8, 2019**

BOARD MEETING DATE: **MAY 15, 2019**

TO: **KIDS HOPE ALLIANCE BOARD OF DIRECTORS**

FROM: **MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**

RE: **REQUEST FOR PROPOSAL: YOUTH STEAM CAMP INITIATIVE**

REQUESTED ACTION:
The Board is asked to:

1) Approve the issuance of a Request for Proposals (RFP) for Youth STEAM Camps with the minimum qualifications, scope of services, evaluation criteria and performance metrics substantially in the form presented to the Board.

NARRATIVE:
Successful applicants under this RFP will provide one-week Youth STEAM Camps that will address all five STEAM topics: Science, Technology, Engineering, Art, and Mathematics.
Funding for this RFP was appropriated in Ordinance 2019-23-E.

FISCAL IMPACT:
RFP Amount is up to $100,000.00

GOVERNANCE/PROGRAM IMPACT:
This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:
1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

Program: Youth STEAM Camps

Statement of need:
According to the U.S. Census Bureau, only 18 percent of children in families with a monthly income less than $1,500 take lessons outside school (in music, technology, dance, languages and the like), compared with more than 40 percent of children from families making $6,000 or more a month. Research suggest that summer learning programs can be effective and are likely to have positive impacts when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications. In addition, experts in the field suggest that inquiry, curiosity, being able to find solutions to a problem, and being creative in the finding of the solutions, are all part of the STEAM approach.

Program Overview:
OUT-OF-SCHOOL PROGRAMMING consists of programs, services, and activities designed to support children and youth during out-of-school hours (i.e., those hours outside of the minimum state required school hours), including but not limited to, summer as well as before and after school programs. For the **Youth STEAM Camps** initiative, applicants must address all five STEAM topics: Science, Technology, Engineering, Art, and Mathematics. The program must be offered during a **one-week** summer camp.

KHA Essential Service Plan Goals:
Continuum of Service
1. Improve Literacy for All At-Hope Children and Youth
2. Improve Family and Community Engagement for All At-Hope Children and Youth
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville
4. Improve Employability and College-Readiness for All At-Hope Children and Youth

Out of School Time
5. Improve Access to and Participation in Out of School Program
6. Improve Core Academic Outcomes
7. Improve Personal, Social, Cultural, and Physical Well-being Program Outcomes
8. Provide a Variety of Healthy Food Options

Essential Service Plan Goals - Performance Metrics:
1. Improve Literacy for All At-Hope Children and Youth
   - Increase in number of literacy activities hosted by KHA and its programs for at-hope children and youth
   - Performance Metrics: Increase in number of KHA at-hope children, youth, and families attending literacy activities
2. Improve Family and Community Engagement for All At-Hope Children and Youth
   - Increase the number of parents, family, and community engagement events hosted by the Kids Hope Alliance and its partners
   - Increase in attendance of parents, family, and community at KHA and partner event
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville
   - Decrease in disparity between at-hope children and youth need for KHA essential service and access to service
   - Increase in equity of funding to support appropriate and demonstrated need in all of the Kids Hope Alliance's geographic areas of service
4. Improve Employability and College-Readiness for All At-Hope Children and Youth
   - Percentage increase in youth affirming awareness of college and career options and personal planning as measured through KHA youth program participant pre and post surveys

5. Improve Access to and Participation in Out of School Program
   - Continuous improvement in Program Quality Rating Score
   - Continuous improvement in Program Compliance Score
   - Percentage of at-hope children enrolled in Out of School Time programs
   - Percentage of at-hope children who attend Out of School Time programs 3 days or more per week
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Percentage of teachers who complete 15 hours or more of professional development training annually
   - Parent/caregiver survey participation and analysis of results
6. Improve Core Academic Outcomes
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Unexcused school absences for program participants
   - Detention/school suspensions/conduct referrals for program participants
   - Participants' grade retention
7. Improve Personal, Social, Cultural, and Physical Well-being Program Outcomes
   - Decreased number of unexcused school absences for program participants
   - Decreased number of detention/school suspensions/conduct referrals for program participants
   - Decreased number of program participants retained in grade
   - Increase in the percentage of classes operating at the nationally recognized standard of excellence for class size, student impact, and student to staff/provider ratio
   - Increased number of parent engagement events offered
   - Percentage of parents attending engagement events
   - Parent/caregiver survey participation and analysis of results
8. Provide a Variety of Healthy Food Options
   - Number of sites participating in the Kids Hope Alliance sponsored Afterschool Meals Program
   - Number of students served participating in afterschool programs
   - Number of students served participating in afterschool activities only
   - Adult/Child survey results
   - Quality rating scores

Minimum Qualifications
Applicants must meet the following minimum requirements in order to have their Proposal evaluated by KHA:
- Applicant must be a 501(c)(3) nonprofit entity organized in the State of Florida or authorized to do business in the State of Florida
- Applicant must have all licenses and permits required to conduct its business

Program Design Requirements:
- During one-week summer camps, applicant must address all five STEAM topics: Science, Technology, Engineering, Art, and Mathematics. Points will be based on the quality of the planned STEAM activities.
- It is projected that approximately six (6) one-week high quality STEAM camps will be selected that combine STEAM topics that may include, but are not limited to, coding, mathematics, technology, and arts instruction.

- The targeted population should be low-income and underserved youth ages 8-14.
- Camp grant funds will be based on a calculation of $400 per participating student (i.e., a camp composed of 45 students could request $18,000 in grant funds). Students must attend no less than three of the five camp days to count as a participant.
- Points will be earned when applicants contribute matching funds, staff, or program materials toward the project.
- This one-week summer camp may not supplant activities and students already being served in a KHA funded program. In order to address the Essential Goal to "Improve Access to and Participation in Out of School Program," points will be earned for programs involving students currently not being served.
- This program prioritizes a focus on supporting nonprofits with a budget size of $100,000 or smaller.
- This program encourages partnerships, field trips, literacy, and a culminating event.
- It is strongly suggested that camp hours should be 8:00 – 5:00 for the five days of the one-week summer camp.
- It is estimated that the total awarded one-week summer camps will serve a total of 250 students, estimating that summer camp enrollment will average 40 students.
-
- Implementation is for Summer 2019 -- Starting after June 4 (last day of the Duval 2018-2019 school-year is May 31) and ending on or before August 9 (first day of the Duval 2019-2020 school-year is August 12).

Staff Requirements:
- Staff should be experts in STEAM or education fields.
- Staff must be trained in trauma-based therapy (if training is needed, it may be requested and provided by KHA).
- Staff should have the demonstrated capacity to serve the population in the targeted geographic areas within the City of Jacksonville.
- Staff will have a Level 2 Background Screening as a condition of engagement in the Sports and Character program. Staff must be screened and cleared prior to the start of the program.
- At least one staff member must be CPR/First Aid trained and on site at all times.

Cultural Responsivity Requirements:
- The **Youth STEAM Camp s**taff should be diverse and culturally competent.
- If hiring summer camp staff, priority should be given to underrepresented populations and/or those who reflect the characteristics of the students to be served.

Documentation Requirements:
- **Youth STEAM Camp** records must include program consents, name, age, demographic information, attendance, residence in the targeted districts, progress notes, parent contact, and outcome measures.

Reporting/Data Requirements:
- All Contractors are required to use the SAMIS data system designated by KHA for reporting Program Units of Service, Participant Demographics, Continuum of Services and Fiscal Reporting. This data will be submitted in that system as follows: 1) Electronically via Internet Access, 2) In accordance with the required deliverables, and 3) With all Invoice/Expenditure report requests being submitted with accompanying supporting documentation to justify the expenses (e.g., check numbers, payroll ledger data, sign-in sheets, etc.).
- Parental Consent Forms for all participating students must be obtained by Contractor and maintained at the program site or agency administrative office. Parental Consent Forms must give permission for

KHA to access and or use participant data, program data, and STEAM activities in its generated report.

- Authorized Data System Users will be granted system access with a unique username and password only after Contractor successfully completes the required submission of a new user request form. Under no circumstances shall the Contractor share the username and password of an authorized user with anyone that has not been formally granted system access by the appropriate KHA data system administrator(s). Using the username and password of another person is strictly prohibited. Contractor is responsible for vetting the candidates they request system access for and will be responsible for all actions within the system of persons working with the system on their behalf. Upon the termination of employment or volunteer service of an authorized data system user, the funded Contractor will report to a KHA data system administrator(s) in writing and or via email requesting the former employee's or volunteer's system account be de-activated. This notification must be received no later than three business days after termination.

- Required Data System trainings - The Contractor will ensure their designated Data Manager and all other staff tasked with using the SAMIS system will register for, attend and successfully complete the required SAMIS Data Manager orientation class prior to system utilization. Data Managers will also participate with required SAMIS system Webinars as directed by the KHA.

- Reporting in KHA's Data System - The funded Contractor will input and maintain all required participant related data in the designated SAMIS data system program page assigned to the funded Contractor by the KHA. Required participant data will be defined by the KHA with the necessary data input fields and structures provided as part of the assigned data system and or supporting processes. Data input will be performed directly into the KHA assigned data system for each participant and only by the funded Contractor's authorized data system user(s).

- Student ID Numbers – Valid Student ID Numbers as assigned by the Duval County Public School System (DCPS) are required for all participants maintained by the funded Contractor in the KHA designated system. The only exception will be for participants who have never been assigned a Student ID by DCPS. In those cases, the funded Contractor will utilize a unique KHA Identification number as described in Data Manager training and or through their contract manager or SAMIS Help Desk. Participants are not eligible for a KHA Identification number if they are or have ever been enrolled in a DCPS school. It will be the funded Contractor's responsibility to obtain and confirm the validity of all DCPS Student ID numbers as well as input those numbers correctly into the assigned data system on or before the date the 10th of the Month. If the Contractor is notified by KHA that a participant's ID is invalid, the funded Contractor will have 15 business days to correct the student ID in the system. If the Student ID is not corrected within the time frame, the Contractor will be subject to the financial penalties.

- Demographic Data – In adherence with all program data tracking requirements to include maintaining a data record with all required information for each funded participant and maintain accurate program units of service for each funded participant for each contracted month of service, no later than the relevant date of the following month. Required student demographic information shall include:
  - Duval County Public Schools (DCPS) Student ID Number
  - Last name
  - First name
  - Home address (street, city, state, zip)
  - Date of Birth
  - School Name
  - Current grade level (rising grade level if recorded during summer vacation)
  - Race
  - Gender

The Funded Contractor may also be responsible for recording household demographic data for each student to include Parental Marital Status and Household income.

- Other Required Data - The Funded Contractor will, as designated by the KHA, facilitate the administration of any surveys issued on behalf of the KHA with program staff, students and/or students' families as part of ongoing satisfaction and quality improvement assessment efforts of the KHA.

  The following data points will be required for submittal at the conclusion of the one-week summer STEAM camp:
    - Nutrition Data – meals and snacks served by data and program site
    - Roster of participating students and attendance records.
    - Number of children served.
    - Number of contacts with parents.
    - Number and descriptions of field trips.
    - List of STEAM skills addressed.
    - Continuum of Service data for - Literacy events and improvement, Engagement of families and community, and Access to programs, services and activities,
    - Funded Contractor's staff members involved in the one-week summer camp: Staff Name, Position, Position Type (FT/PF), Highest level of education/certification, and Years of experience in current role with program.

Protection of Participant Data
- The Contractor will only authorize the access of data by properly trained personnel who have signed a non-disclosure statement provided by the KHA.
- If Contractor experiences a security breach concerning any student's information covered by this Contract, then Contractor will immediately notify the KHA and take immediate steps to limit and mitigate such security breach to the extent possible. Any breach of the confidentiality obligation set forth in the Contract may, at the KHA's discretion, result in cancellation of further consideration for contract award for a period determined by KHA. In addition, Contractor agrees to indemnify and hold KHA harmless for any loss, cost, damage or expense suffered by KHA, including but not limited to the cost of notification of affected persons as a direct result of the unauthorized disclosure of education records.
- Upon termination of the Contract, if requested by KHA and consistent with the retention requirements of Florida's public records laws, Contractor shall destroy all data or information that contains personal information collected and stored under the Contract. Furthermore, Contractor shall ensure that the destruction of that data or information maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

Outcome Requirements
- Students must attend no less than three of the five camp days to count as a participant.

Invoice/Payments
- Providers will be reimbursed in two payments: 1) an initial 25% advance payment 2) a final payment at the end of the program, and upon submission and approval of the completed deliverables. No payments will be made until all deliverables are submitted and approved by the Kids Hope Alliance.

Deliverables

Deliverable	Description	Frequency	Report Method	Date Due
Invoice/	Detail, for each line item in the	Once	SAMIS	One week after the

Expense Report	approved budget, the expenditures against that budget.		(document repository)	conclusion of the summer camp
Clients Served	Detailed reporting of the number of students served, broken out by demographic information.	Once	SAMIS (document repository)	At the conclusion of the one-week summer camp program
Activities	Narrative description of services provided during the camp, including response times and outreach methods.	Once	SAMIS (document repository)	One week after the conclusion of the summer camp
End of Camp Report	Summary of the camp's services/analysis of outcomes, issues that occurred, solutions to the issues, and general lessons learned.	Once	SAMIS (document repository)	One week after the conclusion of the summer camp

ATTACHMENT A

RESPONSE FORMAT

To maintain comparability and facilitate the evaluation process, applicants shall organize their proposal in the manner set forth below. The applicant must adhere to the page limits designated below.

Completed applications must be submitted by Wednesday, May 15, 2019 at 2 PM EST. An organization may only submit one application. Deliver applications to:

      City of Jacksonville
      Procurement Division
      Attn: Annette Burney
      214 N. Hogan Street, Room 105
      Jacksonville, Florida 32202

Contractors shall submit:

1) One (1) original signed paper version of its response. The response must be signed by an officer or employee having authority to legally bind Contractor.
2) One (1) flash drive with PDF files labeled as follows:
   Contractor Name – Project Title – Required Documents
   Contractor Name – Project Title – Budget and Budget Narrative
   Contractor Name – Project Title – Project Narrative

REQUIRED DOCUMENTS – GENERAL INFORMATION
(5 POINTS)

Title Page (one-page limit): Include a) RFP Title and Number, b) Contractor 's full name and address, c) Contractor's Federal Employer ID Number, d) City of Jacksonville quadrants (north, south, east and west) included in the application, e) Contractor's Project Title, and f) Project dates and times of the one-week summer camp.

Cover Letter (one-page limit): Printer on letterhead, the one-page cover letter should include the following: a) Date of Letter, b) RFP Title and Number, c) Contractor's full name and contact information including address, e-mail, and telephone number, d) Name(s) of the persons who will be authorized to make representations for the Contractor, their titles, addresses (including email address) and telephone numbers, e) a brief summary of the proposed project, and f) Signature, printed name, and title of Authorized Representative.

Acknowledgement Statement and **Statement of Qualifications** (one-page limit which includes signature of authorized representative):

a) Acknowledgement that (i) the Response is based on the terms set forth in the RFP and all amendments thereto posted on Buyer's website as of the date of the Response, and (ii) the Contractor will be responsible for monitoring Buyer's website for subsequent amendments and for either maintaining, amending or withdrawing the Response prior to the Response Due Date based on those subsequent amendments.

b) Include a statement that this project will not supplant current programs or KHA funding.

c) Include the following information on Minimum Qualifications and priority points, using the following chart or a similar format to clearly respond with yes or no answers.:

Yes	No	
☐	☐	The contractor is a Community-based 501(c)(3) non-profit organization incorporated or

		qualified to do business in the State of Florida.
☐	☐	The contractor's annual budget is under $100,000.
☐	☐	

☐	☐	☐ The program supports the following Kids Hope Alliance cross-continuum strategic goals:
		    ☐ College & Career Readiness
		    ☐ Literacy
		    ☐ Community & Family Engagement
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☐	☐	List the quadrants o fthe City (north, south, east and west) in which programs will be offered.

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The Project Narrative must demonstrate your capability to implement the grant project in accordance with the provisions of this RFP. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 10 single-spaced single-sided 8.5 x 11-inch pages with Times New Roman 12-point text font, and 1-inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. You must number the Project Narrative beginning with page number 1.

Applicants must use the same section headers identified below for each section of the Project Narrative:

1) Statement of Need

The applicant must provide an address of the project location and identify the geographic area in which the project will be located. Identify and discuss the need of the targeted population in this location.

2) Expected Outcomes and Outputs

All applicants must identify the number of youth participants to be served and provide measurable results, or outcomes, that will result from the project and meet the goals stated in the project plan. State the hours of operation and STEAM skills that will be targeted. When explaining the summer camp STEAM skills, cite the best practices that were incorporated and cite the research-base for those practices. The outputs should clearly identify the STEAM skills to be developed in the program and should be based on a reputable curriculum with skills clearly explained.

Include a description of how the project activities will align with the KHA Essential Service Plan Goals; please be as specific as possible in listing which goals will be addressed and how they will be addressed with the project plans and activities.

3) Project Design / Implementation Plan

Begin this section by stating the project goals.

Include the proposed methods that will be used to address the stated outcomes and outputs and to provide the activities to occur in the STEAM Camp.

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished for all components STEAM:

SCIENCE:

TECHNOLOGY:

ENGINEERING:

ARTS:

MATH:

and includes a timeline for completion of work (include planning days as well as start and ending dates and hours for the one-week camp). The timeline should be in chart format and be as detailed as possible to include plans for the week along with the activities, skill development, and outcomes to be addressed.

Account for all functions or activities identified in the application. Include explanations for how you will incorporate partnerships, field trips, literacy, and a culminating event.

Cite the methods that will be used to teach the STEAM skills and state the reason for taking the proposed approach rather than other approaches. Identify any potential barriers and describe how the project will be able to overcome those barriers.

Since this is a full day program, for five-days, please include details that include curriculum to be used, delivery methods, lunch and snack plans, incentive plans, or any other details of significance to the program. Include how, where, when, and why you will engage parents in the STEAM education program (parent engagement is a required component).

4) Organizational, Administrative, and Fiscal Capacity
Provide information on the applicant organization's current mission, structure, staffing, and relevant experience. Describe how these factors will contribute to the ability of the organization to conduct the program requirements and meet program expectations. Describe any staff or contractors who will be engaged in the Youth STEAM Camp and information on how they will be selected (criteria and process). Discuss the quality of the personnel in relationship to STEAM education. Be sure to explain the organization's experience in running this type of program, what existing resources will be leveraged to enhance the quality of the program, and the expected experience of the proposed participants.

5) Evaluation and sustainability
Describe how you will measure success for each of the STEAM components listed in your project design. Relate the measurements to the Essential Service Plan Goals - Performance Metrics listed in the RFP Scope of Services section. Include plans for measuring participant and parent satisfaction during and at the conclusion of the program. Describe the culminating event, how student success will be celebrated, and how the culminating event will show case the STEAM learning that was gained over the course of the week-long camp.   Explain how you will continue the learning or program beyond this grant funding.

ATTACHMENT B

EVALUATION MATRIX

The application will be scored on the following matrix and the evaluation maximum point count is identified for each section of the Response Format (Attachment A). Within the maximum point count, the following criteria will be used:

- **Superior: Full point count:** Very thorough and specific. Narrative left the rater without questions.
- **Average:** Addresses all information with a few details and specifics; leaves rater with few questions.
- **Below Average:** Addresses most information; lacks detail and specificity; and leaves rater with many questions.
- **Poor:** Does not provide all information or is unclear.

The application will be evaluated on how effectively it demonstrates the following:

	Superior	Average	Below Average	Poor	Missing
REQUIRED DOCUMENTS – GENERAL INFORMATION					
All requested information is included	**5-4**	**3**	**2**	**1**	**0**
PROJECT BUDGET AND BUDGET NARRATIVE					
1) Budget Form	**4**	**3**	**2**	**1**	**0**
2) Budget Narrative	**5**	**4-3**	**2**	**1**	**0**
PROJECT NARRATIVE:					
1) Statement of Need	**10-8**	**7-5**	**4-2**	**1**	**0**
2) Expected Outcomes and Outputs	**10-8**	**7-5**	**4-2**	**1**	**0**
Outcomes include Essential Service Goals	**10-8**	**7-5**	**4-2**	**1**	**0**
3) Project Design / Implementation Plan	**32-25**	**24-17**	**16-9**	**8-1**	**0**
4) Organizational, Administrative, and Fiscal Capacity	**14-11**	**10-7**	**6-3**	**2-1**	**0**
5) Evaluation and sustainability	**10-8**	**7-5**	**4-2**	**1**	**0**
Total Possible	**100**				

ATTACHMENT C

SUBMISSION CHECKLIST

Submission Checklist
Place a check mark on the line for each item submitted. Please keep a copy for your records.

_____ Ensure all items in Attachment A, Response Format, are completed

_____ The RFP **and** General Terms and Conditions **and** Special Terms and Conditions **and** examples **and** other information have been read **and** understood.

_____ All information is typed, using the identified font and spacing.

--------- One (1) original signed paper version of the response. The response is signed by an officer or employee having authority to legally bind Contractor.

_____ 2) One (1) flash drive with PDF files labeled as follows:
Contractor Name – Project Title – Required Documents
Contractor Name – Project Title – Budget and Budget Narrative
Contractor Name – Project Title – Project Narrative

_____ Required forms are included in Required Documents file.

_____ Checklist is completed and signed. **Failure to sign this checklist and provide all information may be grounds for rejection.**

RESPONSE RECEIVED IN AN UNORGANIZED FORMAT WILL NOT BE REVIEWED AND WILL BE GROUNDS FOR REJECTION.

_____   _____
Signature   Date

_____
Print Name and Title

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE: **MAY 6, 2019**

FINANCE COMMITTEE: **MAY 8, 2019**

BOARD MEETING DATE: **MAY 15, 2019**

TO:	**KIDS HOPE ALLIANCE BOARD OF DIRECTORS**
FROM:	**MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**
RE:	**SUMMER LEARNING FUNDING AMENDMENT**

REQUESTED ACTION:

The Board is asked to:

1) Amend the Board action from the March 20th Board meeting for Program Funding for FY19 – Summer Learning Programs to award additional seats to Masters of Education, Communities In Schools Inc., Wayman Community Development Corp., America's Little Leaders, Edward Waters College, and The Potter's House Christian Academy.

2) Authorize the CEO to execute contract amendments on behalf of the Kids Hope Alliance.

3) Authorize the balance of $37,860 to be transferred to Afterschool FY19-20 Funding.

NARRATIVE:

The following providers notified the Kids Hope Alliance that they are unable to provide services this summer based on an inability to secure a program location. See Exhibit 1.

- GEERS (Great Expectations Educational Resources and Supports)-approved on 3/20/19 by Board for 120 seats, $99,480.00
- Livingway Kingdom K.A.R.E- approved on 3/20/19 by Board for 40 seats, $20,000.

The following sites have demonstrated the capacity to serve additional students and are not currently being funded at their original service levels due to previous funding availability.

BID#	Agency	Site Name	Youth Served	Contract Amount	Revised Youth Served	Revised Contract Amount
0410-17	Masters of Education	Oxford Prep Academy	140	$79,100	160	$90,400

BID#	Agency	Site Name	Youth Served	Contract Amount	Revised Youth Served	Revised Contract Amount
0436-17	Communities in Schools	Normandy Village	100	$85,000	120	$102,000

0436-17	Wayman Community Dev. Corp	Reynolds Lane Elem.	80	$68,000	100	$85,000
0465-17	America's Little Leaders	America's Little Leaders	40	$20,000	60	$30,000
0465-17	Edward Waters College	EWC Fire Program	60	$30,000	80	$40,000
0466-17	The Potter's House Christian Academy	The Potter's House Christian Academy	80	$65,280	100	$81,600
		Totals:	**500**	**$347,380**	**620**	**$429,000**

FISCAL IMPACT:
$81,620.00 will be reallocated to existing sites. $37,860 will be transferred to Afterschool FY19-20 Funding.

GOVERNANCE/PROGRAM IMPACT:
This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:
1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE: **MAY 6, 2019**

BOARD MEETING DATE: **MAY 15, 2019**

TO: **KIDS HOPE ALLIANCE BOARD OF DIRECTORS**

FROM: **MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER/CHIEF OPERATIONS OFFICER**

RE: **REQUEST FOR PROPOSAL: EVENING REPORTING CENTER**

REQUESTED ACTION:

The Board is asked to:

1) Approve the issuance of a Request for Proposals (RFP) for the Evening Reporting Center with the minimum qualifications, scope of services, evaluation criteria and performance metrics presented to the Board.

NARRATIVE:

Successful applicants under this RFP will provide services to youth who: 1) score for the ERC according to the Detention Risk Assessment Instrument (DRAI), 2) score for Secure Detention (or are at-risk of scoring for Secure Detention) and, 3) are not a public risk, an option to be supervised in their community while ensuring each youth participant will attend required court hearings and not commit any new law or technical violations for a period of twenty-one (21) days or until the youth returns to Court. Funding for this RFP will be appropriated in the annual KHA Budget.

FISCAL IMPACT:

RFP Amount is up to $180,000.00

GOVERNANCE/PROGRAM IMPACT:

This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:

1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION:

Staff recommends approval.

KIDS HOPE ALLIANCE
REQUEST FOR PROPOSALS
Evening Reporting Center

Minimum Qualifications to Apply:

- The Applicant must be a Community-based 501(c)(3) non-profit organization incorporated or qualified to do business in the State of Florida.
- The has Applicant must have had experience in providing court ordered services for male youth, ages 13-18, in the Jacksonville community within the past two years.
- The Applicant must be able to offer services at a city-approved, facility owned or leased by the Applicant and located in zip codes 32208 or 32209, in Jacksonville, Florida.

Total Funding Available:
The amount of funds available for the ERC will be $180,000 for the first year of the contract – October 1, 2019 through September 30, 2020, subject to appropriation by the Jacksonville City Council in KHA's 2019-2020 Budget Ordinance. KHA shall have the option, in its sole discretion, to renew the contract for two additional one-year periods. KHA intends to make one (1) award based on the Scope of Services described in this RFP and the Response Format (Attachment A).

SCOPE OF SERVICES

Program: Evening Reporting Center (ERC)

Program Overview:
Kids Hope Alliance (KHA) is issuing this Request for Proposal (RFP) for an Evening Reporting Center (ERC). The purpose of the ERC is to provide youth who: 1) score for the ERC according to the Detention Risk Assessment Instrument (DRAI), 2) score for Secure Detention (or are at-risk of scoring for Secure Detention) and, 3) are not a public risk, an option to be supervised in their community while ensuring each youth participant will attend required court hearings and not commit any new law or technical violations for a period of twenty-one (21) days or until the youth returns to Court. Youth may be on **Intake, Probation, Post-Commitment Probation, Conditional Release, Waiting Placement** status.

The goal of an ERC is to deliver educationally-focused program services with structured activities pursuant to the youth's court order that will prevent recidivism and ensure continued participation in any resources offered. Effective programs will facilitate a measurable and positive change in youth behavior, reduce favorable attitudes toward delinquent/criminal behavior(s), and provide youth with skills and tools to support these changes with the goal of preventing recidivism and/or future criminal involvement. Because the target population is at heightened risk for placement in a secure detention and/or a residential commitment program, services will include strategies and techniques to engage the youth and his family by identifying their individual needs, alerting and immediately reporting to the Florida Department of Juvenile Justice ("DJJ") when a mental health and/or substance abuse need is identified and in need of further action.

Success in achieving these goals will be measured through the number and percentage of youth with a) no unexcused absences, b) no failures to appear for court hearings, c) no new law violations pending court or while participating in the program , and d) no technical violations resulting in a secure detention placement.

KHA Essential Service Plan:
The KHA Essential Service Plan is a comprehensive guide which details the mission of the Kids Hope Alliance and functions as a guide for programs and activities coordinated and funded under KHA. As

such, all Requests for Proposals out of the Kids Hope Alliance should address the Continuum of Service areas prioritized by KHA as well as related goals under the Essential Service Category related to the funding. In this case, the essential service category is Juvenile Justice. The goals and performance metrics are below for reference and more information can be found in the Essential Service Plan document, which can be downloaded from the Kids Hope Alliance website: www.kidshopealliance.org.

Continuum of Service
1. Improve Literacy for All At-Hope Children and Youth
2. Improve Family and Community Engagement for All At-Hope Children and Youth
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
4. Improve Employability and College-Readiness for All At-Hope Children and Youth Special Needs

Juvenile Justice
5. Prevent Child and Youth Involvement in Delinquent Behaviors
6. Increase Child and Youth Desistance

Essential Service Plan Goals - Performance Metrics:
1. Improve Literacy for All At-Hope Children and Youth
   - Increase in number of literacy activities hosted by KHA and its programs for at-hope children and youth
   - Performance Metrics: Increase in number of KHA at-hope children, youth, and families attending literacy activities
2. Improve Family and Community Engagement for All At-Hope Children and Youth
   - Increase the number of parents, family, and community engagement events hosted by the Kids Hope Alliance and its partners
   - Increase in attendance of parents, family, and community at KHA and partner event
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
   - Decrease in disparity between at-hope children and youth need for KHA essential service and access to service
   - Increase in equity of funding to support appropriate and demonstrated need in all the Kids Hope Alliance's geographic areas of service
4. Improve Employability and College-Readiness for All At-Hope Children and Youth
   - Percentage increase in youth affirming awareness of college and career options and personal planning as measured through KHA youth program participant pre and post surveys
5. Prevent Child and Youth Involvement in Delinquent Behaviors
   - Decrease in number of disciplinary referrals & suspension rates
   - Decrease in percentage of chronic absenteeism and truancy rates
   - Increase in graduation and high school equivalency rates for youth who have been involved with the juvenile justice system
   - Parent and Youth Survey Participation and analysis of results
6. Increase Child and Youth Desistance
   - Decrease in recidivism as measured by: Any rearrests-with a delineation of the type of crime adjudicated arrest
   - Number of students screened for mental and behavioral health factors
   - Number of student referrals for mental health counseling
   - Number of students completing treatment
   - Percentage of students improving overall functioning after completing treatment, as assessed by a decrease in CFARS (Children's Functional Assessment Rating Score) post-test scores

- Increased number of at-hope youth connected to work
- Increased number of at-hope youth who return to school
- Increased graduation rates
- Increased number of at-hope youth who earn high-school equivalency degree
- Decreased truancy rates
- Decreased number of conduct referrals
- Increased school attendance
- Improved school performance (academic and behavioral)
- Increased participation in school or community related activities

Program Design Requirements:
Core Program Requirements include the following:

A. **Court Orders Placement**: Youth will be referred to the ERC program based on a court order. The court order must include the start and end dates for ERC placement. Youth may be served for a time period of up to twenty-one (21) calendar days or until he returns to court.

B. **Program Supervision**: The Contractor shall ensure supervision of youth in the ERC program at all times, to include youth participating in community service projects, outside structured activities, or program incentives with a minimum of 1:5 staff-to-youth ratio.

C. **Program Orientation**: The Contractor shall conduct an orientation for all youth and his parent(s) or guardian(s) immediately upon the youth's admission to include, but not limited to, the following: delivery of a handbook/brochure detailing goals and services; copy of the ERC program schedule; telephone usage guidelines (including calls to the Florida Abuse Hotline); transportation plans to and from ERC; name, title, and contact information for key staff members; program goals along with expectations of the youth and his parent(s) or guardian(s); activities for youth and families to interact with each other in positives ways; code of conduct; and dress code.

D. **Delinquency Interventions**: Youth admitted to the program are required to participate in the following delinquency interventions: Evidence-based and Promising Practices Facilitated Group training, promising practices, or interventions with demonstrated effectiveness. Delinquency Interventions and other services that enhance and support the youth in responsible decision-making and pro-social skills authorized under this RFP are as follows:

   a. Life Skills Training: The Contractor shall coordinate the delivery of group life skills facilitated training. Live skills training shall improve communication skills, increase a youth's self-esteem, and build their confidence. Group Life Skills Training sessions shall cover topics relevant to youth, including, but not limited to, the following: communication, self-esteem, restorative justice, needs inventory, understanding behavior, values, stereotyping, judgments, prejudice, conflict resolution, empathy, and leadership.

   b. Mentoring Services: The Contractor shall deliver mentoring services specifically designed to be relationship-based and ongoing, provided in a manner to help youth transition to adulthood by fostering a strong set of connections to pro-social adults and peers, and a sense of belong to their community.

   c. Homework Assistance and Tutoring: the Contractor shall offer homework assistance and/or tutoring for a minimum of one (1) hour daily, with school or vocational assignments, and tutoring with focus on educational or vocational needs.

E. **Program Case Management**: The Contractor shall be responsible for program case management along with identifying and removing roadblocks to successful service delivery. This will include coordinating that youth are assessed by the care coordinators at the Juvenile Assessment Center (JAC) and linked to appropriate services based on their results of the assessment.

F. **Meals and Snacks**: The Contractor will be required to participate in the USDA's Childcare Food Program, sponsored by Kids Hope Alliance, at no cost to the Contractor, unless another federal program is providing meals.

G. **Transportation:**

 a. The Contractor shall provide youth daily transportation from the youth's school to the program and to the youth's home after program services. Roundtrip transportation shall also be provided on Saturdays from home to ERC or activity site then back to home.
 b. Youth shall be transported by the Contractor's leased or owned vehicles (vehicle must be inspected annually) which shall be in good, safe driving condition, have working seat belts, have up-to-date maintenance records, and be driven by a licensed and approved staff member.
 c. Total transportation time between the youth's home and the program facility may not exceed thirty (30) minutes each way unless mutually agreed upon by the Contractor and the Circuit Chief Probation Officer in writing.

H. **Facility Standards, Property Maintenance, and Repair**: The ERC facility will be Contractor owned or leased, The Contractor shall comply with standards required by fire and health authorities. The Contractor shall ensure that all buildings and grounds, equipment, and furnishing are maintained in a manner that provides a safe, sanitary, and comfortable environment for youth, visitors, and employees. The facility shall have adequate space to provide required interventions, recreational, and other service, as well as a security area/system to maintain confidential records.

I. **Community Service**: Services shall also include structured activities and support services beyond the delinquency intervention to include a community service component.

J. **Family Engagement Component**: The ERC program must include family engagement. Under this component, mentoring should be available for siblings of youth in the ERC.

Target Population:
The program shall serve males, ages 13-18, who are court-ordered to the ERC or are referred as a probation sanction. The youth shall reside and attend school within the targeted high referral neighborhoods of Jacksonville, with zip codes 33208 or 32209. Youth may also be referred from other zip codes if transportation is feasible from zip codes 32202, 32205, 32206, 32207, 32210, 32211, 32218, 32244, and 32254.

Number of Participants served:
The ERC must serve up to fifteen (15) males between the ages of thirteen (13) through eighteen (18) at a time, or one hundred (100) youth annually.

Youth Referral & Determination for Services:
 A. The following are ways that a referral to the ERC shall be completed:

- Based upon the youth scoring for the ERC on the DRAI and meeting the qualifying ERC criteria, DJJ will make a recommendation to the Court at the Detention Hearing. The Court shall sign a court order that places the youth at the ERC.
- Youth may be referred to the ERC by a Juvenile Probation Officer (JPO) as a probation sanction or in lieu of a technical violation of probation. The Chief Probation Officer, Assistant Probation Officer, or designated DJJ representative, Juvenile Detention Alternatives Initiative (JDAI) Coordinator, and the director of the ERC shall staff each referral. If the youth is deemed inappropriate, the reason must be documented by the ERC and DJJ.

B. Program admission must be initiated within the next business day. It is expected that the youth will report directly to the ERC on the date of the court order unless directed otherwise by the court, and the DJJ, based on the referral. Transportation will be provided by the program staff after the first day the youth reports.

C. If the youth/parent fails to show up to the intake appointment, the Chief Probation Officer, Assistant Chief Probation Officer, and JDAI Coordinator shall be contacted immediately.

D. The Contractor is responsible for orientation with the youth and parent(s)/guardian(s) upon initial face-to-face contact.

E. If the ERC is at capacity, the Contractor shall send written documentation to the court, DJJ's Chief Probation Officer, Assistant Chief Probation Officer, JDAI Coordinator, and Detention Expeditor stating that the Center is at capacity along with the anticipated date a slot will be available. No youth shall be placed on a waiting list.

F. In the event a youth refuses to attend the program, the Contractor shall immediately contact the Chief Probation Officer, Assistant Chief Probation Officer, and JDAI Coordinator, and Detention Expeditor about the youth's refusal to attend the program.

G. The Contractor shall work cooperatively with DJJ to engage the youth to attend the program pursuant to the court order.

H. Connections and referral streams should connect to the Full-Service Schools, when appropriate.

Disqualifying criteria includes:
- Youth who present on any new law violation that scores for Secure Detention according to the new DRAI (implementation beginning July 1, 2019) will not be accepted into the ERC. Those charges include:
  - Capital, life, or first-degree felonies punishable by life (PBL)
  - Violent first- or second-degree felony, or vehicular homicide
  - Any offense involving use or possession of firearm
- Youth with a history of capital, life, or first-degree felonies punishable by life will not be accepted into the ERC
- Youth with a history of violent 1st and 2nd degree felonies and/or firearm offenses of any type shall be staffed by the director of the Evening Reporting Center and DJJ to determine eligibility
- Youth with a history of absconding or failing to appear more than two times shall be staffed by the director of the Evening Reporting Center and DJJ to determine eligibility
- Youth shall have no current or history of sex offenses

Service Time, Frequency, and Location:
- The ERC must be in zip code area, 32208, or 32209.
- The ERC will operate form 2:00 pm – 8:00 pm Monday through Friday, including transportation time, and for three (3) hours on Saturday.
- Youth must arrive at the ERC immediately after school dismissal/ within 30 minutes, including early release days.
- The ERC will be closed on State of Florida holidays.
- Youth will be pending delinquency proceedings, and court ordered to report to an ERC, for up to twenty-one (21) calendar days or he will return to court.

Length of Program Participation:
Youth must be enrolled in the program within twenty-four (24) hours of the court order and will remain until the youth has successfully completed the ERC placement, as directed by court order (twenty-one days or less) or until:
- The youth has returned to court and released by court order from the ERC; or
- The youth has been unsuccessful in an ERC placement, and the court has decided to place the youth in secure detention pending court, or releases the youth to the DJJ or other program provider agency to supervise in another alternative community-based supervision program; or
- He has been terminated from the system; or
- He has successfully completed the program and returned to the supervision of the DJJ.

Staff Requirements:
A. **Staffing Levels:** The Contractor's staff shall maintain a minimum ratio of 1:5 for adult-to-youth that shall not be exceeded during the terms of the contract. The ERC will be required to employ a full-time Project Director and staff to provide transportation and program services. ERC staff shall provide round trip transportation and have a valid Florida driver's license. The Contractor may recruit volunteers and interns to be utilized during ERC operating hours. In addition, the Provider shall maintain staffing level ratios and specifically address handling of any vacancies, absences, or emergencies.

B. **Staffing Qualifications**
   a. **Project Director (full-time):** The Project Director shall possess, at a minimum, a bachelor's degree from an accredited college or university, one (1) year experience working with youth, and shall have a minimum of one (1) year of supervisory/management experience. Note: The Project Director must be approved by a committee made up of a member of the Juvenile Detention Alternative Initiative (JDAI) and the KHA and other subject matter experts. The JDAI Coordinator will approve the job description, prior to the position being advertised by the Contractor.
   b. **Staff Assistant** (full-time or part-time): The Staff Assistant shall possess, at a minimum, a bachelor's degree from an accredited college or university.
   c. All staff hired at the ERC must have been screened using a Level 2 Background check. All staff must be certified in the specific programs that will be used in this initiative.

C. **Required Staff Training:**
   a. The Contractor shall provide the following training prior to the delivery of services:
      i. Overview of ERC services and programming,
      ii. Incident reporting,
      iii. CPR/First Aid.
      iv. Trauma-Informed Training,
      v. Youth Mental Health First aid,
      vi. FERPA Awareness training
   b. The Contractor is responsible for all training costs associated with the contract. However, some of these training is available at KHA. Check the KHA website for course and available training (kidshopealliance.org).
   c. All staff delivering services to DJJ youth must have in his/her personnel file, maintained by the Contractor, documentation demonstrating successful completion of required training, documents of required training for the delinquency intervention to be provide, and minimum education and professional qualification for the applicable position documentation of the completion of minimum training topics, with the number of hours earned shall be maintained in each employee's personnel file, updated on a yearly basis, and available for review by KHA contract manager.

Staff Changes

    Awarded Contractors are required to notify KHA in memorandum form of any change to top staff or program personnel within seventy-two (72) hours of the change. Failure to do so is grounds for termination at the sole discretion of KHA.

Cultural Responsivity Requirements:

    Staff should be diverse, culturally competent and reflect the communities that they will serve.

Collaboration with Community Partners:

KHA places value on collaboration among community organizations. Across all initiatives, the cross-collaboration strategies are intended to build upon established relations and create new relationships with community organizations that support a variety of needs of children and family participants. It is within this context that KHA expects Contractor's programs to serve as gateways to other needed services that are not directly provided by the Contractor. KHA expects successful Contractors to clearly demonstrate that the proposed program is not being performed in isolation, but rather the service is connected to and integrated with the community considering existing programs, initiatives, systems of care, and identified community needs.

Whenever appropriate, Contractors are encouraged to establish and maintain local and systemic partnerships with other services and programs funded by the KHA, Duval County Public Schools, faith-based organizations and churches, and/or local parks and recreation centers. These community partnerships may provide for the use of other in-kind resources. Proposed collaborations with other organizations are expected to demonstrate systemic opportunities for sharing services and data, which adds value to the proposed programming structure, such as referral sources and follow-up for needed services which are not provided directly by the Contractor.

NOTE: Letters of Collaboration will be required from all partners mentioned in the response, along with a description of the nature of the partnership and services they provide.

System of Care Values and Core Principals:

KHA is committed to System of Care values and core principals. A System of Care is an organization framework that involves collaboration across agencies, families, and youth for the purpose of improving access and expanding the array of community-based, culturally and linguistically competent services and supports for children and youth with emotional, mental, or behavioral challenges and their families. The values and core principles of System of Care indicate that programs serving children, youth, and families will be family-driven, youth-guided, and culturally and linguistically competent. Programs that are family-driven recognize that families have a primary role in the care of their children. Youth-guided program create safe environments that give young people a voice in the care of their own treatment. Cultural and linguistic competence is defined as the capacity of an organization to provide services that are respectful and responsive to cultural differences such as race, ethnicity, sex, religion, age, language proficiency, etc.

Performance Measures:

Listed below are the key Performance Measures/Outcomes, with minimum standards of performance, deemed most crucial to the success of the overall desired service delivery. The Contractor shall ensure that the stated performance measures and standards (level of performance) are met. Performance shall be measured monthly, quarterly, and annually during the first-year service has been fully implemented.

    A. **Performance Outcome:**
- **Goal:** 100% of enrolled youth shall successfully complete the program.
- **Measure:** This percentage will be calculated by taking the number of youths who successfully completed the program divided by the number of youths referred and

accepted by the program. NOTE: Successful completion defined as having <u>none</u> of the following:

  a) Unexcused absences -- daily attendance is required,
  b) Failures to appear for court hearings,
  c) New law violations pending court or while participating in the program, and
  d) Technical violations resulting in a secure detention placement.

- **Minimum Standard**: 85% of enrolled youth shall successfully complete the program for the initial year.

B. **Outcome Evaluation:**

- The Contractor, throughout the term of the contract, shall document compliance with required service tasks, performance, and provide documentation of such for inspection via contract management, annual program monitoring, and quality improvement inspections and deliver findings in applicable reports.
- The evaluation will use the process and outcome data collected throughout the duration of the contract to determine the effectiveness of the services.
- The results may be used in evaluation of the service needs or the Contractor's performance when considering future contracts.

Reporting/Data Requirements:

- All Contractors are required to use the SAMIS data system designated by KHA for reporting Program Units of Service, Participant Demographics, Continuum of Services and Fiscal Reporting. This data will be submitted in that system as follows: 1) Electronically via Internet Access, 2) In accordance with all required deliverables, and 3) With all Invoice/Expenditure report requests being submitted with accompanying supporting documentation to justify the expenses (e.g., check numbers, payroll ledger data, sign-in sheets, etc.).
- <u>Authorized Data System Users</u> will be granted system access with a unique username and password only after Contractor successfully completes the required submission of a new user request form. Under no circumstances shall the Contractor share the username and password of an authorized user with anyone that has not been formally granted system access by the appropriate KHA data system administrator(s). Using the username and password of another person is strictly prohibited. Contractor is responsible for vetting the candidates they request system access for and will be responsible for all actions within the system of persons working with the system on their behalf. Upon the termination of employment or volunteer service of an authorized data system user, the funded Contractor will report to a KHA data system administrator(s) in writing and or via email requesting the former employee's or volunteer's system account be de-activated. This notification must be received no later than three business days after termination.
- <u>Required Data System trainings</u> - The Contractor will ensure their designated Data Manager and all other staff tasked with using the SAMIS system will register for, attend and successfully complete the required SAMIS Data Manager orientation class prior to system utilization. Data Managers will also participate with required SAMIS system Webinars as directed by the KHA.
- <u>Reporting in KHA's Data System</u> - The funded Contractor will input and maintain all required participant related data in the designated SAMIS data system program page assigned to the funded Contractor by the KHA. Required participant data will be defined by the KHA with the necessary data input fields and structures provided as part of the assigned data system and or supporting processes. Data input will be performed directly into the KHA assigned data system for each participant and only by the funded Contractor's authorized data system user(s).
- <u>Demographic Data</u> – In adherence with all program data tracking requirements to include maintaining a data record with all required information for each funded participant and maintain accurate program units of service for each funded participant for each contracted month of service, no later than the relevant date of the following month. Required demographic information shall include:

- DJJ ID Number
- DCPS ID number
- Last name
- First name
- Home address (street, city, state, zip)
- Date of Birth
- Community agency name
- Race
- Gender

The Funded Contractor may also be responsible for recording household demographic data for each participant to include Marital Status and Household income.

- Program Data Collection – The Contractor shall keep their own reports on all referrals, placement (admissions), and releases with dates and reasons notated for each youth. At a minimum, the following data shall be collected and reported on a monthly basis to the JDAI Executive Committee as well as in the KHA SAMIS system as required throughout the term of the contract:
  - Demographic information as listed above
  - Date of youth admission for service, and date of discharge/release
  - Release reason for each youth admitted,
  - Behavior characteristics of youth admitted to the program.
  - Types of intervention services provided, and
  - Successful and unsuccessful completions. NOTE: Successful completion is defined as having none of the following: as failure to appear for court hearings, b) new law violations pending court or while participating in the program, and c) technical violations resulting in a secure detention placement.
- Other Required Data
  - The Contractor will, as designated by the KHA, facilitate the administration of any surveys issued on behalf of the KHA with program staff, students and/or students' families as part of ongoing satisfaction and quality improvement assessment efforts of the KHA.
  - Written reports and appropriate data will be provided to KHA (via SAMIS) and JDAI Executive Committee.
  - Youth Census Report – A daily census report will be sent to the DJJ Chief, Assistant Chief, JDAI Coordinator, and Detention Expeditor with list of youth in attendance.
  - Monthly Summary Report – Submitted monthly, the report will include each youth admitted to the program which details the intervention services and activities provided over the past twenty-one (1) calendar days, the number of days the youth received services, the youth's progress in meeting goals of the court order, incidents, and a summary of the youth efforts ad successful as well as unsuccessful exits along with explanations.

Protection of Participant Data
- If Contractor experiences a security breach concerning any information covered by this RFP, then Contractor will immediately notify the KHA and take immediate steps to limit and mitigate such security breach to the extent possible. Any breach of the confidentiality obligation set forth in the Contract may, at the KHA's discretion, result in cancellation of further consideration for contract award for a period determined by KHA. In addition, Contractor agrees to indemnify and hold KHA harmless for any loss, cost, damage or expense suffered by KHA, including but not limited to the cost of notification of affected persons as a direct result of the unauthorized disclosure of education records.

Invoice/Payments

- Contractors will be reimbursed on a monthly basis on the submission of an invoice with associated monthly costs. An initial 25% advance payment can be provided at the request of the Contractor.

Deliverables

Deliverable	Description	Frequency	Report Method	Date Due
Invoice/ Expense Report	Detail, for each line item in the approved budget, the expenditures against that budget for the reporting period, the expenditure year-to-date, and the balance remaining.	Monthly	SAMIS (document repository)	The 10th of the following month.
Youth Census Report	Daily attendance in the program	Weekly	Emailed to DJJ, JDAI Coordinator, and Detention Expeditor	Every Friday.
Monthly Summary Report	Intervention and activity services provided over the past 21 days, # of youth that received services, youth progress towards meeting goals, incidents, and a summary of youth efforts.	Monthly	SAMIS (document repository)	The 10th of the following month.
End of Program Report	Summary of the year's activities/analysis of outcomes.	Yearly	SAMIS (document repository)	The 45 days following the end of the contract term.

ATTACHMENT A

RESPONSE FORMAT
Evening Reporting Center

To maintain comparability and facilitate the evaluation process, applicants shall organize their proposal in the manner set forth below. The applicant must adhere to the page limits designated below.

Completed applications must be submitted by <mark>Wednesday, June 19, 2019</mark> at 2 PM EST. An organization may only submit one application. Deliver applications to:

 City of Jacksonville
 Procurement Division
 Attn: Annette Burney
 214 N. Hogan Street, Room 105
 Jacksonville, Florida 32202

Applications submitted in response to this RFP must consist of three separate and distinct parts: (1) The Required Documents (2) Project Budget and Budget Narrative; and (3) Project Narrative. An original and three (3) copies should be submitted.

REQUIRED DOCUMENTS – GENERAL INFORMATION
(5 POINTS)

Title Page (one-page limit): Include a) RFP Title and Number, b) Contractor 's full name and address, c) Contractor's Federal Employer ID Number, d) City of Jacksonville City Council District(s) included in the application, e) Contractor's Project Title, and f) Project dates and times for the Evening Reporting Center (ERC).

Cover Letter (one-page limit): Printed on letterhead, the one-page cover letter should include the following: a) Date of Letter, b) RFP Title and Number, c) Contractor's full name and contact information including address, e-mail, and telephone number, d) Name(s) of the persons who will be authorized to make representations for the Contractor, their titles, addresses (including email address) and telephone numbers, e) a brief summary of the proposed project, and f) Signature, printed name, and title of Authorized Representative.

Acknowledgement Statement and **Statement of Qualifications** (one-page limit which includes signature of authorized representative):

a) Acknowledgement that (i) the Response is based on the terms set forth in the RFP and all amendments thereto posted on Buyer's website as of the date of the Response, and (ii) the Contractor will be responsible for monitoring Buyer's website for subsequent amendments and for either maintaining, amending or withdrawing the Response prior to the Response Due Date based on those subsequent amendments.

b) Include a statement that this project will not supplant current programs or KHA funding.

c) Include the following information on Minimum Qualifications and other requirements, using the following chart or a similar format to clearly respond with yes or no answers:

Yes	No	
☐	☐	The contractor is a 501(c)(3) non-profit organization incorporated or qualified to do business in the State of Florida.
☐	☐	The contractor has experience in providing court ordered service for male youth, ages

		13-18, in the Jacksonville community within the past two years.
☐	☐	The contractor employs staff who are certified in the specific programs that will be used in this initiative.
☐	☐	The contractor will offer services at a city-approved, contractor owned/leased facility located in zip codes 32208 or 32209 in Jacksonville, Florida.

Required Forms/Attachments. Attach all forms identified in Section 1 or in the attachments, if applicable, each signed by an authorized representative. Required forms include:

1) Conflict of Interest Certificate.
2) Submission Checklist.
3) Signed affidavit from Contractor's insurance agent, to include a copy of the completed Certificate of Insurance.
4) A copy of the SunBiz page from the Florida Secretary of State's office showing an active registration as a non-profit corporation (or similar evidence from another state)
5) A copy of IRS 501(c)(3) determination letter.
6) The organization's last complete fiscal year operating budget.
7) A copy of the most recent financial audit completed by an independent Florida Certified Public Accountant, including single audit and management reports, if applicable Smaller agencies (those agencies with annual revenues less than $100,000) may submit an unaudited, compiled financial statements prepared by a CPA or appropriate professional.
8) Documentation that demonstrates staff are certified in the proposed programs.
9) One-page Letters of Collaboration from each partner mentioned in the response, along with a description of the nature of the partnership and services they provide.

EVALUATION CRITERIA

PROJECT BUDGET AND BUDGET NARRATIVE
(10 POINTS)

Using the Budget/Budget Narrative (Form 1), the budget and budget narrative should be reasonable based on the activities outlined in the project narrative.

1) Budget Form
The total amount of the requested funds will be based on a projection of $180,000 per year for three years.

The budget form may not exceed three pages. List budget expenditure under the correct categories on Budget Form 1, check for accuracy of calculations and appropriateness of the amount.

No item should appear in the budget that is not included as part of the project narrative.

The budget must include required staff members and enough funds to address the activities and program requirements in the Evening Reporting Center (ERC) Scope of Services.

Budget restrictions include the following: incidental costs, such as the costs of amusement, awards, social activities, meals and beverages, may not exceed 2% of the budget and equipment or materials that are over $1,000 must be inventoried and will be returned to the City of Jacksonville after the grant ends. No, funding for capital improvements will be allowed.

The contractor should list/contribute matching funds, staff, or program materials that will be used for the project. In-kind and financial support of the project is strongly encouraged.

2) *Budget Narrative*

This section of your grant proposal package helps explain and, more importantly, justify the numbers in your proposed budget (Budget Form 1). The narrative should be designed to justify the budget, both in total and in an itemized manner. The narrative details must help explain how and where the grant funds will make a positive impact, should the proposal be accepted. The format should be in sentence structure with an explanation of how the funds were calculated.

The budget narrative should explain all sources of contribution toward the project (grant request and matching funds). Priority will be given to organizations that maximize the ERC dollars.

PROJECT NARRATIVE
(85 POINTS)

The Project Narrative must demonstrate your capability to implement the ERC program in accordance with the provisions of this RFP. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 10 single-spaced single-sided 8.5 x 11-inch pages with Times New Roman 12-point text font, and 1-inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. You must number the Project Narrative beginning with page number 1.

Applicants must use the same section headers identified below for each section of the Project Narrative:

1) Statement of Need

The applicant must provide an address of the project location and identify the geographic area in which the project will be located – this includes the contractor and any community-based partners. Identify and discuss the need of the targeted population in this location.

Part of the need statement should be a clear vision for working with the targeted population and how the contractor plans to understand the needs and feelings of the community. The contractor should also identify any systems already in place and, if applicable, build on existing work before identifying gaps that call for new program components. The statement should also include a clear vision for what is needed in terms of serving the targeted population and working with community partners that is different from what has already been provided in the community and/or what gaps in knowledge need to be addressed.

2) Expected Outcomes and Outputs

All applicants must identify the number of participants to be served and provide measurable results, or outcomes, that will result from the project and meet the goals stated in the Scope of Services. State the hours of operation, dates of the program, and skills that will be targeted. If using a recognized curriculum/program, please list and explain with expected outcomes.

Explain the intended outputs of any community partners along with the services they intend to provide. Make sure one-page letters of collaboration are included in the application package for each of these community partners.

3) Project Design / Implementation Plan

Begin this section by stating the project goals.

Include the proposed methods that will be used to address the stated outcomes and outputs and to provide the activities to occur in the ERC. Specify how the proposed methods are innovative as well as appropriate for the targeted population in Jacksonville and how the community will be creatively engaged in ERC services.

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished and includes a timeline for completion of work (Include planning days, a sample timeline of activities, as well as start and ending dates and hours for the ERC). The timeline should cover the three-year project period.

Please include details that include procedures, services, delivery methods, meal and/or snack plans, incentive plans, or any other details of significance to the program. The program should include Cultural sensitivity, models of services for court-ordered youth, and trust-based interventions. The program should utilize evidence-based models that have demonstrated positive outcomes. The ERC plan should include:
- Placement, Supervision, program orientation
- Delinquency Interventions
- Case Management
- Transportation
- Program Activities and Community Service
- Youth referral process including determination and details for services
- System of Care Values and Core Principals
- Family Engagement

4) Essential Service Goals and Performance Measures
Include a description of how the project activities will align with the KHA Essential Service Plan Goals; please be as specific as possible in listing which goals will be addressed and how they will be addressed with the project plans and activities. Includes a description of how the project activities will align with the ERC Performance Measures.

5) Organizational, Administrative, and Fiscal Capacity along with staffing and staffing requirements
Provide information on the contractor's organization, facilities, and current mission, structure, staffing, and relevant experience that relate to the trauma training initiative. Describe how these factors will contribute to the ability of the organization and partners to conduct the program requirements and meet program expectations.

Describe required staff hiring, qualification, training, and responsibilities along with information on how they will be selected (criteria and process). Discuss the quality of the personnel in relationship to the targeted population education/experience as well as their capacity and qualification for providing the program listed under *3) Project Design / Implementation Plan*.

Include roles and responsibilities for reporting and data requirements.

6) Evaluation, reporting, and sustainability
Describe how you will measure success for each ERC component listed in your project design. Relate the measurements to the Essential Service Plan Goals - Performance Metrics listed in the RFP Scope of Services section. Describe any culminating events, how participant success will be celebrated, and how the culminating event will showcase the ERC learning that was gained over the course of the program. Explain how you will continue the learning or program over the three-year program and beyond this grant funding.

ATTACHMENT B

EVALUATION MATRIX

The application will be scored on the following matrix and the evaluation maximum point count is identified for each section of the Response Format (Attachment A).

The application will be evaluated on how effectively it demonstrates the following:

	Superior	Average	Below Average	Poor	Missing
REQUIRED DOCUMENTS – GENERAL INFORMATION					
All requested information is included	**5**	**4-3**	**2**	**1**	**0**
PROJECT BUDGET AND BUDGET NARRATIVE					
1) Budget Form	**5**	**4-3**	**2**	**1**	**0**
2) Budget Narrative	**5**	**4-3**	**2**	**1**	**0**
PROJECT NARRATIVE:					
1) Statement of Need	**10**	**9-5**	**4-2**	**1**	**0**
2) Expected Outcomes and Outputs along with community partners output (and a one-page letter of commitment for each)	**10**	**9-5**	**4-2**	**1**	**0**
3) Project Design / Implementation Plan	**30**	**29-20**	**19-9**	**8-1**	**0**
4) Essential Service Goals and Performance Measures	**10**	**9-5**	**4-2**	**1**	**0**
5) Organizational, Administrative, and Fiscal Capacity along with staffing and staffing requirements	**15**	**14-7**	**6-3**	**2-1**	**0**
6) Evaluation, reporting, and sustainability	**10**	**9-5**	**4-2**	**1**	**0**
Total Possible	**100**				

ATTACHMENT E

SUBMISSION CHECKLIST

Submission Checklist
Place a check mark on the line for each item submitted. Please keep a copy for your records.

_____ Ensure all items in Attachment A, Response Format, are completed

_____ The RFP **and** General Terms and Conditions **and** Special Terms and Conditions **and** examples **and** other information have been read **and** understood.

_____ All information is typed, using the identified font and spacing.

_____ Three separate and distinct sections (Required Documents, Budget and Budget Narrative, and Project Narrative) should be included and submitted in an application package. One original and three (3) copies should be submitted to:

> City of Jacksonville
> Procurement Division
> Attn: Annette Burney
> 214 N. Hogan Street, Room 105
> Jacksonville, Florida 32202

_____ Required forms are included in Required Documents file. This file includes Letters of Collaboration from each named partner.

_____ Checklist is completed and signed. **Failure to sign this checklist and provide all information may be grounds for rejection.**

RESPONSE RECEIVED IN AN UNORGANIZED FORMAT WILL NOT BE REVIEWED AND WILL BE GROUNDS for REJECTION.

_____   _____

Signature   Date

_____

Print name and Title

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE:	**MAY 6, 2019**
FINANCE COMMITTEE:	**MAY 8, 2019**
BOARD MEETING DATE:	**MAY 15, 2019**

TO:	**KIDS HOPE ALLIANCE BOARD OF DIRECTORS**
FROM:	**MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**
RE:	**REQUEST FOR PROPOSAL: COLLEEG SUCCESS & ACCESS PROGRAM**

REQUESTED ACTION:

The Board is asked to:

1) Approve the issuance of a Request for Proposals (RFP) for College Success and Access Academy Program with the minimum qualifications, scope of services, evaluation criteria and performance metrics substantially in the form presented to the Board..

NARRATIVE:

Successful applicants under this RFP will provide one-week College Success Intensive Bootcamps that will address Standardized Test Taking Strategies, ACT/SAT Prep test practice and strategies, and College/Scholarship Search and Admissions strategies.

FISCAL IMPACT:

RFP Amount is up to $100,000.00

GOVERNANCE/PROGRAM IMPACT:

The RFP will result in an additional contract under the Pre-Teen& Teen essential service category. This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:

1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

KIDS HOPE ALLIANCE
REQUEST FOR PROPOSALS
COLLEGE SUCCESS AND ACCESS ACADEMY

Minimum Qualifications to Apply:

- Applicant must be a 501(c)(3) nonprofit entity organized in the State of Florida or authorized to do business in the State of Florida
Applicant must have all licenses and permits required to conduct its business
- Applicant must have prior experience providing College Success programs.

Total Funding Available:
The amount of funds for the College Success and Access Academy Program is $100,000. The Kids Hope Alliance intends to enter into one or more contracts with Contractors serving students from all of the following schools: Englewood, Sandalwood, Lee, Jackson, Raines, Ribault and Westside. KHA may award one contract for bootcamps serving students at all seven targeted high schools, or may make multiple awards, in KHA's sole discretion, based on the evaluation criteria described in this RFP.

SCOPE OF SERVICES

Program: College Success and Access Academy

Statement of Need:
In today's economy, higher education is a necessity for individual economic opportunity and citizenry as well as America's competitiveness in the global economy. At a time when jobs can go anywhere in the world, skills and education will determine success, for individuals and for nations. As a result, college education is one of the best investments a student can make for their future. Together with this intent, social and psychological college preparation is extremely important to college success. Once a student has navigated the college admission maze, the dropout rate is high, with the National Center for Education Statistics reporting that only 60 percent of college freshmen who began school in 2010 completed school within six years. According to a study published in "Organizational Behavior and Human Decision Process," college preparedness can play a major role in reducing dropout rates. Even when students don't leave college, feeling unprepared can lead to lower grades, difficulty making friends, and stress.

Program Overview:
The Kids Hope Alliance (KHA) PRE-TEEN AND TEEN PROGRAMMING (PTP) consists of programs, services and activities designed to support and assist children and youth during preteen and teen years; including but not limited to, mentoring, job training, career counseling, and youth employment programs. The College Success & Access Academy is an initiative designed to address higher education preparation. The organization structure includes the following:

Organization:	Kids Hope Alliance (KHA)
Department:	PRE-TEEN AND TEEN PROGRAMMING (PTP)
Initiative:	College Success & Access Academy
Program:	College Success Intensive Bootcamp

In order to assist students in their preparation for higher education, **the College Success and Access Academy Intensive Bootcamp program** is designed for freshman to rising seniors preparing for college. Hands-on bootcamp activities should be designed to help students develop essential skills needed to prepare for, and succeed in, college. Those skills should include test taking strategies, college search and admission tactics, scholarship understanding, study approaches, and individual goal setting.

KHA Essential Service Plan:
The KHA Essential Service Plan is a comprehensive guide which details the mission of the Kids Hope Alliance and functions as a guide for programs and activities coordinated and funded under KHA. As such, all Requests for Proposals out of the Kids Hope Alliance should address the Continuum of Service areas prioritized by KHA as well as related goals under the Essential Service Category related to the funding. In this case, the essential service category is Preteen and Teen Programming (PTP). The goals and performance metrics are below for reference and more information can be found in the Essential Service Plan document, which can be downloaded from the Kids Hope Alliance website: www.kidshopealliance.org.

Continuum of Service
1. Improve Literacy for All At-Hope Children and Youth
2. Improve Family and Community Engagement for All At-Hope Children and Youth
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
4. Improve Employability and College-Readiness for All At-Hope Children.

Preteen and Teen Programming
5. Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success
6. Increase Civic Engagement

Essential Service Plan Goals – Impact Strategies and Performance Metrics:
1. Improve Literacy for All At-Hope Children and Youth
   Impact Strategy:
   - Increase family and child access to literacy programs by integrating literacy as a priority in all Essential Services categories
   - Establish partnerships with community, city, business, and educational partners to fund, expand, and collaborate on literacy initiatives
     Performance Metrics:
     o Increase in number of literacy activities hosted by KHA and its programs for at-hope children and youth.
     o Increase in number of KHA at-hope children, youth, and families attending literacy activities
2. Improve Family and Community Engagement for All At-Hope Children and Youth
   Impact Strategy:
   - Increase family and community engagement opportunities for all at-hope children, youth, and their families
     Performance Metrics:
     o Increase the number of parents, family, and community engagement events hosted by the Kids Hope Alliance and its partners
     o Increase in attendance of parents, family, and community at KHA and partner event
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
   Impact Strategy:
   - Conduct organizational analysis of KHA funded activities, programs, and home zip code of participants to inform funding
   - Conduct needs analysis using the Kids Hope Alliance Neighborhood Risk Index to compare the needs of services for at-hope kids and access to quality programs
     Performance Metrics:
     o Decrease in disparity between at-hope children and youth need for KHA essential service and access to service

- Increase in equity of funding to support appropriate and demonstrated need in all of the Kids Hope Alliance's geographic areas of service

4. Improve Employability and College-Readiness for All At-Hope Children and Youth
   Impact Strategy:
   - Increase career and college exposure and inclusion in all KHA Essential Services category programs
     Performance Metrics:
     - Percentage increase in youth affirming awareness of college and career options and personal planning as measured through KHA youth program participant pre and post surveys

5. Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success
   Impact Strategy:
   - Implementation of year-round youth job readiness training program
   - Facilitate awareness of social service resources available to youth and family members
   - Develop employment pipelines that connect eligible youth to viable employment, certifications, and career pathways
   - Develop formal college preparatory, internship, and collaborative partnerships with the local higher education or post-secondary education system
   - Develop strategic partnerships with Jacksonville Chamber of Commerce and local businesses to facilitate additional opportunities for the Summer Work Program
     Performance Metrics:
     - Increased number of at-hope students employed through the Mayor's Youth at Work Partnership
     - Increased participation in the Mayor's Youth at Work Partnership by at-hope youth living in or attending schools categorized as high-risk by the Kids Hope Alliance Neighborhood Risk Index
     - Increased number of at-hope student interns recruited
     - Increased number of Mayor's Youth at Work business partners
     - Increased graduation rate
     - Increased percentage of youth with no behavioral referrals or suspensions
     - Increased percentage of youth promoted on time to the next grade
     - Increased school attendance
     - Increased number of apprenticeships completed
     - Increased number of industry-level certifications obtained
     - Parent and Youth Survey Participation and Analysis of Results
     - Increased college application, scholarship application and Free Application for Federal Student Aids (FAFSA) submissions, overall acceptance and award rates
     - Increased post-secondary readiness rates in reading and math
     - Increased post high school employment rates

6. Increase Civic Engagement
   Impact Strategy:
   - Increased number of youth-led service-learning projects centered on civic-mindedness
   - Implementation of community-based learning activities that foster multi-generational engagement
     Performance Metric:
     - Increased number of students actively involved in the Mayor's Young Leaders Advisory Council
     - Increased participation in the Mayor's Young Leaders Advisory Council by at-hope youth living in or attending schools categorized as high-risk by the Kids Hope Alliance Neighborhood Risk Index

- o Increased number of students actively involved in on-campus extracurricular activities
- o Increased number of students involved in civic or nonprofit organizations
- o Increased number of student volunteers who complete community service projects
- o Parent and Youth Survey Participation and Analysis of Results

Program Design Requirements:
Provide a one-week College Success Intensive Bootcamps as follows:
- Monday thru Friday, 8:00 am to 2:00 pm or equivalent out-of-school hours if offered during the school year to be completed no later than 12/31/19.
- Target/recruit students (freshmen to rising seniors) attending one or more of the following high schools: Englewood, Sandalwood, Lee, Jackson, Raines, Ribault and Westside
- Content to include:
  - o Standardized Test Taking Strategies: Time management, answer approach, managing stress, self-confidence, pre-test strategies, practice & preparation
  - o ACT Prep test practice, strategies, and instruction in each of the subject areas: English, Math, Science & Reading
  - o SAT Prep test practice, strategies and instruction in each of the subject areas: Math, Reading, Writing
  - o College Search and Admissions strategies
  - o Scholarship Search and strategies: Financial aid; local, state, national, institutional scholarship search; scholarship essay preparation; scholarship interviews
  - o Preparing for college: study strategies, majors/careers, etc…
  - o Individualized student college and scholarship preparation checklist and action plan
  - o Transportation for participants to and from program
- Implementation for Summer-Fall 2019 with all contracts executed by September 30, 2019 and all program and expenditures concluded by December 30, 2019.

Staff Requirements:
- Minimum 25% of Instruction provided by Florida certified high school teacher, with specialization in Math, English, Reading preferred Or Demonstrated 3-5 years of experience in SAT/ACT and college preparation curriculum and delivery, with demonstration of student performance post-completion.
- Staff must be certified educators in the specific curriculum that will be used in this College Success Intensive Bootcamp program.
- Staff must be trained in trauma-based therapy (if training is needed, it may be requested and provided by KHA).
- Staff should have the demonstrated capacity to serve the population in the targeted high schools within the City of Jacksonville.
- Staff will have a Level 2 Background Screening as a condition of engagement in the College Success Intensive Bootcamp program. Staff must be screened and cleared prior to the start of the program.
- At least one staff member must be CPR/First Aid trained and a CPR/First Aid trained staff member must always be on site.

Cultural Responsivity Requirements:
- Staff should be diverse, culturally competent, and reflect the communities that they will serve.

Documentation Requirements:
- College Success & Access Academy/College Success Intensive Bootcamp program records must include program roster, name, age, demographic information, attendance, progress notes, and outcome measures.

Reporting/Data Requirements:

- The SAMIS data system, designed by KHA for reporting Program Units of Service, Participant Demographics, Continuum of Services and Fiscal Reporting, must be used by all contractors. This data will be submitted in that system as follows: 1) Electronically via Internet Access, 2) In accordance with all required deliverables, and 3) With all Invoice/Expenditure report requests being submitted with accompanying supporting documentation to justify the expenses (e.g., check numbers, payroll ledger data, sign-in sheets, etc.).

- Parental Consent Forms for all participating students must be obtained by Contractor and maintained at the program site or agency administrative office. Parental Consent Forms must give permission for KHA to access and or use participant data, program data, and bootcamp activities in its generated report.

- Authorized Data System Users will be granted system access with a unique username and password only after Contractor successfully completes the required submission of a new user request form. Under no circumstances shall the Contractor share the username and password of an authorized user with anyone that has not been formally granted system access by the appropriate KHA data system administrator(s). Using the username and password of another person is strictly prohibited. Contractor is responsible for vetting the candidates they request system access for and will be responsible for all actions within the system of persons working with the system on their behalf. Upon the termination of employment or volunteer service of an authorized data system user, the funded Contractor will report to a KHA data system administrator(s) in writing and or via email requesting the former employee's or volunteer's system account be de-activated. This notification must be received no later than three business days after termination.

- Required Data System trainings - The Contractor will ensure their designated Data Manager and all other staff tasked with using the SAMIS system will register for, attend, and successfully complete the required SAMIS Data Manager orientation class prior to system utilization. Data Managers will also participate with required SAMIS system Webinars as directed by the KHA.

- Reporting in KHA's Data System - The funded Contractor will input and maintain all required participant related data in the designated SAMIS data system program page assigned to the funded Contractor by the KHA. Required participant data will be defined by the KHA with the necessary data input fields and structures provided as part of the assigned data system and or supporting processes. Data input will be performed directly into the KHA assigned data system for each participant and only by the funded Contractor's authorized data system user(s).

- Student ID Numbers – Valid Student ID Numbers as assigned by the Duval County Public School System (DCPS) are required for all participants maintained by the funded Contractor in the KHA designated system. The only exception will be for participants who have never been assigned a Student ID by DCPS. In those cases, the funded Contractor will utilize a unique KHA Identification number as described in Data Manager training and or through their contract manager or SAMIS Help Desk. Participants are not eligible for a KHA Identification number if they are or have ever been enrolled in a DCPS school. It will be the funded Contractor's responsibility to obtain and confirm the validity of all DCPS Student ID numbers as well as input those numbers correctly into the assigned data system on or before the date the 10th of the Month. If the Contractor is notified by KHA that a participant's ID is invalid, the funded Contractor will have 15 business days to correct the student ID in the system. If the Student ID is not corrected within the time frame, the Contractor will be subject to the financial penalties.

- Demographic Data – In adherence with all program data tracking requirements to include maintaining a data record with all required information for each funded participant and maintain accurate program units of service for each funded participant for each contracted month of service, no later than the relevant date of the following month. Required demographic information shall include:

- Duval County Public Schools (DCPS) Student ID Number
- Last name
- First name
- Home address (street, city, state, zip)
- Date of Birth
- School name
- Race
- Gender

The Funded Contractor may also be responsible for recording household demographic data for each participant to include Marital Status and Household income.

- <u>Other Required Data</u> - The funded Contractor will, as designated by the KHA, facilitate the administration of any surveys issued on behalf of the KHA with program staff, students and/or students' families as part of ongoing satisfaction and quality improvement assessment efforts of the KHA. The following data points will be required for submittal at the conclusion of College Success Intensive Bootcamp Initiative:
    - Nutrition Data – meals and snacks served by data and program site
    - Roster of participants and attendance records.
    - Number of students served.
    - Number of contacts with parents.
    - Number and description of any field trips or guest speakers.
    - List of College Success skills addressed.
    - Continuum of Service data for - Literacy events and improvement, Engagement of families and community, and Access to programs, services and activities,
    - Funded Contractor's staff members involved in the bootcamp: Staff Name, Position, Position Type (FT/PF), Highest level of education/certification, and Years of experience in current role with program.

Protection of Participant Data
- The Contractor will only authorize the access of data by properly trained personnel who have signed a non-disclosure statement provided by the KHA.
- If Contractor experiences a security breach concerning any information covered by this Contract, then Contractor will immediately notify the KHA and take immediate steps to limit and mitigate such security breach to the extent possible. Any breach of the confidentiality obligation set forth in the Contract may, at the KHA's discretion, result in cancellation of further consideration for contract award for a period determined by KHA. In addition, Contractor agrees to indemnify and hold KHA harmless for any loss, cost, damage or expense suffered by KHA, including but not limited to the cost of notification of affected persons as a direct result of the unauthorized disclosure of education records.
- Upon termination of the Contract, if requested by KHA and consistent with the retention requirements of Florida's public records laws, Contractor shall destroy all data or information that contains personal information collected and stored under the Contract. Furthermore, Contractor shall ensure that the destruction of that data or information maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

Outcome Requirements
- Participants must attend no less than 80% of the bootcamp activities to count as full attendance.
- The bootcamp must register at least 50 students per camp.
- Students must demonstrate efficacy, confidence, and understanding of SAT, ACT, college and scholarship readiness.
- Students must show increase in score or confidence on practice tests for ACT, SAT.

- Student will complete an individualized College and Scholarship Action plan
- The bootcamp must include a completion ceremony for each camp.
- Students must earn a digital badge for "KHA College Success Bootcamp"

These outcomes should be explained in the proposal and documented in the deliverables listed below.

Invoice/Payments
- Providers will be reimbursed as services are provided. Providers should outline bootcamp costs in their proposal and will be reimbursed monthly based on the submission of an invoice with associated monthly costs. An initial 25% advance payment can be provided at the request of the contractor.

Deliverables

Deliverable	Description	Frequency	Report Method	Date Due
Invoice/ Expense Report	Detail, for each line item in the approved budget, the expenditures against that budget.	Monthly*	SAMIS (document repository)	The 10th of the following month.
Clients Served	Detailed reporting of the number of students served, broken out by demographic information.	Monthly*	SAMIS (document repository)	The 10th of the following month.
Activities	Narrative description of services provided during the camp, including response times and outreach methods.	Monthly*	SAMIS (document repository)	The 10th of the following month.
End of Program Report	Summary of the camp's services/analysis of outcomes, issues that occurred, solutions to the issues, and general lessons learned.	Once	SAMIS (document repository)	One week after the conclusion of the bootcamp.

* if the program is delivered in a one-week bootcamp, the reports will be due one week after the conclusion of the bootcamp.

ATTACHMENT A

RESPONSE FORMAT
College Success & Access Academy Initiative:
College Success Intensive Bootcamp Program

To maintain comparability and facilitate the evaluation process, applicants shall organize their proposal in the manner set forth below. The applicant must adhere to the page limits designated below.

Completed applications must be submitted by Wednesday, June 19, 2019 at 2 PM EST. An organization may only submit one application. Deliver applications to:

City of Jacksonville
Procurement Division
Attn: Annette Burney
214 N. Hogan Street, Room 105
Jacksonville, Florida 32202

Applications submitted in response to this RFP must consist of three separate and distinct parts: (1) The Required Documents (2) Project Budget and Budget Narrative; and (3) Project Narrative. An original and three (3) copies should be submitted.

REQUIRED DOCUMENTS – GENERAL INFORMATION
(5 POINTS)

Title Page (one-page limit): Include a) RFP Title and Number, b) Contractor 's full name and address, c) Contractor's Federal Employer ID Number, d) City of Jacksonville High School(s) included in the application, e) Contractor's Project Title, and f) Project dates and times for the College Success Intensive Bootcamp.

Cover Letter (one-page limit): Printed on letterhead, the one-page cover letter should include the following: a) Date of Letter, b) RFP Title and Number, c) Contractor's full name and contact information including address, e-mail, and telephone number, d) Name(s) of the persons who will be authorized to make representations for the Contractor, their titles, addresses (including email address) and telephone numbers, e) a brief summary of the proposed project, and f) Signature, printed name, and title of Authorized Representative.

Acknowledgement Statement and **Statement of Qualifications** (one-page limit which includes signature of authorized representative):

a) Acknowledgement that (i) the Response is based on the terms set forth in the RFP and all amendments thereto posted on Buyer's website as of the date of the Response, and (ii) the Contractor will be responsible for monitoring Buyer's website for subsequent amendments and for either maintaining, amending or withdrawing the Response prior to the Response Due Date based on those subsequent amendments.

b) Include a statement that this project will not supplant current programs or KHA funding.

c) Include the following information on Minimum Qualifications and other requirements, using the following chart or a similar format to clearly respond with yes or no answers:

Yes	No	
☐	☐	The Contractor is a community-based 501(c)(3) non-profit entity incorporated or qualified to do business in the State of Florida school:. Specify which high schools will be included (Englewood, Sandalwood, Lee, Jackson, Raines, Ribault and/or Westside): _____
☐	☐	The Contractor has prior experience in providing College Success as well as bootcamps programs.
☐	☐	The Contractor employs staff who have been screened using Level 2 background screening (or will be screened prior to start of bootcamp) and, when appropriate, are certified educators in the specific curriculum that will be used in this College Success Intensive Bootcamp program (See Staff Requirements).
		The program supports the following Kids Hope Alliance Continuum of Service Goals:
☐	☐	Improve Literacy for All At-Hope Children and Youth
☐	☐	Improve Family and Community Engagement for All At-Hope Children and Youth
☐	☐	Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
☐	☐	Improve Employability and College-Readiness for All At-Hope Children.
		The program supports the following Kids Hope Alliance Preteen and Teen Programming Goals:
☐	☐	Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success
☐	☐	Increase Civic Engagement

Required Forms. Attach all forms signed by an authorized representative. Required forms include:
1) Conflict of Interest Certificate.
2) Submission Checklist.
3) Signed affidavit from Contractor's insurance agent, to include a copy of the completed Certificate of Insurance.
4) A copy of the SunBiz page from the Florida Secretary of State's office showing an active registration as a nonprofit entity
5) A copy of IRS 501(c)(3) determination letter.
6) A copy of the most recent financial audit completed by an independent Florida Certified Public Accountant, including single audit and management reports, if applicable. Smaller agencies (those agencies with annual revenues less than $100,000) may submit unaudited, compiled financial statements prepared by a CPA or appropriate professional.
5) Sample parent permission form
6) List of staff and date of Level 2 background screening

EVALUATION CRITERIA

PROJECT BUDGET AND BUDGET NARRATIVE
(20 POINTS)

Using the Budget/Budget Narrative (Form 1), the budget and budget narrative should be reasonable based on the activities outlined in the project narrative.

1) Budget Form (10 Points)
The total amount of the requested funds will be based on a calculation of up to $16,600 for a one-week bootcamp (or a project involving equivalent instructional hours offered during the school year),

composed of 50 students per bootcamp. (KHA plans to offer six grants for a total of 300 students served).

The budget form may not exceed three pages. List budget expenditure under the correct categories on Budget Form 1, check for accuracy of calculations and appropriateness of the amount.

No item should appear in the budget that is not included as part of the project narrative.

Budget restrictions include the following: 1) incidental costs, such as the costs of amusement, awards, social activities, meals and beverages, may not exceed 2% of the budget, 2) equipment or materials that are over $1,000 must be inventoried and will be returned to the City of Jacksonville after the grant ends, and 3) No funding for capital improvements will be allowed. See attached list of unallowable expenses.

The contractor should list/contribute matching funds, staff, or program materials that will be used for the project. In-kind and financial support of the project is strongly encouraged.

2) *Budget Narrative (10 Points)*
This section of your grant proposal package helps explain and, more importantly, justify the numbers in your proposed budget. The narrative should be designed to justify the budget, both in total and in an itemized manner. The narrative details must help explain how and where the grant funds will make a positive impact, should the proposal be accepted. The format should be in sentence structure with an explanation of how the funds were calculated.

The budget narrative should explain all sources of contribution toward the project (grant request and matching funds). Priority will be given to organizations that maximize the KHA dollars.

PROJECT NARRATIVE
(75 POINTS)

The Project Narrative must demonstrate your capability to implement the project in accordance with the provisions of this RFP. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 10 single-spaced single-sided 8.5 x 11-inch pages with Times New Roman 12-point text font, and 1-inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. You must number the Project Narrative beginning with page number 1.

Applicants must use the same section headers identified below for each section of the Project Narrative:

Program Plan and Description

1) Statement of Need (5 points)
The Applicant must provide names of Title I high schools to be served in program and address of the project location and identify the geographic area in which the project will be located – this includes the Contractor and any community-based partners, if appropriate. Identify and discuss the need of the targeted population in the(se) area(s).

Part of the need statement should be a clear vision for working with college success and bootcamps, along with how the contractor plans to understand the needs and feelings of the community and students. The contractor should also identify any systems already in place and, if applicable, build on existing work before identifying gaps that call for new initiatives. The statement should also include a clear vision for what is needed in terms of college preparation that is different from what has already been provided in the community or school and/or what gaps in knowledge need to be addressed.

2) Expected Outcomes and Outputs (10 points)
All applicants must identify the number of student participants to be served and provide measurable results, or outcomes, that will result from the project and meet the goals stated in the project plan. State the hours of operation, dates of the program, and college preparation skills that will be targeted – be very specific. If using a recognized curriculum/program, please list and explain the skills with expected outcomes.

3) Project Design / Implementation Plan (10 points)
Begin this section by stating the project goals.

Include the proposed methods that will be used to address the stated outcomes and outputs and to provide the activities to occur in the college preparation bootcamp. Specify how the proposed methods are innovative in Jacksonville and how the community as well as parents will be creatively engaged in the student's success.

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished and includes a timeline for completion of work (Include planning days, a sample timeline of activities, as well as start and ending dates and hours for the bootcamp).

Please include details that include curriculum to be used, delivery methods, lunch and snack plans, incentive plans, or any other details of significance to the program. The curriculum should include cultural sensitivity and should be evidence-based models. The bootcamp plan should include, but is not limited to, the following:
- Standardized Test Taking Strategies: Time management, answer approach, managing stress, self-confidence, pre-test strategies, practice & preparation
- ACT Prep test practice, strategies, and instruction in each of the subject areas: English, Math, Science & Reading
- SAT Prep test practice, strategies and instruction in each of the subject areas: Math, Reading, Writing
- College Search and Admissions strategies
- Scholarship Search and strategies: Financial aid; local, state, national, institutional scholarship search; scholarship essay preparation; scholarship interviews
- Preparing for college: study strategies, majors/careers, etc.
- Individualized student college and scholarship preparation checklist and action plan
- Transportation for participants to and from program

Organizational and Subject Matter Program Competence

4) Essential Service Goals (13 Points)
Include a description of how the project activities will align with the KHA Essential Service Plan Goals; please be as specific as possible in listing which goals will be addressed and how they will be addressed with the project plans and activities.

5) Evaluation and sustainability (12 Points)
Describe how you will measure success for each of the college preparation components listed in your project design. Relate the measurements to the Essential Service Plan Goals - Performance Metrics listed in the RFP Scope of Services section. Describe any culminating events, how participant success will be celebrated, and how the culminating event will showcase the college preparation learning that was gained over the course of the program. Explain how you will continue the learning or program beyond this grant funding.

Experience and Knowledge

6) Organizational, Administrative, and Fiscal Capacity (13 Points)
Provide information on the contractor's organization and current mission, structure, staffing, and relevant experience that relate to the College Success Intensive Bootcamp program. Describe how these factors will contribute to the ability of the organization (and partners, if appropriate) to conduct the program requirements and meet program expectations. Discuss the quality of the leadership personnel in relationship to the program as well as their capacity and qualification for providing the oversight of the plan, including reporting process and who will provide SAMIS information. Include an organizational chart showing the College Success Intensive Bootcamp administration, staff, and students (not the contractor's organizational chart, but the program's organizational chart).

7) Staff Qualifications (12 Points)
Describe any staff or subcontractors who will be engaged and information on how they will be selected (criteria and process). Provide a description of the staff to be engaged in the College Success Intensive Bootcamp program, their roles and responsibilities, time dedicated to the project, and experience. Include information on staff diversity, cultural competence, and how they reflect the communities that they will serve.

ATTACHMENT B

EVALUATION MATRIX

The application will be scored on the following matrix and the evaluation maximum point count is identified for each section of the Response Format (Attachment A).

The application will be evaluated on how effectively it demonstrates the following:

	Superior	Average	Below Average	Poor	Missing
REQUIRED DOCUMENTS – GENERAL INFORMATION					
All requested information is included	**5**	**4-3**	**2**	**1**	**0**
PROJECT BUDGET AND BUDGET NARRATIVE					
1) Budget Form	**10**	**6-9**	**3-5**	**1-2**	**0**
2) Budget Narrative	**10**	**6-9**	**3-5**	**1-2**	**0**
PROJECT NARRATIVE:					
Program plan/description	**25**	**11-24**	**6-10**	**1-5**	**0**
1) Statement of Need (5 points)					
2) Expected Outcomes and Outputs (10 points)					
3) Project Design / Implementation Plan (10 points)					
Organizational and subject matter program competence	**25**	**11-24**	**6-10**	**1-5**	**0**
4) Essential Service Goals (13 points)					
5) Evaluation and sustainability (12 points)					
Experience and knowledge	**25**	**11-24**	**6-10**	**1-5**	**0**
6) Organizational, Administrative, and Fiscal Capacity (13 points)					
7) Staff Qualifications (12 points)					
Total Possible	**100**				

ATTACHMENT E

SUBMISSION CHECKLIST

Submission Checklist

Place a check mark on the line for each item submitted. Please keep a copy for your records.

_____ Ensure all items in Attachment A, Response Format, are completed

_____ The RFP **and** General Terms and Conditions **and** Special Terms and Conditions **and** examples **and** other information have been read **and** understood.

_____ All information is typed, using the identified font and spacing.

_____ Three separate and distinct sections (Required Documents, Budget and Budget Narrative, and Project Narrative) should be included and submitted in an application package. One original and three (3) copies should be submitted to:

      City of Jacksonville
      Procurement Division
      Attn: Annette Burney
      214 N. Hogan Street, Room 105
      Jacksonville, Florida 32202

_____ Required forms are included in Required Documents file.

_____ Checklist is completed and signed. **Failure to sign this checklist, follow formatting, and provide all information may be grounds for rejection.**

RESPONSE RECEIVED IN AN UNORGANIZED FORMAT WILL NOT BE REVIEWED AND WILL BE GROUNDS for REJECTION.

_____ _____
Signature   Date

_____
Print name and Title

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE:	**MAY 6, 2019**
FINANCE COMMITTEE:	**MAY 8, 2019**
BOARD MEETING DATE:	**MAY 15, 2019**

TO:	**KIDS HOPE ALLIANCE BOARD OF DIRECTORS**
FROM:	**MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**
RE:	**REQUEST FOR PROPOSAL: PRE-TEEN & TEEN SUCCESS**

REQUESTED ACTION:

The Board is asked to:

1) Approve the issuance of a Request for Proposals (RFP) for Pre-Teen& Teen Success with the minimum qualifications, scope of services, evaluation criteria and performance metrics substantially in the form presented to the Board.

NARRATIVE:

Successful applicants under this RFP will provide programming, services, and activities designed to support and assist children and youth during preteen and teen years; including but not limited to, mentoring, job training, career counseling, and youth employment programs. In order to assist students in their preparation for high school completion and civic engagement, the Preteen/Teen Success program is designed to offer activities/strategies that include college readiness, literacy, career readiness, civic engagement, and high school success/completion. Hands-on, evidence-based practices, basic skills, ongoing incentives, family engagement, multi-generational engagement, community-based learning activities should be designed to help students develop essential skills needed to prepare for, and succeed in, their future.

FISCAL IMPACT:

RFP Amount is up to $1,637,779

GOVERNANCE/PROGRAM IMPACT:

This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:

1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

KIDS HOPE ALLIANCE
REQUEST FOR PROPOSALS
PRETEEN/TEEN SUCCESS

Minimum Qualifications to Apply:
- The contractor will serve at-hope students in grades 9 – 12, in an after school and summer program.
- The contractor has experience in preteen/teen, at-hope, student success.
- The contractor employs staff who have completed background screening and meet the staff requirements as outlined in this Scope of Services.

SCOPE OF SERVICES

Program: Preteen/Teen Success

Statement of Need:
Under the Kids Hope Alliance (KHA) mission and vision, a pathway to academic, career, and civic success is envisioned for every preteen and teen in Duval County. To accomplish this goal, the Preteen/Teen Success program Contractors will address three questions:
1. What issues and challenges prevent at-hope youth in grades 9 – 12 from achieving academic, career, and civic potential?
2. What evidence-based practices are the most successful in empowering youth to overcome these issues and challenges to achieve success?
3. What types of program will ensure at-hope youth participants' growth and success in academic, career, and civic potential?

Program Overview:
The KHA PRE-TEEN AND TEEN PROGRAMMING (PTP) Division consists of programs, services and activities designed to support and assist children and youth during preteen and teen years; including but not limited to, mentoring, job training, career counseling, and youth employment programs. In order to assist students in their preparation for high school completion and civic engagement, the Preteen/Teen Success program is designed to offer activities/strategies that include college readiness, literacy, career readiness, civic engagement, and high school success/completion. Hands-on, evidence-based practices, basic skills, ongoing incentives, family engagement, multi-generational engagement, community-based learning activities should be designed to help students develop essential skills needed to prepare for, and succeed in, their future.

KHA Essential Service Plan:
The KHA Essential Service Plan is a comprehensive guide which details the mission of the Kids Hope Alliance and functions as a guide for programs and activities coordinated and funded under KHA. As such, all Requests for Proposals out of the Kids Hope Alliance should address the Continuum of Service areas prioritized by KHA as well as related goals under the Essential Service Category related to the funding. In this case, the essential service category is Preteen and Teen Programming (PTP). The goals and performance metrics are below for reference and more information can be found in the Essential Service Plan document, which can be downloaded from the Kids Hope Alliance website: www.kidshopealliance.org.

Continuum of Service
1. Improve Literacy for All At-Hope Children and Youth
2. Improve Family and Community Engagement for All At-Hope Children and Youth
3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts

4. Improve Employability and College-Readiness for All At-Hope Children.

Preteen and Teen Programming (PTP)

5. Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success
6. Increase Civic Engagement

Essential Service Plan Goals – Impact Strategies and Performance Metrics:

1. Improve Literacy for All At-Hope Children and Youth

   Impact Strategy:
   - Increase family and child access to literacy programs by integrating literacy as a priority in all Essential Services categories
   - Establish partnerships with community, city, business, and educational partners to fund, expand, and collaborate on literacy initiatives

     Performance Metrics:
     - Increase in number of literacy activities hosted by KHA and its programs for at-hope children and youth.
     - Increase in number of KHA at-hope children, youth, and families attending literacy activities

2. Improve Family and Community Engagement for All At-Hope Children and Youth

   Impact Strategy:
   - Increase family and community engagement opportunities for all at-hope children, youth, and their families

     Performance Metrics:
     - Increase the number of parents, family, and community engagement events hosted by the Kids Hope Alliance and its partners
     - Increase in attendance of parents, family, and community at KHA and partner event

3. Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts

   Impact Strategy:
   - Conduct organizational analysis of KHA funded activities, programs, and home zip code of participants to inform funding
   - Conduct needs analysis using the Kids Hope Alliance Neighborhood Risk Index to compare the needs of services for at-hope kids and access to quality programs

     Performance Metrics:
     - Decrease in disparity between at-hope children and youth need for KHA essential service and access to service
     - Increase in equity of funding to support appropriate and demonstrated need in all the Kids Hope Alliance's geographic areas of service

4. Improve Employability and College-Readiness for All At-Hope Children and Youth

   Impact Strategy:
   - Increase career and college exposure and inclusion in all KHA Essential Services category programs

     Performance Metrics:
     - Percentage increase in youth affirming awareness of college and career options and personal planning as measured through KHA youth program participant pre and post surveys

5. Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success

   Impact Strategy:
   - Implementation of year-round youth job readiness training program
   - Facilitate awareness of social service resources available to youth and family members

- Develop employment pipelines that connect eligible youth to viable employment, certifications, and career pathways
- Develop formal college preparatory, internship, and collaborative partnerships with the local higher education or post-secondary education system
- Develop strategic partnerships with Jacksonville Chamber of Commerce and local businesses to facilitate additional opportunities for the Summer Work Program
  Performance Metrics:
  - Increased number of at-hope students employed through the Mayor's Youth at Work Partnership
  - Increased participation in the Mayor's Youth at Work Partnership by at-hope youth living in or attending schools categorized as high-risk by the Kids Hope Alliance Neighborhood Risk Index
  - Increased number of at-hope student interns recruited
  - Increased number of Mayor's Youth at Work business partners
  - Increased graduation rate
  - Increased percentage of youth with no behavioral referrals or suspensions
  - Increased percentage of youth promoted on time to the next grade
  - Increased school attendance
  - Increased number of apprenticeships completed
  - Increased number of industry-level certifications obtained
  - Parent and Youth Survey Participation and Analysis of Results
  - Increased college application, scholarship application and Free Application for Federal Student Aids (FAFSA) submissions, overall acceptance and award rates
  - Increased post-secondary readiness rates in reading and math
  - Increased post high school employment rates

6. Increase Civic Engagement
   Impact Strategy:
   - Increased number of youth-led service-learning projects centered on civic-mindedness
   - Implementation of community-based learning activities that foster multi-generational engagement
     Performance Metric:
     - Increased number of students actively involved in the Mayor's Young Leaders Advisory Council
     - Increased participation in the Mayor's Young Leaders Advisory Council by at-hope youth living in or attending schools categorized as high-risk by the Kids Hope Alliance Neighborhood Risk Index
     - Increased number of students actively involved in on-campus extracurricular activities
     - Increased number of students involved in civic or nonprofit organizations
     - Increased number of student volunteers who complete community service projects
     - Parent and Youth Survey Participation and Analysis of Results

Program Design Requirements:
Provide a year-round, after school and summer camp Preteen/Teen Success program, for three years, as follows:
- Target freshmen to rising senior, at-hope, students.
- Include required content to include College Readiness, Literacy, Career Readiness, Civic Engagement, and High School Success/Completion
- Consider recommended content may include Financial Literacy, Life Skills, Mentoring, and Leadership.

- Address recommended activities which may include, but are not limited to, evidence-based practices, basic academic skills, ongoing incentives, family engagement, multi-generational engagement, and community-based learning.
- Engage partners (required) which may include faith-based organizations, industry/business, and community organizations.
- Implement the program Fall 2019 through Summer 2022 with all contracts executed by September 30, 2022 and all program and expenditures concluded by December 30, 2022.

Staff Requirements:
- Minimum 25% of Instruction provided by Florida certified high school teacher, with specialization in Math, English, Reading preferred or demonstrated 3-5 years of experience working with at-hope students, with demonstration of student performance post-completion.
- Staff must be trained in Trauma Informed Training (if training is needed, it may be requested and provided by KHA).
- Staff should have the demonstrated capacity to serve the population in the at-hope or Title I high schools within the City of Jacksonville.
- Staff will have a Level 2 Screening as a condition of engagement in the Preteen/Teen Success program. Staff must be screened and cleared prior to the start of the program.
- At least one staff member must be CPR/First Aid trained and a CPR/First Aid trained staff member must always be on site.

Cultural Responsivity Requirements:
- Staff should be diverse, culturally competent, and reflects the communities that they will serve.

Documentation Requirements:
- Preteen/Teen Success program records must include program roster, name, age, demographic information, attendance, progress notes, and outcome measures.

Reporting/Data Requirements:
- The SAMIS data system, designed by KHA for reporting Program Units of Service, Participant Demographics, Continuum of Services and Fiscal Reporting, must be used by all contractors. This data will be submitted in that system as follows: 1) Electronically via Internet Access, 2) In accordance with all required deliverables, and 3) With all Invoice/Expenditure report requests being submitted with accompanying supporting documentation to justify the expenses (e.g., check numbers, payroll ledger data, sign-in sheets, etc.).
- Parental Consent Forms for all participating students must be obtained by Contractor and maintained at the program site or agency administrative office. Parental Consent Forms must give permission for KHA to access and or use participant data, program data, and program activities in its generated report.
- Authorized Data System Users will be granted system access with a unique username and password only after Contractor successfully completes the required submission of a new user request form. Under no circumstances shall the Contractor share the username and password of an authorized user with anyone that has not been formally granted system access by the appropriate KHA data system administrator(s). Using the username and password of another person is strictly prohibited. Contractor is responsible for vetting the candidates they request system access for and will be responsible for all actions within the system of persons working with the system on their behalf. Upon the termination of employment or volunteer service of an authorized data system user, the funded Contractor will report to a KHA data system administrator(s) in writing and or via email requesting the former employee's or volunteer's system account be de-activated. This notification must be received no later than three business days after termination.

- <u>Required Data System trainings</u> - The Contractor will ensure their designated Data Manager and all other staff tasked with using the SAMIS system will register for, attend, and successfully complete the required SAMIS Data Manager orientation class prior to system utilization. Data Managers will also participate with required SAMIS system Webinars as directed by the KHA.
- <u>Reporting in KHA's Data System</u> - The funded Contractor will input and maintain all required participant related data in the designated SAMIS data system program page assigned to the funded Contractor by the KHA. Required participant data will be defined by the KHA with the necessary data input fields and structures provided as part of the assigned data system and or supporting processes. Data input will be performed directly into the KHA assigned data system for each participant and only by the funded Contractor's authorized data system user(s).
- <u>Student ID Numbers</u> – Valid Student ID Numbers as assigned by the Duval County Public School System (DCPS) are required for all participants maintained by the funded Contractor in the KHA designated system. The only exception will be for participants who have never been assigned a Student ID by DCPS. In those cases, the funded Contractor will utilize a unique KHA Identification number as described in Data Manager training and or through their contract manager or SAMIS Help Desk. Participants are not eligible for a KHA Identification number if they are or have ever been enrolled in a DCPS school. It will be the funded Contractor's responsibility to obtain and confirm the validity of all DCPS Student ID numbers as well as input those numbers correctly into the assigned data system on or before the date the 10th of the Month. If the Contractor is notified by KHA that a participant's ID is invalid, the funded Contractor will have 15 business days to correct the student ID in the system. If the Student ID is not corrected within the time frame, the Contractor will be subject to the financial penalties.
- <u>Demographic Data</u> – In adherence with all program data tracking requirements to include maintaining a data record with all required information for each funded participant and maintain accurate program units of service for each funded participant for each contracted month of service, no later than the relevant date of the following month. Required demographic information shall include:
  - Duval County Public Schools (DCPS) Student ID Number
  - Last name
  - First name
  - Home address (street, city, state, zip)
  - Date of Birth
  - School name
  - Race
  - Gender

  The Funded Contractor may also be responsible for recording household demographic data for each participant to include Marital Status and Household income.
- <u>Other Required Data</u> - The funded Contractor will, as designated by the KHA, facilitate the administration of any surveys issued on behalf of the KHA with program staff, students and/or students' families as part of ongoing satisfaction and quality improvement assessment efforts of the KHA. The following data points will be required for submittal at the conclusion of Preteen-Teen Success program:
  - Nutrition Data – meals and snacks served by data and program site
  - Roster of participants and attendance records.
  - Number of students served.
  - Number of contacts with parents.
  - Number and description of any field trips or guest speakers.
  - List of College Success skills addressed.
  - Continuum of Service data for - Literacy events and improvement, Engagement of families and community, and Access to programs, services and activities,

- Funded Contractor's staff members involved in the Preteen/Teen Success program: Staff Name, Position, Position Type (FT/PF), Highest level of education/certification, and Years of experience in current role with program.

Protection of Participant Data
- The Contractor will only authorize the access of data by properly trained personnel who have signed a non-disclosure statement provided by the KHA.
- If Contractor experiences a security breach concerning any information covered by this Contract, then Contractor will immediately notify the KHA and take immediate steps to limit and mitigate such security breach to the extent possible. Any breach of the confidentiality obligation set forth in the Contract may, at the KHA's discretion, result in cancellation of further consideration for contract award for a period determined by KHA. In addition, Contractor agrees to indemnify and hold KHA harmless for any loss, cost, damage or expense suffered by KHA, including but not limited to the cost of notification of affected persons as a direct result of the unauthorized disclosure of education records.
- Upon termination of the Contract, Contractor shall destroy all data or information that contains personal information collected and stored under the Contract. Furthermore, Contractor shall ensure that the destruction of that data or information maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

Outcome Requirements
- Participants must attend no less than 80% of the program activities to count as full attendance.
- Students must demonstrate efficacy, confidence, and understanding of program skills under the academic, career, and civic success program.
- Students must show increase in score or confidence in academic achievement (evidence such as grades, tests, etc.).
- Student will complete an academic, career, and civic success Action Plan.
- The Preteen/Teen Success program must include a period celebration and success ceremonies.

These outcomes should be explained in the proposal and documented in the deliverables listed below.

Invoice/Payments
- Providers should outline program costs in their proposal and will be reimbursed monthly based on the submission of an invoice with associated monthly costs. An initial 25% advance payment can be provided at the request of the contractor.

Deliverables

Deliverable	Description	Frequency	Report Method	Date Due
Invoice/ Expense Report	Detail, for each line item in the approved budget, the expenditures against that budget.	Monthly	SAMIS (document repository)	The 10th of the following month.
Clients Served	Detailed reporting of the number of students served, broken out by demographic information.	Monthly	SAMIS (document repository)	The 10th of the following month.
Activities	Narrative description of services provided during the program, including response times and outreach methods.	Monthly	SAMIS (document repository)	The 10th of the following month.
Quarterly Reports	Summary(to-date) of the program's services/analysis of outcomes, issues that occurred,	Four times each year	SAMIS (document repository)	Last work day in the months of March, June, Sep, and Dec.

	solutions to the issues, and general lessons learned.			
End of Program Report	Summary of the program's services/analysis of outcomes, issues that occurred, solutions to the issues, and general lessons learned.	Once	SAMIS (document repository)	Forty-five days after the conclusion of the program.

ATTACHMENT A

RESPONSE FORMAT
Preteen/Teen Success

To maintain comparability and facilitate the evaluation process, applicants shall organize their proposal in the manner set forth below. The applicant must adhere to the page limits designated below.

Completed applications must be submitted by Wednesday, June 19, 2019 at 2 PM EST. An organization may only submit one application. Deliver applications to:

City of Jacksonville
Procurement Division
Attn: Annette Burney
214 N. Hogan Street, Room 105
Jacksonville, Florida 32202

Applications submitted in response to this RFP must consist of three separate and distinct parts: (1) The Required Documents (2) Project Budget and Budget Narrative; and (3) Project Narrative. An original and three (3) copies should be submitted.

REQUIRED DOCUMENTS – GENERAL INFORMATION
(5 POINTS)

Title Page (one-page limit): Include a) RFP Title and Number, b) Contractor 's full name and address, c) Contractor's Federal Employer ID Number, d) City of Jacksonville High School(s) included in the application, e) Contractor's Project Title, and f) Project dates and times for the Preteen/Teen Success program.

Cover Letter (one-page limit): Printed on letterhead, the one-page cover letter should include the following: a) Date of Letter, b) RFP Title and Number, c) Contractor's full name and contact information including address, e-mail, and telephone number, d) Name(s) of the persons who will be authorized to make representations for the Contractor, their titles, addresses (including email address) and telephone numbers, e) a brief summary of the proposed project with the dollar amount of the request, and f) Signature, printed name, and title of Authorized Representative.

Acknowledgement Statement and **Statement of Qualifications** (one-page limit which includes signature of authorized representative):

a) Acknowledgement that (i) the Response is based on the terms set forth in the RFP and all amendments thereto posted on Buyer's website as of the date of the Response, and (ii) the Contractor will be responsible for monitoring Buyer's website for subsequent amendments and for either maintaining, amending or withdrawing the Response prior to the Response Due Date based on those subsequent amendments.

b) Include a statement that this project will not supplant current programs or KHA funding.

c) Include the following information on Minimum Qualifications, using the following chart or a similar format to clearly respond with yes or no answers.:

Yes	No	
☐	☐	The contractor will serve at-hope students in grades 9 – 12, in an after school and summer program. Specify which schools will be included: _____
☐	☐	The contractor has experience in preteen/teen at-hope student success.

☐	☐	The contractor employs staff who have completed background screening and meet the staff requirements as outlined in this Scope of Services.
		The program supports the following Kids Hope Alliance Continuum of Service Goals:
☐	☐	Improve Literacy for All At-Hope Children and Youth
☐	☐	Improve Family and Community Engagement for All At-Hope Children and Youth
☐	☐	Improve access to KHA programs, services, and activities for at-hope children and youth in all geographic regions of Jacksonville and council districts
☐	☐	Improve Employability and College-Readiness for All At-Hope Children.
		The program supports the following Kids Hope Alliance Preteen and Teen Programming Goals:
☐	☐	Increase Access to and Knowledge of College and Career Opportunities and Strategies for Success
☐	☐	Increase Civic Engagement

Required Forms. Attach all forms signed by an authorized representative. Required forms include:
1) Conflict of Interest Certificate.
2) Submission Checklist.
3) Signed affidavit from Contractor's insurance agent, to include a copy of the completed Certificate of Insurance.
4) Non- discrimination or GEPA statement.
5) Sample parent permission form.
6) List of staff and date of Level 2 screening or how they meet the DCPS requirements, policies and procedures for fingerprinting and background screening.

PROJECT BUDGET AND BUDGET NARRATIVE
(20 POINTS)

Using the Budget/Budget Narrative (Form 1), the budget and budget narrative should be reasonable based on the activities outlined in the project narrative.

1) Budget Form (10 Points)
The total amount of the requested funds will be based on a calculation by the Contractor for their proposed plan. (KHA plans to award up to $1.8 million to awardees, with individual awards based on the merits of the proposed program. KHA is not providing an amount per award nor requiring a set number of students to be served per award – it is the responsibility of the Contractor to present a reasonable budget, per student amount, with a justified for their request).

The budget form may not exceed three pages. List budget expenditure under the correct categories on Budget Form 1, check for accuracy of calculations and appropriateness of the amount.

No item should appear in the budget that is not included as part of the project narrative.

Budget restrictions include the following: 1) incidental costs, such as the costs of amusement, awards, social activities, meals and beverages, may not exceed 2% of the budget, 2) equipment or materials that are over $1,000 must be inventoried and will be returned to the City of Jacksonville after the grant ends, and 3) No funding for capital improvements will be allowed.

The contractor should list/contribute matching funds, staff, or program materials that will be used for the project. In-kind and financial support of the project is strongly encouraged.

2) Budget Narrative (10 Points)

This section of your grant proposal package helps explain and, more importantly, justify the numbers in your proposed budget. The narrative should be designed to rationalize the budget, both in total and in an itemized manner, showing how the amounts requested were calculated. The narrative details must help explain how and where the grant funds will make a positive impact, should the proposal be accepted. The format should be in sentence structure with an explanation of how the funds were calculated.

The budget narrative should explain all sources of contribution toward the project (grant request and matching funds). Priority will be given to organizations that maximize the KHA dollars.

PROJECT NARRATIVE
(75 POINTS)

The Project Narrative must demonstrate your capability to implement the project in accordance with the provisions of this RFP. It must be succinct, self-explanatory, and well organized so that reviewers can understand the proposed project.

The Project Narrative is limited to 10 single-spaced single-sided 8.5 x 11-inch pages with Times New Roman 12-point text font, and 1-inch margins. Any materials beyond the specified page limit will not be read or considered in the application review process. You must number the Project Narrative beginning with page number 1.

Applicants must use the same section headers identified below for each section of the Project Narrative:

Program Plan and Description

1) Statement of Need (5 points)
The applicant must provide the school name(s) and address(es) where the participating students attend and identify the geographic area in which the Preteen/Teen Success project will be located – this includes the contractor and any partners, if appropriate. Identify and discuss the need of the targeted population in the(se) district(s).

Part of the need statement should be a clear vision for working with at-hope preteen/teen students, along with how the contractor plans to understand the needs of the community and students. The contractor should also identify any systems already in place and, if applicable, build on existing work before identifying gaps that call for new initiatives. The statement should also include a clear vision for what is needed in terms of academic, career, and civic rationale that is different from what has already been provided in the community or school and/or what gaps in knowledge need to be addressed.

2) Expected Outcomes and Outputs (10 points)
All applicants must identify the number of student participants to be served and provide measurable results, or outcomes, that will result from the project and meet the goals stated in the project plan. State the hours of operation, dates of the program, and academic, career, and civic skills that will be targeted – be very specific. If using a recognized curriculum/program, please list and explain the skills with expected outcomes.

3) Project Design / Implementation Plan (10 points)
Begin this section by stating the project goals.

Include the propose methods that will be used to address the stated outcomes and outputs and to provide the activities to occur in the Preteen/Teen Success program. Specify how the proposed methods are innovative in Jacksonville and how the community as well as parents will be creatively engaged in the student's success.

Outline a plan of action that describes the scope and detail of how the proposed work will be accomplished and includes a timeline for completion of work (Include planning days, a sample timeline of activities, as well as start and ending dates and hours for the program).

Please include details on the curriculum to be used, delivery methods, lunch and snack plans, incentive plans, or any other details of significance to the program. The curriculum should include cultural sensitivity and should be evidence-based models. The program plan should include, but is not limited to, the following:

- Target freshmen to rising senior, at-hope, students.
- Include required content: College Readiness, Literacy, Career Readiness, Civic Engagement, and High School Success/Completion
- Consider recommended content which may include Financial Literacy, Life Skills, Mentoring, and Leadership.
- Address recommended activities which may include, but are not limited to, evidence-based practices, basic academic skills, ongoing incentives, family engagement, multi-generational engagement, and community-based learning.
- Engage partners (required) which may include faith-based organizations, industry/business, and community organizations.
- Explain how you and each student will develop, monitor, and measure success with the student's academic, career, and civic success Action Plan.

Organizational and Subject Matter Program Competence

4) Essential Service Goals (13 Points)
Include a description of how the project activities will align with the KHA Essential Service Goals; please be as specific as possible in listing which goals will be addressed and how they will be addressed with the project plans and activities.

5) Evaluation and sustainability (12 Points)
Describe how you will measure success for each of the Preteen/Teen Success program components listed in your project design. Relate the measurements to the Essential Service Performance Measures listed in the RFP Scope of Services section. Describe any culminating events, how participant success will be celebrated, and how the culminating event will showcase the academic, career, and civic learning that was gained over the course of the program. Explain how you will continue the learning or program beyond this grant funding.

Experience and Knowledge

6) Organizational, Administrative, and Fiscal Capacity (13 Points)
Provide information on the Contractor's organization and current mission, structure, staffing, and relevant experience that relate to the Preteen/Teen Success program. Describe how these factors will contribute to the ability of the organization (and partners) to conduct the program requirements and meet program expectations. Discuss the quality of the leadership personnel in relationship to the program as well as their capacity and qualification for providing the oversight of the plan, including reporting process and who will provide SAMIS information. Include an organizational chart showing the Preteen/Teen Success administration, staff, and students (not the contractor's organizational chart, but the program's organizational chart).

7) Staff Qualifications (12 Points)
Describe any staff or contractors who will be engaged and information on how they will be selected (criteria and process). Provide a description of the staff to be engaged in the Preteen/Teen Success program, their roles and responsibilities, time dedicated to the program, and experience. Include information on staff diversity, cultural competence, and how they reflect the communities that they will serve. Explain how the staff will meet all staff requirements, including required training.

ATTACHMENT B

EVALUATION MATRIX

The application will be scored on the following matrix and the evaluation maximum point count is identified for each section of the Response Format (Attachment A).

The application will be evaluated on how effectively it demonstrates the following:

	Superior	Average	Below Average	Poor	Missing
REQUIRED DOCUMENTS – GENERAL INFORMATION					
All requested information is included	**5**	**4-3**	**2**	**1**	**0**
PROJECT BUDGET AND BUDGET NARRATIVE					
1) Budget Form	**10**	**6-9**	**3-5**	**1-2**	**0**
2) Budget Narrative	**10**	**6-9**	**3-5**	**1-2**	**0**
PROJECT NARRATIVE:					
Program plan/description	**25**	**11-24**	**6-10**	**1-5**	**0**
1) Statement of Need (5 points)					
2) Expected Outcomes and Outputs (10 points)					
3) Project Design / Implementation Plan (10 points)					
Organizational and subject matter program competence	**25**	**11-24**	**6-10**	**1-5**	**0**
4) Essential Service Goals (13 points)					
5) Evaluation and sustainability (12 points)					
Experience and knowledge	**25**	**11-24**	**6-10**	**1-5**	**0**
6) Organizational, Administrative, and Fiscal Capacity (13 points)					
7) Staff Qualifications (12 points)					
Total Possible	**100**				

SUBMISSION CHECKLIST

Submission Checklist

Place a check mark on the line for each item submitted. Please keep a copy for your records.

_____ Ensure all items in Attachment A, Response Format, are completed

_____ The RFP **and** General Terms and Conditions **and** Special Terms and Conditions **and** examples **and** other information have been read **and** understood.

_____ All information is typed, using the identified font and spacing.

_____ Three separate and distinct sections (Required Documents, Budget and Budget Narrative, and Project Narrative) should be included and submitted in an application package. One original and three (3) copies should be submitted to:

                  City of Jacksonville
                  Procurement Division
                  Attn: Annette Burney
                  214 N. Hogan Street, Room 105
                  Jacksonville, Florida 32202

_____ Required forms are included in Required Documents file.

_____ Checklist is completed and signed. **Failure to sign this checklist, follow formatting, and provide all information may be grounds for rejection.**

RESPONSE RECEIVED IN AN UNORGANIZED FORMAT WILL NOT BE REVIEWED AND WILL BE GROUNDS for REJECTION.

_____	_____
Signature	Date

_____
Print name and Title

BOARD ACTION ITEM:

GOVERNANCE COMMITTEE: **MAY 6, 2019**

FINANCE COMMITTEE: **MAY 8, 2019**

BOARD MEETING DATE: **MAY 15, 2019**

TO: **KIDS HOPE ALLIANCE BOARD OF DIRECTORS**

FROM: **MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**

RE: **YOUTH TRAVEL TRUST FUND APPLICATION: BOYS & GIRLS CLUB OF NORTHEAST FLORIDA**

REQUESTED ACTION:

The Board is asked to:

1) Approve a request to fund Boys' and Girls' Clubs of Northeast Florida, Inc. from the Kids Hope Alliance Youth Travel Trust Fund to assist a participant of the Boys' and Girls' Clubs of NE Florida in attending the state competition of for the Boys' and Girls' Clubs' Youth of the Year, for which he received an invitation to participate in the state competition.

2) Authorize the CEO to execute any contract or legal document necessary.

NARRATIVE:

Since 1947, Youth of the Year has been Boys & Girls Clubs of America's premier recognition program, celebrating the extraordinary achievements of Club members. Each year, one exceptional Club member is selected to be the National Youth of the Year. The National Youth of the Year serves as both an exemplary ambassador for Boys' & Girls' Clubs youth and as a strong voice for all of our nation's young people.

The journey to being named National Youth of the Year begins locally and progresses to the state, regional, and national levels. To achieve the title of Youth of the Year on any level, Club members must embody the values of leadership and service; academic excellence; and healthy lifestyles. They should exemplify the critical impact that Boys & Girls Clubs have on the lives of young people.

This year, the state competition was held in Ft. Walton Beach, Florida.

The Boys' & Girls Clubs of NE Florida learned of and applied for a Youth Travel Trust Fund grant subsequent to the KHA Board's April Meeting; travel occurred during April 11 through 13, 2019.

As a community service project, the participant will facilitate a Leadership Workshop for younger members of the Boys & Girls Clubs of NE Florida.

FISCAL IMPACT:
The amount requested for funding is 25% of the total travel cost of $1,694. The Youth Travel Trust Fund will provide $ 457.00.

GOVERNANCE/PROGRAM IMPACT:
This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:
1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

TO: **KIDS HOPE ALLIANCE BOARD OF DIRECTORS**

FROM: **MARY TOBIN, ACTING CHIEF EXECUTIVE OFFICER**

RE: **GRANT APPLICATION: YOUTH ENGAGMENT IN SPORTS COLLABORATION TO IMPROVE ADOLESCENCE PHYSICAL ACTIVITY & NUTRITION**

REQUESTED ACTION:

The Board is asked to:

1) Authorize KHA to apply for a grant from the Department of Health and Human Services for Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition
2) Authorize the CEO to execute any grant contracts or other documents necessary to fulfill grant requirements, and
3) Authorize introducing legislation to appropriate the grant funds upon notice of award.

NARRATIVE:

The YES Initiative intends to identify characteristics of effective collaborations that improve physical activity and nutrition via increased sports participation. The target population is racial/ethnic minority and/or socio- economically disadvantaged male and female 6th, 7th and/or 8th graders, particularly those who reside in communities where no or few youth sports programs exist.

Other partners can include but are not limited to: institutions of higher education, local school districts, community and faith-based groups, sports/recreation organizations, public health entities, and community health centers.

The YES Initiative projects will develop and implement sports fitness programs based on successful evidenced-based strategies of youth engagement. Projects are expected to serve and retain a minimum of 130 youth over a two-year YES Initiative period, and encouraged to maximize the number of youth served. Youth recruited, served, and retained over of the course of the intervention should be those who do not meet current physical activity guidelines for children and youth at baseline.

The YES Initiative will result in the following primary outcomes for racial/ethnic minority and socio- economically disadvantaged youth:

1) increased participation in physical activity for youth who do not meet current physical activity guidelines at baseline;
2) improved physical literacy;
3) increased consumption of dark green, orange, and red vegetables and whole fresh fruit and decreased consumption of sugar-sweetened beverages; and

4) development of an action plans for ensuring the sustainability of highly successful collaboration strategies.

The YES Initiative is grounded in research reporting that for many youth, especially those from minority populations, participation in team sports has declined. In 2011, youth participation in individual sports and team sports were at 53.2% and 4l.5% respectively. In 2016, those numbers were down to 49.8% and 36.9% respectively. The decline in youth participation in sports is amplified by disparities relative to access, especially for youth in socio-economically disadvantaged areas and girls.

FISCAL IMPACT:
The grant amount is up to $800,000 ($400,000 per year for two years) with an option for a third year of funding.

GOVERNANCE/PROGRAM IMPACT:
This action requires Board approval. Approval of this Board Action Item is inclusive of any necessary waivers and other administrative actions as determined by the Office of General Counsel.

OPTIONS:
1.   Vote to approve.
2.   Decline to approve.

STAFF RECOMMENDATION: Staff recommends approval.

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

Framework for Grant Guiding Applications:

Below is an evaluation tool that is utilized by the Kids Hope Alliance Board of Directors to determine whether to invest resources in applying for a grant. The Kids Hope Alliance staff and leadership is required to respond to each of these questions before presenting it to the Board of Directors for their response and action.

Requirement Questions:	Staff Response:	KHA Leadership:	Office of General Counsel (as applicable):	Governance Committee Agree or Disagree:
Name of the grant:	Department of Health and Human Services for Youth Engagement in Sports (YES): Collaboration to Improve Adolescent Physical Activity and Nutrition. **APPLICATION DUE: May 31, 2019**	The YES Initiative will expand youth participation in sports and encourage regular physical activity, especially for youth populations with lower rates of sports participation and communities with limited access to athletic facilities or recreational areas.		
Does this fall within the Kids Hope Alliance Ordinance?	Yes. Out-of-School Time.	Yes. Out-of-School Time.		
Does this align with the Essential Services Plan? Which category is this in?	Yes. Out-of-School Time.	Yes. Out-of-School Time.		
Does this align with the Mission,	Yes.	Yes. A goal of Out of School Time is to improve access to and participation in Out of		

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

Vision, and Purpose?	School Time Programs. The YES Initiative will identify effective collaboration and/or existing community organizations partnerships that aim to improve physical activity and nutrition by increasing sports participation of racial/ethnic minority and/or socio-economically disadvantage youth, including specifically girls.		
	Award Floor: $250,000 $1,800 per child = 139 total		
	Award Ceiling: $325,000 $1,800 per child = 181 total		
Does this have a significant return on investment?	Yes. The estimated annual health care costs of obesity-related illness are a staggering $190.2 billion or nearly 21% of annual medical spending in the United States. Childhood obesity alone is responsible for $14 billion in direct medical costs.[1] The annual obesity-attributable medical cost per overweight child has been estimated at $240 (2012 dollars) for		

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[1] http://www.healthycommunitieshealthyfuture.org/learn-the-facts/economic-costs-of-obesity/

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

	children aged 8 to 13 years and $320 (2012 dollars) for children aged 14 to 19 years old.[2]	Yes.	
Does this address a requirement of an existing grant?	Yes. • Personal Enrichment objective for 21st CCLC (elementary programs) "improve agility, flexibility, endurance, and/or strength and knowledge of healthy lifestyle choices. • Afterschool Meals Program and Summer Food Program grants are committed to decreasing the obesity rate of children and youth.	• BID # ESC-0465-17 4.11.4 Physical Activity – Physical activity and nutritious snacks and meals positively impact physical, social, and emotional health and can reverse harmful trends in the health status of children. Kids Hope Alliance (KHA) recognizes that regular physical activity is central to the promotion of wellness and healthy lifestyles and has a positive impact on academic performance, mood, and self-esteem. Yet, less than half (47%) of all Duval middle school participants were sufficiently active less than 60 minutes on five or more days in the previous week to raise their	

3

[2] https://pediatrics.aappublications.org/content/133/5/854

heart rate and make them breathe hard for some of the time. Boys (55%) were much more likely to be physically active than girls (39%). Therefore, KHA requires the inclusion of structured physical fitness activities in all afterschool and summer learning programs. Activities should promote fitness, fun, teamwork, and cooperative play, and most importantly, keep participates moving. The fitness component should include active programming for participants and offer a variety of activities that encourage participants for all skill levels and abilities. Alternatives for rainy days and other flexible activities should be considered as well.

The YES Initiative will allow partners to implement nutrition programming that facilitates healthy eating habits and administer baseline and periodic assessments of youth

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

		participation in sports programming, amount of physical activity, and consumption of dark green, orange, and red vegetables, whole fresh fruit and sugar-sweetened beverages.		
Is this associated with an existing contract or program?	No.	No.		
How many children will be served/ impacted?	130 youth at minimum for two years.	130 youth at minimum for two years. Award Floor: $250,000 $1,800 per child = 139 total		

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

Does this have defined outcomes that improve the lives of children? What are they?	1) increased participation in physical activity for youth who do not meet current physical activity guidelines at baseline; 2) improved physical literacy; 3) increased consumption of dark green, orange, and red vegetables and whole fresh fruit and decreased consumption of sugar-sweetened beverages; and 4) development of an action plans for ensuring the sustainability of highly successful collaboration strategies.	The YES Initiative will increase the social emotional well-being of youth by implementing sports programming that allows for youth of all ability levels to equally participate and does not require "try-outs" or performance-based exclusion of participants. Schedule regular programming that allows for youth to complete at least 60 minutes per day of moderate or vigorous intensity physical activity during programming. Offer practice/play experience that are designed to match the age, ability, developmental needs, and fitness level of the participating youth.	
Is there Kids Hope Alliance funding (cash or in-kind) required? If so, provide details.	No.	No.	
Is this in the Kids Hope Alliance budget?	No.	No.	

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

| What partners or partnerships are involved? | KHA, Mayor's office, Parks & Rec, Afterschool Programs, DCPS, etc. | Non-profit organizations with a vested interest in engaging youth in physical activity and nutrition. | | |
| Is any legislation required? | If the grant is won, yes, legislation will be required to appropriate the funding. | Yes, pending award of grant, legislation will be required. | | |

KHA Grants Department: Date:___5-1-19___

Approve:_____

Defer:_____

Disapprove:_____

Chief of Strategic Partnership Signature:_____

KHA Governance Committee Action: Date:_____

Approve:_____

Defer:_____

Disapprove:_____

Governance Chair Signature:_____

KHA Finance Committee Action:_____   Date:_____

Approve:_____

Defer:_____

Disapprove:_____

7

Title of Grant: Youth Engagement in Sports: Collaboration to Improve Adolescent Physical Activity and Nutrition

Finance Chair Signature: _____

KHA Leadership Signatures: Date: _____

Approve: _____

Defer: _____

Disapprove: _____

CEO Signature: _____

KHA Board Approval: Date: _____

Approve: _____

Defer: _____

Disapprove: _____

Board Chair Signature: _____

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