SUBJECT: READ JAX LITERACY COLLABORATION PILOT

BID #: ESC-0354-23 **OPEN DATE: 5/17/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2023 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 5 **NUMBER RECEIVED: 10** **OTHER: 2**

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval of award to the two (2) highest scoring responsive, responsible bidders, Boys' and Girls' Club of Northeast Florida, Inc. in the amount of $1,487,178.72, and Communities in Schools of Jacksonville, Inc. in the amount of $1,532,000.00 as a result of negotiation. Period of service will be from August 1, 2023 through May 31, 2024, with three (3) one (1) year renewal options. The total award expenditure not-to-exceed $3,019,178.72.

Funding Sources: ARP Funding 11415.191149.582001.010349 00000000.00000.0000000. $1,005,157.00
ESP – Out-of-School Time: 10901.181001.582001.000000.00000455.00000.0000000. $2,014,021.72.
To be executed by formal contract through the Office of General Counsel and process by purchase order(s).

Attachments: Recommendation Memo, Previous Award, Scoring Sheets, and Evaluation Criteria

ANALYST: _____ **RESPECTFULLY SUBMITTED** _____
Olive Wallace-Cohen
DUSTIN FREEMAN, CHIEF
PROCUREMENT DIVISION

CONCURRENCE BY: Michael Weinstein, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING _____ MEMBERS DISAPPROVING _____ DATE: _____

_____ _____ OTHER: _____

_____ _____

_____ _____

_____ _____

_____ _____

ACTION OF AWARDING AUTHORITY DATE _____

APPROVED _____ DISAPPROVED _____

OTHER _____

SIGNATURE OF AUTHENTICATION _____

KIDS HOPE ALLIANCE

MEMORANDUM

TO: Dustin Freeman, Chief of Procurement

FROM: Michael Weinstein, Chief Executive Officer
CC: Kenneth Darity, Chief Programs Officer

SUBJECT: Request for award for BID # ESC-0354-23, Read Jax Literacy Collaboration Pilot
DATE: June 28, 2023

Kids Hope Alliance, a public body acting on behalf of the City of Jacksonville, a consolidated political subdivision and municipal corporation existing under the laws of the State of Florida ("KHA") respectfully requests the following:

1. KHA has completed negotiations with two applicants for BID # ESC-0354-23, Read Jax Literacy Collaboration Pilot, and is requesting to award contracts to:

   a) Boys' and Girls' Clubs of Northeast Florida, Inc. in the amount **$ 1,487,178.72**
   The Unit of Service for these programs shall be as follows:

Description	Cost	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 12.50	per student	$ 170,000.00
Case Management	$ 35.44	per unit	$ 85,064.13
Literacy Tutoring	$ 29.35	per unit	$ 84,520.55
Family Engagement	$ 13.42	per unit	$ 32,210.00
		Subtotal	$ 371,794.68
Total Allowance Per School Site	$ 371,794.68	4 Sites	**$1,487,178.72**

   b) Communities in Schools of Jacksonville, Inc. in the amount of **$ 1,532,000.00**
   The Unit of Service for these programs shall be as follows:

Description	Cost	Multiplier	Maximum Allowance
Out-of-School Time (Afterschool only)	$ 12.50	per student	$ 170,000.00
Case Management	$ 28.00	per unit	$ 67,200.00
Literacy Tutoring	$ 17.75	per unit	$ 42,600.00
Family Engagement	$ 28.00	per unit	$ 67,200.00
One-Time Cost Reimbursement (Startup Items)	$ 36,000.00	per site	$ 36,000.00
		Subtotal	$ 383,000.00
Total Allowance Per School Site	$ 383,000.00	4 Sites	**$1,532,000.00**

   Total funding awarded to Applicants: **$ 3,019,178.72**

   The initial term of the contracts shall be from August 1, 2023 through May 31, 2024 (10 months) with up to three (3) additional one-year terms.

Upon approval of this request, contracts will be executed by the City of Jacksonville Office of General Counsel.

KHA anticipates funding as follows:

Account Name	Fund	Center	Account	Project	Activity	Interfund	Future	Amount
ARP Funding	11415	191149	582001	010349	00000000	00000	0000000	$1,005,157.00
ESP – Out-of-School Time	10901	181001	582001	000000	00000455	00000	0000000	$2,014,021.72

For additional information, please contact Kenneth Darity at 904-255-4422 or e-mail, KDarity@coj.net.

Cc: Olive Wallace-Cohen, Purchasing Analyst
Jessica Pitts, Director, Finance Director
Joyce Watson, Director, Administration, Contracts, and Purchasing

Boys' and Girls' Clubs of Northeast Florida, Inc.
ESC-0354-23, Read Jax Literacy Collaboration Pilot
FY 2023-2024

Site #	Site/School Name	StreetAddress	City	Zip
1	Arlington Elementary School Boys & Girls Club	1201 University Boulevard	Jacksonville	32211
2	Arlington Heights Elementary School Boys & Girls Club	1520 Sprinkle Drive	Jacksonville	32211
3	Highlands Elementary School Boys & Girls Club	1000 De Paul Drive	Jacksonville	32218
4	Northwestern Legends Elementary School Boys & Girls Club	2100 W. 45th Street	Jacksonville	32209

Communities in Schools of Jacksonville, Inc.
ESC-0354-23, Read Jax Literacy Collaboration Pilot
FY 2023-2024

Site #	Site/School Name	StreetAddress	City	Zip
1	Pinedale Elementary School	4228 Dignan Street	Jacksonville	32254
2	Reynolds Lane Elementary School	840 Reynolds Lane	Jacksonville	32254
3	Woodland Acres Elementary School	328 Bowlan Street	Jacksonville	32211
4	Rufus E Payne Elementary School	6725 Hema Road	Jacksonville	32209

SUBJECT: READ JAX LITERACY COLLABORATION PILOT

BID #: ESC-0354-23 **OPEN DATE: 5/17/23**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract - August 1, 2023 through May 31, 2023 with three (3) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 5 NUMBER RECEIVED: 10 OTHER: 2

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:

Preliminary evaluation was done for the four (4) bids that were received for the Read Jax Literacy Collaboration Pilot. Of the respondents, Wayman Community Development Corporation was not scored due to the Principal Support Letters (Form 5) not being signed by the school principals; and Read USA, Inc., scored the lowest of all three applicants (see Exhibit 1). The RFP had a finite number of eight (8) sites and only one (1) award could be made per site with up to four (4) sites per provider. Boys' and Girls' Club of Northeast Florida and Read USA, Inc., applied for three (3) of the same sites but Boys' and Girls' Club of Northeast Florida scored higher.

Recommend approval to enter into negotiations with the top two (2) highest scoring bidders Boys' and Girls' Club of Northeast Florida, Inc., and Communities in Schools of Jacksonville, Inc.. The results will be documented and presented to the CSPEC Committee for approval.

Boys & Girls Club	97.74%	1
Communities in Schools	95.99%	2
Read USA.	84.98%	3

Attachments: Recommendation Memo, Scoring Sheets, and Evaluation Criteria

ANALYST: Olive Wallace-Cohen **RESPECTFULLY SUBMITTED** DUSTIN FREEMAN, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Michael Weinstein, CEO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)
ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING 0 DATE: 6/8/2023

OTHER:

ACTION OF AWARDING AUTHORITY DATE 6/9/23

APPROVED ✓ DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION

Brian Hughes
Chief Administrative Officer
~~For: Mayor Lenny Curry~~
Under Authority of:
~~Executive Order No: 2019-02~~

KIDS HOPE ALLIANCE

MEMORANDUM

TO: Dustin Freeman, Chief of Procurement

FROM: Michael Weinstein, Chief Executive Officer
Kids Hope Alliance (KHA)

CC: Kenneth Darity, Chief Programs Officer

SUBJECT: Request permission for KHA to negotiate with two applicants for BID # ESC-0354-23, Read Jax Literacy Collaboration Pilot

DATE: June 1, 2023

Kids Hope Alliance, a public body acting on behalf of the City of Jacksonville, a consolidated political subdivision and municipal corporation existing under the laws of the State of Florida ("KHA") respectfully requests the following:

1. KHA has completed its preliminary evaluation of the four total responses received for BID # ESC-0354-23, Read Jax Literacy Collaboration Pilot, and is requesting approval to negotiate with Boys' and Girls' Clubs of Northeast Florida, Inc. and Communities in Schools of Jacksonville, Inc. These two applicants scored the highest within the KHA goal area indicated within their applications (see Exhibit 1).

   One applicant, Read USA, Inc., scored the lowest of the three applicants (see Exhibit 1). This RFP had a finite number of sites (8) and only one award could be made per site. Boys' and Girls' Clubs of Northeast Florida and Read USA applied for three (3) of the same sites and Boys' and Girls' Clubs of Northeast Florida scored higher (**97.74%**) than Read USA (**84.98%**); therefore, Boys' and Girls' Clubs of Northeast will be awarded for the three (3) sites and Read USA will not.

   One applicant, Wayman Community Development Corporation, was not scored due to a material irregularity. *Section 4.3.3.v* of the RFP states, "A signed Principal Support Letter (Form 5) is required for each school-based site and must be submitted with the Contractor's response." The applicant submitted Principal Support Letters, but not signed by the principals.

Upon approval of this request, KHA will proceed with a request to Procurement to award a contract with the two highest scoring applicants listed on Exhibit 1.

KHA anticipates funding as follows:

ID	Account Name	Fund	Center	Account	Project	Activity	Interfund	Future
54	ESP – Early Learning	10901	181001	582001	000000	00000458	00000	0000000
56	ESP – Out-of-School Time	10901	181001	582001	000000	00000455	00000	0000000

Total Funding **$ 3,400,000.00**

Attachment(s): Exhibit 1: Total Scores Average
Exhibit 2: Evaluator Scores

For additional information, please contact Kenneth Darity at 904-255-4422 or e-mail, KDarity@coj.net.

Cc: Olive Wallace-Cohen, Purchasing Analyst
Jessica Pitts, Director, Finance
Joyce Watson, Director, Administration, Contracts, and Purchasing

1095 A. Philip Randolph Blvd., Jacksonville, FL 32206 | (904) 255-4400 | Fax: (904) 255-4502

TITLE: READ JAX LITERACY COLLABORATION PILOT BID NO.: ESC-0354-23 OPEN DATE: 05/17/23 ANALYST: Olive Wallace-Cohen No. Invited: (119) No. Received: (4) No Bids: (0) Recorded By: MELISSA PIERCE Announcer: BRIAN KEMP	COMMUNITIES IN SCHOOLS OF JACKSONVILLE	READ USA, INC	WAYMAN COMMUNITY DEVELOPMENT CORPORATION	BOYS & GIRLS CLUB OF NORTH EAST FLORIDA
Mandatory Pre-bid meeting held April 26, 2023, at 04:00 pm and April 27, 2023, at 1:00 pm - Recorded Version with quiz on CollaborNation through May 17, 2023	✓	✓	✓	✓
NOTES:	Flash Drve included	Flash Drve included	Flash Drve included	Flash Drve included
MINIMUM REQUIREMENTS	✓	✓	✓	✓
CONFLICT OF INTEREST	✓	✓	✓	✓
INSURANCE AGENT ACKNOWLEDGMENT				
ADDENDUM (1,2, 3)	1,2,3		1,2,3	1,2,3

Minimum Requirements for Contractors

Contractors must satisfy the following mandatory, minimum requirements in order to have their responses evaluated. By submitting a Response, the Contractor warrants and represents that it meets these requirements. Contractors must indicate their response to each requirement in Attachment A. Failure to meet these requirements will result in the Response not being evaluated and being rejected as non-responsive.

1. Contractor must be a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code.

2. Contractor must have registered as a nonprofit entity under the laws of the State of Florida prior to January 1, 2022 and have an "Active" status as shown on by the Florida Department of State's Sunbiz site (https://dos.myflorida.com/sunbiz/).

3. Contractor (not just individuals employed by Contractor) must have operated an out-of-school time program for at least twenty (20) youth for at least one (1) full year prior to submitting its Response. Operation must have occurred in 2022, 2021, or 2020.

4. Contractor can apply for up to four (4) school sites from the listed schools to implement programming

Total Scores Average

	Applicant	Tousha	Lynette	Ruth	Total Scores	**Average**	**Percentage**
1	**Boys & Girls Club**	313	321	316	**950**	**316.67**	**97.74%**
2	**CIS**	309	317	307	**933**	**311.00**	**95.99%**
3	**Read USA**	260	268	298	**826**	**275.33**	**84.98%**

Form 1 -	Price Sheet
Form 2 -	Conflict of Interest Certificate
Form 3 -	Goals and Performance Measures
Form 4 -	Principal Support Letter
Form 5 -	No Bid Form

In the event of conflicting provisions, the following sections of this RFP will have priority in the order listed: Section 1, Section 4, Section 2, Section 3, the Attachments, and the Forms.

1.2 Scope of Services

Kids Hope Alliance (KHA) is seeking appropriately qualified contractor(s) to participate in a pilot that will create a literacy-focused, community wide system that results in every child reading on grade level by the end of third grade. Students should continue to demonstrate reading proficiency by participating in afterschool and summer programming, case management and increased family engagement as they move from one grade level to the next. The Contractor will develop, implement, and test new delivery strategies for afterschool and literacy programming. The goal will be to demonstrate significant improvement in literacy proficiency, and develop skills in problem solving, creativity and innovation, family engagement and collaboration, and communication and connections.

Eight (8) schools have been identified to pilot the new program: Arlington Elementary, Arlington Heights Elementary, Highlands Elementary, Northwestern Legends Elementary, Pinedale Elementary, Reynolds Lane Elementary, Rufus E. Payne Elementary, and Woodland Acres Elementary.

KHA funds can only be used to start a program as prescribed in this RFP or to supplement an existing program. As such, KHA funds cannot be used to supplant existing children and youth programs being funded by another entity. Any expenditure that supplants existing youth services programs or funding is not allowable. Contractors seeking to supplement an existing children and youth service program must clearly describe how the KHA funds will supplement and not supplant other funds.

Please see Section 4 for a full description of the services and deliverables required under this RFP.

1.3 Term of Agreement

The initial term of contracts awarded under this RFP will be for ten (10) months and will commence on August 1, 2023, and expire on May 31, 2024. KHA will have the option, at its sole discretion, to renew such contracts for up to three (3) additional one-year terms (June 1 – May 31) upon satisfactory performance by the Contractor. Contracts are subject to early termination as set forth elsewhere in this RFP.

The option to renew shall be at the sole and complete discretion of the Kids Hope Alliance, and subsequent renewal periods may be subject to renegotiated performance measures, deliverables, and contractual terms.

Section 4
Description of Services

Contents

4.1 Background
4.2 Funding Availability
4.3 Program Framework
4.4 Program Design Requirements
4.5 Program Outcomes
4.6 Reporting/ Data Requirements
4.7 Collaboration
4.8 Program Income
4.9 Allowable Costs/Reimbursements
4.10 Invoice/Deliverables
4.11 Method of Payment
4.12 Provision of Unspent Funds
4.13 ACH Clearing House/ 1Cloud Purchasing System/Agiloft
4.14 Final Payment at the Completion of the Contract
4.15 Programmatic Monitoring, Fiscal Monitoring & Quality Assessment
4.16 Audit Requirements
4.17 Incident Reporting
4.18 Termination
4.19 Grant Matching/Alternative Funding

4.1 Background

The Kids Hope Alliance Board consists of seven (7) voting members appointed by the Mayor and confirmed by the City Council and five (5) non-voting liaisons representing the Sheriff, State Attorney, Public Defender, Duval County Public Schools, and a member of the City Council.

Our Vision

An environment where every child can reach their academic, career and civic potential.

Our Mission

To build and facilitate access to a continuum of comprehensive and integrated programs, services and activities that addresses the critical needs of children, youth, and their families.

Kids Hope Alliance conducted a Community Needs and Gap Analysis research project in 2022 and the results were used to outline the goals, elements, and metrics in KHA's Service Plan. View KHA's website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** to review KHA's Service Plan in full for additional information.

Read Jax Literacy Collaboration Pilot programs fall within the goal and accompanying element and metrics set forth in this Plan. Contractors have the option to include additional metrics for selected goal and element.

KHA's Service Plan emphasizes the importance of quality services, data-driven, results-focused approaches, and the use of evidence-based practices. The KHA's Service Plan goals are:

1. Duval children and youth are physically and mentally healthy and safe
2. Duval children and youth succeed in school
3. Duval youth successfully transition to adulthood
4. Duval children, youth, and their families have access to the services they need
5. Duval non-profits serving children, youth, and their families have access to continuous training and support

4.2 Funding Availability

KHA has allocated up to $3.4 million to this pilot initiative, with a maximum of $425,000 per school. The base amount for Units of Service is $212,000 and $213,000 is the base amount for cost reimbursement. Organization(s) will operate a pilot program which will create a literacy-focused, community wide system that results in every child reading on grade level by the end of third grade. Students will continue to demonstrate reading proficiency as they move from one grade level to the next by participating in afterschool and summer programming, case management and increased family engagement activities.

4.3 Program Framework

1. **Who are the targeted population?**
   Read Jax Literacy Collaboration Pilot is limited to Duval County children and youth that are attending the eight schools indicated below. Priority should be given to those that are reading below grade level or at-risk for scoring below grade level in the future. Refer to each program component below for specifics.

2. **What are the benefits of the Read Jax Literacy Collaboration Pilot?**
   Across the United States, roughly 1/3 of students are not reading on grade level by 3rd grade. Longitudinal studies have shown that 3rd grade literacy can be an indicator of high school graduation as well as college attendance.

   Various strategies for improving literacy, such as reducing inequitable access to resources and increasing family engagement, have been proposed to bolster literacy rates across the states. In Duval County, where literacy rates mirror national trends, there have been several large-scale efforts in the past, including but not limited to, "Read It Forward Jax", "Mayor Peyton's Book Club", and "SAIL Into Reading." While each of these campaigns have moved the needle, towards increased literacy for our youth in Duval County, the need and energy exist for a more strategic and collaborative approach to addressing disparate literacy rates in our community.

   In 2021, Kids Hope Alliance and other community partners launched the "READ JAX" Campaign, with the goal of improving 3rd grade literacy in Duval County.

   The Kids Hope Alliance (KHA) is committed to supporting an environment where every child can reach their academic, career and civic potential. In service to that commitment, the KHA is seeking to build and support strong organizations that can provide children and youth with high-quality literacy intervention through afterschool and summer programming with an emphasis on family engagement and case management services.

   Studies suggest that a systemic and community-wide approach is necessary and must engage students, teachers, and families. In particular, parental awareness, involvement, and access of resources are all factors that have been linked to improved student literacy.

   As a result, KHA developed the Read Jax Literacy Collaboration Pilot program to enable local school-based programs to provide children and youth with innovative literacy strategies and

skills that will enable them to develop a love for reading, build their vocabulary, background knowledge, reading fluency and comprehension.

3. **Where will services be delivered?**
Read Jax Literacy Collaboration Pilot afterschool and summer services will be delivered at the eight (8) designated Duval County Public School sites listed below:

School	Address	Principal
Arlington Elementary School	1201 University Blvd N, Jacksonville, FL 32211	Paula Findlay smithp10@duvalschools.org
Arlington Heights Elementary School	1520 Sprinkle Dr, Jacksonville, FL 32211	Vondeira K. Scott scottv2@duvalschools.org
Highlands Elementary School	1000 De Paul Dr. Jacksonville, FL 32218	Natalya Richie-Graham richien1@duvalschools.org
Northwestern Legends Elementary School	2100 W 45th St, Jacksonville, FL 32209	Kimberly Brown brownk1@duvalschools.org
Pinedale Elementary School	4228 Dignan St, Jacksonville, FL 32254	Kenya Griffin griffink2@duvalschools.org
Reynolds Lane Elementary School	840 Reynolds Ln Jacksonville, FL 32254	Kimberly Jennings jenningsk1@duvalschools.org
Rufus E. Payne Elementary School	6725 Hema Rd, Jacksonville, FL 32209	Weisha Day-Killette dayw@duvalschools.org
Woodland Acres Elementary School	328 Bowlan St, Jacksonville, FL 32211	Kimberly Jennings Jenningsk1@duvalschools.org

School Based – These programs are held in Duval County Public Schools in accordance with the list in Attachment O and the requirements below:

i. Afterschool programs must provide three hours of service starting after the regularly scheduled school day ends, Monday through Friday, as published publicly.
ii. For Elementary aged students, the program must operate five days per week for a minimum of 170 days of the school year. School-Based sites must provide a six-week summer program. KHA will not pay for programming on the two federal holidays June 19th and July 4th; therefore, the program must operate for 28 days.
iii. Summer programs must operate, at minimum eight, (8) hours per day, Monday through Friday.
iv. Contractors proposing to operate in a school must also operate the summer program at the same school (as indicated on the School List, Attachment O).
v. A signed Principal Support Letter (Form 5) is required for each school-based site and must be submitted with the Contractor's response.

Restriction on Location(s)
The geographical location of Read Jax Literacy Collaboration Pilot will be held in the eight (8) schools. Contractor can apply for up to four (4) school sites from the listed schools to implement programming.

Organizations or programs that operate under the exclusive jurisdiction of the public school system are prohibited from applying for funds directly from KHA. Programs requiring worship or religious instructional activities as a condition of participation, shall not be funded.

4.4 Program Design Requirements

1. **Program Goals**

   Read Jax Literacy Collaboration Pilot should work to meet the following goals and appropriate accompanying elements. Contractors have the option to measure KHA's pre-identified metrics and/or include additional metrics for each goal and element. (See Form 4 for details).

   1. Duval children and youth are physically, and mentally healthy and safe.
   2. Duval children and youth succeed in school.
   3. Duval children, youth, and their families have access to the services they need.

Program Components

KHA has compiled research and best practices (Attachment I)–as it relates to program requirements and all Contractors are highly encouraged to review this information, which is contained in The What Works Clearinghouse, WWC | Find What Woks! (ed.gov) before compiling responses.

The What Works Clearinghouse, WWC, WWC | Find What Works! (ed.gov) is a central and trusted source of scientific evidence on education program, products, practices, and polices. The WWC reviews evidence on the effectiveness of programs, policies, or practices by using a consistent and transparent set of standards.

REQUIRED COMPONENTS FOR READ JAX LITERACY COLLABORATION PILOT

Applicants must include all four of the following components in their program design. One contractor should be the primary service provider, but collaboration is required to successfully perform all duties. See Section 4.7.

a. **Afterschool and Summer Programming - See Attachment O for the full Afterschool and Summer programming requirements.**

   Studies have shown that the social and emotional outcomes associated with afterschool and summer programs participation led to improved school attendance, academic achievement, attitudes toward learning, increased self-confidence and self-esteem, decreased behavior problems, improved communication skills, and the enhanced ability to effectively interact with peers and adults. Research has shown that if a struggling reader completes just six books during the summer their reading is prevented from regressing.

   Students who read or are engaged in another learning activity for 2-3 hours per week during the summer can further prevent summer learning loss. The combined data on summer learning and the positive effect on social and emotional learning provides a clear understanding of the opportunity afterschool and summer programs have to powerfully impact Duval County children and youth.

   - **Component Design**

     Afterschool and summer programming is defined as a structured, supervised learning or youth development program offered to a distinct group of children or

youth after school and during the summer. KHA reserves the right to approve make-up days beyond regularly scheduled programming.

At their best, afterschool and summer programs provide opportunities for children and youth to engage in meaningful and relevant learning that fosters their curiosity, builds their social and emotional skills and creatively reinforces and expands on what they learn during the school day. Afterschool and summer programs also provide opportunities for youth to be physically active, enjoy healthy foods, explore the world around them, and develop relationships with caring adults and peers.

Ratios and Unit of Service Reimbursement

For the afterschool and summer components of this program, the staff to child ratio must not exceed 1:20.

The base unit of service reimbursement for these components are as follows:

$12.50/child/day for afterschool programming
$25.00/child/day for summer programming

The unit of service reimbursement may be adjusted on a case-by-case basis if the program can prove the need for a higher rate due to the needs of the population or the facility (such as security, transportation, etc.). Rates may also be lowered in cases where programs do not need the full base rate to adequately meet the requirements of the program. Any differentiating rate must be agreed upon in writing between KHA and the Contractor.

For components b-d, costs should be budgeted separately for each component using the detailed budget form included. During the negotiation process, funding will be converted to a per unit cost for each type of service delivered. The rate will vary based on the proposed cost for each component. Some elements of the component (such as assistance to families) may remain cost reimbursement.

b. Case Management

Case Management provides crisis prevention and intervention services for youth and their families. These services will include medical, mental health, behavioral, and personal referrals, resources and guidance to children, youth and their families.

Research shows that when both children and adults have basic needs that are unmet, their stress levels are increased. In turn, the ability to comprehend and recall learning intervention strategies decreases. In an effort to alleviate stressors and allow for increased focus and comprehension in school, KHA has chosen to invest in a case management strategy that will provide supports for meeting families' basic needs.

- **Component Design**

Case Management should be conducted as a school-wide effort both during the school day and afterschool hours as needed. Families that have students earning a 1 or 2 on their Reading Florida Assessment of Student Thinking (FAST), experiencing excessive absences, demonstrating low or failing grades in language arts, or receiving a principal recommendation, should be invited to receive Case Management services through this program.

At minimum, the provider must employ at least one Case Manager per 75 students. This individual should have a background in social work or similar services and experience working with high-need populations.

Case Managers should work proactively with participating families to overcome any identified obstacles to their students excelling in school including transportation, mental health/behavioral problems, financial instability, parent education, employment, housing, etc. The relationship with families is crucial to the program and it is expected that this relationship will be fostered through regular personal visits and phone conversations. Families should also be connected to Full-Service School services for mental and behavioral health needs.

Case Managers must maintain documentation of family records as required by KHA. KHA may require all Case Managers to use the same or similar assessments and/or documentation tools once the program begins.

c. **Family Engagement**

Research has shown that meaningful family engagement positively impacts child and youth outcomes across various domains. Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

The benefits are not limited to the school. At home, research has shown that families who are involved in out-of-school time programs noted an improvement in child/parent relationships, particularly in the areas of communication and trust. Finally, the benefits extend to the afterschool program itself. Programs that improved the level of engagement with families provided evidence of improved program quality as well as a positive impact on youth outcomes.

- **Component Design**

  Family engagement should be conducted as a school-wide effort both during the school day and afterschool hours as needed. Contractors should work with school leadership to create family engagement activities for the entire school that will empower families to be partners in their child's education. The priority should be given to those students participating in case management and/or the afterschool and summer programs.

  At minimum, the provider must designate one staff person as a Lead Family Engagement Coordinator. This individual must spend at least 50% of their time on this effort and have background and experience in the area.

  Through this component, the contractor should strive to achieve the following goals:

  - increased trust between participating educators and parents,
  - improved provider and educator capacity to engage diverse families, including multilingual families, with a focus on improving student learning,
  - improved school conditions to support family engagement beyond this initiative,

- sustainable family engagement models to carry this work forward beyond the scope of the grant period, and
- improved knowledge about family engagement practices that effectively support student learning.

Part of being intentional about family involvement is determining what level of involvement is needed from parents. The Build the Out-of-School Time Network suggests three levels for parents and families: involvement, engagement, and leadership. These levels range in family participation from merely registering the child for the afterschool program (involvement) to volunteering in the afterschool program (engagement) to the ultimate of taking responsibility for the direction of the afterschool program (leadership). Afterschool staff should gear their efforts toward the desired level of participation for parents and families.

d. **Literacy**

Learning to read is a complex process. Decades of research provide important insight into the skills, knowledge, and beliefs that students must possess to become proficient readers—but there is much more to learn about the mechanisms that drive proficient reading and what effective reading instruction looks like for a diverse population of students.

Research suggests that elements of students' experiences in school are critical to their success in word recognition, language comprehension, and, ultimately, reading comprehension. These elements include beliefs that influence student motivation to engage in learning, as well as social-emotional skills that enable students to progress towards their goals—all of which are impacted by classroom culture and practices.
Furthermore, reading intervention is a highly effective strategy to increase a student's reading skills. It helps students become strong readers and confident writers. A successful intervention program will focus on the specific learning style of each student and their family. Various aspects of reading intervention programs have to do with the individual student. Some of these programs may be tailored to the needs of individual students.

- **Component Design**

  Literacy is a vital component of the Read Jax Literacy Collaboration Pilot. Individualized literacy tutoring should be offered to all students earning a 1 or 2 on their FAST-Reading Assessment or demonstrating low or failing grades in language arts. Additionally, tutoring may be offered to students at-risk of reading below grade level or via principal recommendation. This can be offered in either individual or small group settings during the school day or afterschool/summer.

  Tutoring may be conducted by staff, interns or volunteers but all must take part in rigorous training on the curriculum to be utilized for instruction. Selected curriculum must be evidenced-based and have proven success with similar populations as well as align to the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Tutoring should be administered at least 2 days per week.

Additionally, literacy opportunities should build background knowledge, oral language, writing and listening/reading comprehension. Strategies should be developed that link school-day, afterschool and summer learning together.

Within the afterschool and summer programs, a literacy-specific activity must be incorporated each day which may include, but is not limited to:

- Utilizing literacy activities such as read-alouds and independent reading to develop vocabulary, background knowledge, and comprehension
- Engaging children and youth in interactive, hands-on learning activities
- Includes literacy tips sent home to families
- Implementing book clubs and shared reading circles
- Encouraging peer to peer reading opportunities
- Embedding digital game-based learning (i.e., i-Ready, Achieve 3000, etc.)

Licensing through the Department of Children and Families

All KHA-funded afterschool sites must comply with 402.26-319 F.S. This Florida Statute, together with Rule 65C-22.008 of the Florida Administrative Code, defines childcare and sets forth the requirements for licensing. Childcare licensing is administered by the Florida Department of Children and Families (DCF). All Contractors must meet the requirements of licensing for each program site and provide documentation to support compliance as follows:

a. Provide a copy of the valid childcare license for each proposed site. The terms of the license must be in line with your application. For example, the number of children to be served must be the same or less than the number identified in the license; or
b. Provide a copy of the valid exemption from the DCF. The copy of the exemption must include a copy of the licensing survey as provided to the licensing agency. The terms of the exemption must be in agreement with the response to this RFP.
c. For those that only serve youth over the age of 12, an attestation must be completed stating these are the only ages served at the facility and therefore the program is not under the jurisdiction of DCF's childcare licensing.

A valid license, provisional license, exemption, or attestation must be received by KHA prior to services beginnings. Contracts may be issued without a license or an exemption, however services should not begin until one is obtained and submitted to KHA. No reimbursements will be made until the proper documentation is received and verified by KHA. KHA reserves the right to refuse to contract with any Contractor which has committed a Class 1 violation in the past two years. Furthermore, contracts may also be subject to termination if a Class 1 violation is assessed and confirmed for a contractor.

2. **Marketing and Publicity**

Contractors will follow the specifics in provider Communications Style Guide. Visit KHA website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** for current provider KHA Style Guide.

At minimum, the Contractor:

- Must have a platform to market programming services.
- Must display the KHA logo on website and/or social media platform and all printed materials
- Must possess a Memorandum of Understanding with United Way of Northeast Florida for inclusion as a resource on United Way 2-1-1 helpline (this will be facilitated through KHA)

- Must display a Link to 2-1-1 resources on its agency website

Staffing Requirements

a. See the requirements in components b-d of Section 4.4 above for staffing of case management, family engagement and literacy components.

b. For the afterschool and summer component of the program, agencies must have, at minimum, the following staffing:

Title	Task	Education Requirement
Program Manager*	Daily operation of program	Bachelor's Degree or higher Work experience in a youth services setting
Fiscal Manager*	Review and submit fiscal documents	
Data Manager*	Submit student demographics and input daily attendance	
Lead Teacher	Implement Academic Model-Literacy Component Ensure lesson plans are up to date	Current or expired Educator's Certificate (for example, a retired teacher) and must be in good standing with the district
Enrichment Staff	Work with students on life skills, social emotional learning or character development, career and college readiness; field trips	

*may be the same person

b. **Background Screening.** Contact Florida Department of Children and Families (DCF) for information regarding Background Screening at 1-888-352- 2 8 49, www.dcfbackgroundscreening.com. Contractor must screen all staff working with children in the program in compliance with Level 2 background screening and Fingerprinting requirements in accordance with Sections 943.0542, Chapter 435, 402, 39.001 and 1012.465 Florida Statues, as applicable. The Contractor must maintain staff personnel files, which reflect that a screening result was received and reviewed to determine eligibility prior to employment. Contractors operating within Duval County Public Schools (DCPS) sites must rescreen each employee, volunteer and/or subcontractor as DCPS vendors every five (5) years (as required by DCPS), provided there is no 90-day lapse in service. An annual screening and resubmission are required for the Department of Children and Families for those that are also required to be licensed by DCF.

In the event of updates to rules and regulations, Contractor must follow the most up-to-date screening requirement as required by applicable agencies.

c. **Staff Training and Development.** See Attachment J

4.5 Program Outcomes

RESULTS BASED ACCOUNTABILITY (RBA) FRAMEWORK

In order to achieve sustained, community-wide improvements in child and family well-being, agencies and programs need to participate in collective impact processes. Collective impact includes sharing results, sharing data, sharing strategies and best practices, and mutual

accountability. RBA provides a plain language framework comprised of two perspectives - population level results and Contractor performance measures.

Contractor performance measures are required for all Contractors to answer three key questions: How much did we do? How well did we do it? Is anyone better off? These required program evaluation components provide data to KHA for the collective impact process allowing KHA to measure the effectiveness of the Contractor's program including the number of youths served, the amount of services provided, program monitoring, satisfaction surveys and other measures to show improvement in the knowledge, skills, attitude, behavior, and circumstances of children and caregivers served.

1. How Much Did We Do?
   a. **Statistical Demographic Report:** The Contractor agrees to maintain and report monthly (where applicable) information on client demographics which includes student ID number, partial social security number, age, gender, race, ethnicity, language spoken at home, country of birth, parental marital status, education levels, income level and status in SAMIS or other format provided by or approved in writing by KHA.
   b. **Internal Documentation**
      A. Units of service provided and appropriate backup documentation
      B. Client files as required, and other service documentation
      C. Personnel files including hiring records, job descriptions, policies, training records, and evaluations
      D. Client/parent information release forms
      E. Maintain all documents as outlined in the KHA guidelines/contract.

2. How Well Did We Do It?

   a. **Monitoring:** Monitoring of programs contracted through this competitive solicitation will be conducted by KHA staff and/or outsourced KHA consultants. However, as a supporter of local social service joint monitoring initiatives, KHA monitoring may be conducted in collaboration with other funding bodies, with the intent to reduce duplication and promote cooperation.

   b. **Client Satisfaction Surveys:** The provider must conduct random satisfaction surveys with parents and children which are collected, analyzed, and used to encourage program improvements.

   c. **Quality Improvement System**: Quality Improvement System (QIS) as developed by QIS document.

3. Is Anyone Better Off? provided by KHA, within time frames specified by KHA. The Contractor shall also report any barriers experienced in outcome achievement. The report should also include any noteworthy activities that have occurred during the term of this Agreement.

Contractor shall use the KHA Analysis of Outcome and/or the SAMIS Consolidated Reports to ensure performance measures are met, service components are attached, and cases are appropriately closed.

The Contractor shall make all records and services pertaining to eligible clients, subject at all times to inspection, review and/or audit at any location or service delivery site as specified by KHA.

See the Performance Measures chart on the following page. Each Contractor will ultimately work with their contract manager to develop a similar outline of their performance measures that will be evaluated throughout the year and utilized to make recommendations for improvement.

PERFORMANCE MEASURES

The Contractor must submit client performance measure data in SAMIS, within the time frames specified by KHA. The Contractor will also report any barriers experienced in performance measure achievement, along with noteworthy activities that have occurred during the term of this Agreement.

DESIRED RESULT: Based on the goals, accompanying elements and metrics identified.

Results based accountability utilizes data to improve performance outcome measures to achieve the desired customer result. When applied, performance measurement answers the following key questions:

Key Question	Performance	Goal	Evaluation Tool	Admin Schedule
How Much Did We Do?	% Of contracted participants actually served*	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
	% Of funded allocation utilized*	95%	SAMIS Data	Analyzed on Semi-Annual Schedule
How Well Did We Do It?	Program Services Monitoring**	Meets Expectations	Quality Improvement	Annually
	Data Integrity*	95%	SAMIS Analysis of Outcomes Report	Analyzed on Semi-Annual Schedule
	Perception Surveys (Children/Youth, Parent/Guardian/ Caregiver)	80%	Client Satisfaction Surveys	Annually
	Engagement/Retention	80% attend at least half of the total program days possible	SAMIS Data	Annually per program period (Afterschool/summer)
Is Anybody Better Off?	Performance Measure	Increasing or Decreasing	Tool	Frequency
(You will indicate these in your application)	Performance Measure	Increasing or Decreasing	Tool	Frequency
	Performance Measure	Increasing or Decreasing	Tool	Frequency

* KHA will determine these based on attendance and financial data entered into SAMIS.
** KHA will determine this using the Quality Improvement Tool developed by KHA.
Important Note: Additional and/or substituted measures or tools may be required depending on the model that is implemented, and the population served. Performance measures must be approved by KHA.

4.6 Reporting/Data Requirements

1. **Agency Contact Information**
   Prior to SAMIS utilization or upon request by KHA, providers will submit or update the Agency Administration Contact Form to the KHA Data Systems team with current contact information for their organization's CEO, assigned primary contact for SAMIS communications and the designated person(s) authorized to request and sign SAMIS user account request forms known as the Provider Account Manager.
   a. The assigned primary contact for SAMIS communications is responsible for receiving and disseminating all KHA information sent from the SAMIS system to the appropriate personnel within their organization. This person must ensure SAMIS messages are not intercepted or blocked by a SPAM filter. If the primary contact is replaced or leaves the organization the provider must notify KHA Data Systems at samis@coj.net within 1 business day to ensure a new person has been designated to receive and process official email communications from KHA and the SAMIS system.

   b. The Provider Account Manager is the person authorized to request and sign SAMIS system user accounts including those for Program and Finance Managers and is responsible for ensuring those individuals have been properly vetted to work with sensitive information and are trustworthy to be good stewards of your organization's confidential PII and or financial data. New user accounts or modifications to existing user accounts for your organization will only be granted upon request in writing using the official form supplied by the KHA Data System or Contract Management teams.

2. **SAMIS Program Manager (Delivery) and Finance Manager (Fiscal) S3 Trainings**
   All new Program and Finance Managers must attend and satisfactorily complete the SAMIS training classes relevant to their assigned job(s) or system user role(s).
   a. Required SAMIS trainings may include but are not limited to SAMIS 3.0 system Online or Instructor Led Trainings for Program Managers and Finance Manager provided by the KHA Data Systems department through the KHA Training Institute.
   b. FERPA 101 online training course from the U.S. Department of Education to ensure the proper handling of Personal Identifiable Information (PII). This is a one-time training module required for Program Mangers (Delivery) and optional for Finance Managers (Fiscal). The course takes approximately 45 minutes. The Certificate of Completion must be printed and kept on file by the provider for review upon request.

3. **Eligibility requirements for candidates requiring SAMIS 3.0 system training.**
   SAMIS training constitutes proprietary system information and may include access to confidential PII data and therefore can only be provided to eligible employees of providers currently under contract with Kids Hope Alliance.
   a. An active SAMIS account authorized for access to the Delivery and or Fiscal components of a KHA funded provider's program in SAMIS as defined by a current finalized contract is required before attending SAMIS system trainings.
   b. A SAMIS Account Request Form for the candidate must be submitted, approved, and maintained on file with KHA Data Systems. The form must have the appropriate authorization signature of the funded provider to be considered valid for attending training.
   c. The PII Non-Disclosure Form signed by the candidate, must be submitted, approved and on file with KHA Data Systems to be considered valid for attending training.
4. **SAMIS user accounts security requirements**

SAMIS user accounts are subject to strict cybersecurity protocol requirements.

a. Under no circumstances are SAMIS system credentials to be shared or used by anyone other than the person they have been assigned to. Accessing SAMIS with the username and password assigned to another individual is strictly prohibited.
b. System access is granted on a need-to-know basis only for specific authorized persons known to KHA with predetermined user roles allowing access to certain confidential modules and datasets as authorized by the Provider Account Manager.
c. SAMIS user accounts will not be used to download data for unofficial purposes nor upload unofficial data or data that contains malicious code, scripts or files containing malware that in any way may harm or degrade the SAMIS system, its performance or data contained therein.
d. Kids Hope Alliance reserves the right to change and or require additional cybersecurity measures, processes and procedures as needed to ensure the security and protection of the SAMIS system and its data.

5. **SAMIS user account management**

SAMIS user accounts will be granted or modified upon request for funders with a currently active contract with KHA when a completed SF-1 form has been properly signed by the designated Provider Account Manager and submitted to the KHA Data Systems team.

a. The designated Provider Account Manager on file with the KHA Data Systems team will obtain the SAMIS Account User Request Form (SF-1) from their assigned KHA Contract Manager or by emailing a request to samis@coj.net.
b. All SF-1 forms submitted to KHA must include the authorized signature of the Provider Account Manager on file with the Data Systems Team.
c. Account request must include the Employee's first and last name, title, organization, work address, telephone number and their official work email address. The request should identify the user role. E.g., Program/Data Manager, Finance Manager, etc.
d. Finance Managers must be designated as Creator, Submitter or Both for fiscal documents in SAMIS to include budgets, reimbursements and amendments.
e. Each program page (site location) the user is to have access to must be explicitly listed by its official contract name. Any SF-1 form submitted with ambiguous or unofficial program page names (site locations) or do not list each program page where access is needed will not be accepted for processing.

6. SAMIS 3.0 Training registration:

Once all eligibility requirements for attending a SAMIS training have been met, candidates may register for a scheduled training class at https://www.kidshopealliance.org/Training-Institute/Training-Events.aspx or by emailing a training request to samis@coj.net.

7. Record Keeping and Reporting

Contractors required to maintain demographic files of participants receiving services will do so within the SAMIS delivery system on the program page designated for their site location.

a. Demographic records of participants are confidential Personal Identifiable Information (PII) and will not be shared with a 3rd party without written consent of the participant's parent or guardian ***and*** formal approval by Kids Hope Alliance ***or*** by a valid court order.
b. In the event a court order is received by the contractor for the release of PII stored in SAMIS, the contractor shall immediately forward the order to the KHA Chief of Programs and the KHA Chief Administrative Officer at the Kids Hope Alliance for review and

validation by the Office of General Council, City of Jacksonville before any decision is made regarding a potential data release.

c. The Contractor will make every effort to protect all data related to KHA funded programs. However, if program related data is lost, stolen or viewed by an unauthorized person while in SAMIS or externally to SAMIS in printed or electronic form, downloaded or otherwise transferred to an unauthorized person through a cyber security breach or by any other unauthorized means the contractor will notify the Kids Hope Alliance immediately and will work with KHA to limit and mitigate the breach to the extent possible.

8. Cyber Security: Cyber Liability & Data Storage

Cyber Liability coverage is encouraged. If applicable, it should be provided on an Occurrence Form, or, if on a Claims Made Form. The retroactive date must be no later than the first date of this Contract and such claims-made coverage must respond to all claims reported within three years following the period for which coverage is required and which would have been covered had the coverage been on an occurrence basis. The following categories of coverage are the minimum necessary to meet this requirement:

- Cyber Extortion
- Data Loss and System Damage Liability (when applicable)
- Security Liability
- Privacy Liability
- Privacy/Security Breach Response Coverage, including Notification Expenses

4.7 Collaboration

KHA is committed to promoting the coordination of children's services in Duval County. Therefore, applicants are required to form clearly defined, meaningful interagency agreements with other Contractors that are cost effective and provide a direct impact on clients served. KHA recognizes contractors may not be able to provide all the services required therefore a minimum of 25% of allocated funding must be designated to one or more subcontractors who specialize in one or more of the required components (i.e., Case management, family engagement, etc.). Memorandum of Understanding (MOU) must be submitted to KHA to outline the roles and responsibilities of each subcontractor.

4.8 Program Income

Charging a small fee for services is encouraged by KHA. The maximum amount to be charged to parents is $1.00 per child per day of service. Additional fees may be charged in special circumstances (purchase of specialized instruments for students, etc.) but must be outlined in the response.

4.9 Allowable Costs/Reimbursements

Please refer to the Financial Reference Guide on KHA's website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** for the most up to date information.

4.10 Invoice/Deliverables

Contractors must submit an invoice and deliverables to KHA using the SAMIS **reimbursement module.** These invoices are due to KHA by the 10th for the previous month's services. Special agreements can be made with the contractor based on extenuating circumstances. Failure to submit a timely or accurate invoice may result in the payment being withheld or a delay in payment. Payment for Contracted services will be contingent upon submitting accurate information for the Contract period and the receipt of current and correct evaluation data and reports. Contractor's must meet deliverables as outlined in the contract in order to receive payment. KHA reserves the right to amend the financial reimbursement process for any renewal terms.

Contractors who fail to submit invoices to KHA by the 10th of each month shall adhere to the following guidelines:

- Reimbursements between days 11-29 will be reviewed, approved, and distributed in the order in which received (payment subsequently delayed).
- Reimbursements submitted more than thirty (30) days late require that Contractor receive technical assistance from the assigned Contract Manager prior to submission of the reimbursement request.

Monitoring and other reports as determined by KHA and/or other social service funding agencies and achievement of contract and performance requirements, timeliness of requested information and fiscal stability shall be considered factors in evaluating future funding requests. Furthermore, contracts may be increased or decreased between renewals based on timely submission participant deliverables and funding utilization.

4.11 Method of Payment

Contractors will be paid by Units of Service, or Cost Reimbursement with required deliverables. KHA is striving to move all contracts to the Unit of Service method; therefore, attempts will be made to convert submitted budgets to mutually agreeable units. Contractors will be paid on a monthly basis for the prior month. No payments will be made until all deliverables are submitted or waived, if necessary and approved by Kids Hope Alliance **(see Attachment L).**

If funds are available, an initial advance up to 25% may be given at the beginning of the program. Contractors must complete KHA's Advance Payment Option Form. Advances will be issued once a contract is fully executed. Contractor Advances will be recouped in accordance with KHA's advance payment policies, and the schedule chosen in the advance payment form.

An active Contractor's Certificate of Insurance and/or DCF License/Exemption (if applicable) are required to operate all programs. Contracts may be signed without these documents on file, but programming should not begin, and reimbursements will not be made until these documents are submitted and approved.

Similarly, contracts may be signed as long as a final contract amount has been agreed upon, but the final line-item budget may still be in negotiation; therefore, payments will not be made until a finalized budget is agreed upon by both parties.

4.12 Provision for Unspent Funds

Any funds provided by KHA for Services which are residual, unspent or unencumbered by any existing obligation at the conclusion of the Contract, shall be returned to KHA in the form of a negotiable instrument no later than thirty (30) days after the end of the term.

Renewal contracts may not be issued until all unspent funds are returned to KHA.

4.13 ACH Clearing House/1Cloud Purchasing System

KHA will make payments via the Automated Clearing House (ACH) method of payment and the Contractor agrees to submit the forms necessary to establish this payment method in a timely manner.

a. 1Cloud Registration

i. In order to conduct business with the City of Jacksonville as a vendor, the contractor must register their organization/agency with the City of Jacksonville. The link to the City of Jacksonville's Department of Procurement

on-line purchasing system, 1Cloud is https://www.coj.net/departments/finance/procurement/supplier-portal.

ii. 1Cloud will act as the City's portal for all purchasing activity, including vendor management, bid posting, online bid submission, and purchase order distribution. Online seller registration allows vendors wishing to do business with the City of Jacksonville to register with the City and maintain their organization information. Registration allows a seller to view bid opportunities as well as receive purchase orders.

b. Agiloft Registration

i. In order for Contractor's applications/responses to be scored, the contractor must register their organization/agency in Agiloft. Please visit KHA's website for Agiloft Registration information.

ii. Agiloft will be utilized for developing and scoring RFPs, generating and processing contracts, e-signature integration with DocuSign, submission and management of certificates of insurance and other vendor related attachments as well as the full automation of internal administrative communications, reports and tasks related to managing a robust contract and sourcing solution as needed in support of the KHA portfolio.

Please note that Agiloft will not replace SAMIS or the COJ 1Cloud system. Those solutions will continue to be used as resources for submission of contract deliverables, data management, and reimbursements as well as supplier related information.

4.14 Final Payment at the Completion of the Contract

The final invoice for payment, along with all data and deliverables, shall be submitted to KHA no more than thirty (30) days after the contract ends or is terminated. If the Contractor fails to do so, all rights to payments are forfeited and KHA will not honor requests submitted that time. KHA reserves the right to waive this based on extenuating circumstances.

4.15 Programmatic Monitoring, Fiscal Monitoring & Quality Assessment

Programs funded by KHA agree to provide the Services as described in this RFP and their Response. If a minor aspect of the scope of services needs to be modified based on demonstrated needs of the population (i.e., tried to deliver services a certain way only to realize that individuals could not be reached with that method), a Modification of Scope form will need to be completed which will include the why, what, how and when for implementing changes. This form will become a note to file. If major changes to the scope are required that would substantially modify the intent or services of this application, the contract may be voided.

Contractor must comply with the requirements to provide all records necessary to monitor the program. At all reasonable times for as long as the records are maintained, the Contractor must allow persons duly authorized by KHA (including the City of Jacksonville's auditor and inspector general offices), to have full access to and the right to examine, copy or audit any records, regardless of the form in order to monitor the implementation of the program.

KHA's Quality Improvement System (QIS) will be utilized for KHA funded programs. Please refer to KHA's website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** for the most current version of the QIS.

4.16 Audit Requirements

Audit requirements are approved by the KHA Board on an annual basis. Please refer to KHA's website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** for the current requirements.

4.17 Incident Reporting

KHA Contract Manager reviews Incident Reporting monthly. Please review KHA's website, **http://www.kidshopealliance.org/RFP/RFP1.aspx** for current information.

Any incidents or allegations of Abuse, Neglect or Exploitation must be reported immediately to the Abuse Registry at 1-800-96-ABUSE, as well as to KHA within 48 hours.

4.18 Termination

In addition to the remedies provided in Section 3.23 and 3.24 of this RFP, upon Contractor's receipt of a notice of termination for an Event of Default, and, except as otherwise directed, Contractor shall:

a. Cease providing Services under the Contract on the date and to the extent specified in the notice of termination.

b. Prepare all necessary reports and documents required under the terms of the Contract up to the date of termination, including the final report without payment for Services rendered in completing said reports beyond the termination date.

4.19 Grant Matching/Alternative Funding

Alternative funding sources for some services mentioned in this RFP may be available through private, local, state, or federal grants. If you have been able to secure outside grant funding before the KHA RFP issuance, you can use this application to apply for matching funds to supplement outside dollars. Please indicate in your budget narrative that this is the case. If you can secure grant dollars during your KHA funding period, KHA may work with you to reduce your contract to match outside funds (rather than being the primary funder). Seeking of outside grants/funds is encouraged as the City should be the payor of last resort. Additionally, if KHA can secure outside grant funding to provide the services you are currently providing, we reserve the right to change your funding method to grant dollars/methods rather than using City dollars. An example of this may be moving after school funding from City funds to primarily state-funded school readiness dollars.

(Remainder of page intentionally left blank)

ATTACHMENT A – RESPONSE
READ JAX LITERACY COLLABORATION PILOT

A COPY OF THIS AND OTHERS FORMS TO BE COMPLETED MUST BE DOWNLOADED FROM KHA'S WEBSITE AT: HTTPS://WWW.KIDSHOPEALLIANCE.ORG/RFP2

ALL RESPONSES MUST BE TYPED BELOW EACH QUESTION. HANDWRITTEN RESPONSES WILL NOT BE CONSIDERED AND MAY BE GROUNDS FOR REJECTION.

CONTRACTOR INFORMATION

Contractor Legal Name:_____ **Contractor Legal Name must match Contractor's name as listed on the Florida Department of State Division of Corporation website: www.sunbiz.org**				
Main Administrative Street Address:				
City & State:			**Zip Code:**	
Federal Identification Number:				
Position	**Name**	**Title**	**Email**	**Phone #**
Chief Executive Officer				
Chief Financial Officer				
Response Contact				
Is Contractor a tax-exempt organization under Section 501(c) (3) of the Internal Revenue Code? __ **Yes** __ **No** (submit a copy of the determination letter or other proof of tax exemption)				
Is Contractor registered as a nonprofit entity under the laws of the State of Florida (must have an "Active" status with the FL Dept. of State (www.sunbiz.org))? __ **Yes** __ **No**				
Is Contractor's file date on Sunbiz prior to January 1, 2022? __ **Yes** __ **No** (submit a copy of Contractor's detailed page)				
Has the Contractor (not just individuals employed by the Contractor) operated an Afterschool/Summer program for at least _1__ year (s) that served at least 20 youth? Operation must have occurred in 2022, 2021, or 2020. __ **Yes** __ **No**				
If Contractor answered No to any of the questions above, Contractor is not eligible to apply. Please do not continue with this application as Contractor will be disqualified upon receipt.				

CERTIFICATION OF ACCURACY AND COMPLIANCE

I do hereby certify that all facts, figures, and representations made in this application are true and correct. Furthermore, all applicable statutes, terms, conditions, regulations, and procedures for program compliance and fiscal control, including but not limited to, those contained in the RFP will be implemented to ensure proper accountability of contracts. I certify that the funds requested in this application will not supplant funds that would otherwise be used for the purposes set forth in this project(s) and are a true estimate of the amount needed to operate the proposed program. The filing of this application has been authorized by the Contractor and I have been duly authorized to act as the representative of the Contractor in connection with this application. I also agree to follow all Terms and Conditions of the RFP and Contract, and applicable federal and state statutes. Further, I understand that it is the responsibility of the person signing below to obtain from its governing body the authorization for the submission of this application. Lastly, I hereby attest that all work contained within this response is the unique and original product of the Contractor I represent and has not been plagiarized or duplicated in any way from another Contractor's work product.

CONTRACTOR SIGNATURE

_____ _____ _____

Authorized Official's Signature Date Authorized Official's Title

THE RESPONSE (INCLUDING QUESTIONS) SHOULD NOT EXCEED 25 PAGES. ORGANIZATIONS WITH MULTIPLE LOCATIONS SHOULD ONLY COMPLETE ONE APPLICATION RESPONSE.

CONTRACTOR DETAIL

1. Provide a concise description of the Contractor, including history, years of operation, general service mission, and primary services provided. Include a copy of the organizational chart and indicate where the proposed program would report. Clearly note the position responsible for the direct supervision of program staff members. If the proposal includes partnerships with other agencies to provide one or more services, describe the roles of each partner and the areas of expertise that they contribute to the proposed program. *(Maximum 15 points-approx. ½ page)*

ORGANIZATIONAL CAPABILITY

2. Describe Contractor's experience in working with diverse populations and how Contractor will implement services that address all participants. Strategies must address retention efforts that demonstrate an understanding of diverse populations. Describe how the Contractor's proposed services align with those practices. Discuss Contractor's commitment to a diverse responsive system of care. *(Maximum 15 points--approx. 1 page)*

3. Describe Contractor's history of successful community collaboration, including Contractor's participation in any other work groups, or community efforts serving this population including DCPS, DCF Child Care Licensing and system building efforts serving the target population(s). Be sure to articulate the role Contractor played in helping to improve or enhance the overall system of care for the desired population. *(Maximum 12 – approx. ½ page)*

4. KHA is committed to promoting the coordination of services in Duval County. Describe any clearly defined, meaningful agreements that the Contractor already has or will form with other Contractors that are cost effective and provide a direct impact on participants served. *(Maximum 15 points- approx. ½ page)*

5. **Staffing Chart**
   Describe how the program will be staffed. In the chart below, list all positions that will be providing direct services. Include the position/job title (which must match the job title used in the budget narratives); minimum education (including degree area) and training; experience requirements; primary duties (not an exhaustive list); and the percent of each position's time that will be devoted to this program. If a proposed program model requires specific staff credentials for program fidelity, the proposed staff must meet those requirements. *Include positions that may be subcontracted.*

   KHA recognizes contractors may not be able to provide all the services required therefore 25% of allocated funding must be designated to a subcontractor who specialize in the contracted service (i.e., case management, family engagement, etc.) *(Maximum 15 points-approx. 1 page)*

# of staff	Position/Job Title	Education/ Training	Experience	Primary Duties	% of time devoted to program
1	Example: Program Manager	Bachelor's degree or equivalent experience in social services.	1yr	Manage Program	100%

STAFF INFORMATION

6. Provide a timeline for hiring and training of staff to be fully operational no later than 30 days after the effective date of the contract *(Maximum 12 points - approx. ½ page)*

7. Consider the initial and ongoing staff training requirements, staff supervision, and costs associated with the program. How will program staff be trained and prepared to deal with a diverse population with unique strengths and challenges? Describe the supervision of direct service staff. Include how staff training and supervision strategies will be addressed to ensure quality service delivery. *(Maximum 12 points - approx. 1 page)*

8. Consistency is important to the success of services. Explain what efforts Contractor will make to maintain staff and reduce both burnout and turnover of trained, experienced staff within the program. Include historical staff turnover information. Describe current staff recruitment and retention efforts. *(Maximum 12 points-approx. ½ page)*

PROGRAM DESIGN

9. Identify schools Contractor propose to service under this RFP (maximum is up to 4 schools).
   - Attach Principal Authorization Letters (Form 5) for each site.
   - A current copy of Child Care License or Letter of Exemption from DCF Child Care Licensing and Enforcement for each school year proposed. This documentation must be submitted before a contract will be signed. *(Maximum 12 points - approx. ½ page)*

10. Describe how Contractor will coordinate program recruitment strategies to targeted, eligible participants. *(Maximum 15 points- approx. 1 page)*

11. Participant engagement and retention is a strong indicator of success. Describe the plan to engage and retain children in the program. It is expected that children and youth will maintain an average daily attendance rate of 80% or higher during the school year and summer components. Different daily attendance rates must be explained. Identify specific techniques and practices the program will implement in order to ensure consistent and long-term participation. *(Maximum 15 points- approx. 1 page)*

CONTRACTORS WITH MULTIPLE SITES SHOULD COMPLETE ONE APPLICATION RESPONSE FOR ALL SITES. DO NOT SUBMIT A SEPARATE DOCUMENT FOR EACH SITE.

12. Explain how the program will provide school-wide Case Management to ensure participants are provided with well-coordinated services *(Maximum 15 points- approx. 1 page)*

13. Describe the use of innovative, research-based literacy instructional practices that will be used to guide and transform struggling readers. Explain how the required one (1) hour a day for literacy instruction will be provided. *(Maximum 15 points- approx. 1 page)*

14. Demonstrate how Project Based Learning (PBL) will be incorporated into the summer program. Describe a plan for one-week outlining a sample of a PBL theme from start to finish and how it would be implemented in your program. Explain how the required two hours (2) for summer literacy and/or supplemental activities will be provided. *(Maximum 15 points- approx. 1 page)*

15. Describe Contractor's plan to engage families, identify/address needs, while empowering and equipping family members to engage more substantively in their children's learning. Describe two (2)

or more family engagement opportunities that will be offered and how they will help children and families develop strong connections with their community. *(Maximum 15 points - approx.1 page)*

16. What must participants accomplish to successfully complete the program? Please include the guidelines, requirements, and timeframes Contractor will use to determine successful completion. *(Maximum 15 points - approx. ½ page)*

17. Explain how fun, age-appropriate physical fitness activities will be provided. *(Maximum 15 points - approx. ½ page)*

18. Explain how your program will meet the nutritional needs of the children (afterschool and summer). Describe how nutrition education will be delivered using creative methodologies to educate children about the importance of proper nutrition and a balanced diet. *(Maximum 12 points - approx. ½ page)*

19. Describe how the specific curriculum will be used in a creative and meaningful way to enhance social emotional learning. *(Maximum 15 points - approx. 1 page)*

20. Demonstrate how your program shall provide a diversity of cultural arts and enrichment activities to the children they serve. Describe the types of activities you intend to provide and how the children will benefit from the activities, as well as any previous experience you have had in this area. Discuss the number of field trips that will be offered and a sample of the types of trips. *(Maximum 15 points - approx. ½ page)*

PERFORMANCE MEASURES AND DATA MANAGEMENT

21. Describe the methods Contractor intends to use to pursue data-driven performance management throughout program implementation. Describe how performance measures and data will improve service delivery, case planning, and quality improvement of service systems and community conditions. How will the program collect and incorporate participant and staff feedback and how frequently will this occur? *(Maximum 12 points - approx. ½ page)*

22. Planning is required to measure participant progress and program impact. Explain the steps Contractor will take to ensure that every participant is administered performance measurement tools as required. Describe the internal controls utilized to ensure that data integrity is maintained, and test results are accurate and reported in accordance with the outcome schedule. How will staff be trained and motivated to collect data regularly, and meaningfully use the results? *(Maximum 15 points - approx. ½ page)*

23. **BUDGET - Price Sheet - Form 1** - Proposals must include a units of service (UOS) budget based on the following rates and cost reimbursement budget for literacy, case management and family engagement:
    - *UOS Afterschool Budget - $12.50 per student, per day*
    - *UOS Summer Budget - $25.00 per student, per day*

#	Site Name	Program Type	Students to be Served		Days of Operation		Units of Service		Reimbursement/ Unit of Service		Proposed Contract Amount for Program/Site
		School Year	80	x	170	=	17,000	x	$12.50	=	$170,000
		Summer	60	x	28	=	1,680	x	$25.00	=	$42,000

Other UOS - If t he program can demonstrate a need for a different rate, it can be negotiated with KHA.
Case Management- Case management services should be documented on a Cost Reimbursement budget.
Family Engagement- Family engagement services should be documented on a Cost Reimbursement budget.
Security Cost - Security costs should be documented on a Cost Reimbursement budget.
Transportation Cost - Transportation costs associated with Summer Field Trips should be documented on a Cost Reimbursement budget.

****************Download the Budget - Price Sheet – Form 1 from Kids Hope Alliance Website http://www.kidshopealliance.org/RFP/RFP1.aspx**

When completing the budget narrative, describe each expense/item requested in detail, and ensure that Contractor's method of calculation is clearly indicated (*e.g., 5 staff background screenings at $81.00 per screening*). All budget items must relate to the services described in the program proposal and must reflect reasonable costs. **Ensure that any costs associated with performance measure or learning outcome tools are included in Contractor's budget. Contractor MUST submit a 10-month AND 12-month budget.**

FISCAL STABILITY

24. Describe the agency's funding portfolio, i.e., operations cost of the agency as compared to the funding requested from KHA, the funding diversification for the program which you are proposing to support the fiscal stability of your agency which will demonstrate the level of competency for an organization to fulfill the terms of the contract. *(Maximum 15 points - approx. ½ page)*

Attachment B
Evaluation Matrix

The evaluations will be based upon the following criteria. Failure to provide adequate information on any criterion will result in lower scores and could result in rejection of the Response as non-responsive. The response to each of the criterion will be evaluated relative to the other responses received. Contractors are encouraged to arrange their responses in the exact format as the application in Attachment A, which will offer ready review and evaluation of each criterion. Please note that the final score will be the percentage of points received. For example, receiving 288 points out of a possible 275, would result in a score of 80%. **Contractors must score a minimum 70% of points overall to be considered for funding.**

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Contractor Detail Question #1 (Maximum Points 15)	Agency history is less than one year. Description of agency mission or services provided is missing, unclear, or minimally described.	Agency history is less than three years. Agency mission and history somewhat support the plan to provide services for the program described in the RFP.	Agency history is three years or more. Agency mission and history clearly support the provision of services for the program described in the RFP.
Competence Question #2 (Maximum Points 15)	Proposed strategies do not address retention efforts that demonstrate an understanding of diverse populations as well as implicit bias. There is limited prior experience working with diverse populations.	Proposed strategies adequately address retention efforts that demonstrate an understanding of diverse populations. There is some prior experience working with diverse populations.	Proposed strategies fully address retention efforts that demonstrate an understanding of diverse populations as well Populations. Prior experience working with diverse populations are clearly described.
Community Collaboration Question #3 (Maximum Points 12)	The response does not address participation or reflects little participation in local strategic planning/community collaboration efforts. There is little to no prior involvement in	The response reflects in-depth participation in local strategic planning/community collaboration efforts. There is significant prior involvement in related systems of care.	Not Applicable

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Interagency Agreements Question #4 (Maximum Points 15)	There are no existing or planned interagency agreements or the interagency agreements are not cost effective and do not directly impact the participants of this program.	There is existing or planned interagency agreements which are moderately cost effective and have some direct impact on the participants of this program.	There is existing or planned interagency agreements which are significantly cost effective and have a clear, direct impact on the participants of this program.
Proposed Staff Information Question #5 (Maximum Points 15)	Staffing chart is incomplete, or the number/type of staff included does not seem appropriate/adequate for the positions & services identified. Staff education & experience requirements do not appear appropriate or do not align well with job duties.	Staffing chart is somewhat complete. Duties for each position are somewhat described, but only some education & experience appear reasonable for job duties. The number of professional staff may or may not be sufficient for the number of participants to be served & service model. Does not include 25% subcontractor expense.	Staffing chart is fully complete. Duties for each position are clearly described, & education & experience appear reasonable for job duties. The number of professional staff is sufficient for the number of participants to be served & service model. Includes 25% subcontractor expense.
Staff Hiring/ Training Plan Question #6 (Maximum Points 15)	The timeline and/or process for the program to become fully operational is missing, not clearly defined, or unreasonable.	The timeline and process for the program to become fully operational is clearly explained and comprehensive. The plan fully supports the program being operational by the deadline.	Not Applicable
Staff Training and Supervision Question #7 (Maximum Points 12)	A plan to train staff is not supplied or does not directly correlate to serving the desired population and addressing important subject areas in need of staff training. There are minimal details about how the staff will be supervised and how often they will meet	The plan to train staff is comprehensive and directly correlates to serving the desired population and addressing important subject areas in need of staff training. Staff supervision strategies are clearly outlined	Not Applicable

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Staff Retention Question #8 (Maximum Points 12)	Staff retention strategies are minimally explained and lack detail. The Contractor has a history of poor staff retention.	Staff retention strategies are clear and represent positive reinforcement and encouragement to maintain consistent employment. The agency explains efforts (monetary and non-monetary) to increase retention rates and includes clear self-care	Not Applicable
Program Design and Site Chart Question #9 (Maximum Points 12)	All sites were not eligible for the pilot and some Principal letters were attached.	Sites are eligible for the pilot and the required Principal letters were attached.	Not Applicable
Recruitment Strategies Question #10 (Maximum Points 15)	Proposed population description and recruitment strategies are not defined, include school and community partners, and does not achieve attendance goals.	Proposed population description and recruitment strategies are defined, include school and community partners, and may achieve attendance goals.	Proposed population description and recruitment strategies are strong, well defined, include school and community partners, and are more than likely to achieve attendance goals.
Participant Engagement and Retention Question #11 (Maximum Points 15)	Proposed participant engagement and retention are not clearly defined or are not likely to attract participants. Retention goals are not defined or lack effectiveness.	Proposed participant engagement and retention are adequately defined and are likely to attract participants. Retention goals lack detail.	Proposed participant engagement and retention are strong, well defined, include school and community partners, and are likely to attract and retain participants.

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Case Management Question #12 (Maximum Points 15)	Proposed community engagement strategies are not clearly defined and does not include school wide Case Management services.	Proposed community engagement strategies are defined but activities do not include school wide Case Management services.	Proposed community engagement strategies are clearly defined and creatively designed to engage families. School wide Case Management are included and are designed to meet the needs of the
Research Based Literacy Curriculum Question #13 (Maximum Points 15)	Proposed Research Based Literacy curriculum is not research based. Outcomes does not identify students' reading level improvements.	Proposed Research Based Literacy curriculum is defined. Outcomes somewhat identify students' reading level improvements.	Proposed Research Based Literacy curriculum is clearly defined. Outcomes identify students' reading level improvements.
Project Based Learning Question #14 (Maximum Points 15)	Project Based Learning plan was not clearly outlined. The academic and art components were not specific or tied into the lesson appropriately.	Project Based Learning plan outlined a sample of a theme from start to finish. It includes a full array of academic and art components but did not weave them in appropriately.	Project Based Learning Plan outlined a detailed sample of a theme from start to finish. It includes a full array of academic and art components and their appropriate implementation, and reflects use of creative, engaging activities.

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Family Engagement Question #15 (Maximum Points 15)	Family Engagement opportunities may be missing or minimally addressed. There may be only one (1) family involvement opportunity rather than the two (2) required	Family Engagement opportunities are addressed but the staff partnering with the families is not included as an essential element. Two (2) family involvement opportunities are fully described. Limited understanding of importance of partnering with families to identify family engagement events they would be interested in attending.	Family Engagement opportunities are encouraged and staff partner with families to collectively agree on the family involvement opportunities. Proactive strategies are utilized to encourage family engagement. Two (2) family involvement opportunities are fully planned and described. Clear understanding of importance of partnering with families to identify family engagement events they would be interested in attending.
Successful Completion Question #16 (Maximum Points 15)	There is little or no discussion of how participants will successfully complete the program. Does not include guidelines, requirements and timeframes used to determine successful completion. and incorporate participant or staff feedback.	There is some discussion of how participants will successfully complete the program. The response includes some details of the guidelines, requirements and timeframes used to determine successful completion.	There is discussion of how participants will successfully complete the program. The response includes details of the guidelines, requirements and timeframes used to determine successful completion.

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Physical Fitness Question #17 (Maximum Points 15)	Fitness activities are not clearly described, do not reflect a specific curriculum, or are not provided daily. Activities may not be age or developmentally appropriate or are not designed to maximize "fun".	Fitness activities are described, are based upon a specific curriculum, appear age appropriate, and seem to be designed to engage children.	Fitness activities, are well described, engaging and are designed to promote lifelong enjoyment and healthy habits. The curriculum is well described.
Healthy Meals/Snacks Question #18 (Maximum Points 12)	Snack and meal distribution plans are not clearly described and do not include food provision through the Afterschool/Summer Lunch Program. Nutrition education is included as a component, but the description does not reflect a focus on the importance of proper nutrition and a balanced diet.	The provision of food through the Afterschool/Summer Lunch Program is clearly demonstrated. Snack and meal distribution consists of one (1) healthy snack and one (1) healthy meal delivered daily. Nutrition education will be delivered using creative methodologies to educate children about the importance of proper nutrition and a balanced diet.	Not Applicable
Social Emotional Learning Question #19 (Maximum Points 15)	Social Emotional Learning activities are not clearly described or are not provided. Activities may not be age appropriate.	Social Emotional Learning activities are adequately described and appear to be age appropriate. The Contractor appears to understand concepts necessary to deliver this component.	Social Emotional Learning activities are fully described and age appropriate. Planned activities demonstrate a clear understanding of how to deliver the curriculum in a creative, engaging, and meaningful way.

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Cultural Arts and Enrichment Question #20 (Maximum Points 15)	A diversity of cultural arts and enrichment activities are missing or minimally addressed.	A diversity of cultural arts and enrichment are proposed including a description of how the children will benefit from the activities	A diversity of cultural arts and enrichment activities are proposed including a comprehensive description of how the children will benefit from the activities. Contractor has had experience in this area.
Methods to pursue data-driven performance management. Question #21 (Maximum Points 12)	There is little or no discussion of how performance measures and related data will inform service delivery and incorporate participant or staff feedback.	A detailed description of how performance measures will inform service delivery and process improvements is included, as well as a clear and relevant description of how participant and staff feedback will be incorporated.	Not Applicable

APPLICATION REFERENCE POINT	0-6 Points	7-12 Points	13-15 Points
Measure participant progress and program impact **Question #22** **(Maximum Points 15)**	There is no plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting to measure participant progress and program impact.	There is somewhat of a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting to measure participant progress and program impact	There is a plan that describes specific details regarding the internal controls and processes to ensure high quality data collection and reporting. This includes supervisor oversight, data report analysis, and use of an internal tracking system with clear guidelines for use. A clear and robust process for training and motivating staff to collect and meaningfully utilize performance measure data is provided.
Budget **Question #23**	Not Applicable	Not Applicable	Not Applicable
Fiscal Sustainability **Question #24** **(Maximum Points 15)**	The agency does not have diversification of funding in the operations and the proposed program which questions the financial stability of the organization and is at higher risk.	The agency has some diversification of funding in the operations and the proposed program which demonstrates financial stability of the organization but leaves some risk.	The agency has diversification of funding in the operations and the proposed program which demonstrates financial stability of the organization and reduces risk.
324	**TOTAL POSSIBLE POINTS**		
	POINTS AWARDED		
	PERCENTAGE OF POINTS ACHIEVED		