SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20 **OPEN DATE: 9/11/19**

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 **NUMBER RECEIVED:** 13 **OTHER:** 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to amend the award to add Cathedral Arts Project, Inc., and to increase the award by $88,242.00. Total revised estimated annual expenditure amount is $2,102,216.00 for a total expenditure amount not to exceed $5,969,005.00.

Special Needs - $2,102,216.00, not-to-exceed $5,474,480.00
YFEC - $494,525.00

Funding source: 10901.181001.582001.000000.00000459.00000.0000000 – To be executed by formal contract amendment through the Office of General Counsel

Attachments: Recommendation Memo, Vendor Letter and Previous Awards

ANALYST: _____ Annette Burney **RESPECTFULLY SUBMITTED** _____ GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, CAO, 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: Gregory Pease, Chief of Procurement

FROM: Saralyn Grass, Chief Administrative Officer,
Kids Hope Alliance (KHA)

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

Kenneth Darity, Chief Programs Officer,
Kids Hope Alliance (KHA)

SUBJECT: Request to Amend Special Needs Continuation Programing Continuation Funding FY 2021-2022 to include Cathedral Arts Project, Inc.; Bid # ESC-0218-20

DATE: September 15, 2021

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 (the "KHA") respectfully request approval of the following:

1) Amend the existing Special Needs Continuation Programming Funding FY 2021-2022 to include Cathedral Arts Project, Inc. in the amount of $88,242 for contract term August 1, 2021, through July 31, 2022, see attached revised Exhibit 1.

The initial award did not include Cathedral Arts Project, Inc. with Bid # ESC-0218-20, this is a correction to include Cathedral Arts Project, Inc. to Bid # ESC-0218-20.

The KHA anticipates funding as follows:

Fund	Center	Account	Project	Activity	Interfund	Future
10901	181001	582001	000000	00000459	00000	0000000

Total Funding Increase **$88,242**

If you desire additional information, please contact Tyrica Young at 904-255-4423 or e-mail me at tyricay@coj.net

Cc: Annette Leslie-Burney, Buyer
April Hart, Director, Finance, Kids Hope Alliance
Joyce Watson, Director, Administration, Contracts, & Purchasing, Kids Hope Alliance
Tyrica Young, Director, Research & Grants, Kids Hope Alliance

Statement of Qualifications

I. Competence/Experience/Past Record of Performance.

a. Provide a detailed explanation of current or similar projects that the organization has managed. The explanation must include any staffing, goals, cost, and program outcomes. The explanation should clearly connect to the program type being proposed

The Cathedral Arts Project (CAP) mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. By providing access to instruction in the visual and performing arts, we empower underserved, school-aged children to succeed in all areas of their lives. CAP accomplishes this by providing a wide range of in-school and afterschool arts learning programs that help children achieve social, emotional and academic growth while igniting their creativity.

Building on and extending the success of its CAPabilities programs for children with special needs and their educators, CAP proposes the development of a teaching artist residency for children with autism and related special needs at three public schools: Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy. All of these are public schools that enroll children with autism and other communication challenges. Alden Road and Palm Avenue serves students in grades 6-12, and Oak Hill serve students in grades Pre-K through 5. This will be a special needs program rather than YFEC.

CAP anticipates serving 60 children during the academic year through the teaching artist residency at these three schools. 60 children will also participate in the arts summer camps at these schools. An additional 30 children will benefit from technical support for CAP teaching artists that will foster their full inclusion in CAP's arts integration and afterschool arts learning programs in traditional public schools and community sites.

The teaching artist resident will focus on the visual arts while incorporating music and movement. Each school will have a 10-week residency at which the teaching artist resident will work with students for 1.5 hours twice weekly. In addition, the teaching artist resident will provide a summer arts learning camp at the same locations for the same student population for four weeks each for three hours per day, three days per week.

The teaching artist resident will also work to facilitate full inclusion of children with special needs at the three residency school sites, other DCPS schools and CAP's other in-school and afterschool arts programs. Because the individual to be selected must have experience and expertise in working with children with autism and other special needs, s/he will be able to provide technical support to CAP teaching artists and help assure effective accommodations so all children enrolled in CAP arts learning programs gain full benefit from them. S/he will also develop and provide professional development opportunities for arts educators in DCPS to help them use best, adaptive, inclusive practices to support children with specialized needs who are enrolled in traditional public schools.

CAP has a strong track record of supporting children with disabilities through its CAPabilities program, which provides instruction in the visual and performing arts for children with special needs. Through CAPabilities, CAP enables students with disabilities to fully engage with the arts and empowers them to unleash their creative potential. This program assures no child is excluded

because of learning, language, socialization or physical challenges and that all learners have adaptive, personalized opportunities to engage with the arts. In addition to arts learning programs, CAPabilities provides professional development for artists, educators and families focused adaptive arts in the classroom and at home to help all children achieve their creative potential and flourish.

In 2017-2018, Cathedral Arts and VSA Florida, now Arts4All Florida, which has the mission "to provide, support and champion arts education and cultural experiences for and by people with disabilities," partnered to bring a 15-week teaching artist residency focused on dance and movement to Oak Hill Academy. Oak Hill Academy is one of the proposed sites for CAP's proposed visual arts program. A K-5 public school administered by DCPS, Oak Hill provides a unique educational environment for children with autism. Teaching artist Stephanie Riner worked with the class on building self-awareness, social skills, sequencing, spatial awareness, procedures and self-expression through dance.

In 2016-2017, CAP offered a CAPabilities theatre arts learning program for children with autism and related special needs at Southside Estates. Through a 15-week teaching artist residency in their communications and social skills class, this theatre program helped children learn to identify and express emotions and facilitated communication skills.

Professional development is also integral to the CAPabilities program. In 2018, through a longstanding relationship with Arts4All Florida, CAP provided two professional development workshops for the art department at Oak Hill Academy and Alden Road Exceptional Student Center, two of the schools to be served by the proposed visual arts program.

The first workshop discussed *Inclusive Practices in the Arts – Teachers and Teaching Artists*. It focused on:

- Universal design for learning
- Universal design for differentiation in the arts
- Classroom accommodations and behaviors
- Making and incorporating adaptive art tools and
- Hands-on breakout sessions for visual arts and music educators.

The second workshop was *Inclusive Practices in the Arts – Cultural Arts Organizations*. This workshop focused on equipping arts organizations to use best practices for inclusion of children with special needs. Topics included:

- Expanding access in the cultural arts
- Accommodations for cultural programs
- Making and incorporating adaptive art tools

In November 2018, CAP partnered with Arts4All Florida to bring A New Definition of Dance featuring ILL-ABILITIES to Jacksonville. This CAPabilities event included a public performance at the Ritz Theatre & Museum, as well as performances and workshops at two schools: Oak Hill Academy and Douglas Anderson School of the Arts.

Created in 2007 by Montreal-based dancer and motivational speaker Luca "Lazylegz" Patuelli, ILL-ABILITIES is an all-star team of differently-abled dancers whose initial goal was to compete in the breakdance competition circuit, showing the world that anything is possible. ILL-ABILITIES gets its name from the standard in hip-hop culture of using a negative term to refer to something positive. Examples of this can be heard in studios or at competitions where dancers compliment each other by saying they were "bad," "nasty" or "mean." The "ill" in ILL-ABILITIES does not refer to being sick or unwell, but rather to the dancers' incredible, amazing and intricate talent. Rather than seeing the negative limitations of their disabilities, the members of this crew focus on their positive – or "ill" – abilities.

ILL-ABILITIES participated in the following events:
School Workshop | Oak Hill Academy: Center for Autism and Autism-Related Disabilities | November 5, 2018 | Audience: 105

Public Performance | Ritz Theatre & Museum | November 5, 2018 | Audience: 58

School Workshop | Douglas Anderson School of the Arts | November 5, 2018 | Audience: 104

The proposed CAPabilities visual arts teaching artist residency will build on and extend the success of these programs and will support the full inclusion of children with autism in the arts. Because the arts are vital to helping children learn to identify and express feelings, emotions and abstract concepts, the proposed program will also strengthen the self-expression and communication of children with autism and other special needs..

b. Provide statistical data documenting performance measures achieved in current, similar programs.

CAP will develop, refine, and implement evaluations to capture the impact of the proposed program on participants. At present, CAP is working with the University of North Florida (UNF). UNF selected CAP to take part in its Data Science for Social Good project, which UNF researchers will conduct an analysis of individual CAP student outcomes. This project will track metrics evaluated in previous research studies and inform the design of future assessments. UNF's assistance and analysis will further strengthen the capacity of CAP administrators to provide effective oversight and will equip teaching artists to continuously improve programs to strengthen their impact on children.

We know that our CAPabilities programs have a tremendous impact on children's lives. The Oak Hill Academy dance teaching artist residency paved the way for the proposed program by demonstrating the promise of an arts residency model to impact children with autism. Teaching artist Stephanie Riner writes, "*For [the children] to be able to leap, run, jump and extend their legs and land, all while processing in the moment, while estimating the space to the object to leap over at the right distance for them to start to jump, is very involved for autistic students who struggle with moving past a single instruction.*

I also made sure that I focused on steps that move them front/back or side/side, as these are harder for them. I want to strengthen and reinforce those neural pathways. While spinning is fairly easy for them (it is frequently seen as a self-soothing action), I did not focus as much on it.

However, I utilized their familiarity with spinning to introduce sequencing in a 3-step turn. I also used this to force them to stop spinning after three steps. That is very challenging, as once they start a self-soothing mechanism, they want to continue it. However, in using a dance step to help them learn they can stop the seemingly automatic behavior, it becomes a transferable skill. It eventually makes it easier for them to learn to have some control over other behaviors, knowing they can start/stop."

As detailed in Folio Weekly (http://folioweekly.com/GETTING-ON-THEIR-LEVEL,14873), CAP's theatre CAPabilities program at Southside Estates had a tremendous impact on participants. One formally nonverbal child, for instance, blurted out the word "eggplant" when shown a bottle of purple paint.

Our CAPabilities professional development programs have also had a strong impact. Participant quotes include:

> *"This was a great workshop, very informative. Loved the hands-on activities and thank you for the tools!"*
> **Art Educator, Lake Lucina Elementary**
>
> *"This workshop has definitely helped me understand how I can better adapt my classroom for all students. I enjoyed being able to make some of the adaptive tools so my students can start using them as soon as tomorrow."* **Art Educator, Sabal Palm Elementary**
>
> *"This was excellent. I loved the inclusion of material adaptations and ways to use technology in arts education. Loved the [level of] interaction in the workshop and research-based practices. Thank you!"* **Secondary Visual Arts Specialist, Duval County Public Schools**
>
> *"I enjoyed the variations of learning and teaching for both students and teachers, especially the tiered assignments."* **Art Educator, Raines High School**
>
> *"It was interesting to see how we could make adaptive tools (with little to no funding) with items I may already have in my classroom!"* **Art Educator, Twin Lakes Academy Middle School**

And

> *"I found [the workshop] extremely helpful, especially as my organization is just starting to begin initiatives to become a more inclusive museum. Jennifer did an excellent job. I also appreciated the hands-on opportunity to try out and create adaptive tools."*
> **Educator, Museum of Science and History (MOSH)**
>
> *"The workshop presented a broad range of information along with many examples of practical applications. Given the changing nature of access laws, language and practice,*

this session was valuable for people both new to the field and those with experience." **Museum Educator, The Cummer Museum of Arts & Gardens**

"Of particular note for me was learning how to make adaptive grips for tools. While we do not use many markers or paint brushes, after making some myself I can easily see how they can be changed to be used with other tools. I thought all three sections had a good level of detail and additional resources." **Collections Manager, Museum of Science and History (MOSH)**

"[This workshop] has changed the way I view people with disabilities and will change the way I run some of the programs. The ADA introduction was very helpful!" **Educator & School Programs Specialist, Jacksonville Zoo and Gardens**

"This was eye-opening and a reminder that things aren't always what they seem to be. I have already relayed the information to my staff and will be sharing with my board of directors. I am very glad I attended this workshop." **Executive Director, Riverside Fine Arts Association**

The ILL-ABILITIES workshop at Oak Hill Academy was covered by the Jacksonville Times-Union Newspaper in an article entitled "'Differently Abled' Dance Team Visits Duval Special-Needs School, Focuses on Abilities: 'We Are All Superstars.'" Oak Hill Academy Principal Stephanie Smith noted, "*We try to get them as many experiences as we can. Any time we are offered something like this, we jump on it. Our kids love music and dance.*"

The full article and additional photos may be found at https://www.jacksonville.com/news/20181105/differently-abled-dance-team-visits-duval-special-needs-school-focuses-on-abilities-we-are-all-superstars.

c. If currently receiving a contract with the City of Jacksonville or the KHA, provide results of monitoring reports or other performance reports.

CAP currently has a Stop the Violence mini-grant from KHA on behalf of its visual arts program for juveniles being adjudicated as adults in the John E. Goode Pre-Trial Detention Facility. This program has been ongoing since 2014, with past funders including the City of Jacksonville and the National Endowment for the Arts. Visual arts classes resumed September 4, 2018 with returning and new students. Teaching artist Tony Rodrigues reports:

"*Again this year I led some demonstrations and collaborative paintings based on the abstract works of German artist Gerhard Richter. The process employs a screen printing squeegee to drag generous amounts of paint across canvases in multiple layers and is consistently engages students with the possibilities of happy accidents.*

The new year brought some new students and new challenges. Returning students were a great help by continuing their progress and falling back into established studio routines. Their example to new students cannot be overstated. Additionally, returning students tend to be protective of the environment we have slowly, steadily created and will often correct new students in order to keep things smooth. I count their sense of ownership of the program as one

of our greatest successes. The class is our time - a special time - a reflective time. An hour and a half of studio work with ample supplies is precious, and students who choose to regularly attend class come to know that.

Our last project as a group was another departure from abstraction, keeping a promise I made to do a painting from a photographic reference using the digital projector. The painting process was preceded by a lecture on the camera obscura and its use in drawing and painting before the invention of photography. The picture the class selected to depict was a tiger from a book in the classroom. I explained that the selection wasn't particularly insightful, metaphoric or deep but that was okay. We were just going to paint a cool looking tiger. However, in keeping with an overall theme of the program, if it's worth doing, it's worth doing right. A black underpainting was coved with a varied blueish gray to create background. We reasoned that the hint of blue tone in the gray would contrast with orange and ochre hues we would use on the tiger. The background took two sessions to complete. The tiger figure was projected, the composition cropped and sketched out with black washes in one longer, two-hour session. The tiger was subsequently fleshed out with color added in layered washes over two more sessions. The finished product was proudly paraded out of the classroom and into the dorm by the students to great accolades from trustees and corrections officers were. It was a satisfying way to metaphorically spike the football after a productive school year.

I look forward to building on our momentum and progress in the fall. As always, images of previous class works, exhibitions media articles and public comments are a great inspiration to incoming students. We hope to offer them inclusion in what has become a tradition of creative excellence and an example of the hope and positivity that is possible through the arts."

II. Current Workload and Staff Capacity

a. Provide the number and size of all programs currently being performed.

The Cathedral Arts Project (CAP) mission is to enrich the quality of life in Northeast Florida through unleashing the creative spirit of young people. In support of this mission, CAP provides a wide range of arts learning and arts integration programs across all five artistic disciplines – dance, media arts, music, theatre and visual arts. CAP also works to strengthen the reach of the arts across our region so all children have opportunities to benefit from the life-changing power of the arts.

Our programs include:

ARTS Ignite! | Afterschool instruction in the visual and performing arts
Art SmARTS | School day instruction in the visual and performing arts
CAP Abilities | Instruction in the visual and performing arts for children with specialized needs
EnCORE | Summertime instruction in the visual and performing arts
Camp Encore | Multidisciplinary summer camp for children ages 6 to 11
CAP Connect | Visual and performing arts field trips and guest artist visits
Creative CAPacity | Professional development for artists and educators
Any Given Child Jacksonville | Arts education advocacy
Curating Confidence | Visual and performing arts student talent recognition

These programs all foster CAP's mission by providing arts education across the Jacksonville region, primarily in higher-need schools and community centers. CAP programs are standards-aligned and comprehensively evaluated to ensure every student has a high-quality arts learning experience. Programs are customized based on the needs and expressed desires of the schools, community centers and alternative settings in which they are located. In 2018-2019, CAP served 1,449 children through afterschool, school day and summer instruction.

b. Discuss your staff capacity to meet the need of the population proposed to serve.
Since 2002, CAP has thrived under the tenacious leadership of The Reverend Kimberly L. Hyatt. Her extensive tenure is notable for developing new initiatives, growing programs, formalizing structures and processes and executing to achieve goals. She was named a Woman of Influence and an Ultimate CEO by the Jacksonville Business Journal in 2015 and 2017, respectively, and received the Boundless: 40 Years, 40 Icons Award from the Cultural Council of Greater Jacksonville in 2016.

Rev. Hyatt is supported by a team of 15 administrative staff who provide fiscal, administrative, programmatic and evaluation expertise and oversight. It includes two financial and business staff to manage complex fiscal operations; four program staff who work to make sure CAP's arts learning programs are highest-quality; three development staff who bring in the financial resources needed to achieve its mission; three marketing staff who share CAP's work with the community and arrange for exhibitions in the Heather Moore Community Gallery; and two full-time teaching artist residents, Katie Swider and Joshua Stone, who assist with programs in addition to providing instruction in theatre and strings, respectively.

These staff are experts in their fields who have strong and diverse creative backgrounds. All CAP staff are engaged in the arts and education communities in a range of disciplines, including voice, instrument, film production and dance.

CAP hires teaching artists of the very highest caliber to lead its programs. More than 80% have bachelor's degrees or higher in their field, and they average more than 15 years of experience. Our teaching artists have a wide range of backgrounds that reflects the diversity of our region. CAP employs more than 50 teaching artists and assistants each year. The teaching artist residency is a new, full-time position that CAP has created to attract high-caliber candidates and expand its programs to reach more children in Jacksonville.

CAP teaching artists participate in an annual orientation that helps them understand CAP programs and align their instruction with Florida Standards, National Core Arts Standards and best practices outlined by the NEA and Kennedy Center. This equips teaching artists to lead students through the history and elements of their chosen form while interweaving character- and communication-building exercises. CAP developed a lesson plan template for teaching artists in 2018 that is helping further strengthen alignment of instruction with arts education standards.

To make certain our arts learning programs are of consistently high quality, CAP's chief program officer, director of programs and program coordinator observe all classes throughout the year and offer structured feedback. Teaching artists submit monthly reports that can include observations, anecdotes, photographs and student feedback. Teaching artists also administer pre-

and post-program assessments to students that capture their gains in skills. These interlinked components help our programs achieve the consistently strong outcomes that inspire children with excellence and transform their lives.

The proposed teaching artist resident be hired for this program must possess at least the following qualifications:

- A BA in arts education, special education or general education;
- At least five years of experience working with children who have autism; and
- Registered Art Therapist preferred.

CAP has numerous contacts in the arts education field. CAP's partnership with Arts4All Florida gives it access to a wide network of experienced potential teaching artists with expertise supporting children with autism and other special needs. In addition, CAP offers competitive salaries and a comprehensive benefits and retirement package that make it an attractive employment environment for arts educators. CAP has been voted one of the best places to work in Jacksonville and offers prospective employees a culture of creativity and collaboration right in the heart of downtown.

c. Discuss the program costs under this contract and how services will be maximized through community partnerships and/or other funding sources.

Program costs are reasonable and appropriate in light of the number of children to be served. CAP will provide direct services to approximate 120 children through the arts residencies and arts summer camps at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy.

The teaching artist resident will impact about an additional 30 children served in CAP programs each year by providing on-site support to help other CAP teaching artist use adaptive, inclusive strategies in their in-school and afterschool programs. Support for their peers will positively impact all 1,400 children who participate in CAP arts learning programs each year. In addition, the visual arts teaching artist resident will provide professional development for educators at the participant schools and other DCPS arts educators, which has the potential to impact all children with special needs enrolled in DCPS.

Participation in the arts helps children with disabilities by enabling them to better engage with arts learning and bolstering their creativity and self-expression. It also benefits peers without special needs: the inclusion of children with disabilities benefits peers by helping them become more understanding of, and have more positive attitudes toward, peers who are differently abled (Gupta et al, 2014). The potential impact is tremendous compared to the modest annual cost of the proposed program.

d. Discuss past ability to deliver projects on a timely basis under similar current workload conditions.

CAP's past arts learning programs for children with autism and related communication disorders have operated effectively and without delay. This is in large part to the strong support from DCPS, as shown by the attached letter of support. DCPS educators understand the value of the

arts to children with autism and other special needs and want the children they work with to benefit from them.

CAP's prior CAPabilities teaching artist residencies were taught by part-time teaching artists. As a full-time employee, the visual arts teaching artist resident proposed to provide instruction through this program will have ample capacity to provide the visual arts programs for children with autism and related special needs as described during the academic year and summer. S/he will also be able to provide professional development and on-site technical support for other DCPS educators and CAP teaching artists.

e. In addition, discuss how problems with program implementation have been resolved in the past.

CAP has been providing its arts education programs since 1993 and has well-established procedures for dealing with barriers to effective program implementation. The primary issues that arise with our CAPabilities and other arts learning programs pertain to scheduling. Scheduling issues are directly handled via communication with each school principal and teaching teams at individual sites. CAP teaching artists and school teaching teams have attended workshops and conferences to enhance their classroom practices. All individual student concerns are handled with that student support team including specialists, school administrators and families.

f. The explanation should clearly connect to the program type being proposed

CAP is proposing services for children with special needs, so past experience providing CAPabilities arts learning programs to this population is relevant to this initiative.

III. Access to Target Population

a. Contractor must describe the populations currently served as well as your current ability to access children and families with mental, emotional, behavioral and/or physical disabilities.

CAP's arts learning programs have just begun or are about to begin for the 2019-2020 academic year. At present, CAP is offering 38 learning programs at 25 sites.

As shown in the attached letter of support, CAP has the full support of DCPS to provide the proposed programs in its schools for children with special needs. In addition, as a background-checked CAP employee, the teaching artist resident will be able to support other DCPS arts educators through professional develop and CAP teaching artists on-site in schools and community centers. This will equip them to help them use adaptive strategies to include children with special needs in DCPS arts learning programs and CAP's other in-school and afterschool programs.

b. Contractor must describe the community need for the proposed programming and how the proposal will fill a gap in services for the community.

DCPS is a strong supporter and partner of CAP because the district believes in the power of arts education. Over the past year, DCPS has added art teachers to all these school communities, so they have two full-time arts teachers each. However, there is still a great deal of need for more inclusive practice and more arts opportunities. Because of the severity of their disabilities, many

students in target schools need 1:1 attention. Arts educators who work at these schools serve larger classes than those to be reached through the CAP residency, which will provide more individualized instruction and support..

In addition, while each of the three school sites offers a summer program, there is little-to-no arts education currently available to children in these schools during the summer months. CAP will provide four-week summer arts programs three days per week for three hours per day at each of the three school communities to serve about 60 summer students total. This will help children with autism build on the gains made during the academic year and sustain the benefits of arts learning during the out-of-school months.

The arts teachers who work at these public schools also lack backgrounds in working with children with special needs. They need more professional development to incorporate best practices for inclusion and adaptive instruction. CAP's visual arts teaching artist resident will provide much-needed mentoring and support for current art teachers at the target schools. This will impact both academic year and summer programs. Finally, the teaching artist resident will also be tasked with helping CAP develop its own curriculum and best practices around using the arts to foster the development of new capabilities for children with autism.

CAP strives for its teaching artists and DCPS arts educators to have the skills to promote full inclusion of children with special needs in the arts via CAPabilities professional development programs. As noted, these programs have a robust impact and have equipped numerous educators to better include children with a range of needs in arts learning. However, the most effective professional development is ongoing and job-embedded. By hiring a full-time teaching artist resident with expertise in providing arts instruction to children with special needs, CAP will be better able to provide this ongoing support, both for educators in the three target school communities and across DCPS. The teaching artist resident will also
provide support for CAP teaching artists who have children with special needs in their programs to help all arts learning provided in DCPS have the capacity to reach children with special needs and differing abilities.

c. In addition, describe your agency's plan for fostering outreach/access to the populations to be served.

This CAPabilities program will be embedded in three schools that serve children with autism and related disabilities. The visual arts teaching artist resident will collaborate with the schools' educators to provide a multifaceted arts learning program that incorporates movement and dance with the visual arts. S/he will also work to connect arts learning topics to children's regular curriculum. An arts education summer camp will be added to the regular summer programs at each school. Because CAP is working directly with children in schools that serve special needs, outreach is embedded in the program design.

We are also reaching out to children with special needs by tasking the visual arts teaching artist resident with providing professional development. This will include:

- Professional development for arts educators in the three target schools;
- Professional development for other DCPS arts educators; and
- Professional development for other CAP teaching artists.

This outreach will foster the capacity of arts educators in a range of settings to achieve inclusion of children with special needs by providing adaptive instruction that enables them to connect with, and benefit from, the arts.

CAP is also reaching out to families and communities via the end-of-year showcase of children's artwork. All participants at the three schools will have their work shared via CAP's Showcase of the Visual Arts, which is held each year at Jacksonville University's Alexander Brest Gallery. This will help families connect with the program and witness their children's accomplishments.

Too often, families of children with special needs have limited opportunities to celebrate their children's successes. By seeing their work displayed in a professional, gallery-caliber exhibition, these families will be able to take pride in their children's creative achievements. This will also connect families with the arts community and help them access resources to help their children continue to make new discoveries and new connections through the arts.

d. Discuss how cultural responsiveness is demonstrated in program execution and service delivery?

CAP's Chief Program Officer & Executive Director of Any Given Child, Allison Galloway-Gonzalez, is responsible for oversight of all CAP's arts learning programs. Allison serves on the board for Arts4All Florida (formerly Very Special Arts Florida), which works to assure full inclusion of children with special needs in the arts. This background will help her recruit a teaching artist with the capacity to make major gains with the children served and provide oversight and supports to help the teaching artist have a strong impact on children with autism at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy.

CAP believes that cultural sensitivity is inherent to providing quality arts learning. Students in CAP programs begin each session reciting the CAP creed that involves five promises, the first of which is to "respect others and their ideas as I respect myself." Arts education demands that youth study what life looks like, sounds like and feels like for others. It provides a structure for people to come together while maintaining and sharing different perspectives.

There are strong correlations between arts education and many positive outcomes, including social tolerance, historical empathy and interest in arts and cultural experiences (NY Times, 2013). Arts education promotes habits of thinking with curiosity and openness. The arts always provide another way of looking, another interpretation, another form. Students learn not only through their own cognition and creative process, but also through their peers. CAP learning programs foster this curiosity and help children see the world with new eyes.

We have a strong track record of serving children from a wide range of backgrounds. In 2018-2019, students enrolled in CAP programs were 61% African-American, 4% Asian/Pacific Islander, 8% Hispanic, 18% white, 7% multiracial, and 2% other. In addition, our CAPabilities programs for children with special needs and those who educate them has been ongoing since 2015.

In addition to serving students who reflect the rich cultural diversity of Jacksonville's student population, CAP is proud of its strong track record of hiring diverse teaching artists and personnel and using curricula that reflect the cultural riches of our country and community. This helps students appreciate the artistic contributions from people of many different backgrounds and realize the contributions they themselves can make, including individuals with special needs.

CAP's commitment to diversity is reflected in its hiring practices. In 2018-2019, 36% of CAP teaching artists were African-American, 5% were Asian/Pacific Islander, 14% were Hispanic and 45% were white. CAP's central office staff are 20% non-white or Hispanic.
CAP further fosters cultural responsiveness by including the work of diverse artists in its curriculum. Our curricula has included works from a wide range of artists who exemplify diversity of gender identity, ethnicity, era and ability. Examples include opportunities for students to see Alvin Ailey American Dance Theater performances, create their own versions of Vejigantes (a folkloric character in Puerto Rican festival celebrations) and listen to the beautiful compositions of Coleridge-Taylor Perkinson. Guest artist visits and field trips further reflect CAP's commitment to diversity. The ILL-Abilities guest artist visit helped show that being differently-abled is no obstacle to excellence in dance.

c. The explanation should clearly connect to the program type being proposed
As CAP is proposing arts learning services for children with special needs, our experience with cultural responsiveness in the context of our arts learning programs is completely aligned with the proposed CAPabilities program.

IV. Implementation Plan

a. The explanation should clearly connect to the program type being proposed
CAP's detailed implementation plan will facilitate program success. It will address KHA's Essential Service Plan for children with special needs by improving access to and participation in the continuum of service for children and youth with special needs. It will foster participant, family and caregiver access to support systems by engaging families in public exhibitions of children's artwork.

Upon notification of an award, CAP will immediately post the job description for the visual arts teaching artist resident. As noted, this individual must have a BA in arts education or special education and at least five years working with children with autism; a Certified Art Therapist will be preferred.

After completion of background checks and hiring, this individual will immediately begin planning for 10-week residencies at each school. These residencies will be 1.5 hours each and will meet twice per week. While the teaching artist resident will be a visual artist, movement and music will be incorporated to strengthen functioning across domains for children with special needs who attend the target schools.

The visual arts teaching artist resident's job description will include collaborating with both regular and arts teachers at the three schools to develop customized arts learning experiences that are accessible and foster the creativity and self-expression of children in the program. S/he will also be charged with developing and providing professional development workshops for CAP

teaching artist and DCPS arts educators in traditional public school settings. Finally, s/he will work one-on-one with CAP teaching artists who have children with special needs in their classes who need assistance providing effective, high-impact accommodations. For instance, one of CAP's current dance teaching artists has two children with autism in her class and would welcome expert technical assistance to maximize the benefits of the class for these children.

Allison Galloway-Gonzalez, CAP's Chief Program Officer & Executive Director of Any Given Child, and Kristin Livingston, Director of Programs, will provide oversight and support, including observations of classes at all three sites and during the summer camps and assistance with evaluation. Allison Galloway-Gonzales is a board member of Arts4All Florida.

Elyse Card, Chief Financial & Administrative Officer, will be responsible for financial oversight and inputting fiscal data into SAMIS. Akacia Powell, Program Data Specialist, will collect and input non-fiscal evaluation data for entry into SAMIS.

b. If applying for Special Needs funding, please identify which of the following populations the proposal targets:

1. Programming that addresses mental, emotional and/or behavioral needs

2. Programming for children living with identified disabilities/exceptionalities

This program will provide arts programming for children living with identified disabilities and exceptionalities who attend public schools for children with autism and related communication disorders. It will help support their mental, emotional and behavioral needs through the arts.

The arts have a demonstrable impact on all children and on children with disabilities in particular. K-12 arts education, whether integrated in the core curriculum or taught separately, fosters increased academic, social and functional skills for children with special needs (Catterall, 2009; Deasy, 2002). The arts help impart knowledge and skills for these children that can make huge contributions to their overall success. (Hillier, Greher, Poto, & Dougherty, 2012; Mason, Steedly, & Thormann, 2008). CAPabilities programs are a vital part of CAP's work to make sure every Jacksonville child benefits from the life-changing power of arts education.

c. Contractor must describe plans for implementing the program successfully. Provide an outline of a plan for complete implementation

The following table shows our outline for program implementation.

Date	Program Milestone
October 2019	Recruit and hire visual arts teaching artist
October 2019	Develop assessments for children in visual arts residency and summer program.
November 2019	Begin 10-week visual arts residencies at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy.
November 2019	CAP's Chief Program Officer and Director of Programs collaborate with visual arts teaching artist resident to develop professional

	development plans fostering inclusion of children with special needs for: • Teachers at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy • Arts educators in the region, including other CAP teaching artists and other DCPS public school arts educators.
December 2019	Begin implementing professional development workshops for teachers at Alden Road, Palm Avenue and Oak Hill and other DCPS educators
December 2019	Begin providing one-on-one support to foster adaptive arts instruction and inclusion for children with special needs enrolled in other CAP arts learning programs.
January 2020	Analyze evaluation data from teachers and students and refine activities as needed to meet participants' needs.
February 2020-May 2020	Continue teaching artist residency arts programs and professional development/technical support.
May 2020	Plan summer arts learning camp at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy, including refining academic year assessments and adapting them to capture intended summer outcomes
June-July 2020	Four-week arts learning summer camp for children with autism and related communication disorders at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy.
August 2020	Analyze outcomes of academic and summer arts programs, professional development and technical support and plan modifications for subsequent years based on feedback.
September 2020	Begin new cycle of arts residencies at Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy and continue professional development and technical support for teaching artists.

d. If proposal for services exclusive to mental, emotional and/or behavioral needs, contractor must specify how the proposal will provide services to a unique population that is not currently being served through the DCPS Full Service School model.

Since CAP is not proposing services for children with special needs exclusive to mental, emotional and/or behavioral needs, this is not applicable.

e. Discuss how trauma-informed service delivery is integrated into programming and organizational culture.

CAP staff and teaching artist participated in the Center for Disease Control's Adverse Childhood Experiences Study (ACE Study) workshop last year. CAP is committed to using this knowledge to enhance is best practices and classroom resources. Additional funding for trauma-informed training is included in the budget to assure the teaching artist resident and CAP administrative personnel are fully aware of the context of how trauma informs children's lives and are able to provide sensitive instruction that takes children's traumatic experiences into account.

CAP will reach out to frequent collaborators the John F. Kennedy Center for the Performing Arts and Arts4All Florida to incorporate trauma-informed service delivery into best practices for adaptive instruction in the arts for children with special needs.

f. **Provide a detailed proposal for monitoring program outcomes using the results-based accountability model. Proposal must include data points that will be gathered as well as the methods/tools that will be utilized in this process. Be sure data can answer the following questions:**
   1. How much did you do?
   2. How well did you do it?
   3. Is anyone better off?

The overarching goals of this program are:

- To use the arts to foster the creative, expressive and social-emotional skills of children with autism; and
- To facilitate the full inclusion of children with special needs in other arts settings, including traditional DCPS arts classes and CAP arts learning programs via professional development and technical support.

CAP already has well-established procedures in place for documenting quantitative information about programs (How much did you do?). This includes student enrollment and attendance, teacher participation in professional development, one-on-one meetings with other DCPS educators and CAP teaching artists to assist with their programs, and number of class sessions provided. We will continue documenting this information on an ongoing basis.

CAP intends to develop specific evaluation tools that are customized to children with specialized needs to document how well we accomplished program aims. We will work with Arts4All Florida to help develop and refine these assessments. Likely evaluation tools will include modified versions of the existing pre- and post-assessments we administer to children who participate in our arts learning programs. These measure growth in children's artistic, academic, social-emotional and communication skills. Post-assessments will show if there is growth in these domains after children's participation in the visual arts learning residencies and summer camp.

CAP uses surveys to gain qualitative understanding of the impact of our programs. We survey all participants in our professional development programs about their perceptions of its quality and impact on their instructional capacities. CAP will survey educators at Alden Road, Palm Avenue and Oak Hill to determine their perceptions of the program's impact on the children who participate. DCPS arts educators who take part in CAPabilities professional development and CAP teaching artists receiving technical support to better accommodate children in their classes will also be surveyed to see if the teaching artist resident's work helped them better attain their goals for their students.

CAP also surveys parents of children who take part in its arts learning programs. Parents and caregivers of children participating in this CAPabilities program via the school arts residency

and summer arts camp will complete surveys to assess their perceptions and reflections on the program and its impacts on their children.

V. **Community Collaboration. Contractor must describe plans for collaborating with the community to educate others about this program and to establish agreements that benefit program participants, staff, and the larger community.**

As shown in the attached letter of support, CAP is collaborating with DCPS and has the full support of DCPS Supervisor of the Arts Laurie Hoppock. The Alden Road Exceptional Student Center (grades 6-12), Palm Avenue Exceptional Student Center (grades 6-12) and Oak Hill Academy school (grades Pre-K-5) communities are enthusiastically welcoming the proposed CAPabilities program for the benefit of children with autism and related disorders. As noted, CAP has provided arts programs at Oak Hill Academy in the past and will build on this successful relationship to extend and expand the program to meet the needs of K-12 learners who have autism.

This program builds on a longstanding relationship between CAP and DCPS. In support of another CAP program, DCPS Superintendent Dr. Diana Green wrote, "I share CAP's vision for all DCPS students to have access to a well-rounded, art-rich education." Most CAP programs are held on the premises of high-need schools, and DCPS often shares instruments for music programs. DCPS collaborates with CAP to gather data on student outcomes and demonstrate the impact of arts learning on participants. CAP and DCPS also collaborate to provide professional development for educators on how to fully include children with special needs in arts learning programs.

CAP also has a longstanding relationship with Arts4All Florida. Arts4All Florida's mission is "to provide, support and champion arts education and cultural experiences for and by people with disabilities." CAP's Chief Program Officer Allison Galloway-Gonzalez serves on the board of Arts4All. Arts4All will provide assistance with recruitment, assessment tools and trauma-informed service delivery for children with special needs.

Other local partners include Mayo Clinic, The Cummer Museum, Indigo Art Therapy, CARD Center for Autism and Related Disabilities, American Art Therapy Association and DCPS' mental health representative. These partners can provide professional development and networking opportunities for the visual arts teaching artist resident to be hired for this initiative. Jacksonville University is a longstanding partner that provides gallery space for exhibitions.

CAP will also extensively reach out to families of children in the programs. Regular feedback and updates will be provided via paper and electronic communications. CAP surveys families, teachers and administrators at school sites to help assure its programs are meeting identified needs and helping children gain intended skills in a fun, supportive, artistic environment.

Families will be invited to attend the end-of-academic year Showcase for the Visual Arts, which displays children's work in a professional gallery setting at Jacksonville University's Alexander Brest Gallery. Works of children in this CAPabilities program will be featured alongside works of children in CAP's ARTS Ignite! afterschool arts programs and Art SmARTS school-day arts learning programs, which are held on-site at DCPS public schools and high-need community

centers. Featuring the work of children with autism alongside that of peers with and without special needs will foster inclusion and appreciation of all individuals' contributions to the arts.

VI. Budget and Financial Responsibility

a. Describe form of business, i.e., proprietorship, partnership, corporation; years in business; changes in ownership; bank reference(s); past, present, pending and/or threatened legal proceedings within any forum; and any other information the Contractor may wish to supply to demonstrate financial responsibility. Failure to provide all listed information and documentation will result in score less than maximum for this criterion.

CAP is a 501(c)(3) nonprofit organization. First established in 1993 as an afterschool dance program serving children in a nearby transitional housing facility, CAP incorporated as a nonprofit in 2000.

CAP has never had any changes in ownership and has always been under the guidance of an independent board providing oversight of its operations. CAP has never been involved in legal proceedings within any forum.

CAP's fiscal position is strong and includes an endowment and substantial annual giving from longtime supporters. CAP also hosts numerous high-profile fundraisers each year, the largest of which is Spring for the Arts, which raises more than $500,000 per year. Our bank reference is TIAA Bank VP Senior FCA Manager Pamela Miles, VP Senior FC Manager at TIAA Bank, who can be reached for confirmation at 904.623.8417 or pamela.miles@TIAAbank.com.

b. Provide a budget format illustrating how the program will be administered. With each budget line item, include a narrative for how each line item will be spent. Be sure to specify funding related to Special Needs services separate from YFEC related services.

The attached budget and budget narrative show how funds will be allocated for this program. The primary expense is full-time salary and benefits for the visual arts teaching artist resident who will work with children with special needs to awaken their creativity through the arts.

c. Include any additional documentation that demonstrates the fiscal health of the organization. Items of interest would include past tax returns, 990s, income statements, balance sheets, statements of cash flow, and most recent audited financial statements.

CAP's most recent 990 and audited financial statements are included in the attachments. These documents demonstrate CAP's strong and stable financial position and consistent revenue streams.

d. Contractor must also disclose all sources of current City of Jacksonville funding as well as explain, if awarded the contract from this bid, what percentage of the Contractor's total operating budget this contract would represent.

Currently, CAP has a KHA mini-grant on behalf of its visual arts program for juveniles awaiting adjudication as adults at the John E. Goode Pre-Trial Detention Facility.

If this contract is awarded, it will make up approximately 3.25% of CAP's operating budget, which is approximately $2.28 million per year.

<u>Bonus Points</u>. 20 bonus points will be given to general Special Needs funding proposals that target services to children/youth living with moderate to severe disabilities, fill an existing gap in services for this population and are not exclusively related to mental health services.

The proposed CAPabilities program targets children with moderate to severe disabilities. Children with mild-to-moderate disabilities are largely educated in traditional public schools, where they receive accommodations via 504 plans and IEPs. Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy exist to provide a supportive environment for children among whom the severity of their special needs pose challenges to inclusion and who benefit from their specialized learning programs designed to support children with autism and related disabilities.

Children who attend Alden Road Exceptional Student Center, Palm Avenue Exceptional Student Center and Oak Hill Academy experience many challenges related to their diagnoses of autism or related disorders. Many are nonverbal or minimally verbal. This difficulty with communication creates stress and anxiety for students that can lead to challenging behaviors because of children's frustration. The arts can help foster self-expression, which provides a wide range of benefits for children with communication challenges.

The symptoms of autism include repetitive or compulsive behaviors, social impairment, problems with communication and trouble processing sensory information (such as hypersensitivity to sound). The most popular treatment is behavior modification therapy, which aims at shaping behaviors through a system of rewards and consequences. In recent years, caregivers seeking alternative or complementary treatments have a broader range of options available. One such approach is using the arts as therapy.

Broadly speaking, the arts promote mental and emotional growth through the creation of works of art. The arts instruction is conducted with the aim of building life skills, addressing deficits and problem behaviors and promoting healthy self-expression. Clients are encouraged to explore and express themselves using art materials; crafting attractive artwork is not the goal (though it may be a happy by-product).

Arts education is a natural fit for individuals autism for several reasons. One of the hallmarks of autism is impaired communication. Verbal self-expression and language are often limited among children with moderate-to-severe autism. One person with autism writes, "I just couldn't get my words out. It was like a big stutter… Screaming was the only way I could communicate." Art offers a way for people who have trouble "speaking their mind" with words to express themselves directly, without words. People with autism are often highly visual thinkers, and many report that they "think in pictures." Expressing feelings and ideas through images is very natural for such people and can be a welcome relief from the daily struggle to use words effectively.

Students with autism also tend to struggle with social issues, such as interpreting tone of voice and facial expression, and they may feel uncomfortable relating to others. One-on-one interactions, such as conversations, are often extremely intimidating and stressful. For such

people, working alongside a therapist can be much more comfortable. As the two share focus on the client's art-making, a powerful bond can be forged without the initial need for direct, face-to-face interaction.

Art can also be a wonderful facilitator in forming connections with peers. Cooperation, turn-taking, respecting differences and other social skills can all be practiced in an enjoyable, natural setting. People with autism may also struggle to comprehend other people's perspectives; looking at a peer's artwork offers a concrete way to "see" another person's point of view. Working together on group projects fosters cooperation, teamwork and a sense of acceptance.

One of the most common goals of arts education for children with autism is to increase tolerance to unpleasant stimuli. Because art is naturally enjoyable for almost all children, autistic or not, they are more likely to tolerate textures and smells they might otherwise avoid when they are part of a fun art process. A child might find that he or she can actually cope with handling slimy, paste-covered strips of newspaper, for instance, when doing so is part of a fun papier-mâché craft project. Repeatedly confronting unusual stimuli via the arts helps children when they encounter similar sensations in daily life. A child who learned to work with papier-mâché might then find that hand soap, with its slimy consistency, is not as unpleasant as feared.

By bringing the arts to children with moderate-to-severe autism at the targeted school communities, CAP will provide creative, constructive and positive outlets for self-expression and better functioning.

Exhibit 1
Revised Funding Recommendations

ESC	Agency	Site Name	BID/ Ordinance #	Contract #	Contract Start Date FY 20-21	Contract End Date FY 20-21	20-21 Contract Amount	Contract Start Date FY 21-22	Contract End Date FY 21-22	21-22 Contract Amount
Special Needs	Cathedral Arts Project, Inc.	Art Therapy Program	ESC-0218-20	10736	10/1/2020	7/31/2021	$ 72,093	8/1/2021	7/31/2022	$ 88,242
Special Needs	Center for Children's Rights	Just Dignity	ESC-0218-20	70221-20	7/1/2021	7/31/2021	$ 162,500	8/1/2021	7/31/2022	$ 153,000
Special Needs	Connecting thru Music	Music Therapy	ESC-0218-20	10748	10/1/2020	7/31/2021	$ 134,533	8/1/2021	7/31/2022	$ 164,668
Special Needs	Daniel Memorial	Project Prepare	ESC-0218-20	70220-20	7/1/2020	7/31/2021	$ 86,644	8/1/2021	7/31/2022	$ 81,579
Special Needs	DLC Nurse & Learn	Afterschool Program	ESC-0218-20	8531-17	10/1/2020	7/31/2021	$ 383,167	8/1/2021	7/31/2022	$ 468,996
Special Needs	Hope Haven Association	Afterschool Program	ESC-0218-20	8532-50	10/1/2020	7/31/2021	$ 300,000	8/1/2021	7/31/2022	$ 367,200
Special Needs	I.M. Sulzbacher Center for the Homeless	Special Needs Program and Services	ESC-0218-20	7022-20	7/1/2020	7/31/2021	$ 121,502	8/1/2021	7/31/2022	$ 114,399
Special Needs	Jacksonville Speech & Hearing Center	Speech Therapy	ESC-0218-20	6944-24	10/1/2020	7/31/2021	$ 187,485	8/1/2021	7/31/2022	$ 229,482
Special Needs	New Heights of Northeast Florida	Therapeutic Services	ESC-0218-20	7308-40	10/1/2020	7/31/2021	$ 91,473	8/1/2021	7/31/2022	$ 111,963
Special Needs	Police Athletic League of Jacksonville	Palm Avenue	ESC-0218-20	6556-119	10/1/2020	7/31/2021	$ 131,543	8/1/2021	7/31/2022	$ 161,009
Special Needs	Youth Crisis Center	Special Needs Program and Services	ESC-0218-20	70219-20	7/1/2020	7/31/2021	$ 171,717	8/1/2021	7/31/2022	$ 161,678
							$ 1,842,657			$ 2,102,216

Exhibit 1
Revised Funding Recommendations

ESC	Agency	Site Name	BID/ Ordinance #	Contract #	Contract Start Date FY 20-21	Contract End Date FY 20-21	20-21 Contract Amount	Contract Start Date FY 21-22	Contract End Date FY 21-22	21-22 Contract Amount
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Special Needs	Center for Children's Rights	Just Dignity	ESC-0218-20	70221-20	7/1/2021	7/31/2021	$ 162,500	8/1/2021	7/31/2022	$ 153,000
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							$ 1,842,657			$ 2,102,216

FY 21-22 Request for Renewal (RFR)
Agency Award Information

ESC	Contract #	Agency
Special Needs	10736	Cathedral Arts Project

The above-mentioned contract has been renewed for the FY 21-22 year with the terms below.

FY21-22 Contract Term: 8/1/2021 - 7/31/2022

Funding for FY21-22: $88,242

A Request for Renewal was generated by Kids Hope Alliance in April 2021 and completed by the contractor in May 2021. The application was then reviewed, negotiated (if necessary) and approved by KHA. The following individual was listed as the contact person for contract correspondence.

Agency Contact
Name: Allison Galloway-Gonzalez
Title: Chief Program Officer
E-mail: allison.galloway@gmail.com
Phone: 4074151896

The RFR included information about the program's outcomes along with proposed changes, additions, or general improvements to be made in 21/22, based on experiences in 20/21. This information is included in the attached form and serves as documentation of scope changes, if applicable.

Approved by: Saralyn Grass, Chief Administrative Officer, KHA, sgrass@coj.net **Date:** 6/7/21

FY 21-22 Request for Renewal (RFR) – 5/18/21	
ESC	**Agency**
Special Needs	Cathedral Arts Project

FY21-22 Contract Year: 8/1/2021-7/31/2022

Funding for FY21-22: $88,242

Number of Children/Youth Served During 20/21: 43

Description of Services:

CAP's art therapy program encourages healthy self-expression through art-making while improving participants' communication skills and immersing them in exploration with sensory art materials. Led by board certified art therapist and licensed mental health counselor Devon Schlegel, this program focuses on the individual student and prioritizes the art-making process to achieve each student's therapeutic goals. Three virtual programs are being offered for children with autism, providing vital coping outlets for children and their families amid the upheaval and uncertainty of the COVID-19 pandemic.

The sites for the program include Oak Hill Elementary, Alden Road Elementary (via a contract with Hope Haven, their afterschool provider) and Palm Avenue Elementary. All of these are public schools that serve children with autism and related communication disabilities.

Impact of Services:

It is incredibly clear that these classes are so needed by student by teachers and families. One student, every week, jumps at the change to move up to the camera and talk about their work. Recently, we used tissue paper to explore the sense of touch and used it to decorate a small cardboard box. The student held up his piece, decorated with blues and greens, and shared with the group that the colors represented "the earth": "the blues for the water and greens and browns for the trees and nature". We were all impressed with not only his enthusiasm but his ability to use symbolism in his work and identify meaning.

Another student is very enthusiastic and engaged in each activity. This month the therapist began to set up for the 'check in' mindfulness activity. The prior week they had learned about rollercoaster breathing and I had planned to teach them square breathing this time. When I asked the group if they knew what mindfulness was, he eagerly verbalized "Roller coaster breathing!" and asked to lead the

groups in the breathing exercise. It was great to see him take on that leadership role and share with others.

Outcomes Achieved:

- We are at over 90% capacity for our classes at each site so far.
- Student attendance has been over 75%
- We completed more professional development for our art therapist than expected. She is learning and mentoring as there is much demand for coping through art this year.

Obstacles Faced in 20/21 as a Result of COVID-19 and How They Were Addressed:

The COVID-19 pandemic has proven a large obstacle and has inhibited provision of in-person programs. Because programs are being offered virtually, technical challenges have arisen on a semi-regular basis. By working with partners and tech support, we have been able to quickly resolve them. We struggled to engage one of our previously very strong partners, Oak Hill Elementary, but eventually got them to respond and begin coordinating a program during the last part of the spring semester. While this program will serve fewer students than we had anticipated and will not operate for as many weeks as intended, it was a better alternative than starting over at a new site. We understand that there are new and unusual barriers for EVERYONE and are so grateful that KHA understands and appreciates the unique challenges posed by the COVID-19 pandemic this year.

Based on Experience in 20/21, Changes, Additions, or General Improvements to Be Made in 20/21:

The only proposed change is to plan and implement a return to in-person instruction as soon as it is safe for the students, schools and our art therapist to do so. We will evaluate the summer program at the end of the academic year to determine if any changes are needed for that schedule.

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 **NUMBER RECEIVED:** 13 **OTHER:** 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to utilize the second and final renewal option with the contractors outlined in Exhibit 1 to continue providing special needs programs from August 1, 2021 through July 31, 2022. Total revised estimated annual expenditure amount is $2,013,974.00, for a total expenditure amount not to exceed $5,880,763.00.

Special Needs - $2,013,974.00, not-to-exceed $5,386,238.00
YFEC - $494,525.00

Funding source: 10901.181001.582001.000000.00000459.00000.0000000 – To be executed by formal contract amendment through the Office of General Counsel

Attachments: Recommendation Memo, Vendor Letters and Previous Awards

ANALYST: Annette Burney

RESPECTFULLY SUBMITTED GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, CAO, 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: 7/15/2021

OTHER: _____

ACTION OF AWARDING AUTHORITY DATE 7/15/21

APPROVED ✓ DISAPPROVED _____

OTHER _____

SIGNATURE OF AUTHENTICATION _____

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

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to extend the award by one (1) month and to increase the award with the contractors outlined in the attached memo in the total amount of $41,720.00. These contractors were initially awarded through recapture funds through Ordinance 2020-0221. The extension will align their contract period with the original awarded contractors to July 1, 2020 through July 31, 2021. Total expenditure amount for the Youth and Family Empowerment Center (YFEC) will remain unchanged at $494,525.00. Total revised estimated annual expenditure amount is $1,292,014.00, for a total expenditure amount not to exceed $3,866,789.00.

YFEC - $494,525.00
Special Needs - $3,372,264.00

Funding for this award to be executed by formal contract amendment through the Office of General Counsel and encumbered by the following account: 10901.181001.582001.000000.00000459.00000.0000000

Attachments: Recommendation Memo, Vendor Letters and Previous Awards

ANALYST: _____ Annette Burney

RESPECTFULLY SUBMITTED _____ GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Joyce Watson, Director of Administration, 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: 1/14/2021

OTHER: _____

ACTION OF AWARDING AUTHORITY DATE 1/15/21

APPROVED ✓ DISAPPROVED _____

OTHER _____

SIGNATURE OF AUTHENTICATION _____

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:

Recommend approval to ratify the period of service from October 1, 2020 to date of executed contract.
Recommend approval of the following actions: 1) to extend the award with Boys and Girls Clubs of Northeast Florida for two (2) months from date of executed contract through November 30, 2020 to allow for the completion of the one-year Youth and Family Empowerment Center (YFEC) program. There will be no change in the terms and conditions, and the total not-to-exceed expenditure amount of $494,525.00 will remain unchanged; 2) to utilize the first of two (2) renewal options with the contractors outlined in the attached memo to provide special needs programs from date of executed contract through July 31, 2021. Total revised estimated annual expenditure amount is $1,250,294.00, for a total expenditure amount not to exceed $3,825,069.00.

YFEC - $494,525.00
Special Needs - $3,330,544.00

Funding for this award to be executed by formal contract amendment through the Office of General Counsel and encumbered by the following account: 10901.181001.582001.000000.00000459.00000.0000000

Attachments: Recommendation Memo, Vendor Letters and Previous Awards

ANALYST: _____ Annette Burney

RESPECTFULLY SUBMITTED _____ GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Joyce Watson, Director of Administration, 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: 10/15/2020

OTHER _____

ACTION OF AWARDING AUTHORITY DATE 10/15/20

APPROVED ✓ BH DISAPPROVED _____

OTHER _____

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

SIGNATURE OF AUTHENTICATION _____

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to amend the award to include the contractors listed below that were not awarded initially due to depletion of funds in the amount of $500,643.00. A portion of the funding for Youth Crisis Center ($79,254.00) is subject to availability of funds in the fiscal year 2021 budget. Period of service for this amendment will be from July 1, 2020 through June 30, 2021. Total revised estimated expenditure amount for Special Needs is $2,080,250.00, and the total expenditure amount for the Youth and Family Empowerment Center (YFEC) will remain unchanged at $494,525.00. Total revised not to exceed expenditure amount is $2,574,775.00.

Center for Children's Right - $150,000.00
Daniel Memorial, Inc. – $79,979.00
I.M. Sulzbacher Center for the Homeless, Inc. - $112,158.00
Youth Crisis Center, Inc. - $158,508.00 ($79,254.00 is subject to FY21 budget approval)

Funding this award to executed by formal contract through the Office of General Counsel and encumbered by the following account: 10901.181001.582001.000000.00000459.00000.0000000

Attachments: Recommendation Memo, Ordinance 2020-221-E, Vendor Letters and Previous Awards

ANALYST: _____ Annette Burney

RESPECTFULLY SUBMITTED _____ GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, Chief Program Officer, 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: 6/25/20

OTHER: _____

ACTION OF AWARDING AUTHORITY

DATE 6/26/20

APPROVED ✓ BH DISAPPROVED _____

OTHER _____

SIGNATURE OF AUTHENTICATION _____

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

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:

Recommend approval to amend the award to add Youth Crisis Center for a six (6) month period in the amount of $79,254.00, and to increase the award with OLC Nurse and Learn by $28,758.00, for a total increase amount of $108,012.00. The period of service for Youth Crisis Center will be from the previously ratified start date of October 1, 2019 through March 31, 2020. Total revised estimated expenditure amount for Special Needs is $1,579,607.00, and the total expenditure amount for the Youth and Family Empowerment Center (YFEC) will remain unchanged at $494,525.00. Total revised not to exceed expenditure amount is $2,074,132.00.

Funding this award to executed by formal contract through the Office of General Counsel and encumbered by the following accounts: JCOD1B1ESSN-08201 - $28,758.00 AFOD1F1STC-03410 - $79,254.00

Attachments: Recommendation Memo and Previous Award

ANALYST: Annette Burney

RESPECTFULLY SUBMITTED

GREGORY PEASE, CHIEF
PROCUREMENT DIVISION

CONCURRENCE BY: Saralyn Grass, CPO, Kids Hope Alliance

(ALL AWARD ACTIONS SUBJECT TO LAWFULLY APPROPRIATED FUNDS)

ACTION OF CSPEC COMMITTEE ON RECOMMENDATIONS ABOVE

MEMBERS APPROVING 5 MEMBERS DISAPPROVING Ø DATE: 12/05/19

OTHER:

ACTION OF AWARDING AUTHORITY

DATE 12/5/19

APPROVED ✓ B.H

DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION

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

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval to ratify the period of service from October 1, 2019 to date of award. Recommend approval of award to the highest scoring responsive, responsible agencies listed on the attached memo. Period of service is from date of award through September 30, 2020 with two (2) one (1) year renewal options. Total expenditure amount not to exceed $1,471,595.00. Total expenditure for the Youth and Family Empowerment Center (YFEC) remains unchanged at $494,525.00. Total not to exceed expenditure amount is $1,966,120.00.

Funding Source: JCOD191ESSN-08201 - To be executed by formal contract through the Office of General Counsel

Attachments: Recommendation Memo, Tabulation and Scoring Sheet, Evaluation Matrix

ANALYST: Annette Burney

RESPECTFULLY SUBMITTED GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Donald H. Horner III, Acting CEO, Kids Hope Alliance

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

MEMBERS APPROVING 5 MEMBERS DISAPPROVING Ø DATE: 10/17/19

OTHER:

ACTION OF AWARDING AUTHORITY

DATE 10/17/19

APPROVED ✓ DISAPPROVED

OTHER

SIGNATURE OF AUTHENTICATION

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

SUBJECT: Special Needs Programs and Services

BID #: ESC-0218-20

OPEN DATE: 9/11/19

COMPETITIVE SEALED PROPOSAL EVALUATION COMMITTEE

KIND AND BASIS OF CONTRACT: Service Contract – October 1, 2019 through September 30, 2020, with two (2) one (1) year renewal options

AGENCY: Kids Hope Alliance

BASIS OF AWARD: Highest Scoring Bidder Based on Evaluation Criteria

NUMBER OF BIDS INVITED: 20 NUMBER RECEIVED: 13 OTHER: 0

SUMMARY OF BIDS AND RECOMMENDED ACTIONS:
Recommend approval of award to the highest scoring responsive, responsible bidders, Boys and Girls Club of Northeast Florida and I.M. Sulzbacher Center, to operate Youth and Family Empowerment Centers (YFEC) as one component of the RFP for the period of one (1) year from October 1, 2019 through September 30, 2020. Awards are pending on a second component for Special Needs Programs that will be presented to CSPEC once the responses have been scored and finalized. Total expenditure amount not to exceed $494,525.00

Funding Source: JCOD191ESSN-08201 - To be executed by formal contract through the Office of General Counsel

Attachments: Recommendation Memo, Tabulation and Scoring Sheet, Evaluation Matrix

ANALYST: _____ Annelle Burney

RESPECTFULLY SUBMITTED _____ GREGORY PEASE, CHIEF PROCUREMENT DIVISION

CONCURRENCE BY: Donald H. Horner III, Acting CEO, Kids Hope Alliance

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

MEMBERS APPROVING 5 MEMBERS DISAPPROVING Ø DATE: 10/03/19

OTHER: _____

ACTION OF AWARDING AUTHORITY

DATE 10/3/19

APPROVED ✓ BH DISAPPROVED _____

OTHER _____

SIGNATURE OF AUTHENTICATION _____

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