



REQUEST FOR PROPOSALS (RFP)
OUT-OF-SCHOOL TIME PROGRAM
RFP# 2022-03

Complete RFP available at www.escambiachildrenstrust.org

| Important Dates | |
|--------------------------------------|-------------------------|
| Release of ECT RFP | September 14, 2022 |
| RFP Information Session | September 21, 2022 |
| Proposal Submission Deadline | November 4, 2022 |
| Grants Committee Meeting | November 18, 2022 |
| Funding Recommendations to ECT Board | December 13, 2022 |
| Anticipated Contract Start Date | January 1, 2023 |

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SECTION 1: RFP TIMELINE

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| 09/14/2022 | RFP available on ECT website: www.escambiachildrenstrust.org |
| 09/21/2022 | RFP Information Session: 9:00 AM to 11:30 AM CST Brownsville Community Center 3200 W De Soto Street Pensacola, FL 32505 <i>(Zoom link to be provided and recording will be available on ECT website)</i> |
| 10/21/2022 | Deadline for submission of questions regarding clarification of RFP |
| 10/24/2022 | Final posting of questions and answers and/or clarification or addenda to RFP (if any) on ECT website www.escambiachildrenstrust.org |
| <i>Please review Q&A and any addenda prior to proposal submission as it may affect outcome.</i> | |
| 11/04/2022 | RESPONSE DEADLINE – All Proposals are due by 3:00 PM CST |
| 11/07/2022 | Proposals received will be listed on the ECT website and available via Public Records Request www.escambiachildrenstrust.org |
| 11/07/2022 | Stage 1: ECT technical review of Proposals to verify required documentation was submitted |
| 11/07/2022-11/18/2022 | Stage 2: Grants Committee conducts due diligence and review of eligible Proposals |
| 11/18/2022 | Grants Committee Meeting Time: 3:00 PM to 5:00 PM CST <i>(Zoom link and location to be provided on ECT website)</i> |
| 11/21/2022 | Notification by email to Proposers; scores and list of those recommended for funding posted on ECT website: www.escambiachildrenstrust.org |
| 12/13/2022 | Funding recommendation(s) submitted to the Board for approval |
| 12/14/2022 | Notice of Intent to award contract(s) posted on ECT website: www.escambiachildrenstrust.org |
| 12/14/2022-12/31/2022 | Contract discussion and finalization |
| 01/01/2023 | Contract Period Begins |

ECT reserves the right to adjust the timeline. Any adjustments will be published on the ECT website.

SECTION 2: OUR MISSION AND VISION

2.1 About Escambia Children’s Trust

Escambia Children’s Trust (ECT) is an independent special district established by Escambia County voters in 2020. ECT exists to provide leadership, funding, services, and research on behalf of Escambia County’s children to ensure they grow up to be healthy, productive, stable community members. ECT invests in prevention and early intervention programs which reduce the need for more costly services later in life.

2.2 Equity Impact Statement

As an equal opportunity organization, the Escambia Children’s Trust (ECT) will not discriminate based upon religion, race, ethnicity, age, economic status, disability, citizenship, gender identity or expression, or sexual orientation. At ECT, we celebrate diversity, which fosters happy, healthy, and thriving children. We are dedicated to promoting equity through our processes. We acknowledge that inequities exist, and we choose to be part of the system that challenges them.

ECT recognizes that equity and equality are different. Equity requires that the community provide more support and resources to the families in our community that are challenged by compounding inequities that put them at a disadvantage and limit their ability to thrive. ECT’s goal is that socio-economic status, race, and ethnicity are no longer predictors of life outcomes.

SECTION 3: INTRODUCTION

3.1 Background

The Escambia Children’s Trust (ECT) is committed to supporting children and youth in preparing for a bright future. In service to that commitment, the ECT is seeking to build and support strong organizations that can provide children and youth with high-quality out-of-school-time (OST) programming.

The ECT developed the Out-of-School Time Program RFP to enable local community-based preschool, afterschool and summer learning programs to provide the foundational skills and guidance that extend beyond academics, helping develop the whole young person—cognitively, socially, and emotionally.¹

There is widespread consensus that high-quality preschool, afterschool, and summer learning programs help prepare students in pre-K-12th grade for success in school, college, career, and life. ECT’s strategy aims to build on this evidence base by providing opportunities that help all students, particularly those in underserved communities, thrive and become better prepared to complete high school and go on to pursue a college degree or vocational education. The aim of this RFP is to fulfill several urgent needs identified in ECT’s 2022 needs assessment, in particular the academic and attendance indicators addressed in Theme 2: Children are Ready to Succeed in School and Life and the indicators on youth mental health, addiction and violence addressed in Theme 4: Children Have Supports to Help Them Avoid Risky Behaviors. Studies have shown that the social and emotional outcomes associated with OST program participation lead to improved school attendance, academic achievement, attitudes toward learning, increased self-confidence and self-esteem, decreased behavior problems, improved communication skills, and enhanced ability to effectively interact with peers and adults. During the summer, research has shown that reading just six books may keep a struggling reader from regressing.

¹ American Institutes for Research (2015). Supporting social and emotional development through quality afterschool programs. *Beyond the bell: Research to practice in the afterschool and expanded learning field*. Retrieved from: <https://www.air.org/sites/default/files/downloads/report/Social-and-Emotional-Development-Afterschool-Programs.pdf> (12 pgs.)

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 OST programs have to powerfully impact Escambia County children and youth.

Ultimately, ECT seeks to offer low-income and underserved families a range of high-quality OST programs that meet a demonstrated need for positive youth development during the critical afterschool hours, summer breaks, and other times when school is not in session, including extended day programs for preschool-aged children.

3.2 Scope of Services/Scope of Work

ECT invites high performing, fiscally responsible local providers of high-quality preschool, afterschool, and summer learning programs to apply for funding to design, implement, and operate programs over the course of three years. Awards made through this RFP will enhance or expand direct services and efforts to serve children and youth in underserved communities. The project period will be up to 36 months, beginning on or after January 1, 2023, through no later than December 31, 2025.

For the purposes of this RFP, out-of-school time (OST) programming is defined as a structured, supervised learning or youth development program offered to a distinct group of children or youth before school, after school, on weekends, or during seasonal school breaks, including summer. At their best, OST programs provide opportunities for children and youth from low-income and/or working families 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. OST 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.

Funding through this RFP may be used for enhancing direct service activities and/or expanding programming, with a specific focus on supporting programs' efforts to bolster their capacity to serve children and youth and, ultimately, to change and impact families in different ways. Examples of eligible uses of funds include but are not limited to:

- Addressing the unique needs of children and youth through culturally responsive programming and staffing
- Launching program initiatives that engage youth in creating youth-led solutions to local challenges
- Developing or improving virtual, hybrid, and in-person programming
- Integrating more social and emotional learning and mental health and well-being opportunities and supports in the OST and summer setting
- Providing training for staff in trauma-informed approaches
- Connecting trauma-informed training to programming that helps youth thrive in the face of trauma-related events and disparities
- Addressing the bereavement support needs of youth in their communities arising from the pandemic and other external situations
- Expanding program capacity to serve underserved children and youth, particularly pre-K, middle school youth, high school youth, and youth living in communities with few high-quality early childhood education, afterschool, and summer programming options
- Adding a new program component such as helping the program transition to a year-round model or offering full-day preschool services

- Enhancing programming to better support students' success in school, as measured by absence and attendance; academic performance; reductions in disciplinary infractions; and successful transitions to the 6th and 9th grades
- Implementing methods to evaluate and assess the program's impact, such as protocols, procedures, techniques, training, and practices
- Enhancing the program through staff development, staff recruitment, staff training in trauma-informed approaches, quality improvement, and evaluation efforts, etc.

3.3 Project Goals

Child and youth development is a process that prepares children and youth to meet the challenges of childhood, adolescence, and adulthood—and achieve their full potential by offering activities and experiences that develop social, emotional, physical, cognitive, and spiritual competencies. Proposers must describe in a meaningful way how the project supports pre-K-12 students and how they are providing academic, social, and emotional supports to targeted children and youth. For example, Positive Youth Development (PYD) is a method that engages youth within their communities, schools, organizations, peer groups, and families in ways that are productive and constructive. The intent of this RFP is to support high-quality OST programs that use proven methods such as PYD to help children and youth reach specific developmental outcomes and engage in meaningful roles in their community.

High-quality OST programs have been shown to have a positive impact on academic achievement for children and youth. Further, OST programming is preventative in that youth who are supervised during the hours of 3:00 to 6:00 p.m. are less likely to engage in alcohol and drug use, risky sex, and delinquent behaviors. Finally, OST programming provides opportunities for physical activity and healthy eating and contributes to a healthy lifestyle and increased knowledge about nutrition and exercise.

All applications are expected to include clearly stated goals and project outcomes using the template in Appendix 4. The project descriptions and funding requests should reflect the specific timespan of the grant. Please note that the clarity and readability of grant applications will be taken into consideration during the review process. Please use clear, concise, and jargon-free language in your application. To fulfill the expectations of this competitive RFP, applicants must show how their program follows evidence-based practices.² A list of quality standards for afterschool programs can be found in this footnote.³

3.4 Minimum Requirements and Target Population

ECT funds not-for-profit corporations, incorporated organizations, neighborhood organizations, and local government organizations. For-profit organizations may apply for ECT funds so long as the project does not generate a profit for the proposing organization.

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

ECT funding shall not supplant existing resources.

Programming funded by ECT shall be offered free-of-charge to eligible participants.

² Durlak, J. A., & Weissberg, R. P. (2013). Afterschool programs that follow evidence-based practices to promote social and emotional development are effective. *Big views forward: A compendium on expanded learning*. Retrieved from: http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf (6 pgs.)

³ <https://primetimepbc.org/the-ost-program/quality-standards-for-afterschool/>

The **target population** for the purposes of this RFP is limited to Escambia County children in early childhood education through 12th grade. Preference will be given to applicants that serve students who are most in need or at-risk⁴ and require access to high quality OST opportunities. Considerations for need include family income, specific populations, neighborhood conditions, ages served, and accessibility of programs offered in the community. Organizations must be able to describe the specific community need and/or gaps in services that the program addresses in the narrative.

Program Dosage: For the purposes of this RFP, OST programs may include expanded learning programs such as extended preschool, afterschool programs (programs that operate on a regular and consistent basis after the regular school day ends during the school year), and summer learning programs. Programs may be offered in person, virtually, or a hybrid of both. Organizations must offer consistent and on-going programming, designed to enroll the same group of youth at the proposed site(s), which operate as follows for each year of the project period:

- Year-round and continuously for a minimum of once a week for at least one-hour-per-week for a minimum of 25 weeks during the grant period, OR
- An intensive program across six continuous weeks, that meets at least four hours per week during the grant period, OR
- A minimum of six hours per day specifically when schools are closed for seasonal breaks, intersessions, holidays or single-day closures throughout the grant period. These must cover a minimum of three school breaks for a minimum of 15 days over the grant period.

Programming may occur each year at any time during the grant period to meet the minimum dosage described above.

3.5 Terms of Contract

Grants are competitive, and multiple proposals may be funded. Applications are reviewed by a panel of experts in the OST and youth development fields. Grant awards will be announced in December 2022, following ECT Board approval. The successful Proposer(s) will be awarded a contract for up to three years (i.e., January 1, 2023—December 31, 2025).

SECTION 4: RFP PROTOCOL

4.1 Limitations of Contact/Cone of Silence

This Request for Proposals is issued by the Escambia Children’s Trust (ECT). The sole point of contact for any questions regarding this RFP is the ECT Communications Specialist, Aviyonne Tart, via email only at info@escambiachildrenstrust.org.

Proposers are prohibited from contacting ECT staff or Board members other than the person identified above regarding this solicitation. Any occurrence of a violation may result in the disqualification of the Proposer.

During the RFP period, Proposer(s) must not submit to ECT staff or Board members any forms of marketing or promotional materials that may raise the Proposer’s profile or give the Proposer an advantage or benefit.

⁴ “At-risk” means a student who is identified as one or more of the following: English learners, teen parents, special needs, foster youth, under-housed, LGBTQ, academic underperformance or disconnection from school, exposure to violence, exposure to trauma, exposure to child abuse or maltreatment, children of incarcerated parents, justice system involvement, and mild to severe behavioral health challenges.

4.2 Proposer Disqualification

Failure to have performed any contractual obligations with ECT in a manner satisfactory to ECT will be sufficient cause for disqualification. To be disqualified as a Proposer under this provision, the Proposer must have had a contract terminated by any other county or state agency, or by any other children’s services council for cause.

4.3 Acceptance of Proposal Applications

All completed Proposals must be submitted electronically via email to info@escambiachildrenstrust.org no later than 3:00 PM CST on November 4, 2022.

IMPORTANT: *Proposals will be accepted only via email to info@escambiachildrenstrust.org. No other delivery formats will be accepted, including USPS, FedEx, UPS, or Hand-Delivery.*

- ⦿ ECT will send email confirmation of receipt of your email. However, receipt of the email submission does not verify that ECT has received a completed Proposal, which will be determined during Stage 1: Technical Review as set forth in Section 5.3.
- ⦿ No changes, modifications, or additions to the responses submitted will be accepted by or binding on ECT after the deadline for submissions has passed.

ECT reserves the right to reject any and all responses or to waive minor irregularities when doing so would be in the best interest of ECT. A *minor irregularity* is defined as a variation from the RFP terms and conditions that does not affect the substance of the Proposal, or does not give the Proposer an advantage or benefit not enjoyed by other prospective Proposers, or does not adversely impact the interest of ECT.

SECTION 5: GRANT SELECTION PROCESS

5.1 Information Session

The purpose of an Information Session is to communicate a clear understanding of the scope of work and the requirements outlined in the RFP and to provide a review of the RFP documents. Attendance at the RFP Information Session is optional but strongly encouraged. A Zoom link to the meeting will also be posted on the website for those who wish to attend remotely. Attendees will have an opportunity to ask questions about the RFP during this meeting. ECT will post all questions and answers posed along with a recording of the meeting on ECT’s website www.escambiachildrenstrust.org.

September 21, 2022
9:00 AM to 11:30 AM CST
Brownsville Community Center
3200 W De Soto Street
Pensacola, FL 32505
(also to be broadcast via Zoom)

5.2 Inquiries

All inquiries requesting clarification regarding this RFP must be made in writing and emailed to info@escambiachildrenstrust.org by 5 PM CST on October 21, 2022. Copies of responses to all inquiries that require clarifications and/or addenda to the RFP will be made available no later than 5:00 PM CST on October 24, 2022, on ECT’s website.

5.3 Stage 1: Technical Review

ECT staff will verify required documentation through a technical review of Proposal(s) received by the deadline. The purpose of this review is to ensure all submissions meet the requirements as stated in the RFP Guidelines and Instructions. **Incomplete or ineligible proposals will not move forward to Stage 2: Grants Committee Proposal Evaluation.**

5.4 Stage 2: Grants Committee Proposal Evaluation

The Proposals that have successfully passed the technical review and document inspection under Stage 1 (see Section 5.3) are forwarded for a more thorough review, evaluation and rating by the Grants Committee. The Grants Committee will be made up of content experts, Board members, and other professionals—all of whom will sign disclosures for potential conflicts of interest. The Grants Committee will evaluate Proposals using the scoring criteria listed in Section 5.5: RFP Response Review and Selection Criteria.

5.5 Response Review and Selection Criteria

Each proposal will be reviewed using the scoring rubric below by a committee of reviewers who have a background and knowledge of youth development and out-of-school time programming. All reviewers will be screened for conflicts of interest and must be impartial. Each reviewer will receive training on how to score proposals.

Applications will be reviewed on a 100-point scale as follows:

| Criteria | Points |
|---------------------------------------|--------|
| Program design/proposed services | 35 |
| Capacity to provide required services | 20 |
| Program measures | 25 |
| Use of funds and cost effectiveness | 20 |
| Total Possible Points | 100 |

5.6 Board Approval

ECT will post a list of Proposers recommended by the Grants Committee for funding by 5:00 PM CST on November 21, 2022, on ECT’s website: www.escambiachildrenstrust.org. ECT will also provide email notification to Proposer(s) selected for contract discussion(s). The ECT Board of Directors will vote to approve or reject the Grants Committee’s recommendations at its regular meeting on Tuesday, December 13, 2022, at 5:30 PM CST.

THE ESCAMBIA CHILDREN’S TRUST RESERVES THE RIGHT TO REJECT ANY AND ALL PROPOSALS OR INFORMALLY NEGOTIATE CERTAIN PROVISIONS OF THE FINAL AGREEMENT WITH QUALIFIED PROPOSER(S).

5.7 Execution of Contract(s)

ECT will post the Notice of Intent to Award Contracts on its website on December 14, 2022, and will set appointments to meet with the selected proposer(s) to review conditions of contract awards. The contract period will begin January 1, 2023.

- **Agreements:** Grantees will complete grant agreements with the ECT and submit all required documents in December 2022. Specific monitoring and progress report schedules will be established and included in the grant agreement.
- **Mandatory Grant Meetings:** Two mandatory grantee meetings will be held during each year of the grant period to discuss grant compliance, data use, forms and reporting processes, and other relevant details. These meetings provide important technical assistance and information about compliance and accountability.
- **Quality Improvement:** Grantees are required to take part in a county-wide effort to build a quality OST system by participating in a Quality Improvement Process led by the Escambia Children’s Trust.
- **Training, Research and Evaluation:** Grantees are expected to have staff participate in relevant training, research, and evaluation topics specific to youth development. These activities include, but are not limited to: tracking of enrollment and attendance information, collection and submission of youth/family consent forms and information, and survey distribution and collection activities.

SECTION 6: RFP RESPONSE

6.1 Compliance with Section 287.133, Florida Statutes

In accordance with Section 287.133, Florida Statutes, persons and affiliates who have been placed on the convicted vendor list may not submit responses, contract with, or perform work (as a contractor, supplier, subcontractor, or consultant) with ECT in excess of the threshold amount provided in Section 287.017, Florida Statutes, for Category Two for a period of thirty-six (36) months from the date of being placed on the convicted vendor list. Any response received from a person, entity or affiliate who has been placed on the convicted vendor list shall be rejected by ECT as unresponsive and shall not be further evaluated.

6.2 Insurance Requirements

The Proposer shall furnish a Certificate of Insurance, naming the Escambia Children’s Trust as an additional insured with respect to the Commercial General Liability of at least \$1,000,000 each, no later than ten (10) days after award and prior to execution of Statement of work.

The successful Proposer(s) shall comply with the following insurance requirements:

- i. Commercial General Liability, Required \$1,000,000 per occurrence.
- ii. Workers’ Compensation Insurance limits per applicable state statute. Required if Proposer has employees engaged in the performance of work under this Agreement.

6.3 Scrutinized Companies

Proposer certifies that it is not listed on the Scrutinized Companies that Boycott Israel List, created pursuant to section 215.473, Florida Statutes, nor is Proposer engaged in a boycott of Israel (as defined in 215.4725, Florida Statutes). If selected to execute an Agreement as a result of the RFP, Proposer agrees, pursuant to section 287.135, Florida Statutes, that the Council may immediately terminate this Agreement if the Proposer is found to have submitted a false certification or if Proposer is placed on the Scrutinized Companies that Boycott Israel List or is found to be engaged in a boycott of Israel during the term of the Agreement.

6.4 Public Records

Pursuant to Chapter 119 Florida Statutes, materials submitted by Proposers as well as the Proposal review materials will be open to public inspection, unless subject to a statutory exception, in accordance with the ECT public records request process.

6.5 E-Verify

Pursuant to Section 448.095 Florida Statutes, if Proposer is selected to enter into a contract with ECT, Proposer shall register with and use the E-Verify system (E-Verify.gov) to verify the work authorization for newly hired employees. If applicable, selected Proposer(s) must also obtain and retain an affidavit from a subcontractor stating that the subcontractor does not employ, contract with or subcontract with anyone who is not duly authorized to work in the United States.

6.6 Incomplete Responses

Failure to respond to any item, including providing requested information, or failure to follow these instructions shall be considered submission of an incomplete response and may result in disqualification from further consideration.

6.7 Response Format

Proposals should address the selection criteria that reviewers will use to evaluate your application. Please limit the narrative section to no more than twenty (20) pages. The page limit does not include the cover page, abstract, Excel budget form, signature sheet, Acknowledgement of Addenda, or the Goals and Outcomes chart. Please use the following standards for the proposal narrative:

- A “page” is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides. Insert page numbers.
- Double space all text in the application narrative. The abstract and the following narrative components may be single-spaced: titles, headings, footnotes, quotations, references, and captions and text in charts, tables, figures, and graphs.
- Use either Times New Roman or Arial font, 12 point or larger.

6.8 Response Narrative

The maximum number of points a proposal may earn is 100 points. Points will be awarded for each section of the proposal narrative as follows:

A. Abstract *(required but with no point value)*

Include a brief—no more than one page—abstract of the project. The abstract should summarize the activities and intended outcomes of the project for the grant period. The purpose of the abstract is to provide an overview of what you intend to accomplish in the proposed project, including the intended impact of the proposed activities, and how the project relates to the purpose of the RFP.

B. Program Design and Proposed Services *(up to 35 points)*

- ☉ In this section, describe the program you intend to implement and the outcomes you anticipate in relation to preschool, afterschool, and summer learning programs that serve students in pre-K-12 and meet the requirements set forth in this RFP. **Complete the Goals and Outcomes Chart using the template in Appendix 4 in this RFP. The chart in its entirety should contain a maximum of 800 words.** Provide clear descriptions of the program’s goals, activities, expected outcomes, and measures of success for this competitive RFP. If you are

awarded a contract, any changes to the proposed activities must be approved in writing by the Escambia Children’s Trust prior to implementation.

- ⦿ Indicate the location where services will be provided and any anticipated transportation obstacles.
- ⦿ List the dosage of services/interventions to be offered (i.e., number of weeks, days, and hours you will offer programming)
- ⦿ Describe the types of activities you will facilitate to engage children and youth in learning and to help prepare them for success in school, college, career and life.
- ⦿ List the data your program will collect from the following list:
 - School attendance
 - Program attendance
 - Behavior in school
 - Behavior in program
 - Kindergarten readiness assessment results
 - School grades
 - School test scores
 - School retention and on-time grade promotion to the next grade
 - Data relating to social and emotional learning (SEL) skills and well-being
 - Youth/family experiences and satisfaction
 - Program staff and/or volunteer experiences and satisfaction
 - Other (please specify)
- ⦿ Include a description of the target population,* including the number of students to be served, demographics of participants (e.g., race, age, gender, low-income status, housing status/ homeless, etc.).

Preference will be given to applicants that serve children and youth who are most in need or at-risk and require access to high-quality OST opportunities. Considerations for need include family income, specific populations, neighborhood conditions, ages served, and number of programs offered in the community. Organizations must be able to describe the specific community need that the program addresses in the narrative. This requirement applies to the aggregate population served by the program that would receive Escambia Children’s Trust funds, were they to be awarded.

- Describe the target population and why the organization is proposing to serve this population and any history serving the target population.
- Describe the unique need that the program meets that is not addressed by other programs in the community. If your program did not exist, would the youth served have any similar programmatic options in your community?
- ⦿ Describe any evidence-based early childhood or youth development practices used by the program.
- ⦿ Describe how you will measure success and track progress. Grantees will be expected to submit quarterly progress reports and a final report detailing specifics such as how many eligible students attended, what percentage of the program was attended, and skills/learning

gains/other outcomes demonstrated by participants. A report template will be provided by ECT along with the contract for services, but grantees will be expected, at a minimum, to include responses to the following reflection questions:

- Based on your goals and your data, in what ways did you succeed this program year?
- Based on your goals and data, what do you need to work on during the next program year?
- What methods did you use to collect data (e.g., school databases, parent surveys, student surveys, interviews, focus groups, program observations).
- How often was data collected (e.g., daily, monthly, quarterly; pre- and post-surveys).
- How was data used?
- Do you have any findings from the program’s evaluation(s), such as percentage of students showing improvements in school-day attendance; reductions in school tardiness; academic improvement; skill gains; or attitudes and/or behaviors changed?
- Do you have a best practice or challenge you want to explore further with your staff; with the Escambia Children’s Trust; and/or with other OST providers?

C. Capacity to Provide Required Services (up to 20 points)

- ⦿ Your organization’s primary vision and program focus must be on serving Escambia County children and youth. Additionally, organizations must be able to demonstrate at least two years of success in measuring and achieving youth developmental outcomes. Strong partnerships and relationships with community members, other organizations and families support positive outcomes for youth.
 - Describe your organization’s history, staff experience and leadership: Name the key personnel and describe their expertise and ability to manage the grant funds and reporting. Share the expertise of the program team. Describe their experience working with Escambia County children and youth. Describe the strategies, resources, training opportunities or other supports the organization has in place to support and retain youth workers, teachers, and/or volunteers. Describe the training opportunities that staff and volunteers have received or are planning to receive.
 - Provide a reference list with contact information for a minimum of three partners and/or supporters and provide a brief description of those partnerships and/or supporters. ECT reserves the right to contact references during the grant review process.
- ⦿ Provide an explanation of your organization’s capacity to manage and administer the proposed project, as well as plans to sustain the program once the contract ends. (Submit Appendix 3: Capacity Checklist). Describe your plan to recruit and retain children and youth for the program and how you will document your impact. For example, does your program have a quality assurance/evaluation system or process in place? If “yes,” please describe what the system or process involves. If “no,” please describe your plans to establish a quality assurance/evaluation system. Please include any modifications made to the system or process in the wake of the pandemic.
- ⦿ For the maximum point value, describe how you will involve OST experts and recognized best practices in your project, either in the evaluation and design of the program, in the

delivery and implementation of services, or both.

- ⦿ Describe how the program supports youth with connecting to the larger community and being responsible citizens. Describe any other role the program staff and/or volunteers have in the youths' lives. Examples include a connection to the school, family, community or other system (such as foster care, adjudication, etc.).

D. Program Measures (up to 25 points) – Logic models are optional. If the organization offers more than one program (e.g., preschool, elementary academic program, high school leadership program, etc.), please provide adequate information on the objectives and outcomes of all programs:

- ⦿ Describe how the program supports early childhood education or youth development and identify two (2) outcomes that the program will work towards and measure. (Submit Appendix 4: Goals and Outcomes Chart).
- ⦿ Define the goals and targets for the grant period. Specifically, how many children or youth would be served by the organization and retained by the end of the contract period.
- ⦿ Describe the types of outputs and outcomes the organization tracks. Describe data collection methods and tools for measuring the outputs and outcomes and how often this occurs.
- ⦿ Describe how the organization will know when the proposed outcomes have been achieved.
- ⦿ Describe the organization's plan for continuous improvement, if any.
- ⦿ Describe any changes made to the program based on data collected in previous years.

E. Budget and Cost Effectiveness (up to 20 points)

- ⦿ **Budget:** Provide a budget narrative to describe what is contained in each line item for which you are requesting funding in your Project Budget. Please explain how expenditures relate to the provision of services. All Proposers must submit Appendix 5: Project Budget in Excel format as an attachment to their proposal. The line items included in the budget form are listed below, but lines may be added for any revenues or expenses that do not fit within the given categories:

- Other Grants and Contracts – include any other grants that will support the proposed project
- Fundraising/Donations – that will help fund the proposed project
- Personnel – please list the staff to be paid to work on the project and how much they will be paid
- Benefits – list the total for each benefit such as health insurance, retirement contributions, payroll taxes, etc.
- Staff Travel – to attend meetings, project events, trainings, etc.; use the State of Florida rate of 44.5 cents (\$0.445) per mile for local travel
- Equipment – items that cost more than \$5,000 each/per item
- Supplies – items that cost less than \$5,000 each, including laptops, printers, etc.
- Staff Professional Development/Training – registration fees, materials, etc.
- Printing & Copying – for internal photocopying charges or outside printing

- Postage/Shipping/Delivery
 - Lease/Space Rental – for space to provide services
 - Utilities – such as internet, telephone, electricity, water, etc.
 - Insurances – including liability, auto, etc. related to the delivery of project services
 - Consultant and Professional Fees – non-staff service providers or content experts
 - Sub-grants to Partner Organizations – please specify the name of the partner(s), their roles in the delivery of services, and the amount they will be paid
- ⦿ **Cost effectiveness:** In order to qualify for this grant competition, and as a part of the ECT’s efforts to support fiscally responsible organizations, grant funds may be used to serve Escambia County youth only. A minimum of 90% of grant funds awarded must be applied to direct program costs such as program staff salary and benefits, program supplies and materials, curricula, program evaluation, or educational/learning field trip expenses. No more than 10% of grant funds may be used for general operating or indirect costs (costs that cannot be tied directly to programming) such as audits, management salary, administrative rent, and grant-writing.

There is no minimum or maximum grant amount, but budgets must be reasonable, and each cost must be related to the direct provision of project services. Grant funds will be paid on a cost reimbursement basis.

Grant funds may not be used for any of the following activities: serving youth from other counties beyond Escambia County, Florida; any service that merely benefits children and youth incidentally; acquisition of any capital item not for primary and direct use by children and youth; acquisition of real property (excluding leases for a term of 12 months or less); maintenance, utilities or similar operating costs of a facility not used primarily and directly by the funded program; out-of-country travel; depreciation on buildings or equipment; and religious worship, instruction or proselytization.

6.9 Instructions for Submitting a Response to the RFP

A complete Proposal must include an Abstract, Cover Page, Proposal Narrative, Excel Budget Form, Goals and Outcomes Chart, Signature Sheet, and Acknowledgement of Addenda. Applicants have the option of including any additional information (250 words or less) that has not been covered. This is an opportunity to highlight any relevant information for consideration during the review process.

Proposals must be submitted electronically via email to info@escambiachildrenstrust.org no later than 3:00 PM CST on November 4, 2022. Any Proposal documents not submitted by the deadline will be considered ineligible. Please ensure you allow ample time for the transmission of files as email delivery may not be immediate. ECT will not be responsible for Proposals received after the deadline. Proposals received after the deadline will not be considered.

APPENDIX 1: COVER PAGE
RFP#2022-03 / Out-of-School Time Program

The undersigned, as Proposer, does declare that no other persons other than the Proposer herein named has any interest in this proposal or in the contract to be taken, and that it is made without any connection with any other person or persons making a proposal for the same articles, and it is in all respects fair and without collusion or fraud. The undersigned further declares that he has carefully examined the specifications and is thoroughly familiar with their provisions and penalties.

| | | | |
|--|--|---------------------|--|
| Organization Name: | | | |
| Telephone: | | Federal EIN: | |
| Street Address: | | | |
| City, State, Zip Code | | | |
| Escambia County District #: | | | |
| Contact person: | | | |
| Title of contact person: | | | |
| Contact person e-mail: | | | |
| Proposed programming period: <i>MM/DD/YYYY – MM/DD/YYYY</i> | | | |
| Proposed number of Escambia County children and youth served by the organization during the grant period: | | | |
| Participant age range: | | | |
| Amount requested: | | | |
| Total organizational budget: | | | |
| Total program budget for this RFP: | | | |
| # of full-time employees employed for OST program(s): | | | |
| # of part-time employees employed for OST program(s): | | | |
| # of AmeriCorps, Senior Corps or other service members engaged in OST program(s): | | | |
| # of volunteers engaged in OST program(s): | | | |

Authorized Signature: _____

Name: _____ Title: _____

To receive consideration for award, this page must be returned as part of your application.

APPENDIX 2: ACKNOWLEDGEMENT OF ADDENDA
RFP#2022-03 / Out-of-School Time Program

The Proposer shall acknowledge receipt of any addenda issued to the RFP by completing the table below and including it in the proposal. Failure to acknowledge an addendum that has a material impact on the RFP may negatively impact the responsiveness of your proposal. Material impacts include but are not limited to changes with specifications, scope of work, delivery time, performance period, insurance, qualifications, etc.

| Addendum Number | Date | Signature |
|-----------------|------|-----------|
| | | |
| | | |
| | | |
| | | |

No Addendum was released

Organization: _____

Signature: _____

Name: _____

Title: _____

APPENDIX 3: CAPACITY CHECKLIST RFP#2022-03 / Out-of-School Time Program

An organization must have the infrastructure to manage the requirements associated with a contract prior to receiving Escambia Children’s Trust (ECT) funding. This includes having the ability to collect and report data and having the cash on hand to pay for expenses prior to invoicing the ECT using a cost reimbursement model.

Please review the full Request for Proposals prior to applying for ECT funding. Agency infrastructure costs of up to 15% of the total direct expenditures can be budgeted in the administrative/indirect cost budget line.

The following are some of the infrastructure items associated with having the resources to be successful when making application for funding from the ECT. If your agency is not prepared structurally, please contact the ECT for referrals for assistance.

| GENERAL ORGANIZATIONAL INFORMATION | YES | NO |
|---|-----|----|
| Is the organization a 501(c)3 non-profit, governmental entity, or incorporated not-for-profit qualified to do business in the State of Florida? | | |
| Do you have an active Board of Directors that meet regularly? | | |
| Do you keep minutes of each board meeting? | | |
| Can you describe the composition of the Board, and do they have the skills that complement the needs of the organization? | | |
| Is the staff of your organization representative of the demographic make-up of Escambia County and/or the client population served? | | |
| Are background checks required of all direct service employees? | | |
| Do you have an organizational chart that depicts lines of authority? | | |
| Does the organization have a website? | | |

| INSURANCE REQUIREMENTS | YES | NO |
|--|-----|----|
| Does your organization have the insurance coverage as referenced in the RFP in place as required to contract with the ECT? | | |

| DATA COLLECTION AND REPORTING | YES | NO |
|--|-----|----|
| Is the organization capable of collecting and reporting on multiple elements of demographic and measurable outcome data if awarded funding from the ECT? | | |
| Does the organization have the information technology resources to collect and report on data including the use of internet? | | |
| Does the organization use standardized tools or surveys to collect data from consumers? | | |
| Does the organization use an evidence based or evidence informed curriculum or practice? | | |
| Does the organization currently have dedicated staff to collect and report on outcomes? | | |

| FINANCIAL CAPACITY | YES | NO |
|---|-----|----|
| Does your organization have a budget for the current year? | | |
| Does your organization have a budget narrative and summary? | | |
| Does your organization have the cash on hand to pay for and invoice the ECT using the cost reimbursement model? | | |
| Does your organization have a current audit including a management letter and most recent financial statements? | | |
| Does the organization have written financial policies and procedures? | | |
| Does the organization have internal controls in place? | | |
| Does the organization have a process to approve expenses prior to submitting a reimbursement request? | | |
| Does the organization have a financial planning and analysis process? | | |

Name and Title

Date Completed

Signature

APPENDIX 4: GOALS AND OUTCOMES CHART
RFP#2022-03 / Out-of-School Time Program

| Project Goals and Outcomes | | |
|--|--|--|
| Organization Name: | | |
| Program Name: | | |
| Goals <i>Please list each goal that you plan to meet with this funding</i> | How will you achieve this goal? <i>Include process, planning, timeframe (month and year)</i> | What are the expected outcomes? <i>For each outcome listed, please include specific metrics and timeframes for how you will measure the success of that outcome.</i> |
| Goal 1: | | |
| Goal 2: | | |
| Goal 3: | | |
| Goal 4: | | |
| Goal 5: | | |

FOR AN EXAMPLE, SEE SAMPLE GOALS AND OUTCOMES CHART BELOW.

Please add or remove lines from the template chart above in accordance with the number of goals associated with your proposed project.

Out-of-school Time Program: SAMPLE Goals and Outcomes Chart

XYZ Afterschool Program
Learning After School is Fun!

| Goals | Activities and Timeframe | Expected Outcomes |
|--|---|--|
| <p>Goal 1: Students in the program will be more engaged and gain a sense of voice and agency. Additionally, students will have an increased ability to clearly and effectively communicate their opinions, listen, and work collaboratively with their peers and adults.</p> | <p>Timeframe: November-December 2022</p> <ul style="list-style-type: none"> • Survey students on activities and/or areas of interest they would like incorporated into the program • Work with older students to become peer mentors to the younger students in the program • Establish a 7-member youth advisory board for the program • Monthly one-on-one meetings between program staff and youth | <ul style="list-style-type: none"> • 90% of students surveyed in November 2022 will report positively on outcomes such as feelings of belonging, their ideas count, they have opportunities for leadership within the program • Adjustments to school-year programming will result in a 5% increase in daily attendance by the spring semester |
| <p>Goal 2: Program staff will feel more confident in their knowledge of positive child and youth development. The quality of program development and fidelity of implementation will increase.</p> | <p>Timeframe: November 2022-May 2023</p> <ul style="list-style-type: none"> • Create a staff development plan for the 2022-2023 school year. • Program staff will participate in ongoing professional development opportunities on how to best support youth voice and on positive youth development • Full-staff meetings will address the new youth voice component of programming and ensure that the professional development opportunities provided are relevant | <ul style="list-style-type: none"> • By May 2023, all members of program staff will complete at least 3 PD sessions over the course of the school year, and 75% of staff will complete 4 sessions • Program staff surveys administered in May 2023 will find that 100% of staff feel confident in their ability to impart leadership skills, and 95% of staff feel professional development opportunities are relevant to their work |
| <p>Goal 3: The program will have more and stronger relationships with school-day staff and administrators, and more youth will attend the program every day.</p> | <p>Timeline: June 2023-May 2024</p> <ul style="list-style-type: none"> • Hire 1 additional FTE staff member to be onboarded by the start of the school year • Develop sustainability plan for the continuity of the new position beyond the end of the grant period • Leadership will deepen existing relationships with and develop an outreach plan for underserved communities • Leadership will form at least one new relationship with an underserved community | <ul style="list-style-type: none"> • Students served starting in August 2023 will increase by 30 students • By early September 2023, the program will retain at least 90% of students • Additional funds will be secured to make the expansion permanent |

APPENDIX 5: BUDGET TEMPLATE

RFP#2022-03 / Out-of-School Time Program

Please use the separate template provided in Excel format to develop and submit your proposed project budget. The image below reflects what it included in the template.

| | | | | |
|---|---------------|---------------|---------------|--------------|
| Organization Name: | | | | |
| Project Name: | | | | |
| Project Period: MM/DD/YY to MM/DD/YY | | | | |
| Complete this form using MS Excel. | | | | |
| <ul style="list-style-type: none"> • Submit the proposed project budget using this form ONLY along with your proposal narrative. • Include all revenue and expenses for the proposed project. Net income should equal zero (\$0). • If necessary, add line items to reflect all anticipated revenue and expenses. | | | | |
| | Year 1 | Year 2 | Year 3 | Total |
| Revenue | | | | |
| ECT Request | | | | \$ - |
| Other Grants and Contracts | | | | \$ - |
| Fundraising/Donations | | | | \$ - |
| Donations | | | | \$ - |
| Other | | | | \$ - |
| | | | | \$ - |
| Total Revenue | \$ - | \$ - | \$ - | \$ - |
| Expenses | | | | |
| Personnel (Salary and Wages) | | | | \$ - |
| Benefits (Insurance, Retirement, Taxes, etc.) | | | | \$ - |
| Staff Travel (Local, Out-of-County, etc.) | | | | \$ - |
| Equipment (Items > \$5,000) | | | | \$ - |
| Supplies (Items < \$5,000) | | | | \$ - |
| Staff Professional Development/Training | | | | \$ - |
| Printing & Copying | | | | \$ - |
| Postage/Shipping/Delivery | | | | \$ - |
| Lease/Space Rental | | | | \$ - |
| Utilities (internet, telephone, electricity, water, etc.) | | | | \$ - |
| Insurances (Liability, Auto, etc.) | | | | \$ - |
| Consultant and Professional Fees | | | | \$ - |
| Sub-grants to Partner Organizations | | | | \$ - |
| Indirect Costs | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| Total Expenses | \$ - | \$ - | \$ - | \$ - |
| Net Income | \$ - | \$ - | \$ - | \$ - |

APPENDIX 6: SAMPLE MONITORING VISIT CHECKLIST

RFP#2022-03 / Out-of-School Time Program

All grantees are subject to scheduled and unscheduled monitoring and quality site visits throughout the grant period. During a prearranged monitoring visit, a member of the ECT partner team must have access to the following items:

Personnel files for all ECT-funded staff (paid and volunteers)

- FBI fingerprint and background check
- Results from National Child Sex Offender Registry
- DCF Criminal Background Check
- Certificate of Completion of Mandated Reporter Training
- Mandated Reporter Policy
- CPR/First Aid Certification

Policies and Procedures

- Sign-in or attendance procedures
- Exit and pick-up procedures
- Field trip procedures
- Code of Conduct
- Confidentiality
- Incident reports
- Conflict resolution/behavior management plan or procedure
- Bullying Prevention Policy

Safety

- Emergency Plan
- All exits and entrances are clear from obstruction
- Physical space is adequate for youth programming and meets Americans with Disabilities Act requirements
- Emergency contacts for youth and important health information (allergies, medications, etc.)
- Procedure for handling health emergencies

Insurance

- General Liability Insurance coverage of \$1,000,000 per occurrence and \$2,000,000 aggregate
- Certificate of Insurance for Comprehensive Automobile (if appropriate) and Worker's Compensation

Financial Records

- Payroll records for all staff costs billed to ECT
- Back-up for any expenditures (receipts, invoices, etc.)
- Financial policies
- Procurement documents in accordance with agency policies

APPENDIX 7: GLOSSARY

RFP#2022-03 / Out-of-School Time Program

Best Practices: A procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption

Direct Program Costs: Costs related to carrying out program activities and working directly with the students such as staff salaries, supplies, food, transportation, space for program activities, etc..

Dosage: Consistent and on-going programming designed to enroll the same group at the same time and place, at regular intervals for the same amount of time. For example, two sessions of one hour each per week for four weeks for each child with green eyes.

Evidence-Based Practices: Practices or programming that have been shown through research or data to improve outcomes.

Extended Day: An extended day program is a before or after-school voluntary program held typically in preK-12th-grade settings for students whose parents work beyond school hours, since records show that 65 percent of working parents work until 5:30 p.m or longer.

Full day program: Full day program means an early childhood education and assistance program that offers child care for at least six hours per day, a minimum of one thousand hours per year, and at least four days per week.

Indirect/operating costs: Costs that cannot be tied directly to the program but that are incurred to support the program, such as general operating costs or overhead costs (e.g., audits, audit fees, grant writing, management or finance salaries, or administrative office rent).

Frontline staff: staff who work directly with children and youth.

Goal: An indicator established to determine whether you have achieved your objective (ex: All participating youth have improved their literacy scores).

Opportunities: Availability, situation, chance, or event for children and youth to participate in that may normally not be an option and is accompanied by appropriate supports and services.

Out-of-School Time: For the purposes of this RFP, OST is defined as programming offered before school, after school, on weekends, or during seasonal school breaks.

Outcome: What young people do or say that shows progress (ex: changes in school grades, improvement in attendance and tardiness, positive changes in behaviors or attitudes)

Outputs: Tangible and measurable results of what a program does or provides that then lead participants to desired outcomes (ex: number enrolled, number retained, number and/or duration of workshops, homework sessions, college visits, special events and guest speakers).

Positive Youth Development (PYD): A method that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes,

utilizes, and enhances youths' strengths so that youth are empowered to reach their full potential. PYD differs from other approaches to youth in that it rejects an emphasis on trying to correct what is "wrong" with children's behavior or development.

Services: Provision of resources, knowledge, activities, or goods.

Supports: Interpersonal relationships addressed by expectations, guidance, and boundaries.

Target: An indicator established to determine how successfully you are achieving an objective (ex: x% of youth will improve their literacy scores by at least one grade level).

Youth Development: Human growth and development characterized by several distinct and unique stages of growth and development. The domains are physical/biological, cognitive/academic, and social, emotional and spiritual aspects are developed to support transition from adolescence to adulthood.

Youth Development Program: A service that engages youth in a variety of social, emotional, educational, and recreational activities to promote improvements to their intellectual, behavioral, and physical well-being, consistent with a positive youth development approach.

Youth Developmental Outcomes: the results of programs and supports that are designed to engage children and youth to meet their developmental needs. These outcomes are the feelings, perceptions, behaviors, and abilities that children and youth develop in an environment that uses an asset-based approach and positive youth development. Youth development outcomes can be organized into two categories:

- Identity: A sense of personal well-being and connection and commitment to others.
- Ability: Knowledge, skills and attitudes that prepare children and youth for adulthood.

Youth Participation: Children and youth having the power to make and implement decisions together with a share of the responsibility for the outcomes.

Youth Worker or Youth Development Practitioner: An individual who works with children and youth to promote developmental outcomes. Youth Workers range from frontline staff to program managers who work with children and youth in structured, semi-structured, or unstructured settings.

APPENDIX 8: SCORING RUBRIC
RFP#2022-03 / Out-of-School Time Program

| Section 1: Program Design/proposed services (35 points) | | | |
|---|--|--|-----------------------|
| Unacceptable or Did not Respond (1 point) | Good (4 points) | Excellent (7 points) | Reviewer Score |
| <input type="checkbox"/> Does not describe the program’s unique need in the community | <input type="checkbox"/> Describes program’s unique need in Community | <input type="checkbox"/> Describes programs unique need in community <input type="checkbox"/> Describes other programmatic options in the community <input type="checkbox"/> Provides strategies to continue programming regardless of funding and/or how services for youth would continue without the program | |
| <input type="checkbox"/> Does not describe target youth population and why the organization is proposing to serve this population | <input type="checkbox"/> Describes the target youth population and why organization is proposing to serve this population <input type="checkbox"/> Describes whether organization has served this population historically | <input type="checkbox"/> Describes the target youth population and why organization is proposing to serve this population <input type="checkbox"/> Describes whether organization has served this population historically <input type="checkbox"/> Provides explanation for why this population needs the program and provides supporting data | |
| <input type="checkbox"/> Does not describe where programming has historically occurred and program’s legacy in the community | <input type="checkbox"/> Describes where programming has historically occurred and program’s track record | <input type="checkbox"/> Details where programming has historically occurred <input type="checkbox"/> Describes specific impact of program on youth and community | |
| <input type="checkbox"/> Does not describe the activities, projects or opportunities for youth in the program | <input type="checkbox"/> Describes the activities, projects or opportunities for youth in the program <input type="checkbox"/> Program meets minimum dosage requirement | <input type="checkbox"/> Details the activities, projects and opportunities for youth <input type="checkbox"/> Program meets minimum dosage requirement <input type="checkbox"/> Program design and activities are intentional to achieve program objectives | |
| <input type="checkbox"/> Does not describe any evidence-based practices used in the program | <input type="checkbox"/> Describes some evidence based practices used by the program | <input type="checkbox"/> Details evidence-based practices used by the program and why they are used <input type="checkbox"/> Cites sources of evidence-based practices and connection to program | |

Section 2: Capacity to provide required services (20 points)

| Unacceptable or Did not Respond (1 point) | Good (3 points) | Excellent (5 points) | Reviewer Score |
|---|---|---|----------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not define history and mission of organization <input type="checkbox"/> Does not describe leadership | <ul style="list-style-type: none"> <input type="checkbox"/> Describes history and mission of organization <input type="checkbox"/> Describes leadership | <ul style="list-style-type: none"> <input type="checkbox"/> Details history and mission of organization with strong alignment to youth development <input type="checkbox"/> Describes directors and board members with broad expertise | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe key staff who will manage grant funds and reporting | <ul style="list-style-type: none"> <input type="checkbox"/> Describes key staff that will manage grant funds and reporting | <ul style="list-style-type: none"> <input type="checkbox"/> Clearly describes key personnel that will manage grant funds and reporting <input type="checkbox"/> Staff has expertise, experience and success in managing funds <input type="checkbox"/> Organization provides quantitative and qualitative evidence of success | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe program team | <ul style="list-style-type: none"> <input type="checkbox"/> Describes the program team, expertise and tenure | <ul style="list-style-type: none"> <input type="checkbox"/> Details the program team and tenure <input type="checkbox"/> All members of team have many years of expertise working with children and youth | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe the strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers | <ul style="list-style-type: none"> <input type="checkbox"/> Describes the strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers | <ul style="list-style-type: none"> <input type="checkbox"/> Details the strategies, resources, training opportunities, or other supports the organization has in place to support and retain youth workers <input type="checkbox"/> Describes training opportunities that staff and volunteers have received or organization is planning to provide | |

Section 3: Program measures (25 points)

| Unacceptable or Did not Respond (1 point) | Good (3 points) | Excellent (5 points) | Reviewer Score |
|--|---|---|----------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe how the program promotes ECE/youth development | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the program promotes ECE/ youth development based upon the definition provided in the RFP <input type="checkbox"/> Identifies two (2) youth development outcomes that the program will work towards | <ul style="list-style-type: none"> <input type="checkbox"/> Details how the program promotes ECE/youth development based upon the definition provided in the RFP <input type="checkbox"/> Identifies two (2) youth development outcomes that the program will work towards and explains the measurement used | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not define goals and targets <input type="checkbox"/> Does not define, describe or list outputs <input type="checkbox"/> Does not describe short, medium or long term outcomes <input type="checkbox"/> Did not fill out Goals and Outcomes chart or chart was incomplete | <ul style="list-style-type: none"> <input type="checkbox"/> Defines goals and targets; submitted Goals and Outcomes chart satisfactorily <input type="checkbox"/> Describes outputs and how outputs are measured <input type="checkbox"/> Describes short, medium AND long term outcomes | <ul style="list-style-type: none"> <input type="checkbox"/> Details achievable goals and targets in the narrative and Goals and Outcomes chart <input type="checkbox"/> Defines how many youth would be served by the organization <input type="checkbox"/> Defines how many youth will be retained by the end of the grant period <input type="checkbox"/> Describes outputs and how outputs are measured <input type="checkbox"/> Describes short, medium AND long-term outcomes <input type="checkbox"/> Describes method or tool for measuring outputs and outcomes that are appropriate and accurate | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe how the organization will know when the proposed outcomes have been achieved | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the organization will know when the proposed outcomes have been achieved | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the organization will know when the proposed outcomes have been achieved <input type="checkbox"/> Describes how often outcomes are achieved and provides details | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not provide any plan for continuous improvement <input type="checkbox"/> Does not describe any changes made to the program based on data collected in previous years | <ul style="list-style-type: none"> <input type="checkbox"/> Provides a plan for continuous Improvement <input type="checkbox"/> Describes changes made to the program based on data collected in previous years | <ul style="list-style-type: none"> <input type="checkbox"/> Provides a plan for continuous improvement <input type="checkbox"/> Describes a continuous cycle of improvement through self-assessment, external assessment or other methods <input type="checkbox"/> Describes changes made to the program based on data collected in previous years <input type="checkbox"/> Describes how those changes affect the youth | |

Section 4: Use of funds and cost effectiveness (20 points)

| Unacceptable or Did not Respond (1 point) | Good (3 points) | Excellent (5 points) | Reviewer Score |
|---|--|--|-----------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Did not describe how the grant funds will be used <input type="checkbox"/> Did not provide a project budget | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the grant funds will be used <input type="checkbox"/> Provides a project budget | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the grant funds will be used <input type="checkbox"/> Provides a detailed project budget <input type="checkbox"/> Details how grant award will be used specifically for the project and site and is aligned to program description and activities | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Did not describe how many youth would benefit from the grant funds | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how many youth would benefit from the grant funds | <ul style="list-style-type: none"> <input type="checkbox"/> Describes how many youth would benefit from the grant funds <input type="checkbox"/> Describes the calculations involved in determining that number | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Does not describe other sources of funding <input type="checkbox"/> Expenses are not listed or exceed revenue | <ul style="list-style-type: none"> <input type="checkbox"/> Describes other sources of funding OR <input type="checkbox"/> Expenses are listed and do not exceed revenue | <ul style="list-style-type: none"> <input type="checkbox"/> Describes other sources and status of funding AND <input type="checkbox"/> Expenses are listed and do not exceed revenue | |