City of Seattle
Human Services Department

2016
Youth Development and Educational Support
Request for Proposal

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GUIDELINES

I.   Introduction

The Youth and Family Empowerment (YFE) Division of the City of Seattle Human Services Department (HSD) is seeking applications from agencies interested in providing Youth Development and/or Educational Support for youth of color, McKinney Vento homeless students, immigrant/refugee youth, and low-income youth. This Request for Proposal (RFP) is open to agencies that meet the minimum eligibility criteria outlined in section VII of the Guidelines and Application. Youth development and educational support programming provide youth, who may otherwise be unsupervised, a safe and educational space to make social connections, learn new skills, receive support, and connect with staff who represent their culture. Research shows out-of-school time programming positively impacts social skills development, academic achievement, and risk reduction for youth served.[1]

Approximately $842,000 is available through this RFP from the following sources:

Fund Source	RFP Amount
HSD General Fund	*$842,000*

HSD intends to fund between six and eight proposals. Initial awards will be made for the period of January 1, 2017 to December 31, 2017. While it is the City's intention to renew agreements resulting from this RFP on an annual basis through the 2020 program year, future funding will be contingent upon performance and funding availability.

The City of Seattle Human Services Department seeks to contract with a diverse group of providers to help ensure that the desired results of HSD's Youth Development and Educational Support investments are that youth and young adults effectively transition to adulthood and achieve academic success, as indicated by the percentage of youth and young adults connected to school and/or their community and the percentage of youth with on-time high school graduation.

All materials and updates to the RFP are available on HSD's Information for Grantees web page. HSD will not provide individual notice of changes, and applicants are responsible for regularly checking the web page for any updates, clarifications or amendments.

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[1] State of Washington (2014). Quality standards for afterschool and youth development programs. School's Out Washington. Retrieved from http://www.schoolsoutwashington.org/userfiles/file/quality-standards-pdf-2-14-14-final-web.pdf (PDF, 56 pages)

HSD will have no responsibility or obligation to pay any costs incurred by any applicant in preparing a response to this RFP or in complying with any subsequent request by HSD for information or participation throughout the evaluation and selection process.

If you have any questions about the Youth Development and Educational Support RFP, please contact:
Marci Curtin, Funding Process Coordinator, via email at marci.curtin@seattle.gov.

II. Timeline

Funding Opportunity Released	Tuesday, April 26, 2016
*Information Session 1	Tuesday, May 10, 2016 10:30 a.m. - 12:00 p.m. Seattle Public Library- Columbia Branch Meeting Room 4721 Rainier Avenue S Seattle, WA 98118
*Information Session 2	Thursday, May 12, 2016 1:30 p.m. - 3:00 p.m. Seattle Public Library- Highpoint Branch Meeting Room 3411 SW Raymond Street Seattle, WA 98126
Last Day to Submit Questions	Thursday, May 26, 2016 by 12:00 p.m.
Application Deadline	Tuesday, June 7, 2016 by 12:00 p.m.
Interviews, as applicable	Monday, August 1, 2016 to Thursday, August 4, 2016
Site Visits, as applicable	Monday August 8, 2016 to Thursday, August 11, 2016
Planned Award Notification	Thursday, October 27, 2016
Contract Start Date	Sunday, January 1, 2017

*Please contact the Funding Process Coordinator for accommodation requests, Marci Curtin at marci.curtin@seattle.gov

HSD reserves the right to change any dates in the RFP timeline.

III. HSD Guiding Principles

In addition to the investment outcomes stated in this RFP, investments will reflect the Seattle Human Services Department's vision, mission, and values and support the department's theory of change.

Vision
The vision of the Seattle Human Services Department is that all basic needs in our communities are met through innovative and collaborative approaches. Greater Seattle is a place where the richness of our diversity is valued, all of our communities thrive, and people grow up and grow old with opportunity and dignity.

Mission
The mission of the Seattle Human Services Department is to connect people with resources and solutions during times of need so we can all live, learn, work and take part in strong, healthy communities.

Values
We accomplish our mission by adhering to core values and funding programs whose work supports them:

- *Vision* – we are future-focused, funding outcomes that create a stronger community.

- *Innovation* – we foster an environment where creativity and new approaches are valued, tested, refined, and implemented.
- *Results* – we fund and administer programs that are accountable, cost-effective, and research-based, ensuring people receive high-quality services.
- *Equity* – our resources are devoted to addressing and eliminating racial, social, economic, and health disparities in our community.
- *Creative collaboration* – we share the collective wisdom of our colleagues and community to develop and implement programs.
- *Service* – we ensure the programs we support are accessible to all community members and deliver high-quality, welcoming customer service.

IV.   HSD's Outcomes Framework & Theory of Change

HSD has developed a strategy for results-based accountability and addressing disparities to ensure that the most critical human service needs are met by:

- ➢ **DEFINING** the desired results for the department's investments;
- ➢ **ALIGNING** the department's resources to the desired results; and
- ➢ **MONITORING** the result progress to ensure return on investment.

The results-based accountability "Outcomes Framework" helps HSD move from ideas to action to ensure that our work and investments are making a real difference in the lives of vulnerable people. HSD's **Theory of Change** ensures that data informs our investments – particularly around addressing disparities – and shows the logical link between the desired results, indicators of success, racial equity goals based on disparity data, strategies for achieving the desired results, and performance measures.

Whole Population Data	Desired Results	Indicators	Racial Disparity Data	Racial Equity Goal	Strategy	Performance Measure
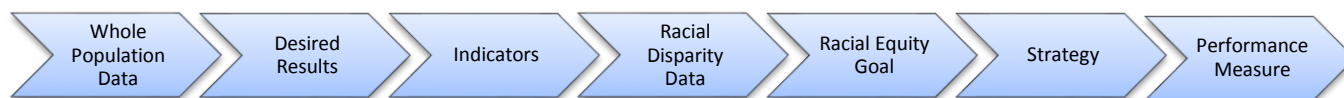
All investments resulting from this funding opportunity will demonstrate alignment with HSD's theory of change towards achieving the Youth and Family Empowerment Division's identified community value and the desired results:

Community Value: Youth and young adults transition successfully to adulthood

> **Results:**
> - Youth and young adults effectively **transition to adulthood**
> - Youth and young adults achieve **academic success**

Youth Development and Educational Support Theory of Change

The theory of change describes the expectations for how the desired results and equity goals will be achieved through a set of specific activities (strategy) which are measured by quantity, quality and impact performance commitments.

Desired Result	Indicator	Racial Disparity Data	Racial Equity Goal	Strategy	Performance Measure
Condition of wellbeing for entire population	Achievement benchmark – how we know the "result" was achieved	Data depicting socioeconomic disparities and disproportionality between ethnic/racial populations	Stretch goal for reducing and/or impacting the racial equity disparity	Activities or interventions that align to the results and indicators, and are informed by best or promising practices, cultural competency and community engagement – what HSD is purchasing	What gets counted, demonstration of how well a program, agency or service is doing (quantity, quality, impact)
[A] Youth and young adults transition successfully to adulthood

[B] Youth and young adults achieve academic success | [A] % of youth and young adults connected to school or their community

[B] % of youth with on-time high-school graduation | **Seattle School District Data**
[A] According to the Seattle Public Schools' (SPS) Healthy Youth Surveys completed by 8th, 10th, and 12th graders, 72% of students are likely to have a trusted adult to talk to about something important. Disaggregated by race/ethnicity, the data show White youth reported a 15% higher rate at 83% while all other race/ethnicities reported a 5.5% to 16% lower rate of connection, respectively at 68% (40 youth) Native Hawaiian/Other Pacific Islander; 63% (1,250 youth) Black/African American[3]; 62% (1,280 youth) Asian; 60% (70 youth) American Indian/Alaskan Native; and 60% (800 youth) Hispanic students.[2]

[B] Seattle Public Schools has an overall on-time (within four years) graduation rate of 76% (2,527 class of 2014 graduates out of 3,348 students). Disaggregated by race/ethnicity, the data show White and Asian youth graduating on-time at much higher rates than other racial groups: White 84% (1,124 of 1,341); Asian 83% (615 of 745); Black/African American[3] 62% (445 of 720); Hispanic/Latino 61% (213 of 352); American Indian/Alaskan Native 51% (27 of 53); and | Black/African American, Hispanic/ Latino, Native American, Hawaiian/ Pacific Islander, and English language learning youth will:

[A] Identify they are connected to school or their community at the same rate or higher than White youth

[B] Graduate from high school at the same rate or | **Priority communities**: Youth of color, immigrant and refugee, McKinney Vento homeless students, and/or low-income youth.

Focus populations: Black/African American, Hispanic/Latino, Native American, Hawaiian/Pacific Islander, and/or English language learning youth

Services: Where possible, should include collaboration with school staff, McKinney Vento liaison, or other case managers.
Program services can include:

[A] Community attachment; art and culture; healthy lifestyle; Science, Technology, Engineering, and Mathematics (STEM); or Science, Technology, Engineering, Art, and Mathematics (STEAM);
and/or
[B] Academic support and career exploration | **Quantity**
# of youth from focus populations and priority communities enrolled in:
[A] Youth Development
and/or
[B] Educational Support

# of youth from focus populations and priority communities participate in the program on a consistent basis (consistent basis: to be decided in contract negotiation based on program frequency and intensity):
[A] Youth Development
and/or
[B] Educational Support

Impact
Over the course of the anticipated four-year contracts resulting from this funding opportunity, incremental increases, which move toward the result, indicator, and racial equity goal, in the following areas will be expected including specific incremental increases in the |

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[2] Healthy Youth Survey 2010, 2012 and 2014, weighted data from Seattle Public Schools 8th, 10th, 12th graders.
[3] Black/African American category includes African students

		Native Hawaiian/Pacific Islander 50% (12 of 24). Limited English speaking students[4] also have lower rates of on-time graduation, at 57% (216 of 380), and comprise 9% of graduates.[5] **HSD Fall 2015 Community Engagement** **Provider Surveys and Focus Group** • Identified Hispanic/Latino youth as the ethnic group in need of more services (68%) followed by Black/African American youth (62%), and Other African youth (54%) **Youth Surveys and Focus Group** • HSD collected 821 youth surveys, 91% were from youth of color • Youth surveys identified social, emotional, and life skills as the top ranked service component in current programming (29%/246). As a result the Youth Development and Educational Support RFP will require all services to incorporate social, emotional, and life skills into programming. Service provider surveys also identified social, emotional, and life skills as the most important service component (90%/56) • Youth surveys identified health, recreation, and art as the top ranked service component missing from current programming (23%/262). As a result the Youth Development and Educational Support RFP will include funding for programs that fall under Healthy Lifestyle and Art and Culture including the following services: nutrition, cooking, outdoor physical recreation, experiential learning, and art instruction and enrichment.	higher than white or Asian youth	**Eligibility:** 6th-12th grade age range, City of Seattle resident or Seattle Public School student **Strategy:** Culturally and linguistically relevant, developmentally appropriate services for Seattle youth in sixth to twelfth grade. Services should incorporate social, emotional, life skills and family engagement. To meet the goals for increasing services to these focus populations, funded agencies will be identifying strategies to enroll Black/African American, Hispanic/Latino, Native American, Hawaiian/Pacific Islander, and/or English language learners in youth development and educational support services. Increased services to these focus populations will be exhibited with a notable increase in: [A] Number of students who identify they are connected to their school and/or community. [B] Number of students making academic progress	priority and focus population outcomes: [A] # of youth from focus populations and priority communities demonstrate increased community or school connection through experiential project-based learning; <u>and</u> [A] # of youth from focus populations and priority communities demonstrate increased self-confidence and pro-social skills [B] # of youth from focus populations and priority communities making academic progress; <u>or</u> [B] # of English language learners from focus populations and priority communities acquire or improve their English language and literacy skills **Quality** Youth Development programming has a culturally relevant and developmentally appropriate design, curricula, and environment with staff that have the education, skills, and ability to provide high quality services

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[4] Limited English Speaking students are included among the racial demographic and total student population above
[5] WA State Office of the Superintendent of Public Instruction. Graduation and Dropout Statistics Annual Report 2013-2014, District Adjusted 4 year rates. Retrieved February 24, 2016 from http://www.k12.wa.us/dataadmin/default.aspx

V.   HSD's Commitment to Funding Culturally Responsive Services

In conjunction with the Seattle Race and Social Justice Initiative (RSJI), which is a citywide effort to end institutionalized racism and race-based inequities in Seattle, HSD has developed investment principles that reflect our commitment to funding culturally responsive services to create positive outcomes for service recipients. Agencies applying for investment will demonstrate the capacity to institute these principles through routine delivery of participant-centered and strength-based services that are culturally:

COMPETENT, as demonstrated by "the ability to honor, understand, and respect beliefs, lifestyles, attitudes, and behaviors demonstrated by diverse groups of people, and to diligently act on that understanding".[6] It is "the ability to function effectively in the midst of cultural differences. It includes knowledge of cultural differences, awareness of one's own cultural values, and ability to consistently function with members of other cultural groups".[7]

RESPONSIVE to the cultural and linguistic needs of diverse populations. Agencies have the capacity to effectively serve and engage persons of diverse backgrounds. Agencies commit to practicing cultural responsiveness throughout all levels of the program, including policy, governance, staffing, and service model and delivery. Agencies make every effort to recruit and retain a work force (paid and voluntary), and policy-setting and decision-making bodies, that are reflective of the focus populations identified in the theory of change.

RELEVANT in addressing the cultural needs of diverse populations whose models of engagement or cultural standards differ from mainstream practices. Agencies are staffed with people who have the cultural competency to create authentic and effective relationships and provide culturally responsive services for members of specific cultural groups and/or communities of color. Commitment and experience of the agency reflects effective, mutually beneficial relationships with other organizations (such as grassroots or community-based organizations, churches, community networks, etc.) that are reflective of the populations being served.

ACCESSIBLE through language, location, and delivery style. Agencies have the capacity to overcome mainstream barriers and/or provide effective alternative strategies that enable residents to easily access mainstream and nontraditional programs and services.

VI.   Investment Area Background & Program Requirements

Youth development and educational support programming is an early prevention tool that provides at-risk youth constructive alternatives during out-of-school time. According to the Afterschool Alliance, each day 11.3 million school-age children in the United States are left home alone and unsupervised between 3-6pm.[8] Research shows afterschool hours are when violent juvenile crime peak and when children are most likely to become victims of a crime, be in an auto accident or use drugs and alcohol.[9] Access to youth development and educational support programs during out-of-school time is essential to keep youth safe, support youth academic

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[6] Coyne, C. (2001) "Cultural Competency: Reaching Out to All Populations". PT Magazine, pages. 44-50.

[7] York, S. (2003) Roots and Wings: Affirming Culture in Early Childhood Programs. St. Paul, MN: Redleaf Press, pg. 161.

[8] Afterschool Alliance-Afterschool for All (October 7, 2014). National fact sheet. Retrieved from http://www.afterschoolalliance.org//documents/National_fact_sheet_10.07.14.pdf. (PDF, 2 pages)

[9] After School California Report. (July 16, 2009). Factsheet: after-school programs prevent crime. Fight Crime: Invest in Kids. Retrieved from http://www.fightcrime.org/wp-content/uploads/sites/default/files/reports/2pgr-After-School.pdf (PDF, 2 Pages)

success, provide enriching activities for at-risk youth, and support working parent(s)/guardian(s). Studies suggest that youth involved in out-of-school time activities saw improvement in three major areas: (1) feelings and attitudes; (2) increased indicators of behavior adjustment which includes positive social behaviors and reduction in aggression, conduct problems, and drug use; and (3) increased school and achievement test scores.[10]

A. **Overview of Investment Area**

Youth development and educational support programming provide youth, who may otherwise be unsupervised, a safe and educational space to make social connections, learn new skills, receive support, and connect with staff who represent their culture. Researchers from Brandies University in their study on the level of stress working parents experience regarding their child's afterschool arrangements, identified youth in 6th to 12th grade as the age group that is most likely to be unsupervised afterschool. It is estimated that parental stress over their child or youth's afterschool time supervision cost businesses $50-$300 billion annually in healthcare and lost job productivity.[11] Out-of-school time programming gives parents peace of mind knowing their youth are in a safe supervised setting, with access to healthy snacks while receiving enriching activities that help close the opportunity gap between higher income and lower income families. In addition, studies show out-of-school time programs have positive impacts on social skills development, academic achievement and risk reduction for youth participants.[12]

The Afterschool Alliance reviewed over 50 studies of out-of-school time programs and found the following additional key themes:
- high quality programming shows a positive impact on children's self-concept and decision making;
- frequency and duration of afterschool participation increases benefits;
- high-risk youth show the greatest benefits;
- programming helps working families and encourages parental participation; and
- services keep children safe and healthy.[13]

Out of the 11.3 million school age children left unsupervised afterschool nationwide, one in four are middle school students (2.2 million) and 6.4 million are high school students providing "self-care" afterschool.[14] HSD, through focused community engagement, collected over 820 youth surveys to inform this RFP, 82% of surveyed youth reported being in 6th to 12th grade. When asked in the survey to finish the following question: "if I didn't come to [youth development or counseling] activities I would probably be doing …", 20% (169) youth reported they would be involved in unproductive activities such as watching TV, playing video games, playing on the computer, sleeping, or "bored at home." However, 9% (79) youth reported if they were not involved in an afterschool or counseling program they would be involved in unsafe activities such as doing drugs, feeling isolated and alone, hanging out on the street, getting involved in gangs, "bad stuff," or "in jail." Providing this age range constructive and enriching activities afterschool, when parents/guardians work or are busy tending to younger siblings, helps decrease self-destructive behavior while enabling youth to acquire academic and personal attributes that employers seek.[15] Studies show the following program attributes help get teens enrolled and keep them engaged in programming: flexible attendance policies; number of friends who attend; leadership opportunities; and providing a variety of

[10] National Institute on Out-Of-School Time. (2009) Making the case: A 2009 fact sheet on children in out-of-school time. Wellesley MA: National Institute on Out-of School Time. Retrieved from http://www.niost.org/pdf/factsheet2009.pdf (PDF, 8 pages)

[11] Catalyst. (2006). After-school worries: Tough on parents, bad for business. Retrieved from http://www.catalyst.org/knowledge/after-school-worries-tough-parents-bad-business

[12] State of Washington (2014). Quality standards for afterschool and youth development programs. School's Out Washington. 2-3. Retrieved from http://www.schoolsoutwashington.org/userfiles/file/quality-standards-pdf-2-14-14-final-web.pdf (PDF, 56 pages)

[13] Afterschool Alliance. (2011). Evaluations backgrounder: A summary of formal evaluations of afterschool programs' impact on academics, behavior, safety and family life. Retrieved from http://afterschoolalliance.org/documents/EvaluationsBackgrounder2011.pdf (PDF, 20 pages)

[14] Afterschool Alliance. (2014). America after 3pm: Afterschool programs in demand. Washington, D.C. Retrieved from http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf (PDF, 40 pages)

[15] Brown, D. & Thakur, M. (2006). Workforce development for older youth. New directions for youth development, 111, 91-104.

activities.[16] In addition, employing staff who are familiar with adolescent development and want to work with this age range, and providing a space that is youth friendly and developmentally appropriate, are key elements in a successful out-of-school time program.

Due to the long term academic and behavioral benefits of this preventative programming, it is essential HSD fund youth development and educational support services that are able to reach youth in their community, provide constructive activities during afterschool and summer unsupervised hours, and provide high-quality, developmentally and culturally appropriate programs. To meet the desired result, youth must graduate on-time and strengthen their connection to community or school, to successfully transition to adulthood and secure a strong foundation for their future.

B. Service/Program Model
HSD is investing in out-of-school time, year-round youth development and educational support programming focused on low income Seattle youth. Services will provide a safe space for youth during out-of-school time where they can participate in high quality services to improve their connection to school or community and increase academic progress. Agencies are asked to identify whether they are applying for youth development programming, educational support, or a combination of both. Program services funded through this RFP are outlined below:

Youth Development:
- Community Attachment
- Art and Culture
- Healthy Lifestyle
- Science, Technology, Engineering, and Mathematics (STEM) or Science, Technology, Engineering, Art, and Mathematics (STEAM) for expanded learning programs

Educational Support:
- Academic Support and Career Exploration

The Youth Development and Educational Support RFP plans to fund between six and eight agencies to provide youth development and/or educational support programming to the focus and priority populations defined below.

C. Criteria for Eligible Clients
Eligible program participants must be:
- In the sixth to twelfth grade age range
- Living within the Seattle city limits or attending Seattle Public Schools

D. Focus Population and Priority Community
Priority Communities

Youth of Color and Low Income Youth (80% or below HUD's PMSA income guidelines)
Data show that youth of color are more likely to experience high unemployment and poor educational opportunities. Structural racism perpetuates this disproportionality and impacts youth of color as they move through education and social systems affecting drop-out and school discipline rates. Nationally, 2013-2014 school year graduation rates for Black and Hispanic students fall below White students by 15 and 11

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[16] Arbreton, A. Bradshaw, M., Metz, R., Sheldon, J. & Pepper, S. (2008). More time for teens: Understanding teen participation –frequency, intensity and duration- in Boys & Girls Clubs. Retrieved from http://goccp.maryland.gov/msac/documents/gang-studies/boys-and-girls-club/Arbreton-Bradshaw-Metz-Sheldon-Pepper-2008.pdf (PDF, 53 pages)

percentage points, respectively.[17] Seattle Public Schools (SPS), with an overall on-time graduation rate of 76% for the 2013-14 school year, has an even larger disparity when disaggregated by race/ethnicity. The data show White students graduating at 84% and Black/African American and Hispanic/Latino students graduating at 62% and 61%, respectively; 22 and 23 percentage points, respectively below that of White students and 7 and 12 percentage points higher, respectively than the national disparity data. Equally as concerning, American Indian/Alaskan Native and Native Hawaiian/Pacific Islander Seattle students graduated at 51% and 50%, respectively, a 33 and 34 percentage points, respectively difference from White students. Although Asian SPS students' on-time graduation rate is above the local overall district rate at 83%, the data is not available disaggregated and may mask greater need within specific ethnic Asian populations.[18]

Disparities in the educational experience that many communities of color are faced with can create distrust between the educational system and at-risk youth and their families. Out-of-school time program hours allow the opportunity for staff to connect to participating youth's parent(s)/guardian(s) in a way that is more difficult for school staff. This after work time access to families helps with developing trusting relationships between program staff and the participating youth's family and allows program staff to act as a resource to support the family's connection to their youth's school.[19] In addition to parent engagement and school connectedness, studies show connection to a trusted adult further increases protective factors. Out-of-school time programs have the opportunity to provide youth not only connection to staff they can trust, but staff who represent their community. According to the Seattle Public Schools' (SPS) Healthy Youth Surveys completed by 8th, 10th and 12th graders 83% of White students are more likely to have a trusted adult to talk to as compared to 68% of Pacific Islander; 63% of Black; 62% of Asian; 60% of American Indian; and 60% of Hispanic students.[20]

Immigrant and Refugee Youth
Youth make up more than a third of all immigrants and refugees resettling to the United States. Research identifies unique risk and protective factors for this population and suggest that a youth's success now will affect future generations.[21] Among Seattle Public Schools 2014 graduates, limited English speaking students graduated at a rate 27% lower than total Seattle graduates, 57% as compared to 78%, respectively. Culturally and linguistically relevant programming that focus on strengths and assets verses deficits and problems are inherently supportive and engage parents/guardians when facilitating program enrollment. Programming challenges and critical issues for this population include transportation, bilingual and bicultural staff and materials, retention, effective outreach methods, and developmentally appropriate activities.

As of 2013, Hispanic/Latino children made up 23% of all children in the United States, they are also the largest and fastest-growing racial/ethnic minority group.[22] Children of established and recent Hispanic/Latino immigrants are more likely than other children of immigrants to experience poverty which can negatively affect their healthy development.[23] Out-of-school programming for this population is important due to higher rates of poverty, limited English proficiency, discrimination, lack of supervision

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[17] National Center for Education Statistics (2013-2014). Public high school 4-year adjusted cohort graduation rate, by race/ethnicity and selected demographics for the United States. Retrieved from http://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp

[18] WA State Office of the Superintendent of Public Instruction. Graduation and Dropout Statistics Annual Report 2013-2014, District Adjusted 4 year rates. Retrieved February 24, 2016 from http://www.k12.wa.us/dataadmin/default.aspx

[19] School's Out Washington (2013). Afterschool and youth development state plan: A call to action for Washington's children and youth executive summary. Retrieved from http://www.schoolsoutwashington.org/UserFiles/File/2013%20Afterschool%20%26%20Youth%20Development%20State%20Plan2.pdf (PDF, 36 pages)

[20] Seattle Public Schools. (2010, 2012, and 2014). Healthy Youth Survey 8th, 10th, 12th graders.

[21] Dennis Hunt, Lyn Morland, etr.al. (January 2002). Understanding, preventing, and treating problem behaviors among refugee and immigrant youth. The Center for Multicultural Human Services. Retrieved from http://www.brycs.org/documents/upload/CMHS_publication.pdf (PDF, 52 pages)

[22] Murphy, D., Guzman, L., Torres, A. (2014). America's Hispanic children: Gaining ground, looking forward. Televisa Foundation and Child Trends Hispanic Institute. Retrieved from http://www.childtrends.org/wp-content/uploads/2014/09/2014-38AmericaHispanicChildren.pdf (PDF, 36 pages)

[23] Wight, V. R., Thampi, K., & Chau, M. (2011). Poor children by parents' nativity: What do we know? New York, NY: National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_1006.pdf (PDF, 10 pages)

because of working parent, lack of parental education, and undocumented status.[24] The Harvard Family Research Project reviewed national out-of-school time programming demographics and found that Hispanic/Latino youth are consistently underrepresented.[25] They attributed this to programming that may not be culturally and linguistically appropriate and suggested targeted outreach to the Hispanic/Latino community.   Hispanic/Latino youth were also identified by 68% of HSD's youth development and educational support providers in the 2015 needs assessment survey as the main ethnic/racial group requiring more youth development and educational support services.

McKinney Vento Homeless Students
In the 2014 to 2015 school year, the Seattle Public School District served 1,705 McKinney Vento homeless students in 6th to 12th grade.[26] These students were either sleeping outside, in a car, hotel/motel, shelter, or doubled-up meaning sleeping in a location where they are not on the lease or for teens typically called "couch surfing." These young people are incredibly vulnerable and often don't have their basic needs met, have trouble with school attendance, academic progress, and connection to enriching out-of-school time activities. McKinney Vento school district liaisons carry hundreds of students on their caseload and it is difficult for staff to keep up with programming and ensure these students are aware of and connected to youth development and educational support services. It is vital that HSD-funded youth development and educational support programs provide outreach to this vulnerable population by making program materials available to Seattle Public School McKinney Vento liaisons and maintaining close connections to program area schools.

Focus Populations

Focus populations for this funding are based on HSD's outcomes framework, which is a results-based accountability system and ensures the services are focused to address disparities in the population. Given the data provided, focus populations for this funding include:
- Black/African American[27];
- Hispanic/Latino;
- Native American;
- Hawaiian/Pacific Islander; and
- English language learners.

To meet the goals for increasing services to these focus populations, funded agencies will identify strategies to enroll Black/African American, Hispanic/Latino, Native American, Hawaiian/Pacific Islander, and English language learners into youth development and educational support services. Increased services to these focus populations will be exhibited with a notable increase in clients demonstrating connection to school or their community and/or demonstrating academic progress to graduate on-time.

Applicants should demonstrate an intention and plan to address the disparities associated with both the focus populations and priority communities listed above. Proposals that clearly describe a plan to address significant needs among other populations will also be considered.

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[24] Valladares, S. Ramos, M.F. (2011). Children of Latino immigrants and out-of-school time programs. Washington, D.C. Child Trends. Retrieved from http://www.childtrends.org/wp-content/uploads/2011/12/Child_Trends-2011_12_01_RB_ImmigrantsOSTProg.pdf (PDF, 6 pages)
[25] Wimer, C., Bouffard, S.M., Caronongan, P., Dearing, E., Simpkins, S., Little, P., Weiss, H. (2006). What Are Kids Getting Into These Days? Demographic Differences in Youth Out-of-School Time Participation. Cambridge, MA: Harvard Family Research. Retrieved from file:///C:/Users/wseattle/Downloads/full_report_demographic_diff%20(1).pdf (PDF, 21 pages)
[26] Washington State. (2015). Statewide homeless report by district. Retrieved from http://www.k12.wa.us/HomelessEd/pubdocs/StatewideHomelessReportByDistrict2015.pdf
[27] Black/African American includes African youth

E. Expected Service Components

1. *Program Services*

   Agencies will be asked to identify whether they will be applying for educational support, youth development programming or a combination of both program areas. Both program areas will be expected to offer services that are developmentally appropriate and culturally and linguistically relevant. As a result of youth input gathered through HSD's community outreach all programs will be required to incorporate social, emotional, life skills, and family engagement into daily services. Studies identify positive social and emotional skill development as a key component to continued academic success, on-time graduation, and connection to school and community.[28]

   Below are examples of potential techniques to incorporate these skills into programming:

Social	Emotional	Life Skills	Family Engagement
Providing unstructured time to interact with friends	Providing tools to use to reduce stress and anxiety and manage anger	Any tangible skills that are developmentally appropriate, fit into the programming being provided and help youth transition successfully to adulthood. Examples may include career exploration, money management, good study habits, time management, ability to set attainable goals, and organizational skills.	Hosting activities after the work day for families to attend events that display the youths' progress in programming
Providing structured time to help youth get to know one another	Exploring ways to resolve conflict and increase self-awareness/confidence		Providing a welcoming atmosphere for parent/guardian interaction with the program
Teaching communication, leadership skills	Setting up program expectations and norms		Communicating with parent(s)/guardian(s) and youth when there are concerns about a youth's program progress or safety
Teaching positive problem solving skills	Providing needed community resource referral for youth		Providing needed community resource referral for families

   Youth development strategies may include:
   - leadership development
   - civic participation and engagement
   - cultural identification and growth
   - art instruction and enrichment
   - nutrition, cooking, outdoor physical recreation, and experiential learning (HSD will not be funding organized sports leagues)
   - STEM/STEAM for expanded learning programs

   Educational support strategies may include:
   - 1:1 tutoring
   - homework help
   - ESL homework support
   - group tutoring
   - computer assisted learning
   - career exploration
   - college readiness

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[28] Durlack, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, A. B., Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Retrieved from http://www.wondergrovelearn.com/wp-content/uploads/2014/02/The_impact_of_-enhancing_students_social_and_emotional_learning.pdf (PDF, 28 pages).

Collaborations and partnerships with school staff, including McKinney Vento liaisons, and other case managers are highly encouraged.

2. *Program Structure*
- Outreach and program marketing should be centered on serving the focus and priority populations outlined in section D. Program retention and outreach to youth who have enrolled and dropped out should be a priority.
- Services should be provided year-round including afterschool from approximately 3:00 p.m. – 6:00 p.m. during the school year and during a portion of the average work day hours approximately 8:00 a.m. – 5:00 p.m. in the summer.
- Frequency and duration should be consistent to where youth can maintain connection to staff, feel motivated to attend, and build on skills learned from each day's class.
- Program policies, procedures, and space should be developmentally appropriate and staff should be interested and experienced in working with youth in the 6th to 12th grade.
- One of the barriers to out-of-school time activities for low income families is transportation to and from programming. Programs must address transportation needs for youth in programming.
- Programs are required to serve healthy snacks to participants at each session.

3. *Program Best Practice*
Research shows that high-quality youth development and educational support out-of-school time programming is imperative to provide effective services to program participants. In 2014, the State of Washington published benchmarks of Quality Standards for Afterschool and Youth Development Programs that youth-serving agencies can strive to meet. The nine domains are:
- Safety & Wellness
- Cultural Competency & Responsiveness
- Relationships
- Youth Leadership & Engagement
- Programs & Activities
- Assessment, Planning & Improvement
- Ongoing Staff & Volunteer Development
- Leadership & Management
- Family, School & Community Connections

Programs should have culturally relevant program design, curricula, and environment with staff that have the education, skills and abilities to provide high quality services. Agencies will be required to report their service's on-going program quality improvement process. HSD acknowledges the David P. Weikhart Center's Youth Program Quality Intervention as the model of an on-going quality improvement tool.[29]

F. **Expected Investment Outcomes and Indicators**
The goals for youth development and educational support programming are to increase students' academic progress and/or develop or strengthen self-confidence and pro-social skills and community and/or school connection. Over the course of the anticipated four-year contracts resulting from this funding opportunity, HSD anticipates Youth Development and Educational Support contracts will serve the priority communities and focus populations in incremental increases in the following outcomes:

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[29] David P. Weikhart Center for Youth Program Quality. Youth Program Quality Assessment sample Retrieved from
http://cypq.org/sites/cypq.org/files/YouthPQA_2012_Sample_Items_3.25.13.pdf

Desired Result	Indicator	Strategic Investment Plan (SIP): B3A: Youth Development and Educational Support
		Milestones and Performance Commitments Priority communities: Youth of color, immigrant and refugee, McKinney Vento homeless students, and low-income youth Focus populations: Black/African American, Hispanic/Latino, Native American, Hawaiian/Pacific Islanders and English language learning youth
		Youth Development Milestones and Performance Commitments
Youth and Young Adults transition successfully to adulthood	Increased percentage of youth and young adults connected to school or their community	Milestones • Milestone #1: # of youth from focus populations and priority communities enrolled in Youth Development programming • Milestone #2: # of youth from focus populations and priority communities participating in program on a consistent basis (consistent basis: to be decided in contract negotiation based on program frequency and intensity) Performance Commitments* • Performance Commitment #1: # of youth from focus populations and priority communities demonstrate increased community or school connection through experiential project-based learning **And** • Performance Commitment #2: # of youth from focus populations and priority communities demonstrate increased self-confidence and pro-social skills
		Educational Support Milestones and Performance Commitments

Youth and Young Adults Achieve Academic Success	Increased percentage of youth with on-time high-school graduation	Milestones
		• Milestone #1: # of youth from focus populations and priority communities enrolled in Educational Support programming
		• Milestone #2: # of youth from focus populations and priority communities participate in program on a consistent basis (consistent basis: to be decided in contract negotiation based on program frequency and intensity)
		Performance Commitments*
		• Performance Commitment #1: # of youth from focus populations and priority communities make academic progress (choose one or more of the below verification methods)
		  a. Increase semester grades in one core subject
		  b. Receive a minimum of 5 credits for current school year
		  c. Raise grade point average to 3.0 and maintain for core subjects by end of the school year
		  d. Credit retrieval to meet graduation requirements
		Or
		• Performance Commitment #2: # of English language learners from focus populations and priority communities acquire or improve English language and literacy skills (verification methods outlined below)
		  a. Increase reading or literacy skills by at least 10% of standardized test scores

*Funded programs will be required to track and report the number of youth from the focus populations who achieve the performance commitment.

G. Description of Key Staff and Staffing Level

Program staff are expected to have experience working with youth from the focus and priority communities as well as an understanding of their cultural backgrounds, needs, and challenges in order to provide culturally competent youth development and educational support services. Staff should also have knowledge of the developmental needs of youth, education in the program area, and skills and ability to provide high quality services.

Staffing should include two fulltime staff or a combination of fulltime and part time staff equivalent to two fulltime employees (FTE).

VII. Agency Minimum Eligibility Requirements

Applications for this RFP will be accepted from any legally constituted entities that meet the following minimum eligibility requirements:

- Applicant must meet all licensing requirements that apply to its organization. Companies must license, report and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions.

- Applicant must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.

- Applicant must be incorporated as a private non-profit corporation in the State of Washington and must have been granted 501(C) (3) tax exempt status by the United States Internal Revenue Service, the applicant's 501(C) (3) status must be in good standing and must not have been revoked in the previous calendar year.
  OR
- Applicant is a federally-recognized Indian tribe in the State of Washington
  OR
- If the applicant is a public corporation, commission, other legal entity or authority established pursuant to RCW 35.21.660 or RCW 35.21.730, the applicant's status as a legal entity must be in good standing and must not have been revoked in the previous calendar year.

VIII. Client Data and Program Reporting Requirements

Agencies must be able to collect and report client-level demographic and service data as stated in any resulting contract. Agencies must implement policies and procedures to ensure privacy and confidentiality of client records for both paper files and electronic databases.

Agencies must be able to collect and report demographic numbers on a monthly or quarterly basis.

IX. Contracting Requirements

- Any contract resulting from this RFP will be between the City of Seattle, through its Human Services Department, and the applicant agency (referred to as "Contractor" in this section).

- Contracts may be amended to ensure that services and outcomes align with the community needs or due to availability of funding.

- Contractors will be required to comply with the Terms and Conditions of the Human Services Department Master Agency Services Agreement (MASA). These requirements shall be included in any contract awarded as a result of the RFP and are not negotiable. A copy of the MASA is available on HSD's Information for Grantees web page.

- HSD will attach Exhibits and Attachments to all resulting contracts which will further specify program terms, rules, requirements, guidelines and procedures.

- Contractors will be required to maintain books, records, documents, and other evidence directly related to performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of seven (7) years after completion of work.

- Contractors must complete all required reports and billing documentation as stated herein and in any resulting contract. Reimbursement will be contingent upon receipt and approval of required reports. Additional data may be required for audit or evaluation purposes.

- All programs funded through this RFP must publicly recognize HSD's contribution to the program.

- Contractors will maintain a commercial general liability insurance policy with a minimum limit of $1,000,000, naming the City of Seattle as insured.

- Contractors must have the capacity to protect and maintain all confidential information gained by reason of any resulting contract against unauthorized use, access, disclosure, modification or loss.

- Contractors must be able to collect and report data as described in Section VIII.

X.   Selection Process

This RFP is competitive. All interested parties must submit a complete application packet (as outlined in Section IV of the Application Instructions and Materials) by the deadline to be considered for funding. All completed applications turned in on or before the deadline that meet the minimum eligibility requirements (as outlined in Section VII of the Guidelines and Application) will be reviewed and individually scored by members of the rating committee.

Applications not meeting requirements of minimum eligibility or application completeness will be deemed ineligible and will be eliminated from further consideration. HSD reserves the right to seek clarification and accept or waive any nonmaterial irregularities or informalities in determining whether or not an application is eligible.

Eligible and complete applications will be rated based on the criteria for providing the required services outlined in the Guidelines and Application materials. HSD reserves the right to contact the primary contact person listed on the agency's completed Application Cover Sheet (Attachment 2) to clarify application contents. HSD also reserves the right to schedule and conduct interviews and/or site visits with some or all applicants prior to forwarding funding recommendations to the HSD Director. Following the rating process, including interviews if any, the rating committee will forward its funding recommendations to the HSD Director for final decision

regarding the award(s). Notification of investment awards will be sent to the Executive Director of the applicant agency (or similar level agency management staff indicated on the application cover sheet).

Due to the competitive nature of this RFP, beyond any scheduled information sessions offered by HSD, no individual technical assistance will be provided until the appeals process has closed. Applicants may not rely on oral communication from HSD staff at any information session, interview, site visit or otherwise and must review all written materials and addendums related to this RFP.

HSD reserves the right to make an award(s) without further discussion of the proposal submitted. Therefore, the application should be submitted on the most favorable terms. If the application is selected for funding, applicants should be prepared to accept the proposed terms for incorporation into a contract resulting from this RFP.

HSD also reserves all rights not expressly stated in the RFP, including making no awards or awarding partial funding and negotiating with any proposer regarding the funding amount and other terms of any contract resulting from this RFP.

XI.   Appeal Process

An applicant is any legal entity that has responded to a formal funding process conducted by the City of Seattle Human Services Department in soliciting applications for the provision of defined services. Applicants have the right to protest or appeal certain decisions in the award process made by HSD.

The following outlines the opportunities for applicants to appeal a decision made by HSD at two distinct points in the funding process:

1. **Minimum Eligibility Screening Appeal Process:** This process is applicable to applicants notified by HSD that their application was incomplete and/or did not meet the minimum eligibility requirements outlined in the Guidelines and Application document for the specific funding opportunity, and therefore will not be reviewed for funding consideration.

2. **Post-Notice of Award Appeal Process:** This process is applicable to applicants notified by HSD of the final status of their application, as determined by the HSD Director, upon the conclusion of the review and rating process.

While the grounds for appeals and deadlines differ, both processes will follow the same appeal format and content requirements and decision process, except as otherwise stated herein.

Minimum Eligibility Screening Appeal Process

Grounds for Appeals:
This process applies only to applicants wishing to appeal a decision regarding failure to submit a complete application or failure to meet the minimum eligibility requirements outlined in the funding opportunity. An appeal will only be determined to have merit if the applicant proves that the application submitted was complete, <u>did</u> meet the minimum eligibility requirements, qualifications, and formatting standards, and that the initial determination of ineligibility was in error. No additional information or details not included in the original application will be considered.

Appeals Deadlines:

1. The Human Services Department will notify applicants in writing if their application was incomplete and/or did not meet the minimum eligibility requirements outlined in the Guidelines and Application document for the specific funding opportunity.

2. Any applicant wishing to appeal must submit a written appeal to the HSD Director within <u>five (5) business days</u> from the date of the written notification by HSD.

3. The HSD Director will review the written appeal and may request additional oral or written information from the appellant organization. A written decision by the HSD Director will be made within ten (10) business days of the receipt of the appeal. The HSD Director's decision is final.

4. HSD will not finalize a contract resulting from the solicitation until the appeal process has closed; however, an appeal based upon an application's incompleteness or failure to meet minimum eligibility requirements will not prevent HSD from moving forward with the review and rating process for other applications. HSD reserves the right to issue an interim contract for services to meet important client needs.

Post-Notice of Award Appeal Process

Grounds for Appeals:
Only an appeal alleging an issue concerning the following subjects shall be considered:

- A matter of bias, discrimination or conflict of interest.

- Violation of policies or failure to adhere to guidelines or published criteria and/or procedures established in a funding opportunity.

Appeals Deadlines:

1. The Human Services Department will notify all applicants in writing of the final status of their application. For awarded applications, if appropriate, the level of funding to be allocated will be stated.

2. Any applicant wishing to appeal a decision regarding award must submit the appeal in writing to the HSD Director within <u>ten (10) business days</u> from the date of the written notification by HSD.

3. The HSD Director will review the written appeal and may request additional oral or written information from the appellant organization. A written decision by the HSD Director will be made within ten (10) business days of the receipt of the appeal. The HSD Director's decision is final.

4. HSD will not finalize a contract resulting from the solicitation until the appeal process has closed; however, HSD reserves the right to issue an interim contract for services to meet important client needs.

Appeal Format and Content:
A notice to HSD staff that an applicant intends to appeal does not reserve the right to an appeal. The applicant must file an appeal within the required deadline and follow the proper format. A casual inquiry, complaint or an appeal that does not provide the facts and issues, and/or does not comply with the form, content or deadline herein, will not be considered by the Department or acted upon as an appeal.

All appeals shall be in writing and state that the applicant is submitting a formal appeal. Deliveries by hand, mail or email are acceptable methods. HSD is not responsible for ensuring that an appeal is received within the appeal deadlines. If HSD does not receive the appeal by the deadline, the protest will be rejected.

Appeals must be addressed to:

<div align="center">

Catherine Lester, Director
Seattle Human Services Department
700 5th Avenue, Suite 5800
P.O. Box 34215
Seattle, WA 98124-4125

Email: Catherine.Lester@seattle.gov

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Include the following information and any additional information you would like considered in the appeal. Failure to provide the following information may result in rejection of the appeal if the materials are not sufficient for HSD to adequately consider the nature of the appeal:

1. Agency name, mailing address, phone number and name of individual responsible for submission of the appeal;
2. Specify the funding opportunity title;
3. State the specific action or decision you are appealing;
4. Indicate the basis for the appeal including specific facts;
5. Indicate what relief or corrective action you believe HSD should make;
6. Demonstrate that you made every reasonable effort within the funding process schedule to resolve the issue, including asking questions, attending information sessions, seeking clarification and otherwise alerting HSD to any perceived problems; and
7. Signed by the Agency's Executive Director or similar level agency management staff.

Appeals Process:
Within two (2) business days of receiving an appeal according to the appeals submission process outlined herein, the applicant will receive a receipt from the HSD Director's Office notifying the applicant of the date, time and method by which the appeal was received. If the applicant does not receive a receipt within two business days, it should be assumed that HSD did <u>not</u> receive the appeal and it will therefore not be considered.

The HSD Director will review the appeal. All available facts will be considered and the HSD Director shall issue a final decision. This decision shall be delivered in writing by email or mailed letter to the individual making the appeal and the Agency's Executive Director or similar level agency management staff who signed the appeal.

Each written determination of the appeal shall specify whether the HSD Director:

1. Finds the appeal lacking in merit and upholds the City action; or

2. Finds only immaterial or harmless errors in HSD's funding process and therefore rejects the appeal; or

3. Finds merit in the appeal and:

    a. **For the Minimum Eligibility Screening Appeal Process:** proceeds with inclusion of the original application, as submitted, in the application review and rating process. (<u>This does not guarantee an award from the funding process, but rather allows the originally rejected application to re-enter the evaluation process for funding consideration.</u>)

    b. **For the Post-Notice of Award Appeal Process:** states the appropriate action, which may include but is not limited to rejecting all intended awardees, making partial award, re-tabulating scores, or any other action determined by the HSD Director.

If HSD finds an appeal without merit, HSD may continue with the funding process (contract execution). Even if the appeal is determined to have merit, HSD may issue an interim contract for services to meet important client needs. Nothing herein shall diminish the authority of HSD to enter into a contract, whether an appeal action or intention to appeal has been issued or otherwise.

2016
Youth Development and Educational Support
Request for Proposal

APPLICATION
Instructions and Materials

This Application Instructions and Materials packet contains information and materials for respondents applying for the 2016 Youth Development and Educational Support Request for Proposal (RFP). The RFP Guidelines is a separate document that outlines the RFP award process and provides more details on the service and funding requirements.

I.   Submission Instructions & Deadline

Completed application packets are due by <u>12:00 p.m. on Tuesday, June 7, 2016</u>

Application packets must be received in person, by mail, or electronic submission. No faxed or e-mailed proposals will be accepted. Proposals must be received and date/time stamped by the 12:00 p.m. deadline on June 7, 2016. *Late or incomplete proposals or proposals that do not meet the minimum eligibility requirements outlined in this RFP will not be accepted or reviewed for funding consideration.*

Applicants must make arrangements to ensure that applications are received by HSD by the deadline, regardless of the submission method selected. When using HSD's Online Submission System, it is advisable to upload application documents several hours prior to the deadline in case you encounter an issue with your internet connectivity which impacts your ability to upload documents. HSD is not responsible for ensuring that applications are received by the deadline.

- Electronic Submittal: Application packets may be submitted electronically via HSD's Online Submission System at http://web6.seattle.gov/hsd/rfi/index.aspx.
- Hand Delivery or US Mail: The application packet can be hand-delivered or mailed to:

> Seattle Human Services Department
> RFP Response – Youth Development and Educational Support
> Attn: Marci Curtin
>
> *Delivery Address*   *Mailing Address*
> 700 5th Ave., 58th Floor   700 5th Ave, P.O. Box 34215
> Seattle, WA 98104-5017   Seattle, WA 98124-4215

II.   Format Instructions

A. Applications will be rated only on the information requested and outlined in this RFP, including any clarifying information requested by HSD. Do not include a cover letter, brochures, or letters of support. Applications that do not follow the required format may be deemed ineligible and may **not** be rated.

B. The application should be typed or word processed on double-sided, letter-sized (8 ½ x 11-inch) sheets. Please use one-inch margins, single spacing, and minimum size 11-point font.

C. The application may not exceed a total of 10 pages when applying for Youth Development or Educational Support and 12 pages if applying for both program areas, including the narrative sections and attachments (unless the attachment is requested and specifically states that it will not count toward the page limit). Pages which exceed the page limitation will not be included in the rating.

D. Organize your application according to the section headings that follow in Section III. For the narrative questions, please include section titles, and question numbers. You do not need to rewrite the questions for specific elements of each question.

III.   Proposal Narrative & Rating Criteria

Write a narrative response to sections A – E. Answer each section completely according to the questions. Do not exceed a total of 10 pages when applying for Youth Development or Educational Support and 12 pages if applying for both program areas, for section A – E combined.

NARRATIVE QUESTIONS

A. PROGRAM DESIGN DESCRIPTION *(30 points – Each program area proposed will receive a separate score for Section A)*

1. Describe your program model and identify if you are applying for the Youth Development, Educational Support, or both program areas. Define the program service and strategy to be used within each program area. Include the following for each program area you are proposing:
    a) Describe the activities your agency will provide under each program area you are applying for. Include the number of participants you will serve.
    b) Include when and where (e.g., locations, times, days of week, etc.) services will be delivered and by whom.
    c) Identify which of these services will be new or expanded from what your agency currently provides, if applicable.
    d) Describe how the service area(s) will help your program achieve the required performance commitments.
    e) Describe how services will be developmentally appropriate and culturally and linguistically relevant.
    f) Describe how programming will incorporate social, emotional, life skills and family engagement into daily services.
    g) Provide a list of and a brief job description for all key personnel who will have a significant role in program coordination and service delivery in each program area.
2. Describe the focus populations and priority communities to be served in each program area:
    a) Identify the number of unduplicated individuals you propose to serve on an annual basis. Describe the characteristics of these populations such as geographic region, age, ethnicity, language, and other defining attributes.

b) Describe how your program will recruit the focus populations and priority communities listed in Sections IV and VI of the funding Guidelines and any other focus populations or priority communities.

c) Provide data on the number of participants your program served in 2015 (calendar year) including geographic region, age, income, race, ethnicity, language, and other defining attributes.

d) Describe any significant changes from previous program years in the demographic characteristics of participants projected to be served in 2017 including those listed in the priority and focus population criteria (see Guidelines Sections IV and VI).

3. Describe how you will address quality assurance and solicit or incorporate input from the focus populations and priority communities into your program and ongoing services. Describe past experience in program improvement strategies. For example, the use of surveys, focus groups, lessons learned, staff training, quality assurance practices, etc.

Rating Criteria – A strong application meets all of the criteria listed below.

- Applicant presents a thorough description of the program that includes an understanding of the service area(s), program service and strategy. Applicant presents evidence of likely success in meeting performance commitments. Applicant clearly defines the number of youth to be served in each program area.
- Applicant provides year-round programming including afterschool hours and summer programming. Applicant clearly describes the location of the program and identifies how it is youth friendly and easily accessible through public transportation.
- New and expanded programs are clearly described and consistent with the applicant's program expertise, capacity, and mission, if applicable.
- Applicant demonstrates an ability to comply with program requirements.
- Applicant presents a thorough description of how services will be provided in a developmentally appropriate, culturally and linguistically relevant manner.
- Applicant incorporates social, emotional, life skills, and family engagement in a meaningful way into daily services.
- The program has a sufficient number of qualified staff (or partners) to deliver the services as described, or a plan to build staff capacity in a short time.
- Applicant clearly defines the number of youth to be served in 2017 and presents a thorough description of the anticipated program participants' demographic information.
- Applicant clearly defines the focus populations and priority communities to be served. The applicant shows a strong connection with the focus populations and priority communities and an understanding of their strengths, needs and concerns.
- Applicant presents a thorough description of outreach activities and success in engaging new populations. Applicant describes how they outreach to youth and families regardless of immigration status. Applicant ensures their outreach efforts inform youth and their families that program participation will not require citizenship or legal permanent residence.
- Applicant clearly defines the number of youth who were served in the previous year and presents a thorough description of their demographic information.
- Applicant demonstrates an understanding of the demographic changes in the focus populations and priority communities to be served.
- Applicant demonstrates ability to improve program and services based on participant feedback and program quality standard tools such as the Youth Program Quality Intervention (YPQI).

B. CAPACITY AND EXPERIENCE *(30 points)*
1. Describe your organization's success providing Youth Development and/or Educational Support Services or comparable services. Include your organization's ability to address changes in funding,

staffing, changing needs in the community, and developing and maintaining board or leadership support. If your agency has no experience delivering the service, describe any related experience and a plan for rapid development of service capacity. Attach a start-up timeline, if applicable.

2. Describe your plan for staff recruitment, training, supervision and retention for the proposed program. Complete the Proposed Personnel Detail Budget and include the equivalent of two fulltime staff to provide programming. (Attachment 4; this does not count toward the narrative page limit).

3. Describe how this program will fit into the agency's program structure and link to other services within the agency. Describe the leadership/organizational support for the program supervisor.

4. Describe your organization's experience with data management – collecting, storing and analyzing client information and program activities. What is your technical capacity for tracking client information and producing reports?

Rating Criteria – A strong application meets all of the criteria listed below.
- The program description demonstrates the applicant's experience in delivering the service, OR for applicants providing the service for the first time, the applicant presents a clear and realistic description and timeline for launching a new service.
- Applicant demonstrates successful experience adapting to changes in funds and community needs.
- Applicant describes processes for maintaining quality staff that matches the levels needed to run the program as described.
- Applicant demonstrates an ability to build upon existing service delivery systems.
- Applicant provides program support at the agency leadership level and program supervisors have capacity to provide adequate supervision of proposed programming.
- Applicant provides clear program and organizational structure for support and supervision.
- Applicant demonstrates an understanding of and capacity for data management.

C. PARTNERSHIPS AND COLLABORATION *(10 points)*
1. Describe how the proposed project will collaborate with other agencies/programs to deliver services. What are the benefits of this collaboration for program participants? Please identify any areas that will consolidate the provision of services across agencies.

2. If the proposal includes formal partnerships, name each organization and explain each role and area of responsibility. Please provide signed letters of intent from any partner providing key program elements. Partnership letters will not be counted toward the maximum page limit.

3. Describe how you will refer clients to other youth development or educational support programs and agencies in a proactive, seamless and client-friendly manner.

Rating Criteria – A strong application meets all of the criteria listed below.
- Applicant describes effective partnerships and collaborations that enhance service quality, minimize duplication, enhance the resources available and provide benefit to program participants.
- Applicant submitted signed letters of intent from partners and has clarified roles and responsibilities of each partner.
- Applicant describes how clients will be referred to other programs and agencies in a proactive, seamless, client-friendly manner.

D. EQUITY, CULTURAL RESPONSIVENESS AND SOCIAL JUSTICE *(20 points)*
1. Describe your experience providing services to people who have been historically oppressed by systemic discrimination including racial and ethnic minorities, immigrants, refugees, low-income populations, homeless, English language learners, Lesbian/Gay/Bisexual/Transgender/Questioning (LGBTQ), and disabled. If experience is limited, what steps will you take to provide culturally competent services?

2. Describe how the agency board and staff represent the cultural, linguistic and socio-economic background of program participants.
3. Describe your program's strategy for ensuring that underserved, cultural, ethnic, and linguistic groups receive culturally competent and responsive services as evidenced by your policies, procedures and practices.
4. What kind of trainings does your agency provide to support cultural competency?

Rating Criteria – A strong application meets all of the criteria listed below.
- Applicant demonstrates understanding of systemic discrimination, cultural responsiveness, and social justice and describes how cultural responsiveness and social justice is incorporated into the program and service delivery.
- Applicant has a proven track record of providing culturally and linguistically relevant services to diverse focus populations and priority communities.
- Applicant's staff composition reflects the cultural and linguistic characteristics of the focus populations and priority communities.
- Applicant's board composition reflects the cultural and linguistic characteristics of the focus populations and priority communities.
- Applicant describes existing policies and procedures, or a strategy to develop policies and procedures that demonstrate a respect and appreciation for the cultural and linguistic characteristics of the focus populations and priority communities.
- Applicant has demonstrated a commitment to ongoing training and development within the agency to promote and support culturally competent service delivery.

E. BUDGET AND LEVERAGING *(10 points)*
1. Complete the Proposed Program Budget (Attachment 3; this does not count toward the narrative page limit). The costs reflected in this budget should be for the proposed program area only, not your total agency budget.
2. Describe how these funds will be used and identify other resources and amounts that will be used to support this program.
3. Describe your organization's financial management system. How does your agency establish and maintain general accounting principles to ensure adequate administrative and accounting procedures and internal controls necessary to safeguard all funds that may be awarded under the terms of this RFP. Entities without such capabilities may wish to have an established agency act as fiscal agent.
4. Describe how your agency has the capability to meet program expenses in advance of reimbursement.
5. Describe your agency's indirect costs (personnel and other expenses) that will be charged to this program. Does your agency have a federally approved rate? HSD policy places a 15% cap on reimbursement for agency indirect costs based on the total contract budget.

Rating Criteria – A strong application meets all of the criteria listed below.
- Costs are reasonable and appropriate given the nature of the service, the focus populations and priority communities, the proposed level of service, and the proposed outcomes.
- The proposed program is cost effective given the type, quantity, and quality of services.
- The applicant identifies other funds to be used with any funds awarded from this RFP for providing the services described in the proposal, and provides evidence that these funds are sustainable.
- The applicant has a demonstrated capacity to ensure adequate administrative and accounting procedures and controls necessary to safeguard all funds that may be awarded under the terms of this RFP.
- The applicant demonstrates the capability to meet program expenses in advance of reimbursement.

• Personnel and other expenses included in the indirect cost rate are clearly described and are reasonable.

Total = 100 points

IV.   Completed Application Requirements

AT APPLICATION SUBMITTAL

To be considered Complete, your application packet <u>must</u> include all of the following items or the application will be deemed incomplete and will not be rated:

1. A completed and signed two-page Application Cover Sheet (Attachment 2).
2. A completed Narrative response (see Sections II & III for instructions).
3. A completed Proposed Program Budget (Attachment 3).
4. A completed Proposed Personnel Detail Budget (Attachment 4).
5. Roster of your agency's current Board of Directors.
6. Minutes from your agency's last three Board of Directors meetings.
7. Current verification of nonprofit status, federal recognition as an Indian tribe, or evidence of incorporation or status as a legal entity. Your agency must have a federal tax identification number/employer identification number.
8. <u>If</u> your agency has an approved indirect rate, a copy of proof that the rate is approved by an appropriate federal agency or another entity.
9. <u>If</u> you are proposing to provide any <u>new</u> (for your agency) services, attach a start-up timeline for each service.
10. <u>If</u> you are proposing a significant collaboration with another agency, attach a signed letter of intent from that agency's Director or other authorized representative.

AFTER MINIMUM ELIGIBILITY SCREENING AND DETERMINATION OF A COMPLETED APPLICATION

If HSD does not already have them on file, any or all of the following documents may be requested after applications have been determined eligible for review and rating. Agencies have four (4) business days from the date of written request to provide requested documents to the funding process coordinator:

1. A copy of the agency's current fiscal year's financial statements reports, consisting of the Balance Sheet, Income Statement and Statement of Cash Flows, certified by the agency's CFO, Finance Officer, or Board Treasurer.
2. A copy of the agency's most recent audit report.
3. A copy of the agency's most recent fiscal year-ending Form 990 report.
4. A current certificate of commercial liability insurance. Note: if selected to receive funding, the agency's insurance must conform to MASA requirements at the start of the contract.

V.   List of Attachments & Related Materials

Attachment 1:   Application Checklist
Attachment 2:   Application Cover Sheet
Attachment 3:   Proposed Program Budget
Attachment 4:   Proposed Personnel Detail Budget

2016 Youth Development and Educational Support RFP
Application Checklist

This optional checklist is to help you ensure your application is complete prior to submission. Please do not submit this form with your application.

HAVE YOU….

☐ **Completed and signed the 2-page <u>Application Cover Sheet</u> (Attachment 2)?***

☐ **Completed each section of the <u>Narrative</u> response?**
- Must not exceed 10 pages when applying for Youth Development or Educational Support and 12 pages if applying for both program areas (8 ½ x 11), single spaced, double-sided, size 11 font, with 1 inch margins.
- Page count does not include the required forms (Attachments 2, 3 and 4) and supporting documents requested in this RFP.
- A completed narrative response addresses all of the following:

    ☐ Program Design Description (30%)
    - *There should be a separate section for each program area you have selected. To avoid repeating yourself, it is acceptable to refer to a previous program area where appropriate (e.g. "same as previous program area").*
    ☐ Capacity and Experience (30%)
    ☐ Partnership and Collaboration (10%)
    ☐ Cultural Competency (20%)
    ☐ Budget and Leveraging (10%)

☐ **Completed the full Proposed Program Budget (Attachment 3)?***

☐ **Completed the full Proposed Personnel Detail Budget (Attachment 4)?***

☐ **Attached the following supporting documents?***
    ☐ Roster of your current Board of Directors
    ☐ Minutes from your agency's last three Board of Directors meetings
    ☐ Current verification of nonprofit status, federal recognition as an Indian tribe, or evidence of incorporation or status as a legal entity
    ☐ <u>If</u> your agency has an approved <u>indirect rate</u>, have you attached a copy of proof that the rate is approved by an appropriate federal agency or another entity?

☐ **If you are proposing to provide any <u>new services</u> (for your agency), have you attached a start-up timeline for each service, beginning January 1, 2017?***

☐ **If you are proposing a significant <u>collaboration or partnership</u> with another agency, have you attached a signed letter of intent from that agency's Director or other authorized representative?***

**These documents do not count against the 10 or 12 page limit for the proposal narrative section.*

All applications are due to the City of Seattle Human Services Department by **12:00 p.m. on Tuesday, June 7, 2016**. Application packets received after this deadline will <u>not</u> be considered. See Section I for submission instructions.

City of Seattle
Human Services Department

2016 Youth Development and Educational Support RFP
Application Cover Sheet

1. Applicant Agency:	
2. Agency Executive Director:	

3. Agency Primary Contact

    Name: Title:

    Address:

    Email:

    Phone #:

4. Organization Type

☐ Non-Profit   ☐ For Profit   ☐ Public Agency   ☐ Other (Specify):

5. Federal Tax ID or EIN:		6. DUNS Number:	

7. WA Business License Number:	
8. Proposed Program Name:	
9. Funding Amount Requested:	

10. Partner Agency (if applicable):

    Contact Name: Title:

    Address:

    Email: Phone Number:

    Description of partner agency proposed activities:

| 11. | Check which program area (i.e., Youth Development and/or Educational Support) your agency is applying for and complete the applicable program area information. (Check all that apply) |

☐ **Youth Development**			**# of clients to be served**		

Days/Times- _School Year_					
Days/Times- _Summer_					

Focus Population	Black/African American ☐	Hispanic/ Latino ☐	Native American ☐	Hawaiian/Pacific Islander ☐	English language learner ☐

Priority Communities	Youth of Color ☐		Immigrant/ Refugee ☐	Low Income ☐	McKinney Vento Homeless Students ☐

Program Service	Community Attachment ☐	Healthy Lifestyle ☐	Art and Culture ☐	Science, Technology, Engineering, and Mathematics (STEM) ☐	Science, Technology, Engineering, Art, and Mathematics (STEAM) ☐	Other (please describe)

☐ **Educational Support**			**# of clients to be served**		

Days/Times- _School Year_					
Days/Times- _Summer_					

Focus Population	Black/African American ☐	Hispanic/ Latino ☐	Native American ☐	Hawaiian/Pacific Islander ☐	English language learner ☐

Priority Communities	Youth of Color ☐		Immigrant/ Refugee ☐	Low Income ☐	McKinney Vento Homeless Students ☐

Authorized physical signature of applicant/lead agency

To the best of my knowledge and belief, all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the applicant is awarded funding.

Name and Title of Authorized Representative:

Signature of Authorized Representative: _____   Date: _____

2016 Youth Development and Educational Support RFP
Proposed Program Budget
January 1, 2017 to December 31, 2017

Applicant Agency Name:	
Proposed Program Name:	

Item	Amount by Fund Source				Total Project
	Requested HSD Funding	Other[1]	Other[1]	Other[1]	
1000 - PERSONNEL SERVICES					
1110 Salaries (Full- & Part-Time)					
1300 Fringe Benefits					
1400 Other Employee Benefits[2]					
SUBTOTAL - PERSONNEL SERVICES					
2000 - SUPPLIES					
2100 Office Supplies					
2200 Operating Supplies[3]					
2300 Repairs & Maintenance Supplies					
SUBTOTAL – SUPPLIES					
3000 - 4000 OTHER SERVICES & CHARGES					
3100 Expert & Consultant Services					
3140 Contractual Employment					
3150 Data Processing					
3190 Other Professional Services[4]					
3210 Telephone					
3220 Postage					
3300 Automobile Expense					
3310 Convention & Travel					
3400 Advertising					
3500 Printing & Duplicating					
3600 Insurance					
3700 Public Utility Services					
3800 Repairs & Maintenance					
3900 Rentals – Buildings					
Rentals - Equipment					
4210 Education Expense					
4290 Other Miscellaneous Expenses[5]					
4999 Administrative Costs/Indirect Costs[6]					
SUBTOTAL - OTHER SERVICES & CHARGES					
TOTAL EXPENDITURES					

[1] Identify specific funding sources included under the"Other" column(s) above:	
	$
	$
	$
	$
Total	**$**

[2] Other Employee Benefits - Itemize below:	
	$
	$
	$
	$
Total	**$**

[3] Operating Supplies - Itemize below (Do Not Include Office Supplies):	
	$
	$
	$
	$
Total	**$**

[4] Other Professional Services - Itemize below:	
	$
	$
	$
	$
Total	**$**

[5] Other Miscellaneous Expenses - Itemize below:	
	$
	$
	$
	$
Total	**$**

[6] Administrative Costs/Indirect Costs - Itemize below:	
	$
	$
	$
	$
Total	**$**

[6] Administrative Costs/Indirect Costs: Human Services Department policy places a fifteen percent (15%) cap on reimbursement for agency indirect costs, based on the total contract budget. Restrictions related to federal approved rates and grant sources still apply.

Does the agency have a federally approved rate?	☐ Yes ☐ No
If yes, provide the rate.	

2016 Youth Development and Educational Support RFP
Proposed Personnel Detail Budget
January 1, 2017 to December 31, 2017

Applicant Agency Name:	
Proposed Program Name:	

Agency's Full-Time Equivalent (FTE) =		hours/week			Amount by Fund Source(s)				
Position Title	**Staff Name**	**FTE**	**# of Hours Employed**	**Hourly Rate**	**Requested HSD Funding**	**Other Fund Source**	**Other Fund Source**	**Other Fund Source**	**Total Program**
Subtotal – Salaries & Wages									
Personnel Benefits:									
FICA									
Pensions/Retirement									
Industrial Insurance									
Health/Dental									
Unemployment Compensation									
Other Employee Benefits									
Subtotal – Personnel Benefits:									
TOTAL PERSONNEL COSTS (SALARIES & BENEFITS):									