



RFQ-01-2017

ExCEL After-School Program

Request for Qualifications for

After School and/or Summer Program Lead Agency

San Francisco Unified School District

Student, Family, & Community Support Division

Date issued: July 31, 2017

Question Submittal: August 9, 2017 at 5:00pm
at excelasp@gmail.com

APPLICATION due: August 31, 2017 at 5:00 PM

https://www.surveymonkey.com/r/ExCEL_RFQ_2017

Qualification Notification: September 30, 2017



SFUSD

**SAN FRANCISCO
PUBLIC SCHOOLS**

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I. INTRODUCTION

The San Francisco Unified School District (SFUSD or the District) ExCEL After-School Program Office invites interested community-based organizations (CBO's) to respond with their qualifications to serve as a Lead Agency in designing, planning, coordinating and operating an effective and high-quality after-school and/or summer program that aligns with the District's overarching goals in order to support in the elimination of the achievement gap.

Based on the result of this Request for Qualifications (RFQ), the District will provide to school site administrators and stakeholders a list of pre-qualified CBO's from which principals and stakeholders may evaluate and choose a Lead Agency. Those organizations selected as Lead Agencies will be committed to supporting school communities in providing an after-school or summer program that contains the following five components from ExCEL's Theory of Action: Strong Systems and Structures, Intentional Program Design, Safe and Supportive Culture and Climate, Healthy and Active Youth and Aligned Academic Support. An ExCEL Lead Agency should also add value to the overall school program by assisting each site to achieve its own unique goals as specified in its Balanced Scorecard (BSC) site plan. For more information regarding ExCEL's Theory of Action and Quality Action Plan go to: <https://healthiersfexcel.org/qap/>

The San Francisco Unified School District asks all of its schools to align their programs and practices to two guiding documents – "[Vision 2025](#)" - and its Strategic Plan – "[Transform Learning. Transform Lives.](#)" The universal goals at the center of each plan that serve as the foundation for all District efforts are:

- Access & Equity: Make social justice a reality by ensuring every student has access to high-quality teaching and learning.
- Student Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.
- Accountability: Keep district promises to students and families and enlist everyone in the community to join in doing so.

In order to achieve these goals, the commitment and high quality work of our community partners within the District's ExCEL After-School Programs (ExCEL) is essential.

II. TERM OF LEAD AGENCY QUALIFIED LIST & ANNUAL CONTRACTS

This Request for Qualifications (RFQ) for ExCEL After-School & Summer Program Lead Agencies will result in a list of qualified organizations from which school site administrators may select an ExCEL After-School Program contractor. *The term of the Qualified Lead Agency list shall be a minimum of three years and a maximum of five years beginning July 1, 2018.*

The selection of the after-school program Lead Agency is at the discretion of the school site administrator. School site administrators will select a Lead Agency from the list of qualified agencies by assessing the quality of the current after-school and/or summer program, identifying future program goals, and considering any other factors relevant to the school site. The ExCEL office does not identify Lead Agencies for schools, rather site administrators submit their Lead Agency selection on an annual basis.

The school site administrator may choose a new Lead Agency, or may choose to continue to contract with the same Lead Agency subject to the District's annual availability of funds and satisfactory contractor performance with respect to meeting targeted attendance goals, the contractor's ability to provide a quality program that supports school and district objectives, and/or any other factors relevant to the school site.

III. REQUEST FOR QUALIFICATION SCHEDULE

The anticipated schedule for creating a list of qualified candidates is:

- a. RFQ Issue Date: July 31st, 2017
- b. RFQ Question Submittal Date: August 9, 2017 – 5:00pm – submit questions to: SFUSD ExCEL Department at excelasp@gmail.com.
- c. Answers will be posted by August 11, 2017
- d. APPLICATION due: 5:00 PM on August 31, 2017
- e. Qualification Notification: September 30, 2017
- f. Selection of Lead Agency by school site principal: March 2018
- g. Service Start Date July 1, 2018 depending on grant funding allocation.

IV. LEAD AGENCY OVERVIEW

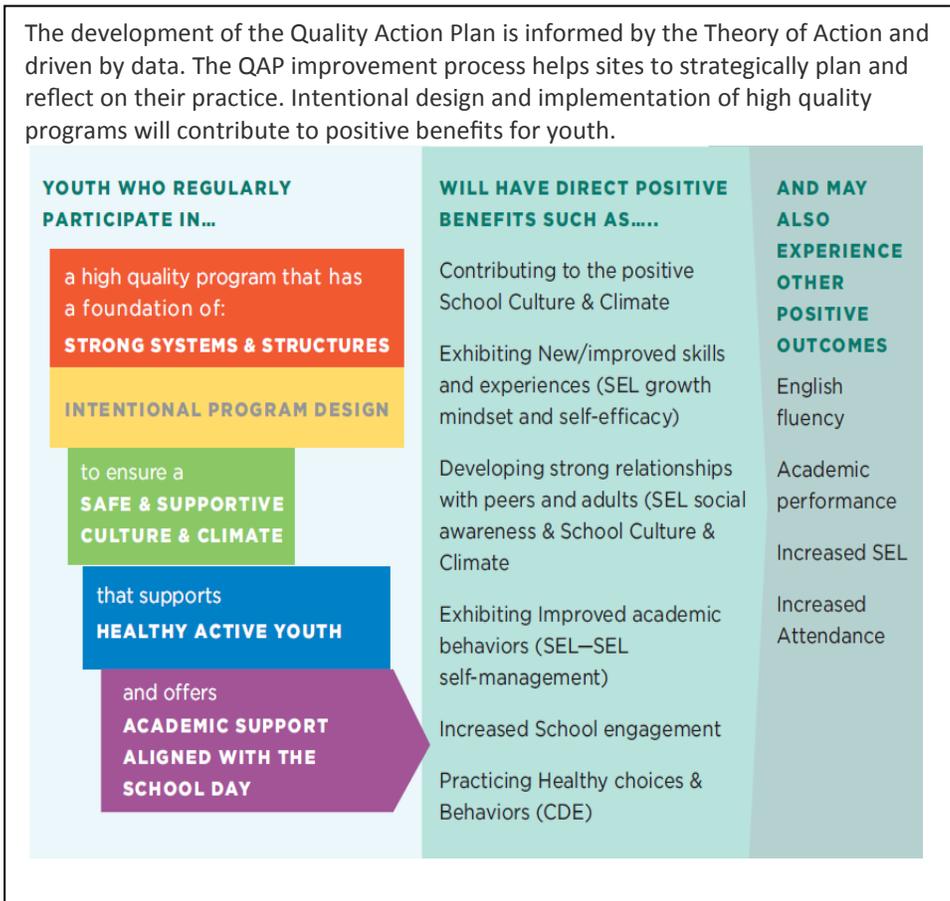
The ExCEL After-School Program’s mission is to create and sustain "safe havens" at public schools where students and community members can access expanded learning opportunities, health and wellness activities, and cultural programs in the out-of-school hours. Program design and evaluation is based on the ExCEL Theory of Action (see below), developed in 2011, which states that regular participation in high quality program has direct benefits for youth and contributes to other positive outcomes.

The ExCEL After-School Program operates in elementary, K-8, middle, and high school. School site administrators partner with ExCEL qualified local agencies to deliver quality after school and/or summer programs at SFUSD school sites.

The ExCEL After-School Program Central Office provides support for the overall program design and administration of the after school and/or summer programs by providing guidance related to grant , compliance, funding requirements and supporting the alignment of the after school and/or summer program with school day initiatives.

ExCEL After-School Programs are funded through grants from the California Department of Education (CDE) and through matching grants from the City and County of San Francisco’s Department of Children, Youth and Their Families

(DCYF). CDE provides funds to school districts that collaborate with community partners to provide safe and
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educationally enriching alternatives for children and youth during out-of-school-time hours. The funds are awarded to specific school sites as part of a competitive process. The base grants are for school year programs. Both after-school and summer programs are funded through three grant sources:

- After-School Education & Safety (ASES) for Elementary, Middle, K-8 and are 3 year renewable funding sources
- 21st Century for Elementary, Middle, K-8 and 21st Century After School Safety and Enrichment for Teens (ASSETS) grants for High Schools are 5 year grants which sunset (end). Sites whose funding has ended must be re-applied for through an RFA process administered by the California Department of Education (CDE). The ExCEL Office writes and submits all funding applications to the CDE.
- DCYF Equitable Access Match Funding for Elementary, Middle and K-8.

After-School and Summer Program Requirements

- ExCEL elementary and middle school base grants can ONLY be used to provide after-school programming (180 days) immediately after the school day.
- ExCEL high school ASSETS base grants can be used to operate programs before school, after school, and weekends and during summer/intersession in accordance with grant guidelines.
- ExCEL summer programs must operate for at least three hours per day during days when school is not in session.

The intention of the after-school funding is to provide a comprehensive after-school and/or summer program that consists of a balance of academic and enrichment activities, including physical activity components. The after-school and/or summer program should incorporate restorative practices and be in alignment with the District's strategic plan and other initiatives as applicable. The funds cannot be used to supplant school day activities.

After-school and/or summer programs must include the following dependent on the type of grant received:

- ASES Funding: 1) an educational and literacy component to provide tutoring and/or homework assistance; 2) an educational enrichment component and 3) physical activity/recreation component. In addition the program must provide a nutritious snack each day.
- 21st CCCLC Elementary/Middle: 1) educational and literacy component to provide tutoring and/or homework assistance; 2) educational enrichment component; 3) physical activity/recreation component and 4) family literacy component. In addition the program must provide a nutritious snack each day.
- ASSETS: 1) educational and literacy component to provide tutoring and/or homework assistance; 2) educational enrichment component; 3) physical activity/recreation component and 4) family literacy component. In addition the program must provide a nutritious snack each day.
- All ExCEL programs will implement the ExCEL Quality Action Plan that is aligned with the District's strategic plan and initiatives. (see Appendix I for more detail on current initiatives).
- All ExCEL program must adhere to all applicable Board of Education policies.
- All ExCEL programs receiving DCYF Equitable Access Match or Beacon funding, must adhere to DCYF policies.

The goal of the after-school and/or summer program is to support student success in school through academic support and educational enrichment. The school site principal is an integral part of the development of the after-school and/or summer program components. This ensures that the program design supports the school's goals articulated in the site's Balanced Score Card.

All Lead Agencies selected by principals will collaborate on the development and implementation of the site's after-school and/or summer program in compliance with state and federal guidelines.

- Aligned Academic Support

For after-school programs funded through base grants, all ExCEL sites are required to identify an Academic Liaison to support academic alignment with the school day. The Academic Liaisons provide important guidance and expertise to strengthen the academic program in after-school including the homework help system, curriculum development, professional development and coaching for program staff, and/or direct tutoring intervention for targeted students. In addition the Academic Liaison helps to coordinate and facilitate communication and program alignment between the after-school program and school day. At the high school Level, the Academic Liaison may coordinate credit recovery program implementation.

- Enrichment Component

Sites offer diverse enrichment activities according to the interests of students and the available expertise of staff.

- Healthy Active Youth

All ExCEL programs must follow the SFUSD wellness policy guidelines related to physical activity.

Required Program Hours

School year programs:

Elementary and middle school programs must operate 5 days/week, commence immediately at the end of the regular school day, run until at least 6 p.m. and for at least 15 hours/week, whichever is longer. The after-school program must operate every regular school day during the school year. First priority enrollment is given to students who are identified by the program as homeless youth and students who are identified by the program as being foster care. Priority enrollment shall be given to students who attend (5) days a week.

- Middle school programs may implement a flexible attendance schedule for students. Priority enrollment shall be given to middle school students who attend (5) days a week.
- Elementary students are expected to be enrolled and participate 5 days/week.
- High School programs must operate a minimum of 15 hours per week.

Each high school ASSETS program has the option of operating under either of the following modes: (1) after school only, or (2) after school and during any combination of before school, weekends, summer, intersession, and vacation. Special arrangements for facility use must be made before weekend, summer, intersession and/or vacation timeframes are proposed.

Summer programs:

Summer programs must operate a minimum of three (3) hours per day during days when school is not in session.

Late Arrival and Early Release Policies: ExCEL has established early release and late release policies that must be implemented at each after-school and/or summer program.

Staffing

All staff supervising students in the after school program must meet District TB/fingerprinting requirements as well as all minimum requirements for SFUSD Instructional Aide positions. In addition, if the program will include any physical activities related to bicycle riding, at least one staff member must be a League Certified Instructor (LCIs) from the League of American Bicyclists. LCI information can be found at the following website - <http://bikeleague.org/content/become-instructor>. Additionally, each school site is required to have a

Site Coordinator. Education Code provides that “selection of the program site [coordinator] shall be subject to the approval of the school site principal”. Each agency is required to designate an ExCEL Program Manager to support the Site Coordinator.

Wellness Policy & Food Handler Certification

Contractors at eligible school sites must utilize SFUSD’s Student Nutrition meal program to provide after-school nutrition and complete all related paperwork in an accurate and timely manner as required by the federal meal program and SFUSD.

All foods used in the program, including those used for cooking class, must meet the nutrition standards in the [District’s Wellness Policy and Nutrition Guidelines](#). Food products shall be free of prohibited additives. Sugar sweetened beverages shall not be sold or served by any Contractor to SFUSD students, staff, or families at any time on any district property.

Contract and Payments

Programs may not begin program operations at a school site unless the District is in receipt of a contract that has been properly completed (including all required attachments) and fully executed by SFUSD. Invoices are on a cost reimbursement basis.

Matching Funds

Awarded contractors are required to provide no less than thirty three percent (33%) match funding or a mix of funding and in-kind services to enhance program services at the named school site program. Lead agencies that receive DCYF Equitable Access Matching Funds may count those funds towards the 33% match funding requirement.

ExCEL After-School Program Co-Payment Fee Guidelines:

- The monthly co-payment fee will be waived for a family that is eligible for free & reduced lunch except for those co-payments required by local, state or federal tuition subsidy programs. Eligibility for ExCEL or other public or private tuition subsidy programs will be conducted by CBO staff at the time of registration.
- The monthly co-payment fee will be waived for a child in the program who is a homeless youth or for a child who is in foster care.
- A family that is **not** eligible for free/reduced lunch will pay a co-payment fee on a sliding scale from \$50-\$500/month.
- An annual non-refundable sliding scale registration or application fee from \$25-\$350 may be required by the ExCEL After School Program Lead Agency. This application fee must be made payable to the Lead Agency at the school where a student attends and must be submitted with the application for each child enrolled. This registration or application fee is for all families. No family will be turned away for lack of ability to pay the registration fee.
- The monthly co-payment fee is based on an annual amount, which is divided evenly into monthly co-payments. The monthly co-payment amount is not based on the service days in that month (which vary depending on the calendar and holidays, regardless of whether the student attends each day).

Quality Action Plan: Continuous Quality Improvement (CQI)

Qualified Lead Agencies will work with the ExCEL After School Program Central Office and school site administrators to develop a Quality Action Plan (QAP) during the annual August Institute. The QAP is developed in collaboration with the school site principal and designated Academic Liaison. Go to: <https://healthiersfexcel.org/> for more information

Grant Funding Calculated by Attendance

ASES/21st Century grants are attendance-based grants. ASES grants are based on \$8.19 per pupil per day for all days of the school year. 21st Century grants are based on \$7.50 per pupil per day. High School grants are based on \$10/pupil/day for all days of the school year.

Sites that fail to meet calculated attendance will trigger California Department of Education intervention and funding levels may be reduced. Sites must earn 85% of attendance to be in good standing for full funding.

Failure to achieve attendance targets may result in a Lead Agency being removed from the qualified list of Lead Agencies.

Attendance and Evaluation Documentation

All attendance data must be collected in ExCEL required formats, closely monitored, and managed for accuracy by the Site Coordinator and ExCEL Program Manager. All required evaluation activities must be completed.

Enrollment Policy:

Qualified Lead Agencies must work with the school site administrator to develop a written enrollment policy. The enrollment policy should include, but not be limited to, enrollment priorities, application process, acceptance notification, wait list procedures, behavior guidelines, parent expectation, student expectation, process for students being removed from the after school program, etc. Qualified Lead Agencies are required to provide the written enrollment policy to all families who apply for the program.

V. DEPARTMENT OF CHILDREN YOUTH & FAMILIES (DCYF) EQUITABLE ACCESS MATCH FUNDING:

The San Francisco City and County's Department of Children, Youth and Their Families has allocated funds to providing matching grants to support SFUSD's ExCEL after-school programs for FY 2018-19 through FY 2022-23. Lead Agencies selected by the SFUSD school site administrator to operate after-school programs for K-8 students during the school year and Lead Agencies selected by SFUSD to operate summer programs for K-8 students at assigned sites are eligible to compete for matching funds from DCYF. DCYF grant awards for both after-school programming and summer programming are determined based on: responses to the DCYF Equitable Access Applications, the number of youth to be served, the proposed number of youth on the waitlist to be served, number of days of programming offered, and the level of need of the students to be served (level of need was is determined using SFUSD and DCYF data.) Only one Lead Agency is awarded a DCYF Equitable Access grant for after-school per school site. The DCYF Equitable Access grant application will be released in March 2018.

- The priority of the DCYF Equitable Access funding is to provide access to those students who would benefit most from the program, such as African American, Latino and Pacific Islander students.
- The DCYF ExCEL Equitable Access funds should be viewed as a critical component of ExCEL programs' multiple funding sources, and used in a way that supports the ExCEL program holistically, not just for specific aspects or single components of the program.
- Similarly, DCYF requires lead agencies to work collaboratively with school principals and other school leadership team members to design the program and budget. Lead agencies and principals should plan how all funding sources, including the DCYF Equitable Access Match funds, are used to support success throughout the program and for all participants.
- DCYF Equitable Access Match funds can only be used for budget items incurred by the lead agency. Funds can be used to support SFUSD staff or school day activities.

- School principals and lead agency signatories must ultimately both approve how the DCYF Equitable Access Match funds will be spent.
- The DCYF ExCEL Equitable Access Match funds are NOT subject to the state and federal audit requirements that ExCEL's state and federal funds fall under.
- ExCEL providers receiving DCYF Equitable Access Match funds through the District are subcontractors to DCYF's master grant agreement with SFUSD, and therefore are held to all City contractual requirements and published DCYF funding guidelines as outlined in *Doing Business with DCYF*.

DCYF Equitable Access Funds for after-school and summer programs will remain in use at the original school site awarded through FY 2018-2023 even if the school site administrator changes the Lead Agency at any point in time, subject to continued compliance with the terms of the DCYF Equitable Access grant.

Lead Agencies will need to comply with all of DCYF's contracting requirements.

VI. LEAD AGENCY QUALIFICATIONS

All agencies submitting applications must meet the Minimum Qualifications listed below. Any application submitted electronically that fails to demonstrate how the proposing agency meets these minimum requirements as outlined below will be considered non-responsive and will not be eligible for review for placement on the qualified candidates list. The survey monkey link is:

https://www.surveymonkey.com/r/ExCEL_RFQ_2017

Agencies applying as Lead Agencies must demonstrate a least two (2) years of experience in the following:

- h. Documented experience in providing program services to the students in the service categories being applied for. Specifically, evidence of a positive track record of capacity to effectively coordinate the entirety of a school's After-school and/or summer program as well as successful collaboration with the school site administrator, faculty and staff.
- i. Documented experience of agency administrative capacity to fulfill all compliance and fiscal policies of the SFUSD and CDE, including: agency administration manual; fiscal and personnel policies; cost allocation plans, etc.
- j. Documented experience in the hiring, retention, and provision of professional development of appropriately qualified staff to provide services to SFUSD students in a culturally, linguistically and age appropriate manner with a focus on youth development strategies and social emotional learning.
- k. Documented experience of the capacity to effectively engage a large number of diverse students on an ongoing basis who demonstrate the desire and enthusiasm to participate in the program at a very high and consistent rate. Additionally, the agency can illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.
- l. Documented knowledge of and application of youth development and social emotional learning strategies for after school program line staff and supervisors.
- m. Documented experience in maintaining collaborative relationships with school site leadership in the development and implementation of a quality after school program that supports district and school site goals.

Any application that does not demonstrate that the proposer meets these minimum requirements by the deadline for submittal of applications will be considered non-qualified and will not be eligible to be placed on the list of qualified Lead Agencies from which school site principals select the after school program provider.

VII. SUBMISSION DETAILS

Applications must be submitted electronically by 5:00 PM on August 31, 2017 via https://www.surveymonkey.com/r/ExCEL_RFQ_2017

VIII. EVALUATION AND SELECTION

Project applications will be evaluated and scored by a selection committee made up of individuals with expertise in the project for which the application is submitted.

The SFUSD intends to evaluate the applications generally in accordance with the criteria itemized below. Only applications scoring 70 or more points on the evaluation/scoring criteria will be entered on an eligible list ("Qualified After School Program Lead Agencies") for funding. Proposers must agree to abide by all SFUSD policy requirements. The eligible list will be utilized by school site principals for a period of three (3) to five (5) years pending funding availability to select a Lead Agency to administer the after-school program on his/her school site. No Lead Agency shall have any legal or equitable right or obligation to enter into a contract or to perform services as a result of being identified on the list as a Qualified After School Program Lead Agencies.

IX. TERMS & CONDITIONS FOR RECEIPT OF APPLICATIONS

A. Errors and Omissions in RFQ

Proposers are responsible for reviewing all portions of this RFQ. Proposers are to promptly notify the District, in writing, if the proposer discovers any ambiguity, discrepancy, omission, or other error in the RFQ. Any such notification should be directed to the District promptly at excelasp@gmail.com after discovery, but in no event later than five working days prior to the date for receipt of applications. Modifications and clarifications will be made by addenda as provided below.

B. Change Notices

The District may modify the RFQ, prior to the application due date, by issuing Change Notices, which will be posted on the website. The proposer shall be responsible for ensuring that its application reflects any and all Change Notices issued by the District prior to the application due date regardless of when the application is submitted. Therefore, the District recommends that the proposer consult the website frequently, including shortly before the application due date, to determine if the proposer has downloaded all Change Notices.

C. Term of Application

Submission of an application signifies that the proposed services and prices are valid for 120 calendar days from the application due date and that the quoted prices are genuine and not the result of collusion or any other anti-competitive activity.

D. Errors and Omissions in Application

Failure by the District to object to an error, omission, or deviation in the application will in no way modify the RFQ or excuse the vendor from full compliance with the specifications of the RFQ or any contract awarded pursuant to the RFQ.

E. Financial Responsibility

The District accepts no financial responsibility for any costs incurred by a firm in responding to this RFQ. Submissions of the RFQ will become the property of the District and may be used by the District in any way deemed appropriate.

F. Proposer's Obligations under the Conflict of Interest laws and board policies

A proposer must be aware that if the proposer enters into a contract with the District, proposer/contractor shall be responsible for complying with conflict of interest laws and Board policies, which are briefly summarized in Section 15 (“Conflict of Interest”). It is the responsibility of a contractor to comply with the law and SFUSD Board policies.

G. Reservations of Rights by the District

The issuance of this RFQ does not constitute an agreement by the District that any contract will actually be entered into by the District. The District expressly reserves the right at any time to:

1. Waive or correct any defect or informality in any response, application, or application procedure;
2. Reject any or all applications;
3. Reissue a Request for Applications;
4. Prior to submission deadline for applications, modify all or any portion of the selection procedures, including deadlines for accepting responses, the specifications or requirements for any materials, equipment or services to be provided under this RFQ, or the requirements for contents or format of the applications;
5. Procure any materials, equipment or services specified in this RFQ by any other means;
6. Determine that no project will be pursued.

H. No Waiver

No waiver by the District of any provision of this RFQ shall be implied from any failure by the District to recognize or take action on account of any failure by a proposer to observe any provision of this RFQ.

X. STANDARD CONTRACT PROVISIONS

Any agency selected from the *After-School Program Lead Agency Qualified List* by a school site principal, and which chooses to enter into contract with the District, will enter into a contract substantially in the form of the After School Program Services Agreement. Failure to timely execute the contract, or to furnish any and all insurance certificates and policy endorsement, surety bonds or other materials required in the contract, shall be deemed an abandonment of a contract offer. The District, in its sole discretion, may select another qualified agency and may proceed against the original selectee for damages.

XI. Evaluation Rubric:

a) ORGANIZATIONAL CAPACITY– **up to 50 points**

1. Extent to which the organization’s goals are in alignment with the District’s goals and ExCEL’s goals. **Total of up to 10 points**
2. Degree to which the organization has experience in the hiring, retention, and provision of professional development to appropriately qualified staff to provide services to SFUSD students in a culturally and linguistically competent and age appropriate manner with a focus on youth development strategies. **Total of up to 10 points**
3. Extent to which the organization’s systems, policies, and/or requirements will ensure that staff provide culturally competent services to the community they serve including policies and training to support the district’s goal of safe and supportive schools, that does not include suspensions as a behavior modification strategy. Cultural competency is defined as behaviors, attitudes, and policies that enable effective work in a cross-cultural situation. **Total of up to 10 points**
4. Degree to which the organization will provide administrative support and have the processes in place that the organization will utilize to assure that the contract requirements and activities are met in a timely manner. **Total of up to 10 points**
5. Degree to which the organization has administrative systems in place to provide the necessary

infrastructure to ensure that project staff comply with compliance and fiscal policies of the SFUSD and CDE, including descriptions of the agency's administrative process with respect to fiscal and personnel policies, budgeting and cost allocation plans and enrollment. **Total of up to 10 points.**

b) STATEMENT OF EXPERIENCE AND PAST PERFORMANCE – up to 50 points

1. Extent to which the organization has experience in administering an after-school program or summer program. Please describe your organization's experience in after-school and/or summer programming. Discuss your enrollment policies, program policies, etc. and how your organization collaborates with a school site administrator to tailor to the needs of the school site. **Total of up to 20 points**
2. Describe your organization's knowledge of and application of youth development and social emotional learning strategies for after school line staff for after school supervisors. **Total of up to 15 points**
3. Provide a concrete example of your organization's process to ensure you collaborate with a school site administrator to develop the after school program plan. **Total of up to 15 points**