



**Request for Proposals (RFP)**  
**21RFP024 – Phase I**  
**Youth & Family Enrichment OST Programs**

Date	Event
October 6 & 13, 2020	Advertise/Issue Date
October 20, 2020	Due Date for Questions by 2:00 pm (submit via email only to: <a href="mailto:jessica.balandran@austinisd.org">jessica.balandran@austinisd.org</a> )
October 21, 2020	Questions and Answers Posted on AISD Website
<b>November 10, 2020</b>	<b>RFP closing / due date at 2:00 pm CST</b> (subject to date extension, check <a href="#">website</a> for addendum)

**NOTICE TO RESPONDENTS**

Due to COVID-19 precautions and in an effort to prevent the spread of COVID-19 while continuing to provide ongoing support and services for Austin ISD, the District will accept electronic (email) bid submissions for *21RFP024 Youth & Family Enrichment OST Programs (Phase I)* via email; **FAX or HARD COPY Proposals will not be accepted.**

**SUBMIT ELECTRONIC (EMAIL) BID RESPONSES TO:**

**To:** [jessica.balandran@austinisd.org](mailto:jessica.balandran@austinisd.org)

**Subject:** **BID RESPONSE: 21RFP024 Y&FE OST Programs/(Vendor Name)**

- This is an Invitation for Bid for the purchase of goods under Texas Education Code 44.031.
- Questions regarding this bid must be submitted via e-mail to the bid contact listed above. The subject line should read: ***Questions: 21RFP024 Y&FE OST Programs.***
- Questions & Answers and any Addenda to this bid will be posted to the district’s website at: [Bid Opportunities & RFPs.](#)

AUSTIN INDEPENDENT SCHOOL DISTRICT  
Youth & Family Enrichment Out-of-School Time (OST) Programs  
Request for Proposal (RFP) 21RFP024 – Due November 10, 2020 *(Phase I)*

**I. PURPOSE**

The Austin Independent School District (herein after referred to as "AISD" or the "District") is seeking proposals from qualified individuals/firms experienced in providing Youth & Family Enrichment Out of School Time (OST) Programs to add to our existing catalog of programs and providers.

OST programming refers to an array of safe, structured programs that provide children and youth from kindergarten through high school with a range of supervised activities intentionally designed to encourage learning and development outside of the typical school day. OST programs occur before and after school, on the weekends, during school holidays, and in the summer. Qualified individuals/firms include those experienced in providing enrichment classes or services on campuses in the following four areas: **Academic Assistance, Enrichment, Family Engagement, and College and Career Readiness** (see 'Attachment A: AISD Four Component Activity Guide').

This competitive solicitation is advertised under Texas Education Code 44.031.

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**IMPORTANT NOTICE:**

Firms previously approved under Youth & Family Enrichment OST RFPs  
**P16-034, P17-041, 18RFP085, 19RFP020 & 20RFP032 *(Phase I)***  
should not and do not need to re-apply at this time.

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Any awards made under those previous solicitations will remain in effect  
and unchanged, per the terms and conditions of those solicitations,  
including any subsequent agreements that may have resulted.

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**II. TIMELINE**

To allow for maximum participation this RFP **21RFP024** allows for two staggered opportunities for individuals/firms to submit proposals and be evaluated.

**The Phase I and II deadlines to submit proposals are as follows:**

**Phase I – November 10, 2020** for services beginning Spring 2020-2021 School Year.

**Phase II – April 27, 2021** for services beginning Fall 2021-2022 School Year.

### III. HISTORICALLY UNDERUTILIZED BUSINESS (HUB) PROGRAM REQUIREMENTS

The HUB Program promotes and strongly encourages the involvement and participation of Historically Underutilized Businesses in District-wide procurements. According to AISD policies CH (LOCAL) and CV (LOCAL), the HUB Program guidelines are not applicable for this type procurement.

### IV. TERM OF AGREEMENT

Agreement(s) resulting from this solicitation will be in effect for a term of five (5) years and shall start upon full execution of the agreement, but not before January 1, 2021. In addition, the District reserves the right to extend the contract beyond the final expiration date if necessary, to ensure no lapse in service.

### V. COMPETITIVE RESPONSE REQUIREMENTS

A valid response to this competitive solicitation must contain the following:

1. **Application** – This is an AISD form, see '**Attachment C: Application YOUTH OST Programs**' and/or '**Attachment D: Application ADULT OST Programs**'.
2. **Proposal** – This is a separate document developed by the respondent, and organized in the following format and sequence:
  - a. **Preface** – Proposal must include a summary of two (2) pages or less that gives a concise summation of the organization's proposal (*e.g. What services are you proposing to bring to campuses and how will those services enrich the lives of students and families in our district?*)
  - b. **Section I – Summary of Experience** – This section must include the full name and address of the person submitting the proposal. It must also include a summary of vendor's professional experience and the professional experience of all individuals that will provide services described in this proposal and under the terms of any resulting service agreement.
  - c. **Section II – Scope of Service** – This section must identify and include a detailed description of the services to be performed (see 'Scope of Service and Performance Requirements' section). Proposal must describe staff's ability to provide / perform / deliver services. Proposal should clearly state any exceptions to the specifications of the RFP, or any conditions of the proposal.

**V. COMPETITIVE RESPONSE REQUIREMENTS (con't)**

- d. **Section III – Financial Proposal** - This section must contain a straightforward and concise delineation of the Basis of Fee to be charged for each type of programming to be provided under the terms of this RFP. (e.g. hourly, weekly, semester, group, clinic, workshop, performance, show, residency, class, student, session, etc.).

Respondents should always indicate the standard rate of pay for services. If programming can be provided at a reduced cost/sliding scale basis, respondents should describe the parameters of this option separately.

**NOTE:** Incorporated within the Basis of Fee for each program type should be any administrative fees, printing/shipping charges, travel/meal expenses, professional development/certification costs, etc. The District will not reimburse for these items separately.

- e. **Section IV – References** – This section must contain a minimum of **three (3) letters of reference** on behalf of the person submitting the proposal. References must be from schools, school districts, governmental entities and/or professional organizations and firms substantially serviced by the firm (*references most similar to organizations similar to AISD are preferred*).

Each reference must contain point of contact's name, business address, email address, and a minimum of (2) working phone numbers where they can be reached. **Acceptable letters of reference should adequately address the following:**

*General*

- 1) How long have you done business with this vendor/firm?
- 2) What services or supplies did they provide?
- 3) Was the contracted work completed to your specifications?
- 4) Were the contract prices honored for the duration of the contract?
- 5) Were the services delivered within a reasonable amount of time and to your specifications/needs?
- 6) Did the vendor/firm maintain good communication throughout the contract?
- 7) Would you use this vendor/firm again?

**V. COMPETITIVE RESPONSE REQUIREMENTS (con't)**

*Contractor Capability*

1. Talk about the vendor/firm's professional ability to fulfill their contract with you.
2. Did you see the vendor/firm's work or service in action? How would you describe the quality of service?
3. Are there any concerns/weaknesses with the vendor/firm that we should be aware of?

*Program Plan*

1. Talk about your overall experience with the program/service provided by vendor/firm.
  2. What were the outcomes? How were these outcomes captured and assessed?
  3. Were there any concerns or weaknesses with the program that we should be aware of?
- f. **Section V - Required Forms** – Respondents shall execute the following list of required forms and include with bid response. Forms can be downloaded directly by clicking each link below or by visiting [our website](#).
- a) [Bid Certification](#)
  - b) [Notification of Criminal History of Contractor](#)
  - c) [Debarment, Suspension and Ineligibility Certification](#)
  - d) [Conflict of Interest Questionnaire \(CIQ\) - online electronic submission](#)
  - e) [Strategic Partner Profile](#)
  - f) [EDGAR Certifications](#)
  - g) [Software Vendor Certification Form](#)

**V. COMPETITIVE RESPONSE REQUIREMENTS (con't)**

**FORMS FOR REVIEW / REFERENCE BEFORE BID SUBMISSION**

Bidders shall review in detail, the following list of forms prior to bid submission. Forms can be downloaded directly by clicking each link below or by visiting [our website](#).

- a. [Policy and Provisions](#)
- b. [Purchase Order Terms and Conditions](#)
- c. [Service Agreement](#)
- d. [Master Purchase Agreement](#).

**VI. COMPETITIVE SELECTION**

- A. This is a NEGOTIATED and multi-award procurement. Awards will be made to firms submitting the best responsive proposals, satisfying AISD requirements, with cost and other factors considered.
- B. The evaluating committee may require any or all vendors to give an oral presentation or demonstration of their program, or to provide additional documentation to clarify or elaborate on their written proposal.
- C. AISD reserves the right to reject any and/or all proposals. Acceptable proposals do not guarantee that awards will be made. Subject matter experts on the evaluation committee will recommend awards to firms presenting the best OST enrichment opportunities for students and families. If awarded, AISD does not guarantee any minimum amount of services or payments to vendors. Services are provided, as-requested, by campuses and/or departments.
- D. **YOUTH** program proposals will be evaluated using '**Attachment A**: Four Component Activity Guide', '**Attachment B**: AISD Afterschool and Parent Support Critical Success Factors', and '**Attachment E**: Youth OST Scoring Rubric. Youth program scores will be determined by the points scale below; a score of 70 or higher is considered acceptable.

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**VI. COMPETITIVE SELECTION (con't)**

<b>Criteria: YOUTH Programs</b>	<b>Maximum Points</b>
Summary: History, goals and key achievements	<b>13</b>
Availability: Number of sites organization is able to serve/day, number of days organization can provide programming/week	<b>5</b>
Content proficiency	<b>13</b>
Alignment with TEKS	<b>5</b>
Ability to serve Limited English Proficiency LEP Students	<b>6</b>
Best practices in OST	<b>13</b>
Staff development	<b>5</b>
Staff education	<b>5</b>
Evaluation component	<b>5</b>
Curriculum and lesson plans	<b>13</b>
Screening procedure	<b>5</b>
References	<b>12</b>

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**VI. COMPETITIVE SELECTION (con't)**

E. **ADULT** program proposals will be evaluated using '**Attachment A**: Four Component Activity Guide', '**Attachment B**: AISD Afterschool and Parent Support Critical Success Factors', and '**Attachment F**: Adult OST Scoring Rubric. ADULT program scores will be determined by the points scale below; a score of 70 or higher is considered acceptable.

<b>Criteria: ADULT Programs</b>	<b>Maximum Points</b>
Summary of History, Goals and Key Achievements	<b>25</b>
Program Evaluation	<b>15</b>
Availability (weekly, per semester)	<b>10</b>
Capacity to Serve Limited English Proficiency (LEP) Students	<b>10</b>
Curriculum & Lesson Plans	<b>20</b>
Staff Development Plan for 2019-2020 School Year	<b>5</b>
Staff Education	<b>5</b>
References	<b>10</b>

**VII. SCOPE OF SERVICE AND PERFORMANCE REQUIREMENTS**

- A. AISD seeks to provide OST activities and classes for youth at all grade levels any time school is not in session. This includes before and after school, summer recess, vacation days, and weekends, that:
- 1) Provide opportunities for academic enrichment, including providing tutorial services to help children, particularly students who attend low performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, math, and science.
  - 2) Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical education and fitness programs, and technology education programs that are designed to reinforce and complement the regular academic program of participating students.



**VII. SCOPE OF SERVICE AND PERFORMANCE REQUIREMENTS (con't)**

- B. AISD plans to offer family and parental support services and activities that support and help to increase the participation of parents in the students' educational experience. Services may include:
- 1) Adult literacy, ESL, technology, job training, health and wellness, parenting, and/or parent-child learning opportunities
- C. AISD envisions a system of OST programs that are coordinated and aligned with the Texas Essential Knowledge and Skills and the AISD Curriculum Roadmap. AISD OST programs must provide opportunities for academic improvement that include the provision of instructional services to help students meet state and local standards. Students enrolled in the OST programs should experience the activities as different, but connected to the school day.
- D. Respondents should provide high quality and clearly articulated expectations for students' development and achievement. Programs will focus on measureable outcomes related to school success and youth development, which may include some of the following Critical Success Factors:
- Improved academic achievement
  - Improved school day attendance
  - Improved behavior
  - Improved graduation rates
  - Improved promotion rates

(see "Attachment B" for chart of Afterschool and Parent Support Critical Success Factors)

- E. Respondents should demonstrate that the proposed program is based on research showing that effective (OST) programs are those that are based on identified student and family needs, aligned to school-day activities, adapt instruction to individual and small group needs, provide engaging learning experiences, maximize student participation and attendance, and use assessments of program performance to improve program quality. Such high quality OST programs are an integral part of the pipeline to graduation and college success. All of the proposed services and activities should be designed based on research about what works in OST programs – primarily research from the Department of Education's "What Works" Clearing House publication *Structuring Out-of-School Time to Improve Academic Achievement* and research about family engagement from the Harvard Family Research Project. AISD uses an evidence-based assessment tool developed by the Weikart Center for Youth Program Quality (YPQ) and trains all afterschool staff and contractors on best practices for activity development and implementation.

## VII. SCOPE OF SERVICE AND PERFORMANCE REQUIREMENTS (con't)

Respondents should participate in the YPQ initiative by agreeing to assessments and trainings offered by AISD. In addition, all of the proposed project's family engagement activities are based on the national parent involvement standards established by the National PTA, including: 1) regular, two-way, meaningful, communication between home and school; 2) promotion and support of parenting skills; 3) active parent participation in student learning; 4) parents as welcome volunteer partners in schools, 5) parents as full partners in school decisions that affect children and families, and 5) outreach to community resources. AISD will take a coordinated approach to engaging families so that those most in need will have multiple points of entry into the continuum of services available through this program.

- F. Respondents are expected to supply instructors, curriculum, unit and lesson plans, materials and supplies for the proposed activities. **AISD generally pays between \$50 and \$100 per hour** depending on the number of instructors provided and the cost of materials, however, all cost-related information included within *Section III. Financial Proposal* will be reviewed and evaluated.
- G. Respondents should demonstrate their capacity to serve English Language Learners (ELL) students in the district. Currently, 28.1% of AISD students are classified as ELLs.

## VIII. PROPOSAL SUBMITTAL

**To ensure a fair and transparent solicitation process and the integrity of electronic (email) bid submissions:**

- Bids submitted by email must contain the following information in the subject line of the email to be valid - **those that do not will not be considered:**  
**BID RESPONSE: 21RFP024 Youth & Family Enrichment OST Programs/(Vendor Name)**
- Bids submitted by email will not be opened until after the specified due date and time.
- Bids received by email after the specified due date and time will not be considered.
- Bid attachments must not exceed 20MB in file size. If attachments are more than 20MB, respondents should [create a zip file](#) to store documents and attached to email.

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**VIII. PROPOSAL SUBMITTAL (con't)**

- Bids must be submitted in the specified format.
- Amendments to bids, once filed, can be re-submitted up-to the specified due date and time. Re-submissions must include the full and complete bid response (not just the revised pages) and **will replace of any/all prior submittals** by said organization. Only the last and final email bid response received by the specified due date and time will be considered; all prior responses will be null and void.

Responses must contain the following information in the subject line of the email to be valid - **those that do not will not be considered:**

**REVISED BID: 21RFP024 Youth & Family Enrichment OST Programs/(Vendor Name)**

**IX. OTHER TERMS AND CONDITIONS**

There are multiple steps AISD and vendors must complete to award and execute agreements issued under this RFP. Important information and general action steps pertaining to the post-RFP/post-award process is included below.

- Any contract resulting from this solicitation is contingent upon the continued availability of appropriations and is subject to cancellation, without penalty, either in whole or in part, if funds are not appropriated by the AISD Board of Trustees or otherwise not made available to the District.
- The District reserves the right to terminate all or any part of the undelivered portion any order resulting from this solicitation with thirty (30) days written notice; upon default by the vendor, for delay or non-performance by the Vendor, or, if it is deemed in the best interest of the District, for convenience.
- Recommended vendors will receive a formal Letter of Award and District-wide Service Agreement for electronic signature via email, using the DocuSign electronic routing system. Once complete, vendors will receive a fully-executed copy of the service agreement via email. Non-awarded vendors will receive a formal "Notice of Non-Award" via email. **NOTE: A sample service agreement included on our [Forms web page](#) for reference only. DO NOT complete or return sample agreement with proposal response.**

**IX. OTHER TERMS AND CONDITIONS (con't)**

- Awarded vendors will be added to the list of acceptable providers for OST programming. This list is made available district-wide to all AISD campuses and departments seeking OST programming.
- Upon approval of Requisitions, vendors will receive a Purchase Order (PO) for services that have been scheduled with individual campuses. Under no circumstance should vendors begin services to a campus without a valid PO in-hand; AISD is not responsible for payment for unauthorized services rendered in advance of a valid PO being issued.
- Vendor Insurance Guidelines – The following outlines the insurance requirements that are required for outside Vendors/Contractors, Instructors or Service Providers for Austin ISD. These guidelines will be in force throughout the duration of awarded agreements. Vendors will be required to have a valid Certificate of Insurance on file with the District at all times. Your insurance agent can assist you in meeting the requirements.

**A. General Insurance Requirements:**

- 1) The Vendor/Contractor shall, at a minimum, carry insurance in the types and amounts indicated below for the duration of the Contract and during any warranty period.
- 2) The Vendor/Contractor shall forward the ACORD form as proof of coverage, with the endorsements required below to AISD as verification of coverage.
- 3) The Vendor/Contractor shall not commence work until the required insurance is obtained and has been reviewed by AISD. Approval of insurance by the District shall not relieve or decrease the liability of Vendor/Contractor hereunder and shall not be construed to be a limitation of liability on the part of Vendor/Contractor.
- 4) The Vendor/Contractor must submit the ACORD certificate of insurance form for all subcontractors to the District prior to them commencing work on the project.

**IX. OTHER TERMS AND CONDITIONS (con't)**

- 5) The Vendor/Contractor's and all Subcontractors' insurance coverage shall be written by companies licensed to do business in the State of Texas at the time the policies are issued and shall be written by companies with A.M. Best ratings of A-VII or better.
- 6) All policies shall be endorsed to provide Austin ISD as additional insured, waivers, and notices of cancellation endorsements with the following Certificate Holder Information: Austin Independent School District 1111 West 6th Street, Austin, Texas 78703
- 7) The "other" insurance clause shall not apply to the District where the District is an additional insured shown on any policy. It is intended that policies required in the Contract, covering both District and Vendor/Contractor, shall be considered primary coverage as applicable.
- 8) If insurance policies are not written for amounts specified below, Vendor/Contractor shall carry Umbrella or Excess Liability Insurance for any differences in amounts specified. If Excess Liability Insurance is provided, it shall follow the form of the primary coverage.
- 9) The insurance coverages specified below are required minimums and are not intended to limit the responsibility or liability of the Vendor/Contractor.

**B. Specific Insurance Requirements:**

- 1) Commercial General Liability Insurance Coverage: The minimum limit of \$1,000,000 per occurrence and \$2,000,000 aggregate. This policy shall cover injury to a participant.
  - a. The policy should contain the following provisions:
    - (i) Waiver of Subrogation
    - (ii) Additional Insured in favor of Austin Independent School District
    - (iii) For vendors having direct contact with Austin ISD students without direct supervision by Austin ISD staff:

Sexual Molestation and Child Abuse (SAM) endorsement \$100,000 minimum limit (coverage is applicable when students/children are inside and/or outside AISD property/facility)

**IX. OTHER TERMS AND CONDITIONS (con't)**

- 2) Professional Liability Insurance Coverage: At a minimum limit of \$1,000,000 per claim, to pay on behalf of the assured all sums which the assured shall become legally obligated to pay as damages by reason of any negligent act, error, or omission arising out of the performance of professional services under this Agreement. If coverage is written on a claims made basis, the retroactive date shall be prior to or coincident with the date of the Contract and the certificate of insurance shall state that the coverage is claims made and indicate the retroactive date. This coverage shall be continuous and will be provided for 24 months following the completion of the contract.
- 3) **Worker's Compensation and Employer's Liability Insurance:** Coverage shall be consistent with statutory benefits outlined in the Texas Worker's Compensation Act (Section 401). The minimum policy limits for Employer's Liability are \$500,000 bodily injury each accident, \$500,000 bodily injury by disease policy limit and \$500,000 bodily injury by disease each employee.
  - i. The Vendor/Contractor's policy shall apply to the State of Texas and include these endorsements in favor of Austin Independent School District: Waiver of Subrogation.

**If transporting Austin ISD students, the vendor must have Automobile Liability as follows:** Owned, Non-Owned, Hired or Rented with \$1,000,000 Single Limit and Additional Insured in favor of Austin Independent School District. Questions about the district's insurance requirements should be directed to **Izzy Williams Zandany in the Office of Risk Management at (512) 414-2295.**

**X. VIRTUAL BID OPENING**

AISD Contract & Procurement Services will host a virtual bid opening for 21RFP024 Musical Instrument Repair & Service on **November 10, 2020 at 2:00PM CST** via [ZOOM](#).

To join this meeting, click the link below or copy and paste into your browser, and follow the instructions from [ZOOM](#) using the meeting ID and password provided:

Join Zoom Meeting

<https://us02web.zoom.us/j/7419492656?pwd=U2plTmRtcFhWRERqVVRmMjhOemc2Zz09>

**Meeting ID:** 741 949 2656

**Passcode:** 417012

**ATTACHMENT A: AISD Four Component Activity Guide**

<b>Academic Assistance</b>	<b>Enrichment</b>	<b>Family Engagement</b>	<b>College and Career</b>
<p>Services and activities that support all educational areas as needed to promote student achievement and success in their school experiences.</p> <p>Programs should create exciting intrinsic motivation to sustain constant student participation.</p>	<p>Services and activities that provide positive social, cultural, recreational, interpersonal skills and experiences to enrich and expand students' understanding of life and involvement in the community.</p>	<p>Services and activities that support and help to increase the participation of parents in the students' educational experience.</p>	<p>Services and activities that promote workforce awareness, job and/or college readiness, skills training, preparation for the workforce and assistance in the attainment of employment and/or funding for college.</p>
<p>Academic skills                      Academic Student Clubs                      Accelerated and remedial education activities                      Computer literacy                      Computer Science                      Creative writing                      Credit Recovery Support activity                      Critical Thinking Skills                      Educational Field Trips                      Essay writing                      Forensics                      Homework check/completion                      Engineering activities                      Expanded Library services                      Homework clubs                      Language (ESL LEP)                      Literacy programs                      Math activities                      Natural Science                      Note taking skills                      Number Sense activities                      Peer tutoring                      Poetry Writing Workshops                      Portfolios                      Problem solving skills                      Reading program/clubs                      Reading Workshops                      Remedial activities                      Robotics                      School related planning                      Science activities                      Service learning projects                      Social studies activities                      Speech/Debate                      Spelling Bee activities                      Study skills activities                      TAKS preparation                      Technology activities                      Telecommunications                      Test taking skills                      Tutoring                      Typing                      Writing Workshops</p>	<p>Arts &amp; crafts activities                      Bullying/anti-bullying                      Character building Clubs                      Community service projects                      Computer games / enrich technology                      Conflict resolution                      Cooking classes                      Counseling/guidance                      Creative arts                      Dance/drama/music clubs                      Engineering activities                      Fashion show                      First aid/CPR classes                      Fitness                      Games (physical/outdoors)                      Gang awareness                      Goal setting                      Graffiti clean-up                      Health Issues                      Leadership training                      Life skills                      Martial arts/self defense                      Mentoring                      Motivational activities                      Music                      Nature walks/picnics                      Nutrition/eating habits                      Peer mediation                      Pregnancy/parenting awareness                      Problem solving skills                      Recreational activities                      Red ribbon week activities                      Relationship skills                      Safety awareness                      Sign language training                      Sports activities                      Student clubs &amp; meetings                      Teen parent groups</p>	<p>Adult education                      Assist with application for employment                      College awareness                      College financial aid                      Computer literacy                      Employment fair                      Employment skills training                      Family counseling/supportive guidance                      Family literacy programs                      Financial Education                      Household budgeting/banking                      Mailing                      Meeting                      PAPA (teen parents)                      Parenting education (pregnant/parenting teens)                      Parent employment resources                      Parent orientations                      Parent support group                      Parent surveys                      Parent transportation                      Parent volunteers                      Parent/family events &amp; activities                      Parent/student TAKS nights                      Parenting/life skills classes                      Phone calls to parents                      PTA/PTO night                      Relationship building with child</p>	<p>Baby Sitter/CPR certification                      Business environment                      Career clubs                      Career counseling                      Career days                      Career development activities                      Career exploration                      Career fairs                      Career field trips                      College admissions assistance                      College awareness-prep                      College career goals                      College course enrollment                      College days/events/fairs                      College entrance exams                      College financial aid assistance                      College life prep                      College needs assessment                      College professor meeting                      College test application                      College test prep                      College tours/field trips                      Computer literacy                      Concurrent enrollment                      Critical Thinking Skills                      Scholarship application                      Scholarship information                      Engineering activities                      FAFSA                      Financial planning                      Internships                      Dress for success                      Dual credit                      Entrepreneurial activities                      Goal setting                      Job placement                      Job recruitment                      Job referral                      Mock interviews                      Resume assistance                      School to careers activities                      Time management skills training                      Vocational training</p>



**ATTACHMENT B: AISD Afterschool and Parent Support Critical Success Factors**

<b>OUTCOMES: Improve Academic Performance, Improve Attendance, Improve Behavior, Increase Promotion Rates, Increase Graduation Rates</b>				
<p><b>Critical Success Factor #1:</b></p> <p><b>Student and Family Engagement</b></p>	<p>Students and families actively participating and engaged in learning</p> <p>Students and families displaying leadership roles, volunteering to participate and lead activities</p>	<p>Increased student and family attendance in afterschool programs</p> <p>Students mentoring other students</p> <p>Students and families facilitating activities</p> <p><u>Measurement Tool</u></p> <p>Instructor surveys/self-assessment</p> <p>Principal/Project Director survey</p> <p>Observation/on-site visit</p>	<p>Utilize innovative instructional techniques for academic and enrichment activities based on research and best practices</p>	<p>Curriculum/Lesson Plans</p>
<p><b>Critical Success Factor #2:</b></p> <p><b>School Involvement</b></p>	<p>Students increased sense of involvement in school</p>	<p>Number of students participating in extracurricular activities</p> <p>Increased number of mentors</p> <p><u>Measurement Tool</u></p> <p>Student/Family surveys</p> <p>Teacher surveys</p>	<p>Provide adult advocates, based on student need and in accordance with best practices</p>	<p>Number of meetings with students</p> <p>Number of contacts made with families, teachers, school day staff</p>
<p><b>Critical Success Factor #3:</b></p> <p><b>Assessment Data</b></p>	<p>Use of assessment data to revise/reevaluate student services</p>	<p>Changes in student activities following re-assessment</p> <p><u>Measurement Tool</u></p> <p>Document analysis of program files</p> <p>Observation/on-site visits</p>	<p>Conduct ongoing/continuous assessment to determine need and improve targeted services</p>	<p>Methods of assessment: pre/ post-tests, needs assessments, case plans, etc.</p>
<p><b>Critical Success Factor #4:</b></p> <p><b>Professional Development Impact</b></p>	<p>Implementation of strategies learned through training</p> <p>Noticeable difference in educational instruction (teaching methods)</p>	<p>Changes in methods of instruction based on training</p> <p><u>Measurement Tool</u></p> <p>Self-assessments</p> <p>Supervisor assessments</p>	<p>Provide all required training opportunities for staff development</p>	<p>Number of trainings</p> <p>Schedule of trainings</p> <p>Staff sign-in sheets</p> <p>Participant surveys</p>



## ATTACHMENT C: APPLICATION YOUTH OST PROGRAMS

<b>Complete a Separate Application Form for each Activity Type Selected on Page 2</b>								
Name of Organization:				Contact Name:				
Street Address:				Primary Phone:				
City:		State:		Zip:	Primary Email:			
Area of Interest or Activity Type:				Number of Youth Served per Class:				
Basis of Fee for Programming:				Does your Organization Utilize Volunteers?	<input type="checkbox"/>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>
Staff-to-Youth Ratio:				Does your Organization Utilize YPQ?	<input type="checkbox"/>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>
<b>1. Provide a brief summary of your organization's history, goals, and key achievements, including why the organization was established, your recent activities and accomplishments.</b>								
<b>2.A. How many campus sites is your organization able to serve per day?</b>								
<b>2.B. How many days per week can your organization provide programming?</b>								

### ATTACHMENT C: APPLICATION OST PROGRAMS

**3. Select the Activity Type(s) your organization will provide. How will the organization's activities increase proficiency in those related content areas? (select all that apply)**

**Academic Assistance**

**Enrichment**

**Family Engagement**

**College & Career Readiness**

## **ATTACHMENT C: APPLICATION OST PROGRAMS**

**4. How are organization's activities aligned with the Texas Essential Knowledge and Skills (TEKS)?**

**5. What is your organization's capacity to serve Limited English Proficiency (LEP) Students?**

**6. How will your organization's activities demonstrate best practices in OST activities?**

## **ATTACHMENT C: APPLICATION OST PROGRAMS**

**7. Describe your organization's staff development plan for the 2019-2020 SY including topics.**

**8. State your organization's minimum staff education/experience requirements.**

**9. How will your organization evaluate the effectiveness of the proposed activities?**

## **ATTACHMENT C: APPLICATION OST PROGRAMS**

**10. Does your organization have established curriculum and lesson plans?**

**Include a SAMPLE unit plan and complementary lessons with your proposal.**

**11. Describe organization's process for screening employees and volunteers (e.g., background check, fingerprinting).**

**ATTACHMENT D: APPLICATION ADULT OUT-OF-SCHOOL (OST) PROGRAMS**

<i>Complete a Separate Form for each Area of Interest or Activity Type</i>	
Organization Name:	Primary Contact Name:
Organization Address:	Primary Contact Phone:
Organization Website/URL:	Primary Contact Email Address:
Proposed Program or Activity Type:	Basis of Fee/Rate of Pay:
Number of Adults Served per Class:	Staff-to-Adult Ratio:
Does Your Organization Utilize Volunteers? If YES, explain in detail:	
<p>A. Provide a detailed summary of your organization’s history, goals, and key achievements, including why the organization was established, your recent activities and accomplishments.</p>	

**ATTACHMENT D: APPLICATION ADULT OUT-OF-SCHOOL (OST) PROGRAMS**

B. How many sites/campuses is your organization able to serve during a semester?

C. How many days per week is your organization able to serve during a semester?

D. How will your organization's activities help to increase the participation of adults in their student's educational experience?

E. What is your organization's capacity to serve Limited English Proficiency (LEP) populations? Explain, in detail.

**ATTACHMENT D: APPLICATION ADULT OUT-OF-SCHOOL (OST) PROGRAMS**

F. What curriculum will be utilized in the parent program? If an established curriculum is not available, please attach an sample lesson plan.

G. Describe your organization's staff development plan for 2019-2020 school year, including training topics.

H. State your organization's minimum staff education/experience requirements.



## ATTACHMENT E: Youth OST Scoring Rubric

Category	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Summary:</b> <i>History, goals, and key achievements</i> <b>(13 pts.)</b>	Little to no details of scope of services or evidence that program meets the needs of the students or project <u>Points: 0-3</u>	Some details of the scope of services or evidence that program meets the needs of the students or project <u>Points: 4-7</u>	Detailed scope of services and evidence that program meets the needs of the students or project <u>Points: 8-11</u>	Very detailed scope of services and evidence that program meets the needs of the students or project <u>Points: 12-13</u>
<b>Availability:</b> <i># of sites able to serve, # days of week</i> <b>(5 pts.)</b>	Little to no availability <u>Possible Points: 0-1</u>	Some availability <u>Possible Points: 2</u>	Sufficient availability <u>Possible Points: 3-4</u>	Extensive availability <u>Possible Points: 5</u>
<b>Content Proficiency:</b> <i>Academic assistance, enrichment, family engagement, college &amp; career readiness</i> <b>(13 pts.)</b>	Little to no evidence of increasing proficiency in selected areas <u>Possible Points: 0-3</u>	Some evidence of increasing proficiency in selected areas <u>Possible Points: 4-7</u>	Clear evidence of increasing proficiency in selected areas <u>Possible Points: 8-11</u>	Extensive evidence of increasing proficiency in selected areas <u>Possible Points: 12-13</u>
<b>Alignment with TEKS:</b> <b>(5 pts.)</b>	Little to no alignment <u>Possible Points: 0-1</u>	Some alignment <u>Possible Points: 2</u>	Sufficient alignment <u>Possible Points: 3-4</u>	Extensive alignment <u>Possible Points: 5</u>
<b>Ability to Serve LEP Students:</b> <b>(6 pts.)</b>	Little to no ability <u>Possible Points: 0-1</u>	Some ability <u>Possible Points: 2-3</u>	Sufficient ability <u>Possible Points: 4-5</u>	Extensive ability <u>Possible Points: 6</u>
<b>Best Practices in OST:</b> <i>may include knowledge of curriculum, lesson plans, TEKS, etc.</i> <b>(13 pts.)</b>	Little to no evidence of best practices in the field <u>Possible Points: 0-3</u>	Some evidence of best practices in the field <u>Possible Points: 4-7</u>	Clear evidence of best practices in the field <u>Possible Points: 8-11</u>	Extensive evidence of best practices in the field <u>Possible Points: 12-13</u>

## ATTACHMENT E: Youth OST Scoring Rubric

Category	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Staff Development: (5 pts.)</b>	Little to no evidence of staff development plan <u>Possible Points: 0-1</u>	Some evidence of staff development plan <u>Possible Points: 2</u>	Clear evidence of staff development plan <u>Possible Points: 3-4</u>	Extensive evidence of staff development plan <u>Possible Points: 5</u>
<b>Staff Education: (5 pts.)</b>	Little to no applicable qualifications <u>Possible Points: 0-1</u>	Some applicable qualifications <u>Possible Points: 2</u>	Clear applicable qualifications <u>Possible Points: 3-4</u>	Extensive applicable qualifications <u>Possible Points: 5</u>
<b>Evaluation Component: (5 pts.)</b>	Little or no evidence of program evaluation/reflective practice <u>Possible Points: 0-1</u>	Some evidence of program evaluation/reflective practice <u>Possible Points: 2</u>	Clear evidence of program evaluation/reflective practice <u>Possible Points: 3-4</u>	Extensive evidence of program evaluation/reflective practice <u>Possible Points: 5</u>
<b>Curriculum and Lesson Plans: (13 pts.)</b>	Very weak quality or no examples included <u>Possible Points: 0-3</u>	Somewhat weak quality <u>Possible Points: 4-7</u>	Good quality <u>Possible Points: 8-11</u>	Excellent quality <u>Possible Points: 12-13</u>
<b>Screening Procedure: (5 pts.)</b>	Little or no evidence of screening procedure <u>Possible Points: 0-1</u>	Some evidence of screening procedure <u>Possible Points: 2</u>	Clear evidence of screening procedure <u>Possible Points: 3-4</u>	Extensive evidence of screening procedure <u>Possible Points: 5</u>
<b>References: (12 pts.)</b>	Very weak recommendation of program/ recommendation from source of little credibility <u>Points: 0-3</u>	Somewhat weak recommendation of program/ recommendation from source of some credibility <u>Points: 4-7</u>	Good recommendation of program from reputable source <u>Points: 8-10</u>	Excellent recommendation of program from very reputable source <u>Points: 11-12</u>
<b>GRAND TOTAL – All Criteria</b> <i>(Max: 100 points)</i>				

## ATTACHMENT F: ADULT OST Program Scoring Rubric

Category	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Summary:</b> <i>History, goals, and key achievements</i> <b>(25 pts.)</b>	Little to no details of scope of services or evidence that program meets the intended objectives  <u>Points: 0-5</u>	Some details of the scope of services or evidence that program meets the intended objectives  <u>Points: 6-14</u>	Detailed scope of services and evidence that program meets the intended objectives  <u>Points: 15-21</u>	Very detailed scope of services and evidence that program meets the intended objectives  <u>Points: 22-25</u>
<b>Program Evaluation:</b> <i>Evidence that organizational activities will increase adult participation in students' educational experience</i> <b>(15 pts.)</b>	Weak quality of evidence that organizational activities will increase adult participation in students' educational experience  <u>Possible Points: 0-5</u>	Fair quality of evidence that organizational activities will increase adult participation in students' educational experience  <u>Possible Points: 6-14</u>	Good quality of evidence that organizational activities will increase adult participation in students' educational experience  <u>Possible Points: 15-21</u>	Excellent quality of evidence that organizational activities will increase adult participation in students' educational experience  <u>Possible Points: 22-25</u>
<b>Availability:</b> <i># of days able to serve per week, and # of sites able to serve per semester</i> <b>(10 pts.)</b>	Little demonstrated availability to serve campuses  <u>Possible Points: 0-1</u>	Some demonstrated availability to serve campuses  <u>Possible Points: 2-4</u>	Sufficient demonstrated availability to serve campuses  <u>Possible Points: 5-9</u>	Extensive demonstrated availability to serve campuses  <u>Possible Points: 10</u>
<b>Ability to Serve LEP Students:</b> <i>LEP = Limited English Proficient</i> <b>(10 pts.)</b>	No demonstrated ability to serve LEP students  <u>Possible Points: 0</u>	Some demonstrated ability to serve LEP students  <u>Possible Points: 1-5</u>	Sufficient demonstrated ability to serve LEP students  <u>Possible Points: 6-12</u>	Extensive demonstrated ability to serve LEP students  <u>Possible Points: 13-15</u>
<b>Curriculum &amp; Lesson Plans</b> <b>(20 pts.)</b>	Weak quality, no established curriculum or no sample lesson plans included  <u>Possible Points: 0-5</u>	Fair quality, has established curriculum, may/may not include sample lesson plans  <u>Possible Points: 6-14</u>	Good quality, has established curriculum, includes sample lesson plans  <u>Possible Points: 15-21</u>	Excellent quality, has established curriculum, includes sample lesson plans  <u>Possible Points: 22-25</u>

## ATTACHMENT F: ADULT OST Program Scoring Rubric

Category	Below Expectation	Approaching Expectation	Meeting Expectation	Exceeding Expectation
<b>Staff Development Plan: (5 pts.)</b>	Little to no evidence of staff development plan or training topics  <u>Possible Points: 0-1</u>	Some evidence of staff development plan and training topics  <u>Possible Points: 2</u>	Clear evidence of staff development plan and training topics  <u>Possible Points: 3-4</u>	Extensive evidence of staff development plan and training topics  <u>Possible Points: 5</u>
<b>Staff Education: (5 pts.)</b>	Little to no applicable qualifications and experience  <u>Possible Points: 0-1</u>	Some applicable qualifications and experience  <u>Possible Points: 2-4</u>	Clear applicable qualifications and experience  <u>Possible Points: 5-9</u>	Extensive applicable qualifications and experience  <u>Possible Points: 10</u>
<b>References: (10 pts.)</b>	Very weak or no recommendation of program/ recommendation from source of little credibility  <u>Points: 0-1</u>	Somewhat weak recommendation of program/ recommendation from source of some credibility  <u>Points: 2-3</u>	Good recommendation of program from reputable source  <u>Points: 4-8</u>	Excellent recommendation of program from very reputable source  <u>Points: 9-10</u>
<b>GRAND TOTAL – All Criteria</b> <i>(Max: 100 points)</i>				



**Contacting Board  
Members**

Vendors shall not contact Board members individually for the purpose of soliciting a purchase or contract during the restricted contract period.

If a vendor violates this prohibition during this time frame, consideration of the vendor for award shall be invalidated. Board members shall be notified of possible violations and actions taken.

**Restricted Contact  
Period**

The restricted contact period shall begin upon the date of issuance of a solicitation and shall end upon execution of the awarded contract by all parties.

In an effort to demonstrate its commitment to ethical procurement and contracting standards, and to improve accountability and public confidence, all District purchases of goods and services through competitive methods as provided in CH(LEGAL) and CV(LEGAL) shall be subject to a restricted contact period. Except as provided in this policy communication between a vendor and vendor's representative, and a Board member, the Superintendent, assistant superintendent, chief, officer, executive director, principal, department head, director, manager, project manager, or any other District representative who has influence on or is participating in the evaluation or selection process is prohibited.

*Prohibited  
Communications*

A vendor and vendor's representative are prohibited from communications regarding the particular solicitation at issue that are intended or reasonably likely to:

1. Provide substantive information regarding the subject of the solicitation;
2. Advance the interests of the vendor;
3. Discredit the response of any other vendor;
4. Encourage the District to reject a response by a bidder;
5. Convey a complaint about the solicitation; or
6. Directly or indirectly ask, influence, or persuade a Board member, the Superintendent, assistant superintendent, chief, officer, executive director, principal, department head, director, manager, project manager, or any other District representative who has influence on or is participating in the evaluation or selection process, to take action or refrain from taking action on any vote, decision, or agenda item regarding the solicitation at issue.

*Permissible  
Communications*

A vendor and vendor's representative are permitted to communicate with the District regarding the following:

PURCHASING AND ACQUISITION  
VENDOR RELATIONS

CHE  
(LOCAL)

1. Communication to the extent the communication relates solely to a nonsubstantive, procedural matter related to a response or solicitation;
2. Communication that relates solely to an existing contract between a respondent and the District, even when the scope, products, or services of the current contract are the same or similar to those contained in an active solicitation;
3. Communication with the District's Office of Contract and Procurement Services;
4. Communication with the District's Historically Underutilized Business (HUB) Program Department to the extent the communication relates to obtaining a listing of HUB subcontractors and general questions regarding HUB program compliance requirements;
5. Communication between an attorney representing a vendor and an attorney representing the District;
6. Communication with the District in the course of attendance at vendor conference;
7. Communication with the District for the purpose of the District's evaluation of the bidder's proposal, negotiating the scope of work, or engaging in contract negotiations;
8. Communication with the District for the purpose of making a public presentation to the Board; and
9. Communication made during the course of a formal protest hearing related to the solicitation.

*Other Vendor  
Participation and  
Communication*

Regardless of the above time period, a vendor and a vendor's representative who participate in the drafting or development of technical specifications or evaluation criteria for any project are prohibited from competing in the solicitation for such project.

A vendor and vendor's representative shall send all communications, questions, and requests for clarification in writing and addressed to the District's authorized representative identified in the solicitation. The District shall post responses to vendor questions as an addendum to the solicitation.

Nothing in this policy shall prohibit the District's representative from initiating contact with a vendor, in writing, for the purpose of obtaining clarifying information regarding a solicitation response. The vendor's response shall be in writing and shall be provided to the District's authorized representative.

PURCHASING AND ACQUISITION  
VENDOR RELATIONS

CHE  
(LOCAL)

- Complaints* Any person who is aggrieved in connection with a HUB program policy decision may file a complaint in accordance with GF(LOCAL).
- Violations* The following are violations subject to sanctions:
1. Falsely conceal or cover up a material fact or make any false, fictitious, or fraudulent statements, reports, or representations, or make use of any false writing, document, or electronic report knowing the same to contain any false, fictitious, or fraudulent statement.
  2. Fraudulently obtain, retain or attempt to obtain, or aid another in fraudulently obtaining, retaining, or attempting to obtain certification status as a HUB.
  3. Make false reports regarding payments made to subcontractors or sub-consultants.
- Sanctions* Any person who violates the provisions of this section shall be subject to the following sanctions and to the maximum penalties provided by law:
1. The District may bar, suspend, or deem nonresponsive in future District solicitations and contracts, for a period of up to five years, any bidder or proposer, or contractor or subcontractor following notice and an opportunity for a hearing in accordance with the protest procedures in this policy.
  2. The District may, by contract, and where appropriate and lawful, impose an administrative penalty.
  3. In addition to other sanctions available to the District, the violation of any provision of these program rules may be included as an incident of breach in each contract.
- Request for Proposal and Bid Invitation* Each request for proposal and bid invitation shall include a copy of this policy.