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Maria Su

Director

DATE: October 19, 2018
TO: Prospective Contractors
FROM: Department of Children, Youth and Their Families
RE: Evaluation of Educational Supports Programming
DEADLINE: Submission Instructions are at the end of this document. **Proposals submitted via email to rfp@dcyf.org are due no later than 5 pm on November 16, 2018.**

The San Francisco Department of Children, Youth and Their Families (“DCYF”) is soliciting proposals from firms pre-qualified through DCYF’s Request for Qualifications for Data Analytics, Evaluation and Strategic Planning Services released on November 28, 2017. DCYF is issuing this mini-Request for Proposal (“mini-RFP”) for an evaluation of DCYF-funded Educational Supports programs to the pre-qualified consultant pool to better assess qualifications for the following specific scope of service, which may include staffing, scheduling, deliverable and cost considerations.

The terms and conditions of the RFQ released on November 28, 2017 shall apply to all proposals submitted under this mini-RFP. The representations in the responses made by the firms pre-qualified under the RFQ released on November 28, 2017 are assumed to apply to this process unless firms notify DCYF, in writing, and through proposals, of any possible relevant changes affecting pre-qualification eligibility such as ownership or staffing. DCYF may request additional information it considers necessary to determine firm eligibility for continuing prequalification status.

BACKGROUND

Department of Children, Youth and Their Families

DCYF brings together City government, schools, and community-based organizations to help our city’s children and youth, birth to age 24, and their families lead lives full of opportunity and happiness. We strive to make San Francisco a great place to grow up, and this requires resources, community engagement, collaboration, coordination and creativity. Our work helps children and youth to:

- Be healthy;
- Succeed in school and prepare for the future;
- Engage in positive activities when school is out;
- Contribute to the growth, development and vitality of San Francisco and
- Live in safe and supported communities.

The people of San Francisco made a unique, first of its kind commitment to our community in 1991 by creating the Children and Youth Fund and dedicating property tax revenues to fund vital services for our



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city's children and youth, and their families. In fiscal year 2016-17, DCYF administered approximately \$72 million in direct grants, supporting programs and services that reached more than 50,000 individuals across the city. DCYF is committed to continuing to allocate dollars from the Children and Youth Fund to maximize impact.

The primary areas of DCYF funding are Early Care and Education; Educational Supports, Emotional Well-being, Enrichment, Leadership and Skill Building, Family Empowerment, Justice Services, Mentorship, Out of School Time; and Youth Workforce Development. DCYF also funds TA/CB activities and professional development providers to support direct service providers. Our investments are equitable and holistic, offering avenues to enhance learning, while simultaneously creating healthy family and community environments to support individual growth.

The DCYF grant making process and planning cycle consists of an extensive multi-year timeline, with multiple opportunities for community involvement along the way. Key planning milestones include:

- The Community Needs Assessment, which provides an update on the status of children, youth and their families and service needs, and
- The Services Allocation Plan, which outlines how DCYF will allocate funds to meet the service needs described in the CNA.
- The Request for Proposals, through which DCYF aims to fund the services that are most likely to improve the lives of children, youth and families.

DCYF is committed to ensuring equitable access to the services and opportunities that all children, youth and families need to lead lives full of opportunity and happiness. One of DCYF's guiding principles is to ensure equitable access to services for San Francisco's most vulnerable children, youth, transitional age youth and families. DCYF's commitment to equity is both fundamental to our strategic planning and mandated in the San Francisco City Charter. DCYF administers the Children & Youth Fund, and the City Charter states that DCYF is responsible for ensuring that children and youth with the highest needs receive maximum benefit from the Children & Youth Fund. DCYF will apply an equity-based funding strategy to ensure that the Children & Youth Fund will be distributed equitably among services for all age groups – from infancy to transitional age youth.

Purpose of this Request for Proposals

DCYF is issuing this RFP to identify evaluation firms to provide specific services in support of identifying DCYF's progress toward the following citywide goals:

- Children and youth are supported by nurturing families and communities.



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- Children and youth are physically and emotionally healthy.
- Children and youth are ready to learn and succeed in school.
- Youth are ready for college, work and productive adulthood.

One of the challenges in stewarding the Children’s Fund and other city resources is measuring the impact of investments. The Children’s Amendment clearly requires evaluation of services funded through the Children’s Fund. However, given that many factors impact the lives of children and youth, it is often hard to isolate the impact of DCYF investments from other factors, such as family, peer, school, and neighborhood influences, in their lives. Evaluating the impact of any one of these influences is extremely difficult and compounded by the fact that children and youth are constantly growing and evolving. Over the past several years, DCYF has invested resources in developing systems to assess both the reach of services funded by the department and the quality of these services. This investment has helped to build the evaluation capacity of both DCYF and its grantees.

In the spirit of continuous improvement, DCYF continues to assess reach and quality of services in addition to implementing an evaluation of children, youth, and family outcomes for the 2018-2023 funding cycle. DCYF believes its investments should result in positive outcomes for children, youth, and families. Through assessment and evaluation, DCYF and its grantees are willing to improve what is not working and find ways to continue supporting efforts that show positive results.

Overview of DCYF’s Educational Supports Service Area

Services requested through this RFP focus on Educational Supports—one of DCYF’s six key Service Areas for funds allocated during our 2018-2023 grant cycle. The Educational Supports Service Area (Ed Supports) seeks to support a range of educational opportunities that help children and youth who are struggling academically get back on track with their education and achieve individualized educational goals. Services in this Service Area will support academic achievement in the core subjects, post-secondary enrollment and success, as well as provide academic and life skills assistance during key educational transition periods. Programs funded under this Service Area are expected to be well-versed in local and State core subject standards, youth development principles and culturally appropriate practices for the target populations listed for this Service Area.

This Service Area consists of four strategies: Academic Supports, Alternative Education, Literacy Supports and Summer Transitions. The Ed Supports Service Area is a new area of work for DCYF. The main difference between Ed Supports and other DCYF Service Areas is the primary focus on students who are struggling academically in elementary, middle and high school or in their efforts to attain a high



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school equivalency credential. There is also a focus on the core academic subjects versus a comprehensive afterschool curriculum that may or may not include non-academic content, as well as the provision of transition supports during the key transition periods into high school and post-secondary institutions.

DCYF highly encourages all applicants to review our RFP/RFQ for the 2018-2023 Funding Cycle, especially the Educational Supports Service Area and Strategy descriptions prior to submitting proposals and additional questions in response to this RFP. Please [click here](#) to access DCYF's RFP/RFQ for the 2018-2023 Funding Cycle.

Funding Strategies within the Educational Supports Service Area

Academic Supports: The Academic Supports Strategy is designed to decrease the disparities in academic achievement. Academic Supports programs will provide academic support to African American, Hispanic/Latino and Pacific Islander youth that are struggling academically as well as disconnected TAY who are looking to reengage with the educational system and/or working to attain a High School Equivalency credential. Academic Supports programs will work closely with these target populations to ensure that youth get back on track academically, and these programs will support youth as they make key transitions within their academic careers.

Alternative Education: The Alternative Education Strategy is designed to provide opportunities for youth and young adults to obtain their High School diplomas. Alternative Education programs targets youth who are off-track, have attended multiple schools, are suspended or expelled for disruptive and/or delinquent behavior, or have generally been unsuccessful at learning in a mainstream or traditional educational environment.

Literacy Supports: The Literacy Supports Strategy is designed to provide programming to elementary school youth and English Learners in need of additional literacy support. Literacy Supports programs will assess youth, develop individual service plans, and deliver activities that help young people improve their reading levels, writing abilities and other literacy skills.

Summer Transitions: The Summer Transitions Initiative is designed to support both youth that need additional academic support while attending SFUSD Summer School and young people transitioning into 9th grade that have struggled academically within their 8th grade year. There are two primary components to this initiative: (1) the Summer Youth Academic and Employment Component and (2) the Summer Bridge Component. The Summer Youth Academic and Employment Component is intended to complement SFUSD's summer school instruction through workshops, coaching and activities that



enhance participants’ success in school and reengage their interest in learning. The Summer Bridge Component is intended to ease the transition into high school, develop positive relationships with students and foster connections to learning and education for incoming 9th graders. The Summer Transitions Initiative targets African American, Hispanic/Latino and/or Pacific Islander youth who are Early Warning Indicator (EWI) identified and entering the 9th grade or in grades 10 to 12 attending SFUSD Summer School as well as English Learners in grades 9 to 12.

Table 1: Number of Grants and Target Populations by Strategy

Strategy	Number of Grants	Target Population(s)
Academic Supports	15	<ul style="list-style-type: none"> • San Francisco Middle School youth in grades 6-8 who are African American, Hispanic/Latino and/or Pacific Islander youth and in need of additional academic support • San Francisco High School youth in grades 9-12 who are African American, Hispanic/Latino and/or Pacific Islander youth and in need of additional academic support • San Francisco Disconnected TAY ages 18-24 who are seeking High School Equivalency Credentials
Alternative Education	2	<ul style="list-style-type: none"> • San Francisco High School youth ages 14-21
Literacy Supports	8	<ul style="list-style-type: none"> • San Francisco Elementary School youth in grades K-5 who are African American, Hispanic/Latino, Pacific Islander and/or Low Income Asian youth and in need of additional literacy support • San Francisco English Learner youth in need of additional literacy support
Summer Transitions	1	<ul style="list-style-type: none"> • San Francisco high school youth who are African American, Hispanic/Latino and/or Pacific Islander youth and entering 9th grade who are Early Warning Indicator (EWI) identified • San Francisco high school students in grades 10-12 who are African American, Hispanic/Latino and/or Pacific Islander youth and attending SFUSD Summer School, San Francisco high school students in grades 9-12 who are English Learners



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SCOPE OF SERVICES

Maximum Cost Per Fiscal Year:	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
	\$100,000	\$250,000	\$50,000

Desired Start Date: February 2019

Estimated Contract Length: 24 months

Actual contract period may vary, depending upon service and project needs.

Evaluation Goal: Educational Supports is a new Service Area for DCYF, and the Department would like to better understand who is being served by Educational Supports programs and how these programs are operating. Even within strategies, there is a great deal of diversity across grants in terms of agency experience, program structure and curriculum, and program staff expertise. Because of this variation, there is a need for in-depth exploration of individual programs. Findings from this evaluation may also be used to inform future outcome evaluations and RFP development.

Specifically, DCYF seeks an independent contractor to develop and implement evaluation activities to gather and share insights on the dimensions of Educational Supports programs, as detailed in the Evaluation Tasks and Questions in Table 2, as relevant to the strategy (or strategies) indicated in Table 2.

Table 2: Evaluation Tasks and Questions by Strategy

Evaluation Area	Task/Question	Strategy			
		Academic Supports	Alternative Education	Literacy Supports	Summer Transitions
Program Participant Characteristics	Demographic characteristics of program participants	✓	✓	✓	✓
	Comparison of program participant demographics with non-program participant demographics (likely using SFUSD students for comparison)	✓	✓	✓	✓



Evaluation Area	Task/Question	Strategy			
		Academic Supports	Alternative Education	Literacy Supports	Summer Transitions
Program Participant Characteristics (cont.)	School performance of program participants at start of program	✓	✓	✓	✓
	Comparison of program participant school performance with non-program participant school performance at start of program (likely SFUSD students for comparison)	✓	✓	✓	✓
	Proportion of participants attending SFUSD schools vs. non-SFUSD schools	✓		✓	
	Summary of non-SFUSD school participation (school types, locations, etc.)	✓		✓	
Program Implementation	General summary of program implementation, including a discussion of challenges and successes	✓	✓	✓	✓
	General summary of program structure and content	✓	✓	✓	✓
	How/ how well are programs identifying and reaching youth in need of services?	✓		✓	
	How/ how well are programs assessing and tracking participant progress?	✓		✓	
	How/ how well are programs supporting school/post-secondary transitions?	✓		✓	✓
	How are participants with varying needs served in programs?	✓	✓	✓	✓



Evaluation Area	Task/Question	Strategy			
		Academic Supports	Alternative Education	Literacy Supports	Summer Transitions
Program Implementation (cont.)	What is the capacity of agencies to provide these services? What supports would be needed from DCYF to increase capacity?	✓	✓	✓	✓
Stakeholder Communication	How/how well are programs coordinating with SFUSD? How does this differ between school-based/non-school-based programs?	✓		✓	✓
	How are programs communicating and partnering with families?	✓		✓	✓
Ongoing Assessment	Is the Youth Program Quality Assessment (YPQA) an appropriate internal and external assessment tool for programs in the Alternative Education and Literacy Supports strategies? If not, what tool would be more appropriate?		✓	✓	
	Develop survey tool for families of children in Literacy Supports programs			✓	

Known Available Data: In order to complete the evaluation tasks and answer the questions detailed in Table 2 above, the contractor may gain access to data provided by DCYF and the San Francisco Unified School District (SFUSD). DCYF data may include client-level demographics, attendance, and survey responses as well as program-level observation data. SFUSD data may include student-level demographic, academic and behavioral data. The contractor will need to obtain signed data use agreements (DUAs) with DCYF and SFUSD to access data, and so should have experience in developing and finalizing DUAs with public agencies and school districts. DCYF and SFUSD will assist in the process of establishing the necessary DUAs. The contractor is also expected to implement additional data collection processes to support both quantitative and qualitative data analyses; such data collection mechanisms may include surveys, assessments, focus groups and interviews.



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Project Deliverables and Additional Information

The contractor may use a combination of the following project elements to assist in answering the evaluation questions listed above. The following elements do not constitute an exhaustive or definitive list of items necessary to complete evaluation projects, but should serve as a guiding resource in developing a plan for evaluation.

- **Deliverable 1 – Evaluation framework and outcome model:** The contractor will develop an evaluation design that is consistent with the key tasks and questions described in Table 2 for DCYF and partner approval. DCYF and other stakeholders will participate in discussions related to the evaluation plan. The plan should include the following elements:
 - **Purposes:** purposes of the evaluation as identified by DCYF
 - **Questions:** questions to be addressed by the evaluation design and data collection methods
 - **Methods:** evaluation designs and procedures
 - **Sample:** program, CBO staff, and other personnel who will participate in the evaluation
 - **Instrumentation:** evaluation instruments and tools to be used in the evaluation
 - **Decisions:** decisions which can be influenced by the evaluation results
 - **Timeline:** the schedule for implementation, analysis, and reporting of the evaluation.
 - **Outcome model:** theory behind programming model and outcomes that could be measured in the future
- **Deliverable 2 – Program participation and implementation report/s:** Using data from sources outlined in Table 2, present findings on program participant and participation trends, program implementation, and stakeholder communication as guided by the questions presented in Table 2.
- **Deliverable 3 – Program assessment and youth survey tools:** Provide guidance with regard to existing assessment tools, and, as appropriate, develop additional tools for ongoing use by DCYF, as guided by the tasks and questions presented in Table 2.
- **Deliverable 4 – Presentation of evaluation findings and updated outcome model:** The contractor will submit evaluation reports as agreed upon that adhere to established timelines. The contractor will also update the outcome model as needed based on evaluation findings. The contractor may expect to prepare presentation materials and present evaluation findings to DCYF staff.



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PROPOSAL REQUIREMENTS

Applicants must provide DCYF with the following information and responses to questions stated below.

DCYF reserves the right to accept other than the lowest price offer and to reject all quotes. If a satisfactory contract cannot be negotiated in a reasonable time with the selected Respondent, then DCYF, in its sole discretion, may terminate negotiations and reissue a Request for Quote, a Request for Qualifications, or a Request for Proposals or it may determine that no project will be pursued.

Contractor Information

- Contractor Name
- Contractor Address
- Name of Contact Person
- Contact Phone Number
- Contact Email Address
- Date Submitted to DCYF

Experience (maximum of 2 pages)

- Describe your past evaluation experience relevant to assessing implementation of educational support programs for youth.

Proposed Staff Qualifications (maximum of 3 pages)

- Describe the staffing structure proposed for services under this RFP
- Provide narrative information on the proposed project roles and responsibilities and qualifications of project principals and key staff members, including subcontractor staff.
- You may propose team members not listed in the prequalification application. Changes to the staffing should be reflected in the current proposal document. For staff not included in the prequalification application, please also include:
 - A written assurance that all individuals not listed in the pre-qualification application and identified on the current RFP will be performing the work and will not be substituted with other personnel or reassigned to another project without DCYF's prior approval.
 - A resume for each new staff person (page limit of 2 pages per staff person).



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Proposed Evaluation Plan (maximum of 7 pages)

- Using the Scope of Services section above as a guide, propose an evaluation plan, which details your proposed evaluation approach. The proposed evaluation plan will be subject to review and adjustment by DCYF during the initial phase of evaluation.

Client Relationship Management (maximum of 1 page)

- Describe how your team approaches relationship cultivation and collaboration to deliver high quality evaluation products.

Proposal Format

- 8 ½ by 11 paper, 1 inch margins
- Double-spaced
- 12-point font
- Includes all required elements: (1) Contractor Information, (2) Experience, (3) Proposed Staff Qualifications, (4) Proposed Evaluation Plan, (5) Client Relationship Management
- Within the specified page limitations per section:
 - Experience – up to 2 pages
 - Proposed Staff Qualifications – up to 3 pages
 - Proposed Evaluation Plan – up to 7 pages
 - Client Relationship Management – up to 1 page

Narrative responses to the Experience, Proposed Staff Qualifications, Proposed Evaluation Plan, and Client Relationship Management prompts above will be reviewed and scored along a 100-point scale by DCYF readers. Point allocations per prompt are as follows:

Proposal Section	Experience	Proposed Staff Qualifications	Proposed Evaluation Plan	Client Relationship Management
Maximum Points	30	25	35	10



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Cost Proposal

Using the attached spreadsheet as an example, provide a total Cost Proposal, with additional supporting details in a written Budget Justification. Estimated personnel rates and project expenses in Cost Proposals should align with values and descriptions outlined in Budget Justifications. The budget categories defined in Cost Proposals will determine the invoicing processes and schedules that your firm will follow, in accordance with City and County of San Francisco fiscal policies. To ease invoicing processes, DCYF recommends that firms define broad budget categories in Cost Proposal spreadsheets, and reserve detailed estimates and descriptions of rates and hours per project task for written Budget Justifications. DCYF expects firms to provide a breakdown of the following items in their Cost Proposals and Budget Justifications:

- Number of hours and cost per activity or deliverable listed in the Proposed Evaluation Plan.
- For permanent staff, hourly billing rate by project role (e.g. Project Manager, Analyst) and estimated hours each staff person would allocate to each activity or deliverable listed in the Proposed Evaluation Plan.
- For subcontractors, name of subcontractor and/or subcontractor firm, hourly billing rates by project role (e.g. Project Manager, Analyst), and estimated hours subcontractor would allocate to each activity or deliverable listed in the Proposed Evaluation Plan.
- Estimated total amount for other evaluation costs, such as travel, report development, printing.
- Total number of hours.
- Total cost for all services under this RFP.

Please review the “Example” tab on the Cost Proposal template for additional guidance.

RFP Submission Timeline	
RFP Issue Date	October 19, 2018
Advance Questions Deadline	October 26, 2018 at 5:00pm PST
Responses to All Questions Posted Online	November 2, 2018 at 5:00pm PST
Deadline for Proposals	November 16, 2018 at 5:00pm PST
Contract Intent Award Notification	January 2019



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Instructions for RFP Questions and Communications

In lieu of a pre-proposal conference and to ensure fair and equal access to information about this RFP, questions may be emailed to rfp@dcyf.org. Questions must be received by 5:00pm PST on Friday October 26, 2018. No questions will be accepted after the deadline. DCYF will email a summary of all questions and responses pertaining to this RFP to all pre-qualified firms by 5:00pm on November 2, 2018.

Instructions for RFP Submission

Firms should email their proposals to rfp@dcyf.org. **All proposals must be received by 5:00pm PST on November 16, 2018.** Upon receipt of proposals, applicants will receive an email indicating that the submission has been received.