

SOLICITATION ATTACHMENT 2

*Department of County Human Services
SUN Service System
4000003199*

Packet “A” – Regional Services

READ THESE INSTRUCTIONS BEFORE COMPLETING THE APPLICATION RESPONSE

If a Proposer wishes to offer proposals on more than one (1) Region, they must provide a separate proposal for each Region, and it must be a valid, stand alone proposal. **(4.1 Proposal Content – page 29)**

A single Provider may be awarded more than one (1) region but may not be awarded more than two (2) regions. **(Section 2 Contract Award - page 24).**

Regional proposers are required to provide services in the following 4 categories.

<i>SUN Community Schools</i>
<i>SUN Youth Advocacy Program</i>
<i>SUN Parent-Child Development Services</i>
<i>Multnomah Stability Initiative and Energy Bill Payment Assistance</i>

If a Provider of Regional Services is subcontracting, they must include with the Proposal a copy of the Memorandum of Understanding (MOU). **(4.6 Minimum Requirements, B At the time of proposal submission, item 2 – page 30)**

A Proposer must score a minimum of 70% of the summed total points required to qualify to provide this service. **(Section 3 .1.1 Written Scoring Process – page 27).**

No single Contractor may be awarded more than 40% of the total SUN Service System resources. **(Section 2.12 Contract Award – page 23).**

All Evaluation questions must be answered. **(3.2 in Packet “A” – page 6)**

Page limit for Regional Services Evaluation questions is 20 pages. Excluded from the page limit count are the Proposal Cover Pages, the Staffing Model, Budget forms, and any other specifically required tables or documents called out in this RFP, whether optional or mandatory (e.g. draft working copies of MOUs, charts, etc.). **(4.2 Page Limits – page 29).**



RFP No: 4000003199 SUN SERVICE SYSTEM

PROPOSAL RESPONSE PACKET "A" COVER PAGE

REGIONAL SERVICES

Issue Date: November 06, 2015

**Proposals Due: December 21, 2015
Not Later Than 4:00 PM**

Organization Name:	
Contact Person:	
1. SERVICE REGION APPLIED FOR (check only one box):	
Note ~ A completely separate proposal must be submitted for each region that you wish to submit a response for.	<input type="checkbox"/> REGION 1 - Cleveland, Franklin, Lincoln, Riverdale, Wilson
	<input type="checkbox"/> REGION 2 - Grant, Jefferson, Madison, Roosevelt
	<input type="checkbox"/> REGION 3 - David Douglas, Parkrose
	<input type="checkbox"/> REGION 4 – Reynolds
	<input type="checkbox"/> REGION 5 – Barlow, Centennial, Corbett, Gresham
2. PROPOSING AS: (Select only ONE)	
<input type="checkbox"/> SOLE PROVIDER	
<input type="checkbox"/> LEAD AGENCY	You must name your Subcontractor/s and service areas:
4. Wholly Secular Manner Statement:	
<p>"As an authorized agent, I certify that (insert Org. Name) _____ if selected, will perform the services in a wholly secular manner."</p> <p>Signature of certifying official: _____</p>	

Attach this cover page as Page One (1) of your proposal response. This page will not count against the page limit.

PROPOSER REPRESENTATIONS AND CERTIFICATIONS

FAILURE OF THE PROPOSER TO COMPLETE AND SIGN THIS FORM MAY RESULT IN REJECTION OF THE SUBMITTED OFFER

The undersigned, having full knowledge of the specifications for the goods or services specified herein, offers and agrees that this offer shall be irrevocable for at least 30 calendar days after the date offers are due or as stated in the solicitation, and if accepted, to furnish any and/or all goods or services as described herein at the prices offered and within the time specified.

PROPOSER NAME: _____

ADDRESS: _____ City, State, Zip

TELEPHONE NO: _____

STATE OF
INCORPORATION: _____

DATE OF INCORPORATION: _____

BUSINESS
DESIGNATION:

☐ Corporation

☐ Sole Proprietor

☐ Partnership

☐ S. Corporation

☐ Non-Profit

☐ Government

☐ Other: _____

OREGON MWESB

CERTIFICATION NUMBER: _____

☐ Minority Owned

☐ Woman Owned

☐ Emerging, Small

☐ N/A

ASSURANCES - The Proposer attests that:

1. The person signing this offer has the authority to submit an offer and to represent Proposer in all phases of this procurement process;
2. The information provided herein is true and accurate;
3. The Proposer is a resident proposer, as described in ORS 279A.120, of the State of _____, [insert State] and has not discriminated against any minority, women, or emerging small business enterprises certified under ORS 200.055 or a business enterprise that is owned or controlled by or that employs a disabled veteran as defined in ORS 408.225 in obtaining any required subcontracts, in accordance with ORS 279A.110;
4. "Resident bidder" means a bidder that has paid unemployment taxes or income taxes in this state during the 12 calendar months immediately preceding submission of the bid, has a business address in this state and has stated in the bid whether the bidder is a "resident bidder". ORS 279A.120 (1) (b);
5. Any false statement may disqualify this offer from further consideration or because of contract termination; and
6. The Proposer will notify the Department Contracts Officer within 30 days of any change in the information provided on this form.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY

MATTERS - The Proposer certifies to the best of its knowledge and belief that neither it nor any of its principals:

Solicitation Attachment 2 Packet "A" Regional Services

1. Are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from submitting bids or proposals by any federal, state or local entity, department or agency;
2. Have within a five-year period preceding the date of this certification been convicted of fraud or any other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract, embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
3. Are presently indicted for or otherwise criminally charged with commission of any of the offenses enumerated in paragraph 2. of this certification;
4. Have, within a five-year period preceding the date of this certification had a judgment entered against contractor or its principals arising out of the performance of a public or private contract;
5. Have pending in any state or federal court any litigation in which there is a claim against contractor or any of its principals arising out of the performance of a public or private contract; and
6. Have within a five-year period preceding the date of this certification had one or more public contracts (federal, state, or local) terminated for any reason related to contract performance.
7. Compliance with Tax Law. Contractor shall pay all taxes owed to a public body, as defined in ORS 174.109, and attests to compliance with the tax laws of this state or a political subdivision of this state including, but not limited to ORS 305.620, and ORS chapters 316, 317, and 318. Contractor will continue to comply with the tax laws of this state or a political subdivision of this state during the term of this contract. Failure to comply with this contract term is a default for which County may terminate the contract and seek damages and other relief available.

CERTIFICATION REGARDING CONFLICT OF INTEREST

"Organizational conflict of interest" means that, because of other activities or relationships with other persons or firms, a Contractor or Consultant (including its principal participants, directors, proposed consultants or subcontractors) would be unable or potentially unable to render impartial, technically sound assistance or advice to Multnomah County; or the Contractor's or Consultant's objectivity in performing the Work would or might be otherwise impaired. The Proposer certifies to the best of its knowledge and believe that neither it nor any of its principal participants and agents:

8. Has any relationships with any firms or individuals that are or appear to be an organizational conflict of interest.
9. Has or has had the following relationships with the specific firm(s)/individual(s), identified below, which may be determined to be an organizational conflict of interest. I understand that based on the information provided by Proposer, Multnomah County may exclude the Proposer from further consideration and may withdraw its selection if the real or apparent organizational conflict of interest cannot be avoided or mitigated. Proposer further certifies that the degree and extent of the relationship of the Proposer with these named firm(s)/individual(s) have been fully disclosed below.

Where Proposer is unable to certify to any of the statements in this certification, Proposer shall attach an explanation to their offer. The inability to certify to all of the statements may not necessarily preclude Proposer from award of a contract under this procurement.

SIGNATURE OF AUTHORIZED PERSON

Solicitation Attachment 2 Packet "A" Regional Services

Signature:

Date:

Print Name & Title:

Contact Person for this Procurement:

Phone:

Email:

3.2 REGIONAL SERVICES WRITTEN EVALUATION QUESTIONS**Proposers of Regional Services must answer all the questions in Section 3.2.**

Score Sheet Part A – Organizational Qualifications and Capacity		Possible Points
3.2.1.a	Community Relationships	10
3.2.1.b	Organizational Capacity and Experience	20
3.2.1.c	Ability to Adapt to the Needs of the Community	15
3.2.2.a	Contract Management	5
3.2.2.b	Managing Contract Performance	10
3.2.2.c	Disaggregating Data	5
3.2.3.a	Administrative Model	5
3.2.4.a	Recruiting and Retaining Staff	5
3.2.4.b	Trauma Support	10
3.2.4.c	Staff Morale and Satisfaction	5
3.2.5.a	Participant Feedback	10
3.2.5.b	Tracking and Reporting Goals and Outcomes	5
3.2.6	Sustainability Practices	5
3.2.7	Budget	5
3.2.8.a	Staffing Plan and Salary Ranges	2
3.2.8.b	Pay Structure	3
Part B – Programmatic Questions		
3.2.9.a	SUN Community Schools – Development and Implementation	10
3.2.9.b	SUN Community Schools – Successful Schools	10
3.2.10.a	SUN Youth Advocacy Program – Implementation Experience	5
3.2.10.b	SUN Youth Advocacy Program –Service Delivery	15
3.2.11.a	Multnomah Stability Initiative (MSI) – Assertive Engagement	10
3.2.11.b	Multnomah Stability Initiative (MSI) – Flexible Services	10
3.2.12.a	SUN Parent-Child Development Services – Direct Experience	5
3.2.12.b	SUN Parent-Child Development Services – Service Delivery	15
Total		200

PART A. ORGANIZATIONAL QUALIFICATION AND CAPACITY

3.2.1 ORGANIZATIONAL CAPACITY:

45 TOTAL POINTS

This is a three part question about why your organization is best suited to provide these services to the Region you are proposing to serve.

a) Community Relationships

Available Points: 10

Demonstrate your understanding of the key characteristics of the region you are proposing to serve. Provide examples of specific knowledge and experiences your organization has with this community. Discuss any established, or potential, partnerships and relationships that strengthen your ability to deliver services and support collaboration among key community organizations.

Evaluation Criteria:

Proposer:

- Demonstrates an understanding of the characteristics of the regional community.
- Response includes information such as the key demographics of the population, issues the community is facing, challenges to family success and well-being, academic barriers and related characteristics.
- Provides specific knowledge and meaningful experience with the community, such as, has worked in and/or with that community, has established relationships (describes what these are and how they impact successful engagement), and direct experience with the community they describe.
- Includes key social service organizations, civic and faith-based organizations who may work within community as well as how the proposer is connected with other community organizations and how this promotes success.

b) Organizational Capacity and Experience

Available Points: 20

Describe your organization's capacity and experience in the provision of social service supports for all children, youth and families, and how this directly relates to your proposal to provide services in the SUN Service System. Discuss any assets your organization can bring that will enhance your ability to provide services in this community.

Service provision to the diverse populations in the county requires skills interacting with individuals and families that may themselves be members of multiple cultural groups simultaneously, and/or be impacted by multiple forms of oppression.

Include in your answer how your organizational culture directly supports improved outcomes for your service users. Include in your answer how you train staff to work with service users with multiple identities including transgender or gender non-conforming, multi-racial, disabled, lesbian, gay, bisexual, and others?

Evaluation Criteria:

Proposer:

- *Describes assets they are able to bring such as: being cited in the community, partnerships, a history of working within the region, review of a community survey/needs assessment (with planning and/or analysis based on this community needs assessment), and/or participating in community events and activities in the 3region.*

- *Articulates reasons why their organization is effective working with this community.*
- *Describes how the culture of the organization (including its values, norms, history, practices, procedures and customs), matches and complements the communities they serve, and how the organization responds to changing demographics.*
- *Describes an understanding of the needs of and strategies to ensure ability to work with populations with multiple identities.*
- *Demonstrates capacity and experience as an organization to engage all children, youth and families in social support services; cites two examples that supports this; one example is specific about a person who has multiple identities.*
- *Demonstrates how their capacity relates directly to their proposal to deliver services through the SUN Service System.*

c) Ability to Adapt to the Needs of the Community

Available Points: 15

Describe how you tailor your organization's services to meet the diverse culturally specific needs of individuals and the community. Please provide specific examples, including a description of how you worked with specific communities you serve and how your agency used that learning to inform future services and/or staffing.

Evaluation Criteria

Proposer:

- *Demonstrates a high degree of awareness of cultural elements that include but are not limited to: family structure and roles, trust dynamics/distrust of systems, traditional parenting practices, health and safety beliefs/practices, immigration dynamics, religious beliefs etc.*
- *Demonstrates how programming is designed and developed starting from the values, behaviors, norms and worldviews of the populations it serves, and the programming retains structural, cultural and linguistic elements specific to the culture of the communities served.*
- *Demonstrates that cultural adaptations are supported by organization leadership and are used to inform future policies and practices.*

3.2.2 CONTRACT PERFORMANCE:

20 TOTAL POINTS

a) Contract Management

Available Points: 5

Provide two (2) specific examples of contractual outputs and outcomes your organization has had in another contract/s; one where you met your identified targets, and the other where you did not. Include a table showing the program type, target population, outputs and outcomes and how your organization fared compared to these targets (meet or did not meet). Discuss your organization's strategy when you did not meet a contractual expectation. What was your learning from this, and how did you apply this learning?

Evaluation Criteria

- *Proposer provides specific examples and presents the requested information.*
- *Approach to understanding how and why they did not meet an expectation is clearly presented, including steps taken to understand the how and why, and the resultant learning and way in which they addressed the issue is clear. Application of their learning is reasonable to the situation described.*

b) Managing Contract Performance

Available Points: 10

Describe the process your organization uses to review output and outcome information on a regular basis to ensure that program services are both reaching the intended population and contributing to positive outcomes.

Evaluation Criteria

- *Proposer describes a strategy that involves regular review of data that includes comparisons to established targets and programmatic goals, shows how direct service staff are engaged in the process, and identify where programmatic approaches are adapted to meet participant needs.*
- *Review of outcome data is included in the strategy for particular populations.*

c) Disaggregating Data

Available Points: 5

Discuss the benefits of disaggregating output and outcome data by race and ethnicity to identify possible disparities based on race and how you will incorporate that information into your program implementation and internal monitoring.

Evaluation Criteria

- *Proposer demonstrates knowledge of the benefits of disaggregating data.*
- *Proposer demonstrates organizational capacity to disaggregate data and adapt programming as appropriate.*
- *If organization has not/does not disaggregate data based on race and ethnicity it outlines willingness (and a potential process) to do so.*

3.2.3 ADMINISTRATIVE MODEL:

5 TOTAL POINTS

Describe the administrative model you have chosen for delivering the services for which you are applying (**Solicitation Attachment 2, Model, page 9**). Include the elements of this administrative model that will lead to positive outcomes for participants. For clarity, your description may include a chart (optional) that depicts the model you have chosen. *(Any working agreement(s) and the optional chart do not count against page limits.)*

If you are proposing a Lead Agency (with subcontractors) administrative model you must address the following:

- 1) Describe each organization(s) providing services as part of this administrative model, the specific service(s) each will provide, as well as how and why they were chosen to provide the specific service(s).
- 2) Describe how Lead Agency and subcontractors will communicate and work together on a regular basis.
- 3) Provide detailed information regarding the terms and working agreements of the subcontract(s) or collaborative partnership member(s). The working agreement or MOU format is left to the discretion of the Parties. Label this working agreement or MOU as Proposal Attachment F and attach to your proposal.

Evaluation Criteria:

- *Proposer provides a thorough description of one of the two allowable administrative models and all relevant details.*
- *The "value add" for the model is evident, in particular as it relates to subcontractor experience and capacity to deliver identified services and participant outcomes.*

If Lead Agency Model was proposed:

Proposer:

- *Articulates the rationale for this selection, including reasonable criteria for the selection of any/all subcontractor(s). This selection is based on sound reason and practical considerations, and selection relates to any/all subcontractor experience for the given service area(s) to be subcontracted.*
- *Outlines how the communication between agencies will occur within the Subcontracting relationship and to what ends.*
- *Includes draft working agreement(s) with terms spelled out are included. Working agreement terms are detailed and include such things as roles, responsibilities and expectations for each of the parties involved; service types, dates, financial agreements and dispute resolution mechanism.*

3.2.4 STAFF RETENTION AND SUPPORT STRATEGIES

20 TOTAL POINTS

This is a three part question about hiring and retention of staff. Hiring and retention of qualified staff who reflect the community(ies) who engage in service is a key element for every organization. Likewise, directly and intentionally addressing staff retention and morale is critical to achieving successful outcomes with social service program participants.

a) Recruiting and Retaining Staff

Available Points: 5

Describe your organization's approach to recruitment of direct service and supervisory staff who reflect the communities engaging in service. What structures, systems and practices do you have in place to support staff to be successful in your organization and with program participants? How do your retention strategies take into consideration your direct service staffs' racial, ethnic, cultural, socioeconomic or other personal background experiences when providing support for success?

Evaluation Criteria

- *Proposer describes staff recruitment efforts.*
- *Proposer outlines support strategies used throughout the organization to support staff to be successful. May include strategies such as: regular individual supervision, staff meetings & sharing opportunities, opportunities for relevant and ongoing professional development, engaging staff in program planning and review activities, to name several.*
- *Consideration of staff cultural identifies is described.*

b) Trauma Support

Available Points: 10

How does your support for all staff in your organization include issues related to their exposure to vicarious and secondary trauma? How do you know that your organization is effectively supporting staff to work through these challenges and issues?

Evaluation Criteria

Proposer:

- *Has both experience and realistic plans to support staff as they confront and address both pervasive and specific effects of trauma on families, while managing these effects personally.*
- *Response includes how the organization incorporates knowledge about trauma, healing and institutional racism into policies, practices and procedures – for staff support, self-care and service participant approaches.*
- *Supervision and other supportive services for staff include time for reflective supervision and time to process and share experiences.*

- *Describes a viable feedback process to learn from staff about their experiences in the organization.*

c) Staff Morale and Satisfaction

Available Points: 5

What are three specific staff retention issues your organization has faced in recent years? How has your organization successfully addressed these? What is your understanding about how staff retention impacts staff morale within your organization?

Evaluation criteria

Proposer:

- *Presents three distinct staff retention issues they have experienced; examples are specific and relevant.*
- *Describes how the organization has used this information to promote morale and satisfaction.*
- *Describes a system that addresses issues and concerns in order to refine approaches to staff support, retention, and morale issues.*
- *Describes experience and realistic plans to support staff as they address effects of trauma on families, while managing these effects personally.*
- *Describes an organizational approach that considers staff retention issues as central to successful service delivery and morale; the ways this is achieved are outlined.*

3.2.5 CONTINUOUS IMPROVEMENT:

15 TOTAL POINTS

This is a two part question focused on how the organization engages, or will engage, in continuous improvement processes throughout the organization.

a) Participant Feedback

Available Points: 10

How do you gather and integrate feedback from clients about your organization's delivery of culturally responsive services? Describe an example of how specific feedback has informed how you do your work (e.g. changes in decision making, planning, and evaluation). How do you incorporate/use that feedback?

Evaluation Criteria

Proposer:

- *Describes ways in which the organization gathers feedback from program participants. If organization does not currently do this, outlines a process to do so in the future.*
- *Provides specific example/s of program development decisions that are informed by client voice.*
- *Describes systems for data collection-quantitative and qualitative-, evaluation and continuous improvement.*

b) Tracking and Reporting Goals and Outcomes

Available Points: 5

Describe how you track and report progress toward the achievement of goals and outcomes consistently to the general public as well as the community affected by inequities.

Evaluation Criteria

Proposer:

- *Provides a strategic plan, or another style of plan, that includes goals and outcomes for the organization.*

- *Demonstrates progress or lack of progress towards those goals and outcomes. Provides a description of how the organization shares this information with the general public and with people most affected.*
- *Describes outreach the organization has conducted and how that method of information sharing was decided based on the target audience.*

3.2.6 SUSTAINABILITY PRACTICES

5 TOTAL POINTS

Multnomah County places a premium on environmental protection and awareness. What is your experience in incorporating environmentally positive solutions into your work practices? How will your organization introduce environmentally sound practices to the delivery of services in the SUN Service System?

Evaluation criteria

- *Proposer describes prior experience incorporating environmentally positive solutions into the organization's work practices.*
- *If the organization has not had experience incorporating environmentally positive solutions into its work practices it describes the challenges or barriers to doing so.*
- *Proposer describes considerations and practices to incorporate environmental protection and awareness into the delivery of services in the SUN Service System.*

3.2.7 BUDGET

Available Points: 5

Please complete the line item budget form for each program in your application. This form can be found in this packet on page 23.

Evaluation Criteria:

- *Budget forms are completed*
- *Line items generally adhere to sound budgeting practices.*

3.2.8 STAFFING PLAN AND SALARY

5 TOTAL POINTS

a) Staffing Plan and Salary Ranges

Available Points: 2

Please create a detailed staffing plan and present staffing salary ranges. These forms can be found in this packet on page 24 and 25.

Evaluation Criteria:

- *Staffing plan is realistic and reasonable to achieve desired outcomes*
- *Staffing plan is sufficient to meet the requirements of each service area as set forth in the Model.*
- *The staffing plan reflects program descriptions and staff FTE as proposed in Part B Regional Programmatic Questions.*

b) Pay Structure

Available Points: 3

Discuss your organization's pay structure and whether or not you are able to pay employees funded through this contract \$15 per hour, for all program services in your application.

Evaluation Criteria:

- *Organization presents pay structure for relevant positions funded through this contract in the Staffing Plan and Salary Range forms.*
- *Outlines the opportunities and barriers this presents for their organizations.*

-----END OF PART A-----

PART B: REGIONAL SERVICES PROGRAMMATIC QUESTIONS

3.2.9 SUN COMMUNITY SCHOOLS

TOTAL POINTS 20

a) Development and Implementation

Available Points: 10

Describe how you propose to develop and implement SUN Community Schools. Include the elements outlined below.

- How you will incorporate all of the components of the SUN Community School model in your implementation at a given school site. **(Solicitation Attachment 1, Model, Table 2 page, 19 and Solicitation Attachment 1, Model, Table 3, page 21).**
- How you plan to achieve the target outputs and outcomes and meet other program requirements as outlined in Table 5. **(Solicitation Attachment 1, Model, Table 5, page 29).** Include staff plan, oversight/supervision, data collection, and reporting
- Describe how you plan to implement any layered services as described in Table 6, whether or not they are currently present at the school. **(Solicitation Attachment 1, Model, Table 6, page 32).**
- How the development & delivery approach you propose is culturally responsive – what makes it so from your perspective?
- Linkages and partnerships you will establish and/or incorporate into the SUN Community School(s), and how these will be tailored to meet the social and academic needs of the individual school community.
- Describe experience you have working collaboratively with schools to address educational disparities. How does this influence your
- What direct experience do you bring to Community Schools work? If this is a new area for you, what transferrable experience can you apply, and why?

Evaluation Criteria:

- *Approach to development and implementation incorporates Core Service Domains and Engagement areas identified in Tables 2 and 3 of the System Model. Response includes Educational Support & Skill Development, Enrichment, Student & Family Supports, and Youth, Family and Community Engagement. **(Solicitation Attachment 1, Model, pages 18 - 22).***
- *Response includes specific number and types of staff devoted to this program; a minimum of a full time site coordinator and part time activity coordinator staff are part of the SUN Community School (with roles clearly outlined), includes supervision approach, agency connection with school and district (beyond on-site staff), and adequate support across multiple sites regardless of location.*
- *Response includes how the Proposer will provide any layered services that are part of the SUN Community School.*
- *Plan for achieving targets and outcome requirements is sound given the staffing plan and described in a way that ensures program quality and accountability, encourages assertive engagement with families and youth, timely management of administrative duties including annual planning, data entry and site management.*
- *Approach includes how cultural responsiveness drives the development and implementation; the ways this is evident are intentional and responsive.*

- *The description demonstrates the Proposer's understanding of the importance of linkages and partnerships and their relevancy to the school community, needs of those who attend and/or reside in that community, and how partnerships are intentionally developed in order to positively impact educational attainment for students.*
- *Proposer describes experience (direct or transferable) in developing a community school, or relevant related program, and showing success including data collection and meaningful, measurable outcomes.*
- *Proposer includes experience working collaboratively with schools to improve success.*
- *Response includes how the experience (direct or transferable) includes positive engagement of families who are historically underserved and demonstrates success addressing opportunity and achievement gaps.*
- *Transferrable experience is described in sufficient detail such that it indicates capacity to successfully develop SUN Community School including needs assessments, partnership building, working successfully within school districts and schools, and agency systems to support multiple sites.*

b) Successful SUN Community Schools

Available Points: 10

Describe your understanding of the following areas associated with developing a successful community school and how you would address each of them.

- Effectively partnering with the principal including developing shared governance (co-management) and championship within the school and community.
- Developing community-driven programming that includes meaningful participation by those historically underserved in a given school community, utilizing Assertive Engagement practices and principles.
- How you will balance the importance of the extended day supports with engagement in the overall school environment and culture.
- Coordinating a wide array of partners and agencies to create a seamless system of support for children and families.
- How you will approach building effective relationships with families who express (overtly or not) discomfort with a school environment?

Evaluation Criteria:

- *Response demonstrates an approach to building a collaborative and positive relationship with the Principal and other school staff, flexibility in the programming model to be tailored to community, and general familiarity with typical challenges in a school setting. These may include school improvement and its connection to the SUN annual plan, use of space, collaborative hiring for site manager, blended budgeting, background checks, and balancing multiple priorities and policies of both the school and lead agency.*
- *Response demonstrates direct experience with and understanding in key areas (relationship with Principal, community-driven approach, partner coordination, and effective relationships with parents), includes effective and culturally responsive needs assessment, and reflects assertive engagement principles (whole family approach, targeted and universal strategies, and accountability).*
- *Response articulates communication, referral and tracking structures integral to effective SUN Community Schools, and articulates strategies for balancing a targeted and universal approach.*

- *Describes method for determining school and community needs and an array of partnerships that may be aligned to support the school community, the families and the students.*
- *Approach is intentional and aimed at aligning services and maintaining a consistent approach to working with families and students, ensures participant safety, program quality and provides clear communication to families, school and partners.*
- *Capacity to create authentic engagement with historically underserved families is sound, is based on experience and agency capacity, and is inclusive and varied to meet the needs of the school community.*
- *Demonstrates effective engagement and support of families for whom school is not a positive association or with families who are experiencing barriers preventing them and/or their child from attending or making academic progress.*

3.2.10 SUN YOUTH ADVOCACY PROGRAM

TOTAL POINTS 20

a) Direct Experience

Available Points: 5

Describe your direct experience implementing a service delivery program focused on youth who experience academic failure and disconnection from school. Include the elements outlined below.

- Describe the program and/or service model that you used, including the specific components of the services.
- Present your organization's approach to train, support and supervise direct service staff to maintain fidelity to this model.
- Outline two specific examples of how you have provided youth-focused services that were culturally responsive. Please include a description of how you worked with specific youth and how your agency used that learning to inform services and/or staffing.

Evaluation Criteria

- *Proposer describes a direct experience providing services for youth who experience disconnection from school; is specific and clear about the youth population, service model used and specific components of the service approach.*
- *Proposer outlines staff training, supervision and other supports for staff who are engaging with youth, in order to promote staff success (in their work with youth and as professionals) as well as fidelity to the service delivery model they cite.*
- *Provides two (2) examples as requested, and both apply to culturally-specific populations.*
- *Adaptations, or learning from the cited experiences, retained core features of the services provided and benefitted youth as clearly described.*
- *Adaptations, or learning from the cited experiences, were supported by program management and were used to inform future policy and practice.*

b) Service Delivery

Available Points: 15

Describe how you propose to deliver SUN Youth Advocacy Program as presented in the Model (Solicitation Attachment 1, Model, pages 46-56). Include the elements outlined below.

- How will you deliver the core service categories and components (advocacy and support activities, whole family support, out-of school-time supports, service brokering and connection and client assistance)?
- Describe your engagement strategies with youth from the priority populations, including outreach and recruitment approaches you will use.

- Describe how you will connect your direct service work with youth with the school that students attend. What is the relationship with the school you believe to be important; what role can your staff play in the student's school setting?
- How you tailor your services to meet the culturally specific needs of individual youth while maintaining the integrity to the service model.
- What are the linkages and partnerships you will establish and/or incorporate into your SUN Youth Advocacy Program? Include how these are intentional and tie to successful outcomes for youth engaged in service.
- How you plan to achieve the target outputs and outcomes for the priority populations, as well as meet other program expectations as outlined in Table 9 of the System Model. **(Solicitation Attachment 1, Model, Table 9, page 49).** Include staffing levels and supervision approach.
- The specific ways in which your approach to implementing SUN Youth Advocacy Services incorporates the principles of Assertive Engagement.

Evaluation Criteria:

- *Approach to service design is clearly outlined and includes description of each of the key service areas (advocacy and support activities, whole family support, out-of-school-time supports, service brokering and connection and client assistance).*
- *Approach to outreach and engaging youth demonstrates knowledge of challenges facing the specific population(s) served and how to effectively address those challenges and conveys any unique elements necessary to successfully engage youth.*
- *Proposer describes how they would connect with youth through direct and indirect relationships.*
- *Linkages and partnerships are described in sufficient detail to demonstrate the importance of other service connections, and how these partnerships support positive outcomes.*
- *Description of service adaptation demonstrates a high degree of awareness of cultural elements related to engaging youth, including adolescent brain development, family structure and roles, trust dynamics/distrust of other adults and systems, and others.*
- *Connections with schools is clearly presented; includes opportunities to identify and engage with specific students as well as outlining ways in which connecting with a student's school can promote engagement, support school (and life) success and lead to positive outcomes.*
- *Plan for achieving targets and requirements are reasonable. Response includes specific number and types of staff devoted to this program, their FTE, as well as supervisory support and approach. A plan to track and review service delivery is presented to ensure services are meeting output and outcome targets. Training and support efforts include County-provided and other relevant training supports for direct service and supervisory staff.*
- *Approach (principles and strategies) of Assertive Engagement are clearly outlined and described as incorporated into overall engagement strategies. These include expressed values of youth determining their service engagement (type and level), determining resource connections desired and staff roles are focused on "helping" and not as experts such that the youth is the leader in this work with the agency.*

3.2.11 MULTNOMAH STABILIZATION INITIATIVE (MSI)**TOTAL POINTS 20****a) Assertive Engagement****Available Points: 10**

Describe your approach to Assertive Engagement Services in MSI, including Energy Bill Payment Assistance. Include the elements below.

- How you will design your services, staff training, policies and procedures, office space, and documentation using Assertive Engagement principles.
- Describe how your staff will engage families from a variety of cultures and backgrounds, and promote hope, leadership, and community throughout your work with them and beyond.
- How will your Assertive Engagement model help families reach their desired goals in the following six domains?
 - (i) Housing
 - (ii) Income
 - (iii) Social Capital
 - (iv) Education
 - (v) Wellness and Health
 - (vi) Positive Child Development

Evaluation Criteria

Assertive Engagement Model:

- *Articulates a clear hierarchy where the people needing or seeking help are seen as the experts with power over their own choices and lives.*
- *Views the people needing or seeking help as capable of choosing the solutions to their own problems.*
- *Offers a menu of options or evidence of client choice in selecting services, identifies client strengths and ways to amplify them.*
- *Space and work products exemplify hope as a source of motivation and strength for finding solutions.*
- *Requires persistence and creativity on the part of anyone offering a helping relationship*
- *Recognizes that how helpers offer help is far more important than what help they offer.*
- *Staff time with clients allows time for listening and learning who the client is, not just conducting business; forms and procedures encourage listening and conversation.*
- *Uses active listening as a powerful resource.*
- *Demonstrates how it will help families achieve their goals in the six domains as outlined below:*
 - *Housing - With safe, well located, and affordable housing, reflective of family choice, families become stable and able to take advantage of opportunities.*
 - *Income - Family income meets basic needs, reduces debt and allows for asset building*
 - *Social Capital - Families have relationships that build on their values and create mutual resources and support that allows them to be active members of their community.*
 - *Education - Level of education and training meets family vocational and life aspirations.*
 - *Wellness and Health - Families have the physical, spiritual, emotional and mental capacity to meet life's challenges.*

- *Positive Child Development - Children are safe and successful in family, school and community.*

b) Flexible Services

Available Points: 10

Describe your approach to Flexible Services in MSI, including Energy Bill Payment Assistance.

Include:

- The types and amounts of cash assistance you expect to provide and how those services support your Assertive Engagement Model, are chosen by the families you serve, and help those families achieve their desired goals in the six MSI domains.
- Describe any services you expect to offer to multiple families and therefore intend to create agency capacity to deliver efficiently.
- Discuss referrals and connections to services provided by other entities, the benefits of linkage to those services to your Assertive Engagement model, and how those referrals will be made and services coordinated.

Evaluation Criteria

- *Services are offered in a menu format and are chosen by each family with strong Assertive Engagement support provided to help families develop hope and leadership in choosing services that help them achieve their desired goals across the six MSI domains*
- *Services address, at minimum;*
 - *Addressing the effects of trauma in both adults and children and helping families improve their ability to make life decisions not impacted by the negative effects of trauma*
 - *Addresses the concepts of scarcity and bandwidth*
 - *Developing peer relationships and community to increase social capital*
 - *Activities that promote involvement and relationship development in families' self defined community and culture*
 - *Services that support clients taking risks such as seeking career-track employment rather than readily available jobs, advanced education rather than vocational, and so forth.*
 - *Supporting parenting, child health and wellness, and educational attainment for children in MSI families*
- *Referrals to other entities include at minimum: benefits access and coordination, workforce training products, tax preparation services, and housing assistance. Proposal describes how services will be coordinated and the Assertive Engagement relationship with each family is maintained across system so families experience coordinated care.*

3.2.12 SUN PARENT-CHILD DEVELOPMENT SERVICES

TOTAL POINTS 20

a) Direct Experience

Available Points: 5

Describe your direct experience implementing an early childhood service delivery program. Include the elements outlined below.

- Describe the program and/or service model, including the specific components of the service.
- Present your organization's approach to train, support and supervise direct service staff to maintain fidelity to this model.
- Outline two specific examples of how you have provided early childhood services that were culturally responsive. Please include a description of how you worked with specific families and how your agency used that learning to inform services and/or staffing.

Evaluation Criteria:

- *Proposer describes a direct experience providing early childhood services; is specific and clear about the service model used and specific components of the service approach.*
- *Proposer outlines staff training, supervision and other supports for staff who are engaging with families, to promote staff success as well as fidelity to the model.*
- *Provides two (2) examples as requested, and both apply to culturally-specific populations.*
- *Adaptations, or learning from the cited experiences, retained core features of the services provided and benefitted families.*
- *Adaptations, or learning from the cited experiences, were supported by program management and were used to inform future practice/policies.*

b) Service Delivery

Available Points: 15

Describe how you propose to deliver SUN Parent-Child Development Services, described in the Model. **(Solicitation Attachment 1, Model, pages 55-56)**. Include the elements outlined below.

- Describe how you will deliver core components of the Parents as Teachers model, including personal (home) visits, screenings, group connections, and resource connections.
- How you tailor your services to meet the culturally specific needs of individual families while maintaining the integrity to the service model.
- How your organization will outreach to families to engage them in PCDS services.
- Describe linkages and partnerships you will establish so families are connected to supports for successful outcomes.
- How you will achieve the target outputs and outcomes as presented in Table 10 of the Model. **(Solicitation Attachment 1, Model, page 55)**. Include staffing plan, training, oversight/supervision, safety and self-care, documentation, data, reporting, and continuous quality improvement practices.
- The specific ways in which your approach to implementing Parent Child Development Services incorporates the principles of Assertive Engagement.
- Your ideas about where you would plan to deliver PCDS services, including group connections.

Evaluation Criteria:

- *Proposer describes their program design to deliver core components of PCDS: home visits, group connections, screenings and resource connections.*
- *Approach demonstrates knowledge of challenges facing the specific population(s) served and how to effectively address those challenges and conveys any unique elements necessary to serve the specific population.*
- *Proposer describes how they would access families through direct and indirect relationships. Proposer describes organizational credibility as an organization families trust.*
- *Description of adaptation demonstrates a high degree of awareness of cultural elements related to home visiting, such as family structure and roles, trust dynamics/distrust of systems, traditional parenting practices, health and safety beliefs/practices, immigration dynamics, religious beliefs, and so forth.*
- *Linkages and partnerships are described in manner that promotes successful family outcomes. The description demonstrates the Proposer understands of the*

importance of linkages and partnerships and their relevancy to the work and needs of families.

- *Program approach as described is reasonable to achieve the desired outcomes and meets required service areas, staffing levels and other expectations as set forth in the Program Model. Response includes specific number and types of staff devoted to this program.*
- *Plan for achieving targets and requirements is reasonable. Number and types of staff delivering service is presented. A plan to track and review service delivery is presented to ensure services are meeting output and outcome targets. Training efforts include PAT certification of Parent Educators on PAT's Foundational Curriculum. For supervision, full-time parent educators receive at least 2 hours of reflective supervision per month, and Agency demonstrates how parent voice will be incorporated for the purposes of continuous quality improvement.*
- *Assertive Engagement approach is incorporated and reflected in expressed values of families determining their service engagement (type and level), determining resource connections desired and staff roles are focused on "helping" and not as experts.*
- *Outline of potential locations includes at least one SUN Community School site for group connections and generally services are proposed to be located in areas that are accessible to families in the culturally-specific population.*

-----END OF PART B-----

3.2.13 REGIONAL SERVICES PROPOSAL CHECKLIST

Document Name	Solicitation Reference	Proposal Packet "A" Order	Required Action
Required Documents			
<input type="checkbox"/> Proposal Response Packet (Cover Page)	Solicitation Attachment 2 – Packet "A", page 2	Cover Page	Complete, sign and return as your proposal cover page
<input type="checkbox"/> Offeror Reps and Certs	Solicitation Attachment 2 – Packet "A", page 3	Proposal Attachment A	Complete, sign and return
<input type="checkbox"/> Proposer Response	Solicitation Attachment 2 – Packet "A", Section 3.2.1 – 3.2.12.b	Proposal Attachment B	Respond to all questions in Section 3.2.1 – 3.2.12.b and return
<input type="checkbox"/> Line Item Budget Form	Solicitation Attachment 2 – Packet "A" page 23	Proposal Attachment C	Available in Excel on County Website. Complete and return
<input type="checkbox"/> Staffing PlanForm	Solicitation Attachment 2 – Packet "A" page 24	Proposal Attachment D	Available in Excel on County Website. Complete and return
<input type="checkbox"/> Personnel Salary Range From	Solicitation Attachment 2 – Packet "A" page 25	Proposal Attachment E	Available in Excel on County Website. Complete and return
If Applicable			
<input type="checkbox"/> MOU	Solicitation Section 4.6.B.2	Proposal Attachment F	Use your own format
<input type="checkbox"/> Pre-Contract Vendor Administrative Capacity Information Packet	Solicitation Attachment 6	No Action Needed	For Informational Purposes Only

Electronic copy of the Line Item Budget Detail Form can be found on the
Multnomah County Website

<https://multco.us/purchasing/bids-proposal-opportunities>

Complete the Line Item Budget form and return with your proposal as
Attachment C

Electronic copy of the Staffing Plan Form can be found on the Multnomah County Website

<https://multco.us/purchasing/bids-proposal-opportunities>

Complete the Staffing Plan form and return with your proposal as Attachment D

Electronic copy of the Personnel Salary Range Form can be found on the
Multnomah County Website

<https://multco.us/purchasing/bids-proposal-opportunities>

Complete the Personnel Salary form and return with your proposal as Attachment E