

## **Section 2**

# **Service Specifications**

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### 2.1 Introduction

#### A. Overview, purpose or need

The Office of Youth Services (OYS) believes that community is where our youth belong. While community is where hurt, fear, suffering, and trauma may occur; community conversely is where caring, restoration, forgiveness, and healing emerges and is fostered. Deep connections and relationships form the foundation for community, and our state statute, "Aloha Spirit" (HRS 5-7.5), describes how we may consider to exercise the power and life force of the *Aloha Spirit* on behalf of Hawaii's people: "Aloha' is the essence of relationships in which each person is important to every other person for collective existence. *Aloha* means to hear what is not said, to see what cannot be seen and to know the unknowable." *Aloha Spirit* is a way of life, an attitude, a way of being, that acknowledges the following:

*Akakai* – meaning kindness (grace), to be expressed with tenderness;

*Lokahi* – meaning unity (unbroken), to be expressed with harmony;

*Oluolu* – meaning agreeable (gentle), to be expressed with pleasantness;

*Ha'aha'a* – meaning humility (empty), to be expressed with modesty;

*Ahonui* – meaning patience (waiting for the moment), to be expressed with perseverance.

Our youth who are experiencing a lack of *Aloha* are involved with our juvenile justice system and need to be nourished and connected to healthy healing families and relationships. OYS cannot do this alone, we need community to be involved in multiple ways that truly reflect the intelligence and practical applications of *Aloha*. We need community to surround our youth with loving, authentic, courageous, strong and compassionate people, services and programs. Kupuna (respected elders), with their wisdom, role modeling, bridge to ancestors, and *Aloha* presence need to be connected with our youth and families. The resulting outcomes will be youth who are thriving, at peace with themselves and others, hopeful, mindful, and of service to the community.

*Aloha* is a life-long commitment that supports youth at-risk and their families. It supports their strengths and abilities to be successful in their schools and communities. It brings together a wide variety of stakeholders, parents and family members to strengthen collaboration, embrace wholeness, healing, and an awareness that we are Lokahi (unbroken, unity & harmony). This realization can provide many types of *Aloha* responses that meet the unique talents, needs and abilities of the youth who need our direction and help.

The OYS is requesting proposals from qualified applicants to provide truancy prevention and intervention supports and services for the Department of Education Maui District, specifically the Baldwin Complex and/or Maui Complex. The objective of this Request for Proposals (RFP) is to award funds to qualified applicant(s) to implement curriculum and/or provide services, activities, and programs designed to help youth stay in school and avoid unproductive and anti-social behaviors that could lead to truancy, school suspension and expulsion.

The National Center for School Engagement (NCSE) integrates the three "A's" necessary for school success: promoting attendance, attachment and achievement. School engagement is the centerpiece of NCSE's work to improve outcomes for youth who are at the greatest risk of substance abuse, delinquency, and dropping out of school. School engagement refers to students and families being actively involved in learning at school. It also includes school, family and community connections and partnerships dedicated to school completion for every youth.

Services should incorporate effective practices that will enhance school engagement to ensure educational success for youth at risk and families being actively involved in established learning environments. Established learning environments can mean traditional schools, alternative schools and community-based cultural learning centers. Educational success can be defined in terms of high school completion and positive educational outcomes for youth.

Effective strategies should also integrate the **three "A's": attendance, attachment, and achievement**. Promoting **attendance** involves the design and implementation of research-based strategies to reduce the number of unexcused absences. Promoting **attachment** involves establishing meaningful connections with youth and their families through caring, support, and mutually-defined expectations. It includes developing positive school climates, family and community engagement and student-focused programs and activities. Promoting **achievement** involves ensuring that students have the tools and resources to complete courses and graduate from high school.

The OYS recognizes that relationships and connections, protective factors that strengthen relationships with family, school, and community, are essential to the growth and development of healthy individuals and encourage positive lifestyle behavior. The foundation for establishing such relationships and connections are rooted in the spirit of "ALOHA" in which each individual must think and emote good feelings to one another. The expression of kindness, harmony, pleasantness, humility, and patience serve as a framework for program design to enhance school engagement and educational success and to improve outcomes for youth who are at greatest risk of substance abuse, delinquency, and dropping out of any established educational system or learning environment.

Hawaii presents unique challenges that are deeply imbedded in its heritage, culture and traditions. Project-based cultural education includes learning environments that

immerse the students in their heritage, cultures, landscapes, opportunities and experiences as the foundation for the study of language arts, mathematics, social studies, science and other subjects of the educational curriculum. Project-based cultural education emphasizes learning through participation in services projects for the community. Integrating project-based cultural education with service delivery can affect positive outcomes for youth and develop competencies and social responsibility.

Therefore, the OYS is seeking qualified applicants to provide truancy prevention, and intervention supports and services that engage students and their families in an established learning environment to improve educational success. Program design should integrate the three "A's" of school engagement and project-based cultural education with service delivery to affect positive outcomes for youth and to develop competencies and social responsibility.

**B. Planning activities conducted in preparation for this RFP**

A Request For Information was conducted via the State Procurement Office, Procurement Notices for Solicitation Website. Written comments, suggestions, and other feedback for consideration in the scope of work and RFP requirements were requested by fax, mail or email through the Request for Information process between December 5 - 15, 2014. No written comments, suggestions, and other feedback were received by the due date. Information and data were also gathered from 3 years of service delivery of the requested service provided in the State.

**C. Description of the service goals**

The goals of Truancy Prevention and Intervention Supports and Services for Maui Complex are:

The OYS is looking for qualified applicants to provide truancy prevention and intervention supports and services, and activities that will address the unique needs and issues of youth and contribute to the following objectives:

1. To tailor truancy prevention and intervention supports and services by utilizing the seven guiding themes of the NHEC (as defined in Section III. Scope of Services of this RFP) to address the unique needs and to be responsive to the needs of the youth.
2. To engage agency staff and others who interact with youth in the development, implementation, evaluation, and institutionalization of effective curriculum or models of service which are research-based and that have shown to be effective in developing competencies of youth.

3. To focus on truancy prevention and intervention supports and services by formal and informal collaborative agreements amongst public and private agencies and institutions, including schools and faith-based organizations located within and/or serving the same community in order to address the social/emotional issues of these students and their families.
4. To build on and enhance community resources to provide positive learning and development opportunities for youth.
5. Make contact with truant youth within a defined region/community and connect them to appropriate resources, services, and activities, justice system or non-justice, both public and private.
6. Target the development, enhancement, or extension of services to youth and their families that focus their intervention on improving academics, improving attendance (decreasing truancy), and decreasing disciplinary actions (suspension and expulsion from school).
7. Deliver prevention services and positive learning activities to develop educational competencies, and social responsibility of youth. Activity areas include academic tutoring; community service and service learning; character development and youth leadership; and, mentoring and intergenerational programs.
8. Deliver project-based educational activities that immerse the student in their heritage, cultures, landscapes, opportunities and experiences to develop educational competencies and social responsibility of youth. Activities include cultivating the lo'i fields (or taro patches), restoration of cultural sites (land and water), ocean-based activities and other cultural activities and practices.

**D. Description of target population to be served**

The target population includes youth, ages 12 and above, attending schools within the Baldwin Complex and Maui Complex, who are at risk for truancy, school suspension and expulsion.

**E. Geographic coverage of service**

The request is for services to be provided in Kahului and Wailuku, Maui geographic area.

**F. Probable funding amounts, source, and period of availability**

1. **Funding Period:** June 15, 2015 to June 14, 2016
2. **Approximate Total Amount of Funds:** \$100,000 per year
3. The OYS anticipates funds to be awarded for one 12 month period, subject to the availability of funds and quality of program services. There may be a possibility for the extension of the initial award period to up to three additional 12-month periods should funds become available. The award of a contract and any allowed renewal or extension thereof is subject to allotments to be made by the Director of Finance, State of Hawaii, pursuant to Chapter 37, Hawaii Revised Statutes, and subject to the availability of funds and the quality of program services.
4. There may be single or multiple awards granted.
5. The OYS reserves the right to make modifications to the scope of services and in the funding amounts that it is unable to anticipate now. There may be modifications made to continue or to improve the services. Additionally, should funding be increased or decreased, the OYS reserves the right to add in additional funds or decrease funds at its discretion.

**2.2 Contract Monitoring and Evaluation**

The criteria by which the performance of the contract will be monitored and evaluated are:

- (1) Performance/Outcome Measures
- (2) Output Measures
- (3) Quality of Care/Quality of Services
- (4) Financial Management
- (5) Administrative Requirements

**2.3 General Requirements**

- A. Specific qualifications or requirements, including but not limited to licensure or accreditation
  1. The Applicant shall comply with the Chapter 103F, HRS, Cost Principles for Purchases of Health and Human Services identified in SPO-H-201, which can be found on the SPO website (see Section 5, POS Proposal Checklist, for the website address).

2. The applicant shall comply with other applicable federal cost principles and guidelines, as appropriate and as required by the source of funding.
3. The general conditions that will be imposed contractually are on the SPO website. Special conditions may also be imposed contractually by the state purchasing agency, as deemed necessary.
4. The Applicant shall maintain insurance acceptable to the State in full force and effect throughout the term of this contract, until the State certifies that the Applicant 's work has been completed satisfactorily. The policy or policies of insurance maintained by the Applicant r shall provide the following limit(s) and coverage:

| <u>Coverage</u>   | <u>Limits</u>  |
|---|--|
| <b>Commercial General Liability<br/>(occurrence form)</b> | \$2,000,000 combined single limit<br><u>per occurrence</u> for bodily injury and<br>property damage                      |
| <b>Automobile</b>   | Bodily injury \$1,000,000/ <u>person</u><br>1,000,000/ <u>occurrence</u><br>Property damage \$1,000,000/ <u>accident</u> |
| <b>Professional Liability<br/>(if applicable)</b>         | \$1,000,000/ <u>claim</u><br>\$2,000,000 <u>annual aggregate</u>   |

Each insurance policy required by this contract shall contain the following clauses:

1. *“The State of Hawaii is added as an additional insured with respect to operations performed for the State of Hawaii.”*
2. *“It is agreed that any insurance maintained by the State of Hawaii shall apply in excess of, and not contribute with, insurance provided by this policy.”*

Each insurance policy shall be written by insurance companies licensed to do business in the State or meet Section 431:8-301, HRS, if utilizing an insurance company not licensed by the State of Hawaii.

Automobile liability insurance shall include excess coverage for the Contractor's employees who use their own vehicles in the course of their employment.

The Applicant agrees to deposit with the State of Hawaii, on or before the effective date of this contract, certificate(s) of insurance necessary to satisfy the State that the insurance provisions of this contract have been complied with and to keep such insurance in effect and the certificate(s) therefore on deposit with the State during the entire term of this

contract. Upon request by the State, Applicant shall furnish a copy of the policy or policies.

The Applicant shall immediately provide written notice to the contracting department or agency should any of the insurance policies be cancelled, limited in scope, or not be renewed upon expiration.

Failure of the Applicant to provide and keep in force such insurance shall be regarded as material default under this contract, entitling the State to exercise any or all of the remedies provided in this contract for a default of the Applicant.

The procuring of such required policy or policies of insurance shall not be construed to limit Applicant's liability hereunder nor to fulfill the indemnification provisions and requirements of this contract. Notwithstanding said policy or policies of insurance, Applicant shall be obliged for the full and total amount of any damage, injury, or loss caused by negligence or neglect connected with this contract.

If the Applicant is authorized by the Office of Youth Services to subcontract, subcontractor(s) is not excused from the indemnification and/or insurance provisions of this contract. In order to indemnify the State, the Applicant agrees to require its subcontractor(s) to obtain insurance in accordance with the insurance provisions of this contract.

**B. Secondary purchaser participation**  
(Refer to HAR §3-143-608)

After-the-fact secondary purchases will be allowed.

There are no planned secondary purchases.

**C. Multiple or alternate proposals (Refer to HAR §3-143-605)**

Allowed                       Unallowed

**D. Single or multiple contracts to be awarded**  
(Refer to HAR §3-143-206)

Single                       Multiple                       Single & Multiple

Criteria for multiple awards:

Multiple contracts may be awarded as the OYS deems appropriate to best meet the needs of the State after all proposals are reviewed.

**E. Single or multi-term contracts to be awarded**  
(Refer to HAR §3-149-302)

- Single term (2 years or less)       Multi-term (more than 2 years)

Contract terms: The initial term of the contract shall commence on or after June 15, 2015 and continue through June 14, 2016. Services are not to begin until a Notice to Proceed has been issued by the OYS. There may be a possibility for extension of the initial award period for three additional 12-month periods should funds become available. The maximum length of the contract shall be forty-eight (48) months. The conditions for extension must be in writing and any extension must be executed prior to the expiration of the initial term of the contract and any subsequent extension. The award of a contract and any allowed renewal or extension thereof is subject to allotments to be made by the Director of Finance, State of Hawaii, pursuant to Chapter 37, Hawaii Revised Statutes, and subject to the availability of funds and the quality of program services.

## 2.4 Scope of Work

The scope of work encompasses the following tasks and responsibilities:

### A. Service Activities

#### 1. Service Framework (Minimum and/or mandatory tasks and responsibilities)

The Native Hawaiian Education Council (NHEC) has developed seven guiding themes for culturally responsive learning environments and is being adopted by the OYS as a framework for addressing youth issues to ensure youth have the opportunity to develop social, emotional, cognitive, behavioral and moral competencies and resiliency to enable them to achieve a successful transition to young adulthood:

- a. *'Ike Pilina* (Value of Relationship) enriching relationships between youth, family, people, places and things that influence their lives through experiences, their ancestors, culture, and traditions.
- b. *'Ike MauiLāhui* (Value of Cultural Identity) strengthening and sustaining cultural identity through practices that support learning, understanding, behaviors, and spiritual connections through the use of language, culture, history, traditions and values.
- c. *'Ike Kuana 'Ike* (Value of Cultural Perspective) increasing global understanding by broadening the views and vantage points that promotes contributions to local and global communities.
- d. *'Ike Na'auao* (Value of Intellect) instilling and fostering a lifelong desire to seek knowledge and wisdom, through the traditions and stories of our elders.

- e. *'Ike Ho'okō* (Value of Applied Achievement) developing multiple cultural pathways for achieving success in pursuing learning excellence.
- f. *'Ike Piko'u* (Value of Personal Identity) promoting personal growth, development and self-worth to support a greater sense of belonging, compassion and service toward one's self, family and community.
- g. *'Ike Honua* (Value of Place) developing a strong understanding of place, and appreciation of the environment and the world at large, and the delicate balance necessary to maintain it for generations to come.

Priority will be given to proposed services that reflect the seven guiding themes for culturally responsive learning environments and that all youth are valuable and worthwhile and should be supported to reach their full potential. The focus should be on youth in the context of families and specific communities; therefore, services provided should:

- a. Enrich relationships between youth, family, people places and things that influence their lives through experiences, their ancestors, culture and traditions;
- b. Strengthen and sustain cultural identity through practices that support learning, understanding, behaviors, and spiritual connections through the use of language, culture, history, traditions, and values;
- c. Involve young people in their communities to increase understanding by broadening the views and vantage points that promote contribution and social responsibility to local and global communities;
- d. Involve the community in expanding life options for youth by instilling and fostering lifelong desire to seek knowledge and wisdom, through the traditions and stories of our elders;
- e. Provide youth development activities that enhance self-esteem and promote personal growth and development to support a greater sense of belonging, compassion and service towards one's self, family and community;
- f. Develop a strong understanding of place, and appreciation of the environment and the world at large, and the delicate balance necessary to maintain it for generations to come; and

- g. Employ a variety of teaching and learning methods designed to involve the participants and have them personalize the information including, but not limited to the *Why Try* curriculum.

Additionally, a trauma-informed care approach shall be incorporated in the service delivery for youth at-risk. Studies have indicated the high prevalence of histories of trauma among youth who are placed in out-of-home care and/or involved with the juvenile justice system. It is estimated that between 75-93 percent of youth entering the juvenile justice system annually have experienced some degree of traumatic victimization. It is vital that intervention services addressing youth problem behaviors be designed to work effectively with youth with histories of trauma, recognizing the presence of trauma symptoms and acknowledging the role that trauma has played in their coping behaviors.

## **2. Specific Program Activities.**

The applicant shall directly or through subcontracts provide services and activities matched to the cognitive, physical, social, and emotional developmental abilities of youth, as well as, sensitive to the unique needs of each program participant and responsive to the strengths and unique needs of both females and males.

The program activities include:

### **a. Make contact with and engage at-risk youth and their families.**

- 1) Accept youth into the program, recording relevant (demographic) information for data collection, tracking and follow up support purposes. Determine appropriateness of the program for the youth who may be referred to the program. Assess youth and family strengths, competencies, and needs to determine and plan appropriate program activities.
- 2) Engage, motivate, and empower the youth and family to strengthen their support systems and enhance their capacity to resolve their problems and to mediate crisis, and to act on their own behalf.
- 3) Assist youth in identifying goals and objectives and develop milestones, activities and methods to assist youth achieve established goals.

### **b. Connect at-risk youth to existing resources and services.**

- 1) Establish a collaborative and integrated approach with other community resources to serve the youth targeted by this service

through formal agreements, sub-contractual arrangements, memorandum of agreement, and/or letters of agreement with other agencies and/or community groups.

- 2) Make successful connections between youth and family and appropriate (continuum of care) services and resources in the community.
- 3) Advocate on the youth or family's behalf to secure resources necessary to achieve their goals.

**c. Provide responsive services, activities, and programs.**

1. Utilize the NHEC's seven guiding themes for culturally responsive learning environment and integrate the principles of *Aloha* as a framework in the design and implementation of services, activities, and programs for youth that will have positive outcomes for youth and support them in developing competencies and social responsibility.
- 2) Provide services that reflect the culture, ethnicity, and identity of the program participants and are delivered within contexts that promote an understanding and appreciation of the ethnic and cultural diversity of the community and provide youth with opportunities to develop an understanding of self and one's culture and a sense of identity and belonging and promote the development of competencies in youth.
- 3) Include Kupuna (respected elders) in the program implementation. Kupuna can play an important part in service delivery as authentic role models and mentors; bridges between the past and present; storytellers; and keepers of traditional wisdom and knowledge.
- 4) Specifically address the areas of social well-being, knowledge, reasoning and creativity, vocational preparation, and social responsibility through activity types described below:
  - a) **Youth Leadership** activities that allow youth to experience leadership, group dynamics and problem solving opportunities such as youth advisory boards, youth council, and youth representatives on community collaboration efforts.
  - b) **Educational Development** activities such as tutoring, alternative education, and/or peer tutoring that promote academic improvement, coursework completion and high school graduation to prepare youth for higher level academic

and/or vocational education. Connect and collaborate with schools to address needs of youth.

- c) **Community Service and Service Learning** programs to engage youth and provide them with significant roles in planning and implementing activities, as well as opportunities to contribute to the organization and the community.
- d) **Mentoring and Intergenerational** programs that provide youth with opportunities to be involved with adults in meaningful interactions and quality relationships that are consistent and that provide approval for pro-social behaviors and sanctions for antisocial behaviors.
- e) **Performing/Visual Arts and Humanities** activities that enhance learning and creative opportunities through drama, storytelling, poetry writing, and music.
- f) **Sports, Fitness and Health** activities that improve physical health, self-concept, athletic and scholastic competence, and physical appearance; encourage working as a team; provide nutrition exploration; develop resistance skills; and discuss contraceptive practices/abstinence.

### 3. **Assessment of Need and Readiness.**

Applicants must make an assessment of needs and community readiness for the proposed services. Applicants should identify and justify the need for truancy prevention and intervention supports and services within the community that they anticipate serving. A comprehensive needs assessment shall include information from reliable data sources, identified risk and protective factors, reports, studies, and strategic plans or planning efforts that substantiate the needs of the target group(s) and community that the proposed services are intended to address and:

- a. Engage community members to actively participate in identifying and prioritizing needs and services offered to ensure the appropriateness and comprehensiveness of services for the targeted youth.
- b. Collaborate and cooperate with other agencies within the community, especially the schools, non-profit youth serving organizations and faith communities to plan and implement programs for the targeted youth to assure youth have access to resources and services and to effectively meet their needs.

The assessment should include the rate of drug use, delinquency, teen pregnancy, or other risky behaviors prevalent for youth of the identified community or geographic area. Applicants should also provide information and documentation of the community “readiness” to actively address positive youth development, as well as to actively support the implementation of the proposed services.

#### **4. Implementation of Effective Practices.**

Priority will be given to applicants proposing to implement strategies that have shown effective in reducing risky and delinquent behaviors such as truancy and promoting positive youth development. Effective programs incorporate the following characteristics and strategies:

- a. Enrich relationships between youth, family, people places and things that influence their lives through experiences, their ancestors, culture and traditions;
- b. Strengthen and sustain cultural identity through practices that support learning, understanding, behaviors, and spiritual connections through the use of language, culture, history, traditions, and values;
- c. Involve young people in their communities to increase understanding by broadening the views and vantage points that promote contribution and social responsibility to local and global communities ;
- d. Involve the community in expanding life options for youth by instilling and fostering lifelong desire to seek knowledge and wisdom, through the traditions and stories of our elders;
- e. Provide youth development activities that enhance self-esteem and promote personal growth and development to support a greater sense of belonging, compassion and service towards one’s self, family and community;
- f. Develop a strong understanding of place, and appreciation of the environment and the world at large, and the delicate balance necessary to maintain it for generations to come.
- g. Employ a variety of teaching and learning methods designed to involve the participants and have them personalize the information including, but not limited to the *Why Try* curriculum;

#### **5. Program Design and Evaluation.**

The description of the design, implementation, and evaluation of the proposed services should include, but not be limited to:

- a. The process the applicant has utilized or will utilize to identify youth development program models/curricula that are research-based and that are effective in addressing the needs of youth and families in its community within the context of the guiding themes outlined previously;
- b. The plans to train current agency staff to provide truancy services;
- c. The means and process for identifying, engaging, and enrolling youth and families for services and maintaining their participation;
- d. The means by which the agency will assess the impact of the services on program participants; and
- e. The process the agency will undertake for design changes to refine programs to ensure that the needs of youth and families are effectively addressed.

**6. Coordination and Linkages.**

Coordination and cooperation across agency programs as well as, amongst agencies within the community to plan and implement programs for youth is essential to ensure youth have access to resources and services to more effectively meet their needs. Applicants should describe how the proposed services are coordinated by addressing the following:

- a. The incorporation of truancy prevention and intervention supports and services into the current range of programs offered by the agency;
- b. The existing and past activities that demonstrate the applicant's capacity for working with other agencies and resources to provide effective truancy and positive youth development services in the community or geographic area identified for services; and
- c. The coordinated efforts planned with specific agencies, including but not limited to Hawaii Department of Education, Community Health Centers, Department of Health, and other public and private organizations in the community which are addressing issues related to healthy youth development and specific to the delivery of the proposed services.

**7. Transportation**

Additionally, transportation of youth and their families to and from service sites must be addressed if it poses a barrier to service delivery. Applicants are expected to include anticipated cost for transportation in their cost proposal to the State.

**B. Management Requirements (Minimum and/or mandatory requirements)**

**1. Personnel**

- a. The Applicant shall maintain a plan for recruitment and retention of staff, and maintain staffing level ratios that specifically addresses handling of vacancies and absences.
- b. The Applicant shall detail the Applicant's staff pre-service and in-service training plan with scheduled completion dates and training topics, including suicide prevention/intervention, trauma informed care, and working with sexual minority youth such as the Lesbian, Gay, Bisexual, Transgender and Questioning youth. The training plan shall identify who will provide training and their qualifications.
- c. The Applicant shall ensure that employees do not have a criminal history or background that poses a risk to youth. The Applicant shall conduct employment and reference checks on all employment Applicants. In addition, prior to providing direct services to youth, criminal history record checks (State and FBI Criminal History Check, Sex Offender Registry, and the Child Abuse and Neglect Registry Clearance) shall be conducted, as allowed by statutes or rules, for any person who is employed or volunteers in an position that necessitates close proximity to children or adolescents. Documentation of criminal history record checks shall be maintained in the employee or volunteer's personnel file and shall be available for review. Criminal history record checks, except for the FBI fingerprint check, shall be conducted annually.
- d. The Applicant shall develop policies that describe the grounds and circumstances for denial of employment or termination of current employees who have been found to have convictions or pending charges upon completion of any criminal history check or other investigation.
- e. The program staff shall have appropriate qualifications and necessary training to provide the propose services and activities and demonstrate knowledge, capacity, skills and experience in working with the target population, and be knowledgeable of positive youth development philosophy and strategies.
- f. The Applicant shall have written personnel policies covering selection of staff, salaries, fringe benefits, leaves, job descriptions, and minimum

qualifications of each position. Staff salaries shall be sufficiently competitive to recruit and retain qualified staff.

2. Administrative

- a. The Applicant is required to meet with the State upon execution of the contract to discuss all aspects of the program.
- b. The Applicant is required to maintain detailed records of youth, program activities, and personnel in addition to maintaining an accounting system and financial records to accurately account for funds awarded. Funds shall be budgeted and expended in accordance with applicable State and/or Federal cost principles.
- c. The Applicant shall also be required to comply with applicable provisions and mandates of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. The HIPAA regulates how individually identifiable health (medical and mental health) information is handled to ensure confidentiality.
- d. The OYS reserves the right to make modifications to the scope of the services and in the funding amounts that it is currently unable to anticipate. There may be unique circumstances, not limited to directives and decrees from State and Federal agencies that require these modifications be made to continue or improve services. Additionally should funding be increased or decreased, the OYS reserves the right to add in additional or decrease funds at its discretion.
- e. The Applicant shall not utilize youth for any agency solicitation or political campaign purposes.
- f. The Applicant may not charge youth and/or their families more than a token amount for program services.
- g. Subcontracting arrangements may be allowed if the Applicant is unable to provide components of the requested services directly. All subcontracts must follow the pricing structure and all other requirements of this RFP.
- h. Memoranda of Agreements and working agreements with other agencies for services resulting from awards and contracts of this RFP shall be submitted to the OYS for review for appropriateness and relevancy.
- i. The successful Applicant will be required to enter into a formal written Contract with the Office of Youth Services in accordance with the laws, rules and regulations of the State of Hawaii. The RFP and Applicant's proposal shall be incorporated in the Contract by reference.

The stated requirements appearing elsewhere in this RFP shall become part of the terms and conditions of the resulting Contract. Any deviations thereof must be specifically defined by the Applicant in its proposal which, if successful, will become part of the Contract.

The funds available for this project are limited. The OYS reserves the rights to contract for only those services which appear to be in the best interests of the OYS.

Upon award, the OYS will forward the formal Contract to the successful Applicant for execution. The Contract shall be signed by the successful Applicant and returned, together with required insurance documents (including indemnification), and other supporting documents, within ten (10) calendar days after receipt by the Applicant, or within such further time as the Executive Director may allow.

No such Contract shall be binding upon the OYS the Contract has been fully and properly executed by all the parties thereto and the State Comptroller has, in accordance with Section 103-39, Hawaii Revised Statutes, endorsed thereon his certificate that there is an appropriation or balance of an appropriation over and above all outstanding contracts, sufficient to cover the amount required by the Contract during the fiscal year. Further, the Contract shall not be considered to be fully executed until the Department of the Attorney General of the State of Hawaii has approved the Contract as to form. The PROVIDER shall not provide any services until the Agreement is fully and properly executed.

Any work performed by the successful Applicant prior to receipt of a Notice to Proceed shall be at the Applicant's own risk and expense. The State of Hawaii and the OYS are not and will not be liable for any work, contract costs, expenses, loss of profits or damages whatsoever incurred by the successful Applicant prior to the receipt of a Notice to Proceed.

The OYS reserves the right to cancel the Contract without cause and to request new proposals for the work.

- j. No Supplementary Agreement shall be binding upon the OYS until the Agreement has been fully and properly executed by all parties thereto prior to the start date of Agreement and a Notice to Proceed has been issued. The PROVIDER shall not provide any services until the Agreement is fully and properly executed.

Any work performed by the successful Applicant prior to receipt of a Notice to Proceed shall be at the Applicant's own risk and expense. The State of Hawaii and the OYS are not and will not be liable for any work,

contract costs, expenses, loss of profits or damages whatsoever incurred by the successful Applicant prior to the receipt of a Notice to Proceed.

The Provider is responsible to purchase or lease, with available funding, all the necessary supplies and equipment needed to perform the services. Prior approval must be obtained from the OYS for the initial purchase of equipment, furniture, supplies, etc. which are required for this Contract. Subsequent purchases of equipment above \$250 (that has a useful life of more than one year) shall require prior approval.

### 3. Quality assurance and evaluation specifications

- a. All contracts shall be monitored by the OYS in accordance with requirements set forth by Chapter 103F, Hawaii Revised Statutes. Contract monitoring shall include but may not be limited to:
  - 1) The review of amendments and approvals, deemed appropriate by the OYS, of the contract's program items, especially the outcomes plan, the performance targets and milestones, the assurance of collaboration, quarterly program reports, and other documents submitted to the OYS.
  - 2) Periodic site visits, scheduled and unscheduled, with comprehensive written evaluation of the major program service areas, such as:
    - i. Staff qualification, organization, and effectiveness.
    - ii. Outcomes planning, implementation, and evaluation.
    - iii. Collaboration (Informal and formal agreements and subcontracts).
    - iv. File maintenance and record keeping.
    - v. Facility accessibility, suitability, and safety.
    - vi. Transportation and other liability issues.
    - vii. Consumer satisfaction.
  - 3) The Applicant shall allow the OYS access to all materials, files, and documents relating to the provision of services. In addition, the OYS may, at its discretion, observe individual, group, and educational sessions conducted by the Applicant.
- b. The Applicant must maintain for the term of the contract the system of evaluation developed by the OYS, including the use of evaluation tools and reporting forms. In addition, the Applicant must take corrective actions the OYS deems necessary in light of the evaluation data.

### 4. Output and performance/outcome measurements

The Applicant shall submit a Performance Plan utilizing the outcomes framework, through the completion of OYS Form 4-1 which is attached to this RFP. To assist the Applicant in completing Form 4-1, A Crash Course in the Outcomes Framework (August 2003) is also attached.

- a. An **Outcomes Framework** (outcomes, performance targets, and milestones) will be used for monitoring and results reporting. The Outcomes Framework (OF) for this service will focus on specific achievements and specific changes in youth and family conditions, skills, attitudes, and/or behaviors.
  - 1) ***Performance targets describe the anticipated change in program participants*** that occurs as a consequence of the service provided. The performance target ***does not*** reflect the actions or behaviors of the agency or the staff in the delivery of the program services. In response to the RFP, applicants must propose and commit to performance targets directly related to the initiatives described in this RFP.
  - 2) ***Milestones describe the sequential actions made by the program participants to indicate they are successfully progressing toward achieving the performance target.*** Applicants should identify the milestones that will most effectively communicate (track and report) the success of program participants and at the same time can be efficiently documented on an ongoing basis.
  - 3) The successful achievement of milestones and performance targets should be verifiable by direct and indirect measures, observable events or behaviors, or indicators identified by the applicant.
- b. Within this OF, applicants must:
  - 1) Base program activities on an assessment of objective data about the relevant risk and protective factors for the target population and communities the applicants propose to service.
  - 2) Design and implement programs and activities for youth based on research or evaluation that provides evidence that the programs used impact knowledge, behavior and/or competencies of the youth involved or contribute to preventing/reducing risk factors and establishing/ strengthening protective factors related to healthy youth development.
  - 3) Commit to the performance targets finalized with the OYS as part of the applicants' contractual responsibility and track and report progress through a standard outcomes reporting format and meet

periodically with the OYS to review progress and results and to make necessary modifications and corrections.

- 4) Evaluate programs to assess programs' ability to impact elements of youth development and the desired outcomes. Applicants must also assess progress toward achieving the proposed outcomes, performance targets, and milestones. Furthermore, such evaluation shall be used to improve and strengthen the programs, to revise timelines, to refine the performance targets and milestones, and to make informed decisions regarding future program directions.
  - 5) Use appropriate computer hardware and Microsoft software to record, monitor, and report various data.
- c. Applicants should propose up to three (3) performance targets, including numeric projections of achievement as the number of or percent of program participants that will demonstrate an increase or reduction related to achievements made as a result of program participation.
  - d. In order to facilitate the implementation of the OF and enhanced services, the OYS will:
    - 1) Provide technical assistance in developing and refining outcomes, performance targets, and milestones during the term of the contract.
    - 2) Provide technical assistance in using hardware and software to evaluate the progress of the programs.

## 5. Experience

Applicants shall have a minimum of three (3) years experience designing, implementing, managing, and/or evaluating youth development programs and conducting activities related to those proposed in response to this RFP.

## 6. Coordination of services

Funded programs shall coordinate with related Federal, State, school, and community efforts and resources to foster interactions and environments that promote positive youth development and healthy behaviors for youth.

## 7. Reporting requirements for program and fiscal data

Contracts are programmatically and fiscally monitored by the OYS. Monitoring includes the review of program reports and services; budgets and revisions (as approved by the OYS); invoices and expenditure reports; and any issues applicable to services provided. Monitoring will take place at a variety of

locations including the Applicant's administrative office and the site(s) of service delivery.

Timely program reports as specified by the OYS will be due quarterly and at the end of each budget period.

A monthly invoice for operational costs shall be prepared and submitted to the OYS by the 10<sup>th</sup> of each month in accordance with the agreed upon Compensation and Payment Schedule. Additionally, the PROVIDER shall submit a final invoice upon termination of the contract.

**C. Facilities**

Applicants shall assure the adequacy of the facilities that will be used to conduct the proposed service to ensure the safety and well-being of the target population and comply with Americans with Disabilities Act building requirements.

**2.5 COMPENSATION AND METHOD OF PAYMENT**

**Cost Reimbursement**

The OYS shall consider cost proposals on a cost reimbursement pricing structure. The cost reimbursement pricing structure reflects a purchase arrangement in which the purchasing agency pays the provider for budgeted agreed-upon costs that are actually incurred in delivering the services specified in the contract, up to a stated maximum obligation.

Applicants shall be required to apply the Cost Principles on Purchase of Health and Human Services and other applicable federal cost principles and guidelines as appropriate and as required by the source of funding.

Payments shall be made monthly upon submission of an original invoice reflecting the cost of services provided during a specific month.

All budget forms, instructions and samples are located on the SPO website (see the Proposal Application Checklist in Section 5 for website address). The following budget form(s) shall be submitted with the Proposal Application:

- SPO-H-205 Budget
- SPO-H-206A Personnel - Salaries & Wages
- SPO-H-206B Personnel - Payroll Taxes and Fringe Benefits
- SPO-H-206C Travel - Inter-Island\*
- SPO-H-206D Travel - Out-of-State\*
- SPO-H-206E Contractual Services-Administration
- SPO-H-206F Contractual Services-Subcontracts

SPO-H-206G Depreciation  
SPO-H-206H Program Activities  
SPO-H-206I Equipment Purchases\*

\*Expenditures require justification and prior approval.

If any one of the above forms is not applicable, please note as "N/A" on the form.