**State of Alaska**
**Department of Health and Social Services**
**Division of Public Health**

# Request for Proposals
# Positive Youth Development Afterschool Program
# For FY2024 Through FY2027

Grants and Contracts

NOTICE: Proposals will ONLY be accepted through GEMS. Applicants are responsible for reviewing the GEMS homepage at https://gems.dhss.alaska.gov/ for details regarding agency registration and availability of technical assistance. Log into GEMS through myAlaska, https://my.alaska.gov/Welcome.aspx, to begin the application process. Once you are logged into GEMS, guidance and instruction are available in the Documents tab and from the film strip icon. Applicants are responsible for monitoring GEMS or the State Online Public Notices site for any changes or amendments that may be issued regarding this solicitation.

Relay Alaska provides assisted communication services at 711 or 1-800-770-8973 from a TTY phone, and at 1-800-770-8255 from a voice phone.

CONTACT PERSON: Kenneth Platt, Grants Administrator
PHONE: 907-465-2349
E-MAIL: kenneth.platt@alaska.gov

PROPOSAL DUE DATE: April 14, 2023, 3:59 PM
DEADLINE FOR WRITTEN INQUIRIES: April 4, 2023, 3:59 PM
PROJECT PERIOD BEGINS: July 1, 2023

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## Amendments

**Amendment 1 New Amendment** **Posted: 3/2/2023**

***Explanation***

This amendment serves to attach the Waiver of Sovereign Immunity template.

***Additional Information***

The Waiver of Sovereign Immunity is now attached to section 4.02, question 2.

**Amendment 2 Second Amendment Questions and Answers** **Posted: 3/2/2023**

***Explanation***

To answer questions pertaining to the Request for Proposal. This amendment will also correct the text in section 4.04 number 5 to read: "$180,000 for service delivery to one or two sites; $300,000 for 3 or more sites or statewide reach."

***Additional Information***

*Q 1 . Can you clarify the funding amounts for the Positive Youth Development Afterschool Program? The RFP, page 9 states $180,000 for service delivery to one or two sites; $300,000 for 3 or more sites or statewide reach. However, in GEMS in the application, there are totally different numbers under question 5 - budget: $125,000 for service delivery at one site; $250,000 for ASPs delivering services to multiple sites; and $350,000 for ASPs serving five or more sites with a statewide reach.*

A. We have corrected the text in section 4.04 number 5 to read: "$180,000 for service delivery to one or two sites; $300,000 for 3 or more sites or statewide reach."

*Q 2 . In section 1.03 regarding 2 hour implementation- It states that 'Proposed projects are expected to meet a minimum of 3 times per week, for an average 2 hours per day.' Is this in reference to how much we need to FOCUS on the PYDAP specific Curriculum, or does this mean that the After School Program as a WHOLE needs to meet that minimum, with PYDAP curriculum being a portion of the overall schedule?*

A. It is the expectation of this grant that your program as a whole meet a minimum of 3 times per week for an average 2 hours per day.

*Q 3. In section 4.06 regarding – Demonstration of Support/Coordination of Service. It states that 'Identify, by name and role, the key community members consulted.' Can we name an entire organizing body (such as MECAC or The Alaska Coalition of BIPOC Educators) If we work with them as an entire entity, or do we need to specify individual names?*

A. Please be as specific as possible as you demonstrate program support. We are looking for more than a list of partners, but rather a description of these partnerships and collaborations and how these advance your programs goals.

*Q 4 . Are Local Education Agencies or school districts eligible?*

A. Yes, school districts are eligible, as are local education agencies so long as they are registered as an eligible nonprofit.

**Amendment 3 Amendment1 Written Inquiries** **Posted: 4/4/2023**

***Explanation***

This amendment serves to provide answers to written inquiries. Please see the attachment titled "Amendment 3 Written Inquiries."

***Additional Information***

Amendment #3 issued on 04/04/23 services to provide answers to written inquires.

**Amendment 4 Amendment 4 - Change proposal due date to April 14, 2023 and clarify mandatory attendance to Alaska Out of School conference in Section 1.06 Program Funding** **Posted: 4/6/2023**

***Explanation***

This amendment serves is change the proposal due date to April 14, 2023 and advise applicants to use your best cost estimate for section 1.06 Program Funding pertaining to sending the director and a team (approximately 2 people per afterschool project) to the Alaska Out-of-School Time Conference in November 2023.

**Amendment 5 Amendment 5 - Change proposal due date to April 14, 2023** **Posted: 4/7/2023**

***Explanation***

This amendment serves to change the proposal due date to April 14, 2023 at 3:59 PM.

***Additional Information***

This amendment serves to change the proposal due date to April 14, 2023 at 3:59 PM.

## Section 1 Grant Program Information

### 1.01 Introduction and Program Description

Through the Division of Public Health, the Department of Health (DOH or Department) Section of Chronic Disease Prevention and Health Promotion's Office of Substance Misuse and Addiction Prevention is requesting proposals from eligible applicants to provide Positive Youth Development Afterschool Program services for the State of Alaska in FY2024 through FY2027. Program Services are authorized under 7 AAC 78 Grant Programs, and AS 44.29.020(a)(17), Duties of the Department. State of Alaska statutes and regulations are accessible at Department of Law Document Library or through the contact person identified on the cover page of this Request for Proposals (RFP).

Important public health and safety concerns are raised by the legalization of personal use marijuana under AS 17.38. Concerns specifically related to adolescent health include youth access and initiation, youth and adult marijuana impaired driving, and health problems associated with heavy marijuana use. Although it is illegal for anyone under 21 years to possess, use, or distribute marijuana, youth caught having marijuana may be referred to the juvenile justice system, which can carry stiff penalties.

Research increasingly shows an individual's social conditions and life experiences are associated with, and influence, different types of behavior. These social and personal influences are identified as risk factors or protective factors. The more risk factors present at the individual, family, school, and community levels, the more likely adolescents are to engage in risk behaviors such as substance use and delinquency. Protective factors perform a preventive function for youth risk behaviors. The more protective factors present in an adolescent's life, the more likely they are to engage in prosocial and developmentally healthy behaviors.

Research has found associations between unstructured time after school and delinquent behavior, substance use, high-risk sexual behavior, risk-taking behaviors, and risk of victimization. By providing a safe place and supervised time, afterschool programs that teach and promote new skills and offer opportunities for positive adult and peer interaction have the potential to curb juvenile crime and positively impact youth developmental outcomes, both short and long term.

The Positive Youth Development Afterschool Program will support projects increasing youth protective factors and reducing youth risk factors through services provided outside of school hours, i.e., evenings, weekends, and school breaks.

### 1.02 Program Goals and Anticipated Outcomes

The proposed project must demonstrate a thorough understanding and support of the grant program goals and the outcomes anticipated by the Department.

The goals of the Positive Youth Development Afterschool Program are the reduction of risk factors and the enhancement of protective factors among participating youth and families.

Projects must meet or exceed anticipated minimum outcomes described in this RFP. The program anticipates a number of minimum outcomes:

- Increase the availability of recreational, educational, and character-building programs for youth outside school hours;
- Enhance individual, family, school, and community protective factors while reducing risk factors related to marijuana use; and

- Reduce initiation and promote cessation of marijuana use by youth, reduce youth access to marijuana products, and reduce exposure of youth to impaired driving dangers related to marijuana use.

For more information regarding the program goals please see attached Youth Prevention Logic Model.

**1.03 Program Services/Activities**

Afterschool programs (ASPs) are regular structured or semi-structured activities for school-age youth that occur before or after school, between school terms, or during the summer. In this solicitation, out-of-school time, extracurricular activities, organized activities, and expanded learning time are synonymous and used interchangeably.

ASPs can vary in structure, content, and youth demographics. Some ASPs are sponsored within schools, others are hosted by private organizations, religiously affiliated entities, community organizations, youth service agencies, health agencies, libraries, and museums. Frequency, duration, and quality of participation yield different outcomes. Except for summer programs, most ASPs operate 2 to 3 hours a day, 3 to 5 days a week. Proposed projects are expected to meet a minimum of 3 times per week, for an average 2 hours per day.

Quality project activities are vital in achieving the program goals and outcomes, and more likely when project services are well matched with participant needs. As best practice, proposed projects must embrace the following SAFE qualities as defined below:

1. **S**equenced: The proposed project employs a connected and coordinated set of activities to achieve skill development objectives.

2. **A**ctive: The project uses active learning to help youth learn.

3. **F**ocused: The project proposes at least one component that addresses personal and social skills.

4. **E**xplicit: The proposed project activities address specific personal and/or social skills.

The program's anticipated goals and outcomes can be realized through a broad array of projects that mitigate risk factors, enhance protective factors, and advance youth achievement. Projects are encouraged to engage youth in active experiential learning.

Funded projects will be required to implement Youth Program Quality Initiatives. This approach is based in positive youth development research and emphasizes the creation of safe, supportive, productive environments for youth. All funded sites will be responsible for implementing a Youth Program Quality Assessment (YPQA) to assess the quality of their learning environments and identify staff professional development needs. Technical assistance will be provided by the Department to each funded project as they implement assessments and begin their continuous improvement process.

Funded projects will be required use with fidelity an outcome-based comprehensive health education curricula to, either in whole or in part, address marijuana and substance use prevention. Technical assistance will be provided by the Department on the selection and implementation of an outcome-based comprehensive health curriculum if not yet identified in the proposal. Example curriculum includes Healthy Lifestyles, created by the YESS Institute and the Denver Afterschool Alliance in response to cannabis legalization. Healthy Lifestyles is an optional curriculum available to funded sites and technical assistance is provided by the Alaska Afterschool Network. For more information see here: After School Network website.

Allowable ASP activities include, but are not limited to:

- Literacy education activities, including financial, health, and/or environmental literacy programs
- Activities that emphasize language skills and academic achievement for youth learning English
- Activities emphasizing cultural and traditional practices
- Performance or fine arts activities, including participation in band, drama, art or dance
- Prosocial and character-building community activities, such as participation in volunteering, service clubs, and/or activities in the community
- Activities involving STEM, or activities that use technology to allow youth to create, such as building, coding, and designing websites or games.
- Activities aiding youth who have been truant, suspended, or expelled to allow the youth to improve their academic achievement
- Organized physical activities supporting a healthy and active lifestyle, including nutrition education and regular, structured physical activity

Successful proposers will identify and describe the following project components in the solicitation response.

**ENGAGING AND RELEVANT ACTIVITIES**

- Identify the time and type of out of school time project proposed
- Describe typical daily/weekly activities
- Distinguish between project services delivered at multiple centers if offered at more than one site, e.g., elementary and high school
- Identify specific curricula and intentionally embedded activities designed to improve youth social, emotional, and non-cognitive skills, such as the ability to self-regulate, work collaboratively, and persevere through challenges
- Describe the outcome-based curricula and the structure of learning activities designed to address marijuana and substance misuse prevention and build protective factors (i.e., life skills curriculum)
- Describe the structure and design of learning activities to which ensure youth opportunities to collaborate, communicate, problem solve, and create real-world projects as well as youth opportunities to reflect upon their learning and related behaviors.

**POSITIVE AND HEALTHY ENVIRONMENT**

- Describe the ways in which the routines and procedures of engagement in small and large groups will intentionally build a sense of program community, belongingness, responsibility, and ownership.
- Relate the ways in which the project establishes and maintains a positive learning environment marked by clear expectations, positive relationships, pride in accomplishment, hearing of youth voices, and appropriate response to positive and negative behaviors.

**ATTRACTIVE TO YOUTH, REGULAR ATTENDANCE**

- Describe the proposed project plan to inform the priority youth group(s), and/or those most in need of the afterschool services, and their families about the program. Include the project plan to encourage enrollment while primarily enrolling the population prioritized for services.
- Describe how staff professional development and recruitment practices will advance diversity, equity, and inclusion within the organization.
- Describe the ways in which regular program attendance is encouraged, and project incentives for voluntary attendance.
- Describe the ways in which the project's scheduled activities and transportation policy will facilitate and

encourage full and regular attendance among youth, and support working families. Address safety among youth arriving and leaving from the service delivery site.

**SUPPORTING FAMILY ENGAGEMENT**

- Describe the ways in which the program will support and build capacity for its parents and families to engage in the development of the youth served. This will include description of the means and frequency of family activities, events, and communications. This will also include description of activities such as trainings in the important role parents play in substance misuse and prevention.
- Describe the ways in which the proposed project will ensure the families of youth served have input and investment in the program, as well as the ways in which the project will reflect and respect the culture of the community it serves.

Applicants should describe the ways in which the proposed project activities will address the needs of the prioritized population and community in regard to substance misuse and addiction prevention, as well as the ways in which the applicant organization addresses protective factors in its community.

In the first year of the program, each awarded grantee will work with program staff and state contractors to assess, in a culturally responsive manner, the resources and needs of the organization, staff, youth, and community, as well as the level readiness for substance misuse resources. Through this collaborative process, grantees will gain a better understanding of substance misuse and the role of protective factors in addressing substance misuse in their communities. Grantees must engage representative members of their communities, youth, staff, and parents in the assessment process. Assessments for already established projects are likely to be completed more quickly than those for startup projects. At the close of the first year, assessments will be completed and refined. The assessment process will neither interrupt nor delay the delivery of proposed program services.

Following completion of the year one assessment, grantees will develop a logic model which reflects assessment findings. The finalized logic model for the initial period of award will be uploaded for review and approval by the department. Upon approval, the logic model's identified activities will be implemented within sixty (60) days. Logic models will be updated and submitted for any subsequent years of the project. A logic model template is provided as an attachment to the RFP. Proposals are not required to submit a logic model with their application.

Applicants must describe the ways in which the proposed project aligns with program intent. The submitted project proposal will identify agency resources available to the project; describe project activities; and clearly state the project's anticipated goals, outputs, and outcomes.

### 1.04 Program Evaluation Requirements and Reporting

**Healthy Alaskans 2030 State Health Improvement Plan**

The state health improvement plan provides a framework in which allocated resources support and are justified by a set of outputs and expected results. Within this framework performance and achieved outcomes are measured by objective performance measures.

Grant projects are required to align with Department Objectives. Grant projects will use performance measures to evaluate progress toward meaningful outcomes, and to initiate data collection and reporting consistent with Department objectives.

The Department Objectives for this program are linked in the state health improvement plan and are:

- Objective #13: Reduce the percentage of adolescents (high school students in grades 9-12) who felt so sad or hopeless every day for 2 weeks or more in a row that they stopped doing some usual activities during the past 12 months.
    - Strategy 1: Provide programs, services and opportunities that support all young people in developing a sense of competence, usefulness, belonging, and empowerment by increasing protective factors and reducing risk factors associated with adolescent depression and suicide
        - Action Step 2: Increase the protective factors impacting adolescent depression and suicide
        - Action Step 3: Reduce the risk factors associated with adolescent depression and suicide
- Objective #17: Increase the percentage of adolescents (high school students in grades 9-12) with 3 or more adults (besides their parent(s)) who they feel comfortable seeking help from
    - Strategy 2: Increase the percent of children and adolescents participating in quality after-school activities and programming with supportive adults
        - Action Step 1: Increase access and capacity of quality after school programs and structured meaningful activities that are supervised by a supportive adult.
        - Action Step 2: Develop consistent measures to evaluate the quality of afterschool programs across diverse settings.
- Objective #18: Increase the percentage of adolescents (high school students in grades 9-12) who feel like they matter to people in their community
    - Strategy 2: Increase the percent of adolescents participating in quality after-school activities and programming that emphasize youth-centered practices and positive youth development principle
        - Action Step 1: Educate community adults and youth program and service providers about culturally relevant, youth-centered, empowerment practices, as part of youth development best practices.
        - Action Step 2: Support culturally relevant youth-community engagement activities, projects and quality afterschool programs that incorporate youth-centered practices and positive youth development principles.

Performance Measures of Effectiveness, gathered from quarterly reporting

- Duplicated and unduplicated number of youth engaged in the project
- Duplicated and unduplicated number of parents and adult family members engaged in the project
- Number of hours per staff trained in positive youth development program initiatives

Examples:

Unduplicated students are the number of unique individuals that attended the past quarter

- i.e., Jose attended 10 times, Sally attended 1 time, Ingrid attended 5 times = 3 unduplicated students

Duplicated students' number is the collective daily attendance the past quarter

- i.e., Jose attended 10 times, Sally attended 1 time, Ingrid attended 5 times = 16 duplicated students

Performance Measures of Efficiency, calculated by DOH based on quarterly program and fiscal reports

- Average cost per youth engaged in the project.
- Average training cost per staff member trained in positive youth development program initiatives.

Examples:

Average cost per youth engaged in the project.

- Average cost per youth is the number of unduplicated youth that you served this quarter, divided by the direct costs associated with running the program this year (personnel + supplies). I would not include travel, indirect, facilities cost in this calculation.

Average training cost per staff member trained in positive youth development program initiatives.

- Average cost per staff is the number of staff trained this quarter in positive youth development and any other professional development trainings divided by the cost for staff trainings this quarter.

An assessment tool for each site will be provided in the first year of the grant and it is the expectation that the grantee will use assessment data as part of a continuous improvement cycle to ensure quality programming to youth and training for staff. Technical assistance will be provided to each grantee to ensure fidelity to assessment process.

**Grant Reporting**

Required quarterly reporting will include:

1. Cumulative Fiscal Reports recording overall grant and Additional Project Support expenditures by budget line; and

2. Program Reports in the format prescribed by the program, including, but not limited to, enrollment information, daily program attendance, and project activities provided. Work plans will serve as the basis for program reports.

**1.05 Target Population and Service Area**

Applicants must clearly describe the population served by the project, including the area or communities that will be served. Proposals will be evaluated for compatibility with the program's intended population identified in this solicitation.

**Priority Population:** Funds will prioritize young people who are the furthest from educational justice and communities who experience health inequities as described in Alaska's Health Equity Index. Additionally, services must be provided to Alaska youth entering or enrolled in grades 5-8. Exceptions may be made by the ASP to allow participation by youth outside of this grade range to ensure the intended population attends, i.e., for youth taking care of younger family members. Proposers will identify the youth sub-population(s) prioritized for project services.

**Service Areas and Communities:** Services are sought across the state.

The intended population and service areas narrative must describe the following:

- Population size and demographic characteristics of the youth population(s)
- Priority youth populations which are the focus of your program/organization, such as:
  - Youth in poverty, as measured by eligibility for free- or reduced-price lunch
  - Black, Indigenous or People of Color (BIPOC) youth
  - Migrant youth
  - Refugee and/or immigrant youth
  - English language learners
  - Youth experiencing homelessness
  - Youth in foster care

  - Youth involved in the criminal justice system
  - Youth with disabilities, including physical, developmental, and/or intellectual
  - disabilities; or special health care needs
  - Other at-risk population as identified by the applicant
- If your program serves Black, Indigenous or People of Color (BIPOC) youth, please describe which of these youth populations are engaged in your program:
  - American Indian/Alaska Native
  - Asian/Asian-American
  - Black/African American
  - Hispanic or Latino/a/x Descent
  - Middle Eastern or North African
  - Multiracial
  - Native Hawaiian/Pacific Islander
- Location where services will be offered and the geographic area to be served. Applications must link to Alaska's Health Equity Index to provide a combined vulnerability score (percentile rank values range from 0-100, with higher values indicating higher vulnerability. Points will be allocated to applicants providing services in communities with higher vulnerability scores.
- Known risk and protective factors based on data from the YRBS, Climate and Connectedness Survey, or other survey data.

**1.06 Program Funding**

Funds available for this program are anticipated at $1,800,000 per fiscal year. There will be two funding tracks. One track funding up to 5 non-tribal organizations up to $900,000 and a separate track for up to 5 tribal organizations up to $900,000. Each track will be scored separately. Organizations may choose only one funding track, and no more than one proposal from each organization will be accepted. To ensure the greatest level of technical assistance and support to programs, no more than 10 grants total will be issued for this program. The source of funds is the Marijuana Education and Treatment Fund.

Applicant budget proposals should adhere to the following budget maximums:

- $180,000 for service delivery to one or two sites.
- $300,000 for 3 or more sites and/or with statewide reach.

Tribal organization means the recognized governing body of any federally recognized Alaska Native tribe. A consortium of eligible tribal entities who meet the legal requirements for a consortium will also be eligible, in addition to Tribal Colleges and Universities.

A portion of the budget must be set aside to address equity in out of school time. Please describe program intent in the narrative with examples of how to advance equity. Examples include promoting diversity, equity, and inclusion among and within program staff. Activities might include assessing the demographic makeup of staff looking at factors such as race, ethnicity, gender preference and people with disabilities and identifying plans to diversify the workforce, and developing inclusive and equitable hiring and recruitment policies, practices, and procedures.

**Proposed Budget:** The applicant must submit a budget proposal for the first fiscal year of the project. The proposed budget detail and substantiating narrative will support the program's results-based service delivery and staffing requirements stated in this RFP.

Budget proposals should support wages and benefits for administrative and direct services staff, contracts with

partner organizations, youth transportation from the project's service delivery site or sites, travel for attending required grantee meetings and professional development conferences, and supplies such as curriculum, technology tools, project materials, and office supplies.

In-kind contributions demonstrate community support for the project and the budget proposal must reflect the project's committed in-kind contributions such as staff, training, supplies, transportation, etc. Such project costs will be recorded in the budget and the Match Fund Source table as Additional Project Support. These in-kind contributions will be included in the budget's substantiating narrative by amount and source.

Grantees are required to budget for and participate in the following capacity-building activities:

- The director and a team (approximately 2 people per afterschool project) must attend the Alaska Out-of-School Time Conference.
- Youth Program Quality Assessments for each funded site per grant year.
- Staff professional development. Provide 20 hours of documented program-related training each year for every staff person working 0.25 FTE (10 hours per week) or more. Program training will be based upon program type, Youth Program Quality Assessment (YPQA) findings, and will be tied to your project objectives.
- Program must organize an annual Lights on Afterschool event and register the event onLights on After School website.

The proposed budget will be fully compliant with the limitations described in this RFP, and those detailed in 7 AAC 78.160 (Costs). Regulations are provided under the GEMS Documents tab.

Resources specific to budgeting are also available under the GEMS Documents tab. DOH Grant Budget Preparation Guidelines provide information and formatting guidance about budget lines, cost detail groupings, and narrative requirements. In the chapter "Responding to a Solicitation," Grantee User Manual Part I provides detailed instructions for entering a budget proposal in GEMS.

**Other Agency Funding:** Prior to submitting a proposal, applicants are required to list all other agency funding budgeted, applied for, and/or received during the proposed budget period. This includes a record for anticipated Grant Income if project participation fees will be charged, and includes a record for each source of budgeted Additional Project Support. This task must be completed by an Agency Power User in the Other Funding section of the Agency Administration tab, and is part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200.

Note: Organizations associated with this project are not permitted to accept tobacco, marijuana, or alcohol industry funds in support of this project.

**Indirect Costs:** If the proposed budget includes indirect costs, 7 AAC 78.160(p) requires a copy of the agency's current federally approved Indirect Cost Rate Agreement. The agreement is to be uploaded in the Agency Administration tab. Lapsed agreements can be used if uploaded with the negotiating federal agency's written approval to continue using the rate until a new agreement is negotiated.

Proposing school districts may use the district's Indirect Rate Agreement authorized by the Alaska Department of Education and Early Development. The agreement is to be uploaded in the Agency Administration tab.

**Payment for Services/Grant Income:** The collection of fees from participants is permitted. Projects proposing to collect participant fees must establish a sliding fee scale that considers the relative poverty of the youth and families identified for services. The proposal will include the fee structure, as well as narrative detailing the plan for administration and management of the Grant Income. Revenue can only be used to fund proposed project

activities, will be identified as Additional Project Support in the budget proposal, and the expenditures will be fully substantiated in the budget narrative.

In the applicant's proposed budget, anticipated receipts and expenditures for all grant income must be evident in the detail and narrative. Fiscal reports for awarded income generating projects will include the receipts and expenditure of all Grant Income.

If applicable to the services proposed in response to this solicitation, awarded grantees will have a Medicaid Provider Number or apply to obtain one, and will make reasonable effort to bill all eligible services to Medicaid and any other available sources of payment before seeking grant support for delivery of the proposed services. DOH funds are the payer of last resort.

## Section 2 Applicant Qualifications

### 2.01 Agency Experience

Proposal evaluation will include consideration of the applicant's history of compliance with service and grant requirements, and previous experience in providing the same or similar services. Evaluation may include DOH site reviews, program audits, and confirmation of the successful resolution of any findings. This is part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200.

The applicant must describe previous experience providing services the same or similar to those proposed. The description must clearly identify the time over which services were provided and the intended population served.

### 2.02 Project Staffing

Project staffing must be sufficient to implement the proposed activities to meet program goals and the anticipated outcomes.

Proposers will identify the agency and project strategies for attracting and retaining part time staff with the skills to plan and lead hands-on enrichment activities, teach academic content, and engage youth experiencing behavioral challenges. Further, proposals will identify the management of time and resources throughout the year to ensure staff can plan project activities having a clear structure and purpose, and can engage in professional development and collaborative reflection in order to increase program quality and professional skills related to the delivery of quality out-of-school time services. Proposers will identify any challenges to staff retention and the ways in which those challenges will be addressed.

Applicants must describe how staff and leadership are reflective of their priority youth populations served. In your project narrative please discuss how your staff, leadership, board of directors and volunteers are reflective of your priority youth participants. Additional considerations will be made for Black, Indigenous or People of Color (BIPOC)-led organizations. BIPOC-led is defined as groups where at least two-thirds of senior staff and/or board leadership positions are held by those who self-identify as Black, Indigenous or People of Color and primarily serve BIPOC communities.

As part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200, resumes, position descriptions, and professional credentials for key project personnel must be uploaded as part of the response. At minimum, this includes the Project Director and the center-level Site Coordinator(s) responsible for delivering project services on a daily basis. If any key project position is less than 1.0 FTE, explain why a part time position is

adequate and appropriate to achieving project goals.

Applicants must describe the agency's employee orientation process and the staff training plan, including positive youth development trainings. Successful proposers will also be required to provide documentation showing 20 hours of program-related training each year for every staff person working 0.25 FTE (10 hours per week) or more.

All projects must be in compliance with AS 47.05.300-390 and 7 AAC 10.900-990. Compliance includes ensuring that everyone associated with the grantee in a manner described under 7 AAC 10.900(b) has a valid criminal history check from the DOH Division of Health Care Services Background Check Program before employment or other service, unless a provisional valid criminal history check has been granted under 7 AAC 10.920 or a variance granted under 7 AAC 10.935. For specific information, visit Department of Health Background check program or call (907) 334-4475 or (888) 362-4228 (intra-state toll free).

**2.03 Administrative, Management, and Facility Requirements**

As part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200, the applicant must demonstrate the agency's sustainable fiscal and administrative capacity. Executive, administrative, and financial staff must be qualified, as indicated by the resumes of position holders uploaded as an element of the proposal.

1. The applicant must ensure procedures are in place to protect client confidentiality compliant with State and federal standards.

2. The applicant must ensure its most recent financial audit was submitted to the appropriate state office (see Audit Requirements below), and any findings identified have been resolved.

Awarded proposers will be required to submit additional agency information if the agency GEMS record is not current.

**Audit Requirements**:

Federal Requirements: Agencies spending $750,000 or more total Federal Financial Assistance in the agency fiscal year may be required to comply with conditions of the Single Audit Act of 1984, P.L. 98-502, as amended by the Single Audit Act Amendments of 1996, P.L. 104-156, and as defined in 2 CFR 200.

State Requirements: Agencies spending $750,000 or more total State Financial Assistance in the agency fiscal year are required to comply with the conditions of 2 AAC 45.010-090. The current regulations may be viewed at the State of Alaska, Department of Law website, Department of Law Document Library, or copies may be obtained from the contact identified on the cover page of the RFP.

Information on State and Federal Single Audit Acts compliance may be obtained from:

State Single Audit Coordinator

Department of Administration

Division of Finance

PO Box 110204

Juneau, AK 99811-0204

Telephone: (907) 465-4666

Fax: (907) 465-2169

DOH Program Audit Requirements: All DOH grantees are subject to the requirements of 7 AAC 78.230. If awarded, agencies which are not required to file State Single Audits under 2 AAC 45.010 must ensure a fiscal audit of the agency operations under the grant program is performed by an independent, licensed, certified public accountant at least once every two years and submitted to:

State of Alaska Department of Health

Finance and Management Services

Audit Section

PO Box 110602

Juneau, AK 99811-0602

Telephone: (907) 465-3120

**Facility, Service Access, and Safety**:

1. The applicant must address potential safety concerns for clients and staff in the management of services proposed in response to this RFP.

2. The applicant should describe ease of client accessibility to services and the way in which that will enhance regular attendance by youth and project success.

3. All applicants for DOH grants should have a written plan for emergency response and recovery that provides for potential safety concerns and the safe evacuation of clients and staff. This plan is mandatory for agencies providing residential and/or critical care services as noted in the State Grant Assurances.

**2.04 Support/Coordination of Services**

Applicants must demonstrate the proposed project has the necessary support and coordination for the successful delivery of services. The proposal must address community support as reflected by the partnerships and collaborations specific to the proposed project.

Project partnerships and collaborations will be described, including all partnerships that will contribute staffing, expertise, and other forms of project support. Collaboration with the host school(s) will be described, including the level of staff support for the proposed project. Proposers will describe the consultation process used to identify the sites to receive services, the subsets of youth prioritized for services, and the determination of types of services to be offered. The narrative will identify the key community members consulted, including any school officials.

Applicants are encouraged to partner with a variety of community organizations having the resources and expertise to enhance the variety and quality of activities offered. This may include working with local school resource, public safety and/or juvenile justice agencies for the purposes of strengthening relationships and building trust. It might also include certified teachers and school paraprofessionals working after the school day ends, or other out of school time. Other partnerships include those with State and Federal resources, such as the National Afterschool

Association's Healthy Eating & Physical Activity Standards for Out-of-School Time to make healthy snacks/meals available to youth.

## Section 3 General Instructions for Proposal Submission

### 3.01 Eligibility

Applicants must be eligible to apply under 7 AAC 78.030 (Eligible Applicants). Eligible applicants are state agencies; political subdivisions of the state such as cities, organized boroughs, and Regional Educational Attendance Areas; nonprofit organizations and consortia of nonprofits; and Alaska Native entities. As follows, eligibility will be verified by Grants and Contracts.

Political subdivisions of the state and Regional Educational Attendance Areas will be verified by State records.

Eligible nonprofits are listed in the State's database of registered nonprofit entities or the US Internal Revenue Service's register of tax-exempt organizations. Nonprofit subsidiaries of nonprofit corporations must also provide a letter from the parent organization confirming nonprofit status.

Alaska Native entities as defined in 7 AAC 78.950(1) must submit, with the application, a legally binding resolution waiving the entity's sovereign immunity to suit through the duration of the program, identified in RFP Subsection 3.05. The resolution must be authorized in compliance with the tribe's constitution, either by the tribal council or by majority vote of the tribal membership. The required template is provided at Subsection 4.02, Other Technical Requirements.

Federal Funding Accountability and Transparency Act (FFATA): In accordance with 2 CFR Chapter 1, Part 170 Reporting Sub- Award And Executive Compensation Information, reporting is required of any grant award with federal funding equal to or greater than $30,000. FFATA is intended to hold the federal government accountable for spending decisions. Accountability data is available to the public at U.S. Government spending. Reporting requirements extend to recipients of State-issued awards with federal funds. An Agency Power User must complete the FFATA form under Federal Reporting in the GEMS Agency Administration tab. The report data will reflect the audited figures of the agency's most recently completed fiscal year. The report captures expenses and executive compensation for your agency. More information regarding FFATA requirements can be found at Federal Funding Accountability and Transparency Act Subaward Reporting System.

Effective April 4th, 2022, the US Federal Government transitioned from the Dun & Bradstreet Data Universal Numbering System (DUNS) number to a System for Award Management (SAM) generated Unique Entity Identifier (UEI) alpha-numeric value for federal awards management. All grantees receiving awards with federal funds are required to have a UEI. More information regarding this transition can be found on the U.S. General Services Administration.

The Grants Electronic Management System (GEMS) has been updated to include fields for both the DUNS nine-digit number and the UEI twelve-digit alpha-numeric value under the General section of the Agency Administration tab. An Agency Power User must confirm the current UEI number is listed in GEMS. The DUNS number will continue to be displayed in GEMS until further notice.

Applicant agency GEMS records must contain the agency's current State of Alaska Business License number, and a current governing board roster which includes titles, contact information, and terms of office for each seat. The roster must include emergency contact information outside the applicant agency for one or more officers.

Grants and Contracts will verify neither the applicant agency nor its principals are presently debarred, suspended,

proposed for debarment, declared ineligible, or voluntarily excluded from receiving grant assistance from any State or federal department or agency. If an agency or its principals are excluded from receiving grant assistance, the proposal may not be considered.

If this grant program includes Federal funding, effective November 12, 2020 Federal Uniform Guidance 2 CFR 200 requires that agencies be registered on the System for Award Management (SAM) website atSystem for Award Management (SAM). If an applicant is recommended for award and is not registered on this site, the offered award will not be executed, and funds will not be issued until agency registration is confirmed.

Applicants who have had a contract or grant to help produce this RFP are not eligible to apply and any submitted proposal will not be considered.

**3.02 Acceptance of Terms**

By submitting a proposal, an applicant accepts all terms and conditions of this RFP including all identified attachments and guidelines, 7 AAC 78, and any other applicable statutes and regulations. Copies of these may be accessed through the contact person identified on the cover page or through the web address(es) identified in this RFP.

If a grant is awarded, this RFP and the applicant's proposal become part of the grant agreement. The applicant will be bound by the provisions contained in the awarded proposal unless the Department agrees that specific parts of the proposal are not part of the agreement.

Proposals and other materials submitted in response to this RFP become the property of the State and may be returned only if the State allows. Proposals are public documents and may be inspected or copied by anyone after grants have been awarded.

**3.03 Inquiries**

Applicants should immediately review this RFP for defects and questionable or confusing content. Questions that can be answered by directing the applicant to a specific section in the RFP may be answered verbally by the contact person identified on the RFP cover page. Questions that cannot be answered by directing an applicant to a specific section of the RFP may be declared substantive. The applicant will be directed to submit the question in writing to the contact person at the email address on the cover page no later than the Deadline for Written Inquiries, also identified on the cover page. This will allow issuance of any necessary amendments and/or clarifications to all prospective applicants.

Applicants are responsible for monitoring GEMS or the State's Online Public Notices website (Online Public Notices) for any clarifications or amendments that may be issued regarding this solicitation.

**Proposals will not be accepted after 3:59 PM prevailing local time on the due date identified on the cover page.**

**3.04 Proposal Costs and Content**

The Department will not be responsible for any expenses incurred by the applicant prior to the authorized grant performance period. All costs of responding to this RFP are the responsibility of the applicant.

The applicant is responsible for the content of the proposal.

**3.05 Duration**

This RFP is for a five-year period, beginning 7/1/2023 through 6/30/2027. At the discretion of the Department, a project funded under this RFP may be considered for continued funding in subsequent program year(s). The annual decision to continue funding for the subsequent year(s) of the five-year grant cycle is based on the following general conditions:

1. the Department's judgment that there is a continued need for the grant project service;
2. the grantee's satisfactory performance during the previous grant year;
3. the availability of sufficient grant program funds, and whether continuation of the financing is consistent with public health and welfare; and
4. the ability of the grantee and the Department to agree on any adjustments in payments or service.

Applicants will submit a budget proposal for year one of the grant only. Funding in each subsequent year will require submission and approval of documents needed to update service plans, evaluation measures, and budgets. Grants and Contracts will notify grantees of specific submission requirements necessary to qualify for consideration of continued funding.

**3.06 Proposal Review**

Following the deadline for receipt of proposals, no revisions will be accepted unless provided in response to a request from the contact person named in this RFP. Proposals will be reviewed as follows:

1. Proposals will be evaluated in a manner that will avoid disclosure of contents before notices of grant award have been issued.
2. Department of Health staff will evaluate each proposal for minimum responsiveness and other technical requirements and eliminate nonresponsive proposals from consideration.
3. Using the criteria set out in this RFP and 7 AAC 78.100 (Criteria for Review of Proposals), Department staff will evaluate each responsive proposal. **Scores for each criterion will be based solely on the response to the associated question. Points will not be earned if the information was provided in response to another question in Section 4**. Department staff will also review relevant departmental documentation regarding the applicant. Staff recommendations regarding awards and levels of funding will include consideration of the following:
    i. a history of the applicant's compliance with grant requirements, to include records of program performance, on-site program reviews, and prior year audits;
    ii. priorities in applicable State health and social services plans;
    iii. requirements of applicable State and federal statutes; and
    iv. municipal ordinances or regulations applicable to the grant program.

If there are multiple responsive proposals for which there is insufficient money to fully fund, or supplementary expertise is deemed necessary to the review of proposed services, the Department may appoint a Proposal Evaluation Committee (PEC) as an additional advisory body. PEC members will initially evaluate proposals, independently of other committee members. As a committee the PEC will meet in a **closed session** (7 AAC 78.090 Review of Proposals) to further review proposals and develop recommendations. Scores will be assigned based on the applicant's response to each individual question and the associated criteria. **Applicants will not earn points for**

**a given question based on a response to another question in the RFP**. The PEC review will include discussion of each proposal's merits. PEC recommendations will rank proposals in priority order and include approval or disapproval for award, modifications to the proposed project, and special compliance conditions.

All staff advisory recommendations and, if applicable, those of the PEC, and all review materials will be submitted for consideration by the Division Director, who will make recommendations to the Commissioner of the Department of Health or the Commissioner's designee.

### 3.07 Final Decision Authority

Recommendations are advisory only, including those from any PEC that may be held. The final decision to approve or disapprove award, the amount of each award, and whether to impose special conditions or modifications rests with the Commissioner or Commissioner's designee.

NOTE: The final decision may include additional considerations, such as a lack or duplication of services in certain locations, or alternative services that may be available; a critical need for services by vulnerable populations; and matters of health, life and safety. The Department has the responsibility to ensure public monies are utilized in a manner that protects the interests of the people of the State and retains the right to make final awards that ensure responsible distribution of grant funds.

### 3.08 Notification of Grant Award and Appeals

Within fifteen (15) days after the decision regarding grant awards, applicants will be notified of the final funding decisions, and, if awarded, any conditions of award or modifications. Following any necessary negotiations for revisions to the proposed budget and scope of services, successful applicants will be issued a grant agreement. This formal agreement will contain specific performance and reporting requirements consistent with Department policy and procedure and 7 AAC 78.

Per 7 AAC 78.305 (Request for Appeal), an applicant may appeal a final grant award decision. Requests for hearing must be addressed to the Commissioner and received in writing at the address below within 15 days after the applicant receives notification of the decision. The request must contain the reasons for the appeal and must cite the law, regulation, or terms of the grant upon which the appeal is based.

**With a copy to the contact identified on the solicitation cover page, send appeal to:**

Heidi Hedberg, Commissioner
Department of Health
3601 C Street, Suite 902
Anchorage, Alaska 99503-5923

### 3.09 Cancellation of the RFP/Termination of Award

Contingent upon funding appropriations and the Governor's approval, the Department may fund proposals from eligible applicants. The Department may withdraw this RFP at any time and reserves the right to refrain from making an award when such action is deemed to be in the best interest of the State. Funds awarded for a grant as a result of this RFP may be withheld and the grant terminated by written notice from the State to the grantee at any time for violation by the grantee of any terms or conditions of the grant award, or when such action is deemed to

be in the best interest of the State.

## Section 4 Submission Requirements/Evaluation Criteria

### 4.01 Minimum Responsiveness Criterion per 78.100(2)(A)

Proposals that fail to meet the minimum responsiveness requirements below will be eliminated from consideration per 7 AAC 78.090(b)(2).

***1 Applicant is eligible per 7 AAC 78.030.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | Applicant is eligible per Alaska Administrative Code 7 AAC 78.030. | ☑ | |

### 4.02 Other Technical Requirements per 7 AAC 78.060, 78.090(b) and 78.100

Response & Organizational Documentation

***1 If applying as a non-profit organization, confirm non-profit status is documented.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The agency is listed as a non-profit in good standing on the State's corporation database, confirmed at State Corporation Database and/or | ☑ | |
| **b** | The agency's current 501(c)(3) status is confirmed on the Exempt Organizations page, accessible at IRS Tax Exempt Organization Search. | ☑ | |
| **c** | If a non-profit subsidiary of a non-profit corporation, a verifying letter from the parent non-profit agency is uploaded to the applicant's agency GEMS record (under General in the Agency Administration tab). The parent corporation must meet criteria a and/or b. | ☑ | |

***2 If applying as a Federally recognized tribal entity, upload the signed Resolution for Tribal Entities using the template provided below. Confirm the following criteria are met.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The applicant is a recognized Alaska Native entity as verified by the Federal Register at Federal Register. If a tribal consortium, all members are recognized Alaska Native entities. | ☑ | |

| | | | |
|---|---|---|---|
| **b** | A Resolution, completed on the provided form, is uploaded in the space provided. If a tribal consortium, a Resolution from each member tribe is uploaded as a single file. | ☑ | |

***3 If applying as a government entity, confirm the following criterion is met.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The applicant is another State Agency, such as the University; a political subdivision such as a city or municipality, verified at Local Boundary Commission ; or an REAA under AS 14.08.031 verified at Department of Education Alaska School Map. | ☑ | |

***4 Confirm neither the applicant agency nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from receiving grant assistance from any State or federal department or agency. If an agency or its principals are excluded from receiving grant assistance, the proposal may not be considered.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The applicant agency nor its principals are barred from receiving federal assistance as verified in the federal System for Awards Management at System for Award Management (SAM). | ☑ | |

***5 Electronically sign the State Grant Assurances form.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | State Grant Assurances form is signed by an individual authorized to enter into legal agreements on behalf of the applicant agency. | ☑ | |

***7 Confirm the following information is provided at the Agency Administration tab. These tasks must be completed by a Power User. If the information is found to be incomplete or not current, there may be delay in execution of any offered award.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The General section contains a current governing board roster. The roster includes terms of each seat and contact information outside the applicant agency for one or more officers. | ☑ | |

| | | | |
|---|---|---|---|
| **b** | The Other Funding section contains a record for each source of agency operating funds. The record includes funds applied for under this solicitation. This is part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200. | ☑ | |
| **c** | The General section contains a State of Alaska business license number, verified at Alaska Business Licenses Search. | ☑ | |
| **d** | All agency contact records are up to date, including Head of Agency, Primary Contact, and Head of Financial Operations. | ☑ | |
| **e** | The applicant's agency record contains the Agency Fiscal Year Start Date. | ☑ | |
| **f** | The applicant's agency GEMS record contains a current Federally Negotiated Indirect Cost Rate Agreement. If lapsed, the agreement is uploaded with written confirmation from the negotiating agency that the rate is valid until a new agreement is approved. | ☑ | |

**4.03 History of Compliance with Grant Requirements per 7 AAC 78.100(2)(B)**

*1* ***Previous recipients of DHSS awards will confirm the following criteria pertaining to past performance and compliance are met. This is part of the pre-award risk assessment required under Uniform Guidance 2 CFR 200. All other applicants will mark Complete without confirming.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | Fiscal, narrative, and data reporting in prior years has been complete and timely. | ☑ | |
| **b** | Required State and Federal Single Audits have been submitted, verified at Division of Finance, State Single Audit. Any prior year audit exceptions have been resolved, verified by the Finance and Management Services Audit Section contact identified at Finance and Management Services Audit Contact. | ☑ | |
| **c** | Activities in prior year(s) demonstrate effective delivery of services. DHSS review may include documentation such as performance reports, audit reports, grant records, site visits, etc. | ☑ | |

| | | | |
|---|---|---|---|
| **d** | Agency historically maintains required standards. Verification may include, though is not limited to, quality assurance reviews, licensing, and certifications. | ☑ | |

**4.04 Questions and Criteria Related to Program Policy, Goals, Outcomes, and Activities**

***1*** ***Review all Questions in this section as more robust and detailed narratives will be provided in response to subsequent Questions. Evaluation criteria will be applied only to the associated Question and scoring will not take into account information provided in response to other Questions.***

***In the text box below, briefly describe the elements of the proposed project and activities, identify and summarize the substantive ways in which the project aligns with program intent and will achieve the program goals and anticipated outcomes stated in this RFP.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The description identifies the ASP as either in-place or a startup, clearly states a beginning date for delivery of services, and is compatible with program intent. | ☐ | 50 |
| **b** | Relative to the school year and school day, the time and frequency of the proposed ASP is clearly stated and meets the program minimum of 2 hours per day, 3 times per week. | ☐ | 200 |
| **c** | Focus of the activities summary demonstrates an understanding of grant program goals and desired outcomes. | ☐ | 80 |
| **d** | Summary of activities indicates a clear relationship between proposed activities, progress toward goals and outcomes identified in this RFP, and the intent of the Positive Youth Development Afterschool Program. | ☐ | 100 |

***2*** ***ENGAGING & RELEVANT ACTIVITIES, POSITIVE & HEALTHY ENVIRONMENT***

***In the text box below, describe in detail the pro-social learning environment. Identify the proposed curricula. Fully describe the proposed activities, clearly distinguishing those at differing out of school times, at multiple sites, and/or those delivered to different subpopulations. Identify the ways in which the activities will increase protective factors for youth.***

| *Evaluation/Review Criteria* | Review | Points |
|---|---|---|

| | | | |
|---|---|---|---|
| **a** | The described implementation of the proposed project activities and the activities themselves are well developed, reasonable, and supportive of program intent. | ☐ | 100 |
| **b** | Narrative provides specific examples of how the program will meet and implement SAFE (sequenced, active, focused, and explicit) qualities. | ☐ | 100 |
| **c** | Narrative clearly describes how out of school time will be spent and the ways, if any, in which activities differ depending on the locations and prioritized populations. | ☐ | 100 |
| **d** | Proposed curricula are outcomes-based, identified, and substantiated as a means of increasing protective factors and reducing risk factors related to substance misuse. | ☐ | 100 |
| **e** | Proposed activities are suitable for the proposed ASP time, space, and participants. | ☐ | 100 |
| **f** | Narrative describes the ways in which the curricula and combined activities will build social, emotional, and non-cognitive skills. | ☐ | 200 |

***3 RECRUITING YOUTH, REGULAR ATTENDANCE, FAMILY ENGAGEMENT***

***In the text box below, provide narrative detailing the ways in which the ASP will be positively publicized to youth and their families. Provide the project's transportation policy and additional youth and family attendance encouragements. Fully describe family engagement activities, events, workshops, and trainings designed to ensure culturally appropriate gathering of family input and investment in the program values.***

| ***Evaluation/Review Criteria*** | | **Review** | **Points** |
|---|---|---|---|
| **a** | Narrative describes the ways in which the ASP will encourage consistent attendance by youth. The transportation policy is well described and sufficient to the needs of the youth and families served. | ☐ | 200 |
| **b** | Narrative describes the ways the proposed project will engage the families of youth, gathering and incorporating family input, fostering family investment in the project values. The effort is consistent, and reflective and respectful of the cultural values of youth. | ☐ | 200 |

| | | | |
|---|---|---|---|
| **c** | Narrative describes how youth program quality assessment tools will be utilized at each site, provide a timeline for assessments, and how data will be used as part of continuous improvement process. | ☐ | 100 |
| **d** | Narrative describes how the proposed project will recruit and train staff in youth program quality initiatives. | ☐ | 100 |

***4*** ***In the text box below, describe the 5th through 8th grade subpopulation(s) and service area(s) of the proposed project. The necessary level of detail reflected in the criteria is specified in RFP Section 1.05.***

| ***Evaluation/Review Criteria*** | | **Review** | **Points** |
|---|---|---|---|
| **a** | The narrative provides risk and protective factor data, and details how the program will work to address risk factors and advance protective factors through their program. | ☐ | 100 |
| **b** | The narrative clearly identifies the proposed intended population of youth entering or enrolled in grades 5-8 including the demographic characteristics of the youth population. Points will be allocated to agencies whose youth population is majority Black, Indigenous or People of Color. Sites who serve or intend to serve majority Black, Indigenous, or People of Color youth will receive over the median 100 points and up to 200 points. | ☐ | 200 |
| **c** | The applicant utilized the health equity index to describe the level of vulnerability experienced by the intended population in their community. Vulnerability scores between 0-30 receive 50 pts, 31-50 receive 75 points, 51 -75 receive 100 points, and 76-100 receive 200 points. If the application did not use the health equity index, what other community characteristics of vulnerability were used to exhibit need. | ☐ | 200 |
| **d** | The narrative details out-of-school time resources, programs, and services currently available in the proposed service area. It identifies the reasons the existing opportunities are insufficient to the needs of the subpopulation(s) and the ways in which the proposed project will avoid supplanting, duplicating, or reducing available services. | ☐ | 100 |

***5*** ***In the field provided, upload the proposed sliding fee scale that considers scarcity of resources among youth/families identified for services. The document must include a detailed plan for the administration and management of the Grant Income, revenue that can only be used to fund proposed project activities. If no participant fees will be collected, upload a statement to that effect.***

***In the attached budget, provide the budget proposal for the first year of the project. Applicant budget proposals should adhere to the following budget amounts: $180,000 for service delivery to one or two sites; $300,000 for 3 or more sites or statewide reach. Include detail and supporting narrative as shown in the DOH Grant Budget Preparation Guidelines (Documents tab). Confirm the following criteria are met.***

| ***Evaluation/Review Criteria*** | | **Review** | **Points** |
|---|---|---|---|
| **a** | The budget narrative is complete and mutually consistent with the budget detail. Additional Project Support, including anticipated Grant Income, is included in the detail and identified by source and amount in the narrative. | ☑ | |
| **b** | Cost line items are allowable under 7 AAC 78.160. Travel, Equipment, and any subcontract costs are compliant with stated program requirements and regulations. Travel costs are consistent with 7 AAC 78.160(h) and (i). | ☑ | |
| **c** | Indirect costs are fully compliant with rates and exemptions of the agency's current Negotiated Indirect Cost Rate Agreement, uploaded in the General section of the Agency Administration tab. | ☑ | |
| **d** | Grant Income and proposed sources of Additional Project Support are identified in the budget narrative. Proposed Additional Project Support does not include funds or other resources from tobacco, marijuana, or alcohol industries. | ☑ | |
| **e** | The proposed budget narrative clearly describes any necessary allocation of resources among intended populations or service areas. | ☐ | 50 |
| **f** | Proposed budget narrative clearly describes allocation of resources to advance equity within out of school time. | ☑ | |
| **g** | Budgeted staff training costs are sufficient to program requirement of 20 hours of program-related training for each direct services staff position at or above 0.25 FTE. | ☐ | 200 |

| | | | |
|---|---|---|---|
| **h** | If proposed, the sliding fee scale considers any scarcity of resources of the youth/families identified for services. The plan for administration and management of Grant Income is sufficient. | ☐ | 100 |
| **i** | Sufficient funds are budgeted for required staff travel to the Alaska Afterschool Conference and to an aligned national afterschool conference. | ☐ | 50 |
| **j** | Costs are reasonable and substantiated in the narrative. | ☐ | 100 |
| **k** | The budget supports the proposed project and program intent, emphasizes direct services needs over administrative costs, and the project appears achievable with demonstrated resources. | ☐ | 100 |

**4.05 Applicant Qualifications - Criteria Relating to Personnel, Management, and Facilities**

***1 In the text box below, describe the agency's previous experience in providing services the same as, or similar to, those proposed. Clearly identify the time period over which services were provided and the population served.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | The applicant's previous experience providing the same or similar services demonstrates the resources and capacity needed to provide the solicited program services. Note: DHSS staff review will also include DHSS documentation such as prior year performance reports, audit reports, site visits, etc. as noted in Subsection 4.03. | ☐ | 100 |

***2 In the text box below, describe the proposed project's program and administrative staffing needs. Scan the following documents as a single file and upload in the space provided below: 1) Position descriptions for key project positions 2) Resumes and professional credentials for position holders 3) Resumes of administrative staff providing supervision, fiscal, reporting, and management needs.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | Staff providing services are qualified and competent as demonstrated by the uploaded resumes, and professional credentials. Position descriptions support the intent of the RFP and the proposed project, and staffing levels are sufficient to support the requirements of the proposed project. | ☐ | 120 |
| **b** | Narrative describes the proposer's plan to implement Youth Program Quality Initiatives and foster professional development among staff. | ☐ | 200 |

| | | | |
|---|---|---|---|
| **c** | Staff recruitment, training, and retention plans provide for consistent high-quality ASP staff. | ☐ | 100 |
| **d** | Administrative staff is qualified as demonstrated by the resumes provided. Administrative capacity demonstrates capability to meet management and reporting needs. | ☐ | 100 |
| **e** | Narrative describes how staff, leadership, board of directors, and volunteers are reflective of their priority youth populations. | ☐ | 200 |
| **f** | Additional points will be allocated to Black, Indigenous or People of Color led organizations. Black, Indigenous or People of Color led is defined as groups where at least two-thirds of senior staff and/or board leadership positions are held by those who self-identify as Black, Indigenous or People of Color and primarily serve Black, Indigenous or People of Color communities. | ☐ | 100 |

***3 In the text box below, describe the procedures that will be used to protect client confidentiality.***

| ***Evaluation/Review Criteria*** | | **Review** | **Points** |
|---|---|---|---|
| **a** | The applicant's description identifies the procedures necessary to protect client confidentiality compliant with State and Federal standards. | ☐ | 100 |

***4 In the text box below, describe the service delivery facilities and locations and the ways in which access to services will enhance project success.***

| ***Evaluation/Review Criteria*** | | **Review** | **Points** |
|---|---|---|---|
| **a** | The facilities described are safe and appropriate to the purpose of the program. | ☐ | 60 |
| **b** | Access to the locations will enhance delivery of services to the targeted populations. | ☐ | 60 |

**4.06 Demonstration of Support/Coordination of Service**

***1*** ***In the text box below, provide narrative describing the consultation process for selection of the ASP's intended population and the types of services proposed. Identify, by name and role, the key community members consulted. Describe the partnerships and collaborations necessary to the proposed project, identifying organizations and community members that will contribute expertise and other project resources. The narrative will also identify the members and member groups that will be participating in the year one assessment of readiness.***

***In the upload field below, provide a single-file scan documenting existing partnerships and collaborations specific to the proposed project.***

| *Evaluation/Review Criteria* | | Review | Points |
|---|---|---|---|
| **a** | Describe the consultation process used to identify the organization to provide services. | ☐ | 100 |
| **b** | Partnerships and collaborations necessary for the effective delivery of services are well described. Evidence specific to the proposed project is provided. | ☐ | 100 |
| **c** | Letters of support are specific to the proposed project, the resources contributed, the roles and responsibilities of collaborators. | ☐ | 100 |
| **d** | Narrative clearly identifies individuals and organizations participating in the required first year project assessment. Narrative describes the ways in which the ASP will encourage consistent attendance by youth. The transportation policy is well described and sufficient to the needs of the youth and families served. | ☐ | 100 |