

**City of Hollywood, Florida
Tutoring Services
Solicitation RFP-4557-17-RL**

Russell Life Skills and Reading Foundation
(RLSARF)
d/b/a Russell Education Foundation
5400 S. University Drive, Suite 202
Davie, FL 33328
(954) 921-3787

Pauline D'Oyley, Director of Programs
July 26, 2017

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3. Letter of Transmittal

- a. Briefly state your firm's understanding of the work to be done and provide a positive commitment to perform the work.**

AFTERCARE (AFTER SCHOOL):

The Russell Life Skills and Reading Foundation (RLSARF) and Russell Reading Program (RRP) tutoring services and homework assistance will be provided after school to kindergarten through fifth grade students, commencing August 21, 2017 through June 5, 2018, Monday through Thursday, 4 to 6 p.m. at the following locations in accordance with the 2017-18 Broward County Public Schools annual academic calendar:

- Kay Gaither Community Center, 6291 Funston Street, Hollywood, FL 33023 – with 75 students anticipated and three (3) teachers employed
- McNicol Community Center, 1411 S. 28th Avenue, Hollywood, FL 33020 – with 40 students anticipated and two (2) teachers employed

SUMMER CAMP:

The Russell Life Skills and Reading Foundation (RLSARF) and Russell Reading Program (RRP) tutoring and Project-Based Learning services will be provided for the City of Hollywood, Department of Parks, Recreation, and Cultural Arts Summer Camp Program to kindergarten through fifth grade students, June 11, 2018 through August 9, 2018, Monday through Thursday, 9 to 11 a.m. at the following locations in accordance with the summer break outlined in the 2017-18 Broward County Public Schools annual academic calendar:

- Kay Gaither Community Center, 6291 Funston Street, Hollywood, FL 33023 – program services to commence June 11, 2018 through August 9, 2018 with 75 students anticipated and three (3) teachers employed.
- McNicol Community Center, 1411 S. 28th Avenue, Hollywood, FL 33020 – program services to commence June 11, 2018 through August 9, 2018 with 65 students anticipated and three (3) teachers employed.
- Washington Park Community Center, 5199 Pembroke Road, Hollywood, FL 33021 - program services to commence June 11, 2018 through August 9, 2018 with 160 students anticipated and six (6) teachers employed.
- Dr. Martin Luther King Jr. Community Center, 2400 Charleston Street, Hollywood, FL 33020 - program services to commence June 11, 2018 through August 9, 2018 with 100 students anticipated with four (4) teachers employed.

An additional one (1) hour per day during the Summer Camp session will be provided for the teachers and staff to plan and prepare the Project-Based Learning curriculum.

Experienced, Florida- and Broward County-certified teachers with Level 2 background screening will implement Aftercare tutoring services, as specified, using *Afterschool KidzLit*, a reading enrichment program designed specifically for use in out-of-school settings, and *Zula Science* curriculum. Math tutoring and homework assistance are also provided. During the Summer Camp program, curriculum will include *Finish Line Reading for the Common Core/Florida Standards Assessment* and Project-Based Learning. Teachers will track academic progress using the DIBELS assessment. Teachers will also provide progress reports for Aftercare students four (4) times annually using the funder-provided pre- and post-tests, and will provide progress reports for the Summer Camp program students two (2) times using the funder-provided pre- and post-tests. Student-to-teacher ratios will be in compliance with grant requirements (30:1).

- b. **Give the names of the persons who will be authorized to make representations for your firm, their titles, addresses and telephone numbers.**

Twan Russell, Founder/Chairman
5400 S. University Drive, Suite 202
Davie, FL 33328
(954) 921-3787

Pauline D'Oyley, Director of Programs
5400 S. University Drive, Suite 202
Davie, FL 33328
(954) 921-3787

Nyam Smith, Vice President for Mission Advancement
5400 S. University Drive, Suite 202
Davie, FL 33328
(954) 921-3787

4. **Profile of Proposer**

- a. **State whether your organization is national, regional or local.**

The Russell Life Skills and Reading Foundation is a local non-profit organization providing services to cities in Broward and Miami-Dade Counties.

- b. State the location of the office from which your work is to be performed.**

Tutoring services will be provided on-site at the four (4) community centers listed above. Program and fiscal management will be maintained at the RLSARF main office located at 5400 S. University Drive, Suite 202 in Davie, Florida.

- c. Describe the firm, including the size, range of activities, etc. Particular emphasis should be given as to how the firm-wide experience and expertise in the area addressed by this Request for Proposal will be brought to bear on the proposed work.**

The Russell Life Skills and Reading Foundation is a not-for-profit organization founded in 1998 by former Miami Dolphins linebacker, Twan Russell, and his mother, Corliss, a South Florida educator. RLSARF successfully operates its Russell Reading Program (RRP) in ten (10) community centers throughout Broward and Miami-Dade Counties – four (4) in the City of Hollywood; four (4) in the City of Pompano Beach; one (1) in the City of North Miami; and one (1) in the City of Fort Lauderdale. In August 2017, RLSARF will provide Russell Reading Program services at one (1) additional aftercare location in Margate. The RRP has been methodically developed over the years, incorporating evidence-based strategies and tools to improve the reading skills of low- and moderate-income children. In that strong reading skills are necessary for overall academic success, student achievement in other subject areas has improved as well. In 2016-17, more than 1,000 children in kindergarten through fifth grade received after-school and summer camp tutoring as well as engaged mentoring. RLSARF offers the finest resources to participating students including project-based learning, individually tailored instruction, culturally appropriate books, storytelling, inspiring testimonies of success, and opportunities to improve in math and explore in science. Additionally, RLSARF facilitates family involvement by providing activities and family engagement services to encourage long-term student retention and success. RLSARF strives to ensure South Florida's underserved children have sufficient resources not only to fight illiteracy, but also to improve their overall life experience.

- d. Provide a list and description of similar municipal engagements satisfactorily performed within the past two (2) years. Information from similar engagements should include a brief description of the project and the project budget and duration. For each engagement listed, include the name, email, fax, and telephone number of a representative for whom the engagement was undertaken who can verify satisfactory performance.**

City of Pompano Beach (Community Development Block Grant)
Project Budget: \$13,500
Project Duration: October 1, 2015 – September 30, 2016
Project Locations: Mitchell Moore Park, Highlands Park, Pompano Beach
Civic Center, McNair Center
Contact Name: Miriam Carrillo
Email: Miriam.carrillo@copbfl.com
Telephone: (954) 786-4659
Fax: (954) 786-5534
Additional Contact: Ron Upshaw
Email: Ron.upshaw@copbfl.com
Telephone: (954) 786-4131
RLSARF, through our Russell Reading Program, provided comprehensive, after-school tutoring/reading, math, and science assistance to at-risk children for two hours per day, one to three days per week (depending on the site), during the academic school year. RLSARF also provided these services to the City of Pompano Beach during the 2016-17 academic school year, and will complete this funding cycle September 30, 2017.

City of North Miami (Community Development Block Grant)
Project Budget: \$9,500
Project Duration: October 1, 2015 – September 30, 2016
Project Location: Sunkist Grove Park
Contact Name: Marie-Frantz Jean-Pharuns, CFM
Email: mjean-pharuns@northmiamifl.gov
Telephone: (305) 893-6511 x12165
RLSARF, through our Russell Reading Program, provided comprehensive, after-school tutoring/reading, math, and science assistance to at-risk children for two hours per day, four days per week, during the academic school year. RLSARF also provided these services to the City of North Miami during the 2016-17 academic school year, and will complete this funding cycle September 30, 2017.

City of Hollywood (Community Development Block Grant)
Project Budget: \$18,000
Project Duration: October 1, 2015 – September 30, 2016
Contact Name: Donna Biederman
Email: DBiederman@hollywoodfl.org
Telephone: (954) 921-3404
RLSARF, through our Russell Reading Program, provided comprehensive, after-school tutoring/reading, math, and science assistance to at-risk children for two or three hours per day, four days per week, during the academic school year and summer camp sessions. RLSARF also provided these services to the City of Hollywood during the

2016-17 academic school year, and will complete this funding cycle September 30, 2017.

- e. **Have you been involved in litigation within the last five (5) years or is there any pending litigation arising out of your performance?**

No.

5. **Summary of Proposer's Qualifications**

- a. **Provide a summary of the Proposer's experience in tutoring, teaching, and homework assistance. The resumes may be included as an appendix.**

All of RLSARF's teachers and on-site directors are State of Florida and Broward County-certified with a minimum of five years of classroom and/or tutoring experience. Additionally, it is imperative that RLSARF's teachers exhibit a cultural competence that enables them to connect with, respond to, and interact effectively with a diverse group of students. Several of our teachers, who will be employed at the City of Hollywood centers, are fluent in Spanish.

**Please see ATTACHMENT A.*

- b. **Provide a list of individuals who will manage this project and his/her professional qualifications including resumes.**

- **Twan Russell, Founder and Chairman (unpaid position):** After earning degrees in Broadcast Communications and Criminology at the University of Miami, the Washington Redskins selected Twan Russell in the 1997 NFL Draft. During his NFL career, Mr. Russell played linebacker with the Redskins, Miami Dolphins, and Atlanta Falcons. Mr. Russell retired from professional football in November 2004 and has become even more active in RLSARF's operations, programming, and fundraising. Through his current employment with the Miami Dolphins, Mr. Russell is helping RLSARF raise its profile, thus benefitting a larger student population.
- **Nyam Smith, Vice President for Mission Advancement (paid position):** Mr. Smith, in partnership with the board, is responsible for the success of the Russell Life Skills and Reading Foundation. Together, he and the board assure RLSARF's relevance to the community, the accomplishment of RLSARF's mission and vision, and accountability of RLSARF to its diverse constituents. Mr. Smith has been a non-profit executive since 2001 with several YMCA organizations, and has a zeal for helping young people discover

pride through education as a pathway out of poverty. Mr. Smith has been with RLSARF since 2016.

- **Pauline D'Oyley, Director of Programs (paid position):** Ms. D'Oyley serves as the Director of Programs, overseeing daily operations of the Russell Reading Program centers as well as maintaining compliance for grant funding and reporting program success and progress to community partners. Ms. D'Oyley has a Masters in International Business, and her experience has assisted RLSARF in building trust and relationships among our families' diverse cultures, ensuring that the needs of each group are properly met. Her employment with RLSARF began as a teacher and she has served in her present role for the past nine years.

**Please see ATTACHMENT B.*

- c. Describe experience with contracts which are similar in scope with other agencies in the State of Florida.**

The Russell Life Skills and Reading Foundation has enjoyed long-standing partnerships with the City of Hollywood, the City of North Miami, the City of Pompano, and the City of Fort Lauderdale, providing Russell Reading Program services to aftercare and summer camp programs through the cities' Parks and Recreation Departments. It is a testament to the success of the RRP that students within each of the program centers and cities have demonstrated similar achievements across the board, thereby proving the efficacy of the methods, materials, teaching skill, and assessment methodology.

- d. Provide additional information that may distinguish your company from competitors.**

- The Russell Life Skills and Reading Foundation is the current tutoring service provider for the City of Hollywood and implemented the new Project-Based Learning services at participating City sites. RLSARF teachers created new lesson plans and creative project ideas for the grant-funded PBL program, and following the successful implementation during the 2017 Summer Camp sessions, RLSARF staff was asked by the grant facilitator, who was hired by the grant provider, the Children's Services Council of Broward, to provide training and guidance to other CSC grant recipients throughout Broward County. With RLSARF's teachers and staff already trained in the Project-Based Learning model, including the creation of lesson plans and projects aligned with Florida Standards Assessment (FSA) benchmarks, RLSARF's participation will save the City of Hollywood training and implementation time and costs at the start of the 2018 Summer

Camp sessions. This will also create a seamless continuum of care and follow-through for returning students and their families.

- Although there are other for-profit, tutoring programs available within the City of Hollywood, RLSARF is the only organization providing comprehensive tutoring services to underserved, low-income families **completely free-of-charge to the students** and at a competitive cost to our City partners – without compromising the quality of the materials, methods, and teaching skill.
- As a prominent community leader and member of the Miami Dolphins staff, Mr. Russell facilitates lasting community partnerships, impacting students from low-income neighborhoods, and raising the profile of RLSARF.
- RLSARF encourages long-term parental involvement, building the bridge between the education system, the school, and the home. By recognizing that the whole family needs to be engaged in a successful learning process, RLSARF also offers support and resources for the families of the participating students:
 - Dragonfly Darlings Women's Auxiliary - Activities offered through the Dragonfly Darlings empower moms with the tools and the passion to grow personally and as a parent. With presentations, workshops, and discussions, the Dragonfly Darlings Women's Auxiliary helps mothers gain an understanding and appreciation of the prominence they have in their children's lives and the impact they can have on their success. Inspirational speakers also provide motivation and encouragement. The links between parent education, family income, and children's educational success suggest the potential value in pursuing two-generation strategies, which seek to improve results for children by focusing simultaneously on school policies and programs, and on strengthening families through increased parental education and improved access to resources that reduce family poverty.
 - Celebrations of Improvement and Success - It's important that RLSARF recognizes and celebrates our students' successes. Each year, RLSARF hosts a Holiday Party at the Hollywood Performing Arts Center for all participating students and families where dinner is served, the students from each center perform a special program, and gifts are given. An End-of-Year party is held at each individual program site where children are presented with certificates for attendance, most improved, etc., and students are also given books as incentives.
 - Parents' Forum – Beginning in 2017-18, RLSARF will hold a quarterly Parents' Forum. Parents will be updated on students' progress, invited to ask questions, and address

any concerns they may have. A Parent Center will be provided at each site with RLSARF handouts, a calendar of events, and other family support/informational materials.

- e. **Provide a minimum of three (3) letters of reference from governmental agencies with whom similar work has been provided within the last three (3) years. References should include an agency contact person.**

**Please see ATTACHMENT C.*

- f. **Provide any empirical third party evidence that illustrates the efficacy of your firm's abilities in increasing student achievement.**

**Please see ATTACHMENT D.*

6. **Project Understanding, Proposed Approach, and Methodology**

- a. **Types of services provided. RLSARF's role and that of other parties involved in research, writing, pitching of story, and recommendation process.**

Project Understanding

General

The Russell Life Skills and Reading Foundation, Inc., d/b/a Russell Education Foundation, successfully operates our signature Russell Reading Program (RRP) in four community centers throughout the City of Hollywood. RLSARF has taken the lead in implementing an innovative education strategy that addresses the regional need for combating illiteracy among low-income students. In 2017, only 57% of Broward County's third graders passed the Reading portion of the Florida Standards Assessment with a grade of "3 or higher." Many students also deal with additional challenges such as economic and language-based difficulties or learning disabilities, such as dyslexia and attention deficit disorder (ADHD), which have them beginning school ill-equipped in the basics of English and immediately at a disadvantage. Combating illiteracy in the targeted areas of Hollywood is a significant challenge as the majority of students from low- and moderate-income households struggle with acute literacy issues in school. In 2016, 28.8% of the city's children were living below the Federal Poverty Level, with almost 16% of families making below \$20,000 annually (U.S. Census). These financial strains have a direct impact on literacy and the education of Hollywood's youth. A typical middle class child arrives at school with more than 1,000 hours of being read to, while the LMI child averages just 25 hours (Neuman, 2008). More than 60% of LMI families have no books at all in their homes for their children (Allington & McGill-

Franzen, 2008). This sets them on a trajectory which, without intervention, will negatively impact their lives and our community.

Proposed Approach

The Russell Reading Program focuses on reading proficiency using a variety of materials and methods to engage students and motivate them for long-standing success. Every student in the Russell Reading Program is evaluated upon enrollment to establish baseline knowledge and identify specific learning issues. A Multifaceted Activity Plan (MAP) is individualized for each student to address his/her specific needs, and lessons are tailored to the students' needs with a measure of creative freedom given to the experienced teaching staff to design appropriate courses of study to help maximize opportunities for success. These courses of study are then shared and reviewed by the site directors, facility directors, and Director of Programs to ensure that all age-appropriate benchmarks are studied. RLSARF's Florida- and Broward County-certified teachers incorporate evidence-based strategies and tools to improve the reading skills of children from low- and moderate-income households. Student-to-instructor ratios are low, allowing for specialized attention and one-on-one encounters that provide students with direction (both academic and personal). This is essential as reading skills provide the basis for success in math, science, and other academic subjects. The RRP is aligned with the Florida Standards Assessment benchmarks and Broward County School Board requirements, ensuring consistency between the students' school curriculum and RLSARF's complementary approach.

Reading Focus and Assistance

The Aftercare reading curriculum will use the evidence-based *AfterSchool KidzLit* program as its platform, utilizing the various interactive reading materials. RLSARF teachers apply the program's components to help build oral language, fluency, critical thinking skills, reading comprehension, creativity, and goal-setting skills. Instruction techniques reflect the age of the student as well as his/her current reading level. The goal is to improve literacy and reading skills among program participants by at least one grade level by the completion of the program. Homework assistance is also provided.

For the Summer Camp sessions, the *Finish Line Reading for the Common Core* and other Florida state standards materials will be integrated into the reading program. RLSARF teachers integrate a variety of engaging activities that emphasizes phonics, vocabulary, grammar, and literacy element knowledge and skills. As with the Aftercare curriculum, instruction techniques reflect both the age of the student as well as his/her current reading level, and the goal is to improve literacy and reading skills among program participants by at least one grade level by the completion of the program.

Math Focus and Assistance

Math tutoring and homework assistance are provided during the Aftercare program. For Summer Camp program students, the math component will be incorporated within the Project-Based Learning curriculum. This hands-on approach promotes kinesthetic learning and problem solving, and appeals to students who have shown past difficulty learning math.

Science Focus and Assistance

During the Aftercare program, RLSARF teachers will engage students using the *Zula Science* curriculum. For Summer Camp program students, the science component will be incorporated within the Project-Based Learning curriculum. An advantage to a community-based site is having the space for the students and staff to learn outside a typical classroom setting, utilizing these hands-on experiments and activities.

Project-Based Learning

Project-Based learning is a dynamic classroom approach in which students engage in hands-on projects encouraging them to actively explore real-world problems and acquire deeper knowledge. Well-designed project-based learning (PBL) has been shown to result in greater learning gains and more confident, self-directed students.

Research has shown that PBL:

- Develops critical thinking, collaboration, and reasoning skills;
- Increases long-term retention of content;
- Helps students perform as well as or better than traditional learners in high-stakes tests;
- Improves attitudes towards learning; and
- Increases student control over his/her learning

(Barron and Darling-Hammond, 2008; Strobel and van Barneveld, 2009; Walker and Leary, 2009).

RLSARF's teachers have been trained by the Children's Services Council on Project-Based Learning objectives and techniques, and have applied this knowledge during the 2017 City of Hollywood Summer Camp sessions. Our teachers designed questions and tasks that involved projects aligned with Broward County and Florida Standards Assessments benchmarks, with students asked to create an artifact, product, presentation, artwork, etc. incorporating several academic subjects at once. This year's themes included the ocean, animals, seeds and planting, and recycling. Based on the pilot implementation, RLSARF teachers have learned successful Project-Based Learning:

- Keeps students engaged when lessons relate directly to the world they live in, featuring a realistic problem or project;
- Involves students working in pairs and/or groups with diverse skill levels to facilitate peer-to-peer learning;

- Aligns with students' skills and interests;
- Has a multi-faceted assessment (like DIBELS);
- Offers multiple opportunities for students to receive feedback and revise their work;
- Opens the door to multiple learning outcomes;
- Easily aligns with benchmarks;
- Can still foster individual accountability and success within a group; and
- Provides a unique opportunity for students to practice communication, problem solving, and creativity.

Life Skills

In addition to providing academic services, RLSARF provides mentoring sessions that teach students much-needed Life Skills. Topics such as social behavior, goal setting, personal safety, and current events (e.g., the environment, voting, drug and alcohol awareness, sportsmanship, etiquette, peer pressure, etc.) are presented, and community members such as political leaders, professional athletes, local business owners, and other professionals (police officers, firefighters, etc.) visit the centers and share their knowledge of a life skill topic. Volunteers also share personal experiences and how they overcame certain obstacles to achieve success in life. Parents are also encouraged to attend.

Implementation

RLSARF will implement the proposed Aftercare program beginning August 21, 2017 through June 5, 2018, Monday through Thursday, 4 to 6 p.m. in accordance with the 2017-18 Broward County Public Schools annual academic calendar.

Summer Camp program instruction will take place June 11, 2018 through August 9, 2018, Monday through Thursday, 9 to 11 a.m., in accordance with the summer break outlined in the 2017-18 Broward County Public Schools annual academic calendar. An additional one (1) hour per day during the Summer Camp session will be provided for the teachers and staff to plan and prepare the Project-Based Learning curriculum.

Methodology

General Methodology

All participating students are assessed as follows:

- Aftercare students are assessed four (4) times annually using the funder-provided pre- and post-tests to determine overall progress.
- Summer Camp program participants receive a pre-test at the beginning of the summer to establish a baseline proficiency and a post-test at the end of the summer to determine overall progress.

Quantitative measures such as consistent program attendance are measured through attendance sheets. Attendance is taken every day, and students are required to attend the RRP at least three out of four days per week. After a certain number of absences, RLSARF works with the city's Parks and Recreation Supervisor to determine a student's continued eligibility. Consistent attendance from a student demonstrates that he/she is committed to the program and adheres to the required attendance for the full RRP. The goal is to keep at least 85% of the students engaged in the program for the full school year and/or full summer program. Qualitative measures include improvement in self-esteem and changed behavior as measured by self-reporting and teacher observations. Feedback from parents and students is also used.

Teachers are also contracted as Site Directors (one per site) and student progress is communicated up to the Director of Programs, who makes weekly site visits for consultations, managerial oversight, community outreach, and quality assurance. All resulting data is collected and analyzed as part of RLSARF's continuous quality improvement process.

Reading Assessment

Students are given reading proficiency pre- and post-program assessments using the nationally recognized San Diego Quick Assessment of Reading Ability and the DIBELS tests. The San Diego Quick Assessment of Reading Ability measures the recognition of words out of context. This test consists of 13 graded word lists from pre-K to 11th grade. The words within each list are of about equal difficulty, and a student is assessed by his/her ability to read words proficiently and accurately both in and out of context. The DIBELS assessment tests are specifically designed to assess the five literacy components:

- Phonological Awareness
- Alphabetic Principle
- Vocabulary
- Comprehension
- Fluency with Connected Text

The measures link together to form an assessment system of early literacy development that allows the RLSARF educators to readily and reliably determine student on-going progress in each area as well as overall reading improvement.

**Please see ATTACHMENT E.*

To date, the **Russell Reading Program model has achieved a 97% success rate using these methods.** Additionally, in 2015-16:

- 100% of students were promoted to the next grade level.
- 99% of students showed improvement on post-test assessments.

- 97% of students who entered the program scoring below grade level improved reading performance by at least one grade level.
- 95% of students demonstrated overall academic improvement.
- 97% of students showed benchmarked progress in math and science.
- Families were able to start home libraries with the incentive books provided by teachers.
- Children participating in RLSARF programs outpaced statewide reading level averages. Statewide results show 50% of Hispanics and 39% of African-Americans were reading at or above grade level. Within the Russell Reading Program, using the DIBELS assessment, 80% of Hispanic and 68% of African-American participants were reading at or above grade level.

b. Discuss your project plan for this engagement outlining major tasks and responsibilities, time frames, and staff assigned.

REF's Florida- and Broward County-certified teachers, with a required minimum of five years' teaching or tutoring experience, are responsible for implementation of program activities, instruction, mentoring, classroom management, and daily interaction with the students.

Activity Timeline	
Task	Completion Date
<ul style="list-style-type: none"> • Aftercare instruction takes place 4 days per week, 2 hours per day with monthly review meetings for enrolled students • Track student progress, learning gains, and report (ongoing) • Annual Dragonfly Darlings Women's Conference • Presentation by community leaders and mentors • Parents' Forum meeting • End-of-semester family Holiday Party 	10/1/2017 - 12/30/2017
<ul style="list-style-type: none"> • Aftercare instruction takes place 4 days per week, 2 hours per day with monthly review meetings for enrolled students • Track student progress, learning gains, and report (ongoing) • Presentation by community leaders and mentors • Parents' Forum meeting 	1/1/2018 - 3/30/2018
<ul style="list-style-type: none"> • Aftercare instruction takes place 4 days per week, 2 hours per day with monthly review meetings for enrolled students • Track student progress, learning gains, and report (ongoing) • Presentation by community leaders and mentors • Parents' Forum meeting • End-of-year school year celebration • Final evaluation of after-school students using nationally recognized DIBELS Assessment Test • Recruit, engage, employ, and assign teachers for Summer Camp session placement 	4/1/2018 - 5/30/2018

<ul style="list-style-type: none"> • Enroll referred students into the summer program • Initial evaluation of summer session students using nationally recognized DIBELS Assessment Test • Summer Camp instruction takes place 2 hours per day with weekly review sessions for enrolled students • Use 1 hour per day to plan Project-Based Learning lessons and activities • Track student progress, assess learning gains, and report (ongoing)] • Parents' Forum meeting • Final evaluation of summer session students using nationally recognized DIBELS Assessment Test 	6/1/2018 - 8/8/2018
<ul style="list-style-type: none"> • Recruit, engage, employ, and assign teachers for after-school session placement • Enroll referred students into the after-school program • Initial evaluation of after-school students using nationally recognized DIBELS Assessment Test • Aftercare instruction takes place 4 days per week, 2 hours per day with monthly review meetings for enrolled students • Track student progress, assess learning gains, and report • Monthly presentations by community leaders and mentors 	8/8/2018 - 9/30/2018

7. Summary of the Proposer's Fee Statement

The summary of the proposer's fee section must include all costs associated with the firm's plan to carry out the requested service, including but not limited to Scope of Services. Express your fee as the total cost inclusive of all costs and expenses. Costs must show the number of teachers multiplied by the hourly teacher rate for both afterschool tutoring and summer tutoring.

Service	Price Per Hour	Hours Per Day	Number of Teachers	Number of Days Per Year	Estimated Annual Cost
Aftercare	\$ 23	2	5 Teachers	168 Days	\$ 38,640
Summer Camp	\$ 30	3	16 Teachers	39 Days	\$ 56,160
				TOTAL =	\$ 94,800

As outlined in the RFP, teachers will be provided with books, workbooks, dry erase boards, markers, pens, pencils, crayons, newspapers, Project-Based Learning materials, prizes, stickers, and additional material required for the program by the City of Hollywood's Parks, Recreation, and Cultural Arts (PRCA) staff.

ATTACHMENT A

RESUMES – TEACHERS

****Additional resumes, certifications, and clearance reports to be submitted upon employment of Summer Camp program teaching staff, with hiring process to commence in mid-May 2018.***

James W. Desmond III
5451 Pierce St.
Hollywood, FL 33021
Home Phone (954) 894-5369
Email Jdesmon2@hotmail.com

OBJECTIVE

Russell Life Skills

WORK HISTORY

2002-Present

Teacher, Orange Brook Elementary, School Board of Broward County Florida

- Develop and implement daily lesson plans
- Plan, assign and coordinate daily activities for a class of twenty- five students
- Implement standards, policy and procedures of the School Board of Broward County
- Create and administer classroom rules, policies and activities
- Conduct daily parent teacher conferences
- Prepare student records including grades, student referrals and parent notification
- Work After Care Program, three days a week
- Planned and Participated in the FCAT night and developed the power point presentation for parent:

2001-2002

Associate Program Director, YMCA of Boca Raton

- Supervise day-to-day operation of SACC program with enrollment of 200 children
- Interview, hire, train and supervise staff of eight
- Assist Youth and Family Services Director with the development of yearly budget
- Maintain accurate and complete H.R.S. records in each staff's personnel file
- Develop SACC staff position descriptions
- Develop marketing brochure, parent manual and tuition agreement
- Develop and operate monthly SACC fundraiser
- Process and approve Bi-weekly payroll
- Conduct parent conferences regarding children with behavior or payment concern

1998-2001

Group Treatment Leader, Broward Intensive Halfway House

- Responsible for direct supervision and security of a Juvenile level eight facility
- Provided counseling in the areas of social skills and life skills
- Wrote court update summaries for up to six clients at a time
- Other Titles: Acting Supervisor and Classification Specialist

EDUCATION

- BA, Elementary Education K-6, ESOL Endorsed Florida Atlantic University, May 2002

COMPUTER SKILLS

- Excel, Access, PowerPoint, Word, Publisher, and Mac/OS

LICENSES, CERTIFICATES and TRAININGS

- Basic Training of Department of Juvenile Justice
- De-escalating Violent and Aggressive Behaviors
- Golden Key International Honor Society
- State of Florida Teaching Certificate, Renewed in 2007
- FCAT Math: Algebraic Thinking/number sense
- Harcourt Training Grade 3-4
- Inze to Harcourt Trophies
- Critical Content Elementary Reading
- Reading First Winter Academy
- TLC Boat Camp

Earlene G. Barksdale
3115 SW 131st Avenue
Miramar, Florida 33027
(954) 602-5752 home
(954) 235-9010 cell

Professional Goal

Highly skilled and overtly student focused educator possessing a strong commitment to the development of students by continuously providing a stimulating, safe, and motivating learning environment.

Education

Johns Hopkins University, Baltimore, Maryland
Master of Science in School Guidance and Counseling, 1996

Towson State University, Baltimore, Maryland
Master of Arts in Liberal Studies, 1992

Morgan State University, Baltimore, Maryland
Bachelor of Science in Elementary Education, 1971

Professional Experience

2003- Present Elementary School Educator (Broward District County Schools)
Instructor

- Use effective communication techniques with students, teachers, parents, and stakeholders through conferences, report cards, and interim reports
- Assess students in grade kindergarten through grade 3 in DIBELS measures to determine student needs and implement interventions to meet the needs
- Utilize Data Warehouse and technology assisted programs to access student information, create student academic improvement plan, and provide remedial practice
- Implement CCC, Accelerated Reader, Riverdeep, Starfall, and other remedial reading and math programs for student use
- Attend Child Study and DIBELS meetings to address specific concerns that impact student achievement
- Assess students in oral reading fluency in grade 2 through grade 5 and use results to address fluency skills in individual reading practices
- Assess students using Idea Proficiency Tests (IPT) and disseminated information that address individual needs of Limited English Proficiency students
- Assess students using Comprehensive English Language Learning Assessment (CELLA) and disseminated information that address individuals' ability to exit ESOL status
- Implement effective strategies and resources to accomplish learning outcomes and improve student academic growth in reading
- Supervise student teacher interns in instructional, organizational, behavioral, and classroom management skills

Leadership Experiences

- Serve as site facilitator in maintaining a school climate that is conducive to learning.
- Participate in curriculum council to enhance professional development and disseminate significant information regarding curriculum updates and changes and network to share best practices that impact instruction and planning
- Served on School Advisory Council (SAC) and School Advisory Forum (SAF) and shared activities that promote parent involvement
- Serve as summer school facilitator designed to improve student achievement
- Coordinated student scheduling and placement, student records, parent conferences, outside agency referrals, school level articulation and student recognition (Ben Carson Scholarships, family counseling agencies, juvenile services assistance
- Assist teachers with developing long and short term goals to include in their Personal Growth Plans so their plans relate to their work.
- Attend Child Study meetings to address specific concerns that impact student achievement
- Parent Night communications with parents and families regarding students academic and/or behavioral needs and promotion/retention criteria established by the state and district
- Assist in completing DIBELS and IPT training and assessments for students in grades K-3 and Spanish speaking students

Professional Affiliations

- Member of Broward Teachers Union
- Member of Kiwanis
- Member of NAACP

DENISE ANNE WHITE

825 NE 199 Street, #206, Miami, Florida 33179

786-234-9028

deniwhite@nsu.edu

"People grow through experience if they meet life honestly and courageously. This is how character is built."

Eleanor Roosevelt

"Our deeds determine us, as much as we determine our deeds."

George Eliot

"Men occasionally stumble over the truth, but most of them pick themselves up and hurry off as if nothing happened."

Winston Churchill

"My ability to motivate students and share a love

Professional Profile

I wish to acquire a challenging position in the field of education. I believe that education is the key to a productive future. Teaching will afford me the opportunity to work with children and families of the community on a one-on-one basis. I am a dedicated person and a hard worker who will go above and beyond what is required for the position. My academic background and personal experiences with teaching will make me an asset for my employer.

- Pursuing a Masters Degree in School Guidance and Counseling
- Hold a Bachelors of Arts Degree in Psychology.
- Experienced in classroom management, promoting positive social behaviors, and consultations with parents and students.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Education, Honors, and Certifications

Anticipated Masters Degree in School Guidance and Counseling
Nova South Eastern University, Davie, Florida December 2008

Bachelor of Arts Degree in Psychology
Florida International University, Miami of Florida April 2002

Associates of Arts Degree in Psychology
Miami Dade Community College, Miami, Florida December 2001
Awarded Full Scholarship

High School Diploma
Miami Notland Senior High School, Miami, Florida June 1993

Certifications

Professional Teaching Certificate in Exceptional Student Education (K-12). 2005

ESOL Category 3, Broward County Florida. 2006

Child Abuse and Neglect Training, Broward County Florida. 2006

Highly Qualified Elementary Education Certificate. 2006

Wilson and Foundations Certificate. 2005

Key Qualifications

- *Teacher for students with disabilities grades K-12
- *Develop and implement Individual Educational Plan (IEP)
- *Collaborate with service providers (Speech Language Pathologist, Occupational Therapist, Physical Therapist, Vision Teacher, Hearing Teacher, Social Worker, and Administrators)
- *Prepare and implement detailed daily lesson plans that reflect IEP goals and objectives, children's interest, key experiences, and adaptations to facilitate lessons
- *Maintain cumulative record folder, individual classroom folder, and attendance record
- *Assessment of children using instrument deemed appropriate based on levels of functioning and disability
- *Development of classroom management plan
- *Experienced with at risk students (Title I and Title III school programs)

of learning fosters a successful classroom environment. ...I would welcome becoming part of 'the village that raises the child' in your district."

Jenny Lysaker

"If each drop of water in the ocean contributes to making a difference, imagine how much you can contribute to making a difference in this world? If you are seeking inspiration to contribute to this world, this is the right time to start."

"To put the world right in order, we must first put the nation in order; to put the nation in order, we must first put the family in order; to put the family in order, we must first

- * Assessment of ESOL levels when appropriate
- * Completion of required progress reports and report cards
- * Lifting, carrying, positioning, diapering, toilet training, feeding, and attending to medical and physical needs of students
- * Maintenance of classroom materials, supplies, and equipment
- * Provision of supervision and direction to paraprofessionals
- * Maintenance of an effective communication system between the school and home including home visits
- * Designed and implemented lesson plans for students in a Varying Exceptionalities
- * Recorded students' grades and maintained required grade book
- * Designed and implemented an effective classroom management plan
- * Designed bulletin boards
- * Designed and implemented a behavior modification program
- * Conferred regularly with students, other educators in the school, and parents
- * Participated in school-wide activities (Black History Month Committee and Career Week Committee)
- * Participated in IEP meeting for students and development of their IEPs
- * Utilized educational technology (Computer, Video Discs) and Audio-visual materials to facilitate lessons
- * Participated in the daily activities and observations of middle school students
- * Assisted in the application of learning resources to help raise the reading and writing skills of students
- * Support facilitator
- * Participated in the creation of Functional Behavioral Assessment Plans (FBAP)
- * Implemented Accommodations and Modifications to General Curriculum for LSE students
- * Participated in Re-Evaluation Meetings to determine eligibility and or continuation of services
- * Placement Calculations for Matriculating Students
- * Inclusion Teacher
- * Guide students in Community Based Instructions (CBI)
- * Created Matrices
- * Administered Assessments: (Diagnostic Assessment of Reading, FCAT, Rosner Test for Auditory Analysis, San Diego Word List, Stanford Achievement Test, STAR, Kaufman Test of Educational Achievement(Math), Key Math, Yopp/Singer Test of Phoneme Segmentation)

Experienced Educator

Designed and conducted various faculty and student workshops for training in accommodations and modifications. Professional workshops include: EH, SED, Aunatic, CRIS, ESOL, Intellitools, Matrix of Services, High scope Training, Wilson and Foundations, FSE, Teachers Academy, Strategies for the Disorganized Learner

* Research and Evaluation for School Counselors; Learning and Human Development; Contemporary Clinical Interventions; Ethical Legal and Professional Issues for School Counselors; Psychology of Exceptional and at Risk Children; Counseling the Culturally Diverse Student; Psychology of Adolescence; Psychology of Drugs and Abuse; Social Deviancy

Computer Skills

- Software (IBM and MAC environments): Microsoft Windows® and WordPerfect, Excel, Microsoft Word, Internet Proficient
- Technology Software; Easy IEP, Virtual Counselor, Data Watchhouse, Beep, Learning Village

Employment

ATTACHMENT B
RESUMES – MANAGEMENT

Education

1992-1996
University of Miami
Broadcast Communications and Criminology
Miami, FL

Work Experience

1997 - Present
Russell Life Skills and Reading Foundation Davie, FL
Founder/Chairman of the Board

- Hired and oversee executive staff as well as 50 teachers and directors
- Interim Executive director
- Created annual budget with executives annual budget
- Created academic programs and educational theories
- Founded organization

2005 – Present
Miami Dolphins LTD.
Director of Youth and Community Programs
Davie, FL

- Created and developed a new department
- Manage budget and create budget
- Created athletic curriculum for South Florida Football
- Directed and managed over 170 events a year
- Served 85,000 youth a year

2004 - present
Owner
Innovative Property Services
Davie, FL

- Created Marketing Plan
- Created and managed budget
- Hiring

1997 - 2004
NFL Linebacker
National Football League
Davie, FL

- Special Teams player
- Special Teams Captain
- 5th round draft pick

Pauline D'Oyley
6586 Racquet Club Drive
Lauderhill, FL 33319

QUALIFICATIONS SUMMARY

Have excellent technical skills and people Skills. Known for ability to organize functions by task, undertake high responsibility, and work in high pressure situations both satisfactorily and successfully. Excellent interpersonal skills developed and enhanced by a series of positions, requiring tact, discretion and a positive constructive attitude with others. Personal qualities of integrity and reliability; complemented by a strong sense of responsibility and willingness.

EXPERIENCE

DIRECTOR, ^{OF PROGRAMS} ~~reporting to Education Director~~, The Russell Life Skills and Reading Foundation – 2003 –Present

- Use effective communication and teaching skills with Students K- 6 in Reading, Language Arts, etc.
- Assess students in grade K-6 in San Diego Quick Assessment and IRI tests to measure and determine student's need
- Assess students in oral reading fluency in grades K-6 and use results to address reading and fluency skills.
- Implement effective curriculum and resources to accomplish reading outcome and improve academic growth
- Supervise teachers in instructional, organizational, behavioral and classroom management skills.
- Train new teachers
- Communicate with parents and families regarding students academic and behavioral needs.

ACCOUNT EXECUTIVE- reporting to the Vice President, G & D
Consultants, Inc. Miramar, FL. 33025
2002 - 2003 (Insurance)

- * prepare reports for presentation to clients
- coordinate and obtain all information needed to underwrite new coverage
- work with carriers for quotations
- expedite all medical requirements and inspection reports

UNDERWRITER, reporting to the General Agent, Rampart Agency
Fort Lee, NJ 1991-2002

- Responsible for coordinating the reviewing and processing of all individual life, health and long term Disability insurance submitted by in-house agents and outside brokers
- Expedited all medical requirements and inspection reports
- Maintained contacts with agents and clients
- Responsible for licensing of agents with various insurance companies
- Coordinated the obtaining of attending physicians statements for insurance coverages
- Train new underwriters
- Work closely with various insurance companies' Marketing and Sales Department
- Developed and implemented new procedures eliminating insurance issuing steps reducing costs and saving time, particularly for Part I, Part II and APS

EDUCATION

- M.B.A International Business, Pace University, New York, NY
- B.B.A Business Management with a minor in insurance -Bernard M. Baruch College of CUNY, New York, NY
- A.A Borough Of Manhattan Community College of CUNY, NY,

NYAM SMITH

1439 SE 25th Avenue • Homestead, FL 33035
Cell: 973-280-1321 • NyamSmith@yahoo.com

ENTREPRENEURIAL LEADER

Growth Catalyst • Talent Development • Setting Policies • Innovation Facilitator

Proven leader of multi-level complex organizations through vision, innovation and strategic quality improvements focused on results. Effective team leader, committed to learning and continuous improvement. Culturally competent and mission focused. An articulate, insightful, persuasive driving force behind initiatives, that generate stakeholder support. Strong track record of building relationships resulting in beneficial growth with: business leaders, elected officials, municipal and civic organizations. Proficient leader of organization operation's though fiscal integrity and service delivery with proven success partnering with board members, and staff to peak performance.

Business and Community Relations • Strategic Planning • Public Affairs • Board Development •
• Successful Fundraiser • Policy Governance • Presentations • Business Integration • Culture Change
Change Management • Facility Master Planning • Donor Cultivation • Process Improvement

PROFESSIONAL EXPERIENCE

Vice President

Russell Education Foundation-Davie Florida • 2016-Present: a complex operation of eight program sites (\$500 thousand) that serves 1,100 children, in Broward and Miami-Dade Counties per day through after-school and summer camp. Responsibilities included fostering a culture of philanthropy within the organization. Assure development and maintenance of appropriate systems to fund development including but not limited to volunteer and donor management, research and cultivation, gift processing and recognition. I maintain accountability and compliance standards for donor and funding sources, new opportunities and partnership development. I have general supervision of 1+ FT & 40 PT employees, and a member of the Board of Directors.

Executive Director

YMCA of South Florida-Homestead Branch • 2014-2015: a complex multi-site operation (\$1.9 million) that serves 5,000 members, 75 school-age children in after school in Key Largo, and 400 youth per day at 2 day camp locations in two counties. Responsibilities included matrix supervision of membership director, program director in Key Largo, two department coordinators, board development, achievement of community and organizational goals, oversight of facility improvement projects, change management, key stakeholder relations (Ocean Reef Foundation, School District, Homestead Hospital, Foundations), \$30,000+ annual support campaign, new opportunities & partnership development, local/state advocacy (business, policy, & philanthropic leaders), general supervision of 5+ FT & 60 PT employees, and a member of the association leadership team.

Associate Vice President

Lutheran Social Service of MN-Family Services Division • 2012-2013: a complex state-wide operation (\$20+ million) that serves 25,000+ clients annually via lines of services respective to: homeless youth, financial services, mental health counseling, refugee services and the Center for Changing Lives location. Responsibilities include direct supervision of six direct reports and general supervision of 400+ FT and PT division employees.

- Challenged by the President and CEO to improve the fiscal performance of the family services division, which experienced an average of \$750K losses for 10+ yrs. In seven months the division reduced net losses by 40% compared to the previous fiscal year.

Executive Director

YMCA of Greater Twin Cities-Eagan Branch • 2010-2012: a complex multi-site operation (\$9.3 million) that serves 7,000 members, 200 infant to preschoolers in child care center, and 2,200 youth per day at 16 before and after school locations across the school district. Responsibilities included matrix supervision of three district directors, four department directors, board development, achievement of community and organizational goals, oversight of facility improvement projects, change management, key stakeholder relations (United Way, School District, 3 Global Corporations, Foundations), \$100,000+ annual support campaign, new opportunities & partnership development, local/state advocacy (business, policy, & philanthropic leaders), general supervision of 60+ FT & 390 PT employees, and active member of the association leadership team.

Associate Executive Director

MADISON AREA YMCA, Madison, New Jersey • 2006-2009

Lead daily operations of 88,000 sq. ft. Family Center. Managed \$3.8 million annual membership budget; \$1.6 million multi-program department budget through the supervision and development of 11 program directors.

- Increased Family Center program revenue by 12% and participant enrollment by 8% over 19 months as leader of Membership Task Force.
- Decreased Family Program expenses by 6% over 16 months by implementing monthly budget variance reports for department managers; created performance metrics for all membership and program departments.
- Grew staff productivity from \$1.40 per/dollar invested to \$2.50 in 19 months by implementing daily performance metrics essential to overall operations.

THE HEALTH SPA 2, Paramus, New Jersey • 2002-2006

Spa business providing rehabilitation, fitness and wellness services; \$3.5 million in annual sales with 3,000 memberships

Senior Program Director

Administered multi-departmental and off-site operations, resulting in annual direct sales objectives of \$1.2 million \$875,000 in annual aquatic sales, and \$150,000 in annual sales of parties and corporate events. Led and developed 3 department supervisors. Planned and managed promotions budget of \$50,000; hired graphic contractors and media advertisers.

- Met or surpassed all net profit objectives 4 years in row by average of 9% annually.
- Reduced expenses from 62% of total revenue to 49% since FY 2002 by realigning sales operations.
- Delivered highest revenue year and net profit year in company's 25+ year history, 3 years in row.

JAMAICA YMCA, Jamaica, New York • 2001-2002

1 of 23 branches of YMCA of Greater New York with annual revenue of \$140 million; primary focus on providing temporary and transitional housing to 300 men and women; funded by government contracts of \$3.3 million.

Associate Executive Director

Responsibilities included administering the operations budget of 4.9 million, which included membership programs, an eleven-floor residence; and 6 satellite after-school facilities through seven department managers and two branch board committees.

EDUCATION

Master of Science in Organization Management and Leadership,
SPRINGFIELD COLLEGE, Springfield, Massachusetts

Bachelor of Arts in Africana Studies, STATE UNIVERSITY OF NEW YORK AT ALBANY

AFFILIATIONS

National President, 2002-2011, SIGMA PHI RHO FRATERNITY, INC. (3,000-member organization)

Eagan Rotary Club 2010-2014, International Committee & Interact Club Liaison

Homestead Rotary Club 2014 -

Dakota Regional Chamber of Commerce, Eagan Business Council Member

Twin Cities US Army Community Advisory Board (Fort Snelling Recruiting Battalion)

Rosemount, MN Community Leaders (Chaired by the Mayor)

Monitors Club and Foundation of Minnesota

ATTACHMENT C
LETTERS OF REFERENCE / SUPPORT



February 14, 2017

City of Hollywood
Office of City Manager
2600 Hollywood Blvd., Room 419
Hollywood, FL 33020
ATTN: Budget Administration

To Whom It May Concern:

On behalf of the City of Hollywood Department of Parks, Recreation and Cultural Arts, thank you for the opportunity to express our appreciation and support of the Russell Life Skills and Reading Foundation Inc. The Foundation currently runs after school programs in four (4) of our city park facilities. The children who attend these after school programs at Washington Park, Dr. Martin Luther King Jr. Park, Kay Gaither Community Center at Beverly Park and McNicol Community Center are mainly from economically disadvantaged families and neighborhoods within the Hollywood community. The free tutoring programs run by Russell Life Skills and Reading Foundation not only help keep the children safe and occupied during the after school hours, but it also provides a great educational service that these children would not have access to otherwise.

The staffs of Russell Life Skills and Reading Foundation, including the certified teachers, are always professional and knowledgeable about procedures working closely with the staff at each center. Since the Foundation has implemented their tutoring program at these centers for several years now with amazing results, including increased FCAT scores, a noticeable difference in the students' behavior and attitude toward reading and academics, as well as a marked improvement in their knowledge of fundamental learning and literacy.

We hope that the City of Hollywood will continue to recognize and support the Russell Life Skills and Reading Foundation for the important public services they provide for the children of Hollywood. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Chuck O. Ellis". The signature is written in a cursive, flowing style.

Chuck O. Ellis
Director



MEMORANDUM

Parks, Recreation & Cultural Arts

February 13, 2017

City of Pompano Beach
Department of Parks and Recreation
1801 NE 6th Street
Pompano Beach, FL 33060

To Whom It May Concern:

On behalf of the City of Pompano Beach's Department of Parks and Recreation, it is my pleasure to write this letter in support of the Russell Life Skills and Reading Foundation d/b/a Russell Education Foundation.

The Russell Education Foundation currently operates after-school reading assistance program at Mitchell Moore Center, Highlands Park, Civic Center and McNair Centers in the City of Pompano Beach for over several years. These programs are vital to the well-being of so many economically disadvantaged children in our community.

The Foundation helps struggling students by teaching and reinforcing reading, math and science skills that are critical for success in life, and it does so with no cost to the students or their families. Certified teachers have provided caring, one-to-one tutoring and mentoring to the students in our facilities, garnering impressive achievements not only in reading and math test scores, but also in marked improvements in school attendance, participation, and behavior (both in and out of the classroom).

We take great pride in being a city that offers such a valuable program to our families. It is a smart and solid investment in the success of our future residents to not only foster better test scores and academic improvement, but also to nurture a love of reading and a passion for learning that will impact families and last a lifetime.

Please join me in unequivocally supporting the Russell Education Foundation's ongoing partnership with the City of Pompano Beach.

Sincerely,

Jonathan Nasser
Interim Recreation Manager



February 13, 2017

City of North Miami
Housing Division
776 NE 125th Street
North Miami, FL33161

To Whom It May Concern:

On behalf of the Community Planning and Development Department Housing Division, it is my pleasure to write this letter in support of the Russell Life Skills and Reading Foundation d/b/a Russell Education Foundation.

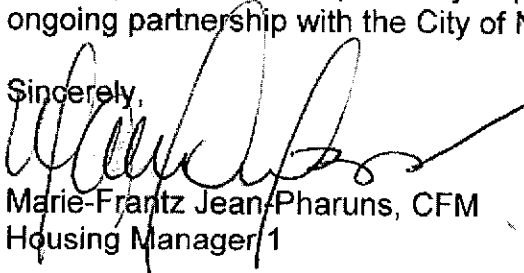
The Russell Education Foundation currently operates after-school reading assistance programs in our city at Sunkist Grove Community Center. These programs are vital to the wellbeing of so many economically disadvantaged children in our community.

The Foundation helps struggling students by teaching and reinforcing reading, math and science skills that are critical for success in life, and it does so with no cost to the students or their families. Certified teachers have provided caring, one-to-one tutoring and mentoring to the students in our facilities, garnering impressive achievements not only in reading test scores, but also in marked improvements in school attendance, participation, and behavior (both in and out of the classroom).

We take great pride in being a city that offers such a valuable program to our families. It is a smart and solid investment in the success of our future residents to not only foster better test scores and academic improvement, but also to nurture a love of reading and a passion for learning that will impact families and last a lifetime.

Please join me in unequivocally supporting the Russell Education Foundation's ongoing partnership with the City of North Miami.

Sincerely,



Marie-Frantz Jean-Pharuns, CFM
Housing Manager 1

ATTACHMENT D
STUDENT LETTERS OF SUPPORT

Dear Russell Life Skills and Reading Foundation,

My name is Mariali Alcatara and I attend the Washington Park Russell Life Reading Program. This program has helped me in math. When I first came here for the summer of fourth grade, I had trouble with fractions. I was confused because I didn't know how to come up with the numbers that you need to divide by to simplify fractions. The teachers at Russell Life showed me how to work with all kinds of fractions and make the fractions smaller. I was able to learn this and use this strategy at school in fifth grade. I also had problems with decimals. I was always confused and put the zeros in the wrong place. I had difficulty reading decimals and changing them to fractions. With much practice and help from the teacher at Russell, I was able to understand them and complete my homework with the help I was given there.

I also didn't understand how to read words like: responsibility, requirement, complicated, etc. Russell's tutoring program helped me read really long words. The teachers at Russell taught me to look for familiar words and put them together and pronounce them. I didn't know how to read well for a fourth grader. The center worked with me each day and I slowly got better. I have seen lots of improvements in my reading and math skills.

The help I got from Russell has helped me with fifth grade. I have improved with better grades and I feel better that I'm able to understand how to complete my work in class.

Thanks Russell for helping me succeed. I feel confident that I have a helping hand.

Appreciation

The Russell Reading program
provides learning and fun.

After our regular school day is
done.

Thank you for making it possible
for me.

to become all that

I can be.

Loves

TARVA ANDERSON

To the Russell Life Skills and Reading Foundation. I would like to take this opportunity to thank you for providing our community with our Reading program. I am a student at MLK Community Center in Hollywood and I really enjoy reading. My favorite thing about the program is all the books we receive and meeting new friends.

Once upon a time
I was here

ATTACHMENT E
DIBELS & SAN DIEGO READING ASSESSMENT SAMPLES

San Diego Quick Assessment

Name _____ Grade _____ Date _____

Directions: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud in that list. Continue until the student makes three or more errors in a list.

Reading Levels: Stop at three errors. Record as frustrational level, one level below is instructional, 2nd level below is independent. When testing is completed, record the grade level for instructional.

Independent	Instructional	Frustration
see _____	you _____	road _____
play _____	come _____	live _____
me _____	not _____	thank _____
at _____	with _____	when _____
run _____	jump _____	bigger _____
go _____	help _____	how _____
and _____	is _____	always _____
look _____	work _____	night _____
can _____	are _____	spring _____
here _____	this _____	today _____
		our _____
		please _____
		myself _____
		town _____
		early _____
		send _____
		wide _____
		believe _____
		quietly _____
		carefully _____
		city _____
		middle _____
		moment _____
		frightened _____
		exclaimed _____
		several _____
		lonely _____
		drew _____
		since _____
		straight _____

decided _____	scanty _____	bridge _____	amber _____
served _____	business _____	commercial _____	dominion _____
amazed _____	develop _____	abolish _____	sundry _____
silent _____	considered _____	trucker _____	capillary _____
wrecked _____	discussed _____	apparatus _____	impetuous _____
improved _____	behaved _____	elementary _____	blight _____
certainly _____	splendid _____	comment _____	wrest _____
entered _____	acquainted _____	necessity _____	enumerate _____
realized _____	escaped _____	gallery _____	daunted _____
interrupted _____	grim _____	relativity _____	condescend _____
capacious _____	conscientious _____	zany _____	galore _____
limitation _____	isolation _____	jerkin _____	rotunda _____
pretext _____	molecule _____	nausea _____	capitalism _____
intrigue _____	ritual _____	gratuitous _____	prevaricate _____
delusion _____	momentous _____	linear _____	visible _____
immaculate _____	vulnerable _____	inept _____	exonerate _____
ascent _____	kinship _____	legality _____	superannuate _____
acid _____	conservatism _____	aspen _____	luxuriate _____
binocular _____	jaunty _____	amnesty _____	piebald _____
embankment _____	inventive _____	barometer _____	crunch _____

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KINDERGARTEN WORD LIST

- | | |
|----------|-----------|
| 1. the | 21. all |
| 2. at | 22. am |
| 3. black | 23. out |
| 4. big | 24. any |
| 5. can | 25. came |
| 6. do | 26. day |
| 7. for | 27. find |
| 8. go | 28. had |
| 9. have | 29. into |
| 10. help | 30. now |
| 11. I | 31. put |
| 12. in | 32. ran |
| 13. jump | 33. say |
| 14. of | 34. soon |
| 15. one | 35. there |
| 16. play | 36. two |
| 17. said | 37. well |
| 18. see | 38. what |
| 19. she | 39. with |
| 20. that | 40. yes |

Grade 1
Pre

ORF Progress Monitoring 7

The Cell Phone

My dad has a cell phone. He's a salesman and drives all over the state. He uses the cell phone to let people at his work know what his customers need. He can ask someone at the office to help a customer before he returns. He can call home and tell us he's going to be late.

Until last week my mother didn't have a cell phone. She said she didn't need one. She said we had more important things to spend our money on. Then on the way home her car ran out of gas. She was way out in the country. It was almost dark. She had to walk a long way to a house and ask to use the phone. Then she had to walk back to the car and wait for the tow truck to come.

When she tried to call us our line was busy. I started to worry because she was very late. My dad didn't know where she was. Finally she got home. It was almost my bedtime.

My mom said, "I think I am ready for a cell phone now."

My dad said, "You are right. We will buy you one tomorrow. Then you will feel safe and I won't worry."

Total words: _____ - errors: _____ = words correct: _____

Retell:

ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48		
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71		
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94		

Retell Total: _____

Grade 1 ORF Progress Monitoring 8
 Post

The New Baby

The family next door has a new baby. The baby is a little girl. Her name is Robin. She was born about two months ago. Everyone on our street is happy about the new baby. Nobody else on our street has a baby. All the kids in our neighborhood are older.

It was pretty quiet at night before baby Robin came. But Robin cries a lot at night. Her crying wakes me up. My mother says she has her days and nights all mixed up. Mom says she isn't old enough to know nights are for sleeping. She doesn't know her days are for eating, growing, and playing.

During the day Robin sleeps almost all the time. She never hears dogs barking or the radio. If the doorbell or phone rings, she keeps on sleeping. She doesn't wake up when I come home from school. She never wakes up when we play hide and seek in her yard.

Then one night Robin slept the entire night. Everyone in our family had a good night's sleep. Then Robin was wide awake the next day. When I came home from school Robin was still awake. Her mother said I could hold her on my lap. She looked at me and smiled. I like Robin but I'm glad she lives next door.

13
25
36
49
51
62
75
88
99
108
119
131
143
156
158
169
181
193
207
219

Total words: _____ - errors: _____ = words correct: _____

Retell: _____ ORF Total: _____

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Grade
2 - PRE

ORF Progress Monitoring 7

I'm a Good Babysitter

When I turned twelve years old I got to babysit for the first 13
time. My aunt asked my parents if I could babysit my cousin. My 26
aunt and uncle wanted to go to the movies. They said they would 39
pay me! My cousin is two and still wears diapers. She knows me 52
pretty well because my mother and my aunt are sisters. We 63
spend a lot of weekends together and we live in the same town. 76
My parents talked it over and said yes. My uncle picked me 88
up after supper and took me to their house. My cousin was 100
waiting at the door. She was ready for bed and wearing her 112
slippers. My aunt told me when to change her and put her in bed. 126
My aunt said we could both have graham crackers and apple 137
juice for a snack and that my cousin loved bedtime stories. She 149
gave me her cell phone number in case I had a problem. Mom 162
called me about three times while I was babysitting. She said it 174
was to make sure I was doing okay. 182
My cousin didn't even cry when her mom and dad drove 193
away. I read her *Goodnight, Moon* and *Put the Bunny*. I 204
washed her face and changed her. She didn't even cry when I put 217
her in bed. Once my aunt called to see if everything was all right. 231
I just watched TV until they came home. I think babysitting is 243
fun and I hope my aunt asks me again. 252

Total words: _____ - errors: _____ = words correct: _____

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Retell Total: _____

Grade 2
Post

ORF Progress Monitoring 8

Playing Shuffleboard With Grandpa

There is a shuffleboard court where my grandpa lives. Most 10
of the men there play shuffleboard. Grandpa likes to play and 21
sometimes he takes me with him. He says I can be his partner 34
anytime. Grandpa is a very good player and often wins. 44

Shuffleboard is played on a very smooth walk. Grandpa 53
waxes the walk before a game. Each player uses a long stick to 66
push disks down the walk. You try to get the disks into spaces 79
marked with numbers. You can get seven, eight, or ten points. 90
You can lose ten points if your disk lands in the wrong section. 103
You have to be very careful about how you push the disks. 115

Grandpa taught me how to play shuffleboard when I was 125
five. He says the secret to playing well is to push the disk very 139
smoothly. If you push too fast, the disk goes much too far. If you 153
jerk the stick, it goes off the side of the court. 164

Last week there was a special family day at my grandpa's 175
place. There were contests and games for people to play. 185
Grandpa said I could be his partner in shuffleboard. We got the 197
most points of any of the other teams and won a blue ribbon. 210
Grandpa says I'm the shuffleboard champ of all time. 219

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Retell Total: _____

Grade 3 ORF Progress Monitoring 7

Pre

Satellites

I like to look up at the sky at night. I like to look at the stars 17
and find different constellations. I can find the Big Dipper and 28
the Little Dipper. The Big Dipper always points to the North 39
Star. The North Star is an important star because it helps people 51
who are lost to find their way. 58

My favorite object to watch for in the night sky moves 69
quickly across the sky and you have to be alert to see it. It's a 84
satellite. Satellites look like tiny dots of light and travel from 95
side to side without blinking or stopping. Satellites are different 105
from planes because they do not make any noise. 114

Satellites circle the Earth hundreds of miles above the 123
ground. Some satellites have cameras to take photos of land and 134
sea. Some look out into space and send back information about 145
stars and planets. Others watch weather patterns and send 154
weather reports back to Earth. 159

The first satellite was launched from Russia. It was named 169
Sputnik and had a radio that sent signals back to Earth. Sputnik 181
went around and around the Earth for thirteen weeks. Modern 191
satellites can stay in the sky for years. One satellite, Skylab, even 203
has people living in it. It is fun to think of people living up there. 218

Total words: _____ -- errors: _____ = words correct: _____

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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Retell Total: _____

Elephants

Elephants are some of the largest and smartest animals on	10
Earth. There are two types of elephants: Asian and African.	20
Asian elephants are found in the forests of India and Southeast	31
Asia. They are often caught and trained to help people do heavy	43
work. People use them to clear forests and tow heavy logs. The	55
elephants' handlers often become good friends with the	63
elephants.	64
Most African elephants live in preserves where they are	73
protected from hunters. Preserves also help keep them from	82
damaging crops and fields. African elephants have very large	91
ears that they flap to scare off other animals or to keep cool.	104
They have long ivory tusks.	109
Both kinds of elephants have very long trunks. They use their	120
trunks to reach down to the ground and high into trees to find	133
food. Plants and leaves and small branches from trees are their	144
favorite foods. The trunk is also used for drinking, smelling, and	155
greeting other elephants. Sometimes they even use their trunk	164
like a snorkel in deep water. Elephants like to raise their trunks	176
full of water and give themselves a shower.	184
Most people only see elephants in zoos or circuses.	193
Sometimes they have learned to do tricks like standing on their	204
hind legs or hooking their trunks around another elephant's tail.	214
Someday I'd like to see some elephants in the wild.	224

Total words: _____ - errors: _____ = words correct: _____

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Grade 4 Progress Monitoring Probe 7

Pre These Students Made a Difference

The teacher watched his fourth-grade students struggle with the dried, cast-off Christmas trees. They were placing the trees, one by one, in a long row. Passers-by must have wondered why the students were "planting" dead trees on their town's beach. If anyone asked, the students would explain that they wanted to protect and rebuild the sand dunes.

Dunes are hills of sand that help to hold the beach in place and protect coastal areas from rising ocean water. They also provide a home for plants and animals. Over the years, storms had destroyed many of the dunes along the beach at Margate, New Jersey. Some people had the idea that placing used Christmas trees sideways on the sand would help rebuild the dunes. Volunteers put this plan into action, but it did not work. During storms and at high tide, the trees were loosened from the sand and washed out to sea.

A group of fourth-grade students at Union Avenue School thought they had a better idea. They would place the trees upright on the beach. They reasoned that the tree limbs would catch blowing sand, causing new dunes to form around the trees. To put their plan into action, students dug a three-foot deep trench in the sand. Then they stood the trees in the trench and filled sand in around the trunks. This held the trees firmly in place. To test their plan and make sure it was working, students tied red ribbons to the treetops. Each week they measured the distance between the ribbons and the sand. In a short while, they saw that the level of the sand was rising. The dunes were being rebuilt!

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Grade 4

Pre These Students Made a Difference (Continued)

When the trees are completely covered with sand, the students plan to scatter grass seed. Dune grasses will send down roots that will help hold the new dunes in place. Students in nearby communities learned about the new dunes. They asked for help in planning their own dune-building projects. Now dunes all along the coast are being protected, thanks to the work of one fourth-grade class.

Total words: _____ - errors: _____ = words correct: _____

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Table with 2 columns: Retell (1-113) and ORF Total (25-129)

Notes: _____

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Grade 4
Post

Yellowstone

Imagine a place where you can see grizzly bears, hot springs, fossil forests, and steam shooting from the ground. You can find just such a place in northwest Wyoming. It is called Yellowstone National Park. 11 22 33 35 45 56 67 78 90 102 110 121 132 140 152 162 175 183 192 202 214 225 232 242 253 263

For thousands of years, Native Americans lived in the area known today as Yellowstone. It was rich in resources, and the people could find plenty of food and fresh water. They also enjoyed the beauty of the place. Then an explorer who had traveled with Lewis and Clark made his way there. He had never seen such a place! It was a large, forested plateau surrounded by tall mountains. There were amazing sights everywhere he looked! The explorer told others about what he had seen. Soon, people from back East wanted to see the views for themselves. Photographs and paintings of Yellowstone showed people in the East the wonders of the area. They began to push the government to protect this natural gem. Over one hundred years ago President Grant signed a bill turning it into a national park. It was the first national park in the world. Today, millions of people visit Yellowstone each year. They come to see the towering mountains and beautiful scenery. Many hope to see wild animals, such as bear, elk, and wolves. Bird watchers look for bald eagles, geese, and other birds of interest. Others come to hike, boat, or fish. People also come to Yellowstone to see its natural features. Canyons show off walls of red, yellow, orange, and brown. They hold rock formations in strange shapes. Old Faithful, a famous

Grade 4
Post

Yellowstone (Continued)

geyser, shoots steam and hot water into the air right on time every seventy-five minutes. Many hot springs form striking pools and terraces. 275 284 287 297 309 321 327

Clearly, Yellowstone is special to Americans. It is special to other people, as well. It has been named a World Heritage Site. People all around the world want to see this very special place protected for future generations to enjoy.

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Grandma Moses

Anna Mary Roberts was born long ago in New York. For most of her life, Anna worked very hard making a living on a farm. Then, when she was in her seventies, she began to paint. Before long, people around the world had heard of this elderly woman and her delightful artworks. They began to refer to her as Grandma Moses.

As a child, Anna didn't have a formal education in school. In fact, she had to leave her parents' farm when she was only twelve to work for another family. Later, she married a farmer and worked with him to earn a living while also raising five children. After her husband died, Anna began to create colorful embroidered scenes on canvas. However, as her hands grew stiff with age, this kind of sewing became painful. She decided to switch to painting instead, using house paint to paint the scenes. At first, she copied scenes from postcards, but later she began painting scenes from her childhood.

When Anna was almost eighty years old, she displayed some of her artwork in a drugstore in her town. The paintings were spotted by an art collector, who recognized Anna's remarkable talent. He drove to Anna's farm and bought all the paintings she had on hand. A few months later, three of her paintings were exhibited in a well-known art museum in New York City.

People loved looking at the old-fashioned scenes that Anna had created. They also learned what life was like in earlier times. For example, the painting called *Over the Bridge to Grandma's House* shows people going over a bridge in a horse-drawn sleigh in winter. Details in the painting show a boy on a sled, cows eating hay, and a landscape dotted with houses and barns. The

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Grandma Moses (Continued)

painting *Haying Time* shows farmers busy at work cutting grass and loading it on wagons.

Grandma Moses probably loved creating her paintings as much as people enjoyed looking at them. She lived to be over a hundred years old and even in the last year of her life, she painted twenty-five paintings.

Total words: _____ - errors: _____ = words correct: _____

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Retell Total: _____

Notes:

Grade 5 Progress Monitoring Probe 8

Temperate Forests

Temperate forests are forests found in temperate, or moderately warm, regions of the earth. These forests grow in places where the climate changes substantially between summer and winter. At one time, thick, dense, temperate forests were common in the northern parts of our planet. However, as the world's population increased, people used the natural resources of the forests and some forests were damaged by air pollution. As a result, the temperate forests of today are smaller than they once were.

Temperate forests are ecosystems that support different varieties of plants, trees, and wildlife. Visitors to a temperate forest in North America, for example, might see maple, oak, and elm trees and discover bears, rabbits, and deer.

Each season in a temperate forest brings fascinating changes. During the winter, many trees are dormant and have no leaves at all. Although these trees appear to be dead, they are actually adapting to the change in climate. They shed their leaves to conserve energy during the long, harsh winter. The leaves drift to the forest floor where, with time, they decay and become part of the soil.

In early spring, sunlight shines through the trees' bare branches and reaches the forest floor. Tiny buds appear on trees, and green shoots push through the soil. Soon, the ground is covered with a beautiful carpet of grass and flowers. This beautiful display comes to an end during the summer. At that time, the trees are full of leaves, and very little sunlight reaches the forest floor.

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Grade 5

Temperate Forests (continued)

Although people enjoy temperate forests in all seasons, many would agree that fall is the most beautiful season of all. As the leaves on the trees begin to die, they change to vivid colors of red, yellow, orange, and gold. Tourists travel great distances just to see this spectacular sight.

Temperate forests are places of beauty and wonder. It is important for people to enjoy them and also help to protect them.

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123	124	125	126	127	128	129																		

Retell Total: _____

Notes:

ATTACHMENT F
MARKETING MATERIALS/BROCHURES



Solving the Nation's Learning Crisis

Children who do not acquire reading and math skills at an early age are far less likely to complete high school and succeed in a vocation. Our after school programs help to solve this problem by helping children to comprehend and appreciate what they learn and translate it into academic success.

- Only 20% of fourth-grade children from low-income families can read at grade level (i.e., proficiency) and only 25% are proficient in math.*
- According to a major study, a child who can't read at grade level by 3rd grade is 4 times less likely to graduate from high school than a child who reads proficiently.
- Adults who drop out of high school are more likely to be unemployed, incarcerated, become teen parents and receive welfare.

*Source: National Center for Educational Statistics 2013

How You Can Help

Make A Donation- Go to the website, russelleducationfoundation.com, to donate securely online from the home page. Or send a check to the foundation office.

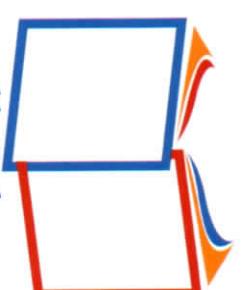
Volunteer- If you have a life skill or personal success story that you would like to share at one of our centers, call us and tell us about it.

Donate Goods or Services- Would you or your company like to sponsor a program or fundraising event or donate goods? We welcome donations of any type. Please contact us.

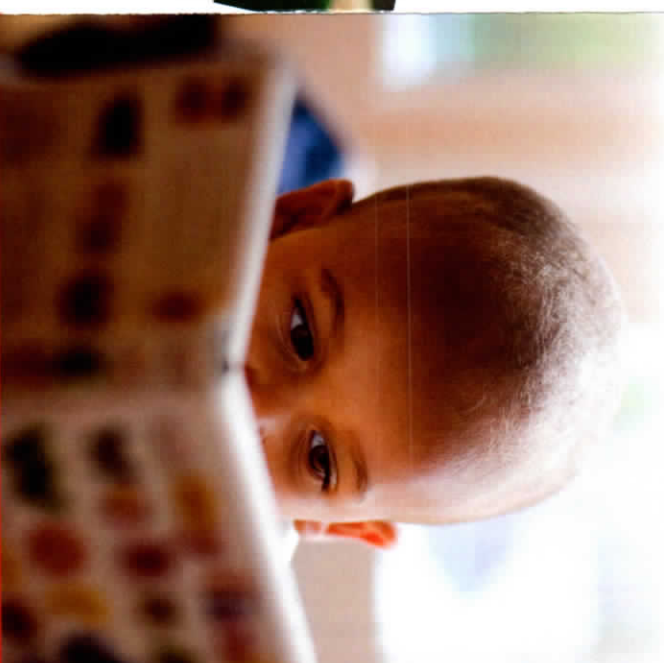


Contact Us

5400 S. University Drive, Suite 506
Davie FL, 33328
Phone: 954-921-3787
info@russelleducationfoundation.com



Russell Education
FOUNDATION
OPENING BOOKS TO OPEN DOORS



**Inspiring
Equipping**
underserved children and their families
with the tools for continued success.

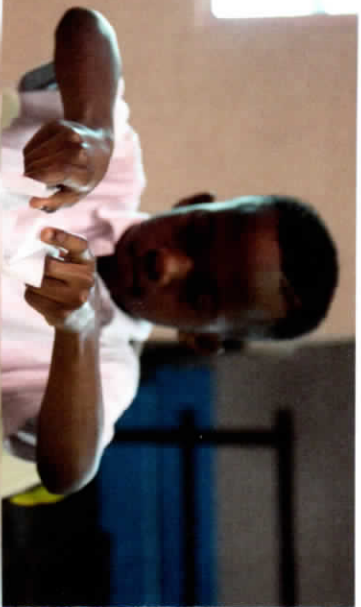
After School Centers

Preparing Young Minds for Academic Success

The foundation provides tutoring and academic enrichment programs for hundreds of children at after-school centers in economically disadvantaged communities in South Florida. Children ages 5-13 meet 4 days a week in small groups with certified teachers for help in reading, science and math. Teachers use creative techniques and incentives to make learning fun. Science and math, recent additions to the curriculum, use interactive, hands-on approaches that help to bring these subjects to life.

The results have been amazing!

- Most children enter the program reading below grade level and catch up within two years.
- 96% of students improve their reading by at least one grade level.
- Students who stay with the program for at least 4 years have had a 99% passing rate on the reading portion of standardized tests.
- Math grades have improved dramatically.



The Life Skills Program

The Foundation invites people from the community to visit the centers and speak to the children about topics that encourage positive life skills. Speakers provide instruction in learning skills or personal safety, as well as being role models by sharing their stories or insights in their journey to become successful adults.



Empowering Parents

Dragonfly Darlings provides support and resources for the families of children participating in the after-school centers. Seminars provide moms with the tools and the passion to grow personally and as a parent. Parents are encouraged to read with their children for at least 15 minutes every night.

The highlight of Dragonfly Darlings is the annual women's conference. With presentations, workshops and discussions, this full-day conference helps mothers gain an understanding and appreciation of the prominence that they have in their children's lives and the impact that they can have on their success in life. Inspirational speakers provide motivation and encouragement.

WASHINGTON PARK
COMMUNITY CENTER
CITY OF HOLLYWOOD
5199



History of the Foundation

The Russell Life Skills and Reading Foundation was established in 1998 by then-Miami Dolphin linebacker, Twan Russell, and his mother, Corliss, a middle-school teacher with a huge heart for helping struggling children. Twan grew up in the inner city and felt that a mastery of reading played a large part in his overcoming his circumstances. He received a communications and criminology degree from the University of Miami that has helped him to achieve his goals long after his football career has ended.

Twan and Corliss saw the challenges that illiteracy causes in their neighborhood as well as the lack of resources to address it. So the foundation was founded at a local church. Community partners stepped in along the way as they saw the foundation providing a solution to a huge community problem. In 2012, science and math were added to the curriculum along with the Dragonfly Darlings component for the parents and, in 2015, the name was changed to The Russell Education Foundation to reflect this broader emphasis.

ATTACHMENT G
SIGNED DOCUMENTS AS PROVIDED IN THE RFP

Issue Date: June 29, 2017City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**ACKNOWLEDGMENT AND SIGNATURE PAGE**

This form must be completed and submitted by the date and the time of bid opening.

Legal Company Name (include d/b/a if applicable): RUSSELL LIFE SKILLS AND READING FOUNDATION, INC. d/b/a RUSSELL EDUCATION FOUNDATIONFederal Tax Identification Number: 65-0922490If Corporation - Date Incorporated/Organized: 1998State Incorporated/Organized: FloridaCompany Operating Address: 5400 S. University Drive, Suite 202City: Davie State: FL Zip Code: 33328

Remittance Address (if different from ordering address): _____

City _____ State _____ Zip Code _____

Company Contact Person: PAULINE D'OYLEY Email Address: pdoyley@russelleducationfoundation.comPhone Number (include area code): (954) 921-3787 Fax Number (include area code): (954) 622-9119Company's Internet Web Address: www.russelleducationfoundation.com

IT IS HEREBY CERTIFIED AND AFFIRMED THAT THE BIDDER/PROPOSER CERTIFIES ACCEPTANCE OF THE TERMS, CONDITIONS, SPECIFICATIONS, ATTACHMENTS AND ANY ADDENDA. THE BIDDER/PROPOSER SHALL ACCEPT ANY AWARDS MADE AS A RESULT OF THIS SOLICITATION. BIDDER/PROPOSER FURTHER AGREES THAT PRICES QUOTED WILL REMAIN FIXED FOR THE PERIOD OF TIME STATED IN THE SOLICITATION.



Bidder/Proposer's Authorized Representative's Signature:

7/19/17
Date
Type or Print Name: TWAN RUSSELL

THE EXECUTION OF THIS FORM CONSTITUTES THE UNEQUIVOCAL OFFER OF BIDDER/PROPOSER TO BE BOUND BY THE TERMS OF ITS PROPOSAL. FAILURE TO SIGN THIS SOLICITATION WHERE INDICATED BY AN AUTHORIZED REPRESENTATIVE SHALL RENDER THE BID/PROPOSAL NON-RESPONSIVE. THE CITY MAY, HOWEVER, IN ITS SOLE DISCRETION, ACCEPT ANY BID/PROPOSAL THAT INCLUDES AN EXECUTED DOCUMENT WHICH UNEQUIVOCALLY BINDS THE BIDDER/PROPOSER TO THE TERMS OF ITS OFFER.

ANY EXCEPTION, CHANGES OR ALTERATIONS TO THE GENERAL TERMS AND CONDITIONS, HOLDHARMLESS/INDEMNITY DOCUMENT OR OTHER REQUIRED FORMS MAY RESULT IN THE BID/PROPOSAL BE DEEMED NON-RESPONSIVE AND DISQUALIFIED FROM THE AWARD PROCESS.

Issue Date: June 29, 2017

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL

HOLD HARMLESS AND INDEMNITY CLAUSE

RUSSELL LIFE SKILLS AND READING FOUNDATION and TWAN RUSSELL

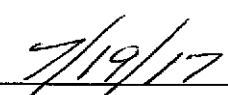
(Company Name and Authorized Representative's Name), the contractor, shall indemnify, defend and hold harmless the City of Hollywood, its elected and appointed officials, employees and agents for any and all suits, actions, legal or administrative proceedings, claims, damage, liabilities, interest, attorney's fees, costs of any kind whether arising prior to the start of activities or following the completion or acceptance and in any manner directly or indirectly caused, occasioned or contributed to in whole or in part by reason of any act, error or omission, fault or negligence whether active or passive by the contractor, or anyone acting under its direction, control, or on its behalf in connection with or incident to its performance of the contract.



SIGNATURE

TWAN RUSSELL
PRINTED NAME

RUSSELL LIFE SKILLS AND READING FOUNDATION
COMPANY OF NAME



DATE

Failure to sign or changes to this page shall render your bid non-responsive.

Issue Date: June 29, 2017

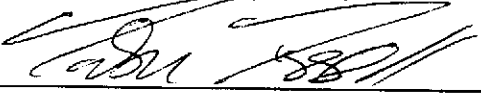
City of Hollywood, Florida
Solicitation #RFP-4557-17-RL

NON-COLLUSION AFFIDAVIT

STATE OF: FLORIDA

COUNTY OF: BROWARD, being first duly sworn, deposes and says that:

- (1) He/she is Twan Russell of Russell Life Skills and Reading Foundation, the Bidder that has submitted the attached Bid.
- (2) He/she has been fully informed regarding the preparation and contents of the attached Bid and of all pertinent circumstances regarding such Bid;
- (3) Such Bid is genuine and is not a collusion or sham Bid;
- (4) Neither the said Bidder nor any of its officers, partners, owners, agents, representatives, employees or parties in interest, including this affiant has in any way colluded, conspired, connived or agreed, directly or indirectly with any other Bidder, firm or person to submit a collusive or sham Bid in connection with the contractor for which the attached Bid has been submitted or to refrain from bidding in connection with such contract, or has in any manner, directly or indirectly, sought by agreement or collusion or communication or conference with any other Bidder, firm or person to fix the price or prices, profit or cost element of the Bid price or the Bid price of any other Bidder, or to secure an advantage against the City of Hollywood or any person interested in the proposed Contract; and
- (5) The price or prices quoted in the attached Bid are fair and proper and are not tainted by any collusion, conspiracy, connivance or unlawful agreement on the part of the Bidder or any of its agents, representatives, owners, employees, or parties in interest, including this affiant.

(SIGNED) 

Chairman
Title

Failure to sign or changes to this page shall render your bid non-responsive.

Issue Date: June 29, 2017

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**SWORN STATEMENT PURSUANT TO SECTION 287.133 (3) (a) FLORIDA
STATUTES ON PUBLIC ENTITY CRIMES**THIS FORM MUST BE SIGNED AND SWORN TO IN THE PRESENCE OF A NOTARY PUBLIC OR
OTHER OFFICIAL AUTHORIZED TO ADMINISTER OATHS

1. This form statement is submitted to the City of Hollywood
by TWAN RUSSELL, Chairman for the Russell Life Skills and Reading Foundation
(Print individual's name and title) (Print name of entity submitting sworn statement)
whose business address is 5400 S. University Drive, Suite 202, Davie, FL 33328
and if applicable its Federal Employer Identification Number (FEIN) is 65-0922490 If the entity has no FEIN,
include the Social Security Number of the individual signing this sworn statement.

2. I understand that "public entity crime," as defined in paragraph 287.133(1)(g), Florida Statutes, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States, including, but not limited to, any bid, proposal, reply, or contract for goods or services, any lease for real property, or any contract for the construction or repair of a public building or public work, involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy, or material misinterpretation.

3. I understand that "convicted" or "conviction" as defined in Paragraph 287.133(1)(b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime, with or without an adjudication of guilt, in an federal or state trial court of record relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, nonjury trial, or entry of a plea of guilty or nolo contendere.

4. I understand that "Affiliate," as defined in paragraph 287.133(1)(a), Florida Statutes, means:

1. A predecessor or successor of a person convicted of a public entity crime, or
2. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one person of shares constituting a controlling interest in another person, or a pooling of equipment or income among persons when not for fair market value under an arm's length agreement, shall be a prima facie case that one person controls another person. A person who knowingly enters into a joint venture with a person who has been convicted of a public entity crime in Florida during the preceding 36 months shall be considered an affiliate.

5. I understand that "person," as defined in Paragraph 287.133(1)(e), Florida Statutes, means any natural person or any entity organized under the laws of any state or of the United States with the legal power to enter into a binding contract and which bids or applies to bid on contracts let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

6. Based on information and belief, the statement which I have marked below is true in relation to the entity submitting this sworn statement. (Please indicate which statement applies.)

Neither the entity submitting sworn statement, nor any of its officers, director, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, nor any affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, or an affiliate of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL

Issue Date: June 29, 2017

The entity submitting this sworn statement, or one or more of its officers, directors, executives, partners, shareholders, employees, members, or agents who are active in the management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime, but the Final Order entered by the Hearing Officer in a subsequent proceeding before a Hearing Officer of the State of the State of Florida, Division of Administrative Hearings, determined that it was not in the public interest to place the entity submitting this sworn statement on the convicted vendor list. (attach a copy of the Final Order).

I UNDERSTAND THAT THE SUBMISSION OF THIS FORM TO THE CONTRACTING OFFICER FOR THE PUBLIC ENTITY IDENTIFIED IN PARAGRAPH 1 (ONE) ABOVE IS FOR THAT PUBLIC ENTITY ONLY AND THAT THIS FORM IS VALID THROUGH DECEMBER 31 OF THE CALENDAR YEAR IN WHICH IT IS FILED. I ALSO UNDERSTAND THAT I AM REQUIRED TO INFORM THAT PUBLIC ENTITY PRIOR TO ENTERING INTO A CONTRACT IN EXCESS OF THE THRESHOLD AMOUNT PROVIDED IN SECTION 287.017 FLORIDA STATUTES FOR A CATEGORY TWO OF ANY CHANGE IN THE INFORMATION CONTAINED IN THIS FORM.

[Handwritten Signature]
(Signature)

Sworn to and subscribed before me this 19th day of July, 2017.

Personally known

Or produced identification _____ Notary Public-State of Florida

_____ my commission expires 3/17/19

(Type of identification)

Jennifer Mitchell
(Printed, typed or stamped commissioned name of notary public)



Jennifer Mitchell 7/17/17

Failure to sign or changes to this page shall render your bid non-responsive.

Issue Date: June 29, 2017

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**CERTIFICATIONS REGARDING DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS**

The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction, violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

Applicant Name and Address:

RUSSELL LIFE SKILLS AND READING FOUNDATION5400 S. University Drive, Suite 202, Davie, FL 33328Application Number and/or Project Name: Solicitation RFP-4557-17-RL Tutoring ServicesApplicant IRS/Vendor Number: 65-0922490Type/Print Name and Title of Authorized Representative: TWAN RUSSELL, CHAIRMAN

Signature: _____

Date: _____

Failure to sign or changes to this page shall render your bid non-responsive.

Issue Date: June 29, 2017City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**DRUG-FREE WORKPLACE PROGRAM**

IDENTICAL TIE BIDS - Preference shall be given to businesses with drug-free workplace programs. Whenever two or more bids which are equal with respect to price, quality, and service are received by the State or by any political subdivision for the procurement of commodities or contractual services, a bid received from a business that certifies that it has implemented a drug-free workplace program shall be given preference in the award process. Established procedures for processing tie bids will be followed if none of the tied vendors have a drug-free workplace program. In order to have a drug-free workplace program, a business shall:

1. Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.
2. Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
3. Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
4. In the statement specified in subsection (1), notify the employee that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
5. Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program (if such is available in the employee's community) by, any employee who is so convicted.
6. Make a good faith effort to continue to maintain a drug-free workplace through implementation of these requirements.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

VENDOR'S SIGNATURE


PRINTED NAME: TWAN RUSSELLRUSSELL LIFE SKILLS AND READING FOUNDATION

NAME OF COMPANY

Issue Date: June 29, 2017City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**SOLICITATION, GIVING, AND ACCEPTANCE OF GIFTS POLICY**

Florida Statute 112.313 prohibits the solicitation or acceptance of Gifts. - "No Public officer, employee of an agency, local government attorney, or candidate for nomination or election shall solicit or accept anything of value to the recipient, including a gift, loan, reward, promise of future employment, favor, or service, based upon any understanding that the vote, official action, or judgment of the public officer, employee, local government attorney, or candidate would be influenced thereby.". The term "public officer" includes "any person elected or appointed to hold office in any agency, including any person serving on an advisory body."

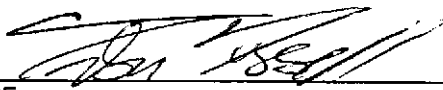
The City of Hollywood policy prohibits all public officers, elected or appointed, all employees, and their families from accepting any gifts of any value, either directly or indirectly, from any contractor, vendor, consultant, or business with whom the City does business.

The State of Florida definition of "gifts" includes the following:

- Real property or its use,
- Tangible or intangible personal property, or its use,
- A preferential rate or terms on a debt, loan, goods, or services,
- Forgiveness of indebtedness,
- Transportation, lodging, or parking,
- Food or beverage,
- Membership dues,
- Entrance fees, admission fees, or tickets to events, performances, or facilities,
- Plants, flowers or floral arrangements
- Services provided by persons pursuant to a professional license or certificate.
- Other personal services for which a fee is normally charged by the person providing the services.
- Any other similar service or thing having an attributable value not already provided for in this section.

Any contractor, vendor, consultant, or business found to have given a gift to a public officer or employee, or his/her family, will be subject to dismissal or revocation of contract.

As the person authorized to sign the statement, I certify that this firm will comply fully with this policy.


SIGNATURE

TWAN RUSSELL
PRINTED NAME

RUSSELL LIFE SKILLS AND READING FOUNDATION
NAME OF COMPANY

CHAIRMAN
TITLE

Failure to sign this page shall render your bid non-responsive.

Issue Date: June 29, 2017City of Hollywood, Florida
Solicitation #RFP-4557-17-RL**REFERENCE QUESTIONNAIRE**

It is the responsibility of the contractor/vendor to provide a minimum of three (3) similar type references using this form and to provide this information with your submission. Failure to do so may result in the rejection of your submission.

Giving reference for: RUSSELL LIFE SKILLS AND READING FOUNDATION,
d/b/a RUSSELL EDUCATION FOUNDATION

Firm giving Reference: City of Pompano Beach Parks, Recreation and Cultural Arts

Address: 1801 NE 6th Street Pompano Beach, FL 33060

Phone: 954-786-4594

Fax: 954-786-4113

Email: jonathan.nasser@copbfl.com

1. Q: What was the dollar value of the contract?

A: 0

2. Q: Have there been any change orders, and if so, how many?

A: No

3. Q: Did they perform on a timely basis as required by the agreement?

A: Yes

4. Q: Was the project manager easy to get in contact with?

A: Yes

5. Q: Would you use them again?

A: Yes

6. Q: Overall, what would you rate their performance? (Scale from 1-5)

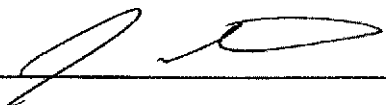
A: 5 Excellent 4 Good 3 Fair 2 Poor 1 Unacceptable

7. Q: Is there anything else we should know, that we have not asked?

A: N/A

The undersigned does hereby certify that the foregoing and subsequent statements are true and correct and are made independently, free from vendor interference/collusion.

Name: Jonathan Nasser Title: Recreation Manager

Signature:  Date: 7/21/17

Issue Date: June 29, 2017

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL

REFERENCE QUESTIONNAIRE

It is the responsibility of the contractor/vendor to provide a minimum of three (3) similar type references using this form and to provide this information with your submission. Failure to do so may result in the rejection of your submission.

Giving reference for: RUSSELL LIFE SKILLS AND READING FOUNDATION,
d/b/a RUSSELL EDUCATION FOUNDATION

Firm giving Reference: City of North Miami

Address: 12400 NE 8th ave

Phone: 305-895-9824

Fax: 305-895-4074

Email: mjean-pharuns@northmiami-fl.gov

- 1. Q: What was the dollar value of the contract?
A: 10,000⁰⁰
- 2. Q: Have there been any change orders, and if so, how many?
A: No
- 3. Q: Did they perform on a timely basis as required by the agreement?
A: yes
- 4. Q: Was the project manager easy to get in contact with?
A: yes
- 5. Q: Would you use them again?
A: yes
- 6. Q: Overall, what would you rate their performance? (Scale from 1-5)
A: 5 Excellent 4 Good 3 Fair 2 Poor 1 Unacceptable
- 7. Q: Is there anything else we should know, that we have not asked?
A: N/A

The undersigned does hereby certify that the foregoing and subsequent statements are true and correct and are made independently, free from vendor interference/collusion.

Name: Marie-Frantz Jean-pharuns Title: Housing Manager

Signature: [Handwritten Signature] Date: 7/21/17

Issue Date: June 29, 2017

City of Hollywood, Florida
Solicitation #RFP-4557-17-RL

REFERENCE QUESTIONNAIRE

It is the responsibility of the contractor/vendor to provide a minimum of three (3) similar type references using this form and to provide this information with your submission. Failure to do so may result in the rejection of your submission.

Giving reference for: RUSSELL LIFE SKILLS AND READING FOUNDATION
d/b/a RUSSELL EDUCATION FOUNDATION

Firm giving Reference: City of Pompano Beach Office of Housing and Urban Improvement

Address: 100 W. Atlantic Blvd, Suite 220, Pompano Beach FL 33060

Phone: 954-786-4656

Fax: -54-786-5534

Email: Miriam.carrillo@copbfl.com

- 1. Q: What was the dollar value of the contract?
A \$13,500
- 2. Q: Have there been any change orders, and if so, how many?
A No
- 3. Q: Did they perform on a timely basis as required by the agreement?
A Yes
- 4. Q: Was the project manager easy to get in contact with?
A Yes
- 5. Q: Would you use them again?
A Yes
- 6. Q: Overall, what would you rate their performance? (Scale from 1-5)
A 5 Excellent 4 Good 3 Fair 2 Poor 1 Unacceptable
- 7. Q: Is there anything else we should know, that we have not asked?
A N/A

The undersigned does hereby certify that the foregoing and subsequent statements are true and correct and are made independently, free from vendor interference/collusion

Name: Miriam Carrillo Title Director

Signature:  Date 7/18/2017