

ORIGINAL

**City of Hollywood, Florida
Tutoring Services
Solicitation RFP-4445-15-IS-B**

Russell Life Skills and Reading Foundation
(RLSARF)
5400 S. University Drive, Suite 506
Davie, FL 33328
(954) 921-3787

Pauline D'Oyley, Director of Programs
May 1, 2015

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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:

Russell Life Skills and Reading Foundation (RLSARF) and Russell Reading Program (RRP) tutoring services and homework assistance will be provided after school, commencing August 18, 2015 through June 3, 2016, Monday through Thursday, 4-6 p.m. at the following location in accordance with the 2015-16 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

Summer Camp:

Russell Life Skills and Reading Foundation (RLSARF) and Russell Reading Program (RRP) tutoring services will be provided for the City of Hollywood, Department of Parks, Recreation, and Cultural Arts Summer Camp Program, June 4, 2015 through August 7, 2015, Monday through Thursday, 9 a.m. to noon at the following locations in accordance with the summer break outlined in the 2014-15 Broward County Public Schools annual academic calendar:

- Kay Gaither Community Center, 6291 Funston Street, Hollywood, FL 33023 – program services to commence June 8, 2015 through August 7, 2015 with 75 students anticipated and three (3) teachers employed
- McNicol Community Center, 1411 S. 28th Avenue, Hollywood, FL 33020 – program services to commence June 4, 2015 through August 3, 2015 with 65 students anticipated and three (3) teachers employed
- Washington Park Community Center, 5199 Pembroke Road, Hollywood, FL 33021 - program services to commence June 8, 2015 through August 7, 2015 with 210 students anticipated and seven (7) teachers employed
- Dr. Martin Luther King Jr. Community Center, 2400 Charleston Street, Hollywood, FL 33020 - program services to commence June 8, 2015 through August 7, 2015 with 150 students anticipated with five (5) teachers employed

Experienced, 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, *Finish Line Reading* for the Common Core state standards and *Moving with Math* curriculum will be used in addition to *Zula Science*. Teachers will track academic progress using the DIBELS assessment and request notes. 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 (1:30).

- 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/CEO/Chairman
5400 S. University Drive, Suite 506
Davie, FL 33328
(954) 921-3787

Pauline D'Oyley, Director of Programs
5400 S. University Drive, Suite 506
Davie, FL 33328
(954) 921-3787

4. Profile of Proposer

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

RLSARF 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. Program and fiscal management will be maintained at the RLSARF main office located at 5400 S. University Drive, Suite 506 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.

Russell Life Skills and Reading Foundation is a not-for-profit organization that was founded in 1998 by former Miami Dolphins linebacker, Twan Russell, and his mother, Corliss. RLSARF successfully operates its Russell Reading Program (RRP) in nine (9) centers throughout Broward (including four in the City of Hollywood) and Miami-Dade Counties. The RRP has been methodically developed over the years by Florida- and Broward County-certified teachers with a focus on reading proficiency. The curriculum incorporates 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 2013-14, more than 1,000 children from economically challenged and underserved families received afterschool and summer camp tutoring as well as engaged mentoring. RLSARF offers the finest resources to participating students including individually tailored instruction, culturally appropriate books, storytelling, and inspiring testimonies of success. Additionally, RLSARF facilitates family engagement by providing activities and services to encourage student long-term retention.

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: \$13,891

Project Duration: October 1, 2014 – September 30, 2015

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 – three hours per day, four days per week, during the academic school year.

City of North Miami (Community Development Block Grant)

Project Budget: \$8,000

Project Duration: January 1, 2014 – December 31, 2014

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 – three hours per day, four days per week, during the academic school year.

City of Hollywood (Community Development Block Grant)

Project Budget: \$17,891

Project Duration: October 1, 2014 – September 30, 2015

Contact Name: Chuck O. Ellis

Email: CEllis@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 – three hours per day, four days per week, during the academic school year and summer camp sessions.

- 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 teachers and on-site directors contracted by RLSARF are Broward County-certified with a minimum of five years of classroom and/or tutoring experience. Additionally, it is imperative that RLSARF's contracted teachers exhibit a cultural competence that enable them to connect with, respond to, and interact effectively with a diverse group of students.

*Please see ATTACHMENT A.

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

- **Twain Russell** holds degrees in Broadcast Communications and Criminology from the University of Miami, and is the current Chair of the Foundation in an unpaid capacity.
- **Pauline D'Oyley**, the only full-time, paid staff member, serves as the Director of Programs, overseeing daily operations of the Russell Reading Program centers as well as maintaining compliance for grant funding. Ms. D'Oyley has a Masters in International Business and is a former classroom teacher. She is also responsible for reporting program success and progress to RLSARF's community partners.

*Please see ATTACHMENT B.

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

RLSARF 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. 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 teachers' skill, curriculum, and assessment methodology.

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

- Although there are other for-profit, summer 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.**

- RLSARF, in recognizing that the whole family needs to be engaged in a successful learning process, provides support, resources, and activities for the families of participating students. Through the Dragonfly Darlings Women's Program (DDs), RLSARF encourages long-term parental involvement and engagement, building the bridge between the education system, the school, and the home.
 - As a prominent community leader and member of the Miami Dolphins staff, Mr. Russell is able to facilitate lasting community partnerships and raise the profile of RLSARF. He also has a well-established network of local professionals and other community leaders that provides a wealth of opportunities for program marketing, collaboration, and dissemination.
 - RLSARF has formed a volunteer Speakers Bureau whose local members help demonstrate concrete models of success by engaging students with mentoring presentations on life skills.
- 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. **Provide a summary of your proposed service approach and the rationale underlying that approach.**

Project Understanding

General

The signature Russell Reading Program provides an evidence-based literacy curriculum to improve reading skills through tutoring instruction. RLSARF engages underserved K-5th grade students (ages five-12) considered at risk in their reading, math, and/or science skills. 2014 Florida Comprehensive Assessment Test results show that the need for additional academic support in Broward and Miami-Dade Counties persists with only 56% of third grade students considered proficient in reading (scoring Level 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). The choice we have now is to prevent the problems illiteracy can lead to, or be forced to address them later and at a greater cost to the individual students involved, and to the community as a whole.

Proposed Approach

Every student in the RLSARF 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. The curriculum is tailored to the students' needs with a measure of creative freedom given to the experienced teaching staff to design appropriate courses of study. 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. Core objectives are aligned with Florida State and Broward County Public School standards.

Reading Focus and Assistance

The Aftercare reading curriculum uses 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 both 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.

For the Summer Camp sessions, the *Finish Line Reading for the Common Core* state standards materials will be integrated into the reading

curriculum. 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 taught using the *Moving with Math* curriculum. *Moving with Math's* informal instruction-style incorporates games and activities designed to be fun for students. 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 both the Aftercare and Summer Camp programs, RLSARF teachers will engage students using the *Zula Science* 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 hands-on experiments and activities. When/Where appropriate and permissible, outside instruction will take place to allow students to experience and observe the natural environment. Topics will include:

Earth Science – using the Environment and/or Weather mission modules

Life Science – using the Life Cycles and/or Garden Habitats/Ecosystems mission modules

Physical Science – using the Light and/or Combining Matter mission modules

These topics were chosen specifically to encourage scientific thinking in other program activities. For example, instructors will help students create their own vegetable gardens. This activity is designed to show students connections between the scientific premises of life cycles, ecosystems, and weather with tangible products. Additional connections to nutrition, increased social skills, and reading are made using this integrated teaching approach.

RLSARF will implement the proposed Aftercare program beginning August 18, 2015 through June 3, 2016, Monday through Thursday, 4-6 p.m. in accordance with the 2015-16 Broward County Public Schools annual academic calendar.

Summer Camp program instruction will take place June 4, 2015 through August 7, 2015, 9 a.m. to noon, in accordance with the summer break

outlined in the 2014-15 Broward County Public Schools annual academic calendar.

RLSARF will implement program activities immediately upon notice of funding award.

b. Identify specific test batteries, their reliability, validity, and provide supporting data.

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.

Additionally, parents submit their child's latest report card to identify and track areas for improvement in other subject areas. 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. Qualitative measures include improvement in self-esteem and changed behavior as measured by self-reporting and teacher observations. Overall goals include increasing students' reading proficiency by one grade level and meeting and maintaining grade-level knowledge of both math and science at the completion of the program period.

All resulting data is collected and analyzed as part of RLSARF's continuous quality improvement process. Feedback from teachers, parents, and students is also used.

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.

Math Assessment

Summer Camp program students are given pre- and post-program assessments using grade-level and age-appropriate materials provided by the *Moving With Math* curriculum. Students are tested on their knowledge of mathematical concepts, ability to increase and maintain mathematical comprehension, and improvement in critical thinking skills.

*Please see ATTACHMENT F.

To date, the **Russell Reading Program model has achieved a 90% success rate using these testing methods.** Additionally, in 2013-14:

- 95% of students showed reading ability and comprehension improvement by at least one grade level, with some as high as four grade levels
- 90% of participating students were reading at or above grade level
- Students with the most severe reading deficits in the beginning of the school year were able to show significant learning gains in their test scores
- 99% of the students who remained with the programs for four or more years passed the reading portion of the FCAT
- Six RLSARF students from the Hollywood centers scored a "5" on the reading portion of the FCAT exams (the highest grade given) 2013-14
- Five RLSARF students from the Hollywood centers scored a "5" on the math portion of the FCAT exams (the highest grade given) 2013-14

Children participating in RLSARF programs have 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 program, 80% of Hispanic and 68% of African-American participants were reading at or above grade level.

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.

2015-16 Aftercare Program Fee

Three (3) teachers	X	\$ 21/hour	=	\$ 63/hour
Two (2) hours of instruction per day	X	\$ 63/hour	=	\$ 126/day
114 service days	X	\$126/day	=	\$ 14,364
AFTERCARE PROGRAM FEE TOTAL			=	\$ 14,364

2015 Summer Program Fee

Eighteen (18)	X	\$ 28/hour	=	\$ 504/hour
Three (3) hours of instruction per day	X	\$ 504/hour	=	\$ 1,512/day
36 service days	X	\$ 1,512/day	=	\$ 54,432
SUMMER PROGRAM FEE TOTAL			=	\$ 54,432

TOTAL COST OF SERVICES = **\$ 68,796**

As outlined in the RFP, teachers will be provided with books, workbooks, dry erase boards, markers, pens, pencils, crayons, newspapers, science experiment 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.***

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
- Intro 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

deniwhit@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 Norland 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 CST 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 (FBIAP)
- *Implemented Accommodations and Modifications to General Curriculum for ESE 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, Autistic, CRSS, ESOL, Intellitools, Matrix of Services, High scope Training, Wilson and Foundations, ESE 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	Miami, FL	
	Broadcast Communications and Criminology		
Work Experience	1997 - Present	Russell Life Skills and Reading Foundation	Davie, FL
	Founder/Chairman of the Board		
	<ul style="list-style-type: none"> ▪ 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.	Davie, FL
	Director of Youth and Community Programs		
	<ul style="list-style-type: none"> ▪ 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	Innovative Property Services	Davie, FL
	Owner		
	<ul style="list-style-type: none"> ▪ Created Marketing Plan ▪ Created and managed budget ▪ Hiring 		
	1997 - 2004	National Football League	Davie, FL
	NFL Linebacker		
	<ul style="list-style-type: none"> ▪ 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, 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 coveragesvv
- 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,

ATTACHMENT C
LETTERS OF REFERENCE



March 19, 2015

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 three (3) of our city park facilities. The children who attend these after school programs at Washington Park, Dr. Martin Luther King Jr. Park and Kay Gaither Community Center at Beverly Park 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 staff 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 blue ink that reads "Chuck O. Ellis".

Chuck O. Ellis
Director, Parks, Recreation and Cultural Arts

ATTACHMENT C



PARKS, RECREATION & CULTURAL ARTS

Mitchell/Moore Community Center

P: 954.786.4131 | F: 954.786.4170

April 9, 2015

City of Pompano Beach
Office of the City Manager
100 W. Atlantic Boulevard
Pompano Beach, FL 33060

To Whom It May Concern:

On behalf of the City of Pompano Beach's Office of Housing and Urban Development, it is my pleasure to write this letter in support of the Russell Life Skills and Reading Foundation.

The Russell Life Skills and Reading Foundation currently operates after-school reading assistance program at Mitchell Moore Center and at other centers in the City of Pompano Beach for over five 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 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 Life Skills and Reading Foundation's ongoing partnership with the City of Pompano Beach.

Sincerely,

Ron Upshaw
Supervisor
Mitchell Moore Center



April 9, 2015

City of North Miami
Office of the City Manager
776 NE 125th Street
North Miami, FL 33161

To Whom It May Concern:

On behalf of the City of North Miami's Office of Housing and Urban Development, it is my pleasure to write this letter in support of the Russell Life Skills and Reading Foundation.

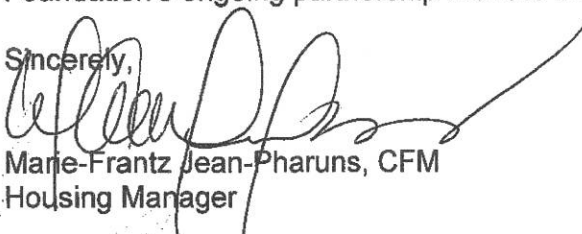
The Russell Life Skills and Reading Foundation currently operates after-school reading assistance programs in our city at Sunkist Grove Community Center. These programs are vital to the well being of so many economically disadvantaged children in our community.

The Foundation helps struggling students by teaching and reinforcing reading 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 Life Skills and Reading Foundation's ongoing partnership with the City of North Miami.

Sincerely,


Marie-Frantz Jean-Pharuns, CFM
Housing Manager

776 NE 125 Street | North Miami | Florida | 33161

Telephone 305.893.6511

Fax: 305.895.4074

ATTACHMENT C



OFFICE OF HOUSING & URBAN IMPROVEMENT

Miriam Carrillo, Office of Housing & Urban Improvement Director

E: miriam.carrillo@copbfl.com | P: 954.786.4659 | F: 954.786.5534

April 9, 2015

City of Pompano Beach
Office of the City Manager
100 W. Atlantic Boulevard
Pompano Beach, FL 33060

To Whom It May Concern:

On behalf of the City of Pompano Beach's Office of Housing and Urban Development, it is my pleasure to write this letter in support of the Russell Life Skills and Reading Foundation.

The Russell Life Skills and Reading Foundation currently operate after-school reading assistance programs in our city for over five years at Highlands Park and the Mitchell/Moore Recreation Center. 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 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 Life Skills and Reading Foundation's ongoing partnership with the City of Pompano Beach.

Sincerely,

Miriam Carrillo, Director
Office of Housing and Urban Development

ATTACHMENT D
STUDENT LETTERS OF SUPPORT

Dear sponsor,
Thank You For helping me
through the Russell
Life Skills and Reading
foundation.

They helped me with
• Reading
• Writing • Science
• Homework

The Science Project

I really enjoyed it!
Once I did a Science project
about "how our Taste buds work".

We worked as a group and
tasted Sweet, Sour, and bitter
things.

I liked the Sour best of
all. I have fun while I am
learning.

Thank You, Danielle

Dear Sponsor,

Thank you for helping me
through the Russell Life
Skills and Reading Foundation.

The Foundation helps me to:

- Read much better.

- Improve my english.

- Do fun projects.

The Science Project

I Learned how important it
is to have clean drinking water.

At the Foundation I saw water
that was not "treated". It was
ugly and dirty. I would never
drink that! Then I saw "treated water".

Now I know what a Water-Treatment
center is.

Thank you for the good thing I'm
learning!

Anthony Mlk

CHE
PAY
P

Dear Russell Life Skills and Reading Foundation,

My name is Giovanni Roberts and I am a student who attends the Washington Park Community Center. The Russell Life Skills Tutoring Program is a very big part of this center. It has helped me very much in reading. When I was younger, I had difficulty reading fluently, but when I started coming to Washington Park Community Center and their reading program, I started reading fluently and faster. I started sounding out the words and understanding the sentences better. My third grade teacher, Mrs. Turner, broke down the words into syllables when I didn't understand them. She always showed me where my errors were and how to use strategies, so that I wouldn't make those errors again. She really taught me how to divide words into syllables. At school, I used to read ~~the~~ very few words in a minute when I took the fluency tests with my teacher. After I started coming to Washington Park and doing the fluency tests there, I read 180+ words in a minute.

Before I came to Washington Park I used to write sloppy and my teacher didn't understand my handwriting, but now I am writing neater and legible. Russell's Reading Tutorial Program really helped me in my writing. The teachers have helped me by showing me the alphabet letters and demonstrating the formation of the letters and practicing that with me. They made me practice the letters everyday and use them in whatever writing we were doing that day. I have been improving in my handwriting, and my homeroom teacher said that I was doing better with writing assignments and tests. This tutorial program has helped me improved quickly. I used to be embarrassed on how sloppy I used to

ATTACHMENT D

write, but the program has changed a lot of that. I come to the reading program everyday and during the summer. It feels like home away from home.

I would recommend students to join the Russell Reading Program because if it can help me, I know it will help you too! You can see rapid results in your subjects, school work, and tests. You make new friends and learn many new things.

Dear Russell Life Skills and Reading Foundation,

My name is Jonathan Mejia and I am a student at Kay Gaither Community Center. Since I have been attending the program, I have academically improved in my reading skills. At first I totally hated reading. I mean, it wasn't so bad, but I just didn't enjoy it as much as I did like the other subjects. Now that I am in the program, reading suddenly feels like fun. At first I thought that I was crazy, but when the teacher at the tutoring center read, I was getting slightly entertained. So each story started to get to me. But the most fun part was all the cool little projects we do about each story and that made it extra fun! Even though my reading grades are already great, I still manage to learn something new or a new skill in each book at the center. The reading program is helping me maintain my good grades because it helps me practice reading more and more.

Another thing that the program helps me enjoy is science. Before I attended the program, I was worried about getting a bad score on the science FCAT. Now that I'm in the tutoring program, everything is starting to make more and more sense in science. I'm not saying that I'm stupid, I'm just saying I didn't know how things worked. For example, I was so confused about how the human body worked. When the teacher at Russell started explaining and reading a book about it, I was starting to understand. She

ATTACHMENT D

gave us vocabulary words about the human body and tested us on them. First she would say the definition of the words then we would pronounce the words and practice writing them. It is like a spelling and vocabulary test together. We do experiments at the center which are awesome. We wanted to see if baking soda and vinegar could blow up a balloon. We put the vinegar in a bottle with baking soda and attached the opening of the balloon around the lip of the bottle. The balloon blew up and then popped. All the mixture wet us up but it was so much fun. These things from the reading to the experiments all helped me be a better scientist, get better grades, and just enjoy the tutoring program more.

I'm really looking forward to the summer camp because I will get to do more experiments and learn more about things. I hope the Russell tutoring in the summer prepare me for middle school. I just want to say thank you for making all of this possible!

ATTACHMENT E

SAN DIEGO & DIBELS READING ASSESSMENT SAMPLES

DIBELS® Oral Reading Fluency

Short Form Directions

Make sure you have reviewed the long form of the directions in the *DIBELS Administration and Scoring Guide* and have them available. Say these specific directions to the student:

Please read this (point) **out loud. If you get stuck, I will tell you the word so you can keep reading. When I say "Stop," I may ask you to tell me about what you read, so do your best reading. Start here** (point to the first word of the passage). **Begin.**

Start your stopwatch when the student says the first word of the passage.

At the end of **1 minute**, place a bracket (**|**) after the last word provided by the student, stop and reset the stopwatch, and say, **"Stop."** (remove the passage)

1st grade

ORF Progress Monitoring 6

The Snow Person

This morning when I woke up it was freezing cold. I looked out and the ground was covered with white. It had snowed during the night. Mom said there would be no school because of the snow. She said I could go outside and play in the snow. I had to eat a hot breakfast first.

I dressed in my warm clothes. I wore mittens and a stocking cap. Mom helped me with my rubber boots. I was so bundled up I could hardly walk.

The grass was covered with soft snow and it was very quiet. Then all my friends came out to play. It wasn't quiet for long! My friends helped me make a snow person. We made snowballs first. We rolled them up until they were big. Then we stacked three big balls of snow on top of each other.

Mom let us use one of Dad's old hats. We used rocks for buttons and eyes. My friend found a carrot to use for the nose. We made arms from branches and ears from small snowballs. Our snow person sure looked handsome.

Then we lay down on the snow. We moved our legs and arms back and forth. That's how you make snow angels. Mom brought out cups of steaming hot chocolate. They had marshmallows on top and tasted wonderful.

The next morning all that snow had melted. Only the hat lay where the snow person had been.

Total words: _____ – errors: _____ = words correct: _____

ATTACHMENT E

The Snow Person

This morning when I woke up it was freezing cold. I looked out and the ground was covered with white. It had snowed during the night. Mom said there would be no school because of the snow. She said I could go outside and play in the snow. I had to eat a hot breakfast first.

I dressed in my warm clothes. I wore mittens and a stocking cap. Mom helped me with my rubber boots. I was so bundled up I could hardly walk.

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The next morning all that snow had melted. Only the hat lay where the snow person had been.

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 _____
Preprimer	Primer	Grade 1
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 _____
		Grade 2
		our _____
		please _____
		myself _____
		town _____
		early _____
		send _____
		wide _____
		believe _____
		quietly _____
		carefully _____
		Grade 3
		city _____
		middle _____
		moment _____
		frightened _____
		exclaimed _____
		several _____
		lonely _____
		drew _____
		since _____
		straight _____

Grade 4	Grade 5	Grade 6	Grade 7
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 _____
Grade 8	Grade 9	Grade 10	Grade 11
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 _____

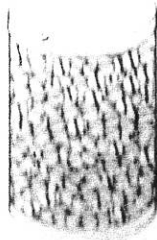
From: The Graded Word List: "Quick Gauge of Reading Ability" by Margaret La Pray in Journal of Reading 12, 305-307 (January 1969) Copyright by M.H. La Pray and the International Reading Association. All rights reserved. Reprinted by permission. Copyright 1999 by CORE. Permission granted to reproduce for classroom use.

ATTACHMENT F
MATH ASSESSMENT SAMPLES

Name _____

Grade 3 Pre-Test

1. There were 653 marbles in a jar.
Which digit in this number
is in the tens place value?



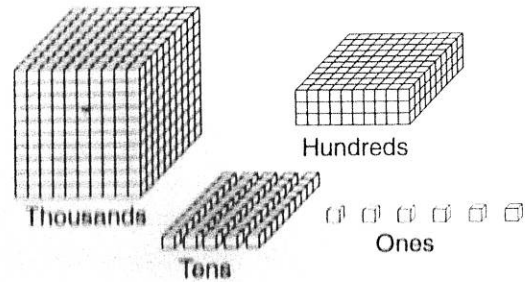
2. Which set shows the attendance in
order from least to greatest?

ATTENDANCE	
Monday	623
Tuesday	620
Wednesday	622
Thursday	619
Friday	621

- A 620, 621, 622, 623, 619
B 619, 621, 622, 623, 620
C 619, 620, 621, 622, 623
D 621, 622, 623, 619, 620

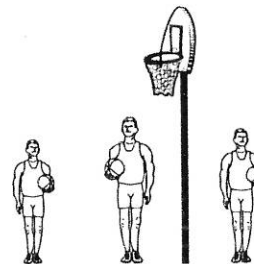
3. Not tested in this grade level.

4. What number is shown? _____



5. Write 5627 in words.

6. 3568 people attended the
basketball game. What is the place
value of the 5 in this number?

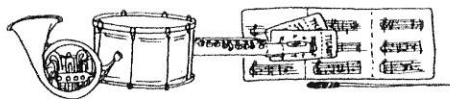


7. Round 63 to the nearest ten.



Teacher Note: You may help students read words when requested.
Do not explain the meaning of the words.

8. There are 281 students at a band concert. Estimate the number of students to the nearest hundred.



9. What number goes in the box?

$$8 + 5 = 5 + \square$$

10. On a trip, Dad drove 564 miles on Friday and 372 miles on Saturday. How many miles did he drive on Friday and Saturday?



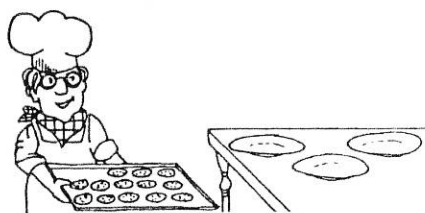
$$\begin{array}{r} 11. \quad 53 \\ 34 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 4326 \\ + 2635 \\ \hline \end{array}$$

13. Not tested in this grade level.

14. What is the sum of 9 and 3?

15. Mr. Gomez said he would bake 342 cookies for the bake sale. He has baked 125 of them. How many cookies does he have left to bake?



16. Not tested in this grade level.

$$\begin{array}{r} 17. \quad 8231 \\ - 5069 \\ \hline \end{array}$$

18. Not tested in this grade level.

19. Which shows the difference between 8 and 4?

A $8 + 4$

C 8×4

B $8 - 4$

D $8 \div 4$

ATTACHMENT F

20. There are 7 pictures of hands displayed in the room. How many fingers are displayed?



21.
$$\begin{array}{r} 31 \\ \times 4 \\ \hline \end{array}$$

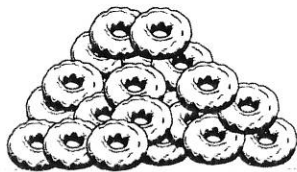
22. Not tested in this grade level.

23. Not tested in this grade level.

24. What sign goes in the box to make a true statement?

$$6 \square 4 = 24$$

25. 20 doughnuts are to be packed in 4 boxes. Which number sentence could you use to find the number of doughnuts in each box?



- A $20 + 4$ C $20 - 4$
B 20×4 D $20 \div 4$

26.
$$3 \overline{)25}$$

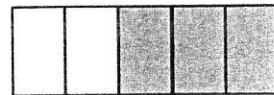
27. Not tested in this grade level.

28. Not tested in this grade level.

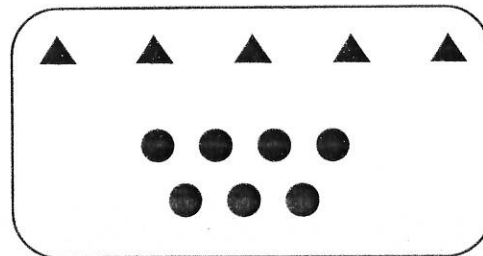
29. What sign goes in the box to make a true statement?

$$16 \square 2 = 8$$

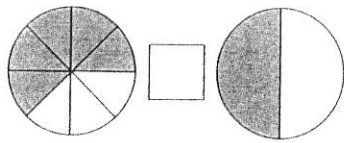
30. Alex ate the shaded part of the bar. What fraction of the bar did he eat?



31. Triangles make up what fraction of the set?

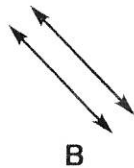
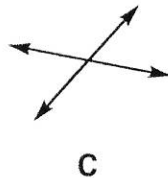
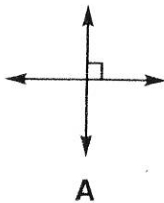


32. Which symbol ($>$, $<$, $=$) goes in the box to make this sentence true?

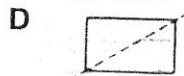
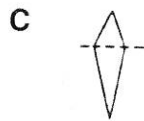
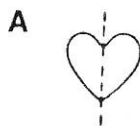


33-36. Not tested in this grade level.

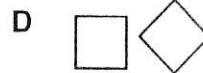
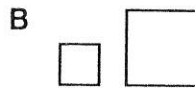
37. Which lines are parallel? _____



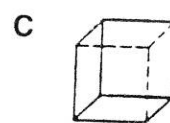
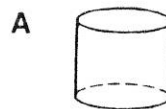
38. Which shows a line of symmetry? _____



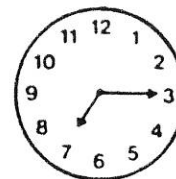
39. Which figures are congruent?



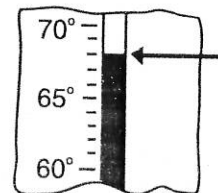
40. Which is a cone? _____



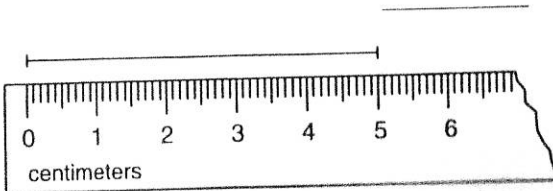
41. What time is it? _____



42. What is the temperature? _____



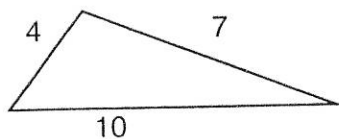
43. What is the measure of the line to the nearest centimeter?



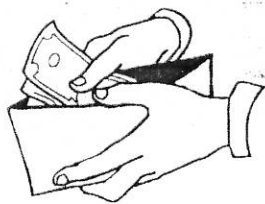
44. 1 foot = _____ inches

45. 1 meter = _____ centimeters

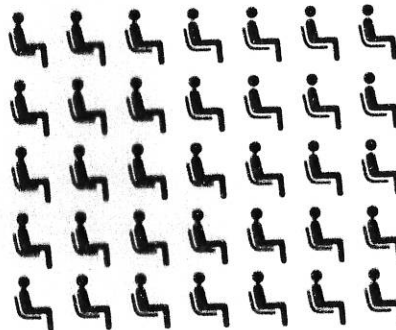
46. Find the perimeter. _____



47. Alex has saved \$10.00 to spend during a family trip. If he buys a sundae for \$3.25, how much will Alex have left?



48. There are 7 desks in a row. There are 5 rows. How many desks are there in all?



49. There are 18 baseball player cards in a set. Three friends wish to share a set equally. How many cards will each person receive?



50. How many hours per week are spent watching Soapbox?

Average Weekly TV Viewing	
News	2 icons
Soapbox	5 icons
Sports	6 icons
1 icon = 1 hour of viewing TV	

ATTACHMENT G
MARKETING MATERIALS/BROCHURES

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 H
SIGNED DOCUMENTS AS PROVIDED IN RFP

April 24, 2015City of Hollywood, Florida
RFP-4445-15-IS-B**ACKNOWLEDGMENT AND SIGNATURE PAGE**

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

Russell Life Skills and Reading Foundation, Inc.

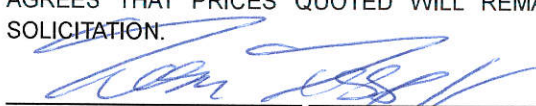
Legal Company Name (include d/b/a if applicable): _____ Federal Tax Identification Number: 65-0922490If Corporation - Date Incorporated/Organized: 1998State Incorporated/Organized: FloridaCompany Operating Address: 5400 S. University Drive, Suite 506City Davie State FL Zip Code 33328

Remittance Address (if different from ordering address): _____

City _____ State _____ Zip Code _____

Company Contact Person: Pauline D'Oyley Email Address: pdoyley@russellreadingroom.comPhone Number (include area code): (954) 921-3787 Fax Number (include area code): _____Company's Internet Web Address: www.russellreadingroom.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: _____

Date

5-1-15Type or Print Name: Twan Russell

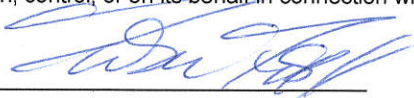
THE EXECUTION OF THIS FORM CONSTITUTES THE UNEQUIVOCAL OFFER OF BIDDER/PROPOSER TO BE BOUND BY THE TERMS OF ITS PROPOSAL. FAILURE TO SIGN THIS SOLICITATION WHERE INDICATED BY AN AUTHORIZED REPRESENTATIVE SHALL RENDER THE BID/PROPOSAL NON-RESPONSIVE. THE CITY MAY, HOWEVER, IN ITS SOLE DISCRETION, ACCEPT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

April 24, 2015City of Hollywood, Florida
RFP-4445-15-IS-B**HOLD HARMLESS AND INDEMNITY CLAUSE**

Russell Life Skills and Reading Foundation and Twan Russell,

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.

SIGNATURETwan RussellPRINTED NAMERussell Life Skills and Reading FoundationCOMPANY OF NAME5-1-15DATE**Failure to sign or changes to this page shall render your bid non-responsive.**

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B**NONCOLLUSION AFFIDAVIT**STATE OF: FloridaCOUNTY OF: Broward, being first duly sworn, deposes and says that:

- (1) He/she is Twan Russell of Russell Life Skills & 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.**

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B**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 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, 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 has been charged with and convicted of a public entity crime subsequent to July 1, 1989.

City of Hollywood, Florida
RFP-4445-15-IS-B

April 24, 2015

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 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.

(Signature)

Sworn to and subscribed before me this 6 day of May, 2015.

Personally known ✓

Or produced identification _____ Notary Public-State of Florida

_____ my commission expires 2-1-17
(Type of identification)



Heidi B. Alfassa
(Printed, typed or stamped commissioned name of notary public)

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

April 24, 2015City of Hollywood, Florida
RFP-4445-15-IS-B**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 506Davie, FL 33328

Application Number and/or Project Name:

Tutoring Services Solicitation RFP-4445-15-IS-BApplicant IRS/Vendor Number: 65-0922490

Type/Print Name and Title of Authorized Representative:

Twan Russell, CharimanSignature: Date: 5-1-15**Failure to sign or changes to this page shall render your bid non-responsive.**

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B**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.



Twan Russell

VENDOR'S SIGNATURE

PRINTED NAME

Russell Life Skills and Reading Foundation

NAME OF COMPANY

April 24, 2015City of Hollywood, Florida
RFP-4445-15-IS-B**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."

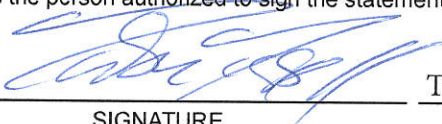
The City of Hollywood policy prohibits all public officers, elected or appointed, all employees, and their families from accepting any gifts of any value, either directly or indirectly, from any contractor, vendor, consultant, or business with whom the City does business.

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 Chairman

NAME OF COMPANY TITLE

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

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B

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: Busse Life Skills & Reading 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: It ranged between \$7000.00 to \$15,000.00 yearly
2. Q: Have there been any change orders, and if so, how many?
A: N/A
3. Q: Did they perform on a timely basis as required by the agreement?
A: yes. Always on time
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-Francoise Jean-Pharuns Title: Housing Manager

Signature: [Signature] Date: 4-29-15

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B

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: The Russell Life Skills and Reading FoundationFirm giving Reference: City of Pompano Beach - Mitchell/Moore CenterAddress: 901 NW 10th Street Pompano Beach, FL 33060Phone: 954-786-4175Fax: 954-786-4170Email: ron.upshaw@copbf.com

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

A: \$15,000

2. 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: No

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: Ron Upshaw Title: Retention SupervisorSignature: Ron Upshaw Date: 4/29/15

April 24, 2015

City of Hollywood, Florida
RFP-4445-15-IS-B

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 & Reading FoundationFirm giving Reference: City of Pompano Beach - Office of Housing & Urban Dev.Address: 100 W. Atlantic Blvd, Pompano Beach 33062Phone: 954-786-4656Fax: 954-786-5534Email: Miriam.Carrillo@copbfl.com

1. Q: What was the dollar value of the contract?
A: \$15,000
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:

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: OHUE DirectorSignature: [Signature] Date: 4/29/15



City of Hollywood, Florida

PROCUREMENT SERVICES RM. 303
P. O. Box 229045 ZIP 33022-9045

NOTICE TO PROPOSERS

NOTICE IS HEREBY GIVEN, that the City Commission of the City of Hollywood, Florida is advertising for Sealed Request for Proposals, which will be received by the City Clerk of the City of Hollywood, Florida until **3:00 P.M., May 8, 2015**, at which time they will be opened and publicly read in the Procurement Services Division, Room 303, City Hall, 2600 Hollywood Boulevard, Hollywood, Florida. **FOR: Tutoring Services**

RFP-4445-15-IS-B – Tutoring Services ADDENDUM NO. 1

Questions submitted in regards to the above RFP and corresponding answers:

- Q1: I was interested in learning what is the start date in June for the summer program? It doesn't seem to indicate a precise date in the RFP or the calendar.
- A1: **McNicol Center starts June 4, 2015 and runs through August 3, 2015; the other three sites start June 8, 2015 and run through August 7, 2015. School Year program is only at Kay Gaither Community Center and runs from August 18, 2015 through June 3, 2016.**
- Q2: Must resumes, teacher certificates and clearance reports for all the tutors intended to work under this contract be included in the proposal? Basically, may we add candidates and submit paperwork (should contract be awarded) after the proposal due date?
- A2: **Teachers can be added**
- Q3: In the Proposer Profile section, question d. asks to "Provide a list and description of similar municipal engagements satisfactorily performed within the past two (2) years." Must these "municipal engagements" be exclusively with government agencies, or may we list contracts that relate to community groups and/or non-profits? Should we only use South Florida area examples?
- A3: **They can use either from anywhere, however providing similar services to a municipality will score higher.**
- Q4: The RFP states that teachers are required to possess a "Broward County Certified teacher certificate." Does a State of Florida Teacher Certificate qualify?
- A4: **We are requiring Broward County as that is what the grantor has in their requirements.**

All other specifications, terms & conditions remain the same.

MAILED RFP'S

If you have already submitted your printed Request for Proposals, it will be retained in the City Clerk's Office until the Proposal opening time and date. If you wish to pick up your RFP that has already been submitted, you can do so by showing proper identification, in the Office of the City Clerk, 2600 Hollywood Blvd, Room 221, Hollywood, Florida 33020.

Please sign and return with your RFP.

COMPANY NAME: Russell Life Skills and Reading Foundation

PROPOSER'S SIGNATURE: _____

Dated this 1st day of May, 2015