

Environmental Education: Coordination and Administration RFP 2021

OVERVIEW:

Purpose of Solicitation

The City of Lexington's Department of Environmental Quality and Public Works (EQPW) seeks proposals from qualified contractors, sole proprietorships or organizations, to serve as the coordinator and administrator of environmental education efforts for the Department of Environmental Quality and Public Works. These efforts focus on K-12 public and private schools within Lexington-Fayette County. Topics covered include water quality, waste management and transportation.

Specifically, the selected contractor will:

- Develop curriculum for K-12 classrooms; develop field trip protocols, signage and scripts for field trip sites; develop materials and activities for use with the EQPW trailer; develop non-formal environmental education programming to provide for community partners that serve youth outside of school hours, including a summer camp for middle school students
- Train city staff and contract educators in the curriculum, field trips, lessons and programs, and evaluate their performance through surveys and observation; lead Teachers' Environmental Academy(s) each summer and develop ongoing engagement for alumni of the program
- Manage scheduling of educators to lead classroom-based lessons; track classroom participation for recognition program; lead lessons and field trips when necessary
- Purchase supplies for EE efforts, and distribute them appropriately; reimburse schools for appropriate expenses such as buses and substitutes related to field trips
- Connect K-12 units to careers, especially careers related to city jobs; coordinate career panels for middle and high school students; work with Fayette County Public Schools on career days and similar opportunities; collaborate with city staff members to develop and implement a successful job shadowing and internship programs for high school students that provide connections to the full spectrum of jobs within the city

These tasks will be carried out in partnership with a variety of city (e.g., Division of Parks, community centers) and non-government (e.g., Fayette County Public Schools, libraries) entities. The successful candidate or organization must be competent at coalition building and working with individuals from a variety of social, ethnic and cultural backgrounds.

NOTE: The focus of this contract is coordinating the EQPW K-12 education program, not classroom-based teaching. A sole proprietor should not expect to be teaching in the classroom and an organization does not need to be able to provide all the educators necessary for the program. A classroom-based educator contract(s) will be bid out through another RFP that EQPW anticipates posting this spring.

Background

The city has contracted out environmental education in the schools since 2006. The outreach started with a focus waste management, specifically recycling, and grew to include stormwater, sanitary sewers, energy, and litter over the years. In recent years, nearly all public and private schools in Fayette County have participated in these programs.

Topic Areas

The environmental education provided through this contract shall focus on:

1. Waste management
 - a. The hierarchy of the “Three R’s” (Reduce, Reuse, Recycle) - reducing waste first, reusing items second, and recycling properly third
 - b. Proper recycling in Lexington-Fayette County, recycling as a local action
 - c. Home/school composting
 - d. Litter reduction
2. Water quality, stormwater
 - a. Watersheds
 - b. Water quality and its relationship to stormwater/land use
 - c. Best management practices, city-scale and individual-level (including litter reduction)
3. Water quality, sanitary sewer systems
 - a. What is the sanitary sewer system?
 - b. How does the sanitary sewer system work?
 - c. How do residents’ actions impact the system?
4. Transportation
 - a. Planning and infrastructure
 - b. Biking/scooting, safety and how-tos
 - i. Roads
 - ii. Trails
 - c. Walking, safety and routes
 - i. Roads
 - ii. Trails
 - d. Driving, safety
 - e. Other alternative forms of transportation (e.g., using the bus, carpooling)

The contractor should spend money and time in a way that reflects the funding, which is approximately:

- 15% water quality, sanitary
- 40% water quality, stormwater
- 40% waste management
- 5% transportation

In other words, the contractor will have a strong focus on stormwater and waste management, as 80% of their time should be spent on those topics.

Budget

Responses shall account for the complete cost of carrying out the work proposed. With only limited exceptions (noted within the RFP), the city will not purchase materials for the contractor's use. Reimbursement will only be provided for expenses directly and fully related to carrying out the environmental education activities outlined in the RFP. The contractor will not be reimbursed for any expenses or activities not directly and fully related to the scope of work outlined in this RFP unless approved in advance by the city's contract manager.

Costs for supplies, teacher workshops (including teacher stipends) and school reimbursements are provided based on past expenses. An "other expenses" category is also included that may be used for unanticipated expenses that are approved by the city's contract manager. Estimated number of miles traveled are also provided to help bidders calculate costs. Starting point for travel must be within Fayette County, preferably the Government Center, 200 East Main St, Lexington 40507.

Responses will be evaluated, in part, based on the personnel costs (salary plus benefits) and associated management fees or overhead costs. The management fee or overhead cost can be zero. If there is one, it can be stated as a percentage of personnel costs (salary plus benefits) or as a percentage of the full contract. Either way the management fee will be paid based on the selected costs (personnel or full contract) as invoiced.

Employees should receive the mileage rate reflected in the budget. Any associated management fee should be included in the proposed percentage referenced in the previous paragraph.

The proposal budget should cover a single year (July 1, 2021 through June 30, 2022). The contract may take effect sooner. If that is the case, the first contract will be prorated for the additional months.

Ultimately, the city will work with the selected contractor to finalize the Scope of Work within the constraints of the budget.

Invoicing

The selected contractor may invoice the city monthly or quarterly. Proposal budget and invoice templates are provided within this RFP. Respondents should use the provided budget template when presenting their proposed budget. Travel logs should be kept and may be requested by the city at any point. Receipts for supplies must be submitted with invoices.

All materials (activity supplies, displays, technology, etc.) purchased with LFUCG money is LFUCG property and will be returned to the city at the end of the contract period unless the items are distributed through a program covered by this Scope.

Reporting

Corresponding activity reports must be submitted in order for invoices to be paid. Reports will start off in the form of weekly, bulleted summaries of work completed, though will grow to include other documentation as required by the tasks of this scope (e.g., lesson schedules, evaluations, etc.). Reports will evolve and will be developed in partnership with the city's contract manager. The city's contract manager will have the final say on the format of the report(s). Report templates are included for some of the sections of the scope.

PROPOSAL GUIDELINES:

Timeline

A preproposal meeting will be held via Zoom on Thursday, March 18, 2021 at 3pm. City staff will be available to answer questions on the RFP at this time. All interested contractors are welcome to attend.

Work in accordance with the Scope of Work may commence upon receipt of an executed contract. The solicitation timeline anticipates this to occur in May 2021. The initial contract will begin as soon as an executed contract is in place through June 30, 2022. There will be an option to renew on an annual basis (fiscal years July 1 through June 30) for two additional years.

Desired Qualifications

- Demonstrated understanding of environmental issues, particularly stormwater and waste management
- Demonstrated ability to develop curriculum, aligned with state and national standards
- Demonstrated ability to conduct evaluation at the educator, lesson, curriculum and programmatic level and adapt accordingly
- Demonstrated ability to lead professional development for nonformal and classroom teachers
- Ability to provide at least one qualified point person, dedicating a minimum of 95% of their time to the LFUCG contract and based in LFUCG offices
- Ability to provide an educator to lead all field trips at the Recycle Center, Town Branch Wastewater Treatment Plant, West Hickman Wastewater Treatment Plant and other sites as deemed necessary (May be the same of in addition to the primary staff person)
- Key staff must have a driver's license
- Proven track record in environmental education
- High level of professionalism
- High level of professionalism
- Demonstrated commitment to cultivating diversity and equity in environmental education and to enacting best practices in youth education and development

Proposal Requirements

1. (if applicable) Provide a **consultant profile** that includes the contractor's name and address, year established, current number of employees and employee positions, years of experience with similar projects, contact information, etc. Names and affiliations of board members, along with their elected positions on the board and number of years served, shall also be provided if applicable.
2. (if applicable) Provide an **organizational chart** highlighting employees assigned to this project by name and title.

3. For each employee that will be working on the contract, provide a **staff profile** that outlines their salary and the anticipated percentage of their time that will be dedicated to the contract. If an employee who will be working on the contract is part-time, please indicate their total, anticipated number of hours for the fiscal year (July 1, 2021 – June 30, 2022). Describe the role(s) each employee would play in meeting the Scope of Work and their related experience. Provide the address for each employee’s work location. (The preference is for primary employees to work out of the Government Center.) Include resumes for key staff assigned to the project. If applying as sole proprietorship, provide this information related to your own experiences.

If a new position(s) will be created to fulfill the contract, please provide an anticipated salary range(s) and job description(s). A sample job description is provided for the core duties of this contract. Please note that the city should be included in the hiring process for new staff who will be primary employee(s) for the contract (e.g., spending 90% or more of their time on this contract).

4. Provide a **portfolio** of projects (summaries, photos, videos, etc.) on similar projects from the last three (3) years.
5. Provide a minimum of three (3) **references** who have worked with you on projects similar to those included in this Scope of Work.
6. Discuss, with justification, any **proposed modifications to the scope** that could enhance the environmental education outcomes.
7. Provide a **financial proposal** for the services as described in the Scope of Work using the budget template provided. This financial proposal should be consistent with the proposed approach and modifications presented. If a contractor would like to present multiple options on how to approach the Scope, multiple financial proposals may be submitted. Make it clear which approach pairs with which financial proposal.

The budget for the Scope includes budget lines that are set. The bid cost will be evaluated based on the proposed personnel hourly rates (salary plus benefits) and the proposed management fee. A bid that has a total cost that is higher than another may be considered a better value if the hourly rates are lower, and therefore more hours are available for the given price.

Additionally, sole proprietors who are unable to front the costs for the programs listed in the budget worksheet should indicate that as part of their financial proposal. There is the possibility that those costs could be paid directly by the city.

8. (if applicable) Provide **information on benefits** available to employees (existing and potential new) working on this contract – paid holidays, vacation time, sick time, health plans, overtime, etc. Costs of these benefits should be indicated in the financial proposal. This number should reflect value that is going directly to employees involved in the contract. General overhead should not be included. Applicants are strongly encouraged to provide details within the proposal about how the benefit cost is calculated.

9. Provide any additional relevant information the submitter would like to include, not explicitly requested in this RFP.

Rubric

- Completeness and professionalism of the written proposal (15 points)
- Consistency of proposal with the requested Scope of Work (15 points)
- Reasonable budget for work requested in scope/proposed by contractor (15 points)
- Value of service. (e.g., amount of benefit to the city's EE program in relation to the cost of the overall proposal) (15 points)
- Specialized experience and competence of the contractor with the type of service required. (20 points)
- Demonstrated flexibility in accomplishing contract objectives (10 points)
- The past record and performance on contracts with the Urban County Government or other governmental agencies and private industry with respect to such factors as control of cost, quality of work and ability to meet schedules. (10 points)

CONTRACT TERMS:

1. The Scope of Work is intended to be a comprehensive description of work allowed under the resulting contract. However, EQPW or the contractor may suggest additions or deletions to the scope to enhance project outcomes and fulfill project goals. EQPW must agree to any contractor-suggested changes through written permission (email or letter) from the city's contract manager.
2. This contract may be canceled by either party by delivering written notice of intent to cancel to the other party not less than 30 days before the proposed date of termination. Written notice to LFUCG should be sent to the Division of Central Purchasing.
3. EQPW reserves the right to reject any or all of the bids for failure to provide complete information related to all proposal requirements.
4. EQPW reserves the right to award or reject any portions of the bid.
5. EQPW intends to an initial contract covering one (1) year plus whatever time remains in the 2021 fiscal year (ending June 30, 2021) once the contract is executed. There will be an option for two (2), 1-year renewals based on funding availability and mutual agreement by both parties. It is anticipated that the term of this first agreement will be effective through June 30, 2022, assuming a contract start date in April 2021, pending Urban County Council approval.
6. The selected contractor must have a business license and insurance coverage. These items may be obtained after a contractor is selected but must be in place before the contract is presented to council for approval.

SCOPE OF WORK:

OVERVIEW

The selected contract entity (sole proprietorship or organization) will be the primary point for EQPW's environmental education efforts. Organizations bidding must identify at least one individual as a primary employee for the contract. A primary employee is defined as anyone spending over 90% of their time on this contract. Sole proprietors are expected to work at least 1,664 hours on the contract over the course of a fiscal year (July 1 – June 30). It is the city's strong preference that the primary point employee(s) work out of city offices. Computer(s), city email address(es) and basic office supplies will be provided. Travel for contract employees shall be calculated based on the Government Center as a starting point unless another Lexington location is agreed upon.

Though the focus of this contract is not classroom-based teaching, classroom instruction can be part of the contract if multiple primary employees are identified. This work may or may not be accepted as a part of the contract based on the proposed cost.

The primary employee(s) will function as a member of the department's outreach staff, attending staff meetings regularly and working directly with the section manager who will serve as the city's contract manager.

The primary employee(s) will work with the city contract manager to ensure fulfillment of the scope on schedule and within budget. The manager of the department's Public Information and Engagement section will serve as the city's single point of contact for all aspects of the contract.

Though this Scope of Work is broken into several distinct sections, the expectation is for these components to work closely together with each other and other department outreach efforts to make the most efficient use of city resources while achieving the largest impact possible in terms of department goals.

The overall vision for our Environmental Education efforts is driven by a report conducted by the Kentucky Association for Environmental Education and the Kentucky Environmental Education Council, looking at research-based best practices and model programs and informed by focus groups and a teacher survey conducted in Fayette County in 2020. A draft of this report is included in this RFP.

Meetings

The primary employee(s) assigned to this contract will meet with the department's outreach team and section manager regularly, typically 1 to 3 times per week. The primary employee(s) will also provide a year-end summary presentation to key city staff sometime after the end of the Fayette County Public School year but before July 1.

Hours

It is expected that it will take at least a full-time position to fulfill this Scope of Work. Generally, contract employees will work regular business hours, though evening and weekend work will occasionally be required.

Attribution

When engaged in environmental education on behalf of the city, the primary employee(s) shall identify as a representative of the city/the Department of Environmental Quality and Public Works, not as a representative of the contract organization. City-branded gear will be provided. In communication with government and community partners, the primary employee(s) should use email addresses provided by the city. Outreach materials produced for this contract will include the Live Green Lexington logo or other city logo as directed.

Budget and Invoicing

The contractor should account for all time and expenses **directly** related to the fulfillment of this Scope of Work. Time and activities associated with the contract organization (like staff meetings for the contract organization) do not qualify for reimbursement.

Primary employee(s) spending 100% of their time on this contract may simply charge all their time to the contract, though timecards and activity reports will still be required.

In addition to tracking total hours on the contract, employees assigned to the contract may also be asked to break out their time by topic (stormwater, sanitary sewers, waste management, transportation). This will help for future budget planning and may be required for some of the funding streams used to pay this contract (e.g., grant money).

Templates of many of the reports are included in this report.

Allowable expenses are outlined in the budget template. There is a small allowance for unanticipated expenses. These funds *cannot* be spent without *prior* approval from the city contract manager. Supplies and other expenses directly and fully related to this Scope of Work will be reimbursed at cost, though a receipt is required.

TEACHER WORKSHOPS

The selected contractor shall develop, promote and facilitate professional development workshops for K through 12th grade educators who work in public and private schools in Lexington-Fayette County. Trainings must align with state education standards. Use of content and materials from existing environmental education curricula and programs (e.g., Project Learning Tree, Project WET, etc.) is strongly encouraged.

The core teacher training program will build on the Teachers' Environmental Academy, which is a week-long program offered in the summer. The goal is to complete two workshops per summer, one for elementary educators and the other for middle and high school educators. Each of the contract topics will be the focus of one academy day (stormwater, sanitary sewers/wastewater treatment, waste management and transportation) with the fifth day focusing on integrating that information into classrooms.

The contractor will develop and implement a plan for continually engaging with teachers who complete the academy. This plan may include additional PD opportunities, support of classroom projects related to the academy, a mentorship and/or recognition program and any other activities that are useful to the educators while furthering goals of the department.

Promotion

The contractor will work with EQPW to promote teacher trainings. Promotional materials must be approved by the city's contract manager. Promotion conducted through social media must originate on a city-managed social media site (@LiveGreenLex).

Participant Guidelines and Targets

Training sessions must be free for all educators from public or private schools in Lexington-Fayette County. Teacher stipends, along with food, charter buses, workshop supplies and materials, are included in the provided Teacher Training Budget. Workshops must have a minimum of 10 registered Lexington-Fayette County teachers or the workshop shall be canceled. Workshops should be capped at 20. Recruitment should be focused on teachers from Title I schools.

As stated above, the goal is to conduct two Teachers' Environmental Academy workshops per summer, one for elementary educators and the other for middle and high school educators. Other trainings may be conducted if a need is identified and resources are available.

Budget and Invoicing

The contractor should account for all expenses directly related to carrying out the workshops. These expenses include, but are not necessarily limited to:

1. Substitute teachers/stipends for teachers

- a. If a training requires a teacher to miss school, a substitute teacher should be provided
 - b. If a training occurs outside of school hours, teachers who attend the entire training should earn an appropriate stipend
2. Snacks or meals – whatever is appropriate for the training timeframe
3. Training supplies
4. Take-home support materials (i.e. books, guides, activity supplies)
5. Contractor staff time
 - a. Workshop development
 - b. Promotion and registration
 - c. Facilitation
6. Contractor staff transportation
7. Workshop transportation costs, including bus rentals

All costs except contractor staff time and travel are covered by the \$50,000 workshop budget line.

Reporting

The contractor will provide the following information for each training:

1. Participant information:
 - a. Number of students taught by each participant in the given school year
 - b. Number of years teaching
 - c. Current school
 - d. Current grade(s) and subject(s) taught
2. Agenda
3. Copy of the training sign-in sheet
4. Copies of presented and distributed materials
5. List of give-away items
6. Copies of participant evaluations
7. Photographs or video clips of the training

SCHOOL-BASED OUTREACH

The selected contractor shall develop units for K through 12 for both public and private schools throughout Lexington-Fayette County. Lessons should align with state education standards and should utilize content from existing environmental education curricula and programs (e.g., Project Learning Tree, Project WET) when appropriate.

The contractor will aim to maximize the program reach and effectiveness given the resources available. Participating teachers will be strongly encouraged to complete the units rather than engage in one-off lessons. Priority will be given to teachers who schedule the full series and to teachers in Title I schools. Teachers with multiple classes of the same grade (e.g., STEM lab teachers) may be asked to lead the lesson themselves after an educator from the city (or a city-contracted educator) has demonstrated the lesson by teaching a class. Materials will be left with classroom teachers for that purpose.

The contractor will manage the lesson and field trip schedule. Ideally, the same educator will be assigned to the same classroom (or even school) for efficiency and relationship building.

The contractor will ensure that all educators, contract educators and classroom teachers, get the supplies they need for the lessons in a timely manner.

This Scope of Work does not focus on classroom teaching. However, the contractor will be expected to lead some of the field trips. If more than one primary employee is assigned to this contract as it is approved, then classroom teaching may be included in this contract.

Units

The contractor will develop one to two units per grade for K through 5 grades. Units will focus on stormwater, sanitary sewers/wastewater treatment or waste management. If two units are created for a given grade, they should focus on different topics. Additionally, there will be four units created for middle schools and four for high schools, one for each of the topics previously mentioned plus transportation.

A lesson may be modified to fit in multiple units. (e.g., A litter mapping lesson could be modified for use in lower elementary, upper elementary and middle school series. A litter mapping lesson could also fit in both the Waste Management and Water Quality series.) Lessons may touch on other environmental topics, but the focus of the lessons must be either waste management, water quality or transportation.

Each unit will include a field trip with both pre- and post-field trip lessons. Only one field trip will be available per unit. Virtual field trips are an option if circumstances require it. Middle and high school units should all include a career component.

Elementary units will consist of a minimum four lessons plus a field trip. Middle and high school units will consist of a minimum of four lessons plus a field trip and a career panel or similar

activity. The contractor may choose to use or modify units that currently exist, which can be found on LexingtonKY.gov/EnviroEdu.

Units will have accompanying supply kits of reusable and/or consumable materials that the contractor will purchase, organize and distribute. These costs are included in the lesson supply budget of this contract.

The cost of transportation and substitutes for field trips is built into this contract. All public schools who are set to complete a unit qualify for this funding. The schools will invoice the contractor who will reimburse them in a timely manner.

The contractor will train city staff and other contract educators in the units and evaluate their performance through surveys and observation.

Field Trips

The contractor will work with EQPW to identify field trip sites appropriate for the units of study. The contractor will create protocols, scripts and (if applicable) signage for these sites in cooperation with the city.

The contractor will lead some of the field trips that take place on city property, including but not necessarily limited to the Recycle Center and wastewater treatment plants. Other field trips sites that have been used in the past include:

- Haley Pike Waste Management Facility – mulching pad and closed landfill
- McConnell Springs
- Raven Run
- Cane Run, along the Legacy Trail in Cold Stream Park

When appropriate, the contractor will train city staff and other contractors to lead field trips and will evaluate their performance through surveys and observation.

Recognition Program

The contractor will track classroom participation in the units. Qualifying classrooms/teachers will be recognized. The contractor will create the recognition program structure – standards and incentives – in cooperation with the city's contract manager.

The contractor will work with EQPW staff to develop appropriate awards for teachers/classrooms that qualify for the recognition program. Currently, the city produces an original piece of art each year that is turned into a poster, with recipient information included on the bottom of the piece. Framed posters are given to qualifying teachers. The printing and

framing of the award posters is included in this contract's budget. The contractor is welcome to propose a different award format.

Timeline and Promotion

The contractor will work with EQPW staff to promote the units to classroom teachers. The contractor will be responsible for scheduling lessons and field trips as they see fit to meet the targets outlined in this RFP. Lessons are to be offered at no cost to classrooms.

The units for the upcoming school year should be submitted to the city's contract manager for approval by August 1. The units should be finalized before the first day of school for FCPS. The units may be amended as needed with notification to and approval from the city's contract manager. If this contract is renewed for additional years, the units will be reviewed and updated each July/early August.

Protocols and scripts for unit-related field trips should be submitted to the city's contract manager for approval by mid-August. They should be finalized no later than September 15. The field trip sites, along with the associated protocols and scripts, will be reviewed and updated each year.

The recognition program is based on academic year and awards should be distributed before the end of the school year.

Targets

For schools, priority will be given to classrooms who are willing to complete the unit, not one-off lessons. The goals to have at least 100 classrooms complete a unit, including the corresponding field trip.

Budget and Invoicing

The contractor should account for all expenses related to school-based outreach. These expenses include, but are not necessarily limited to:

1. Contractor staff time
 - a. Development of units
 - b. Promotion of program
 - c. Scheduling classrooms/educators
 - d. Leading field trips
 - e. (if applicable) leading classroom-based lessons
2. Contractor staff transportation
3. Lesson supplies
4. Recognition program expenses
5. Reimbursement to schools for buses and substitutes related to unit field trips

All costs except contractor staff time and travel are covered by the \$65,000 supplies and \$35,000 school reimbursement budget lines.

Reporting

The contractor will track the following and provide it to the city with each invoice:

1. Documentation of lessons taught for the school year, highlighting the appropriate invoice period, along with group details
 - a. School (or camp)
 - b. Teacher (or contact)
 - c. Grade(s)
 - d. # of students in class (full attendance)
 - e. Which lessons have been taught and by whom
 - f. Which lessons are scheduled and when, is staffing plan confirmed
 - g. Record of which lessons were teacher-led (i.e., materials were left with the teacher and they used with a group(s) of students)
2. Photographs and short videos are appreciated when possible/appropriate but not required. These are intended for sharing on social media, so do not provide any visual documentation unless students have a current photo release.

SCHOOL SUPPORT SERVICES

The selected contractor shall provide a limited scope of support services related to waste management at schools. Specifically, the contractor shall:

1. Build relationships with and provide recycling related information and support to cafeteria, janitorial and administrative staff at schools participating in the city's recycling program
2. Facilitate communication between schools and the city related to the collection of recycling
3. Assist interested schools in improving their recycling efforts, particularly in relation to the reduction of contamination. This assistance may take the form of:
 - a. Informal waste audits*
 - b. Provision of recycling prompts and outreach materials (copies will be produced and provided by the city)
 - c. Development of a recycling plan to facilitate proper recycling
 - d. Development of protocols for recycling at special events/games aimed at encouraging participation while decreasing contamination

*Depending on the circumstance, informal audits may count as a lesson or support services. The audits are referred to as informal since the contractor is not conducting in-depth analyses, as would be done for full waste characterization studies.

This task category is anticipated to represent a relatively small portion of the contractor's time.

Guidelines and Timeline

The contractor should immediately work on establishing relationships with cafeteria, janitorial and administrative staff, and work on building/maintaining those relationships throughout the year. Recycling assistance can take place anytime. It may be initiated by any of the following:

- a request from the school
- a request from the city's contract manager (most likely resulting from a recycling issued identified by Waste Management)
- an informal waste audit conducted as a lesson with a contamination rate in excess of 20% (by weight).

The city's preference is for reduced contamination over increased volume of recycling. This preference should be taken into account when working with schools on recycling plans and event-based recycling protocols.

Targets

Ultimately, the goal is to have no contamination in school recycling streams, and that should be the contractor's aim. Currently, schools are considered to have a critical issue if 20% or more (by weight) of the material they send for recycling is contamination. The contractor should help all schools with which they are actively engaged stay significantly below that number.

Budgets and Invoicing

The contractor should account for all expenses related to the school support except for the prompts and outreach materials mentioned above. Expenses include, but are not necessarily limited to:

1. Contractor staff time
2. Contractor staff transportation

Reporting

When submitting charges related to the support services, the contractor will provide information on who they met with and the outcomes.

YOUTH OUTREACH

The contractor will work closely with city staff to develop a youth outreach program that extends beyond classrooms. Youth from lower income households with fewer environmental education and career development opportunities should be the primary beneficiary of these efforts.

This outreach will be conducted in partnership with organizations throughout the community already working with these youth and their families. The Community Outreach Specialist (a city position) will be a key partner in building these relationships and carrying out this work.

To maximize the impact of these efforts, priority will be given to community partners who work with underserved students and their families year-round. As with classroom-based lessons, the idea is to provide ongoing, not one-off, engagement.

After-School Programs

After school can be an awesome opportunity to work with youth. Time is typically less constrained, and the pressure to align with educational standards is often reduced. Lessons included in units can be modified for use in after-school programs. An active after school program may be able to complete a full unit, including a field trip, like a classroom. If classroom units are adapted for youth in the after-school program, the contractor should ensure that students aren't getting the same lesson multiple times in the same year. Ideally, there will be a city-affiliated educator who works with the involved after-school programs on a regular basis throughout the year.

The contractor will also develop a different set of lessons and activities for K-5 after school use, with supporting supplies. These lessons can be led by the contractor or city staff or other contractors who have been trained in the materials.

Requests from youth organizations (such as Boy or Girl Scouts) will be handled in a manner similar to after school programs. A lesson from a unit or an after-school activity can be used. The session can be led by the contractor or a city staff member or contract educator who has been trained in the material.

As with the classroom lessons, these services will be free for participating programs.

The contractor will manage the schedule for these outreach efforts.

Summer Camps

The city would like to develop summer camps (one or two weeks) for small groups of middle school students who are involved with community partners that we work with throughout the year (e.g., community centers). These camps would be carried out in conjunction with the Division of Parks and Recreation and would include activities that foster a connection to nature both in the neighborhoods where the students reside and in the broader Fayette County

community. Career connections, service learning, educational activities and fun would all be part of the schedule. The camp will culminate in an event to which the students' families (however they define them) are invited to share a meal and where the students will share a favorite part of their week with their families through an activity, presentation, etc. Activities for camp participants and their families will continue throughout the year, at least on a (average) monthly basis. These camps will be free for participating students.

The contractor will be responsible for serving as the primary staff member for the camp. Other contract educators can be used to supplement instruction, along with city staff and interns paid through the city or the contractor. The goal is to eventually have students who participated in the camp served as paid camp counselors for the program.

Timeline and promotion

For after school programs, the contractor will work with the Community Outreach Specialist to develop relationships with appropriate community partners for this contract. The first six months of the contract will focus on identifying partners and developing relationships, getting to know their needs and limitations and the needs of the youth and families they service. A more structured program will be established by the end of 2021 and implemented in the second half of the fiscal year. After the initial contract year, this structure of this program will be reevaluated each summer for the following school year.

A pilot version of the camp will be carried out in the summer of 2022 working with a community partner identified in conjunction with the department's Community Outreach Specialist. Once we debrief from that experience, the contractor will develop a plan for the summer of 2023 that will be finalized (assuming this contract is renewed) in by the end of 2022.

Targets

For the first, full contract year, the goal is to have at least six community partners with whom we engage in regular after school and summer programming. That number will be reevaluated after the first year.

For summer camps, the goal is to conduct at least one in the summer of 2022. After the pilot year, the program will be assessed for potential expansion.

Budget and invoicing

The contractor should account for all expenses related to youth outreach. These expenses include, but are not necessarily limited to:

1. Contractor time
 - a. Development lessons
 - b. Relationship building
 - c. Scheduling partner programs/educators
 - d. Training city staff, partner organizations and/or contract educators in the lessons

- e. Leading lessons and facilitating camp
- 2. Contractor staff transportation
- 3. Lesson supplies
- 4. Camp expenses

All costs except contractor staff time and travel is covered by the \$65,000 supplies and \$30,000 camp budget lines.

Reporting

The contractor will track the following and provide it to the city:

- 1. Documentation of lessons taught for the year, highlighting the appropriate invoice period, along with group details
 - a. School or community partner
 - b. Program contact
 - c. Grade(s) of students
 - d. # of students in group (range may be appropriate for these situations)
 - e. Which lessons have been taught and by whom
 - f. Which lessons are scheduled and when, is staffing plan confirmed
- 2. Photographs and short videos are appreciated when possible/appropriate but not required. These are intended for sharing on social media, so do not provide any visual documentation unless students have a current photo release.

OUTREACH TRAILER

The department obtained outreach trailers (one large one and a smaller one) in the middle of the pandemic. The vision for the trailers is for them to be used at events as well as with classroom-based and other youth outreach. The contractor will work with city staff to develop materials, activities and lessons that can be conducted from the trailer and (ideally) modified for event settings and older audiences.

The contractor will work with the Community Outreach Specialist in developing relationships that facilitate the regular use of the trailer. There are potential partners, such as the Park and Play program through the Division of Parks and Recreation, who could make regular use of the trailer while assisting EQPW in meeting department goals.

The contractor will be responsible for training these partners as well as city staff and other contract educators in the lessons and activities related to the trailer.

The contractor will be primarily responsible for scheduling the trailers for use, though it will be done through a shared calendar accessible to the Community Outreach Specialist, Event Coordinator, city contract manager, contract educators and others as deemed necessary. Some of these users may only have viewing permissions, not full scheduling abilities.

Timeline and promotion

It is anticipated that developing materials for the trailer will be an ongoing effort, though a first set of materials and activities should be established by the end of 2021 for use in conjunction with classroom-based outreach and other youth outreach during the spring semester and summer of 2022.

The trailer will be incorporated into the classroom-based and youth outreach programs that the contractor will promote in coordination with city staff.

Targets

The trailer materials, activities and lessons should reflect a balance of all the key topics covered by this contract. There should be a well-rounded set of activities ready by the end of 2021 with a more robust set of materials, activities and lessons in place by the end of the first full contract year.

Targets related to audience and use of the trailer will be developed for the second year of the contract, if the contract is renewed.

Budget and invoicing

The contractor should account for all expenses related to the outreach trailers. These expenses include, but are not necessarily limited to:

1. Contractor time

- a. Development materials, activities and lessons
 - b. Relationship building
 - c. Managing the trailer schedule
 - d. Leading lessons, activities
 - e. Training others for use of materials, lessons and activities
2. Contractor staff transportation
 3. Lesson and activity supplies

All costs except contractor staff time and travel is covered by the \$65,000 supplies budget line. Additionally, funding may be available outside of the contract for materials that are related to uses outside of this scope of work (i.e., not related to classroom-based or other youth outreach).

Reporting

Use of the trailer should be tracked with information on which topics/lessons were the focus of the trailer's use as well as general information about the audience reached such as estimated number of people reached, audience type (specific grade(s) or all ages), etc. Some of this information may be covered in the classroom-based and/or youth outreach reports. The documentation doesn't need to be duplicated so long as it is clear in those other reports when the trailer is in use.

WORKFORCE DEVELOPMENT

The contractor will integrate career connections in lessons, especially for middle and high school students, for both classroom-based and other youth outreach (described above). As such, the contractor will be the primary coordinator of the career panels for the related units, in close collaboration with the city contract manager. (All requests for staff to participate in a career panel will have to be approved by the appropriate Division Director, likely with that request going through the city contract manager.) Additionally, the contractor will work with Fayette County Public Schools on career days and similar opportunities, highlighting the broad spectrum of jobs related to the work of EQPW.

The contractor will also collaborate with city staff members to develop and implement successful job shadowing and internship programs for high school students that provide connections to the full spectrum of jobs within the city. As mentioned previously, one of the internships can relate (in part or fully) to working as a camp counselor for the middle school summer camps.

The contractor will work with the Community Outreach Specialist and others to build partnerships that will benefit the workforce development efforts.

These career connections and opportunities will have a strong emphasis on diversity, equity and inclusion.

Timeline and promotion

Many of workforce development objectives will be integrated in other aspects of the contract and will be promoted and timed accordingly. Each middle and high school unit should have a corresponding career component. Similarly, career highlights should be integrated in the middle school summer camp.

When Fayette County Public Schools begins hosting career fairs again, the contractor will work with city staff to ensure EQPW is well-represented.

The contractors will work closely with the Community Outreach Specialist to develop partnerships appropriate for a job shadow and internship program. A pilot version of the program, at minimum, should be ready for rollout in the 2022-2023 school year. The framework of the program should be established before the end of the first year of the contract in June 2022.

Targets

Outside of the scope of the classroom-based and youth outreach and targets associated with the timeline of developing this program, no specific targets are being set at this time. Those will be established once a framework for the program has been established, and the contractor has

a chance to get to know community partners and develop a better feel about demand for these initiatives.

The Partners for Youth internship program may serve as an early opportunity to test the program beginning in either the summer of 2021 or 2022.

Budget and invoicing

The contractor should account for all expenses related to the workforce development program. These expenses include, but are not necessarily limited to:

1. Contractor time
2. Contractor staff transportation

Costs, except for contractor staff time and travel, related to the career panels and the career fair(s) is covered by the \$65,000 supplies budget line. Funding for implementing the job shadow and internship programs will be covered outside of this contract.

Reporting

Career panels should be reported with the classroom or youth outreach activities. A list of participating panelists should be maintained.

Participation at career fairs – both city staff and students – should be noted for each fair. Additionally, notes on interest and engagement should be made to help with planning for future fairs.

ASSESSMENT

The contractor will be responsible for providing multi-level assessment for all aspects of this Scope of Work. The contractor will develop short surveys for teachers/partners to complete after each lesson/activity and another teacher survey regarding the unit as a whole. Students will be given quick pre- and post- tests for field trips. Additionally, the contractor will be responsible for evaluating contract educators, providing constructive feedback based on observation for at least three lessons, one time per year.

Topic relevant, programmatic assessment will also be conducted to assess effectiveness of the K-12 outreach efforts relative to the department's goals.

Generally, assessment should be integrated as a regular component for all aspects of this scope, with an eye on constant improvement – increased effectiveness from a department perspective, increased reach, improved educational outcomes and/or reduced burden on teachers or community partners. All assessment should be informed by research-based best practices.

Timeline and promotion

Assessment plans should be in place before the 2021-2022 school year begins.

Targets

Ideally, 100% of teachers/partners will complete the lesson/activity/unit assessments. Several reminders may need to be sent to encourage completion of the surveys, and care must be taken to make the assessments easy and quick to complete. The contractor should track participation in the assessment process for follow-up and to help understand the reliability of the input.

Ultimately, completion of the post-lesson/post-unit assessments may be a requirement for receiving the free service, though that is not how the evaluation program will be rolled out. This requirement will only come into play if demand for lessons exceeds the city's ability to provide them with the resources (including contractors) available.

All contract educators must be assessed once a year.

Budget and invoicing

The contractor should account for all expenses related to assessment. These expenses include, but are not necessarily limited to:

1. Contractor time
2. Contractor staff transportation

If the assessment is carried out through an online service such as SurveyMonkey or Qualtrics, the city will cover the cost. Other costs will be reviewed as they are encouraged and may be paid for through the contract or paid directly by the city.

Reporting

All assessment raw data will be provided to the city. An end of year report summarizing the data, coupled with related recommendations, will be presented to the city in June.