



Allegheny County Department of Human Services

# RFP Response Form

## PROPOSER INFORMATION

Proposer Name: "His Place" Contact Center, Inc. (dba His Place Ministries)

Authorized Representative Name & Title: Stephen Weiss, Executive Director

Address: [REDACTED]

Telephone: [REDACTED] 412-510-7516

Email: stephen@hisplacepgh.org

Website: www.HisPlacePGH.org

Legal Status:  For-Profit Corp.  Nonprofit Corp.  Sole Proprietor  Partnership

Date Incorporated: 10/22/1975

Partners included in this Proposal: Believe & Achieve Afterschool Academy operates within the facility of PPS Spring Hill K-5, and His Place Ministries' staff maintain strong relationships with the school's administration and teachers.

How did you hear about this RFP? *Please be specific.* From multiple sources, including Gina Evans (Program Officer, McElhattan Foundation), Jace Ransom (School Age Youth Manager, Allegheny County Department of Human Services), and Melissa Blakey (Family & Youth Program Specialist, Allegheny County Department of Human Services)

Does your organization have a telecommunications device to accommodate individuals who are deaf or hard of hearing?  Yes  No

## REQUIRED CONTACTS

|                             | Name             | Phone        | Email                   |
|-----------------------------|------------------|--------------|-------------------------|
| Chief Executive Officer     | Stephen Weiss    | [REDACTED]   | stephen@hisplacepgh.org |
| Contract Processing Contact | Melanie Sandoval | 412-510-7516 | melanie@hisplacepgh.org |
| Chief Information Officer   | Melanie Sandoval | 412-510-7516 | melanie@hisplacepgh.org |
| Chief Financial Officer     | Stephen Weiss    | [REDACTED]   | stpehen@hisplacepgh.org |
| MPER Contact*               | Melanie Sandoval | 412-510-6071 | melanie@hisplacepgh.org |

\* [MPER](#) is DHS's provider and contract management system. Please list an administrative contact to update and manage this system for your agency.

## RFP for Out-of-School Time Programs

### BOARD INFORMATION

Provide a list of your board members as an attachment or in the space below.  
(See Attachment)

Board Chairperson Name & Title: Tim Smith, Board Chair

Board Chairperson Address: [REDACTED]

Board Chairperson Telephone: [REDACTED]

Board Chairperson Email: [REDACTED]

### REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization. *Please do not use employees of the Allegheny County Department of Human Services as references.*

Erin McClay, Principal, Pittsburgh Spring Hill K-5  
[emcclay1@pghschools.org](mailto:emcclay1@pghschools.org) 412-529-3004

Diana Carter, School Counselor, Pittsburgh Spring Hill K-5  
[dcarter1@pghschools.org](mailto:dcarter1@pghschools.org) 412-529-3002

Robert Carnahan, Teacher, Pittsburgh Spring Hill K-5  
[rcarnahan1@pghschools.org](mailto:rcarnahan1@pghschools.org) 412-529-3000

### PROPOSAL INFORMATION

Date Submitted 3/2/2022

Amount Requested: \$150,080

### CERTIFICATION

Please check the following before submitting your Proposal, as applicable:

I have read the standard County terms and conditions for County contracts and the requirements for DHS Cyber Security, EEOC/Non-Discrimination, HIPAA and Pennsylvania's Right-to-Know Law.

By submitting this Proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information,

## **RFP for Out-of-School Time Programs**

recipient's decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFP.

Choose one:

My Proposal contains information that is either a trade secret or confidential proprietary information and I have included a written statement signed by an authorized representative identifying those portions or parts of my Proposal and providing contact information.

OR

My Proposal does not contain information that is either a trade secret or confidential proprietary information.

### **ATTACHMENTS**

Please submit the following attachments with your Response Form. These can be found at <http://www.alleghenycounty.us/dhs/solicitations>.

- Partner commitment letters, if applicable
- MWDBE and VOSB documents
- Allegheny County Vendor Creation Form
- Audited financial reports or other financial documentation for the last three years
- W-9
- Completed budget template

### **REQUIREMENTS**

Please respond to the following. The maximum score a Proposal can receive is 125 points. Your response to the following section should not exceed 7 pages. (Pages 1-3 are not included in the page count).

## **RFP for Out-of-School Time Programs**

### ***Organizational Experience (15 points possible)***

1. Describe your organizational experience providing OST Programming or programming that works with youth and families.

His Place has served as a human services provider for youth and families since 1975. Since 2011, we have provided high-quality academic afterschool and summer programming. Since 2016, His Place has operated Believe & Achieve Afterschool Academy at Spring Hill K-5, with additional academic enrichment through the Summer Soar at our community center in Spring Hill. We have been an APOST Quality Campaign member since 2015. Our Chief Programming Officer (and director of Believe & Achieve/Summer Soar), Melanie Sandoval, holds a Master of Arts in Teaching and a PA Instructional 1 Certification, has taught courses on early childhood education/development at CCAC, and has received recognition as a finalist for the United Way/Consortium for Public Education's "Champions of Learning" award for her work with us.

2. Describe your organizational experience working in high-need communities, especially the community(ies) you are proposing to serve.

For over 45 years, His Place has served high-need communities on the North Side. For the first 30 years, we worked with communities in and around Manchester. In 2005, we purchased our current community center in Spring Hill, strategically located next to our neighborhood's government-assisted housing units (to intentionally serve low-SES children, youth, and families in and around our neighborhood, which has, as a whole, been geographically, and socio-economically marginalized). Our philosophy is community-based, integrating child/youth programming with support for whole families and the wider community. His Place operates an independent Family Support Center at our facility in Spring Hill, offering young children (birth-5) and their caregivers a welcoming space and developmentally-appropriate environment where children and parents bond. The FSC pantry provides unmet basic needs to families. From the beginning through the peak of the COVID-19 pandemic, His Place Ministries delivered weekly unmet needs and meals to families in our community.

### ***Program Design (40 points possible)***

3. Provide an overall description of your proposed OST Programming:

- Describe how you will provide youth with a physically and emotionally safe space to spend time and how you will ensure that they and their parents/caregivers feel safe. Provide a brief description of current or proposed safety policies and procedures. Describe the physical location you intend to use.
- Describe how you will provide opportunities for youth to engage in enriching activities and how the activities align with the Programmatic Content expectations outlined in Section two of the RFP. Provide an example of a week's schedule of activities.
- Describe how you will provide participants with opportunities to make positive connections with peers, adults and their community. Provide a brief description of your organization's code of conduct for staff, staff training expectations, and policies and procedures.

## RFP for Out-of-School Time Programs

- Describe the community(ies) in which you intend to locate your OST Programming. Why did you select those community(ies)? How will you tailor your Programming to respond to the unique needs of the community(ies) you are serving?

Believe & Achieve and the Summer Soar are provided to children/youth (grades K-8) living in Spring Hill and surrounding neighborhoods. Believe & Achieve is located at the Spring Hill K-5 school building, where activities take place within the cafeteria, nearby classrooms, the gym, and outdoor recreational areas. Summer Soar is offered at our community center in Spring Hill. Both sites are accessible and convenient locations. As mentioned above, our community center was purchased intentionally to facilitate equitable access/participation. Spring Hill K-5 is similarly located (less than 0.2 miles away from our community center). As described in more detail above, we moved into the Spring Hill in 2005 due to the community's high level of needs (poverty, academic opportunity gaps, etc.) and limited access to human services or social goods.

Our programming is built on these 15+ years of experience working side by side with our community. Parent and student input have helped to shape our programming from the bottom up (through formal and informal input) and at the top administrative level (our Board of Directors reflects the communities we serve, and is primarily comprised of past participants looking to give back to the community as adults, former employees who left a positive impact on our programming, and current/past parents of children/youth participants—see Board of Directors attachment for current board member descriptions).

Believe & Achieve offers a healthy snack/dinner, homework help, high quality reading and math enrichment, and structured recreation on a daily basis, Mondays-Fridays. The goal of our programming is to create educational opportunities that provide pathways to success, especially for students who are at-risk of being denied such opportunities due to race or socio-economic status. Our programming is designed to help students accomplish specific developmental/educational benchmarks that correlate most strongly with higher-level academic achievement and success later in life. These benchmarks include early numeracy/number sense (K-1), Phonological awareness (K-1), Oral Reading Fluency (3<sup>rd</sup>-8<sup>th</sup>), and pre-algebra skills, including addition/subtraction and multiplication/division fact fluency, whole number division and operational proficiency using whole numbers and fractions (5<sup>th</sup>-8<sup>th</sup>). Students are engaged in year-round projects aimed at reaching these stated goals. Student progress is tracked by staff and prominently displayed to encourage continued skill-acquisition in pursuit of these larger goals. These projects are designed to offer developmentally-appropriate strategies, conceptual scaffolding, and materials that facilitate a high level of self-directed engagement and group/peer cooperation. These projects are made even more engaging by breaking larger goals into smaller increments so that students are provided with regular objective measures of success/accomplishment. EX: our "Multiplication Ninjas" project encourages students to develop multiplication fact fluency, objectively measures students' recall on the basis of individual fact-families, and recognizes each incremental accomplishment (memorized fact family) with a karate-style "belt" based on the level they've achieved. Older students are encouraged to develop their own skills and self-esteem by helping younger students through activities such as buddy reading. Other activities that encourage positive connections with peers and staff include group games that are aligned with academic goals (often designed/created by our own staff to promote mastery of specific benchmarks). Students are provided with high-interest reading materials (including graphic novels/comics) that are constantly cultivated with individual student interests and reading-levels in mind. Program directors collaborate closely with Spring Hill K-5 teachers

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and instructional coaches to measure student strengths/needs and to evaluate individual student progress to assess the effectiveness of our interventions. (Summer Soar is essentially an extension of Believe & Achieve programming activities and goals, supplemented with related activities that include educational field trips, community service-learning projects, additional recreational/arts opportunities, etc., and a healthy breakfast/snack/lunch.) Our OST programming has a proven track record. EX: students who begin the year below grade-level reading are 3 times more likely to improve to proficient if they are active Believe & Achieve participants.

Staff expectations are clearly communicated through employee handbooks and onboarding training; staff policies and procedures are reviewed through regular evaluation/feedback. Employees are expected to arrive on time/in uniform, implement academic enrichment programming with fidelity to clearly provided instructions, and to maintain professional and positive relationships with students. Staff are to be engaged with students at all times. Cell phones must be put away except for communicating with students' parents/guardians or in case of emergencies. Employees are regularly evaluated by senior staff (using clear/objective rubrics) and are provided constructive feedback and encouragement.

All staff and volunteers who work with children/youth are trained in practical social-emotional best practices such as the research-based Simple Interactions tools for building positive connections while helping children grow and thrive ([www.simpleinteractions.org](http://www.simpleinteractions.org)). Staff are regularly evaluated and given constructive feedback based on their implementation of these strategies during everyday activities. As described below ("Youth and Parent Experience" section, question 5) we maintain positive relationships with parents based on open/frequent communication, including clear policies and expectations, regular updates, and shared contact information.

Staff clearances are received, reviewed, and filed prior to working with children/youth in any capacity and references are consulted prior to final hiring decisions. Staff are also required to be first aid/CPR certified. First aid kits are readily available at all times/locations. Individual students are never left alone with only one adult.

Program directors create emergency plans for both locations (Spring Hill K-5 and His Place's community center), including clear emergency escape routes, lockdown plans, and shelter-in-place locations. All staff are familiar with these procedures and management-level staff conduct/evaluate safety drills (including fire drills) on a routine basis so that staff and students are well prepared.

Students are always supervised by adults and only one student is allowed to leave a supervised area at a time with a hall pass for the restroom or water fountain.

Program directors maintain daily arrival/dismissal charts. If a student does not arrive as expected at Believe & Achieve, directors reach out to parents and Spring Hill K-5 staff to determine whether the student was properly dismissed by the school to their parent/guardian rather than sent to afterschool. Students are dismissed only to parents/guardians listed on their registration forms. Parents/guardians picking up students for the first time are required to show photo ID. Management level staff maintain lists of emergency contact information, student allergies, and approved parents/guardians for pickup in a secure location on-site.

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Student to staff ratios never exceed 10:1. Our goal for Believe & Achieve is a 7:1 ratio (or better) and for Summer Soar is 5:1 (or better). These student:staff ratios also allow us to flexibly provide care, even if an employee is absent. EX: hiring 4 regular teachers/tutors (including programming directors who work on-site with students and staff) for 28 students allows us to operate at a 7:1 ratio during afterschool, with an automatic fallback plan of less than 10:1 even if one employee is absent. Additional staff and volunteers also allow for consistent care; specific staff/volunteers are asked, at the beginning of the school-year, if they are available to be “on call” a specific day of the week, in case multiple employees must call off.

### ***Youth and Parent Experience (10 points)***

4. Why do you think youth will want to participate in your OST Programming? Provide specific methods you will use to ensure that they remain engaged and interested in your Programming. Since 2011, we have never faced any problem recruiting to full capacity and our retention rate (except for students who move/switch schools) has been 100% for multiple years in a row. Student attendance is consistently high. Having established ties within the community and retaining key staff who have strong relationships with youth/families helps facilitate these outcomes. Believe & Achieve/Summer Soar are intentionally student-oriented, with individualized enrichment opportunities based on student interests and strengths, “gamified”/goal-oriented projects (EX: Multiplication Ninjas, above), and supplementary activities including field trips and regular family arts nights at our community center. Student surveys demonstrate consistent high-engagement and enjoyment. Past student responses include “I love reading. I read lots and lots of books at afterschool.” -1<sup>st</sup>-grader, and “This program has the best books!” -3<sup>rd</sup>-grader

5. Describe your approach to communicating with parents/caregivers. Provide specific methods you will use to ensure that parents/caregivers feel comfortable with your OST Programming and confident that their child is safe and well cared for. Staff maintain positive personal connections with caregivers. Prior to starting afterschool, primary caregivers are provided with application paperwork and parent handbooks (which outline our program expectations, including arrival/dismissal, health/safety, behavioral expectations/disciplinary policies; parents are required to read and sign.) Parents of new applicants, upon returning the necessary paperwork, receive introductory phone calls prior to their child’s first day in order for us to learn more about their child’s strengths, interests, academic challenges, and to double-check that all medical needs are understood, etc. Parents are given the personal phone numbers of our lead staff members and are encouraged to reach out with any questions or concerns. Parents are informed that they may text/call at any time, including before or after program hours. Parents are frequently provided positive updates on their child’s participation throughout the school-year. Primary caregivers are always notified in a timely manner of any scheduling change (EG due to weather); students are never dismissed differently in such events until we receive confirmation from their parent/guardian. Parent surveys demonstrate consistent high parent satisfaction and confidence. Staff also maintain a (closed) social media group that securely shares regular posts with parents, so they can see for themselves what their children are learning/engaging in at our program and can support academic goals/strategies at home as well. Past (unsolicited) responses from caregivers include: “The staff really cares and the kids feel the love. My kids love going here!” and “I really

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appreciate how awesome you guys are with my kids. You have been an extremely positive and consistent staple in their lives.”

### ***Operations (20 points)***

6. Describe how you will market your Programming and open referral pathways. Provide a description of how you will build and sustain relationships with schools.

Because of our established presence in our community and at Spring Hill K-5, relatively minimal marketing has sufficed to recruit to capacity. Mailings are sent out at the start of the school-year and information is posted in the school’s main office. These materials include basic program information (inc. hours/location/etc.), contact information, and how to apply. Teachers and other school staff are encouraged to recommend or refer students to our program. Our staff meet regularly with Principal McClay and other school administrators/teachers to sustain open communication and to ensure that our academic enrichment and social supports are highly effective and individualized to our students’ strengths and needs. Unsolicited feedback from school staff includes: “Thank you so much for all of your help during the school-year! You guys have been like second teachers for our kids and it’s been a pleasure having your help,” and “You are doing an amazing job with the kids! I just wanted to let you know that I appreciate all the time you spend and all the effort you put into helping our students. I feel so fortunate that they are in your program. You all do invaluable work and you are most appreciated!”

7. Describe how you will staff your Programming and the strategies you will use to recruit, hire and retain racially diverse staff, staff with relevant lived experience and staff that reflect the population served.

Believe & Achieve/Summer Soar employees are hired intentionally to provide students with caring, qualified staff who reflect our community’s racial and social diversity. Administrative staff maintain an intentionally diverse talent pool and referral network to facilitate the recruitment of a passionate, inclusive afterschool staff. (Administrative staff intentionally network with organizations that reflect our community’s diversity in creating these recruitment channels.) Other best practices that we follow include having clear, objective job descriptions, hiring criteria, and interview questions, so that possible cultural biases are minimized.

8. Provide the hours and days you expect your OST program to operate during the school year and summer.

PPS has not yet released their 2022-23 school-year calendar. However, based on past calendars, we anticipate operating Mondays-Friday immediately at the school’s dismissal from 3:10-6:00 beginning in the first week of September and ending mid-June. We plan on Summer Soar operating for 7 weeks from 9AM-5PM.

9. Describe your plan for storing and providing healthy snacks and meals during the school year and summer.

As a PPS partner organization, Believe & Achieve receives snacks/meals from the district, in accordance with current CACFP guidelines for nutrition. Daily snack and meal items are provided by PPS food services staff at Spring Hill K-5. The school’s kitchen/cooler are routinely inspected. During Summer Soar, healthy snacks and meals are purchased/procured to meet current nutrition guidelines. Staff responsible for handling snacks and meals are food safe



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certified. All items are checked to ensure that they are still within their best by date, are undamaged, and are stored/heated according to their time-temperature control requirements.

### ***Implementation Challenges (20 points possible)***

10. If your Program experiences low attendance, how will you engage more youth?

Based on experience, low attendance is not a foreseeable challenge. In the unlikely event, we would coordinate with Spring Hill K-5's teachers, counselor, and principal to identify and reach out to more students/families. We would also encourage current students to recruit their friends.

11. If a youth in your Program experiences behavioral or mental health issues, what will you do? Staff are trained in trauma-based care with an emphasis on building/maintaining positive relationships, recognizing student's social-emotional needs underneath the surface of disruptive behaviors, and responding with developmentally-appropriate strategies that maintain a safe, welcoming environment for all students. Ms. Sandoval's expertise in education and child development is especially helpful in creating staff expectations and policies/procedures related to behavioral/mental health needs. Key afterschool staff are trained in youth mental health first aid. Proactive measures, including clearly stated and agreed upon behavioral expectations, goals collaboratively decided on by staff and students, and established routines at afterschool help to minimize the likelihood of behavioral or mental health issues arising in the first place.

12. If the results of the bi-annual parent survey indicate that parents are not satisfied with the experience of their children in your Program, what will you do?

This situation has not occurred on past parent surveys or interviews; if it did, staff members (including our program director) would meet with the parent(s) to learn more about their concerns and collaboratively create positive solutions. At this meeting, we would establish a timeline to re-evaluate their concerns in the short-term as well as at the end of the programming year to ensure that the agreed upon solutions are being implemented and are effective.

13. If a parent of a child in your Program expresses a transportation issue, what will you do?

In past years, Spring Hill K-5 has been able to provide an afterschool bus. For non-bus students, our programming is located close to where our students live. In cases where additional options are needed, we use our van to offer transportation.

### ***Financial Management and Budget (20 points)***

14. Using the budget template available on our website, provide a detailed one-year, line-item budget that reflects a realistic estimate of the costs associated with implementing and sustaining the Programming. Please include any other funding sources that would contribute to OST Programming, including fees to families. The budget template file attachment will not count toward page limits. Please note:

- Indicate the number of children you expect to serve, with DHS funding, during the school year at a \$27 rate and during the summer at a \$40 rate. Please also share the total number of children you expect to attend afterschool and during the summer (include other seats that will be paid for through other funding streams).

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- If you intend to administer programming at multiple sites, please provide the number of youth you plan to serve by site both during the summer and during the school year.
- Include any other funding sources that would contribute to OST Programming, including fees to families.

15. In the space below, provide a budget narrative that clearly explains and justifies all line items in your proposed line-item budget.

The attached budget reflects only inflow/expenses directly corresponding to funding from DHS. Funding from other sources (see below) will also be included to significantly supplement these projections. Of crucial importance is hiring and retaining staff who are qualified, professional, and passionate about serving our children/youth/families. As such, budgetary priority is given to staff wages that are fair and highly competitive in order to recruit/maintain high-quality staff. Additional funds will be used to supplement wages as well as supplies. Other expenses are provided as in-kind donations from His Place Ministries' general operating budget or from partner organizations such as PPS Food Services and Spring Hill K-5. The Summer Soar will especially receive additional funding from His Place Ministries as DHS summer funding is more limited due to our lower student:staff ratios during the summer.

16. Describe the funding model of your proposed OST Program (i.e., do you have a mixed model of private pay, subsidy and free spots, only free spots?).

All His Place programming is offered completely free of charge in order to avoid any economic barriers or perceived/feared social stigmatization. Our funding model is based on best practices, such as those in Kim Klein's "Fundraising for Social Change" and our Executive Director/Chief Financial Officer has a Bachelor's degree in Public Service and Nonprofit Management. His Place's financial base for Believe & Achieve and Summer Soar includes regular donors (individuals and church congregations) and support from local philanthropic foundations. Government support is the typical "third rail" of support for nonprofit providers. If Out-of-School Time Programs funding is awarded to His Place Ministries from Allegheny County DHS, it would fulfill a goal we have been working towards for the past few years. (Recent foundation support includes grants from the Buhl Foundation, the Grable Foundation, the McElhattan Foundation, the Pittsburgh Foundation, as well as the United Way of Southwestern PA.)

Please populate only the green cells. If you are proposing to have locations at multiple sites, please complete a tab for each site. If you are proposing to provide over 3 sites, please copy and paste onto new tabs.

|             | total # of children requesting funding for** | rate | days | total  |
|-------------|--|------|------|--------|
| Afterschool | 28   | \$27 | 180  | 136080 |
| Summer      | 10   | \$40 | 35   | 14000  |
|             |  |      |      | 150080 |

\*\*DHS funding if for free programming, so children funded through private pay and subsidy should not be included in this request  
 \*\*Funding can be requested for a subset of total number of children served

| Afterschool                                      | Expense |
|--|---------|
| Personnel  | 124200  |
| 2 on-site program directors                      | 72,000  |
| Regular teacher/tutors                           | 36,000  |
| Additional tutors or support                     | 16,200  |
| Operations (supplies, rent)                      | 8910    |
| Transportation and Facilities (provided in-kind) | 0       |
| Food (provided in-kind)                          | 0       |
| Academic Supplies                                | 8910    |
| Other  | 300     |
| Staff Recruitment and Hiring                     | 300     |
|  |         |
|  |         |
| Indirects  | 2670    |
| *Total   | 136080  |

Total funding request based on seats 136080  
 \*Total should total funding request based on seats

| Summer                      | Expense |
|-----------------------------|---------|
| Personnel                   | 10000   |
| 1 on-site director          | 6600    |
| 1 additional teacher/tutor  | 3400    |
| Operations (supplies, rent) | 4000    |
| Food                        | 2000    |
| Supplies/Trips              | 2000    |
|                             |         |
| Other                       | 0       |
|                             |         |
|                             |         |
| Indirects                   |         |
| *Total                      | 14000   |

Total funding request based on seats 14000  
 \*Total should total funding request based on seats

**Other funding sources include:** philanthropic foundations (recent grants have been awarded to His Place's Believe & Achieve and/or Summer Soar from the Buhl Foundation, the Grable Foundation, the McElhattan Foundation, the Pittsburgh Foundation, and the United Way of Southwestern PA), as well as individual donors, support from local congregations, and fundraising events, as well as in-kind provisions such as dinner/snack provided by PPS Food Services)

**Note:** The above budgets reflect only inflow/expenses directly corresponding to funding from DHS. Funding from other sources will also be generated to supplement these budgets (especially the Summer Soar), including in-kind donations (such as facilities/utilities and administrative/fundraising costs) provided by PPS and His Place Ministries' general annual budget.

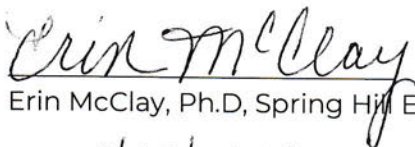
## Partnership Letter

Spring Hill Elementary School (PPS) and "His Place" Contact Center, Inc. (dba His Place Ministries)

The mission of Pittsburgh Public Schools is to be "one of America's premier school districts, student-focused, well-managed, and innovative," and to "hold ourselves accountable for preparing all children to achieve academic excellence and strength of character, so that they have the opportunity to succeed in all aspects of life." His Place Ministries' Child Development and Education programming, designed to "create educational opportunities that provide pathways to success," is in complete alignment with PPS' mission. In particular, His Place Ministries' vision for its Believe & Achieve Afterschool Academy is to "provide high-quality academic tutoring and enrichment regularly at Spring Hill Elementary throughout the academic school-year." The goals of Believe & Achieve Afterschool Academy include improved school attendance, homework completion, and academic performance (as measured by grades and related academic testing), as well as the achievement of key developmental benchmarks including early numeracy/number sense, phonological awareness, oral reading fluency, and pre-algebra skills such as automaticity, whole-number division, and proficiency in basic mathematical operations using both whole numbers and fractions.

In pursuit of these goals, Spring Hill Elementary and His Place Ministries will continue to collaborate via Believe & Achieve Afterschool Academy throughout the 2022-23 academic school-year. This agreement may be terminated upon notice by either party without penalty. This partnership letter is intended to indicate an agreement to provide collaborative support of Spring Hill Elementary and its students by His Place Ministries, for the purposes, and on the terms, outlined in this letter. It is not a "partnership" in a legal sense. Neither party can obligate or speak for the other. There shall be no indemnification of either party by the other regarding liabilities arising out of the functions covered by this agreement. All parties shall be responsible for their own liabilities and defense as determined by the law. Under no circumstances shall either party be responsible for the acts or omissions of their partner's representatives, agents, and employees committed during the commission of any duty or service performed under this agreement. This partnership shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania and all federal and state regulations, including (but not limited to) background checks/security provisions, student data confidentiality, and non-discrimination.

**In accordance with the terms listed above, Spring Hill Elementary and His Place Ministries will partner to provide high-quality academic enrichment via Believe & Achieve Afterschool Academy at Spring Hill Elementary School's facility throughout the 2022-23 academic school-year.**



Erin McClay, Ph.D, Spring Hill Elementary School Principal

Date: 2/28/2022



Stephen Weiss, His Place Ministries Executive Director

Date: 2/28/22