



Request for Proposal

Summer Academy 2015

The Campaign for Grade-Level Reading is soliciting proposals from organizations to provide a summer enrichment wrap-around program for the summer reading program offered at Dubuque Community Schools in Dubuque, IA.

Proposal Due Date

February 2, 2015 by 5pm
Only complete proposals will be accepted

Background of Dubuque Campaign for Grade-Level Reading

Every Child/Every Promise launched the Dubuque Campaign for Grade-Level Reading in 2012, answering a call to action by the Annie E. Casey Foundation and the national Campaign for Grade-Level Reading. The Dubuque Campaign for Grade-Level Reading is now a growing network of dedicated individuals and organizations working together to ensure that more of our low-income children succeed in school and graduate prepared for college, a career, and active citizenship. The campaign focuses on the most important predictor of school success and high school graduation: grade-level reading by the end of third grade.

Dubuque's Campaign is a network of funders and nonprofit partners collaborating to leverage proven expertise, effective resources and a nationally recognized collective impact approach to enable our community to improve and create local systems to ensure our young people succeed. Our Theory of Action helps local partnerships build and sustain civic infrastructure by engaging the community, eliminating disparities, focusing on continuous improvement and aligning existing resources

Project Description

Too many children lose ground over the summer months. Without access to the enriching activities available to more affluent peers, research shows that children from low-income families lose as much as three months of reading comprehension skills over the summer. By the end of fifth grade, they can be as much as two grade levels behind their peers.

The Dubuque Campaign for Grade-Level Reading (GLR Campaign) is seeking organizations interested in supporting a more coordinated approach between summer program providers, schools, and funders to assist in maintaining (and/or increasing) reading proficiency during summer breaks. By aligning best practice strategies with local service providers around the common goal of creating learning opportunities during the summer. Our community will move from "keeping kids busy" in the summer to ensuring that all students continue to learn and have new experiences through a rich array of coordinated activities.

Interested organizations will provide meaningful enrichment and recreational activities that will support and enhance the literacy programming offered by Dubuque Community School District (DCSD) at participating schools throughout the Dubuque Community. Together, DCSD and selected organization(s) will create the Summer Academy program for students struggling with reading and help prepare them for success in the upcoming year.

Definitions

To assist interested organizations in determining whether they would qualify as a successful collaborating organization, the GLR Campaign uses the following definitions for summer learning, as provided in *Building Quality in Summer Learning Programs: Approaches and Recommendations* by McLaughlin, B., & Pitcock, S. (Sept. 2009). Successful organizations and/or individuals will help fulfill these requirements of a Summer Learning Program.

Summer Learning - purposeful activities during **summer months** that allow participants to gain knowledge and skills which support and sustain subjects taught in school.

There are three (3) types of focus areas for summer learning activities:

1. **Literacy** activities focus on one's ability to read and write
2. **Enrichment** activities make learning more meaningful, they improve and enhance understanding and are often STEAM related ****science, technology, engineering, art, music and math, etc...**
3. **Recreation** activities focus on leisurely play which is enjoyable and fun ****sports, swimming, hobbies, etc..**

Summer Activity - An educational task, process, or procedure that involves participation intended to stimulate learning through actual experience. (one-time, short term, one area of focus)

Summer Learning Program (SLP) - a set of organized activities designed to engage students in learning, teach new skills, allow development of talents, and foster creativity and innovation which support accelerated learning and promote academic achievement and healthy development. (an SLP includes all 3 focus areas of literacy, enrichment, and recreation) *

*Summer Learning Programs that are academically-focused differ from traditional summer programs...they meet ALL program criteria above, AND have:

1. intentional focus on learning, skill-building and mastery with tutoring
2. provide enrichment activities not offered during school year
3. intentional relationship building ... allow youth voice and choice
4. low student to adult ratio and small class sizes
5. training for paid staff and hire certified, experienced teachers
6. sustainable support through community partnerships
7. operates for a full day (80 - 360 hours of programming)

Request for Proposals Summary

The GLR Campaign Summer Academy is seeking to build a successful SLP by partnering with organizations in a collective impact model – drawing on the strengths of individual organizations and individuals to work collaboratively towards the goal of furthering grade-level reading achievement.

The DCSD provides the location(s), student eligibility, low-ratio instructional component and certified teachers each morning 3 ½ hours, 4 days per week, (Monday-Thursday)

Lead organizations will provide the enrichment activities, socio-emotional supports, relationship building, and physical activity with trained staff and community partnerships that meet the Summer Academy requirements, in up to two locations. The lead agency will operate early drop-off, afternoon enrichment (daily), extended afternoon care (Monday thru Thursday), and all-day programming (Friday) of each week. Lead organizations may offer a sliding scale plan for payment with free programming available for students/families most in need. Scholarship support is available from the GLR Campaign to support costs related to families in need.

We are seeking organizations with the capacity to fulfill the following:

1. Provide 1 ½-2 hours of child care **both before** instructional **and after** enrichment component of SLP. (Totaling 3 hours of child care each day, five days per week, for the duration of the 6 week program). Summer Academy is tentatively scheduled to begin Monday June 22 and end on Friday July 31. Dates will be confirmed with the input of the Lead Agency once selected and will align with Federal rules that impact the schools.
2. Provide 4 hours of **afternoon programs** in best-practice summer literacy, enrichment, or physical activities for kids entering K-2nd grade. Lead organizations will align programming and start/ending times with DCSD instruction times and will plan for appropriate overlap to ensure an strong communication with DCSD instructional staff and an effective hand-off of students. .
3. Organizations with recent experience providing and implementing programs (as defined above) that can serve 100-150 students per location (up to two) at selected schools within Dubuque, IA.

This RFP invites proposals from organizations that are interested in taking bold steps to narrow the achievement gap and improve outcomes for children in Dubuque. The GLR Campaign's approach encourages a coordinated approach among schools, non-profits organizations and community-based agencies to ensure third grade reading success.

Eligible Applicants for RFP

Lead Agencies

Lead Agencies may be a nonprofit or public community-based organization with significant and recent experience providing engaging enrichment activities for children in grades K-2. Experience offering extended care (e.g. before / after school or other programs preferred). Lead Agencies must demonstrate the ability to provide programming outside of their own facility at up to two locations including the ability to hire qualified staff, ensure safety standards, implement enrichment high-quality enrichment activities, serve snacks/meals, plan for transportation to field-trips or other similar activities, and ensure other necessary components of best-practice summer programming is in place. Lead Agencies agree to the commitments and assurances described in the RFP. Lead Agencies will partner as needed with community resources, individuals, or organizations to support a rich and varied summer program including providing weekly field trips. Successful applicants will also show how they successfully engage family within program.

Organizational Capacity

The GLR Campaign expects all lead agencies to have a minimum annual operating budget of at least \$500,000, a full-time administrator, paid staff, and effective accounting and data collection systems already in place. Requirements include;

- a leadership team, staff, and board of directors that are aligned around the organization's mission
- youth-centered goals and meet a specific need for targeted group
- fiscally sound and have the capacity to manage grants and financial reports in timely fashion
- capable of conducting criminal history checks for all staff
- demonstrate the capacity to collect, analyze and manage data and use it for continuous improvement, and willing to participate in a third-party evaluation of the interventions
- provide training for paid staff to ensure fidelity of program
- on-site supervisors to support staff and program and are available to contact
- the capacity and ability to work with other organizations and establish MOUs for work outsourced to other partners

Eligible Summer Programs

Non-profit and community-based organizations specializing in summer programming for kids ages 5 to 10 are eligible to apply. Summer programs with youth-centered goals, offering enrichment activities not offered during school year with and intentionally building relationships with youth are highly encouraged to apply. Must show proof of proper background check of all staff and volunteers who come in contact with students and adhere to state policies

Eligible Fees

Lead Agencies must offer a sliding-scale fee including free programming for income eligible participants and have an already established registration process.

Scope of Work

Summer Academy focuses on the low-income achievement/reading gap. This focus on low-income requires adjustments to accommodate needs of the population we are trying to serve. The scope of service to includes, but may not be limited to:

- Follow timeline for summer programming (Appendix C)
- Establish registration procedure for participants
- Offer a sliding scale fee
- Keep attendance records
- Establish rules /regulations (create a culture of learning and respect at site)
- Establish effective transition protocols
- Advertise the program
- Hire site supervisor to oversee fidelity of program
- Evaluate program for effectiveness in meeting GLR Goals and Outcomes
- Report on findings
- Hire staff and utilize trained volunteers for a low student-to-adult ration of no more than 10:1
- Train staff and volunteers
- Create a caring, nurturing, safe environment where students are provided:
 - ✓ Providing healthy snacks – DCSD will provide breakfast/lunch with per student cost dependent upon family income in accordance with free/reduced lunch poverty guidelines
 - ✓ 60 minutes of physical activity or healthy living instruction
 - ✓ Enrichment opportunities to apply learning to real-life (literacy or STEAMM-related)
 - ✓ Fun, engaging activities (literacy or STEAMM-related)
 - ✓ Weekly field trips
- Effective communication with school, partners, and families.

Proposal Format – Information to be included in proposal

Interested Organizations should submit a Response to RFP in the following format. To simplify the review process, the proposal shall include the following information and shall be organized in the manner specified below. Make sure all sections are complete. Incomplete responses will not be approved for collaboration with GLR.

Summary and Background

Part 1: Background (1000 words maximum)

List your organization name, address, and contact for this RFP. Tell us about your organization. Provide a brief overview of the history, mission, and vision of your organization along with the type of program(s) you provide for students in K-3. Outline your understanding of the RFP and the type of programming you are able to provide for the Summer Academy and the minimum/maximum number of students you would successfully be able to serve effectively. Briefly explain 1) how your program would complement our goals and objectives, outlined in Appendix A; and 2) how you have successfully worked with schools OR how you plan to work with schools as a lead agency.

Part 2: Organizational Capacity Summary (1000 words maximum)

Provide a summary of your organizational capacity. Make sure to completely answer the following questions and providing the proper evidence.

- Does your organization have a minimum annual operating budget of at least \$500,000?
- Are your leadership team, staff, and board of directors aligned around the organization's mission?
- List your organization's youth-centered goals.
- Describe your target group and the need you attempt to meet through your programming.
- Does your organization have a full-time administrator? Provide contact information.
- Does your organization have paid staff? List all staff who will be involved in the planning and implementation of programming.
- Describe evaluation protocols for staff and program reviews.
- Does your organization conduct background checks on all staff? Explain process and hiring procedures for different positions and requirements of each position within program.

- Does your organization provide training for staff? Provide details of the type of training staff receives before program implementation. Do you have training needs that you would like support to implement? Describe those needs in this section.
- How does your organization ensure fidelity of program? Does your organization hire on-site supervisors? Does your organization have effective accounting and data collection systems already in place? Describe data collection system and accounting staff contact. Provide accounting staff experience with managing grants and financial reports.
- Is your organization willing to participate in a third-party evaluation of the interventions, as assigned by GLR Campaign?
- Does your organization have the capacity and ability to work with other organizations and establish MOUs for work outsourced to other community partners?
- Provide an expected budget for the Summer Academy enrichment portion you will lead.

Program Specifications (3000 words maximum)

In as much detail as possible, describe proposed times of implementation and what students and staff will be doing during:

1. extended care before program start and after program end;
2. enrichment program time (make sure to highlight how you will ensure 60 min. of physical activity during this time, and how you will incorporate guest readers or other guest speakers/presenters) Explain enrichment opportunities you plan to offer. Describe how you will ensure enrichment supports and complements literacy component provided by school.
3. field trips or other community outings

Using Appendix A: Specify how you will achieve the SLR Goals and Outcomes. Provide themes and broad activity descriptions, along with total duration programming students will receive. Include the measurement for successful evaluation.

Refer to the Scope of Work section and outline how the components listed will work within your organization’s program structure. Explain how you plan to make the program affordable, accessible, and healthy. Outline your rules/regulations, as well as how you plan to monitor attendance and register students. How will your organization utilize volunteers and staff to keep the low ratio of students to adults? How do you plan to communicate with co-lead, families, staff and volunteers? How will families be involved with your program? This section will demonstrate your understanding of the requirements (scope of work) for the co-lead agency and will be evaluated accordingly.

Budget (fit on single page)

Provide an estimated budget based on the following assumptions;

- 300 students attending afternoon enrichment, 50% attending early care, 50% attending after care
- 2 site locations – 150 students at each site
- Schools will staff morning instruction from 8:30 to 12:30 (includes transition time)
- Early care = 90 minutes plus appropriate transition to morning instruction
- Afternoon Enrichment = 4 hours (3 ½ instruction plus 30 minutes transition)
- After care = 2 hours plus appropriate transition from afternoon enrichment
- 100% of students will receive lunch, 50% will receive breakfast
- 80% of students will receive free breakfast/lunch
- 100% of students will receive an afternoon snack
- Weekly field trip every Friday
- Afternoon enrichment activities may include bringing in activities or traveling to activities

Program Evaluation (500 words maximum)

Describe in detail how your organization’s program meets the Summer Academy Goals and explain how your organization plans to evaluate its effectiveness in meeting the outcomes and goals stated in Appendix A. Also note how you report findings and the time needed to complete analysis.

Proposal Format

Proposals must include the information listed below in the order listed below.

- Cover page
- Table of Contents (not scored) – fit on single page
- Summary and Background
 - ✓ Part 1: Background (1000 words)
 - ✓ Part 2: Organizational Capacity (1000 words)
- Program Specifications (3000 words)
- Budget – fit on single page
- Program Evaluation (500 words)
- Up to 3 Attachments to support your application – no more than 3 pages each

**PLEASE FOLLOW THE MAXIMUM LENGTH OF EACH COMPONENT. YOU CANNOT EXCEED THE MAXIMUM LENGTH.
We may remove extra pages or rule the application as invalid.**

Qualification Process

To be considered for the RFP process, each qualified applicant must first meet organizational capacity, as defined above. The responding applicant must complete the remainder of this form in its entirety, as outlined in proposal format section. Type responses, and **submit electronically by 5:00 pm on February 2, 2015** to:

Corrine Kroger, Every Child/Every Promise Coordinator

corrine@dbqfoundation.org.

Every Child / Every Promise
700 Locust Street, Suite 195
Dubuque, IA 52001
563-588-2700

RFP Timeframe

The RFP process is as follows:

January 19, 2015: Request for Proposal announced

February 2, 2015: Submission Deadline, 5pm

February 9, 2015: Announcement of selected agency(s)

Proposal Review Process

We reserve the right to ask clarifying questions or request additional information from RFP finalists. Complete proposals received by February 2, 2015 at 5pm will be reviewed and scored by members of a review team made up of GLR Campaign funders, partners, and staff. Each proposal will be reviewed by at least two reviewers who will independently review and score each proposal using a standardized evaluation tool.

Reviewers will use a standardized evaluation tool that asks each reviewer to assign a score of between 0 and 5 to evaluate the specific application components.

The rating system will be as follows:

Does not provide requested information = 0

Provides only minimum information = 1

Provides a satisfactory response = 3

Provides a thorough and detailed response = 5

We will assign points to each proposal based on its response to the selection criteria, using the following points scale:

Section	Weight
Organizational Capacity	20
Collaboration alignment to GLR Goals	15
Strong, specific, achievable plan	30
Incorporated community partnerships	10
Capacity to collect / analyze / report data	10
Budget	15

Lead Agency Assurances

Lead Agency applicants must agree to all the program assurances and check each box to be eligible to participate in the GLR Summer Academy. To work collaboratively we must be able to rely on each other to fulfill the role(s) required. Please see Appendix B for Non-profit, public, and community-based Agency Assurances.

Appendix A: Goals & Outcomes

Goals and Outcomes for Summer Academy:

Goals

1. **Increase** Reading Proficiency (*Student*)
2. **Involve** 'Family' in Learning (*Family*)
3. **Reinforce** the Value of Reading & Education (*Community*)
4. **Model** a Healthy Lifestyle and Citizenship (*Staff*)

Outcomes (*measurement to determine success*)

Goal 1: Increase or Maintain Reading Proficiency (Schools Lead)

Students will:

- **Outcome 1** - increase or maintain literacy skills (*pre/post evaluation*)
- **Outcome 2** - participate in daily independent, guided and group reading (*lesson plans*)
- **Outcome 3** – receive academic support to actively learn and practice new literacy skills in small group or one-on-one settings every day (*lesson plans*)

Goal 2: Involve family/caregiver in summer learning opportunities (Schools/Agency Partnership)

Family/caregivers will:

- **Outcome 1** - encourage reading outside of program (*daily reading log*)
- **Outcome 2** - attend orientation (*sign-in sheet*)

Goal 3: Reinforce the value of learning and reading through enrichment activities (Agency Lead)

Community Members / Partners will:

- **Outcome 1** - engage students in fun, hands-on STEAM based learning
- **Outcome 2** - introduce students to new places, activities, and careers through field trips, enrichment opportunities and guest speakers/readers
- **Outcome 3** - promote literacy and build home libraries for students with appropriately leveled books

Goal 4: Model healthy lifestyles and active, responsible citizenship (Schools/Agency Partnership)

Staff will:

- **Outcome 1** - ensure 60 minutes of physical activity during each day (*logs, lesson plans*)
- **Outcome 2** - create a safe, caring support system for every student (*survey*)
- **Outcome 3** - teach and model character traits, along with conflict resolution skills to grow students' leadership qualities. (*survey, lesson plans, anecdotal stories*)

Dubuque Campaign for Grade-Level Reading Core SLP Framework:

- Ensure Alignment with current policy and best practice research.
- Evaluate program effectiveness in meeting goals and outcomes yearly and systematically.
- Communicate key findings with funders and community in timely manner.
- Acquire funding from a diverse pool of contributors to ensure sustainability.

Appendix B – Lead Agency Assurances

Agency applicants must agree to all of the program assurances to be eligible to participate in the GLR Summer Academy.

Name of Lead Agency: _____

Our program agrees that it will:

I. Commit to the vision and goals of the GLR Campaign

- Demonstrate a commitment to participating in and contributing to the larger community collaborative. This means committing to a shared vision for achieving third grade reading success, participating in community and GLR Campaign collaborative meetings, and supporting progress in all focus areas of the GLR Campaign.
- Make progress towards implementing alignment strategies for enrichment wrap-around.
- Commit to the Goals & Outcomes of the GLR Summer Learning Strategy (Appendix A)

II. Engage in continuous quality improvement

- Participate in professional development, technical assistance and coaching offered by GLR Campaign partners and school districts.
- Ensure staff has adequate training as well as planning and preparation time for activities.

III. Participate in all required assessment, data and evaluation elements

- Collect and enter program-level child, family data into the GLR Campaign Score Card (online data system). Track demographic data and types and amounts of other services provided to children and parents.
- Meet all other requirements of the GLR Campaign evaluation (including participating in surveys, focus groups, interviews, assessment and observation efforts)

IV. Engage families in meaningful partnerships

- Work with GLR Campaign to identify and implement family engagement strategies that build authentic partnerships with families.
- Conduct parent orientation to registered parents to go over the Goals expected for families in the GLR Summer Academy.

V. Meet all fiscal, program and reporting requirements

- Provide sliding-scale fee for income eligible families.
- Offer extended hours both before and after program to accommodate working parents.
- Provide enrolled children with enrichment experiences of a minimum of 3 ½ hours per day for 6 weeks, 5 days a week. Total summer duration must total above 180 hours.

Agency's Executive Leadership Signature: _____ Date: _____

Print Name: _____ Title/Position _____

NOTE: As part of the contracting process agencies will be required to submit an agreement to participate from their and boards of directors.

Appendix C: 2015 Summer Academy Tentative Timeline

GLR Campaign, DCSD and Lead Agency will finalize this timeline upon selection of Lead Agency.

Summer Academy Tentative Timeline	
February	<ul style="list-style-type: none"> • Develop SMART Goals for Summer Academy (both academic and non-academic) with Leadership Committee • Develop Budget • Set tentative times / dates for Summer Academy • Search for Director to oversee site • Initial PR/Marketing release & plan
March	<ul style="list-style-type: none"> • Align Evaluation to measure stated goals • Review staff needs • Finalize Funding • Finalize descriptions for all positions • Finalize Evaluation, Curriculum, Programming, Marketing • PR/Marketing release & plan
April	<ul style="list-style-type: none"> • Job descriptions released (posted) • Identify staff development needs and dates • Director HIRED • Recruitment Plan in place – application details • Develop MOUs with activity providers as needed
May	<ul style="list-style-type: none"> • Curriculum Finished <ul style="list-style-type: none"> ◦ Themes, Essential Questions / Words, Field Trips • Order materials & supplies • Transportation <ul style="list-style-type: none"> ◦ pick up locations, drop off locations, Field Trip needs • Staff hired • Data Collection criteria established • Sharing Data protocol established • Finalize SUMMER Plans!
June	<ul style="list-style-type: none"> • Professional Development Sessions / Training • Observation / Evaluation Protocol and Expectations <ul style="list-style-type: none"> ◦ Daily Attendance, Pre and Post Tests • <u>June 21</u>, 2014 Summer Learning Day (National Summer Learning Association)
July	<ul style="list-style-type: none"> • Programming is in full swing - make adjustments as needed Track attendance of students
August	<ul style="list-style-type: none"> • Post Test administered at end of program (same as Pre Test) • Surveys (Feedback) Administered @ end of program (before school starts)
September	<ul style="list-style-type: none"> • Observational Evaluation of Program Components: <ul style="list-style-type: none"> ◦ What went well? What improvements are needed for next year? (ask teachers, partners, parents, students, volunteers, etc...) ◦ Did you meet criteria of SLP Document Staff Development Needs for next year