

## Request for Proposals: Credit-Bearing Expanded Learning Opportunities

### **Overview**

Boston After School & Beyond (BASB), in partnership with the Boston Public Schools (BPS) and with support of the Barr Foundation, seeks to learn more about how teenagers earn credit outside of school. This request for proposals is aimed at identifying and supporting nonprofits that:

1. Help teenagers earn academic credit for learning, particularly outside of the traditional school day and classroom setting
2. Provide teenagers with non-academic credentials based on mastery of content or skills.

### **Funding & Eligibility**

BASB will provide grants, ranging from \$2,500 to \$20,000, to nonprofit organizations that serve BPS teenagers through programs and activities that feature hands-on, experiential learning and skill building.

Grant applicants should:

- Be nonprofit organizations that (1) align their programs with Common Core standards and BPS priorities or (2) another standard for granting non-academic credentials;
- Offer programs that are part of a student's process for earning credit, whether academic or non-academic;
- Deliver programs that meet regularly (10 consecutive weeks, 10 hours of learning activities per week recommended), serve at least 10 BPS students, and maintain a youth attendance rate of at least 80% for the duration of the program;
- Be willing to use valid and reliable measurement tools (e.g., observations, surveys, and assessments) in order to demonstrate growth in the social-emotional skills of its youth participants and a measurement of program quality; and
- Participate in program evaluation and participate in a learning community organized by Boston After School & Beyond.

Allowable use of funds include, but are not limited to:

- Joint planning between school and nonprofit staff (if the program is part of an academic credit),
- Professional development in line with Common Core or other content standards,
- Translating standards and curriculum into relevant hands-on, experiential learning activities,
- Technical assistance for inquiry-based or project-based learning, and
- Transportation support for students.

### **Application Process**

Please return the completed application and all required supporting documentation to BASB. Applications can be emailed to Amanda Hukanović at [ahukanovic@bostonbeyond.org](mailto:ahukanovic@bostonbeyond.org). A review panel comprised of representatives from BPS, BASB, funders, and other youth development experts will make award recommendations to the Director of Teen Initiatives. The review panel may request additional information from applicants during this process. Grants will be considered on a rolling basis. Grantees will receive notification of their selection via email within 30 days of application submission.

**GRANT APPLICATION**

Please complete this application form and submit it, with all required supporting documentation, by email to Amanda Hukanović at [ahukanovic@bostonbeyond.org](mailto:ahukanovic@bostonbeyond.org).

Name of Organization: \_\_\_\_\_

Executive Director: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

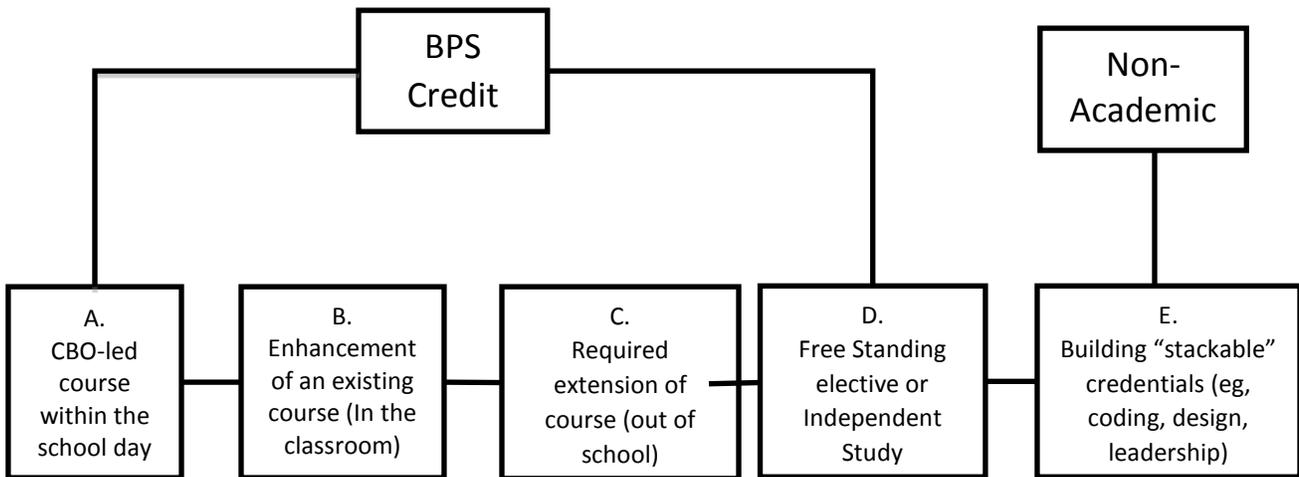
Mailing Address: \_\_\_\_\_

Website: \_\_\_\_\_

**1. PROGRAM CONTENT/SUBJECT AREA**

**A. Please indicate the category (A, B, C, D, or E) that best describes your approach: \_\_\_\_\_**

Note: You may elaborate on the model in subsequent sections.



**B. Please check the content category below into which your program best fits.**

**If A, B, C, or D...**

Civics       Visual & Performing Arts       STEM  
 Health and Wellness/Physical Education       Other (Academic) \_\_\_\_\_

**If E.....**

Other (Non-Academic) \_\_\_\_\_

**C. Please describe the student population(s) you are targeting.**

- Over-aged & under-credited                       9<sup>th</sup>/10<sup>th</sup> Grade Transitions
- On Track     11<sup>th</sup> or 12<sup>th</sup> Graders who failed MCAS but met local graduation requirements
- Transitioning to college
- Other (please describe briefly) \_\_\_\_\_

**2. SKILL DEVELOPMENT**

BASB and its partners embrace an approach to building skills for college and career success. Drawn from research and best practice in the youth development, the Achieving Connecting Thriving (ACT) Framework serves as a guide for how schools and community organizations can collaborate to develop these skills. Please visit the BASB [web site](#) for more information.

From the menu below, please check no more than three of the ACT skills students will develop through participation in your program:

<b>Achieving</b>	<input type="checkbox"/> Goal Focus	<input type="checkbox"/> Critical Thinking
	<input type="checkbox"/> Organization	<input type="checkbox"/> Creativity
<b>Connecting</b>	<input type="checkbox"/> Relationships	<input type="checkbox"/> Teamwork
	<input type="checkbox"/> Communication	<input type="checkbox"/> Respect
<b>Thriving</b>	<input type="checkbox"/> Well-Being	<input type="checkbox"/> Drive
	<input type="checkbox"/> Efficacy	<input type="checkbox"/> Awareness of Self and Others

**3. ORGANIZATION/OPERATION**

*In 800 words or fewer, please address the following:*

- a. Provide a brief description of your organization and its mission statement.
- b. What criteria do you use to determine the earning of credit or credential in your program?
- c. How many students can you accommodate to receive course credit in your program? What is the profile (i.e. age groups, grade levels, cultural demographics, academic backgrounds) of the students your program serves?
- d. Please describe existing relationships between your organization and the BPS. Please list the middle and high schools that your participants attend.
- e. How will this opportunity advance your organization’s work in helping teenagers earn credit? What specific steps have you taken in order to help achieve credit opportunities?

#### 4. PROGRAM MODEL

*In 500 words or fewer, please answer the following questions:*

- a. How does your programming currently align with Massachusetts and BPS curriculum standards? What activities have been designed to meet the objectives and goals of the curriculum? Please describe or attach curricular materials or resources for use in your program.
- b. What measurable indicators do you use to determine if you are successful in achieving the skill outcomes that you listed in Section 2?
- c. Will you be using technology with students in your program? If so, please explain how.

#### REQUIRED SUPPORTING DOCUMENTS

1. Letter of support from principal (or appropriate BPS administrator) of the schools where you plan to implement this program,
2. Organizational budget,
3. Program budget detailing how this grant funding will be spent,
4. Complete schedule of when this program will meet, including:
  - o Start and end dates
  - o Weekly schedule
5. List of personnel who will be developing and delivering this program with their titles, resumes, or credentials,
6. Proof of your organization's or fiscal sponsor's 501(c)3 non-profit status.
7. CORI reports, without disqualifying information on all program staff and volunteers working directly with youth. Each CORI report must be run no more than 18 months before the last scheduled day of this program and submitted before the start of programming.

If you have any additional questions about this RFP, please contact Dr. Phil Jackson, [pjackson@bostonbeyond.org](mailto:pjackson@bostonbeyond.org).