



Request for Submissions:
Summer Learning Portfolio Programs
Increasing Equitable Access to Quality Summer Learning Opportunities

Office of Expanded Learning Time
Boston Public Schools
December 2016



Section I: Request for Submissions

Overview

Research shows that up to two-thirds of the achievement gap between low-income students and their higher income peers can be explained by unequal access to summer learning opportunities. Recognizing that access to opportunities impact achievement of Boston Public School (BPS) students, the City of Boston, BPS, Boston After School & Beyond (BASB), the Boston Opportunity Agenda and other funders are collaboratively investing to grow the BPS Summer Learning Portfolio -- an array of engaging and high-quality summer programs that include academics and enrichment for targeted student populations. In Summer 2017, BPS seeks to enroll at least 10,000 students across grades K-12 in BPS Summer Learning Portfolio Programs.

BPS Summer Learning Portfolio Programs seek to immerse young people in exciting, local environments - such as natural preservation areas, college campuses, and workplaces - with an explicit focus on building skills in addition to academic content. These Summer Learning Portfolio Programs services aim to increase BPS students' academic achievement and engagement within a safe, healthy and welcoming learning environment while creating a year-round system of learning in order to secure the pathway to high school graduation and college and career readiness. They also serve as a beneficial opportunity for summer program staff to participate in robust professional development, pilot new and innovative approaches to teaching, and enhance classroom instruction, as well as collaborate with high quality community-based organizations across the city.

BPS, in collaboration with BASB, is releasing this Request for Submissions (RFS) for the purpose of awarding over \$1M in multiple funding contracts to a portfolio of exceptional summer learning opportunities provided by BPS schools and/or BPS School-Community Partners. For the purpose of this RFS, the term BPS School-Community Partner is defined as an organization, collaborative or group that provides ongoing direct services to BPS students, school staff, and/or families. Examples of BPS School-Community Partner organizations or groups include, but are not limited to community-based organizations, healthcare organizations, institutions of higher education, volunteer organizations, faith-based organizations, and cultural institutions.

Proposers may request funding at a maximum amount of \$1,000 per student (inclusive of teaching staff cost). Funding will be awarded to programs with a proven track record of results and demonstrated ability to implement high-quality summer learning programs. It is the aim of this RFS process to enable the District to identify and fund programs with the greatest potential for achieving success and impacting the following priority student outcomes: stem summer

learning loss and increase academic achievement in ELA and/or math; develop student socio-emotional skills and increase student efficacy by building skills and competencies; strengthen the effectiveness of school-community partnerships; and promote student health and wellness.

Minimum Requirements

BPS seeks proposals from BPS schools and/or school-community partners to provide ongoing, direct summer learning programs to BPS students in grades K-12 during Summer 2017. All submitting Proposers must meet the following minimum requirements in order to be considered for funding:

- Provide summer learning programming for BPS students in grades K-12 during the summer months of July 2017 and/or August 2017. Program can focus on specific grade levels within that range.
- Programming must span a minimum of 20 total days offered at a minimum of 6 hours per day for a minimum of 120 total programs hours.
- Program must average at least 3 hours of academic content per day. The academic content must be aligned with BPS Academic Standards and grade-level Massachusetts Curriculum Frameworks.
- Proposer must have a minimum of three (3) years of experience providing the proposed program within BPS and/or a similar urban public school district.
- Program must be able to serve a minimum cohort of 30 student participants that consistently attend over the course of the entire program.
- Organization must be a BPS school or a registered 501c(3) non-profit organization.
- Program must be a free, no-cost program to participating students.

Implementation Responsibilities

If awarded funding, Summer Learning Portfolio Programs must be responsible for:

- Recruiting and enrolling students eligible for proposed programming
- Hiring appropriately licensed teachers to conduct academic instruction
- Working collaboratively with the District to train staff and assess students across all summer sites
- Attending mandatory training sessions, including, but not limited to:
 - Overview & Orientation
 - Academic Curriculum
 - Social-emotional learning
 - Culturally and linguistically sustaining practices
 - Program Operations

- Hosting pre-summer, on-site planning time for teachers and staff to set up classrooms in advance of program start date.
- Implementing common evaluation tools to measure academic and social-emotional outcomes and program quality. This common approach to measurement is part of a citywide measurement community devoted to delivering high quality learning experiences.
- Overseeing program operations, including securing daily meals for students (either in collaboration with district food program or on own) and securing transportation services (if deemed necessary for student attendance and/or for field trips).

Evaluation Criteria

All Proposers who meet the minimum requirements will be evaluated pursuant to a set of comparative evaluation criteria. An Evaluation Committee of BPS staff members, BASB staff and other external stakeholders shall apply comparative evaluation criteria in deciding which submissions to select for funding. All comparative evaluations will be based on the Proposer's submission. One of three (3) different ratings will be given for each criterion within the comparative evaluation: "Highly Advantageous," "Advantageous," or "Not Advantageous." Evaluation criteria areas are weighted equally, though some areas contain more indicators than others. Funding contracts shall be awarded to the most advantageous proposals from responsible and responsive Proposers, taking into consideration prices and the evaluation criteria set forth in this RFS.



Section II. General Information and Submission Requirements

Proposers are advised to conduct a thorough review of the RFS. Strict compliance with and adherence to the terms, conditions, specifications and all other provisions of this RFS are required.

Delivery of Submission

Proposers must submit complete proposals via email **by 12:00 PM on or before January 20, 2017** directed to the following:

To: Arianna Wilson at awilson4@bostonpublicschools.org
cc: Janice Manfredi at jmanfredi@bostonpublicschools.org

Subject: 2017 Summer Learning RFS_ [BPS School OR School-Community Partner Name]

Proposals not received by the proposal deadline will not be accepted. Any proposal not completed in the manner specified in this RFS will not be evaluated. The contents of each proposal submitted shall remain confidential, and will not be made available to competing proposers.

Questions

All questions regarding the RFS must be submitted to the following authorized contact person:

Janice Manfredi
email: jmanfredi@bostonpublicschools.org
phone: 617-765-3344
mailing address:
Boston Public Schools
Office of Expanded Learning Time
2300 Washington Street, 4th Floor
Boston, MA 02119

Disclaimer

This document is not a formal offering for the award of a contract or participation in any future solicitation. BPS reserves the right, at its sole discretion, to withdraw this RFS if it is in the best interest of BPS. All responses to this RFS are considered public records and would be shared, if requested. Please do not submit any confidential information.

Formatting of the Submission

- Font size: must be 11 points or larger (smaller text in figures, graphs, diagrams and charts is acceptable as long as it is legible when the page is viewed at 100%)
- Provide at least one-half inch margins (top, bottom, left, and right) for all pages. No applicant-supplied information can appear in the margins.
- 12-page limit, not including program budget, budget narrative and supporting materials

Proposals must include the following in this order:

- Cover letter that includes: Organization’s primary contact person for this RFS and contact information for that person; and total amount of requested funding
- A table of contents with page numbers
- All requested information from Section III: Proposal Submission Materials
- Budget Narrative
- Complete enclosed [Proposed Budget Template](#)

Corrections, Modifications, and Withdrawals

Proposers may correct, modify, or withdraw their proposals by written notice prior to the deadline for the proposal submission. Proposal modifications must be submitted via email to Janice Manfredi (jmanfredi@bostonpublicschools.org) with Subject: “Modification No. _.” Each modification must be numbered in sequence and must reference the original RFS.

After the submission deadline, a Proposer may not change any provision of the proposal in a manner prejudicial to the interests of the City/District or fair competition. Minor informalities will be waived or the potential Planning Partner will be allowed to correct them. The District may cancel the RFS or reject in whole or in part any and all submissions if the District determines that cancellation or rejection serves the best interests of the District.

Timetable

12/19/16	Request for Submissions released
1/09/16	Deadline to Submit Questions
1/20/17	Proposal Submission Deadline
February 2017	Proposal Selections Announced
March 2017	Selected Proposer Orientation

Section III: **Proposal Submission Materials**

Proposers shall respond to the following sections by providing a description of programming that meets the Requestor's needs and fulfills the scope of proposed services. It is recommended that proposers read the entire RFS to understand all requirements, before proposers begin drafting descriptions.

A. General Program Information

A.1 Describe your proposed program model and program design. Please include specific examples for the following programmatic elements:

- **Design:** Provide relevant program design information such as theory of action, evidence-base and logic model.
- **Schedule:** Provide information on program logistics including start time, end time, start date, end date, frequency, and schedule. Please also include what a typical day for a student would entail, including specific program activities and program schedule.
- **Curriculum:** The district will be supporting the training and implementation of the Expeditionary Learning (EL) ELA curriculum (<http://eleducation.org/>) and district-designed cognitively demanding task (CDT)-based math curriculum for students in gr. 3-8 OR for gr. K-2 the summer curriculum designed by the Department of Early Childhood (DEC). Please indicate whether your site will implement the EL and/or CDT math curricula OR DEC Curriculum, or specify what other curricula you will be using. If you will be using a non-district created curriculum, please provide sample curriculum documents and demonstrate how it aligns with grade-level Massachusetts Curriculum Frameworks and BPS academic standards.
- **Management:** Describe your experience with managing summer programming, including but not limited to transportation, meals, field trips, scheduling, etc.

A.2: What is the number of years your organization has provided this program within BPS? If your organization has not provided this program within BPS, please provide the number of years that your organization/school provided this program in similar urban public school districts and name the school district(s).

A.3 What is the number of unduplicated students who consistently attended the program during the summer 2016?

A.4: What is the number of sites that operated the program during the Summer 2016? Please provide a list of those sites and their locations.

A.5: What is the average total number of hours that students participated in the program in Summer 2016?

A.6: What is your program's average attendance rate from Summer 2016? Describe how the program tracks and monitors participant attendance. What are specific strategies you use to achieve this attendance rate?

A.7: How do you measure the impact of your program? What are the short-term and long-term student outcomes of the program? What indicators are measured, and what tools are used to assess student progress and program outcomes?

A.8: Describe your program's track record for achieving results. How did you know the program was effective? What results were achieved?

A.9: Describe how your program demonstrates its ability to achieve one or more of the following program outcomes: stem summer learning loss and increase academic achievement in ELA and/or math; develop student socio-emotional skills and increases student efficacy by building skills and competencies; strengthen the effectiveness of school-community partnerships; and/or promote student health and wellness. Please include specific examples to one or more of the aforementioned program outcomes.

B. Summer 2017 Proposal

B.1: Please provide an overview of the proposed profile of students served in relation to the following questions:

- What is the total *proposed* number of unduplicated BPS students that will participate in programming during Summer 2017?
- From which grade levels will students be registered? For clarity, please list both the current School Year 16-17 grade level(s) and the grade level(s) students will be transitioning into during summer 2017.
- If multiple grade levels are targeted, what is the ideal *proposed* number of unduplicated BPS students per grade level?
- Please list the BPS schools and/or central departments with which your organization will partner to recruit and register students.
- Describe the ideal profile of students served for the proposed program - for example, students behind grade level, students on grade level, English Language Learners, etc. How is the proposed program suited to meet the interests and needs of the stated population(s)?



B.2: What is the *proposed* number of program sites that will operate programming during Summer 2017? If known, please provide a list of those sites, their locations, and the *proposed* number of unduplicated BPS students served at each site.

B.3: How do you anticipate achieving the target number of participating students and sites stated in B.1 and B.2 during Summer 2017? Explain your strategies, experiences and abilities to attain the target number of students and sites.

B.4 Please indicate the ideal recruitment pathway(s) for students to attend your programming, check all that apply from the following options and providing rationale for your selection(s):

- Referral from central district:
- Referral by partnering school principals/teachers:
- Neighborhood-based recruitment:
- Students part of a year-round program offered in collaboration with school(s):
- Other:

B.5 Recent research released by the RAND Corporation, and commissioned through the Wallace Foundation, concludes students with an average summer daily attendance rate of 80 percent benefit in math, reading, and socio-emotional learning. These findings stem from a multi-year, national randomized controlled trial, the gold standard in research. How does or will your site(s) plan to ensure the average student attends 80 percent or more of programming days offered? Describe how you will develop your outreach strategy and summer programming to meet or exceed this attendance threshold.

C. Equitable Access

C.1: BPS has a priority to focus opportunities toward traditionally marginalized students. Describe how the program identifies and outreaches to sites and participants to assure that traditionally marginalized students are enrolled in the program.

C.2: Provide demographic information about past program participants, including summer 2016.

D. Program Quality

D.1: How does your organization ensure that programming is of quality? Include specific examples of how the program demonstrates quality and your organization works to improve program quality. If applicable, please note any quality-improvements from your organization's prior participation in Boston After School & Beyond's summer measurement network.

E. Effective Partnerships

E.1: Describe how the program effectively partners with schools, other partner organizations and families. Include specific examples of partnership strategies, best practices and tools.

F. Budget Proposal

The funding requested in this RFS must be formatted using the enclosed [budget template](#) which includes a detailed cost breakdown including all staff, services, equipment, and supplies. This budget template must be accompanied by a budget narrative describing the budget template.

Summer Learning Portfolio Program proposers may request funding at a **maximum cost to the district of \$1,000 per student**. Funding provided by the district is inclusive of all teaching staff costs. Teaching staff stipends will be directed to teaching staff personnel directly through BPS payroll. If applicable, remainder of per-student funding will be directed to the BPS school or school-community partner organization.

Please find approximate ranges for typical teaching staff stipends*:

- Site Coordinator (required position to oversee instruction and program management) : \$6,000-\$7,500
- Academic Teacher (required position(s) with suggested teacher to student ratio: 1:20 (gr. 3-12), 2:15 (gr. K-2)) : \$4,000-\$6,000
- Paraprofessional (optional) : \$2,500-\$3,500

**Please note: Teaching staff stipends are inclusive of all pre-program training and preparation, program hours, and wrap up duties. Stipends range depending on number of proposed program hours. Teaching staff costs should be included in corresponding budget submission using provided template.*

Proposers should detail the full cost of the proposed program in both the budget template and narrative, even if it exceeds \$1,000 per student. If the total or true cost of the proposed program exceeds \$1,000 per student, it is the responsibility of the proposer to secure separate, additional revenue sources at its own discretion to account for all costs. If applicable, proposers should list separate, additional revenue sources in budget documentation.