

Charleston's Expanded Day Collaborative

**Request for Proposals**

**Released By:** Charleston County School District's (CCSD)  
Department of Expanded Learning and Community  
Education

**Release Date:** Wednesday, June 17th, 2015

**Questions and Answers Forum:** Thursday, June 25th, 2015  
9:00 a.m. – 11:00 a.m.  
Main Board Room, 75 Calhoun

**Application Due Date:** Monday, July 13th, 2015, 5:00 p.m.

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## **I. BACKGROUND INFORMATION**

### **A. Introduction**

By the time middle class children reach sixth grade, they have likely spent 6,000 more hours learning than children born into poverty.<sup>1</sup> Unfortunately, time to learn is a resource that is unequally distributed across socio economic groups and has serious impacts on our least advantaged. For middle class children, home, after-school and summer are often filled with opportunities to read, create, persist and problem-solve. These opportunities are often not available to children living in poverty, as the stress of day to day life shifts attention elsewhere. Closing this so called, “opportunity gap”, is a precursor for closing the achievement gap<sup>2</sup>.

An important component of the opportunity gap, is access to high quality after school programming. Currently, there are 22,000, K-5 students in Charleston County School District (CCSD).

Kaleidoscope, CCSD’s after school program, serves an estimated 3600 students. Although various other providers serve 500+ students, this leaves 80% of our students without enriching, school-based options for after school and summer. Without these opportunities, some of our community’s most vulnerable young people will continue to fall further and further behind.

To address this issue within our community, Charleston’s Expanded Learning Collaborative has been formed, a partnership between CCSD’s Office of Expanded Learning and Community Education, Charleston Promise Neighborhood, and Engaging Creative Minds. The Collaborative seeks to convene community partners for the purpose of developing a community wide infrastructure to design, implement, evaluate and fund high quality, out of school time opportunities for Charleston’s children.

As a starting point, the Collaborative will support the development of 5 pilot sites in the 2015-2016 academic year at Angel Oak Elementary, Chicora Schools of Communications, Mary Ford Elementary, Memminger Elementary, and Sanders-Clyde School of the Arts. This request for proposal seeks enrichment partners to become quality after school time providers at each of these sites.

### **B. Purpose of this Request for Proposal**

Charleston’s Expanded Learning Collaborative is soliciting proposals, through an open, competitive process from organizations who wish to receive funds to become an enrichment partner within the 5 identified Collaborative after school sites. The focus of our work in the pilot sites this year will be to create a shared vision and understanding of after school program quality through the intentional application of research based best practices, evaluation and on-going professional development.

## **II. KEY INFORMATION**

### **A. Who is Eligible to Apply?**

1. This application is open to organizations who are currently serving as enrichment partners within Community Education and/or Charleston Promise Neighborhood programs and for those who are not.
2. Applicants must provide their certificate of incorporation or federal tax ID number. Both non-profit and for-profit organizations are eligible for this RFP.

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<sup>1</sup> <http://www.expandedschools.org/policy-documents/6000-hour-learning-gap#sthash.KHjfpTMu.dpbs>

<sup>2</sup> <http://www.otlcampaign.org/sites/default/files/resources/Opportunity%20Gap%20Toolkit%20FINAL.pdf>

3. Applicants must have or acquire a Certificate of Liability Insurance.
4. All applicants must:
  - a. Have and provide evidence of their experience in delivering after school programming;  
OR
  - b. Provide evidence that they have the knowledge and capacity to provide a quality program to students after school

**B. General Information about Collaborative Programming**

**2015-2016 Programming Calendar**

The Collaborative sites will follow the District academic calendar. When the District is closed or there is an early release day, the Collaborative sites will also be closed. Collaborative sites will also be closed during Teacher Workdays.

<b>Enrichment/ CCSD Quarter</b>	<b>Programming Date</b>	<b>Program Activity</b>
Quarter 1 8/31 – 10/19	August 11 & 12 August 31 August 31 – September 4  September 7 September 8 - 11 September 23 <sup>rd</sup> October 19 <sup>th</sup>	*Tentative Date - Initial Training First Day of Programming First week of Programming/Providers support and shadow/ Survey Administration/Training Program Closed First week of Enrichment Provider Programming Program Closed Program Closed for Students/Staff Report: Quarter 1 Training & Provider Reports and Invoices DUE
Quarter 2 10/20 – 1/13	October 23 <sup>rd</sup> October 28 <sup>th</sup> November 3 <sup>rd</sup> November 23 <sup>rd</sup> -27 <sup>th</sup> December 9 <sup>th</sup> December 21 <sup>st</sup> –January 1 January 13	Program Closed Program Closed Program Closed Program Closed *Tentative Date “Show What You Know” Showcase Program Closed Program Closed for Students/Staff Report: Quarter 2 Training & Provider Reports and Invoices DUE
Quarter 3 1/19 – 3/22	February 15 February 24 March 16 March 22	Program Closed Program Closed Program Closed Program Closed for Students/Staff Report: Quarter 3 Training & Provider Reports and Invoices DUE
Quarter 4	March 25	Program Closed

3/23 – 5/6	March 28- April 1 April 25 - 29 April 27 May 2 – 6 May 4 May 13 May 14	Program Closed Focus Groups Program Closed Survey Administration *Tentative Date: “Show What You Know” Showcase Last Day of Programming Quarter 4 Training & Provider Reports and Invoices DUE
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**Pilot Site Locations**

Sanders Clyde School of the Arts  
Chicora School of Communications  
Mary Ford Elementary  
Memminger Elementary  
Angel Oak Elementary

**Hours of Operation:**

Enrichment services will be provided after school dismissal until 5:00 or 5:30 pm, Monday thru Thursday (we will not have enrichment on Friday). Times are estimated as follows:

Sanders Clyde 2:30 to 5:00  
Chicora 2:30 to 5:00  
Memminger 2:30 to 5:30  
Mary Ford 2:30 to 5:30  
Angel Oak 2:30 to 5:30

In most cases, providers will be needed from the end of the school day through the end of the program, Monday through Thursday, for a total of 2.5 to 3 hours.

**Program Structure:**

The children will rotate between three blocks. They include: dinner/supervised play, academic support and enrichment. A Community Education Counselor will pick each class up from their homeroom and travel with them to their 3 blocks.

Enrichment partners will be providing services during all 3 blocks. Enrichment partners will have the help and support of the Community Education Counselor during their enrichment programming, making the ratio 10 to 1. Ideally, we hope to find enrichment partners that can work with a set of children during each block, if not more. For example, a team sports provider could offer programming to a group of first graders during Block 1, a group of second graders during Block 2, and a group of third graders during Block 3 (this would require only 1 enrichment partner). They would then be assigned to this same set of children, 3 days per week, each week of the quarter. We are also hopeful that this same partner could bring one or more other, trained staff persons to implement programming so that one partner could serve 40 to 60 children during a single block. Note: while we are hopeful that some partners will be able to work in this way, we know that not all can. We will review all proposals on a case by case basis, to ensure that whatever has been presented will result in quality programming.

At the end of the quarter, partners will be required to have students showcase a product or conduct a skill-based performance. The next quarter partners will work with a different set of students.

**Staffing/Student Ratio:**

Quality staff is the key to quality programming. We want all program staff to reflect the following quality indicators identified in the Weikart Center for Youth Program Quality's Youth Program Quality Assessment (YPQA). They include:

- a. Staff provide a welcoming atmosphere.
- b. Staff support children in building skills.
- c. Staff support children with encouragement.
- d. Staff encourage children to manage feelings and resolve conflicts appropriately.
- e. Staff engage with children in positive ways.

Partners will receive ongoing support and training to support them with the implementation of these Quality Standards.

All partners are required to complete a CCSD background check previous to working in the program.

A student to adult ratio of 10 to 1 will be used, where possible. Specifically, this ratio will be achieved by pairing one Enrichment Partner staff person with a Community Education counselor. In some cases, groups may be slightly smaller or larger. Note: Enrichment partners which choose to build in additional staffing, will be considered on a case by case basis.

**Enrichment Program Quality:**

We welcome enrichment partners in all disciplines (sports, arts, academics, etc.) however, each program provider must be committed to integrating the following hallmarks of quality after school programming (also excepted from the YPQA):

- a. Session flow is planned, presented and paced for children.
- b. Activities support active engagement.
- c. Children have opportunities to develop a sense of belonging.
- d. Children have opportunities to practice leadership skills.
- e. Children have opportunities to make plans.
- f. Children have opportunities to make choices based on their interests.
- g. Children have opportunities to reflect.
- h. Children are encouraged to exercise independence and take on responsibilities.

Partners will receive ongoing support and training to support them with the implementation of these Quality Standards.

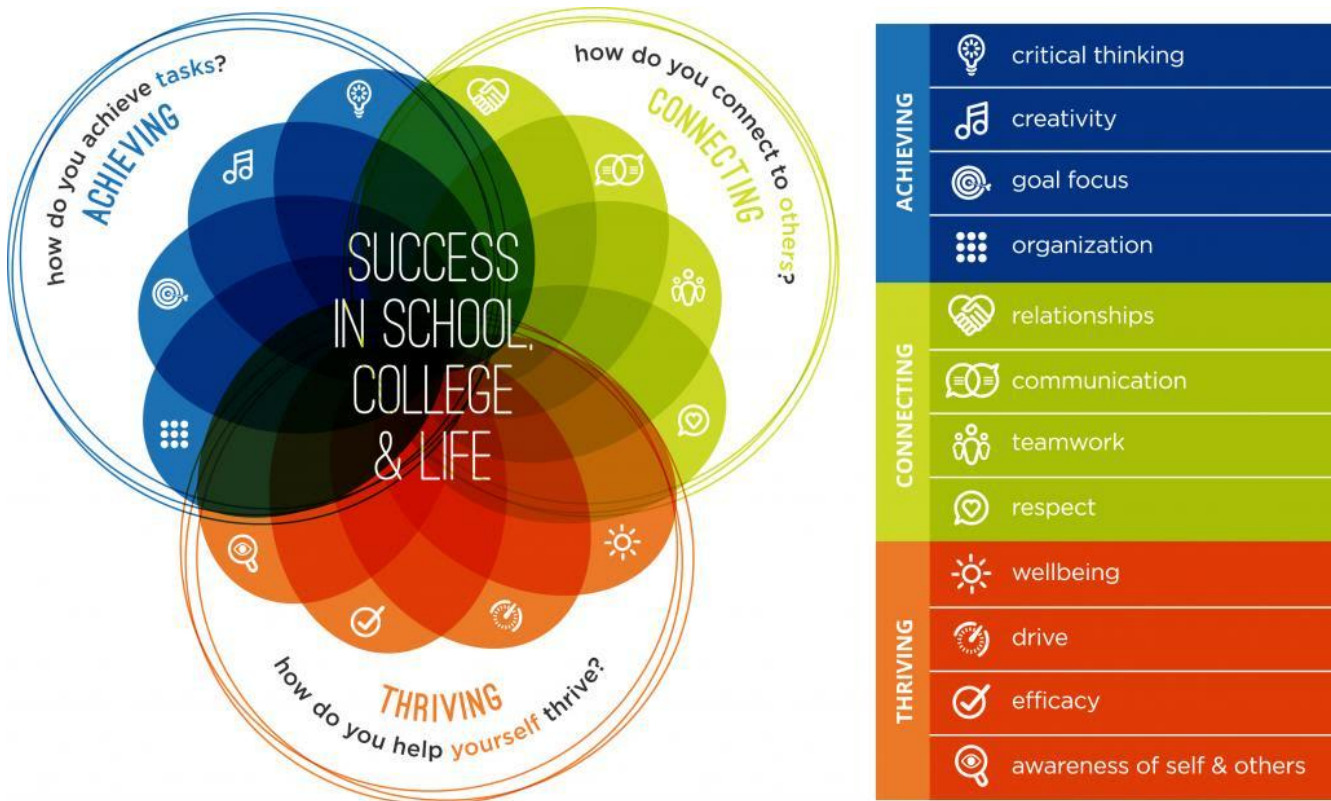
**Professional Development:**

In order to help selected partners achieve quality programming, partners will be required to participate in a system of quality improvement throughout the year. Partners will begin the program year with basic training and then deepen their knowledge each quarter with a subsequent training. Trainings will provide a shared language around high quality youth programming and help partners integrate these practices into their daily facilitation. In addition, providers will also be engaged in a quality improvement process which will involve self-assessment, observation and feedback and improvement planning. See the program schedule for specific training dates.

**Student Outcomes and Program Evaluation:**

The Achieve, Connect, Thrive (ACT) Skills Framework developed by Boston After School & Beyond will offer the big picture of youth outcomes for our pilot sites. The ACT Framework displays the

skills that evidence suggests students need in order to succeed in school, college, and careers. Each of the partners in our pilot, regardless of their content focus (basketball, basket weaving, etc.) must focus on a subset of these skills which we call the “Power Learning Skills.” The Power Learning Skills include: Self Efficacy (belief in yourself to be successful), Relationship Building Skills, Goal-Directed Behavior, and Awareness of Self and Others. Partner programming can include an emphasis on the other ACT skills, but the Power Learning Skills will be the only ones measured. Note: Partner effectiveness will be evaluated, in part, on whether or not partners are effective in increasing the Power Learning Skills of their youth.



Partners will be required to assist with the evaluation process including help with survey administration and participation in focus groups. Please see the program calendar for date specifics.

### **Contract Period, Funding & Invoicing**

The term of the Contract shall be for a one year period, commencing on August 31, 2015, and ending no later than May 15<sup>th</sup>, 2015. Providers will be paid quarterly. Invoices and reports are due the last day of the CCSD Quarter, with the exception of last quarter. For those partners that have all of their paperwork in, they will receive payment from CCSD-ELCE within 30 days.

### **Provider Evaluation**

To ensure we continue to refine our practices and offer the best program possible to our young people, partner programming will be evaluated throughout the year. Data collection will include, but is not limited to: quarterly student surveys of programming quality, quality of quarterly student products/performances, timely reporting, evidence of impact on Power Learning Skills, student feedback from focus groups, programming observation and feedback, attendance at required trainings, and consistent facilitator attendance and performance.

### C. Grant Awards

#### 1. Grant Awards

The total number and amount of awards is contingent upon available funding, quality of proposals, number of students served, and local market desire for services.

### D. Application Process and Timeline

#### 1. Timeline

<b>Activity</b>	<b>Date</b>
Issuance of RFP	Wednesday, June 17th
Questions and Answers Forum	Thursday, June 25th
<b>Proposals Due to CCSD- EDCE</b>	<b>Monday, July 13th</b>
Notification of Awards	July
Contract negotiations	August
Programs begin	Monday, August 31st
Programs end	Friday, May 15 <sup>th</sup> 2016

2. **Questions and Answers Forum** - A questions and answers forum will be held on Thursday, June 25th from 9:00 to 11:00 am at the Main Board Room at 75 Calhoun. The purpose of the questions and answers forum is to provide an opportunity to discuss the RFP in more detail and to answer any questions. If you have specific questions beforehand that you would like to be addressed during the Forum, please email [Jason\\_sakran@charleston.k12.sc.us](mailto:Jason_sakran@charleston.k12.sc.us) with your question.

#### 3. Selection Process

##### a. Application Review Team

Responses will be reviewed and rated by an Application Review Panel comprised of Charleston's Expanded Learning Collaborative and broader community stakeholders. This group will consider the selection priorities and will make recommendations for funding. No Review Team member can or will be applicants for these funds.

### E. Selection Priorities

Programs will be selected to receive funding for 2015-2016 based on the following:

1. Strength of the proposal.
2. Partners currently working as Community Education partners that have demonstrated a consistent level of excellent performance.
3. Extent to which applicants demonstrate that they will be able to reach youth that are traditionally hard to engage in after school programs, including youth that have shown a low engagement in school and/or behavioral concerns.
4. Partners that can offer compelling data that demonstrates the impact their program has on youth and/or the research basis for their approach.



5. Partners that can offer quality services to larger groups of students (i.e. 40 students or more at one time) maintaining the staff/student ratio identified above.
6. Partners that can offer quality, developmentally appropriate programming to more than one grade level (ideally a 3 grade level span K-2/3-5/6-8).
7. Partners that are open to working in more than one of our pilot sites.
8. Partners that have identified cost efficiencies including in-kind funding or additional partnerships.

**F. Submission Requirements**

Request for Proposals are due on Monday, July 13<sup>th</sup>. All proposals must be sent by no later than 5:00 p.m. on Monday, July 13th to [elce@charleston.k12.sc.us](mailto:elce@charleston.k12.sc.us).

**III. PROPOSAL GUIDELINES**

**A. General Information about the Proposal**

Limit your proposal to 10 double-spaced pages, using a 12-point font (not including the cover page, budget, and attachments). Pages should be numbered 1 through up to 10.

Proposal Outline	Maximum Points
A. Cover Sheet	
B. Organizational Capacity / Track Record for Delivering Quality Programming	/20
C. Enrichment Component Design	/40
D. Timeline of Activities	/20
E. Budget	/20
<b>Total</b>	<b>/100</b>

**V. Proposal Details**

**Cover Sheet**

Please complete the **Collaborative RFP Cover Sheet**. This should be the front page of the proposal.

**Program Narrative**

**A. Organizational Capacity / Track Record for Delivering Quality Programming 20 points**

- 1) Provide a brief statement of the organization’s mission and goals
- 2) Describe your track record / experience in delivering high quality after school programming. Answer either: 1a) **or** 2b) below.

a) If you *have experience running after school programs*, please provide:

- Information on specific sites, size of programs, population served and general program content;
  - Description of your track record for meeting program goals and achieving positive outcomes for participating youth; and
  - Planned program improvements, based on a self-assessment of your program’s quality.
- b) If you have ***not run an after school program*** in the past, please make a case for why you expect to be successful, including:
- The research or program models you will base your program upon;
  - Your organization’s resources;
  - Your plans to draw on the expertise of other partners.

**B. Enrichment Programming Design 40 points**

- 1) Describe your enrichment programming, including:
- a) Outline the specific enrichment component content including any curriculum you use.
  - b) Indicate why these enrichment activities were chosen, how they address needs of youth and/or meet their interests, and how these activities reflect the Weikart Center Standards for Program Quality referenced in Addendum A.
  - c) Quarterly Product/Performance – all partners are required to help students produce a product or performance at the end of each quarter. Two times a year these will be showcased in a “Show What You Know” event. Please describe the product or performance your services would produce.
  - d) Staffing – Describe the staff that will implement the programming. Include staff qualifications that will assist them in embodying the Weikart Center Quality Staffing Standards referenced in the general information section.
  - e) Results Accountability
    - i) How will your enrichment component target the Power Learning Skills?
    - ii) How will you measure how well you implement your enrichment component?
    - iii) How will you measure youth progress in achieving the Power Learning skills?

**C. Timeline of Activities 20 points**  
Complete the chart in Addendum C.

**D. Budget 20 Points**

Please provide a **line item budget** using Addendum D.

## **Addendum A:**

### **Collaborative Quality Program Indicators** (from the Weikart Center for Youth Program Quality)

#### **I. Safe Environment**

- a. Psychological and emotional safety is promoted.
- b. The physical environment is safe and free of health hazards.
- c. Appropriate emergency procedures and supplies are present.
- d. Program space and furniture accommodate activities.
- e. Healthy food and drinks are provided.

#### **II. Supportive Environment**

- a. Staff provides a welcoming atmosphere.
- b. Session flow is planned, presented and paced for children.
- c. Activities support active engagement.
- d. Staff supports children in building skills.
- e. Staff supports children with encouragement.
- f. The physical environment is flexible and child-centered.

#### **III. Interaction**

- a. Staff encourages children to manage feelings and resolve conflicts appropriately.
- b. Children have opportunities to develop a sense of belonging.
- c. Children have opportunities to practice leadership skills.
- d. Staff engages with children in positive ways.

#### **IV. Engagement**

- a. Children have opportunities to make plans.
- b. Children have opportunities to make choices based on their interests.
- c. Children have opportunities to reflect.
- d. Children are encouraged to exercise independence and take on responsibilities.



**Addendum B:**

**Charleston's Expanded Learning Collaborative RFP  
Cover Page**

**Enrichment Provider Name/Organization:** \_\_\_\_\_

**Contact Information: Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Total Dollar Amount Requested:** \_\_\_\_\_

**Number of Students (to be served within an hour):** \_\_\_\_\_

**Grade levels (CV - 8) :** \_\_\_\_\_

**School Sites (please circle): Sanders Clyde, Mary Ford, Chicora, Memminger, and Angel Oak**

**Addendum C:**

**Charleston’s Expanded Learning Collaborative RFP 2015-2016**  
 Timeline of Activities Quarter 1 (August 31 – October 19)

**Directions:** Please outline your daily program plan for each day that you plan to serve youth. Ideally, providers will serve students 3 days each week (Monday – Thursday). Days will be determined based on schedule availability. For the purpose of this activity, you may fill in any 3 days a week, however this does not guarantee you will be able to work on those days. Providers who cannot work 3 days a week, will be considered on a case by case basis. Please complete Column 3 of the below chart. See the examples on September 8 for more detail.

<b>Dates</b>	<b>Program Activity</b>	<b>Proposed Activity Detail</b>
<b>August 11 and 12</b>	<b>Initial Training</b>	<b>Overview and Basics Training</b>
<b>August 31</b>	<b>First day of Programming</b>	<b>Enrichment Providers do not deliver their Enrichment Services this week. Providers will shadow program staff, develop relationships with staff and students, help with survey administration and receive initial training.</b>
<b>September 1</b>	<b>Programming</b>	
<b>September 2</b>	<b>Programming</b>	
<b>September 3</b>	<b>Programming</b>	
<b>September 4</b>	<b>Programming</b>	
<b>September 7</b>	<b>Program Closed</b>	<b>Memorial Day</b>
<b>September 8 (example)</b>	<b>Programming</b>	<ul style="list-style-type: none"> <li>· <b>Introduce myself to youth</b></li> <li>· <b>Reinforce behavior management system established in the first week. Explain how it will work in this environment.</b></li> <li>· <b>Get to Know You Activity.</b></li> <li>· <b>Explain classroom procedures: Bathroom/Water, etc.</b></li> <li>· <b>Discuss plan for Quarter 1 and receive feedback from youth. Indicate places in which they will be</b></li> </ul>

		able to make decisions/have choices.
September 8	Programming	
September 9	Programming	
September 10	Programming	
September 11	Programming	Friday - No Enrichment
September 14	Programming	
September 15	Programming	
September 16	Programming	
September 17	Programming	
September 18	Programming	Friday - No Enrichment
September 21	Programming	
September 22	Programming	
September 23	Program Closed	Early Dismissal/Professional Development
September 24	Programming	
September 25	Programming	Friday - No Enrichment
September 28	Programming	
September 29	Programming	
September 30	Programming	
October 1	Programming	
October 2	Programming	Friday - No Enrichment
October 5	Programming	
October 6	Programming	
October 7	Programming	
October 8	Programming	

<b>October 9</b>	<b>Programming</b>	<b>Friday - No Enrichment</b>
<b>October 12</b>	<b>Programming</b>	
<b>October 13</b>	<b>Programming</b>	
<b>October 14</b>	<b>Programming</b>	
<b>October 15</b>	<b>Programming</b>	
<b>October 16</b>	<b>“Show What You Know” Showcase</b>	<b>Each Enrichment Provider will prepare students to present a final product on this day. This could be a display of work, a performance, etc. During Quarter 1 the show will be internal (for program staff/students) to prepare for a public (parents/community/stakeholders) showcase during the Second Quarter.</b>
<b>October 19</b>	<b>Program Closed for Students/Open for Staff</b>	<b>Ongoing Training Report and Invoice DUE to CCSD - ELCE</b>

**Addendum D:**

**Charleston’s Expanded Learning Collaborative Budget Form**  
 (Note: Please create one budget per site. Include rows as necessary.)

<b>Provider Name:</b>		
<b>Description of Enrichment Services:</b>		
<b>School(s) to be Served:</b>		
<b>Number of Students to be served:</b>		
<b>Line Item</b>	<b>Amount</b>	<b>In-kind amount</b>
<b>Salaries and Stipends</b>		
Position, hourly rate, # of hours, # of days		
<b>Total Salaries</b>		
<b>Supplies/Materials</b>		
Describe types of supplies and materials and how much		
<b>Total Supplies/Materials</b>		
<b>Miscellaneous Costs</b>		
Describe costs and how much		
<b>Total Miscellaneous Costs</b>		
<b>Grand Totals</b>		