



**The School District of Pittsburgh
(Pittsburgh, PA)**

Request For Proposal

**Title I Literacy and Activities Partner Organizations
for Summer Middle-Grades Camp**

Issuance Date: October 21, 2009

Submission Date: November 13, 2009



Request for Proposal: Literacy and Activities Partner Organizations for Summer Middle-Grades Camp

Dear Potential Provider,

Students in Pittsburgh Public Schools (PPS) are starting to achieve the way we know that they can! Through initiatives like Excellence For All and *Pathways to the Promise*[™], our students are becoming more excited about school and the possibilities beyond. We need your help to keep them engaged and invested in their futures.

The school district recognizes the importance of getting the children of Pittsburgh excited about a new interest, about school, and about their futures. To build this excitement and enthusiasm in middle-grade students, we are developing a new summer camp that will be one-of-a-kind. We need your support in this endeavor.

Title I Literacy Requirements

We are looking for partners to teach PPS students entering 6th – 8th grade literacy by infusing instruction with unique and creative activities that generate excitement in a new area of interest. Due to a lack of State Fiscal Stabilization Funds, this afternoon literacy instruction will be funded solely by Title I stimulus funds. Title I regulations require providers to implement a clear, research-based literacy curriculum and/or model proven to be effective in raising student achievement, have a student to teacher ratio of 15:1 or less, and be delivered by “highly qualified” staff¹.

This is an exciting time in Pittsburgh Public Schools, and this camp is an amazing opportunity for the school district, local organizations, parents and especially for students! Please consider submitting a proposal (as outlined in the Request For Proposal) to be a part of this summer experience. We are looking for outstanding proposals to make this a premier summer. Our team is committed to working with you to develop the camp beyond the proposal.

We look forward to receiving your submission!

Sincerely,

Eddie Willson
Activities Project Manager
Summer Middle-Grades Camp Team
(412) 622-3985
awillson1@pghboe.net

¹ See Appendix E for Title I requirements and Appendix G for the No Child Left Behind definition of “highly qualified.”



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SECTION 1: GENERAL INFORMATION

Introduction

The Pittsburgh Public Schools (herein referred to as “the District”) seeks proposals demonstrating outstanding commitment to student engagement and interest through providing students with a **unique learning opportunity during the new summer middle-grades camp**. The camp will include a 5-week, full day schedule. The mornings (9:15a.m.-12:15p.m.) will focus on literacy instruction through an innovative new curriculum, and the afternoons (1:00-3:00p.m.) will be dedicated to learning infused with engaging activities. Providers need to submit proposals to provide literacy instruction for between two (2) and five (5) afternoons per week for the entirety of the camp. Each camper’s experience will culminate in a project, demonstration, or presentation that showcases the development of their literacy skills and unique interests.

The four outcome goals of the camp are to ensure that campers will:

- 1) **Enter 9th grade at or above grade level in literacy**
- 2) **Gain a new passion that they can continue beyond the summer**
- 3) **Develop skills and knowledge that will allow them to thrive in and after high school**
- 4) Become more optimistic about the possibilities, become more motivated to succeed, and have a concrete vision for their lives in and after high school

Proposals are solicited which demonstrate the capacity to plan and implement student-centered summer programming for afternoon literacy instruction which infuses fun and exciting activities.

The District wishes to partner with **multiple organizations of varying sizes and foci** in order to allow as wide of a variety of choices for campers as is possible. Given that this camp may be funded solely using Title I stimulus funds, the focus of the afternoon must be literacy. Literacy instruction can be provided through many diverse approaches. For example, there are significant findings which demonstrate that teaching literacy through art and music instruction improves the academic achievement levels of students. Secretary Duncan recently stated in a letter that “Title I, Part A of ESEA funds arts education to improve the achievement of disadvantaged students.” The District is looking for partners who can provide innovative literacy instruction while also keeping students motivated and engaged.



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Timetable/Response Submittal

Proposals for the camp will be accepted through November 13, 2009 at 5 p.m. Selection of organizations will be made based on the proposals submitted and interviews, if needed. A timetable for the selection process is provided below.

Process	End Date
Request For Proposal (RFP) Issued	October 21, 2009
Submission of Proposal	November 13, 2009 at 5 p.m.
Interviews (tentative)	Target Date – November 27, 2009
Official Vote by the Board of Directors	December 16, 2009
Providers Notified	December 17, 2009
Provider Contracts Signed	Target Date - January 31, 2010

Upon the release of this RFP and until the conclusion of the selection process, there shall be no communication between any prospective respondents and/or their lobbyist(s) or agent(s) with any staff of the District, or any elected representatives or other appointed official of the District and/or their staff, **except as provided for in the RFP** (this means that Eddie Willson can be contacted, but please do not speak to others in the District about your proposal). Any violation of this provision by any prospective organization and/or its agent(s) shall be grounds for immediate disqualification of the application.

All proposals shall be submitted in person or by mail to the District as follows:

Eddie Willson Activities Project Manager School District of Pittsburgh 341 South Bellefield Avenue, Rm. 359 Pittsburgh, PA 15213 Tel: (412) 622-3985
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General Submission Requirements

- Proposals should be submitted in accordance with the instructions detailed in Section 3 of this RFP document.
- Complete proposal packets must include ALL of the documents requested in Section 3 in the order indicated.
- All proposals must be created using 12-pt font, on 8½” x 11” paper with 1-inch margins, be page-numbered and submitted in a ½-inch binder with section dividers for each item listed in Section 3.
- Two (2) copies of the proposal shall be prepared and submitted to the District in such form as is set forth in this RFP by 5:00 p.m. on **November 13, 2009**.
- **Proposals which are submitted electronically or by fax will not be accepted.**
- **Late proposals will not be accepted.**

Please note: The Pittsburgh Public Schools reserve the right to (i) select one or more providers to provide the services outlined herein; (ii) reject any and all proposals; (iii) identify any areas where a conflict of interest may exist; and (iv) utilize existing District staff and/or existing District resources without required submission of a proposal.

Contacts

Eddie Willson, Activities Project Manager on the Pittsburgh Public Schools Summer Middle-Grades Camp Team will be the day-to-day contact person and liaison to the activities partners. He will provide access to documents, coordinate meetings, and monitor deliverables and timelines. **Any questions regarding this RFP should be addressed to Eddie Willson at awillson1@pghboe.net or 412-622-3985.**

Lauren Meehan, the Project Coordinator on the Summer Middle Grades Camp Team, will help monitor the selection, training, implementation and evaluation of activities providers. She will have final decision-making authority over the activities providers.

SECTION 2: SCOPE OF SERVICES

Who May Apply

Eligible applicants include any organization with the capacity to inspire and engage campers in literacy instruction infused with fun and exciting activities. These organizations may be non-profit or for-profit providers. Previous experience in working with children is a plus.

Contract and Option Periods

The term of the contract shall be active on or about **March 1, 2010** until on or about **August 20, 2010** with an option for renewal for the summer of 2011 pending an evaluation process and funding.



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Program Timeline

The summer camp is expected to run for five weeks beginning on or about July 12, 2010 until on or about August 13, 2010. Providers will need to send at least one representative to provider meetings and trainings during the spring. Dates and times of these meetings are still to be determined.

Site Logistics

The District expects to have between 2,000 and 4,000 students participate in this summer camp. The campers will be divided among approximately six to eight sites. **There may be as few as one provider per site or as many as 10 providers per site.** We are looking to partner with providers both on and off-site, as described below:

On-Site Providers

On-site providers refer to organizations that provide services at the location where campers will be participating in the morning portion of the camp. These locations will be school buildings throughout Pittsburgh. On-site providers may be required to schedule a visit to their school site in either November or December of 2009 to ensure that the space meets the requirements as detailed in the proposal. On-site providers will need to detail transportation requirements for special events such as field trips.

Off-site providers

Off-site providers are organizations that provide services at a location different than the site where campers will be participating in the morning portion of the camp. The District reserves the right to conduct initial inspections of all sites of off-site providers in November or December of 2009. In addition, the District reserves the right to inspect sites throughout the term of the contract. Off-site providers will need to detail transportation requirements and a plan for meeting those requirements. The District will not provide transportation to off-site providers. Please be as detailed as possible in proposals regarding space, materials, and transportation requirements. Please also note that transportation costs will need to be outlined in the budget and budget narrative (see Section 3).

Mandatory Staffing Requirements

The District requires a maximum ratio of 15 campers to one “highly qualified”² adult for the duration of the camp. For example, in a classroom of 30 campers at least one adult must be a **highly qualified teacher**¹, while the second adult required to meet the 15:1 ratio may be a **highly qualified paraprofessional**¹ or a **highly qualified teacher**. If the Proposer does not have enough highly qualified staff to meet these requirements, the potential partner should explicitly state that fact in the implementation plan and describe the plan for obtaining highly qualified staff so that it can be

² See Appendix E for Title I requirements and Appendix G for the No Child Left Behind definition of “highly qualified.”



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addressed during contract negotiations. The District reserves the right to require the Proposer to provide additional training and/or staff which, in the judgment of the District, is necessary to safely complete the camp, after notice to the Proposer.

Size and Scope of Summer Camp Activities

The final size and scope of individual provider services will be negotiated between the District and the selected providers based upon the funds available, specific activities, staffing, transportation, timelines, and any other Federal, State, or local restrictions that may apply.

Required Deliverables and Meetings

Providers will be expected to submit the following throughout the duration of the contract (after March 1, 2010) between the provider and the District:

- **Provider Status Reports:** The provider shall submit monthly memos in March, April and May that are no more than 2 pages in length. The memos will most likely include a description of the progress of work to date and a plan of action for the upcoming month. The provider shall submit weekly memos for progress monitoring from on or about May 14, 2010 through August 20, 2010.
- **Provider and District Meetings:** The provider shall be prepared to report detailed status updates during periodic meetings with district staff. The meetings are an opportunity for the District and the activity provider to share timely input and feedback.
- **Clearances:** All prospective providers and any employees of providers who will have direct contact with children must complete three required clearances: the Act 34 (Criminal Record Check), the Act 151 (Child Abuse History), and the Act 114 of 2006 (FBI Federal Criminal History). Prospective providers and their employees must also submit proof of a recent (within 12 months) tuberculosis (TB) test. The fees to complete the clearances and TB test are to be paid by the provider.
- **Documentation of highly qualified Staff:** Providers must submit documentation for staff members required to meet the 15:1 camper to highly qualified staff member requirement. Highly qualified teachers should submit a copy of their state license to teach and highly qualified paraprofessionals should submit a copy of their Associate's Degree (or higher) or a college transcript detailing the courses and grades received.



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SECTION 3: DETAILED PROPOSAL REQUIREMENTS

All Proposers shall be accorded fair and equal treatment with respect to the selection process. Discussions may be conducted with Proposers who submit proposals. During these discussions, there shall be no disclosure of information derived from proposals submitted by other Proposers.

Format of Proposal: All proposals must be created using 12-pt font, on 8½” x 11” paper with 1-inch margins, be page-numbered and submitted in a ½-inch binder with section dividers for each item listed below. The District discourages the use of expensive paper and bindings as no materials will be returned to Proposers. Proposals which are submitted electronically or by fax will not be accepted.

Contents of Proposal:

- **Cover Page.** The cover page should list the organization name and date submitted. It should also include the name, phone number, email address, and mailing address for both the Proposer and a primary contact person for the organization.
- **Cover Letter.** Proposer must submit a cover letter describing your organization. The letter should exhibit the energy and enthusiasm that you have for this camp.
- **Detailed Implementation Plan.** The Proposer must submit an implementation plan (no more than 12 pages) detailing the process through which the Proposer will provide engaging literacy instruction. This plan should include:

Items to include	Questions to Answer
1. Program Vision <ul style="list-style-type: none"> • Describe in detail how campers will learn literacy skills infused with engaging and exciting experiences during the five-week camp • Include direct links to Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening (Grade 5 and/or Grade 8) • Describe the scientific research backing the evidence-based curriculum or model that your program will use • Describe how campers will highlight their accomplishments through a culminating project, demonstration, or presentation 	<ul style="list-style-type: none"> • What is the vision for the program and what are the goals? • In what ways is this opportunity unique, creative, and interesting? • How are the literacy activities <u>directly</u> linked to Grade 5 and/or Grade 8 Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening? • What is the scientifically researched, evidence-based model that is being used as the foundation for the literacy instruction? • What literacy-focused deliverables will



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<ul style="list-style-type: none"> • Describe how this program will motivate campers • Describe how you will engage parents/guardians regarding campers' progress in your program 	<p>the campers produce at the end of the camp?</p> <ul style="list-style-type: none"> • What are 2-3 ways you will motivate campers? • What is at least 1 way you will inform parents/guardians of camper progress?
<p>2. Link to Outcome Goals 1, 2 & 3</p> <ul style="list-style-type: none"> • Provide a detailed description of how the instruction led by the provider links to goals one, two, and three of the four outcome goals listed in Section 1 	<ul style="list-style-type: none"> • How does the plan develop campers' literacy skills? • What are 2-3 ways in which the program links to high-school and/or college-readiness? • What are 2-3 ways in which the program links to 21st Century skills (see Appendix D)?
<p>3. Schedule</p> <ul style="list-style-type: none"> • Note: Providers should plan for an afternoon period of 1:00-3:00p.m. for two (2) to five (5) afternoons per week • Describe the days for which you would optimally provide service (e.g. Tuesdays and Thursdays, or Monday-Friday) • Provide a general description for each week of programming, including literacy objectives and engaging activities • Provide a detailed sample lesson plan for one day of the program, including the length of time and a description of each activity within the two-hour block 	<ul style="list-style-type: none"> • What literacy objectives will be addressed each week? • What unique and interesting activities will supplement the literacy objectives? • How will the two-hour period be broken down on any given day? • Are there specific start and end times as well as descriptions for each activity in the sample lesson plan? • How will time be utilized effectively to maximize learning and engagement?



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<p>4. Camper and Staffing Model</p> <ul style="list-style-type: none"> • State the maximum number of campers that you can serve • Describe the staff positions, their roles, and their responsibilities • Describe a staffing model that details your staffing structure based on the number of campers you plan to serve, keeping in mind the maximum 15:1 camper to highly qualified staff ratio • If you currently do not have enough highly qualified staff members, describe your plan for obtaining the necessary highly qualified staff • Describe your plan for training both existing and new highly qualified staff 	<ul style="list-style-type: none"> • What is the maximum number of campers that you can serve and how did you arrive at these estimates? • How many staff members will be necessary for the program? • Is there at least one highly qualified teacher providing instruction? • Is there a highly qualified teacher OR paraprofessional for every 15 campers? • How will you obtain any currently needed highly qualified staff members? • How will highly qualified staff be trained?
<p>5. Facilities & Materials</p> <ul style="list-style-type: none"> • Describe all facilities requirements and constraints of spaces • If you will be an on-site provider, describe any transportation needs for special events, such as field trips • If you will be an off-site provider, describe your plan for transporting students to and from that location • Describe all equipment and supplies needed 	<ul style="list-style-type: none"> • Will your program be an on-site provider or an off-site provider (as defined in Site Logistics, Section 2)? • What are your transportation needs (daily or for special events)? • How do you plan to procure any supplies necessary to implement your vision?

- **Budget and Budget Narrative.** Proposer must submit a detailed budget that is aligned to the implementation plan. In addition to a numerical budget, please provide a description of the assumptions you made as to how you arrived at your proposed costs. **Please note, the approximate maximum cost per pupil per hour that the District can fund is \$13 per camper per hour, or \$650 per camper for 2 hours per day for 25 days (50 hours). The recommended range for proposals is \$150-\$650 per camper. The District has a limited budget for this camp and will need to clearly understand cost drivers for proposals, particularly for proposals on the high end of the range.** Please note it will be difficult for the District to award contracts to organizations that submit proposals with a budget of more than \$650 per camper.



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<p>Cost categories to be addressed should include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel • Travel and Transportation (if required) <ul style="list-style-type: none"> ○ Please include any field trips and excursions from on-site and off-site locations ○ Off-site providers should detail daily transportation needs and costs • Materials 	<p>Questions to consider:</p> <ul style="list-style-type: none"> • What is the cost per camper served? • Is the budget transparent? • Are explanations or assumptions for proposed costs included? • Are field trip costs addressed? • Are all costs referenced in the implementation plan accounted for in the budget narrative?
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- **Qualifications and Experience.** The Proposer must submit a bulleted list of qualifications, achievements, and accomplishments/awards that demonstrates the quality and experience of the provider as it relates to the implementation plan. Please be sure to specify any experience working with K-12 students.
- **References.** The Proposer shall provide a minimum of three (3) references. Please include name, title, organization, relationship to Proposer, email address, and phone number for each reference. The District reserves the right to request additional references and to contact these references.
- **Work History with the District.** List and describe any past work history with Pittsburgh Public Schools, including the specific project(s), if applicable.
- **Legal Actions.** List and describe any and all legal actions for the past three (3) years in which the Proposer has been a defendant in a lawsuit for inadequate performance under a contract or agreement, a debtor in bankruptcy, or a defendant in a criminal action, if applicable.
- **Financial Statements.** Provide copies of audited financial statements for the three (3) prior fiscal years, if applicable, or a reasonable alternative.
- **Insurance Requirements.** Provide evidence of current insurance coverage. If current coverage does not meet minimum requirements stated in Section 5, Number 7, include a statement of commitment to acquire required coverage, should Proposer be awarded contract.



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- **Licenses.** Provide copies of the Proposer’s City of Pittsburgh and/or State of Pennsylvania licenses and all other licenses relevant to the performance for this contract, if applicable.
- **Joint Venture.** Provide a copy of any executed joint venture agreement, if applicable.
- **W-9 Form Request for Taxpayer Identification Number and Certification:** Complete, sign and submit the W-9 form along with the proposal – you can download this form at:
<http://www.pps.k12.pa.us/143110127101941593/lib/143110127101941593/w9.pdf>.
- **Organization Information/Equal Opportunity Employment.** Please submit the Organization Information/Equal Opportunity Employment information described in Section 5, Number 9.

SECTION 4: EVALUATION CRITERIA

Proposals will be reviewed by an evaluation committee chaired by the Project Coordinator. The contracts will be awarded to qualified Proposers whose proposals are most advantageous to the District based upon the evaluation criteria specified below. The District reserves the right to request presentations from those organizations determined to be in a competitive range and shall use the information derived from these presentations, if any, in its evaluation. **The District anticipates selecting multiple providers.**

All proposals will be evaluated on the following criteria:

1st step

Does the proposal meet the minimum Title I requirements as outlined in Appendix E³? yes no

Proposals which do **not** meet the Title I requirements will not be evaluated further. Proposals which **do** meet the Title I requirements will then be evaluated based on the following categories and corresponding percentage weight system:

³ Minimum requirements for Title I eligibility mean that proposals score at least a one (1) in every category of the rubric supplied in Appendix E.





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2nd step

Category	Percentage Weight	
Implementation Plan	55%	
Budget and Budget Narrative	20%	
Qualifications and Experience	15%	
Overall Proposal	10%	
Total Percentage		100%

SECTION 5: GENERAL TERMS AND CONDITIONS

1. **Contract:** Proposer agrees that if approved to provide afternoon literacy instruction hereinafter described (“Literacy”), Proposer shall enter into a written contract with the District prior to rendering any services. In the event Proposer fails to enter into such contract, Proposer’s approval for award will be revoked by the District. The contract may include the terms and conditions contained herein and any additional terms and conditions agreed upon by the parties. Proposer may submit a copy of its form of contract for review and consideration by the District Solicitor.
2. **Term of Contract:** The term of the contract shall be on or about **March 1, 2010** until on or about **August 20, 2010**. This term includes any training or meetings to be held during the spring as well as the actual implementation period for the camp and one week for evaluation/close-out. The actual term may vary depending on the proposal and nature of services provided.
3. **Standards of Performance:** Proposer shall retain and utilize sufficient staff to devote a reasonable amount of time, attention, knowledge and professional ability, as necessary, to perform all services effectively, efficiently and consistent with the best interests of the District and to the satisfaction of the Project Coordinator. Proposer shall use effective engagement strategies and facilitate literacy instruction in the most cost-effective manner consistent with the best interests of the District.
4. **Non-appropriation:** Expenditures not appropriated by the District in its current fiscal year budget are deemed to be contingent liabilities only and are subject to appropriation in subsequent fiscal year budgets. In the event sufficient funds are not appropriated in a subsequent fiscal year by the Board for performance under the contract, the Board shall notify Proposer and the Contract shall terminate on the last day of the fiscal period for which funds were appropriated.



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5. **Favored Nation:** Proposer shall furnish services to the District at a rate no greater than that charged to other public sector entities. If Proposer overcharges, in addition to all other remedies, the District is entitled to a refund in the amount of the overcharge. The District has the right to offset any overcharge against any amounts due to Proposer under this or any other agreement between Proposer and the District, and the right to declare Proposer in default under the contract.
6. **Document Retention:** Proposer shall furnish the District with such information as may be requested relative to the progress, execution and costs of the program implementation. Proposer shall maintain all records, correspondence, receipts, vouchers, subcontractor agreements, memoranda and other data relating to the services under the contract. **All records referenced above shall be retained for three (3) years after completion of the camp.**
7. **Insurance:** Proposer shall procure and maintain insurance for all operations under the contract. All insurers shall be licensed by the Commonwealth of Pennsylvania. Proposer will provide an appropriate certificate of insurance upon the signing of the contract reflecting these limits with a carrier licensed and authorized to do business in the Commonwealth of Pennsylvania naming the School District of Pittsburgh as an additional insured. Minimum insurance requirements are:
 - a. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance affording workers' compensation benefits for all employees and Employers' Liability Insurance for accident and disease are required by law. The workers' compensation policy shall contain a waiver of subrogation clause. The minimum limits required will be included in the final contract.
 - b. **Commercial General Liability Insurance.** Commercial General Liability Insurance or equivalent for bodily injury, personal injury and property liability damage is required. Coverage shall include, but not be limited to, all operations, contractual liability, independent contractors, and defense. The minimum limits required will be included in the final contract and decided by the District.
 - c. **Disclaimer.** Additional insurance may be required depending on the experiences proposed.

Termination:

- a. **Termination for Convenience.** The District reserves the right to terminate the contract upon thirty (30) calendar days written notice if, at any time, the District deems the services being provided are no longer in its best interests.



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- b. **Suspension of Services.** The District reserves the right to suspend the contract, in whole or part, upon thirty (30) calendar days written notice. Proposer shall promptly resume performance of literacy instruction upon written notice from the District and upon such equitable extension of time as may be mutually agreed upon in writing by the Project Coordinator and Proposer. Responsibility for any additional costs or expenses actually incurred by Proposer as a result of suspension of the camp shall be determined by mutual agreement of parties.
- c. **Proposer Events of Default.** Events of default include, but are not limited to, the following:
1. Any material misrepresentation by Proposer in the securing of the contract or performance of services.
 2. Breach of any agreement, representation or assurance made by Proposer in the contract.
 3. Failure of Proposer to perform in accordance with or comply with the terms and conditions of the contract, including, but not limited to, the following:
 - Any action or failure to act which involves the safety and/or welfare of the District students or staff;
 - Failure to provide any portion of the literacy instruction herein at the agreed upon time for performance and in the agreed upon manner;
 - Failure to perform the literacy instruction with sufficient personnel and materials;
 - Failure to perform the literacy instruction as a result of insolvency, bankruptcy or assignment for the benefit of creditors;
 - Failure to perform the literacy instruction in a manner satisfactory to the District;
 - Failure to re-perform previously incomplete and/or unsatisfactory services within a reasonable time period;
 - Failure to comply with any term of the contract, including but not limited to, the provisions concerning non-discrimination, and any other acts specifically and expressly stated in the contract.
 4. Default by Proposer under any other agreement Proposer may have with the District.
 5. Assignment by Proposer for the benefit of creditors or consent by Proposer of any petition or proceeding under any bankruptcy, insolvency or similar law.

Remedies. The School District may invoke any or all remedies available at law or in equity. Specific remedies may be set forth in the final contract.



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- d. **Turnover of Documents and Records.** After termination or expiration of the contract, Proposer shall turn over, within three (3) days of request, all materials, supplies, equipment owned or purchased by the District, completed or partially completed work analyses, data, computer disks, documents and any other information related to the Summer Middle-Grades Camp.

8. **Confidential Information, Dissemination of Information, Survival:**

- a. **Confidential Information.** While preparing for and/or delivering literacy instruction, Proposer may have access to or receive confidential information that is not generally known to others. Proposer agrees not to use or disclose any confidential information or any records, reports or documents prepared as a result of the contract without prior written consent of the Board or its designee. The proposer agrees to execute any additional confidentiality agreements that may be necessary for performance under this Agreement.
- b. **Dissemination of Information.** Proposer shall not issue publicity news releases or grant press interviews, without prior notice and approval of the District through the Office of the Chief of Staff and External Affairs. Proposer shall immediately give notice to the District and its Solicitor if presented with a Right to Know Law request for documents, records, and data or work products.
- c. **Survival.** The provisions of this paragraph shall survive the termination or expiration of the contract.

9. **Organization Information/Equal Employment Opportunity :**

- A. Describe your organization's equal employment opportunity policies and programs.
- B. Has your organization or any of its employees, or anyone acting on its behalf, ever been convicted of any crime or offense arising directly or indirectly from the conduct of your organization's business or have any of your organization's officers, directors or persons exercising substantial policy discretion ever been convicted of any crime or offense involving financial misconduct or fraud? If so, please describe any such convictions and surrounding circumstances in detail.
- C. Has your organization, or any of its employees, or anyone acting on its behalf, been indicted or otherwise charged in connection with any criminal matter rising directly or indirectly from the conduct of your organization's business which is still pending or have



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any of your organization's officers, directors or persons exercising substantial policy discretion been indicted or otherwise charged in connection with any criminal matter involving financial misconduct or fraud which is still pending? If so, please describe any such indictments and surrounding circumstances in detail.

- D. Please describe (i) any material financial relationships that your organization or any organization employee has with any financial advisory firms, investment banks or law firms or other persons or entities that may create a conflict of interest in acting as a Provider to the School District; (ii) any family relationship that any employee of your organization has with any public servant that may create a conflict of interest, or the appearance of a conflict of interest in acting as a Provider to the School District and (iii) any other matter that your organization believes may create a conflict of interest or the appearance of a conflict of interest in acting as a Provider to the School District. Please describe any procedures your organization either has adopted, or would adopt, to assure the School District that a conflict of interest would not exist for your organization in the future.

10. **Intellectual Property.**

- a. **Copyright.** The District reserves copyright in all written and electronic materials developed by the District or the Provider as part of this agreement. District materials may not be copied or otherwise reproduced without the express written permission of the District.
- b. **Trademark and Trade Name.** This Agreement does not give the Provider any ownership rights or interest in District trade names or trademarks.
- c. **Use of Name.** The Provider shall request permission from the District prior to using the District trade names or trademarks in any report or publication unless otherwise provided for in this agreement.
- d. **Ownership.** No work product, report, or other materials produced under the contract may be used by the Proposer in any other matter without the express written consent of the District through the Solicitor and the use of the name of the School District of Pittsburgh in any other matter may not be used for reporting or promotional purposes without identical consent. All of the foregoing items shall be promptly delivered to the Board upon demand at any time and at expiration or termination of the contract. If any of the aforementioned items are lost or destroyed while in the Proposer's possession, they will be replaced or restored at Proposer's expense.



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Request for Proposal: Literacy and Activities Partner Organizations for Summer Middle-Grades Camp

APPENDIX A: Background Information

As part of the nation's economic recovery strategy, President Obama signed The American Recovery and Reinvestment Act (ARRA) into law on February 17, 2009. **ARRA recognizes that strategic investments in education are one of the best ways to help America become more productive and competitive over the long haul. In recognition of this, the US Department of Education has allocated funds to school districts to both sustain current programs and create new and effective ones.**

After careful evaluation of our academic goals and our current student achievement, we have determined that ARRA funds will be best utilized mounting a focused and intense effort to increase the literacy skills of our middle-grade students. Our goal is to significantly increase the number of students who arrive at 9th grade with the skills to be successful in high school, thereby putting many more students on the *Pathways to the Promise* (see www.PathwaysToThePromise.org for more information).

What we see from the data through the middle school years is that our struggling readers continue to struggle. And although our eighth grade literacy numbers are very good overall, the students who have not achieved proficiency by eighth grade are destined to do very poorly in high school and in many cases drop out. Unless we make a greater investment of time, money and energy in interventions with struggling readers before they reach high school, we will continue to see many students drop out and many others graduate lacking the necessary skills to succeed in college. We have therefore concluded that we must make substantial new efforts in the middle grades to develop critical reading skills.

We also know that students who learn through some type of engaging activity or experience are more motivated and engaged in school than those who simply receive direct instruction (see Appendix C). Through participating in these engaging, real-world experiences, students learn the rewards of hard work and its correlation to success. We know that we must therefore provide interesting, unique learning opportunities for all middle-grade PPS students.

Lastly, our students need to be prepared for the future and know what possibilities await if they apply themselves and develop the skills necessary to succeed. For that reason we will also focus on exposing students to 21st Century skills such as time management, organizational strategies, forming good habits, and public speaking – just to name a few (see Appendix D). Through expanding these skills, our middle-grade students will have access to more opportunities than ever before. In order to prepare our students for those opportunities, we will spotlight college readiness for our students. We will give them the knowledge and exposure they need in order to be prepared for a crucial post-secondary education.



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Vision

A premier summer camp free to PPS students.

Our camp (as yet to be officially named) is a new, free way for incoming sixth through eighth grade children to spend their summer exploring literature, developing life skills, finding out about post-secondary opportunities, and pursuing a passion for learning that will stay with them throughout their lives.

Pre and early teens will explore the most unique and creative hobbies that the Pittsburgh region has to offer. They will experience great books, participate in skill-level appropriate literacy development, visit college campuses, and, together, examine the relationship between hard work and success.

A safe, positive environment will empower students to try new things, and pursue new possibilities. Supportive counselors and a network of community partnerships will help each student find their niche. And a commitment to equity and diversity will ensure that every camper is treated fairly, that all campers are equally supported, and that diversity is achieved and maintained. Active participants in shaping their experience, each camper will select their literacy theme and afternoon literacy experience according to their skills and interests. Each camper's experience will culminate in a project, demonstration, or presentation that showcases the development of their unique interest and their improved literacy skills.

Our camp changes the entire current approach to summer programming managed by PPS.

Mission/Outcome Goals

Through an experience unlike a traditional school day, campers will:

1. Enter 9th grade at or above grade level in literacy
2. Gain a new passion for learning that stays with them always
3. Develop skills and knowledge that will allow them to thrive in and after high school
4. Become more optimistic about the possibilities, become more motivated to succeed, and have a concrete vision for their lives in and after high school



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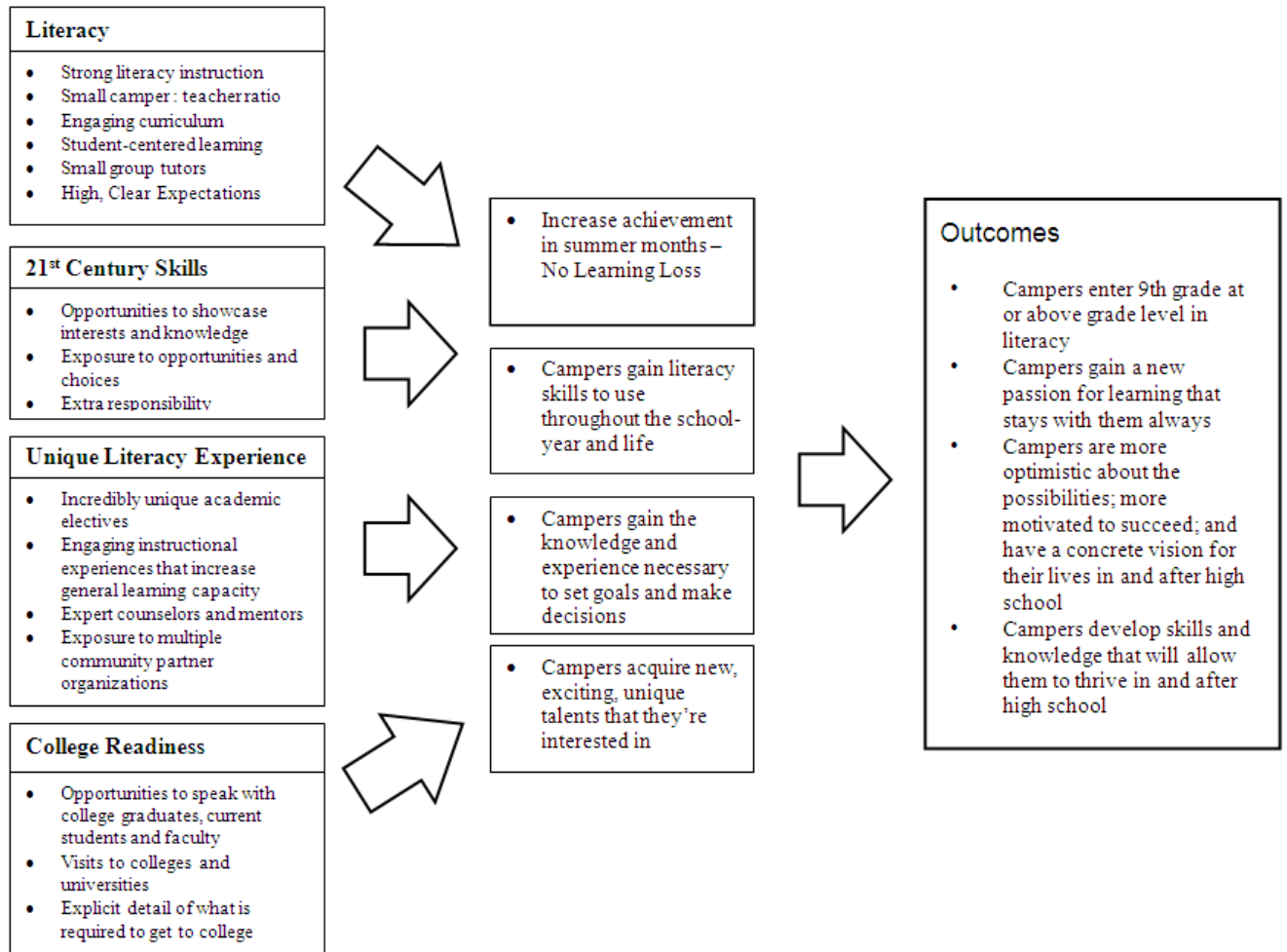
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APPENDIX B: Summer Middle-Grades Camp Logic Model

The logic model below is a product of the original design of the Summer Middle-Grades Camp. This model is a key tool for providers. The model should help the providers in shaping proposals and planning a program of interest to students.





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APPENDIX C: Research Resources Regarding Summer Learning Loss and Student Engagement

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Appendix D: Examples of 21st Century Skills

These skills have been identified as characteristics which are useful for success in today's world. There are undoubtedly many more.

- Accountability
- Application of Technology
- Career Flexibility
- Civic Knowledge
- Code-Switching (fitting your demeanor to the situation)
- Communication
- Community Involvement
- Creative Thinking
- Cultural Awareness
- Deductive Reasoning
- Embracing Diversity
- Ethics
- Etiquette
- Global Awareness
- Goal Setting
- Healthy Decision-Making Skills
- Information Accessing
- Interviewing Skills
- Leadership Skills
- Lifelong Learning
- Long-term Planning
- Managing Information
- Media Analysis
- Multi-tasking
- Negotiation
- Personal Finance
- Problem Solving/Logical Thinking
- Project Management
- Public Speaking
- Responsibility
- Self-Motivation
- Self-Reflection
- Social Interaction
- Systems Thinking (interaction between parts of a whole)
- Teamwork/Collaboration
- Test-Taking Strategies
- Time Management
- Working Independently



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Appendix E: Title I Requirements

TITLE I SUMMER STIMULUS RATING RUBRIC

1	<p>§1114(b)(1)(B)</p> <p>Requirement: Reform strategies</p> <p>Evidence: Scientifically-based research strategies are based on identified needs (literacy) and designed to raise the achievement level of all students on content standards and address how the provider will determine if such needs have been met.</p>			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
1.1	<p><i>Needs assessment data were used to identify instructional strategies for all demographic groups.</i></p>	<p><i>Needs assessment data were analyzed and used for prioritizing core academic decisions.</i></p>	<p><i>Needs assessment data were reviewed regularly, analyzed, and tracked over time to ensure proficient and advanced levels of achievement.</i></p>	<p>This requirement has been resolved by the District. There is no need to respond to this in your proposal.</p>
1.2	<p><i>The scientifically-based research strategies, curriculum and/or model are identified and will provide additional assistance to students failing to make progress on the standards. The plan included strategies to address the needs of all children in the camp, but particularly the needs of low-achieving children and those at-risk of not meeting the state standards. The plan also addressed how the provider will determine if such needs were met.</i></p>	<p><i>The scientifically-based research strategies, curriculum, and/or model are identified and will provide additional assistance to targeted populations and individual students failing to make progress or at-risk of failing to make progress on a timely basis. The plan included strategies to address the needs of all children in the camp. The needs of low-achieving children and at-risk children were particularly addressed. The plan also addressed how the provider will determine if such needs were met.</i></p>	<p><i>Multiple strategies based on scientific research are going to be used to provide additional assistance to identified needs of targeted subgroups; to individual students failing to make progress; and to low-achieving students at-risk of failing to meet the state’s standards as well as students moving toward the advanced levels. The plan included strategies to address the needs of all children in the camp. Strategies to meet these needs include innovative teaching methods integrating technology as appropriate. The plan also addressed how the provider will determine if such needs were met.</i></p>	



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TITLE I SUMMER STIMULUS RATING RUBRIC

2	<p>§1114(b)(1)(C)</p> <p>Requirement: Instruction by highly qualified teachers</p> <p>Evidence: The plan describes how the provider will attain highly qualified literacy teachers.</p>			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
2.1	<p>Teachers are highly qualified in Reading/Literacy as defined by No Child Left Behind Act of 2001 (NCLB).</p> <p>a. PA teacher’s certification/licensing for the grade level assigned; and</p> <p>b. Bachelor’s degree; and</p> <p>c. Demonstrate subject matter competency for the core academic subject they will be teaching</p>	<p>Teachers are highly qualified as defined by NCLB (see first block) and will participate in appropriate professional development activities.</p>	<p>Teachers are highly qualified as defined by NCLB (see first block) and will participate in appropriate professional development activities. In addition, teachers will actively examine assessment data to determine student’s unique literacy needs.</p>	
2.2	<p>Paraprofessionals meet the NCLB requirements:</p> <p>a. high school diploma or its equivalent; and</p> <p>b. minimum of 48 credit hours at an institution of higher education, an associates degree; or</p> <p>c. have passed an approved state assessment.</p>	<p>Paraprofessionals meet the NCLB requirements (see first block) and will be included in professional development provided to other staff members.</p>	<p>Paraprofessionals meet the NCLB requirements (see first block) and will be included in professional development provided to other staff members. They will be provided ongoing training specifically designed for paraprofessionals.</p>	



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3	<p>§1114(b)(1)(D) Requirement: High quality professional development Evidence: Provider describes their professional development plan to support the work of their teachers, paraprofessionals and other staff to serve students and their needs.</p>			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
3.1	<p><i>Professional development, focused on Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening as it relates to the curriculum or model being utilized by the provider will be offered, on a limited basis, to teachers and other certificated staff who will be working in the summer camp.</i></p>	<p><i>Professional development, focused on Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening as it relates to the curriculum or model being utilized by the provider will be offered to teachers and other certificated staff who will be working in the summer camp and will be designed to specifically address the identified needs of the students to enable all students to meet these state standards.</i></p>	<p><i>The provider has an ongoing professional development plan and evaluative process that will be implemented to determine whether the needs of all students and the staff were being met.</i></p>	
4	<p>§1114(b)(1)(F) Requirement: Strategies to increase parental involvement Evidence: The providers plan details how they will regularly inform parents about their student’s progress.</p>			
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
4.1	<p><i>Providers will identify how information regarding student progress will be distributed to parents.</i></p>	<p><i>Provider will identify methods that will be used to notify parents of their child(s) progress & provide an opportunity for parent feedback and input.</i></p>	<p><i>The provider has a parent involvement plan that addresses the following:</i></p> <ul style="list-style-type: none"> <i>a. How parents will be notified of their child(s) progress.</i> <i>b. A sample weekly progress report</i> <i>c. A ‘parent meeting’ or “meet & greet” is scheduled. Student work and/or the culminating activity will be showcased.</i> 	



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Appendix F: W-9 Form Request for Taxpayer Identification Number and Certification

Please complete the W-9 form and print it out to submit with your proposal. This form can be found at

<http://www.pps.k12.pa.us/143110127101941593/lib/143110127101941593/w9.pdf>



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Appendix G: Glossary of Terms

Content Standards

Standards that describe what students should know and be able to do in core academic subjects at each grade level. (Ed Source) Note: The PA State Standards for Reading, Writing, Speaking, and Listening can be found at: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

Highly Qualified Paraprofessional

An employee who provides instructional support in a program supported with Title I, Part A funds. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, Title I paraprofessionals who provide instructional support must have 1) completed two years of study at an institution of higher education, 2) obtained an associate's degree (or higher) degree, or 3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local assessment, knowledge of and the ability to assist in reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (US Department of Education, Paraprofessional Guidance)

Highly Qualified Teacher

According to No Child Left Behind (NCLB), a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

NCLB (No Child Left Behind)

Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".



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Title I

A federal program that provides funds to improve the academic achievement for educationally disadvantaged students as well as to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This can be accomplished by meeting the educational needs of low-achieving children, closing the achievement gap between high- and low-performing children, high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, high quality professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.



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Appendix H: Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening

Please visit <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf> for the PS State Standards.



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Appendix I: Checklist for Submission

Category	Complete?
Cover Page	
Cover Letter	
Detailed Implementation Plan	
Budget and Budget Narrative	
Qualifications and Experience	
References (3)	
Work History with the District	
Legal Actions	
Financial Statements	
Insurance Requirements	
Licenses	
Joint Venture	
Organization Information/Equal Opportunity Employment	
W-9 Form – Request for Taxpayer Identification Number and Certification	