

Request for Proposals



Janney Elementary School Request for Proposal for a Beforecare and Aftercare Services Program

Release Date: February 14, 2011

Due Date: March 14, 2011

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1. Introduction

1.1 Background

Janney is a public PreK – 5 elementary school in the District of Columbia. Currently serving 511 students, Janney prides itself as being a community of learners that promotes respect and responsibility. Janney strives to cultivate in its community the skills, values, and confidence to support a lifetime of learning, leadership, and service. The school encourages children to be joyful, active learners who are confident and ethical citizens of the school community and can apply this to the larger global community. Students will be able to discover and appreciate their own voice, to listen to others, to express themselves verbally and in writing, to think critically, to solve problems in creative ways, to work cooperatively with others and to use technology to promote understanding and communication. While at Janney, students will deepen their knowledge in language arts, history and geography, math, science, and fine arts through a rich, coherent curriculum that reflects the diversity of the world in which we live and takes full advantage of the resources in the DC area.

The school's core values promote:

Achievement: Children learn in different ways and each educator differentiates instruction to help all students meet high standards. When students perceive meaning and relevance in their work, they are most motivated to learn. Various assessments are used continuously to monitor student learning and inform instruction.

Inquiry: Students and educators are life-long learners who value intellectual curiosity and are self-motivated to pursue and advance knowledge and understanding. The curriculum emphasizes depth over breadth of coverage, with the goal of developing habits of mind such as inquiring into causes, marshaling resources, seeing from multiple perspectives, and applying learning to new situations. We

strive to integrate the arts into other subject areas to promote deeper levels of inquiry and learning.

Equity: The school community is committed to assuring all students in the school have an enriched education and are held to high expectations for student achievement. The school works with children to challenge prejudice, respect differences, and recognize that multiple perspectives inform human experience.

Collaboration: The school community works toward common goals through active communication. All members of the school community – including students, teachers, parents, administrators, and support staff – participate in the school. The school promotes professional collegiality by finding avenues to continually discuss the practice of teaching and learning.

Reflection: Reflection, research, and the sharing of ideas is important to the Janney community.

Experimentation: The school community fosters a spirit of experimentation and discovery among children and educators. The school community encourages its members to be entrepreneurial and accept that some programs will succeed and others will not. Janney strives to provide a safe place where children and adults can be curious, take risks, and be adventurous.

1.2 Eligible Applicants

Eligible applicants will be registered organizations with a demonstrated record of operating an aftercare or similar program to elementary students, community and cultural responsiveness, community-based support, effectiveness with the social and emotional development of children, and a submission of electronic and hard-copy data to the managing organization.

1.3 General Proposal Conditions

All proposal costs are the responsibility of the applicant. Any partner agency information must be provided separately. Responses must meet required format and address the specifications outlined. Proposals are subject to public dissemination and become property of Janney Elementary. Janney reserves the right to use any information or ideas contained within the proposal. Janney reserves the right to cancel the RFP in whole or part, and to seek additional proposals if those initially received do not meet the Janney community needs. Submitted proposals must be valid, at minimum, through the end of the 2010/2011 school year

1.4 Questions

Questions may be asked by emailing janneyacsurvey@gmail.com From February 14th to February 22nd at 5pm. Accepted questions and their corresponding answers will be available to all responders, with the origin remaining confidential. A conference period with working group members and the organization submitting the proposal may be held, at the working group's invitation, from March 14th – March 18th.

1.5 Due Date

The proposal preparation period is from February 14th – March 14th, with the final proposal, with all attachments due to janneyacsurvey@gmail.com or in hardcopy to the main office by 5pm on Friday, March 14th.

1.6 RFP Amendment, Cancellation and Right of Rejection

The RFP can be amended at any time and may be provided to all vendors during an as-yet-determined open submission period. The aftercare working group can reject any proposals and those that do not meet the requirements may be considered non-responsive. Responses cannot be qualified or restrict the rights and requests of Janney Elementary. Minor variances may be waived at the discretion and to the benefit of Janney Elementary.

1.7 Proposal Package

All parts of the proposal should be submitted in 12-point Times New Roman font, except where original attachments preclude this format. Respondents are expected to adhere to page limits where described and must submit all required attachments to be considered for the reward of the aftercare contract. All attachments and documents must be clearly labeled to reflect content (e.g. Attachment A: Mandated Reporter Verification).

1.8 Proposal Language

For the purpose of the proposal all references to “aftercare” shall also apply to the “before care” elements of the program except as identified by the respondent in the “before care” section of “program requirements.”

2. General Contractor Requirements

2.1 Forms and Reporting Requirements

Internal forms may be developed by the contractor, but Janney Elementary may also mandate the use of certain forms for tracking selected performance outcomes. The contractor is expected to maintain all data sources noted in this proposal, including but not limited to sources identified by the contractor in the “performance outcomes” section of the proposal.

2.2 Hours of Operation

Beforecare: 7:30am – 8:40am

Aftercare: 3:15pm – 6:30pm

2.3 Child Abuse Investigation Referrals

All employees of the aftercare program, as providers of care to children, are considered mandated reporters by the District of Columbia. Mandated reporter training is required and may be completed through the District of Columbia government. Documentation of completed training must be filed with Janney Elementary and be updated as new staff members are hired (Attachment A).

2.4 Performance Measures/Compliance Audit

Performance and compliance audits will be conducted according to performance measures and content established in this RFP. Performance measures and compliance audits will be conducted on a quarterly evaluation schedule to be disseminated by the aftercare working group upon final ratification of an organization's RFP. These quarterly evaluations will include, but are not limited to a collection of statistical data through quarterly program reports (as provided by aftercare management), observation of the program by working group members, and/or feedback from aftercare clientele. Performance measures will align to the aftercare provider's action plans (contained in this document but updated on a quarterly basis) and the compliance audit will align to the contents of the ratified RFP of the aftercare provider.

2.5 Monitoring

The aftercare contractor will be subject to any monitoring activity necessary to assure compliance with contractual requirements.

2.6 Evaluation

The contractor is expected to cooperate with the aftercare working group reviews and evaluations to determine effectiveness and if desired results are being reached both in the production of appropriate documents and data as well as adherence to evaluation

timelines. The response to evaluation may include feedback, a growth plan, and/or termination of the contract.

2.7 Coordination

The contractor is required to support clear and consistent communication with the Janney administration and, the aftercare working group. This coordination includes clear and consistent communication around procedures, the use of facilities, problem-solving when issues arise, and contractor use of in-person, written, and electronic communication.

2.8 Criminal Background Check

All employees, and subcontractors of the contractor, must be cleared by a criminal background check and be clear of all adult convictions of felonies and/or crimes against children.

A copy of this background check must be filed with Janney Elementary (Attachment B).

3. RFP Evaluation Process

3.1 Evaluation Criteria

The contract will be awarded to the response that most fulfills the requirements of this RFP. Proposals will be reviewed for demonstrated capacity to provide the services/activities outlined. Proposals will also be reviewed for clarity of vision, programming and culture, community engagement, management, the feasibility and alignment of the proposed action plan, and standing related to other applicants particularly as it relates to program cost. The review and scoring process will be conducted by the aftercare working group.

3.2 Site Review and/or Interview Stage

A site review and/or interview stage will occur prior at the end of the submission period. This site review and/or interview stage will be used to provide additional information that the RFP does not cover and will also reflect the contractor's current capacity to deliver those elements indicated in their proposal.

3.3 Appeal Process

Responding contractors will have one week to appeal any of the aforementioned evaluation categories following the conclusion of the proposal submission and evaluation period. The appeal must be in written form, identifying the purpose of the appeal, the reasoning behind it, and a proposed resolution of concerns.

3.4 Procurement Schedule and Contract Award

Upon acceptance of a proposal, the contractor will be granted a building use agreement, assuming payment of all required fees and proof of insurance via the DCPS realty office. The building use agreement will allow the contractor to operate through the end of SY 2010/2011 and will be renewed on an annual basis at the mutual agreement of the contractor and the Janney school administration.

The approved proposal must begin delivery on or before April 14, 2011.

Exhibit 1: Program Review/Scope of Services

Exhibit 2: Proposal Package Components

1. Proposal Summary Sheet/Executive Summary
2. Statement of Experience
3. Statement of References
4. Vision and Values
5. Description of Program and Services
6. Culture and Climate
7. Program Management
8. Line-item Budget and Budget Narrative/Cost
9. Family and Community Outreach and Engagement Plan
10. Before care Addendum

Exhibit 3: Action Plan/Overall Performance Measures

Exhibit 1: Program Review/Scope of Services

In order to determine the scope of the ideal aftercare program at Janney Elementary School, an aftercare working group was convened to establish key goals through a community survey, focus groups, school goals, research on quality aftercare, a review of successful programs throughout the country, and an understanding of the core elements of a student-driven organization. A summary of those findings is included here to serve as a guide to the responders of this RFP.

Janney After Care Survey Results

224 people responded to the survey

The survey responders were representative of the Janney community as a whole with a cross-section across grades, ethnicity, race, and support services used. In addition,

90.1% of the responders were in boundary.

78.6% of responders have 2 parents/guardians in the household that work full or part time.

62.9% of the responders were JED users. Because responders were asked to select all forms of after care that they use, the additional forms of after school care are: parents (29.5% of responders), part time babysitter (19.6%), nanny (9.4%), other relative (7.1%), au pair (1.8%), and other (8%).

Of the JED users 36.9% went 5-days a week, 6.8% went 4-days a week, 9.5% went 3 days a week, 9.5% went 2-days a week, and 12.6% use the drop in/emergency care. Morning care has been used by 29% of the responders.

Responders consistently ranked four key qualities as the most important: 1) safety and security; 2) developmentally appropriate activities; 3) unstructured play; and 4) scheduled homework time. (Healthy nutritional snacks also ranked highly). These four concepts were discussed within the focus groups in which 47 people participated. When asked what these qualities mean for people, the following was said:

Safety & Security

- strict sign in/sign out procedures
- constant adult supervision
- staff background checks
- defined perimeter
- clear behavior expectations for kids
- staff intervention to assist with conflict resolution and to prevent bullying/teasing
- consistent disciplinary procedures between school and after care

Homework Help:

- quiet environment for students to do homework on their own but where they can get assistance when needed
- parents should have the option of opting their child out of homework time
- adding a tutoring enrichment class would be beneficial for students who need additional help

Age Appropriate Activities:

- need a wide range of activities for different aged kids
- ensure both spectrums of kids (youngest and oldest) have stimulating activity choices

Unstructured Play:

- providing options for children including outside play, quiet reading area
- adult supervision to ensure children are safe
- facilitation by staff for younger children.

An aftercare program provides childcare following the school day. Aftercare should offer a safe place for students to grow and interact, whether through self-guided play, structured activities, social and academic supports, or a combination of these elements. For the purposes of this proposal, aftercare will be considered separately from explicit enrichment classes. Core objectives include:

Vision, mission and values: Establish a clear and public delineation of the program's vision, mission, and values aligned with a goal-oriented long term plan. All decisions and programs are aligned with the vision, mission, and values of the program.

Program: Plan and deliver an inclusive program that provides developmentally-appropriate and engaging opportunities for students at all age and interest levels.

Culture and Climate: Create and maintain a safe, nurturing, and respectful community that promotes the positive social and emotional growth of all students.

Management and Resources: Outline operational policies that include organizational and management structures, a budget that supports program goals, staffing plans, and job-embedded professional development.

Family and Community: Engage with Janney families, staff, and surrounding community resources to maximize enrollment, enhance

accessibility, and establish connections to the surrounding community.

Responses to these core objectives are outlined in Exhibit 2 of this RFP.

Proposal Summary Sheet (Attachment C)

Please include the following elements in a proposal summary sheet:

- organization name
- tax id #
- name and title of contact person (will be notified about RFP)
- Address/Phone/Email/Fax
- Organization Type (non-profit, public, for profit, etc.)
- Type of Service
- Primary Recipients of Service
- Estimated number of clients
- Executive Summary
- Signature and date (to validate the offer until the conclusion of 2010/2011 school year)

Statement of Experience (Attachment D)

1. Please list any contracts you have provided in the past five (5) years and describe program services. In particular, describe your experience in providing services to the target population(s).

Year	Dollar Amount Of Services	Contract Agency	Location

2. Has your agency failed or refused to complete a contract? YES NO
If YES, please explain:

3. Has your agency ever exceeded the budget of a contract beyond 1%? YES NO

4. Has your agency or any of its principal officers ever been involved in litigation in connection with contracts for providing services similar to those being proposed?

YES NO

If YES, please complete the Agency Litigation Involvement attachment.

5. Does your agency have any controlling interest in any other firms providing equivalent or similar services? YES NO

If YES, please provide information regarding other business interests:

6. Does your agency have financial interests in other lines of business? YES
NO

If YES, please provide information regarding other financial interests:

7. Provide the names of persons with whom your agency has been associated in business as partners or business associates within the last five years:
8. Provide service experience information regarding the principal individuals of your present organization. Provide the names of principal individuals, position or office in present organization and years of service experience, including capacity, magnitude and type of work.

Statement of References (Attachment E)

Name of Applicant Agency:

Contractor must provide names and addresses of three (3) current references for similar scope of services previously provided and brief description of service rendered, in addition to telephone number, and contact person. References may include partners, clientele or host agencies.

Dates of Service	Name	Address	Phone	Contact Person
1.				

Services Provided:

Dates of Service	Name	Address	Phone	Contact Person
2.				

Services Provided:

Dates of Service	Name	Address	Phone	Contact Person
3.				

Services Provided:

Vision and Values (Attachment F)

Page Limit: 3 pages to be provided as Attachment F

Core Objective: Establish a clear and public delineation of the program's vision, mission, and values aligned with a goal-oriented long term plan. All decisions and programs should be aligned with the vision, mission, and values of the program.

In Attachment F, please address:

What is the vision of your organization as it applies to the service of the Janney Elementary community?

What is the mission of your organization as it applies to the service of the Janney Elementary community?

What are the core values of your organization as they apply to the service of the Janney Elementary community?

Briefly summarize how the vision, mission, and core values of your program will impact:

- the before/aftercare program elements
- culture and climate
- program management
- program resources
- family and community outreach.

Please include any additional information within the prescribed page limits.

Description of Program and Services (Attachment G)

Page Limit: 5 pages to be provided as Attachment G

Core Objective: Plan and deliver an inclusive program that provides developmentally-appropriate and engaging opportunities for students at all age and interest levels.

In Attachment G, please address:

What is the overarching program design and program structure that your organization will implement?

Giving clear examples, how will you plan, deliver, and balance key elements of the program, including but not limited to:

- play
- developmentally- and age-appropriate and enriching activities
- choice (that of parents and students)
- homework and academic support
- Scheduling (including how you will manage the daily schedules of participating students, and handle ½ days of school, professional development days, parent-teacher conference days, and other similar days)

What partner agencies might provide programmatic support and services? What is the content and schedule of this support?

How will the needs of all students be addressed? Include in this response a direct plan for accommodating students with special needs and English Language Learners.

What is the role of aftercare staff in delivering the programmatic elements?

Please include any additional information within the prescribed page limits.

Culture and Climate (Attachment H - I)

Page Limit: 5 pages to be provided as Attachment H, excluding additional attachments

Core Objective: Create and maintain a safe, nurturing, and respectful community that promotes the positive social and emotional growth of all students.

In attachment H, please address:

What are the core expectations, rewards, and consequences that will drive the culture and climate of your program? How will those expectations, rewards, and consequences be communicated to students?

What is the role of aftercare staff in maintaining the culture, climate, safety, and security of the aftercare program?

What staff/student ratio will be maintained? Will all staff members directly interact with and manage children?

What drop-off and pick-up procedures will be initiated and maintained?

What are the procedures parents must follow to notify your program that their child will be absent?

How will students be monitored as they move between various aftercare areas (e.g. outdoors to the multipurpose room)?

How will incidents of injury be addressed (please attach first-aid training verification for at least 4 aftercare employees as Attachment I)?

What, if any, security personnel will be maintained? What is the role of this security personnel?

What is the emergency response plan for your program as it pertains to the use of the Janney facility (include an emergency response plan as Attachment J)?

Please include any additional information within the prescribed page limits.

Program Management (Attachment K)

Page Limit: 20 pages including additional attachments, to be provided as Attachment K

Core Objective: Outline operational policies that include organizational and management structures, staffing plans, and job-embedded professional development.

In Attachment K, please address:

Provide an organizational chart that reflects all current and planned staff members.

For each of the staff roles outlined on the organizational chart, provide minimum qualifications, the job description, and the work hours for that role.

For all program managers, provide a resume for the person who will fill or who currently fills that role.

What, if any, consultants or outside organizations will be used as part of the staffing structure? How will they be used?

Provide the evaluation tool(s) that will be used for all staff members reflected in the organizational chart. What schedule will the evaluation periods follow? How will the evaluation results be used to retain, grow, or terminate staff as needed? What is the feedback and improvement process for staff?

What is the staff training and professional development plan? How will professional development goals be determined? By whom and how will this plan be implemented?

Do you have a parent-run board? What is the role of the program board? Who is on this board? How will members of the board be selected? When will board meetings be

conducted? How will minutes of meetings be disseminated to the program community? If your organization does not have a parent-run board, how will input from the parent community be sought?

How will communication between the board, management, staff, and Janney administration be managed? What methods will be used to maintain positive and productive communication?

Who will manage the financial elements of the program?

Please include any additional information within the prescribed page limits.

Family and Community Outreach and Engagement **(Attachment L)**

Page Limits: 5 pages to be provided as Attachment L

Core Objective: Engage with Janney families, staff and community resources to maximize enrollment, enhance accessibility and establish connections to the surrounding community.

In Attachment L, please address:

What is your program's philosophy of stakeholder engagement?

What methods of continuous outreach will be implemented in order to capture disengaged stakeholders as well as maintain engagement from existing stakeholders? Parents, potential parents, and the school administration should be explicitly addressed.

What tools of communication will be utilized? Please identify how each of these tools will allow for multiple opportunities for conversation and feedback to support the program, its growth and the growth of the attending children.

What is the expected content of the tools of communication (i.e. for a newsletter, provide a sample or an outline of expected content)? With what frequency will each of these tools be utilized?

What parent programming will be provided in order to ensure two-way communication, stakeholder collaboration, and an update on programming as outlined in this proposal?

How will stakeholders be included in program goal-setting and program review?

How will the work of the parent board be communicated to stakeholders?

How will new families be informed about and recruited into the program?

How will individual client concerns be addressed?

Please include any additional information within the prescribed page limits.

Line-item Budget and Budget Narrative/Cost and Rationale (Attachments M- O)

Page Limit: None

Core Objective: Outline a budget that supports program goals.

In Attachments M- O, please address:

Provide a line-item budget and any appropriate narratives to describe the elements of the budget.

If not included in the line-item budget, please include the base salaries and bonus structure for all staff roles identified in the organizational chart (see management section).

What is the tuition schedule for the program? (include all appropriate variables) How will tuition increases or adjustments be determined and communicated?

How will financial need be addressed? If applicable, please include a scholarship application and rubric as Attachment N.

How will aftercare credits be applied to the Janney enrichment program? The draft agreement below should be approved as it stands or modified, then signed by the Board chair and the program manager, as amended Attachment O:

_____ Director and Board of Directors, the Janney PTA Executive Board and the Janney Principal agree to the following on this day, _____.

In order to keep the practice of offering classes to aftercare students as part of their aftercare tuition, the following structure and process will be implemented for winter and spring 2011.

1. A child enrolled in aftercare for 2 or 3 afternoons per week may register for **one** after school class per semester at no cost. A child enrolled in aftercare for 4 or 5 afternoons per week may enroll in **two** after school classes per semester at no cost.
2. As aftercare has arranged in the past, the base rate for some classes will be \$90 per class in winter and spring of 2011. Some classes have additional materials fees or higher participation fees set by the providers/teachers of the class and these additional costs are not covered by aftercare tuition.
3. Aftercare students may sign up for any after-school classes and use their "JED credits" (worth \$90 each.) Additional fees will be due at registration.
4. As per aftercare policy, aftercare enrollment will not entitle an aftercare student to priority placement in an after school class. Classes will be filled on a first come, first serve basis, with some exception for classes that use a lottery in cases of high demand or have placement policies.
5. Two weeks after after-school classes commence in spring, the Janney Activity Coordinator, or person serving that role, will present a bill to aftercare equaling the number of aftercare students using their credit for classes during the session multiplied by \$70. (\$90 class fee-\$20 aftercare care credit for aftercare students). Full payment will be due within 14 days.
6. Payment from aftercare and class participants will be made to the Janney PTA. The Janney PTA will pay all after school teachers and vendors.

_____ (Aftercare Operator)

_____ (Janney Principal)

_____ (Janney PTA President)

Before care Addendum (Attachment P)

Page Limit: 1 page

In Attachment P, please address:

In what ways, if any, will the before care program differ from the proposed elements of the aftercare program?

Action Plan and Performance Measures (Attachment Q)

Page Limit: 4 pages

In Attachment Q, please address:

Create an action plan. This action plan, upon confirmation of provider and acceptance of the plan, will be used as a primary performance measuring tool for the aftercare working group.

The action plan must include, but is not limited to, the following:

- The category or core objective with at least 2 goals but no more than 5 goals for program and services, culture and climate, program management, and family and community outreach.
- Measurable goals as aligned to categories or core objectives
- Alignment to vision, mission and or values
- Strategies that will be implemented to reach the goal
- The measurement tools that will be used to determine progress
- Data that will be collected and maintained to prove progress
- Dates that goals will be reached (the first evaluation date will be May 15th)
- Resources that will be aligned to the goals (these resources should also be reflected in the program management plan and the line-item budget)

The contents in this proposal represents the sole work of _____ (enter contractor name) and its intent to deliver the outlined services described in this proposal to the students of Janney Elementary.

_____ (Aftercare Director)

_____ (Aftercare Assistant Director – As Applicable))

_____ (Aftercare Board Chair – As Applicable)