

Sacramento City Unified School District

REQUEST FOR PROPOSALS
After School Education and Safety Program

Proposal Due Date: May 31st, 2011 @ 2:00 PM

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I REQUIREMENTS FOR SUBMITTING PROPOSALS:

Sacramento City Unified School District
REQUEST FOR PROPOSALS
AFTER SCHOOL EDUCATION AND SAFETY PROGRAM

II BACKGROUND AND PROGRAM FOCUS

Introduction

The California Department of Education (CDE) After School Education and Safety (ASES) Program is the result of the 2002 voter-approved initiative, Proposition 49. This proposition amended California

Demonstrate community partnerships in delivering programs and services to children and families.

Improve the health and wellness of youth.

Increase students' participation in visual and performing arts.

Develop student awareness and appreciation of different cultures.

Increase opportunities for service learning and community service opportunities

Increase college and career awareness and youth entrepreneurial services.

Provide information, educational resources, and parent engagement for families, and educational programs and activities which enhance youth and adult learning. !\$nU Zälâ xî-âSN%7‡ --YêY-,îê-îù %

Grantees and the SCUSD Youth Engagement Services will utilize technology to work together, including, but not limited to, SCUSD Zangle web-based reporting for attendance.

Grantees will send the program manager/site director/ site coordinator to monthly mandatory professional development

Grantees will participate within District-wide initiatives as aligned within the SCUSD Strategic Plan and the Youth Development Support Services Office. (Bullying Prevention; Obesity Prevention; FitnessGram for Afterschool,; etc)

Grantees will work with the school community and the SCUSD Youth Engagement Services to create, refine, and modify the site after school program plan.

VI PROGRAM ELEMENTS

Eligible organizations that receive an award may use the funds to carry out an after-school activities that advance student achievement and that can be tracked and evaluated. Agencies are encouraged to address as many of these components as possible in their Proposal narrative. There are a number of components to a high-quality after-school program.

These include:

- Linkages between school-day and after-school content, curriculum, and personnel

- High academic standards.

- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow students to improve their academic achievement.

- Mathematics and science education activities.

- Arts and music education activities.

- Service Learning programs.

- Tutoring services (including those provided by or citizen volunteers and mentoring programs).

- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement.

- Attention to safety, health, physical activity and good nutrition.

- Telecommunications and technology education programs.

- Programs that promote parental involvement and family literacy.

- Programs that provide assistance to students who may be truant or high-risk to allow the students to improve their academic achievement.

- Prevention programs (risk reduction and health promotion), counseling programs and character education programs.

- Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups.

- Evaluation of program progress and effectiveness.

VII PROPOSAL CONTENTS

Please see Proposal Checklist (Appendix B) for Complete List of Required Proposal Contents.

IX NARRATIVE GUIDELINES AND REQUIREMENTS

A. General Information and Proposal Format

Agencies are requested to answer the questions and format presented in the RFP both to assure that all agencies present their material in a consistent manner to promote ease of proposal review. Proposals that do not adhere to the following format will be disqualified.

Narratives must not exceed 15 single-spaced, on white 8.5" x 11" paper, 12-point font, Times New Roman. Include all requested supporting documents in the Appendices, which do not count as 15-page total.

All pages must be numbered consecutively beginning with number 1 on the first page of the narrative through to the end of narrative. Note: DO NOT number the Cover Page, Assurance Pages, Proposal Checklist or the Table of Contents.

The agency's name must appear every page, including Appendices.

Please staple or fasten at the upper left corner. (Do not submit 3-ring binders)

Proposal Cover Page Required: Complete and submit proposal cover page provided in Appendix A of this RFP. The cover page must be the very first page of the proposal package. Do not add any other type of cover or title sheet, and do not use any transmittal letter. It is important that the cover page show the specific information requested, including agency address(es) and other details listed. The proposal cover page shall be dated and signed by a person authorized to enter into contracts on behalf of the bidder.

The following will not be counted as the narrative 15-page limit: Proposal Cover Page, Proposal Checklist, Budget Narrative or any required appendices, as specified in the RFP.

The agency may not substitute additional attachments beyond those specified in the RFP for the purpose of extending their narrative response. Any material exceeding the narrative limit will not be considered in rating the proposals. Agencies shall not include brochures or promotional material with their proposals. Do not include test scores or hard copies of surveys. A brief summary of the type of information and/or data can be included in the appropriate narrative section of the RFP.

The agency must send a sealed package including one

B. Proposal Content

- c. Professional Development Describe the types of professional development you offer, how often, when and to whom. Consider: orientation, youth development, fostering positive behavior, regularly scheduled staff meetings

Describe any in-kind contributions from partners or other funders that demonstrate capacity to

GRANT COVER PAGE
May 2011
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AFTER SCHOOL EDUCATION AND SAFETY PROGRAM

PLEASE CIRCLE WHAT TYPE OF PROPOSAL:

MIDDLE SCHOOL(S) PROPOSAL

ELEMENTARY SCHOOL(S) PROPOSAL

Organization: _____



Appendix C:

SCHOOL SITE SELECTIONS

Please select which schools the proposal includes. Submit separate proposals for elementary and middle.

Please check all elementary schools this proposal includes:

Bowling Green		Cesar Chavez		CP Huntington		Edward Kemble	
Ethel I Baker		John Bidwell		John Sloat		Maple	
Martin Luther King		Nicholas		Oakridge		Pacific	

Appendix E: BUDGET FORM

SCUSD ASES Programs				
FORM: PROGRAM BUDGET EXPENSE SUMMARY for a single site based on 85 studentsrfelementary or 111 for middle school.				
EXPENSES	A. SCUSD ASES BUDGET	B. ALL OTHER "FUNDED" PROGRAM EXPENSES	C. IN-KIND (NON-CASH EXPENSES)	D. TOTAL PROGRAM BUDGET (Column A+B+C) BUDGET

TOTAL EXPENSES				
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Appendix F:

PROGRAM GOALS

Listed below are the five (5) required program goals that MUST be reported on throughout the project. You may add others if you choose. Once added they must be reported on for the duration of the project.

Data sources are what you will use (tests, grades, etc.) that are statistical & measurable to show outcomes/change. Use only data sources for which you will have results that can be compared within grant reporting timeframe.

Program Goals:

1. To improve the academic performance in reading, language arts and math of students who are low performing/ failing or at high risk of failure
2. To improve the health and wellness of youth who participate in the after school program.
This might include but not be limited to: nutrition, physical fitness, social-emotional development/asset building, bullying and harassment prevention, safety issues (fire, bike, water, home alone, dating, car, etc), social-emotional development (asset development), and/or substance abuse prevention, etc.
3. To enhance a student's enrichment opportunities by providing a broad array of age-appropriate, student-driven, high interest learning opportunities.
This might include but not be limited to: visual and performing arts (e.g. music, dance, theatre, performances, and exhibits), cultural/multi-cultural activities, financial literacy or career planning and college exploration, and service learning, etc.
4. To provide information, educational resources, and activities to families, that will enhance youth and adult learning.

Sustainability Goal:

5. To create and maintain relationships with the school staff. There is a clear plan for strengthening the school day and after school program alignment.

Appendix G:

Proposal/Scoring Review Rating Form

Reader _____

Proposal Agency _____

Reader Instructions: Give the proposal a score that best describes its quality in each category. Give the proposal a sub-total as indicated at the end of each section. Total all the sub-section in the final scoring chart below.

TOTAL SCORING CHART

CATEGORY	POINTS
1. Need For Program	(15)
2. Program Design	(40)
3. Organizational Focus	(35)
4. Project Evaluation	(20)
A. Budget Narrative	(10)