



Cedar Rapids Community School District

Every Learner. Future Ready.

School Year Learning Loss Recovery 2022

Request for Proposals

from

Collaborative Community Partner Organizations

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT

2500 EDGEWOOD RD NW

CEDAR RAPIDS, IA 52405

RFP RELEASED: FRIDAY, APRIL 8th, 2022

PROPOSALS DUE: FRIDAY, MAY 6th, 2022

Purpose

The Cedar Rapids Community School District seeks collaborative community-based organizational partners to provide research-based support for student academic recovery from learning lost due to COVID-19 pandemic-related extended school closures. The purpose of this RFP is for CRCSD to:

- 1) Financially support community partner organizations to provide programs that accelerate learning and close opportunity gaps across student demographic groups through research-based before, during and after school programs for students at risk of academic failure; AND
- 2) Build capacity for collaborative data-sharing and coordination of services to effectively identify and meet student learning needs.

Potential partners must meet preliminary program standards to be considered as a provider and if selected, must demonstrate high quality service in order to continue serving as a provider. All partner organizations are required to register as a district partner prior to submitting an RFP.

District Contact Information and Inquiries

All communication regarding the District's School Year Learning Loss Recovery program including questions about the Request for Proposals (RFP) should be directed to the Community Partnership Program team at partnerships@crschools.us

Submission and Receipt of Information Packets

All RFP packets should be submitted to partnerships@crschools.us by 11:59 p.m. on **Friday, May 6th, 2022**. Late proposals will not be accepted. The email subject line for information packet submissions should be "School Year Learning Loss Recovery RFP Submission." The document must be a single file in PDF format. An email receipt will be sent when a packet is received.

| Anticipated Schedule of Events | Date |
|--|-------------------|
| Activity | |
| Request for Proposals is released | April 8, 2022 |
| Deadline for submission of RFP packet | May 6, 2022 |
| Committee reviews submissions and collects follow-up information | 05/09/22-05/23/22 |
| Selected finalist notification and agreements drafted for BOE approval | Week of May 30th |
| Board of Education approval | June 13, 2022 |

***Due to uncertainties related to COVID 19, funding availability and selection process timeline is subject to change.*

General Instructions for Packet Submission:

- o The packet shall be limited to a **maximum of 8 typed pages** (8 ½” by 11”). Assessment tools, surveys, and curriculum may be included as Appendices.
- o A single PDF document that includes all appendices must be submitted via email to partnerships@crschools.us by 11:59 p.m. on 05/06/2022 in order to be considered. The e-mail subject line for information packet submissions should be “School Year Learning Loss Recovery RFP Submission.”
- o The packet should include the following (In this order):
 - o Title page (includes organization contact information and funding request)
 - o Agency Capacity
 - o Scope of Services
 - o Outcomes and Funding
 - o Overview
- o Page numbering of the packet should be consecutive, beginning with page one and continuing through the complete document.
- o Scoring will address the following criteria on a scale of 0-3, with 0 being “did not address”, 1 being “partially addressed”, and 2 being “fully addressed”. Each section is weighted equally for an overall score.
 - o The community partner has relevant experience serving youth populations to promote academic achievement or supporting the social, emotional, behavior and health needs of students.
 - o The community partner's staff is qualified to provide the proposed program or service OR the partner clearly identifies their role in training and oversight of CRCSD staff hired for the program.
 - o The community partner's proposed program or service directly addresses the academic or social and emotional needs of students.
 - o The program or service aligns with validated research-based practices.
 - o Expectations, roles, and responsibilities are clearly identified for the district and community partner organization.
 - o The community partner identifies methods and strategies for communicating with families to promote collaborative working relationships.
 - o The community partner identifies a plan to adapt to individual student needs whether face to face or virtual.
 - o The community partner has worked collaboratively with CRCSD central office staff to develop and implement a data dashboard that will track participant progress.
 - o The partner identifies clear outcomes, aligned to CRCSD measures, that they will achieve through their programming.
 - Programs/services focused on academics should include outcomes in FAST, iReady, MAP or credit recovery
 - Programs/services focused on SEBH should identify specific outcomes in the Panorama survey tool

Proposal Packet Requirements

I. Agency Capacity

- A. Provide a brief description of the organization's past success in improving student achievement.
- B. Describe the staffing structure and qualifications including how staff/volunteers will be hired, trained, supervised and supported by the organization.
- C. Provide a detailed timeline for planning and implementing the proposed program/service and measuring the program outcomes.
- D. Describe how students will be recruited for the program (include promotional materials/flyers in the Appendices).

II. Scope of Services

- A. Describe a student who would be best served by the program (age/grade, demographics, academic performance, behavior, etc.).
- B. Provide a detailed description of the program including when it is offered (immediately before, during, and/or after school hours), what content will be covered, length and frequency of sessions, and any space requirements.
- C. Organizations will be expected to monitor and report program participation and outcomes. Describe how the organization will address issues with inconsistent participant attendance, including possible transportation barriers and family engagement strategies.

III. Student Outcomes

***CRCSD will provide a data dashboard that includes student academic, attendance, and behavior data. Program outcomes will be added to the dashboard prior to student enrollment in the program.*

- A. Complete a logic model that includes the following information about your proposed program.

Program Name: _____

Goal: _____

| INPUTS | ACTIVITIES | | OUTCOMES | |
|--|---|--|---|--|
| What we invest | What we do | Who we serve | Why this project: short-term results | Why this project: long-term results |
| <p><i>Staff and Volunteer time</i></p> | <p><i>One 30-40 minute session during the school day focusing on social emotional learning using the CSC curriculum</i></p> <p><i>After school program to reinforce lessons learned in school</i></p> | <p><i>Middle school students identified as needing Tier 2 or 3 support for attendance and/or behavior concerns</i></p> | <p><i>Improved Learning</i></p> <ul style="list-style-type: none"> <i>Students will improve social-emotional competencies in the areas of self-awareness and social-awareness</i> <i>Students will report feeling more connected and safe at school</i> | <p><i>Improved Conditions</i></p> <ul style="list-style-type: none"> <i>Students will improve attendance at school</i> <i>Students will improve their iReady reading proficiency and/or growth measure</i> |

B. Summarize your logic model by completing the following statement:

Our program, *(insert program name)*, will *(insert goal)* by providing *(insert what you do)* to *(insert who you serve)* to improve *(insert short term results)*, which will lead to improved conditions for learning in the following areas: *(insert long-term results)*.

C. Describe how you will document student attendance and services provided. Partner organizations will need to submit attendance and participation of rostered students as part of the mid-year and final reports.

- D. Identify at least one program-specific measure of student growth in academics (reading and math) or student growth in social-emotional development (CASEL competencies) during the school year and describe how it will be tracked/reported. Programs that address both academic and social-emotional development will be prioritized.

**CRCSD will provide the organization with a data dashboard of rostered students participating in the program that shows academic proficiency and social-emotional competencies at the end of the 2021-22 school year to assist in planning and goal setting.*

IV. Funding

- A. Provide a line item budget for the program indicating funding provided by other sources and funding requested from CRCSD.

At least 25% of funding for the program should come from sources outside of CRCSD.

***No facility costs will be associated with programs operating at school buildings.*

V. Overview

Complete the following chart with an overview of your program:

| Program Name | Grade(s) Served | Proposed Location(s) | Dates/Times | Number of Openings | Cost per Student (Total cost / Number of openings) |
|--------------|-----------------|----------------------|-------------|--------------------|--|
| | | | | | |