The School District of Pittsburgh

Request for Proposal

**External Evaluator to Implement
A Comprehensive Evaluation Plan
for the After-School Academy – 2017-2019**

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ISSUED: April 6, 2018
SUBMISSIONS DUE: Friday, April 27, 2018

Pittsburgh Public Schools

Expect great things.

Request for Proposal: External Evaluator for After-School Academy

Dear Prospective Evaluator,

After-School Academy (ASA) is a 21st Century Community Learning Centers (CCLC) afterschool program within Pittsburgh Public Schools funded in full or in part with a grant by the Pennsylvania Department of Education. The program is at Pittsburgh Brashear and Pittsburgh Perry (grades 9-12), Pittsburgh and Pittsburgh Faison (grades 4-8). ASA offers students academic support and supplemental enrichment activities.

"The 21st Century Community Learning Centers (21st CCLC) program is authorized under, Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001 and reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The 21st CCLC program provides funding for the establishment of community learning centers to provide academic, artistic and cultural enhancement activities to students and their families when school is not in session. The primary goal of these centers is to assist students with meeting state and local standards for core subjects such as reading and mathematics, by providing students with academic enrichment opportunities. In addition to academics, centers may also offer participants a broad array of other services and programs, such as art, music, service learning, character education, drug and violence prevention programming, recreation activities and technology education. Those opportunities may take place before school, after school and/or during the summer. Ancillary services for parents such as literacy instruction may also be given." (PA Dept. of Education)

After the conclusion of each program year, a local evaluation report must be submitted to assess the impact of our annual program offerings. We are searching for an external evaluator that can provide a comprehensive report on the metrics identified within the RFP.

We encourage you to read the details of this Request for Proposal carefully, and consider submitting a proposal. Proposals are due no later than Friday, April 27, 2018 at 5:00 PM, and detailed submission requirements are included on subsequent pages of this Request for Proposal.

Sincerely,

Melanie Claxton

Melanie Claxton
Coordinator of Out-of-School Time
412-529-3926 mclaxton1@pghboe.net
http://www.pps.k12.pa.us/summerdreamers

Request for Proposal: External Evaluator for After-School Academy

Section 1: General Information

Introduction

The Pittsburgh Public Schools (herein referred to as "the District") seeks proposals from individuals demonstrating strong evaluation experience and familiarity with 21st Century evaluation requirements to assess the impact of the 2017-2018 After-School Academy (ASA) model.

ASA is a 36 week after school program for elementary through high school students (4th-12th graders) at three schools, Pittsburgh Brashear 9-12, Pittsburgh Perry 9-12, and Pittsburgh Faison K-5 (all are federally designated "priority schools"). ASA focuses on engaging at minimum 270 students in a rigorous and fun, academic learning environment to build their literacy and math skills. Programming occurs for 3 to 4 hours per day, 4 to 5 days a week after school.

The goals of the program are as follows:
- To improve the academic performance of students in reading
- To improve the academic performance of students in math
- To improve the school behavior of students
- To improve the school attendance rates of students

Contact

Any questions regarding this RFP should be addressed to Melanie Claxton at mclaxton1@pghboe.net.

Locations and students served for the 2017-2018 ASA Sites are:
- Pittsburgh Brashear for 9-12th grade (590 Crane Ave, Pittsburgh, PA 15216)
- Pittsburgh Perry Traditional Academy for 9-12th grade (3875 Perrysville Ave, Pittsburgh, PA 15214)
- Pittsburgh Faison for 4-8th grade (7430 Tioga Street, Pittsburgh, PA 15208)

Timetable/Response Submittal

Proposals will be accepted through Friday, April 27, 2018 at 5 pm. Selection of individuals 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	Friday, April 6, 2018
Proposals Submitted	Friday, April 27, 2018
Interviews (if needed)	Friday, May 4, 2018
Individuals/Organizations Notified	Tuesday, May 8, 2018
Individual/Organizations Contracts Signed	Friday, May 25, 2018

Section 2: ASA Overall Evaluation Plan

The evaluation of the ASA will consist of three performance measures with a total of 28 performance indicators in each (see the Multi-Year Program Design and Performance document at the end of the RFP).

1. **Types of data to be collected.** Indicators of academic performance in reading and math will include report card grades and scores on standardized tests (PSSA and Keystone) from the past school year and the current school year. Additionally, Khan Academy performance data will be collected as available. School attendance data from the past school year and current school year will be collected, along with ASA program attendance. Indicators of school behavior that will be collected include in-school and out-of-school suspension data from the past school year and current school year. Finally, teacher, student and parent survey data will be collected as well.

2. **When various types of data will be collected.** At the start of the program, data for the standardized test scores, grades, school attendance, and in-school and out-of-school suspensions will be retrieved from PPS electronic records from the previous school year. Data for all performance indicators will be collected quarterly during each year of the program for all students at the participating sites. School attendance, program attendance, and in-school and out-of-school suspension data will be collected and reviewed on a weekly basis by the PA. Student grades will be collected quarterly after each 9-week grading period closes. Standardized test scores for the current school year will be collected annually after scores are sent to the district and validated for accuracy.

3. **Designs and methods to be used.** For each participating student, performance indicators (outcomes) will be compared before and after program participation (within-subject).

4. **Instruments to be developed and when.** PPS routinely archives report card grades, standardized test scores, school attendance, and disciplinary actions. These data as tracked by a unique student ID will be provided to the evaluator for analysis. At the start of the program, an enrollment form will be created and attendance information managed at each school site and centrally by the PA to track program-specific data (e.g. program attendance).

5. **How the data will be analyzed.** Traditional parametric and non-parametric statistical tests will be used to determine the significance of within-subject changes. Multiple regression will be used to identify the significant predictors of success. Multivariate and stratified analyses will be performed to determine if the program's effectiveness varied by baseline level of risk and/or level of program participation.

6. **When reports of results and outcomes will become available.** The evaluator will provide mid-year and year-end reports of results and outcomes. Additionally, the PA will report on program-level data on a weekly basis.

7. **How information will be used by program to monitor progress and to provide accountability information to stakeholders about success at the program site(s).** The weekly program-specific information from the PA will be shared with PPS central office staff, including all staff in the Student Support Services department, the teaching staff at each ASA site who will be responsible for disseminating information to non-ASA teachers in each school building, and to all members of the ASA Advisory Board. Quarterly grade analysis will be monitored by the PA and flagged for the teaching staff of each site in order to tailor program activities to student needs. Additionally, the mid-year and year-end reports as outlined above will also be shared with these stakeholders.

Section 3: External Evaluator Scope of Services

Who May Apply

Eligible proposers include any organization or individual with the capacity to complete the duties outlined in the scope of service. Proposers may be non-profit or for-profit. Previous experience conducting 21st CCLC evaluations required.

Contract and Option Periods

The term of the contract shall be active on or about Friday, May 25, 2018 until on or about October 31, 2019.

Required Deliverables

1. **Communication with PPS:** Evaluator(s) shall meet with PPS staff as needed to ensure full implementation of the evaluation plan and provide updates on progress to date.

2. **Quarterly Reports**: Following quarterly site visits, the evaluator shall submit a report to PPS staff detailing feedback and recommendations for onsite practices to ensure fidelity to the ASA model.

3. **End of the Year Reports:** Evaluator(s) shall deliver an end of the year report following each ASA Academy. The first report will be due Friday, September 28, 2018. The second report will be due Friday, September 27, 2019.

4. **Invoices:** Evaluator(s) shall submit invoices monthly. Each invoice should include a detailed description of the activities conducted, number of hours worked, and a corresponding date of the activity.

Section 4: Detailed Proposal Requirements

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

Contents of Proposal

1. **Cover Page:** Please submit a cover page with the following information:

   General Information
   - Individual/Organization name
   - Individual/Organization mailing address
   - Individual/Organization phone number
   - Individual/Organization e-mail address
   - Proposer Name, if not submitting as an individual
   - Submission date

2. **Detailed Evaluation Plan** (not to exceed two pages)**:** please describe the plan in detail that would allow reviewers to understand:
   - Proposed research methodology;
   - Plan to support overall data collection;
   - All project deliverables; and
   - Project timeline

3. **Budget and Budget Narrative** (not to exceed one page): Please submit a detailed budget that is aligned with the evaluation plan. Budget should include: a breakdown of hourly personnel cost along with the estimated number of hours required to complete all deliverables. Note that the overall project budget should not exceed $20,125 per academic year.

4. **Qualifications and Experience:** Please submit a bulleted list of qualifications, achievements, and accomplishments that demonstrate the quality and experience of the proposer as it relates to the proposal.

5. **References:** Please provide a minimum of three (3) references. For each reference, please include the individual's name, title, and organization, relationship to proposer, e-mail address, and phone number. The District reserves the right to contact these references and to request additional references.

6. **Work History with the District:** Please list and describe any past work history with Pittsburgh Public Schools, including the specific project(s), if applicable.

Request for Proposal: External Evaluator for After-School Academy

General Submission Requirements

Hard Copy Submissions	Electronic Submissions
- All hard copy proposals must be created using: - 12-pt font - 8½" x 11" paper - 1-inch margins - page-numbered - We discourage the use of expensive paper and bindings as no material will be returned to proposers. - Three (3) copies of the proposal shall be prepared and delivered to: Pittsburgh Public Schools 341 S. Bellefield Ave. Rm 424 Pittsburgh, PA 15213	- All electronic proposals must be created using: - 12-pt font - 8½" x 11" paper - 1-inch margins - page-numbered - All electronic submissions must be sent as a single PDF attachment to **mclaxton1@pghboe.net** - Information included in the body of the e-mail message will not be considered in the evaluation of proposals submitted electronically.
Confirmation of Receipt Confirmation of receipt of proposals submitted in hard copy and electronically will be sent via e-mail to the primary contact listed in the proposal no later than 5:00 p.m. on Monday, April 30, 2018	

- ➢ **All proposals must be received by 5 p.m. on Friday, April 27, 2018**
- ➢ Proposals submitted via fax will not be accepted.
- ➢ Late proposals will not be accepted.

Please note: The District reserves the right to reject any and all proposals and identify any areas where a conflict of interest may exist.

Section 4: Evaluation Criteria

Proposals will be reviewed by an evaluation committee. 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 applicable, in the evaluation. The District anticipates selecting multiple providers.

All proposals will be evaluated based on the following criteria:

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

pennsylvania
DEPARTMENT OF EDUCATION

21st Century Community Learning Centers (21st CCLC) Performance Indicators and Multi-Year Program Design

Performance Indicators for Grantees

The following performance indicators were created by the 21st CCLC state evaluation team based on federal performance measures, Pennsylvania's program guidance, and current data and reporting elements. The intent of a performance indicator is to contextualize program findings/results, challenge programs to improve, and establish accountability measures.

Performance indicators address program change and improvement, not necessarily elements that are inherent in the implementation of the program. For programs that directly serve students, performance indicators most often address student performance outcomes. Performance indicators are provided within the three state performance measures.

Directions:
1. Outcome indicators shaded in red are defined at the federal level through the Government Performance and Results Act (GPRA). All grantees will be held to the GPRA measures/targets that apply to the grade levels the program will serve.

   a. At the federal level, improvement on report cards is defined as a positive move of half a letter grade or 5 percentage points or more. Improvement on state assessments is defined as a positive move of one or more proficiency level. Grantees may choose to examine or define change in different ways however, they will be held accountable to the federal change definition.

   b. Calculation of performance at the federal level excludes students already achieving at the highest level. Grantee performance indicators should take this into account for non-GPRA indicators.

2. Based on your local needs assessment, select any other indicators that apply to your program. Performance indicators should represent annual change – change from the prior year to the current – not cumulative change over multiple years. For each non-GPRA indicator selected, choose a performance target based on your needs assessment. Performance targets should be reasonable, yet challenging.

3. You should choose indicators that relate to the needs of the population the program will serve AND that are likely to be influenced by direct efforts. You should be able to link

each indicator to specific activities and strategies that your program will use to address the change. A single activity may influence, and be listed with, more than one indicator. It is unlikely that a program will select all non-GPRA indicators. State evaluators recommend that an applicant select or create approximately 3-5 indicators in addition to the GPRA indicators and these indicators should be selected for the areas of greatest local need.

4. If there are areas of local interest or focus, there is a block at the end for defining local indicators and targets.

5. Complete the remaining empty columns as they apply to your grant and include it with your application.

   a. **All indicators shaded red are required of all grantees unless the grant does not serve that population.** If an indicator shaded in red does not apply to your population (i.e. elementary indicators will not apply if your grant will only serve high school grades), enter "NA" in the activities, data sources and years columns. Add to the data sources identified as needed.

   b. If you are not going to address an optional indicator (no shading), leave the row blank or delete it by clicking any cell in the row, selecting the Layout sub-tab under the Table Tools menu, clicking the arrow beneath the delete button, and choosing delete row.

   c. For optional indicators, be sure to specify the performance target your grant has established. Targets should be chosen by considering current performance levels as identified during needs assessment.

   d. Student outcome performance indicators apply only to those students attending the program 30 or more days, as defined at the federal level, except credit recovery indicators, which apply to all students participating in credit recovery activities.

Grantees should also be aware of two implementation indicators included in GPRA:

21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st CCLC centers reporting emphasis in at least one core academic area. Target: 100% of centers.

Indicator 2.2: The percentage 21st CCLC centers offering enrichment and support activities in other areas. Target: 100% of centers.

21st CENTURY COMMUNITY LEARNING CENTERS:

MULTI -YEAR PROGRAM DESIGN AND PERFORMANCE

Applicant Agency: Pittsburgh Public Schools

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.1)	48.5%		Math report card grades; fall and spring; student program attendance data; student grade levels	
The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.2)	48.5%		Math report card grades; fall and spring; student program attendance data; student grade levels	
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.3)	48.5%		Math report card grades; fall and spring; student program attendance data	

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.4)	48.5%		Reading/English/language arts report card grades; fall and spring; student program attendance data; student grade levels	
The percentage of middle or high school 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.5)	48.5%		Reading/English/language arts report card grades; fall and spring; student program attendance data; student grade levels	
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.6)	70%		Reading/English/language arts report card grades; fall and spring; student program attendance data	
The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments (PSSA/PASA). (GPRA 1.7)	45%		Reading state assessment data; student program attendance data; student grade levels	

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam). (GPRA 1.8)	25%		Math state assessment data; student program attendance data; student grade levels	
The percentage of regularly attending students who improve their state reading assessment performance level from the prior year to the current year			Reading state assessment data; student program attendance data	
The percentage of regularly attending students who improve their state math assessment performance level from the prior year to the current year			Math state assessment data; student program attendance data	
The percentage of regularly attending students improving in reading based on pre/post assessments using			Local pre/post reading assessments " "student program attendance data	

Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students improving in math based on pre/post assessments using			Local pre/post reading assessments student program attendance data	
The percentage of regularly attending students improving their academic performance as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
Performance Indicator	Target (%)	Activities Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods List all data sources used to examine this indicator	Grant Year (1, 2, 3) Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve). (GPRA 1.9)	90%		Teacher Survey; student program attendance data; student grade levels	
The percentage of middle and high school 21st CCLC program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.10)	93%		Teacher Survey; student program attendance data; student grade levels	
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.11)	77%		Teacher Survey; student program attendance data; student grade levels	
The percentage of regularly attending students who improve their school attendance by reducing their number of days absent from the prior year to the current year			Prior year and current year school attendance data (# of days absent); student program attendance data	

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students who improve their school attendance by reducing their number of days tardy from the prior year to the current year			Prior year and current year school attendance data (# of days tardy); student program attendance data	
The percentage of regularly attending students who improve their school behavior by reducing their number of discipline incidents from the prior year to the current year			Prior year and current year school discipline data (# of discipline incidents); student program attendance data	
The percentage of regularly attending students who improve their school behavior by reducing their number of days suspended from the prior year to the current year			Prior year and current year school discipline data (# of days suspended); student program attendance data	
The percentage of regularly attending students improving their class attendance as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students improving their class participation as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their class attentiveness as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 3: Participants in 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.				
Performance Indicator	Target (%)	Activities Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods List all data sources used to examine this indicator	Grant Year (1, 2, 3) Indicate which grant years this indicator will be examined
The percentage of elementary 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.12)	75%		Teacher Survey; student program attendance data	
The percentage of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.13)	75%		Teacher Survey; student program attendance data	
The percentage of all 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	75%		Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their volunteering in class as measured by the Teacher Survey			Teacher Survey; student program attendance data	

Performance Measure 3: Participants in 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of regularly attending students improving their motivation to learn as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of regularly attending students improving their ability to get along well with others as measured by the Teacher Survey			Teacher Survey; student program attendance data	
The percentage of students successfully recovering one or more credits/courses (of those participating in credit recovery activities)			Student participation records (#/list of students participating in credit or course recovery activities; #/list of students recovering credits/courses; list of courses recovered by each student	

Performance Measure 3: Participants in 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.				
Performance Indicator	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined
The percentage of students promoted to the next grade or graduating at the end of the school year.			Graduation/promotion or grade level enrollment records for current year and subsequent year	

Locally-defined Indicators	**Target (%)**	**Activities** Include those activities specifically chosen to influence the area addressed by the performance indicator	**Data Source(s) and Evaluation Methods** List all data sources used to examine this indicator	**Grant Year (1, 2, 3)** Indicate which grant years this indicator will be examined

Locally-defined Indicators	Target (%)	Activities Include those activities specifically chosen to influence the area addressed by the performance indicator	Data Source(s) and Evaluation Methods List all data sources used to examine this indicator	Grant Year (1, 2, 3) Indicate which grant years this indicator will be examined