

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

Request For Proposal

**Activities Partner Organizations for Summer Middle-
Grades Camp**

Issuance Date: August 17, 2009

Submission Date: October 2, 2009



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

Dear Potential Activities 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.

Research shows that students involved in extracurricular activities are more likely to succeed in school than their peers who are not involved in activities. Some of the best ways to teach children involve real-world, hands-on learning. Children, as well as adults, are happier and more productive when they get to participate in activities that are interesting to them.

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. We are looking for partners to teach PPS students entering 6th – 8th grade a unique and creative hobby and generate excitement in a new area of interest that ignites a passion both during the five-week summer camp and for the rest of their lives.** The camp cannot look like a typical afternoon on the playground. Our goal is to expand the opportunities for children in Pittsburgh beyond the experiences currently available to them.

This is an exciting time in Pittsburgh Public Schools, and this camp is an amazing opportunity for the school district, local organizations, communities, 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 camp – quite possibly the best and largest run by a school district in the United States. 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





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

TABLE OF CONTENTS

1. General Information
2. Scope of Services
3. Detailed Proposal Requirements
4. Evaluation Criteria and Basis of Award
5. General Terms and Conditions

APPENDICES

- A. Background Information
- B. Summer Middle-Grades Camp Logic Model
- C. Research Resources on Summer Learning Loss and Engagement
- D. Examples of 21st Century Skills
- E. Illustrative Examples of Activities for the Camp
- F. Link to W-9 Form Request for Taxpayer Identification Number and Certification
- G. Checklist



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

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 activity during the new summer middle-grades camp**. The camp will include a 5-week, full day schedule. The mornings will focus on literacy instruction and the afternoons will be dedicated to activities. Each camper’s experience will culminate in a project, demonstration, or presentation that showcases the development of their unique interest.

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 activities that link to goals two and three of the four outcome goals of the camp.

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. The District is determined to give students the ability to develop new and unique passions through this novel camp. We are looking for partners with that same determination.



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

Timetable/Response Submittal

Proposals for the camp will be accepted through October 2, 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	August 17, 2009
Pre-Bid Conference (optional) Location: Conference Room A 341 S. Bellefield Ave. Pittsburgh, PA 15213	August 25, 2009 4:30 – 6:00 p.m.
Submission of Proposal	October 2, 2009 at 5 p.m.
Interviews (tentative)	Target Date – November 13, 2009
Site Visits	December 14, 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. 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:

<p>Eddie Willson Activities Project Manager School District of Pittsburgh 341 South Bellefield Avenue, Rm. 359 Pittsburgh, PA 15213 Tel: (412) 622-3985</p>



Pittsburgh Public Schools



The Pathway to the Promise.



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

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.
- Six (6) 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 **October 2, 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.

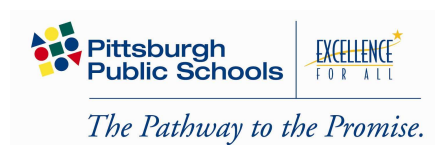
SECTION 2: SCOPE OF SERVICES

Who May Apply

Eligible applicants include any organization with the capacity to inspire and engage campers by introducing them to a new passion. 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 2010-2011 pending an evaluation process and funding.





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

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. Activities 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 approximately 3,750 students participate in this summer camp. The campers will be divided among approximately eight to ten 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 are yet to be determined and may include school buildings or community centers 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.

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. Please be as detailed as possible in proposals regarding space, materials, and transportation requirements.

Mandatory Staffing Requirements

The District requires a maximum ratio of 20 campers to one trained adult for the duration of the camp. 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.



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

Required Deliverables and Meetings

Activities providers will be expected to submit the following throughout the duration of the contract 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.

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.





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

- **Detailed Implementation Plan.** The Proposer must submit an implementation plan (no more than 12 pages) detailing the activities the Proposer will provide. This plan should include:

Items to include	Questions to Answer
1. Program Vision <ul style="list-style-type: none"> • Describe what activities campers will participate in during the 5-week camp • Describe how campers will highlight their accomplishments through a culminating project, demonstration, or presentation • Describe how the activities will motivate campers 	<ul style="list-style-type: none"> • What is the vision for the program and what are the goals? • What deliverables will the campers produce at the end of the camp? • In what ways is this activity unique and creative? • How will it be interesting for middle grade campers? • What are 2-3 ways you will motivate campers?
2. Link to Outcome Goals 2 & 3 <ul style="list-style-type: none"> • Provide a detailed description of how the activities led by the provider link to goals two and three of the four outcome goals listed in Section 1 	<ul style="list-style-type: none"> • Does the plan develop a passion campers can continue throughout the year? • What are 2-3 ways in which the activities link to high-school and/or college-readiness? • What are 2-3 ways in which the activities link to 21st Century skills (see Appendix D)?
3. Schedule <ul style="list-style-type: none"> • Provide a general description of the 5-week schedule • Provide a sample daily schedule of activities 	<ul style="list-style-type: none"> • How will the activities be broken down into weekly objectives? • How will time be utilized effectively to maximize learning?
4. Camper and Staffing Model <ul style="list-style-type: none"> • State the minimum and 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 20:1 camper:staff ratio 	<ul style="list-style-type: none"> • What is the minimum and 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?



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

<p>5. Facilities & Materials</p> <ul style="list-style-type: none"> • Describe all facilities requirements and constraints (e.g. dimensions) of spaces • If your facility is off-site, describe your plan for transporting students to that location • Detail all documents and forms required (i.e. liability forms) • 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, under Section 2)? ? • Are there any specific forms that must be completed or any requirements that must be met in order for campers to participate in these activities? If so, please explain. • How do you plan to procure any supplies necessary to implement your vision?
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- **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.

<p>Cost categories to be addressed should include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel • Travel and transportation • 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?
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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





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

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.
- **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 activities providers.**



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

All proposals will be evaluated on the following criteria and points system:

Category	Percentage Value	
Implementation Plan	60%	
Budget and Budget Narrative	15%	
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 activities facilitation hereinafter described (“Activities”), 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 activities 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.
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





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

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 facilitation. 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 activity 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.

- 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 activities facilitation 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





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

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 group facilitation herein at the agreed upon time for performance and in the agreed upon manner;
 - Failure to perform the activity facilitation with sufficient personnel and materials;
 - Failure to perform the activity facilitation as a result of insolvency, bankruptcy or assignment for the benefit of creditors;
 - Failure to perform the activity facilitation 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.

- 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.



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

8. Confidential Information, Dissemination of Information, Survival:

- a. **Confidential Information.** While facilitating an activity, 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 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



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

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.



Request for Proposal: 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 participate in some type of engaging activity are more motivated and engaged in school than those who do not participate in an extracurricular activity of any kind (see Appendix C). Through participating in these activities, students learn teamwork, sportsmanship, the rewards of hard work and its correlation to success, self-discipline, and self-confidence. We know that we must therefore provide interesting, unique activities for all middle-grade PPS students. **We envision that these activities will provide opportunities that the typical student might not get to experience.**

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.



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

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 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 activities 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 approach to summer programming managed by PPS.

Mission/Outcome Goals

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

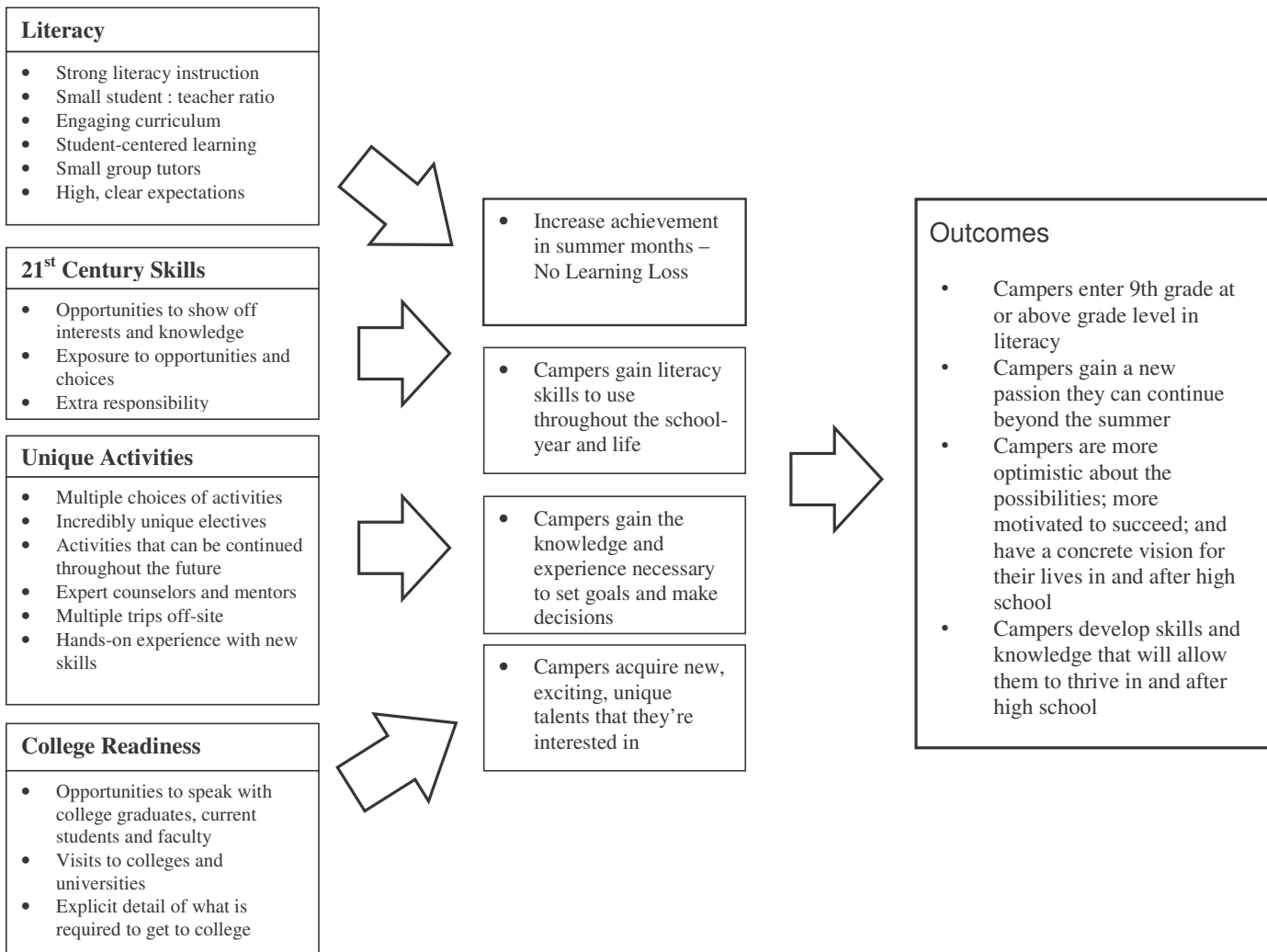
1. Enter 9th grade at or above grade level in literacy
2. Gain a new passion that they can continue beyond the summer
3. Develop skills and knowledge that will allow them to thrive in and after high school
4. Become more optimistic about the possibilities, become more motivated to succeed, and have a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



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

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 activities and planning a program of interest to students.





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

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

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

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



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

APPENDIX E: Illustrative Examples of Activities for the Camp

The following is a list of possible activities that the camp team brainstormed. This is by no means an exhaustive list. This list covers a wide spectrum of possibilities and is meant to give providers a sense of the opportunities available for creativity.

A

- Aerodynamics
- Aeronautical Design
- Animal Care
- Animation
- Archeology
- Archery
- Architecture
- Art
- Astronomy
- Aviation

B

- Ballroom dance
- Bocce
- Building Computers
- Building Greenhouses
- Business Strategy

C

- Camping
- Canoeing
- Card games/Dominoes
- Carpentry
- Cartography
- Cartooning
- Ceramics
- Cheerleading
- Chemistry
- Chess

- Choir
- Choreography
- Cooking/Baking
- Costuming
- Creative Writing
- Cryptography
- Cup Stacking

D

- Dance
- Debate
- Disc Jockey Training
- Drama
- Drums

E

- Eco-Friendly Initiatives
- Engine Design
- Engineering

F

- Fashion Design
- Fencing
- Financial Management
- Fishing
- Flag Throwing
- Forensics
- Freestyling/Rap

G

- Gardening
- Glider Flying
- Golf
- Graphic Design
- Guitar
- Gymnastics/tumbling

H

- HackeySack
- Hairstyling
- Historical Re-enacting
- Horseback Riding
- Hot-Air Balloon Flying

I

- Ice Sculpting
- Interior Design
- Investing

J

- Jewelry Design
- Journalism
- Juggling





Request for proposal: Activities Partner Organizations for Summer Middle-Grades Camp

K

- Karate
- Kayaking
- Keyboard/Piano
- Kite flying/Trick kites

M

- Magic Tricks
- Metalworking
- Mock Trial
- Mountain biking

N

- Newspaper Production

O

- Orienteering
- Outdoor Adventures

P

- Photography
- Poetry
- Programming

- Puppetry

R

- Robotics
- Rock Climbing
- Rocketry

S

- Sailing
- Sandcastle Building
- Scrapbooking
- Set Design
- Skateboarding
- Skating
- Soccer
- Space Flight
- Stitching/Sewing
- Storm Chasing/Meteorology
- Swimming

T

- Technical Design – drama

- Teddy Bear/Stuffed Animal Creation
- Transportation Design

U

- Ultimate Frisbee
- Uni-cycling
- Urban Hiking

V

- Video Game Creation
- Video Game Design
- Videography

W

- Web Design
- Windsurfing

Y

- Yo-Yo skills

Z

- Zoology





Pittsburgh Public Schools

Request for proposal: Activities Partner Organizations for Summer Middle-Grades Camp

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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Request for proposal: Activities Partner Organizations for Summer Middle-Grades Camp

Appendix G: 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	

