



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

Request For Proposal

**Activities Partner Organizations for the Summer Dreamers
Academy – Summer 2011**

**Issuance Date: October 29, 2010
Submission Date: December 3, 2010**

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Dear Prospective Activity Provider,

Last summer was the first year for the Summer Dreamers Academy – a premier summer camp offered free of charge to all rising 6th, 7th, and 8th grade students in the Pittsburgh Public Schools. The Summer Dreamers Academy was a huge success by all measures. Camper attendance exceeded the previous year’s summer program by 400%. Campers stemmed the effects of summer learning loss by reading great books, participating in literacy activities, and demonstrating their strengthened skills through a culminating project. Campers also participated in a variety of unique activities ranging from judo and kayaking to playwriting and fashion design, and they developed social skills and character habits which will stay with them throughout their lives.

Pittsburgh Public Schools is proud to build on the success of the first summer and expand the Summer Dreamers Academy to include all rising 1st – 9th grade students in the District. Key changes and areas of priority for the 2011 Summer Dreamers include the following:

- **Expanded Program:** This coming summer, we are expanding to include an early elementary program for all rising 1st – 5th grade campers and an intensive career and college exploration program for rising 9th grade campers.
- **Increased Activities:** Rising 6th, 7th, and 8th grade campers will have the opportunity to participate in two different activities each day. Campers will engage in a 90 minute activity each morning and a 3 hour activity every afternoon. An increased number of activities and an extended activity time in the afternoon will allow campers to explore a new passion in depth and develop new skills.
- **Maximized Literacy:** Campers will spend the summer reading great books and participating in fascinating literacy-based projects during a fast-paced 75-minute literacy block that will be designed to support and challenge campers in the areas that will benefit them the most. In addition to the 75-minute reading block, campers will practice their literacy, math, and/or science skills through their unique activities.

We believe these changes to the Summer Dreamers Academy will make it possible for even more students in the District to participate in a quality summer experience that will get them excited about a new interest, school, and their futures. We need your support to ensure that the second year of the Summer Dreamers Academy will be a memorable experience for all campers. **We are looking for activity partners to teach Pittsburgh Public Schools students entering 1st through 9th grade a unique and creative hobby**

Request for Proposal: Partner Organizations for Summer Dreamers Academy**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.**

If you are an experienced Summer Dreamers Academy provider, or if you are submitting a proposal for the first time, we hope you read the details of the Request For Proposal carefully and consider the various options for the types of proposals we are accepting for 2011. We are looking for outstanding proposals to continue to make this a premier summer camp for all campers. 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 Dreamers Academy Team
(412) 622-3985
awillson1@pghboe.net

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Overview of Request For Proposal Options

There are several different opportunities for teachers and organizations to participate in the 2011 Summer Dreamers Academy. Proposals must specify which of the following groups of campers the activity is targeting:

1. **Early Elementary Afternoon Activity (rising 1st – 5th grade campers):** Activity providers will lead a group of campers in an activity each afternoon for 20 days* from 1:00 – 4:00 p.m.
2. **Middle-Grades Morning Activity (rising 6th – 8th grade campers):** Activity providers will lead two groups of campers in an activity three days each week.* Group 1 will participate in the activity from 9:15 – 10:45 a.m. three days per week and Group 2 will participate in the activity from 10:45 – 12:15 three days per week. During Week 1, campers will participate in the activity **all 5 days** as there are no exploratory excursions planned that week.
3. **Middle-Grades Afternoon Activity (rising 6th – 8th grade campers):** Activity providers will lead a group of campers in an activity every afternoon for 20 days* from 1:00 – 4:00 p.m.
4. **9th Grade Career/College Readiness Program:** Activity providers will mentor rising 9th grade students through career and college exploration activities and internship opportunities every afternoon for 23 days from 1:00 – 4:00 p.m.

* On the days campers are not participating in a provider led activity they will engage in exploratory excursions that include guest speakers, visits from the library, trips to local colleges, and outings to Pittsburgh hot spots.

Providers who have worked with the Summer Dreamers Academy before need only to submit a new Implementation Plan (including a reflection of strengths and areas to improve from 2010), a Budget, Budget Narrative (including a plan to address possible reductions caused by attendance), your plan to address attendance, and a commitment to work with an Activities Specialist and teacher(s). Each of these sections is required for each section of the camp with which a Provider wishes to work.

Providers who have NOT worked with the Summer Dreamers Academy before need to submit a full proposal – each portion of camp with which a Provider would like to work should have a new Implementation Plan, a Budget, Budget Narrative (including a plan to address possible reductions caused by attendance), your plan to address attendance, and a commitment to work with and Activities Specialist and teacher(s).



The Pathway to the Promise.™

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Teachers interested in submitting a proposal will have the opportunity to do so.

Current Pittsburgh Public Schools teachers will be invited to submit shortened proposals to lead activities. This process will follow a similar timeline with the RFP.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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. Title I Information
- F. Attendance Data from Summer 2010
- G. Press Coverage from Summer 2010
- H. Link to W-9 Form Request for Taxpayer Identification Number and Certification
- I. Glossary of Terms
- J. Pennsylvania Academic Standards
- K. Sample Schedules
- L. Checklist



Request for Proposal: Partner Organizations for Summer Dreamers Academy

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 learning opportunity during the K-8 Summer Dreamers Academy (SDA)**. The camp will include 23 days of a full day schedule from Monday, July 11, 2011 through Wednesday, August 10, 2011 (see schedule below).

The four outcome goals of the camp are to ensure that campers will:

- 1) Stem summer learning loss and be academically prepared for the next school year
- 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 middle and 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 middle and high school

Proposals are solicited which demonstrate the capacity to plan and implement student-centered summer programming for fun and exciting activities infused with academic lessons.

The typical camper’s day will take on a different schedule depending on the camper’s grade level. Below is a sample daily schedule. Periods highlighted in yellow are those for which prospective activity providers should submit proposals.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Sample Daily Schedule:

Campers Going Into Grade	8:30am- 8:40am	8:40am- 9:15am	9:15am- 10:45am	10:45am- 12:15pm	12:15pm -1:00pm	1:00pm- 4:00pm
1st-5th	Arrival and Breakfast	All-Camp Meeting	District-led Curriculum	District-led Curriculum	Lunch	Provider-led Activity**
6th-8th	Arrival and Breakfast	All-Camp Meeting	a)District-led curriculum OR b)Provider- led Activity*	a)District-led curriculum OR b)Provider- led Activity*	Lunch	Provider-led Activity**
9th	Arrival and Breakfast	All-Camp Meeting	District-led Curriculum	District-led Curriculum	Lunch	Internship/ Career and/or College Exploration with a local community organization

*Two mornings per week campers will participate in exploratory excursions in lieu of provider led activities during weeks 2, 3, and 4. Exploratory excursions will include guest speakers, visits from the library, trips to local colleges, and outings to Pittsburgh hot spots.

**One afternoon per week campers will participate in a full day exploratory excursion in lieu of provider led activities during weeks 2, 3, and 4. Exploratory excursions will include guest speakers, visits from the library, trips to local colleges, and outings to Pittsburgh hot spots.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Connecting Activities to Academic Content

Given that this camp may be funded solely using Title I stimulus funds, the focus of the activities must be educational. Educational instruction can be provided through many diverse approaches. For example, there are significant findings which demonstrate that teaching literacy through art and music instruction improves the academic achievement levels of students. Secretary Duncan recently stated in an August 2009 letter that “Title I, Part A of ESEA funds arts education to improve the achievement of disadvantaged students.”¹ The District is looking for partners who can provide innovative instruction while also keeping students highly motivated and engaged. 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. More information about Title 1 regulations can be found in Appendix E.

Timetable/Response Submittal

Proposals for the camp will be accepted through December 3, 2010 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	October 29, 2010
Submission of Proposal	December 3, 2010 at 5 p.m.
Interviews (tentative)	Target Date – December 17, 2010
Official Vote by the Board of Directors	January 26, 2011
Providers Notified	January 27, 2011
Provider Contracts Signed	February 25, 2011

¹ <http://www2.ed.gov/policy/elsec/guid/secletter/090826.html>

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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** (this means that Eddie Willson can be contacted, but please do not speak to others in the District about your proposal). 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:

Eddie Willson
Activities Project Manager
School District of Pittsburgh
341 South Bellefield Avenue, Rm. 422
Pittsburgh, PA 15213
Tel: (412) 622-3985

General Submission Requirements

- Proposals should be submitted in accordance with the instructions detailed in Section 3 of this RFP document.
 - Proposals must specify one (or more) of 4 choices
 - Early Elementary Afternoon Activity
 - Middle-Grades Morning Activity
 - Middle-Grades Afternoon Activity
 - 9th Grade Career/College Readiness
- 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.
- Three (3) 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 **December 3, 2010**.
- **Proposals which are submitted electronically or by fax will not be accepted.**
- **Late proposals will not be accepted.**

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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 Programs 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.**

Cate Reed, the Project Coordinator on the Summer Dreamers Academy 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 or teacher with the capacity to inspire and engage campers in fun and exciting activities infused with educational links. These organizations may be non-profit or for-profit providers. Previous experience working with children is a plus.

Organizations must submit proposals clarifying the age group with which they would like to work and, if applicable, the time of day. Options for proposals include:

1. **Early Elementary Afternoon Activity (rising 1st – 5th grade campers):** Activity providers will lead a group of campers in an activity each afternoon for 20 days* from 1:00 – 4:00 p.m.
2. **Middle-Grades Morning Activity (rising 6th – 8th grade campers):** Activity providers will lead two groups of campers in an activity three days each week* with the exception of Week 1 when campers will participate in the activity all 5 days. Group 1 will participate in the activity from 9:15 – 10:45 a.m. three days per week and Group 2 will participate in the activity from 10:45 – 12:15 three days per week.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

3. **Middle-Grades Afternoon Activity (rising 6th – 8th grade campers):** Activity providers will lead a group of campers in an activity every afternoon for 20 days* from 1:00 – 4:00 p.m.
4. **9th Grade Career/College Readiness Program:** Activity providers will mentor rising 9th grade students through career and college exploration activities and internship opportunities every afternoon for 23 days from 1:00 – 4:00 p.m.

* On the days campers are not participating in a provider led activity they will engage in exploratory excursions that include guest speakers, visits from the library, trips to local colleges, and outings to Pittsburgh hot spots.

Contract and Option Periods

The term of the contract shall be active on or about **March 7, 2011** until on or about **August 19, 2011** with an option for renewal for the summer of 2012 pending an evaluation process and funding.

Because we are all stakeholders in making sure campers are excited and that they attend daily, contracts will include a two-tiered enrollment and attendance clause for Providers. Providers with less than 75% *enrollment* will be able to invoice up to 90% of the total “Not to exceed” contracted amount. Providers with *average daily attendance* less than 75% will be able to invoice up to 85% of the total “Not to exceed” contracted amount. Finally, providers with average daily attendance less than 50% will be able to invoice up to 75% of the total “Not to exceed” contracted amount. Organizations wishing to partner with the District should keep this in mind and budget for and plan for their program accordingly.

Program Timeline

The summer camp is expected to run for 23 days beginning on or about July 11, 2011 until on or about August 10, 2011.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Site Logistics

The District expects to have approximately 3,200 students participate in the Summer Dreamers Academy. The campers will be divided among approximately 13-14 sites. **There may be as few as one provider per site or as many as 10 providers per site.** The tentative sites are detailed in the chart below.

Camp Components	1 st – 5 th	6 th – 8 th	9 th
Dates	July 11 – August 10, 2011		
Times	8:30 a.m. – 4:00 p.m.		
Camper Registration & Admission	<ul style="list-style-type: none"> - One registration packet will be sent to all current K-8 grade students - Open to all PPS students who complete grades K-8 during the 2009-2010 school year - Registration is open <i>through May 15</i> 		
Locations	Tentative: Classical Academy Faison Phillips Roosevelt Sunnyside Minadeo Spring Hill	Tentative: CAPA Obama Peabody South Brook South Hills Middle Allegheny Traditional Academy	Tentative: CAPA Obama Peabody South Brook South Hills Middle Allegheny Traditional Academy

Also, 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 literacy portion of the camp. These locations will most likely be the school buildings listed above. On-site providers will be required to schedule a visit to their school site in the Spring of 2011 to ensure that the space meets the requirements as detailed in the proposal. On-site providers will need to detail transportation requirements for special events such as field trips, if applicable.



Request for Proposal: Partner Organizations for Summer Dreamers Academy

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 literacy portion of the camp. The District reserves the right to conduct initial inspections of all sites of off-site providers at any time before contracts are signed. 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. The District will not provide transportation to off-site providers. Please be as detailed as possible in proposals regarding space, materials, and transportation requirements. Please also note that transportation costs will need to be outlined in the budget and budget narrative (see Section 3).

Mandatory Staffing Requirements

The District requires a maximum ratio of 15 campers to one “highly qualified”² adult for the duration of the camp. For example, in a classroom of 30 campers at least one adult must be a **highly qualified teacher**¹, while the second adult required to meet the 15:1 ratio may be a **highly qualified paraprofessional**¹ or a **highly qualified teacher**. The District plans to hire at least one (1) highly qualified “Activities Teacher” to work with each Provider for the duration of camp. Any Provider wishing to supply their own highly qualified teacher(s) should specify their intent to do so in the proposal. 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.

In addition to hiring the Activities Teachers mentioned in the previous paragraph, the District will hire “Activities Specialists” as part of the Camp Leadership Team at each camp site. Providers will be required to work with their Activities Specialist prior to the start of camp to connect their activity to Pennsylvania Academic standards, determine academic objectives, and create engaging lesson plans and activities to go along with each day’s plan.

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.

² See Appendix E for Title I requirements and Appendix G for the No Child Left Behind definition of “highly qualified.”

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Required Deliverables and Meetings

Providers will be expected to submit the following throughout the duration of the contract (after March 7, 2011) between the provider and the District:

- 1. Provider Status Reports:** The provider shall submit monthly memos in March, April and May of 2011 that are no more than 2 pages in length. The memos will follow a template provided by the District and 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 June 3, 2011 through August 19, 2011.
- 2. 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.
- 3. 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). **The fees to complete the clearances are to be paid by the provider.** Proof of clearances for all staff will be required well in advance of the start of camp.
- 4. Documentation of Highly Qualified Staff:** Providers must submit documentation for staff members required to meet the 15:1 camper to highly qualified staff member requirement. Highly qualified teachers should submit a copy of their state license to teach and highly qualified paraprofessionals should submit a copy of their Associate's Degree (or higher) or a college transcript detailing the courses and grades received.
- 5. Meetings with Activities Specialists:** Providers will be required to meet with the Activities Specialist assigned to them in order to determine connections to Pennsylvania Academic Standards and daily learning objectives, and create lesson plans for each activity.
- 6. Meetings with Activities Teachers:** Once Activities Teachers have been assigned to Providers, Providers will be required to meet with the Activities Teacher(s) assigned to them to plan detailed lessons and clarify roles.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

7. **Communication with Camp Leadership Team:** The “Camp Leadership Team (CLT)” consists of the Camp Director, the Operations Manager, the Literacy Specialist, and the Activities Specialist. Providers will be required to communicate regularly with the Camp Leadership Team for their site. After camp begins, the Camp Director and Activities Specialist at each site are the main point of contact for nearly all aspects of these partnerships.
8. **Proof of Insurance:** By May 1, 2011 – Providers will be required to submit proof of insurance for the minimums stated here. Provider shall maintain a minimum of \$1,000,000.00 of General Liability insurance coverage and additional insurance coverage as follows:
 - **Workers Compensation and Employers Liability:**
 1. Workers Compensation: Statutory Limits
 2. Employers Liability: \$100,000 Each Accident - Bodily Injury by Accident; \$100,000 Each Employee - Bodily Injury by Disease; and \$500,000 Policy Limit – Bodily Injury or Disease.
 3. Other States coverage and Endorsement.
 - **Umbrella Liability:** \$1,000,000 per occurrence combined single limit for bodily injury (including death), property damage liability, professional liability, automobile liability and Employer's Liability excess of the underlying primary policies.
 - **Additional Insured Status:** The District will be added as an additional insured for the General Liability and Umbrella Liability policies under a Blanket Additional Insured Endorsement on the referenced policies.
9. **Documentation of Highly Qualified Staff (if applicable):** Providers who supply their own highly qualified staff must submit documentation for each highly qualified teacher hired.
10. **American Recovery and Reinvestment Act (ARRA) Reports:** Providers will be required to submit monthly reports documenting the hours worked by each employee on the Summer Dreamers Academy program.
11. **Invoices:** Providers will be given an invoice template by the District.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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

1. **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.
2. **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. **The letter should also specify for which age group(s) and time period(s) the Proposal is written.**
3. **Detailed Implementation Plan:** The Proposer must submit an implementation plan (no more than 12 pages) detailing the process through which the Proposer will provide engaging activities infused with academics. This plan should include:

Request for Proposal: Partner Organizations for Summer Dreamers Academy

Items to include	Questions to Answer
<p>1. Program Vision</p> <ul style="list-style-type: none"> • Describe in detail how campers will be engaged and excited throughout camp • Describe how campers will highlight their accomplishments through a culminating project, demonstration, or presentation • Describe how this program will motivate campers • Describe how you will engage parents/guardians regarding campers' progress in your program • If you've worked with the Summer Dreamers Academy before, please reflect on areas of strength and changes to be made from the summer of 2010 • Please include a statement of dedication to work with the Activities Specialist(s), Activities Teacher(s), and Camp Leadership Team (CLT) 	<ul style="list-style-type: none"> • What is the vision for the program and what are the goals? • In what ways is this opportunity unique, creative, and interesting? • 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 the campers being targeted? • What are 2-3 ways you will motivate campers? • What are 2-3 ways you will communicate with parents/guardians both before and during camp? • Previous Summer Dreamers Academy Providers Only: What strengths will you build upon this year? • Previous Summer Dreamers Academy Providers Only: In what areas do you need to improve and how will you do so?
<p>2. Link to Outcome Goals</p> <ul style="list-style-type: none"> • Provide a detailed description of how the activity led by the provider links to the outcome goals listed in Section 1 	<ul style="list-style-type: none"> • Does the plan develop a passion campers can continue throughout the year and/or their lives? • Providers Serving Rising 6th – 9th Graders Only: 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)?

Request for Proposal: Partner Organizations for Summer Dreamers Academy

<p>3. Schedule</p> <ul style="list-style-type: none"> Note: Providers should plan for the period(s) for which they are proposing to serve campers Provide a general description for each week of programming, including sample learning objectives and engaging activities Provide a detailed sample lesson plan for one day of the program, including the length of time and a description of each activity within the period 	<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? How will the period be broken down on any given day? Are there specific start and end times as well as descriptions for each activity in the sample daily schedule?
<p>4. Camper and Staffing Model</p> <ul style="list-style-type: none"> State the 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 15:1 camper to highly qualified staff ratio Describe your ideal plan to ensure maximum enrollment in your activity Describe your plan to ensure high average daily attendance 	<ul style="list-style-type: none"> What is the 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? What are the specific strategies that you plan to use to “sell” your activity to PPS students? What are the specific strategies that you plan to use in making sure that campers who enroll come on the first day and each day thereafter?
<p>5. Facilities & Materials</p> <ul style="list-style-type: none"> Describe all facilities requirements and constraints of spaces If you will be an on-site provider, describe any transportation needs for special events, such as field trips If you will be an off-site provider, describe your plan for transporting students to and from that location 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, Section 2)? What are your transportation needs (daily and/or for special events)? How do you plan to procure any supplies necessary to implement your vision?

Request for Proposal: Partner Organizations for Summer Dreamers Academy

*Please Note: Flexibility is required with number of campers served. Enrollment is based roughly on the estimate in accepted proposals, and contract stipulations are based upon enrollment – which means that an organization may be asked to serve slightly more or slightly fewer campers than specified.

4. **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. Each line item in the budget should have a descriptive sentence/paragraph in the Budget Narrative. **Please note, the approximate maximum cost per camper that the District can fund is \$600 per camper. The recommended range for proposals is \$200-\$600 per camper. The District has a limited budget for this camp and will need to clearly understand cost drivers for proposals, particularly for proposals on the high end of the range.** Please note it will be difficult for the District to award contracts to organizations that submit proposals with a budget of more than \$600 per camper.

As stated previously, contracts will include a clause regarding attendance and invoicing. Each Budget Narrative should include the Proposer's plan to account for 15% reduction in their invoices if attendance is below 75% of the enrollment figure.

<p>Cost categories to be addressed should include, but are not limited to:</p> <ul style="list-style-type: none"> • Personnel • Travel and Transportation (if required) <ul style="list-style-type: none"> ○ Please include any field trips and excursions from on-site and off-site locations ○ Off-site providers should detail daily transportation needs and costs • 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? • Are field trip costs addressed? • Are all costs referenced in the implementation plan accounted for in the budget narrative? • Is there a valid plan to be able to reduce the budget to 90% of its original size if required?
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Request for Proposal: Partner Organizations for Summer Dreamers Academy

5. **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.
6. **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.
7. **Work History with the District:** List and describe any past work history with Pittsburgh Public Schools, including the specific project(s), if applicable.
8. **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 under a contract or agreement, a debtor in bankruptcy, or a defendant in a criminal action, if applicable.
9. **Financial Statements:** Provide copies of audited financial statements for the two (2) prior fiscal years, if applicable, or a reasonable alternative.
10. **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.
11. **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. Examples include a license to teach CPR or SCUBA diving.
12. **Joint Venture:** Provide a copy of any executed joint venture agreement, if applicable. Examples include any partnership between two or more organizations to in order to provide the services listed in a proposal. Even if no legal partnership is formed, a letter of intent signed by all parties involved should be included if two or more organizations plan to work together.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

13. **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>.
14. **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 providers.**

All proposals will be evaluated on the following criteria:

Category	Percentage Weight
Implementation Plan	55%
Budget and Budget Narrative	20%
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 engaging activities 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.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

2. **Term of Contract:** The term of the contract shall be on or about **March 7, 2011** until on or about **August 19, 2011**. 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 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 implementation. 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

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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:

Provider shall maintain a minimum of \$1,000,000.00 of General Liability insurance coverage and additional insurance coverage as follows:

- **Workers Compensation and Employers Liability:**
 1. **Workers Compensation:** Statutory Limits
 2. **Employers Liability:** \$100,000 Each Accident - Bodily Injury by Accident; \$100,000 Each Employee - Bodily Injury by Disease; and \$500,000 Policy Limit – Bodily Injury or Disease.
 3. **Other States coverage and Endorsement.**
- **Umbrella Liability:** \$1,000,000 per occurrence combined single limit for bodily injury (including death), property damage liability, professional liability, automobile liability and Employer's Liability excess of the underlying primary policies.
- **Additional Insured Status:** The District will be added as an additional insured for the General Liability and Umbrella Liability policies under a Blanket Additional Insured Endorsement on the referenced policies.

8. Termination:

- a. **Termination for Convenience:** The District reserves the right to terminate the contract upon five (5) 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 five (5) calendar days written notice. Proposer shall promptly resume performance of Activities 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 actually incurred by Proposer as a result of suspension of the camp shall be determined by mutual agreement of parties.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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

Request for Proposal: Partner Organizations for Summer Dreamers Academy

- 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 Dreamers Academy.

9. Confidential Information, Dissemination of Information, Survival:

- a. **Confidential Information:** While preparing for and/or delivering Activities, 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.

10. 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.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

- 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 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.

11. Intellectual Property:

- a. **Copyright:** The District reserves copyright in all written and electronic materials developed by the District or Provider on behalf of the District as part of this Agreement. District materials may not be copied or otherwise reproduced without the express written permission of the District. Contractor shall retain all right, title, and interest in and to its pre-existing property, including without limitation, all artwork, illustrations, graphic designs, data, files, designs, concepts, copyrights, trademarks, and other intellectual property, previously developed and created by Contractor.
- b. **Trademark and Trade Name:** This Agreement does not give Provider any ownership rights or interest in District trade names or trademarks.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

- c. **Use of Name:** 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. The Provider shall include the Summer Dreamers Academy Logo in the form provided by the District on all program materials.
- 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: Partner Organizations for Summer Dreamers Academy

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 to 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 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 all grades to develop critical reading skills.

We also know that students who learn through some type of engaging activity or experience are more motivated and engaged in school than those who simply receive direct instruction (see Appendix C). Through participating in these engaging, real-world experiences, students learn the rewards of hard work and its correlation to success. We know that we must therefore provide interesting, unique learning opportunities for all District students.

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 students will have access to more



Request for Proposal: Partner Organizations for Summer Dreamers Academy

opportunities than ever before. In order to prepare our students for those opportunities, we will spotlight college readiness. We will give them the knowledge and exposure they need in order to be prepared for a crucial post-secondary education.

Vision

A premier summer camp free to PPS students.

The Summer Dreamers Academy is an innovative, free way for children to spend their summer exploring literature, developing life skills, finding out about post-secondary opportunities, and pursuing a passion for learning that will stay with them throughout their lives.

District students explore the most unique and creative hobbies that the Pittsburgh region has to offer. They have the opportunity to 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 empowers students to try new things, and pursue new possibilities. Supportive counselors and a network of community partnerships help each student find their niche. And a commitment to equity and diversity ensures 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 selects their afternoon activities according to their skills and interests. Each camper's experience culminates in a project, demonstration, or presentation that showcases the development of their unique interest and their improved literacy skills.

Mission/Outcome Goals

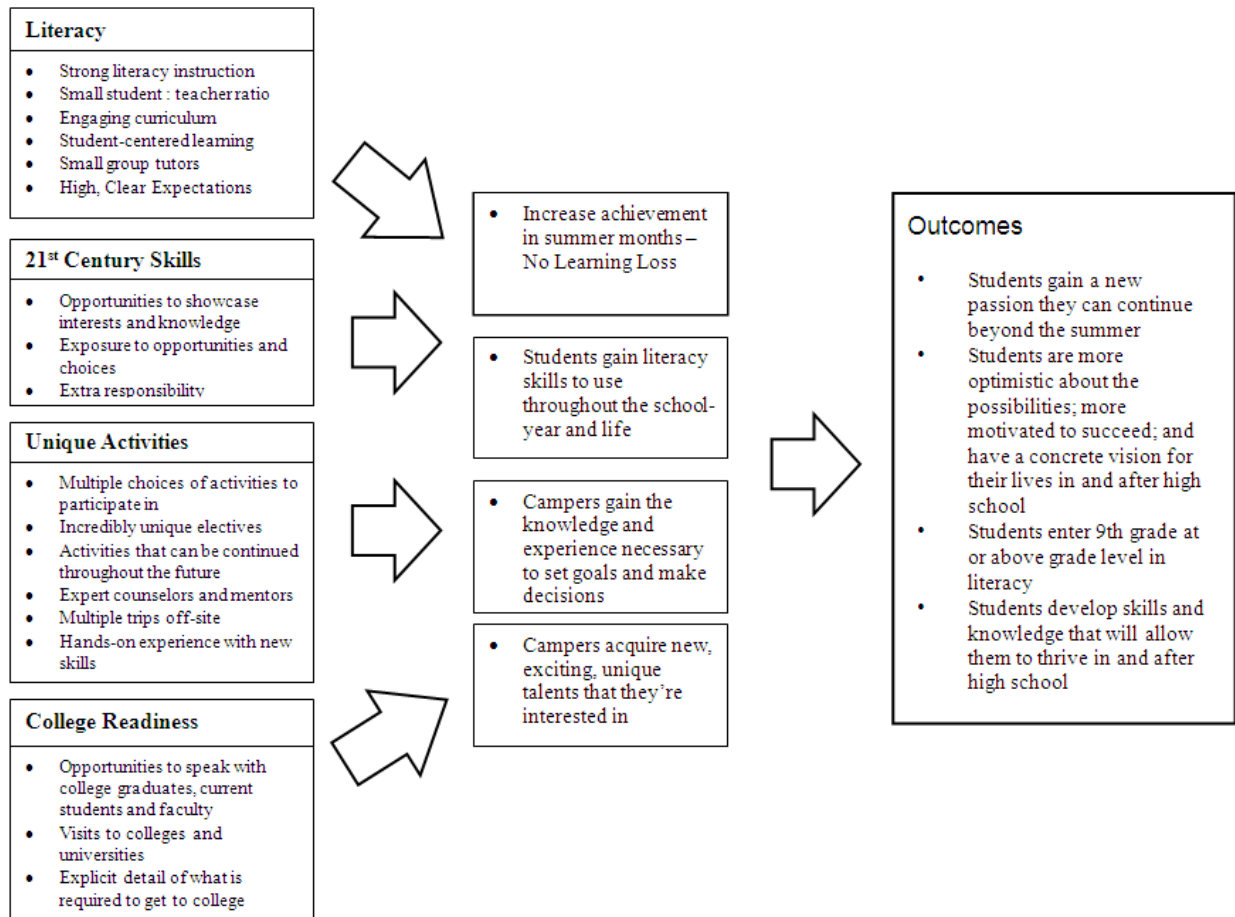
Through an experience unlike a traditional school day, campers will:

- 1) Stem summer learning loss and be academically prepared for the next school year
- 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 middle and 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 middle and high school

Request for Proposal: Partner Organizations for Summer Dreamers Academy

APPENDIX B: Summer Dreamers Academy Logic Model

The logic model below is a product of the original design of the Summer Dreamers Academy. This model is a key tool for providers. The model should help the providers in shaping proposals and planning a program of interest to students.



Request for Proposal: Partner Organizations for Summer Dreamers Academy

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

- Brewster, Cori. and Fager, Jennifer. October 2000. Increasing Student Engagement and Motivation: From Time-On-Task to Homework. Northwest Regional Educational Laboratory. Retrieved from <http://www.nwrel.org/request/oct00/textonly.html>.
- Casner-Lotto, J., L. Barrington, et al. (2006). Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce. Workforce Readiness Project Team. I. The Conference Board. The Conference Board, Inc.
- Greene, J.P. & Winters, M.A. (2005, February). Public High School Graduation and College Readiness Rates: 1991-2002. New York: Manhattan Institute, Center for Civic Innovation. Retrieved from http://www.manhattan-institute.org/html/ewp_08.htm
- Miller, Beth M. Ph.D. 2007. The Learning Season: The Untapped Power of Summer to Advance Student Achievement.
- National Center for Summer Learning. Fact Sheet. Retrieved from http://www.summerlearning.org/index.php?option=com_content&task=view&id=35&Itemid=350.
- National Federation of State High School Associations. 2008. "The Case for High School Activities." Retrieved from http://www.nfhs.org/core/contentmanager/uploads/PDFs/Publications/2008_Case_for_High_School_Activities.pdf.
- National Middle School Association. (2003). The importance of middle level education. In This We Believe: Successful Schools for Young Adolescents (pp. 1-7), Westerville, OH.
- Pittsburgh Public Schools. 2007. Retrieved from <http://www.pps.k12.pa.us/14311059122535553/lib/14311059122535553/Education%20Committee/excel912nr4-10-07.pdf>.
- Summer Learning Talking Points. 2009. National Center for Summer Learning. Retrieved from <http://www.summerlearning.org/media/events/summerlearningday/talkpointssummer09.pdf>.
- White, W.S. 1906. Reviews before and after school vacation. American Education 10:185-188.

Request for Proposal: Partner Organizations for Summer Dreamers Academy

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: Literacy and Activities Partner Organizations for Summer Middle-Grades Camp

Appendix E: Title I Information

As you may already know, the District is funding the Summer Dreamers Academy with Title I Stimulus Funds. Title I regulations require providers to implement a clear, research-based literacy curriculum and/or model proven to be effective in raising student achievement, have a student to teacher ratio of 15:1 or less, and be delivered by “highly qualified” staff³. This means that all activities, trips, curricula, etc. must meet certain standards in order to be accepted. This year, in order to better integrate activities with educational standards, we will be hiring Activities Specialists for each site to work with Providers in connecting their activity to academic standards. We will also hire highly qualified teachers to work with each Provider (unless the Provider wishes to supply these teachers) in order to ensure a high level of academic rigor for all Providers and to allow for more collaboration between Providers and District staff.

Appendix F: Attendance Data from Summer 2010

Camp Site	Average # of Days Absent (out of 25 total days)	Average # of Days Present (out of 25 total days)
BARACK OBAMA INTERNATIONAL STUDIES ACADEMY 6-8	9.6	15.4
BRASHEAR HIGH SCHOOL	11.6	13.3
M L KING ALA	9.4	15.5
PEABODY HIGH SCHOOL	12.6	12.4
PGH CRT/PRFM ARTS MS	10.8	13.4
SOUTH BROOK MIDDLE SCHOOL	3.9	13.0
<i>Whole Camp Average</i>	<i>10.3</i>	<i>13.9</i>

³ See Appendix G for the No Child Left Behind definition of “highly qualified.”



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

Appendix G: Press Coverage from Summer 2010

Pittsburgh Public Schools
Summer Dreamers Academy 2010

Links to Press Coverage:

Pittsburgh Post-Gazette – November 8, 2009

Jazzing it up, summer school style

<http://www.post-gazette.com/pg/09312/1011759-298.stm>

Pittsburgh Tribune Review – February 3, 2010

Program seeks to inspire Pittsburgh middle schoolers

http://pittsburghlive.com/x/pittsburghtrib/news/education/s_665323.html

NPR Story March 1, 2010

<http://wduqnews.blogspot.com/2010/03/pps-opens-enrollment-for-summer.html>

Excellence For All TV Show – to air on March 31, 2010

Pop City story April 14, 2010

POP City

Summer Dreamers Academy: Pittsburgh Public Schools offering premier summer program free

<http://www.popcitymedia.com/forgood/summerdreamers0414.aspx>

Summer Dreamers Proclamation – April 2010

<http://php.pghboe.net/news/index.php/2010/04/29/city-council-proclaims-summer-dreamers-academy-day/>

Education Week Article – June 24, 2010

<http://www.edweek.org/ew/articles/2010/06/24/36summer.h29.html?tkn=SLRFfcoO1BY3Vh%2Bp2HXGjpKUOrJyw8%2FY9yNN&print=1>

Pittsburgh Tribune Review – July 13, 2010

Summer academy for Pittsburgh students promotes literacy, fun

http://www.pittsburghlive.com/x/pittsburghtrib/news/pittsburgh/s_690121.html





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



Participants in the Summer Dreamer's Academy learn how to kayak Monday on Lake Elizabeth in Allegheny Commons Park in the North Side. The free summer camp for Pittsburgh Public middle school students combines literacy lessons with fun activities

Pittsburgh Tribune Review – July 26, 2010 Pittsburgh schools offer cash, prizes as motivation

http://www.pittsburghlive.com/x/pittsburghtrib/news/pittsburgh/s_691901.html



Michelle Sheppard, 11, and Maria Sculli, 11, look over collegiate merchandise Friday in the Promise Store in Reizenstein School. Students who are attending the city's Summer Dreamers Academy summer camp earn points that they can then redeem in the store.

Sidney
Kansas City Star



The Pathway to the Promise.

We are an equal rights and opportunity school district



Pittsburgh Public Schools

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

Pittsburgh's school system might be the model for the future

<http://saving17000kids.kansascity.com/articles/seeking-formula-fix-urban-education/#ixzz0y6HuNZFu>

Pittsburgh Public Schools expand summer literacy, activities camp

Read more: <http://www.post-gazette.com/pg/10279/1092869-53.stm#ixzz11cDpEqE0>

Summer Dreamers Academy Video: <http://vimeo.com/15192139>



Pittsburgh Public Schools

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

Appendix H: 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: Literacy and Activities Partner Organizations for Summer Middle-Grades Camp

Appendix I: Glossary of Terms

Content Standards

Standards that describe what students should know and be able to do in core academic subjects at each grade level. (Ed Source) Note: The PA State Standards for Reading, Writing, Speaking, and Listening can be found at: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>

Highly Qualified Paraprofessional

An employee who provides instructional support in a program supported with Title I, Part A funds. All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, Title I paraprofessionals who provide instructional support must have 1) completed two years of study at an institution of higher education, 2) obtained an associate's degree (or higher) degree, or 3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local assessment, knowledge of and the ability to assist in reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (US Department of Education, Paraprofessional Guidance)

Highly Qualified Teacher

According to No Child Left Behind (NCLB), a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

NCLB (No Child Left Behind)

Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".



The Pathway to the Promise.

We are an equal rights and opportunity school district



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

Title I

A federal program that provides funds to improve the academic achievement for educationally disadvantaged students as well as to ensure that all children have a fair, equal, and significant opportunity to obtain a high- quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This can be accomplished by meeting the educational needs of low-achieving children, closing the achievement gap between high- and low-performing children, high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, high quality professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.





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

Appendix J: Pennsylvania Academic Standards

Please visit <http://www.pde.state.pa.us/k12/lib/k12> for the PA State Standards.

Appendix K: Sample Schedules

Campers Going Into Grade	8:30am-8:40am	8:40am-9:15am	9:15am-10:45am	10:45am-12:15pm	12:15pm-1:00pm	1:00pm-4:00pm
1st-5th	Arrival and Breakfast	All-Camp Meeting	District-led Curriculum	District-led Curriculum	Lunch	Provider-led Activity
6th-8th	Arrival and Breakfast	All-Camp Meeting	a) District-led intensive, differentiated curriculum; OR b) Provider-led Activity*	a) District-led intensive, differentiated curriculum; OR b) Provider-led Activity*	Lunch	Provider-led Activity**
9th	Arrival and Breakfast	All-Camp Meeting	District-led Curriculum	District-led Curriculum	Lunch	Internship/Career and/or College Exploration with a local community organization



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

SAMPLE 5-Week Camp Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	July 11 First Day of Camp!	July 12	July 13 Parent Orientation	July 14	July 15 First Promise Paychecks
Week 2	July 18	July 19 ½ Day Excursions – No Morning Activities for Campers	July 20	July 21 Field Trips All -Day! -No Activities for campers	July 22
Week 3	July 25	July 26 ½ Day Excursions – No Morning Activities for Campers	July 27	July 28 Field Trips All -Day! -No Activities for campers	July 29
Week 4	August 1	August 2 ½ Day Excursions – No Morning Activities for Campers	August 3	August 4 Field Trips All -Day! -No Activities for campers	August 5
Week 5	August 8	August 9	August 10 Last Day of Camp!	August 11 Clean up	August 12 Clean up



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

Appendix L: 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	