The Arkansas ARP ESSER III Summer Learning

2022 Competitive Grant Program

Request for Qualifications

Deadline for Receipt of Qualification Responses:
{Electronic submissions only to aosn@astate.edu}

Deadline: Tuesday, April 26, 2022 - 5:00 PM CST

Contact Information:

Laveta Wills-Hale, Network Director

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The Arkansas ARP ESSER III Summer Learning

2022 Summer Supplemental Request for Qualifications

Title Page

School/Group/Organization Applying:
School Principal/Executive Director/Project Director:
Designated Grant Contact Person: Title:
Address:
City/State/Zip Code:
Phone Number:
Email Address:
Project Site(s) Location (If multiple sites, please provide the physical address of each site):

Project Name (If different from the name of the entity applying):

Brief Project Description (Please provide a brief summary describing the summer project for which funds are requested including the targeted area of the state or school district, identify the number of students to be served, age groups, and percentage of Free and Reduced Lunch Rate of the targeted school district. Briefly summarize the summer project goals, objectives, key elements and anticipated outcomes):

Amount of summer funding requested: **(The maximum award is $75,000 dollars.)**
Number of students served:
Age range(s) of students served:
Number of sites served:
Cost per student:
Performance Period: May 15, 2022 – August 15, 2022
Are you registered at Sam.gov? Yes/No   DUNS #:

Authorized Signature and Date (Required)

<p align="center">**General Instructions and Funding Criteria**</p>

I. Overview:

The Division of Elementary and Secondary Education (DESE) has partnered with Arkansas State University (ASU) and its sponsored initiative, the Arkansas Out of School Network (AOSN), to oversee the American Rescue Plan (ARP) ESSER III sub-awards for afterschool, summer, and extended-year learning programs to support student learning and social emotional development. ASU and AOSN will accept responses, distribute funding, and manage the sub-award process.

The **National Summer Learning Association** notes the summer space is fundamentally different from the school year space in many ways that affects program design, implementation and quality. During the school year, children in both affluent and lower income communities benefit from what is known as the "faucet theory": learning resources are turned on for all children because of equal access to public education. However, the Covid-19 pandemic has disrupted the learning experience for all students, and students from lower income homes have experienced learning disruption the most. The summer season offers an opportunity to "keep the faucet on" by expanding learning opportunities that differ from traditional classroom instruction. Quality summer learning programs have been proven to close the academic achievement gap and the opportunity gap by offering intentional and engaging content, structured and varied enrichment, and regular access to physical activity and nutrition. Summer is the time to offer varied and innovative learning opportunities that support the development of the whole child, and these services are offered during the longer days of summer when students are most at risk. *For additional information, visit the National Summer Learning Association at https://www.summerlearning.org.*

Priority will be given to programs that have not previously received funding through the ARP ESSER III Afterschool and Summer Competitive Grant Program administered by ASU and AOSN. Priority will also be given to organizations or schools located within school districts with 50 percent or higher Free and Reduced Lunch rates and students or communities that fall under Community Eligibility for the Free and Reduced Rate Lunch program. *In addition, geographic areas that have limited access to afterschool and summer programming will be prioritized, as well as those students who were disproportionately impacted by the COVID-19 pandemic*.

II. Eligible Responders:

Preference will be given to responders that have the organizational capacity to offer summer programs that:

- address the academic impact of lost instructional time by supporting the social, emotional, cognitive, and physical needs of students; and
- **address the disproportionate impact of COVID-19 on student subgroups by serving one or more of the following target populations of students**:
    - **Students from low-income families**
    - **Students from each racial or ethnic group**

- **Gender**
- **Children with disabilities**
- **English learners**
- **Migratory students**
- **Students experiencing homelessness**
- **Children and youth in foster care**
- **Other (i.e. youth involved in the criminal justice system, students who have missed the most in-person instruction or students who did not consistently participate in remote instruction, etc.)**

Entities interested in responding should represent school districts, entities that partner with school districts, community-based organizations, faith-based organizations, licensed youth development programs, public libraries, nonprofit organizations, career and technical programs, public and private institutions of higher learning, and others as determined by AOSN and approved by the DESE.

III. The ARP ESSER III Summer Supplemental Program Components, Goals, Outcomes & Eligible Activities:

Summer Supplemental Program Components:

Responders must describe how their summer program includes the following "high quality" summer learning program components:

- Intentional focus on learning
- Broad array of enrichment opportunities
- Inclusion of youth voice
- Intentional relationship building
- Opportunities for skill-building and mastery
- Small group or individualized instruction
- Support for sustainability
- Early intervention during the primary grades (if applicable)

Summer Supplemental Program Goals:

Responders must provide clear program goals regarding the specific knowledge and skills participants will receive to prevent summer learning loss through summer program activities and learning objectives from curricula that is evidence based and rooted in promising practices. Responders must state how their Summer Supplemental Program goals are SMART:

- Specific
- Measurable
- Attainable
- Relevant
- Time-Sensitive

Summer Supplemental Programs should address the following outcomes:
- Improved student achievement and academic skills
- Improved school engagement (attendance in school)
- Social, emotional, and behavioral development
- Improvement in health and wellness priorities
- Reduced contact with the judicial system
- Increased graduation rates
- Increased parent and family engagement
- College or career readiness or work-based skills

Eligible activities include:
- Personal development skills or life skills
- Social Emotional Learning (SEL)
- Fluency in Literacy and Computational Skills or Math Skills
- Helping youth explore a broad range of careers with an emphasis on STEM fields
- Employability and Workforce preparation
- Substance abuse prevention
- Health and wellness
- Financial literacy
- Family Engagement
- Vocational or Technical Skills Training

Required RFQ Components:
Please complete all sections. Do not alter the order or substitute headings.

I. Organizational Capacity. (Maximum 45 Points)
Describe in narrative form the Capability, Capacity, and Qualifications of the responding entity to provide a summer learning program/project.

Criteria:

- *Provide the Responder's Information. Include Contact Name, Physical & Mailing Address, Phone Number, Fax Number (if applicable), Contact Email Address, Website (if applicable).*

- *Provide a brief history of your organization.*

- *Provide a chart of your organization's structure. If a 501(c)3, also provide a list of your organization's board members and their affiliations.*

- *Describe your organization's experience providing the specific, proposed summer program.* Include a list of the project team's professional qualifications and relevant experience for persons who will work with the program.

- *Describe your organizations experience with federal funds/programs.* This should include a list of previously funded summer, afterschool, or other youth-focused academic or enrichment programs, including the amount of funding awarded.

- *Describe your experience assessing and evaluating the impact of a summer program or some other type of youth-focused academic or enrichment program.*

- *Describe your organization's experience providing programs to the required student populations.*

II. Summer Program Needs Description. (Maximum 10 points)
Describe the target audience for your organization's Summer Supplemental Program and include any demographic data and other relevant information that clearly describes the need for the program.

Criteria:

- *Describe the needs of those students who have experienced the most disruption and learning loss due to the COVID-19 pandemic and those who have been disproportionately impacted.*

- *List all applicable factors of students' academic learning loss and the impact of COVID-19 on the students' overall well-being including Social Emotional, physical, and the mental health of the students, and how the proposed summer program will address those needs. Be sure to include any relevant data regarding overall school performance and any other relevant data to accurately describe the target population.*

- *Include all relevant demographic data and a description of the geographic region and access to similar programs and services.*

- *Include socio-economic data, such as the percentage of students receiving Free and Reduced Lunch Rate in the district in which the project will occur, the overall child poverty rate of the county in which the program will occur, the impact of COVID-19 on the employment rate or industry/business closures in the county where the proposed project will occur, or any additional adverse conditions to aid in the project description.*

- *The response will clearly identify the number of students that will be served and how those students will be selected.*

III. Description of Proposed Summer Services. (Maximum 50 points)
The response includes a narrative description of how the proposed summer program goals, objectives, and activities are aligned to meet the stated needs of the student population, and how the activities described are comprehensive in scope and are likely to contribute to achieving the stated outcomes. The goals, objectives, and outcomes to be achieved by the proposed summer program or project should clearly state how they are Specific, Measurable, Attainable, Relevant, and Time-Sensitive (SMART).

Criteria:

==*A.) All responses should address the following items in the program description.*==

- *The response also includes specific information regarding the evidence base or research base to support the proposed summer program goals, objectives, and activities*. **(Please note, this is not intended to be a separate heading, this information should be included as a part of your description of each of your goals in this section.)**

- *The response describes meaningful collaborations to include school–community partnerships or collaboration with other entities in support of the targeted student population and how that collaboration will utilize the skills and resources offered by collaborative partners to meet the needs of the target population.* **(Describe the partnerships in this section and include the documentation as an additional attachment.)**

- ***The response meets the four (4) following indicators of quality that are integral to preventing summer learning loss:***
    - ***High-quality instruction (hiring effective and motivated teachers/staff and providing professional development);***
    - ***Aligned school-year and summer curricula;***
    - ***Engaging, varied, and rigorous enrichment programming; and***
    - ***Strategies to maximize student engagement, participation, and attendance.***

==*B.) The response must address two or more of the following items:*==

- *Increasing proficiency in literacy skills, math or computational skills, and other academic content areas through a varied instructional or program design including hands-on experientially-based activities that are supported by a valid curriculum or other evidence-based strategies.*

- *Decreasing discipline referrals, increasing student grades, or improving attendance.*

- *Increasing on-time promotion and improving the overall graduation rate of the student population.*

- *Reducing involvement with the juvenile justice system.*

- *Increasing college and career readiness by teaching 21st Century Skills and competencies through career exploration, STEM education (Formal/Informal), or other work-based skill development opportunities.*

- *Increasing Social Emotional Learning by addressing the emotional and/or social disruption or ACEs and trauma experienced as a result of the COVID-19 pandemic.*

- *Increasing parent involvement and family engagement.*

IV. Work Plan: Goals, Objectives, Activities, and Timeline (10 points maximum) – May 15, 2022 – August 15, 2022
Provide a description of how the project will be implemented and the timeline for execution including any start-up activities. (Can be in chart form – see <u>EXAMPLE</u> below)

Although only one goal statement should be addressed on each sheet, additional sheets may be used if needed to list the necessary objectives to meet a particular goal.

<u>PROBLEM TO BE ADDRESSED</u>: *The Sample Town Anywhere Math Program (<u>STAMP</u>) Summer will address the 2020-2022 below average NWEA math scores of 60 referred racial minority 4th,5th and 6th grade youth who have been disproportionately impacted by the COVID-19 pandemic through intensive one-on-one tutoring, homework assistance and parent involvement with 60 parents/guardians of <u>STAMP Summer</u> program youth.*

<u>GOAL STATEMENT</u>: *By the end of Summer 2022, 100% of <u>STAMP Summer</u> youth will have a documented 25% increase in their NWEA math skills with 100% of STAMP Summer Parents/Guardians having a weekly documented 25% increase in their parental involvement in the STAMP youths' summer math success to accomplish documented improvement in STAMP Summer youths' next 1st nine week school math grades.*

Implementation Plan	Activities	Outcome Objectives	Data Source/ Measurement Tools	Person(s) Responsible	Timeline
--STAMP Summer Referral Meetings with Sample Town Middle Schools' Teacher, Counselors, Ancillary, School Parent Coordinator, STAMP Sustaining Partners (Start-up 5/15/22 to 5/31/22) --Youth referrals based on 2020-2021 and/or 2021-2022 below average NWEA math scores (Start-up 5/15/22 to 5/31/22); and --Youth enrolled in STAMP Summer following parents' completion of STAMP Summer Enrollment Form (Start-up 5/15/22 to 5/31/22)	<u>Sample Town Anywhere Math Program (STAMP) Summer Every Week:</u> *One-on-One Math Tutoring and Small Group Activities: M-F 9:00am-12:00am *Enrichment Activities and Leadership Activities with Math Learning Focus: M-F 1:00pm-5:00pm	100% of targeted 4th grade:20 youth, 5th grade:20 youth, and 6thgrade:20 youth who participate in STAMP Summer will have 25% documented growth in their math skills and documented increases in their math academic achievement	MAP (Measures of Academic Progress) assessments will track growth in mathematics through 2020-2022 and next Fall 2022 results; summer pre/post math assessments, school academic math test scores and grades for 1st nine weeks following STAMP Summer Program; track # of STAMP Summer sessions attended; track # of youth with improved math	1 - STAMP Summer Coordinator 4th Grade 1 - STAMP Summer Coordinator 5th Grade 1 - STAMP Summer Coordinator 6th Grade 2 - STAMP Summer Math Tutors 4th grade (10 students each) 2 - STAMP Summer Math Tutors 5th grade (10 students each)	-Ten (10) Week Summer Program: 5/15/22 to 8/15/22 - Ongoing during each week Follow-up: next 1st nine weeks school grades

			grades for next 1st nine weeks; on-time promotion to next grade	2 - STAMP Summer Math Tutors 6th grade (10 students each)	
--Each parent completes a STAMP Summer Enrollment Form which requires parents' agreement to (1) use of the STAMP Summer Homework Assistance Line, (2) participation as a STAMP Summer Parent Volunteer, and 3) attendance at a coordinated STAMP Summer Youth-Parent-School Math Achievement Meeting; (Start-up 5/15/22 to 5/31/22)	STAMP Summer Parent Involvement Project Every Week: *STAMP Summer Parent Homework Assistance Line (Telephone or Virtual): M-F 5:30pm-7:00pm and Sat 10:00am to 12:00pm -- Parents provided the STAMP Summer Homework Assistance Line telephone number and virtual session links; *STAMP Summer Parent Volunteers: --Parent recruited as STAMP Summer Parent Volunteers and --Parents serve as STAMP Summer Parent Volunteers during: -One-on-One Tutoring: M-F 9:00am-12:00pm -Enrichment Activities and Leadership Activities: M-F 1:00pm to 5:00pm -Summer Homework Assistance: M-F 5:00pm-5:30pm *STAMP Summer Youth-Parent -School Math Achievement Meetings: --Parents required to attend a youth-parent-school meeting to develop a plan for each youth's summer math growth and academic achievement – meeting set up by STAMP Coordinator; -- Parents provided name and contact information for all area middles school math teachers, School Parent Coordinators for future contact/meetings and referral to STAMPS's ancillary support services and sustaining partners	100% of 60 parents/guardians of enrolled STAMP Summer youth will have a monthly 25% increase their parental involvement in their STAMP youth's summer math success	Weekly: Track # of parents' summer telephone calls and/or virtual summer sessions for math assistance Weekly: Track # of Summer Parent Volunteers in STAMP Math *One-on-One Tutoring: M-F 9:00am-12:00pm *Enrichment Activities and Leadership Activities: M-F 1:00pm-5:00pm Weekly: Track # of STAMP Summer Parent Involvement events; Track # of parents participating in STAMP coordinated Youth-Parent-School Summer Math Achievement Meetings regarding youth's' summer math success	1 - STAMP Summer Coordinator 4th Grade 1 - STAMP Summer Coordinator 5th Grade 1 - STAMP Summer Coordinator 6th Grade	--Ten (10) Week Summer Program: 5/15/22 to 8/15/22 - Ongoing during each week End August 15, 2022

V. Evaluation: (15 points maximum)

Summer programs will agree to comply with all evaluation requirements and data collection to support the demonstration of effectiveness of the summer program. Responders will provide a description of data collection methods and staff responsibilities related to the evaluation. Funded summer programs shall specifically report the extent to which the summer program

outcomes have been attained and stated goals and objectives have been achieved. Examples of baseline data that will be required include:

- *Attendance and truancy*
- *Discipline referrals*
- *Suspension and expulsion*
- *Grades and test scores*
- *Juvenile justice referrals*
- *On-time promotion*
- *Graduation rates*
- *Career Exploration and Workforce Readiness*
- *Social Emotional Learning*
- *Health and Wellness*
- *Parent involvement and family engagement.*

VI. Submission Instructions:

The completed responses must be submitted by 5:00 p.m. (CST) on Tuesday, April 26, 2022, to the Arkansas Out of School Network at aosn@astate.edu. Notifications of award will be issued on Wednesday, May 4, 2022.

- Electronic submissions only please.
- Please use font size of 11pt or 12 pt. in Calibri or Times New Roman and limit the narrative section to 10 pages not including the budget narrative and budget or other appendices.
- Please include a header at the top of the page that includes the name of the organization and include page numbers in the heading.
- **All responders will be required to register their organization with the federal government at Sam.gov at https://sam.gov/content/home and responders should provide us with their Dun & Bradstreet (DUNS) number. If you do not have a DUNS # you may apply for it through this link at Dun & Bradstreet https://www.dnb.com/.**

VII. Summer Budget and Summer Budget Narrative. (15 points maximum)
Criteria:
Funding will be awarded on a reimbursable basis with a range of awards from $35,000 dollars up to the maximum summer award of $75,000 dollars per organization, whether your organization is a single site or your organization has multiple sites. Organizations with multiple sites will determine the allocation of the summer funding request among its sites and include a separate budget for each site and a comprehensive budget using the budget template provided.

- *The responder will include an itemized summer budget on the form provided. The summer budget narrative describes the purpose of the items listed on the summer budget form and should be included on a separate sheet and should be placed behind the summer budget.*

- ***If you are an organization with multiple sites, you will submit a comprehensive summer budget showing all costs and the cumulative (total costs) for all sites. In addition, you will include a separate budget for each site. You will submit one (1) comprehensive summer budget narrative covering all costs for all sites.***

- *The summer budget and summer budget narrative present the expenses in a realistic, accurate manner, and are related to the summer program goals, objectives, activities, and outcomes.*

- *The allowable summer period of performance is May 15, 2022 to August 15, 2022.*

- *Unallowable Expenses on Budgets and Budget Narratives:*
    - *Food and snacks are not allowable.*
    - *Real property such as vans, buses, trailers (equipment) are not allowable.*

- *Do not provide any information on matching, in-kind, or other funds in **any section of the proposal**:*

- *The maximum allowable Indirect Cost Rate for this grant is 10% and Indirect costs should not exceed this limit.*

- *The rate for the use of school buses or program vehicles to transport students is 2.18 cents per mile. The rate for staff travel to approved or required meetings is .42 cents per mile.*

- ***The summer budget template can be altered to add additional line items.***

VIII. Submit to: The Arkansas Out of School Network by Tuesday, April 26, 2022, by 5:00 PM CST to aosn@astate.edu. Electronic submissions only. Responses that are submitted to any other email will not be accepted. Late submissions will not be accepted.

A complete summer response includes:

- *The summer response components: Title page(signed), narrative content and work Plan – ten (10) page maximum. (The title page does not count towards the 10 page limit but must be included as page 1 in the response.)*
- *The summer budget form(s) and summer budget narrative*
- *Scope of Work Form (The Project's goals and objectives can be attached to this form, but the top portion of the form must be completed and the form must be signed.)*
- *Vendor Forms: IRS Form W-9, Arkansas State University Vendor Information Request Form and Restriction of Boycott Israel Certification (Please Note: The Restriction of Boycott Israel Form is required for all responders)*
- *All required forms must be signed by the authorized representative of your organization.*

Please note. If you prefer, the fillable forms may be printed and completed by hand, signed, scanned and submitted as a PDF. (Be sure to name the document so we can clearly identify the attachments for this item)

Contact:

Karl Benz, Special Projects Manager, The Arkansas Out of School Network at (501)660-1014 or kbenz@astate.edu

Laveta Wills-Hale, Network Director, The Arkansas Out of School Network at (501) 660-1012 at aosn@astate.edu