



Request for Statement of Qualifications
Academic Intervention Programs
Deadline for Submission: June 17, 2019, 4:00pm

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Table of Contents

INTRODUCTION	2
INSTRUCTIONS	3
ELIGIBLE PROVIDERS	3
AWARD AMOUNTS AND DURATION.....	4
ADDITIONAL REQUIREMENTS	4
PROGRAM ELEMENTS	5
CONTENTS FOR STATEMENT OF QUALIFICATIONS	5
SELECTION CRITERIA.....	9
APPENDIX A: COVER PAGE.....	11
APPENDIX B: ASSURANCES.....	12
APPENDIX C: PROGRAM GOALS	13

Request for Statement of Qualifications for Academic Intervention Programs

INTRODUCTION

The Sacramento City Unified School District ("SCUSD" or "District") is seeking statements of qualifications from providers who can provide academic intervention programs at select District school sites. Through this RFQ process, the District intends to select one or more qualified providers based on criteria outlined in the RFQ. Qualified providers will then undergo a second selection process, where selection will be determined by submission of a proposal and interview/presentation.

This process addresses the capacity to serve SCUSD elementary, middle and high school students in a program focused on intervention and support opportunities for students who are underperforming academically. The program includes intervention support both before and after school. The SCUSD academic intervention program involves collaboration among school staff, parents, and students.

Providers who desire to operate an academic intervention program within SCUSD must link and support the District mission and overall District goals (see District website). Providers must have a comprehensive whole child plan that is aligned with District goals, focuses on student learning, and is oriented to continuous improvement. Awards will be provided to expand school day learning, to keep students safe, and to provide students with academic intervention in math and language arts.

The funding provided by SCUSD is intended to:

- Operate a before or after school program during the regular school year
- Provide direct service to SCUSD students at select sites.
- Support student academic performance, with targeted efforts for students who are low performing/failing or at high risk of failure as identified through state and local assessments.
- Demonstrate ability to participate in required evaluation and outcome measures.
- Collaborate with District to develop and implement a sustainability plan in order to create a robust and comprehensive academic intervention program.

Background

The Sacramento City Unified School District is the 13th largest school district in California and serves over 42,000 students from over 75 campuses. Neighborhoods served range from leafy affluent areas around the Capitol to federal housing projects. Moreover, 72% of SCUSD students qualify for a free or reduced-price lunch; at 26 schools, 90-100% of students meet this federal poverty threshold.

INSTRUCTIONS

Interested Providers are invited to submit one original signed statement of qualifications and five (5) additional hard copies. The statement of qualifications shall be made in the format provided and the complete package, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and **delivered no later than 4:00 p.m. on Monday, June 17, 2019** to the following address:

Sacramento City Unified School District
Attn: Contracts Office
5735 47th Avenue, Sacramento, CA 95824

The sealed envelope shall be marked on the outside lower left corner with the words "RFQ for Academic Intervention Programs". It is the Proposer's sole responsibility to ensure that their statement of qualifications is received prior to the scheduled closing time for receipt of such. No corrected or resubmitted statements of qualifications will be accepted after the deadline and electronic copies will not be accepted.

This Request for Statement of Qualifications does not commit the Sacramento City Unified School District to award a contract or pay any costs incurred in the preparation of a response to this request. The District reserves the right to accept all or part of any Statement of Qualifications or to cancel in part or in its entirety this Request for Statement of Qualifications. The District further reserves the right to accept Statements of Qualifications that it considers to be in the best interest of the District.

All requirements must be addressed in your Statement of Qualifications. Non-responsive Statements of Qualifications will not be considered. All Statements of Qualifications, whether selected or rejected, shall become the property of the District. Providers are responsible for checking the District website, www.scusd.edu/rfp, periodically for any updates or revisions to the RFQ.

Requests for Information

Questions related to this RFQ should be submitted in writing to Jessica Sulli, Contract Specialist, at Jessica-Sulli@scusd.edu no later than Monday, June 3, 2019. Specify "RFQ for Academic Intervention Program" in the subject line. Responses to all questions received will be posted on the District website at www.scusd.edu/rfp no later than June 10, 2019.

ELIGIBLE PROVIDERS

Providers must be non-profit and must have experience in serving students from various socioeconomic backgrounds. A Statement of Qualifications may have many partners or collaborators but must have one lead agency as the applicant.

AWARD AMOUNTS AND DURATION

Time Period:

Contracts will be an initial award for one year with an option to renew annually. Renewal is at the sole discretion of the District and is based on available funding. Successful awardees' first year contract will run from approximately August 1, 2019 to June 11, 2020. The actual start and ending date will depend on completion of all procedural requirements associated with the RFQ process.

Size of Award:

The amount of the contract will be negotiated upon award and is determined by a number of variables (required attendance, number of students, grant-funding allocations).

Number of Awards:

Applicants interested in single or multiple sites may submit one Statement of Qualifications. The number of awards funded will depend on the number of schools and funds available. **District is not obligated to award contracts under this RFQ.**

Allocation of funds is final upon successful negotiation and execution of the contract. Bidders selected for an award agree to be bound by the terms of the standard SCUSD Service Agreement, as administered by SCUSD Curriculum and Instruction Department. Awards made under this Request for Statement of Qualifications are subject to approval or ratification by the SCUSD Board of Education. The District will be the sole source in determining the awarded Provider(s). The District has the right to terminate contracts with 30 days' notice with or without cause.

ADDITIONAL REQUIREMENTS

Additional requirements of providers include the following:

- Providers must demonstrate a track record of successes with impacting academic achievement for academically underperforming students with disaggregated results by major student and program groups
- Providers must collaborate closely with the school administration and teachers to align the intervention curriculum to student learning needs.
- Providers must demonstrate use of evidence-based practices and curricular resources
- Providers must state their overall goals of the program
- Providers must have a Non-Profit status with insurance
- Providers must have the ability to employ and maintain Certificated Teacher/ Highly qualified professional

- Providers must have a budget plan and demonstrate financial solvency
- Provider must be free of court judgements or liens
- Providers must show evidence of fingerprinting certifications for all employees
- Providers must have an aligned mission and vision
- Providers must have the ability to report on school, class and student level data
- Providers must have the ability to track staff and management turnover and provide regular reports
- Providers must use district measures of success (i.e. assessments) or an agreed upon quality measure
- Providers must be willing to measure program impact with concrete and specific indicators with agreed upon targets
- Providers must have the ability to document and report on attendance and services rendered
- Providers must have the ability to report student progress to parents/guardians
- Providers must have the ability to engage families in shared purpose.

PROGRAM ELEMENTS

Eligible Providers that receive an award will use the funds to carry out academic intervention services that advance student achievement and that can be tracked and evaluated. Providers are encouraged to address as many of these components as possible in their Statement of Qualifications narrative. There are a number of components to a high-quality academic intervention program. These include but are not limited to:

- Linkages between classroom instruction and intervention program
- Ongoing communication between the intervention staff and classroom teachers
- Ability to hire and maintain high quality teachers
- Ongoing professional learning
- High academic standards
- Use of assessment to determine student need and progress
- High interest mathematics and language arts activities to enhance learning
- Ongoing evaluation of program progress and effectiveness and impact on student outcomes

CONTENTS FOR STATEMENT OF QUALIFICATIONS

In order for a Statement of Qualifications to be considered it must be clear, concise, complete, well organized and demonstrate Provider's qualifications and its ability to

follow instructions. The quality of answers, not length of responses or visual exhibits is important in the Statement of Qualifications.

The Statement of Qualifications shall be organized in the format listed below. Providers are requested to answer the questions in the order and format presented in the RFQ both to assure that all Providers present their material in a consistent manner and to promote ease of Statement of Qualifications review.

Statements of Qualifications that do not adhere to the following format will be disqualified.

Providers shall read each item carefully and answer each of the following items accurately to ensure compliance with District requirements.

- A.** Signed Cover Page (Appendix A)
- B.** Table of Contents
- C.** Statement of Qualifications Narrative: (10 pages maximum) Structure the narrative by addressing the following:

1. Need for Program: 10 points Total (1 page)

Describe how the proposed program's unique features will address the needs of SCUSD's lowest performing students and how the program is expected to improve student learning, including learning in core academic areas such as reading/language arts and mathematics.

2. Program Design: 30 points Total (2-3 pages)

Program Description (15 points)

- a. Describe the range and type of programs that will be offered.
- b. Describe how your Agency is uniquely qualified to improve the academic performance of students in reading/language arts and mathematics.
- c. Describe how your Agency will develop and maintain positive relationships with students, families, and school staff.
- d. Describe your Agency's method for employing and maintaining highly qualified certificated teachers.
- e. Describe your Agency's assessment and evaluation methods to measure program success and student progress.
- f. Describe how your program proposes to attract youth and their families. Also explain how you will maintain student enrollment

throughout the school year (180 days). Specifically describe your strategy to retain 85% or better of average daily attendance at a single site. How will program schedules and offerings be designed to encourage and support regular participation among students?

- g. Describe how feedback will be included in the ongoing development of the program.
- h. Describe any in-kind contributions from your Agency, including partnerships or other funding sources that demonstrate your Agency's capacity to sustain high quality programming at our sites. Please list examples of success from your current programming at the sites.

3. Elements of High-Quality Programming 15 points Total

Describe how the elements below will be addressed and incorporated into the program design.

- a. **Linkages to the School Day:** Describe the ways in which the program will be connected to the regular school day (e.g. shared staff, space, training, policies, curriculum, leadership support, instructional methods, etc.) and how the program will remain balanced.
- b. **High-Quality Staff:** What standards will be set to recruit and retain high-quality certificated teachers?
- c. **Safe and Appropriate Environment:** Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
- d. **High-Interest Programming:** Describe the type of programming that will be offered for each age level. What efforts will be made to ensure that programming is student-centered and that every participant has a high interest in what he/she is doing? What efforts will be made to ensure appropriate grade level and/or developmental level programming?

4. Organizational Focus: 20 points Total (1-2 pages)

- a. **Program Leadership:** Describe how your Agency will manage and monitor the program. (*Promising practices show that successful programs typically employ a full-time program manager.*)
- b. **Capacity:** What is your organization capacity to hire, train, and retain staff?
- c. **Professional Development:** Describe the types of professional development you offer, how often, when and to whom. Consider:

orientation, linking interventions to the school day, linking intervention to curriculum frameworks, etc.

- d. **Communication/Information Dissemination:** Describe how the Agency will communicate information about the program, including evaluation results, to parents, school personnel, and to the District in a manner that is understandable and accessible.

5. Program Evaluation: 20 points Total (1 page). Refer to Program Goals in Appendix C.

- a. Describe your evaluation plan
- b. Describe the data sources (indicators) that will be used to measure student outcomes and program goals, what they measure, and how they will be used to determine success.
- c. Describe how the evaluation information will be used to provide feedback to parents and staff.

6. Success and Sustainability: 10 Points Total (1-2 pages)

- a. **Record of Success:** Please provide names and contact information of individuals or organizations that can describe where and how you have been or are currently successful in implementing academic intervention programs.

7. Other Points: 10 points Total (1 pages)

- a. Please provide information on any points of innovation that you will integrate into your program. Please describe how success will be measured on the innovation.

D. Assurances to Meet Requirements (Appendix B) (Not counted in page limit)

Additional Requirements:

- Narratives must not exceed 10 pages, single-spaced, on white 8.5" x 11" paper, 12-point font, Times New Roman, one-inch margin on all sides. Include all requested supporting documents in the Appendices, which **do not** count against the 10-page total.
- All pages must be numbered consecutively beginning with number 1 on the first page of the narrative through to the end of narrative.
- The Agency's name must appear on every page, including Appendices.

- Please staple or fasten at the upper left-hand corner. (Do not submit 3-ring binders)
- Cover page required: complete and submit the Statement of Qualifications cover page provided in Appendix A of this RFQ. The cover page must be the very first page of the Statement of Qualifications package.

Do not add any other type of cover or title sheet, and do not use any transmittal letter. It is important that the cover page show the specific information requested, including Agency address and other details listed.

The cover page shall be dated and signed (in blue or black ink) by the person authorized to enter into contracts on behalf of the Agency.

The following will not be counted in the Narrative 10-page limit: Cover page, or any required appendices, as specified in the RFQ.

The Agency may not substitute additional attachments or information beyond those specified in the RFQ for the purpose of extending their narrative response. Any material exceeding the narrative limit will not be considered in rating the Statement of Qualifications. Agencies shall not include brochures or other promotional material with their Statement of Qualifications. Do not include test scores or hard copies of surveys. A brief summary of this type of information and/or data can be included in the appropriate narrative section of the RFQ. Narrative which is beyond the ten-page limit will not be read/scored.

SELECTION CRITERIA

A Selection Advisory Committee comprised of individuals who have extensive experience in such areas as out-of-school time programs, reading/language arts, mathematics or school improvement, will evaluate and select those Providers deemed to be the most highly qualified to perform the required services. The evaluation of Statements of Qualifications and the basis of award will be based on the review and analysis of numerous factors, which will include, but not be limited to, the following:

1. Program Design
2. Organizational Focus
3. Project Evaluation
4. Success and Sustainability
5. Relevant Experience
6. Responses to conditional requirements*

*Conditional requirements means any particular provisions specified in this RFQ, such as the requirement for school/community partnership in the Statement of Qualifications

and the commitment to collect required data and work with the evaluator.

Upon evaluation of all submitted Statement of Qualifications, Providers deemed most qualified to provide the requested services may be subject to verification, which involves speaking to knowledgeable individuals in a position to substantiate and verify key representations made in the Statement of Qualifications, such as contract performance history on record (if applicable). In some circumstances, this may include a personal interview/presentation with the Provider, either a face-to-face meeting, or a telephone conference. Reasons to schedule a personal interview/presentation for verification purposes may include (but are not limited to): resolving tied scores, and verifying other factors when an Agency or a product is not well-known to the California Department of Education.

The names of all Agencies submitting Statements of Qualifications and the names, if any, selected for interview/presentation shall be public information. At the conclusion of the RFQ process, committee comments and evaluation scores, as well as the contents of all Statements of Qualifications become public information. Providers that have not been selected will be notified in writing after the conclusion of the selection process.

Appendix A: Cover Page

STATEMENT OF QUALIFICATIONS COVER PAGE

Date Due: June 17, 2019

ACADEMIC INTERVENTION PROGRAM

PLEASE CIRCLE WHICH SEGMENT(S) YOUR PROGRAM IS FOR:

ELEMENTARY SCHOOL(S)

MIDDLE SCHOOL(S)

HIGH SCHOOL(S)

Organization: _____

Grant Contact Person: _____

Address: _____ City, State & Zip: _____

Telephone: _____ Email Address: _____

The undersigned authorized chief administrative official submits this Statement of Qualifications on behalf of the applicant Agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this Statement of Qualifications will comply with all relevant requirements of the applicable laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures and other printed information are required.

Authorized Signature: _____ **Date:** _____
(Sign in blue or black ink)

Name & Title (typed): _____

Email: _____ **Telephone:** _____

Address: _____

Appendix B: Assurances

Assurances to meet requirements of the SCUSD Academic Intervention Program

CERTIFIED ASSURANCES	
✓	Program Elements
	The program will be designed to provide academic intervention in one or more of the following subject areas: language arts, reading and mathematics.
	The program will only retain and recruit highly qualified certificated teachers to conduct academic interventions.
	The program will provide a safe physical and emotional environment and opportunities for relationship building and will promote active student engagement.
	The program will collaborate and integrate with the regular school day program.
	The program will provide opportunities for feedback.
✓	Program Plan
	Partners to this proposal, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
✓	Program Operations
	The Provider will utilize District approved curriculum and assessments.
	The program will maintain a student-to-teacher ratio of no more than 10:1.
	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
	The program will provide each student with a minimum of 3 hours per week of intervention.
	The program will establish a reasonable early release policy for students attending an after school program.
	The Provider will retain 85% or better of an average daily attendance at a single site.
	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.

The Agency will comply and work collaboratively with SCUSD to uphold certified assurances.

Authorized Signature: _____ **Date:** _____

Appendix C: PROGRAM GOALS

Listed below are the three (3) required program goals that **MUST** be reported on throughout the duration of the program. You may add others if you choose. Once added they must be reported on for the duration of the program.

Data sources are what you will use (assessments, grades, etc.) that are **statistical & measurable** to show outcomes/change. Use only data sources for which you will have results that can be compared within award reporting timeframe.

Program Goals:

1. To improve the academic performance in reading /language arts and math of students who are low performing/failing or at high risk of failure
2. To ensure that students who are low performing/failing or at high risk of failure achieve grade level standards.
3. To recruit and retain highly qualified credentialed teachers to administer high quality academic interventions

Sustainability Goal:

4. To create and maintain relationships with the school day staff. There is a clear plan for improving students' academic performance and alignment to District goals.