

Request for Proposals

Supporting urban education through innovation and creativity: A push towards equity and justice

2014 Guidelines



Vision

The Center for Innovation in Urban Education (CIUE) strives to participate in local and national conversations about urban education. Through our research, program development, and community engagement, grounded in Baltimore, but extending to other urban communities in the United States, our vision is to work collaboratively to enhance the educational experiences and life quality of young people attending urban schools.

Mission

The CIUE at Loyola University Maryland is a collaborative space for those concerned with the educational experiences of students, families and educators in urban schools. As a result, it is our intention to have a positive impact on education in urban communities through collaborative research, innovative program development, and community engagement.

Community Engagement

It is our belief that collaborations with various entities interested in urban education will improve the educational experiences of students, families, and educators in Baltimore, as well as other urban enclaves in the United States. Our collaborative spirit is developed with an understanding that working to improve the schooling situation of urban students must happen in partnership with not only those situated in the field of education, but also other organizations such as health care providers, local businesses, faith based organizations, and human service organizations.

REQUEST FOR PROPOSALS

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REQUEST FOR PROPOSALS – 2014

I. INTRODUCTION

A. Purpose

The purpose of this RFP is to support the educational experiences and life quality of young people and families in the city of Baltimore by providing mini-grants to community-based organizations, schools, and non-profits.

B. Amount of Funds

Although no minimum or maximum has been set for each award, funding typically ranges from \$500-\$1,000. All recipients of funds will be required to participate in a community forum focusing on innovation in urban communities.

C. Eligible Applicants

Applicants must be a public, tax-exempt organization as defined by Section 501(c)(3) of the Internal Revenue Code, or working with a 501(c)(3) fiscal agent who can receive funds on its behalf, **located in the city of Baltimore** and registered with the Office of the Secretary of State for Maryland.

D. Calendar

RFP Release	April 23, 2014
Deadline for Submission of Proposals	May 16, 2014
Awards Notification	May 26, 2014
Project Starting Date	May 30, 2014 or later
Project Ending Date	June 30, 2015 or earlier
Deadline for Final Project Report	30 days after completion of project

E. Project Duration

The duration of projects is one year or less within the project starting and ending parameters above. The project does not need to last the entire year. Funds for activities beyond the term of the initial grant are not guaranteed.

F. Questions regarding the RFP

All questions regarding the RFP can be sent to Robert W. Simmons III, Director of the Center for Innovation in Urban Education at Loyola University Maryland—rwsimmons@loyola.edu or 410.617.5776.

II. PRIORITIES FOR 2014

The CIUE is most interested in projects that are creative and innovative. We seek proposals from organizations seeking funding for new ideas/projects or currently existing projects/programs. Priority will be given to program expenses that are funded activities and line items that result in some “service” being distributed to beneficiaries that fulfill the purposes or mission for which the organization exists and also align with the mission of CIUE. **Funding is designed to support materials, field trips, and community events. Funding of salaries, honorariums, and stipends isn’t permitted.** These projects enable applicants to have a positive impact on their clients in the following categories:

- Academic Enrichment Learning Programs:** Enrichment activities expand on students' learning in ways that differ from the methods used during the school day. They often are interactive and project focused. They enhance a student's education by bringing new concepts to light or by using old concepts in new ways. These activities are fun for the student, but they also impart knowledge. They allow the participants to apply knowledge and skills stressed in school to real-life experiences.
- Academic Improvement/Remediation Programs:** These activities specifically target students whose academic performance has been deemed to be in need of improvement given that the student is not performing at grade level, is failing, or is otherwise performing below average. Academic improvement programs are designed to address deficiencies in student academic performance. Activities in this category may involve tutoring, academic enrichment, or other forms of service delivery that specifically involve students identified as in need of academic improvement.
- Science, Technology, Engineering & Math (STEM) based projects:** These activities aim to improve the ways that young people understand STEM content and ways of thinking like scientists/engineers. Priority will be given to activities that have the potential for replication in other contexts and/or have an impact on students' interests in STEM disciplines and/or careers.
- Visual & Performing Arts based projects/programs:** These activities specifically support students' interests in visual & performing arts through programmatic innovations. Activities in this category can focus on any aspect of visual & performing including digital media and the usage of technology within the context of visual & performing arts.

Activities That Target Truant, Expelled, or Suspended Students:

These activities specifically target truant, expelled, or suspended students and are designed to re-engage these students in educational services that have estranged these students from traditional educational settings and/or address academic attainment/behavioral issues through counseling and support.

Community Service/Service Learning Programs:

These activities are characterized by defined service tasks performed by students that address a given community need and provide for structured opportunities that link tasks to the acquisition of values, skills, or knowledge by participating young people.

Mentoring:

Mentoring activities primarily are characterized by matching students with one or more adult role models, for guidance and support. Mentoring programs that integrate community service as well as culturally relevant activities will be given priority.

Programs That Promote Parental Involvement and Family Literacy:

These activities specifically target adult family members and are designed to more actively engage parents in supporting the educational attainment of their children and/or enhance the literacy skills of adult family members.

Recreational Activities:

These activities are not academic in nature, but rather allow students time to relax or play. Sports, games, and clubs fall into this category. Occasional academic aspects of recreation activities can be pointed out, but the primary lessons learned in recreational activities are in the areas of social skills, teamwork, leadership, competition, and discipline.

Tutoring:

These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

Youth Leadership Activities:

These activities intentionally promote youth leadership through skill development and the provision of formal leadership opportunities that are designed to foster and inspire leadership aptitude in participating youth.

III. NARRATIVE COMPONENTS & CRITERIA FOR PROPOSAL EVALUATION

The following criteria will be used in the evaluation of proposals.

A. Demonstrated Need (20 points)

- The proposal clearly describes the need(s) addressed by the project and explains why those needs are important.
- A brief description of the evidence-base underpinnings the project are provided.
- Consideration is given to the priorities listed in section II above.

B. Plan of Action (20 points)

- The objectives are clearly defined.
- The project activities are clearly and fully described and are related to the successful achievement of the objectives.
- The timetable for the project activities is reasonable and appropriate.
- The plan for recruitment/selection of participants is well developed.
- A plan is in place for dissemination of results of the project.

C. Applicant's Commitment and Capacity (5 points)

- Key personnel are well qualified to conduct the project. Past performance will be considered.
- The equipment, facilities, and other resources required by the project are available.
- The extent of financial support from the applicant/partners will also be considered.

D. Budget and Cost Effectiveness (20 points)

- The proposed expenditures are directly related to the objectives and activities of the project.
- The proposed budget is cost effective as measured by cost per participant and/or the potential impact of the project.
- The proposal includes a detailed explanation for each budget line.

E. Impact (25 points)

- The project is of high quality and of sufficient duration and intensity to promote a lasting effect.

- The project could have a long-term impact on other regions or projects in that it could be replicated by other organizations or to serve other populations.
- The project may be scalable, in that the size of the project could be changed to serve the needs of different groups.
- The proposal includes a plan to sustain the project in the future.

F. Evaluation Plan (10 points)

- The proposed evaluation plan is related to the objectives.
- Plan is comprehensive and effective.

IV. SUBMISSION & REVIEW PROCEDURES

A. Submission

Applicants must submit the proposal via email to:

Robert W. Simmons III, EdD
 Director, Center for Innovation in Urban Education
 rwsimmons@loyola.edu

Proposals must be emailed no later than 5:00 p.m., May 16, 2014. Proposals that are below the minimum criteria, late, incomplete, or submitted by ineligible partnerships will be disqualified.

B. Review and Award Procedures

The CIUE will convene an independent evaluation panel to review the proposals and rank them in order of merit. Panelists shall be free of any direct involvement in any proposal. The panel may include K-12 teachers or administrators, college or university faculty, representatives of the private sector, and those conversant on the needs of the community.

The recommendations of the panel may be contingent upon the acceptance by the Director of certain changes in the project or the budget. The recommendations of the panel, along with comments or suggestions, will be submitted to the CIUE for consideration.

Grant awards will be made by the CIUE. All applicants will be notified in writing of the decisions.

V. FORMAT FOR THE PROPOSAL

All proposals must include the following:

1. Proposal cover sheet
2. Abstract of approximately 250-500 words.
3. Narrative, with numbered pages, that does not exceed 8 pages double spaced with one inch margins in font size of 12 and that has clearly identified subsections corresponding to each of the evaluation criteria in Section III (A-F)

4. Budget and budget narrative.
5. Brief resumes of key personnel. Emphasize experience and skills directly relevant to the proposed project. (two pages per person maximum)
6. A list of grants received during the past two years
7. A list of pending applications by source of funding
8. List of Board of Directors and principal occupations (if applicable)
9. Current operating budget
10. Financial statement and current paperwork indicating status as a 501 (c)(3)
11. Most recent IRS Form 990 (if applicable)