Summer Learning Programs

Request for Information (RFI)

2022

Alabama State Department of Education

DIVISION OF INSTRUCTION

Office of Student Learning

Montgomery, Alabama

Submission Deadline: Tuesday, March 22, 2022, by 3:00 pm Central Standard Time

***There will <u>not</u> be a formal proposal opening for this RFI. This is an opportunity for interested providers to submit their summer learning program information and materials to the ALSDE for a vetting and review process. All materials received by ALSDE will be reviewed. Thereafter, recommendations may be made to the State Superintendent for further consideration. All communication must be through the ALSDE contact listed in the RFI. The ALSDE may request the submitting entity to provide an on-site demonstration or additional clarifying information if deemed necessary.**

SECTION 1: PURPOSE AND BACKGROUND

The Alabama State Department of Education (ALSDE) is seeking submission of information from qualified providers for comprehensive, evidence-based summer learning programs. This Request for Information (RFI) is not an offer to contract with providers but rather seeks information from interested providers who can provide evidence linking their summer learning programs with outcomes as defined by ESSA's top three evidence-based tiers (strong, moderate, or promising evidence) and consistent with subsequent federal regulatory guidance, as well as state laws including the *Alabama Literacy Act* (ALA).

The Wallace Foundation states that summer can be a time to help level the playing field for students using high-quality, research-based summer learning programs that produce measurable benefits in math, reading and social and emotional learning. It is essential for LEAs to select programs that maximize academic benefits in a condensed amount of time, not limited to one summer, while also providing students opportunities for exploration and enrichment. Additionally, research further suggests that summer programs can be effective in closing opportunity gaps by supporting an array of goals for children and youth entering grades K-12 that include the following:

- Improved academic achievement, specifically in reading and math;
- Physical and mental health;
- Social and emotional well-being;
- Skills acquisition; and
- Interests' exploration.

The purpose of this RFI is to provide Local Education Agencies (LEAs) with an ALSDE vetted and approved list of summer learning programs with alignment to one of the top three ESSA evidence tiers (strong, moderate, or promising evidence); aligns to state *Alabama Literacy Act* requirements, and provides the services, high quality instructional materials, and other supports that LEAs need to plan, implement, and identify measurable outcomes with the goal of closing achievement gaps.

All interested providers must submit the information outlined in 2.1 Summer Learning Program Structure components specified in a. – m. Additionally, interested providers can choose to submit all of the 2.2 High-Quality Instructional Materials specified areas in A) – F) or one or more of them. When submitting the information, interested providers MUST clearly identify which type of information is being submitted by <u>marking the outside envelope and the inside contents</u> with the following:

2.1 SUMMER LEARNING PROGRAM STRUCTURE (required)

2.2 HIGH-QUALITY INSTRUCTIONAL MATERIALS

<u>Option 1</u>: All HQIM Sections 2A) – 2F) ***OR***

<u>Option 2</u>: Any combination of one or more of the HQIM Sections 2A), 2B), 2C), 2D), 2E), or 2F)

2A.) ENGLISH LANGUAGE ARTS (ELA) HIGH-QUALITY INSTRUCTIONAL MATERIALS

2B.) MATHEMATICS HIGH-QUALITY INSTRUCTIONAL MATERIALS
2C.) TECHNOLOGY-BASED ALIGNMENT/HIGH-QUALITY INSTRUCTIONAL MATERIALS
2D.) OTHER STEM-RELATED HIGH-QUALITY INSTRUCTIONAL MATERIALS
2E.) PHYSICAL HEALTH & INTERESTS' EXPLORATION HIGH-QUALITY INSTRUCTIONAL MATERIALS
2F.) ADDITIONAL CONSIDERATIONS for HIGH-QUALITY INSTRUCTIONAL MATERIALS

SECTION 2: SUMMER LEARNING PROGRAM SUBMISSION REQUIREMENTS

The Alabama State Department of Education requests information regarding the following:

1. **Summer Learning Program Structure**

   The provider's summer learning program structure submission must include a brief description, examples (as applicable), and supporting documentation detailing how the summer learning program aligns to the following design principles described below:

   a. Grade level(s) targeted
   b. Content area(s) targeted
   c. Program duration (both length of program and length/number of days) – Must be a minimum of 5 weeks and include 3 hours of academic instruction per day
   d. Class sizes capped at 15 students per teacher
   e. Assistance with staff recruitment including academic teachers, enrichment instructors, administration/facilitators, and other staff needed to support student and facility needs (Examples include nurses, bus drivers, custodians, etc.)
   f. Assistance with student recruitment, registration, attendance, and retention processes
   g. Communication and outreach strategies for parents/families prior to, during, and at the completion
   h. Process or strategies to include community partnerships to enhance program goals and opportunities
   i. Strategies to create a positive and engaging climate that promotes community
   j. Type and frequency of training, job-embedded support, and other technical assistance available to program staff
   k. Summer program resources including the following:
      - Editable and/or "Ready-to-Use" lessons and samples for program, weekly, and daily scheduling, including hands-on practice with materials
      - Whole group and targeted small group instruction focused on academic and/or social and emotional skills
      - Progress monitoring materials and processes
      - Lesson plans for staff that provide cross-curricular thematic units
      - Accommodations and/or modifications to support students with disabilities, English Language learners, and other
      - Wraparound student support services
   l. Pre- and Post-Program analysis including qualitative and quantitative data

m. Evidence of alignment to at least one of the top three ESSA evidence-based practice tiers (strong, moderate, or promising): Section 8101(21)(A)

	Levels of Evidence			
	Strong Evidence	***Moderate Evidence***	***Promising Evidence***	***Demonstrate a Rationale***
Study Design	Experimental Study	Quasi-experimental Study	Correlational Study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments:
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

2. **<u>High-Quality Instructional Materials (HQIM):</u>**

High-Quality instruction is the most important variable for student learning and achievement, especially for students who may not have received the support they have needed to thrive in the past. Interested summer learning program providers must include the following information related to any HQIM that will be included in their summer learning program:

- Brief description of HQIMs
- A correlation or alignment to the required components specified below
- HQIMs including lesson plans, classroom instructional materials, supplementary materials, digital content, and at-home materials
- Clear identification of Tier I, II, and/or III lessons and/or materials
- **If there is any HQIM component that is not in the design of your summer learning program, please indicate with NA. The RFI review committee will only review the descriptions and examples that clearly correspond to the indicators below.**

High-Quality Instructional Materials

2A. ENGLISH LANGUAGE ARTS (ELA)

<u>Grades K – 3</u>: Describe, in detail, how the program meets each of the following non-negotiables in the Alabama Literacy Act:

- Multisensory language instruction and strategies
- Minimum of 70 hours of scientifically based reading instruction and intervention
- Direct, explicit, systematic instruction that address the following reading deficiency areas:
    - Phonemic Awareness (Phoneme Segmentation)
    - Phonics (Letter Identification, Nonsense Word Fluency
    - Fluency (Oral Reading Accuracy)
    - Vocabulary
    - Comprehension

<u>Grades K – 12</u>: Describe, in detail, how the program meets the following criteria:

- Alignment to 2021 ELA ACOS specific standards/skills

- Cross-curricular connections
- Content-rich curriculum including type of texts and/or reading passages
- Differentiated instruction

2B. MATHEMATICS

<u>Grades K-5</u>: Describe, in detail, how the program addresses each of the following areas of mathematics:

- Number of (60 – 70 hours total is ideal) hours of scientifically based math instruction and intervention
- Multisensory instructional strategies (including description of manipulatives provided)
- Direct, explicit, systematic instruction that address the following areas:
- Number Sense and Counting
- Calculation
- Place Value Understanding
- Word Problems
- Formal Written Numeracy
- Mathematics Problem Solving

<u>Grades K – 12</u>: Describe, in detail, how the program will provide the following:

- Alignment to specific course of study standards/skills aligned to the 2019 Mathematics Course of Study
- Interventions to support deficit math skills
- Correlation to cross curricular and/or real-world application

2C. TECHNOLOGY-BASED ALIGNMENT

Describe, in detail, how the program addresses the following technology-based supports (If technology-based supports are described above, direct the reader to the location. If not, submit additional documentation that explains the following criteria.)

- Purpose of technology and/or digital resources to enhance instruction and/or lesson(s)
- Correlation to Alabama Course of Study standards
- Practice opportunities with feedback
- Progress monitoring reporting for students, teachers, and parents
- Ease of implementation of digital resource(s) for student-learning activities
- Support of most current versions of the following browsers: Safari, Chrome, Firefox, MS Edge. This also includes support of mobile devices, either within mobile browsers or with mobile applications (iPhone/iPod Touch/iPad, Android)

2D. OTHER STEM-RELATED

Describe, in detail, how the program will provide STEM-Related instruction and enhance student learning experiences, including but not limited to any of the following:

- Science
- Digital literacy and/or computer science
- Robotics
- Other, etc.

The description should include an alignment to Alabama Course of Study standards, connections to real world learning opportunities, resources included, and any other enrichment strategies associated with STEM.

2E. PHYSICAL HEALTH & INTERESTS EXPLORATION (Skill Acquisition, Field Trips, Fine Arts, Physical Activity/Movement, Chess, Character Education, etc.)
Describe, in detail, how the program will provide any other learning opportunities to enrich students' learning experiences including the following: • Alabama Course of Study Standards/Skills Alignment • Cross-Curricular Connections and/or Real-World Connections • Implementation Requirements (Ex: space, location, supplies/materials, etc.) • Intended Outcomes • Other
2F. ADDITIONAL CONSIDERATIONS
Describe, in detail, how the program provides any other additional supports not requested above for students who need additional help, such as high-dosage tutoring guidance or technology-based programs, to promote individualized learning experiences personalized for each student to help close achievement gaps.

3. **Scope of Services**

The summer learning program providers will be responsible for providing programmatic supports for daily academic and enrichment services to include the following:

- Includes a minimum of 5 weeks consisting of at least 3 hours of academic instruction daily during the LEA's scheduled summer learning period.
- Planning support for small class sizes of no more than 15 students per teacher to support strong individualized instruction and assistance building relationships in academic and enrichment periods.
- Assistance with site administration or oversight of the summer learning program and with the following:
  - Effective pre-planning guidance,
  - Site-based implementation strategies, and
  - Post-analysis and feedback for overall program effectiveness.
- Summer learning program provider submissions must include the following:

A) Project Team Organizational Chart

	Roles & Responsibilities	Qualifications	Relationship Management Practices	Previous Experience/Qualifications
Project Team Member(s)				

**Brief resumes for anticipated key staff may be included, as well as references.*

B) Provider's Organizational History and Qualifications

a. Demonstrated success with achieving positive academic outcomes through summer programming
b. Recent history of successful implementation of the program, including relevant data to describe results achieved
c. Relevant history in serving a variety of student populations
d. Three recent testimonials from schools and/or LEAs that speak to program efficacy

SECTION 3: OTHER

Specific terms and requirements in this Request for Information (RFI) may be waived or modified by the State of Alabama as it deems necessary and appropriate.

The state has no liability for any costs incurred by a prospective provider for the preparation and production of materials or for any work performed because of this request.

Responders will be notified via email when a formal recommendation report is available for review. ALSDE does ***not*** expect to award a contract pursuant to any submission received. Moreover, the ALSDE makes no representation concerning selection, award, or financial support of any proposal. Only the results of the review may be considered public. Any work papers, individual evaluator or consultant comments, notes, or scores will not be considered public. The final results of the review will not be publicly available until final submission is reported.

The ALSDE reserves the right to reject any and all submissions and to solicit additional submissions if that is determined to be in the best interests of the State of Alabama.

SECTION 4: SUBMISSION INFORMATION & DEADLINE

Send **five** hard copies and **one** electronic submission on a thumb drive organized in sequential order of RFI with each section labeled with the corresponding RFI Sections and Subheadings to the mailing address listed below.

MAILING ADDRESS:

Alabama State Department of Education
ATTN: Mrs. Karen Dennis, AMSTI
Gordon Persons Building, Room 3339
50 North Ripley Street
Montgomery, AL 36104

ALL questions or other RFI-related correspondence must be sent to the following email, kdennis@alsde.edu and must include the following: Provider/Vendor's Official Title; RFI Section & Subtitle reference (Example: 2A.), question(s), contact if additional information is needed.

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