

**Creating a Coordinated System of Summer and After-School Programs
System Sustainability Analysis for the Rochester/Monroe County Area
Request for Proposals**

Deadline for Submission: January 17, 2020

Purpose: To strengthen the out-of-school time system (after-school and summer) of programs and opportunities for children, youth and families in the Rochester-Monroe County area across four domains of well-being: 1) social and emotional development, 2) academic learning, 3) physical and mental health, and 4) safety.

The Out-of-School Time (OST) Funders' Group of the Greater Rochester After-School Alliance (GRASA) seeks to obtain services to inventory, analyze, assess, identify and recommend models for equitable, scalable, and sustainable out-of-school-time system structures that meet the needs of children and their families in the Rochester, NY and Monroe County communities. This Request for Proposals invites qualified candidates to submit organizational qualifications and a detailed plan of action and budget scope to meet this need.

About GRASA and the OST Funders' Group: GRASA, an initiative of the Rochester Area Community Foundation, is the local out-of-school time intermediary that supports after-school, summer and expanded learning programs and practitioners. It is comprised of four components: an OST Provider Network, an Advisory Committee, an OST Funders Group, and staff. GRASA's goal is to strengthen the quality, quantity, and accessibility of OST programs in Monroe County for school-age youth. It serves as a central point for information on the needs and strengths of out-of-school-time programs; a community-wide, priority-setting body on issues relating to out-of-school-time programs; and a coordinator of responses to state and national funding opportunities. GRASA also implements an evidence-based program quality improvement system (Weikart) with corresponding standards and competencies. More information about GRASA can be found at <https://www.racf.org/About/Giving-Circles-Initiatives-and-Partnerships/Greater-Rochester-After-School-Alliance>.

The OST Funders' Group of GRASA is collaborating to build a sustainable and equitable community-wide system of learning for OST opportunities and programs. Its current membership includes:

- Rochester Area Community Foundation
- United Way of Greater Rochester
- Rochester City School District
- Greater Rochester Health Foundation
- Wilson Foundation
- ESL Charitable Foundation
- Max and Marian Farash Charitable Foundation
- Rochester-Monroe County Youth Bureau
- City of Rochester, Department of Recreation and Youth Services
- RochesterWorks!

Background: Rochester, NY and Monroe County have many components of a preeminent OST system, including a commendable attention to quality. Nonetheless, high rates of concentrated poverty in the City of Rochester, gaps between provider capacity and enrollment; and the general pattern of programs focused on children only, rather than the whole family, indicates there are many more children, youth and families who may benefit from quality OST experiences than currently participate. Recent data indicate:

- Only 5% of 3 year old children and 9% of 4 year olds participated in summer learning programs in 2018.

- In 2018, the Greater Rochester Summer Learning Association served just over 600 of the roughly 8,000 economically disadvantaged children and youth from Rochester in grades K-3. Additional summer programs provided through community-based organizations, rec centers and the school district but exact numbers not captured.
- In 2015, providers of after school care in greater Rochester had the capacity to serve roughly 31% of children and youth in need of after school care. Still, programs were under-enrolled, suggesting the presence of barriers to access such as program cost, transportation, and the safety of children traveling to and from the programs.

Furthermore, the OST system is heavily dependent on unstable funding sources including grants, along with funding from New York State Department of Education and/or Office of Children and Family Services. Local philanthropies such as United Way of Greater Rochester and the Greater Rochester Health Foundation also support OST programming. The Rochester City School District (RCSD) had been a significant source of funding for summer and expanded learning, yet structural budget deficits have resulted in unstable funding and loss of summer program slots in recent years. The District spent more on transportation costs of students for summer programming than the programming itself.

Project Description and Scope of Services: GRASA, the OST Funders, and the Rochester and Monroe County community are examining ways to create a high-quality OST system that meets the needs of families and children, is cost effective, and sustainable over time. This system must not only provide quality services to children that support their healthy development, but **must be a reliable resource for parents that enables them to pursue work or education**, knowing that their children are in a safe and stimulating environment.

Through this RFP, we seek a consultant organization(s) with the skills to guide us further toward our vision across three phases:

Phase 1: Systematic assessments of current local OST resources:

- Complete a systematic assessment of existing summertime and after-school programs and services.*
- Complete a systematic community needs assessment that is inclusive of parent and youth voice regarding summer and after-school programming requirements and desires from their perspective.*
- Complete a fiscal analysis of the current local OST funding sources (federal, state, county, city, private, corporate, etc).
- Complete an analysis of average costs for local summer programs in our area including in-kind and direct program costs.
- Complete an analysis of our local OST system in relation to the Grantmakers For Education core components of a high quality OST system (See Attachment 1).
- Identify next steps for growth of our OST system.
- Identify and summarize threats to the current OST system and recommendations to address prioritized needs and threats.
- Recommendations for continual processes to grow assets and maintain up-to-date data on programs and services

A past community-wide inventory of after-school programs (completed in 2015 which mostly included only OCFS licensed school-age programs operating in the community, can be found at <https://www.racf.org/Portals/0/Uploads/Documents/News/Publications/Out-of-School-Time-Full-Report-Dec2015.pdf>

Facilitation with the OST funders will be a necessary first step, to determine the OST program assessments' parameters, definitions and criteria to be included. Data collection to include but not be limited to:

- Current numbers and demographic characteristics of youth participating in licensed and non-licensed OST programs.
- Current availability of licensed and non-licensed OST programs and number of seats in Rochester and Monroe County.
- Description of program types/focus across OST providers, including program duration and intensity, sources of funding, per-child and youth program costs, child and youth outcomes,
- Mapping of geographic locations of OST program.
- Current funding sources, total dollars and recipients for OST programs and funding trends for the past seven years.

*In seeking qualitative input from our community's parents and youth on the current OST system and programmatic offerings, including barriers to access, we believe an on-line survey process is not the most effective way to gather their input and want to identify more creative approaches to getting true family and youth voice as well as providers' voice. Based on our past after-school inventory processes we know that on-line survey responses reflects a portion of the total programs in our community and that extensive efforts, including follow-up with e-mails and phone call appointments to interview providers over the phone will need to occur to get a full picture of OST in our community.

Phase II: National Landscape Scan

GRASA is a member of the Every Hour Counts Learning Community. There is a wealth of information on how other intermediaries have created or are in the process of creating their OST learning system. We also recognize recently issued key reports continue to inform the work. The amount of information continues to grow and there is a need to identify key learnings most relevant to our community's OST system development and how we might apply them.

1. Complete a landscape scan of other communities with similar socio-demographic makeup and demand for OST resources to identify OST system models and/or structure that have been developed in like communities to meet the need of children, youth and the adults in their lives. This will include:

- Identification of diversified revenue streams and effective financing structures and strategies used to sustain OST programs over time to.
- Identify average cost ranges for quality summer programs.
- Identification of diversified revenue streams and effective financing structures and strategies to support their OST intermediary functions.
- Identify where and how creative relationships, partnerships and/or resources have been developed or brokered to expand and sustain OST opportunities and programs.
- Identify where and how transportation systems, processes, and payment structures have been developed to ensure youth safe arrival to OST and return home (Examples of where transportation efforts are coordinated and efficiencies realized in travel time and/or cost)
- Identify examples of creative OST workforce support and development, especially with part-time OST staff (often funding sources cover staff direct time with youth only)
- Identify examples of effective cross-generational programming or approaches that have been implemented within OST programming that serve both children, youth and families. What resources would be needed to replicate those programs or models locally?

- Identify methods or tools other communities use to obtain continual user satisfaction feedback on the OST services provided to parents and youth.
- Identify types of data collected and processes/systems used to collect data that inform intermediaries on the state of OST in their community.

2. Complete a landscape scan of recent national reports and research on OST that could guide local OST development and sustainability efforts based on data from our community needs assessment in Phase 1.

Phase III: Recommendations for/improvements in local system models, data systems, staffing structures, and current governance structure, and communication vehicles.

Work with community stakeholders to co-construct model(s) for an equitable, effective, sustainable OST learning system for the greater Rochester community that includes:

- Facilitation of planning meeting(s) of stakeholders to respond to assets and gaps identified in Phase I. Through stakeholder input and other community models explored in Phase II facilitate the crafting of potential models for, a coordinated, expanded, sustainable and equitable community-wide learning system for OST in Rochester and Monroe County.
- Develop prototype model(s) for sustainable learning systems for after-school and summer programming that takes into account:
 - Ages of youth participants
 - Diversity of interests
 - Needs of families
 - Transportation needs of participants
 - Ongoing funding for quality and sustainability
 - Sustainable financing/revenue sources
 - Tapping into underutilized major institutions(arts, sciences, higher education, theater, etc) in the community for underserved youth during OST
 - Workforce development and support, especially with part-time staff.
 - A coordinated data management system that can provide relevant data as to the current state of OST in our community
 - Identified local barriers and assets
 - Resource needs of OST providers to ensure delivery of high quality programming and outcomes
 - Policy change that would support enhanced OST systems
 - Potential creative local partnership opportunities that can be cultivated.

Make recommendations to/for GRASA and local OST funders regarding the resources and processes that will strengthen the capacity, depth and breadth of the intermediary's scope to ensure a scalable, high quality, equitable, networked system of out-of-school time opportunities.

Roles and Responsibilities of GRASA and OST Funders:

- It is expected that GRASA will provide administrative staffing support to the OST Funders Network and will be the coordinating body between the "Consultant" and the Network.
- An Advisory Group to the extensive process will be established that is inclusive of provider, youth and family voice to guide the work of the "Consultant".

- GRASA staff and the OST Funders Network members will make themselves available during the project period to participate in the process, answer questions, identify and provide contact information for all known OST providers, and make connections to other stakeholders outside of the network, as needed.
- GRASA staff and OST Funders Network will actively participate in models/systems development during Phase III.

Consultant Qualifications: GRASA seeks an individual, team of individuals, or an organization to serve as consultant(s) for this project. The successful applicant will have:

- Content expertise in youth development and high quality OST programming (summer and after-school), research, policy, and/or evaluation.
- Demonstrated ability to work with diverse OST stakeholders including funders, program providers, government entities, parents, and youth.
- Assessment planning, evaluation and research skills, including economic and policy analysis.
- Direct experience with equity-focused policy development, practices, or approaches, preferably related to OST programming.
- Strong communication, facilitation, and project management skills.
- Ability and willingness to work collaboratively with project stakeholders across each project phase.

Anticipated Project Deliverables:

- **Phase I:** A final report and presentation to stakeholders on the current landscape of OST.
- **Phase II:** A report and presentation to stakeholders that outlines other community models, evidence base and/or best practices employed by other communities, applicable latest national OST reports and research feasibility/ROI analysis of replicating similar models in Rochester and Monroe County.
- **Phase III:** A detailed system(s) for OST programming that includes all elements outlined above.

Application Process: Interested applicants are asked to submit a proposal using the Rochester Area Community Foundation online grants portal found at <https://www.racf.org/Grants/Grant-Portal>; [Out-of-School Time \(OST\) Systems Analysis](#) RFP. All proposals must be received no later than January 17, 2020:

- A description of the qualifications and relevant experience of proposed consultant team.
- An overview of the approach to this project across each phase, including methodology and data sources, as applicable. Include an associated timetable for each phase of work.
 - Please include a description of how the team will present data and findings to stakeholders and facilitate a visioning and planning process in Phase III.
- Brief biographical sketches of each team member and/or resume/CV of team members.
- Estimated project budget for each phase of this project with explanation of how costs were derived.
- Contact information for 3 references for whom the consultant(s) has provided similar services.

If you have questions about this RFP, please email them to Chris Dandino, Director of the Greater Rochester After-School Alliance at cdandino@racf.org

Additional Resources: The following resources provide additional information about Rochester, Monroe County, and its current OST system:

- An inventory of OST Opportunities in Rochester (2015). <https://www.racf.org/Portals/0/Uploads/Documents/News/Publications/Out-of-School-Time-Full-Report-Dec2015.pdf>
- Weikart Center for Youth Program Quality. <http://www.cypq.org/assessment>
- ACT Rochester community data indicators. <https://www.actrochester.org/>
- Race/Ethnicity reports. <https://www.actrochester.org/key-reports/race-ethnicity/>

- Poverty indicators reports. <https://www.actrochester.org/key-reports/poverty-indicators/>
- Roc the Future, State of Our Children report card. <https://www.actrochester.org/key-reports/roc/>

Recent National Reports of Relevance

- Innovative Financing to Expand Services So Children Can Thrive. <https://edredesign.org/press/InnovativeFinancingtoExpandProgrammingandServicesSoChildrenCanThriveFinal.pdf>
- NAS Shaping Summertime Experiences. <http://www.nationalacademies.org/hmd/Reports/2019/shaping-summertime-experiences.aspx>
- Nation At Hope. <http://nationathope.org/report-from-the-nation/>.
- Using Data to Strengthen After-School Planning, Management and Strategy: Lessons from Eight Cities. <https://www.wallacefoundation.org/knowledge-center/pages/using-data-to-strengthen-afterschool-planning-management-strategy.aspx>
- Funders Guide to Quality in OST. <https://www.edfunders.org/publications/funders-guide-to-quality-in-out-of-school-time>
- Every Hour Counts Measurement Framework. <https://www.everyhourcounts.org/resource-library>
- Putting Data to Work to Help Young People. <https://www.wallacefoundation.org/knowledge-center/pages/putting-data-to-work-for-young-people.aspx>

Attachment 1. *Funders' Guide to Quality in Out-of-School Time. Grantmakers for Education's Out-of-School Time Funder Network*

