

Charleston > excellence is our standard  
County SCHOOL DISTRICT

Proposals  
for  
After school, Instructional, Behavioral  
or Professional Development  
Programs



Informational Packet

Greetings Potential Partners:

Charleston County school District is excited to strengthen its partnership with volunteers, parents, communities of faith, public agencies, elected officials and institutions of higher learning.

#### Administration

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**Dr. Nancy J. McGinley**  
Superintendent of Schools

**Dr. Lisa Herring**  
Associate Superintendent

**Mr. Louis Martin, Jr.**  
Associate Superintendent

**Ms. Terri Nichols**  
Associate Superintendent

**Dr. James Winbush**  
Associate Superintendent

We are now accepting proposals for the 2012 2013 school year. If you are interested in being part of our district's mission, vision, goals and core values, please take a moment to read through the "Submission of Proposal" packet.

Please complete the entire packet and address the sections as it relates to the district's goals:

- Elevate Achievement Overall
- Close the Achievement Gap Between Groups
- Increase High School Graduation Rates

Charleston County School District welcomes your proposal for consideration.

Please submit completed packet to:

Robert Olson  
Charleston County School District  
75 Calhoun Street  
Charleston, South Carolina 29401

Electronic Submission to:  
robert\_olson@charleston.k12.sc.us

## **Submission of Proposals**

Agencies offering programs/services that are unsolicited by the School District must follow these procedures for approval. The Agency begins the process by submitting a proposal that addresses each of the sections outlined below. Proposals can be written for multiple years but must be submitted and renewed annually. If approved by the School District, the proposal will be used as a basis for a negotiated contract between the Agency and the School District. Agencies providing programs/services through this process are required to meet with the School District at the conclusion of the project year for project review when the evaluation is completed.

### **Section 1. Agency**

Submit the name of the Agency, contact person who is authorized to negotiate the contract, address, phone number, and email of the contact person.

### **Section 2. Need for the Program/Services**

The School District will only accept proposals that identify a specific School District need to be addressed by the program/services of the Agency. Proposals must provide objective information and data to support the need for the program/services and include: (a) a statement of how the program/services will address the identified need, (b) the goal of the program and specific performance objectives in terms of measurable outcomes, and (c) how the program/service is expected to result in achieving the program goal.

### **Section 3. Statement of Work**

This section describes the explicit strategies/product(s) that address the needs identified above and provides implementation details. Include a timeline and project plan that outlines the implementation steps and personnel responsibilities, provide program participant information (e.g., schools, expected number of students/teachers that will receive services), ensure participant safety, and describe other essential activities.

### **Section 4. Program Effectiveness**

Describe existing research-based evidence that leads the Agency to believe that implementation of the proposed strategy or program/service will have in addressing the identified need in Section 2. This research should establish how a significant and substantial effect on the designated outcome will be realized.

**Section 5. Personnel**

Identify (a) the name of the Program Manager, his/her role and responsibilities to ensure effective program management and Program Manager's schedule or amount of time that will be dedicated to the project, and (b) the names of key personnel who will be implementing the program. For all identified staff, include their training, experience, and qualifications, and provide clearly defined roles, including the amount of time (e.g., number of hours per week) that will be dedicated to the program/services. Note that personnel working directly with students must have a SLED check and that the Agency must agree to ensure that personnel are cleared by the State Law Enforcement Division. If certified staff are required, evidence of certification must be provided.

**Section 6. Requested School District Supports**

Identify in detail any necessary arrangements or coordination with CCSD programs, services, or personnel required for effective implementation. Include any logistical issues such as scheduling requirements, facility needs, or any other matter that may impact school or School District operations.

**Section 7. Funding**

The Agency must complete the entire Budget Detail Information form that will identify the revenue sources, expenditures, and in-kind contributions for the entire project.

**Section 8. Reporting Requirements**

Reports that provide an account of activities must be submitted. These reports should not only account for and document start-up and implementation activities but also reflect number of participants (students or teachers) served and other objective information that validate implementation. Reports should be designed to permit periodic assessment of progress toward achieving intended outcomes, and they should provide high quality implementation data sufficient to improve the program, if necessary. The proposal should describe the format and content of the reports, and provide a blank report form for review.

**Section 9. Evaluation**

All proposals must include a description of procedures that will be used to evaluate the effectiveness and impact of the program on the stated goals and performance objectives. The proposed evaluation must be sufficiently rigorous to demonstrate program effectiveness, use methodology that ensures objectivity of the evaluation, and must rely on quantitative data (although qualitative data can be included). If the project is approved by the School District, the

School District and the Agency will agree on the evaluation design and designate responsibilities for data collection, analysis and reporting. To prevent the appearance of a conflict of interest, the School District will supervise data collection, conduct the analysis, and report results. The agency will provide information to the District when requested.

**Section 10. Other**

The proposal activities must be in compliance with all federal, state, and local laws and will be subject to the Freedom of Information Act (FOIA).

**PROGRAM ADMINISTRATION**

**GUIDING PRINCIPLE**

THE ADMINISTRATION OF THE AFTERSCHOOL PROGRAM PROVIDES A STABLE FRAMEWORK FOR OPTIMAL PROGRAM FUNCTIONING CONSISTENT WITH THE PROGRAM’S MISSION, PURPOSE, PHILOSOPHY, GOALS, AND REGULATORY REQUIREMENTS.

*REQUIRED*

*RECOMMENDED*

1. Program has written mission statement which drives program philosophy and operation.
2. Program has clearly articulated measurable goals which are reviewed annually.
3. Program has written MOA with host school defining use and access of the facility.
4. Program has written handbooks for both parents and staff. Documents are updated annually.
5. The program promotes collaboration with community agencies and creates partnerships within the community.
6. Program provides consistent and clear management protocols which establish safety, academic achievement, youth development, and engagement with school, parents and community as management responsibilities.
7. Program has written policies and implements procedures that protect the health and safety of all participants. Programs follow CCSD procedures related to health and safety of children.
8. Program demonstrates stable financial management and sound business practices which promote sustainability.
9. Program has defined methods for evaluation of program and staff and demonstrates active efforts towards continuous quality improvement
10. The program creates opportunities for youth, families, staff, and school to evaluate program activities consistent with program mission and philosophy.

Program has regular communication with school administration, teachers, and staff to help achieve school goals.

Program has a resource and referral center providing support literature and contact information for families.

Program administration regularly conducts unannounced site visits to programs.

ASQ (Assessing School-Age Quality) tool for family, staff, and child questionnaires.

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|---|---|
| <p>11. The program provides orientation and on-going staff development training. Staff training is relevant to the responsibilities of each position.</p> | <p>The program conducts regular staff meetings, minimally monthly, to plan program activities and evaluate program operations</p> <p>Staff receives adequate support and compensation to promote retention and program consistency.</p> |
| <p>12. The program's hours of operation reflect the needs of families.</p>  |   |
| <p>13. The program uses a strong academic component in reading and/or math that uses existing assessment data to support the needs of students.</p>       | <p>The program is able to demonstrate activities that promote application of the student's current classroom learning.</p>  |
| <p>14. The program involves youth in the leadership of the program for activity planning, problem solving, and community involvement.</p>                 | <p>The program promotes interest based activities selected by youth.</p>  |
| <p>15. Program management staff is on-site during ASP hours and actively engage in observation of interactions and activities.</p>                        |   |
| <p>16. Staff reflects the cultural diversity of the program and community.</p>  |   |

## HEALTH, SAFETY and NUTRITION

### GUIDING PRINCIPLE

THERE ARE WRITTEN POLICIES AND PROCEDURES TO ENSURE THE HEALTH, SAFETY AND PROPER NUTRITION OF CHILDREN AND YOUTH, CONTAINED IN DOCUMENTS DISTRIBUTED TO STAFF AND FAMILIES.

#### REQUIRED

1. All staff and volunteers working directly with children must have CCSD approved background checks prior to beginning work with youth.
2. Staff receives training in First Aid, AED, and universal precautions. Staff receives annual review in CPR, First Aid, AED, and universal precautions. At least one staff person with CPR and First Aid training must be on duty at all times.
3. Staff receives child sexual abuse training and implements appropriate reporting procedures.
4. There is appropriate supervision at all times. Staff ratios are: No less than 1:15 for groups ages 6 and older; No less than 1:12 for children under six; Ratios are increased for field trips and activities which require more direct supervision.
5. A current, completed registration form is on file for each child, including emergency phone numbers, contacts, and a written parent-directed medical form.

#### RECOMMENDED

FBI checks

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|---|--|
| <p>6. Staff knows who is to be in attendance on any given day. Arrival and departures are documented. Youth are only dismissed to those authorized on the registration form.</p>          | <p>Access to physical location of program activities is limited by design and monitored by staff.</p>  |
| <p>7. Staff communicates with one another to know where children are and what they are doing.</p>   | <p>Staff uses intercoms, two-way radios and other electronic devices to remain in contact with each other when out of sight range.</p>   |
| <p>8. Program utilizes CCSD and Staff Manual procedures to address safety issues.</p>   | <p>Staff manual safety procedures are reviewed and updated annually. CCSD Administrative Bulletins are distributed to the program.</p>   |
| <p>9. Systems are in place to communicate behavioral expectations, manage discipline problems and promote positive interactions.</p>  | <p>The Site Coordinator shall receive CIP De-escalation and Restraint Procedures training.</p>   |
| <p>10. The program has a written and accessible Emergency Management Plan. Staff and children know what to do in an emergency.</p>  |  |
| <p>11. The program performs regular lock-down, fire and evacuation drills according to CCSD procedures.</p>   |  |
| <p>12. The program serves nutritious food and beverages that are appropriate for the ages and sizes of the children and youth, following USDA and DSS standards for healthy snacking.</p> | <p>Purchase of fresh, local produce is encouraged. Foods high in fats, salts and sugars are limited. A balance of fruits, vegetables, whole grains and proteins is served.</p> |
| <p>13. Options are provided for children with special dietary needs.</p>  | <p>Staff has detailed instructions from parents regarding dietary inclusions/exclusions and appropriate response.</p>  |

## COMMUNICATION AND INTERACTION

### GUIDING PRINCIPLE

THE PROGRAM PROVIDES WAYS TO MEET THE NEEDS OF CHILDREN AND YOUTH, FAMILIES AND STAFF.

#### REQUIRED

1. Staff interacts with each other in an appropriate and professional manner.
2. Staff engages with all children and youth in positive and respectful ways through listening, acceptance, and appreciation.
3. Staff encourages individual interests of youth. Youth have opportunities to develop a sense of belonging.
4. Staff members encourage youth to make choices and develop personal responsibility. When problems occur, youth are encouraged to resolve their own conflicts and work cooperatively to solve problems.
5. Staff makes families feel welcome and com-

#### RECOMMENDED

Staff is provided training to enhance positive relationships and respect among themselves, with parents, youth, and the community.

comfortable. Parents are welcome to visit program any time.

Parents are encouraged to volunteer.

6. Staff inform youth of behavioral expectations. Guidelines are stated in a positive manner. Child management is handled with care, respect, and positive guidance. Staff communicates and reinforces clear limits and rules.

7. Children treat each other with respect.

8. Program has a working system for regular communication with families.

9. Program has a plan for parent involvement.

Parent/community advisory committee exists and meets regularly.

10. Program regularly communicates with schools, businesses, and community-based programs.

11. Program builds links to the community.

## PHYSICAL ENVIRONMENT-INDOOR

### Guiding Principle

THE INDOOR ENVIRONMENT IS DEFINED TO OFFER SAFE, COMFORTABLE, AGE-APPROPRIATE SURROUNDINGS WITH ADEQUATE SPACE TO CARRY OUT ALL ACTIVITIES. PROGRAM OFFER SUITABLE ACTIVITIES CONSISTENT WITH THE PROGRAM'S PHILOSOPHY.

#### REQUIRED

#### RECOMMENDED

1. The program environment is free of safety hazards, accessible, and clean.
2. The program climate is comfortable and inviting to children and parents.
3. There is enough room for all program activities.
4. Children can get materials out and put them away by themselves with ease.
5. The space is arranged to so a variety of social, recreational, and educational activities can occur at the same time without much disruption.
6. There is adequate and convenient storage space for equipment, materials, and personal possessions of youth and staff.

- Staff perform documented indoor (outdoor )safety checks on equipment and program space, and has procedures for reporting and documenting hazardous conditions and equipment.
- Some areas have soft, comfortable furniture on which children can relax. Physical space can be redefined to create a more welcoming environment.
- Age-appropriate materials are accessible and in easy reach.

## PHYSICAL ENVIRONMENT-OUTDOOR

### GUIDING PRINCIPLE

THE OUTDOOR ENVIRONMENT OFFERS A SAFE AND AGE-APPROPRIATE AREA FOR DAILY OUTDOOR ACTIVITY.

#### REQUIRED

1. The outdoor play area is clean, safe, and free of hazards. Materials are in good repair.
2. Age appropriate equipment is used.
3. Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.
4. The outdoor space is suitable for a wide variety of activities.
5. The environment is accessible to children and families with disabilities.

#### RECOMMENDED

Outdoor play area meets the needs of participants, and equipment allows them to be independent and creative.

Children may use a wide variety of outdoor equipment and games for active and quiet play.

## ACADEMICS

### GUIDING PRINCIPLE

EXTENDED LEARNING TIME IN AFTERSCHOOL PROGRAMS PROVIDES THE OPPORTUNITY TO INCORPORATE ACTIVITIES THAT COMPLEMENT SCHOOL DISTRICT GOALS RELATIVE TO INCREASED STUDENT ACHIEVEMENT, CLOSING ACHIEVEMENT GAPS, AND KEEPING STUDENTS ON TRACK FOR GRADUATING HIGH SCHOOL.

#### REQUIRED

1. Program has access to appropriate spaces and locations for engaging academic activity.
2. Program has on hand, appropriate generic materials for students to address homework assignments.
3. Program provides adequate time for students to address homework each day.
4. Program staff assists students in addressing homework assignments.
5. Program has a literacy center.

#### RECOMMENDED

Program has access to media center, computer labs, classrooms, and other areas conducive to learning as needed.

Parents and youth have written homework agreement which staff enforce.-

Program utilizes certified teachers to assist students in small group work and homework assignments.

Staff communicates with teachers to help students get passing grades in critical subjects, especially reading, math, and science.

Literacy centers include Read Alouds, Independent Reading, Big Books, Independent Reading Library, Retelling (Reader's Theatre), Listening, Word Wall, and Buddy Reading. Parent support and reference materials are also available.

6. Staff is trained in guiding group and independent literacy activities for youth.	Staff keeps in close communication with teachers to support youth struggling in reading ability.
7. Program supports student interest in core subjects with time, resources, and personal attention (reading, math, science, history, music, etc)	Program utilizes tutors, supplemental service providers, and community to enhance academic achievement.
8. Program uses community connections to reinforce learning. The community is viewed as a “classroom” for field trips, service learning, creativity, and self discovery.	Program offers a variety of enrichment programming and clubs in which youth participate. Staff “identify” individual student “passion and creativity” and provide time and community support and connection to be involved (e.g. music, videography, journalism, clubs)
9. Program provides service learning opportunities to youth.	Staff receives training in the planning, implementation, and reflection of service learning activities for youth.
10. When asked, program provides requested data for district staff to evaluate program effectiveness.	Program tracks student tardiness, absences, discipline problems, and academic achievement including MAP Test and RIT Band data...
11. Academic programming is aligned with state curriculum standards and delivers instructional components with the Districts’ instructional model.	

## ACTIVITIES

### GUIDING PRINCIPLE

THE PROGRAM OFFERS A WIDE VARIETY OF DEVELOPMENTALLY APPROPRIATE INDOOR AND OUTDOOR, RECREATIONAL, SPORTS AND FITNESS, SOCIAL AND EDUCATIONAL ACTIVITIES REFLECT THE PHILOSOPHY OF THE PROGRAM.

#### REQUIRED

1. The daily schedule is diverse, flexible, and offers choices and enough independence and stimulation to meet the needs of all youth.
2. Staff, youth and families work together to plan and implement activities which reflect the styles, abilities, interests and cultural diversity of the youth.
3. The program makes reasonable accommodations to the physical environment and schedule so that children and youth with special needs may participate.
4. The Program offers hands-on, project-based activities and special events to enhance creativity, self-expression, group and independent learning.

#### RECOMMENDED

- Daily, the program chooses from activities in the following areas: academics, enrichment activities, life skills, character development, service learning, sports, recreation, and socialization.
- The program actively encourages family involvement through group planning sessions, volunteerism and family events..
- Staff members with special needs training and experience are recruited.

5. There is opportunity to join enrichment activities and clubs that promote skill development, group participation and higher-level thinking. Program seeks out quality, contracted services to provide optional sports, hobby and skill development instruction.
6. The program builds links to the community, and hosts visitors and events from appropriate community resources. Outside agencies, businesses, and individuals conduct meaningful activities to supplement program offerings.
7. Youth are allowed to take initiative and explore their interests. Art and other projects are displayed.

**SUMMARY REPORT FOR UNSOLICITED PROPOSAL PROJECTS**

1. Your Name: Today's Date:
2. Program or Project Name:
3. Brief Description of Project:
4. Contact information:   Name:  
  
  Address:
5. Name of CCSD contact/project manager:
6. How are participants being identified for participation?
7. School year: \_\_\_\_\_
8. Number of individuals served this school year:

Participant Type	# Served	Which School(s)	Which Grade(s)	Description of Services Provided
Teachers				
Students				
Other (describe)				

9. Would you describe the above-listed services as direct or indirect? (Please explain your reasoning)
10. What specific, measureable progress did your project make toward project goals?
  - (a) What activities were accomplished?
  - (b) What deliverables were completed?
  - (c) Provide data on the impacts (especially student-level impacts) made.
11. What were the program's expenditures?
12. Describe any challenges that have impeded your ability to provide the services/program as you anticipated.
13. Describe any particular successes that your program had.
14. Were there any unanticipated outcomes?