

CELEBRATE SUCCESS RFP

GROUP PROJECT



CENTER FOR AFTERSCHOOL EDUCATION
FOUNDATIONS, INC.

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CELEBRATE SUCCESS RFP GROUP PROJECT

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CENTER FOR AFTERSCHOOL EDUCATION
FOUNDATIONS, INC.

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CELEBRATE SUCCESS RFP PROJECT

You want interested, engaged, steady attendance. You want to build math and English skills. You want students¹ to develop a sense of responsibility, learn to work in teams, make decisions, plan, and follow through. You want them to think about achievement, and gain a sense of accomplishment. And you want to do it afterschool style, blending academic and social development. Try the *Celebrate Success RFP Project*, where young people fund an end-of-year recognition event by applying for a mock grant. They come up with ideas, plan, budget, write, and go for it!

RFP stands for “Request for Proposals,” and the RFP project mirrors a real grant application process. Grant making organizations announce competitions for grant funding by publishing an RFP. The RFP lays out what the grant maker will fund and the rules for submitting the request. Community groups, non-profits, small organizations, teachers, and others often fund their programs and activities by responding to RFPs.

In the RFP Project, the afterschool program announces that students can apply for funding for an end-of-year event by responding to the RFP document. Like any organization, student groups must follow the RFP rules, get it in on time, and create a budget. The total amount of funding they can apply for is directly proportional to program attendance. The program will need a pool of funds² (it doesn’t have to be large!), and people willing to read and respond to the submissions.

AFTERSCHOOL IS A GREAT PLACE FOR PROJECT-BASED LEARNING

- Flexible time blocks
- Content driven by students’ interests
- Motivating and engaging
- Learning by doing
- Academic, 21st century, college-readiness, workplace skill-building

¹ Recognizing that different programs refer to participants differently, we use ‘students,’ ‘participants,’ ‘kids,’ and ‘young people’ interchangeably throughout this Guide.

² Your program must decide and budget in advance the total amount it can spend on an end-of-year event.



This step-by-step guide shows how to conduct an RFP project in your afterschool program.

FOR PROGRAM STAFF

- 19 complete session plans
- Student handouts
- Assessment options
- Implementation forms

FOR DIRECTORS

- Staff meeting plans for a successful launch
- A staff self-check or supervisor's checklist for successful implementation

ON THE CD

- Part I Leader's Guide**, with explanations of the math and English content, step-by-step session detail, and assessment tools
- Part II Student's Guide**, with RFP document and judgment criteria for participants in reproducible form
- Part III Supervisor's Guide**, including checklists and staff meeting notes for high quality implementation



LEADER'S GUIDE

PART I



LEARNING IN ACTION

Celebrate Success RFP Project gets kids engaged and learning. It gives them decision-making power, calls for responsibility in carry-through, and celebrates achievement, while applying math and language arts skills to a project of their own design.

The RFP requires that young people:

- Reflect on and explain 'achievement' in the afterschool program
- Propose a feasible project that fits with the budget and time frame
- Estimate likely attendance, which is the basis for their budget
- Calculate average daily attendance
- Calculate budgets
- Prepare a clearly written proposal
- Follow rules and meet deadlines
- Plan and carry out an event

Powerful projects for this age group deliberately incorporate social and developmental components along with the academics. In the process of the *RFP Project*, young people:

- Set and meet goals and deadlines
- Develop and manage different relationships with peers and adults
- Participate as a member of a group working toward a shared goal
- Share ideas and opinions, listen to others, and reach agreements
- Exercise leadership

In the context of the project, students apply critical thinking, and work with core standards-based content.

RFP FOR REAL

STUDENTS WRITE... TO PERSUADE

We think our plan is a good one because it will give all of us a sense of accomplishment. Staying after school has not been easy, but we can see how the Afterschool Program has helped us. Our teachers feel that we have done a great job and that we truly made improvements. They feel that our idea is a great one and that we deserve recognition for all of our hard work.



ENGLISH LANGUAGE ARTS

- Collect and report information
- Read and write for a practical purpose
- Write persuasively
- Summarize main points, present facts, and opinions

MATHEMATICS

- Collect, analyze, and present data
- Use calculators or computers to solve complex problems
- Make reasonable predictions
- Explain mathematical processes and findings

WHAT YOU NEED

- Funds available for the grants. This Guide is based on using an allocation from the program of \$10 per student
- Copy of the RFP Guidelines (provided in Part II) for each individual or group
- Calculators, dictionaries, writing guides, computers, if possible, paper
- Adult volunteers to read and respond to proposals
- Award letters

AMOUNT OF PROJECT TIME

The *RFP Project* is laid out as 19 sessions of about 25 minutes each. You may find that more or less time is needed for different sessions.

Early To-Do CAN IT FLY?

Make sure you have:

- money in your budget
- buy-in from administration
- a plan to get students excited about the project



VOCABULARY AND READING COMPREHENSION

MULTIPLE CHOICE

Name _____

Date _____

1. If submitting a response to an RFP is *competitive*, that means
 - A You must plan a competition.
 - B You must be an athlete to participate in the event.
 - C Other people are trying to get the money you are requesting.
 - D You may be required to help another group complete their RFP.

2. When writing a response to an RFP, what does it mean to *propose an idea*?
 - A You are explaining why you want to get married.
 - B You are explaining why part of the RFP form is flawed or incorrect.
 - C You are explaining how to write an RFP.
 - D You are explaining what you plan to do with the money being requested.

3. The RFP Project is *modeled* on the way organizations apply for money. That means
 - A The RFP Project is similar to the way organizations apply for money.
 - B The RFP Project takes pictures of the way organizations apply for money.
 - C Students working on the RFP project must behave well.
 - D The RFP Project tells you exactly how much money you can apply for.

4. If you did not meet the RFP *deadline*,
 - A Your group is not one of the types of groups that can apply for the RFP.
 - B You submitted too many pages of information.
 - C You did not turn in your request on time.
 - D You did not format your RFP in the required manner.

5. One of the questions in the RFP is, "What do you need to fund your project?" This is asking,
 - A What you will do to enjoy yourself.
 - B How many people need to participate in your event/activity.
 - C What materials do you need for your project.
 - D How much money you need.



HAVE FUN WITH RFP

Please feel free to contact us

www.afterschooled.org

afterschooled@foundationsinc.org





RFP PROJECT IN ACTION: AN EXAMPLE FROM PHILADELPHIA

Over 1,100 9th graders struggling with English and math across 25 of Philadelphia's lowest-performing schools simultaneously participated in a Celebrate Success RFP Project during a spring semester. They formed groups, developed ideas, prepared budgets, followed the RFP writing guidelines, and got their applications in on time. Proposals came into the Foundations, Inc.* office, and personalized grant award letters were sent to each afterschool class. Students were so proud of the grant award, teachers made copies of the letters to take home.

Groups proposed everything from pizza parties, to bowling trips, movies, and college campus visits, to staging a celebration with parents. One group split their award between a charitable donation and a party. Another decided to divide up the grant money proportionally based on attendance, complete with explanatory Excel® spreadsheet calculations. And one group awarded themselves trophies, writing that they'd never get an academic trophy for anything else.

Submissions were powerful, providing an inspiring view into the hopes of students who are failing their courses but wanting so earnestly to succeed.

RFP FOR REAL

STUDENTS WRITE ON... DESERVING A CELEBRATION

You didn't have to set up this program and we didn't have to attend. We decided as individuals to get our priorities straight and do what was needed to be done in order to succeed in our journey to graduate high school...

Many of us believe we have earned this celebration because we have turned our lives around. We were failing 9th grade and now will pass our major subjects... We decided to succeed rather than to fail.

The students that come to the program care about their education... the teachers support this idea 100% because of the students' passion and dedication to move forward in life and in school... They also believe we should get out of our neighborhood and become more social. I hope that you are generous and understand us, and this is coming from a concerned student who works hard and cares and respects his teachers and fellow classmates, so you tell me if we deserve this trip or not.

Quotes throughout this Guide are drawn from student proposals in Philadelphia.

* Your school will need to supply the funds for this project.



GETTING STARTED

ADVANCE PLANNING

Be sure you understand the key points about an RFP, or Request for Proposals, so you'll be able to explain it. Plan ahead for (1) the amount of money you have to spend, (2) timeline, and (3) lining up proposal Reviewers.

What is an RFP?

RFP stands for "Request for Proposals". An RFP lays out the funder's rules, guidelines, and what kinds of projects will be funded.

- In this project, your afterschool program is the "funder" calling for students to submit a proposal for an end-of-year achievement event.

Rules and guidelines

The first rule is—follow the rules spelled out in the document!

- The student RFP document (found in Part II) lays out the rules for length, what should be in each section, the budget, and the deadline. You may need to adjust the rules to fit your program. Make sufficient copies of the student RFP document to distribute to small groups.

Award amount

- The RFP project ties the amount of money directly to student attendance in the afterschool program, using the average daily attendance of the class, times a number of dollars. In Philadelphia, we used average daily attendance times \$10. That is, if the average daily attendance was 18, the group could apply for \$180. This creates a mutually-reinforcing attendance incentive. It also calls for immediately applied math skills to estimate probable attendance, calculate the likely amount of money, and budget accordingly.

The total amount you can make available depends on your program resources and needs to be determined in advance. The program budget may be able to cover it. For school-based programs, the principal may be able to contribute from the school.

CLEAR PURPOSE

A good project starts with a clear sense of purpose, or what participants will get out of it.

What are the main objectives for your group?



Deadlines for submission and awards

- Deadlines are real! Establish realistic deadlines in advance, then stick to the due dates. Decide in advance who will review the proposals, who will write the award letter (see sample in Part III), and how the money will get to the students. Submissions take time to review, but aim to respond as quickly as possible.

Quality

Maintain reasonable standards for the submissions, and decide in advance what you will do if a proposal is unsatisfactory. You may choose to give it back to the students with guidance and a deadline for revisions. Use the criteria given to the students and in the assessment rubric.

Schedule

Allow 10 to 20 sessions for the project, depending upon frequency of meeting and committee time. Records of average daily attendance should be kept for a minimum of 8 weeks.

TIPS FOR FACILITATING GROUP LEARNING

GROUP WORK

Young people learn best by doing. Your goal is to help them learn and do their best while supporting their group work, independence, and social development. Your project role, then, is more as facilitator than director. The following pointers can help with the facilitator role.

- **Be clear about expectations.** Make sure the group understands what is involved in committing to the project.
- **Ask groups** to set guidelines for working together (see page 14 for typical agreements).
- **Circulate, watch, and listen** for dynamics.
- **Listen actively** and ask open-ended questions to stimulate thinking.
- **Encourage** students to clarify and expand on their contributions.
- **Restate and summarize** to show you are listening and understand. Summarizing helps groups stay on track.
- **Promote an inclusive, respectful environment.** Observe groups and invite full participation, with students contributing in different ways.

Remain neutral. Avoid inserting your opinions or suggestions to encourage the group's own free-flowing discussion. If you are asked for guidance, try to provide it along with questions back to the group, such as, "What do you think of..." or "Has anyone ever tried something like..."



WHEN A GROUP MEMBER OR MEMBERS...	...GOOD FACILITATORS...
...do not contribute or are hesitant to contribute to the discussion	...don't put people on the spot or 'force' participation. Suggest or provide opportunities for talking in pairs, threes, or small groups for periods of time.
...dominate the conversation	...ask the rest of the group for ideas or comments. Acknowledge the person's contributions and invite others to respond.
...make vague statements	...ask for clarification, examples, or illustrations of points. Encourage rephrasing and summarizing, asking "Is this an example of what you mean?" or similar questions.
...become tense, repetitive	...reframe the point the person is making to be sure they feel heard. If needed, acknowledge strong feelings, and revisit the group agreements about how to discuss through disagreement.
...seem to have said all they have to say	...ask for group consensus. If none, summarize what has been said and encourage the group to narrow their choices.
...go off topic	...ask for summaries of what's been said so far and ask what more needs to be discussed.
...goof around	...call for a stretch break; move on.
...are not participating	...break into small groups, pairs, etc., with clear discussion questions.



WRITING

Remember: More writing leads to better writing! Understand that the *first* goal in the project is to get students to submit proposals.

Many people, especially students struggling in English classes, feel a lot of anxiety around writing. Sometimes it stems from having ideas rejected or unheard because they were poorly written. Be sure to encourage expression first, then layer in correction (see Steps in the Writing Process). Sometimes it's fear of ridicule. Do all you can to create a safe environment. Sometimes it's just a question of getting started. Getting from a blank page to a finished document can seem huge and become paralyzing. Help by breaking the task into manageable steps.

The RFP sessions are organized to lead through the writing process. Use these pointers to help along the way.

- **Talk it out first.** Encourage students to explain their ideas first, then summarize, then write without worrying about form.
- **Break it up.** Break the task into manageable chunks. Start with discussions and ideas. Suggest a beginning step.
- **Ask if students want help.** Suggest that they work with each other, point out resources, and offer what you think appropriate. You can listen and help with the organization or sequence of thoughts, or ask for clarification if the writing is unclear.

STEPS IN THE WRITING PROCESS

(See *Academic Content, Afterschool Style* for more tips on helping with writing and reading.)

1. Briefly summarize the task or goal
2. Brainstorm; generate ideas
3. Think about the audience
4. Find information; go into deeper detail on ideas
5. Organize the main points
6. Write a first draft
7. Read it aloud and get feedback
8. Revise it, read it aloud, and get feedback
9. Write final draft
10. Proofread
11. Finalize



- **Help review drafts.** Be a good listener and offer constructive feedback.
 1. Read first for meaning and clarity, not spelling or grammar. Summarize it back to the student, and ask if they've written what they intended. If not, ask for more explanation, and send them back to make the edits.
 2. Encourage peer reading and editing.
 3. Ask if they want you to check for spelling and grammar.
 4. Show where there are errors and ask how they might fix them rather than providing all the corrections. Point out references and resources they can use on their own.

WRITING RESOURCES

11 Rules of Writing

www.junketstudies.com/rulesofw

Dictionary

www.dictionary.com

The Blue Book of Grammar and Punctuation

www.grammarbook.com

Merriam Webster Online Dictionary and Thesaurus

www.m-w.com

Thesaurus.com

www.thesaurus.com

School Grants—Grant Writing Tips

www.schoolgrants.org/tips.htm

Writing Tips

www.betterwritingskills.com/writing-tips.html



SESSION SUMMARY

Session

- 1 **Introduction: Celebrate Success!** Introduce project concept.
- 2 **Understand the RFP** Read RFP in detail in small groups. Clarify vocabulary and meanings.
- 3 **Attendance Matters!** Connect budget amount to attendance in the program. Talk about setting the dollar amount based on average daily attendance and how to track weighted average daily attendance. Start tracking.
- 4 **How Many and How Much? Average Daily Attendance** Explain attendance averaging. Students take and calculate attendance each session to keep running average. Discuss how students can work on the proposal (for example, divide into committees for budget and writing). Decide whether to continue with project.
- 5 **Fairness and Achievement** Calculate attendance each session. Discuss fairness, achievement, and participation. Attendance and budget committee should project budget amounts; groups can brainstorm ideas.
- 6 **What To Do? Project Ideas** Calculate attendance and estimate budgets. Revisit ideas in context of budget projections.
- 7-9 **Make It Real: Responsibilities and Feasibility** Calculate and update attendance. Finalize ideas. Plan the work, review RFP judgment criteria, evaluate feasibility.
- 10-12 **Put It In Writing** Calculate attendance. Draft proposal following RFP guidelines. Develop preliminary budgets based on current projections.
- 13 **What Did We Get To? Final budget** Finalize budget based on actual attendance over course of period. Begin to finalize document. Check that all points and questions in RFP are covered.
- 14-15 **Polish and Finish** Finalize document and prepare final copy.
- 16 **Due Date!** Submit proposal to Reviewers.
- 17 **Wait and Reflect** Discuss process.
- 18 **Congratulations and Launch** Review returned proposal and begin implementation.
- 19 **Go!** Do it and follow-up.



INTRODUCTION: CELEBRATE SUCCESS!

OBJECTIVE: Students understand they are being offered an opportunity for an independent group project. Students understand the basic concept of the project.

PRESENT OVERVIEW

(This is the time to show it as challenging and fun!)

This is the chance for students to take charge! Students can come up with an end-of-program celebration and recognition event, get the money to do it, and carry it out. To get the money, they write a proposal explaining what they want to do, with a budget, then submit the proposal by the deadline for approval.

Discuss different awards or recognitions that students (or people they know) have received, such as trophies, prizes, honorary lunches, and so on.

ASK FOR IDEAS AND DISCUSS POSSIBILITIES for different kinds of events to celebrate end-of-year achievement in the program. Students will come up with all kinds of ideas that may be realistic, or not.

Don't worry about whether it's realistic yet, but if ideas aren't flowing, mention things like trips, parties, calculators, books, gift cards to video or book stores, food, movies, bowling, or donations.

EXPLAIN "RFP" (Request for Proposals)

An RFP is a competition for a money award, with rules for submission. RFPs are judged to see if the money will be given. Usually many apply, few receive.

Explain that community organizations submit proposals to get money for their projects. Give local examples, if possible, and explain that responding to RFPs is a basic skill for fund raising.

Ask if anyone has experience with this. What?

EXPLAIN PROCESS

The RFP is a group project. Students will have time over the next few days to look over the project and decide if they want to go ahead and go for the grant.



The leader/teacher's role is to help students think through their ideas, but the proposal **MUST** be produced and written by students only.

OFFER CHOICE, AS POSSIBLE, ABOUT PARTICIPATION

If only some members of the group want to do the project, explain that you can go ahead only if:

- A majority participates in the committees
- Non-participants agree to accept whatever the committee plans
- Non-participants do other work (such as homework) during RFP time

MAKE IT CLEAR that this is real work, and that it has to be good to get the grant award.

If students don't focus during project time and stay on track, they won't meet the deadline or the quality standards.

ASK if they want a sneak preview of the RFP document before talking about it next session.

If so, form small groups, hand out the RFP, and give them time to glance through it.

All of the students participated in many ways, but we are the three who stay until the very end making sure it was as good as it could be.

—RFP group



UNDERSTANDING THE RFP

OBJECTIVE: Students understand the scope of the project, and decide approaches to the work.

Distribute the Student Guide, with the RFP document found in Part II. Provide at least one per three students.

REVIEW RFP PROJECT IDEA

Ask someone to explain what an RFP is (Answer: An announcement from a funder that they will give out money to individuals or organizations who submit proposals and whose proposals are approved.)

Ask if someone would explain the project for anyone who missed the day before. Ask for questions.

Re-state the need to follow the guidelines in the document in order to get the award money. In this proposal, the guidelines say that groups need to have an idea, then explain why it's a good idea and why they deserve the money.

*We think our plan
is a good idea because it
will give all of us a sense of
accomplishment. Staying after
school has not been easy, but
we can see how the program
has helped us.*

—RFP group

READ AND DIGEST

Give out the RFP to groups of threes or fours. Allow time for group reading and discussion within the group. Circulate and make sure everyone sees all the parts, including rules, budget, and deadlines. Help as needed with vocabulary or concepts.

Students may feel overwhelmed. Organization is key. Explain to students that committees can be formed, to limit an individual student's responsibility.

When reviewing the handout "Parts of the Proposal," suggest that a committee may create a template to ensure a complete proposal.

DISCUSS

Talk about the overall idea. Give students time to talk about the advantages and disadvantages of submitting a proposal.

Point out that the amount they can apply for to use for the event will be based on their average daily attendance between the period of _____ to _____ (select dates that work for your program).

Explain that the class will keep track of its attendance to calculate the final budget amount. Tracking will begin the next session.



DISCUSS HOW THE GROUP CAN WORK ON THE RFP.

Suggest committees, for example:

- **Attendance Committee**—takes, calculates, and reports on attendance; provides the information for the RFP that asks to explain the budget amount requested.
- **Budget Committee**—estimates budget and costs of different proposal ideas.
- **Writing Committee**—drafts the sections in the proposal that need to be written (this can be divided up).
- **Deadlines and Finishing Committee**—keeps all on track, prepares cover page, makes the proposal look neat and readable, gets it in on time.

COMMITTEES

Give young people as much independence and decision-making control as possible. Support their independent work!

All of the students helped with this proposal. We divided ourselves into committees according to the proposal. One group worked on typing the cover page. One group worked on the proposal introduction. Other groups worked on the details, action plan, budget, reasons, and food. We all came back together and reported to each other. Brittany and Shareef volunteered to put it all together.

—RFP group



ATTENDANCE MATTERS!

OBJECTIVE: Students understand and practice attendance averaging as the basics for the budget.

EXPLAIN THAT BETTER ATTENDANCE GETS A BIGGER BUDGET!

The budget will be based on the average daily attendance of the class times \$10 (or whatever amount your budget allows). For example, if the average daily attendance is 25, then the total the group can apply for is $25 \times \$10$, or \$250.

- The budget will be based on attendance between ____ and ____.
- The proposal will then be due _____.
- Just before the proposal is due, you and the group will finalize the award budget amount. Until then, students calculate and work with an estimate.

PRACTICE SOME ESTIMATES

Ask what the maximum possible average daily attendance is. Ask how they arrived at the number. What would the budget be?

Ask what they think attendance will be. Why? What would the budget be if they're right?

Examples:

If the enrollment is 15 and everyone attends every single day—no one ever misses—the budget would be $15 \times \$10$, or \$150.

How much will it be if only half the class shows up most of the time? (Answer: \$75) Try variations.

FORM A COMMITTEE to keep track of attendance, calculate the average, and report it to the group, starting today.

PRACTICE ESTIMATES



HOW MANY AND HOW MUCH?

OBJECTIVE: Students develop a sense of neutral motivation for attendance as they determine averages.

AVERAGE DAILY ATTENDANCE

**Practice calculating average daily attendance.
Use the last two days.**

Attendance from the last session—for example, 15
Today's attendance—for example, 12
Average: $15 + 12 = 27$ divided by 2 days = 13.5

Or it can be written: $(15 + 12) / 2 = 13.5$

Budget as of today: $13.5 \times \$10 = \135

We could be playing video games, basketball, or just hanging out with friends instead of getting smarter. Most of us are here because we're failing English...obviously we care about our grades and our future or we wouldn't be here.

—RFP group

See if students can show how varying attendance over time affects the budget.

For example: On days 1 through 4, 12 students attend each day.
The average daily attendance is 12. The budget is \$120.
On day 5, 14 students attend. The average of days 1 through 5 is a weighted average that reflects that on most days, only 12 students attended.

You can show this different ways: Total attendance each day
 $12 + 12 + 12 + 12 + 14 = 62$
 $62 / 5 \text{ days} = 12.4$
Budget \$124

Use a weighted average $(12 \times 4 \text{ days}) + (14 \times 1 \text{ day}) = 48 + 14 = 62$
 $62 / 5 \text{ days} = 12.4$
Budget \$124

See if anyone can explain why you can't use the average so far (12) plus today's attendance (14) and divide by 2. What would this give?

Answer: 13, which doesn't reflect the fact that four out of the five days attendance was only 12, and on only one day it was 14.

Add another day. On day 6, 15 students attend. The average over 6 days can be shown several different ways:

Use a weighted average $(12.4 \times 5 \text{ days}) + (15 \times 1 \text{ day}) = 62 + 15 = 77$
 $77 / 6 \text{ days} = 12.8$
Budget \$128



Total attendance
each day $12 + 12 + 12 + 12 + 14 + 15 = 77$
 $77 / 6 \text{ days} = 12.8$
 Budget \$128

Total attendance
over past 5 days $5 \text{ days } (62) + \text{today's attendance } (15) = 77$
 $77 / 6 \text{ days} = 12.8$
 Budget \$128

Again, it is not accurate to add the 5-day average to day 6 attendance and divide by 2

$$12.4 + 15 = 27.4$$
$$27.4 / 2 = 13.7$$

This doesn't reflect that attendance was 12.4 over 5 days and was 15 only once. This shows that you need to keep up attendance to bring up the amount!

Keep going. On day 7, 15 students attend again.
 $(12.8 \times 6 \text{ days}) + (15 \times 1 \text{ day}) = 76.8 + 15 = 91.8$
 $91.8 / 7 \text{ days} = 13.11$
 Budget will be \$131

QUICK CHECK

Did everyone understand how to calculate average daily attendance?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

How do you know?



FAIRNESS AND ACHIEVEMENT

OBJECTIVE: Students practice developing explanations, and expressing opinions, and rationale. Students reflect on the meaning of achievement and fairness in this context.

Discuss fairness in terms of who should be able to participate in the event.

Fairness and achievement are important subjects for young people to think about in terms of their own values and growth. There is no one right answer. The learning is in the thinking and putting out ideas for discussion!

Raise questions like:

- What is the event celebrating? Should it be about some kind of achievement, whether attendance, work, or other achievement?
- If attendance in afterschool is important, should there be a minimum attendance level for participating in the event?
- Should the recognition for achievement be equal for everyone, regardless of level of participation, or should it be adjusted depending on some criteria?

RFP FOR REAL

STUDENTS SPEAK ON... GIVING THEMSELVES AWARDS

Each student nominated himself or herself for what they did. Some of the categories were:

- 100% attendance
- Good attendance
- Most improved
- Punctuality
- Attendance and best behavior

IN ONE PROPOSAL, students decided to divide the award amount as cash to each participant based on the number of days of attendance. Students with 100% attendance received more than students who attended only one or two days. Other classes planned parties for all who attended, with special extras for those who achieved 100% attendance.



Discuss achievement and fairness together.

Raise questions like:

- Who has achieved more, someone who puts in only a little effort but gets good grades, or someone who has worked hard and improves but still doesn't get a good grade?
- Are effort and improvement important? How do you reward effort?
- Should anyone be excluded from this event or project? Why or why not?
- Should achievement be looked at as individual, or is it a class achievement, or both? Why?

Meet in groups to start brainstorming ideas.

Attendance and budget committee: Start projecting possible budgets.

We would like to give awards to the kids who were perfect attenders. We also want to honor the kids who came most of the days. We also want to give awards to the kids who worked really hard... We want to invite our parents. Some of them won't be able to come but they will be happy just knowing that they were invited.

—RFP group

QUICK PREP AND CHECK

Questions to ask:

Wide participation in discussion?

Expression of ideas?

Explanations?



RFP FOR REAL

STUDENTS SPEAK ON...

SETTING STANDARDS

Every student that attended at least half of the sessions will be able to attend the event.

...who attended four or more classes since the beginning...

...students with 60% attendance and higher...

...participants have come to the conclusion that if you have missed three or more days and they are unexcused absences then you will not be able to participate in this party.

...to award students who have attended 85% of the time.

The Banquet will be an opportunity to award those students who have not been absent more than 3 times and who have done their best work in the program(everyone).

It is unfortunate that not everyone will be able to participate in the party, because one of the requirements was that everyone was to complete at least 85% of the program.

All students who attended the program on a regular basis and served on a committee will participate.

All students who have attended more than twice will participate and we expect that this decision will be sufficient and pleasing to all.



WHAT TO DO? PROJECT IDEAS

OBJECTIVE: Students build skills in group work by generating and discussing ideas together.

Attendance committee: report average daily attendance

Meet in groups, brainstorm ideas.

Toward the end of the session, discuss:

- basic ideas
- current budget estimate
- how ideas fit with the budget estimates
- whether group needs to refine ideas in context of budget estimates

RFP FOR REAL

STUDENTS WRITE ON... DECISION-MAKING

After discussion and voting, the group decided with a majority vote which activity they were going to participate in.

We have tried to come to an agreement about an activity to do with our money, but we could not decide. So we just decided to get our money. Therefore everyone will participate.

The whole class supports it... Most of the class is always hungry and thinking about food. We had many different ideas like attending a sporting event, a movie, a pizza party, or a restaurant buffet. However, we chose the one that was cheapest, in order to stretch the budget.

RFP FOR REAL

STUDENTS WRITE ON... AWARDS

We plan to give ourselves awards on attendance, behavior, and improved grades. Many of us have never received an award or a trophy. Some of us are not athletes so we may not ever win a trophy. If we get... the trophies we will be really happy, because we deserve it for what we have accomplished.

We would like to have a Twilight Awards Dance and Reception to celebrate the students who completed the program.

...we will have an awards ceremony. All parents are welcome.

We all kept on disagreeing on what we wanted to do. We all wanted different things, some wanted to split the money, have a pizza party or Chinese party and other parties. We went to other classes and saw what they decided on. So we all made up our minds that we are going to have a different kind of food party.

A special part of our plan is to take a nice walk where a lovely part of the University of Pennsylvania is located. We want to take a walking tour of the college campus and observe a bit of college life.



MAKE IT REAL: RESPONSIBILITIES AND FEASIBILITY

OBJECTIVE: Students practice moving from ideas to implementation as a team.

Attendance committee: report average daily attendance

Review where everyone is with the idea, the budget, and the practicality or feasibility.

- Does it work with the projected budget?
- Will the group have too little or too much money? What will they do about that?
- How long will it take to put together the event? Do they have the people-power?

Make sure everyone is clear on tasks and timetables.

Allow time to collect information and work on developing proposal components.

RFP FOR REAL

STUDENTS SPEAK ON... ...GROUP DISCUSSIONS

The discussions were tiring and it was hard to get everyone to agree.

Certain individuals were given specific responsibilities. Two students researched various bowling alleys and brought information back to the group. Another person identified staff members who could help. Another set of students identified which students would bring ethnic dishes to the event. And each group made recommendations before final decisions were made.

...TEAMWORK

Each group took a section to complete and students were paired in groups of two - three to complete their parts. All parts were saved on a disk and the final group put it together.

We plan on doing this with a horrendous amount of team work and it will take some serious thinking and talking it through with everyone else.

It's hard to agree when so many people are involved. We tried to take the ideas of many.



PUT IT IN WRITING: DRAFTING THE PROPOSAL

OBJECTIVE: Students gain experience in steps in the writing process and gathering information and drafting. Students understand how proposals will be judged.

Attendance committee: report average daily attendance

Focus time on collecting information and drafting the proposal and budget.

Remind everyone to look back at the RFP document to be sure all points and questions are covered.

Provide the handouts with the scoring rubrics (Part III) to show how the proposals will be judged.

We conducted a student survey to determine what kinds of food and drinks to include in the buffet.

—RFP group

REMEMBER THE WRITING PROCESS

- Encourage writing first to get ideas down in draft form, then to revise.
- Encourage reading aloud to each other.
- Encourage revision and self correction.
- Be a good listener and helper!



SESSION 13

WHAT DID WE GET TO? FINAL BUDGET

OBJECTIVE: Students understand applying math skills for real, practical purposes.

Finalize the average daily attendance figure for the time period. Remind the group they will need to show how they arrived at their budget figures.

Give time to preparing the final budget. Help student be sure it is clear and follows the guidelines.

SESSIONS 14–15

POLISH AND FINISH

OBJECTIVE: Students learn to improve their work by revising and checking against guidelines and expectations.

Support students in finalizing the proposal according to the guidelines and in preparing the final copy to be submitted to the Reviewers. Be sure the RFP scoring rubric is available and referred to.



SESSION 16

DUE DATE!

OBJECTIVE: Students practice adhering to due dates.

Help students submit the proposal to arrive by the due date.

We hope that all of the things we needed to do we did. We had a good time doing this. We hope we did it right.

—RFP group

SESSION 17

WAIT AND REFLECT

OBJECTIVE: Students articulate some of their learning.

Reflect on the project. Help participants think back on the process.

Ask questions like:

- Was the project harder or easier than you thought it would be?
- What was harder? What was easier?
- What might you do differently next time?
- What did you learn most about?

Use assessment and reflection tools as appropriate (see Part III).

We really had a fun time while learning math and improving our reading.

—RFP group



SESSION 18

CONGRATULATIONS AND LAUNCH

OBJECTIVE: Students see connections between effort and results.

Award letters in! Share the award letters with students and congratulate everyone! Make copies, if possible, for students to take home. Encourage writing thank-you notes to the Reviewers.

Needs work? If the proposal was returned for revision (it happens!), help everyone get to work right away to make the changes. Get it back in by the deadline given.

Help students get ready to carry out the event. Again, give them as much leadership opportunity as possible. They earned it!

Thank you for allowing us the opportunity to earn extra credit. I think it's a wonderful program and that every student should have the opportunity to be a part of it.

-RFP Group

SESSION 19

GO!

OBJECTIVE: Students translate plans into a great activity.

Help students launch the event, and have a great time!

Receipts. Encourage budget responsibility and management by seeing that students keep receipts and turn them in to show expenditures.

Document! If possible, document the event. This will help motivate the next group who does the project.



AWARD LETTER

Address of Reviewers

Date

Address of applicant

Dear [applicant group name]:

Congratulations. We are pleased to inform you that your application for Celebrate Success funding has been approved. You will be awarded a grant in the amount of \$ _____.

The funds will be given to _____.

The competition for funding was strong, but your proposal was complete, thoughtful, and showed effort and skill.

The terms of the award are as follows:

1. You must use the funding for the activities presented in the proposal.
2. You must keep an accurate accounting of funds spent. Any leftover funds must be used for school, other educational, or charitable purposes.
3. A brief report noting the completion of the event must be submitted to the program leader for the records.

We are very glad to see young people showing that they can take responsibility, develop good ideas, express themselves well, prepare budgets, and follow through. We hope you enjoy celebrating your successes in the afterschool program, and your success with this proposal!

Sincerely,

(Review Committee)



PROJECT LETTER TO PARENTS / GUARDIANS

Dear Parent:

Your child has been invited to join in a special project in afterschool. In this project, students will be writing a proposal for an end-of-year recognition event to celebrate success in the program. Funding will be provided by the program, but the amount of funding available for the event will be based on attendance. Groups with better attendance will have more money to work with for their event. Children will be tracking the groups' attendance daily.

Your child will be receiving/has received a copy of the guidelines for the proposal. Please let us know if you would like one as well. We encourage you to ask your child about what the group is doing. Ask about their ideas, what they are doing for the proposal and what they think of the project. By asking them these questions, you will help them sharpen their thinking and improve their contribution to the work.

We look forward to letting you know the results of the project. If you have any questions or would like more information, please feel free to contact us at _____.

Sincerely,

(Staff Member)



CONGRATULATIONS LETTER TO TEACHERS/PARENTS/GUARDIANS

Dear Teacher/Parent:

(Child's name) has made us proud! It gives us great pleasure to tell you that (child's name) has worked extremely hard with his/her peers to put together a thoughtful and well-written proposal for the program's end-of-year celebration event.

Because of his/her efforts, young people in the program will be enjoying (end-of-year award).

Please join us in congratulating him/her!

Sincerely,

(Staff member)



STUDENT'S GUIDE

PART II



CELEBRATE SUCCESS! REQUEST FOR PROPOSALS

IT'S TIME TO CELEBRATE YOUR SUCCESSES—AND YOU KNOW THE BEST WAY TO DO IT!

You stayed after school to improve your work and grades in school or to do your homework. Great. You deserve recognition for your effort and achievement. But what should that recognition look like? A pizza party? Bowling? Books? Community event?

Different people have different ideas. Instead of program leaders telling students what the end-of-program event will be, this project is asking what YOU think would be good. What do YOU propose? If you had a budget of a certain amount of money, what would you do with it?

The *Celebrate Success RFP Project* gives you the chance to put out your idea, get the money for it, and do it. It is modeled on the way lots of organizations get money for their projects. Organizations respond to Requests for Proposals, or RFPs. Like them, you will write your proposal and submit it to reviewers who will decide if it's good enough to fund.

WHAT IS AN RFP?

Non-profit organizations such as community groups, youth services, environmental groups, or arts projects need money to do their work. They get it in part from grants from philanthropic organizations. To give grants, the donor or grant-making organization often issues an RFP (Request for Proposals). The RFP document spells out what the organization will give money for, how much they will give, and what needs to be done to apply for it.

Organizations and individuals who need money for their projects look out for RFP notices. They then write proposals and send them in, hoping they'll get the grant. Usually, more people or organizations apply for money than there is money available, so applications are very competitive. Everyone tries to write the best possible proposal so they will get the grant for their project, but many are rejected.

Here are some organizations that offer grants for youth-led projects:

Youth Service America www.ysa.org

www.youthventure.org

www.dosomething.org/grants

Search the web to find other organizations awarding grants to youth-led projects.

Maybe you and your friends will find a project that interests you. If so,...

GO FOR IT!



RFP documents lay out rules for applications. The proposal typically has several parts. All the rules have to be followed and all the parts presented or the application is rejected. Rules address, for example, who can apply, deadlines, and the length of the proposal. Proposals normally include an introduction, an explanation of what you are proposing, why it is important or a good idea, and a budget.

Learning to write proposals in response to an RFP is a skill. People who get good at it can get good jobs raising money for organizations by looking for and responding to RFPs and writing grant applications.

5 STEPS TO RFP SUCCESS

To write a successful RFP (one that is funded) you must be organized. Here are 5 basic steps to help you through the process.

STEP 1	Read and Understand The first step when you get an RFP is READ IT! <ul style="list-style-type: none"> • Understand what it is asking for • Understand the rules • Understand the amount of the award (the amount of money you can apply for) • Start thinking
STEP 2	Think and Decide Brainstorm ideas and possibilities Can you do it? Decide if you can get it done well by the deadline Decide if you are going to do it
STEP 3	Plan the Work Decide who will work on what Divide up the tasks Set timelines
STEP 4	Do the Work Revise and polish your ideas Be sure you can actually do what you propose and do it well Calculate and show the budget Draft the proposal Rewrite and finalize it Get it in on time
STEP 5	Have Fun!! If you're not excited by your idea, no one else will be



RFP RULES

Each funding organization has its own set of rules that must be followed when completing the RFP. Here are our rules:

1. WHO MAY APPLY?

- Students participating in the program
- The proposal **MUST** be completely student-prepared.

2. DEADLINE

Proposals must be submitted to _____
(name and contact of Reviewer)

(address)

NO LATER THAN _____ at _____ o'clock.
(date) (time)

3. LENGTH

- The proposal may be **NO MORE** than four pages (not including cover or budget pages) and **NO LESS THAN** two pages (500 words).
- Budget may be no more than two additional pages.

4. BUDGET (total amount of money to fund the proposal)

- The total dollar amount you may apply for is based on the average daily attendance of the group.
- Calculate average daily attendance between Session 3 and Session 13 (or other time period specified).
- The maximum amount to be awarded is equal to average daily attendance times \$_____ (to be supplied by program leader).



RFP RULES

Example (using average daily attendance times \$10)

If the average daily attendance over the time period = 15 students, the maximum amount you may apply for is 15 times \$10, or \$150.

If the average daily attendance is 12, the maximum you can apply for is \$120.

- Include the Budget Narrative and the Budget Calculations.
- In the Budget Calculations, you MUST show HOW you calculated the amount you are asking for. You must present your daily attendance and explain how you arrived at the average daily attendance figure.
- You must present an itemized budget, showing anticipated expenditures for each category of cost. For example:
 - Travel
 - Food
 - Beverages
 - Materials, Supplies
 - Copies
 - Donations
 - Other

5. COMBINATIONS

You may combine with another group or class to share work and the recognition event, award, or activity. The amount of your budget will be the average daily attendance of your classes combined, times \$ _____. Joining forces can greatly benefit smaller classes.



PARTS OF THE PROPOSAL

An organized proposal is the key to receiving funding. The proposal must be easy to read and follow. It must be logical and complete. It must show that you have thought it through and have an action plan.

When writing your proposal be sure to include all 5 parts

1. COVER PAGE

- Title, date
- School, class, or program name
- Names of proposal writers
- Program leader or teacher to contact
- Phone for contact

2. INTRODUCTION

The introduction provides a brief summary look at who, what, when, where, and why.

- Who is making the proposal?
- What do you propose to do? When? Where?
- Why? (for example, recognizing achievement)

3. EXPLANATION

This is the body of the proposal, where you explain the idea more fully. Address at least the following:

- What do you want to do, when, and where?
- Who will participate?
- How many participants do you expect?
- How did you decide who will participate?
- Why is this a good idea?
- Why should you be given the money to do it?
- Who supports the idea?
- What do you think counts as 'achievement' or 'success' in this program?



PARTS OF THE PROPOSAL

4. ACTION PLAN

This part shows the work to be done to implement the idea.

- What needs to be done to make this happen?
- Who will do what to make it happen?
- What is your timeline?

5. BUDGET

There are two parts to the budget. One is a 'budget narrative'. This explains in words some of the budget issues. The second part is the budget calculation that shows in dollars how you will spend the money.

Budget Narrative

- What is the total amount of your request?
- How did you arrive at this amount?
- Who will be in charge of the money?
- What will happen if there is money left over?
- What will happen if there isn't enough money?
- How will you make sure you stick to the budget?
- How will you show how the money was actually spent?

Budget Calculation

- Show calculation of total budget amount.
- Show detail of how you will spend the money. You must present an itemized budget, showing anticipated expenditures for each category of cost. For example:
 - Travel
 - Food
 - Beverages
 - Materials, Supplies
 - Copies
 - Donations
 - Other

6. OTHER (OPTIONAL)



JUDGMENT CRITERIA

The proposal will be judged by looking at the following:

1. DOES IT FOLLOW THE RULES?

- Is it written by participants (not program leaders)?
- Are all parts included?
- Does it fit the length limits?
- Was it submitted on time?

2. IS IT A GOOD PROPOSAL?

- Is it fair?
- Is it the idea of a large group or a small number of participants?
- Is the idea supported by the whole group?
- Does the proposal explain why the idea is a good one?
- Does the proposal explain who will participate and why?
- Does the proposal explain what counts as 'achievement' or 'success' in the program?

3. IS IT DOABLE?

- Does the action plan show that the activity or event can be done in the time available?
- Does the idea match with the budget?
- Is it realistic? If not, can the project be changed?

4. IS THE BUDGET CORRECT?

- Does the Budget Narrative explain how the money will be handled?
- Does the Budget Calculation show how the total amount was determined?
- Is the average daily attendance explanation correct?
- Are the calculations correct?



SUPERVISOR'S GUIDE

PART III



LAUNCH AND GROUP WORK

TIME: Approximately 45 minutes, depending on the size of the group

OBJECTIVES:

EVERYONE:

- gets familiar with the *RFP project* and links to learning
- understands what it takes to be a good facilitator
- clarifies the timeframe and deadlines

MATERIALS: *Celebrate Success RFP Project Style Guide*, one for each or for sharing

INTRODUCTION

5 MINUTES

The *Celebrate Success RFP Project* is designed to help young people use and develop a range of reading, writing, and math skills. In addition, project-based learning allows youth the opportunity to develop teamwork, collaboration, leadership, information gathering, and communication skills. To support the development of all these skills together, youth need to be as much in charge of the project as possible. Many students have not had much chance to work independently in this way, so staff should help facilitate students' group work.

Review the project concept and document

Key points

- The program will provide funding for an end-of-year Celebrate Success event.
- The amount of funding will be tied directly to the level of attendance in the program.
- Students will decide what counts as success, will calculate attendance, and will come up with a celebration idea.
- The group will write a proposal following rules and guidelines in the RFP document.
- The proposal will be submitted to Reviewers for approval.
- Funds will be given for students to carry out their event.
- This is a student-driven project.
- Links to Learning 10 minutes
- What kind of learning can come from participation in this project?
(Refer to Content in Action in the Leader's section.)



FACILITATION

10 MINUTES

What is the difference between facilitating a group and leading a group?

GROUP FACILITATION IS A SKILL.

The goal of facilitation is to help a group do its own (and best) thinking.

Facilitation is different than leading in that the facilitator does not give his/her own opinion and does not influence the outcome of the group. Good facilitators give up control of the group and allow the group to lead itself.

At the same time, good facilitators keep the discussion going, on track, respectful, and inclusive of all group members.

CAN IT WORK?

Can staff serve more as facilitators of young people's group work than as directors or leaders?

"FACILITATING GROUP WORK"

10 MINUTES

In pairs, consider the questions:

1. How do you feel about working in a group? What makes you feel more like participating? What puts you off?
2. What helps students feel more like participating—or not?
3. What challenges do you see in young people working more independently?

STEPS TO LAUNCH

10 MINUTES

- Time frame: What time frame works for the program? The project requires 10 to 20 sessions to do well, with anywhere from 20 to 40 minutes per session, depending on the tasks and complexity.
- Set deadlines for each part.
- How will you introduce this to get the most enthusiasm and participation?
- How can you ensure 'buy-in' for ground rules? How can you involve students themselves in establishing the ground rules?

TAKE OFF!



FACILITATING GROUP WORK

In pairs, consider the questions:

1. How do you feel about working in a group? What makes you feel more like participating? What puts you off?
2. What helps students feel more like participating—or not?
3. What challenges do you see in young people working more independently?



WRITING PROCESS

TIME: Approximately 25 minutes, depending on the size of the group

OBJECTIVES: Everyone reviews and understands steps in the writing process

MATERIALS: *Celebrate Success RFP Project Style Guide*, one for each or for sharing

INTRODUCTION

Adults and young people often have a hard time with writing tasks. Thinking about your own writing can help you see where anyone can stumble. Seeing writing as a series of steps helps you help the students with the project—and to become better writers.

WRITING AND ME AND YOU

5 MINUTES

- Begin with a 'free-write.' In a free write you simply brainstorm and list all the words that come to mind. Give people 30 seconds to list words that come to mind when they hear, 'You have to write a term paper.'
- Then give another 30 seconds to list words they think of when you say, 'Write a note to a friend' or 'Write an e-mail.'
- Compare lists. What kinds of words came up on each list? Were any feelings expressed? Was there a difference between lists? If so, what, and why?



DISCUSSION

5 MINUTES

- What emotions can get in the way of young people's writing? (For example, fear of making mistakes, fear of having ideas ridiculed.)
- What feelings can motivate writing? (For example, personal interests, exciting topics, strong desire to communicate.)

'FACILITATING WRITING' AND 'STEPS IN THE WRITING PROCESS'

10 MINUTES

- Are these familiar?
- Did you ever find your own mistakes by reading aloud?
- Do you go over and correct or edit your own writing?
- Can you help students see writing as a process, with steps, and recognize that they're not expected to produce a finished piece from the start? How?

ACTIVE AND SUPPORTIVE HELPING

5 MINUTES

- Which of the steps in the writing process do you feel most comfortable helping students with?
- Which may be difficult for you?
- Who can you ask for help?
- Which can students help each other with? What can you do to help students give peer-to-peer help?



WRITING PROCESS

1. Are these familiar?
2. Did you ever find your own mistakes by reading aloud?
3. Do you go over and correct or edit your own writing?
4. Can you help students see writing as a process with steps and that they're not expected to produce a finished piece from the start? How?



"KNOW IT WHEN YOU SEE IT" CHECKLIST

LEADER...

...CREATES AN OPEN, ENGAGING LEARNING ENVIRONMENT

STRONG

OK

NEEDS WORK

Shows enthusiasm

☐
☐
☐

Generates motivation

☐
☐
☐

Maintains respectfulness

☐
☐
☐

Engages youth in establishing
agreements or ground rules

☐
☐
☐

Listens

☐
☐
☐

Encourages wide participation

☐
☐
☐

Accepts 'working noise' levels

☐
☐
☐

Helps form teams as needed

☐
☐
☐

...SUPPORTS ACTIVE LEARNING

Asks participants to clarify and explain ideas

☐
☐
☐

Asks for summaries of opinions and ideas

☐
☐
☐

Asks students to restate others' ideas

☐
☐
☐

Asks questions at appropriate times

☐
☐
☐

Listens well

☐
☐
☐

Guides students to resources

☐
☐
☐

Models or provides examples when needed

☐
☐
☐

Provides/demonstrates techniques,
such as brainstorming

☐
☐
☐

Encourages peer support

☐
☐
☐

Checks for understanding

☐
☐
☐

Asks students to explain what they don't
understand or want help with

☐
☐
☐

...HELPS DEVELOP CROSS-CUTTING SKILLS

Seeks and supports youth leadership

☐
☐
☐

Helps group leaders stay on track

☐
☐
☐

Forms groupings where students
can help one another

☐
☐
☐

Encourages peer support

☐
☐
☐

Uses reflection and self assessment

☐
☐
☐


ASSESSMENT OPTIONS



ASSESSMENT TOOLS

Projects can be assessed in different ways, for different purposes. The following tools offer ways to look more closely at areas of student learning. Encouraging students to self assess also builds their skills of critical reflection, evaluation, and awareness of standards and expectations.

PORTFOLIO GUIDE

Identify learning objectives, portfolio contents, and participant/leader review

RUBRIC

Rate RFP proposal academic skills

HOW DID I DO?

Participant self-assessment

HOW DID WE DO?

Participant assessment of teamwork

TEST

Vocabulary and reading comprehension and test-taking practice



PORTFOLIO GUIDE

PART I: START

Name _____

Date started _____ End date _____

	FILL IN WITH YOUR OBJECTIVES	WHAT WILL YOU INCLUDE TO SHOW YOUR WORK AND LEARNING?
Math		
English		
Writing		
Reading		
Speaking		
Listening		
Teamwork		
Responsibility		
Other		
	PARTICIPANT REVIEW COMMENTS	
The best part was		
The hardest part was		
	LEADER REVIEW COMMENTS	



PORTFOLIO GUIDE

PART II: REVIEW

Name _____

Date started _____ End date _____

Are the items included? Y/N	Are the objectives met? (participant) Y/N/Explain	Are the objectives met? (leader) Y/N/Explain

Participant Review Comments

I learned the most about

Other comments

Leader Review Comments



PROPOSAL RUBRIC

	STRONG 3	SATISFACTORY 2	WEAK 1
PROPOSAL FOLLOWS THE RULES Academic Skills <ul style="list-style-type: none"> • Collect and report information • Write for a practical purpose 	Students write the proposal, complete all parts, follow length rules, and turn it in on time.	Students write the proposal and make only minor mistakes on other rules.	Someone other than students writes the proposal, or students fail to complete all parts, follow length requirements, or meet deadline.
IDEA IS DOABLE Academic Skills <ul style="list-style-type: none"> • Collect and report information • Write for a practical purpose 	The idea is realistic, and can be done within the available time and budget.	The idea is close to realistic, but may need some changes to be doable within available time and budget.	The idea is not realistic, cannot be done within available time and budget, or the proposal does not present enough information to tell.
PROPOSAL IS WELL THOUGHT OUT AND DEVELOPED Academic Skills <ul style="list-style-type: none"> • Write persuasively • Summarize main points • Explain reasoning 	Presents a fair idea, and good explanations of achievement, who will participate, and why. It is a group idea, supported by all students.	Presents a fair idea, and attempts to explain achievement, who will participate, and why. Idea supported by many but not all students.	Presents an unfair idea, or weak or no explanation of achievement, who will participate, or why. Only a few students formed and/or support the idea.
BUDGET IS WELL DEVELOPED AND CLEAR Academic Skills <ul style="list-style-type: none"> • Analyze and present data • Make reasonable predictions • Explain mathematical processes 	Clearly presents correct calculations showing how students determined average daily attendance, total budget amount, and fit of project to budget.	Presents calculations showing how students determined average daily attendance, total budget amount, and fit of project to budget.	Does not (or does not adequately) present calculations showing how students determined average daily attendance, total budget amount, and fit of project to budget.



HOW DID I DO?

SELF-ASSESSMENT

Name _____

Date _____

How do you rate yourself on the following? 5 is the highest.

	Low					High				
I read and understood the RFP document.	①	②	③	④	⑤					
I shared my ideas and listened respectfully to others.	①	②	③	④	⑤					
I took a leadership role in some part of the project.	①	②	③	④	⑤					
I actively participated in collecting information.	①	②	③	④	⑤					
I actively participated in preparing the proposal.	①	②	③	④	⑤					
I came prepared to every session.	①	②	③	④	⑤					
I contributed my fair share.	①	②	③	④	⑤					
I believe the final proposal										
• is well organized and well written.	①	②	③	④	⑤					
• clearly presents the ideas and opinions of the group.	①	②	③	④	⑤					
• is persuasive.	①	②	③	④	⑤					
• includes accurate data and analysis.	①	②	③	④	⑤					
• shows math thinking and reasoning.	①	②	③	④	⑤					

What was the most important learning for you in this project?

Other comments:



HOW DID WE DO?

TEAM-ASSESSMENT

Name _____

Date _____

How do you rate your teamwork? 5 is the highest.

	Low			High	
People shared their ideas and listened respectfully to the ideas of others.	①	②	③	④	⑤
People worked out differences well.	①	②	③	④	⑤
People were able to lead and to follow at different times.	①	②	③	④	⑤
People participated actively.	①	②	③	④	⑤
People came prepared.	①	②	③	④	⑤
People took responsibility for different parts of the project.	①	②	③	④	⑤
Team members followed through and met their responsibilities.	①	②	③	④	⑤
Everyone contributed fairly to the project.	①	②	③	④	⑤
People completed their work on time.	①	②	③	④	⑤

What are your teammates' strengths?

What are some ways you wish the team worked better?



VOCABULARY AND READING COMPREHENSION

WRITTEN ANSWER

Name _____

Date _____

1. Your organization is planning an end-of-year event and you are responsible for finding money to pay for it. If your boss asks you to respond to a Request for Proposals, what are you being asked to do?
2. You are an executive of a company that gives money to non-profit organizations. Your job is to give money away by issuing an RFP. What information are you seeking from non-profit organizations that submit applications?
3. Why is it important to follow the rules completely when responding to an RFP?



VOCABULARY AND READING COMPREHENSION

MULTIPLE CHOICE

Name _____

Date _____

1. If submitting a response to an RFP is *competitive*, that means
 - A You must plan a competition.
 - B You must be an athlete to participate in the event.
 - C Other people are trying to get the money you are requesting.
 - D You may be required to help another group complete their RFP.

2. When writing a response to an RFP, what does it mean to *propose an idea*?
 - A You are explaining why you want to get married.
 - B You are explaining why part of the RFP form is flawed or incorrect.
 - C You are explaining how to write an RFP.
 - D You are explaining what you plan to do with the money being requested.

3. The RFP Project is *modeled* on the way organizations apply for money. That means
 - A The RFP Project is similar to the way organizations apply for money.
 - B The RFP Project takes pictures of the way organizations apply for money.
 - C Students working on the RFP project must behave well.
 - D The RFP Project tells you exactly how much money you can apply for.

4. If you did not meet the RFP *deadline*,
 - A Your group is not one of the types of groups that can apply for the RFP.
 - B You submitted too many pages of information.
 - C You did not turn in your request on time.
 - D You did not format your RFP in the required manner.

5. One of the questions in the RFP is, "What do you need to fund your project?" This is asking,
 - A What you will do to enjoy yourself?
 - B How many people need to participate in your event/activity?
 - C What materials do you need for your project?
 - D How much money you need?



HAVE FUN WITH RFP

Please feel free to contact us

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