



JOHN BONER
NEIGHBORHOOD
CENTERS

REQUEST FOR PROPOSAL:

**Technical Assistance Provider
IndyEast Promise Neighborhoods Initiative**

REQUEST FOR PROPOSAL

I. General Information

- **Project Objective:** To procure a Promise Neighborhood technical assistance provider (TAP) for the John Boner Neighborhood Centers in support of the implementation of the IndyEast Promise Neighborhood Initiative. The selected TAP will support the project execution team and the IndyEast Consortium in the implementation of the Promise Neighborhood grant provided by the U.S. Department of Education.
- **Issuing organization:** John Boner Neighborhood Centers
- **RFP Issued:** October 18, 2021
- **Due Date for Proposals:** December 3, 2021

II. Summary

John Boner Neighborhood Centers is seeking a TAP for a Promise Neighborhoods grant. Promise Neighborhoods is a federal discretionary grant program administered by the United States Department of Education and is designed to significantly improve the academic and developmental outcomes of children living in the most distressed communities of the United States. The Center was awarded a five-year \$29.98M grant from the Department in September 2021. The grant period is from January 2022 through December 2026. For more information about the Promise Neighborhoods program, please visit their website [here](#).

III. Background

The IndyEast Promise Neighborhood Initiative (IEPNI) has defined a geography that is spread across two neighborhoods east of downtown Indianapolis: the Near Eastside and Martindale-Brightwood. Despite being immediately adjacent to the prosperous city center, families and children who reside in these neighborhoods face a number of challenges.

The IEPN team worked to develop a complete pipeline of solutions that will address the gaps identified during the planning process. These solutions have been segmented into the following domains:

- Learn Early: Birth through Kindergarten
- Learn In School: First Grade through Graduation
- Learn for College & Career: After Graduation through Career
- Learn in Community: Wrap-Around Supports for families

Each of the above domains provide robust solutions for the appropriate age group and provide extensive transition support as a child moves from one category to the next. In this way, the pipeline exists without time or resource gaps and ensures that resources are available to meet families where they are and address their specific needs.

Addressing the significant challenges our neighbors face on a daily basis will require a holistic, integrated and coordinated strategy to leverage effort and investment. This strategy must be a radical departure from the piecemeal efforts that have characterized the interventions made in this neighborhood until recent years and will require an unprecedented alignment between systems of service providers, educational institutions, community funders, governmental agencies, neighborhood residents and others. As such, resources to support this coordination and alignment will need to be built, including a common data system and data sharing measures, increasing the capacity of multiple partners to scale services, manage partnerships, achieve results and affect policy change supportive of necessary reforms. While there are many resources in the IEPN for pursuing this effort, the IEPNI integrated approach fills a defined gap in the community for increased coordination, results-based accountability, and evaluation focused on results.

In this way, IEPNI will comprehensively address the gaps in the neighborhood and empower students and families in the process. More information can be found at:

<https://jbncenters.org/indyeast-achievement-zone/>

<http://mbcdc.org/education-zone/>

<https://ednamartincc.org/education-2/>

The United States Department of Education Promise Neighborhoods grant is generally a five-year grant program developed with a consortium of K-12 school districts, institutions of higher education, nonprofits and other partners to provide a continuum of services to students from birth through entry into and success in postsecondary education and career attainment. Examples of these services may include: high-quality early childhood education programs; high-quality in-school and out-of-school-time programs and strategies; support for transitions to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce; family and community engagement and supports; activities that support postsecondary and work-force readiness; social, health, nutrition, and mental health services and supports; and juvenile crime prevention and rehabilitation programs.

As a not-for-profit organization with 50 years of community planning and development experience, we provide an array of community and human development supports via

diverse funding streams and in partnership with multiple sectors and organizations. To learn more about our transformative work, click [here](#) to navigate throughout our website.

Contracts awarded under Promise Neighborhoods will only occur when funding becomes available to John Boner Neighborhood Centers from the Department of Education.

IV. Scope of Work

John Boner Neighborhood Centers has allocated resources for start-up technical assistance throughout the life of the project given the phasing in years 1, 3 and 5. The magnitude of this project will require JBNC and partners to receive outside expertise to accommodate human resource scaling, development of performance-based contracting systems and development of additional financial management capabilities and technical assistance to schools and partners to ensure readiness and technical capabilities to fulfill the obligations of this grant and the project. Adding a TAP to the budget was done after careful consultation with existing Promise Neighborhoods grantees in which all of the grantees indicated that they significantly underestimated the impact on the host organization in scaling up a project with this level of complexity and scale. These existing grantees shared that this underestimation had a significant impact on the success of their program in the early years of the project.

IEPNI's phasing plan for its multi-year expansion of the Pipeline of Solutions has been designed and scaled according to geography, need, program provision and participation. The following sections demonstrate how the IEPNI will scale its Pipeline of Solutions in each of the above-mentioned domains.

A. Geographic Phasing

IEPNI is challenged by the significant needs of its students and the large number of students in the IEPN. In attempting to understand these challenges, the IEPNI Planning Team considered three categories of students based on residence and school attendance in the complex context of a school choice environment in which students have the option to attend schools throughout the city regardless of where they live. *Target students* are students who attend one of the seven schools selected as part of IEPNI and live within the IEPN. Students living within the IEPN and attending another school are called *neighborhood students*. Students coming to one of the target schools from another neighborhood outside the IEPN are called *traveling students*.

Geographic scaling will be based on target school catchment areas and will start with Thomas Gregg Neighborhood School in Year Two (2023), which is the first school to be reformed in the IEPN. All of the target, neighborhood, and traveling students for this school will be eligible for all services provided along the Pipeline of Solutions. Simultaneously some students and their families attending Harshman Middle School and Arsenal Technical High School will begin to receive IEPNI services as part of pilot programs during that same year. Pilot programs have been built into the phasing timeline for Years One and Two for the IEPNI services to allow providers and IEPNI staff the opportunity to begin utilizing the data management system, testing service provision methodology and establishing a presence within each target school prior to full implementation. These pilots will allow for the navigation of initial barriers and design of strategies that will ensure successful outcomes.

In Year Three (2024), students attending KIPP and Paramount will begin to access services along the IEPNI Pipeline of Solutions, along with the full implementation of the designated services for students attending Harshman Middle School and Arsenal Technical High School. James Russell Lowell Elementary School will be the second IPS elementary school phased into the service network in Year Four (2025), with Brookside Elementary School being the third IPS elementary school phased into the service network in Year Five (2026). In those years, target neighborhood and traveling students as well as their family members who attend designated schools and those attending early childhood education facilities located in the designated catchment areas will be eligible for IEPNI services. Once turnaround measures or outcomes set as part of IEPNI's implementation plan have been met, other schools may be added to IEPNI.

B. Phasing of Tiered Interventions

For the purposes of prioritizing student access to intense interventions during early implementation of the IEPNI Pipeline of Solutions plan, all students will be grouped in one of three categories, based on the number of absences a student accumulates along with periodic academic assessments. The Academic Case Management process will access these and other early warning data from the IEPNI case management system in ETO (Efforts to Outcomes [ETO] is a cloud-based management platform that helps manage data and share information.) Students will be rated into one of three status categories: self-sufficient, fragile and crisis.

- Self-sufficient students are students who have passed both ISTEP exams (ELA and Mathematics) and have had fewer than three unexcused absences in the past year.
- Fragile students are students who have experienced one or more of the following: passed only one of the ISTEP exams (ELA or Mathematics) and have had between four and nine unexcused absences in the past year.
- Crisis students are students who have experienced one or more of the following: passed none of the ISTEP exams or have had ten or more unexcused absences in the past year.

For both Fragile and Crisis students, teachers, counselors and other school staff may use the ticketing system to flag students with emerging issues that may warrant immediate attention.

Students who are self-sufficient may opt to participate in IEPNI services targeted for fragile or crisis students. Those students with a fragile status will be targeted for service provision first to prevent any child or student from moving into crisis. As more fragile students move to self-sufficiency, more students with a crisis status will then be targeted with IEPNI service provision. Programs and services will be offered through a tiered system to ensure all students and families receive the supports required, resulting in a larger and more diverse group of students receiving what they need.

- Tier 1 services are deemed universal and will be offered at the population level to all students and families living within the IEPN.
- Tier 2 services are considered targeted interventions and are provided through small group formats to target students when the preventative strategies aren't enough.
- Tier 3 services support the subset of students in need of more intensive support, often in a one-on-one format. These services require deep intervention with the student and his or her family, typically in the form of providing case management and guidance.

As students move from crisis to fragile to self-sufficient, the level of intensity of the services offered, and the level of care will lessen to allow the student and parent to prosper on their own. However, if a student's situation worsens, additional resources will be provided to intervene. It is important to note that the triage process for students, no matter their assessed category, will not eliminate students from any program. If a student and his or her family need a specific service, it will be provided to them, regardless of their status. The triage and categorization of students is simply a strategy to begin ramping up services and targeting students in need.

C. Scaling Strategy of Pipeline Services

IEPNI wants to ensure both availability of a comprehensive array of services to meet neighbor needs and an implementation plan that ensures that only high-quality services are part of such an array. To manage solution quality, IEPNI will strategically phase in services over five years in each of the target school catchment areas. The first year of the initiative will be focused on planning activities which will include the pilot testing of many services to ensure quality service provision and assess the capability of providers to meet goals identified as part of the IEPNI results framework. In addition, service providers will be assessed, and supports to build the capacity of providers and improve the quality of services will be provided. By ensuring the strength and capacity of service providers and by testing identified services, the IEPNI will ensure only the highest quality service provision for neighborhood residents. Training related to data management, trauma-informed care, and the key guiding principles of the initiative will also be provided and will ensure continued understanding and alignment of the Theories of Change and Action with the work of service providers prior to and throughout the implementation of the proposed plan.

Services will then be phased in based on their applicability in addressing high priority needs that, if left unaddressed, would cause long-term effects that are difficult and costly to correct. In addition, services that have the capacity to serve more residents and were easier to implement during the pilot phase in terms of the capacity and resources available to implement will also begin. Tables included at the end of this RFP demonstrate the IEPNI plan to phase in programs and increase service numbers over time for each domain of the pipeline.

Service numbers have been calculated using baselines for the number of students in each school catchment area, the number of students falling into student need categories (crisis, fragile and self-sufficient) and the service partners' capacities to scale over time. Service partners were engaged in identifying baseline service numbers as well as determining the potential scaling strategies for their associated service offerings for the duration of the grant. This scaling strategy will ensure that IEPNI is able to successfully activate a robust network of community partners in order to align and coordinate service provision with educational services in the IEPN, meet community needs and amplify the impact of the IEPNI project.

V. Required Deliverables

- Annual Technical Assistance Action Plan for Year 1
- Budget for Year 1
- Draft evaluation plan
- Sample work products as identified in the yearly Technical Assistance Plan

VI. Anticipated Timetable

- RFP Issued: October 18, 2021
- Questions must be received by: November 5, 2021
- Due Date for Proposals: December 3, 2021
- Selection of TAP: December 17, 2021

Any questions received by the November 5 deadline will be answered in an FAQ posted to the website.

VII. Selection Process

John Boner Neighborhood Centers Promise Neighborhood Planning Committee will review all proposals. In evaluating proposals, price will not be the sole factor. The committee will consider any factors it deems necessary and proper, including but not limited to: price, quality of service, response to this request, experience, staffing, availability, knowledge of organization, and general reputation. JBNC reserves the right to make the sole decision in awarding a proposal.

VIII. Information Required of Respondents

Section 1. Experience and Knowledge of the Project, Partners and Schools

Provide an explanation of your organizations experience and knowledge about the project including past engagement with IEPNI partners. Provide any other relevant information demonstrating your organization's ability to mobilize quickly without delay in time, resources or actionable working knowledge.

Section 2. General Statement of Purpose

Provide a brief statement explaining your understanding of the requested effort, and why your organization is interested in it.

Section 3. Staffing Plan, Including Resumes

Please identify each person and/or positions who will work on the project. For key members, provide a resume or job description.

Section 4: Draft Year 1 Technical Action

Provide an initial plan for year 1 activity based upon the grant application narrative, goals for the project and readiness of school and community partners. The plan should include revisiting the proposed phases and implementation timeline during year 1.

Section 5. Budget

Please identify the expected cost for TAP services for year one of the project and a brief explanation of what is included in the cost. Identify any variables that could affect the costs of services during year 1.

Section 6. Other

Consultants may provide any additional information it feels would assist John Boner Neighborhood Centers in the selection process, such as experience working in urban communities or knowledge of K-12 evaluation approaches.

Section 7. References

Supply the organization name, contact person, e-mail address, physical address and phone number for two (2) references for which you have worked on similar projects.

IX. Proposal Submission

- This RFP does not prescribe the format of the proposal. Proposals should be responsive to the requirements of the RFP, with an emphasis on completeness and clarity.
- Questions concerning this RFP shall be emailed to: IndyEastBids@jbncenters.org by November 5, 2021. Questions received will be answered in an FAQ document posted to the JBNC website.
- Address the proposal to: James Taylor, Chief Executive Officer
- Proposals must be received electronically by 5:00 p.m. on December 3, 2021. Proposals received after the deadline will not be reviewed. Proposals should be sent to IndyEastBids@jbncenters.org.

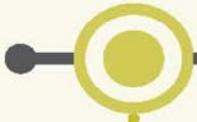
2022

2023

2024

2025

2026



PILOT TESTING OF PIPELINE SERVICES/ PROVIDERS

EVALUATION & CAPACITY BUILDING OF PIPELINE PARTNERS

TRAINING/SKILL DEVELOPMENT OF PIPELINE PROVIDER STAFF

EVALUATION & CAPACITY BUILDING OF PARTICIPATING SCHOOLS

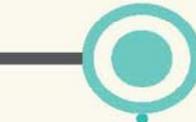
TRAINING/SKILL DEVELOPMENT OF PARTICIPATING SCHOOL STAFF



STUDENTS ATTENDING TGNS & THEIR FAMILIES

PILOT TESTING OF SERVICE AT HARSHMAN MS

PILOT TESTING OF SERVICES AT ARSENAL TECH HS



STUDENTS ATTENDING KIPP WHO LIVE IN THE TGNS CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING PARAMOUNT WHO LIVE IN THE TGNS CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING HARSHMAN MS WHO LIVE IN THE TGNS CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING ARSENAL TECH HS WHO LIVE IN THE TGNS CATCHMENT AREA & THEIR FAMILIES

STUDENTS WHO LIVE IN TGNS CATCHMENT AREA & ATTEND OTHER NON-IEAZ SPECIFIC SCHOOLS



STUDENTS ATTENDING IPS 51 & THEIR FAMILIES

STUDENTS ATTENDING KIPP WHO LIVE IN THE IPS 51 CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING PARAMOUNT WHO LIVE IN THE IPS 51 CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING HARSHMAN MS WHO LIVE IN THE IPS 51 CATCHMENT AREA WITH THEIR FAMILIES

STUDENTS ATTENDING ARSENAL TECH HS WHO LIVE IN THE IPS 51 CATCHMENT AREA & THEIR FAMILIES

STUDENTS WHO LIVE IN IPS 51 CATCHMENT AREA & ATTEND OTHER NON-IEAZ SPECIFIC SCHOOLS



STUDENTS ATTENDING IPS 54 & THEIR FAMILIES

STUDENTS ATTENDING KIPP WHO LIVE IN THE IPS 54 CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING PARAMOUNT WHO LIVE IN THE IPS 54 CATCHMENT AREA & THEIR FAMILIES

STUDENTS ATTENDING HARSHMAN MS WHO LIVE IN THE IPS 54 CATCHMENT AREA WITH THEIR FAMILIES

STUDENTS ATTENDING ARSENAL TECH HS WHO LIVE IN THE IPS 54 CATCHMENT AREA & THEIR FAMILIES

STUDENTS WHO LIVE IN IPS 54 CATCHMENT AREA & ATTEND OTHER NON-IEAZ SPECIFIC SCHOOLS

IndyEast Achievement Zone Outcomes



INDICATOR	BASELINE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Age Appropriate Functioning (Kindergarten)	23% 41	25%	37%	49%	57%	63%
Academic Proficiency on State Assessments (Math)	23% 324	25%	28%	36%	44%	52%
Academic Proficiency on State Assessments (Reading)	30% 421	32%	35%	43%	51%	59%
Chronic Absenteeism Rate (6th-9th)	12% 157	12%	11.5%	11%	10.5%	10%
Parents Engagement in Reading (Birth-8th) - Read to child 3+ times per week	41%	42%	45%	51%	57%	65%
Students with Postsecondary Enrollment	46% 152	47%	49%	51%	54%	57%
Attendance Rates (6th-9th)	94%	95%	95.5%	96%	96.5%	97%
Postsecondary Degree/Certification Attainment	23% 74	24%	28%	32%	37%	42%
Student Mobility Rate	57%	56%	52%	47%	42%	35%
Graduation Rate	74% 312	75%	76%	77%	79%	80%
Family Talking About Importance of College & Career (9th-12th)	69% 2353	70%	73%	76%	80%	83%
School/Home Access to Broadband	61% 2353	62%	65%	74%	76%	81%
Parents Engagement in Reading (Birth-8th) - Child reads to themselves 3+ times per week	56%	57%	60%	63%	68%	72%
Healthy Eating by Children	8% 308	9%	15%	20%	27%	35%
Students Feel Safe	72% 2778	73%	75%	79%	83%	85%