



Wisconsin's Equity and Inclusion Laboratory (Wei LAB)

on behalf of the

University of Wisconsin-Madison

REQUEST FOR PROPOSAL (RFP)

Due April 1, 2014 2pm (CDT)

External Evaluation of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE)

PURPOSE

On behalf of the University of Wisconsin-Madison's Office of the Vice Provost and Chief Diversity Officer and Division of Diversity, Equity and Educational Achievement, hereinafter referred to as the "University," Wisconsin's Equity and Inclusion Laboratory, hereinafter referred to as the "Wei LAB," through the University's Purchasing Department, hereinafter referred to as "Purchasing," is soliciting written proposals on a competitive basis from interested and qualified individuals or entities to conduct a thorough review, external assessment, and provide a written report of the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE), hereinafter referred to as "PEOPLE."

BACKGROUND

Nationwide, statistics continue to demonstrate that a disproportionately low percentage of low-income students and students of color enroll in and graduate from college (Witherspoon & Speight, 2009). Many sources address the importance of enrichment programs for minorities and first generation students, particularly in low-income urban areas, prior to admission into college (Perna, 2000; Terenzini, Cabrera, Bernal, 2001; Tierney, 2002). The elements identified as necessary for minority students to achieve success prior to and throughout college include early intervention, sustained involvement, and financial assistance (Charleston, 2012; Jordan, 1996). Accordingly, researchers (e.g., Swail & Perna, 2002; Tierney, 2002; Hicks, 2005) have documented that enrollment and graduation rates can be increased through participation in pre-college programs, but these programs must (a) encourage students to aspire to opportunities available through higher education and (b) assist students in developing critical academic skills. Likewise, summer pre-college programs for at-risk and low-income minority students have been shown to help facilitate students' adjustment and transition to college, as well as improve their persistence rates (Hicks, 2005).

Founded in 1999, the Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) is Wisconsin's largest pre-college pipeline program for students of color and for students who are low-income—many of these scholars are potentially the first in their families to attend college. PEOPLE accepts highly motivated students into a rigorous program to build study skills, explore and strengthen academic and career interests, and gain a positive experience on a world-class university campus. PEOPLE's pre-college activities help prepare students to apply, be successfully admitted into, and enroll at the University of Wisconsin-Madison, in an effort to successfully prepare them to compete in a high-skilled 21st century workforce.

PEOPLE currently serves students in the Madison, Milwaukee, Racine, and Waukesha public school districts, and the Ho-Chunk, Menominee, Lac Courte Oreilles, Lac du Flambeau, and Bad River Nations Indian Nations. Eligible students include those who are African American, American Indian, Asian American, Chicano/a, Puerto Rican, Latino/a, and those who are from low-income families and eligible for free and reduced lunch. The rigorous PEOPLE curriculum consists of three phases: (a) PEOPLE Prep, (b) PEOPLE Middle School Program, and (c) PEOPLE High School Program For Madison-area residents. This six-year program begins in the summer after students have completed the sixth grade and continues until the students have graduated from high school. All other PEOPLE locations accept students when they are in the ninth grade. Upon graduation from high school, students who are U.S. citizens or permanent residents who have been admitted to UW-Madison and who complete the Bridge-to-College Program will be eligible for a tuition scholarship for up to four years. Broader descriptions of PEOPLE's three phases are as follows:

1. **PEOPLE Prep:** Reaches children earlier with a focus on specific reading, writing, and math skills at Madison's Northport and Packer Town Homes Communities, which is a direct extension of the Wisconsin pipeline.
2. **PEOPLE Middle School Program:** This six-week program focuses specifically on students from the Madison Metropolitan School District and begins in the summer after sixth grade.
3. **PEOPLE High School Program:** A four-year curriculum that includes three separate three-week residential programs at UW-Madison. During the first and second years, scholars focus on math, study skills, and writing development. Students also receive instruction in ACT preparation and participate in workshops in the biological and physical sciences, engineering, biomedical research, and health sciences. In the evenings, students engage in a curriculum in the fine and performing arts. The Junior Year Internship is a six-week residential internship/research experience for learning and application of methods of scientific inquiry, analysis and research in humanities and social sciences as well as hands-on exposure to various professional fields through placements with hospitals, media companies, area businesses, and the University of Wisconsin. Upon high school graduation and admission to UW-Madison, PEOPLE scholars must participate in an eight-week, for-credit, Bridge-to-College Program. This Program also provides orientation to entering students on university life as an undergraduate student at a research-intensive university while earning credits toward completion.

Ultimately, PEOPLE challenges motivated students by offering personal discovery, academic improvement, and career exploration. Throughout the program, students are exposed to college life and the expectations of higher education, while building confidence in their own academic abilities and preparation.

PROJECT OBJECTIVES

The project will consist of an evaluation of the University of Wisconsin PEOPLE program. Proposals should build upon existing information on the PEOPLE program and address at least four main objectives:

1. A comprehensive review of the PEOPLE program based on existing program documents, university reports, and performance data;
2. Informational interviews with a sampling of PEOPLE stakeholders and relevant individuals and groups affiliated with UW;
3. Analysis of the structure and performance of the PEOPLE program relative to both original program goals, frameworks/processes used in similar programs deployed elsewhere, as well as the larger ecology of diversity-focused work at UW; and
4. Development and presentation of a report summarizing findings and making recommendations.

These tasks will be completed by the project consultant/firm in consultation with Wei LAB staff and other relevant UW personnel. The Wei LAB will serve as the administrative liaison at UW to facilitate the collaboration between the project consultant/firm and personnel on the University of Wisconsin campus. In addition to overseeing the scheduling of meetings and the coordination of administrative details (such as obtaining contact information and documents from pertinent university offices), the Wei LAB will provide final approval of project materials. Although much of this work may be completed off-site and away from the UW campus, it is assumed that up to three multi-day visits to the UW campus will be necessary to facilitate project activities.

The goal of the evaluation will be to develop a fair portrait of the PEOPLE program and the contributions it makes to the educational outcomes of student participants, as well as its impact on the broader community. To consider the multi-layered dimensions of the PEOPLE program, it will be necessary to evaluate current (and previous) policy and structure, thereby producing a final product that will make recommendations intended to improve the program. Given the desired timeline, existing documents and research data will provide the primary evidence for the evaluation, but it should be supplemented by individual and focus group interviews with PEOPLE stakeholders. Other data collection methods may also be necessary.

The project consultant/firm will develop a narrative report of the results to be submitted to the Wei LAB according to the proposed and approved schedule. The narrative report will consist of both quantitative and qualitative data. The format of the final report will be determined jointly by the evaluation oversight committee and the project consultant/firm, with camera-ready copy

being provided to the Wei LAB for duplication and distribution. Copying of the final report (or reports) will be the responsibility of the Wei LAB.

PROJECT PARAMETERS

- The consultant/firm is required to be available for meetings, by phone or in person, during regular business hours (Monday-Friday from 8 a.m.-5 p.m.). The consultant/firm may also be required to schedule interviews/meetings during evening hours.
- The evaluation oversight committee makes the final decision about when the project objectives have been met.
- Payments to the consultant/firm include all costs incurred during completion of the project, including but not limited to: supplies, materials, travel costs, and costs associated with communication.
- The consultant/firm will acknowledge and agree that contributions to the development of all proprietary information for the Wei LAB was done in the course and within the scope of the project and that all work products arising and resulting from project efforts are the property of the Wei LAB and the University of Wisconsin.
- The consultant/firm will acknowledge and agree that all of the work products that are developed, directly or indirectly, as a result of this project with the Wei LAB, were “works made for hire” as defined in the United States Copyright Act and as such, the Wei LAB will be deemed as the “author” of such work products for Copyright Law purposes.

SELECTION PROCESS

Persons or organizations interested in submitting a response to this request should provide the following: (a) a proposal; (b) a summary of qualifications; and (c) a resume and/or curriculum vita according to these specifications:

- The proposal should be no more than 10 pages in length and should detail the plan for addressing the four main objectives of the project, as well as any other items suggested for this effort. Likewise, a summary of qualifications and resume should demonstrate previous experience completing similar activities/projects.
- The summary of qualifications should include a description of other work/project activities the applicant will be responsible for completing during the same timeframe as this project.
- A detailed project timeline should be included, but the duration should not exceed 18 months.
- The summary of qualifications should also confirm that the consultant/firm would be available by phone or in person during regular business hours and some evening hours as needed.
- Preference will be given to applicants with previous experience in program evaluation of pre-college programs.
- An interview with the Wei LAB and evaluation oversight committee may be required prior to selection.
- Bidders must demonstrate the ability to provide the required services at a reasonable cost. Costs will be evaluated based not only on competitiveness with respect to their bids, but equally important, the value they reflect in light of services proposed and bidders’ capabilities and experience.

Reservation Clauses: The Wei LAB, in order to serve the best interests of the University of Wisconsin, reserves the right to:

- Postpone or cancel this RFP upon notification to all bidders
- Amend the specifications after their release with appropriate notice to all bidders
- Request bidders present supplemental information clarifying their proposal, either in writing or in formal presentation
- Waive or modify minor irregularities in proposals received after prior notification to the bidder
- Reject any and/or all proposals received in response to this RFP
- Contact bidders' references as a check on qualifications
- Award the contract to a bidder other than the lowest bidder
- Negotiate with selected bidder prior to contract award
- Disqualify any bidder who inappropriately acquires information contained in a competitor's proposal and attempts to use that information to influence the award decision

Contract Cancellation: The University may terminate the contract at any time, without cause, by providing 30 days written notice to the contractor. If the contract is so terminated, the University is liable only for payments for products provided or services performed, to the extent that any actual direct costs have been incurred by the contractor pursuant to fulfilling the contract. The University will be obligated to pay such expenses up to the date of the termination.

Shall either party fail to perform under the terms of this contract; the aggrieved party may notify the other party in writing of such failure and demand that the same be remedied within 30 calendar days. Should the defaulting party fail to remedy the same within said period, the other party shall then have the right to terminate this contract immediately. Performance failure can be defined as but not limited to: failure to provide secure data storage, continual failure to meet deadlines, continual failure to respond to communication requests or failure to provide any of the terms, conditions or specific conditions of proposal.

EVALUATION CRITERIA

Proposals will be evaluated by the Wei LAB and the evaluation oversight committee using the following criteria as a measure of the applicant's ability to successfully complete the project's scope of work. Consultants will be scored up to a maximum of 100 points based on the following:

1. Experience and Qualifications (25 pts)
2. Depth of Skills related to program evaluation and assessment (25 pts)
3. Level of Understanding of the project, goals, issues, and local needs (15 pts)
4. Ability to Meet Budget/Value/Schedule (20 pts)
5. Quality, Clarity, and Completeness of Submitted Package (15 pts)

SUBMISSION PROCESS

PROPOSALS MUST BE MAILED TO:

Purchasing Services, 21 N. Park Street, Suite 6101, Madison, WI 53715-1218.

NUMBER OF COPIES TO BE SUBMITTED:

Six (6) hard copies of the completed proposals, including the signed original, may be mailed, delivered by proposer, or by a third-party/courier service in a sealed envelope or package with the RFP number on the outside. Proposals must be received and date/time stamped prior to 2:00 p.m. CDT on the stated proposal due date. Proposals that do not meet the date/time stamp requirement shall be considered late. Late proposals shall be rejected. Faxed responses will not be accepted.

If hand delivering, call 608-262-1526 *when you arrive at Purchasing Services, Suite 6101* for assistance.

If e-mailing, the University will accept completed proposals e-mailed to bids@bussvc.wisc.edu, provided they are date/time stamped prior to 2:00 p.m. CDT on the stated proposal due date.

Submitting a proposal to any e-mail address other than bids@bussvc.wisc.edu does not constitute receipt of a valid proposal by Purchasing Services. Proof of transmission does not constitute proof of receipt. E-mail submissions must be a scanned copy of the document with actual signatures and initials (not typed or electronic signatures), or else those pages that require signatures and/or initials must be signed and returned via fax (608-262-4467) and should be received prior to 2:00 p.m. CDT on the stated due date.

METHOD OF PAYMENT

The contract with the consultant/firm will be with the Wei LAB. The consultant will be paid based on the completion of agreed upon activities. Activities must be completed to the satisfaction of the Wei LAB and evaluation oversight committee. Payment covers all costs involved in completing project objectives, including supplies, materials, and travel expenses.

50%- Project acceptance and initiation

50%- Acceptance of final project report

ADDITIONAL INFORMATION

All questions should be submitted by Friday, March 1, 2014 to:

Vanessa McDowell, Wei LAB Administrator
Wisconsin's Equity and Inclusion Laboratory (Wei LAB)
University of Wisconsin-Madison
vrmdowell@wisc.edu

REFERENCES

- Charleston, L.J. (2012). A qualitative investigation of African Americans' decision to pursue computing science degrees: Implications for cultivating career choice and aspiration. *Journal of Diversity in Higher Education*, 5(4), 222-243.
- Hicks, T. (2005). Assessing the academic, personal and social experiences of pre-college students. *Journal of College Admission*. 186, 18-24.
- Jordan, W. J. (1996). Bringing college within reach: Critical interventions in the schooling of the poor. *Educational Researcher*, 25(9), 28-30.
- Perna, L. W. (2000). Differences in the decision to attend college among African Americans, Hispanics, and Whites. *The Journal of Higher Education*, 71, 117-141.
- Perna, L. W. & Swail W. S. (2002). Pre-college outreach programs: A national perspective. In L. S. Hagedorn & W. G. Tierney (Eds.), *Increasing access to college: Extending possibilities for all students* (pp. 15-34). Albany: State University of New York Press.
- Terenzini, P. T., Cabrera, A. F., & Bernal, E. M. (2001). Swimming against the tide: The poor in American higher education, College Board Research Report No. 2001-1. New York: The College Entrance Examination Board.
- Tierney, W. G. (2002). Reflective evaluation: Improving practice in college preparation programs. In L. S. Hagedorn & W. G. Tierney (Eds.), *Increasing access to college: Extending possibilities for all students* (pp. 217-230). Albany: State University of New York Press.
- Witherspoon, K. M., & Speight, S. L. (2009). An exploration of African Americans' interests and self-efficacy beliefs in traditional and nontraditional careers. *Journal of Black Studies*, 39(6), 888-904.