



CORPORATION FOR PUBLIC BROADCASTING

REQUEST FOR PROPOSAL:

Ready To Learn Transmedia Demonstration Stations – Cohort #3

Deadline for response: February 7, 2014; 5:00PM ET

I. RFP AT A GLANCE

The Corporation for Public Broadcasting (“CPB”) intends to provide funds for up to fifteen (15) public television stations to develop and implement local projects designed to improve the math and literacy skills of children ages two to eight from low-income communities (“Target Audience”), as well as their families and educators (“the Project”).

Station proposals must identify the Ready To Learn (RTL) transmedia content (Section IV, A.) that will be used in the Project and organizations that will act as partners and support the implementation of the Project in early learning settings, including after-school and summer settings. Stations must design their project using the best practices previously developed by the first and second cohorts (Section XIII). Stations must also align RTL activities into a broader pre-K to career education strategy so that the Target Audience has a strong foundation on which to build lifelong learning success and the station is positioned as an education leader in their community.

In order to be eligible to apply for funding, stations must currently receive a Community Service Grant and be in good standing with CPB. Stations from the first and second cohorts are eligible to apply, as are stations who have not previously received funding.

Projects must begin no earlier than April 1, 2014 and conclude no later than September 29, 2015 (contingent on annual federal appropriations for the RTL program).

The CPB-PBS RTL Expanded Learning Through Transmedia Content initiative is funded under the U.S. Department of Education RTL grant (No. U295A100025, CFDA No. 84.295A). The RTL Transmedia Demonstration Stations – Cohort #3 project is 50 percent financed by the U.S. Department of Education RTL grant (No. U295A100025, CFDA No. 84.295A) and 50 percent funded by the Corporation for Public Broadcasting. The total amount of funds available for this project in FY14 is \$975,000. An additional \$600,000 may be available for FY15 contingent on continued annual federal appropriations for the RTL program. (Should the CPB funds become unavailable, the total funding amount for FY14 and FY15 may be reduced.) Proposal budgets and related activities must be divided to show planned expenses for FY14 and FY15.

II. FILING DEADLINE

Proposals are due **via email** no later than **Friday, February 7, 2014 at 5:00 PM ET**. See Section X for submission instructions.

III. CPB BACKGROUND

CPB is a private, nonprofit corporation created by Congress in 1967. The mission of CPB is to facilitate the development of, and ensure universal access to, non-commercial high-quality programming and telecommunications services. It does this in conjunction with non-commercial educational telecommunications licensees across America. CPB is the largest single source of funding for public television and radio programming, distributing funds via grants, investing in more than 400 local radio and 175 television stations. CPB grants fund activities that include; station operations, equipment, development and production of radio and television programming and overall public media support.

IV. PRIMARY PROPOSAL REQUIREMENTS

Proposals should address how the Project will incorporate the following:

A. RTL Transmedia Content

Proposals must show stations' plans for implementing RTL content with partners in community settings to serve the Target Audience, as well as their families and educators. The majority of proposed activities should be comprised of a selection of the following resources:

- *Peg+Cat* transmedia property, with television episodes, digital games, and parent-educator resources;
- The new transmedia math property – including television, digital, and offline resources - for early elementary children (launching Fall 2014);
- Transmedia Gaming Suites, including mobile and tablet apps, from PBS KIDS properties: *The Cat in the Hat Knows a Lot About That!*, *Curious George*, *Cyberchase*, *Dinosaur Train*, *FETCH! with Ruff Ruffman*, *Fizzy's Lunch Lab*, *Martha Speaks*, *Peg+Cat*, *Sid the Science Kid*, *Super WHY!*, *Wild Kratts*;
- *The Adventures of The Electric Company on Prankster Planet* (Immersive World game and out-of-school learning curriculum), and related content developed by Sesame Workshop (available in 2014);
- *Fetch!* 3D-Rendered Collaborative Game;
- PBS Parents Play & Learn App;
- Property-specific parent-educator resources (available on PBS KIDS Lab); and,
- Afterschool and summer learning resources developed by Maryland Public Television (available in 2014)

Proposals must reflect stations' plans for assessing the technology needs of partners and Project sites and procuring necessary equipment. RTL transmedia content is disseminated by PBS across multiple platforms, including: Internet,

television, mobile devices, and other dynamic touch technologies (Android, iOS, tablets, smartphones, interactive whiteboards and tables). In addition, new digital tools are being designed by PBS KIDS producers and RTL partners for educators and families to aggregate and customize resources and monitor children's progress across platforms.

B. Testing New Content

CPB and PBS will be working with RTL partners over the course of the Project to develop new content and resources for the Target Audience, as well as their families and educators. Selected stations may be asked to integrate early iterations of these materials into their Project and provide feedback to CPB and PBS,

C. Partners

Stations applying for funding must identify their partners and each partner's role in the Project. CPB expects the partners to provide access to the community sites, including after school and summer programs, where the implementation activities with the Target Audience will occur. Partners will also support the early use and trial of training resources for families, caregivers, and educators in targeted communities to build their confidence and capacity for the effective use of interactive technologies with the Target Audience.

Stations must recruit partners and establish their roles in the Project prior to submitting the proposal.

V. PROJECT OBJECTIVES

Stations must design their Projects in a manner that will ensure they accomplish most, if not all, of the objectives set forth below:

- Build quality early learning experiences and/or services to the Target Audience, as well as their families and educators, based on local needs;
- Develop, with partners, a shared logic model identifying specific Project goals and strategies to improve the Target Audience's early math and literacy skills;
- Measure and evaluate the impact and outcomes of the Project on the Target Audience, their families and educators;
- Expand the teaching and learning methods of the Target Audience's educators – including informal caregivers and providers outside of traditional educational settings - in early learning settings by providing hands-on outreach and training with the intentional use of RTL content;
- Provide support to underserved populations (i.e. English Language Learners, children with disabilities, children in rural settings, etc.);
- Empower the Target Audience's families to take a more active role in the development of their children's math and literacy skills by providing hands-on outreach and training with the intentional use of RTL content;

- Align RTL content and best practices into a broader pre-K through career education strategy so that the Target Audience have a strong foundation on which to build lifelong learning success;
- Demonstrate the effectiveness of RTL content in supporting the development of early math and literacy skills in the Target Audience, and related benefits to their families and educators; and,
- Use the station’s television, radio and digital media forums to increase awareness of early learning needs and successes at the local and national levels.

VI. PROJECT DELIVERABLES

If selected, stations will be required to provide the following deliverables to CPB:

1. Technology assessment of partner sites: evaluating and reporting on current technical and equipment capacities of all community partners to determine future equipment purchases and technical support;
2. Shared Logic Model that identifies goals and develops a plan for achieving outcomes in improving early math learning with community partners¹;
3. Awareness Building Plan;
4. Professional Development Plan that includes a strategy for training educators in school, afterschool, and summer learning settings;
5. Implementation of school year and summer activities with children, parents, and educators;
6. Two (2) National Summer Learning Day Events (June 2014 and June 2015): plan and execute annual public events to demonstrate local RTL project activities as part of National Summer Learning Day, sponsored by the National Summer Learning Association, a RTL partner;
7. Participate in at least two (2) national RTL in-person meetings (Dates TBD);
8. Monthly Narrative Reports, including updates on project activities, engagement activities, and impact numbers;
9. Monthly Financial Reports;
10. Feedback to CPB and PBS on RTL-related inquiries as requested;
11. Summative narrative report, including analysis of project outcomes; and
12. Summative financial report.

VII. STATION BENEFITS

By participating in this Project, Cohort #3 Demonstration Stations will benefit from:

- Informed access to new PBS KIDS transmedia content;

¹ See “AMERICAN GRADUATE INITIATIVE ACTION EVALUATION FINAL REPORT” (<http://www.americangraduate.org/learn/research-center/hopkins-evaluation.html>) for example.

- Enhanced awareness of educational games and their potential impact on the community;
- Increased station capacity for technology use and training in support of young children;
- Access to cutting edge educational tools and resources; and,
- An expanded ability to provide quality early learning experiences to their local community.

VIII. ELIGIBILITY CRITERIA

In order to be eligible for funding, applicants must currently receive a CSG and be in good standing with CPB.

Stations that received funding as members of the first or second cohorts of Demonstration Stations are eligible to apply for funding in this third cohort. Stations that have not previously received Demonstration Station funding are also eligible to apply.

Stations who wish to create a regional collaboration are invited to submit a joint application. CPB recommends that these collaborations include no more than three (3) communities as their implementation sites.

IX. PROPOSAL REQUIREMENTS

Proposals must include the following in the order set forth below:

A. Narrative

A written description of the proposed Project that clearly addresses the following information in the order specified.

1. Station Capacity and Experience

Outline station’s recent experience (past three years) with RTL and providing early learning services to young children, especially those from economically disadvantaged backgrounds. Discuss station’s capacity to effectively showcase and deploy cutting-edge interactive content and technologies. Discuss station’s recent experience (past three years) with mathematics and literacy.

2. Project Community and Target Audience

Describe the station’s service area. Identify the low-income community (or communities) in which the station will conduct this RTL work and explain why the community or communities were selected. Provide indicators of community need via measures such as household income, census data, the presence of Title I schools or programs, the presence of Head Start programs, and number of free

and reduced school lunches.² What are the data points in these communities that indicate the low achievement of Pre-K and early elementary children in mathematics and literacy? Indicate the number of children, parents, and educators who will be served by the project.

3. Partners and Project Sites

Identify the partners that will assist the station with Project implementation. Partners must work with the Target Audience, as well as their families and educators and may include Title I Schools, Summer Programs, and After School programs. Define each partner's role and responsibilities in the project. Please include partner letters of support.

4. Proposed Activities

Describe the types of activities that the station and partners will develop and implement together and how these activities are expected to influence the Target Audience, their educators and families. Identify the links that will be cultivated between home, school, and out-of-school learning settings. What efforts will be undertaken to promote partnerships and project activities to the local community and stakeholders? What opportunities exist for broader awareness building of RTL in the station's region and state? How will the station align RTL into a broader pre-K to career education strategy and community-wide efforts to support early learning?

Include a timeline of proposed activities, including a breakdown of activities that will occur in FY14 and FY15.

5. Measurements of Success

Identify the project's objectives, anticipated outcomes, and metrics and measurements that will be used to evaluate the project's success. How do project metrics align with the community's broader objectives for early learning? Describe any formal evaluation measures that this project will undertake, including evaluation partners or specialists if relevant.

6. Key Personnel and Station Leadership

Identify the roles and capabilities of key staff members who implement the project. Detail how station leadership will support the proposed project. Describe how the station will leverage this project to position itself as a local education leader.

B. Application Supplement

Applicants must complete the [Application Supplement](#) to provide an executive

² The Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (<http://www.huduser.org/portal/datasets/ura/ura10/RelocAct.html>) provides low-income limits by state and metropolitan area.

summary, list of project personnel, key project deliverables, community partners, and budget summary.

C. Budget

Applicants must complete the [Budget Template](#) to provide a summary of total Project costs, including a detailed line-itemed Budget and Budget Narrative (MS Excel format). Budgets categories may include:

- Staffing descriptions (pay, fringe, and time allocations)
- Travel plans (destination, # of days, transportation, lodging, etc.)
- Equipment (e.g. tablets, routers)
- Supplies
- Contractual (e.g. consultants, partner stipends)
- Explanation of other direct costs
- Indirect costs/rate (if applicable; attach NICRA if using indirect)

Budgets must be divided into two periods:

Dates	Budget Period
April 1, 2014 – January 31, 2015	FY14
February 1, 2015 – September 29, 2015	FY15

X. SUBMISSION OF PROPOSALS

The deadline for submission is **5:00 P.M. ET, Friday, February 7, 2014**. Submissions received after the deadline will not be considered. Each proposal received will be acknowledged via email within one business day of receipt. Please include in the subject line of all email correspondence: “RTL Transmedia Demonstration Stations.”

Submit the following items to EducationE-mail@cpb.org:

- Narrative
- [Application Supplement](#)

Submit the following item to jlivesay@cpb.org:

- [Budget](#)

Budgets must be submitted in Microsoft Excel format. All other materials should be submitted in Microsoft Word or PDF format. If using PDF, ensure that text may be selected and copied.

If you have any questions as you prepare your written proposal, please contact:

Dr. Pamela Johnson
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All questions must be submitted in writing to Devon Steven at dsteven@cpb.org. Frequently asked questions and CPB's responses will be posted to the CPB website without attribution.

XI. TIMELINE

Action Items	Dates
RFP announced	Friday, December 20, 2013
RFP Orientation Webinar for Interested Applicants	2:00pm ET, Wednesday, January 8, 2014
Proposals due to CPB	5pm ET, Friday, February 7, 2014
Demonstration Stations – Cohort #3 Announced	Spring 2014 (estimated)

XII. SELECTION CRITERIA

CPB will evaluate proposals based on these criteria:

- A. Quality of the proposed Project (30%);
- B. Quality of key personnel in high-quality and innovative educational services, as well as overall enthusiasm and commitment of station leadership (25%);
- C. Reasonableness of proposed budget costs (25%);
- D. Project community needs (as demonstrated in the Proposal under “A. Narrative > 2. Identifying Project Site and Needs of the Target Audience and their Families and Educators”) (10%); and,
- E. Demonstrated interest and ability of partners to provide meaningful assistance to the project (10%).

XIII. ADDITIONAL RESOURCES

Public media stations planning to submit a proposal are invited to an RFP Orientation Webinar that will provide a detailed overview of this RFP and offer an opportunity for stations to ask questions regarding their proposals.

A. RTL Cohort #3 RFP Webinar

Wednesday, January 8, 2014, 2:00 pm, Eastern Standard Time
Meeting Number: 645 928 667

Meeting Password: Ready2learn
Call-in toll-free number (US/Canada): 1-877-668-4493

To join the online meeting go to:

<https://cpbnet.webex.com/cpbnet/j.php?ED=255489717&UID=490675527&PW=NO DIOMGE2OWUy&RT=MiMxMQ%3D%3D>. Please note – the link will not be active until the shortly before the start of the webinar.

B. Reports on RTL Research and Best Practices

Stations may also find the following resources useful for identifying best practices in RTL and serving the Target Audience as they prepare their proposals:

- CPB: <http://www.cpb.org/rtl/>
- PBS KIDS Lab: <http://www.pbskidslab.org/>
 - See especially - <http://pbskids.org/lab/research/>
- EDC: <http://cct.edc.org/rtl/>
- SRI: <http://ctl.sri.com/projects/displayProject.jsp?Nick=readylearn>
- NSLA: <http://www.summerlearning.org>
- Every Hour Counts: <http://www.afterschoolsystems.org/>
 - See especially - <http://www.afterschoolsystems.org/content/document/detail/3871/>
- National Center for Children in Poverty: <http://www.nccp.org/>

Stations should note that use of these resources in the formation of their proposals is not required, nor does use of these resources guarantee selection.

C. RTL Overview

A major priority for RTL 2010-2015 is to utilize the appeal and impact of PBS KIDS characters and storylines across multiple platforms for the purpose of creating a coordinated and connected learning experience for children. This approach to content creation and dissemination, known as transmedia storytelling, will deliver messages, concepts, and themes with the goal of improving children’s math and literacy comprehension. A second priority is to strengthen children’s math and literacy skills by supporting their learning with RTL content in all areas of their daily activities, including at home, at school, afterschool, and summer.

For CPB and PBS, this full-circle approach to learning through transmedia content will help to increase children’s exposure to fundamental math and literacy skills, a strategy that is helpful to all children, and will be especially beneficial to young children from low-income backgrounds who often begin school with less background knowledge than their middle- and upper-middle class peers.

RTL National Partners

RTL is coordinating with several national partners to support the development of effective parent and teacher engagement.

Boston University's School of Education is developing professional development modules for use by classroom teachers, as well as overseeing the development of college level technology and math and literacy courses for pre-professional teachers. Arizona State University is implementing the RTL math course with college students in Spring 2014.

Additionally, the Every Hour Counts (EHC) and the National Summer Learning Association (NSLA) are providing technical assistance and partnership brokering for out-of-school learning programs with local public television stations. These national and local partners may be available to public television stations as advisors in proposal development, and, if selected, plan execution and assessment.

Previous Demonstration Stations

In 2012 and 2013, sixteen local public television stations served as Demonstration Stations in their local communities, collaborating with in school and out-of school partners who are best able to reach and influence children from low-income families to implement RTL transmedia into existing educational programs.

- Detroit Public Television (Detroit, M)
- Iowa Public Television (Storm Lake/Waterloo, IA)
- Eight, Arizona PBS (Coconino/Phoenix, AZ)
- KBTC (Tacoma, WA)
- Maryland Public Television (Baltimore, MD)
- Montana PBS (Flathead Reservation, MT)
- Vegas PBS (Las Vegas, NV)
- WFSU (Freeport/Jasper/Tallahassee, FL)
- WGBY (Springfield, MA)
- Thirteen/WNET (New York, NY)
- WVIZ/PBS ideastream (Cleveland, OH)
- PBS SoCal (Los Angeles and Orange Counties, CA)
- New Mexico PBS (Albuquerque, NM)
- KLRU (Austin, TX)
- Louisiana Public Broadcasting (Baton Rouge, LA)
- WNPT (Nashville, TN)

XIV. CONDITIONS OF AGREEMENT

CPB is not responsible for the loss or damage of any materials submitted, or for any unauthorized use or misuse of any materials submitted by any third party. Any submission to CPB shall become the property of CPB (not including any intellectual

property rights contained in such submission), and CPB is not required to return any submitted materials to any applicant.

CPB is not responsible for violations of copyright, trademark, patent, trade secret, or other rights that may result from disclosure made by response to this RFP.

Solicitation by CPB of proposals does not constitute an agreement by CPB to extend funding to any party for the Project under consideration. CPB may, in its sole discretion, elect not to pursue this Project in any manner.

By submitting a proposal, each applicant grants to CPB the right to duplicate, use, disclose, and distribute all of the materials submitted for purposes of evaluation, review, and research. In addition, each applicant guarantees that the applicant has full and complete rights to all of the information and materials included in the proposal. Each applicant also guarantees that all such materials are not defamatory and do not infringe upon or violate the privacy rights, copyrights, or other proprietary rights of any third party. Additionally, each applicant agrees to indemnify CPB with respect to the aforementioned guarantees.

If a proposal is selected for funding, applicants will be required to sign a binding cost-reimbursement contract. Until both parties have signed the contract, no express or implied commitment has been made to provide financial support. Applicants are not authorized to commence work until the contract is fully executed. If applicants opt to commence work, they do so at their own risk. No oral or written statement other than the signed, written contract will govern or modify the relationship.

As a condition of agreement, applicants must guarantee that, among other things, any work they undertake on behalf of CPB is not defamatory and will not violate or infringe upon the privacy rights, copyrights, or other proprietary rights of any third party. Contractors must also agree to indemnify CPB against any loss resulting from breach of any of the guarantees contained in the contract.

Applicants will be required to indemnify and hold CPB harmless from and against all actual or alleged claims, damages, liabilities, costs and expenses (including legal fees) arising out of or related to (i) any alleged or actual breach of any representation or warranty in the operative agreement; (ii) any other default by such applicant of any term or provision of operative agreement; or (iii) applicant's performance under the Project.

Applicants will be required to comply with the Subrecipient Monitoring Policy as stipulated by CPB and the U.S. Department of Education.

Other material terms and conditions will be set forth in the documents provided to the applicants that successfully complete the selection process.