



REQUEST FOR PROPOSALS: FY27 Data Partner

CitySchools Collaborative (CSC) is seeking a data partner for Fiscal Year 2027 (FY27) to measure and report on student-level outcomes of high-impact tutoring in DC, Maryland, and Virginia. This data partner will work with CSC to aggregate and analyze student-level tutoring dosage, demographics, and outcomes data.

The selected Data Partner will be responsible for maintaining and expanding the existing data infrastructure and analysis required to support CSC's High-Impact Tutoring (HIT) initiatives. In particular, this Data Partner will be responsible for supporting expansion of efforts from DC into Maryland and Virginia. This will be a one-year contract, with the opportunity for annual renewal up to five years, by mutual agreement.

Submission Process

Applicants will submit a proposal narrative of no more than three pages. The proposal narrative should include:

1. Experience meeting the deliverables as stated in the Statement of Work, including experience producing Quasi-Experimental Design (QED) or Randomized Control Trial (RCT) studies or working with researchers to produce such studies; and
2. Examples delivering similar projects; and
3. Staffing plan including project members and their qualifications as well as estimated time allocation of each project member; this should also include and name any expected sub-contractors; and
4. A total budget, with a cost breakdown by each major deliverable section.

The template and all supplemental documents listed below must be submitted no later than **Friday, May 1 at 5PM ET** to myan@cityschoolscollab.org with the email subject line: CSC Data Partner Proposal - [Organization Name]. Any questions should also be directed to Michelle Yan at myan@cityschoolscollab.org

Data Partners are also required to submit the following **supplemental documents** to inform our evaluation of the organization's technical capacity, experience, and management structure:

- Resumes of project members listed in the proposal
- A list of the organization's current partnerships with LEAs in DC, MD, and VA
- Documentation of data security and data breach protocols
- Contact information for references from two (2) past projects, along with a brief description of each project



Fee Structure: CSC intends to award this contract as a fixed fee contract for one year, renewable for up to five years. Applicants will be asked to provide their proposed budget by deliverable.

Scoring and Selection Criteria:

Proposals will be reviewed and scored based on their ability to meet the Statement of Work, past performance, and supplemental due diligence. Key criteria for selection include:

- **Expertise and time allocation** of project staff.
- Demonstrated ability to meet all **technical requirements and deliverables** outlined in the Statement of Work.
- **Status and breadth of existing data partnerships** in DC, MD, and VA.

Finalists will be interviewed by the CSC team. During and after the interview period, CSC will perform due diligence, including reference checks and verifying data security.



Statement of Work (SOW)

Key Defined Terms:

- Local Education Agencies (LEAs) are educational institutions that exist primarily to operate publicly funded school(s)
- CSC Tutoring Providers include external tutoring organizations that embed within schools to provide high-impact tutoring *and* schools that operate school staff-led high-impact tutoring programs.
- Dosage Targets are the targeted numbers of minutes of student attendance in tutoring sessions; typically CSC relies on local and national research to drive program quality and defines the MINIMUM of full student dosage as 900 minutes, calculated as 90 minutes per week, meeting multiple times weekly, over at least ten weeks.
- CSC WebApp is a CSC-owned data collection tool that allows tutors to track session information in a secure environment where student data is protected. Using the CitySchools Collaborative WebApp, tutors can log tutoring sessions quickly and easily and view their complete session history with students. The WebApp also allows administrators from Tutoring Providers to set up tutor accounts, assign student rosters to tutors, and review aggregated information.

The table below details the responsibilities of CitySchools Collaborative and the Data Partner during the FY27 contract period:

I. **Deliverable: Tutoring Dosage Data Collection**

CitySchools Collaborative requires all tutoring providers (both external providers and LEAs) to collect and report on session-level, student-level attendance in tutoring sessions. CSC offers two ways for tutoring providers to report this data: (1) monthly, via completion of an Excel template or (2) daily, via data entry into the CSC WebApp. The Data Partner will serve as the data custodian of all tutoring dosage data and will be responsible for maintaining both the WebApp and template, and aggregating the data from tutoring providers into a secure data warehouse for analysis.



CitySchools Collaborative Responsibilities	Data Partner Responsibilities
<ul style="list-style-type: none"> ● Gather planned usage by provider (external providers and LEAs) with data partner prior to the start of the school year ● Lead all provider-facing engagement on data collection, including: <ul style="list-style-type: none"> ○ Gathering program details for initial set-up ○ Initial and ongoing WebApp user training ○ New tutor admin set-up for tutoring providers and LEAs using the WebApp ○ WebApp support tickets on programmatic issues ○ Data entry, data cleaning, and error checking support to tutoring providers and LEA partners ● Handle data management requests for tutoring providers not receiving direct funding from CSC ● Annually, provide feedback to Data Partner on data collection mechanisms and prioritize enhancement requests 	<ul style="list-style-type: none"> ● Collect and securely store session-level student attendance data from CSC partner tutoring providers and school (See Appendix A for data categories) through the following mechanisms: <ul style="list-style-type: none"> ○ Direct data entry in CSC’s WebApp ○ A monthly data collection template, developed by the Data Partner, that satisfies OSSE’s required data elements ○ The OSSE student-level data collection template ● Maintain the CSC WebApp, including management of any subcontractors, to ensure: <ul style="list-style-type: none"> ○ Ability to support up to 30 tutoring providers and their program models ○ Technical support tickets for application issues, program set-up and changes, rostering changes, and user set-up are closed and resolved in a timely manner ○ Deliver source code of the WebApp to CSC upon request or at contract termination ● Annually, review and refine data collection and data warehouse structures with CitySchools Collaborative to: <ul style="list-style-type: none"> ○ Minimize data entry errors by users ○ Build on automated data collections for frequently collected data points and utilize data file formats that are easy to extract and require minimal steps by LEAs to provide



	<ul style="list-style-type: none"> ○ Increase ease of use for providers, based on provider feedback ● Securely deliver a complete data export of all CSC data in a standard, documented format upon request or contract termination.
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II. Deliverable: Ongoing Reporting & Analysis

CitySchools Collaborative conducts monthly check-ins with its providers to ensure that tutoring is aligned to HIT standards. As part of these check-ins, CSC regularly assesses whether providers are meeting student reach goals, dosage goals, and student growth goals. The Data Partner will develop and maintain interactive data tools to enable CSC and providers (external providers and LEAs) to engage in data-informed discussions that improve programming and drive student outcomes.

CitySchools Collaborative Responsibilities	Data Partner Responsibilities
<ul style="list-style-type: none"> ● Secure key FY26 partnership information (main points of contact, program start/end dates, etc.) at minimum 2 weeks before program start to facilitate Data Partner’s set-up of provider interactive reports ● Update tutoring provider information in a shared data tracker on an ongoing basis and ahead of key data collection dates ● Align with Data Partner on key reporting metrics based on 	<ul style="list-style-type: none"> ● Provide live, interactive reports to CSC to support the community of practice meetings, identify bright spots/best practices, and address areas of improvement ● Provide interactive reports for up to 40 providers and LEAs that partner with CSC as tutoring providers. <ul style="list-style-type: none"> ○ The reports will allow providers and LEAs to track progress (live dosage rates for WebApp users, monthly dosage rates for template users) to better understand impact. ○ The reports will also flag data entry errors for providers using the WebApp to ensure quick resolution and accurate dosage data.



- **Gather standardized interim assessment (MAP, iReady, DIBELS) and additional benchmark data to create comparative reports across LEAs** using methods similar to previous analysis completed
 - Ensure the ability to link student achievement, attendance, and demographic data with tutoring data using LEA-level or State-level identifiers (e.g., USIs) across all CSC providers and schools.
- During collection of monthly provider data, **regular and timely updates on status of monthly provider data submissions** and delegate tasks to CSC team to provide further provider-facing support via project management tools
- **Provide mid-year and end-of-year reports** to CSC, that aggregate insights across LEAs and providers and pull out key trends, bright spots, and areas for improvement. At the end of year, provide longitudinal analysis of outcomes for students served by CSC.
 - Compare student outcomes by student demographic sub-groups, by program model indicators, and by CSC level of engagement (by provider and/or by tutor)
- **Provide mid-year and end-of-year LEA-level public-ready reports** to CSC that aggregate insights, by LEA, across all providers at any given LEA to support LEA-level decision making

III. Deliverable: Strategic Consulting & Improvement Science



CitySchools Collaborative and its Data Partner will work together to ensure all data collected and analyzed inform continuous improvement. This will involve regular feedback loops between CSC and the Data Partner as well as bi-annual step-back discussions to review the overall state of high-impact tutoring in the CSC ecosystem.

CitySchools Collaborative Responsibilities	Data Partner Responsibilities
<ul style="list-style-type: none"> ● Schedule and co-design agenda for stepbacks with Data Partner ● Share relevant CSC organizational goals, KPIs, and metrics to inform stepbacks and data reports ● Lead kickoff meetings at start of year for FY26 providers to clarify data-related expectations for all main points of contact ● Lead regular check-in meetings with Data Partner for continuous collaboration on shared tasks and deliverables <ul style="list-style-type: none"> ○ Check-ins will occur weekly during the start of school year and then taper to bi-weekly ● Manage workforce collaboration tools (data tracker in Google Sheets, Asana, etc.) to assign Data Partner tasks and facilitate information sharing in between check-in meetings 	<ul style="list-style-type: none"> ● In accordance with CSC goals outlined at start of year and insights from check-in meetings and partner feedback, work with CSC, tutoring providers, and LEAs to advise on data collection efficiency and provide solutions to increase partner data accuracy throughout the year ● Strategic advising to DCPS central office leadership on student outcomes to inform program quality ● Co-facilitate bi-annual stepbacks with CSC internal team to review mid-year or end-of-year data, including tutoring quantity, dosage, student growth results. ● Attend and contribute to planning meetings with education stakeholders interested in leveraging HIT data to inform policy-making (e.g. DC Policy Center, DME, OSSE). ● Engage with Bellwether and any of CSC’s other research partners as required to securely transfer data in a standardized and secure format to inform a randomized-control trial (RCT) research effort. ● Provide up to 40 additional hours of data analysis support as requested beyond the deliverables listed above to support ad-hoc CSC projects (e.g., conducting a quasi-experimental design study on the impacts of CSC-supported HIT programs)



IV. Deliverable: Data Sharing & Infrastructure Security

To support effective implementation of programming, CitySchools Collaborative leverages its Data Partner and research partners to analyze programming data against student outcome data; student privacy is central to this work. All data-sharing agreements will need to ensure CSC, its Data Partner, and any Research Partners have access to defined student-level demographic, academic achievement, and attendance data (See Appendix A for data categories). All data stored by the Data Partner will meet data security requirements of LEAs.

CitySchools Collaborative Responsibilities	Data Partner Responsibilities
<ul style="list-style-type: none"> • Lead on all initial data-sharing discussions with new LEAs outside of DC, including in Maryland and Virginia • Determine and share all LEAs where CSC will need data sharing agreements • Share all data elements required for inclusion in data sharing agreements • Share all partners, including Research Partners, required for inclusion in data sharing agreements 	<ul style="list-style-type: none"> • Maintain DC data sharing agreements with all current CSC LEA partners and ensure that agreements follow FERPA guidelines, allow CSC access to data, and re-disclosure to CSC research partners, and maintain that student privacy is central to our work. • Establish new data sharing agreements in Maryland and Virginia with new CSC LEA partners and ensure that agreements follow FERPA guidelines, allow CSC access to data, and re-disclosure to CSC research partners, and maintain that student privacy is central to our work. • Maintain a secure data infrastructure that meets FERPA guidelines and privacy requirements of LEA partners



Appendix A

Data Collection Categories

- Student achievement and growth data for students receiving the tutoring intervention and students not receiving the tutoring intervention, by school
- Student enrollment and reenrollment data
- Student school attendance data
- Student tutoring session attendance data
- Student demographics, aligned with state sub-group definitions
- Tutor demographics
- Additional items we may collect and include if appropriate given the project context and availability of data:
 - Session-level tutoring data including how the student was feeling, skills worked on during session, student well-being data, and materials used during tutoring sessions