



CSFRI

California School Facilities
Research Institute

California School Facilities Research Institute

Request For Proposals

**To Conduct A Review of the Literature Addressing
the Impact of School Facilities On:**

**Student Engagement, Learning
The Economic Vitality of the Community Served**

RFP NUMBER 1-2018

California School Facilities Research Institute

1303 J Street, Suite 520
Sacramento, CA 95814

Date of Issuance: November 30, 2018

Deadline for Receipt of Proposals is 5:00 p.m. December 29, 2018

Contact: Jon Behrens
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THE CALIFORNIA SCHOOL FACILITIES RESEARCH INSTITUTE (CSFRI)

Section I Purpose and Intent

PURPOSE OF RFP

The California School Facilities Research Institute, hereinafter referred to as “CSFRI” is issuing the Request for Proposals (RFP) to seek a qualified institute of higher education, or two or more such institutions that commit to work in collaboration, to conduct a review of existing literature, consistent with the Intent Statement (below), focused upon:

1. Phase One - The impact of school facilities environments on student engagement and learning outcomes; and
2. Phase Two - The impact of the condition of school facilities upon the economic conditions of the community.

INTENT STATEMENT:

To this end, CSFRI will conduct research seeking to identify elements of the built environment of K-12 schools that result in higher levels of student engagement and learning. The research will include the effect of the physical organizational environments and furnishings within classrooms, maker-spaces, laboratories and interior ancillary facilities, as well as space at the exterior of the building that contribute to student engagement and learning. CSFRI will search for innovation in the design and utilization of interior instructional space and other space intended to engage students and support learning.

CSFRI will also research what impacts of the condition of school facilities, and overall components of the school site have on the economic life of the community, including property values, job creation, and the overall business climate within the community of the school district.

Section II Mission and Belief Statements

Mission Statement:

CSFRI will conduct a review of the literature and thereafter publish validated research to raise the awareness of Californians’ to recognize the impact school facilities have on student engagement and learning, and academic achievement. CSFRI will also research what the impact of the condition of school facilities have on the economic vitality of the community served by those schools, including classrooms, laboratories, multipurpose rooms, and other components such as: theaters, performing arts facilities, playfields, athletic facilities, stadia and swimming pools. CSFRI will share this information with the media, local school districts, the state Legislature and state agencies, national organizations serving K-12 schools, and others interested in the impact of school facilities on the success of K-12 students, as well as the impact of school facilities on the economic conditions of communities that ultimately provide financial support to K-12 public schools. It is the intent of CSFRI that its research findings be made widely available to all interested parties.

Belief Statement:

An educated populous is the foundation of a well-functioning society. We believe that such a citizenry will support the education of succeeding generations and thus create opportunities that will enhance and sustain living standards for future citizens of our state and country. A more educated citizen has more opportunities to advance themselves, thereafter, offering human and financial capital to extend opportunities to their children and others. Improving education supports enhances, and sustains our communities. We believe that safe, well-maintained school facilities no matter what age, that demonstrate good repair in form and function contribute to the success of the K-12 educational enterprise, and validate to the public that taxpayer dollars are being spent prudently, therefore, garnering their willingness to continue to support public schools through taxes.

Section III Proposal Submission Requirements and Timeline

Interested institutions must submit a proposal as described in the Proposal Outline/Application Instructions section of this RFP. The successful candidate(s) shall serve as an independent contractor. The interested parties may propose alternative timing and sequence of the research to be done.

The schedule outline below may change at the sole discretion of CSFRI.

REQUEST FOR PROPOSAL ACTIVITY	SCHEDULED DATE
Release and distribution of RFP	November 30, 2018
Deadline to submit written questions to CSFRI	January 4, 2019
Responses by CSFRI to all written questions received	January 11, 2019
Deadline for written proposal submission (5:00 p.m. PST)	January 18, 2019
Notice of selection of finalists	February 1, 2019
Conference Call Interviews	February 5, 2019
Award, contract execution and commencement date of study	February 8, 2019
Study Plan submittal and initial review with Study Monitoring Committee of Phase One	February 22, 2019
Interim review with Study Monitoring Committee of Phase One	April 30, 2019
Workshop presentation of ongoing research and preliminary finding	May 21 and 24, 2019
Study Plan Submittal and Initial Review with Study Monitoring Committee of Phase Two	May 27, 2019
Interim review with Study Monitoring Committee of Phase Two	July 9, 2019
Workshop presentation of ongoing research and preliminary finding	July 23 and 26, 2019
Draft final report Phase One and Phase Two completed/submitted	August 9, 2019
Period for research completed	August 30, 2019
Presentation at CASH Fall Conference in Newport Beach, California contract completed	October 14, 15, or 16, 2019

CONTRACT PERIOD

The contract is for nine months (January 15, 2019 to October 16, 2019), with CSFRI having the option to extend for additional terms with the parties mutually agreeing in writing to adjust for cost and scope of services on any such approved extension.

DELIVERY OF THE PROPOSAL

Each bidder is required to deliver a proposal in electronic format to Jon Behrens by 5:00 p.m. December 21, 2018:

1. By email to jbehrens@m-w-h.com or,
2. By delivery of flash drive to:

California School Facilities Research Institute
1303 J Street, Suite 520,
Sacramento, California, 95814

RESEARCH GRANT

CSFRI will award a grant to the selected respondent or respondent team in an amount agreed to through the proposal negotiation process. Funds will be distributed in nine equal payments commencing 30 days after the signing of the contract with an agreed upon retention not to exceed 10 percent. Payments will be made promptly and consistent with the receipt of deliverables and presentations identified within the contract.

Project Start Date and Timeline for Submission of Deliverables

CSFRI expects the study to commence on February 8, 2019.

Those Encouraged to Apply

Major university and academic research centers individually or in collaboration

Those Not Eligible to Apply

Individuals, professional organizations, or private companies.

PROPOSAL OUTLINE/APPLICATION INSTRUCTIONS

Please include the following information in RFP response with each section labeled as follows:

- A. Letter of Intent
- B. Organization/Institution Contact Information
- C. Primary Researcher(s) Contact Information
- D. Resumes of Primary Researchers
- E. Brief Listing of Similar Research Projects Completed Within the Past Three Years.
Please include a brief description of presentations of the research to whom made and where.
- F. Brief Narrative Description of the Organization/Institution (200 word maximum)

- G. Summary of Proposed Report Methodology/Format (400 word maximum)
 - a. Planned procedures for the study
 - b. Identify and specify how a methodology or methodologies will be selected
 - c. Description of the meta-analysis procedure proposed
- H. Explain why you and your organization are uniquely qualified for this project
- I. Explain briefly the anticipated measureable outcomes and benefits of the projects, including potential next steps (Example: Benefits of economic success in a local community related to the school facilities in that community)
- J. Contact information for three references
- K. Project Budget

ALLOWABLE COSTS:

Grant funds may be used for the following cost categories:

- Salaries, wages and benefits paid to the researcher(s)
- Printing documents
- Travel and lodging associated with disseminating the research results
- Up to 20 percent of the grant amount may be used on indirect costs that may include, office space rental, utilities, and clerical and managerial support staff and salaries.

Section IV Proposal Evaluation Procedures

The proposals will be evaluated by the CSFRI Study Monitoring Committee (SMC) for thoroughness in meeting the published requirements. The experience of the respondents and the price proposed for the research will be used in making the selection. A “Best Value” concept will be employed balancing the grant amount proposed for the work to be done with deferential weight given to the experience of the researchers and research teams. Consideration will also be given for the commitment and demonstrated ability to meet the timeline identified. The SMC will review all proposals submitted, interview the proposed researchers/research teams, and make a recommendation to the CSFRI Board.

Section V Research: Phases and Scope

After the award, the successful research candidate(s) shall promptly commence the timeline identified in the RFP, provide the deliverables identified timely, and meet the requirements of the Grant.

VI Phase One: Impact of Facilities on Student Engagement and Learning

CSFRI seeks a comprehensive report summarizing existing literature related to the impact of school facilities and classroom environments on student engagement and learning as described.

The successful researchers will be required to perform the following services including the development of the scope of studies and the study checklist identified:

- A. Submit a School Facilities Study Plan and outline to the California School Facilities Research Institute Study Monitoring Committee (SMC) no more than 30 days after contract signing date and provide a briefing to the SMC. The Study Plan will include:
1. A concise description of the school facility related issues effecting student learning in the primary, middle, and high school grades, as well as the K-12 special needs population and Career Technical Education (CTE), including:
 - a. Diverse and agile learning environments within classrooms and laboratories, and adjacent space for instruction or collaboration
 - i. Teacher location within the classroom
 - ii. Student seating orientation
 - iii. Classroom size
 - iv. How the classroom is organized
 - v. Flexibility of use of student desks and other classroom furniture
 - vi. Student desk type
 - vii. Surface color of student desks and worktables
 - viii. Texture of student desks and worktables
 - ix. Shape of student desks and worktables
 - x. Small group instruction area within classrooms
 - xi. Collaborative work areas within classrooms
 - xii. The use of technology in the classroom
 - xiii. Student cubbies/storage space
 - xiv. Areas beyond the classroom areas used for instruction
 - xv. Non-classroom areas used by students for collaboration
 - b. Buildings, building features, other classroom furniture and equipment
 - i. Availability of wall space for use in instruction
 - ii. Texture of walls
 - iii. Color of walls
 - iv. Windows
 - v. Glass walls
 - vi. White boards
 - vii. “Smart boards”
 - viii. Floor coverings
 1. Carpet
 2. Tile
 3. Other
 - ix. Floor texture
 - c. Classroom building orientation
 - d. Natural light
 - e. Other light sources
 - i. Solar tubes
 - ii. Artificial light
 - f. Sound

- g. Sound amplification
 - h. Sound attenuation
 - i. Wall texture
 - ii. Flooring type
 - i. The impact of classroom ingress and egress
 - i. Classroom doors opening to a corridor
 - ii. Classroom doors opening to indoor ancillary space
 - iii. Classroom doors opening to outdoor open space
 - j. Soft scape immediately adjacent to the classrooms
 - k. Soft scape beyond the immediate classrooms
 - l. Outdoor learning environment
 - m. Landscaping
2. A detailed description of how neuroscience can improve architecture with emphasis on school design positively impacting student engagement with comment as to where this body of work will be explored in this study.
 3. A detailed description of how the *Conscious City* research may be useful for inclusion in the proposed study. The focus should be the emphasis of the *Conscious City* endeavors in exploring how architecture, urban design, new technology, and behavioral insight may consider human needs and respond to them through the application of cognitive sciences in the built environment with concern for mental and physiological effects.
 4. With consideration for what is offered by research in neuroscience, and the *Conscious City* studies, provide a detailed description as to how these inform and what we should consider in designing new schools; additions to existing schools and redesigning classrooms; maker spaces; laboratories; career technical learning areas, and ancillary facilities for:
 - a. K-5 students
 - b. Middle school students (6-8)
 - c. High school students (9-12)
 - d. Special needs students - all grades
 - e. Career directed students
 - f. The disadvantaged student population
 5. In California's new K-12 Local Control Funding Formula (LCFF), the school finance has been refocused to direct higher levels of general fund/operational resources toward school districts serving disadvantaged pupils classified as English learners; those that meet income requirements to receive a free or reduced-price meal; foster youth; or any combination of these students. Other than the reference of Education Code 17002(d)(1.) with the intent of ensuring that school facilities are maintained in "good repair," the built environment was largely left out of the LCFF legislation. Please cite and summarize any research addressing LCFF, school facilities, student engagement and learning. How many districts have planned/budgeted LCFF revenue for school facilities? Of those funds budgeted, how

much was actually expended. If LCFF expenditures were made for school facilities what was the reported impact?

6. Class Size Reduction (CSR) programs have been supported by state funding in California since 1996 commencing with a hard ratio of 20:1, and continue now under LCFF with a target of 24:1. Such programs require the capital expense of additional classrooms and operational expenses of additional teachers. What research exists that inform the value of CSR in achieving higher levels of academic growth attributed to such programs. If so, what does the research tell us of the efficacy of CSR programs, the impact of CSR on student engagement and learning, and the return on the investment of additional capital funds and general fund resources?
7. Beyond the research in K-12 public school infrastructure, the neuroscience studies and *Conscious City* research, what else is in the literature that we may use to encourage school leaders, architects, interior designers and landscape architects to consider in designing school facilities as having a potential impact on student engagement and learning?
8. Achieving maximum control and daily management of a campus in pursuit of the goal of student safety is a common and familiar discussion in 2018. What does the research indicate about the role of building design, office orientation, classroom location, campus layout, landscaping, locks, cameras, fencing, landscaping and other factors in leading to the achievement of student safety?
9. Recognizing the limits placed on school districts in establishing sources of capital funding for building, repairing and modernizing school infrastructure, what does the literature tell us are the most effective uses of limited capital funds used in improving school facilities that positively impact student engagement and learning?
10. What is the most compelling research available addressing the design of schools that we may use to support our efforts to convince state level policy-makers of the positive impact of school infrastructure on student engagement and learning?
11. Develop the scope of studies to be included in the analysis and create a checklist to determine if the items described in the RFP are found in the literature.
12. Develop a concise description of the anticipated results of the study.
13. A database that includes the research analyzed.

VII Phase Two: Impact of Facilities on the Economic Vitality of the Community

The successful researchers will be required to perform the following services:

- A. Submit a Facilities Impact on the Community Study Plan, and outline to the CSFRI Study Monitoring Committee (SMC) no more than 105 days after contract signing date. The Study Plan will include:
A concise description of research focused upon how the condition of school facilities impact the economic life of the community served by the school district with detailed study of:
 1. Increases in property values demonstrated over time

2. Increases in sales of residential property
3. Stability of community residents in terms of living long-term in their homes
4. Increases in sales of commercial and industrial property
5. Increases in commercial and industrial growth as demonstrated by a variety of factors:
 - i. Jobs created
 - ii. Growth in median income
 - iii. Small businesses growth
 - iv. Large businesses growth
 - a. Establishment of school and business partnerships
 - b. Creation of career technical education programs
6. Increases in the demand for existing homes
7. Support for local general obligation bonds over time
8. Other factors found not identified above
9. A checklist to determine if the identified item is found in the literature

VIII Final Summary of Phase One and Phase Two

A. Final Summary must include the following:

1. Introduction
 2. Description of how the data was collected
 3. Description of how the database is organized
 4. Summary of findings
 5. Interpretation of findings
 6. Implications of the findings
 7. Recommendations for future studies
 8. Appendix
- B. A paper for publication by CSFRI of 5,000 words or less detailing the comprehensive review of the literature containing a summary of previous studies; emerging trends; overlooked research possibilities; approaches that may be of value in the future, and recommendations for further study. The summary shall discuss the quality, merit and scope of the studies researched.
- C. A summary article, based upon the paper identified in “B” above, suitable for publications produced by CASH and other K-12 schools and organizations in California, and at the national level.
- D. Plan, organize and actively participate in two conference presentations (Annual Conference and Fall Conference), two workshops, and one symposia focused upon the topic and outcomes of the study.
- E. Provide written recommendations as to the most important research to be done in future in the area of school facilities.