



Seattle Department of Education & Early Learning

Culturally Responsive Summer Programs Request for Investment (RFI) Summer 2017

OVERVIEW

In Summer 2017, the Seattle Department of Education and Early Learning (DEEL) will invest up to \$340,000 in community-based programs that prevent summer learning loss and improve academic outcomes for African-American/Black students and other students of color through culturally responsive programming.

This investment is the result of the [Mayor's Education Summit](#), a nearly year-long process which culminated in recommendations to the Mayor on ways that the City of Seattle and partners can ensure that all of Seattle's children have an equal opportunity to succeed in school and in life.

Why is summer important?

For many students, summer is a time to rest, relax, explore new interests or visit new places. But for others, summer can be an uncertain time with limited access to affordable and nutritious meals, safe neighborhood spaces, and high-quality learning experiences.

Over the summer, students lose academic skills and knowledge if not engaged in high-quality and enriching experiences--a phenomenon known as summer learning loss or summer slide. This phenomenon appears to disproportionately impact low-income students and students of color, and is a major driver of the achievement and opportunity gaps. As result, students may not return to school prepared to succeed and are at greater risk of falling behind or even dropping out.

Summer learning programs provide struggling students with opportunities to engage in additional academic instruction to catch up with their peers, participate in high-quality enrichment experiences, and to receive free and nutritious meals. In addition, summer provides an opportunity for program providers to innovate and try things not possible during the school year.

What is culturally responsive education?

Seattle Public Schools is a diverse, urban school district in which more than 140 languages and dialects are spoken and students of color represent more than 54% of all students. A common thread heard throughout the [Mayor's Education Summit](#) was the need for more culturally responsive education, and summer provides an opportunity to learn and innovate in this area.

Culturally responsive education is an approach that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). It is an approach that "empowers students intellectually, socially, emotionally and politically by using cultural referents to impact knowledge, skills and attitudes."¹ It means creating a bridge between students' home and school lives, and utilizing the background, knowledge and experience of students to inform program development in areas such as: curriculum, teaching and instruction, hiring of staff, ongoing professional development, and family and community involvement.

¹ Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teaching for African-American students*. San Francisco: Jossey-Bass, pp. 17-18.

Anticipated Funding:

Up to \$340,000 will be invested in one or more summer learning programs providing culturally responsive programming.

- Funding is for one year only.
- Programming must begin in Summer 2017, but ongoing support and programming may continue through the end of First Semester.

Eligible Applicants:

Only community-based organizations (CBOs) are eligible to apply.

- Schools may be co-sponsors but the lead organization must be a CBO.
- Preference will be given to CBOs centered in communities of color with deep cultural and language knowledge.
- Successful applicants will be required to meet the contracting requirements on page 19.

Process and Timeline:

RFI application released	Monday, February 27, 2017
Information Session #1	Thursday, March 9, 2017 2:00 - 3:00 p.m. Seattle Public Library Rainier Beach Branch 9125 Rainier Ave S, Seattle
Information Session #2 (repeat of first session)	Wednesday, March 15, 2017 10:30 - 11:30 a.m. Seattle Public Library Lake City Branch 12501 28th Ave NE, Seattle
RFI application due	Friday, March 31, 2017 at 4:30 p.m. (five weeks after release)
Interviews, as needed	April 2017
Site Visits, as needed	April 2017
Notification of funding decisions	Late April 2017

Questions?

If you need further information or have additional questions, please email:

- Long Phan - Summer Program Manager (Long.Phan@seattle.gov)

PROGRAM REQUIREMENTS

Applicants must design summer learning programs that meet **ALL** of the following requirements:

1. **Students must be Middle School** (6th-8th grade) **and/or High School** (9th-12th grade) students and enrolled in Seattle Public Schools.
2. **Serve African-American/Black students and other students of color**, especially: Hispanic/Latino, Native American, Pacific Islanders, underserved Asian populations, and immigrant and refugee youth.
3. **Provide 120 hours or more of total programming**. Programming must include: academic instruction OR enrichment activities OR a combination of both.
4. **Provide free meals**, such as breakfast, lunch, dinner and/or snacks.
5. **Provide free transportation**, such as school buses, vans, bus tickets or ORCA cards. *(Note: No transportation required if program site is within walking distance of students served. 15 passenger vans are not allowed to transport students enrolled in DEEL funded programs.)*
6. **Provide culturally-responsive programming**, which must include one or more of the following program elements:
 - a. **Curriculum:** Academic and enrichment materials reflect students' personal experiences and connect to their daily lives and the lives of those in their community.
 - b. **Teaching and instruction:** Student-centered (versus teacher-centered) instruction; employing various teaching and learning styles; meaningful and relevant curriculum; creating an environment that encourages multicultural viewpoints and perspectives; communication of high expectations.
 - c. **Staff and professional development:** Recruiting, hiring and developing qualified staff who reflect the diversity and culture(s) of the community served; providing all staff with ongoing practical tools and training for cultural responsiveness; facilitating ongoing conversations and self-awareness around issues of race, power, privilege and equity that impact students.
 - d. **Family and community involvement:** Frequent and meaningful communication with parents and families; involving family and community members in the planning, development and implementation of the program; providing the opportunity for meaningful feedback.

Academic Instruction:

Academic instruction is intended to provide struggling students with additional learning time during the summer to catch up with their peers, in pursuit of the goal of improving academic outcomes and eliminating the achievement and opportunity gaps. Summer learning programs that choose to provide academic instruction must include structured classes with an explicit emphasis on building students' academic skills in one or more of the following areas:

- Reading/Writing
- Math
- Science
- English Language Acquisition

Enrichment Activities:

Enrichment activities should provide engaging opportunities to build important academic skills and to foster other skills such as collaboration and creative problem solving. Enrichment activities can be paired with academic classes to provide a comprehensive and integrated experience. Summer learning programs that choose to provide enrichment activities can focus on (but are not limited to) the following areas:

- STEM -- Science, Technology, Engineering and Math
- Visual and Performing Arts
- College & Career Exploration
- Elementary to Middle School Transition
- Middle School to High School Transition
- High School to College & Career Transition
- Gender-specific programming or activities

Performance Measures:

The [Mayor's Education Summit](#) set a goal of having at least 70% of all student groups participate in post-secondary programs by the year 2035. Achieving this goal requires eliminating achievement and opportunity gaps for Seattle's African-American/Black students and other students of color. All funding therefore must be tied to eliminating educational disparities for these student populations.

DEEL uses performance measures to determine the impact of funded programs. Successful applicants receive this funding in exchange for achieving results tied to specific performance measures.

Applicants will propose a minimum of four performance measures based on the specific needs of the students that will be served and the programming to be implemented. Applicants can choose from the following performance measures, or propose their own. Performance measures can be academic or non-academic. However, performance measures must be tied to eliminating education disparities for the students that it plans to serve:

Example summer program measures:

- Students absent fewer than 10% of summer learning program days (typically 2 or 3 days)
- Students making gains on rigorous pre- and post-program summer assessments
- Students completing an individualized learning plan (e.g. skill building, goal setting, academic visioning)
- Students completing High School and Beyond Plan
- Students earning service learning hours towards high school graduation

- Students retrieving/replacing credit or earning first-time credit towards high school graduation
- Students accumulating enough credits and/or on-track for high school graduation

Example school year measures:

- During first semester, students absent fewer than five days (excused or unexcused)
- During first semester, students decreasing behavior or discipline incidents by...
- During first semester, students completing High School and Beyond Plan
- During first semester, students earning service learning hours towards high school graduation
- During first semester, students passing all core courses with a C or better
- During first semester, students improving Grade Point Average (GPA) by...
- During first semester, students demonstrating increased motivation and engagement in school as measured by...

APPLICATION INSTRUCTIONS

Response Guidelines:

All responses must be on 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered and stapled together with all other sections.

A complete application will include all of the sections below:

1. Cover Sheet
2. Program Summary
3. Work Plan
4. Budget

SECTION 1: COVER SHEET

CULTURALLY RESPONSIVE SUMMER PROGRAMS

Applicant Information:

Organization name (Lead applicant if applying with other major partners):

Organization address (Lead applicant, if applying with other major partners):

Partner school/organization names (Optional – List only if partners will play a substantial role in programming):

Contact Information (Lead applicant only):

Contact person:			
Title:			
Mailing address:			
Day/Work phone:		Email address:	
Signature:		Date:	
Print name: please print clearly			
Website address:			

Application Checklist (submit in this order):

- Cover Sheet
- Program Summary
- Work Plan
- Budget

SECTION 2: PROGRAM SUMMARY

Responses to this section are not to exceed 1 page (8-1/2" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered and stapled together with all other sections. Response beyond the page limit will not be read.

The Program Summary section is not scored by reviewers. Instead, the purpose of this section is an opportunity for applicants to describe how summer funding would further their support for students, families and communities, and help reviewers understand the successes and challenges faced by the students you propose to serve. The applicant may choose to address the following in this section:

- Who is the program intending to serve and what need(s) is it intending to address?
- How does the program align to what students have learned during the prior school year and what they will need to be able to do in the following school year?
- How does the proposed summer learning program fit with other ongoing efforts to serve struggling students?
- What will be the role of partner schools and/or organizations?

SECTION 3: WORK PLAN

Responses to this section are not to exceed 8 pages (8 1/2" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered and stapled together with all other sections. Response beyond the page limit will not be read.

The Work Plan is the bulk of this application and is an opportunity to provide specific details about your program, the students you intend to serve, and the ways that you will eliminate educational disparities for these students.

You do not need to restate the questions, though it should be clear how your responses correspond to the question prompts. Use the headings to organize your response in the following order:

#1 Program Overview

- A. Describe the purpose of your summer learning program. What do you aim to achieve?
- B. What specific student groups will you serve?
 - What grade levels will you serve?
 - What is the race/ethnicity of the students you plan to serve?
 - How many students will you serve?
 - What geographic areas will you serve (e.g. school boundaries or neighborhoods)?
 - What are the specific needs of the students you plan to serve?
- C. How will you identify the students you will serve?
 - Please state the criteria and data you will use, and how you will access that data.
- D. Where will your proposed program be located?

#2 General Programming

- E. Will you provide academic instruction? If yes, please describe.
 - What subject(s) will you concentrate on: Reading/Writing, Math, Science, English Language Acquisition
 - How will curricula be selected for academic instruction?
 - How will your program provide instructional experiences that differ from those typical of school year instruction?
 - Will you provide gender-specific instruction? Why or why not?
- F. Will you provide enrichment activities? If yes, please describe.
 - What enrichment areas will you focus on? (For ideas, please refer to list of enrichment areas on page 4)
 - How will enrichment activities be structured to promote students' academic growth and development of other skills?
 - If field trips are a regular part of programming, please explain how they will contribute to students' academic growth and development of other skills.
 - Will you provide gender-specific enrichment activities? Why or why not?

G. Please describe your summer program schedule.

- What are the dates of your summer program? Will your programming continue into the school year?
- How many total hours of programming will be delivered to participants? (Please note the number of hours per day, days per week, and number of weeks over which programming will be delivered.)
- How will the typical day and week be divided into academic instruction and/or enrichment activities? How many hours per week will be dedicated to academic instruction and/or enrichment activities (if applicable)?
- If applicable, how often will field trips occur and where will you go?

#3 Culturally Responsive Programming

H. What culturally responsive elements will you integrate into your programming? (You **must** choose one or more of the following program elements from the list below or on page 3.)

a. Culturally responsive curriculum:

- How will academic and/or enrichment materials reflect students' personal experiences and connect to their daily lives and the lives of those in their community?
- How will curriculum be integrated, interdisciplinary, meaningful and student-centered?
- Will the curriculum include issues and topics related to the students' background and culture?

b. Culturally responsive teaching and instruction:

- How will your instruction be student-centered (vs. traditional teacher-centered instruction)?
- Will you incorporate multiple teaching and learning styles?
- How will you create an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to students?
- What are opportunities for skill building, especially those that will help students successfully navigate multiple cultures and intergroup interactions?
- How will you increase cultural knowledge?
- How will you communicate that all students are being held to high expectations in their school work?

c. Culturally responsive staff and professional development:

- How will you recruit, hire and develop qualified staff who reflect the diversity and culture(s) of the community served?
- What percentage of staff will reflect the race and culture of the students served?
- What practical tools and training on cultural responsiveness will you provide to all staff?
- How will you facilitate ongoing conversations and self-awareness among staff around issues of race, power, privilege and equity that impact students?

d. Culturally responsive family and community involvement:

- How often and in what ways you will communicate with parents and families?
- How will you involve parents and families beyond just attending school or program events?
- How will you incorporate family and community members into the planning, development and implementation of the program?
- How will family/community members have the opportunity to provide meaningful feedback?

#4 Management and Staff

- I. Who is the key person (or people) who will manage the program?
 - Please describe their demonstrated experience helping student groups similar to those that you are planning to serve.

- J. If applicable, who will deliver academic instruction?
 - What experience do these individuals have in providing academic instruction?
 - How do you plan to recruit and hire these instructors? Will you hire any teachers from the schools where you also plan to recruit students?
 - What existing relationships (if any) will the teachers have with students?

- K. If applicable, who will administer enrichment activities? What experience do these individuals have providing enrichment activities that support and develop academic skills?

- L. What professional development will be delivered before and during the summer program?

- M. How much planning time will be provided for academic and enrichment instructors before and during the summer program?
 - Will teachers and enrichment leaders collaborate to ensure program goals are aligned/accomplished? What kind of wrap-up will be required?

#5 Student and Parental Involvement

- N. How will you recruit students to enroll in your program?
 - What school(s) are you recruiting from?
 - If your recruitment strategy involves school staff, who are they?

- O. What strategies will you use to encourage consistent student attendance?

- P. Will you provide transportation to/from the program site each day?
 - If not, how will students travel to/from the program site each day?

- Q. How do you plan to reach out to parents and families?

- R. How do you plan to involve parents and families in your program?

#6 Partnerships

- S. Will any partner schools or organizations deliver key program elements, such as academic instruction or enrichment programming?
 - If so, please list the schools and/or organizations and briefly describe their experience serving students similar to those you plan to serve.

- T. What existing relationships do you have with schools you intend to recruit students from?
 - Do you currently provide services to the school(s) that you are planning to serve?
 - Does the principal know that you are planning a summer program?
 - How does your program complement or supplement existing summer programs occurring at the school or within the community?
 - Please provide 1-2 references from the school(s) you intend to serve.

- U. Please describe any formal agreements to share student data, monitor academic results and collaborate with partner schools and organizations.

#7 Results

V. The goal of this funding is to eliminate educational disparities for students of color. In particular, we want to prove that culturally responsive programming can increase students' academic performance.

- How will you know that your program made an impact academically?
- What systems and structures do you have in place to measure impact?

W. Please propose a minimum of four performance measures based on the specific needs of the students that will be served and the programming to be implemented.

- These may be academic or non-academic measures, but must be directly tied to improving student outcomes and eliminating educational disparities for the students you plan to serve.
- For ideas, please refer to the list of performance measures on pages 4-5.
- As a reminder, 25% of your total award is dependent on achievement of these or similar performance measures.

Performance Measure	# of Students	# of Students That Will Achieve Measure
#1 -	[Insert total number of students you plan to serve]	[Insert number of students that will achieve measure]
#2 -		
#3 -		
#4 -		

SECTION 4: BUDGET

Complete your budget using the Budget template (in Excel or MS Word) by showing the amount of funds you plan to spend by line item, and describe what those funds will purchase.

Base Budget (75%) are the funds you will use to operate your program. It includes line items like wages and benefits, facility fees, meals, transportation costs, field trips, curriculum and materials, enrichment supplies, etc.

- The budget should tie directly to the services you plan to provide and the number of students you plan to serve. In the “Description of Expense” section, please provide a description of the services being provided and, when applicable, how it will help you meet your performance measures.
- If you are budgeting a portion of a salaried position, please include the total dollar amount, Full Time Equivalent (FTE) as well as a description of the responsibilities of that person.
- Please identify any organizations that you would subcontract with and the amount of funding they will receive.
- Base Budget may only be used to fund enrichment or field trips with an *academic focus*, such as a park, museum or local college/university. They may not be used for field trips to amusement parks like Wild Waves. However, Performance Pay may be used for student incentives or field trips to amusement parks.

Performance Pay (25%) are the funds you will receive for achievement of performance measures. These funds are paid out following the end of your program and after your student data is analyzed. It may take several months to receive these funds, and you may not receive the full amount.

- Performance Pay can be used to cover any expense. DEEL advises that these funds be re-invested into your program for the benefit of students, but may also be used to pay for student incentives or field trips to amusement parks.
- Your budget should identify how you plan to use the potential 25% of your contract earned as Performance Pay.

SAMPLE BUDGET

BASE BUDGET				
PERSONNEL - List Position Names, FTE, and any salary & benefits.	Budget	Other Funding or In-Kind	TOTAL	Description of Expense. Please outline roles and responsibilities of each position and any variation in FTE (i.e., pre-program planning and program management during the summer).
Program manager - Avg. 0.5 FTE for 16 weeks	\$5,000	\$5,000	\$10,000	Program manager will lead program planning and teacher recruitment before program start date, manage program operations during the six week program, and manage program wrap-up after the session concludes. .2 FTE for 10 weeks for planning and post-program follow-up and 1.0 FTE during 6 week summer program.
Program coordinator - Avg. 0.6 FTE for 14 weeks	\$3,000	\$3,000	\$6,000	Program coordinator will lead student recruitment effort and assist program manager before and during program session. .25 FTE for 8 weeks for planning and 1.0 FTE during 6 weeks summer program.
Three certificated teachers - Avg. 0.66 FTE for 8 weeks	\$15,000	\$0	\$15,000	Three teachers will lead two classes per day during the program. For focus students with low math or literacy skills, one teacher will lead math classes and another will lead reading/writing classes. A third teacher will provide ELL instruction to the group of students who have been enrolled in English language support programs for at least 5 years. 0.6 FTE teaching and planning during 6 week summer program and .25 FTE for two weeks of pre-program planning.
Three classroom aides - Avg. 0.5 FTE for 7 weeks	\$6,500	\$0	\$6,500	One classroom aide will be assigned to each classroom during instruction times. 0.5 FTE during the six week program and .25 FTE for one week of pre-program planning.
Two enrichment leaders - Avg. 0.8 FTE for 8 weeks	\$10,000	\$0	\$10,000	Two enrichment leaders will manage enrichment programming, including supervision of enrichment activities, implementation of activities and coordination of volunteer enrichment instructors. 1.0 FTE during the six week program and .25 FTE for two weeks of pre-program planning.
Subtotals:	\$39,500	\$8,000	\$47,500	
Benefits	20%	20%	20%	
TOTAL Personnel for Base Budget:	\$47,400	\$9,600	\$57,000	
NON-PERSONNEL - Facility fees, meals, transportation costs, field trips, curriculum and materials, enrichment supplies, etc.				
	Budget	Other Funding or In-Kind	Total	Description of Expense
Classrooms and cafeteria	\$3,000	\$9,000	\$12,000	Three classrooms and the cafeteria will be open to the program M-F during program hours, and on-site recreation space will be available as well. 75% of site costs are being provided in-kind by site host. Staff will also have access to the central office as needed.
Transportation	\$4,000	\$0	\$4,000	A bus will provide transportation to and from the program site for those outside walking distance. Additionally, a bus will provide transportation for four field trips.
Lunch for students	\$0	\$10,000	\$10,000	Lunch costs will be funded by TANF and the National School Lunch Program Seamless Summer option.
Copies	\$1,500		\$1,500	Includes use of office copier.
New supplies for enrichment activities	\$0	\$500	\$500	We have secured donations for art and science supplies to use during the program.
TOTAL Non-Personnel Base Budget:	\$8,500	\$19,500	\$28,000	
TOTAL BASE BUDGET:	\$55,900	\$29,100	\$85,000	

PERFORMANCE PAY				
Performance Pay Plans	Budget	Other Funding or In-Kind	Total	Plan for Use of Performance Pay
Total Potential Performance Pay (25% of Total Proposed Budget Request)	\$18,633	N/A	\$18,633	We will spend performance pay funds this year to support two additional enrichment leaders, three additional classroom aides, and to hold two parent engagement nights during the program. Our organization will support these costs using internal funds should we earn less than the budgeted performance pay amount.

RESPONSE SUBMISSION

Paper and electronic responses must be received by Friday, March 31, 2017 at 4:30 p.m. Please mail or hand-deliver **five (5) paper copies** of your application to the address provided below. You must also send the electronic files by email.

Reminders:

- Responses must be submitted in both hard copy and electronic format.
- Responses should not be sent with covers, binders or computer discs.
- Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the application.

1. Submit five (5) paper copies:

By US mail: Seattle Department of Education and Early Learning
 RFI – Summer Learning
 P.O. Box 94665
 Seattle, WA 98124-6965

Hand-deliver
or FedEx/UPS: Seattle Department of Education and Early Learning
 RFI – Summer Learning
 Seattle Municipal Tower
 700 5th Avenue, Suite 1700
 Seattle, WA 98104

2. Email an electronic copy to: Education@seattle.gov

- You will submit two files only:
 - 1) RFI Application **in MS Word or Adobe PDF** and
 - 2) Budget **in MS Excel or MS Word**

- Please use the following naming convention for the electronic files:
[OrganizationName]_SummerLearning_RFI
Example: SummerStars_SummerLearning_RFI

- Use the same format for your email Subject Heading:
[OrganizationName]_SummerLearning_RFI

EVALUATION PROCESS

RFI applications will be evaluated according to the following process:

- Proposals will be reviewed for technical compliance to verify that the application was submitted complete and on-time. DEEL reserves the right to reject any application that is late or incomplete as well as exclude any pages that exceed the stated page limits.
- A review panel will evaluate the application using the RFI Rating Criteria below. DEEL may request follow-up interviews or site visits as needed.
- The DEEL Director will review the funding recommendations, and final decisions will be made by the Mayor and his staff.

RFI Rating Criteria	Points
Section 3: Work Plan	
<p>1. Program Overview</p> <p>A. Plan conveys a clear sense of what program intends to achieve for students.</p> <p>B. Program will serve African-American/Black students and other students of color.</p> <p>C. Plan describes how academic data will be accessed and used to identify individual students to participate in the program.</p> <p>D. Program identifies a suitable facility to host the program.</p>	10
<p>2. Instructional and Enrichment Programming</p> <p>E. If offering academic instruction, program identifies subject areas, process to develop or obtain curricula that will meet the needs of students, and instructional experiences offer an engaging “summer feel” different from school year instruction.</p> <p>F. If offering enrichment activities, these experiences are age-appropriate and have clear objectives that will promote students' academic growth and cultivation of other skills. Enrichment activities will follow deliberate curricula and/or lesson plans. Field trips promote academic growth and development of other skills.</p> <p>G. Students will spend sufficient time in summer learning programming - a minimum of 120 hours. Program will deliver an engaging combination of academic instruction and/or enrichment activities.</p>	10
<p>3. Culturally Responsive Programming</p> <p>H. Program thoughtfully integrates one or more of the following culturally responsive elements:</p> <p style="padding-left: 40px;"><i>(Important: Full points should only be awarded to programs that integrate ALL elements.)</i></p> <p>a. Culturally responsive curriculum--Academic and enrichment materials reflect students’ personal experiences and connects to their daily lives and the lives of those in their community. Curriculum is integrated, interdisciplinary, meaningful and student-centered.</p>	25

RFI Rating Criteria	Points
<ul style="list-style-type: none"> b. Culturally responsive teaching and instruction--Instruction is student-centered (not teacher-centered) and incorporates multiple teaching and learning styles. Classroom environment encourages multicultural viewpoints and inclusion of knowledge that is relevant to students. High expectations are communicated and reinforced. c. Culturally responsive management and staff--Program recruits, hires and develops qualified staff who reflect the diversity and culture(s) of the community served. A majority of management and staff look like the students served. Program provides practical tools and training on cultural responsiveness to all staff. Program also facilitates ongoing conversations and self-awareness among staff around issues of race, power, privilege and equity. d. Culturally responsive family and community involvement--Program provides frequent and meaningful communication with parents and families; partners with them on program planning, development and implementation; and provides opportunities for meaningful feedback. 	
<p>4. Management and Staff</p> <ul style="list-style-type: none"> I. Staff responsible for managing the program (including site coordinators, if specified) will have relevant experience promoting academic success in student populations similar to those that will be served by the program. J. A qualified teacher will deliver academic instruction in each classroom. Staffing plan reflects a systematic approach to recruit and hire effective teachers. Staff includes teachers from schools that students attend and these teachers have existing relationships/credibility with students. K. Staff responsible for providing enrichment activities will have experience leading activities that develop academic skills. L. Staffing plan illustrates how staff will receive professional development based on demonstrated needs to deliver academic and/or enrichment programming effectively. M. Staffing plan provides sufficient planning time for academic and enrichment instructors before and during the program. Teachers and enrichment leaders will collaborate to ensure their plans remain aligned in pursuit of program goals. 	10

RFI Rating Criteria	Points
<p>5. Student and Parental Involvement</p> <p>N. Plan describes a systematic and age-appropriate approach to enrolling and serving high-needs students from the intended school(s).</p> <p>O. Plan demonstrates intentional and effective strategies to promote consistent student attendance.</p> <p>P. Transportation plan provides all students safe and convenient transportation to the program, or explains why it is unnecessary for the program to provide transportation. (Note: 15 passenger vans are not allowed to transport students enrolled in DEEL funded programs.)</p> <p>Q. Plan provides meaningful opportunities to build parent/guardian buy-in and partnership with their students' successful participation in the summer program.</p> <p>R. Program will engage parents/guardians in program activities and provide parents with information and materials that will support at-home learning.</p>	10
<p>6. Partnerships</p> <p>S. Plan leverages support from partners who have experience serving students similar to those that will be served by the program.</p> <p>T. Plan provides evidence of existing relationships with schools, including references from school(s) it intends to serve.</p> <p>U. Plan reflects an effective approach to partnerships that includes clear systems to ensure partners deliver desired results and adjust strategies as needed.</p>	5
<p>7. Results</p> <p>V. Plan describes a data-based approach and/or systems and structures in place to assess and measure the academic impact of summer programming.</p> <p>W. Applicant has identified <u>four rigorous performance measures</u> and targets aimed at eliminating educational disparities for the students it plans to serve.</p>	20
Section 4: Budget	
<ul style="list-style-type: none"> • Budget is aligned with work plan and expenses tie directly to the proposed services. • Leverages other funding sources and in-kind support effectively. • Leverages partner support to minimize cost per student. • Demonstrates effective use of resources. • Reflects sound rationale for budgeting. 	10
Maximum points	100

APPEALS PROCESS

The Seattle Department of Education and Early Learning (DEEL) will notify applicants in writing of the outcome of the submission. Written notification will be sent via email to the email address submitted on the Cover Sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of DEEL's decision. An appeal must clearly state a rationale based on one (or more) of the following criteria only:

- **Violation of policies or guidelines** established in the RFI process.
- **Failure to adhere to published criteria and/or procedures** in carrying out the RFI process.

Please note: Disagreeing with the outcome is not an appropriate reason to appeal the decision and will not be considered.

Appeals must be sent by mail or by e-mail to:

Dwane Chappelle, Director
Seattle Department of Education and Early Learning
RFI - Summer Learning Appeal
P.O. Box 94665
Seattle, WA 98124-6965

OR

Dwane.Chappelle@seattle.gov

The DEEL Director (or designee) will review the written appeal and may request additional information from the applicant. A written decision from the DEEL Director (or designee) will be sent within four (4) business days of the receipt of the appeal. This decision is final.

CONTRACTING REQUIREMENTS

Successful applicants will enter into a contract for services with the City of Seattle and be required to submit the following documents:

- **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization must license, report and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions.
- **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.
- **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.
- **Maintain the following insurance coverage**, at a minimum:
 - a. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:
 - i. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
 - ii. \$2,000,000 Products/Completed Operations Aggregate
 - iii. \$2,000,000 General Aggregate
 - iv. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
 - b. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of \$1,000,000 CSL.
 - c. **Worker's Compensation insurance** for Washington State as required by Title 51 RCW.
- **Maintain financial and program records, documents, and other evidence** directly related to performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.