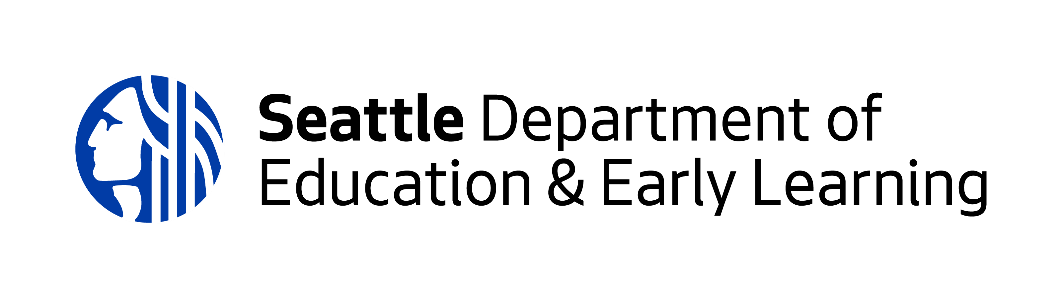
**Update 1/26/18:**

**Due to the strategic decision by one of our community partners to end their summer programming, several Levy-funded schools are losing their summer programs.**

**As a result, we have moved these affected schools up on the Priority School list, from third priority to first priority.**

**Please see the updated Priority School list on page 3.**



**Families and Education Levy**

**Summer Learning - Request for Investment (RFI)**

**For Summers 2018 and 2019**

**OVERVIEW**

In Summer 2018, the Seattle Department of Education and Early Learning (DEEL) will invest up to $1 million in school and community-based programs that prevent summer learning loss and improve academic outcomes for Seattle elementary, middle, and high school students.

This funding is made possible by the Families and Education Levy (Levy), which was last approved by voters in 2011. In addition, funding has also been provided by the 2018 City Budget to incorporate culturally responsive practices into Levy summer programming.

**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 learning or enrichment, 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 achievement and opportunity gaps. As result, students may not return to school in the fall 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, and participate in enrichment experiences. In addition, summer provides an opportunity for program providers to innovate and try things not possible during the school year.

**Anticipated Funding:**

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **Grades Served** | **Available Funding** |
| Elementary | 1st to 5th Grade | $260,932 |
| Middle School | 6th to 8th Grade | $286,373 |
| High School | 9th to 12th Grade | $461,250 |
| **Total Available** | | **$1,008,555** |

* Available Funding represents the amount available to invest in programs in Summer 2018.
* Successful applicants will receive an award in Summer 2018 from the pool of Available Funding above, and the same award amount—plus an inflation adjustment—in Summer 2019 (pending 2019 budget approval).
* However, continued funding in Summer 2019 is dependent on program performance.
* Partial funding may also be awarded, which may be less than the amount requested.

**Eligible Applicants:**

* Schools and community based organizations (CBOs) are eligible to apply.
* Preschool providers are no longer eligible to apply. We will continue to fund our existing preschool providers, but new elementary programs will need to serve rising 1st-5th graders.
* Previously awarded schools and organizations may apply to this RFI seeking additional funds to expand existing programs and/or create new programs, but will be subject to the requirements of this year’s application.
* Preference will be given to summer programs that serve first and second Priority Schools:
  1. First priority - Levy Innovation Schools not currently served by Levy summer program
  2. Second priority - Eligible schools not currently served by a Levy summer program

**Priority Schools:**

* *\*Levy-funded schools that have moved up in priority (to first priority from third priority) as a result of the discontinuation of service from a community provider.*
* ***Elementary eligibility:*** *Title I status, overall Segmentation Level of 1 or 2 based on the 2014 SPS Segmentation Report, overall Segmentation Level 3 but its Absolute Score is below 60, free and reduced-price lunch population and/or an English Language Learners’ population above the district averages.*
* ***Middle School eligibility:*** *All SPS middle schools and K-8s are eligible to apply for summer learning funding.*
* ***High School eligibility:*** *Multiple factors, including the SPS Segmentation Level and the number and percentage of students identified at risk, using the school district’s Secondary Risk Factor report.*

|  |  |  |
| --- | --- | --- |
| **First priority** | **Second priority** | **Third priority** |
| **Levy Innovation Schools**  **NOT currently served**  **by Levy summer program** | **Eligible Schools NOT currently served by a**  **Levy summer program** | **Schools currently served**  **by a Levy summer program** |
| **Elementary Schools**   1. Beacon Hill 2. Dearborn Park 3. Concord\* 4. Emerson 5. Highland Park 6. John Muir\* 7. John Rogers 8. Leschi 9. Madrona 10. Martin Luther King 11. Olympic Hills 12. Roxhill 13. Sand Point 14. Sanislo 15. Viewlands 16. West Seattle 17. Wing Luke   **Middle Schools**   1. Hamilton\* 2. Jane Addams\*   **High Schools**   1. Cleveland\* 2. Chief Sealth\* 3. Franklin\* 4. Ingraham 5. Interagency 6. West Seattle | **Elementary Schools**   1. Dunlap 2. Hawthorne 3. Kimball 4. Lowell 5. Maple 6. Olympic View 7. Rainier View 8. Van Asselt   **K-8 Schools**   1. Broadview-Thomson (middle school) 2. Catharine Blaine 3. Hazel Wolf 4. Licton Springs 5. Louisa Boren 6. Orca 7. Pathfinder 8. Salmon Bay 9. TOPS   **Middle Schools**   1. Eagle Staff 2. Eckstein 3. Madison 4. Meany 5. Seattle World School 6. Whitman   **High Schools**   1. Garfield 2. Rainier Beach 3. South Lake | **Elementary Schools**   1. Bailey Gatzert 2. Graham Hill 3. Northgate   **K-8 Schools**   1. Broadview-Thomson (elementary) 2. South Shore PK-8   **Middle Schools**   1. Aki Kurose 2. Denny 3. McClure 4. Mercer 5. Washington   **High Schools**   1. Seattle World School |

**Process and Timeline:**

|  |  |
| --- | --- |
| **RFI application released** | Monday, January 1, 2018 |
| **Information Session #1** | Tuesday, January 9, 2018  10:30am - 11:30am  Northgate Library  10548 5th Ave NE, Seattle, WA 98125  [RSVP: surveymonkey.com/r/SummerLearningInfoRSVP](https://www.surveymonkey.com/r/SummerLearningInfoRSVP) |
| **Information Session #2**  **(web-based; repeat of first session)** | Tuesday, January 30, 2018  12:00pm - 1:00pm  Via FreeConferenceCall  *(Accessible via Website, Cell Phone App, or Audio Only)*  [RSVP: surveymonkey.com/r/SummerLearningInfoRSVP](https://www.surveymonkey.com/r/SummerLearningInfoRSVP) |
| **Information Session #3**  **(repeat of first session)** | Thursday, February 8, 2018  1:30pm - 2:30pm  Beacon Hill Library  2821 Beacon Ave S, Seattle, WA 98144  [RSVP: surveymonkey.com/r/SummerLearningInfoRSVP](https://www.surveymonkey.com/r/SummerLearningInfoRSVP) |
| **RFI application due** | **Wednesday, February 28, 2018 at 4:30 p.m.**  **(eight weeks after release)** |
| **Interviews and Site Visits, as needed** | March 2018 |
| **Notification of funding decisions** | Late March 2018 |

**Questions?**

If you need further information or have additional questions, please email: [education@seattle.gov](mailto:education@seattle.gov)

**PROGRAM REQUIREMENTS**

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

1. **Students must be enrolled in Seattle Public Schools**, and programs must collect an SPS Identification Number for every student.
2. **Serve Levy Focus Students,** as defined by the criteria on the following page.
3. **Free for students to participate.** However, before- or after-program childcare may require additional cost to families.
4. **Provide 120 hours or more of total programming**, which must include both academic instruction and enrichment activities. Students must receive a minimum of ten (10) hours of academic instruction per week, as defined on the following page.
5. **Provide free meals**, such as breakfast, lunch, dinner and/or snacks.
6. **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.)*
7. **Provide culturally-responsive programming**, which incorporates the following program elements:
   1. **Curriculum:** Academic and enrichment materials reflect students’ personal experiences and connect to their daily lives and the lives of those in their community.
   2. **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.
   3. **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.
   4. **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.

**Levy Focus Students:**

Levy investments in summer learning must be directed toward students with academic need. Students served by Levy summer programming must meet one or more of the following criteria:

* Opportunity Gap Students, defined as African-American/Black students and other students of color--including Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and immigrant and refugee youth
* Below grade-level standard on state assessments in math or reading
* Not making gains on the state English language proficiency test
* Scoring a Level 1 or Level 2 on the state English language proficiency test
* Not passing a core course in middle school or high school
* Not promoting on-time to the next grade level, or not accumulating enough credits required for on-time graduation
* Enrolled in English language support programs for 5 years or more
* Involved in one or more discipline incidents
* Poor attendance, defined by missing 5 or more days per semester (excused or unexcused)
* School entry after the beginning of the year

**Academic Instruction:**

Academic instruction provides 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 achievement and opportunity gaps.

Summer learning programs must provide a minimum of ten (10) hours of academic instruction, 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 provide engaging opportunities to build important academic skills and to foster other skills such as collaboration and creative problem solving. Enrichment activities are paired with academic classes to provide a comprehensive and integrated experience. Enrichment activities can focus on (but are not limited to) the following areas:

* Social emotional learning
* Science, Technology, Engineering and Math (STEM)
* Visual and performing arts
* Gender-specific programming or activities
* Physical fitness and wellness
* Leadership and civic engagement
* Community service learning
* College & career exploration
* Work-based or career-connected learning
* Transition supports from Elementary to Middle School, Middle School to High School, or High School to College

**Performance Measures:**

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

Applicants must propose two (2) performance measures in addition to the required measures, based on the specific needs of the students that will be served and the programming to be implemented. Required performance measures include enrollment and attendance. The remaining performance measures can be chosen from the following list, or applicants can propose their own. More points will be awarded for more rigorous performance measures.

Required performance measures:

* Enrollment: Number of Seattle Public Schools students who are enrolled by the second Friday of the program
* Attendance: Students absent 10% or less of total summer program days (typically 2 or 3 days)

Example performance measures:

* Students making gains on rigorous pre- and post-program summer assessments in Math and/or Reading
* Students meeting or exceeding typical growth on a standardized assessment in Math and/or Reading (e.g. Measures of Academic Progress)
* Students moving up one or more levels on a standardized assessment in Math and/or Reading
* Students making gains or demonstrating improvement on a pre- and post-social emotional assessment or inventory
* High School (HS) students receiving academic counseling support and are successfully registered for classes to graduate on-time from high school
* HS students completing a High School & Beyond Plan for high school graduation
* HS students earning service learning hours for high school graduation
* HS students earning or replacing high school credit towards high school graduation
* HS students beginning the college application process (e.g. creating Common Application account, compiling list of schools, understanding college requirements, gathering application information, completing first draft of essays, etc.)
* HS students receiving a letter of recommendation for college
* HS students accepting their financial aid package
* HS students creating or updating their resume
* HS students completing an internship

**RESPONSE SUBMISSION**

**Responses must be** **received by Wednesday, February 28, 2018 at 4:30 p.m. in both hard copy and electronic format.** Please mail or hand-deliver five (5) paper copies of your application. The RFI Application and the Budget must be stapled together in one document. You must also send files electronically (see below).

**Reminders:**

* Responses must be submitted in both hard copy and electronic format.
* Responses should not be sent with covers, binders, or computer disks.
* Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the application.
* Do not include annual reports, letters of support, media coverage, or student-identifiable data.

**Submit five (5) hard copies to:**

By Mail:

Seattle Department of Education and Early Learning

Summer Learning RFI

PO Box 94665

Seattle, WA 98124-6965

By Hand-Delivery:

Seattle Department of Education and Early Learning

Seattle Municipal Tower

700 5th Ave, Floor 17

Seattle, WA 98104

**Submit electronic copy to:** [education@seattle.gov](mailto:education@seattle.gov)

You will submit two electronic files:

1. RFI Application **in MS Word or Adobe PDF** and
2. Budget **in MS Excel**

* Please use the following naming convention for the electronic files:

**[Organization Name] - Summer Learning RFI**

*Example: Summer Stars - Summer Learning RFI*

* Use the same format for your email Subject Heading:

**[Organization Name] - Summer Learning RFI**

*Example: Summer Stars - Summer Learning RFI*

Submittal questions? [education@seattle.gov](mailto:education@seattle.gov)

**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.
* Final decisions will be made by the DEEL Director and/or the Mayor’s Office.

Highly competitive applications will satisfy the following rating criteria in their work plan narrative.

|  |  |
| --- | --- |
| **RFI Rating Criteria** | **Points** |
| **Program Overview** | **10** |
| 1. Describes clear intent to advance academic achievement of Levy focus students. 2. Describes the Levy focus students to be served including number, grade, opportunities for academic growth, cultural and linguistic diversity, and holistic needs in areas such as physical health, social emotional health, learning abilities, housing, migration, etc. 3. Identifies the school community to be served; Preference will be given to programs that serve first and second Priority Schools. 4. Identifies a suitable facility to host the program. 5. Identifies a clear strategy to provide transportation and access to healthy food for program participants. |
| **Academic and Enrichment Programming** | **30** |
| 1. Identifies at least one Levy Area of Concentration for academic instruction. 2. Outlines a process to develop or obtain curricula that will be culturally responsive, reflect students’ personal experiences, align to grade-level standards for Levy focus students, and connect the daily lives of students and their communities. 3. Describes an approach to teaching and instruction that is culturally responsive, student-centered and inclusive of multiple teaching and learning styles; Identify opportunities for skill building, team work, and increasing cultural knowledge among students. 4. Identifies clear subject areas for enrichment activities, intent to follow structured curricula and/or lesson plans, and field trips that are age-appropriate and promote students' academic growth and cultivation of other skills that support learning and innovation. 5. Summer program schedule demonstrates clear start/end dates, a minimum of 120 hours for the summer, ten hours of focused academic instruction per week, and an engaging combination of academic instruction and enrichment activities. |
| **Management and Staff** | **20** |
| 1. Employs management and staff (including site coordinators, if specified) who have relevant experience promoting academic success in student populations similar to Levy focus students; Identifies key staff that will be present for full program day. 2. Employs qualified teachers to deliver academic instruction and establish student-to-teacher ratios that support differentiated instruction. 3. Employs qualified instructors to lead enrichment activities and detail their experience leading activities that foster academic skill development. 4. Details a plan to recruit and hire effective staff who reflect the cultural and linguistic diversity of the school community served and have pre-existing relationships with families; Identifies hiring process for all levels of staff (management, teachers, enrichment instructors, instructional assistants, etc.). 5. Details approach to staff training, professional development, and quality improvement activities that include cultural responsiveness, anti-bias, and positive behavior supports; Describes how academic and enrichment staff will collaborate in pursuit of program goals. |
| **Youth and Family Engagement** | **20** |
| 1. Describes an approach to promote consistent student attendance and establish a positive program culture through strategies such as clear behavior expectations, celebration of youth success, and establishing program traditions. 2. Describes an approach to family engagement and communication that is responsive to cultural and linguistic needs and includes families as partners in student enrollment, attendance, behavior and academic learning throughout the summer; Provides opportunities for parents to provide meaningful feedback and leadership. |
| **Results** | **20** |
| 1. Describes the systems/protocols in place to partner with schools to access student data and identify Levy focus students for participation. 2. Identifies the specific school(s) staff that will assist in the identification, recruitment, and enrollment of Levy focus students; Demonstrates existing relationship with school partner(s) or compelling strategy to forge partnerships. 3. Describes the organization’s prior experience improving academic outcomes for students similar to Levy focus students--including academic areas of focus, results achieved, and how data informed instruction and/or program adjustments. 4. Completed performance measure table; Performance measures are rigorous and focused on improving academic achievement or college and career readiness. |
| **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 five (5) 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 a valid reason to appeal the decision and will not be considered.*

Appeals must be sent by mail or by email to:

By Mail:

Dwane Chappelle, Director

Seattle Department of Education and Early Learning

Summer Learning RFI Appeal

P.O. Box 94665

Seattle, WA 98124-6965

By Email:

[education@seattle.gov](mailto:education@seattle.gov)

Subject line: Summer Learning RFI Appeal

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 five (5) 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:
  1. **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:
     1. $1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
     2. $2,000,000 Products/Completed Operations Aggregate
     3. $2,000,000 General Aggregate
     4. $1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
  2. **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 $1,000,000CSL.
  3. **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.

**APPLICATION INSTRUCTIONS**

**Response Guidelines:**

*All responses must be formatted for 8½” X 11” paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, and page-numbered.*

The application begins on the following page.

A complete application will include the four (4) sections below:

* Section 1: Cover Sheet
* Section 2: Program Summary
* Section 3: Work Plan
* Section 4: Budget

**FAMILIES and education levy**

**SUMMER LEARNING APPLICATION**

**SECTION 1: Cover Sheet**

**Applicant Information:**

|  |
| --- |
| Organization name (Lead applicant only): |
|  |
| Organization address (Lead applicant only): |
|  |
| Partner school/organization name(s): |
|  |

**Program Information:**

What Grade Level funding are you applying for? (Check only one box)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Grade Level** | **Grades Served** | **Available Funding** |
|  | Elementary | 1st to 5th Grade | $260,932 |
|  | Middle School | 6th to 8th Grade | $286,373 |
|  | High School | 9th to 12th Grade | $461,250 |

*(To apply for multiple Grade Levels, you must submit a separate application for that Grade Level.)*

|  |  |
| --- | --- |
| Total Number of Students Served: |  |
| Total Funds Requested:  (Bottom row of budget worksheet) |  |

**Contact Information** (Lead applicant only)**:**

|  |  |
| --- | --- |
| Contact person: |  |
| Title: |  |
| Mailing address: |  |
| Day/Work phone: |  |
| Email address: |  |
| Website address:  (if applicable) |  |

**SECTION 2: PROGRAM SUMMARY**

*Responses to the Program Summary are* ***not to exceed 1 page****. All responses must be formatted for 8½” X 11” paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, and page-numbered. Information provided beyond the page limit will not be evaluated. The Summer Learning Program Summary is required but not scored by reviewers.*

The purpose of this section is to provide applicants an opportunity to share more about how Levy investments would further their support for students, families, and communities. The program summary will help reviewers understand the successes and challenges faced by the students you propose to serve.

Though this section is not scored, RFI reviewers will read the applicant’s Program Summary carefully when evaluating their proposals. Topics that the applicant may choose to address include:

* 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 in the school year prior to the summer program and to what they will need to be able to do in the upcoming school year?
* How does your proposed summer learning program fit within the context of other current efforts to serve struggling students?
* What will be the role of partner schools and/or community based organizations?

**SECTION 3: WORK PLAN**

*Responses to the Summer Learning Work Plan are* ***not to exceed 6 pages****. All responses must be formatted for 8½” X 11” paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered. Information provided beyond the page limit will not be evaluated.*

Complete the Summer Learning Work Plan by providing information on the details of your program. 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:

# **Program Overview**

# **Academic and Enrichment Programming**

# **Management and Staff**

# **Youth and Family Engagement**

# **Results**

**Program Overview**

1. Describe the purpose of your summer learning program. What do you aim to achieve?
2. Who are the Levy Focus students you plan to serve? Refer to the criteria on page 6. Please include information on the number of students, grade levels, demographics, and academic characteristics.
3. What priority school(s) do you plan to serve? Refer to the list on page 3.
4. What is the location of your proposed programming? If partner facilities will host a substantial portion of program activity, please identify partner facilities as well.
5. Describe how you will provide transportation and access to healthy food for program participants.

**Academic and Enrichment Programming**

1. Which subject areas will be the focus of academic instruction? Refer to the list on page 6.
2. How will the curriculum be selected or designed? How will your curriculum be culturally responsive?
3. How will your teaching and instruction be culturally responsive?
4. Which subject areas will be the focus of enrichment activities? Describe how enrichment activities (and field trips, if applicable) will promote students' academic growth and cultivation of other skills that support learning and innovation.
5. Please describe your summer learning program schedule. What are the proposed start and dates of your summer program? How many total hours of programming will be delivered to participants? How many hours per week will be dedicated to academic instruction?

**Management and Staff**

1. Who is the key person(s) who will manage your program and their demonstrated experience working with and improving academic achievement for the population you intend to serve?
2. Who will deliver academic instruction? What ratio of students to teachers in each classroom will you maintain for the program?
3. Who will administer enrichment activities? What experience do these individuals have providing enrichment activities that develop academic skills?
4. How do you plan to recruit, hire and develop qualified staff that reflect the diversity and culture(s) of the youth served? What existing relationships (if any) will the staff have with students?
5. Describe your approach to staff training, professional development, and quality improvement both before and during the summer program. What practical tools or training on cultural responsiveness will you provide to all staff?

**Youth and Family Engagement**

1. What strategies will you use to encourage consistent student attendance and create an emotionally and physically safe program environment? Describe your approach to behavior management and discipline.
2. How will you engage families as partners throughout the summer program and in a culturally responsive way?

**Results**

1. What data will you use to identify and recruit Levy Focus students? Please list the specific data elements and data systems you will use.
2. How will you work with school partner(s) to identify and recruit Levy Focus students? What is your existing relationship with these school(s)? Please include the names of schools and specific school staff with whom you will work with.
3. What is your previous experience improving academic achievement for students similar to those that you plan to serve in your summer program? Please list the academic areas that you have focused on and the specific results that you have achieved.
4. Complete the performance table below. Applicants must propose a minimum of two (2) performance measures based on the specific needs of the students that will be served and the programming to be implemented. Required performance measures include enrollment and attendance. The remaining performance measures can be chosen from the list on page 7, or applicants can propose their own.

**Performance Table**

|  |  |  |
| --- | --- | --- |
| **#** | **Indicator** | **% of Students That Will Achieve Goal*\**** |
| 1 | **Enrollment:** Number of Seattle Public Schools students who are enrolled by the second Friday of the program | 90% |
| 2 | **Attendance:** Students absent 10% or less of total summer program days (typically 2 or 3 days) | 75% |
| 3 |  | 75% |
| 4 |  | 75% |

*\*Performance targets are pre-determined by DEEL and represent the minimum acceptable target for performance measures.*

**SECTION 4: BUDGET**

*Complete your budget using the Budget template (in MS Excel) by showing the amount of funds you plan to spend by line item, and describe what those funds will purchase. The Budget is required but not scored by reviewers.*

The budget should be aligned to the work plan and expenses are tied directly to the proposed services. Please demonstrate where in-kind and other funding sources, as well as partners, will be leveraged to minimize cost per student and maximize student supports. The budget should demonstrate effective use of resources and reflects sound rationale for budgeting decisions.

**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 how they 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 thefunds 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 of performance pay.

* 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**

