FEPP Levy
Elementary and K-8 Technical Assistance Session 1
Department of Education and Early Learning (DEEL)
September 23, 2019
Welcome!

- Introductions
- Check-in
- Access

WiFiAccess
Network: ...tbd...
Password: ...tbd...
Information Sessions

• Session 1A:
  RFI Information Session - Video Tutorial (Online)

• Session 1B:
  RFI Information Session - Meeting/Work Session (Elementary and K-8)

• Session 1C:
  RFI Information Session - Meeting/Work Session (Middle and High School)
Objectives

Participants will:
1. Develop a deeper understanding of the School-Based Investment Program Requirements
2. Reflect on how their school’s current work connects to the School-Based Investment framework
3. Explore the scoring criteria and application evaluation structure
4. Review and share resources to inform workplan development
Agenda

- Overview of School-Based Investment Program Requirements
- Reflection on schools’ Intent to Apply

~ Break ~

- Early considerations for developing your application
- Application evaluation
- Resources and closing
Overview of School-Based Investment Program Requirements
School-based Investment Framework
School-based Investment Framework

Components
- Expanded Learning and Academic Support (ELAS)
  - Extended In-School Learning
  - Out of School Time
  - Summer Learning
- College and Career Readiness (CCR)
  - College Knowledge and Advising
  - Career Connection and Exploration

Key Elements
- ELAS
- CCR

Approaches
- Vary by Component
  - Full list on pages 7-9
- ELAS Approaches
  - all required
- CCR Approaches
  - minimum of 3

Indicators
- Full List on pages 4-5 or Appendix B

Outcomes
- ELA Proficiency
- Math Proficiency
- On-time high school graduation
- College and career readiness
# Workplan

Department of Education and Early Learning

Dwane Chappelle, Director

/ Home / / / School Based Award: 2020-2021 School Year

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## School Based Award: 2020-2021 School Year

### Request for Investment
- Information Sessions
- Technical Assistance Opportunities

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## School Based Award: 2020-2021 School Year

### Application Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Download</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFI Application in Word</td>
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<td>RFI Application in PDF</td>
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</tr>
<tr>
<td>RFI Submission Template</td>
<td><a href="#">Download</a></td>
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</tbody>
</table>

### Additional Information

- Elementary and K-8 Workplan: [Download](#)
- Middle School Workplan: [Download](#)
- High School Workplan: [Download](#)
- Frequently asked questions (FAQ): [Click Here](#)
- Information Session Presentation: [Video](#)

### Submitting Your Application

- How and where to submit: Mail electronic copy to education@seattle.gov
- Email Subject: [School name] - School-Based RFI
- Questions: Please email: education@seattle.gov
# Workplan

**Approaches:**
1. Core Content Knowledge (Math/Science, ELA)
2. Family and Community Engagement
3. Attendance
4. School Transitions and Vertical Alignment

**Instructions:** Develop a data informed workplan to provide Expanded Learning and Academic Support that is 1) based on student need, 2) tied to correlating accountability measures, and 3) reliant upon approaches that have demonstrated success in achieving outcomes. Refer back to the Program Requirements section of the RFI Application and collaborate with your RFI development team to identify specific strategies (i.e. services, learning opportunities, interventions) to improve outcomes given your unique school needs and community context.

Your workplan must propose strategies that will lead to improved results for one or more of the outcomes named below. Strategies must address each key element and each approach. You are encouraged to propose multiple strategies for each outcome.

<table>
<thead>
<tr>
<th>Accountability Measures</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in English language arts as measured by state assessment(s)</td>
<td>Achieving typical or high growth in core subjects as measured by state and local assessments</td>
<td></td>
</tr>
<tr>
<td>Proficiency in mathematics measured by state assessment(s)</td>
<td>Passing core courses with grades of C or better</td>
<td></td>
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<tr>
<td>On-time high school graduation</td>
<td>On-time promotion to the next grade level</td>
<td></td>
</tr>
<tr>
<td>Attaining 90% or more school days over the course or an academic year</td>
<td>Attaining 90% or more school days over the course or an academic year</td>
<td></td>
</tr>
<tr>
<td>English language learners making gains on the state English language proficiency assessment</td>
<td>English language learners making gains on the state English language proficiency assessment</td>
<td></td>
</tr>
<tr>
<td>Reduced instances of suspension and expulsion</td>
<td>Engagement in expanded learning program</td>
<td></td>
</tr>
<tr>
<td>Social-emotional skill development (*)</td>
<td>Social-emotional skill development (*)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Strategy #</th>
<th>Key Element</th>
<th>Approach</th>
<th>Outcome</th>
<th>Indicator(s)</th>
<th>Strategy Title</th>
<th>Strategy Description</th>
<th>Focus Students</th>
<th>Person(s) responsible for implementation</th>
<th>Method for Monitoring Progress</th>
<th>Rationale for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select Key Element from the drop down menu.</td>
<td>Select Approach from the drop down menu.</td>
<td>Select outcome from the drop down menu.</td>
<td>Select indicator from the drop down menu.</td>
<td>Provide a short title for the strategy.</td>
<td>Provide a brief description of the strategy.</td>
<td>Indicate subset of students targeted for the strategy and estimated number of students to be served</td>
<td>Provide the position title(s) and person(s) responsible for implementing and monitoring the effectiveness of the strategy.</td>
<td>Identify the method(s) for monitoring students' progress while enrolled in strategy.</td>
<td>Provide a brief rationale detailing why you believe this strategy will positively impact the associated outcome. Consider: 1) data/information that leads you to believe this strategy will be successful; 2) culturally relevant and responsive; 3) past experience, i.e. has strategy contributed to student success? What have you learned from previous iterations of this strategy?</td>
</tr>
</tbody>
</table>
Becoming a Levy School

- Maintaining a Levy Investment Team
- Collaborating with DEEL as well as with other Levy schools and partners
- Coordinating the impact and implementation of multiple Levy investments types as applicable
- Engaging with professional learning communities
- Participating in professional development opportunities
Reflection on Schools’ Intent to Apply
Your ITA: Then and Now

5 minutes: review your school’s ITA submitted in June

10 minutes: Reflect in conversation or writing

- How does knowing what you know now impact how you understand what you submitted?
- What will be useful for writing your school’s RFI?
- What will need to change?
- What would you add?
Share out

• What questions/insights emerged in your reflection?
• What questions emerged in your conversations related to the overview?
• Parking lot/bike rack
Break - 5 minutes
Early Considerations for Developing RFI Application
## Section Summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Parts</th>
<th>Max pages</th>
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</thead>
<tbody>
<tr>
<td>1. School Narrative</td>
<td>Part A: School Narrative</td>
<td>2</td>
</tr>
<tr>
<td>2. Data Analysis and Use</td>
<td>Part A: Historical Performance and Identification</td>
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<tr>
<td></td>
<td>of Need</td>
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<tr>
<td></td>
<td>Part B: Data Culture and Practice</td>
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<td></td>
<td>Part C: Focus for this investment opportunity</td>
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<tr>
<td>3. Past Experience and Demonstrated Ability</td>
<td>Part A: Implementation Experience</td>
<td>5</td>
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<tr>
<td></td>
<td>Part B: Partners and Partnerships</td>
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<tr>
<td></td>
<td>Part C: Student and Family Engagement</td>
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<tr>
<td>4. Organizational Capacity and Commitment</td>
<td>Part A: Collective Commitment and Communication Plan</td>
<td>7</td>
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<tr>
<td></td>
<td>Part B: Organizational and Administrative Capacity</td>
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<td></td>
<td>Part C: Preparing for Implementation</td>
<td></td>
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<tr>
<td>5. Cultural Responsiveness</td>
<td>Part A: Culturally Responsive Learning Environments</td>
<td>5</td>
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<tr>
<td></td>
<td>Part B: Professional Learning and Development</td>
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</tr>
<tr>
<td>6. Workplan</td>
<td>Part A: Strategy Description</td>
<td>n/a</td>
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<td></td>
<td>Part B: Proposed Budget</td>
<td></td>
</tr>
<tr>
<td>7. Labor Harmony</td>
<td>Part A: Confirmation of Policy</td>
<td>n/a</td>
</tr>
</tbody>
</table>
## Section Summary

### Department of Education and Early Learning

Dwane Chappelle, Director

- Home / School Based Award: 2020-2021 School Year

### School Based Award: 2020-2021 School Year

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Developing Your Application

A few things to think through:

• Team membership and stakeholder involvement
• Resources and drafts
• Writing, editing, and review
• Communication
• Tracking progress toward submission
• Help and support
Section 1: School Narrative

- Will you rewrite or revise? What will need to change?
- Section 1 is not scored but is an opportunity to convey why supplemental FEPP Levy funding is needed at your school and well suited to the achievement of Levy goals.
- Be sure to copy/paste from ITA or write new content into the submission template provided.
Section 2: Data Analysis and Use

- What data elements will you include in your 3-year analysis?
- What artifacts (graphs/tables, etc.) might be helpful for Review Panelists to supplement your narrative?
- How will your team approach conducting the analysis and who might you connect with for help?
Section 3: Past Experience and Demonstrated Ability

- What example best highlights your work in closing opportunity gaps?
- Think about and evaluate your existing partnerships
- Reflect on how you gather and include input from students and families in the service of closing opportunity gaps
- Which examples of student and family engagement will you highlight?
Section 4: Organizational Capacity and Commitment

- Who are you including and/or how are you gathering input from various stakeholder groups?
- How are you securing buy-in?
- How will your levy work be embedded in existing school structures and initiatives?
Section 5: Cultural Responsiveness

• Cultural responsiveness is part of the scoring criteria for multiple sections
• Reflect on what your school has done to cultivate culturally responsive learning environments and identify examples that you might use to demonstrate this
• Conduct an honest analysis of how your school’s professional learning is responsive to identified areas of growth
Section 6: Workplan

- Make sure you can access the template
- Familiarize yourself with how this asks you to describe proposed strategies
- Plan to attend the follow-up TA session on October 21st 4-6pm at Miller Community Center
Section 7: Labor Harmony

- What mechanisms are there in place for your school to address labor grievances (through collective bargaining or otherwise)?
Scoring Criteria: Appendix D

Review individually or in teams using the below protocol

Notice
- Non-judgmental
- Observational

Think
- Evaluation
- Interpretation

Wonder
- Identifying gaps in understanding
- Hypothesizing
RFI Application Evaluation
RFI Application Evaluation

- Part I: Technical Compliance Review
- Part II: Scoring of the written application
- Part III: Evaluation
  Informed by:
  - Written application score (Appendix D)
  - School presentation
  - Data summary
School Presentation

Method to communicate proposal in addition to the written application.

Allows applicants the opportunity to speak to their context, need, goals, and strategies for FEPP Levy funds.

Opportunity for Review Panel Q&A.
School Presentation Format

- **When?**
  - Presentations will take place in **January 2020**

- **Who?**

- **What?**
School Presentation Format

When?

Who?

- Schools may send **up to 3 participants** from their Levy team

What?
School Presentation Format

**When?**

- Ten-minute verbal presentation including:
  - overview of Levy proposal
  - explanation of links between proposal and existing opportunity gap and CCR initiatives
  - explanation of how partnerships enhance school’s programming
  - Five minute Q&A from Review Panel

**Who?**

**What?**
Data Summary

• The FEPP Levy is guided by a set of priorities and principles that, among other things, includes a focus on historically underserved students and communities.

• DEEL intends to use data to inform School Based funding awards to ensure investments reach the students and communities of focus and maximize the impact of FEPP Levy investments.

• Allocation decisions may be informed by criteria including, but not limited to, service to focus population(s) and priority populations, geographic considerations, and the array of services to be provided.
Resources and Closing
Resources

Reference DEEL’s website for a list of resources you might consider as you start developing your application. Additional resources will be added as technical assistance sessions occur.

...time permitting...

• Review suggested resources
• At your table, brainstorm additional resources you might consult
• Share out 1-2 resources from your brainstorm with whole group
Upcoming Technical Assistance (TA)

Attendance at information and **TA sessions is not required** (nor are ‘points’ awarded for participation). However, it is highly recommended a school principal, designee, and/or key Levy team member(s) assigned to the development of a proposal should attend one information session at minimum, so applicants understand the RFI sections, technical compliance, and overview of application tools provided. For the most current information please visit the DEEL website ([https://www.seattle.gov/education](https://www.seattle.gov/education)).

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
</table>
| 2B: Data & Outcomes  
*Section 2, Appendix A & B* | Monday  
October 7, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 | |
| School-Community Partnership Summit | Thursday  
October 17, 2019 | 8:00 a.m.-3:00 p.m.  
Magnuson Park Hangar 30  
6310 NE 74th St, Seattle, WA 98115 | |
| 3: Academic & College/Career Readiness & Budget Development  
*Section 6, Appendix C & E* | Monday  
October 21, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 | |
| 4: Partnerships, Collaboration & Engagement & Cultural Responsiveness  
*Section 3, Section 4, Section 5* | Monday  
November 4, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 | |
| 5: General Technical Assistance | Monday  
November 18, 2019 | 4:00-6:00 p.m.  
Miller Community Center  
330 19th Ave E, Seattle, WA 98112 | |
Questions?

• Please submit questions to education@seattle.gov with the subject line "Question_School-Based RFI"

• Submitted questions will form the basis of our FAQ and the agendas of subsequent Technical Assistance sessions

• Please mark your calendars and plan to attend the upcoming Technical Assistance Sessions for in-depth support and dedicated 'work time'

• For updates and resources, please go to www.seattle.gov/education
Thank you!