FEPP Levy
School Based Request for Investment
Technical Assistance Session 3
Department of Education and Early Learning (DEEL)
October 21, 2019
Welcome!

- Introductions
- Check-in
- Access

WiFi Access

Network: *Seattleguest*
Password: *none*

[www.tinyurl.com/DEELK12RFI](http://www.tinyurl.com/DEELK12RFI)
Objectives

Participants will:

• Explore and understand the expectations of the workplan and budget
• Document strategies related to the levy outcomes
• Brainstorm elements of an effective rationale for success
• Understand spending guidelines and expectations of the 2-tiered budget

In order to develop:

• A preliminary draft of their school’s workplan and budget

And will know they are successful when they have:

• Completed at least one row in each tab in the workplan template (Excel doc)
Guiding questions

Given what we know about our context, data, and focus student needs, what supplemental strategies will most effectively make progress toward levy outcomes?

What makes for an effective rationale for success?

How do we ensure our budget/spending plan connects to our workplan and levy outcomes?
Agenda

- Review of Section 2 work
- Outcomes and Indicators in College and Career Readiness
- Strategy Brainstorm

~ Break ~

- Rationale for Success
- Spending Guidelines
- Budget implications of strategy
- Closing and next steps
Throwback...Monday?
Section 2: Data Analysis

Two weeks ago you developed:
1. A preliminary data analysis identifying areas of need linked to Levy Outcomes and focus students
2. A map of your school’s data systems
3. Ideas for your intended focus of Levy funds based on your data analysis
Section 2 forms the basis of your workplan

Section 2

analyze data
to
inform workplan development

Section 6
Homework Review

Assignment from the last TA session

- Read/Review instructions for Section 6 *(page 21)*
  - If you haven’t already, download a copy of the Excel workplan template and bring it with you

- Read/Review Appendix C *(page 27)*
  - Begin to think about how these approaches/activities might appear in your workplan

- Take a look at the “Getting Started” resources
Review Section 6: Workplan (p. 21-23)

Workplans must outline a tiered approach to intervention services that is:

1. Based on student need
2. Tied to correlating outcomes and indicators, and
3. Reliant upon approaches that have demonstrated success in achieving outcomes.
# School-based Investment Framework

<table>
<thead>
<tr>
<th>Components</th>
<th>Key Elements</th>
<th>Approaches</th>
<th>Indicators</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded Learning and Academic Support (ELAS)</td>
<td>Extended In-School Learning</td>
<td>Vary by Component <em>(full list on pages 7-9)</em></td>
<td>Full List on pages 4-5 or Appendix B</td>
<td>ELA Proficiency</td>
</tr>
<tr>
<td></td>
<td>Out of School Time</td>
<td></td>
<td></td>
<td>Math Proficiency</td>
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<td></td>
<td>Summer Learning</td>
<td></td>
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<td>On-time high school graduation</td>
</tr>
<tr>
<td>College and Career Readiness (CCR)</td>
<td>College Knowledge and Advising</td>
<td>4 ELAS Approaches <em>(all required)</em></td>
<td></td>
<td>College and career readiness</td>
</tr>
<tr>
<td></td>
<td>Career Connection and Exploration</td>
<td>8 CCR Approaches <em>(minimum of 3)</em></td>
<td></td>
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</table>
Outcomes to Indicators: A Focus on College and Career Readiness

• Using Appendix B, pick an indicator elevated in your analysis related to College and Career Readiness
College and Career Readiness in FEPP

“College and career readiness activities should be designed to prepare Seattle’s youth for success in careers to live and thrive in Seattle. Students at all grade levels should be exposed to 21st Century Skills, such as creativity, critical thinking, communication, collaboration, perseverance, and inventiveness. Activities will prepare Seattle’s youth, particularly historically underserved youth of color, for an equitable and economically secure future.”
Strategy brainstorm

Based on the indicator you selected:

- List strategies you’re already thinking of
- Select **one or two** that you could start with for your workplan
- Think about leveraging existing initiatives or strategies

Once you have selected a strategy, record it in the Excel workplan template
<table>
<thead>
<tr>
<th>Key Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches</td>
</tr>
<tr>
<td>Outcome/Indicator</td>
</tr>
<tr>
<td>Strategy Title &amp; Description</td>
</tr>
<tr>
<td>Focus students</td>
</tr>
<tr>
<td>Person(s) responsible</td>
</tr>
</tbody>
</table>

Fill in the rest of the line
Break - 5 minutes
Rationale for Success: What makes for a convincing rationale?

- Based on existing data from your context or available research
- Cultural relevancy and responsiveness
- Past experience
- Evidence-based or promising practices
- Directed toward Outcomes
Scoring Criteria Part A

Review scoring criteria for Section 6, Part A

Which elements of the criteria does the work you’ve done so far address?
Spending Guidelines

Funding remains outcomes based, however be mindful that spending plans:

- Supplement not Supplant
- Are linked to improving outcomes for focus students
- Adhere to district guidelines and CBAs where applicable
Spending guidelines

- **Personnel:**
  - FTE for Cert and Classified staff for services during school or in extended day
  - Extra time for professional development
  - Levy coordination (max 0.5 for teaching staff and 0.25 for admin)

- **Non-personnel**
  - Subcontracts with CBOs or other partners
  - Professional development
  - Supplies and materials
  - Transportation
Budget implications of proposed strategy

- Fill out corresponding line in budget for proposed strategy
- What might be different between tier 1 and 2 for this strategy?
Alignment

EXISTING INITIATIVES

OTHER COMPONENTS/KEY ELEMENTS

VERTICAL ALIGNMENT WITHIN OR ACROSS GRADE LEVELS
## Reflect and Next Steps

<table>
<thead>
<tr>
<th>Review</th>
<th>Identify</th>
<th>Plan</th>
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<tbody>
<tr>
<td>With your team, review what you have completed in the workplan</td>
<td>Action steps for completing the workplan</td>
<td>Email your team with a plan to follow up on this work</td>
</tr>
</tbody>
</table>

10/21/2019  Department of Education and Early Learning  Slide 22  City of Seattle
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 4: Partnerships, Collaboration &amp; Engagement &amp; Cultural Responsiveness</th>
<th>Monday</th>
<th>4:00-6:00 p.m.</th>
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<tbody>
<tr>
<td><strong>Section 3, Section 4, Section 5</strong></td>
<td>November 4, 2019</td>
<td>Miller Community Center</td>
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<tr>
<td></td>
<td></td>
<td>330 19th Ave E, Seattle, WA 98112</td>
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<tr>
<td>Session 5: General Technical Assistance</td>
<td>Monday</td>
<td>4:00-6:00 p.m.</td>
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<tr>
<td></td>
<td>November 18, 2019</td>
<td>Miller Community Center</td>
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<td>330 19th Ave E, Seattle, WA 98112</td>
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Resources

Reference DEEL’s website for a list of resources you might consider as you get started. Additional resources will be added as technical assistance sessions occur.

www.tinyurl.com/DEELK12RFI
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!