Welcome!

- Introductions
- Check-in
- Access

WiFi Access
Network: City of Seattle GUEST
Password: none

www.tinyurl.com/DEELK12RFI
UPDATE

- School Presentation Scoring

- Notification timeline

FUNDING ANNOUNCEMENT
K-12 SCHOOL BASED INVESTMENTS

APPLICANT NOTIFICATION OF SCHOOL BASED RFI AMENDMENT

The School-Based RFI has been amended with the following two changes:

1. **The RFI Process and Criteria for Evaluation will be worth 110 points total.**
   - The total points available for the School Based RFI is now 110 points.
   - The RFI scoring criteria for the application narrative portion remain worth a total of 100 points as originally documented in the RFI Application Form. The overall evaluation process includes a presentation that was not originally assigned scoring points yet influences the overall evaluation of the scoring criteria. To enhance the transparency of all factors being considered by RFI review panelsists, an additional 10 points has been assigned for the presentation.

2. **RFI grantees will receive their notification of award on Monday, March 2nd.**
   - A change of date in the RFI Award Notification to Applicants has been altered by the City of Seattle from Friday, February 28th to Monday, March 2nd.

If you have any questions about these amendments, please email your questions to: education@seattle.gov with a subject line: Question_School Based Investment RFI. We will respond to your message within 1-3 business days.

Thank you for your continued interest. We look forward to receiving your application.

In gratitude,

Dvane Chappelle
Director, Department of Education and Early Learning
Objectives

Participants will:

• Deepen their understanding of expectations for Sections 3, 4, and 5 content and scoring
• Choose two Parts to discuss in depth and elevate relevant examples from their context

In order to:

• Develop and/or revise application content for these sections

And will know they are successful when they have:

• Outlined or revised their plans for completing Sections 3, 4, and 5
Agenda

- Overview of RFI Sections 3, 4, and 5

  ~ Break ~

- Conversation Stations: Round 1
- Conversation Stations: Round 2
- Closing and Next Steps
School Based RFI Application

Section 1: School Narrative
Section 2: Data Analysis and Use
Section 3: Past Experience and Demonstrated Ability
Section 4: Organizational Capacity and Commitment
Section 5: Cultural Responsiveness
Section 6: Workplan
Section 7: Labor Harmony
**School Based RFI Application**

- **Section 1: School Narrative**
- **Section 2: Data Analysis and Use**
- **Section 3: Past Experience and Demonstrated Ability**
- **Section 4: Organizational Capacity and Commitment**
- **Section 5: Cultural Responsiveness**
- **Section 6: Workplan**
- **Section 7: Labor Harmony**

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- Set the context for how a supplemental Levy school-based investment would support existing strategies and/or expand efforts to improve student outcomes and achieve Levy goals.

- Indicate if your agency is committed to avoiding labor disputes that disrupt services.
## School Based RFI Application

<table>
<thead>
<tr>
<th>Section 1: School Narrative</th>
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<tbody>
<tr>
<td>Section 2: Data Analysis and Use</td>
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<td>Section 3: Past Experience and Demonstrated Ability</td>
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<td>Section 4: Organizational Capacity and Commitment</td>
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</tr>
</tbody>
</table>

### Section 2: Data Analysis and Use
Conduct historical data analysis; identify student needs and investment focus; describe structures to collect, analyze, act on data

### Section 6: Workplan
Propose strategies and budget to achieve Levy goals; show clear alignment between student needs elevated in Section 2, focus students to be served, and outcome or indicator to be impacted
School Based RFI Application

Section 1: School Narrative
Section 2: Data Analysis and Use
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Section 7: Labor Harmony

Sections 3 – 5 intend to assess schools’ implementation experiences and readiness for this new work. Look to include:
- Specific examples
- Demonstrated experience
- Evidence of your work
Overview of RFI Sections 3, 4, and 5

(reference handout if helpful)
Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships

Part C: Student and Family Engagement
Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

- Describe an example of school using data to identify a need, developing/implementing a plan to address need, and achieving a result.
- How did you monitor progress and/or course-correct?
- What results were achieved?

Part B: Partners and Partnerships

Part C: Student and Family Engagement
Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships
- What strategic partnerships are currently employed by school?
- How have partnerships been leveraged for culturally responsive OST and/or CCR services?
- If no significant experience, describe plans to cultivate partnerships

Part C: Student and Family Engagement
Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships

Part C: Student and Family Engagement

• Provide evidence of effective student and family engagement to achieve a particular goal.
• Successes? Lessons Learned?
• How do you gather/act on feedback?
Section 4: Organizational Capacity and Commitment – 12 pts

- **Part A**: Collective Commitment and Communication Plan
- **Part B**: Organizational and Administrative Capacity
- **Part C**: Preparing for Implementation

RFI: p.19
Section 4: Organizational Capacity and Commitment - 12 pts

Part A: Collective Commitment and Communication Plan
- How did RFI development include voices and buy-in from stakeholders?
- Describe plan for communicating goals, actions, and impact of levy work

Part B: Organizational and Administrative Capacity

Part C: Preparing for Implementation
Section 4: Organizational Capacity and Commitment - 12 pts

**Part A: Collective Commitment and Communication Plan**

- Describe organizational structure and who will be responsible for levy implementation
- Plans for school and partners to use data for implementation monitoring
- Plans to recruit, develop, and retain qualified, culturally diverse staff
- How do levy plans connect to existing structures and initiatives?

**Part B: Organizational and Administrative Capacity**

- Describe organizational structure and who will be responsible for levy implementation
- Plans for school and partners to use data for implementation monitoring
- Plans to recruit, develop, and retain qualified, culturally diverse staff
- How do levy plans connect to existing structures and initiatives?

**Part C: Preparing for Implementation**

RFI: p.19
Section 4: Organizational Capacity and Commitment – 12 pts

Part A: Collective Commitment and Communication Plan

Part B: Organizational and Administrative Capacity

Part C: Preparing for Implementation

• Outline of March-August 2020 actions in preparation for levy implementation, should you be selected
• What potential challenges do you foresee and how might you mitigate them?
Section 5: Cultural Responsiveness - 20 pts

**Important Note:**

This section asks applicants to provide evidence of culturally responsive learning environments and professional development plans specifically. Keep in mind that cultural responsiveness is also part of the scoring criteria for other sections as well and should be embedded throughout your application.

- **Part A: Culturally Responsive Learning Environments**
- **Part B: Professional Learning and Development**
Section 5: Cultural Responsiveness - 20 pts

Part A: Culturally Responsive Learning Environments

• How do you create learning environments responsive and relevant to students’ and families’ cultural and linguistic needs?
• How do you foster partnerships with families?
• What barriers do you face?

Part B: Professional Learning and Development
Section 5: Cultural Responsiveness - 20 pts

Part A: Culturally Responsive Learning Environments

Part B: Professional Learning and Development

- How does professional learning at the school develop cultural responsiveness and competence among staff?
- What areas of growth does your school have in advancing cultural responsiveness?
Conversation Stations

Self Assess:
Where are you in your application development?

Goal:
Use this time to brainstorm content and/or revisit outlines for sections/parts you need to further develop.

Resource:
Handout/Graphic Organizers to help focus thinking and/or guide conversations.
## Conversation Stations

<table>
<thead>
<tr>
<th>Table</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td><strong>3A</strong>: Implementation Experience</td>
</tr>
<tr>
<td>Table 2</td>
<td><strong>3B</strong>: Partners and Partnerships</td>
</tr>
<tr>
<td>Table 3</td>
<td><strong>3C</strong>: Student and Family Engagement</td>
</tr>
<tr>
<td>Table 4</td>
<td><strong>4A</strong>: Collective Commitment and Communication Plan</td>
</tr>
<tr>
<td>Table 5</td>
<td><strong>4B</strong>: Organizational and Administrative Capacity</td>
</tr>
<tr>
<td>Table 6</td>
<td><strong>4C</strong>: Preparing for Implementation</td>
</tr>
<tr>
<td>Table 7</td>
<td><strong>5A</strong>: Culturally Responsive Learning Environments</td>
</tr>
<tr>
<td>Table 8</td>
<td><strong>5B</strong>: Professional Learning and Development</td>
</tr>
</tbody>
</table>
Break and Transition to Conversation Stations
Round 1:

Choose the *Section* and *Part* you’re interested in and move to that table

- Use the instructions and scoring criteria for that part as a foundation
- Discuss with team members and colleagues at the table
- Jot down notes, ideas, and action items
Round 2:

Choose the *Section* and *Part* you’re interested in and move to that table

- Use the instructions and scoring criteria for that part as a foundation
- Discuss with team members and colleagues at the table
- Jot down notes, ideas, and action items
Reflect and Next Steps

Reconnect with your school team

<table>
<thead>
<tr>
<th>Review</th>
<th>Identify</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your team, review what you discussed, learned, added or revised today</td>
<td>Action steps for completing Sections 3, 4 and 5</td>
<td>Email your team with a plan to follow up on this work</td>
</tr>
</tbody>
</table>
Feedback for Final Technical Assistance Session

When:
Monday, November 18th
4-6pm

Where:
Miller Community Center

Content:
- Topic(s) elevated by applicants
- Application submission
- Evaluation and review
- What to expect next

Using the post-it notes provided, please identify topics you would like to see covered in the final session
Resources

Reference DEEL’s website for a list of resources you might consider as you develop your application.

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!