City of Seattle, Office for Education
Families and Education Levy
Request for Investment

Elementary School Summer Learning
Kindergarten through 5th Grade

INTRODUCTION

The Office for Education (OFE) Division in the Department of Neighborhoods (DoN) will be awarding City of Seattle Families and Education Levy (Levy) funds approved by voters in 2011 for elementary school summer learning opportunities. Funded elementary school summer learning opportunities will serve students entering kindergarten through 5th grades for the duration of the 2011 Levy, through summer 2019. Schools and organizations committed to improving students' academic outcomes are encouraged to complete the following elementary school summer learning Request for Investment (RFI).

Important Information:

- Up to $174,387 in new funding may be awarded to fund programming for rising kindergarten through 5th grade Seattle Public Schools students during summer 2014.
- Funding may be awarded to one or more applicants.
- Once awarded, schools and organizations will receive annual funding for the duration of the 2011 Levy, assuming student outcomes and contract obligations are met.
- Previously awarded schools and organizations may participate in this RFI process to seek funds to expand existing programs and/or create new programs.
- Available funding will ramp up in future years of the 2011 Levy to serve additional rising kindergarten through 5th grade students.
- For each awarded program, 75% of funds will be available for base program budgets and 25% of awarded funds will be contingent upon achieving performance targets.
- Schools and organizations may partner in any combination of schools and/or organizations or apply as individual entities. Partnerships in which more than one partner will take on a substantial role in programming should note the partnership in the Cover Sheet (Attachment 1). If applying as a partnership, a partner who plays a substantial role in managing the program should be designated the lead applicant, and other significant partners should be listed on the Cover Sheet. Where partners will play only a minor role, applicants need not note the relationship on the Cover Sheet. OFE will only contract with and disburse funds to one entity.
- There is no separate Request for Qualification (RFQ) process for organizations seeking Levy funds though summer learning RFIs. Proposals from organizations applying without an explicit partnership to a school should demonstrate the ability to access data from schools, recruit students in cooperation with schools, and ensure a substantial proportion of participating students take a Measures of Academic Progress (MAP) exam or Teaching Strategies GOLD assessment in the spring <u>and</u> fall (or at the beginning and end of the summer for Teaching Strategies GOLD).
- Schools and organizations applying individually or in partnership must submit separate applications for each grade span these applicants propose to serve with Levy summer learning funds (e.g., 6th – 8th in the Middle School Summer).

TIMELINE	
RFI Issued	October 2, 2013
Information Session: The 2100 Building 2100 24th Ave S, Seattle, WA 98144 Map It	Wednesday, October 16, 2:30-4:30 pm Register
Information Session (repeat of Oct. 16 Session): The 2100 Building 2100 24th Ave S, Seattle, WA 98144 Map It	Thursday, October 17, 9:30 - 11:30 am Register
Final day to ask questions	Wednesday, October 31, 5:00 p.m.
Responses Due*	November 15, 4:30 p.m.
Responses Reviewed and Rated	December 5-17
Telephone Clarification, as needed	Week of January 6, 2014
Notice of Intent to Award	January 21, 2014
Selected RFI list published	February 6, 2014

* Dates following the Responses Due date are approximate based on best estimates. OFE will publish updates to the timeline as needed.

LEVY BACKGROUND

Goals of the 2011 Families and Education Levy

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

Levy investments will be used to advance the stated goals, but with a particular focus on closing the achievement gap for low-income students, students of color, and English Language Learners.

Levy Indicators for Elementary School Summer Learning Providers

Indicators are performance measures that track progress toward meeting academic outcomes that achieve Levy goals. Elementary school summer learning providers will track progress using the following Indicators that demonstrate successful use of summer learning time to support Levy goals:

- Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics and/or reading.
- Students making gains on Teaching Strategies GOLD.
- Students absent fewer than 10% of summer learning programming days.
- Students making gains on rigorous, pre- and post-program assessments aligned to the summer curricula that demonstrate mastery of academic content addressed during the summer program.

Summer learning providers will propose performance targets for these Indicators according to guidelines described in the Summer Learning Program Work Plan section of this RFI application (Attachment 3). Awarded programs will work with OFE to establish final targets during the award contract negotiation process (see Page 9).

Focus Students

Levy investments in summer learning should be directed toward students meeting one or more of the following criteria:

- English Language Learners who are Level 1 or Level 2 on the State English Proficiency Exam.
- Students enrolled in English language support programs for five years or more.
- Students with low math or literacy skills (Level 2 on MSP Math or Reading).
- Students with very low math or literacy skills (Level 1 on MSP Math or Reading).
- Students not meeting MAP growth goals in math and/or reading.
- Students entering kindergarten without prior preK experience.
- Incoming kindergarten students served by Step Ahead, Head Start, or ECEAP who did not meet standard on Teaching Strategies GOLD at the of their preK year or who were identified by their preK program as needing additional preparation for kindergarten and who were referred to the Family Support Program.

Schools and organizations can propose to serve multiple groups of Levy focus students identified for this RFI. However, if an applicant does choose to serve more than one group of focus students, it must make the case that it can tailor services to meet the specific needs of each group.

ELEMENTARY SCHOOL SUMMER LEARNING OVERVIEW

Levy support for elementary school summer learning 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 of Levy focus students while reducing the achievement gap. Levy-funded summer learning programs must include both an academic component and enrichment component. **Applicants must provide a minimum of 120 hours of total programming, and a minimum of ten hours of academic instruction per week.**

Summer learning programs offered by schools and organizations must include structured academic classes with an explicit emphasis on building students' skills in one or more of the Levy Areas of Concentration listed below:

- Reading/Writing
- Math
- Math combined with Science
- English Language Acquisition
- Social-Emotional, Physical, Language, Literacy, Cognitive, and Mathematics domains in Teaching Strategies GOLD (for entering students kindergarten)

Enrichment activities shall be paired with academic classes to provide comprehensive and integrated programming. Enrichment activities should provide engaging opportunities to build important academic skills and to foster other skills that support learning and innovation such as collaboration and creative problem solving. These activities may also expose students to topics outside the core academic Areas of Concentration, including the following examples:

- Science, Technology, Engineering, and Math
- Visual and Performing Arts
- College/Career Readiness

- Elementary school to middle school transition
- Middle school to high school transition (e.g., study skills, time management, and personal organization)

Applicants that are successful in this RFI process will receive Levy investments in order to achieve specific results related to the Levy Indicators. Each applicant will propose its own indicator targets based on the needs of its students. OFE will work with selected schools and organizations to finalize indicators and their respective targets based on the latest available data and Levy goals.

Summer learning programs may be awarded varying amounts of funding, with 25% of each awarded program's Levy funds contingent on meeting indicator targets. The amount of each grant will depend on the number of students served, the level of need, the intensity of programming offered, the quality of the plan, and the ability of awardees to leverage other funds and partner support. If awarded, grants may be less than the amount proposed. A maximum of $174,387 will be available for new 2014 elementary school summer learning program awards—in addition to funding that may continue for programs funded in previous award cycles. Additional funding will be available to support a greater number of middle school students through summer 2019.

INFORMATION SESSIONS AND RESOURCES

The City will conduct two optional information sessions. Applicants are encouraged, but not required, to attend an information session in order to respond to this RFI. The purpose of these meetings is to answer questions about the RFI and clarify issues. This also allows applicants to raise concerns. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such items that were known as of this pre-proposal information session. Please plan to attend the session and bring a copy of the RFI with you.

Date	Time	Location
Wednesday, October 16 Register	2:30 - 4:30 pm	The 2100 Building 2100 24th Ave S, Seattle, WA 98144 Map It
Thursday, October 17 Register	9:30 - 11:30 am	The 2100 Building 2100 24th Ave S, Seattle, WA 98144 Map It

If you need further information or have additional questions, please contact adam.petkun@seattle.gov. Answers to RFI questions sent to OFE will be posted on this Web site: http://www.seattle.gov/neighborhoods/education/funding.htm. The RFI is also available electronically at http://www.seattle.gov/education.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:
Responses to each of the narrative sections below must follow the page limits identified in the instructions for each attachment, where applicable. All narrative responses must be on 8½" X 11" paper, typed or word-processed, size 12 font, with 1-inch margins, single- or double-sided, page-numbered, and stapled with the other attachments.

A complete RFI submission will include the six documents listed below. All items will be used to evaluate your application for Levy funds. Please review information in Exhibit #1 on Page 11 for a summary of characteristics of strong RFIs.

1) Cover Sheet (Attachment 1)
2) Summer Learning Program Executive Summary (Attachment 2)
3) Summer Learning Program Work Plan (Attachment 3)
4) Previous Experience and Tracking to Success (Attachment 4)
5) Data Sample (Attachment 5)
6) Annotated Budget (Attachment 6)

Schools and organizations applying as a partnership will submit a single application and will note the relationship in the Cover Sheet if more than one partner will play a substantial role in programming. Applications from partnerships must designate a lead applicant. This should be a member with a substantial role in directing the programming.

As you fill out the items below, please refer to the information in Exhibit #1 which contains characteristics of strong RFI applications. Additionally, Attachment 7 provides important information about City contracting requirements.

CRITERIA FOR EVALUATING RFIs

Responses will be evaluated according to a two-step process. First, proposals will be reviewed for technical compliance. Second, submissions that are technically compliant will be evaluated by a panel of reviewers using criteria outlined in this section. Both steps are described in greater detail below.

1. Initial Screening for Technical Compliance

The checklist items below are required of each proposal. If the checklist items are absent or incomplete, the proposal may be deemed not technically compliant and may not be evaluated further. OFE reserves the right to waive immaterial defects or irregularities in any submittal, and follow-up phone calls may be made to obtain additional information from complete RFIs, where clarification is needed. OFE reserves the right to exclude from review any pages that exceed the page limits provided and to evaluate the proposal based on the page limit provided. OFE reserves the right to screen applicants without further discussion of the application submitted.

Complete	**Checklist Item**
☐ Yes	Submitted on time (by 4:30 p.m., 11/15/13)
☐ Yes	Submitted hard copy correctly with 6 hard copies
☐ Yes	Submitted electronically
☐ Yes	Submitted correctly electronically: RFI in PDF or Word; Budget in Excel
☐ Yes	Typed, single- or double-sided, page-numbered, size 12 font, 1-inch margins, all attachments stapled together as one document
☐ Yes	Headings in correct order in entire RFI
☐ Yes	**Attachment 1: Cover Sheet -** Cover sheet completed
☐ Yes	**Attachment 2: Executive Summary** – Executive Summary is completed
☐ Yes	Executive Summary does not exceed 1 page
☐ Yes	**Attachment 3: Summer Learning Program Work Plan -** Work Plan Summary is completed
☐ Yes	Summer Learning Program Work Plan section does not exceed 8 pages

Complete	Checklist Item
☐ Yes	**Attachment 4: Previous Experience and Tracking to Success** section is completed
☐ Yes	Previous Experience and Tracking to Success section does not exceed 2 pages
☐ Yes	**Attachment 5: Data Sample** A sample of data is included
☐ Yes	Data Sample does not include identifiable student information and meets the guidelines outlined in Attachment 5
☐ Yes	**Attachment 6: Annotated Budget** Annotated Budget is completed
☐ Yes	Is this RFI complete?

2. Rating RFI Applications

A review panel will evaluate technically compliant applications using rating criteria described below. The review panel will make funding recommendations to the Director of the Office for Education or her designee. Final decisions will be made by the City of Seattle.

Rating Criteria for Summer Learning Program Work Plan	Points
Letters correspond with letters in Attachment 3	
1. Program Overview A. Plan conveys a clear sense of what program intends to achieve for Levy focus students. B. Program will serve students identified as potential focus students for Levy investments. C. Plan describes how academic data will be accessed and used to identify individual focus students to participate in the program. D. Program identifies a suitable facility to host the program.	5
2. Instructional and Enrichment Programming E. Academic instruction will be focused only on Levy Areas of Concentration for each identified group of focus students. F. Program outlines a process to develop or obtain curricula that will meet the needs of the focus students and that will be aligned to grade-level standards that will be the focus of academic instruction. G. Program offers instructional experiences with an engaging "summer feel" differing from school year instruction. H. Enrichment activities are age-appropriate and have clear objectives that will promote students' academic growth and cultivation of other skills that support learning and innovation. Enrichment activities will follow deliberate curricula and/or lesson plans. If applicable, field trips promote academic growth and development of skills that support learning and innovation. I. Students will spend sufficient time in summer learning programming: a minimum 120 hours for the summer. Program will deliver an engaging combination of academic instruction and enrichment activities. Participants will receive a minimum of ten hours of focused academic instruction in Levy priority subject Areas of Concentration per week.	20

3. Management and Staff J. Staff responsible for managing the program – including site coordinators, if specified – will have relevant experience promoting academic success related to Levy Indicators in student populations similar to those that will be served by the program. K. A qualified teacher will deliver academic instruction in each classroom. The students-to-teachers ratio is low enough to support differentiated instruction. L. Staff responsible for providing enrichment activities will have experience leading activities that develop academic skills. The students-to-enrichment-staff ratio is low enough to help students engage with and learn from meaningful enrichment content. M. Staffing plan reflects a systematic approach to recruit and hire effective teachers and to meet proposed student-to-teacher ratios. N. Staffing plan illustrates how staff will receive professional development based on demonstrated needs to deliver academic and enrichment programming effectively. O. Staffing plan provides sufficient planning time for instructors and leaders of enrichment activities before and during the program. Teachers and enrichment leaders will collaborate to ensure their plans remain aligned in pursuit of program goals.	15
4. Student and Parental Involvement P. Plan describes a systematic and age-appropriate approach to enrolling and serving high-needs students from the intended focus population. Q. Plan demonstrates intentional and effective strategies to promote consistent student attendance. R. Transportation plan allows students safe and convenient transportation to the program or explains why it is unnecessary for the program to provide transportation. S. Plan provides meaningful opportunities to build parent/guardian buy-in to their students' successful participation in the summer program. T. Program will engage parents/guardians in program activities and provide parents with information and materials that will support at-home learning.	10
5. Partnerships U. Plan leverages support from partners who have experience serving students similar to focus students that will be served by the program. V. Plan reflects an effective approach to partnerships that includes clear systems to ensure partners deliver desired results and adjust strategies as needed.	5
6. Results W. Applicant has identified reasonable targets based on the anticipated investment amount and the level of need of the focus students it plans to serve. Pre- and post- program assessments selected are rigorous, aligned to the summer curriculum, and demonstrate mastery of academic content addressed during the summer program. *(continued on next page)* X. Applicant demonstrates that it has a systematic approach to tracking the progress and success of the focus students it plans to serve. Applicant shares plans to ensure a substantial proportion of the	10

students it serves complete a MAP exam in the fall after the program ends and/or a Teaching Strategies GOLD assessment after the program ends (if applicable to grades served), and shares plans to access resulting data to measure success.	
Previous Experience and Tracking to Success (Attachment 4)	
1. Previous Experience A. Applicant has recent experience working with students similar to those that will be served by the program in pursuit of improved academic outcomes. B. Applicant outlines specific challenges faced by their student population(s) and at least one appropriate strategy to help students overcome these challenges. C. Applicant provides quantitative evidence of school or organization's achievement of positive academic results that relate to Indicators listed in the Levy Background section (see Page 2) of the RFI, for students similar to Levy focus students.	10
2. Tracking to Success D. Applicant has established systems and protocols for collecting student data. Community-based organizations have effective systems and protocols in place to partner with schools to access student data. E. Applicant has experience identifying student need using academic data in order to inform program goals, lesson planning and instruction. F. Applicant demonstrates experience evaluating student data on a daily or weekly basis to individualize instruction. G. Applicant demonstrates experience using data to make improvements in program implementation.	10
Data Sample (Attachment 5)	
A. Sample demonstrates that the applicant collects student performance data that is based on at least one Indicator listed in the Levy Background section (see Page 2). B. Sample illustrates how applicant uses data to monitor progress of students. C. Sample may also illustrate previous success of applicant in meeting Indicators listed in the Levy Background section (see Page 2).	5
Annotated Budget (Attachment 6)	
A. Leverages other funding sources and in-kind support effectively B. Leverages partner support to minimize per student program cost. C. Budget is aligned with summer learning program work plan. D. Demonstrates effective use of resources. E. Reflects sound rationale for budgeting.	10
Maximum points	**100**

<u>Clarification Meeting</u>

As part of the evaluation process, OFE may ask applicants to clarify and provide additional information on their plan over the phone or during an in-person meeting. Please see the timeline table for dates when these meetings may occur. Clarification meetings may be conducted by a review panel. Applicants should bring key people and relevant partners to these meetings. Please limit the number of attendees to four (4) people.

Award Contract Negotiation Process

If an RFI proposal is selected for funding, the applicant should be prepared to accept the terms it proposed for incorporation into a contract resulting from this RFI.

RFI applicants should also be prepared to discuss and negotiate aspects of their RFI proposal prior to completing the contract. These aspects may include, but are not limited to: the amount of funding, proposed targets, and/or proposed strategies.

OFE reserves all rights not expressly stated in the RFI, including the award of partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI process. If OFE and any applicant selected under this RFI are unable to come to agreement on a final contract, OFE may, in its discretion, elect not to provide funding to that applicant and negotiate with the next-highest-ranked applicant.

Information about contract requirements is included in Attachment 7.

RESPONSE SUBMISSION

Responses are due and ***must be received by*** Wednesday, November 15, 2013 at 4:30 p.m. Please mail or hand-deliver **six (6) paper copies** of your RFI. All RFI attachments must be stapled together into one document. You must also send the files electronically (see below for email instructions).

Reminders:

- ☐ 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 RFI.
- ☐ Do not include annual reports, letters of support, or student-identifiable data in the data sample you submit or anywhere else in your response.

Send hard copies:

By US mail: Office for Education
RFI – Elementary School Summer Learning
PO Box 94649
Seattle, WA 98124-4649

Hand-deliver
or FedEx/UPS: Office for Education
RFI – Elementary School Summer Learning
Seattle Municipal Tower
700 5th Avenue, Suite 1700
Seattle, WA 98104

Send Electronic copy to: EducationOffice@seattle.gov

- You will submit two files only: RFI in MS Word or Adobe PDF and budget in Excel.
- Please use the following naming convention for the electronic files:

  [*OrganizationName*]_ElementarySchool_SummerLearningRFI. For example:
  *SummerStarsSeattle*_ElementarySchool_SummerLearningRFI

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

Submittal Questions: adam.petkun@seattle.gov or 206-684-5389

ORGANIZATION'S APPEALS PROCESS

The Office for Education (OFE) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate, the level of funding to be allocated. 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 OFE's decision. An appeal must clearly state a rationale based on one or more of the following criteria:

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

Appeals must be sent by mail or by e-mail to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649, holly.miller@seattle.gov.

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

EXHIBIT #1

CHARACTERISTICS OF STRONG RFI APPLICATIONS

Strong RFI applications will:

- Link desired outcomes to research-based strategies.
- Demonstrate knowledge of how to ensure high-quality implementation of strategies to ensure maximum results.
- Demonstrate how and what data are used on a daily or weekly basis to assess the success of the various strategies.
- Use a tiered approach to intervention, addressing multiple barriers to success, for focus students who are performing below grade level or exhibit other risk factors.
- Have systems in place to modify strategies when they are not successful;
- Demonstrate a successful track record working with specific focus populations applicants intend to serve.

KEY ELEMENTS OF ELEMENTARY SCHOOL SUMMER LEARNING PROGRAMS

Mounting evidence suggests students' reading, English language, and mathematics skills decline during summer vacation, with disproportionately strong, negative effects on low-income students that contribute to significant achievement gaps over time. Summer learning programs can help mitigate this summer learning loss for low-income students while also providing extra time for students who are behind to catch up with their peers.

Characteristics of successful summer learning programs include, but are not limited to, the following elements:

1) **Clear purpose**
    - Intentional focus on building academic skills matched with opportunities for learning in an engaging environment.
    - Targeted student recruitment to ensure program is matched to student need.
2) **Quality instructional and enrichment programming**
    - Ample time dedicated to academic instruction.
    - Individualized instruction and small class sizes.
    - Academic content aligned with school year curriculum.
    - Age-appropriate enrichment activities that build meaningful academic skills and are integrated with academic instruction.
3) **Strategies that maximize enrollment and attendance**
    - Recruitment efforts that attract focus students and a summer environment that fosters strong attendance.
    - Family involvement components to increase family buy-in to improve attendance as well as learning at home.
4) **Strong leadership and instructional staff**
    - Experience managing programs that drive academic success in relevant student populations.
    - Staffing structures that support high-quality instruction by recruiting motivated, talented staff and providing professional development based on specific needs.
5) **Commitment to using data to improve outcomes**
    - Use of data to individualize instruction to meet student need and monitor progress toward desired outcomes.
    - Use of data to identify program strategies in need of improvement.

ATTACHMENT 1: COVER SHEET

ELEMENTARY SCHOOL SUMMER LEARNING REQUEST FOR INVESTMENT

Applicant Information:

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

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

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

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

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

Additional Summer Learning RFI(s) being submitted? If so, please check: ☐ Middle School

Please note each application will be rated separately, and an award to one proposal does not guarantee funding to another.

Application Components and Checklist (submit in this order):

- ☐ Cover Sheet (Attachment 1)
- ☐ Summer Learning Program Executive Summary (Attachment 2)
- ☐ Summer Learning Program Work Plan (Attachment 3)
- ☐ Previous Experience and Tracking to Success (Attachment 4)
- ☐ Data Sample (Attachment 5)
- ☐ Annotated Budget (Attachment 6)

ATTACHMENT 2: SUMMER LEARNING PROGRAM EXECUTIVE SUMMARY

*Responses to the Summer Learning Executive Summary are not to exceed **1 page** (8 1/2" x 11"), typed or word-processed, size 12 font, with 1-inch margins, page-numbered, and stapled with the other attachments. Information provided beyond 1 page will not read.*

The Summer Learning Program Executive Summary section is not scored by reviewers. Instead, the purpose of this section is to provide applicants an opportunity to provide context for how Levy investments would further their support for students, families, and communities, and to help reviewers understand the successes and challenges faced by the students applicants propose to serve. Though this section is not scored, RFI reviewers will read applicants' Executive Summaries carefully when evaluating their proposals. Topics applicants may choose to address include:

- Whom is the program intended to serve and what need(s) is it intended 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 following 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 organizations?

ATTACHMENT 3: SUMMER LEARNING PROGRAM WORK PLAN

*Responses to the Summer Learning Program Plan 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-sided, page-numbered and stapled with the other attachments. Information provided beyond 8 pages will not be evaluated.*

Complete the Summer Learning Program 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**
- **Instructional and Enrichment Programming**
- **Management and Staff**
- **Student and Parental Involvement**
- **Partnerships**
- **Results**

Elements		Please Respond to the Following
#1 Program Overview	A	Describe the purpose of your summer learning program. What do you aim to achieve?
	B	Which Levy focus student groups will you serve? • How many students do you plan to serve in each group? • What grade levels and geographic areas will you serve (e.g., school boundaries or neighborhoods)? Please refer to the Levy Background section (see Page 2) of this RFI for details on intended Levy focus students.
	C	How will you identify the Levy focus students you will serve? Please explain what data you will consult, how you will access these data.

	D	Where will you conduct proposed programming? 1. How many students do you intend to serve if awarded the full amount of Levy funding proposed in your budget? 2. What is the maximum capacity of the facility or facilities in which you will conduct your summer program? 3. If partner facilities will host a substantial proportion of program activity, please identify partner facilities as well.
#2 Instructional and Enrichment Programming	E	Which subject areas will be the focus of academic instruction? Applicants must identify one or more Levy Areas of Concentration from the following for each group of focus students: • Reading/Writing • Math • Math combined with Science • English Language Acquisition • Social-emotional, Physical, Language, Literacy, Cognitive, and Mathematics domains in Teaching Strategies GOLD domains (for entering students kindergarten)
	F	How will curricula be selected for academic instruction in the Levy Areas of Concentration?
	G	How will your program provide instructional experiences that differ from those typical of school year instruction?
	H	How will enrichment activities be structured to promote students' academic growth and cultivation of other skills that support learning and innovation? • If field trips will be a regular part of programming, please explain how they will promote students' academic growth and cultivation of other skills that support learning and innovation as well.
	I	Please describe the design of your summer learning program schedule. How will the typical day and week be divided into academic instruction and/or enrichment activities? • How many total hours of programming will be delivered to participants? Note the number of hours per day, days per week and number of weeks over which programming will be delivered. Please specify the anticipated program start and end dates. • How many hours per week will be dedicated to academic instruction? • How many hours per week will be dedicated to enrichment activities? • If field trips will be a regular part of programming, please explain how often they will occur. Applicants that propose program models that do not distinguish core academic instruction from enrichment (ex., “Experiential / Project-based learning” or Early Learning) must explain how they will ensure the minimum standard of ten hours per week of academic instruction in Levy Areas of Concentration will be satisfied.
#3 Management and Staff	J	Who is the key person (or people) who will manage your program? Please describe their demonstrated experience helping student populations similar to those targeted by the Levy achieve results related to the Indicators listed in the Levy Background section of this RFI? • If a separate site coordinator will manage individual sites, please describe their experience as well. If site coordinators will be hired after receiving notification of a Levy award, please explain the qualifications the hiring process will seek.
	K	Who will deliver academic instruction? • What role will teachers and any instructional aides play in each

		classroom? • What ratio of students to teachers in each classroom will you maintain for your program?
	L	Who will administer enrichment activities? • What experience do these individuals have providing enrichment activities that develop academic skills? • What will be the typical student to staff ratio during enrichment activities?
	M	How and when do you plan to recruit and hire teachers in order to yield a skilled and motivated staff team?
	N	What professional development will be delivered to staff before and during the summer program? How will staff competencies and needs be assessed to inform professional development support?
	O	How much planning time will be provided for academic and enrichment instructors before and during the summer learning program? How will you encourage collaboration between academic and enrichment staff members?
#4 Student and Parental Involvement	P	How and when will you recruit your Levy focus students to enroll in your program?
	Q	How will you encourage consistent student attendance?
	R	Will you provide transportation to and from the program site each day to some/all participants? If not, how do you expect students will travel to and from the program site each day?
	S	How do you plan to reach out to parents/guardians to encourage buy-in to their students' successful participation in the program?
	T	How do you plan to involve parents/guardians in program activities? Will parents/guardians receive support to enhance student learning at home?
#5 Partnerships	U	Will partner schools or organizations deliver any key program elements, such as enrichment programming? If so, please list the partners and briefly describe their experience providing meaningful support to students similar to Levy focus students that will be served by the program.
	V	Please describe any formal arrangements to share data, monitor results, and collaboratively assess the need for mid-course changes in the program with key partner schools or organizations.
#6 Results	W	Based on the students you plan to serve with Levy funds, please propose a performance target that you are committed to achieving for each of the following Levy Elementary School Summer Learning Indicators: **Indicator 1**: Students making developmental level gains on Teaching Strategies GOLD for each developmental area aligned with program objectives. • *Estimate the number of students you will serve who will be entering Kindergarten, and the number of these students who will meet the Indicator goal. <u>Only applies to students entering Kindergarten. OFE expects programs will use spring preK or beginning-of-program scores as a baseline, and programs will administer the assessment at the end of the program or in the fall to measure student gains. Because of the wide variety of developmental area objectives that may be assessed, OFE invites applicants to propose a combination of objectives that aligns to program objectives.</u>* **Indicator 2**: Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics.

		• *Estimate the number of students who will receive instruction in mathematics that will be able to take MAP in fall and spring, and the number of these students who will meet the Indicator goal. Not required for programs that will not provide instruction in mathematics. Does not apply to students entering kindergarten or 1st grade.* **Indicator 3:** Students achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading. • *Estimate the number of students who will receive instruction in reading/writing/English language acquisition that will be able to take MAP in fall and spring, and the number of these students who will meet the Indicator goal. Not required for programs that will not provide instruction in reading/writing/English language acquisition. Does not apply to students entering kindergarten or 1st grade.* **Indicator 4:** Students absent fewer than 10% of summer learning programming days. • *Estimate the total number of students you plan to serve and the number of students who will meet the indicator goal.* **Indicator 5:** Students making gains on a rigorous, pre- and post-program assessments aligned to the summer curricula and that demonstrate mastery of academic content addressed during the summer program. • *Each student must take a pre-and post-program assessment for this Indicator. Assessment may vary depending upon the content area and focus group. Not required for students entering kindergarten.* • *For each assessment, please list the assessment name, estimate the number of students who will take the assessment (pre- and post-program), and the number of students who will meet the indicator goal.* • *Please describe how each pre- and post-program assessment is aligned to relevant standards or curricula.* • *Please share individual targets for each assessment and group of students, as well as the combined target. Only this overall target will be included as an Indicator.* Applicants may choose to describe these targets in written or tabular form. See the sample table below for an illustration of how targets might be organized. Note: If the Seattle School District discontinues MAP testing, OFE will work with the school district and Summer Learning awardees to identify a suitable replacement measure.
	X	How will you track the progress and success of the Levy focus students you serve throughout the summer and into the next school year? • If you are planning to serve students entering kindergarten, when will these students take a post-program Teaching Standards GOLD assessment (either at the end of the program or in the fall)? If you are an organization applying without partnering with schools, or if you are a school planning to serve students from other schools please explain how you will: • Ensure the MAP exam is administered to a substantial proportion of students in the spring prior to the program and the fall following the program. *(Only applies to programs serving students entering grades 2-5)* • Ensure Teaching Strategies GOLD is administered to a substantial proportion of students in the spring prior to the program and at the

		end of the summer/ early fall. *(Only applies to programs serving students entering Kindergarten)*; • Access the results to report program success.

SAMPLE: OPTIONAL TABLE PRESENTATION OF INDICATOR TARGETS		
Indicator	**# of Students**	**# of Students That Will Achieve Goal**
#1 - Students making gains on Teaching Strategies GOLD	*[Insert # of students you will serve entering Kindergarten]*	*[Insert # that will achieve the goal]*
#2 - Students in all grades achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in mathematics	*[Insert # of students entering grades 2-5 who will receive math instruction and who will take MAP]*	*[Insert # that will achieve the goal]*
#3 - Students in all grades achieving fall MAP RIT scores greater than or equal to their spring MAP RIT score in reading	*[Insert # of students entering grades 2-5 who will receive reading/writing/ English language instruction and who will take MAP]*	*[Insert # that will achieve the goal]*
#4 - Students absent fewer than 10% of summer learning programming days	*[Insert total number of students you plan to serve]*	*[Insert # that will achieve the goal]*
#5 - Students making gains on pre- and post-program assessments. • Subtotal A: Students making gains on *[assessment A]* • Subtotal B: Students making gains on *[assessment B, etc.]* • *Add as needed to include all students*	• ***[Insert the total # of students you plan to serve]*** • *[Insert subtotal taking assessment A]* • *[Insert subtotal taking assessment B]*	• ***[Insert the total # that will achieve goal]*** • *[Insert subtotal making gains on assessment A]* • *[Insert subtotal making gains on assessment B]*

ATTACHMENT 4: PREVIOUS EXPERIENCE AND TRACKING TO SUCCESS

*Responses to Attachment 4 are not to exceed **2 pages** (8½" x 11"), typed or word-processed, size 12 font, with 1-inch margins, single- or double-sided, page-numbered, and stapled with the rest of the documents. Responses beyond 2 pages will not be evaluated.*

The purpose of this section is to describe your school or organization's demonstrated previous experience working with students similar to Levy focus populations and to discuss how your program has improved academic outcomes for these students. Partnerships should focus responses on experience of a partner with primary responsibility for running the program, though applicants may describe the experience of additional member schools or groups if this complements gaps in experience or is otherwise relevant. Please discuss prior demonstrated experience in this section and reserve descriptions of proposed programming for Attachment 3.

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:

- **Previous Experience**
- **Tracking to Success**

Elements		Please Respond to the Following
#1 Previous Experience	A	Whom do you serve? Describe the demographics and characteristics of the population(s) your school or organization has served who most align with the Levy focus students discussed in the Levy Background section of this RFI.
	B	What are the challenges and barriers these students face and how do you address them? Discuss the challenges and barriers and then describe at least one appropriate strategy your school or organization has employed within the past two years to help your students overcome these obstacles.
	C	What have you achieved as a result of your actions? Describe your results, in quantitative terms (ex. 65% of students made gains on post-program assessments), achieved within the past two years that relate to the Indicators listed in the Levy Background section of this RFI.
#2 Tracking to Success	D	How do you manage data? Please describe the systems/protocols you have in place to collect and/or partner with schools to access student data.
	E	What data inform your planning? Please list the data elements you have tracked to develop goals for participants and to inform lesson planning and instruction.
	F	How do you routinely use data to inform instruction? Please detail how your school or organization has used student data (i.e. academic, school attendance) on a *daily or weekly* basis to identify students' needs and individualize instruction?
	G	How have you used data to make program adjustments? Describe how your school or organization has used data to inform a course correction in program strategy and how this resulted in improved student outcomes.

ATTACHMENT 5: DATA SAMPLE

Please provide a sample data report used by your school or organization that provides information similar to at least one Indicator listed in the Levy Background section. There is no page limit for this section.

Below is a list of examples of data elements organizations might submit. At least one of your examples must show data elements similar to Indicators listed in the Levy Background section:

- Tables that list your focus students and the specific academic data (MAP scores, school attendance, etc.) and nonacademic data (student demographic information, services or interventions provided, etc.) that you collect on each.
- Graphs and Data Analysis summaries that show pre- and post-academic and non-academic outcomes on your students or your program as a whole.
- Data from organization's quality improvements self-analysis.
- Samples of tracking forms and/or learning and service plans used by staff to monitor progress of focus students.

Data samples should be stapled in order with the other attachments. Please do NOT include the following:

- Identifiable student information in your submittal. For example, do not include student names, student id numbers, or birthdates.
- Program flyers and brochures.
- Your agency's annual report.
- Studies of your program's work.
- Links to data, studies or reports. Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the RFI.
- Letters of support.

ATTACHMENT 6: ANNOTATED BUDGET

Complete your Annotated Budget using the Annotated Budget Template Excel file by showing the amount of funds you are allocating by commitment item, and describe what those funds will purchase. For example, if you are budgeting a portion of a salaried position, please include the dollar amount as well as a description of the responsibilities of that person.

The annotated 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 of the annotated budget, please provide a description of the services being provided and, when applicable, how it will help you meet your indicator targets. Also, please identify any organizations that you would subcontract with and the amount of Levy funding they will receive.

Your budget should also identify how you will use the potential 25% earned through Performance Pay awarded for achievement of program Indicator targets and an enrollment target negotiated with OFE. Five percent of the contract price will be tied to the enrollment target, and 20% of the contract price will be broken up equally among the indicator targets (i.e., 5% each if four of the required Indicators apply to your proposal). Performance Pay tied to the enrollment target will be paid in full if actual enrollment is within 90% of the target, while Performance Pay based on the Indicator targets will be paid in full or on a prorated basis determined by proportional achievement of each target. OFE will provide additional details on Performance Pay calculations when contracting with awardees.

An agency may prefer to budget Performance Pay toward summer learning programming in the following year because Performance Pay awards are dependent upon achieving Indicator targets and because of the lag in awarding these funds after programs conclude. Applicants that wish to budget Performance Pay for the first year of programming may do so if the applicant's internal rules allow for obligating their own funds in the event that Performance Pay earnings are less than anticipated.

SAMPLE: 2014 ELEMENTARY SCHOOL SUMMER LEARNING BUDGET				
BASE BUDGET				
PERSONNEL - List Position Names, Roles, and salary/benefits allocated to the summer learning program.	**Levy Budget**	**Other Funding or In-Kind Leveraged from Levy Funding**	**TOTAL**	**Description of Expense. Please describe 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 6-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-week 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 2 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 6-week program and .25 FTE for 1 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 6-week program and .25 FTE for 2 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 - Other Services and Charges; Supplies for summer program	Levy Budget	Other Funding or In-Kind Leveraged from Levy Funding	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.
Staff orientation lunch	$500	$0	$500	Lunch for staff orientation day
TOTAL Non-Personnel Base Budget:	***$9,000***	***$19,500***	***$28,500***	
TOTAL BASE BUDGET:	**$56,400**	**$29,100**	**$85,500**	

The maximum possible Levy allocation for 2014 Elementary School Summer Learning is $174,387, of which 75% ($130,790) is available for Base Budget pay. Limit the Levy Budget portion of Base Budget proposals to no more than $130,790.

Please note that Levy Base Budget funds supporting field trips should only fund field trips that have a clear basis in advancing Levy goals. In this example, sample applicant is requesting $56,400 in Base Pay and $18,800 for Performance Pay. If earned, the Performance Pay in this example would be used in the initial year to augment programming.

Performance Pay Expenditure Plans	Levy Budget	Other Funding or In-Kind Leveraged from Levy Funding	Total	**Description of Expenses.** *Please include an indication of whether you expect to spend anticipated Performance Pay earnings during the program this year or in the next year of programming.*
Total Potential Performance Pay (25% of Total Proposed Budget Request)	$18,800	*N/A*	*$18,800*	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.

ATTACHMENT 7: INSTRUCTIONS, PROCEDURES AND REQUIREMENTS

Instructions, Procedures and Requirements.

This section details the City instructions and requirements for your submittal.

Changes to the RFI/Addenda.

A change may be made by the City if, in the sole judgment of the City, the change will not compromise the City's objectives. A change to this RFI will be made by written addendum issued by OFE and any Addenda and shall become part of this RFI.

Proposal Submittal.

The submitter has full responsibility to ensure the response arrives at the City within the deadline. A response submitted or delivered after the time fixed for receipt will not be accepted unless waived as immaterial by the City given the specific fact-based circumstances. Responses arriving after the deadline may be returned unopened, or the City may accept the package and make a determination as to lateness.

License and Business Tax Requirements.

The organization needs to meet all licensing requirements that apply to its organization. Companies 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.

2005APPLICBIZLIC.pdf

Readability.

Organizations are advised that the City's ability to evaluate responses is dependent on the Organization's submittal document, including organization, level of detail, comprehensive material and readable.

Changes or Corrections to Proposal Submittal.

Prior to the submittal closing date and time, an Organization may make changes to its response, if initialed and dated by the Organization. No changes are allowed after the closing date and time.

Women and Minority Subcontracting.

It is the policy of the City, as directed through Mayor's Executive Order and City ordinance to provide the maximum practicable opportunity for successful participation of minority and women-owned subcontracts or workers. The City requires all organizations agree to SMC Chapter 20.42, and requires organizations to seek meaningful subcontracting opportunities and supply a plan for including minority- and women-owned firms.

Requesting Disclosure of Public Records,

The City asks interested parties to refrain from requesting public disclosure of responses until the evaluation is complete and the City provides notification of results in order to avoid disruption of the evaluation process. With this preference stated, the City will continue to be responsive to all requests for disclosure of public records as required by State Law.

Marking and Disclosing Material.

The State of Washington's Public Records Act (Release/Disclosure of Public Records)

Under Washington State Law (reference RCW Chapter 42.56, the *Public Records Act*) all materials received or created by the City of Seattle are considered ***public records***. These records include but are not limited to proposal submittals, agreement documents, contract work product, or other material.

The State of Washington's Public Records Act requires that public records must be promptly disclosed by the City upon request unless a judge rules that RCW or another Washington State statute specifically exempts records from disclosure. Exemptions are narrow and explicit and are listed in Washington State Law (Reference RCW 42.56 and RCW 19.108).

Organizations must be familiar with the Washington State Public Records Act and the limits of record disclosure exemptions. For more information, visit the Washington State Legislature's website at http://www1.leg.wa.gov/LawsAndOrganizationRules).

If you believe any records you are submitting to the City as part of your response are exempt from disclosure you can request that the City not release the records until the City notifies you about the pending disclosure. To make that request, in your response you must very clearly and specifically identify each record and the exemption(s) that may apply. All other records will be considered fully disclosable upon request.

If the City receives a public disclosure request for any records you have properly and specifically identified as exempt, the City will notify you in writing of the request and postpone disclosure, providing sufficient time for you to pursue an injunction and ruling from a judge. While it is not a legal obligation, the City, as a courtesy, allows up to ten business days to file a court

injunction to prevent the City from releasing the records (reference RCW 42.56.540). If you fail to obtain a Court order within the ten days, the City may release the documents.

Ethics Code.

Please familiarize yourself with the City Ethics code: http://www.seattle.gov/ethics/etpub/et_home.htm. Attached is a pamphlet for Organizations, Customers and Clients. Specific question should be addressed to the staff of the Seattle Ethics and Elections Commission at 206-684-8500 or via email: (Executive Director, Wayne Barnett, 206-684-8577, wayne.barnett@seattle.gov or staff members Kate Flack, kate.flack@seattle.gov and Mardie Holden, mardie.holden@seattle.gov).

contractor-vendorbrochure[1].pdf

No Gifts and Gratuities.

Organizations shall not directly or indirectly offer anything of value (such as retainers, loans, entertainment, favors, gifts, tickets, trips, favors, bonuses, donations, special discounts, work, or meals) to any City employee, volunteer or official, if it is intended or may appear to a reasonable person to be intended to obtain or give special consideration to the Organization. An example is giving sporting event tickets to a City employee that was on the evaluation team of a solicitation to which you submitted. The definition of what a "benefit" would be is very broad and could include not only awarding a contract but also the administration of the contract or the evaluation of contract performance. The rule works both ways, as it also prohibits City employees from soliciting items of value from Organizations. Promotional items worth less than $25 may be distributed by the Organization to City employees if the Organization uses the items as routine and standard promotions for the business.

Involvement of Current and Former City Employees.

If an Organization has any employee or volunteer currently employed by the City or employed by the City in the past two years who is working or assisting the Organization with the response to this RFI or on completion of an awarded contract, you **must** provide written notice in your response of the current or former City official, employee or volunteer's name. If awarded a contract for a Levy program in the future, you must continue to update that information to the City contact provided in the contract during the full course of the contract. The Organization is to be aware of and familiar with the Ethics Code and educate Organization workers accordingly.

No Conflict of Interest.

Organization (including officer, director, trustee, partner or employee) must not have a business interest or a close family or domestic relationship with any City official, officer or employee who was, is, or will be involved in selection, negotiation, drafting, signing, administration or evaluating Organization performance. The City shall make sole determination as to compliance.