

# City of Seattle Office for Education

1

## REQUEST FOR QUALIFICATIONS

- **College and Career Readiness and Planning**
  - **Expanded Learning Opportunities**
    - **Social, Emotional, Behavioral,  
and Family Support**

# Request for Qualifications (RFQ) Information Session Agenda

2

- Information Session Process
- RFQ Overview Presentation
- Questions

# Introduction

3

- Submitting an RFQ is **required** if you plan to receive more than **\$5,000 per school year in cumulative Levy** funding from one or more school contracts.
- Previously approved individuals/organizations do NOT need to submit an RFQ this cycle unless applying for a different RFQ category.
- No funding is awarded under the RFQ process.
- Once approved, entities remain approved for the duration of the Levy, assuming Levy outcome and indicator results are achieved.
- Vendors selling educational products (e.g. textbooks, curricula, intervention software applications) do NOT need to complete the RFQ process.
- Information about successful RFQ applicants will be provided to schools intending to apply for the Elementary Innovation School Requests for Investment (RFI) and to those schools currently receiving Levy funds.

# Timeline

4

Last day to submit questions	August 9, 5:00 PM
Proposals Due by 4:30 p.m.	August 19
Responses Reviewed and Evaluated	September
Telephone Clarification, as needed	<i>Week of September 9</i>
Successful Applicants Notified	Mid-September
RFI Tentative Release	Early October
Contracts Begin	September 1, 2014

# Background: Levy Goals

5

- 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.

# Background: Focus Populations

6

- Failure to meet grade-level standard on state assessments
- Failure to make typical growth on Measures of Academic Progress (MAP)
- Failure to make gains on the state English proficiency test
- Failure to pass state End-of-Course exams
- Scoring at a Level 1 or 2 on the annual Washington English Language Proficiency Assessment or Placement Exam (WELPA)
- Failure to pass one or more core course(s) in middle and high school
- Poor attendance, defined by 5 or more absences per semester or 10 or more absences per year, excused or unexcused
- School entry after the beginning of the year

# Background: Outcome and Indicators

7

- **Outcomes**

- Kindergarten readiness
- Academic achievement (meeting grade-level standards)
- 9<sup>th</sup> graders promoting on time to 10<sup>th</sup> grade

- **Indicators**

- Academic Credit
- Attendance
- Academic growth
- Gains in English language acquisition
- Improving academic English language proficiency

# Key Strategies/Elements

8

<b>College and Career Readiness and Planning</b>	<b>Expanded Learning Opportunities</b>	<b>Social, Emotional, Behavioral, and Family Support</b>
<ul style="list-style-type: none"><li>➤ Strong partnerships among students, families, schools, and community-based organizations</li><li>➤ Personalized post-secondary planning for students and families</li><li>➤ Case management support</li></ul>	<ul style="list-style-type: none"><li>➤ Aligned with academic content standards</li><li>➤ Tailored to individual student needs</li><li>➤ Opportunities for small group learning</li><li>➤ Use of assessments to track learning</li><li>➤ Appropriate professional development and quality assessment to improve practice.</li></ul>	<ul style="list-style-type: none"><li>➤ School and Family Connections</li><li>➤ Attendance, Behavior and Discipline Support</li><li>➤ Transition Support</li><li>➤ Case management support</li></ul>

# Data Sample

9

## Please **DO** submit:

- Tables that list applicant's target population and specific academic data (MAP scores, school attendance, etc.) and non-academic data (student demographic information, services or interventions provided, etc.) that you collect on each student.
- Graphs and Data Analysis summaries that show **pre- and post-**academic and non-academic outcomes on your students or your program as a whole.
- **Comparative** data that demonstrate your impact on students compared to similar peer groups.
- Data from applicant's quality improvement self-analysis.
- Samples of tracking forms and/or learning and service plans used by staff to monitor progress of your students.

# Data Sample

10

**Do NOT include the following in your submission(s):**

- Identifiable student information in your submittal. For example, do not include student names, student IDs, or birthdates.
- Program flyers and brochures.
- Your agency's annual report.
- Studies or evaluations of your program.

# RFQ Evaluation Process

11

- All technically compliant RFQ submissions are reviewed by a panel of internal and external evaluators.
- RFQ evaluation process is approved/not approved with no limit on the number of entities that can be approved.
- Organization **must meet** all of the qualifications for each criterion to be approved.
- The RFQ submissions are evaluated using **four categories**: 1) Key People, 2) Previous Experience Achieving Student Outcomes, 3) Tracking to Success, and 4) Data Sample.
  - *The new **Program Overview** section of the RFQ is an opportunity for applicants to provide background context to reviewers. It is required but it will not be scored.*
- Consult RFQ for specific evaluation criteria.

# Instructions to Respondents: Response Format

12

- Cover Sheet (not included in 6-page limit)
- Narrative Proposal
  - Not to exceed **6 pages** (8½” x 11”), single- or double-spaced, typed or word processed, size 12 font, 1” margins
  - Organized by section headings
  - Narratives longer than 6 pages will not be rejected, but evaluators will only be given the first 6 pages.
- Data Sample (not included in 6-page limit)

# Levy Funded Schools – 2013-14 SY

13

Elementary	Middle	High
<p>Beacon Hill Graham Hill Highland Park Madrona K-8 Olympic Hills Roxhill South Shore PK-8 Wing Luke</p> <p>4 Additional schools to be awarded funds for the 2014-15 SY</p>	<p>Aki Kurose Broadview-Thomson Denny Eckstein Hamilton Jane Adams K-8 Madison Madrona K-8 McClure Mercer Orca K-8 Pathfinder Salmon Bay K-8 South Shore PK-8 Washington Whitman</p>	<p>Cleveland Franklin Ingraham Interagency West Seattle</p>

# RFQ Questions

14

- Applicant questions after the RFQ information session must be sent via e-mail. No phone calls.
- OFE will respond to e-mailed questions within 2 business days.
- All questions and answers will be posted online:  
<http://www.seattle.gov/neighborhoods/education/funding.htm>  
(then go to the specific RFQ page)
- OFE will continue to accept questions until 5:00 pm on Friday, August 9.

# Technical Assistance & Support

15

<http://www.seattle.gov/neighborhoods/education/>

The screenshot shows the Seattle Department of Neighborhoods website. At the top left is the Seattle.gov logo with a 'Home Page' link. To the right are navigation links for 'Departments', 'Services', 'Staff Directory', and 'My.Seattle.Gov', along with a search bar and a 'GO' button. Below this is a blue banner for the 'Seattle Department of Neighborhoods' with a tagline 'Strengthening Seattle by actively engaging all communities' and the name of the Director, Bernie Agor Matsuno. A navigation menu includes 'Events', 'Get Involved', 'News', 'Resources', and 'Customer Service Bureau'. The main content area features a photo of children holding hands, followed by the heading 'Office for Education' and 'What's New'. A green link for 'Families and Education Levy Events' is highlighted with an orange arrow. Below this is a bold announcement for July 8, 2013, regarding agencies interested in receiving Levy funds through Seattle Public Schools, with a link to 'Requests for Qualifications'. A list of eligible areas includes College and Career Readiness and Planning, Expanded Learning Opportunities, and Social, Emotional, Behavioral, and Family Support. On the left side, there is a sidebar with three radio button options: 'Historic Preservation', 'Neighborhood Matching Fund', and 'Neighborhood Districts and Coordinators'.

Seattle.gov Home Page

Departments | Services | Staff Directory | My.Seattle.Gov

GO

Seattle.gov This Department

Seattle Department of Neighborhoods

Home About Us Contact Us

Strengthening Seattle by actively engaging all communities

Bernie Agor Matsuno, Director

Events Get Involved News Resources Customer Service Bureau

**Office for Education**

**What's New**

**Families and Education Levy Events**

**July 8, 2013. Agencies interested in receiving Levy funds through Seattle Public Schools are invited to submit [Requests for Qualifications](#) in these areas:**

College and Career Readiness and Planning  
Expanded Learning Opportunities  
Social, Emotional, Behavioral, and Family Support

Historic Preservation

Neighborhood Matching Fund

Neighborhood Districts and Coordinators

# Key Reminders

16

- Follow the required format.
- Review the **Checklist Items** to ensure a complete submission.
- **6-page limit**, excluding cover sheet and data sample.
- Submit **6 paper copies** and an **electronic file**.
- Cover Sheet and RFQ response must be sent as one file. Data sample(s) may be sent as a separate file or bundled with RFQ response.
- Proposals are **due** by **4:30 p.m., August 19, 2013**.
- Be sure that the person designated on the cover sheet can be reached at the phone number and e-mail address listed.

# Previously Approved RFQs

17

## **Examples from Previous Experience and Tracking to Success Sections**

# Section C: Previous Experience Improving Student Outcomes

18

## Section C: Previous Experience Improving Student Outcomes

### 3. What have you achieved as a result of your actions?

Describe the results your program has achieved within the past two years, in quantitative terms, and with pre/post or comparative information to provide context (ex. 95% of students served promoted to the next grade level compared to 75% of students in a similar classroom who did not participate in the program).

# Example:

## What have you achieved as a result of your actions?

19

*Last year, CfY tracked student grades on a weekly basis and found that:*

- \* **68%** of CfY students **improved their GPA** during the 2011-2012 school year.*
- \* Over the 2011-2012 school year, **70%** of CfY students **improved their math grade from the previous year**.*
- \* During the 2011-2012 school year, **82%** of CfY students enrolled in **a Language Arts class improved their grade from the previous year**.*

*At the end of the 2011-2012 school year, **97%** of the program's enrolled Seniors **graduated from high school**, and all of those students earned the necessary Language Arts and Mathematics credits as mandated by Washington State's College Academic Distribution Requirements for entry into college.*

*<Excerpted from application> **In a school district where the average graduation rate is 73% percent**, the need for the unique program offered by Community for Youth is greater than ever.*

# Example:

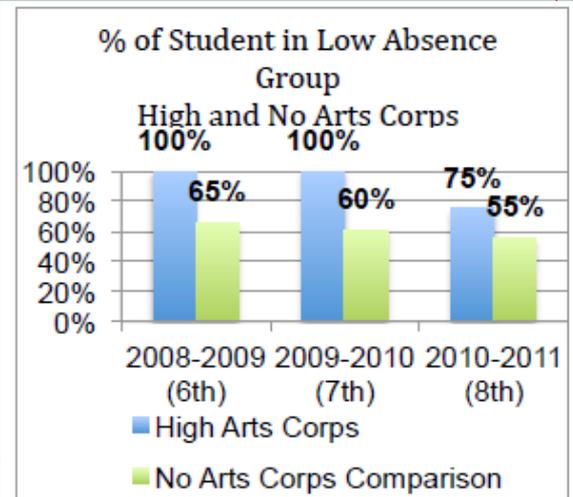
## What have you achieved as a result of your actions?

20

*In 2011-2012, Arts Corps served 1,148 Seattle Public School students at 11 SPS elementary and K-8 schools, 6 SPS middle schools and 5 SPS high schools. Seventy-three percent of these schools serve a majority of students who qualify for free and reduced price lunch.*

***Reading impact:*** **55% of students** in a cohort of 4<sup>th</sup> and 5<sup>th</sup> grade elementary students at Van Asselt and Kimball Elementary Schools who participated in Arts Corps consistently through the 2010-2011 school year **moved from Level 1 or 2 to Level 3 or 4 on the reading MSP, as compared to 30% improvement rate for a no Arts Corps** comparison group. While these Arts Corps students lagged behind their peers in reading the year before their Arts Corps participation, they caught up (and surpassed) the comparison group during their year of high Arts Corps involvement.

***Attendance impact:*** In addition, we found that **83% of 9<sup>th</sup> graders** at Chief Sealth High School who participated in Arts Corps classes throughout 2009-10 had fewer than 10 absences in that academic year, **as compared to 55% of 9<sup>th</sup> graders not in Arts Corps programs.**



# Section D: Tracking to Success

21

## 1. What data drive your work?

Please list the data points you have tracked and/or reviewed to implement your College and Career Readiness program and improve its effectiveness. Examples of data points may include students' formal and informal assessment results, school and program attendance, GPA, course grades, homework completion rates, and suspension/detention incidents.

# Example:

## What data drive your work?

22

*The data points that are regularly tracked in Pi Plus Tutors' programs are **assessment scores, GPAs or classroom scores, school attendance, program attendance, homework completion and suspension/detention rates**. For the academic tutoring portion of the company's programs, a **pre and post assessment is administered** at the start and completion of the program, as well as intermittent informal assessments to track progress and pace the instruction. The **company's assessments were created in correlation with Washington Grade Level Expectations (GLEs) and Common Core Standards** to allow for standards-based instruction. For test preparation tutoring, practice tests will be administered and monitored for growth throughout the program. The tutor will create a student learning plan for each student that identifies areas of instructional focus, based on the results of the assessment. Typically a student learning plan includes three to four standards per 20 hours of instruction. For test preparation, the amount of time would be dependent upon the student's initial score and the areas that need refining. Classroom and school collaboration is an important component to a successful program and the company strives to work with the school in a transparent manner to be well-informed of student grades, attendance, discipline issues and any other notable data.*

# Section D: Tracking to Success

23

## **2. 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.

# Example:

## How do you manage data?

24

*Pi Plus Tutors licenses an **online data management software** called “**oaSES.**” This system manages student and **tutor contact information**, **keeps track of assessment scores**, **tracks student improvement**, **stores student progress notes**, as well as documents parent/guardian or teacher communication. The system also allows the student’s **tutor to create a learning plan** that defines achievement goals and identifies specific GLEs to focus on. The system has a **dashboard function** to view student attendance and demographic data, as well as **a variety of reports** to pull from to measure student progress or progress at a specific location, in addition to attendance and other demographic notes.*

# Section D: Tracking to Success

25

## 3a. How do you routinely use data to inform your work?

*(For Direct Service Providers)*

Please detail how you have used school-based student data (e.g. homework completion, exit tickets, quiz grades, school attendance, etc.) on a **daily or weekly** basis to identify students' needs and to tailor your interventions to improve students' results.

# Section D: Tracking to Success

26

## 3b. How do you routinely use data to inform your work?

**(For Providers of Professional Development to School Staff/Parents)**

Please detail how you have used school-based student data (ex. homework completion, exit tickets, quiz grades, school attendance, etc.) on a ***regular and timely*** basis to identify students' needs and to tailor your interventions to improve students' results. Please explain how frequently you review these data and how your data review process is sufficient to identify whether professional development services are leading to the desired results for students.

## Example:

# How do you routinely use data to inform your work?

27

*In addition to the quantitative data we collect on students three times a year through assessments, Reading Partners also **tracks students' daily progress in the reading center**. At the end of each tutoring session, tutors complete notes on what curriculum material the pair worked on that day and where the student struggled or excelled. This **qualitative running record of student performance** enables Reading Partners staff to suggest adaptations to and supplementary activities for instruction in real-time. RP Program Managers and Site Coordinators **regularly review** these notes to **suggest supplements or adaptations** to each student's Individual Reading Plan. Based on this data, Reading Partners staff develop and continually update an Individualized Reading Plan (IRP) for each student that **identifies key areas** for growth within phonics and/or comprehension skills. As the year progresses, Reading Partners **works with school partners to share data** back and forth and to keep the student's Individualized Reading Plan updated. Reading Partners also **collects student attendance, student work and tutor notes to inform the needs of each individual child on a daily and weekly basis**.*

# Section D: Tracking to Success

28

## **4. How have you used data to make program adjustments?**

Please describe an instance where you used data to implement a course correction in your College and Career Readiness program strategy. Explain how you leveraged data to determine what change to make and then explain the results of your altered strategy.

## Example: 4. How have you used data to make program adjustments?

29

*Team Read is constantly looking at our data to help inform program adjustments. **One example** of this was when we **used our data to implement a course correction to improve the targeting of the students referred to the program by teachers.** Our mission is to serve the 2nd and 3<sup>rd</sup> graders reading significantly below grade level - scoring in the bottom 40% of reading assessments. We reviewed the reading scores of students referred to the program across all of our partner schools and analyzed whether or not teachers were referring the students with the lowest reading scores and the greatest need to the program.*

*A school by school analysis of the data enabled us to report back to individual schools on whether or not they were targeting the right students for the program. **Schools that referred more than 10 - 15% of students reading above grade level were coached on how to target those students with the greatest reading support needs.***

# Questions?

30

## RFQ Contacts:

RFQ	Email
College and Career Readiness and Planning	<a href="mailto:Kathryn.Aisenberg@seattle.gov">Kathryn.Aisenberg@seattle.gov</a>
Expanded Learning Opportunities	<a href="mailto:Adam.Petkun@seattle.gov">Adam.Petkun@seattle.gov</a>
Social, Emotional, Behavioral, and Family Support	<a href="mailto:Isabel.Munoz-Colon@seattle.gov">Isabel.Munoz-Colon@seattle.gov</a>