

FEPP Levy K-12 Opportunity and Access (O&A) Request for Investment (RFI) Information Session (Webinar)

Department of Education and Early Learning (DEEL)
K-12 & Postsecondary Division
March 4, 2020

Learning Objectives

Participants will:

1. come away with a high-level understanding of the context, structure, and requirements of the FEPP Opportunity and Access Request for Investment (RFI)
2. have an opportunity to familiarize themselves with the RFI document accompanied by commentary from DEEL staff
3. be able to submit questions to DEEL that will inform future Technical Assistance (TA) sessions

Before we get started...

- Please have the RFI document available in either print or electronic form as a reference
- As we move through the slides, page references will appear in a green box in the upper right corner (see above)
- Please note your questions as they arise and submit them to DEELFunding@seattle.gov at the end of the session with the subject line "Question: Opportunity and Access RFI"



Information Session Agenda

- I. Overview of Families, Education, Preschool and Promise Levy
- II. Opportunity and Access Request for Investment Structure
- III. Application Overview and Expectations
- IV. Next Steps and Submitting Questions

FEPP Levy Investments

The FEPP Levy invests in **preschool through post-secondary**, increasing access to and utilization of programs and services for **historically-underserved students**.

The FEPP Levy funds three core strategies:

1. Equitable Educational Opportunities
2. High-Quality Learning Environments
3. Student and Family Supports

Overall Goal & Outcome

Closing gaps, Leading with race



Goal: Partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students

Outcome: African American/Black, Hispanic/Latino/x, Native American, Pacific Islander, underserved Asian populations, and other students of color achieve academically across the preschool to post-secondary continuum



Priorities

1. Invest in Seattle children, students, families, and communities that have been **historically-underserved** to increase access to educational opportunities across the education continuum.
2. Establish agreements with community-based organizations, the Seattle School District, Public Health – Seattle & King County, Seattle Colleges, and other institutional partners to allow **data-driven** and **outcomes-based** decisions.
3. Implement **evidence-based strategies and promising practices** to improve program quality and achieve equity in educational outcomes.
4. Improve program instruction and **quality** and develop sustainable infrastructure through access to capacity-building opportunities for historically-underserved Seattle communities.

Principles

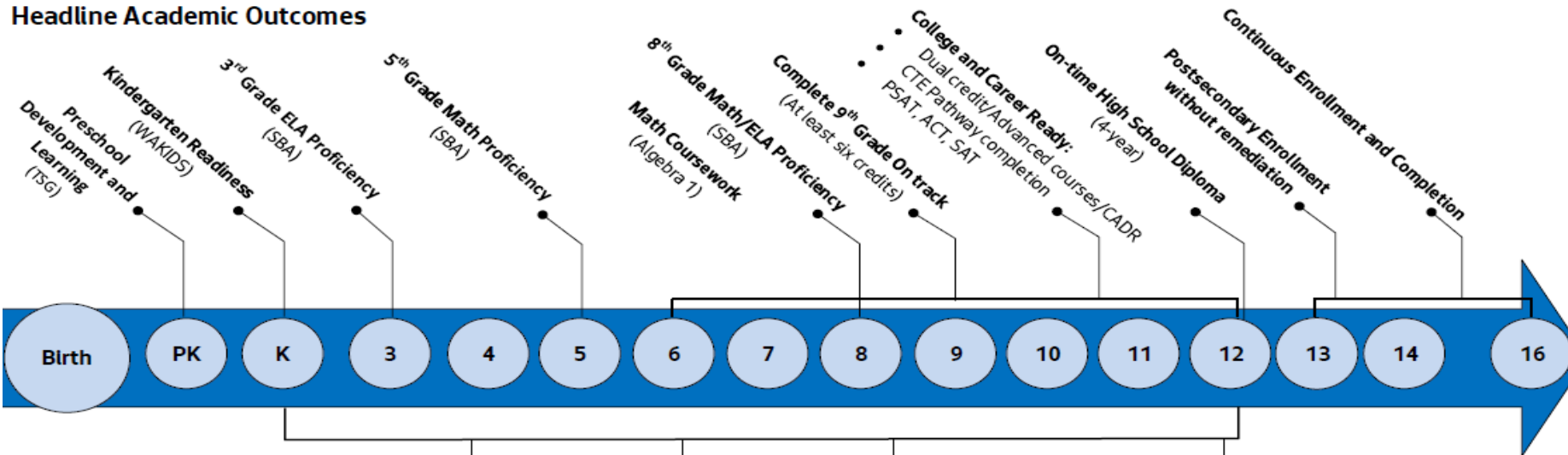
1. Prioritize investments to ensure educational equity for African American/Black, Hispanic/Latino, other students of color, and students from historically-underserved groups.
2. Ensure ongoing and authentic student, family, and community engagement.
3. Maximize partnerships with cultural and language-based organizations.
4. Ensure Levy proceeds are supplemental and complementary to existing public funding structures and services; funding is never used to supplant state-mandated services.
5. Implement competitive processes to identify organizations to partner with the City to deliver services to children and youth.
6. Implement accountability structures based on student outcomes, performance-based contracts, performance-based awards, and practice continuous quality improvement.
7. Provide financial support that increases access to expanded learning opportunities and the affordability of services for families and educators.
8. Report annually on investments, access to services, and progress toward achieving educational equity.



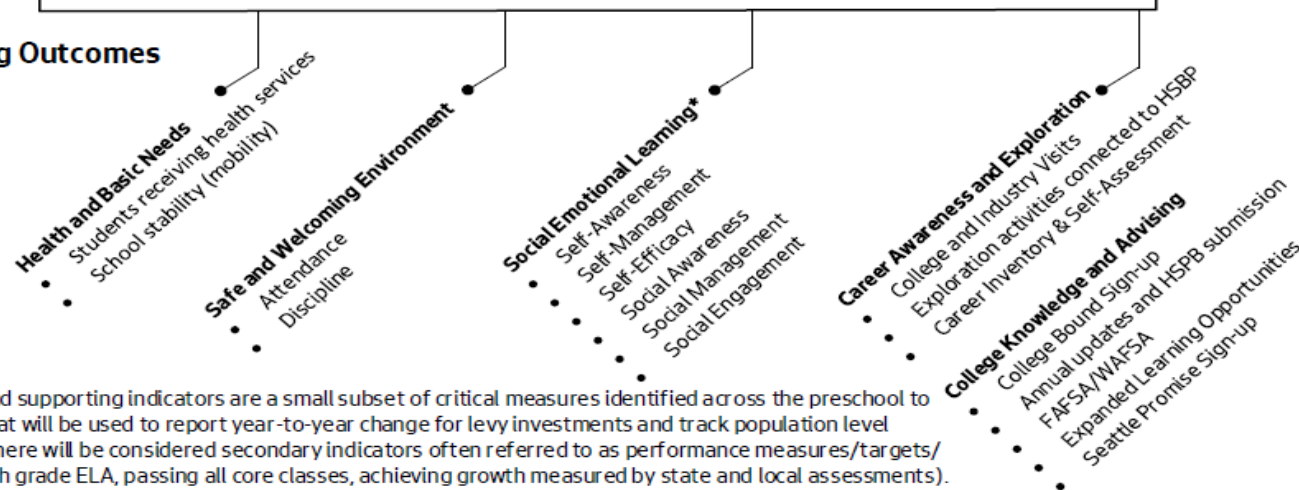
Families, Education, Preschool, and Promise Levy - Student Outcome Map

Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students.

Headline Academic Outcomes



Headline Supporting Outcomes



Source: FEPP I&E Plan

Notes: Headline academic and supporting indicators are a small subset of critical measures identified across the preschool to postsecondary continuum that will be used to report year-to-year change for levy investments and track population level impact. Indicators not listed here will be considered secondary indicators often referred to as performance measures/targets/indicators/outcomes (e.g., 6th grade ELA, passing all core classes, achieving growth measured by state and local assessments). Program and System level indicators and outcomes are captured separately (e.g., teacher diversity, high-quality service delivery, closing opportunity gaps, etc.).

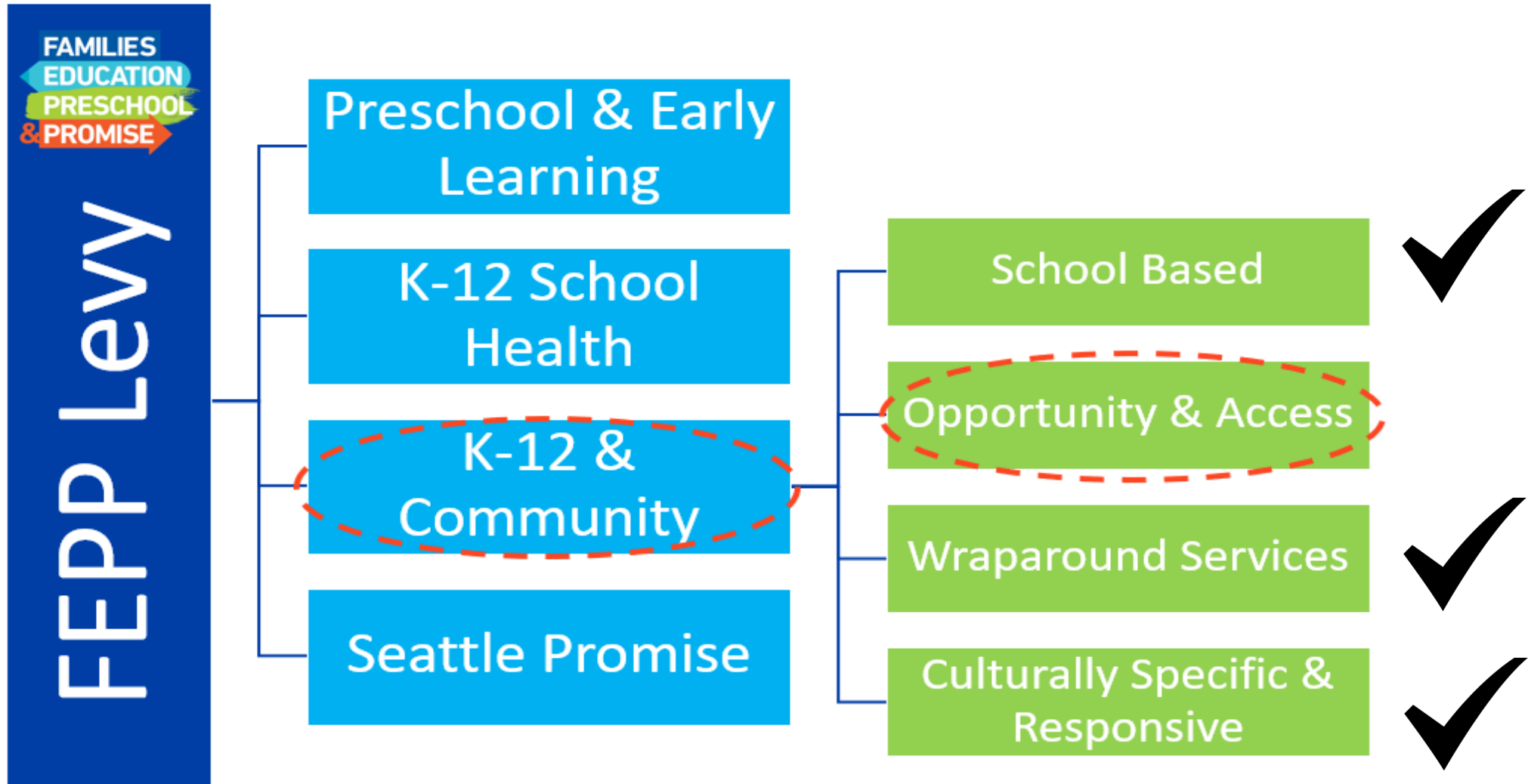
* = OSPI benchmark standards as suggestions for indicators to track (To be determined in 2020-2021)



Revised as of February 11th 2020

The goal of the City of Seattle **Families, Education, Preschool and Promise (FEPP) Levy** is to partner with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students.

FEPP Investment Areas



Opportunity & Access Investment: 2020-2021 School Year Summary

Purpose	<ul style="list-style-type: none"> Increase access to enrichment and academic experiences for focus students Promote the development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs 		
Eligible Applicants	<ul style="list-style-type: none"> Community-based organizations Government agencies Schools not receiving FEPP Levy School-Based Investments 	Total Amount Available	\$1.28 Million**
Service/ Programming Components	1) College and Career Readiness 2) Expanded Learning Opportunities*	Maximum # of proposals funded	Up to 20 <i>(proposal minimum is \$40,000)</i>
Applications Due	By 3:00pm Monday, April 13, 2020		Term of investment Up to 3 years^

* Organizations may submit no more than two applications and no more than one application per component.

** Annual award size will be contingent upon services provided and students served.

^ Conditional upon annual performance, all O&A funding will be rebid in 2023.



Provider Criteria

- Commitment to **racial equity** and addressing the needs of **historically underserved communities**
- Demonstrated **history of serving focus students** (specified in RFI)
- Systems that foster **partnership with families** using **culturally responsive** approaches
- Systems and structures in place to **collect, analyze, and evaluate data**
- **Governance structure** that provides oversight on organizational budget, operations, and use of data
- Experience achieving **positive academic and/or non-academic outcomes** for focus students



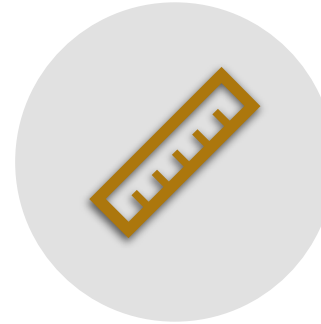
Opportunity and Access: Outcomes Based Investment Framework



Outcomes



Proficiency in English language arts (ELA) as measured by state assessment(s)



Proficiency in mathematics measured by state assessment(s)



On-time high school graduation



College and career readiness

Indicators



Funded projects will be monitored by 3-6 **indicators** (RFI pp. 4 or Appendix B) based on project scope and context



Applicants will develop a data-informed program/service proposal

Focus Students

For a full list see p.5 of RFI

- From **historically underserved communities** who experience systemic inequities in educational achievement due to race, ethnicity, or socioeconomic status, refugee and immigrant status, English proficiency, familial situations, housing status, sexual orientation, or other factors
- African American/Black, Hispanic/Latino/x, Native American, Pacific Islander, underserved Asian populations, and other students of color
- **Not yet meeting grade level** learning standards on local/district assessments, state assessments, or making insufficient academic progress in core courses
- Students with **disciplinary incidents** or **significant absences**



Components

College and Career Readiness

services/programming that supports the cognitive and non-cognitive skill development necessary for high school graduation and post-secondary success

Expanded Learning Opportunities

academic or enrichment experiences that take place *outside of the school day*, e.g. afterschool, during school breaks, and in the summer



Key Elements

College and Career Readiness

College Knowledge and Advising

Career Awareness and Exploration

Academic Preparation

Expanded Learning Opportunities

Academic

Enrichment

Combination



Proposal Development

Components

*choose one**

Key
Elements

*choose one for
ELO or one or
more for CCR*

Indicators

choose 3 – 6

Outcomes

*choose one or
more*

Important notes:

- You may use Levy funds and leverage non-Levy funds to implement program elements.
- Partnerships between organizations and school communities are strongly encouraged to leverage strengths, foster connections, and create high-quality learning experiences.

*If desired, organizations may choose to submit one application per component for a maximum of two applications.

Priorities in Evaluating Proposals

- Award funding for **up to 20 proposals** that will provide high quality opportunities for Levy focus students and lead to the achievement of FEPP Levy outcomes
- **Leverage** FEPP Levy investment types to **maximize impact** and advance student outcomes
- Fund a diverse group of applicants and direct **up to 15 contracts to community-based organizations**
- Fund proposals that leverage **strong partnerships** between organizations and school communities
- Fund proposals that support student **preparation for postsecondary pathways** into college, career, and the work force and prioritize proposals supporting Levy focus students in the secondary grades (6-12)



Questions to Consider



- Which focus student population(s) does my organization intend to serve with these funds? Estimated number?
- Which component and key element aligns most closely with the programs/services my organization provides or is capable of providing?
- Which outcome(s) and indicators will my organization select to monitor progress?
- What role with partners and partnerships play in application development and program implementation?





The Application

Application Sections

- ✓ Cover Sheet
- ✓ Section 1: Experience and Demonstrated Ability
- ✓ Section 2: Program/Service Proposal
- ✓ Section 3: Organizational and Administrative Capacity
- ✓ Section 4: Cultural Responsiveness
- ✓ Section 5: Labor Harmony



The Cover Sheet

- Organization information
- Application point of contact
- Summary of program/service proposal

COVER SHEET

FEPP Levy 2020 Opportunity and Access Request for Investment Application

ORGANIZATION INFORMATION:

Organization Name	
Organization Leader (e.g. Executive Director, Owner, Principal)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	
Organization Type	<input type="checkbox"/> Community Based Organization <input type="checkbox"/> School <input type="checkbox"/> Government or Public Agency <input type="checkbox"/> Other (specify): <input type="text"/>

APPLICANT CONTACT INFORMATION:

Primary contact person for questions about this RFI:

Name	
Title/Role	
Phone	
Email	

Secondary contact person:

Name	
Title/Role	
Phone	
Email	

SUMMARY OF PROGRAM/SERVICE PROPOSAL:

Proposed Program/Service Name		
O&A Component (<i>may check only one</i>)	<input type="checkbox"/> Expanded Learning Opportunity (ELO)	<input type="checkbox"/> College and Career Readiness (CCR)
O&A Key Element	<input type="checkbox"/> ELO Academic <input type="checkbox"/> ELO Enrichment <input type="checkbox"/> ELO Combination	<input type="checkbox"/> CCR College Knowledge and Advising <input type="checkbox"/> CCR Career Connections and Exploration <input type="checkbox"/> CCR Academic Preparation
Anticipated number of focus students to be served annually		
Age range program will serve:	<input type="checkbox"/> Elementary, grades K-5, ages 5-12 <input type="checkbox"/> Middle, grades 6-8, ages 11-14 <input type="checkbox"/> High, grades 9-12, ages 14-19	
Focus student(s) program will serve:	<input type="checkbox"/> Not yet meeting grade level learning standards <input type="checkbox"/> Underserved Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native American/Alaska Native	<input type="checkbox"/> Refugee and immigrant <input type="checkbox"/> English language learners <input type="checkbox"/> Experiencing Homelessness <input type="checkbox"/> LGBTQ <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Other: <input type="text"/>
Funding Amount Requested		
Partner agency (<i>if applicable</i>)		

Section 1: Experience and Demonstrated Ability

2 page maximum

Overview of Organization

- Relevant history
- Mission or theory of change
- Types of programming offered
- Any other relevant high-level information

Prior Experience with Focus Student Populations

Partnerships



Section 1: Experience and Demonstrated Ability

2 page maximum

Overview of Organization

Prior Experience with Focus Student Populations

- Student and community needs assessment
- Data use to inform services/programming
- Results

Partnerships



Section 1: Experience and Demonstrated Ability

2 page maximum

Overview of Organization

Prior Experience with Focus Student Populations

Partnerships

- How do you partner with young people, community members, other organizations?
- How do partnerships support student learning and development?
- Illustrative example



Section 2: Program/Service Proposal

4 page maximum

Components, Key Elements, Outcomes, Indicators

- Identify the components and key elements you intend to address
- Select the outcome(s) and 3-6 indicators you intend to impact

Service/Program Description

Budget Proposal



Section 2: Program/Service Proposal

4 page maximum

Components, Key Elements, Outcomes, Indicators

Service/Program Description

- Why
- Who
- What, when, where
- Rationale
- Partnership involvement

Budget Proposal



Section 2: Program/Service Proposal

4 page maximum

Components, Key Elements, Outcomes, Indicators

Service/Program Description

Budget Proposal

- Use the provided Excel template



Budget Template

- Minimum request is \$40,000
- Include leveraged funds if applicable
- O&A expenditure column should tie to services/costs to be funded through this RFI

FEPP Levy 2020 Opportunity & Access Request for Investment Budget Proposal

Organization Name:		\$ -	Total FEPP Opportunity and Access funding requested <i>(minimum \$40,000)</i>
Proposed Program/Service Name:		\$ -	Total Program/Service Cost
Instructions:	Complete the budget tables below by inputting the amount of funds you are requesting by line item and describing what those funds will purchase. The budget should be directly to the services you plan to provide and the number of students you plan to serve. If you will be utilizing additional fund sources to deliver your proposed program/service, please include amounts by fund source so a total program cost can be evaluated. The O&A amount requested must meet the minimum of \$40,000.		

Table 1: Personnel Expenditures

	Position Title	FTE	O&A Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: Please outline roles and responsibilities of each position and any variations (e.g., pre-program planning, program management during the summer, etc.)
1							\$ -	
2							\$ -	
3							\$ -	
4							\$ -	
5							\$ -	
6							\$ -	
7							\$ -	
8							\$ -	
9							\$ -	
10							\$ -	
			<i>Subtotal:</i> \$ -	\$ -	\$ -	\$ -	\$0	
			<i>Benefits:</i> \$ -	\$ -	\$ -	\$ -	0%	<i>Insert benefits percentage to the left in cell H21 (e.g. 24%)</i>
			Personnel Sub-Total \$ -	\$ -	\$ -	\$ -	\$0	

Table 2: Non-Personnel Expenditures

	Item Name	O&A Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: List all subcontracts, supplies, materials, transportation, and other program expenditures. Please include the requested amount as well as a brief description.
1						\$ -	
2						\$ -	
3						\$ -	
4						\$ -	
5						\$ -	
6						\$ -	

Section 3: Organizational and Administrative Capacity

2 page maximum

Management

- Roles and responsibilities
- Staff to student ratio
- Staff recruitment, training, and retention

Data

Finance

Challenges



Section 3: Organizational and Administrative Capacity

2 page maximum

Management

Data

- What kinds of data?
- Data systems/database?
- Data challenges

Finance

Challenges



Section 3: Organizational and Administrative Capacity

2 page maximum

Management

Data

Finance

- Accounting principles, systems, and internal controls
- Leveraging of funds
- Sustainability

Challenges



Section 3: Organizational and Administrative Capacity

2 page maximum

Management

Data

Finance

Challenges

- Identify foreseeable challenges
- Steps to mitigate those challenges



Section 4: Cultural Responsiveness

2 page maximum

Experience

- Providing services to students from diverse backgrounds (noting any specialized programming/approaches to support students/families)
- If limited experience, what steps do you plan to take?

Incorporation of Racial Equity and Social Justice

Family Engagement



Section 4: Cultural Responsiveness

2 page maximum

Experience

Incorporation of Racial Equity and Social Justice

- How are racial equity and social justice incorporated generally and in proposal?
 - Address cultural differences between students/families and staff?
- Practical tools or training for staff

Family Engagement



Section 4: Cultural Responsiveness

2 page maximum

Experience

Incorporation of Racial Equity and Social Justice

Family Engagement

- Approach
- Challenges

RFI Application Scoring

Section	Score
1. Experience and Demonstrated Ability	15
2. Program/Service Proposal	40
3. Organizational and Administrative Capacity	15
4. Cultural Responsiveness	15
5. Labor Harmony	N/A
6. Interview	15
TOTAL POINTS	100



Summary of Appendices

- Appendix A: FEPP Levy Headline Indicators (RFI: p.21)
- Appendix B: Evaluation and Scoring Criteria (RFI: p.22)

Timeline After Applications Are Submitted (Deadline **Monday, April 13, 3:00pm**)

Phase 3: Evaluation (dates subject to change)

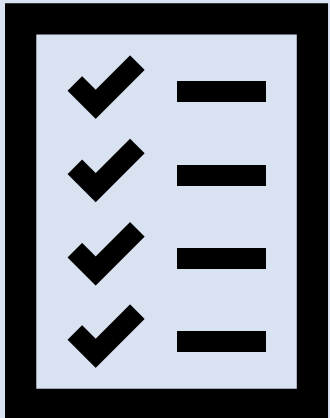
Applications Reviewed and Rated	April 14 – May 15, 2020
Interviews* and Review Panel Deliberations	May 7 – May 15, 2020
Notifications issued to applicants	Monday June 29, 2020

**Details will be shared during in-person Technical Assistance Sessions on March 11 and 25*



Technical Compliance

- An application will be deemed technically compliant if it:
 - Is submitted on time (by Monday **3:00 PM**, April 13, 2020) either electronically or in paper copy
 - Includes all required sections (must be a COMPLETE application)
 - Ensures submissions for Sections 1 - 5 are typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided, and all submitted together as one document in PDF or Word format
 - Ensure Budget is formatted using the Excel template provided and submitted as one file
 - Include labor harmony attachment (see Section 5)



Technical Assistance (TA)

Attendance is **not required**, nor are points awarded for participation. However, it is highly recommended a staff member(s) assigned to the development of a proposal should attend a session, so applicants understand the RFI sections, technical compliance, and application tools provided.

For the most current information please visit the DEEL website (www.seattle.gov/education).

Email questions to DEELFunding@seattle.gov.

Event	Date	Time & Location
RFI Information Session (webinar)	Wednesday March 4, 2020	Posted online by 4pm
Technical Assistance Session 1	Wednesday March 11, 2020 <i>Please RSVP</i>	2:30-5:00pm <i>The 2100 Building</i> <i>2100 24th Avenue South Seattle, WA 98144</i>
Technical Assistance Session 2	Wednesday March 25, 2020 <i>Please RSVP</i>	2:30-5:00pm <i>Miller Community Center</i> <i>330 19th Avenue E. Seattle, WA 98112</i>
Last day to submit questions to DEELFunding@seattle.gov	Friday April 3, 2020	All Q&A posted online withing 3 business days



In preparation for upcoming Technical Assistance sessions...



- Please bring your laptop (will be hands-on work time)
- Any appropriate staff may attend
- Please review the online *RFI Information Session (webinar)*
- Please go to the DEEL Website and familiarize yourself with this funding opportunity (RFI, supporting docs, FEPP Levy, etc.) located at <https://www.seattle.gov/education/funding-opportunities>
- Please bring your questions on RFI related topics or areas



THANK YOU!
See you at the
TA Sessions!

FAMILIES
EDUCATION
PRESCHOOL
& PROMISE