

## Families, Education, Preschool and Promise Levy Community-Based Summer Enhancement and COVID-19 Response Funds Request for Investment Application

### INTRODUCTION

The COVID-19 pandemic and extended periods of remote learning have impacted student academic learning and non-academic health and well-being. DEEL is committed to advancing educational equity through access to summer programs for youth most heavily impacted by the pandemic.

The Department of Education and Early Learning (DEEL) is requesting applications from community-based organizations (CBOs) to expand or enhance existing academic and enrichment summer programs for Seattle K-12 students. Funding will be awarded through a competitive request for investment (RFI) process managed by DEEL. Up to \$1 million in one-time funding will be awarded for programming that occurs between June-August 2021. DEEL intends to fund a maximum of 20 proposals with a maximum award of \$100,000 per program proposal.

Eligible programs must serve students furthest away from educational justice and promote the development of academic and non-academic skills. Funding will be awarded to CBOs only; schools are not eligible to apply. Applicants may submit proposals that expand or enhance summer programming in one of three areas:

- 1) Academic Support & Acceleration
- 2) Health & Wellness
- 3) College and Career Readiness

To be considered for funding, eligible applicants must submit an RFI application **by 12:00pm on Thursday, May 20, 2021**. DEEL will notify successful applicants by Friday, June 11, 2021.

All materials and updates to the RFI are available on DEEL's [Funding Opportunities](#) webpage. DEEL will not provide individual notice of changes, and applicants are responsible for regularly checking the webpage for any updates, clarifications, or amendments.

Event	Date/Time (if applicable)
Request for Investment (RFI) application issued	Thursday, April 29, 2021
RFI Information Session (pre-recorded)	Monday, May 3, 2021
Technical Assistance Session 1	Tuesday, May 11, 2021 2:30 – 5:00pm
Technical Assistance Session 2	Monday, May 17, 2021 2:30 – 5:00 pm
Last day to submit questions	Monday, May 17, 2021 at 5:00 pm
<b>RFI Applications due</b>	<b>Thursday, May 20, 2021 by 12:00pm</b>
Application Review, Scoring and Deliberation	May 21-June 4
<b>Notifications issued to applicants</b>	<b>Friday, June 11, 2021</b>



## INVESTMENT OVERVIEW

The goal of the 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. K-12 School & Community-Based FEPP investments support this goal by providing access to increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

Research predicts steep learning loss and a widening of opportunity and achievement gaps as a result of the COVID-19 pandemic<sup>123</sup>. In response, DEEL is repurposing \$1 million of SY 2020-21 resource, consistent with Ordinance 126259 and flexibility given to respond to the conditions of the COVID-19 pandemic and exacerbated racial disparities in education. This funding opportunity is designed to expand or enhance existing summer programs for K-12 students in Seattle.

**Criteria for Community-Based Organizations:** Eligible applications must demonstrate the following:

- Commitment to racial equity, cultural responsiveness, and directing resources to student populations based on the unique needs of historically underserved communities
- History of serving students furthest away from educational justice, including those not yet meeting grade level learning standards and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students
- Experience achieving positive academic and/or non-academic outcomes through summer programming

**Funding:** DEEL will conduct a competitive RFI process in 2021 to award one-time funds for Community-Based Summer Enhancement and COVID-19 Response. Program proposals may not exceed \$100,000. If desired, organizations operating multiple programs may submit more than one proposal.

DEEL will negotiate contracts with awarded applicants inclusive of performance commitments for student enrollment, attendance, and program impact. Contracted partners will be required to administer an asset-based pre- and post-program survey co-created with DEEL's Performance & Evaluation Team to assess program impact<sup>4</sup>, and participate in DEEL site visits to ensure quality implementation of investments.

All Levy proceeds are supplemental and complementary to existing public funding structures and services and may not be used to supplant state, city, or federally funded services.

**Technical Assistance:** DEEL will offer an Information Session and two Technical Assistance (TA) workshops related to this RFI to support applicants and promote equitable access to funding (see timeline on page 1). All technical assistance information and materials will be posted on the DEEL Funding Opportunities webpage. DEEL will not provide individual notice of updates or changes. Applicants are responsible for regularly checking the web page for any updates, clarifications, or amendments.

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<sup>1</sup> Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K. (2020). Learning during COVID-19: Initial findings on students' reading and math achievement and growth. NWEA

<sup>2</sup> Agostinelle, F., Doepke, M., Sorrenti, G, & Zilibotti, F. (2020) When the Great Equalizer Shuts Down: Schools, Peers, and Parents in Pandemic Times. NBER

<sup>3</sup> Furfaro, H. (2021, January) COVID-19 pandemic takes social and emotional toll on Washington's youngest learners. Seattle Times.

<sup>4</sup> Please note that the use of "performance commitments" is different from DEEL's standard performance-based contracting model, and is intended to reduce data measurement and maximize access to funding for grant recipients.

## INVESTMENT FRAMEWORK

**Outcomes:** Programs funded through this investment are intended to advance DEEL’s desired result that all Seattle students graduate high school college and career ready (see Appendix A for detailed information on DEEL’s student outcomes). Investments will be guided by an asset-based approach that empowers CBOs to implement context-specific programming to improve outcomes for Seattle students and families. Applicants will submit proposals that specify a program area of focus, the number of students served, duration of programming, and a description of the program. Proposals are encouraged to identify how their program will improve student outcomes in their area of focus (see below and Appendix B).

**Program Participants:** Investments through this funding opportunity will prioritize students furthest from educational justice and those most vulnerable to the pandemic’s impact on academic learning and mental health. Enrollment in programming or services should prioritize access for students that meet one or more of the following criteria<sup>5</sup>:

- From historically underserved communities and neighborhoods who experience systemic inequities in educational achievement because of their 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, Native American, Pacific Islander, underserved Asian populations, and other students of color
- In need of social, emotional, and/or academic support as a result of COVID-19 school closures
- From groups historically underrepresented on college campuses and in STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning or language proficiency standards
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

**Program Areas:** Funded proposals must expand or enhance summer programming in one of three program areas. DEEL acknowledges that many programs will intersect across more than one area. Applicants should select the area most reflective of the program or service they intend to provide and draft their RFI proposal accordingly. Examples of program activities in each area are described below.

1. **Academic Support & Acceleration:** Programs may include additional academic instruction and learning time, foundational skills and/or content recovery, accelerating learning, or cross-curricular/project-based learning and are intended to improve academic outcomes. Programs may provide students with additional instruction in one or more core content areas.
2. **Health & Wellness:** Programs may focus on physical and mental health, well-being, or social-emotional learning (SEL). Proposals may focus on creative pursuits, cultural identity exploration, trauma-informed therapeutic practices, sports, and outdoor exploration, or activities to develop student skills in managing emotions, setting and achieving goals, persevering through adversity, and working in a team.
3. **College and Career Readiness (CCR):** Programs may offer college counseling, resources, supportive tools, and activities to prepare youth for post-secondary opportunities. Proposals may focus on

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<sup>5</sup> This criteria is not ranked and will be considered holistically during application review

college and post-secondary planning (e.g. applications, financial aid, discussion of various pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials); project-based learning in partnership with industry; awareness of job opportunities in the Seattle region through career fairs, site visits, presentations, internships, and pre-apprenticeships; inclusion of family in college navigating and advising; discussion and interpretation of career and interest inventories; and/or opportunities for students to identify career interests and pathways.

**Program Design:** This funding opportunity is designed to balance a compressed timeline for implementation, with the need for high-quality programming and operational flexibility.

Programs must:

1. Be based on student and community need
2. Enhance or expand access to an existing summer program
3. Utilize culturally specific and responsive approaches
4. Collect daily attendance
5. Participate in the development of and administer a pre- and post-program survey

Programs may:

1. Occur in-person, hybrid, or virtually; though in-person and/or hybrid models that adhere to public health and safety guidelines are highly encouraged
2. Include partnerships between CBOs and schools to leverage shared strengths in academic preparation, cultural- and linguistically-specific programming, foster connections between families and schools, and create high-quality enrichment experiences this is highly encouraged
3. Use multiple fund sources to support program implementation

## PROCESS AND CRITERIA FOR EVALUATION

Community-Based Summer Enhancement and COVID-19 Response Funds RFI applications will be evaluated according to the following process:

- Part I: Technical Compliance Review:** Applications will be reviewed for technical compliance to verify submission is complete, on-time, and that DEEL expectations for labor harmony are met. DEEL reserves the right to reject any application that is late or incomplete as well as exclude any pages that exceed the stated page limits.
- Part II: Scoring:** A review panel will evaluate applications using the RFI Scoring Criteria (p.17) and stated priorities (p.5) to inform review panel recommendations for funding.
- Part III: Decision-Making and Contract Development:** Final funding decisions will be made by the DEEL Director based on the review panel recommendations and other relevant factors. DEEL will notify each applicant of the funding decision and begin contract development

### Part I: Technical Compliance Review

To be considered technically compliant, submitted applications must contain the items below. The application may be deemed not technically compliant if the checklist items are absent or incomplete. Applications deemed not technically compliant will not be evaluated further.

DEEL reserves the right to waive immaterial defects or irregularities and may conduct follow-up interviews to obtain additional information from submitted applications. DEEL reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted electronically or in paper copy by <b>Thursday, May 20, 2021 by 12:00pm.</b> <input type="checkbox"/> Submitted electronic copy to <a href="mailto:DEELFunding@seattle.gov">DEELFunding@seattle.gov</a> . <input type="checkbox"/> Submitted paper copy to DEEL (see “Instructions to Applicants”)
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted a complete and correct application inclusive of all required sections by the stated deadline using the required template(s). <input type="checkbox"/> RFI Application in PDF or Word: Sections 1 - 6 submissions are typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided, and all submitted together as one document using the provided template <input type="checkbox"/> Budget in Excel: Section 2 budget submission is formatted in Excel template provided and submitted as one file
<input type="checkbox"/> Yes <input type="checkbox"/> No	In Section 4: Labor Harmony agency confirmed standard practices and policies that uphold city principles that agencies work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.
<input type="checkbox"/> Yes <input type="checkbox"/> No	In Section 5: Asset-Based Survey agency committed to administering an asset-based survey to participating youth and/or program staff.
<input type="checkbox"/> Yes <input type="checkbox"/> No	In Section 6: COVID Contingency Plan agency committed to adhering to public health guidelines issued by King County and the WA State Department of Health.

### Part II: Scoring Criteria (detailed in Appendix C)

Section	Score
1. Experience and Demonstrated Ability	25
2. Program/Service Proposal	50
3. Cultural Responsiveness	25
4. Labor Harmony	<i>Not scored, part of technical compliance review</i>
5. Asset-Based Survey	<i>Not scored, part of technical compliance review</i>
6. COVID-19 Contingency Plan	<i>Not scored, part of technical compliance review</i>
<b>Total Points</b>	<b>100</b>

### Part III: Decision-Making and Contract Development

A review panel will score applications and make initial funding recommendations to DEEL’s Director. The highest ranked application may not correspond to the highest funding allocation. As part of the evaluation and funding allocation process, DEEL will consider multiple factors described below.<sup>6</sup>

Factor	Description
RFI Application Score	A review panel will rate RFI applications based on the scoring criteria in Appendix C
Communities and Neighborhoods Most Impacted by COVID-19	DEEL intends to direct resources to historically underserved communities and neighborhoods most impacted by COVID-19 <sup>7</sup>
Partnership	DEEL intends to prioritize proposals that leverage strong partnerships between organizations, schools, and school communities to maximize student outcomes
Diversity	DEEL intends to fund a diverse group of proposals (by program type, geography, age level, organization, etc.), with preference given to BIPOC led organizations
Responsiveness	DEEL intends to fund proposals that respond to student needs resulting from the COVID-19 pandemic through culturally responsive approaches
FEPP Levy Investment	DEEL intends to leverage FEPP Levy investment types to maximize student outcomes

<sup>6</sup> These factors are not ranked and will be considered holistically during decision-making

<sup>7</sup> The Seattle Office of Planning & Community Development [Race and Social Equity Index](#) identifies areas of disadvantage in the City of Seattle. Additional tools to identify COVID-19 impact areas are in development and will be shared with prospective applicants once available.

If an applicant is selected for funding, the organization will finalize a scope of work based on their RFI proposal to be incorporated into a DEEL contract. Awarded applicants should be prepared to discuss and negotiate aspects of their scope of work prior to completing the contract. These aspects may include, but are not limited to, the amount of funding, proposed programming and/or services, and focus student participation.

DEEL reserves all rights not expressly stated in the RFI, including awarding partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If DEEL and any applicant selected under this RFI are unable to come to agreement on a final contract, DEEL may, in its discretion, choose not to provide funding.

## ADDITIONAL REQUIREMENTS

Successful applicants will enter into a contract for services with the City of Seattle and will need to adhere to the following contractual conditions. Conditions may be amended, or additional requirements may be included during the contract negotiation process.

**TERM:** Start and end dates will be determined during contract negotiation with awarded applicants. All contracts, regardless of start date, will end by September 15, 2021. Programming is expected to take place June through August 2021.

**CONTINUOUS QUALITY IMPROVEMENT (CQI):** DEEL and the funded organization share responsibilities related to CQI, data collection, and reporting.

DEEL will:

- Conduct a site visit to observe program, discuss implementation, and provide feedback
- Provide a data collection template and training for CBO staff

Organizations will:

- Designate a point of contact responsible for following the proper steps to ensure data security when exchanging or transmitting sensitive data
- Ensure the existence and/or development of systems to collect and monitor enrollment and attendance for the duration of the program
- Administer an asset-based pre-post survey for students and/or program staff
- Collect and submit data for student-level enrollment, attendance, participant surveys, and Seattle Public School ID (as appropriate)

**PAYMENT AND RECORDS:** The City shall pay the organization up to the stated contract price. Payment will be made on a reimbursable basis for the organization's actual and approved costs identified in the project budget. The funded organization shall timely furnish such other expenditure and programming reports as may be requested by DEEL related to the contract, including statements and data specifying services provided. The City shall have the right to withhold payment to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

**DOCUMENTATION:** Applicants selected for funding will be required to maintain financial and program records, documents, and other evidence directly related to performance of work in accordance with generally acceptable accounting procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.

Funded organizations must submit the following documents to DEEL:

1. **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization 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. For more information: <http://www.seattle.gov/licenses/get-a-business-license>
2. **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.
3. **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.  
**Maintain the following insurance coverage**, at a minimum:
4. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:
  - a. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
  - b. \$2,000,000 Products/Completed Operations Aggregate
  - c. \$2,000,000 General Aggregate
  - d. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
5. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of \$1,000,000 CSL.
6. **Worker’s Compensation insurance** for Washington State as required by Title 51 RCW.

## APPEALS PROCESS

The Seattle Department of Education and Early Learning (DEEL) will notify applicants in writing of the outcome of the submission. 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 DEEL’s decision. Disagreeing with the outcome is not a valid reason to appeal the decision and will not be considered. An appeal must clearly state a rationale based on one or more of the following criteria:

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

Appeals must be sent by mail or by email to the following:

By Mail:

Dwane Chappelle, Director  
Seattle Department of Education and Early Learning  
Summer 2021 RFI Appeal  
P.O. Box 94665  
Seattle, WA 98124-6965

By Email:

[DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov)

Subject line: Summer 2021 RFI Appeal

The DEEL Director (or designee) will review the written appeal and may request additional information from the applicant. A written decision from the DEEL Director (or designee) will be sent within five (5) business days of the receipt of the appeal. This decision is final.



## INSTRUCTIONS TO APPLICANTS

**Submission:** Applications may be submitted electronically or in paper form. All attachments must be received on or **before 12:00 PM Thursday May 20, 2021.**

The following sections, unless noted otherwise, must be submitted to constitute a complete RFI Application submission:

- Cover Sheet
- Section 1: Experience and Demonstrated Ability
- Section 2: Program/Service Proposal and Excel budget template
- Section 3: Cultural Responsiveness
- Section 4: Labor Harmony
- Section 5: Asset-Based Survey
- Section 6: COVID-19 Contingency Plan

Responses to each of the sections must follow the page limits identified in the instructions for each section. All submissions must utilize the submission templates provided, use size 11 font, use single- or double-spacing, and use page-numbers.

Applicants are highly encouraged to submit their RFI submissions electronically via email.

By Email:

[DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov)

Subject line: **[Organization Name] – Summer 2021 RFI**

Applicants will receive a confirmation email within one hour of submission. Organizations that do not receive a confirmation should send a follow up email to [DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov).

By Hardcopy:

Contact DEEL via email at [DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov) or by phone at 206-684-0607 by Monday, May 17 at 12pm. DEEL staff will work with the applicant to identify a plan for drop off or pick up to take place before 12pm on Thursday, May 20.

Subject line: **[Organization Name] – Summer 2021 RFI**

**Questions:** Please submit questions about this RFI via email to [DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov) and include “Question\_2021 Summer RFI” in the subject line.





**COVER SHEET**

**Community-Based Summer Enhancement and COVID-19 Response  
Request for Investment Application**

**ORGANIZATION INFORMATION:**

Organization Name	
Organization Leader (e.g. Executive Director)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	

**APPLICANT CONTACT INFORMATION:**

<b>Primary Contact</b> Person Name		<b>Secondary Contact</b> Person Name	
Title/Role		Title/Role	
Phone		Phone	
Email		Email	

**SUMMARY OF PROGRAM/SERVICE PROPOSAL:**

Program/Service Name			
Start / End Dates			
Program Area <i>(may check <u>only one</u>)</i>	<input type="checkbox"/> Academic Support & Acceleration	<input type="checkbox"/> Health & Wellness	<input type="checkbox"/> College & Career Readiness (CCR)
Anticipated # of focus students to be served:			
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:	Students in need of support socially, emotionally, and/or academically as a result of COVID-19 school closures and identifying as: <input type="checkbox"/> Black/African American <input type="checkbox"/> Refugee and immigrant <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> English language learners <input type="checkbox"/> Native American/Alaska Native <input type="checkbox"/> Experiencing Homelessness <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> LGBTQ <input type="checkbox"/> Underserved Asian <input type="checkbox"/> Other:		
Funding Amount Requested			
Partner school, agency, or organization <i>(if applicable)</i>			



SERVICE AREA	
In which City Council District(s) do you propose to deliver services? Check all that apply. Follow link to view a map of Seattle City Council Districts or search by address: <a href="http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember">http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember</a>	<input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7
CAPACITY	
How would these funds support your organization?  Check all that apply.	<input type="checkbox"/> Stabilize and enhance services within an existing program at its current capacity <input type="checkbox"/> Enable an existing program to expand <input type="checkbox"/> Enable an existing program to better serve a specific sub-population <input type="checkbox"/> Other: (please specify)
FINANCE	
Have you previously been awarded DEEL funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure

**AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:**

*To the best of my knowledge and belief, all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the applicant is awarded funding.*

Name and Title of Authorized Representative:

\_\_\_\_\_  
*Signature of Authorized Representative* *Date*

**AUTHORIZED SIGNATURE OF PARTNER SCHOOL PRINCIPAL:**

*To the best of my knowledge and belief, all information in this application is true and correct.*

Name of Principal at partner school  
(if applicable):

\_\_\_\_\_  
*Signature of Principal at partner school<sup>8</sup>* *Date*

<sup>8</sup> Principal approval is required for organizations partnering closely with a school or planning to use an SPS school building/campus. Applicants can demonstrate principal approval via physical or electronic signature on the cover sheet, or by attaching an email, signed letter of support, or partnership agreement to the application.

## SECTION 1: Experience and Demonstrated Ability

Responses to Section 1 are to be no more than **2 pages** (8½" x 11") and submitted using the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.

Section 1 assesses applicant experience working with focus students, utilizing data, tracking progress, engaging partners, and achieving results. In your narrative, please address the following:

1. Provide an overview of your organization including relevant history of serving Levy focus students, types of programming offered and associated outcomes, and any other high-level information that gives a general understanding of your organization and how it operates.
2. Please describe your organization's prior experience serving Levy focus student populations. In your response, please include:
  - How your organization assesses the needs of the students and communities you serve
  - How data is utilized to inform services and/or programming
  - What academic and/or non-academic results your organization has achieved with Levy focus student populations
3. Describe how you partner with young people, community members, school(s), and/or other organizations to support student learning and development. Please provide an example of how partnership(s) benefit the work you do and the students you serve.

## SECTION 2: Program/Service Proposal

Responses to Section 2 are to be no more than **5 pages** (8½" x 11") and submitted using the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.

Please describe the summer program you are seeking funds to expand or enhance in 2021.

Your response should include:

- Selected program area (see p.3) and program name
- Rationale for program efficacy in addressing student and community needs
- Focus students to be served
- Program implementation details, including but not limited to:
  - Activities and structure
  - Program partner(s)
  - Program dates, schedule, and location (physical and/or virtual)
  - Plans for facility use, student meals, and transportation as applicable
  - Management and staff, including staff to student ratio
  - Student/Family outreach and engagement plan
- Description of how this funding will expand or enhance programming
- A completed budget proposal (use provided Excel template; budget template does not count toward page limit)

### SECTION 3: Cultural Responsiveness

*Responses to Section 3 are to be no more than **1 page** (8½" x 11") and submitted using the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Successful applicants will be expected to deliver programming and/or services using culturally and linguistically responsive approaches designed to close opportunity gaps and promote positive identity development for focus students. This is likely to include:

- implementation of strengths-based strategies and supports,
- systems that foster partnership with families,
- use of culturally and linguistically responsive communication techniques and instructional practices,
- consideration of students' home and community cultural experiences,
- opportunities for students to express their needs and direct their own learning, and
- hiring practices that emphasize hiring staff who are from or representative of the communities they serve.

Section 3 assesses applicants' cultural responsiveness to the unique needs of the focus students and communities to be served. In your response, please:

1. Describe your experience providing services to students from diverse racial and ethnic backgrounds, who speak a language other than English at home, or who are immigrants and refugees. Describe any specialized programming or approaches you utilize to support culturally and linguistically diverse students and families. If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?
2. Describe how you incorporate anti-racist practices and social justice into your work generally and into your program proposal.

### SECTION 4: Labor Harmony

*Responses to Section 4: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.

In your response, please indicate if your agency is committed to avoiding labor disputes that disrupt services by checking the appropriate box.

- Yes       No

If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, **please attach with your submission as a separate file** (Word or PDF). This attachment will not count towards the page limit.



**SECTION 5: Asset-Based Survey**

*Responses to Section 5: Asset-Based Survey is to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

Successful applicants will be required to administer an asset-based survey of participating youth and/or program staff. The survey will be co-created by DEEL and the funded applicant, tailored to each program, and administered to participants by program staff at the beginning and end of the summer program. Administration of this survey should take approximately 5-10 minutes.

The survey will be accessible electronically; organizations can request paper copies as needed. Further information will be provided at the technical assistance sessions.

Please indicate if your agency is committed to administering an asset-based pre- and post-survey of participating youth and/or program staff by checking the appropriate box.

- Yes       No

If your organization currently uses an asset-based survey tool to assess program impacts and you are awarded funds, DEEL will work with you to align efforts and minimize the burden placed on program participants to complete surveys.

**SECTION 6: COVID-19 Contingency Plan**

*Responses to Section 6 are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

The extent and duration of the COVID-19 pandemic remain unknown and the impacts on our communities and our economy are still in flux. DEEL is interested in proactively addressing impacts to the extent possible and asks applicants to anticipate potential implications for their service proposal. Please respond to the following to the best of your ability. Responses will not be scored as a part of your application’s evaluation.

**Part A: Public Health Guidance**

Please indicate if your agency is committed to following [King County’s guidance for childcare administrators](#) by checking the appropriate box.

- Yes       No

All agencies should review and regularly monitor guidance from the Washington State Department of Health, including the [Guidance for Child Care, Youth Development, and Day Camps During COVID-19](#)

**Part B: Potential Impacts**

In the event public health guidelines place limits on social interactions and/or gathering places like community spaces or schools during Summer 2021, what aspects of your program/service delivery do you anticipate may be impacted?

Please check all that may apply.

- Programming site/facility
- Schedule (e.g. start/end dates, frequency)



- Delivery of services/programming activities
- Students served
- Staffing
- Partnerships
- Transportation
- Meals/Snacks

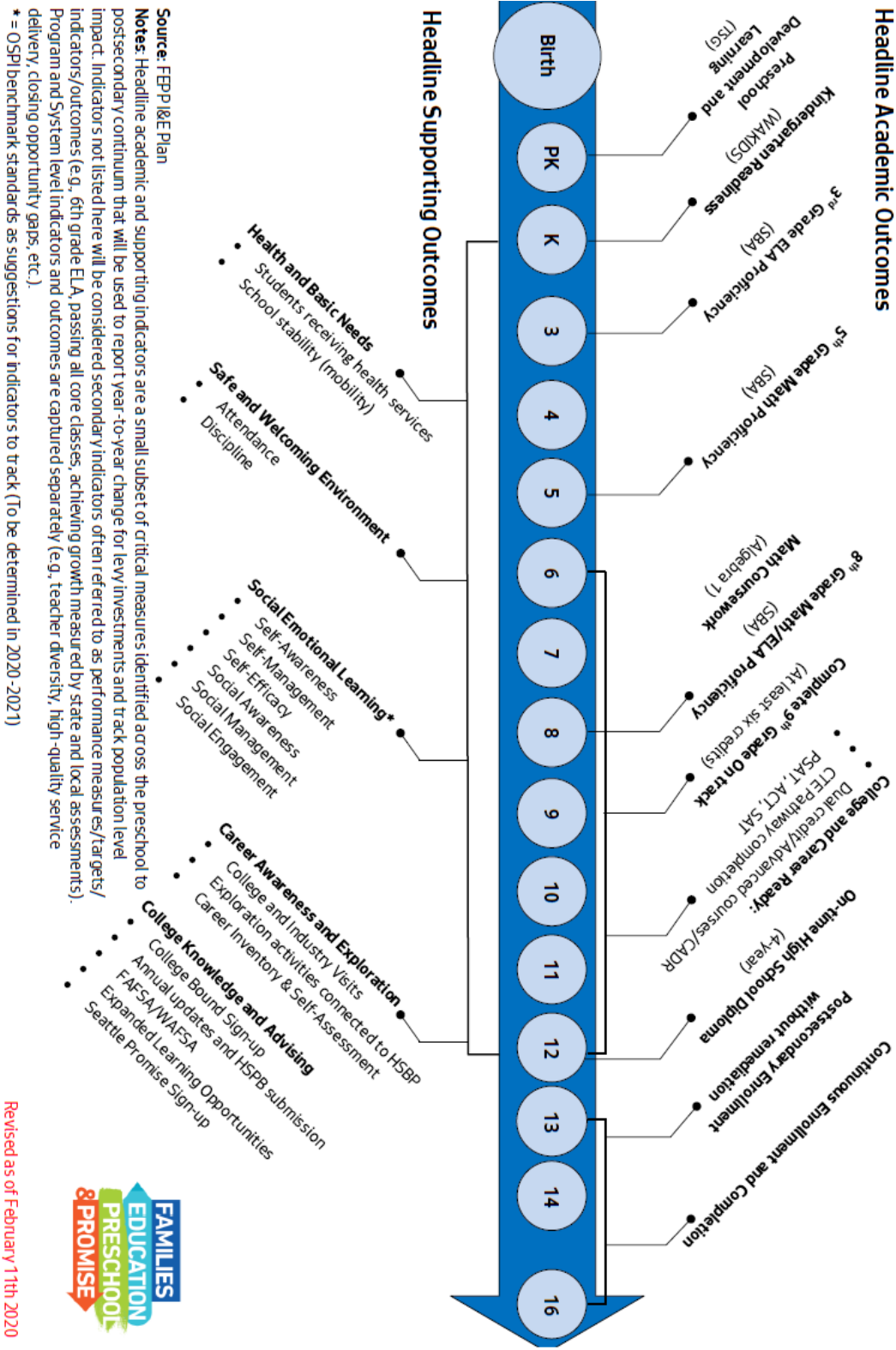
Please provide a brief description (maximum 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen closures or the inability to provide direct, in-person services to identified focus students.



APPENDIX A: FEPP LEVY HEADLINE INDICATORS

# 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.



Revised as of February 11th 2020





**APPENDIX B: Community-Based Summer Enhancement and COVID-19 Response Indicators**

DEEL utilizes performance indicators across the preschool to post-secondary continuum to quantify and inform progress toward results. Applicants seeking 2021 Community-Based Summer Enhancement and COVID-19 Response funding must connect their programming to one focus area. The below sample indicators may be positively influenced during summer programming.

Academic Support & Acceleration	Health & Wellness	College and Career Readiness
<ul style="list-style-type: none"> <li>• Improved academic self-confidence</li> <li>• Participation in academic enrichment activities</li> <li>• Achieving typical or high growth in core subjects</li> <li>• English language learners making gains in English language proficiency</li> <li>• Passing core courses with grades of C or better</li> <li>• Credit attainment toward graduation requirements</li> <li>• On-time promotion to the next grade level</li> <li>• Reduced instances of suspension and expulsion</li> <li>• Reductions in academic achievement gaps between targeted subgroups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Improved mental health and well-being</li> <li>• Improved sense of self-awareness and self-management</li> <li>• Improved sense of social awareness and relationship skills</li> <li>• Improved decision-making</li> <li>• A deepened connection to/ understanding of the natural world</li> <li>• Demonstrated skill-building in outdoor activity and/or creative pursuit</li> <li>• Demonstrated improvement in an area of physical wellness</li> <li>• Improved self-efficacy (believing oneself capable)</li> <li>• Improved problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in enrichment activities that provide exposure to career interests and increase students' knowledge and awareness of college and career pathways</li> <li>• Completion of a career interest inventory</li> <li>• Participation in project-based learning connected to 21<sup>st</sup> century skill development, including skills needed in the labor market</li> <li>• Participation in industry tours and/or presentations</li> <li>• Participation in a career activity connected to a student's High School and Beyond Plan (HSBP)</li> <li>• Participation in a work-based learning experience (paid or non-paid)</li> </ul>





**APPENDIX C: SCORING CRITERIA**

As part of the evaluation process, DEEL will consider multiple factors when selecting applicants for funding and will heavily weigh application scores based on the criteria below and review panel recommendations.

Section	Criteria	Score
1. Experience and Demonstrated Ability	<ul style="list-style-type: none"> <li>Provides brief description of organization history and mission</li> <li>Provides brief description of relevant programs, services, and their outcomes</li> <li>Demonstrates experience working with focus population(s)</li> <li>Demonstrates ability to meet the needs of identified focus students</li> <li>Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students</li> </ul>	25
2. Program/Service Proposal	<ul style="list-style-type: none"> <li>Identifies one of the three eligible program areas for service delivery</li> <li>Identifies indicator(s) to be influenced by program/service</li> <li>Details activities and structure that is age-appropriate and promotes students' academic growth, college/career readiness, and cultivation of other skills that support learning</li> <li>Describes an approach to programming and service delivery that is culturally and linguistically responsive</li> <li>Demonstrates a strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs</li> <li>Activities schedule demonstrates clear start/end dates and times</li> <li>Provides appropriate plans for facility/space/location, student meals, and transportation</li> <li>Proposes activities that will be effective in meeting indicator(s)</li> <li>Proposes a reasonable budget based on level of services, number of students the organization intends to serve, personnel and non-personnel costs</li> <li>Includes expenditures only for the services/costs of program to be funded through this RFI</li> </ul>	50
3. Cultural Responsiveness	<ul style="list-style-type: none"> <li>Demonstrates experience providing, or an effective plan to provide, culturally and linguistically relevant/responsive services within diverse communities</li> <li>Demonstrates an understanding of cultural responsiveness and describes how it is incorporated into the programming and service delivery</li> <li>Demonstrates a commitment to anti-racism and social justice</li> </ul>	25
4. Labor Harmony	<ul style="list-style-type: none"> <li>Meets expectations for resolving labor disputes/disruptions in service delivery</li> </ul>	Y/N
5. Asset-Based Survey	<ul style="list-style-type: none"> <li>Agrees to administer DEEL provided pre and post program asset-based survey to students and/or program staff</li> </ul>	Y/N
6. COVID-19 Contingency Plan	<ul style="list-style-type: none"> <li>Agrees to follow relevant public health guidelines</li> <li>Provides contingency plan in the case of disruption to planned services/activities due to COVID-19</li> </ul>	Y/N
<b>TOTAL</b>		<b>100</b>