Amendment #1 (November 4th, 2019): Corrected the notification date on Page 1 to say Monday, March 2, 2019.
Amendment #2 (November 4th, 2019): Increased the total points available in the Scoring Criteria to 110 points on Page 10 and Page 31. An additional 10 points has been assigned for the presentation.
Amendment #3 (November 4th, 2019): Presentation Handout PDF:
http://www.seattle.gov/Documents/Departments/DEEL/TA_4_SchoolPresentation_Handout_REVISED11-4-19.pdf
Revisions are highlighted in yellow as an underline (addition) or as a strikeout (deletion) to the original RFI issued on Wednesday, September 4th, 2019.

Families, Education, Preschool and Promise Levy
School-Based Investments
Phase II: Request for Investment Application
Common Application Used for Elementary and K-8 / Middle Schools / High Schools

INTRODUCTION

The Department of Education and Early Learning (DEEL) is requesting plans from Seattle public elementary and K-8, middle, and high schools seeking a School-Based Investment from the City of Seattle Families, Education, Preschool and Promise (FEPP) Levy approved by voters in November 2018.

FEPP School-Based Investments will be awarded through a competitive request for investment (RFI) process and managed by the City of Seattle Department of Education and Early Learning (DEEL). To be eligible for funding, schools must have submitted an **Intent to Apply (ITA)** application in June 2019 and must submit a complete RFI application by December 13, 2019 that describes in detail the outcomes to be achieved, the means and methods to achieve results, and proposed community partners. If funds remain following the 2019 RFI process, a second call for applicants will be issued in 2020 for School Year (SY) 2021-22 implementation.

The following are the annual range amounts per grade level for the school-based investment RFI funding awards. Annual award size will be contingent upon services provided and students served. In addition to the annual award, schools will have the opportunity to earn additional funds based on performance towards outcome targets.

Level	Range Amount
Elementary Schools & K-8 Schools	$200,000 to $345,000
Middle Schools	$350,000 to $480,000
High Schools	$475,000 to $560,000

DEEL will notify successful applicants in February 2020 for investments beginning in school year 2020-2021.

School-Based Investment Phases	Date*
Phase 1: Intent to Apply	
Intent to Apply (ITA) Issued	Wednesday, May 15, 2019
ITA Informational Webinar	Wednesday, June 5, 2019, 4:00 PM
ITA submission deadline	Friday, June 28, 2019
Phase 2: Request for Investment	
Request for Investment (RFI) Issued	Wednesday, September 4, 2019
Session 1: RFI Information Session(s)	Monday, September 16th (Webinar – General Focus) Monday, September 23rd (Elementary) Monday, September 30th (Middle & High School)
Convenings & Technical Assistance	
Convening: School-Community Partnership Summit	TBD
Workshop Session 2: Data & Outcomes – Middle & High School	October 2019
Workshop Session 2: Data & Outcomes – Elementary	October 2019
Workshop Session 3: Academic & College/Career Readiness & Budget Development – All Grade Levels	October 2019
Workshop Session 4: Partnerships, Collaboration & Engagement & Cultural Responsiveness – All Grade Levels	October 2019
Workshop Session 5: General Technical Assistance	November 2019
Responses Due	**Friday, December 13, 2019 by 5:00 PM**
Phase 3: Evaluation*	
Applications Reviewed and Rated	December 16, 2019 – January 10, 2020
School Presentations & Review Panel Deliberations	January 13 – February 7, 2020
Award Notifications to Applicants	**By Monday, March 2, 2020**

The chart below outlines the application phases and timeline:
**Subject to change*

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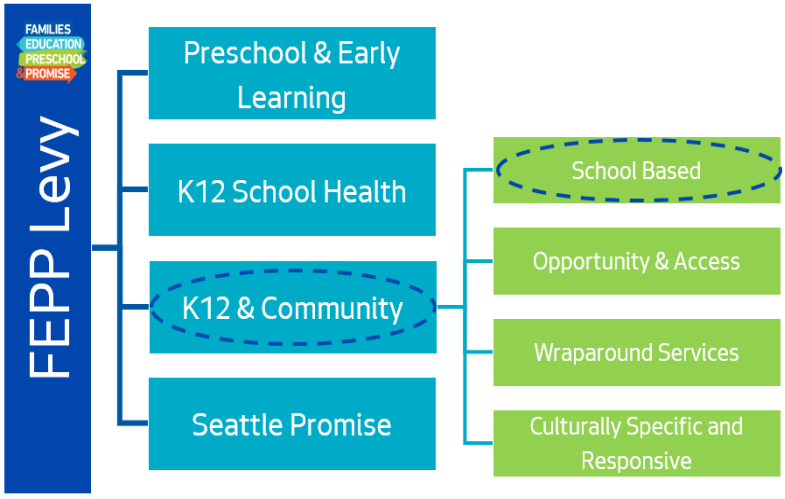
SCHOOL-BASED INVESTMENT FUNDING STRATEGY

The City of Seattle is committed to ensuring all Seattle students and families are afforded the opportunity to live and thrive in Seattle by investing in education. 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.

K-12 & Community – School-Based Investments within the FEPP Levy support the goal of closing opportunity gaps by ensuring Seattle students have equitable access to increased academic preparation and expanded learning, social-emotional skill-building opportunities, and college- and career-readiness experiences that promote high school graduation. Related to college and career readiness, we value success beyond high school. This goal is carried out through direct investment and empowerment in our Seattle schools. We believe success will only come from schools working together and building a vertical pathway for student learning throughout preschool, elementary, middle, high school, and beyond.



DEEL is seeking applications for the K-12 school-based investment from schools with a commitment to improve results for students furthest away from social justice and opportunity. K-12 school-based investments are guided by an outcomes-based approach that allows schools to develop innovative, context-specific interventions designed to improve results for Seattle students and families. Levy proceeds are supplemental and complementary to existing public funding structures and services. Levy funding may not be used to supplant state-mandated services. Investments will be directed toward schools with high concentrations of students not yet meeting grade level learning standards with priority consideration for students from African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students. Schools will serve as hubs for Levy-funded interventions coordinated and delivered by school staff and community partners.

School-based investment recipients will be expected to implement interventions through **two components:**

(1) Expanded Learning and Academic Support
(2) College and Career Readiness

Priority consideration will be given to projects that:

- are designed to eliminate educational outcome disparities by race and ethnicity, and
- employ creative ideas to expose underserved students at all grade levels to the skills of the future economy and/or career-connected learning.

Eligibility

Schools who submitted an **Intent to Apply** application in Phase I are eligible to progress onto Phase II and III of the RFI Process. To maintain eligibility, applicants must meet the following criteria:

- Principal, Levy designee, and key Levy team members are *strongly encouraged* to attend all technical assistance sessions and the School-Community Partnership Summit in the fall of 2019.
- School must submit a completed RFI application on **December 13, 2019 by 5:00 PM.**
- The principal leading the school through the development of the RFI application in the fall of 2019 should remain at the school for, at minimum, the first year of implementation (SY2020-21). In the

event of principal leadership change, DEEL must be notified within 30 days of the start date of new leadership and a meeting will be required to evaluate funding and minimize disruption of delineated implementation of workplans.

If a school does not meet the above criteria, DEEL may defund and redirect funding to a different school through a second RFI cycle. If a second cycle is necessary, schools not selected in the current cycle will be given the option to apply for investment funds.

Barring changes to the student population served and contingent upon fidelity of Levy contract implementation, schools meeting annual performance targets are eligible to receive Levy funding for the remainder of the FEPP Levy term (through SY2025-26). If implementation actions and course corrections do not result in measurable improvement, DEEL reserves the right to redirect funding to a different school partner or program.

RFI Technical Assistance
DEEL will offer extensive Information Sessions and Technical Assistance (TA) Workshops in various areas related to the RFI to provide guidance, understanding, and confidence so applicants can submit a complete and competitive proposal.

Applicants will receive direct emails from DEEL providing meeting details on dates, times, locations, content and method of TA (webinar, gathering, etc.). A number of TA sessions will be grade-level specific (elementary, middle, or high school), while others will be general for all levels. TA content, resources, and FAQ's will be posted online.

Attendance at information and TA sessions is not required (nor are 'points' awarded for participation). However, it is highly recommended a school principal, designee, and/or key Levy team member(s) assigned to the development of a proposal should attend one information session at minimum, so applicants have an understanding of the RFI sections, technical compliance, and overview of application tools provided.

SCHOOL-BASED INVESTMENT FRAMEWORK

The K-12 School-Based Investments are guided by an outcomes-based approach to empower schools to develop their own unique innovative solutions and design context-specific interventions to improve outcomes for Seattle students and families. All funded projects will measure their impact through the following outcomes:

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

To reach these outcomes, funded projects will be monitored by one or more of the following indicators based on project scope and context:

Indicators

- Achieving typical or high growth in core subjects as measured by state and local assessments
- English language learners making gains on the state English language proficiency assessment
- Attending 90% or more school days over the course of an academic year

- Passing core courses with grades of C or better
- On-time promotion to the next grade level
- Reduced instances of suspension and expulsion
- Reductions in academic achievement gaps between targeted subgroups of students
- Meeting state standards through alternative graduation pathways such as:
  - Achieving a minimum score on the SAT or ACT
  - Achieving a minimum score on an Advanced Placement or International Baccalaureate test
  - Completing a dual-credit course such as Running Start or College in the High School
- Engagement in expanded learning experiences such as summer learning programs, volunteer or workplace learning opportunities, out-of-school time STEAM programming, or project-based learning
- Applications for the state's College Bound Scholarship
- Completing early drafts and a final submission of the state-defined High School and Beyond Plan (HSBP)
- Participation in a career activity/exploration that is connected to a student's HSBP
- Completion of a career interest inventory
- Participation in enrichment activities that provide exposure to career interests, such as demonstrated knowledge of the economy
- Participation in a college campus visit
- Participation in industry tours and/or presentations
- Participation in project-based learning connected to 21st century skill development, including skills needed in the labor market
- Submitting state and federal financial aid applications (FAFSA/WAFSA)
- Successful submission of an application to a post-secondary program in 12th grade
- Students participate in a work-based learning experience (paid or non-paid)
- Applying to the Seattle Promise program

RFI Workplan Development

Through the Request for Investment (RFI) process, applicants will develop a data-informed workplan defining a tiered approach to intervention services that is

1) based on student need,
2) tied to correlating outcomes and indicators, and
3) reliant upon approaches that have demonstrated success in achieving outcomes.

The workplan (detailed in Section 6) will be developed using a defined structure of required components, key elements, and approaches to achieve the indicators and outcomes:

Each section of the RFI application is designed to lead schools through a process that will contribute to and culminate in the development of the workplan (see Appendix F for an example of the workplan template). RFI applicants will propose performance measures based on data, informed by student needs, and aligned to their workplan. Each strategy must evaluate the progress of the focus student population (see page 6). Selected schools will implement their work through a continuous cycle of improvement that includes evidence-based and/or promising practices, timely data collection about program services, outcomes, ongoing data use and analysis, and the application of course corrections as needed.

To ensure quality implementation of investment strategies and to achieve desired results, DEEL commits to:

- conducting regular site visits to observe programs, discuss implementation, and provide feedback,
- ensuring the existence and/or development of systems to collect, monitor, and analyze data, supporting the use of quality assessment tools, and
- providing access to learning opportunities that emphasize high-quality program implementation.

DEEL will collaborate with funded schools to finalize outcomes, indicators, and performance targets based on an analysis of school-specific data and historical trends.

PROGRAM REQUIREMENTS

Outcomes and Indicators

School-based investments are guided by an outcomes-based approach. DEEL intends to report annually on a subset of "Headline Indicators" identified across the preschool to post-secondary continuum to track progress toward long-term FEPP Levy goals and measure the collective impact of all FEPP Levy investment types (see Appendix A). For a list of outcomes and indicators specific to elementary, K-8, middle school, and high school, please refer to Appendix B.

Applicants will develop a data-informed workplan specifying the outcomes and indicators they intend to impact, and the intervention strategies to do so. Annual accountability measures within workplans will contribute toward progress on Headline Indicators, though they may vary in focus each year in response to data analysis and student need. Proposed workplans will show clear alignment between student needs, focus students to be served, and the outcome or indicator to be impacted. Selected outcomes and indicators must contribute to the Levy's collective impact on Headline Indicators named in Appendix A, either in the first year or in subsequent investment years.

Focus Students

Enrollment in interventions provided through school-based investments will prioritize students that meet one or more of the following criteria:

- From historically underserved communities 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
- From groups historically underrepresented on college campuses and in STEAM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards on local/district assessments
- Scoring a Level 1 or 2 on state assessments in math, reading/ELA, or science
- Scoring a Level 1 or 2 on the state English language proficiency test in one or more domains
- Not making gains on the state English language proficiency test
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Involved in one or more discipline incidents (e.g. short-term/long-term suspension)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

Components, Key Elements, and Approaches

School-based investment recipients will be required to implement interventions through two components: 1) Expanded Learning and Academic Support, and 2) College and Career Readiness. Key elements of each component are described below. Schools may use Levy funds or leverage non-Levy funds such as district, philanthropic, or community partner funds to implement key elements. Applicants are strongly encouraged to partner with community-based organizations that may be able to provide support in culturally and linguistically specific ways, foster stronger connections between families and schools, and create high-quality enrichment experiences.

Component 1: Expanded Learning and Academic Support (ELAS)

School-based investments in expanded learning and academic support include high-quality intervention and student enrichment experiences that increase instructional time and foster college and job readiness through activities such as tutoring, mentoring, academic and social and emotional learning, science, technology, engineering, the arts, and math (STEAM), education technology, project-based learning, and culturally responsive supports. Participation in expanded learning provides students that otherwise would not have exposure with enriching experiences that have lifelong benefits. According to research, participation in quality -expanded learning opportunities positively impacts student attendance and grade point average. Students also improve key social and emotional development indicators such as engagement, motivation, and self-esteem.

Key elements include:

- **Extended in-school learning**
  Levy-funded schools will be expected to provide additional hours of instructional time during the regular school day to offer qualifying students more time to master academic skills. Additional focused instruction from a certified teacher or other educators creates more time for students to master academic skills, supports greater depth and breadth of learning, and fosters stronger relationships between students and teachers.

  Examples of extended in-school learning strategies include, but are not limited to:
  - academic tutoring sessions or intervention services provided through push-in/pull-out models and aligned to student needs (e.g. individual, small group, pre-teaching, re-teaching),
  - academic case management (e.g. student-specific planning and coordination inclusive of academic assessment, progress monitoring, and advocacy for services, classes, and supports),
  - learning labs, and
  - opportunities to engage in culturally relevant instructional practices.

- **Out-of-school time programs**
  Levy-funded schools will be expected to provide additional learning opportunities outside of the regular school day to support students who have fallen behind academically and help them catch up with their peers. Before- and after-school programs, winter and spring break camps, and Saturday School are strategies to expand learning time. In addition, out-of-school time programs should be **supplemented** with enrichment activities that will support student learning. Enrichment activities provide students with the opportunity to develop deeper learning skills such as teamwork, public speaking, and creative problem solving. Enrichment activities that are paired with academic interventions provide a comprehensive and integrated experience.

  Examples of out-of-school time strategies include, but are not limited to:
  - targeted small group instruction,
  - one-on-one tutoring,

- homework help,
- test preparation,
- STEAM programming,
- visual and performing arts,
- service learning,
- college and career exploration, and
- work-based or career-connected learning.

- **Summer learning programs**
  Levy-funded schools will be expected to operate a summer learning program to provide focus students opportunities to engage in additional academic instruction, participate in enrichment experiences, and access a safe, structured environment in the summer. Levy-funded summer learning programs will provide at least 90 hours of additional academic instruction as well as college- and career-related enrichment experiences.

  In elementary and middle school, summer programs should be focused on helping students meet standards on state assessments in math or reading. In high school, summer programs should provide students with opportunities to meet district graduation requirements such as recovering credit, earning first-time credit, repairing grades, completing service-learning hours, or updating their High School and Beyond Plan. In addition, all summer programs should provide students with college- and career-focused enrichment such as career panels, college or industry visits, SAT/ACT test preparation, beginning the college application, or connections to work-based learning opportunities.

To achieve outcomes and indicators, schools will be expected to incorporate the following approaches to advance student learning into their proposed workplan.

Approaches within the ELAS component include:

- ☐ Core Content Knowledge: Research shows students who meet grade level learning standards and obtain core content knowledge in math, science, and English language arts through elementary, middle, and high school are more likely to graduate and enroll in post-secondary programs or successfully transition into the workforce.
- ☐ Family and Community Engagement: Research provides evidence that the involvement and engagement of families is associated with student's academic performance and social skill development. Making connections between families, communities, and classrooms positively impacts academic achievement, improves school-related mindsets and behaviors, and reduces the need for disciplinary action.
- ☐ Attendance: The research is clear that school attendance influences student success at every age and for every demographic. Taking action to reduce chronic absenteeism by supporting students and families with school attendance will help eliminate opportunity and achievement gaps.
- ☐ School Transitions and Vertical Alignment: Supporting students and families at critical transition points (preschool to kindergarten, elementary to middle, middle to high, and high school to post-secondary) and ensuring aligned systems of support across schools, are important indicators of student success. Systems and processes that educate students and families about what to expect and how to prepare for these transitions support the achievement of Levy goals.

Component 2: College and Career Readiness

College- and career-readiness interventions will support students in developing the knowledge and skills necessary to pursue the post-secondary pathway of their choice, including qualification for entry-level, credit-

bearing college courses without the need for remedial coursework; qualification for apprenticeship pathway training; or career training programs.

College and career readiness activities should be designed to prepare Seattle's youth for success in careers to live and thrive in Seattle. Students at all grade levels should be exposed to 21st Century Skills, such as creativity, critical thinking, communication, collaboration, perseverance, and inventiveness. Activities will prepare Seattle's youth, particularly historically underserved youth of color, for an equitable and economically secure future.

Key elements include:

- **College Knowledge and Advising**
  College knowledge and advising is a critical component of college and career readiness. In addition to the academic requirements needed to graduate from high school, students must also develop a wide range of knowledge, skills, and abilities to be truly prepared for college, career, and life. Students need early awareness, guidance, and advising to become knowledgeable of the post-secondary opportunities available to them, including two-year colleges, four-year colleges and universities, vocation-technical schools and programs, and life skills programs. Services will be incorporated within the school day or out-of-school time.

- **Career Connection and Exploration**
  Career connection and exploration experiences will provide students, teachers, and families with a deep knowledge of the workforce and connections to current and future industry opportunities. These activities should supplement current basic education curricula and be embedded within the classroom as well as incorporated into enrichment activities that occur outside of school.

Approaches within the college- and career-readiness component include the following:

College Knowledge and Advising

- ☐ Academic Preparation
- ☐ College-Going Culture/Awareness
- ☐ College Guidance/Advising
- ☐ Family Engagement
- ☐ College Application Support
- ☐ 21st Century Skills (Self-Management Behaviors/Soft-Skills)

Career Connection and Exploration

- ☐ Career Inventory & Self-Assessment
- ☐ Career exposure and exploration

Please see Appendix C for a list of sample activities for college and career readiness.

PROCESS AND CRITERIA FOR EVALUATION

RFI applications will be evaluated according to the following process:

- **Part I: Technical Compliance Review -** Applications will be reviewed for technical compliance to verify that the application was submitted complete and on-time and that DEEL's 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 Criteria -** A review panel will evaluate applications using the RFI Scoring Criteria detailed in Appendix D. Application scores and review panel discussions will inform review panel recommendations for funding awards.
- **Part III: Evaluation Process and Contract Negotiations -** DEEL will consider review panel recommendations, historical data, FEPP Levy investment alignment, and applicant presentations. Final

funding decisions will be made by the DEEL Director based on scoring and other relevant factors. DEEL will notify each applicant of the decision and will authorize award of agreements.

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 nor evaluated further if the checklist items are absent or incomplete.

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

Compliant	Technical Compliance Checklist
☐ Yes ☐ No	Submitted on Time (by 5:00 PM, December 13, 2019) either electronically or in paper copy. ☐ Submitted electronic copy to education@seattle.gov. ☐ Submitted paper copy to DEEL (see "Instructions to Applicants")
☐ Yes ☐ No	Submitted a complete application inclusive of all required sections.
☐ Yes ☐ No	Submitted electronic or paper copy correctly: ☐ RFI Application in PDF or Word Sections 1 - 5 submissions are typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided, and all submitted together as one document ☐ Workplan and Budget in Excel Section 6 submission is formatted in Excel template provided and submitted as one file
☐ Yes ☐ No	Submitted labor harmony attachment (see Section 7) and 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.

Part II: Scoring Criteria

For scoring detail, please refer to **Appendix D: Scoring Criteria**

Section	*Score*
1. School Narrative • **Part A:** School Narrative	*N/A*
2. Data Analysis and Use • **Part A:** Historical Performance and Identification of Need • **Part B:** Data Culture and Practice • **Part C:** Focus for this investment opportunity	20
3. Past Experience and Demonstrated Ability • **Part A:** Implementation Experience • **Part B:** Partners and Partnerships • **Part C:** Student and Family Engagement	18
4. Organizational Capacity and Commitment • **Part A:** Collective Commitment and Communication Plan • **Part B:** Organizational and Administrative Capacity • **Part C:** Preparing for Implementation	12
5. Cultural Responsiveness • **Part A:** Culturally Responsive Learning Environments • **Part B:** Professional Learning and Development	20
6. Workplan • **Part A:** Strategy Description • **Part B:** Proposed Budget	30
7. Labor Harmony • **Part A:** Confirmation of Policy	*N/A*
8. Presentation (see page 31 for Presentation Handout)	10
Total Points	**110**

Part III: Evaluation Process and Contract Negotiations

As part of the evaluation process, DEEL will consider multiple factors when selecting applicants for funding based on the order below:

	Factor	Review/Valuation
1	RFI Application	A review panel will rate RFI applications based on the scoring criteria above
2	School Presentation	Presentation by school and/or school team in January 2020
3	Data Summary	Common set of data points will be considered for holistic review

The review panel will rank order the applications from highest to lowest and make the initial funding recommendations. The highest ranked application may not correspond to the highest funding allocation. School applicants will be asked to provide a 15-minute presentation on their proposal to the review panel. Allocation decisions may be based on other criteria including, but not limited to, service to focus population(s) and priority populations, geographic considerations, and the array of services to be provided.

If an applicant is selected for funding, the applying school should be prepared to collaborate with DEEL to finalize a workplan resulting from their RFI proposal that will be incorporated into a contract. Awarded schools should 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, the proposed performance measures, and/or proposed strategies in the workplan.

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 school 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 REQUIRMENTS

In addition to provisions of a General Agency Agreement to be put in place between the City of Seattle's Department of Education and Early Learning and the awarded school district(s), hereafter referred to as the Agency, schools selected will need to adhere to the following additional contractual conditions that will be detailed in a subsequent Project Agreement beginning September 1, 2020. The following list is not comprehensive. Conditions may be amended, or additional requirements may be included during the agreement negotiation process.

TERM

- The Project Agreement shall begin on September 1, 2020 and expire on August 31, 2021.

DESIGNATED LEVY CONTACT(S) AND OVERSIGHT TEAM

- The principal will manage or designate a key individual(s) to coordinate the Levy program, coordinate academic services, lead core team meetings, collaborate with key partners, and monitor student academic and non-academic student performance.
- The principal or their designee(s) will regularly collaborate with DEEL Program Managers to identify focus students for targeted Levy-funded interventions, determine course corrections, and monitor student performance. Each school will be responsible for bringing student data to the meetings that details the progress of each student within the target population identified by the school team.
- The principal or their designee(s) will provide DEEL Program Managers access to team meetings regarding Levy-funded students and interventions.
- The principal or designee will participate in a minimum of two DEEL site visits during the school year to view Levy-funded activities and to discuss program implementation.

- The school may be requested to host or contribute to a Levy Oversight Committee meeting. During this time, the school will present their Levy-funded activities, challenges and opportunities, as well as the results they have or wish to achieve with their Levy-targeted students.

COLLABORATION, NETWORKING, PROFESSIONAL LEARNING AND DEVELOPMENT

- The principal will participate in Professional Learning Communities (PLCs) and networking opportunities coordinated by DEEL Program Managers including, but not limited to, content specific instruction and pedagogy, vertical alignment and progression along the education continuum (PK->ES->MS->HS->PS), implementation systems and practice.
- The principal will identify a school contact person who will collaborate with on-site or feeder Seattle Preschool Program (SPP) providers. Responsibilities will include, but are not limited to, collaborating on professional development, sharing instructional strategies and approaches, and supporting kindergarten enrollment and transition efforts.
- The principal will identify a school contact person who will collaborate with regional elementary, middle, and/or high school colleagues supported by Levy funding. Responsibilities will include, but are not limited to, collaborating on professional development, sharing instructional strategies and approaches, and supporting transition efforts.
- The principal will identify a staff contact person(s) who will collaborate with the Levy-funded school-based health provider (as applicable). Responsibilities will include identifying and referring students who can benefit most from physical and mental health services provided by the on-site health provider, collaborating in relevant planning and data review meetings, and participating in professional development opportunities when applicable.
- The principal will identify a staff contact person(s) who will support the coordination of Levy investments impacting the school community, including school-based, opportunity and access, wraparound services, culturally specific and responsive, early learning, student health, and Seattle Promise as applicable.
- School staff members (i.e. interventionists, levy coordinators, support service providers) will participate in Levy-funded professional development opportunities throughout the year (optional, but highly encouraged).
- If a school does not consistently meet its student performance measures, it may be expected to participate in specific professional development opportunities to address areas of needed growth.

ASSESSMENT

- Levy-funded schools will ensure implemented programs and activities are aligned with state learning standards and assessments.
- Levy-funded schools will implement quality assessment tools to improve practice and track student progress. DEEL may impose assessment requirements to ensure progress monitoring data is available to inform implementation and outcome achievement.

PAYMENT, RECORDS, AND AUDIT

- The City shall pay the Agency up to the stated Contract Price. The total Contract Price will include two types of compensation: Base Pay and Performance Pay. As used in this Agreement, “Base Pay” means reimbursement for the Agency’s actual and approved costs identified in Section 6 (total project budget). “Performance Pay” means payment that is earned only upon Agency’s demonstration that the Work timely achieves the outcome and indicator targets negotiated after RFI awards have been determined and defined in the Project Agreement.
- In addition to all requirements in the General Agency Agreement, the Agency shall timely furnish such other reports and information as may be requested by DEEL related to this Agreement or the Work, including statements and data specifying services provided, and data demonstrating achievement of the

minimum outcome and indicator targets. The City shall have the right to withhold payment to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

- Schools will designate a data point of contact who will be responsible for securely exchanging identifiable student data through secure means as specified by DEEL. DEEL will provide training and reference materials to school staff on the proper steps and protections to take when exchanging sensitive data.

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 five (5) business days of the email notification of DEEL's decision. An appeal must clearly state a rationale based on one (or more) of the following criteria only:

- 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

Note: Disagreeing with the outcome is not a valid reason to appeal the decision and will not be considered.

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

By Mail:

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

By Email:

education@seattle.gov
Subject line: School-Based Investment 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 5:00 PM Friday, December 13, 2019**.

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

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

Responses to each of the sections must follow the page limits identified in the instructions for each section. You are encouraged to include authentic artifacts (e.g. agendas, agreements, communications, surveys, etc.) to make your case. Artifacts provide context but will not be scored and do not count towards the page limit.

Electronic submission
Deliver to: education@seattle.gov

- Please use the following naming convention in the subject line of your email and for the electronic files attached:
  [Organization Name] –School-Based Investment **RFI**
  *Example: ABC School – School-Based Investment **RFI***

Paper submissions
If submitting paper response, all sections must utilize the submission templates provided, be on 8½" X 11" paper, typed or word-processed, size 11 font, single- or double-spaced, page-numbered, single- or double-sided, and stapled together.

Deliver to:

By Mail:	**By Hand:**
Seattle Department of Education and Early Learning School-Based Investment *RFI* PO Box 94665 Seattle, WA 98124-6965	Seattle Department of Education and Early Learning School-Based Investment *RFI* Seattle Municipal Tower 700 5th Ave, Suite 1700 Seattle, WA 98104

Questions:
Please direct submission process questions via email to education@seattle.gov and include "Question_ School-Based Investment RFI" in the subject line.

COVER SHEET

School-Based Investments

School Information:

School name:	
School address:	
School URL:	

Principal's Contact Information:

Name:	
Day/Work phone:	
Email address:	

Secondary Staff Member's Contact Information:

Name:	
Title:	
Day/Work phone:	
Email address:	

SECTION 1: School Narrative

IMPORTANT NOTE: The School Narrative was submitted in Phase I: Intent to Apply and is an unscored component. Schools may choose to revise their Phase I submission in compliance with the instructions below.

*Responses to Section 1: School Narrative are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

The School Narrative serves three key purposes:

1. To provide an opportunity for schools to set the context for how a supplemental Levy school-based investment would support existing strategies and/or expand efforts to improve student outcomes and achieve Levy goals.
2. To help reviewers understand the school's unique needs, successes, and challenges.
3. To help determine a school's readiness to participate in the RFI process and ultimately implement gap closing strategies in collaboration with DEEL and other Levy-funded schools.

In your narrative, consider addressing one or more of the following questions and use this as an opportunity to convey why supplemental FEPP Levy funding is needed at your school and well suited to the achievement of Levy goals.

- What are your current goals and/or outcomes for your students and your school?
- What group(s) of students would be the focus of your Levy investment and why? You may describe the academic and non-academic needs of students and the barriers faced by the school to address those needs.
- What are the unique qualities of your school that should be considered?
- What strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

SECTION 2: Data Analysis and Use

Responses to Section 2: *Data Analysis and Use are to be no more than **6 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

Each school must analyze their own historical data to develop a workplan of action (Section 6: Workplan). In this section, schools will need to provide evidence of their data analysis, use and intent to:

- Use data to diagnose student needs, develop and implement an intervention strategy, monitor progress, and, if applicable, make course corrections, and project anticipated results achieved.
- Identify which specific student populations need additional support and in what areas.

Schools may consult central administrative resources as well as any school-specific data reports. You may insert artifacts in the appendices to support your analysis (graphs, tables, data excerpts, system infographics, or other artifacts). Please do not include identifiable student information in your submission.

Part A: Historical Performance and Identification of Need

Utilizing data relevant to your context, please conduct a three (3) year historical data analysis and discuss your analysis in narrative form. Utilize the bullet points below to guide your response.

- Identify and discuss key academic and non-academic trends within your school as they relate to the Levy outcomes stated in Appendix B.
- Describe which specific student populations appear most in need of supplemental academic and/or non-academic support.

Part B: Data Culture and Practice

Please describe the systems and structures you have in place to collect, analyze, and act on data. Use one or more of the following questions to guide your response.

- What systems or structures do you have in place to collect data? How do these systems inform instruction and/or student progress?
- What systems or structures do you have in place to identify student needs and gauge the effectiveness of support services provided?
- How do staff and/or school teams engage in data review?
- How do staff use data collaboratively to enhance student outcomes?
  (i.e. what role does leadership/administration play? What are teachers or academic interventionists responsible for? How do staff coordinate and communicate findings and next steps?)

Part C: Focus for this investment opportunity

Please reflect on the data analysis completed in Part A as well as the program requirements for FEPP School-Based investments and summarize your intended focus for these funds. Use the following questions in your response.

- How did the needs elevated in your data analysis inform the broader focus of your workplan?
- Given the long-term nature of this investment (up to 6 school years), how will you prioritize the services provided and students served in the short and long term to achieve Levy goals?

SECTION 3: Past Experience and Demonstrated Ability

***Responses to Section 3**: Past Experience and Demonstrated Ability are to be no more than **5 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

Schools will need to provide evidence of their experience in utilizing data to inform implementation, in addition to:

- supporting identified Levy focus student population(s),
- developing and fostering partnerships,
- closing opportunity gaps and achieving improved academic outcomes, and
- engaging students, families, and the community to achieve a goal.

Schools may consult central administrative resources as well as any school-specific data reports. You may insert artifacts in the appendices to support your analysis (graphs, tables, data excerpts, system infographics, or other artifacts). Please do not include identifiable student information in your submission.

Part A: Implementation Experience

Consider your experience working to close opportunity gaps and improve outcomes for Levy focus students. Describe a specific example of when you have used data to identify student needs, developed and implemented a strategy to address the need(s), monitored progress, and, if applicable, made course corrections, to achieve the desired outcome. Include a description of results achieved.

Part B: Partners and Partnerships

Levy-funded schools are strongly encouraged to partner with community-based organizations that may be able to provide support in culturally and linguistically specific ways to foster stronger connections between families and schools. Address each question below in conveying how your school has cultivated and leveraged partnerships to achieve a goal.

- What strategic partnerships do you currently employ to deliver student services and interventions (academic and non-academic)? Within those partnerships, 1) how do you articulate roles and responsibilities, and 2) how do you collaborate to monitor student progress and adjust when needed?
- What experience do you have in leveraging partnerships to provide culturally responsive out-of-school time and/or college and career readiness experiences for students? What results were you able to achieve through these efforts?
- If you do not have experience in this area, describe how you intend to cultivate and leverage partnerships to achieve FEPP Levy goals.

Part C: Student and Family Engagement

Engaging directly with students and families, including their voice, and responding to their feedback have proven to be critical elements in closing opportunity gaps. Provide evidence of your past experience and demonstrated ability to effectively engage with students and families to achieve a specific result. You may use one or more of the following questions to guide your response.

- What successes have you had in partnering and communicating with students, families, and/or community? What lessons have you learned?
- How does your school seek out and incorporate feedback about your service delivery model from students, families, and/or community to ensure their needs are met?

SECTION 4: Organizational Capacity and Commitment

Responses to Section 4: *Organizational Capacity and Commitment are to be no more than **7 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

To successfully implement Levy strategies and achieve the stated outcomes, schools will need to ensure the collective commitment and ongoing support of participating staff and ensure there is sufficient organizational capacity to conduct the work.

Part A: Collective Commitment and Communication Plan

- Describe the decision-making process employed during the RFI application/workplan development process to secure buy-in from stakeholders (e.g. school-based staff, students and families, community partners), identify student needs, and determine effective strategies to improve student outcomes.
- Describe your plans for regularly communicating the goals, actions, and impact of Levy work in your school community. How will you ensure students, staff, and partners stay informed and engaged over time?

Part B: Organizational and Administrative Capacity

The success of a proposed Levy workplan will rely on clear leadership structures, committed staff and community partners, systems to continuously monitor student progress, and the alignment of various initiatives working toward common goals. Please describe in narrative and, if desired, graphic form your management and team structure as well as a rationale for why your school is well positioned to be successful in this work if awarded Levy funds. In your response, you will need to:

- Identify the staff members and community partners responsible for implementing the proposed workplan and what responsibilities they will have
- Describe how your school and community partners will collaboratively access, discuss and use data, as appropriate, to monitor progress and adjust implementation strategies as needed
- Demonstrate how you plan to recruit, develop, and retain qualified staff. Include an explanation of your efforts to ensure the makeup of staff is reflective of the cultural diversity of students and families served
- Explain how your Levy workplan will be embedded in school structures and link to existing initiatives.

Part C: Preparing for Implementation

To successfully implement Levy workplan strategies and achieve the stated outcomes, schools will need to prepare and plan for challenges that may arise.

1) Outline a plan that will prepare you for the implementation of strategies beginning in September of 2020, should you be successful in your request for investment. Specify what actions will be needed each month, March through August, and how you will track progress. Possible considerations include:

- Budget
- School systems and structures
- Building a Levy Implementation Team
- Hiring and onboarding necessary staff
- Community partnerships
- Professional development and/or collaboration
- Communication with staff and community

2) Please identify any potential challenges you foresee in implementing the Levy workplan you've developed as well as the steps that you will take to mitigate those challenges.

SECTION 5: Cultural Responsiveness

Responses to Section 5: *Cultural Responsiveness are to be no more than **5 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Applicants are strongly encouraged to use the submission template provided.*

In addition to this section, schools will be assessed on the extent to which culturally responsive practices are embedded in each section of this application. Recipients will be expected to offer supplemental services using culturally and linguistically responsive approaches designed to close opportunity gaps for Levy focus students. This is likely to include:

- implementation of strengths-based strategies and supports,
- systems that foster partnership with families,
- use of culturally responsive communication techniques and instructional practices,
- consideration of students' home and community cultural experiences, and
- opportunities for students to express their needs and direct their own learning.

Part A: Culturally Responsive Learning Environments

As classrooms and communities locally and across the country become increasingly diverse, culturally responsive learning environments are a critical component to serving students well. Describe what your school has done to cultivate positive learning environments that are responsive to students' cultural and linguistic needs. Use the following questions to guide your response:

- What is your school community's approach to equity and how does that approach impact the learning environments you create?
- How do educators at your school adapt curriculum and instruction to be culturally responsive and relevant to student experiences?
- How do you address cultural differences when working with students/families that may come from a background other than that of your staff?
- Please describe the systems you have in place or will put in place to foster partnership with families. How do you inform families of their students' progress? How do you include families in decision making processes?
- What barriers does your agency face when working with students and families from diverse cultures? What steps will your school take to address those barriers?

Part B: Professional Learning and Development

Describe how culturally responsive professional learning opportunities contribute to your school's climate and culture. You may include authentic artifacts (e.g. professional development calendars, agendas, survey responses, etc.) to support your description. If you do not have experience in this area, describe how you plan to integrate culturally responsive learning opportunities into your school's professional development plan. Use the following questions to guide your response:

- How have you engaged in professional learning to develop and enhance staff understanding of culturally responsive instructional strategies?
- What structures do you have in place to support the cultural competency of staff?
- What practical tools or training on cultural responsiveness will you provide to all staff?
- What do you see as areas of growth in advancing cultural responsiveness at your school?

SECTION 6: Workplan

Responses to Section 6: Workplan are to be completed using the Excel template provided and submitted with all other sections.

In this section you will describe your workplan strategies and proposed budget to achieve Levy goals. Workplans must outline a tiered approach to intervention services that is 1) based on student need, 2) tied to correlating outcomes and indicators, and 3) reliant upon approaches that have demonstrated success in achieving outcomes.

Part A: Strategy Description

(Complete Part A using the Excel template provided and shown in Appendix E)

Please use the workplan template provided to describe the strategies you will implement to achieve improved outcomes if awarded Levy funds. Refer to the "Program Requirements" section and collaborate with your RFI development team to identify specific strategies (e.g. services, learning opportunities, interventions, etc.) to improve student outcomes given your unique school needs and community context.

Your workplan must include strategies related to the two required school-based investment components, 1) Expanded Learning and Academic Support, and 2) College and Career Readiness. Within each component, strategies must address the corresponding key elements and approaches named in the tables below.

Additionally, each strategy proposed should show clear alignment between:

- the demonstrated student needs elevated in Section 2,
- the specific focus students to be served, and
- the outcome or indicator to be impacted.

Selected outcomes and indicators must contribute to the Levy's collective impact on Headline Indicators named in Appendix A, either in the first year or in subsequent investment years. Each strategy description will include the following details:

Component:	**Expanded Learning and Academic Support (ELAS)**
Strategy Details	
Key Element	Select the key element strategy addresses: *(workplan must address all three)* 1) Extended In-School Learning 2) Out-of-School Time 3) Summer Learning
Approach	Select the area of concentration strategy relates to: *(workplan must address all four)* 1) Core Content (Math/Science, ELA) 2) Family and Community Engagement 3) Attendance 4) School Transitions/Vertical Alignment
Accountability Measure	Select the ELAS accountability measure to be impacted: Outcomes: *(workplan must address one or more outcomes)* ▪ Proficiency in English language arts as measured by state assessment(s) ▪ Proficiency in mathematics measured by state assessment(s) ▪ On-time high school graduation ▪ College and career readiness Indicators: ▪ Achieving typical or high growth in core subjects as measured by state and local assessments ▪ Passing core courses with grades of C or better ▪ On-time promotion to the next grade level

	▪ Attending 90% or more school days over the course of an academic year ▪ English language learners making gains on the state English language proficiency assessment ▪ Reduced instances of suspension and expulsion ▪ Engagement in expanded learning program
Strategy Title	Provide a short title for the strategy
Strategy Description	Provide a brief description of the strategy
Focus Students	Description of students targeted for the strategy and estimated number of students to be served
Person(s) responsible for Implementation	Provide the position title(s)/person(s) responsible for implementing and monitoring the effectiveness of the strategy
Method for Monitoring Progress	Identify the method(s) for monitoring students' progress while enrolled in strategy
Rationale for Success	Provide a brief rationale detailing why you believe this strategy will positively impact the associated outcome. Consider 1) data/information that leads you to believe this strategy will be successful, 2) culturally relevancy and responsiveness, and 3) past experience (e.g. has strategy contributed to student growth? What have you learned from previous iterations of this strategy?)

Component:	**College and Career Readiness (CCR)**
Strategy Details	
Key Element	Select the key element strategy addresses: *(workplan must address each key element)* 1) College Knowledge and Advising 2) Career Connection and Exploration
Approach	Select the CCR Approach: *(workplan must address a minimum of three)* ▪ Career Exposure & Exploration ▪ Academic Preparation (Career Knowledge, CTE, Skill Centers, etc.) ▪ College Going Culture/Awareness ▪ College Guidance/Advising ▪ Family Engagement ▪ College Application Support ▪ 21st Century Skills (Self-Management Behaviors/Soft-Skills) ▪ Career Inventory & Self-Assessment
Accountability Measure	Select the Indicator to be impacted: *(indicators will vary by level; please utilize Excel Workplan template provided and select indicators from the drop-down menu)* ▪ Dual credit coursework ▪ Preparatory coursework ▪ Participation in college admissions test prep ▪ CCR culture/learning environment ▪ CCR engagement event/workshop/opportunity ▪ Applications for the state's College Bound Scholarship ▪ Complete early drafts/final submission of High School and Beyond Plan (HSBP) ▪ Participation in a career activity/exploration connected to HSBP ▪ Completion of a career interest inventory ▪ Participation in enrichment activities that provide exposure to career interests ▪ Participation in a college campus visit ▪ Participation in industry tours and/or presentations ▪ Participation in project-based learning connected to 21st century skill development

	▪ Submitting state and federal financial aid applications (FAFSA/WAFSA) ▪ Successful submission of an application to a post-secondary program in 12th grade ▪ Students participate in a work-based learning experience (paid or non-paid) ▪ Applying to the Seattle Promise college tuition program ▪ Self-management/soft skills development
Strategy Title	Provide a short title for the strategy
Strategy Description	Provide a brief description of the strategy
Focus Students	Description of students targeted for the strategy and estimated number of students to be served
Person(s) responsible for Implementation	Provide the position title(s) and person(s) responsible for implementing and monitoring the effectiveness of the strategy
Rationale for Success	Provide a brief rationale detailing why you believe this strategy will positively impact the associated indicator. Consider 1) data/information that leads you to believe this strategy will be successful, 2) cultural relevancy and responsiveness, and 3) past experience (e.g. Has strategy contributed to student growth? What have you learned from previous iterations of this strategy?)

Part B: Proposed Budget

(Complete Part B using the Excel template provided and shown in Appendix E)

Annual award size will be contingent upon services provided and students served. In the RFI proposal, schools will develop a low end (Tier 1) and a high end (Tier 2) budget. Successful applicants will collaborate with DEEL to finalize workplan strategies and spending plans following award notification. Levy proceeds are supplemental and complementary to existing public funding structures and services, funding may not be used to supplant state-mandated services. All proposed expenditures are preliminary and subject to change until contracts for services are completed.

	Tier 1	**Tier 2**
Elementary/K8	$200,000	$345,000
Middle School	$350,000	$480,000
High School	$475,000	$560,000

Please use the workplan template provided to detail expenditures necessary to implement strategies proposed in Part A. Itemize the personnel and non-personnel items you propose to fund with Levy dollars.

Instructions for Itemizing Personnel Expenditures:

Enter the base salary and benefits for one employee/position per row. Budget actual FTE cost if known or a high estimate for new staff positions. Please include all full and partial FTEs funded with Levy dollars and include a description of key job responsibilities as they relate to the Levy work. If using Levy funds to partially fund an FTE, please note what portion of the FTE is funded through other means as well as the source of these funds (e.g. 0.4 FTE Levy and 0.6 FTE school baseline). Schools are encouraged to consult their Finance/Budget/Human Resource Analyst(s) for assistance calculating staffing costs. It is recommended that schools' budget close to the maximum salary and benefits for a position, rather than use the average cost for the position. DEEL will not cover staff costs if they exceed the total award amount. All personnel budgeting decisions must be made in accordance with Collective Bargaining Agreements.

Instructions for itemizing Non-Personnel Expenditures:

List all subcontracts, supplies, materials, transportation, and other proposed expenditures. Please include the total budget amount as well as a brief description for each expenditure. Subcontracting terms must comply with school district policies and relevant collective bargaining agreements.

SECTION 7: Labor Harmony

Responses to Section 7: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments are to be submitted as a separate file.

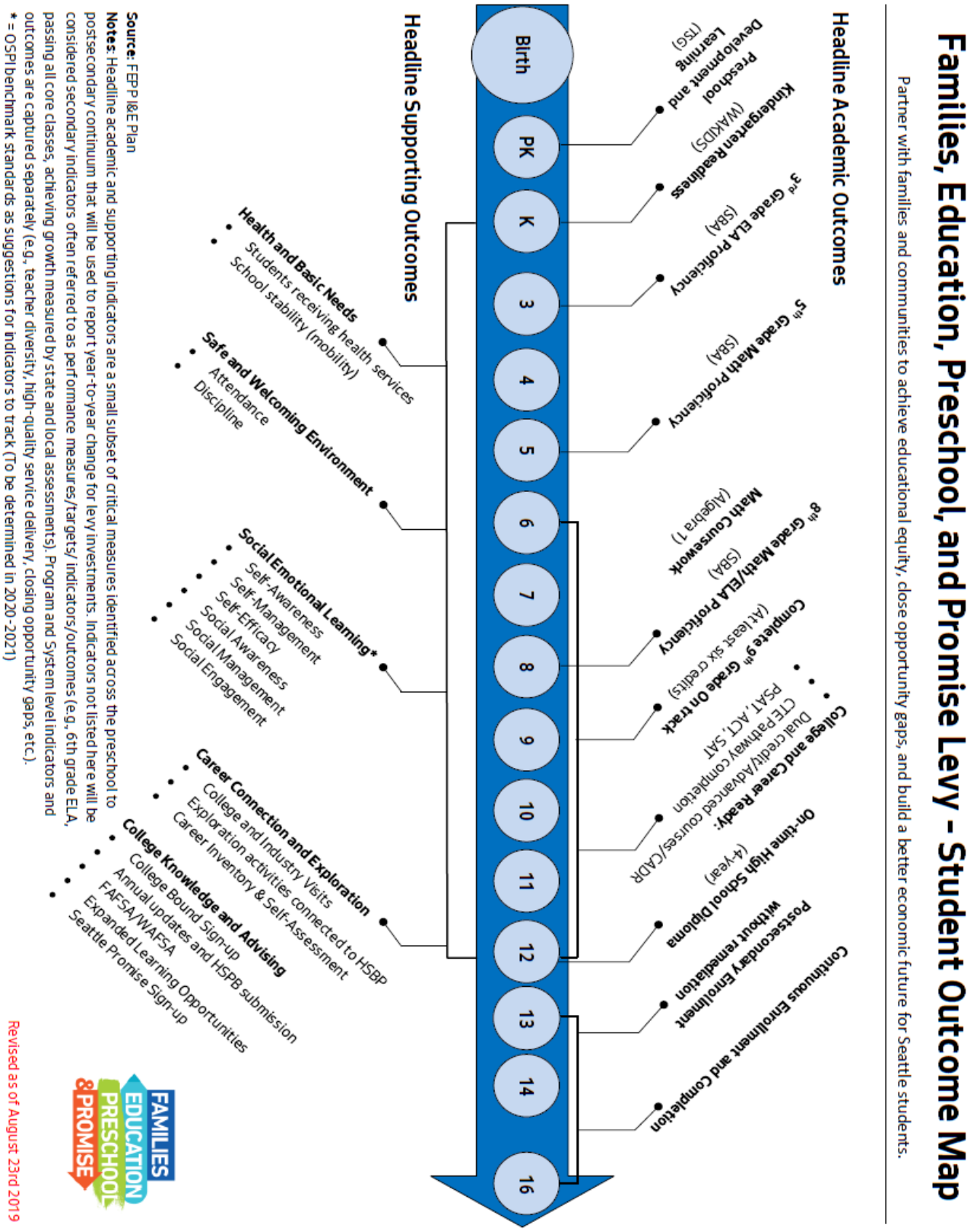
The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes.

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 barging agreement, **please attach with your submission as a separate file** (Word or PDF).

Appendix A: FEPP Levy Headline Indicators



Appendix B: Outcomes and Indicators by Level

FEPP School Based Investment Outcomes and Indicators by Grade Level	Elementary / K8	Middle	High
Outcomes	***Alignment***		
Proficiency in English language arts as measured by state assessment(s)	**X**	**X**	**X**
Proficiency in mathematics measured by state assessment(s)	**X**	**X**	**X**
On-time high school graduation			**X**
College and career ready	**X**	**X**	**X**
Indicators			
Achieving typical or high growth in core subjects as measured by state and local assessments	**X**	**X**	**X**
English language learners making gains on the state English language proficiency assessment	**X**	**X**	**X**
Attending 90% or more school days over the course of an academic year	**X**	**X**	**X**
Reduced instances of suspension and expulsion	**X**	**X**	**X**
Reductions in academic achievement gaps between targeted subgroups of students	**X**	**X**	**X**
Passing core courses with grades of C or better		**X**	**X**
On-time promotion to the next grade level		**X**	**X**
Participation in enrichment activities that provide exposure to career interests		**X**	**X**
Completion of a career interest inventory		**X**	**X**
Participation in at least one college campus visit by 8th grade		**X**	
Participation in industry tours and/or presentations		**X**	**X**
Participation in project-based learning connected to 21st century skill development		**X**	**X**
Completing early draft of the state defined High School and Beyond Plan (HSBP)	**K-8**	**X**	
Participation in a career activity/exploration that is connected to a student's HSBP		**X**	**X**
Applications for the state's College Bound Scholarship	**K-8**	**X**	
Engagement in expanded learning experiences such as summer learning programs, volunteer or workplace learning opportunities, out of school time STEAM programming, or project-based learning	**X**	**X**	
Meeting state standards through alternative graduation pathways such as: • Achieving a minimum score on the SAT or ACT • Achieving a minimum score on an Advanced Placement or International Baccalaureate test • Completing a dual credit course such as Running Start or College in the High School			**X**
Completing early drafts and a final submission of the state defined High School and Beyond Plan (HSBP)			**X**
Submitting state and federal financial aid applications (FAFSA/WAFSA)			**X**
Successful submission of an application to a post-secondary program in 12th grade			**X**
Students participate in a work-based learning experience (paid or non-paid)			**X**
Applying to the Seattle Promise college tuition program			**X**
Engagement in expanded learning			**X**

Appendix C: College & Career Readiness Approaches & Activities by Grade Level

Approach	College Knowledge and Advising Sample Activities	Elementary /K-8	Middle	High
Academic Preparation	Dual credit coursework (i.e. AP, IB, Running Start, etc.)			X
	Rigorous preparatory coursework, such as completing Algebra I by the end of 8th grade		X	
	Prepare for college admissions testing (SAT/ACT)			X
College Going Culture/Awareness	Develop learning environments that create a college going culture and foster interest in college matriculation	X	X	X
	Provide counseling, resources, experiences, and tools that offer students/families exposure to post-secondary opportunities	X	X	X
	Foster college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion	X	X	X
	Providing experiences that are unique to the interests of each student including visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, as well as understanding various post-secondary pathways such as apprenticeships, certificates, degrees, and stackable credentials	X	X	X
College Guidance/Advising	Plan for coursework and credit attainment that meets graduation requirements and CADRs	K-8	X	X
	Complete annual updates of the state defined High School and Beyond Plan	K-8	X	X
	Apply for the state's College Bound Scholarship	K-8	X	X
	Use of High School and Beyond Plans to make connections to career-related classes, programs, and opportunities	K-8	X	X
	One-on-one and group discussions of college admission requirements and post-secondary planning (applications, FAFSA completion, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stake credentials)			X
Family Engagement	Engage families in college and career readiness activities and advising structures (i.e. student led conferences, college information nights, assistance with financial literacy as it pertains to college admissions)	X	X	X
	Include families and community in discussions, events, activities related to post-secondary awareness and planning	X	X	X
College Application Support	Support key college entrance requirements (i.e. completion of post-secondary applications, letters of recommendation, training and assistance on financial literacy, and completion/submission of the FAFSA and WASFA)			X
	Submit state and federal financial aid applications (FAFSA/WAFSA)			X
	Apply to the Seattle Promise college tuition program			X
	Support students in evaluating acceptance options, reviewing financial aid packages, and helping to remove barriers which may affect first day enrollment			X
Self-Management Behaviors/Soft-Skills	Support developing social-emotional skills that will contribute toward students' persistence through and completion of post-secondary pathways	X	X	X

	Opportunities to obtain transferable skills for a wide range of industries and career opportunities, including resume writing, professional networking, interviewing, software proficiency, and administrative support			**X**

Approach	Career Connections and Exploration Sample Activities	Elementary /K-8	Middle	High
Career Inventory & Self-Assessment	Completion, discussion, and interpretation of career and interest inventories	**X**	**X**	**X**
	Opportunities to identify connections between interests and potential career paths using tools such as the Workforce Training and Education Coordinating Board's Career Bridge		**X**	**X**
Career Exploration	Develop awareness of job opportunities in the Seattle region through career fairs, work-site visits, in-school presentations, internships, and pre-apprenticeships	**X**	**X**	**X**
	Provide CCR connections (e.g. visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, explore post-secondary pathways such as apprenticeships, certificates, degrees, and stackable credentials)	**X**	**X**	**X**
	Career academy programs, skills centers, career and technical education programs, dual-credit programs that lead to college credit and industry-recognized certifications			**X**
	Courses that fulfill the Personalized Pathway Requirement for high school graduation			**X**
	Work-based learning opportunities such as internships, pre-apprenticeships and summer jobs		**X**	**X**
	Project-based learning that incorporates Common Core standards with industry standards and skills	**X**	**X**	**X**
	Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities		**X**	**X**
	Time for planning and professional development for school staff on industry standards	**X**	**X**	**X**
	Use of student High School and Beyond Plan to connect students with the right career-related classes, programs, and opportunities that match their skills, interests, and abilities	**K-8**	**MS**	**X**

Appendix D: Scoring Criteria

Section	*Criteria*	*Score*
1. School Narrative	The School Narrative was submitted in Phase I: Intent to Apply and is an unscored component intended to provide context for reviewers. Schools may choose to maintain their Phase I submission with no change or revise their Phase I submission in accordance with the guidelines named in Instructions to Applicants, Section 1: School Narrative.	*N/A*
2. Data Analysis and Use	**Part A: Historical Performance and Identification of Need** - Includes evidence of three-year historical data analysis - Data analysis clearly connects to stated Levy outcomes - Demonstrates strong understanding of school's data and corresponding student needs - Identifies the underlying academic skills/knowledge and non-academic barriers affecting students' performance - Identifies subgroup-level academic trends (e.g. by grade level, race/ethnicity, ELL status, etc.) and subgroups requiring additional services/support - Substantiates assumptions by citing quantitative and qualitative data **Part B: Data Culture and Practice** - Demonstrates a clear mechanism for collecting meaningful data or identifies areas where additional data is needed - Reflects an effective plan to: ▪ identify students in need of academic and non-academic support ▪ connect identified students to appropriate services ▪ monitor student performance and progress ▪ gauge the effectiveness of services provided - Identifies the roles and responsibilities of various staff in analyzing and acting upon data **Part C: Focus for this investment opportunity** - Articulates a clear rationale for the focus of this investment - Prioritizes student needs consistent with school's data and Levy goals - Demonstrates an expectation of progress toward Levy goals in early to later years of the 6-year investment - Clearly states how services and students served will by prioritized over the course of the investment	20
3. Past Experience and Demonstrated Ability	**Part A: Implementation Experience** - Provides a specific example of a successful implementation experience with Levy focus students that: ▪ illustrates how targeted population was identified ▪ demonstrates how data was utilized to inform implementation ▪ demonstrates how progress was monitored and what adjustments were made as a result ▪ provides evidence of achieving desired results **Part B: Partners and Partnerships** - Demonstrates experience in providing student services through strategic partnerships - Utilizes community partnerships effectively to address the needs of focus students - Reflects an approach to partnerships that is well coordinated with clear roles and deliverables for each partner	18

	- Provides evidence of leveraging partnerships to provide out-of-school time and/or college and career readiness programming - Provides evidence of results achieved through strategic partnerships **Part C: Student and Family Engagement** - Provides evidence of success in partnering with students/families to achieve a specific result - Utilizes culturally responsive communication techniques and methods for engaging families and community - Reflects on and articulates lessons learned from past experience - Provides evidence of efforts to seek and incorporate feedback	
4. Organizational Capacity and Commitment	**Part A: Collective Commitment and Communication Plan** - Demonstrates how school staff and community participated in RFI workplan development - Provides evidence of school and community partner buy-in of proposed workplan - Reflects approach that is inclusive and effectively leverages support from school staff and community partners - Articulates a plan for ongoing communication and engagement related to Levy goals, actions, and impact **Part B: Organizational and Administrative Capacity** - Identifies appropriate key people to organize and manage implementation of Levy investment and their corresponding responsibilities - Describes systems to routinely evaluate the effectiveness of implementation and to make course corrections as needed - Articulates staff responsibilities for tracking student performance - Plans to or currently demonstrates structure for collaborating with partners to analyze and act on data - Articulates plans for recruiting, developing, and retaining staff - Articulates alignment between and among initiatives working toward common goals **Part C: Preparing for Implementation** - Outlines a six-month plan to prepare for implementation that: ▪ identifies key people and specific responsibilities ▪ demonstrates clear understanding of how to transition the RFI workplan into practical implementation ▪ articulates a communication plan - Applicant acknowledges possible challenges to implementation and how they plan to overcome them	12
5. Cultural Responsiveness	**Part A: Culturally Responsive Learning Environments** - Demonstrates a school climate that is culturally responsive and driven by equity - Demonstrates cultural competency in instructional practices and articulates a system of culturally relevant teaching practices - Demonstrates ability to work effectively, functionally, and respectfully in cross-cultural situations - Articulates a student-centered approach that builds relationships with students and includes methods for addressing barriers - Utilizes culturally responsive methods representative of the communities being served - Provides evidence of culturally responsive engagement with families and includes multiple opportunities and mechanisms for families to engage in decision-making processes	20

	Part B: Professional Learning and Development - Provides evidence of culturally responsive professional learning plan for staff - Plans to or currently demonstrates structure for providing opportunities for educators to reflect on implicit biases and engage in culturally specific instructional practices - Plans to or currently demonstrates opportunities that create a culture of tolerance, empathy, and equity - Applicant identifies areas of growth and learning	
6. Workplan	**Part A: Strategy Description** - Incorporates components, key elements, and areas of concentration into strategy development in accordance with RFI requirements - Strategies proposed demonstrate clear alignment with data analysis and stated investment focus in Section 2 - Strategies supplement (do not supplant) basic education curricula - Identifies a realistic number of focus students to serve for the strategies proposed - Strategies proposed incorporate cultural relevancy and responsiveness - Reflects effective plan for providing expanded learning and academic support inclusive of both academic and enrichment experiences - Reflects effective plan for providing extended in-school academic support that includes opportunities for additional hours of academic instruction - Reflects an effective plan (grade level specific: elementary-K-8, middle, or high school): ▪ for providing out-of-school time programming ▪ for providing summer learning program(s): elementary/middle school summer programs should be focused on supporting students in meeting standards on state math/ELA assessment; high school summer programs should provide students with opportunities to meet graduation requirements; all summer programs should provide students with college- and career-focused enrichment ▪ to ensure students have college knowledge ▪ to ensure students receive guidance and advising to support post-secondary readiness ▪ for providing students with career connections and career exploration opportunities and preparing students for future careers ▪ for engaging families positively in student's current work and future planning ▪ for engaging employers or community-based organizations around career skill development **Part B: Proposed Budget** - Presents a two-tier budget request that is consistent with Workplan - Demonstrates effective use of resources that prioritizes expenditures to maximize quality and effectiveness of implementation - Clearly describes expenditures and makes connections to how they support key components and proposed strategies - Leverages other funding sources to maximize impact	30
Section 7: Labor Harmony	*See Section 7: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments are to be submitted as a separate file.*	*N/A*
8. Presentation	School applicants will be asked to provide a 15-minute presentation on their proposal to the review panel. http://www.seattle.gov/Documents/Departments/DEEL/TA_4_SchoolPresentation_Handout_REVISED11-4-19.pdf	10
	TOTAL POINTS POSSIBLE	**110**

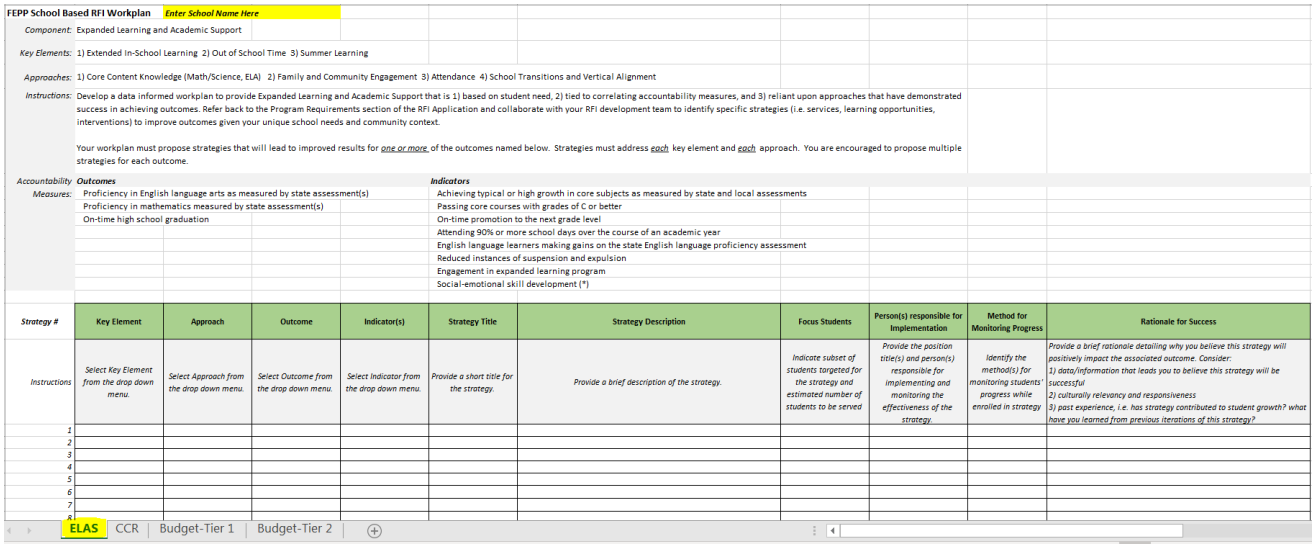
Appendix E: Workplan Template (Excel)

DEEL will be providing applicants with an Excel Template to complete and submit the Workplan (Section 6). The template is available on DEEL's website:
http://www.seattle.gov/education/for-providers/funding-opportunities

All applicants are invited and encouraged to attend the technical assistance workshop titled *Academic & College/Career Readiness* in October 2019. This workshop will guide applicants through the development of the workplan and use of the Excel workplan template.

The Excel workplan template includes four tabs (listed and pictured below). Applicants must complete and submit each tab.

1) Expanded Learning and Academic Support (ELAS)
2) College and Career Readiness (CCR)
3) Budget – Tier 1
4) Budget – Tier 2



FEPP School Based RFI Workplan — Enter School Name Here

Component: Expanded Learning and Academic Support

Key Elements: 1) Extended In-School Learning 2) Out of School Time 3) Summer Learning

Approaches: 1) Core Content Knowledge (Math/Science, ELA) 2) Family and Community Engagement 3) Attendance 4) School Transitions and Vertical Alignment

Instructions: Develop a data informed workplan to provide Expanded Learning and Academic Support that is 1) based on student need, 2) tied to correlating accountability measures, and 3) reliant upon approaches that have demonstrated success in achieving outcomes. Refer back to the Program Requirements section of the RFI Application and collaborate with your RFI development team to identify specific strategies (i.e. services, learning opportunities, interventions) to improve outcomes given your unique school needs and community context.

Your workplan must propose strategies that will lead to improved results for one or more of the outcomes named below. Strategies must address each key element and each approach. You are encouraged to propose multiple strategies for each outcome.

Accountability Measures:	Outcomes	Indicators
	Proficiency in English language arts as measured by state assessment(s)	Achieving typical or high growth in core subjects as measured by state and local assessments
	Proficiency in mathematics measured by state assessment(s)	Passing core courses with grades of C or better
	On-time high school graduation	On-time promotion to the next grade level
		Attending 90% or more school days over the course of an academic year
		English language learners making gains on the state English language proficiency assessment
		Reduced instances of suspension and expulsion
		Engagement in expanded learning program
		Social-emotional skill development (*)

Strategy #	Key Element	Approach	Outcome	Indicator(s)	Strategy Title	Strategy Description	Focus Students	Person(s) responsible for Implementation	Method for Monitoring Progress	Rationale for Success
Instructions	Select Key Element from the drop down menu.	Select Approach from the drop down menu.	Select Outcome from the drop down menu.	Select Indicator from the drop down menu.	Provide a short title for the strategy.	Provide a brief description of the strategy.	Indicate subset of students targeted for the strategy and estimated number of students to be served	Provide the position title(s) and person(s) responsible for implementing and monitoring the effectiveness of the strategy.	Identify the method(s) for monitoring students' progress while enrolled in strategy	Provide a brief rationale detailing why you believe this strategy will positively impact the associated outcome. Consider: 1) data/information that leads you to believe this strategy will be successful 2) culturally relevancy and responsiveness 3) past experience, i.e. has strategy contributed to student growth? what have you learned from previous iterations of this strategy?
1										
2										
3										
4										
5										
6										
7										
8										

ELAS | CCR | Budget-Tier 1 | Budget-Tier 2