



## Request for Investment: School Based Award Intent to Apply

2020-2021 School Year  
Middle School

### INTRODUCTION

The Department of Education and Early Learning (DEEL) is notifying Seattle public middle schools of a funding opportunity through the City of Seattle 2018 Families, Education, Preschool and Promise (FEPP) Levy. The FEPP Levy aims to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students—join us.

DEEL will award up to five (5) middle schools beginning in the 2020-2021 school year. To be considered for funding, middle schools seeking investment are invited to:

- a) submit an Intent to Apply (ITA) application by June 28, 2019; and
- b) submitting a complete Request for Investment (RFI) application in the fall of 2019.

DEEL will notify successful applicants in February 2020 for investments beginning in school year 2020-21.

### INVESTMENT GOALS

The overarching goal of School Based Award investments within the 2018 Families, Education, Preschool and Promise (FEPP) Levy is to ensure Seattle students have equitable access to increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

Research shows students who meet grade level learning standards through elementary, middle, and high school are more likely to graduate and enroll in post-secondary programs or successfully transition into the workforce. FEPP school-based investments will provide supplemental services at the school level to ensure that students who are not yet meeting grade level learning standards receive the necessary academic and non-academic supports needed to graduate from high school prepared for college and career.

Investments will be directed toward elementary, middle, and high schools with high concentrations of students not yet meeting grade level learning standards and/or 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. Schools receiving Levy funds will be required to implement interventions in two focus areas: (1) Expanded Learning and Academic Support and (2) College and Career Readiness.

School-based investments build and expand upon successes from the 2004 and 2011 Families and Education Levies (FEL). Levy investments will be used to advance the stated goal, with a focus on closing academic achievement gaps for low-income students, students of color, and English Language Learners.



## MIDDLE SCHOOL BASED INVESTMENT OVERVIEW

The FEPP Levy will invest in up to five (5) middle schools. Schools successful in the Request for Investment (RFI) process will receive Levy investments in exchange for developing a compelling plan to achieve specific results related to Levy outcomes and indicators. Schools will be asked to develop a data informed tiered approach to intervention services based on student need and propose correlating accountability measures. DEEL will collaborate with selected schools to finalize outcomes, indicators, and performance targets based on an analysis of school-specific data and historical trends. Conditional upon available funding, schools meeting annual performance targets are eligible to receive Levy funding for the remainder of the FEPP Levy term (through the 2025-26 school year). Annual award size will be contingent upon services provided and students served. Annual awards are estimated to range from \$350,000 to \$480,000. In addition to the annual award, schools will have the opportunity to earn additional funds based on performance toward outcome and indicator targets. All funding estimates are preliminary and subject to change until contracts for services are completed.

All schools selected to receive School Based investments must measure their impact with one or more of the following outcomes and indicators.

### **Outcomes and Indicators**

1. Proficiency in English language arts as measured by state assessment(s)
2. Proficiency in mathematics measured by state assessment(s)
3. Achieving typical or high growth in core subjects as measured by state and local assessments
4. English language learners making gains on the state English language proficiency assessment
5. Attending 90% or more school days over the course of an academic year
6. Passing core courses with a C or better
7. On-time promotion to the next grade level
8. Reduced instances of suspension and expulsion
9. Reductions in academic achievement gaps between targeted subgroups of students
10. Participation in enrichment activities that provide exposure to career interests
11. Completion of a career interest inventory
12. Participation in at least one college campus visit by 8<sup>th</sup> grade
13. Participation in at least two industry tours and/or presentations annually
14. Participation in project-based learning that is connected to 21<sup>st</sup> century skill development
15. Completion of the state defined High School and Beyond Plan (HSBP)
16. Participation in a career activity/exploration that is connected to a student's HSBP
17. Applications for the state's College Bound Scholarship
18. Engagement in expanded learning experiences such as summer learning programs, volunteer or workplace learning opportunities, out of school time STEM programming, or project-based learning

### **Programming Components**

School-based investment recipients will be required to implement interventions in two areas, 1) Expanded Learning and Academic Support, and 2) College and Career Readiness. Schools will utilize Levy funds and leverage non-Levy funds such as district, philanthropic, or community partner funds to implement key elements in each area. 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, foster connections between families and schools, and create high-quality learning experiences for students.

#### **Component 1: Expanded Learning and Academic Support**



*Key elements:*

- *Extended in-school learning:* Levy-funded schools will be expected to provide additional hours of instructional time during the regular school day to offer Levy focus students more time to master academic skills.
- *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.
- *Summer learning:* Levy-funded schools will be expected to operate a summer learning program to provide Levy focus students opportunities to engage in additional academic instruction, participate in enrichment experiences, and access a safe, structured environment in the summer.

**Component 2: College and Career Readiness**

*Key elements:*

- *College Knowledge and Advising:* 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. Levy-funded middle schools will be expected to develop learning environments that foster interest in college matriculation, offer students and families information to assist them in planning, and create a college-going culture within their school community.
- *Career Connection and Exploration:* Career connection and exploration experiences provide students and families with information about the workforce and connections to future industry opportunities. Levy-funded middle schools will be expected to implement career and interest inventories, offer students opportunities to identify interests and potential career paths, and explore real world work environments.

**EVALUATION CRITERIA**

When evaluating RFI applications, DEEL will use a variety of methods to evaluate and select proposals best positioned to meet intended outcomes including, but not limited to, past success at achieving results, the intervention strategies proposed, commitment of school leadership to improve outcomes, and the costs of the proposal. Competitive applications will address the evaluation criteria and offer a compelling plan to implement supplemental services using culturally and linguistically responsive approaches designed to close opportunity gaps for historically underserved students, schools, and communities. DEEL may use the criteria listed below and other criteria as part of its evaluation to ensure that school applicants have the capacity and commitment to achieve results.

- Title I and/or schools with high concentrations of students not yet meeting grade level learning standards, low income, homeless, English language learners, and/or African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, and other students of color
- Commitment of the school principal to implement the proposed plan, as well as consideration for the history of previous principal turnover at the applicant school
- Previous success achieving academic outcomes and measurably closing opportunity and achievement gaps
- Commitment of teachers and school staff to work extended hours (e.g. before- or after-school, weekends, breaks, summers), or the ability to hire qualified staff during these periods;
- Commitment to implement expanded learning opportunities (e.g. in-school learning, out-of-school time programs, and summer learning programs)



- Tiered approach to intervention services that address multiple barriers to student success, including academic, social/emotional, behavioral, and health
- Systems and structures in place to collect, analyze, and evaluate data; data is used to assess students’ needs, identify appropriate interventions, and track student progress toward outcomes
- Plan to measurably close opportunity and achievement gaps, especially for African-American males
- Systems that foster partnership with families, use of culturally responsive communication techniques, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Use of culturally responsive instructional practices
- Systems in place at schools to modify strategies when not successful
- Use of Washington State K-12 Learning Standards and standards-based grading practices
- Experience operating high-quality after-school programs, summer learning programs, or other out-of-school-time programs as a strategy to improve academic achievement
- Previous success partnering with community-based organizations, or willingness and capacity to partner with community-based organizations
- Ability to leverage multiple funding sources to maximize impact

**REQUEST FOR INVESTMENT TIMELINE**

EVENT	DATE/LOCATION*
<b>Phase 1: Intent to Apply</b>	
Intent to Apply (ITA) issued	Wednesday May 15, 2019
ITA Informational Webinar	Wednesday June 5, 2019 @ 4:00pm
ITA submission deadline	Friday June 28, 2019
<b>Phase 2: Request for Investment*</b>	
Request for Investment (RFI) application issued	Wednesday September 4, 2019
RFI Information Session(s)	September/October 2019*
Technical Assistance Workshops <i>Topics are TBD based on applicant feedback and may include:</i> <ul style="list-style-type: none"> <li>- Data Access and Analysis</li> <li>- Strategies for supporting English language learners, PreK-3<sup>rd</sup> grade alignment, social- emotional development, and family wellness needs</li> <li>- Developing a college going culture</li> <li>- Management and oversight plans</li> </ul>	October/November 2019*
Providers and Principals Networking Meeting	Fall 2019
Responses Due	Friday December 13, 2019
<b>Phase 3: Evaluation*</b>	
Applications Reviewed and Rated	Dec. 16, 2019 – Jan. 10, 2020
School Interviews and Review Panel Deliberations	January 13 – February 7, 2020
Notifications issued to applicants	By Friday February 28, 2020

*\*Dates/locations subject to change; Exact dates/times/locations for RFI information sessions and technical assistance workshops to be issued with RFI*



## SUBMITTING AN APPLICATION

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). DEEL will negotiate performance-based contracts with schools, inclusive of monitoring and achievement of contract goals and performance targets. To be eligible for funding, schools must submit an Intent to Apply (ITA) application in June 2019 and submit a complete RFI application in the fall of 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 SY2021-22 implementation.

All public middle schools in Seattle are invited to submit an Intent to Apply (ITA) application for 2020-21 funding in Phase 1 of the RFI process. Schools well matched to the School Based investment provider criteria defined in the 2018 FEPP Implementation and Evaluation Plan approved by the Seattle City Council and the Mayor are encouraged to apply and listed as follows:

Aki Kurose Middle School

Asa Mercer Middle School

David T. Denny International Middle School

Edmond S. Meany Middle School

James Madison Middle School

Jane Addams Middle School

Rainier Valley Leadership Academy Middle School

Robert Eagle Staff Middle School

Summit Public School: Atlas

Washington Middle School

Whitman Middle School

Worth McClure Middle School



**INSTRUCTIONS TO APPLICANTS**

**Response Guidelines:**

The Request for Investment Intent to Apply (ITA) submission is a required component for schools seeking School Based investment funding through the 2018 Families, Education, Preschool and Promise Levy. ITA submissions will not be scored but may be used to inform final Request for Investment evaluation.

Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment. All narrative responses must be on 8½” X 11” paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, with all attachments stapled together.

The following documents, unless noted otherwise, must be submitted to constitute a complete RFI Intent to Apply submission:

- Attachment 1: Cover Sheet
- Attachment 2: School Narrative
- Attachment 3: Participating Staff and Engagement of Community Partner(s)
- Attachment 4: Statement of Principal Commitments

**Submission:**

Applications may be submitted electronically or in paper form. All attachments must be received on or **before 5pm Friday June 28, 2019.**

*Electronic submissions*

Deliver to: [Education@seattle.gov](mailto:Education@seattle.gov)

- Please use the following naming convention in the subject line of your email and for the electronic files attached:

**[Organization Name] – Middle School Intent to Apply**

*Example: ABC School – Middle School Intent to Apply*

*Paper submissions*

Deliver to:

By Mail:

Seattle Department of Education and Early Learning  
Middle School Intent to Apply  
PO Box 94665  
Seattle, WA 98124-6965

By Hand:

Seattle Department of Education and Early Learning  
Middle School Intent to Apply  
Seattle Municipal Tower  
700 5<sup>th</sup> Ave, Floor 17  
Seattle, WA 98104

**Questions:**

Please direct submission process questions to [education@seattle.gov](mailto:education@seattle.gov) and include “Question\_Middle School Intent to Apply” in the subject line.



**ATTACHMENT 1: Cover Sheet**

**School Based Investment:** Middle Schools

**School Information:**

School name:	
School address:	

**Principal's Contact Information:**

Name:	
Day/Work phone:	
Email address:	

**Secondary Staff Member's Contact Information:**

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



## ATTACHMENT 2: School Narrative

*Responses to the School Narrative are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided and stapled with all other attachments.*

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 should be known about the school leadership including the principal, teachers, and other key staff, that reflects a willingness and capacity for working on significantly closing achievement and opportunity gaps?
- 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?
- What is a specific example of when you have used data to diagnose student needs, developed and implemented an intervention strategy, monitored progress, and, if applicable, made course corrections? Include a description of results achieved.



**ATTACHMENT 3: Participating Staff and Engagement of Community Partner(s)**

Please include the name, role, and email address of school staff members that will likely participate in the development of your RFI application.

	<b>Name (Last, First)</b>	<b>Role</b>	<b>Email Address</b>
Ex.	<i>Example, Jane</i>	<i>Lead Teacher</i>	<i>jpexample@school.org</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

In addition, please identify any school and/or community-based organizations you plan to engage during the development of your application. This list should include organizations you will engage to garner support for your Levy plan as well as those who may provide direct services to students/families as part of your plan.

	<b>Organization</b>	<b>Key Contact</b>	<b>Email Address</b>
Ex.	<i>ABCD Tutoring</i>	<i>Program Coordinator</i>	<i>pcoordinator@ABCDTutoring.org</i>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



**ATTACHMENT 4: Statement of Principal Commitments**

The document below outlines School Based Investment RFI process expectations. Please review the requirements below, discuss them with your school community, and indicate your commitment. By signing this document, the principal agrees to the terms and conditions of participating in the RFI process.

**1. Designated Levy Contact Person(s) and Oversight Team**

- The principal will manage or designate a key individual to participate in the Levy RFI process
- The principal or his/her designee will regularly convene members of a Levy team to work on the school’s RFI application and establish benchmarks to monitor progress toward completion

**2. Information Sessions and Technical Assistance**

- The principal/assistant principal and other key members of the Levy team will attend at least one information session
- One or more Levy team members may attend the optional technical assistance workshops
- The principal will respond to an online needs assessment survey issued by DEEL by July 15, 2019.

**3. Coordination with Other FEPP Levy Investments**

- The principal will identify a key staff contact person(s) who will collaborate with the on-site Levy-funded school-based health provider (as applicable) in Phase II of the RFI process.
- The principal commits to coordinating with additional levy investments (i.e. Culturally Specific and Responsive, Wraparound Services, Opportunities and Access) that may occur at the school and collaborating to maximize the impact of implementation strategies

**4. Garnering support**

- The principal will engage school staff, students, and community partners to garner support in seeking Levy funding and support for the proposed plan to achieve Levy outcomes
- The principal will garner support for and commitments to implementing expanded learning opportunities outside the regular school day and school year (e.g. before- or after-school, weekends, breaks, summers)
- Understand that the principal leading the school through the development of the RFI application in the fall of 2019 will be expected to lead the school through, at minimum, the first year of implementation (SY2020-21).

Principal Name	
Principal Signature	
Date	