

FEPP Levy K-12 Kingmakers Request for Investment (RFI) Informational Presentation

April 9, 2021



Info Session Objectives

1. Understand the context, structure, and requirements of the Kingmakers Request for Investment (RFI)
2. Review the RFI document with commentary from DEEL staff
3. Submit questions that will inform future Technical Assistance (TA) sessions

Before we get started...

- Have a printed or electronic RFI document to reference
- Page references in upper right corner (see green box above)
- Note your questions throughout the presentation and submit to DEELFunding@seattle.gov with subject line: "Question: Kingmakers RFI"

Information Session Agenda

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



FEPP Levy Investments

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

The FEPP Levy funds three core strategies:

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

Overall Goal & Outcome

Closing gaps, Leading with race

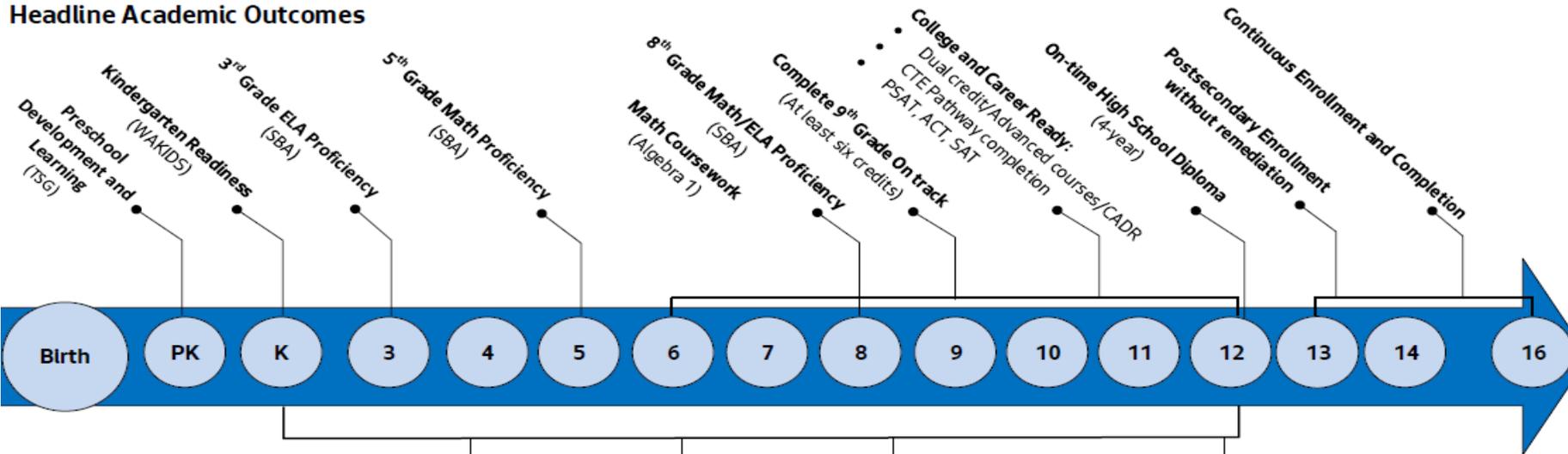


Goal	Outcome
Partner with families and communities to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students	African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English Language learners, and LGBTQ students achieve academically across the preschool to post-secondary continuum

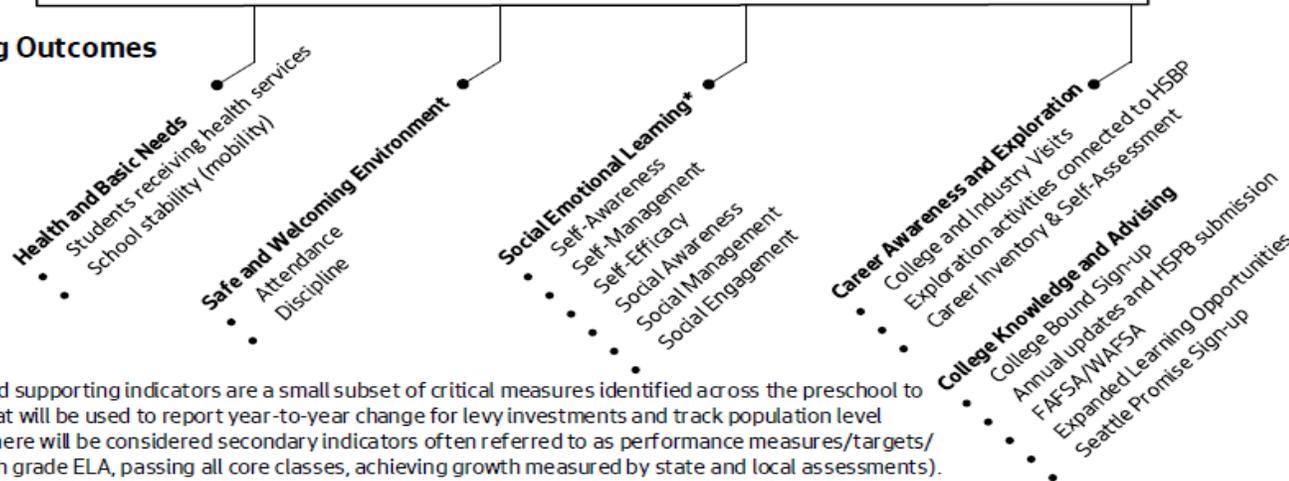
Families, Education, Preschool, and Promise Levy - Student Outcome Map

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

Headline Academic Outcomes



Headline Supporting Outcomes



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.

Source: FEPP I&E Plan

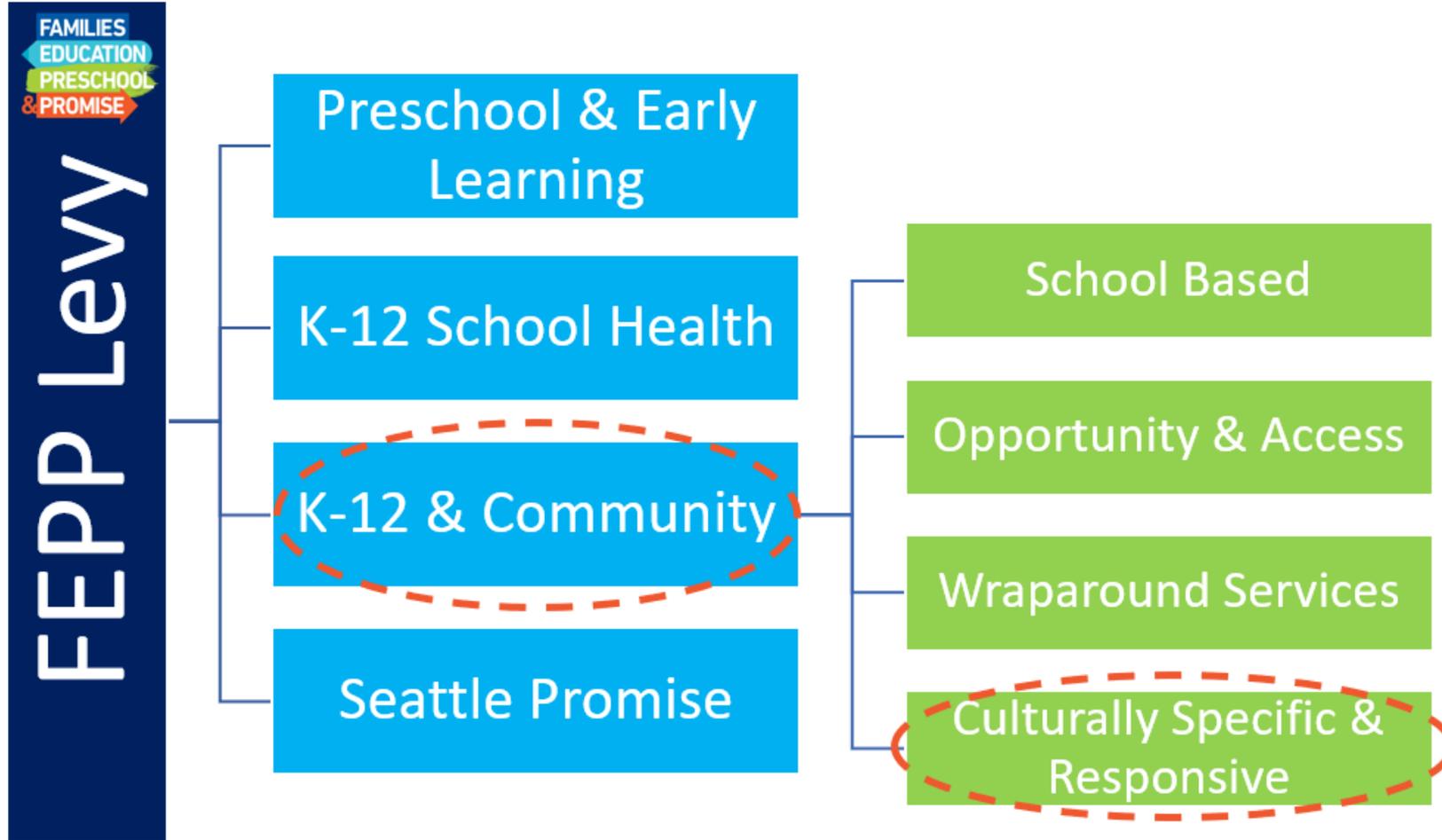
Notes: Headline academic and supporting indicators are a small subset of critical measures identified across the preschool to postsecondary continuum that will be used to report year-to-year change for levy investments and track population level impact. Indicators not listed here will be considered secondary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

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



Revised as of February 11th 2020

FEPP Investment Areas



Kingmakers of Seattle Investment

Summary



Purpose	Select 2 SPS high schools that will provide culturally responsive services for African-American males through the Kingmakers program	
Eligible Applicants	Chief Sealth International High School Franklin High School Rainier Beach High School	Cleveland STEM High School Garfield High School
Selected applicants will receive:	<ul style="list-style-type: none"> • Financial support from SPS’s Office of AAMA and DEEL to provide Kingmakers of Seattle programming beginning in SY2021-22 • 1.0 FTE AAMA Student Family Advocate/Kingmakers Facilitator • Performance earnings for outcome achievement • Technical assistance and professional development • Mentorship program support 	
Applications Due:	By 3:00pm Monday, May 3, 2021	
Term of Investment:	Up to 5 years; funding is contingent upon performance	

Seattle Public Schools

Office of African American Male Achievement (AAMA)



Mission: To ensure that the educational environment across the system supports the brilliance and excellence of Black boys and teens.

AAMA's Four Strategic Areas of Focus:

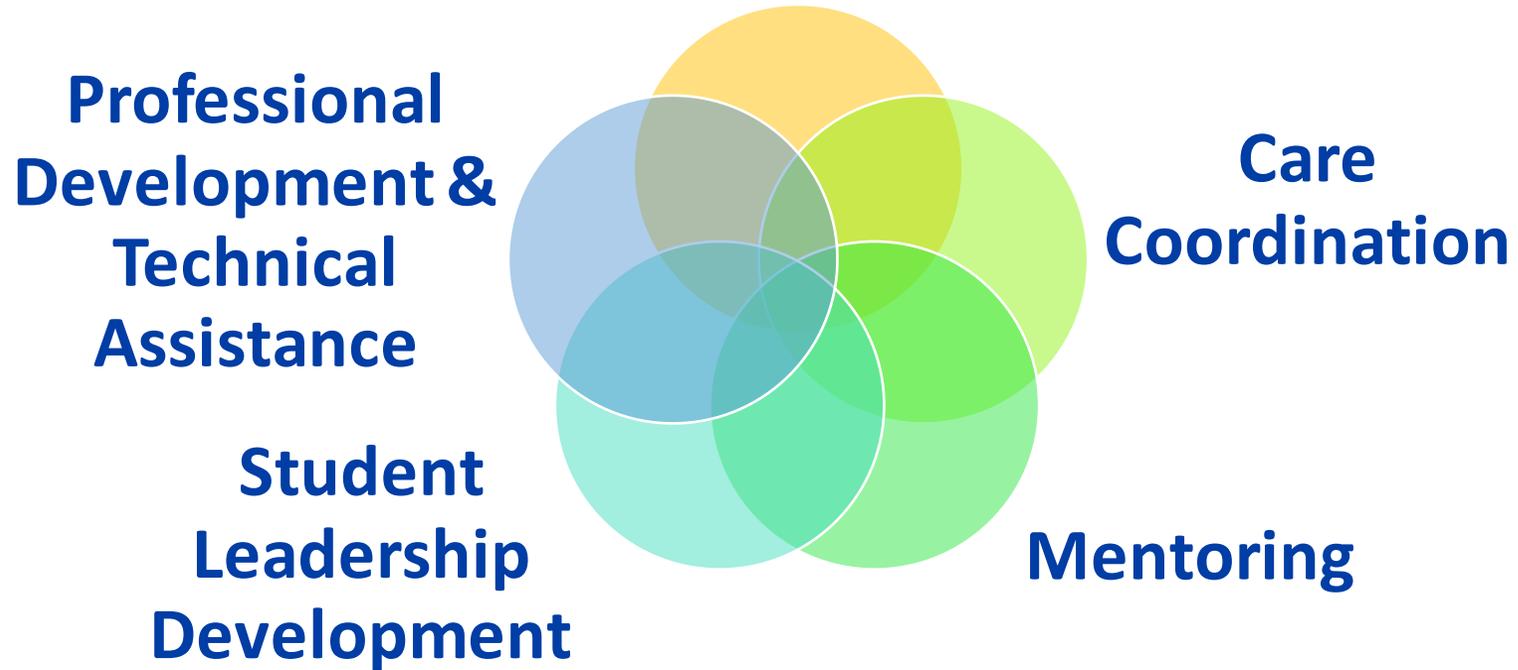
1. Culture
2. Conditions
3. Competencies
4. Community Connection

Kingmakers of Seattle

- Modeled after Kingmakers of Oakland
- Elective program for Kings and taught by Black male facilitators
- Supports the cultural, historical, social, and emotional needs of young Black boys and teens as it relates to their identity
- *Khepera*- African-centered curriculum that emphasizes Black history, increasing literacy, building self-esteem, and offering academic mentoring

Components

Engaging, Rigorous, and Culturally Responsive Course



Outcomes

Program participation

School attendance

Students passing core courses with grades of C or better

On time promotion and graduation

Reductions in disciplinary incidents

Student relationships with trusted adults

Sustained mentor-mentee matches

Exposure to college and career interests

Student self-efficacy and cultural identity

School climate and culture





The Application



Application Sections

- ✓ Cover Sheet
- ✓ Section 1: School Narrative
- ✓ Section 2: Principal and Staff Commitment
- ✓ Section 3: Labor Harmony
- ✓ COVID-19 Addendum

The Cover Sheet

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

COVER SHEET

FEPP Levy Kingmakers of Seattle Request for Investment Application

SCHOOL INFORMATION:

School Name	
School Principal	
Mailing Address	
Email Address	
Contact Phone	

APPLICANT CONTACT INFORMATION:

Primary contact person for questions about this RFI:

Name	
Title/Role	
Phone	
Email	

Secondary contact person:

Name	
Title/Role	
Phone	
Email	

SUMMARY OF PROPOSAL:

Anticipated number of focus students to be served annually		
Number of sections in school's master schedule:		
Grade level(s) to be served:	<input type="checkbox"/> 9 th grade <input type="checkbox"/> 10 th grade	<input type="checkbox"/> 11 th grade <input type="checkbox"/> 12 th grade
Implementation Rollout (if applicable)	Year 1:	Year 2:
	# of sections: Grade level(s):	# of sections: Grade level(s):

AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:

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

Name and Title of Authorized Representative:

Signature of Authorized Representative Date

Section 1: School Narrative

- No more than 5 pages total
- Size 11 font
- Simple, straightforward responses
- Responses should address implementation plan and expected outcomes (RFI p. 4)

School Overview

Prior Experience

School Need

School Culture

Measurable
Impacts &
Outcomes

Partnerships



Section 1: School Narrative

School Overview

Prior Experience

School Need

School Culture

Measurable
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Partnerships

Overview of your school, including:

- Relevant history
- Mission or theory of change
- Types of culturally specific programming offered
- Other relevant information about your school and how it operates

Section 1: School Narrative



Describe your school's prior experience working with Black/ African-American males and other students of color, including:

- Needs assessment
- Data use
- Prior implementation strategies and results

Section 1: School Narrative

School Overview

Prior Experience

School Need

School Culture

Measurable
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Partnerships

Explain why Kingmakers of Seattle is needed in your school:

- Rationale for pursuing this strategy
- Reasoning for how Kingmakers will address the needs of Black/ African-American students & families

Section 1: School Narrative



Describe how you intend to integrate Kingmakers into your school's programming and culture, including:

- Evidence of capacity
- Students to be served and sections to be offered
- Implications for all staff, school support structure, and family engagement

Section 1: School Narrative

School Overview

Prior Experience

School Need

School Culture

Measurable
Impacts &
Outcomes

Partnerships

Describe the measurable impacts and improved student outcomes you intend to achieve by incorporating Kingmakers into your school culture.

Section 1: School Narrative

School Overview	Prior Experience
School Need	School Culture
Measurable Impacts & Outcomes	Partnerships

Describe how you partner with students, community members, and/or other organizations to support student learning and development, including:

- At least one example of how partnership(s) benefit the work you do and the students you serve

Section 2: Principal & Staff Commitment

- Review the requirements on page 11 of the RFI
- Requires Principal and Director of Schools signatures

Designated Contact
Person(s) and
Application Team

Info Sessions,
Technical
Assistance, and PD

Collaborating with
SPS AAMA &
Community Partners

Operational
Capacity &
Community Support

Section 2: Principal & Staff Commitment

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- The principal will manage or designate an individual to participate in the RFI process
- The principal or designee will convene members of RFI team to work on the application and monitor progress toward completion

Section 2: Principal & Staff Commitment



- Principal and key staff will review the pre-recorded informational presentation
- Principal commits to:
 - engaging with and learning from foundational Kingmakers principals
 - supporting participation in planning activities and PD
 - Ensuring the Kingmakers Facilitator is supported, provided with development opportunities, and able to attend required engagements

Section 2: Principal & Staff Commitment

Designated Contact
Person(s) and
Application Team

Info Sessions,
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Capacity &
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- Principal or designee will act as contact person to collaborate with SPS office of African American Male Achievement (AAMA)
- Principal will identify key staff who will collaborate with community partner(s) to deliver mentoring and other services needed for implementation

Section 2: Principal & Staff Commitment

Designated Contact
Person(s) and
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Principal commits to:

- Engaging staff, students, and partners to garner support in seeking Kingmakers programming & support for the proposed plan
- Minimum contribution of \$1,500 from school budget
- A dedicated classroom space
- Minimum of two Kingmakers sections in SY21-22 and three or more in all future years

Section 3: Labor Harmony

- Applicants commit to avoiding labor disputes that disrupt services



Covid-19 Addendum

The extent and duration of COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still in flux.

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



RFI Application Scoring

Section	Score
School Narrative	40
Principal and Staff Commitment	10
Labor Harmony	<i>Not scored, part of technical compliance review</i>
COVID-19 Addendum	<i>Not scored, part of technical compliance review</i>
Interview	50
TOTAL POINTS	100

Summary of Appendices

Appendix A: Scoring Criteria (RFI: p. 14)

Appendix B: FEPP Levy Headline Indicators (RFI: p. 15)

Appendix C: Glossary (RFI: p. 16)

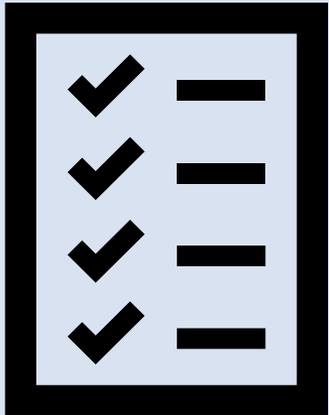
Application Timeline

Events	Dates and Time*
RFI Application Issued	Wednesday, April 7, 2021
Information Session (pre-recorded webinar)	Friday, April 9, 2021
Technical Assistance Session	Wednesday, April 21, 2021, 5 – 6:30pm
Technical Assistance Office Hours	Friday, April 23, 9-10am Tuesday, April 27, 12-1pm Thursday, April 29, 4-5pm
RFI Application Due Date	Monday, May 3, 2021, by 3pm
Applications Reviewed and Rated	Friday, May 7, 2021 – Friday, May 21, 2021
Presentation / Interview	Monday, May 24, 2021 & Tuesday, May 25, 2021
Review Panel Deliberations	Wednesday, May 26, 2021
Notifications issued to applicants	Friday, June 18, 2021

**Dates and times are subject to change*

Technical Compliance

- **An application will be deemed technically compliant if it:**
 - Is submitted on time (**by Monday, May 3, 2021, 3:00 PM**) either electronically or paper copy. Submit electronically to: DEELFunding@seattle.gov, see "Instructions to Applicants" on p.8 for paper copy submission.
 - Section 1: Response is typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided
 - Section 2: provide signature in the application form
 - COVID-19 Addendum: Please complete in the space provided, single- or double-spaced, size 11 font with maximum of 500 words



Technical Assistance (TA)

It is recommended that staff member(s) assigned to the development of the proposal should attend the TA session, so applicants understand the RFI sections, technical compliance, and application tools provided.

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

Email questions to DEELFunding@seattle.gov.

Event	Date	Time & Location
RFI Information Session (pre-recorded webinar)	Friday, April 9, 2021	Posted online by 4pm
Technical Assistance Session	Wednesday, April 21, 2021	Virtual 5:00pm-6:30pm
Technical Assistance Office Hours	Friday, April 23, 2021 Tuesday, April 27, 2021 Thursday, April 29, 2021	Virtual 9:00am-10:00am Virtual 12:00pm-1:00pm Virtual 4:00pm-5:00pm
Last day to submit questions to DEELFunding@seattle.gov	Friday, April 30, 2021	All Q&A posted online withing 3 business days

In preparation for upcoming Technical Assistance (TA) session...



- Principal/assistant principal and application team members will review pre-recorded informational presentation
- One or more team members should attend the April 21st TA session
- Please go to the DEEL Website and familiarize yourself with this funding opportunity (RFI, supporting docs, FEPP Levy, etc.) located at <https://www.seattle.gov/education/funding-opportunities>
- Submit questions related to this RFI to DEELFunding@seattle.gov, or ask them at the TA session or office hours

THANK YOU!
See you at the
TA Session!

FAMILIES
EDUCATION
PRESCHOOL
& PROMISE

