

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?

Appendix D: Scoring Criteria

<p>3. Past Experience and Demonstrated Ability</p>	<p>Part A: Implementation Experience</p> <ul style="list-style-type: none"> - Provides a specific example of a successful implementation experience with Levy focus students that: <ul style="list-style-type: none"> ▪ 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 <p>Part B: Partners and Partnerships</p> <ul style="list-style-type: none"> - 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 - 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 <p>Part C: Student and Family Engagement</p> <ul style="list-style-type: none"> - 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
<p>4. Organizational Capacity and Commitment</p>	<p>Part A: Collective Commitment and Communication Plan</p> <ul style="list-style-type: none"> - 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 <p>Part B: Organizational and Administrative Capacity</p> <ul style="list-style-type: none"> - 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 <p>Part C: Preparing for Implementation</p> <ul style="list-style-type: none"> - Outlines a six-month plan to prepare for implementation that: <ul style="list-style-type: none"> ▪ identifies key people and specific responsibilities ▪ demonstrates clear understanding of how to transition the RFI workplan into practical implementation ▪ articulates a communication plan

	<ul style="list-style-type: none"> - Applicant acknowledges possible challenges to implementation and how they plan to overcome them
<p>5. Cultural Responsiveness</p>	<p>Part A: Culturally Responsive Learning Environments</p> <ul style="list-style-type: none"> - 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 <p>Part B: Professional Learning and Development</p> <ul style="list-style-type: none"> - 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

Section 3: Past Experience and Demonstrated Ability Conversation Station Resource

The Gist	Provide evidence of your experience
<i>Reminders</i>	<input type="checkbox"/> Response can be no more than 5 pages <input type="checkbox"/> You may include authentic artifacts as appendices to support your narrative. Artifacts will not count toward the page limit. <input type="checkbox"/> Do not include identifiable student information.

	Considerations	Notes/Ideas
Part A: Implementation Experience	<ul style="list-style-type: none"> ▪ What specific example/experience will you choose to write about? ▪ How will you show evidence of results achieved? 	
Part B: Partners and Partnerships	<p>Think about how your school has cultivated and leveraged partnerships to achieve a goal.</p> <ul style="list-style-type: none"> ▪ What example could you write about to highlight your experience? 	
Part C: Student and Family Engagement	<ul style="list-style-type: none"> ▪ What evidence demonstrates how you effectively engage with students and families? ▪ How have you learned from your experiences and/or incorporated feedback received? 	

Section 4: Organizational Capacity and Commitment Conversation Station Resource

The Gist *Provide evidence of collective commitment and plan for ongoing support*

Reminders Response can be no more than 7 pages

	Considerations	Notes/Ideas
<p>Part A: Collective Commitment and Communication Plan</p>	<ul style="list-style-type: none"> ▪ How did you include stakeholders and secure buy-in for your proposed workplan? ▪ If awarded funds, how will you keep stakeholders informed and engaged? 	
<p>Part B: Organizational and Administrative Capacity</p>	<ul style="list-style-type: none"> ▪ Who are the people/roles that will bring your workplan to life? ▪ Do you have existing documentation of your management structure? Could you build from, adapt, or use this as an artifact? ▪ Do you have existing documentation of your progress monitoring structure(s)? Could you build from, adapt, or use this as an artifact? 	
<p>Part C: Preparing for Implementation</p>	<ul style="list-style-type: none"> ▪ What could an outline of action steps from March to August to prepare for implementation look like? ▪ Think toward SY2020-21, if awarded funds and charged with implementing your workplan, what challenges might come up and how will you address them? 	

Section 5: Cultural Responsiveness Conversation Station Resource

The Gist *Provide evidence of learning environment(s) and professional learning plans that are responsive to students' cultural and linguistic needs*

Reminders

- Response can be no more than 5 pages
- This section asks applicants to provide evidence of culturally responsive learning environments and professional development plans specifically. Keep in mind that cultural responsiveness is also part of the scoring criteria for other sections as well.

	Considerations	Notes/Ideas
<p>Part A: Culturally Responsive Learning Environments</p>	<p>Describe what your school has done to cultivate positive learning environments.</p> <ul style="list-style-type: none"> ▪ What does this look like in your context? ▪ How do you partner with families? 	
<p>Part B: Professional Learning and Development</p>	<p>Describe how culturally responsive professional learning opportunities contribute to your school's climate and culture.</p> <ul style="list-style-type: none"> ▪ How do you differentiate support for staff? ▪ Do you have artifacts that might support your narrative? 	

<p>Action Item and/or Next Steps:</p>	
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