

FEPP Levy

School Based Request for Investment Technical Assistance Session 4

Department of Education and Early Learning (DEEL)

November 4, 2019



Welcome!

- ☐ Introductions
- ☐ Check-in
- ☐ Access



WiFi Access

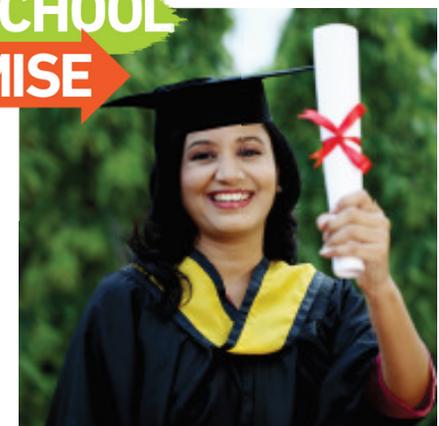
Network: **City of Seattle GUEST**

Password: **none**

www.tinyurl.com/DEELK12RFI



FAMILIES
EDUCATION
PRESCHOOL
& PROMISE



UPDATES

☐ School Presentation Scoring

☐ Notification timeline



APPLICANT NOTIFICATION OF SCHOOL BASED RFI AMENDMENT

The School-Based RFI has been amended with the following two changes:

1. The RFI Process and Criteria for Evaluation will be worth 110 points total.

- The total points available for the School Based RFI is now 110 points.
- The RFI scoring criteria for the application narrative portion remain worth a total of 100 points as originally documented in the RFI Application Form. The overall evaluation process includes a presentation that was not originally assigned scoring points yet influences the overall evaluation of the scoring criteria. To enhance the transparency of all factors being considered by RFI review panelists, an additional 10 points has been assigned for the presentation.

2. RFI grantees will receive their notification of award on Monday, March 2nd.

- A change of date in the RFI Award Notification to Applicants has been altered by the City of Seattle from **Friday, February 28th to Monday, March 2nd.**

If you have any questions about these amendments, please email your questions to: education@seattle.gov with a subject line: Question_School Based Investment RFI. We will respond to your message within 1-3 business days.

Thank you for your continued interest. We look forward to receiving your application.

In gratitude,

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Dwane Chappelle

Director, Department of Education and Early Learning

Objectives

Participants will:

- Deepen their understanding of expectations for Sections 3, 4, and 5 content and scoring
- Choose two Parts to discuss in depth and elevate relevant examples from their context

In order to:

- Develop and/or revise application content for these sections

And will know they are successful when they have:

- Outlined or revised their plans for completing Sections 3, 4, and 5



Agenda

- ❑ Overview of RFI Sections 3, 4, and 5

~ *Break* ~

- ❑ Conversation Stations: Round 1
- ❑ Conversation Stations: Round 2
- ❑ Closing and Next Steps



School Based RFI Application

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



School Based RFI Application

Webinar
& Info
Sessions

Section 1: School Narrative



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

**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



Indicate if your agency is committed to avoiding labor disputes that disrupt services

Webinar
& Info
Sessions



School Based RFI Application

Webinar & Info Sessions

Section 1: School Narrative

Session #2

Section 2: Data Analysis and Use

Section 3: Past Experience and Demonstrated Ability

Section 4: Organizational Capacity and Commitment

Section 5: Cultural Responsiveness

Session #3

Section 6: Workplan

Webinar & Info Sessions

Section 7: Labor Harmony



Conduct historical data analysis; identify student needs and investment focus; describe structures to collect, analyze, act on data



Propose strategies and budget to achieve Levy goals; show clear alignment between student needs elevated in Section 2, focus students to be served, and outcome or indicator to be impacted



School Based RFI Application

Webinar
& Info
Sessions

Section 1: School Narrative

Session #2

Section 2:
Data Analysis and Use

Section 3: Past Experience
and Demonstrated Ability

Section 4: Organizational
Capacity and Commitment

Section 5:
Cultural Responsiveness

Session
#4

Sections 3 – 5 intend to assess schools' implementation experiences and readiness for this new work. Look to include:

- Specific examples
- Demonstrated experience
- Evidence of your work

Session #3

Section 6: Workplan

Webinar
& Info
Sessions

Section 7: Labor Harmony





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



Schools will need to provide evidence

- supporting identified Levy
- developing and fostering
- closing opportunity gaps
- engaging students, families

Schools may consult central administrators in the appendices to support you do not include identifiable student

Part A: Implementation Experience
Consider your experience working specific example of when you have address the need(s), monitored progress Include a description of results achieved

Part B: Partners and Partnerships
Levy-funded schools are strongly provide support in culturally and Address each question below in context

- What strategic partnerships and non-academic? With do you collaborate to mo
- What experience do you and/or college and career these efforts?
- If you do not have experience achieve FEPP Levy goals.

Part C: Student and Family Engagement
Engaging directly with students a critical elements in closing opportunity effectively engage with students ; questions to guide your response

- What successes have you
- What lessons have you le
- How does your school see families, and/or commun

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

Overview of RFI Sections 3, 4, and 5

(reference handout if helpful)

Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships

Part C: Student and Family Engagement



Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

- Describe an example of school using data to identify a need, developing/implementing a plan to address need, and achieving a result.
- How did you monitor progress and/or course-correct?
- What results were achieved?

Part B: Partners and Partnerships

Part C: Student and Family Engagement



Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships

- What strategic partnerships are currently employed by school?
- How have partnerships been leveraged for culturally responsive OST and/or CCR services?
- If no significant experience, describe plans to cultivate partnerships

Part C: Student and Family Engagement



Section 3: Past Experience and Demonstrated Ability - 18 pts

Part A: Implementation Experience

Part B: Partners and Partnerships

Part C: Student and Family Engagement

- Provide evidence of effective student and family engagement to achieve a particular goal.
- Successes? Lessons Learned?
- How do you gather/act on feedback?



Section 4: Organizational Capacity and Commitment - 12 pts

Part A: Collective Commitment and Communication Plan

Part B: Organizational and Administrative Capacity

Part C: Preparing for Implementation



Section 4: Organizational Capacity and Commitment - 12 pts

Part A: Collective Commitment and Communication Plan

- How did RFI development include voices and buy-in from stakeholders?
- Describe plan for communicating goals, actions, and impact of levy work

Part B: Organizational and Administrative Capacity

Part C: Preparing for Implementation



Section 4: Organizational Capacity and Commitment - 12 pts

Part A: Collective Commitment and Communication Plan

Part B: Organizational and Administrative Capacity

- Describe organizational structure and who will be responsible for levy implementation
- Plans for school and partners to use data for implementation monitoring
- Plans to recruit, develop, and retain qualified, culturally diverse staff
- How do levy plans connect to existing structures and initiatives?

Part C: Preparing for Implementation



Section 4: Organizational Capacity and Commitment - 12 pts

Part A: Collective Commitment and Communication Plan

Part B: Organizational and Administrative Capacity

Part C: Preparing for Implementation

- Outline of March-August 2020 actions in preparation for levy implementation, should you be selected
- What potential challenges do you foresee and how might you mitigate them?



Section 5: Cultural Responsiveness - 20 pts

Important Note:

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 and should be embedded throughout your application.

Part A: Culturally Responsive Learning Environments

Part B: Professional Learning and Development



Section 5: Cultural Responsiveness - 20 pts

Part A: Culturally Responsive Learning Environments

- How do you create learning environments responsive and relevant to students' and families' cultural and linguistic needs?
- How do you foster partnerships with families?
- What barriers do you face?

Part B: Professional Learning and Development



Section 5: Cultural Responsiveness - 20 pts

Part A: Culturally Responsive Learning Environments

Part B: Professional Learning and Development

- How does professional learning at the school develop cultural responsiveness and competence among staff?
- What areas of growth does your school have in advancing cultural responsiveness?



Conversation Stations

Self Assess:

Where are you in your application development?

Goal:

Use this time to brainstorm content and/or revisit outlines for sections/parts you need to further develop

Resource:

Handout/Graphic Organizers to help focus thinking and/or guide conversations



Part A: Implementer Experience	Part A: Collective Commitment and Community Plan	The Gist Provide evidence of learning environment(s) and professional learning plans that are responsive to students' cultural and linguistic needs						
Part B: Partners / Partnerships	Part B: Organizational and Administrative Capacity	Reminders <input type="checkbox"/> Response can be no more than 5 pages <input type="checkbox"/> 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.						
Part C: Student and Family Engagement	Part C: Preparing the Implementer	<table border="1"> <thead> <tr> <th style="background-color: #e0e0e0;">Guiding Questions</th> <th style="background-color: #e0e0e0;">Notes/Ideas</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Part A: Culturally Responsive Learning Environments</td> <td>Describe what your school has done to cultivate positive learning environments. <ul style="list-style-type: none"> What does this look like in your context? How do you partner with families? </td> </tr> <tr> <td style="background-color: #e0e0e0;">Part B: Professional Learning and Development</td> <td>Describe how culturally responsive professional learning opportunities contribute to your school's climate and culture. <ul style="list-style-type: none"> How do you differentiate support for staff? Do you have artifacts that might support your narrative? </td> </tr> </tbody> </table>	Guiding Questions	Notes/Ideas	Part A: Culturally Responsive Learning Environments	Describe what your school has done to cultivate positive learning environments. <ul style="list-style-type: none"> What does this look like in your context? How do you partner with families? 	Part B: Professional Learning and Development	Describe how culturally responsive professional learning opportunities contribute to your school's climate and culture. <ul style="list-style-type: none"> How do you differentiate support for staff? Do you have artifacts that might support your narrative?
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Part B: Professional Learning and Development	Describe how culturally responsive professional learning opportunities contribute to your school's climate and culture. <ul style="list-style-type: none"> How do you differentiate support for staff? Do you have artifacts that might support your narrative? 							
		Action Item and/or Next Steps:						

Conversation Stations

Table 1	3A: Implementation Experience
Table 2	3B: Partners and Partnerships
Table 3	3C: Student and Family Engagement
Table 4	4A: Collective Commitment and Communication Plan
Table 5	4B: Organizational and Administrative Capacity
Table 6	4C: Preparing for Implementation
Table 7	5A: Culturally Responsive Learning Environments
Table 8	5B: Professional Learning and Development



Break and *Transition* to Conversation Stations



Round 1:

Choose the *Section* and *Part* you're interested in and move to that table

- Use the instructions and scoring criteria for that part as a foundation
- Discuss with team members and colleagues at the table
- Jot down notes, ideas, and action items



Round 2:

Choose the *Section* and *Part* you're interested in and move to that table

- Use the instructions and scoring criteria for that part as a foundation
- Discuss with team members and colleagues at the table
- Jot down notes, ideas, and action items



Reflect and Next Steps

Reconnect with your school team

Review

With your team, review what you discussed, learned, added or revised today

Identify

Action steps for completing Sections 3, 4 and 5

Plan

Email your team with a plan to follow up on this work



Feedback for Final Technical Assistance Session

When:

Monday, November 18th
4-6pm

Where:

Miller Community Center

Content:

- *Topic(s) elevated by applicants*
- Application submission
- Evaluation and review
- What to expect next



Using the post-it notes provided, please identify topics you would like to see covered in the final session

Resources

Reference DEEL's website for a list of resources you might consider as you develop your application.



www.tinyurl.com/DEELK12RFI



Questions?

- Please submit questions to education@seattle.gov with the subject line "Question_School-Based RFI"
- Submitted questions will form the basis of our FAQ and the agendas of subsequent Technical Assistance sessions
- Please mark your calendars and plan to attend the upcoming Technical Assistance Sessions for in-depth support and dedicated 'work time'
- For updates and resources, please go to www.seattle.gov/education



Thank you!

