Seattle Department of
Education & Early Learning

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Families, Education, Preschool and Promise Levy
Opportunity and Access Investments
Request for Investment Application

INTRODUCTION

The Department of Education and Early Learning (DEEL) is requesting applications from agencies interested in providing expanded learning and college and career readiness services through an Opportunity and Access investment from the City of Seattle Families, Education, Preschool and Promise (FEPP) Levy approved by voters in November 2018.

The Opportunity and Access investment strategy increases access to enrichment and academic experiences for focus students and promotes the development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs. Funding will be directed toward community-based organizations, government agencies, and schools not receiving FEPP Levy School-Based Investments.

Approximately $1.28 million dollars is available for Opportunity and Access (O&A) investments in the 2020-21 school year. Funding will be awarded through a competitive request for investment (RFI) process managed by the City of Seattle Department of Education and Early Learning (DEEL). The O&A RFI seeks proposals for two components: 1) College and Career Readiness and 2) Expanded Learning Opportunities. Organizations may submit no more than two applications and no more than one application per component.

DEEL intends to fund a maximum of 20 proposals from a diverse group of applicants. Successful applicants will receive up to three years of funding conditional upon annual performance. Annual award size will be contingent upon services provided and students served.

Funding Available	Eligible Applicants	Service/Programming Components
$1,281,250	▪ Community based organizations ▪ Government agencies ▪ Schools not receiving FEPP School Based investment	1) College and Career Readiness 2) Expanded Learning Opportunities

To be considered for funding, eligible applicants are invited to submit RFI applications **by 3:00 pm Monday, April 13, 2020**. DEEL will notify successful applicants by Monday June 29, 2020 for investments beginning as early as September 2020 with the possibility of annual renewal through the 2022-23 school year.

RFI materials and updates are available on DEEL's Funding Opportunities webpage. DEEL will not provide individual notice of changes, and applicants are responsible for regularly checking the webpage for technical assistance information as well as any updates, clarifications, or amendments.

| Event	Date/Time*
Request for Investment (RFI) application issued	Wednesday March 4, 2020
RFI Information Session (webinar)	Wednesday March 4, 2020 posted by 4pm
Technical Assistance Session 1	Wednesday March 11, 2020 2:30-5:00pm
Technical Assistance Session 2	Wednesday March 25, 2020 2:30-5:00pm
Last day to submit questions	Friday April 3, 2020
RFI Applications due	**Monday April 13, 2020 by 3:00pm**
Applications Reviewed and Rated	April 14 – May 15, 2020
Interviews and Review Panel Deliberations	May 7 – May 15, 2020
Notifications issued to applicants	Monday June 29, 2020

*Dates and times are subject to change

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INVESTMENT OVERVIEW

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 – Opportunity and Access (O&A) Investments within the FEPP Levy support these goals by increasing access to enrichment and academic experiences. The investment model allows for multiple service delivery methods— through schools, community-based organizations, and government agencies—to promote student development of academic and non-academic skills likely to lead to on-time graduation, preparation for college and career, and matriculation into post-secondary programs.

DEEL is seeking applications from community-based organizations, government agencies, and schools not receiving FEPP School-Based Investments that are committed to improving results for students furthest away from social justice and opportunity. Applicants will submit proposals to improve student performance on defined outcomes and increase the number of students graduating from high school prepared for college or career. Proposals will be guided by an outcomes-based approach that allows applicants to develop innovative, context-specific interventions designed to improve results for Seattle students and families. All Levy proceeds are supplemental and complementary to existing public funding structures and services and may not be used to supplant state-mandated services.
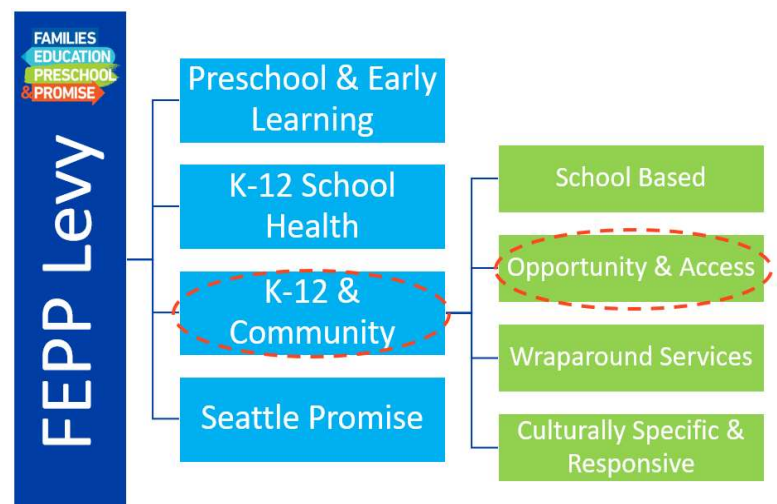
Opportunity and Access investment recipients will be expected to implement programming through one of the following two components: 1) College and Career Readiness, and 2) Expanded Learning Opportunities.

Eligibility
Opportunity and Access investments will direct funding toward community-based organizations, public schools not receiving a school-based investment, including Seattle School District and charter schools, and government agencies to ensure that students from historically underserved communities receive the necessary academic, enrichment, and social activities that promote on-time high school graduation and college and career readiness. Funded partners agree to an outcomes-based, performance contracting model and the use of data within a continuous quality improvement framework.

Provider criteria for O&A investments include:

- Commitment to racial equity and directing additional resources to student populations based on the unique needs of historically underserved communities
- Demonstrated history of serving focus students, including those not yet meeting grade level learning standards and/or 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

- Systems that foster partnership with families through lifelong educational, college, and career goals using culturally responsive communication techniques, culturally responsive instructional practices, and multiple opportunities and mechanisms for families to engage in decision-making processes
- Systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and use of data
- Experience achieving positive academic and/or non-academic outcomes for focus students

Funding

DEEL will conduct a competitive RFI process in 2020 to award FEPP Levy Opportunity and Access funds for school years 2020-21 through 2022-23. Opportunity & Access funds will be rebid in 2023 for investment in school years 2023-24 through 2025-26. Annual contract reauthorization is conditioned upon achievement of contract outcomes.

DEEL will negotiate performance-based contracts inclusive of monitoring and achievement of contract goals and performance targets. Seattle School District contracts will be consistent with terms of the Partnership Agreement. Eligible applicants will submit an application that describes the outcomes to be achieved, the means and methods to achieve results, and proposed school and/or community partners.

Contracted partners will develop workplans that rely on approaches that have demonstrated success in achieving results on stated outcomes. Partners will also participate in continuous quality improvement and be expected to have a progress monitoring system defining mechanisms for data collection, analysis and evaluation in place.

Community Outreach and Engagement

The Department of Education and Early Learning (DEEL) convened community engagement events, partnership meetings, and information sessions to share, inform, and gather input for the development of this RFI. An important part of this process is partnering with organizations, educators, families and communities, gathering perspective and feedback, including in the following areas:

- input and experience with school-based programming, communication, and engagement with Cultural Responsiveness (for example the ability to learn from and relate with people of your own culture and other cultures);
- the needs and experiences of students you may work within your organizations, as it pertains to their academic support, and college and career readiness, and;
- experience or feedback related to school-based partnerships and collaborations;
- broad input on priorities and experience in relation to four key themes from the FEPP Levy Implementation and Evaluation Plan, 1) College and Career Readiness, 2) Cultural Responsiveness, 3) Expanded Learning Opportunities, and 4) School-Based Partnerships and Collaboration.

Technical Assistance

DEEL will offer an Information Session and two Technical Assistance (TA) Workshops related to this RFI to provide guidance and support applicant understanding so they feel confident in their ability to submit a complete and competitive proposal. See page one (p. 1) of this RFI for the schedule of offerings.

All technical assistance information and materials will be available on DEEL's Funding Opportunities webpage. DEEL will not provide individual notice of updates or changes. Applicants are responsible for regularly checking the web page for any updates, clarifications, or amendments.

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INVESTMENT FRAMEWORK

Outcomes and Indicators

FEPP Opportunity and Access (O&A) Investments are guided by an outcomes-based approach that empowers providers to develop their own unique, innovative solutions and design context-specific programming or services to improve outcomes for Seattle students and families. Applicants will develop proposals specifying the outcomes and indicators they intend to impact, and the strategies to do so. Proposals must show clear alignment between student needs, focus students to be served, and the outcome or indicator to be impacted. Annual accountability measures will be included in contract agreements and contribute toward progress on FEPP Levy Headline Indicators (Appendix A).

Funded projects will measure their impact through one or more of the following 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:

Academic Indicators:	College/Career Readiness 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 - Completing early drafts and a final submission of the state defined High School and Beyond Plan - Meeting state standards through alternative graduation pathways such as achieving a competitive score on college entrance exams, completing dual credit coursework, or earning credit through Advanced Placement or International Baccalaureate classes/assessments	- Participation in enrichment activities that provide exposure to career interests - Completion of a career interest inventory - 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 - Participation in enrichment activities that provide exposure to career interests and increase students' knowledge and awareness of college and career pathways - Participation in a career activity/exploration that is connected to a student's HSBP - 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 - Engaging in expanded learning experiences such as a summer job, internship, and/or volunteer opportunity; enrollment in a summer learning program; completing a career and technical education (CTE) program

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Focus Students

Opportunity and Access (O&A) investments will prioritize students not yet meeting grade level learning standards and/or 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. Enrollment in programming or services provided through O&A 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 STEM-related career fields, including students of color, first-generation students, and low-income students
- Not yet meeting grade level learning standards
- 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, etc.)
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

Components and Key Elements

Opportunity and Access (O&A) investment recipients will provide programming and/or services for focus students through one of two components. Applicants will select the component and key element(s) most reflective of the program or service they intend to provide and draft their RFI proposal accordingly. If desired, organizations may choose to submit one application per component for a maximum of two applications. Components and key elements are described below.

Component 1: College and Career Readiness

College and career readiness services support the cognitive and non-cognitive skills necessary for preparation and success in post-secondary opportunities. Activities can take place during the school day, afterschool, and in the summer. Strong partnerships between schools and community-based organizations are encouraged to promote shared community and school leadership in achieving levy goals.

Key elements include:

- **College Knowledge and Advising**
  College counseling, resources, and experiences will provide students in grades 6 through 12 with supports and tools that offer exposure to and preparation for key post-secondary opportunities. These opportunities will serve qualifying secondary students and can be incorporated within the school day or during out of school time and may include activities such as:
    o Creating a college-going culture by discussing the benefits of higher education and instilling the cognitive and non-cognitive skills needed to persist through completion.
    o One-on-one and group discussions of college requirements and post-secondary planning that is tracked and updated within a student's Washington State High School and Beyond Plan (HSBP)
    o Leverage the Washington State High School and Beyond Plan to provide experiences that are unique to the interest of each student and include visits to college campuses, opportunities to meet with post-secondary admission representatives and recruiters, and understand various

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post-secondary pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials.

- o Assistance with college admission testing preparation (SAT/ACT) that includes multiple opportunities for added instruction, practice tests, help with registration, and occasions to improve scores.
- o Assistance with key college requirements including completion with post-secondary applications, training and assistance on financial literacy and completion with the FAFSA and WASFA.
- o More time for one-on-one and group discussions of college requirements and post-secondary planning (applications, financial aid, various post-secondary pathways including apprenticeships, certificates, associate degrees, and bachelor's degrees and opportunities to stack credentials).
- o Inclusion of family within college advising structures through student led conferences, college information nights, and assistance with financial literacy as it pertains to college admissions.

- **Career Awareness and Exploration**
  Career Awareness and Exploration activities provide students, K-12 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 the school system. Career Connections and Exploration activities may include:
  - o Project-based learning in partnership with industry that integrates common core standards and industry standards and skills
  - o Opportunities for students to obtain soft and hard skills that are transferable to a wide range of industries and career opportunities including resume writing, professional networking, interviewing, software proficiency, and administrative support
  - o Increased awareness of job opportunities in the Seattle region through career fairs, site visits, in-school presentations, internships, and pre-apprenticeships
  - o Time for planning and professional development for school staff on industry standards
  - o Discussion and interpretation of career and interest inventories
  - o Opportunities for students to identify an appropriate match between interest and potential career paths using tools such as the Workforce Training and Education Coordinating Board's Career Bridge

- **Academic Preparation**
  Academic preparation is identified as one of the critical transition points fundamental to later student success. In Washington state, proficiency on the Smarter Balanced Assessment is one of the measurements that indicate a student is ready for college level courses. Further, proficiency in reading by 3rd grade and completion of algebra by 8th grade are outcomes that indicate students are on a path to on-time high school graduation. Additional academic preparation activities include supplemental instruction and supports such as:
  - o More time with a certificated teacher to master content and learning standards
  - o Supplemental, differentiated instruction that supports learning and skill building
  - o More time to strengthen relationships between teachers and students
  - o Developing learning environments that foster interest in college matriculation
  - o Additional planning time and professional development for staff
  - o Opportunities for credit recovery in programs that offer credits toward Washington State's 24 credit diploma requirement
  - o Supporting students in planning academic schedules and extracurricular activities that equip them with the necessary credits and qualifications to be competitive post-secondary program applicants

Component 2: Expanded Learning Opportunities

Expanded learning opportunities are academic or enrichment experiences that take place afterschool, during school breaks, and in the summer. Services and activities provide additional instruction or learning time and support college and career readiness **outside of the school day** and year. Services will complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (e.g., arts and culture, STEM programming, sports, health and wellness, and leadership development).

Key elements include:

- **Academic**
  Expanded learning opportunities that focus primarily on academics provide additional instruction and learning time. Proposals for Academic programs can be remedial or accelerate learning and are intended to improve academic outcomes. Academic programs provide students with additional instruction (at least 45 minutes per session) and are led by a certified teacher before or after school, on weekends, or during school breaks. Academic program activities provide:
  - Opportunity for students to receive more time to master key math, reading, and writing skills
  - More time with certificated instructional staff
  - Opportunity to engage in culturally relevant instructional practices
  - Increased confidence in students through pre-teaching of math and ELA standards
  - Greater alignment between core instruction (i.e. common core standards) and academic expanded learning programming
  - Academic activities aligned with student needs, including tutoring, small group instruction, pre-teaching, and reteaching

- **Enrichment**
  Specialized enrichment programs provide unique experiences and develop skills and interests in students. Enrichment activities allow students to develop very specific skills while building noncognitive skills necessary for success in academic and social settings. Enrichment activities should be developed and led by content experts and complement academic supports that are provided within the school day. Enrichment program activities provide:
  - Opportunity to participate in programming that builds "soft" skills, promote character, leadership development, and unity among students
  - Opportunity to engage in culturally relevant programming and instructional practices within the community
  - New experiences for underrepresented students while eliminating financial barriers to access
  - Skill development in specialized in-demand fields such as science, technology, engineering, and computer science
  - Opportunities for students to develop and/or strengthen their awareness and interest in various college and/or career pathways

- **Combination (Academic and Enrichment)**
  Combination programs are housed in schools and provide both academic supports and enrichments activities. Programs must be jointly operated by schools and community-based organizations or government agencies. All services and activities must complement school day activities and curriculum and provide students with the opportunity to engage in meaningful enrichment activities (e.g. arts and culture, STEM, sports, health and wellness, and leadership development). Combination program activities provide:
  - Coordination between out-of-school time staff, school leader, and school staff
  - Development of shared academic and non-academic goals and outcomes

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o   Streamlined services for students and families between out-of-school time activities and basic education services
o   Academic and enrichment activities that center student needs and interest
o   Opportunity for students to receive more time to master key math, reading, and writing skills
o   Opportunity to participate in programming that builds "soft" skills, promote character, leadership development, and unity among students

Proposal Development

Contracted partners may use Levy funds and leverage non-Levy funds to implement program elements. Partnerships between schools and community-based organizations are strongly encouraged to leverage strengths in academic preparation and data-driven decision-making, culturally- and linguistically specific programing, fostering connections between families and schools, and creating high-quality enrichment experiences.

Through the Request for Investment (RFI) process, applicants will develop a data-informed proposal outlining programming or services focused on either the College and Career Readiness or Expanded Learning Opportunities component. Proposals must be:
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 proposal (detailed in Section 2) will be developed using the defined structure of components and key elements to achieve the indicators and outcomes:

Components → Key Elements → Indicators → Outcomes

Successful applicants will implement their work through a continuous cycle of improvement that includes evidence-based and/or promising practices, timely data collection about program services and outcomes, ongoing data use and analysis, and the application of course corrections when needed. DEEL will collaborate with successful applicants to finalize outcomes, indicators, and performance targets.

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.

PROCESS AND CRITERIA FOR EVALUATION

Opportunity and Access 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. Application scores and review panel discussions will inform review panel recommendations for funding awards.

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☐ **Part III: Evaluation Process and Contract Negotiations -** DEEL will consider review panel recommendations, FEPP Levy investment alignment, and other priorities named below. 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 (deadline is 3:00 PM Monday April 13,2020) either electronically or in paper copy. ☐ Submitted electronic copy to DEELFunding@seattle.gov. ☐ Submitted paper copy to DEEL (see "Instructions to Applicants")
☐ Yes ☐ No	Submitted a complete application inclusive of all required sections by deadline.
☐ 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 ☐ Budget in Excel Section 2 budget submission is formatted in Excel template provided and submitted as one file
☐ Yes ☐ No	Submitted labor harmony attachment (see Section 5) 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 (detailed in Appendix B)

Section	Score
1. Experience and Demonstrated Ability	15
2. Program/Service Proposal	40
3. Organizational and Administrative Capacity	15
4. Cultural Responsiveness	15
5. Labor Harmony	*Not scored, part of technical compliance review*
6. Interview	15
Total Points	**100**

Part III: Evaluation Process and Contract Negotiations
As part of the evaluation process, DEEL will consider multiple factors when selecting applicants for funding:

Priority	Factor	Description
1	RFI Application	A review panel will rate RFI applications based on the scoring criteria above
2	FEPP Levy Investment	DEEL intends to leverage FEPP Levy investment types to maximize student outcomes
3	Diversity	DEEL intends to fund a diverse group of applicants and will direct up to 15 awards to community-based organizations
4	Partnership	DEEL intends to fund proposals that leverage strong partnerships between organizations and school communities to maximize student outcomes
5	Postsecondary Preparation	DEEL intends to fund proposals that support student preparation for postsecondary pathways into college, career, and the work force; priority will be given to proposals supporting Levy focus students in the secondary grades (6-12)

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The review panel will rank applications from highest to lowest and make initial funding recommendations. The highest ranked application may not correspond to the highest funding allocation. Allocation decisions may be based on the factors named above as well as service to focus students and priority populations, geographic considerations, and the scope of services to be provided.

If an applicant is selected for funding, the applying organization should be prepared to collaborate with DEEL to finalize a workplan based on their RFI proposal that will be incorporated into a contract. Awarded applicants 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, proposed programming and/or services, focus student participation, and performance measures.

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 applicant 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

Successful applicants will enter into a contract for services with the City of Seattle and will need to adhere to the following additional contractual conditions. Conditions may be amended, or additional requirements may be included during the contract negotiation process.

TERM
- Contracts may begin anytime between September 1, 2020 and January 31, 2021. All contracts, regardless of start date, will end by December 31, 2021. Start and end dates will be determined during contract negotiation with successful applicants. Annual contract reauthorization is possible through the 2022-23 school year and conditioned upon achievement of contract outcomes.

CONTINUOUS QUALITY IMPROVEMENT (CQI)
To ensure quality implementation and 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.

DATA COLLECTION AND REPORTING
- Organizations will designate a data point of contact who will be responsible for exchanging data through secure means as specified by DEEL. DEEL will provide training and reference materials to staff on the proper steps and protections to take when exchanging sensitive data.

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 the 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 contract agreement.

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- 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.

DOCUMENTATION

Applicants selected for funding will be required to submit the following documents to DEEL:

- **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization must license, report and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions. For more information: http://www.seattle.gov/licenses/get-a-business-license

- **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.

- **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.

- **Maintain the following insurance coverage**, at a minimum:
  a. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:
      i. $1,000,000 each occurrence Combined Single Limit bodily injury and property damage ("CSL")
      ii. $2,000,000 Products/Completed Operations Aggregate
      iii. $2,000,000 General Aggregate
      iv. $1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer's Liability
  b. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of $1,000,000 CSL.
  c. **Worker's Compensation insurance** for Washington State as required by Title 51 RCW.

- **Maintain financial and program records, documents, and other evidence** directly related to performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.

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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 four (4) 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
      Opportunity and Access RFI Appeal
      P.O. Box 94665
      Seattle, WA 98124-6965

By Email:

      DEELFunding@seattle.gov
      Subject line: Opportunity and Access 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.

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INSTRUCTIONS TO APPLICANTS

Submission:

Applications may be submitted electronically or in paper form. All attachments must be received on or **before 3:00 PM Monday April 13,2020**.

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

- ☐ Cover Sheet
- ☐ Section 1: Experience and Demonstrated Ability
- ☐ Section 2: Program/Service Proposal
- ☐ Section 3: Organizational and Administrative Capacity
- ☐ Section 4: Cultural Responsiveness
- ☐ Section 5: Labor Harmony

Responses to each of the <u>sections must follow the page limits</u> identified in the instructions for each section.

Electronic submission

Deliver to: DEELFunding@seattle.gov

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

[Organization Name] –Opportunity and Access 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 Opportunity and Access Investment RFI PO Box 94665 Seattle, WA 98124-6965	Seattle Department of Education and Early Learning Opportunity and Access Investment RFI Seattle Municipal Tower 700 5th Ave, Suite 1700 Seattle, WA 98104

Questions:

Please direct submission process questions via email to DEELFunding@seattle.gov and include "Question_Opportunity and Access RFI" in the subject line.

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FEPP Levy 2020 Opportunity and Access Request for Investment Application

ORGANIZATION INFORMATION:

Organization Name	
Organization Leader (e.g. Executive Director, Owner, Principal)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	
Organization Type	☐ Community Based Organization ☐ School ☐ Government or Public Agency ☐ Other (specify):

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 PROGRAM/SERVICE PROPOSAL:

Proposed Program/Service Name		
O&A Component *(may check only one)*	☐ Expanded Learning Opportunity (ELO)	☐ College and Career Readiness (CCR)
O&A Key Element	☐ ELO Academic ☐ ELO Enrichment ☐ ELO Combination	☐ CCR College Knowledge and Advising ☐ CCR Career Connections and Exploration ☐ CCR Academic Preparation
Anticipated number of focus students to be served **annually**		
Age range program will serve:	☐ Elementary, grades K-5, ages 5-12 ☐ Middle, grades 6-8, ages 11-14 ☐ High, grades 9-12, ages 14-19	
Focus student(s) program will serve:	☐ Not yet meeting grade level learning standards ☐ Underserved Asian ☐ Black/African American ☐ Hispanic/Latino ☐ Native American/Alaska Native	☐ Refugee and immigrant ☐ English language learners ☐ Experiencing Homelessness ☐ LGBTQ ☐ Native Hawaiian/Pacific Islander ☐ Other:
Funding Amount Requested		
Partner agency *(if applicable)*		

SERVICE AREA	
In which City Council District(s) do you propose to deliver services? Check all that apply. Follow link to view a map of Seattle City Council Districts or search by address: http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember	☐ Council District 1 ☐ Council District 2 ☐ Council District 3 ☐ Council District 4 ☐ Council District 5 ☐ Council District 6 ☐ Council District 7

CAPACITY	
How would these funds support your organization? Check all that apply.	☐ Enable the creation of a new program or service ☐ Stabilize an existing service at its current capacity ☐ Enable an existing program to use a new model of service delivery ☐ Enable an existing program to expand ☐ Enable an existing program to better serve a specific sub-population ☐ Support planning or needs assessment ☐ Other: (please specify)
How many full-time equivalents (FTE) does your organization employ?	*Please calculate FTE by converting hours worked by part-time employees into full-time equivalent hours (e.g., two employees working 20 hours per week equals one FTE).* _____ FTE
Please indicate how staff reflects the diversity of the community served by providing staff demographics *(150 word maximum)*	

FINANCE	
Have you previously been awarded DEEL funding?	☐ Yes ☐ No ☐ Unsure
What was your organization's annual operating budget the past fiscal year?	

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: Experience and Demonstrated Ability

*Responses to Section 1 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. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 1 assesses applicants experience working with focus students, utilizing data, tracking progress, engaging partners, and achieving results. In your narrative, please address the following:

1. Provide an overview of your organization including relevant history, mission or theory of change, types of programming offered, and any other high-level information that gives us a general understanding of your organization and how it operates.

2. Please describe your organization's prior experience working with O&A focus student populations. In your response, please include:
   - How your organization assesses the needs of the students and communities you serve
   - How data is utilized to inform services and/or programming
   - What results your organization has achieved

3. Describe how you partner with young people, community members, and/or other organizations to support student learning and development. Please provide an example of how partnership(s) benefit the work you do and the students you serve.

Scoring Criteria

Section	Criteria
1. Experience and Demonstrated Ability	- Provides brief description of organization history and mission - Provides brief description of relevant programs, services, and their outcomes - Demonstrates experience working with focus population(s) - Demonstrates ability to meet the needs of identified focus students - Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students

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SECTION 2: Program/Service Proposal

*Responses to Section 2 are to be no more than **4 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. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Please describe the services and/or programming you intend to provide if awarded Opportunity and Access funds. Your response should include:

- A clear statement of the O&A Component and Key Element(s) you intend to address
- A description of the services/programming you will provide, including:
  - why this service/program is needed in your community and how you came to know it was needed
  - the focus students you intend to serve
  - key activities and when/where they will be delivered (provide specific locations, start/end dates, times, days of the week, and frequency with which services will be offered throughout the year; include plans for student snacks/meals and transportation as applicable)
  - rationale for how your proposed services/programming/activities increase opportunity and access for focus students and how they will lead to outcome/indicator achievement
- Whether or not service delivery will rely on partners and partnerships. If partner(s) are providing significant resources for the services you are requiring be funded through tis RFI, provide a signed letter of intent describing the specific resource(s) the partner will provide. Letters will not count towards the page limit.
- Selection of the outcome(s) and three to six (3-6) indicators you intend to impact *(reference list on page 4)*
- A completed budget proposal *(utilize the Excel budget template provided, budget will not count towards page limit)*

Section	Criteria
2. Program/Service Proposal	- Identifies O&A component, key element(s), and focus students for programming - Identifies the need/gaps proposed program is addressing - Details activities and structure that is age-appropriate and promotes students' academic growth, college/career readiness, and cultivation of other skills that support learning - Activities schedule demonstrates clear start/end dates and times - Provides appropriate plans for facility/space/location, student meals, and transportation - Describes an approach to programming and service delivery that is culturally responsive - Identifies the O&A outcomes to be addressed and 3-6 indicators to track progress towards those outcomes - Proposes activities that will be effective in meeting indicator and outcome targets - Proposes a budget is reasonable based on proposed level of service and desired outcomes; includes expenditures only for the services/costs of program to be funded through this RFI

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SECTION 3: Organizational and Administrative Capacity

Responses to Section 3 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. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Section 3 assesses applicants organizational and administrative capacity to deliver the programming and/or services proposed. Please address the following in your narrative response:

1. Describe the overall management of your organization and how it is positioned to support implementation of your program/service proposal. In your response, please include:
    − a brief description of roles and responsibilities for each staff member expected to be involved
    − the anticipated staff to student ratio during programming/service delivery
    − how you plan to recruit, retain, and support staff

2. Describe your capacity to collect, manage and analyze data.
    − What types of data do you use to inform your work?
    − What system or database do you use?
    − What challenges do you experience in collecting, managing, analyzing, and acting on data?

3. Describe your financial management system including:
    − how you establish and maintain general accounting principles, sound accounting systems, and internal controls
    − if/how you leverage funds to support program implementation or service delivery
    − how your organization approaches sustainability and changes in funding support

4. Please identify any potential challenges you foresee in implementing your program/service proposal as well as the steps that you will take to mitigate those challenges.

Section	Criteria
3. Organizational and Administrative Capacity	▪ Demonstrates organizational plan and adequate staff to support proposal ▪ Demonstrates ability to recruit, hire and retain qualified staff ▪ Details capacity and level of experience collecting, managing, and analyzing data to inform service/program delivery ▪ Provides evidence of effective financial management systems and personnel ▪ Acknowledges and identifies potential challenges to implementing the program/service as proposed and exhibits forethought and planning to overcome challenges

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SECTION 4: Cultural Responsiveness

*Responses to Section 4 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. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

Successful Opportunity and Access applicants will be expected to deliver programming and/or services using culturally and linguistically responsive approaches designed to close opportunity gaps for 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.

Section 3 assesses applicants' cultural responsiveness to the unique needs of the focus students and communities to be served. In your response, please address the following:

1. Describe your experience providing services to students from diverse racial and ethnic backgrounds, who speak a language other than English at home, or who are immigrants and refugees. Describe any specialized programming or approaches you utilize to support culturally and linguistically diverse students and families. If your experience is limited, what steps will you take to provide culturally and linguistically responsive services?

2. Describe how you incorporate racial equity and social justice into your work generally and into your program proposal.
    - How do you address cultural differences when working with students/families that may come from a background other than that of your staff?
    - What practical tools or training on cultural responsiveness do you or will you provide to all staff?

3. Please describe how you engage families in supporting their student's learning and development.
    - What is your approach to welcoming and engaging families?
    - What challenges do you face in meeting the needs of students and families from diverse cultures?

Section	Criteria
4. Cultural Responsiveness	- Demonstrates experience with, or an effective plan to, providing culturally and linguistically relevant/responsive services within diverse communities - Demonstrates an understanding of cultural responsiveness and describes how it is incorporated into the programming and service delivery - Demonstrates a strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs

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SECTION 5: Labor Harmony

Responses to Section 5: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and 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.
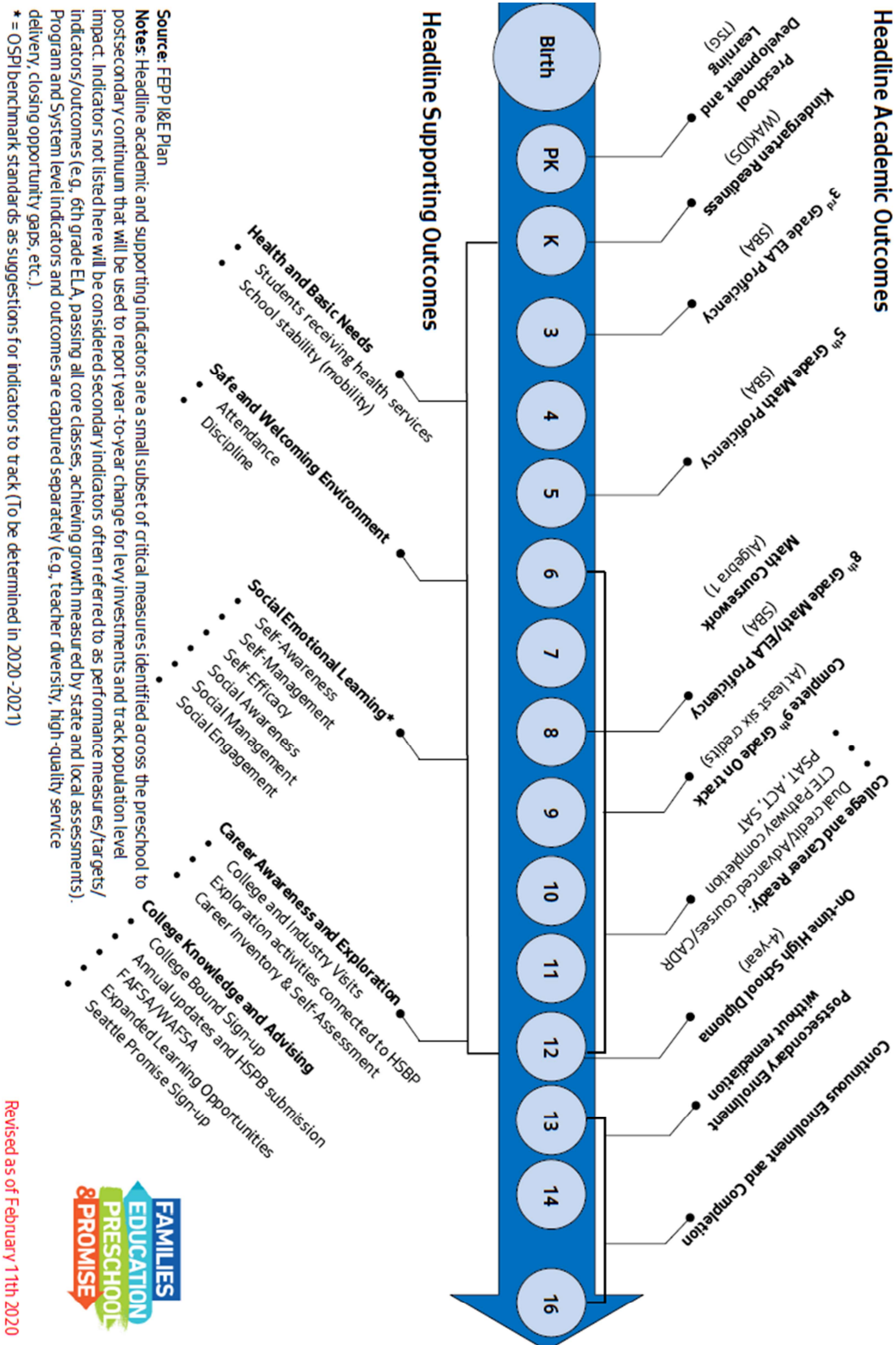
☐ Yes   ☐ No

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). This attachment will not count towards the page limit.

APPENDIX A: FEPP LEVY HEADLINE INDICATORS

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

- Preschool Development and Learning (TSG)
- Kindergarten Readiness (WAKIDS)
- 3rd Grade ELA Proficiency (SBA)
- 5th Grade Math Proficiency (SBA)
- 8th Grade Math/ELA Proficiency (SBA)
- Math Coursework (Algebra 1)
- Complete 9th Grade On track (At least six credits)
- College and Career Ready:
  - Dual credit/Advanced courses/CADR
  - CTE Pathway completion
  - PSAT, ACT, SAT
- On-time High School Diploma (4-year)
- Postsecondary Enrollment without remediation
- Continuous Enrollment and Completion

Headline Supporting Outcomes

- **Health and Basic Needs**
  - Students receiving health services
  - School stability (mobility)
- **Safe and Welcoming Environment**
  - Attendance
  - Discipline
- **Social Emotional Learning***
  - Self-Awareness
  - Self-Management
  - Self-Efficacy
  - Social Awareness
  - Social Management
  - Social Engagement
- **Career Awareness and Exploration**
  - College and Industry Visits
  - Exploration activities connected to HSBP
  - Career Inventory & Self Assessment
- **College Knowledge and Advising**
  - College Bound Sign-up
  - Annual updates and HSBP submission
  - FAFSA/WAFSA
  - Expanded Learning Opportunities
  - Seattle Promise Sign-up

Timeline circles: Birth, PK, K, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16

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

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APPENDIX B: EVALUATION AND SCORING CRITERIA

As part of the evaluation process, DEEL will consider multiple factors when selecting applicants for funding and will heavily weigh application scores based on the criteria below and review panel recommendations. Factors are stated on page nine (p. 9) and include DEEL's intent to:

- Award funding for up to 20 proposals that will provide high quality opportunities for Levy focus students and lead to the achievement of FEPP Levy outcomes
- Leverage FEPP Levy investment types to maximize impact and advance student outcomes
- Fund a diverse group of applicants and direct up to 15 contracts to community-based organizations
- Fund proposals that leverage strong partnerships between organizations and school communities
- Fund proposals that support student preparation for postsecondary pathways into college, career, and the work force and prioritize proposals supporting Levy focus students in the secondary grades (6-12)

Section	Criteria	Score
1. Experience and Demonstrated Ability	- Provides brief description of organization history and mission - Provides brief description of relevant programs, services, and their outcomes - Demonstrates experience working with focus population(s) - Demonstrates ability to meet the needs of identified focus students - Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students	15
2. Program/Service Proposal	- Identifies O&A component, key element(s), and focus students for programming - Identifies the need/gaps proposed program is addressing - Details activities and structure that is age-appropriate and promotes students' academic growth, college/career readiness, and cultivation of other skills that support learning - Activities schedule demonstrates clear start/end dates and times - Provides appropriate plans for facility/space/location, student meals, and transportation - Describes an approach to programming and service delivery that is culturally responsive - Identifies the O&A outcomes to be addressed and 3-6 indicators to track progress towards those outcomes - Proposes activities that will be effective in meeting indicator and outcome targets - Proposes a budget is reasonable based on proposed level of service and desired outcomes; includes expenditures only for the services/costs of program to be funded through this RFI	40
3. Organizational and Administrative Capacity	- Demonstrates organizational plan and adequate staff to support proposal - Demonstrates ability to recruit, hire and retain qualified staff - Details capacity and level of experience collecting, managing, and analyzing data to inform service/program delivery - Provides evidence of effective financial management systems and personnel - Acknowledges and identifies potential challenges to implementing the program/service as proposed and exhibits forethought and planning to overcome challenges	15

4. Cultural Responsiveness	▪ Demonstrates experience with, or an effective plan to, providing culturally and linguistically relevant/responsive services within diverse communities ▪ Demonstrates an understanding of cultural responsiveness and describes how it is incorporated into the programming and service delivery ▪ Demonstrates a strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs	15
5. Labor Harmony	▪ Meets expectations for resolving labor disputes/disruptions in service delivery	N/A
6. Interview	▪ Demonstrates consistency with written proposal ▪ Provides clarity on programming/services described ▪ Offers evidence of adequate facilities, capacity, and management systems to support program/service proposal	15
TOTAL POINTS		**100**