



FEPP Levy K-12 Opportunity and Access (O&A) Request for Investment (RFI) Technical Assistance Session 1

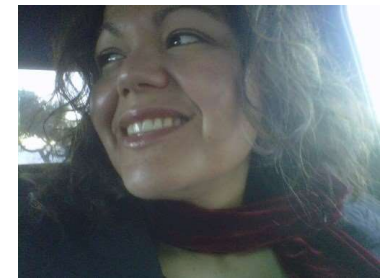
Department of Education and Early Learning (DEEL)
K-12 & Postsecondary Division
May 18, 2020



Welcome!

DEEL Staff Supporting this session

- Dana Harrison
 - Interim Director, K-12 and Postsecondary Division
- Colin Pierce
 - Senior Advisor, K-12 School Programs
- Chris Alejano
 - Associate Program Manager
- Vero Guajardo
 - Strategic Advisor, Operations and Strategy Lead



Welcome and logistics

3 parts to this session:

- General information
- Breakout Sessions
- Reconvening

Links to the breakout sessions will be posted in the chat shortly before we break



Agenda

- I. Notes and reminders on the reopening of the O&A RFI
- II. Choosing a component for your application
- III. Breakout Discussions:
 - Expanded Learning Opportunities
 - College and Career Readiness
- IV. Check-in, questions, and next steps





Notes and Reminders



City of Seattle

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Opportunity & Access Investment Summary:

2020-2021 School Year

Purpose	<ul style="list-style-type: none"> Increase access to enrichment and academic experiences for focus students Promote the development of academic and non-academic skills likely to lead to on-time graduation and matriculation into post-secondary programs 		
Eligible Applicants	<ul style="list-style-type: none"> Community-based organizations Government agencies Schools not receiving FEPP Levy School-Based Investments 	Total Amount Available	\$1.28 Million**
Service/ Programming Components*	<ol style="list-style-type: none"> College and Career Readiness Expanded Learning Opportunities 	Maximum # of proposals funded	Up to 20 (proposal minimum is \$40,000)
Applications Due	By 3:00 pm Monday, June 22, 2020		Term of investment Up to 3 years^

* Organizations may submit no more than two applications and no more than one application per component.

** Annual award size will be contingent upon services provided and students served.

^ Conditional upon annual performance, all O&A funding will be rebid in 2023.

RFI Amendments

- Modified dates, pages 1, 2, 9, and 13.
- COVID-19 Addendum requirement, Page 9 and 13, and 21.
- Intent to implement contracts as planned unless changes to the budget require otherwise, page 11.



COVID-19 Addendum

- Identifying anticipated impacts
- Brief description of how services will be sustained or if they would be suspended in the event of continued disruption

COVID-19 Addendum

The extent and duration of the COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still being assessed. DEEL is interested in proactively addressing these impacts to the extent possible and is asking applicants to anticipate potential impacts to their program/service proposal. Please respond to the following questions to the best of your ability. Responses will not be scored as a part of your application's evaluation.

In the event public health guidelines place limits on social interactions and/or gathering places like schools and community centers during the 2020-21 school year, what aspects of your program/service proposal do you anticipate may be impacted? Please check all that may apply.

- Programming site/facility
- Schedule (e.g., start/end dates, frequency)
- Delivery of services/programming activities
- Students served
- Staffing
- Partnerships
- Transportation
- Meals/Snacks

Please provide a brief description (maximum 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen school closures or the inability to provide direct, in-person services to identified focus students.

Provider Criteria

- Commitment to **racial equity** and addressing the needs of **historically underserved communities**
- Demonstrated **history of serving focus students** (specified in RFI)
- Systems that foster **partnership with families** using **culturally responsive** approaches
- Systems and structures in place to **collect, analyze, and evaluate data**
- **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



Opportunity and Access: Outcomes Based Investment Framework



Components

Key
Elements

Indicators

Outcomes



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

Indicators



Funded projects will be monitored by 3-6 **indicators** (RFI pp. 4 or Appendix B) based on project scope and context




Applicants will develop a data-informed program/service proposal



Focus Students

For a full list see p.5 of RFI

- 
- From **historically underserved communities** who experience systemic inequities in educational achievement due to 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/x, Native American, Pacific Islander, underserved Asian populations, and other students of color
 - **Not yet meeting grade level** learning standards on local/district assessments, state assessments, or making insufficient academic progress in core courses
 - Students with **disciplinary incidents** or **significant absences**



Components

College and Career Readiness

services/programming that supports the cognitive and non-cognitive skill development necessary for high school graduation and post-secondary success

Expanded Learning Opportunities

academic or enrichment experiences that take place *outside of the school day*, e.g. afterschool, during school breaks, and in the summer



Key Elements

College and Career Readiness

College Knowledge and Advising

Career Awareness and Exploration

Academic Preparation

Expanded Learning Opportunities

Academic

Enrichment

Combination



Proposal Development

Components

*choose one**

Key
Elements

*choose one for
ELO or one or
more for CCR*

Indicators

choose 3 – 6

Outcomes

*choose one or
more*

Important notes:

- You may use Levy funds and leverage non-Levy funds to implement program elements.
- Partnerships between organizations and school communities are strongly encouraged to leverage strengths, foster connections, and create high-quality learning experiences.

*If desired, organizations may choose to submit one application per component for a maximum of two applications.



Priorities in Evaluating Proposals

- 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)



Questions to Consider



- Which focus student population(s) does my organization intend to serve with these funds? Estimated number?
- Which component and key element aligns most closely with the programs/services my organization provides or is capable of providing?
- Which outcome(s) and indicators will my organization select to monitor progress?
- What role will partners and partnerships play in application development and program implementation?



Choosing the Right Component



JAKE-CLARK.TUMBLR

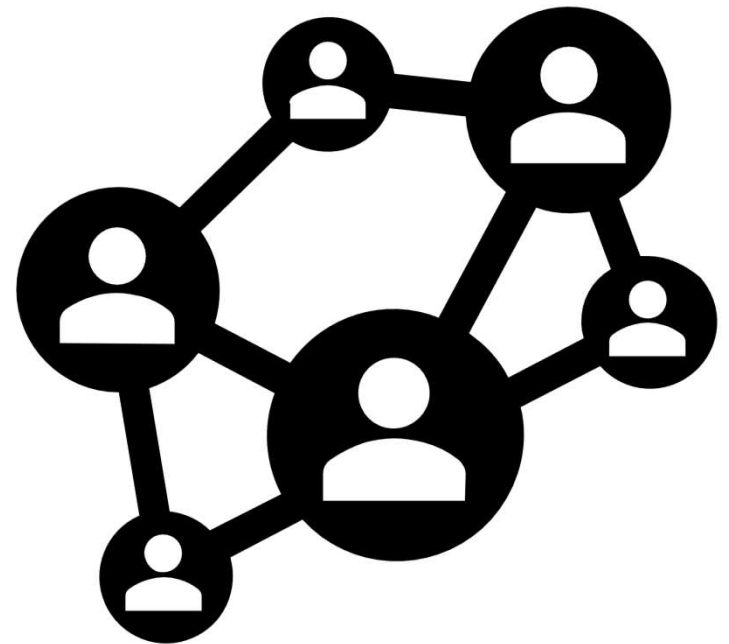


Which Component is right for me?

Ask...	Possible response	Component Option(s)	
When does my proposed programming take place?	During the school day?	CCR	
	Outside of school time (OST)? <i>(before/afterschool, during school breaks, summer)</i>	CCR	ELO
What does my proposed programming focus on?	exposure to and preparation for key post-secondary opportunities	CCR	
	knowledge of the workforce and connections to current and future industry opportunities	CCR	
	Supplemental academic instruction and support	CCR	ELO
	Specialized enrichment experiences		ELO
Is my proposed programming jointly operated by a school and CBO?	provides both academic supports and targeted college and career readiness activities	CCR	
	OST services and activities are coordinated with and complement school day activities and curriculum		ELO

Breakout Discussions

Click on the link in the chat box to join the small group meeting that's right for you!



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. (p. 7)

Discussion guide:

- I. Identifying your organization's proposed:
 - Component & Key Element(s)
 - Focus Students
 - Outcome(s) and Indicators
- II. Leveraging partnerships



Getting Started

COVER SHEET

SUMMARY OF PROGRAM/SERVICE PROPOSAL:

Proposed Program/Service Name		
O&A Component <i>(may check <u>only one</u>)</i>	<input type="checkbox"/> Expanded Learning Opportunity (ELO)	<input type="checkbox"/> College and Career Readiness (CCR)
O&A Key Element	<input type="checkbox"/> ELO Academic <input type="checkbox"/> ELO Enrichment <input type="checkbox"/> ELO Combination	<input type="checkbox"/> CCR College Knowledge and Advising <input type="checkbox"/> CCR Career Connections and Exploration <input type="checkbox"/> CCR Academic Preparation

SECTION 1

- Think about your organization's strengths and experience
- What is your mission or theory of change?
- What has driven your success in supporting student learning and development?



Key Elements

Expanded Learning Opportunities

Academic

- Primary focus = academics
- Provides additional instructional time with a teacher (at least 45min per session)

Enrichment

- Unique, specialized experiences that develop students' interests and non-cognitive skills
- Developed and led by content experts
- Complement academic supports

Combination

- Provide academics and enrichment
- Jointly operated, housed in schools
- Intentional coordination b/w school day and OST activities

Focus Students

The provider criteria for O&A investments includes a commitment to racial equity and a demonstrated history of serving and achieving positive outcomes with focus students.

- How has data informed your selection of focus student population(s)?
- How will your program target enrollment and the provision of services to benefit your focus population(s)?



Outcomes and Indicators

choose 3 – 6

choose one or more



- ELA/Literacy
- Math
- HS Graduation
- CCR



Partnerships



Partnerships are strongly encouraged to leverage strengths in academic preparation, data-driven decision-making, culturally- and linguistically specific programming, fostering connections between families and schools, and creating high-quality learning experiences.

Questions



College and Career Readiness

College and career readiness services support the cognitive and noncognitive skills necessary for preparation and success in postsecondary 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. (p. 6)

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SECTION 1

- Think about your organization's strengths and experience
- What is your mission or theory of change?
- What has driven your success in supporting student learning and development?



Key Elements

College and Career Readiness (choose 1 or more)

College Knowledge and Advising

- 6-12th grade students
- Either during or after school
- Exposure to and preparation for postsecondary opportunities

Career Awareness and Exploration

- K-12 students and families
- Either during or after school
- Connect to workforce and industry opportunities

Academic Preparation

- K-12 students
- Supporting on-time progress and growth in academic subjects
- Supplemental instruction and supports

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Questions



Reconvening



Debrief from Breakout Discussions

What themes or questions came up in the breakout meetings that should be shared with the whole group?



Questions

- Submit any burning questions in the chat box
- As questions emerge between now and the next session, submit them by email to DEELFunding@seattle.gov



Seattle Public Schools

Community based organizations applying for any type of funding to provide services at a SPS school are asked to submit a “Partner Intent to Apply” form to Seattle Public Schools.

More information is available here:

<https://www.seattleschools.org/departments/communitypartnerships>

If you have questions or need support, please contact SPS’s Schools & Community Partnerships team at:

communitypartnerships@seattleschools.org

Seattle Public Schools
INTENT TO APPLY FOR A GRANT
FOR SPS PARTNERSHIPS 2019-20

Organizations who wish to apply for a grant in partnership with SPS will complete this form. The purpose of this form is to ensure that grant-funded partnerships are initiated with a consistent and transparent process, and that resources are deployed in coordination and alignment with SPS priorities and initiatives.

Date: _____

Organization: _____

Contact Person: _____ Email: _____

Name of Grant/Award: _____ Phone: _____

Name of Funder: _____

Amount to be requested: _____ Funder's Submission Due Date: _____

Associated schools or central office departments: _____

School/s or central office points of contact: _____

Is any District funding, resource, or in-kind commitment required now or in the future? Yes No

If yes, please list by dollar amount and/or in-kind service/support. Be specific: _____

Describe project fit with Seattle Public Schools' strategic goals: _____

Signature: _____
Authorized Representative

Next Steps



- Begin drafting your application!
- Join us at our next Technical Assistance Session:
 - When: Monday June 1, 2020 from 2:30 – 4:00pm
 - Format: Online
 - Topics:
 - Completing the budget template and COVID-19 Addendum
 - Editing and finalizing applications using the scoring criteria
- Submit your questions to DEELFunding@seattle.gov



FAMILIES
EDUCATION
PRESCHOOL
& PROMISE

THANK
YOU!

