

Families, Education, Preschool and Promise Levy Summer Learning Enhancement Request for Investment Application

INTRODUCTION

The Department of Education and Early Learning (DEEL) is requesting applications from community-based organizations (CBOs) and city agencies to expand or enhance existing academic and enrichment summer programs for Seattle-based K-12 students. Funding will be awarded through a competitive request for investment (RFI) process managed by DEEL. Up to \$1 million in one-time funding will be awarded for programming that occurs between June-August 2022. DEEL intends to fund a maximum of 25 proposals with an award between \$10,000 and \$75,000.

Since spring 2020, the COVID-19 pandemic has compromised the abilities of families, schools, and CBOs to fully and effectively meet the social, emotional, mental health and academic needs of students. Young people have been isolated by the limitations of virtual learning, and the continued periods of remote learning, staff and student absences, and school closures have further impacted student academic learning and non-academic health and well-being. For students who are furthest from educational justice, limited and inconsistent access to programs and services has compounded existing inequities. DEEL is committed to advancing educational equity through access to summer programs for those youth most heavily impacted.

DEEL is prioritizing programs that serve students furthest away from educational justice and those most vulnerable to the continued impact of the pandemic. Funding will be awarded to CBOs only; schools are not eligible to apply. Applicants may submit proposals that expand or enhance summer programming in one of three areas:

- 1) Academic Learning
- 2) Social Emotional Learning and Enrichment
- 3) College and Career Readiness

To be considered for funding, eligible applicants must submit an RFI application **by 3:00pm on Wednesday, April 27, 2022**. DEEL will notify successful applicants by Friday, May 20, 2022.

All materials and updates to the RFI 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 any updates, clarifications, or amendments.

| Event | Date/Time (if applicable) |
|---|---|
| Request for Investment (RFI) application issued | Monday, April 11, 2022 |
| RFI Information Session (pre-recorded) | Tuesday, April 12, 2022 |
| Technical Assistance Session 1 | Thursday, April 14, 2022, 3:00 – 5:00 pm |
| Technical Assistance Session 2 | Tuesday, April 19, 2022, 3:00 – 5:00 pm |
| Last day to submit questions | Thursday, April 21, 2022 by 4:00 pm |
| RFI Applications due | Wednesday, April 27, 2022 by 3:00 pm |
| Application Review, Scoring and Deliberation | April 28 – May 6, 2022 |
| Notifications issued to applicants | Friday, May 20, 2022 |



INVESTMENT OVERVIEW

The goal of the 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 School & Community-Based FEPP investments support this goal by providing access to increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

Research predicts steep learning loss and a widening of opportunity and achievement gaps as a result of the continued impact of the COVID-19 pandemic¹²³. This funding opportunity is designed to expand or enhance existing summer programs for K-12 students in Seattle.

Criteria for Community-Based Organizations: Eligible applications must demonstrate the following:

- Commitment to racial equity, cultural responsiveness, and directing resources to student populations based on the unique needs of historically underserved communities
- History of serving students furthest away from educational justice, including those not yet meeting grade level learning standards 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
- Experience achieving positive academic and/or non-academic outcomes through summer programming
- The program defines and supports academic learning, social emotional learning and enrichment, and/or college and career readiness for young people, and the program's implementation plan demonstrates that the program is responsive to the needs and interests of the young people served.

Funding: DEEL will conduct a competitive RFI process in 2022 to award one-time funds for Community-Based Summer Learning Enhancement. Program proposals must be at least \$10,000 and may not exceed \$75,000. If desired, organizations operating multiple programs may submit more than one proposal.

DEEL will negotiate contracts with awarded applicants inclusive of performance commitments for student enrollment, attendance, and program impact. Contracted partners will be required to administer an asset-based exit survey co-created with DEEL's Performance & Evaluation Team to assess program impact⁴, and participate in DEEL site visits to ensure quality implementation of investments.

All Levy proceeds are supplemental and complementary to existing public funding structures and services and may not be used to supplant state, city, or federally funded services.

Technical Assistance: DEEL will offer an Information Session and two Technical Assistance (TA) workshops related to this RFI to support applicants and promote equitable access to funding (see timeline on page 1). All technical assistance information and materials will be posted on the DEEL 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.

¹ Kuhfeld, M., Tarasawa, B., Johnson, A., Ruzek, E., & Lewis, K. (2020). Learning during COVID-19: Initial findings on students' reading and math achievement and growth. NWEA

² Agostinelle, F., Doepke, M., Sorrenti, G, & Zilibotti, F. (2020) When the Great Equalizer Shuts Down: Schools, Peers, and Parents in Pandemic Times. NBER

³ Furfaro, H. (2021, January) COVID-19 pandemic takes social and emotional toll on Washington's youngest learners. Seattle Times.

⁴ Please note that the use of "performance commitments" is different from DEEL's standard performance-based contracting model, and is intended to reduce data measurement and maximize access to funding for grant recipients.



INVESTMENT FRAMEWORK

Outcomes: Programs funded through this investment are intended to advance DEEL’s desired result that all Seattle students graduate high school college and career ready. Investments will be guided by an asset-based approach that empowers CBOs to implement context-specific programming to improve outcomes for Seattle students and families. Applicants will submit proposals that specify a program area of focus, the number of students served, duration of programming, a description of the program, and a detailed program budget. Proposals are encouraged to identify how their program will improve student outcomes in their area of focus (see below).

Program Participants: Investments through this funding opportunity will prioritize students furthest away from educational justice and those most vulnerable to the continued impact of the pandemic on academic learning and mental health. Enrollment in programming or services should prioritize access for students that meet one or more of the following criteria⁵:

- From historically underserved communities and neighborhoods 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
- In need of social, emotional, and/or academic support as a result of COVID-19 related learning disruption
- 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 or language proficiency standards
- Not passing a core course in middle or high school
- Not earning enough credits to promote on-time to the next grade level
- Chronically absent, defined by missing 10% or more days in a school year (18 days or more)

Program Areas: Funded proposals must expand or enhance summer programming in one of three program areas. DEEL acknowledges that many programs will intersect across more than one area. Applicants should select the area most reflective of the program or service they intend to provide and draft their RFI proposal accordingly. Examples of program activities in each area are described below.

1. Academic Learning: Programs may include additional academic instruction and learning time, foundational skills and/or content recovery, accelerating learning, or cross-curricular/project-based learning and are intended to improve academic outcomes. Programs may provide students with additional instruction in one or more core content areas.
2. Social Emotional Learning and Enrichment: Programs may focus on 21st Century Skills-building, social-emotional learning (SEL), and enrichment. Proposals may focus on project-based activities, creative pursuits, cultural identity exploration, outdoor learning experiences, engineering tasks, or activities to develop student skills in managing emotions, setting and achieving goals, persevering through adversity, and working in a team.
3. College and Career Readiness (CCR): Programs may offer college counseling, resources, supportive tools, and activities to prepare youth for post-secondary opportunities. Proposals may focus on

⁵ This criteria is not ranked and will be considered holistically during application review.

college and post-secondary planning (e.g. applications, financial aid, discussion of various pathways including apprenticeships, certificates, associate degrees, bachelor's degrees, and opportunities to stack credentials); project-based learning in partnership with industry; awareness of job opportunities in the Seattle region through career fairs, site visits, presentations, internships, and pre-apprenticeships; inclusion of family in college navigating and advising; discussion and interpretation of career and interest inventories; and/or opportunities for students to identify career interests and pathways.

Program Design: This funding opportunity is designed to balance a compressed timeline for implementation, with the need for high-quality programming and operational flexibility.

Programs must:

1. Be based on student and community need
2. Enhance or expand access to an existing summer program
3. Utilize culturally specific and responsive approaches
4. Collect daily attendance
5. Participate in the development of and administer an asset-based exit survey
6. Each student must be engaged in programming for a minimum of 15 hours per week; 1 week minimum/8 weeks maximum

Programs may:

1. Occur in-person or hybrid, though in-person models that adhere to public health and safety guidelines are highly encouraged and will be prioritized (See Section 6 for further information)
2. Include partnerships between CBOs and schools to leverage shared strengths in academic preparation, cultural- and linguistically specific programming, foster connections between families and schools, and create high-quality enrichment experiences
3. Use multiple fund sources to support program implementation

PROCESS AND CRITERIA FOR EVALUATION

Community-Based Summer Learning Enhancement Funds RFI applications will be evaluated according to the following process:

- Part I: Technical Compliance Review:** Applications will be reviewed for technical compliance to verify submission is complete, on-time, and that DEEL 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:** A review panel will evaluate applications using the RFI Scoring Criteria (Appendix A) and priority factors (p.5-6) to inform review panel recommendations for funding.
- Part III: Decision-Making and Contract Development:** Final funding decisions will be made by the DEEL Director based on the review panel recommendations and other relevant factors. DEEL will notify each applicant of the funding decision and begin contract development.

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 if the checklist items are absent or incomplete. Applications deemed not technically compliant will not be evaluated further.

DEEL reserves the right to waive immaterial defects or irregularities and may conduct follow-up interviews to obtain additional information from submitted applications. DEEL reserves the right to screen applicants without further discussion of the application submitted.

| Compliant | Technical Compliance Checklist |
|--|--|
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Submitted electronically or in paper copy by Wednesday, April 27, 2022, by 3:00 pm. <input type="checkbox"/> Submitted electronic copy to DEELFunding@seattle.gov . <input type="checkbox"/> Submitted paper copy to DEEL (see “Instructions to Applicants”) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Submitted a complete and correct application inclusive of all required sections by the stated deadline using the required template(s). <input type="checkbox"/> RFI Application in PDF or Word: Sections 1 - 6 submissions are typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided, and all submitted together as one document using the provided template <input type="checkbox"/> Budget in Excel: Section 2 budget submission is formatted in Excel template provided and submitted as one file |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | In Section 4: Labor Harmony agency confirmed commitment to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | In Section 5: Asset-Based Survey agency committed to administering an asset-based survey to participating youth and/or program staff. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | In Section 6: COVID Contingency Plan agency committed to adhering to public health guidelines issued by King County and the WA State Department of Health. |

Part II: Scoring Criteria (detailed in Appendix A)

| Section | Score |
|--|--|
| 1. Experience and Demonstrated Ability | 25 |
| 2. Program Delivery and Impact | 50 |
| 3. Cultural Responsiveness | 25 |
| 4. Labor Harmony | <i>Not scored, part of technical compliance review</i> |
| 5. Asset-Based Survey | <i>Not scored, part of technical compliance review</i> |
| 6. COVID-19 Contingency Plan | <i>Not scored, part of technical compliance review</i> |
| Total Points | 100 |

Part III: Decision-Making and Contract Development

A review panel will score applications and make initial funding recommendations to DEEL’s Director. The highest ranked application may not correspond to the highest funding allocation. As part of the evaluation and funding allocation process, DEEL will consider multiple factors described below.⁶

| Factor | Description |
|---|--|
| RFI Application Score | A review panel will rate RFI applications based on the scoring criteria in Appendix A |
| Communities and Neighborhoods Most Impacted by COVID-19 | DEEL intends to direct resources to historically underserved communities and neighborhoods most impacted by the continuation of COVID-19 ⁷ |
| Partnership | DEEL intends to prioritize proposals that leverage strong partnerships between organizations, schools, and school communities to maximize student outcomes |
| Diversity | DEEL intends to fund a diverse group of proposals (by program type, geography, age level, organization, etc.) |
| Responsiveness | DEEL intends to fund proposals that respond to student needs resulting from the continued impact of the COVID-19 pandemic through culturally responsive approaches |
| FEPP Levy Investment | DEEL intends to leverage FEPP Levy investment types to maximize student outcomes |

⁶ These factors are not ranked and will be considered holistically during decision-making

⁷ The Seattle Office of Planning & Community Development [Race and Social Equity Index](#) identifies areas of disadvantage in the City of Seattle. Additional tools to identify COVID-19 impact areas are in development and will be shared with prospective applicants once available.

If an applicant is selected for funding, the organization will finalize a scope of work based on their RFI proposal to be incorporated into a DEEL contract by June 20, 2022. Awarded applicants should be prepared to discuss and negotiate aspects of their scope of work prior to completing the contract. These aspects may include, but are not limited to, the amount of funding, proposed programming and/or services, and focus student participation.

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 REQUIREMENTS

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

TERM: Start and end dates will be determined during contract development with awarded applicants. All contracts, regardless of start date, will end by September 30, 2022. Programming is expected to take place June through August 2022.

CONTINUOUS QUALITY IMPROVEMENT (CQI): As a public agency, DEEL is responsible for maintaining transparency about the use of public funds and the outcomes of funded programs. DEEL works in partnership with funded organizations to identify program goals and collect data to inform ongoing work, understand program outcomes, and engage in program improvements. If awarded funds through this RFI, there is an expectation that awardees will engage in required data collection and reporting activities that support shared and transparent responsibility for program success.

DEEL and the funded organization will share the following data collection and reporting responsibilities:

DEEL will:

- Conduct a site visit to observe program, discuss implementation, and provide feedback
- Provide data collection templates and technical assistance to CBO staff
- Generate program-specific asset-based surveys for organizations to track participant outcomes

Organizations will:

- Designate a point of contact responsible for following the proper steps to ensure data security when exchanging or transmitting sensitive data
- Ensure the existence and/or development of systems to collect and monitor enrollment and attendance for the duration of the program
- Administer an asset-based exit survey of participating students
- Collect and submit data for student-level enrollment, attendance, participant surveys, and Seattle Public School ID (as appropriate). For students enrolled in Seattle Public Schools, organizations are required to provide Seattle Public School student ID numbers. Organizations may need to execute a data-sharing agreement with Seattle Public Schools to acquire this information (Appendix E).

PAYMENT AND RECORDS: The City shall pay the organization up to the stated contract price. Payments will be made as outlined in Appendix B, Payment and Reporting. Organizations will be responsible for submitting documentation according to the Payment and Reporting table on the dates outlined. The funded



organization shall timely furnish such other expenditure and programming reports as may be requested by DEEL related to the contract, including statements and data specifying services provided. 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 maintain financial and program records, documents, and other evidence directly related to performance of 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.

Funded organizations must submit the following documents to DEEL:

1. **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>
2. **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.
3. **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:
4. **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:
 - a. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
 - b. \$2,000,000 Products/Completed Operations Aggregate
 - c. \$2,000,000 General Aggregate
 - d. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
5. **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.
6. **Worker’s Compensation insurance** for Washington State as required by Title 51 RCW.



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. Disagreeing with the outcome is not a valid reason to appeal the decision and will not be considered. An appeal must clearly state a rationale based on one or more of the following criteria:

- 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

Appeals must be sent by email to the following:

DEELFunding@seattle.gov

Subject line: 2022 Summer 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.

INSTRUCTIONS TO APPLICANTS

Submission: Applications may be submitted electronically or in paper form. All attachments must be received on or **before 3:00 pm Wednesday, April 27, 2022.**

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 Delivery and Impact; Excel budget template
- Section 3: Cultural Responsiveness
- Section 4: Labor Harmony
- Section 5: Asset-Based Survey
- Section 6: COVID-19 Contingency Plan

Responses to each of the sections must follow the page limits identified in the instructions for each section. All submissions must utilize the submission templates provided, use size 11 font, use single- or double-spacing, and use page-numbers.

Applicants may submit their RFI submissions electronically via email to DEELFunding@seattle.gov

Subject line: **[Organization Name] – Summer 2022 RFI**

Applicants will receive a confirmation email by close of business Friday, April 29, 2022, of submission.

Organizations that do not receive a confirmation should send a follow up email to DEELFunding@seattle.gov.

Questions: Please submit questions about this RFI via email to DEELFunding@seattle.gov and include "Question_2022 Summer RFI" in the subject line.



COVER SHEET

**Community-Based Summer Learning Enhancement
Request for Investment Application**

ORGANIZATION CONTACT INFORMATION:

| | |
|--|--|
| Organization Name | |
| Organization Leader (e.g. Executive Director) | |
| Mailing Address | |
| Email Address | |
| Contact Phone | |
| Organization URL | |

APPLICANT CONTACT INFORMATION:

| | | | |
|---------------------------------------|--|---|--|
| Primary Contact Person Name | | Secondary Contact Person Name | |
| Title/Role | | Title/Role | |
| Phone | | Phone | |
| Email | | Email | |

SUMMARY OF PROGRAM/SERVICE PROPOSAL:

| | | | |
|--|--|---|--|
| Program/Service Name | | | |
| Program Dosage | Program start & end dates: | Total # of program days: | Total # of program hours: |
| Primary Program Area <i>(check only one)</i> | <input type="checkbox"/> Academic Learning | <input type="checkbox"/> SEL & Enrichment | <input type="checkbox"/> College & Career Readiness (CCR) |
| Secondary Program Area <i>(check if applicable)</i> | <input type="checkbox"/> Academic Learning | <input type="checkbox"/> SEL & Enrichment | <input type="checkbox"/> College & Career Readiness (CCR) |
| Select one or more student outcomes your program will contribute to. You may select outcomes across multiple categories. | <input type="checkbox"/> General readiness to navigate academic learning in the fall (improved academic self-confidence) <input type="checkbox"/> Skill/knowledge growth in a specific academic subject <input type="checkbox"/> Reduced summer learning loss (maintained or improved GPA + pass rate) <input type="checkbox"/> Improved performance on Math/ELA assessments <input type="checkbox"/> On-time high school graduation | <input type="checkbox"/> Growth in 21 st -Century Skills (Collaboration, Creativity, Communication, Critical Thinking) <input type="checkbox"/> Growth in Social-Emotional Skills (Self-Efficacy, Self-Management, Self-Awareness, Social Management) <input type="checkbox"/> Improved mental health/well-being | <input type="checkbox"/> Increased knowledge about college and career options <input type="checkbox"/> Increased confidence navigating transition from high school <input type="checkbox"/> Increased knowledge/skills related to navigating the job market. <input type="checkbox"/> Enrollment in a postsecondary institution |
| (Optional) Additional outcome(s) not listed above: | | | |



| | |
|---|---|
| Anticipated # of focus students to be served: | |
| Age range program will serve: | <input type="checkbox"/> Elementary, grades K-5, ages 5-12 <input type="checkbox"/> Middle, grades 6-8, ages 11-14 <input type="checkbox"/> High, grades 9-12, ages 14-19 |
| Focus student(s) program will serve: | Students in need of support socially, emotionally, and/or academically and those most vulnerable to the continued impact of the pandemic on academic learning and mental health: <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native American/Alaska Native <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Underserved Asian <input type="checkbox"/> Refugee and immigrant <input type="checkbox"/> English language learners <input type="checkbox"/> Experiencing Homelessness <input type="checkbox"/> LGBTQ <input type="checkbox"/> Other: |
| Funding Amount Requested | |
| Partner school, agency, or organization (if applicable) | |

| SERVICE AREA | |
|--|--|
| In which City Council District(s) do you propose to deliver services? Check all that apply. http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember | <input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7 |
| CAPACITY | |
| How would these funds support your organization? Check all that apply. | <input type="checkbox"/> Stabilize services within an existing program at its current capacity <input type="checkbox"/> Enhance services within an existing program at its current capacity <input type="checkbox"/> Enable an existing program to expand <input type="checkbox"/> Enable an existing program to better serve a specific sub-population <input type="checkbox"/> Other: (please specify) _____ |
| FINANCE | |
| Have you previously been awarded DEEL funding? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure |
| Other Summer Funding | |
| Have you received other funding for Summer '22? (For example, SOWA, BSK, etc) | <input type="checkbox"/> Yes <input type="checkbox"/> No Amount \$ _____ Source(s): _____ |

AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:

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

Name and Title of Authorized Representative:



Signature of Authorized Representative

Date

AUTHORIZED SIGNATURE OF PARTNER SCHOOL PRINCIPAL:

To the best of my knowledge and belief, all information in this application is true and correct.

Name of Principal at partner school
(if applicable):

Signature of Principal at partner school⁸

Date

⁸ Principal approval is required for organizations partnering closely with a school or planning to use an SPS school building/campus. Applicants can demonstrate principal approval via physical or electronic signature on the cover sheet, or by attaching an email, signed letter of support, or partnership agreement to the application.



SECTION 1: Experience and Demonstrated Ability

*Responses to Section 1 are to be no more than **1 page** (8½" x 11") and submitted using 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 applicant experience working with focus students, utilizing data, tracking progress, engaging partners, and achieving results.

Address the following in your response:

1. Provide an overview of your organization, including relevant history and experience serving focus students (page 3), types of programming offered, high level quantitative and/or qualitative data that shows evidence of organizational success, and any other high-level information that gives a general understanding of your organization and how it operates.
2. Describe how you partner with young people, community members, school(s), 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.



SECTION 2: Program Delivery and Impact

Responses to Section 2 are to be no more than **3 pages** (8½" x 11") and submitted using the submission template provided. Any content that exceeds the page limit will be redacted and not considered as part of application review.

Address all the following in your response:

1. Provide an overview of your 2022 Summer Learning Enhancement Program. Including the following in your response: program location(s), program schedule, examples of program activities and learning objectives, staff to student ratio, program partners, student meals, and student transportation (if applicable). If you serve a variety of grades/ages, describe how your approach will vary by age group.
2. Describe how youth will benefit from your program, providing details about how your program supports the outcomes you selected on the cover sheet, including how proposed activities/learning objectives are effective in meeting target outcomes. If you have collected data or community feedback about your program in the past, please provide key highlights of the results.
3. Describe how you will recruit students and families to your program. Include partners, schools, or other organizations you intend to work with.
4. A completed budget proposal (use provided Excel template; budget template does not count toward page limit).



SECTION 3: Cultural Responsiveness

*Responses to Section 3 are to be no more than **1 page** (8½" x 11") and submitted using 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' cultural responsiveness to the unique needs of the focus students and communities to be served. Applicants will be expected to deliver programming and/or services using culturally and linguistically responsive approaches designed to close opportunity gaps and promote positive identity development for focus students.

Address the following in your response:

1. Describe your experience providing services to students from diverse racial and ethnic backgrounds, who speak a language other than English at home, and/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 your hiring practices emphasize hiring staff who are from or representative of the community you serve.
3. How will you incorporate anti-racist practices and social justice into your work generally and into your proposed program specifically, including training/professional learning for program staff?



SECTION 4: Labor Harmony

Responses to Section 4: 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 labor harmony, which means 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.

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 bargaining agreement, **please attach with your submission as a separate file** (Word or PDF). This attachment will not count towards the page limit.



SECTION 5: Asset-Based Survey

Responses to Section 5: asset-based survey 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.

Successful applicants will be required to administer an asset-based feedback survey to participating youth grade at the end of the summer program. DEEL will work with funded organizations to develop a brief survey tailored to their program.

The survey can be administered electronically or on paper. It is recommended that program staff plan to set aside 20 minutes during regular program hours for participants to complete the survey during their final days of programming. Further information will be provided at the technical assistance sessions.

Please indicate if your agency is committed to collaborating with DEEL on survey content and administering an asset-based survey of participating youth by checking the appropriate box.

Yes

No

If your organization currently uses an asset-based survey tool to assess program impacts and you are awarded funds, DEEL will work with you to align efforts and minimize the burden placed on program participants to complete surveys.



SECTION 6: COVID-19 Contingency Plan

Responses to Section 6 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.

DEEL is interested in proactively addressing any possible impacts Covid-19 may have on summer programs to the extent possible. Please confirm that your agency is committed to following the Washington State Dept of Health Requirements and Guidance to Mitigate Covid-19 in K12 Schools, Day Care, Early Learning Youth Development, and Day Camp Programs (see link below) to minimize any potential impacts to your program/service proposal.

<https://doh.wa.gov/sites/default/files/2022-03/821-165-K12SchoolsChildCare.pdf>

Yes

No



APPENDIX A: 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.

| Section | Q # | Criteria | Score |
|--|-----|---|-------|
| 1. Experience and Demonstrated Ability | Q1 | <ul style="list-style-type: none"> Provides brief description of organization, and relevant history of programs, services, and their outcomes Demonstrates experience working with focus population(s) and ability to meet the needs of identified focus students | 25 |
| | Q2 | <ul style="list-style-type: none"> Demonstrates experience in providing services through strategic partnerships and utilizes partnerships effectively to address the needs of focus students Demonstrates that student and/or community voice is incorporated into programming | |
| 2. Program Delivery and Impact | Q1 | <ul style="list-style-type: none"> Details program activities and structure that are age-appropriate and relevant to at least one of the program strategy areas Provides appropriate plans for facility/space/location, student meals, and transportation Identifies staff to student ratio | 50 |
| | Q2 | <ul style="list-style-type: none"> Describe how program will benefit youth, with explicit connection to identified outcome(s) Provides data/evidence that supports the proposed program model and/or history of past success Proposes activities and program structure that will be effective in meeting target outcomes | |
| | Q3 | <ul style="list-style-type: none"> Details student and family recruitment and retention plan for program | |
| | Q4 | <ul style="list-style-type: none"> Proposes a reasonable budget based on level of services, number of students the organization intends to serve, personnel and non-personnel costs | |
| 3. Cultural Responsiveness | Q1 | <ul style="list-style-type: none"> Demonstrates an understanding of cultural responsiveness Demonstrates a strong approach to supporting and engaging students, families, and community that is responsive to cultural and linguistic needs Demonstrates experience providing culturally and linguistically relevant/responsive services | 25 |
| | Q2 | <ul style="list-style-type: none"> Demonstrates understanding of cultural background of the community being served | |
| | Q3 | <ul style="list-style-type: none"> Demonstrates a commitment to anti-racism and social justice | |



APPENDIX B: Payment and Reporting

| Pay Point | Type | Due Date | Evidence (See Appendix D) | % of Contract Amount |
|---|--|--|---|----------------------------|
| Recruitment & Retention Plans + Asset-Based Survey Questions | <i>Deliverable:</i> paid upon acceptable submission | No later than June 15 | Recruitment/Retention Plan submitted on time with all required components | 25% |
| Students Registered: # of students who have signed up for program Goal: 90% of enrollment target | <i>Performance Pay:</i> This measure will be paid out based on data submitted that shows how many students were registered | No later than 1st day of program | Participant Report | 25% |
| Students Served: # of students who attended at least 1 session Goal: 90% of enrollment target | <i>Performance Pay:</i> This measure will be paid out based on data submitted that shows how many students attended at least one program session | 2 business days after program completion | Participant Report | 15% |
| SPS IDs: # of SPS students served with valid SPS ID Goal: 90% of students served | <i>Performance Pay:</i> This measure will be paid out based on the number of SPS student IDs included in the Participant Report | 2 business days after program completion | Participant Report | 10% |
| End of Program Survey | <i>Deliverable:</i> paid upon acceptable submission | 2 business days after program completion | Survey responses from at least 50% of students served | 10% |
| End of Program Report | <i>Deliverable:</i> paid upon acceptable submission | Within 2 weeks of program end date | Narrative Report of program's successes and challenges | 15% |



APPENDIX C: Performance Pay Table

Performance pay is paid to providers upon successful completion and evaluation of the respective performance measure. Performance pay is determined using the sliding scale below.

| Performance % Achieved | Performance Pay % Awarded | Performance % Achieved | Performance Pay % Awarded |
|------------------------|---------------------------|------------------------|---------------------------|
| ≥90% - 100% | 100% | ≥40% - <50% | 50% |
| ≥80% - <90% | 90% | ≥30% - <40% | 40% |
| ≥70% - <80% | 80% | ≥20% - <30% | 30% |
| ≥60% - <70% | 70% | ≥10% - <20% | 20% |
| ≥50% - <60% | 60% | ≥1% - <10% | 10% |

Deliverables will be scored as Met or Not Met, where Met = 100% of eligible performance pay is earned and Not Met = 0% of eligible performance pay is earned.



APPENDIX D: Reporting Expectations

Reports will be submitted via a secure SharePoint site provided by DEEL at three points during the summer. Details and templates will be provided during contracting.

Recruitment and Retention Plans + Asset-Based Survey Design: Due no later than June 15

Providers will work with their contract manager to determine whether they submit a recruitment plan or a retention plan.

A. Recruitment plans must include the following:

- A summary of recruitment activities that have taken place or are planned, including dates

B. Retention plans must include the following:

- A summary of students registered to date
- A plan for ensuring registered students show up to the program

C. Asset-Based Exit Survey Questions: The default method of collecting survey responses is an online survey link provided by DEEL. Each program will have an opportunity to personalize their survey by selecting from a standardized list of questions in one or more of the following focus areas: Academic Learning, Social-Emotional Learning, 21st-Century Skills, and College & Career Readiness.

Student registration: Due no later than 1st day of program

Students Registered (see sample table)

| Participant # | Participant CBO ID |
|---------------|--------------------|
| 1 | Abby B. |
| 2 | Benito C. |
| 3 | Carla D. |

Students Served, with SPS IDs: Due 2 business days after program completion

Students Served with SPS IDs (see sample table)

| Participant # | Participant CBO ID | SPS Student ID | # of sessions possible (days enrolled) | # of Sessions Attended |
|---------------|--------------------|----------------|--|------------------------|
| 1 | Abby B. | 8039999 | 20 | 10 |
| 2 | Benito C. | 8049999 | 19 | 0 |
| 3 | Carla D. | 8059999 | 25 | 23 |

Asset-Based Exit Survey Data: Due within 2 days of program end date

Programs should plan to administer student exit surveys during program hours in the final week of programming, so responses are expected within 2 days of the program end date. DEEL will receive the data directly via the online survey, but partners should notify DEEL when surveys have been administered.

End of Program Report: Due within 2 weeks of program end date

Partners will be asked to submit narrative responses similar to the following questions:

1. Describe how your program positively impacted students. What were your most notable accomplishments?
2. Please provide details about how your program contributed to students' Academic Learning, Social Emotional Learning, 21st-Century Skills, and/or College & Career Readiness.
3. What were your program's challenges? What did you do to mitigate them?



APPENDIX E: Seattle Public Schools

To obtain Seattle Public Schools student data, organizations will want to make sure they:

- Complete a DSA (Standard or Institutional Service)
 - [Standard DSA](#)
 - [IS Application](#)
- Establish consent for the students they serve
 - [FERPA consent forms](#) (Standard DSA)
 - IS Student List (IS DSA)

Any questions and all DSAs can be sent directly to Jennifer Chamberlain: jachamberli1@seattleschools.org

If you are applying for funds that would support a partnership with Seattle Public Schools, please remember to complete Seattle Public School's Intent to Apply form. This helps SPS centrally track grant applications and ensure alignment to their strategic plan; note that SPS does not limit the number of grantees. For more information on the [Intent To Apply](#) please visit the SPS [Community Partnership Page](#). Or contact Sarah Perez-Hamilton: sjperezhamilton@seattleschools.org