

Whole Child Social and Emotional Learning Request For Proposals

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Program Purpose and Objectives

In Denver Public Schools, social and emotional learning (SEL), a component of the Whole Child (WC), “is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (CASEL 2011) Further, social-emotional learning is of critical importance in achieving our value of equity and closing the opportunity gap by ensuring all our students have the knowledge, attitude, and skills necessary to succeed now and in the future.

This funding opportunity is intended to help district-managed schools with a demonstrated track record of success using evidence-based social-emotional learning practices to implement bold, innovative solutions to enhance social emotional learning as part of their focus on the whole child. This innovative approach is intended to deepen and expand a school’s work in order to see even greater impact for their students and communities.

Program Parameters and Requirements

A total of \$600,000 will be awarded to district-managed schools. Awards will range from \$50,000 to \$100,000. A minimum of six awards will be granted. Awarded funding must be spent between July 1, 2017 and June 30, 2019.

Awarded funds may be used to expand FTE in multiple roles, contracts with partner organizations, training, and curricula to support social-emotional learning.

Proposals must be submitted to dpswholechild@gmail.com by 6:00 pm on Friday, March 24th.

Request for Proposals Overview

Milestone / Process	Date/Window	Outcomes
M: Announcement of opportunity for investment/ RFP release	March 14th	<input type="checkbox"/> All district-managed schools are aware of opportunity to apply, and have enough information (purpose, parameters, selection criteria) to make an informed decision about whether to apply. <input type="checkbox"/> All district-managed schools receive RFP notification via Principal Weekly newsletter. Instructional Superintendents and Office of Social Emotional Learning Partners are engaged to encourage school applications
P: RFP FAQ webinars / supports (optional, not required)	Week of March 13 th	<input type="checkbox"/> Potential applicants have the chance to ask questions of SEO staff to support their application process <input type="checkbox"/> RFP Webinar to occur Thursday, March 16 th from 3:15 – 4:00 pm
M. Proposals due	March 24 th	<input type="checkbox"/> Proposal submitted to dpswholechild@gmail.com by 6:00 pm
P: Proposal review	April 3rd - 7th	<input type="checkbox"/> Review panel reviews applications and identifies finalist teams <input type="checkbox"/> Finalist teams are provided notification with specific feedback and questions prior to interview and final review <input type="checkbox"/> Non-finalist teams are notified with evidence-based final review
P: Final proposal review & interview	April 10th - 14th	<input type="checkbox"/> Review panel interviews finalist teams (school leader and 1-2 members of School WC team) to identify awardees
M: Announcement of awardees	April 19th	<input type="checkbox"/> Minimum of 6 teams are awarded
P: Intensive Planning	April 30th - June 16th	<input type="checkbox"/> 2 year rollout plan <input type="checkbox"/> Impact evaluation plan <input type="checkbox"/> Talent and capacity plan <input type="checkbox"/> Final budget

Grant Process Overview

Stage	Timeframe	Investment	Purpose	Lead and Support
0	May - June 2017	\$0	Develop a comprehensive two year rollout, evaluation, and investment plan.	Principal, School WC team, OSEL partner
Year 1	July 1, 2017- June 30, 2018	Up to \$50K	Implement expanded WC supports as an in-school pilot. Study early/leading indicators to inform Year Two implementation. Develop Year Two fidelity implementation plan.	Principal, School WC team, OSEL partner
Year 2	July 1, 2018- June 30, 2019	Up to \$50K	Implement WC supports at greater scale or school-wide with fidelity. Study impact for program improvements. Develop sustainability plan.	Principal, School WC team, OSEL partner

Roles and Responsibilities

School Whole Child Team: Awarded schools will identify a collaborative, cross-functional team to support action planning and impact evaluation. This team may be an extension of existing school leadership bodies or a new body, per the school leader’s discretion. This team should include school staff who will champion and connect existing Whole Child supports to the bold, innovative plan that will be funded through the grant award. This may include the dean of culture, school counselor, school psychologist, school social worker, school nurse, restorative practices coordinator, school wellness champion, family liaison or other identified social emotional learning champions. The proposal must be aligned with the school’s strategic support plan and/or UIP.

Office of Social Emotional Learning (OSEL) Partners: The OSEL partner can support project planning via consult on evidence-based practice, data interpretation and centrally-managed supports available to inform the development and implementation of the comprehensive two year rollout, evaluation, and investment plan.

Instructional Superintendent: The Instructional Superintendent can provide consultation and connection between Whole Child supports proposal strategies and impact on academic performance indicators.

Award Components, Criteria, and Evidence for expansion of social-emotional supports

Component	Weight		Criteria	Evidence / Measures	Tools
Vision and Plan	50%	2-4 page written proposal narrative + supporting school documents (portfolio)	<input type="checkbox"/> FIT	<input type="checkbox"/> Vision <input type="checkbox"/> Strategies	Application Rubric
			<input type="checkbox"/> IMPACT	<input type="checkbox"/> Outcomes <input type="checkbox"/> Evidence Base	
			<input type="checkbox"/> CREATIVITY	<input type="checkbox"/> Design Process <input type="checkbox"/> Novelty and Innovation	
			<input type="checkbox"/> FEASIBILITY	<input type="checkbox"/> Track Record <input type="checkbox"/> Scope and Timeline	
Track Record of Success	20%	School data portfolio	<input type="checkbox"/> Evidence of past experience utilizing data to inform WC SEL planning, support provision and resource allocation <input type="checkbox"/> Evidence of past success in positively impacting student experience through WC SEL supports	<input type="checkbox"/> Whole Child School Reports <input type="checkbox"/> Healthy Kids Colorado Survey Data <input type="checkbox"/> Attendance data <input type="checkbox"/> Behavioral Incidence data <input type="checkbox"/> School Performance Framework Data <input type="checkbox"/> Other SEL data sources	Data benchmarks
Leadership, Staff, and Community	30%	Interview	<input type="checkbox"/> Leader strength and commitment	<input type="checkbox"/> Interview	Interview Rubric
			<input type="checkbox"/> Teacher support and readiness	<input type="checkbox"/> Interview	Interview Rubric
			<input type="checkbox"/> Community support	<input type="checkbox"/> Interview	Interview Rubric

Resources

Written Proposal Purpose and Expectations

Purpose: The purpose of the written proposal is to (1) describe the need or opportunity that the school intends to address, (2) articulate the bold vision and strategies that the school plans to implement in response and (3) how these strategies should affect holistic student outcomes, and (4) to present a compelling rationale for why these strategies should achieve these outcomes, and why the school is equipped to execute with excellence.

Expectations: Written proposals are short to minimize the burden on school team. Proposals should address all points above within two to four pages. While schools may choose their format, we suggest that applications address the following sections. Please note that detailed planning (implementation, evaluation, staff development, and budgeting) will occur after awardees are named. This application should provide just enough detail to meet the standards described below.

- I. **Whole Child Vision** - *Articulation of the future state that the school hopes to achieve*
- II. **School Context** - *Description of the needs and opportunities that the school hopes to address and their background with WC social emotional learning work*
- III. **Student Outcomes** - *Articulation of the student outcomes desired, in alignment with DPS Whole Child support descriptors*
- IV. **Strategic Priorities** - *Description of the school's strategies aligned with overall improvement priorities, and what they plan to do in years one and two*
- V. **Capacity / Development** - *High level description of past / future strategies to build staff, community, and student capacity*
- VI. **Funding Request and Resource Plan** - *High level description of financial resources needed*

Standards

Fit	Does the applicant have a clear and bold vision for Whole Child Social-Emotional Learning supports, aligned with the district whole child vision? Does it articulate strategies that support their vision and complement their overall school priorities?	VISION	Application describes a clear and ambitious vision for Whole Child Social Emotional Learning supports. Vision aligns to district vision for Social Emotional Learning and other Whole Child priorities.
		STRATEGIES	Strategies are clear and include a theory of change in support of Whole Child vision. Strategies support the school's overall improvement priorities, as evidenced through Unified Improvement Plan and/or other school plans, and are aligned with the Whole Child, Healthy Child Agenda 2020.
Impact	Does the applicant identify desired outcomes that align to whole child priorities and standards? Is there evidence or a record of success at the school to indicate that the applicant's strategies are likely to achieve these outcomes?	OUTCOMES	Application describes clear, ambitious, and achievable desired outcomes that align to the Whole Child supports descriptors. Application makes a connection between strategies and outcomes.
		EVIDENCE BASE	Application cites evidence (exemplars, research, or studies) that support the basis of their vision and strategies. Application articulates that evidence was used in the design of vision and strategies.
Creativity	Is there evidence that the applicant's vision and strategies directly address the needs and opportunities in their community? Do their vision and strategies reflect novel approaches to addressing these problems and/or opportunities?	DESIGN PROCESS	Application explains how proposed solutions address the school community's needs and opportunities. Application describes the participatory process that was used to develop solutions.
		NOVELTY/ INNOVATION	Proposed solutions are bold and novel. Application provides early description of how proposed solutions might be studied and shared to increase knowledge across the system.
Feasibility	Does the applicant show evidence of prior success with Whole Child supports? Does the applicant articulate a scope of work and timeline that are reasonable and achievable?	TRACK RECORD	Application describes the school's track record of success implementing Whole Child strategies. Application describes staff and community capability to execute on the proposed strategies, including development opportunities.
		SCOPE AND TIMELINE	Application scope and timeline reasonable and achievable, and the application describes anticipated growth between years one and two.

Proposal Development Resources

- [Whole Child Support Descriptors](#): Organized on a performance continuum, this describes what we would expect to see in terms of Whole Child supports available to students and student experience related to each Whole Child component.
- [Whole Child, Healthy Child Agenda 2020](#): Proposals should support achievement of Agenda objectives and performance metrics.
- [Whole Child Mill Levy Menu of Options](#): This menu provides detailed information on strategies to enhance mental health services, evidence-based social emotional learning curriculum and instruction and school climates to foster positive social-emotional outcomes for students.
- [Whole Child Resource Bank Partner Directory](#): A dynamic list of district staff who can assist as connectors, thought partners and providers in any of the Whole Child focus areas.
- [Whole Child School Reports](#): Student data available at the school level and collected annually through the annual Student Satisfaction Survey. This data should be used to inform proposal goals and improvement strategies.
- [Healthy Kids Colorado Survey Report](#): Student data available at the school level for participating schools and district level for non-participating schools. Data is collected every other year and available for students grades 6-12.
- [Whole Child Principal Stoplight Data](#): Provides a snapshot of student demographic data, behavioral incidences, and Whole Child supports services provided to students, including social emotional interventions, physical and mental health staffing and supports provided and homeless student supports. Data is updated each month.

Proposal Review Team Membership

The review team will consist of 4-6 members representing a variety of DPS leadership, implementation and evaluation perspectives. This may include an Instructional Superintendent, Principal, Student Equity and Opportunity Whole Child Supports, and/or the Imaginarium.

Questions about this RFP

A webinar will be held on Thursday, March 16th from 3:15 – 4:00 pm to provide an overview of the RFP and answer questions. To access this webinar, please go to <https://enetlearning.adobeconnect.com/rfpfaq/> . A recording of the webinar will be posted to <http://wholechild.dpsk12.org/educators/> for those unable to attend.

To successfully access the webinar, please ensure your computer's **Flash** is up to date and you use the **Firefox** browser. Once you have clicked the link, type your name and enter as a guest. It is strongly recommended that you use headphones for the best audio quality.

Additional questions may be directed to:

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