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

<table>
<thead>
<tr>
<th>Milestone / Process</th>
<th>Date/Window</th>
<th>Outcomes</th>
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| M: Announcement of opportunity for investment/ RFP release | March 14th | - 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.  
- 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 13th | - Potential applicants have the chance to ask questions of SEO staff to support their application process  
- RFP Webinar to occur Thursday, March 16th from 3:15 – 4:00 pm |
| M. Proposals due | March 24th | - Proposal submitted to dpswholechild@gmail.com by 6:00 pm |
| P: Proposal review | April 3rd - 7th | - Review panel reviews applications and identifies finalist teams  
- Finalist teams are provided notification with specific feedback and questions prior to interview and final review  
- Non-finalist teams are notified with evidence-based final review |
| P: Final proposal review & interview | April 10th - 14th | - Review panel interviews finalist teams (school leader and 1-2 members of School WC team) to identify awardees |
| M: Announcement of awardees | April 19th | - Minimum of 6 teams are awarded |
| P: Intensive Planning | April 30th - June 16th | - 2 year rollout plan  
- Impact evaluation plan  
- Talent and capacity plan  
- Final budget |

### Grant Process Overview

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

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

<table>
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<tr>
<th>Fit</th>
<th>VISION</th>
<th>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.</th>
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<tr>
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<td>STRATEGIES</td>
<td>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.</td>
</tr>
<tr>
<td>Impact</td>
<td>OUTCOMES</td>
<td>Application describes clear, ambitious, and achievable desired outcomes that align to the Whole Child supports descriptors. Application makes a connection between strategies and outcomes.</td>
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<tr>
<td></td>
<td>EVIDENCE BASE</td>
<td>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.</td>
</tr>
<tr>
<td>Creativity</td>
<td>DESIGN PROCESS</td>
<td>Application explains how proposed solutions address the school community’s needs and opportunities. Application describes the participatory process that was used to develop solutions.</td>
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<tr>
<td></td>
<td>NOVELTY/ INNOVATION</td>
<td>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.</td>
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<tr>
<td>Feasibility</td>
<td>TRACK RECORD</td>
<td>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.</td>
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<tr>
<td></td>
<td>SCOPE AND TIMELINE</td>
<td>Application scope and timeline reasonable and achievable, and the application describes anticipated growth between years one and two.</td>
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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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Student Equity and Opportunity, Whole Child Supports
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Office: 720-423-2196