

# 21<sup>st</sup> Century Community Learning Center Bidders Conference

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# Bidders Conference Logistics

- The conference is being recorded.
- The chat feature is disabled.
- Use the question feature to ask questions.
- The conference will be followed up with a written Q&A posted on the CCLC website.
- The slide deck follows the order of the Request for Proposal (RFP).
- All materials, the RFP, Scoring Rubric, and Scoring Rubric guide are located on our website [Nita M. Lowey Grant Competition | OSPI \(www.k12.wa.us\)](https://www.k12.wa.us/nita-m-lowey-grant-competition).
- There will be office hours available for technical assistance regarding EGMS.
- We will take a 10-minute break after part 5.



**Vision**

*All students prepared for post-secondary pathways, careers, and civic engagement.*

**Mission**

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

**Values**

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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# Part 1. Introduction



# Introduction

- The Washington state Office of Superintendent of Public Instruction (OSPI) is pleased to announce the release of the 21st Century Community Learning Centers (21st CCLC) FY24 Request for Proposal (RFP).
- The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015.

# Funding Available

- OSPI anticipates awarding approximately \$5 million, to support implementation of 21st CCLC programs in high-poverty, low-performing communities providing services consistent with the intent and purpose of the federal 21st CCLC statute and guidance.
- No grant is less than \$100,000, and no grant will exceed \$500,000. OSPI reserves the right to increase and/or decrease a grant award in subsequent years of funding.
- OSPI will be holding TWO simultaneous competitions, Track A and Track B. Applicants in Track A and Track B will follow all the same application requirements.

# Simultaneous Competitions



Available funding will be split reasonably between Track A and Track B.



Track A is for **new** grantees, an eligible entity that does not have a grant in cohorts 16–18.

Track B is for **current** grantees; a current grantee is defined as an entity that currently has a 21st CCLC grant(s) in cohort 16–18 and is applying for a new site(s).

# Reviewing Applications and Awarding Funds

- Applications will be pre-screened by OSPI staff for eligible entity partnerships, completeness, and required formatting.
- Late applications, ineligible partnerships, incomplete applications, improperly formatted applications or applications with outdated assurances, or MOA(s) will be eliminated from the competition by OSPI staff.
- OSPI uses a rigorous peer-review process to ensure the quality of funded projects.
- External peer reviewers will read and score all qualifying applications and make recommendations for funding.



## Part 2. Timeline

# RFP Timeline and Award





## Part 3. Federal Statutory Provisions

# Statutory Provisions & Definitions

## **Purpose**

- **PURPOSE-** The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers.

## **Community Learning Center**

- **COMMUNITY LEARNING CENTER-** The term 'community learning center' is an entity that assists students to meet the challenging state academic standards by providing the students with academic enrichment activities and a broad array of other activities during non school hours or when school is not in session.

# Statutory Provisions & Definitions

## **Expanded Learning Time (ELT)**

- Are included as part of an expanded learning program that provides students at least 300 additional program hours before, during, or after the traditional school day;
- Supplement but do not supplant regular school day requirements.

## **External Organization**

- A nonprofit organization with a record of success in running or working with before and after school programs and activities.

# Statutory Provisions & Definitions

## Eligible Entity

- A local educational agency, community-based organization, Indian tribe or tribal organization another public or private entity, or a consortium of 2 or more such agencies, organizations, or entities.
- Local educational agency eligible or receiving funds under part A of Title I; and
- Another eligible entity.

## Measures of Effectiveness

- Programs shall-
  - Be based upon an assessment of objective data regarding the need for before and after school.
  - Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities.
  - Be based upon evidence-based research that the program or activity will help students meet the challenging state academic standards and any local academic standards.
  - Align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures.

# Statutory Provisions & Definitions

## Rigorous Peer-Review Process

- The state educational agency selects peer reviewers for such applications, who shall—
- Be selected for their expertise in providing effective academic, enrichment, youth development, and related services to children; and
- Not include any applicant, or representative of an applicant, that has submitted an application under this part for the current application period; and
- The peer reviewers described in subparagraph (B) review and rate the applications to determine the extent to which the applications meet the requirements.

## Priority

Programs proposing to target services to—

- Students who primarily attend schools that—
  - are implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and support to improve student academic achievement and other outcomes;
- Submitted jointly by eligible entities consisting of not less than 1—
- Local educational agency receiving funds under part A of Title I; and
- Another eligible entity

# Statutory Provisions & Definitions

## Authorized Activities

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
- (A) the challenging state academic standards and any local academic standards; and
- (B) local curricula that are designed to improve student academic achievement;
- Credit recovery
- Literacy education programs
- Nutritional education
- Structured physical activity programs
- Services for individuals with disabilities
- Activities for students who are English learners that emphasize language skills and academic achievement

## Authorized Activities

- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy
- Provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement
- Drug and violence prevention programs and counseling programs
- STEM and STEAM programs
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills



# Statutory Provisions & Definitions

## **Periodic Evaluation**

The program or activity shall undergo a periodic evaluation in conjunction with the state educational agency's overall evaluation plan.

## **Use of Results**

- Used to refine, improve, and strengthen the program or activity, and to refine the performance measures;
- Made available to the public upon request, with public notice of such availability provided; and
- Used by the state to determine whether a sub grant is eligible to be renewed.

# Cost Principles

## **Allowable Expenditures**

- Advertising and Public relations to recruit personnel, and to procure goods and services.
- Conferences
- Compensation/Salaries
- Fringe Benefits
- Equipment
- Supplies
- Indirect Cost
- Travel Costs
- Training and Education Costs

## **Unallowable Expenditures**

- Alcoholic Beverages
- Alumni/ae Activities
- Contributions and Donations
- Entertainment Costs
- Fund Raising and Investment Management Costs
- Lobbying
- Proposal Costs
- Program Fees
- Food



## Part 4. Washington state Program Requirements

# Track A or Track B Applicant

## **Track A**

- New grantees, an eligible entity that does not have a grant in cohorts 16-18.

## **Track B**

- Current grantees, a current grantee is defined as an entity that currently has a 21st CCLC grant(s) in cohort 16-18 and is applying for a new site(s).

# Priority Funding Points for Cohort 19

## Geographic Diversity

Priority will be given to applicants in Adams, Asotin, Jefferson, Clallam, Ferry, Garfield, Lincoln, Mason, Wahkiakum, Whitman, Stevens, and Skamania counties. Refer to the scoring rubric for maximum points allowed.

## Bipartisan Safer Communities Act

To support evidenced based practices to increase attendance and engagement of students in the middle grades and high school.

# Eligible Entity Partnership Requirements

*An eligible entity and eligible entity partner may only submit/participate in one application annually*

The partnership must include a school district(s) or Local Education Agency (LEA) with designated high-poverty schools that are Part A Title I eligible or serving, and at least one community-based external organization.

## Additional Evidence of Partnership

1. Evidence of an eligible entity partnership demonstrated by a draft or signed Memorandum of Agreement (MOA),
2. Evidence of either direct or in-kind support from their partner in the budget narrative.
3. A draft or signed data-sharing agreement between partners.
4. Evidence the district administration and at least one community-based external organization collaborated extensively in the planning and design of the program.
5. Each partner organization has substantial roles to play in the implementation of the program; delivery of services, program evaluation, and program improvement plans over the duration of the project.
6. All partners have significant and ongoing involvement in the management and oversight of the program.
7. Eligible entity partners engage in collective planning, implementation, evaluation, and planning for sustainability.



# Training, Coaching, & Technical Assistance

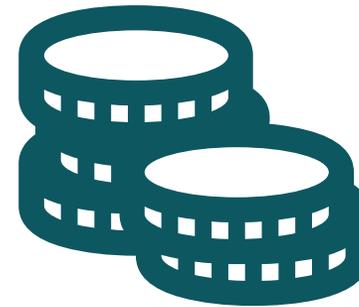
First year grantees in Track A will receive onsite technical assistance support during the first year of program implementation by a contracted provider.

Objective: on-site technical assistance coaching early in the program year to support program implementation best practices, including defining goals and objectives, designing processes and procedures related to 21st CCLC activities, determining resource allocation, and designating team member responsibilities.

# Staffing



Programs must employ a .5 Full Time Equivalent (FTE) or greater Site Coordinator (responsible for overseeing a site) and a .5 FTE or greater Director (responsible for meeting grant requirements and supervising site coordinator(s)), and salary and benefits must be adequate to employ highly qualified individuals in this role.



Applicants should budget for staff planning time, and professional learning while program is not in session.

# Intensity and Duration of Services-School Year

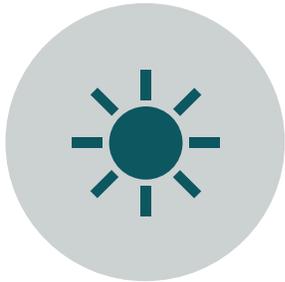


Programs will operate 32 weeks or 120 hours (not inclusive of school breaks) from September through June and/or up to the last week of the regular school year, with a total of 12 hours in a typical week, at least 4 days per week, and at least two hours a day.



Students must attend a minimum of 30 days to be considered a regular attendee, and 60 percent of regular attendees are expected to attend 60-90 days or more to benefit significantly from the program.

# Intensity and Duration of Services-Summer



Programs must develop and implement a summer learning program that operates a minimum of 20 hours a week, for a minimum of 4 weeks, to a targeted population of students that are at risk of summer learning loss.



Ideally, the program will serve the regular attendees of the school year program and collaborate with other programs providing summer services to enhance and expand the offerings for the targeted population.

# Family Engagement

Community learning centers are required to offer families of participating students family literacy and related educational development opportunities

## Examples of Family Engagement Activities:

- Parent engagement workshops that can enhance collaboration between schools, families, and out of school time leaders.
- Reading and literacy classes that share strategies on how parents can support and strengthen children's reading, writing, speaking, and listening skills.
- Adult education such as GED completion classes or English language fluency or literacy classes.
- Employment and interview support resources and classes.



# Training and Travel Requirements

- Program Director, Site Coordinator, and Evaluator must attend three to four days of in-person YPQI training, depending on their prior training.
- Directors and Evaluators must attend two all-day Directors' meetings.

# Plan for Trainings

- **Fall/Spring Director and Evaluator Meeting-** In person all day. Up to 3 days total. Attendees are expected to fully participate and may be asked to lead activities during these meetings.
- **YPQI Training-** 3-4 all day in person trainings.
- **Professional Learning Symposium-** All day in person.
- **Summer Learning Day-** 1.5 days in person.
- YPQI and Data and Evaluation **Webinars-** Up to 15 hours per year.
- Opportunity to join the Professional Learning **Advisory Council.**



# Travel Policy

A 21st CCLC grantee must have internal controls over travel expenditures that provide assurance that travel costs are reasonable and necessary to fulfill the employee's job duties.

A strong travel policy will include but is not limited to:

- Use per diem rates for lodging and meals.

- Make sure approvers have dedicated time for review.

- Regular review and updated travel policies to ensure it provides clear guidance.

- Provide training on policy requirements.

- Pre-approve travel, including a cost estimate.

- Enforce economical travel.

- Consider centralized control or oversight options.

- Require timely submission of receipts.

# Carryover Policy

- Programs may carryover on an annual basis five percent of their total allocation, if five percent remains unspent from the previous year.
- OSPI may withhold unspent dollars in the subsequent program years if there is an apparent pattern and a return of a large percent of the grant award.

# Renewability

- OSPI may renew a subgrant to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. Implementation of renewability is a year-to-year decision based on availability of funding.



# Program Income

Before any activities take place that may result in program income, the State Education Agency must request prior written approval from the Department for program income on behalf of a subgrantee.

A description of how the subgrantee plans to generate program income and an approximate amount of income likely to be generated.

A description of how program income funds will be tracked and reported to the SEA.

An explanation of why the program income is necessary to achieve the goals and objectives of the program.

Program income means gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance.

# Field Trip Policy

Educational field trips must align with the program's goals, objectives, and outcomes. Programs are accountable for the necessity and reasonableness of each field trip. Programs should develop lesson plans and academic outcome measures for each field trip taken. Field trips may not appear to be in excess or be perceived as entertainment.



# Food Policy



- Food is not an allowable expense for the 21st CCLC program. However, 21st CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements. While developing partnerships, applicants must clearly consider and indicate how and from whom snacks, meals, or both will be acquired other than using 21st CCLC funds.

# Evidence and Scientifically-Based Practices

Programs must specify how they meet the “measures of effectiveness” described in the law. According to statute, programs must engage in an assessment of objective data to determine their need for before-school and after-school programs, and the needs of students and families served.



# 21st CCLC Local, State, and Federal Accountability

## Local Evaluation

- Each grantee must conduct an annual independent local program evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment, and positive student learning outcomes.

## State Evaluation

- Washington contracts with an independent evaluation firm to evaluate the effectiveness of the 21st CCLC program statewide and to identify specific needs for continuous improvement, professional development, monitoring, and technical assistance.

## Federal Accountability

- Grantees are required to report a variety of data elements each year to support statewide evaluation efforts and to comply with federal reporting requirements. These data elements include topics such as center operations, staffing, partnerships, program activities, student and family member participation in programming, student surveys, site coordinator, and staff surveys.



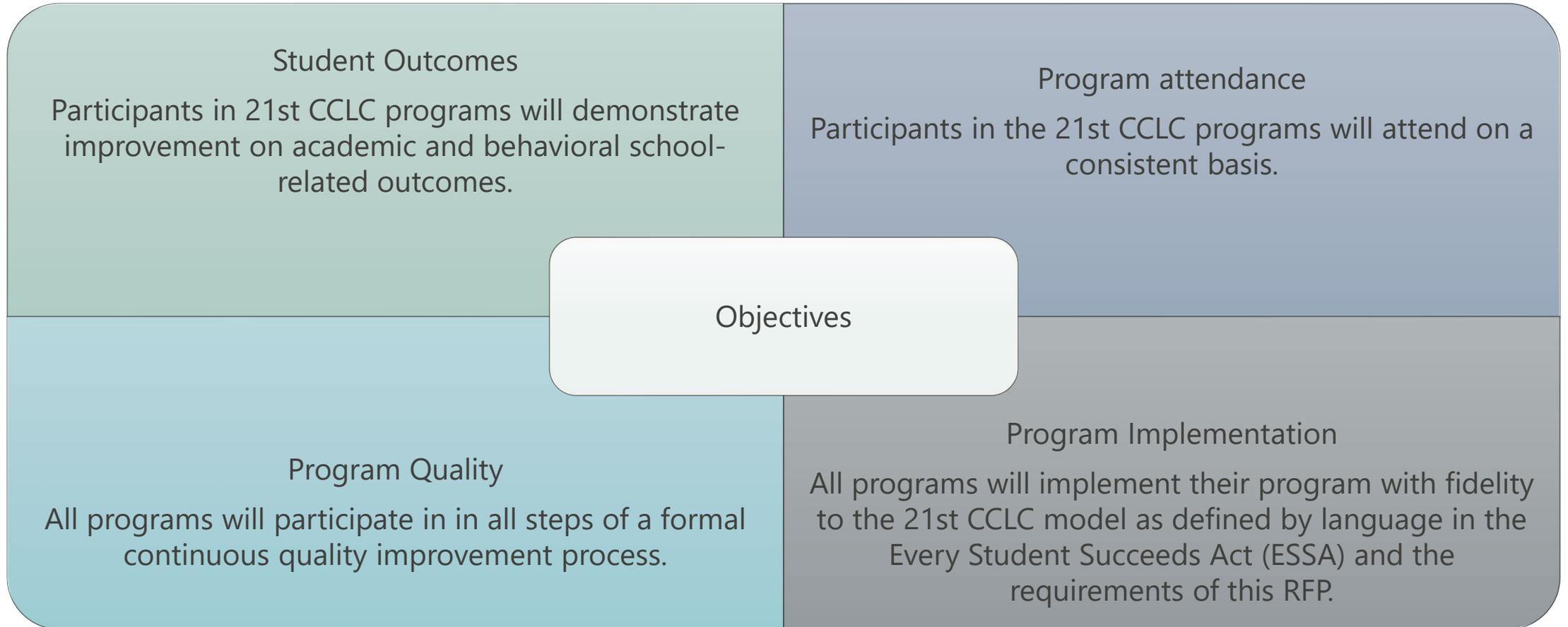
## Part 5. Washington state 21<sup>st</sup> CCLC Performance Goals and Objectives

# State Goals



1. To establish community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
2. To offer students a broad array of additional services, programs, and activities, such as youth development activities, that align with the regular academic program and needs of participating students.
3. To offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
4. To offer high-quality expanded learning opportunities that lead to positive outcomes for participants and meet the proposed purpose and requirements for program implementation.

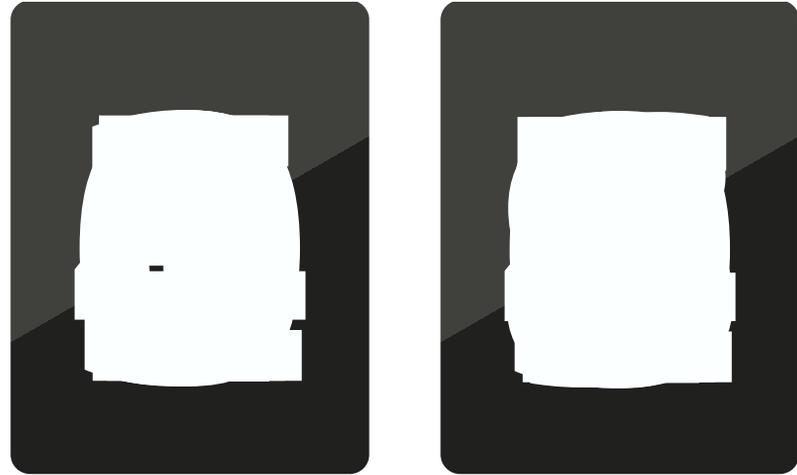
# State Objectives



# 10 MINUTE BREAK



MINUTES



SECONDS



## Part 6. Application Instructions

# Education Grants Management System

- All Applications materials must be submitted **on August 1, 2023**. Applicants are required to submit proposals using the EGMS system.
- Applications that are incomplete, do not follow the formatting instructions, are late, have outdated assurances, or missing MOA(s), and data sharing agreement(s), or organizational charts that don't represent the 21st CCLC Program oversight and management, may not be considered for review.





## Part 7. Application Requirements

# Proposal Requirements



AN ELIGIBLE ENTITY  
PARTNERSHIP AND  
ASSURANCE PAGE



A PROGRAM PROFILE  
PAGE



A PROGRAM  
ABSTRACT



PROPOSAL  
NARRATIVE



BUDGET NARRATIVE  
PAGE

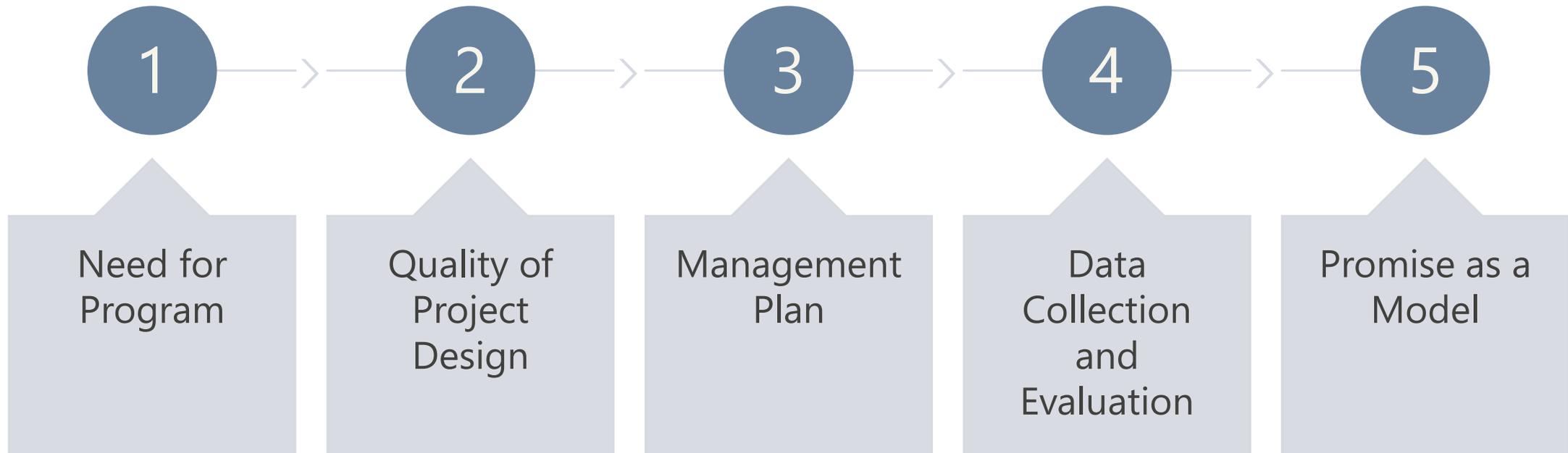


REQUIRED  
APPENDICES

A proposal has required sections that are either EGMS pages or uploaded attachments in EGMS. Please read the instructions carefully. All uploaded pages must be submitted as a PDF.



# Proposal Narrative



# Need for Program



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Applicants are required to evaluate the community needs and available resources for the community learning center and describe how the program will address those needs (including the needs of working families). For each proposed site, provide objective data supporting the unmet need for before-school and after-school programs in your community including a summer program. Data should be current and should include community and site-specific needs.

# Quality of Project Design

- Programs are required to demonstrate that they will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students served.



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# Goals and Measurable Objectives

The Goals, Measurable Objectives, Measurement Tools, Activities, and Timeframe Table may be submitted in either landscape or portrait format.

<b>Goals</b>	<b>Measurable Objectives</b>	<b>Measurement of Student Success</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Responsible Staff</b>
<i>1) Example- Students who participate regularly in the afterschool program will show improvement in math and reading.</i>	<i>1.1) Example- 75% of regular attendees will meet or exceed proficiently levels on local academic assessments in math and reading.</i>	<i>1.2) Example- STAR Reading/ STAR Math scores, etc.</i>	<i>1.3) Example- Targeted Interventions such as...</i>	<i>1.4 Example- Daily, or Weekly. School year and/or Summer programming.</i>	<i>1.5 Example- Academic Coaches, Para-educators, etc.</i>

Describe at least four program goals in the table, specifically aligned to the state performance goals. At least one goal should measure student academic gains in mathematics and/or reading and/or science. One goal should measure quality program implementation and improvement strategies. One goal should measure active and meaningful family engagement and educational opportunities.

# Participant Recruitment and Retention

Describe:

- How the program will identify, target and recruit both students and their families.
- How the program will inform and engage the following types of schools in recruitment and retention of target population: private schools and eligible private school students, eligible Tribal Compact Schools and eligible Native American Students, and home-schooled students.
- Strategies you will use to maintain enrollment of the target student population over time.



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# Family Engagement

Describe:

- How the program will offer families opportunities for active and meaningful engagement in their children's education, including opportunities related to educational development such as events focused on literacy or college and career awareness.



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# Linkages to School and District

Describe:

How the program activities will align to the curriculum and instruction of the regular school day. The description should include how program activities will provide students opportunities to explore and build upon concepts covered during the school day.

Describe:

Ways in which the program will connect to the regular school day. This can include how regular communication with the principal, teachers, and school support staff will be established, agreements on shared resources (e.g. space, staff) and practices (e.g. homework policies, discipline), and membership on the School Improvement Team or other leadership groups.

# Transportation and Safety

Describe:

How the participants will get to the program, get home from the program, and travel to off-site programs or activities.

Transportation plans and procedures that are age-appropriate and safe.

How you will ensure that the center is a safe and accessible site.

The MOA should identify responsibilities of the applicant and partners for transportation services.



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Federal guidance advises that there can be no barriers preventing students' participation in 21st CCLC. Programs must offer students a means of transport.

# Notification of Intent to Apply



Describe how the program will disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible (e.g., considers languages spoken, education level, etc. of the target population).



Describe how the community will be given notice of an intent to submit an application and that the application will be available for public review after submission of the application.

# Management Plan



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Describe your organizational staffing design and attach an organizational chart that clearly shows supervisory responsibilities. Please include the full time equivalent (FTE), percent full-time or hours per week of each staff member paid under 21<sup>st</sup> CCLC. (For example, the site coordinator may be .8 FTE, or 80 percent full-time, or work 32 hours a week).

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Include job descriptions that include the responsibilities, qualifications, and experience required for directors, site coordinators, and direct service staff.

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Describe how the director, site coordinator(s), and direct service staff will fit into the existing structure of the school or organization. The degree to which this person is involved in other districts or organizational capacities, and how and by whom they will be supervised.

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Identify strategies to recruit and maintain high-quality staff that will facilitate the implementation of student-focused, learning that aligns with the challenging state academic standards and goes beyond the traditional classroom activities.

# Describe a Professional Development Plan

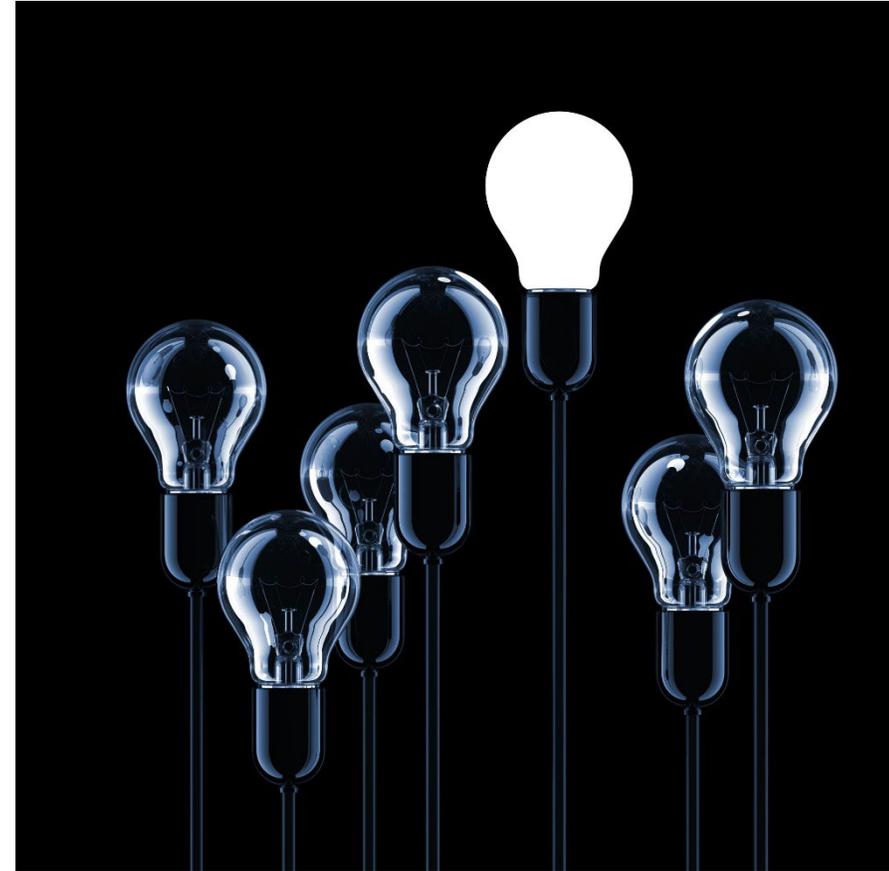
- Implementation of the 21st CCLC goals, objectives, and activities.
- Implementation of evidence-based instructional practices in the design and implementation of the program structure and activities.
- How the program will provide ongoing professional development, training, and evaluation. Dissemination of promising practices, and coordination of professional development for staff in specific content areas and youth development.

# Continued

- How the program will participate in the required continual quality improvement process including Program Quality Assessments (self and external assessments), related staff development and training, and program improvement planning.
- Provide ongoing opportunities for staff to meet with site coordinators and each other to reflect on progress. Opportunities for staff collaboration are expected to be sustained, coherent, take place at regular times, and part of staff's professional (paid) responsibilities
- Provide feedback/coaching to staff regarding their practice. This indicator will only be scored for Track B.

# Management Plan

- Provides a detailed plan and timeline for program implementation, monitoring of progress, and continued planning among the partners the first year of your grant (Month, Year – Month, Year) that includes an activity plan that clearly defines tasks, deliverables, roles, accountabilities, timetables, and costs. Programs are expected to be staffed and operational, providing services to targeted students and families by November 2023.



# Data Collection and Evaluation Plan

- A strong data and evaluation plan will shape the development of the project from the beginning of the grant period. The plan should include strong measurable program goals and objectives that align with Washington 21<sup>st</sup> CCLC program goals, objectives, and performance indicators. The outcome measures you select to assess the program's impact on participants should align with the measures identified in the state performance plan.



# Data and Evaluation

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Include as a supporting document resumes, curriculum vitae, or other documents describing the qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.

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Outline specific methods, timelines, responsible staff, and data to be collected for local and state evaluation (including staff, manager and student surveys) of program and participant performance that clearly relates to the intended goals and outcomes of the project. **This indicator will only be scored for Track B.**

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Outline specific methods, timelines, and staff responsible for implementing the Youth Program Quality Intervention including preparation and completion of site level team self-assessments, external assessments by the local evaluator, uploading scores in Scores Reporter, and developing improvement goals and supports.

# Data and Evaluation

- Describe the strategies for using data and evaluation results on an ongoing basis to monitor student and program progress, promote continuous program improvement, provide information to stakeholders, and promote sustainability.
- Provide a draft or signed data-sharing agreement as a supporting document that clearly states the school district will execute a data sharing agreement with the applicant if they are awarded the grant. The school representatives understand that the data sharing agreement must enable the program to meet the data collection, reporting, and sharing requirements as outlined in the assurances, and evaluation section of the narrative.

# Promise as a Model

## Provide

- Data and evidence of previous experience and success of the applicant and/or partners.

## Describe

- The process used to identify partners and collaborators and how they were involved in the development of the application.

## Describe

- How each partner's contribution(s) will help meet the program's needs and goals.

## Describe

- How 21st CCLC funds may be braided with other federal funds to supplement not supplant.

## Outline

- A sustainability plan.

# Budget Narrative

- Complete the budget narrative in EGMS and explain in detail how funds will be spent. Provide detailed cost calculations that are reasonable, necessary, and allocable for specific items of expenditure for the following categories. It should be clear in the budget narrative that you have accounted for all costs. If a category does not apply to your program, provide a brief rationale. For example, a partner may be providing facilities and/or transportation, include that in the rationale. Please estimate the value of the contribution and include the amount in your budget narrative under Partner Contributions. The budget should reflect costs for a full year of programming, September 2023 through August 2024. Do not include a five-year budget.



# Required Supporting Documents

- Uploaded as supporting documents in EGMS as a PDF.
- Job descriptions and required qualifications for program director, site coordinator(s), direct service staff, and local evaluator.
- A 21<sup>st</sup> CCLC program organizational chart.
- Draft or signed Memorandum of Agreement between eligible entity partners.
- Draft or signed Data-Sharing Agreement between evaluators, school principal(s), and eligible entity partners.
- Resumes, curriculum vitae, or other documents describing qualifications, educational background, and experience evaluating similar programs of individual(s), organization(s), or entity(s) that can conduct the independent local evaluation.



# Connect with Us

Heidi Schultz

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