

OSPI RFI 2024-21

21st CCLC Program External Organizations List

C.1. SUBMISSION OF PROPOSALS

Consultants shall submit proposals as an attachment to an email to the RFQ Coordinator (Kyla Moore, contracts@k12.wa.us) noted in Section B.1. ***Proposals must arrive by 3:00 p.m. PT on October 30, 2024.*** The RFQ number must be noted in the email subject line. Attachments to the email must be in Microsoft Word format and not a scanned document. AOSPI does not assume responsibility for any problems with the electronic delivery of materials.

Proposals not received by the deadline will not be reviewed. Late proposals will not be accepted and will be automatically disqualified from further consideration. Proposals must respond to the procurement requirements. Do not respond by referring to material presented elsewhere. The proposal must be complete and must stand on its own merits.

If an awarded consultant does not uphold the requirements of this RFQ, the specifications herein, the specifications submitted at the time of application and acceptance, and any resulting contracts with school districts, the organization may be removed from the pre-screened list and the OSPI webpage.

Failure to respond to any portion of the procurement document may result in rejection of the proposal as non-responsive. All proposals and any accompanying documentation become the property of OSPI and will not be returned.

C.2. PROPOSAL OVERVIEW

Proposals must be formatted to print on eight and one-half by eleven (8 ½ x 11) inch paper size to be submitted in the order noted below:

1. Letter of Submittal including signed certifications, as applicable
2. Bidder Response

C.3. LETTER OF SUBMITTAL

The Letter of Submittal and applicable certifications must be signed and dated by a person authorized to legally bind the Consultant to a contractual relationship, (e.g., the President or Executive Director if a corporation, the managing partner if a partnership, or the proprietor if a sole proprietorship).

Letter of Submittal

Exhibit A Certification and Assurances

C.4. BIDDER RESPONSE

Bidder's response must address the following questions to be considered complete and evaluated.

1. Explain the organization's experience providing support to youth development programs.

For over 30 years, School's Out Washington has dedicated itself to strengthening community systems that support quality youth development programs for Washington's children and youth. School's Out Washington as an intermediary does not provide direct service, but rather strengthens youth development field providing continuous quality improvement for programs and professional development for staff members.

School's Out Washington provides numerous professional development opportunities focused on needs identified by youth program providers, including training on trauma-informed care, cultural responsiveness, and inclusion. We deliver virtual and self-paced training options, as well as in-person workshops, symposiums, and our annual 2-day Bridge Conference, which allows youth development professionals to engage in the ways that best suit their needs, while broadening access to these important supports. In 2023, we offered over 350 training opportunities that supported over 3,000 youth development professionals and impacted more than 500 organizations and their programs.

In addition, School's Out Washington provides individual program and cohort based continuous quality improvement supports, including coaching, assessments, and peer learning. Our continuous quality improvement takes a scaffolded approach to learning anchored in the programs' own goal setting and reflection. Using multiple research and evidence based tools, School's Out Washington, for nearly 20 years, has come alongside hundreds of programs to help staff improve their program's impact in the lives of the young people they serve through continuous quality improvement cycles.

2. Describe which allowable activities the organization has experience with.

Examples of allowable activities external organizations may support are youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, youth program quality, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an *in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.*

SOWA offers professional development supports for individuals and groups for a variety of topics, including youth program quality, equity, trauma-informed, and social-emotional learning. Supports are offered at the direct service level as well as program-manager level.

We offer supports in the following areas:

1. *Program coaching and support for staff teams:*
 - *Through in-person and virtual sessions, coaches and providers collaboratively reflect on strengths and opportunities for growth and cocreate actionable goals. SOWA coaches meet people where they are, form authentic partnerships, and engage in thought-provoking conversations that facilitate learning.*
 - *Coaches can provide:*
 - *Targeted, individualized support for programs and staff*
 - *Co-created actionable goals*
 - *Support with program improvement following goal setting*
 - *Thought partnership to troubleshoot emerging programmatic issues*
 - *Accelerated, individualized professional development and promotion of positive youth outcomes*
2. *Program assessment through PQA model (external assessments in Youth, School-age, or SEL tool):*
 - *Benefits of assessment include:*
 - *Research-backed, validated assessment tool*

- *Real-time, focused snapshot of program quality across four domains of the SEL PQA that can be viewed year over year*
- *Data-informed improvement guided by programs*
- *Ability to compare your program assessment data to statewide and nationwide networks*
- *Ability to compare your program experience and goals to external perspective from a trained assessor*
- *Opportunity for staff to come together to observe and evaluate programming*

3. *Staff trainings:*

- *School's Out Washington is able to provide a variety of professional development workshops and learning symposiums designed to support the varying needs of expanded learning professionals in the state. Grantees could select workshops or symposiums that meet their specific needs.*
- *Topics may include: opportunities to learn about specific youth work best practices, Social Emotional Learning (SEL) strategies, the nuts and bolts of Quality Improvement, etc.*

4. *Technical assistance – building sustainability into programming, aligning quality improvement systems across, school-community partnerships.*

5. *In partnership with other organizations, SOWA can also provide broader consulting services including design support around elementary and middle school evidence based summer learning models, needs assessment tools for systems leaders, support blending and braiding of funding while navigating compliance for sustainability, etc.*

Costs for these services vary, depending on modality (virtual, in person, hybrid), location, and other factors.

3. Describe the activities the organization is currently providing to out-of-school time programs.

School's Out Washington's primary bodies of work include the following.

- *Quality and Training. We build up programs that are closing opportunity gaps, engaging them in a research-based quality improvement process that is proven to improve staff practice and bolster youth outcomes. We also provide responsive*

trainings for youth development professionals around social emotional learning, trauma-informed practice, culturally responsive practices, and more.

- *Grants to Programs. We fund culturally responsive programs that are reaching the most under-resourced youth and give those programs the tools and ongoing support to expand their reach and deepen their impact.*
- *Advocacy. We drive critical conversations in state and local government, leading coalitions, and championing funding and policies that advance equitable youth development and expanded learning opportunities for youth from 5 to young adulthood.*
- *Systems Change. We bring together providers, funders, government, and impacted communities to advance an equitable, expanded learning system in our region.*
- *Racial Equity. We deliver trainings and advance policies aimed at addressing structural racism and closing opportunity gaps.*

After reviewing the responses, OSPI may contact some or all Consultants with follow up questions, or a request to make a presentation to OSPI.