

Seattle Public Schools Youth Program Services Roster Application

Seattle Public Schools (SPS) is inviting community-based organizations, non-profits, and qualified vendors to apply for the SPS Youth Program Services Roster. Approved providers may be selected by schools and departments to deliver student-facing programs and services aligned with district goals and guardrails, as well as Continuous School Improvement Plans (CSIPs). Approval through this application process qualifies providers for inclusion on the roster for a defined term. It does not guarantee funding or placement at specific schools.

Who Should Apply

Organizations should submit an RFQ application if they:

- Provide or propose to provide student-facing services (e.g., tutoring, enrichment, SEL/mental health supports, mentoring, college/career readiness, arts, STEM, family engagement supports), and
- Anticipate delivering services on SPS school sites and/or virtually with SPS students.

How the RFQ Will Be Used

- SPS will review RFQ applications using a standard scoring rubric.
- Organizations that meet requirements may be added to the Youth Program Services Roster for a defined term, subject to ongoing compliance and performance.
- Schools and SPS departments may select organizations from the Roster based on school needs, CSIP priorities, program fit, and available funding.
- In some cases, SPS may request additional information, clarification, or documentation before making a final determination.

Application Instructions

Please complete all sections of this application as fully as possible.

- **Be specific.** Strong applications provide concrete detail
- **Attach supporting documents** where applicable (e.g., program flyers, evaluation summaries, staff certifications, curriculum overview, insurance documentation, or other relevant materials).
- If a question does not apply, write “N/A” and briefly explain why.

Section 1. Organization Information

1.1 Organization Legal Name

1.2 Organization Type (select all that apply)

- 501(c)(3) Non-profit
- Community-based organization
- Government agency
- Higher education institution
- For-profit service provider
- Other (please specify):

1.3 Primary Contact

Name:

Title:

Email

Phone:

Section 2. Program Overview

2.1 Program Name

2.2 Program Type (select all that apply)

- Academic tutoring / Intervention
- Social Emotional Learning (SEL)
- Mental health or behavioral health support
- Health-based programming
- Arts Enrichment
- College and Career Readiness
- Mentoring
- STEM
- Family engagement and/or support
- Athletics
- School Climate
- Other or Non-academic (describe):

2.3 Program Description

Describe what the program does and what a student will experience. Describe the core activities and structure of a typical session or series (e.g., lesson structure, group size, curriculum, tools/materials used).

2.4 Implementation Model

Describe how the program will operate in SPS (e.g., push-in to classrooms, pull-out, after-school club, small groups, 1:1).

2.5 Setting and Schedule

Check all that apply and provide typical schedule.

Setting (check all):

- During school day
- Before school
- After school
- Weekend
- Summer
- Virtual / online
- Other:

Typical schedule and duration (e.g., “3 days/week, 60 min/session, Oct–May”):

2.6 Service Location(s)

- Elementary
- Middle
- High
- District-wide
- Other:

Section 3. Student Populations & Equity

3.1 Grades Served (check all that apply)

- PK K–5 6–8 9–12

3.2 Estimated Number of Students Served per Site per Year

3.3 Primary Student Populations Served

3.4 Equity & Access Narrative

Describe how your program promotes equitable access and outcomes, particularly for students of color furthest from educational justice (SOCFFEJ). Include how you address barriers such as cost, transportation, language, scheduling, or disability access.

Section 4. Alignment with SPS Goals & CSIPs

4.1 District Goals & Guardrails Alignment

Which SPS district goals and guardrails does this program support, and how?

4.2 Typical School CSIP Alignment

Describe how the program can align with typical School Continuous Improvement Plans (CSIPs). How might this program support goals and the action plan? Use an example CSIP.

4.3 Program Outcomes (SMARTIE)

List 2–4 key outcomes for students, phrased as SMARTIE goals (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable).

Section 5. Communication and Engagement

5.1 Coordination and Communication with School Staff

How will you coordinate and communicate with principals and/or designated school staff (e.g., regular check-ins, shared lesson plans, progress updates)? How often will communication occur and by what medium?

5.2 Family Engagement (if applicable)

Describe how families are involved.

Section 6. Evidence of Effectiveness

6.1 Evidence Base

Is your program based on research or an established model? Briefly describe any research, frameworks, or best practices that inform your approach.

6.2 Past Outcomes / Results

Summarize any outcome data or evaluation findings from previous implementations (in SPS or elsewhere). Include metrics if available (e.g., attendance changes, course grades, survey results).

6.3 Attachments (optional)

Submit any supporting documents (evaluation reports, logic models, research summaries).

6.4 Prior Work with SPS (if applicable)

List SPS schools/departments you have partnered with, nature of the work, and years.

6.5 Other References

Provide at least two references who can speak to your program's impact and reliability:
Name, organization, role, email, phone

Section 7. Staffing & Qualifications

7.1 Key Roles/Team Structure

List key staff roles and the team structure for this program (e.g., program director, site coordinator, tutor, teaching artist, counselor).

7.2 Minimum Qualifications

For each key role, list minimum qualifications (education, certification, years of experience, relevant skills).

7.3 Staff Training & Support

Describe the training and ongoing support staff receive (e.g., classroom management, culturally responsive practice, trauma-informed care, SEL, SPS-specific training).

Section 8. Data, Evaluation & Reporting

8.1 Data Collected

What data will you collect to monitor implementation and outcomes (e.g., attendance, academic indicators, behavioral referrals, SEL measures, pre/post surveys)?

8.2 Data Use

How will you use data to improve the program while it is running (e.g., adjusting groups, content, or supports)?

8.3 Reporting to SPS

What information can you provide to SPS, how often, and in what format (e.g., aggregate reports, dashboards, school-level summaries)?

8.4 Data Privacy & Security

Briefly describe how you protect student information and comply with data privacy requirements (e.g., FERPA), if applicable.

Section 9. Safety, Compliance & Risk Management

9.1 Background Checks

Do you agree that all staff and volunteers who will interact with SPS students must complete required background checks consistent with SPS policy?

Yes

No (please explain):

9.2 Insurance Coverage

Can your organization meet SPS insurance requirements (going to need some help with details here)

Yes

No (please explain):

9.3 Required Training

Check all training your staff currently receive, and describe any additional:

Mandatory reporting

Student safety & boundaries

Sexual harassment prevention / child sexual abuse prevention

Non-discrimination and anti-bias

Other relevant training:

Describe frequency and format of these trainings:

9.4 Additional Licenses/Certifications (if applicable)

(e.g., clinical licenses for mental health providers)