

2020-2021 Request for Application: Student Engagement and Success Vendor Guide (2nd Release)

OVERVIEW

Every day, all students should experience schools that treat them with dignity and respect and where they have the opportunity to build knowledge of the world, read meaningful texts, express ideas through writing and speaking, and solve complex problems.

In order to support school systems in this work, the Louisiana Department of Education (LDOE) is releasing a Request for Application (RFA) for local and national organizations to apply to be included in the 2020-2021 Student Engagement and Success (SES) Vendor Guide. The SES Vendor Guide provides school systems with a list of vendors who support school systems and/or schools in the evaluation, design, planning, and implementation of a comprehensive system to create a culture that attends to the well-being of students.

For reference, the Guide to Supporting the Well-Being of Students and Staff can be found here: https://www.louisianabelieves.com/docs/default-source/strong-start-2020/guide-to-supporting-the-well-being-of-students-and-staff.pdf?sfvrsn=bc589b1f_26.

AREAS OF FOCUS

The Department of Education has identified areas of focus for the SES Vendor Guide. Vendors may apply to be included in one, two or all three areas of focus.

Area of Focus 1: Prioritize Positive, Intentional Relationships - Facilitate meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school, including a focus on staff to student, staff to staff, student to student, and staff to family relationships.

Area of Focus 2: Attend to Individual Students' Needs - Provide individualized supports and services to meet the social, emotional, and mental well-being of students.

Area of Focus 3: Respond to Student Behavior with Appropriate Support - Address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need.

APPLICATION REQUIREMENTS

All applicants must complete Section 1 of the application. In addition, applicants must complete one or more of the following areas.

Section 2: Prioritize Positive, Intentional Relationships

Section 3: Attend to Individual Students' Need

Section 4: Respond to Student Behavior with Appropriate Support

Submit applications through this Google form. For your convenience, as Google forms do not allow for applications to be saved and returned to complete later, a PDF copy of the Google form was linked in the RFA email invitation to submit. If you need a copy of the PDF, please email studentengagement@la.gov.

This application will close on July 17, 2020. Contact studentengagement@la.gov for assistance

TIMELINE

- June 24: Release of Request for Application
- June 29: LDOE will host a webinar from 3:00-4:00 pm
<https://ldoe.zoom.us/j/92154015307>,
Meeting ID: 921 5401 5307; +16468769923,
- June 30: LDOE will host a webinar from 10:00-11:00 am
<https://ldoe.zoom.us/j/99718272223>,
Meeting ID: 997 1827 2223; +16468769923
- July 17: Application Deadline
- July 20 - 24: LDOE Review of applications
- Aug 7: Publication of SES Vendor Guide to LDOE website

CRITERIA FOR INCLUSION IN THE SES VENDOR GUIDE

LDOE reserves all rights to include or not include vendors in the vendor guide based on information provided, artifacts submitted, references, and any or all other means determined by LDOE.

Section 2: Prioritize Positive, Intentional Relationships: For vendors to be eligible to be included in the guide in this section, they must meet the following:

1. To be included for staff to family relationships (#3), vendors must also address staff to student relationships (#1) and/or student to student relationships (#2). (Exception: If you offer training or services to support staff to family relationships in early childhood or elementary school, but don't meet this criteria, please submit your information as we are considering future guidance for school systems.).
2. Provide PD both face-to-face and virtually.

Section 3: Attend to Individual Students' Needs: For vendors to be eligible to be included in the guide in this section, they must meet the following:

1. Provide PD both face-to-face and virtually.
2. To be included as a behavior intervention and/or social emotional curriculum/program, the vendor must address Tier I, II, and III.
3. ESSA evidence based rating must be either Strong, Moderate, or Promising.

Section 4: Respond to Student Behavior with Appropriate Support

For vendors to be eligible to be included in the guide in this section, they must meet the following:

- Provide PD both face-to-face and virtually.

* Required

1. Email address *

Section I: Organization Information

2. What is your organization name? *

3. Who is the primary contact for your organization? *

4. Provide a telephone number for the primary contact in the format ###-###-#### *

5. Provide a valid email address for the primary contact for your organization. *

6. Provide the URL for your organization's website. *

7. Provide a brief description (no more than 1000 characters) of your organization to be included in the vendor guide. *

8. Which grade band(s) are you targeting? Choose all that apply. *

Check all that apply.

- Early Childhood
- Elementary
- Middle
- High

9. Do you affirm that you provide services to schools and/or school systems? *

Mark only one oval.

- Yes
- No

10. Upload curricula vitae or resumes of key personnel responsible for development or delivery of training and technical assistance. *

Files submitted:

Examples
of
Previous
School
System
Supports

In the next three sections you will detail three examples where you provided high-quality professional development and technical assistance to support school systems and/or schools implementing strategies and structures similar to those addressed in this guide. Examples should be reflective of the types of services and training you are applying to be included in the SES Vendor Guide.

School System 1

11. Name of school system. *

12. What is the name and title of your primary contact for the school system or school? *

13. Provide a valid email address for the system or school's primary contact. *

14. What is the geographic location of the school system (i.e. city, state)? *

15. Are the schools in this system charters or traditional schools? *

Mark only one oval.

Charter

Traditional

Both

16. Describe the services you provided, including the number of teachers involved. *

17. Provide outcome data of your work with the schools that is attributed to the support and services provided by your organization.

18. Upload sample materials from your training, services and resources. *

Files submitted:

School System 2

19. Name of school system. *

20. What is the name and title of your primary contact for the school system or school? *

21. Provide a valid email address for the system or school's primary contact. *

22. What is the geographic location of the school system (i.e. city, state)? *

23. Are the schools in this system charters or traditional schools? *

Mark only one oval.

Charter

Traditional

Both

24. Describe the services you provided, including the number of teachers involved. *

25. Provide outcome data of your work with the schools that is attributed to the support and services provided by your organization.

26. Upload sample materials from your training, services and resources. *

Files submitted:

School System 3

27. Name of school system. *

28. What is the name and title of your primary contact for the school system or school? *

29. Provide a valid email address for the system or school's primary contact. *

30. What is the geographic location of the school system (i.e. city, state)? *

31. Are the schools in this system charters or traditional schools? *

Mark only one oval.

Charter

Traditional

Both

32. Describe the services you provided, including the number of teachers involved. *

33. Provide outcome data of your work with the schools that is attributed to the support and services provided by your organization.

34. Upload sample materials from your training, services and resources. *

Files submitted:

**Section II:
Prioritize Positive,
Intentional
Relationships**

Vendors support school systems and schools as they prioritize facilitating meaningful interactions to develop sustaining, strong relationships within the classroom and throughout the school.

**Staff to
Student**

As you complete this section, consider your services to support schools assigning each student a designated staff member who will maintain a relationship (e.g. mentor, learning coach, advisor) with the student and their primary caregiver during the full school year, particularly leaning in during transitions from in-person to distance learning.

35. *

Check all that apply.

	Yes	No
Does your organization provide services to support schools assigning each student a designated staff member who will maintain a relationship (e.g. mentor, learning coach, advisor) with the student and their primary caregiver during the full school year, particularly leaning in during transitions from in-person to distance learning?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization provide services to support schools determining structures (e.g., advisory, check-ins with students, team meetings) through which staff and students will regularly meet?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization provide training to school staff focused on building relationships with students and meeting facilitation?	<input type="checkbox"/>	<input type="checkbox"/>

36. Did you answer "yes" to any offerings in the previous question? (This question is only in the form to direct you to the next appropriate question.) *

Mark only one oval. Yes No *Skip to question 42*

Staff to Student - Details

37. Briefly describe (no more than 1000 characters) the training your organization provides on building staff-to-student relationships, based on the questions checked "yes" in the previous question. *

38. Which grade bands are supported (check all that apply)? *

Check all that apply.

- Early Childhood
 Elementary
 Middle
 High

39. Select the method(s) of training/support delivery. Check all that apply. *

Check all that apply.

- Face to face
 Virtual
 Blended

40. Select the frequency of support. Check all that apply. *

Check all that apply.

- Initial
 Ongoing

- 41. Provide a link to the cost information. (cost information will be included in the guide) *

Student
to
Student

As you complete this section, consider your training and support to school staff focused on building positive climate and appropriate prosocial interactions student to student.

- 42. Does your organization support schools and school systems focus on building positive student-to-student relationships? *

Mark only one oval.

Yes

No Skip to question 49

Student to Student Details

- 43. Give a brief description (no more than 1000 characters) of the training your organization provides focused on building positive, intentional student-to-student relationships. *

44. Choose the most appropriate description of your offerings. *

Mark only one oval.

- Curricular (a defined scope and sequence with specific lessons to be delivered)
- Non-curricular (programs or frameworks with specific steps to be implemented but no specific "script" or structured "lessons" to be administered)
- Neither of the above

45. Which grade band(s) do you support? Check all that apply. *

Check all that apply.

- Early Childhood
- Elementary
- Middle
- High

46. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

- Face to face
- Virtual
- Blended

47. Select the frequency of support. Check all that apply. *

Check all that apply.

- Initial
- Ongoing

48. Provide a link to the cost information. (cost information will be included in the guide) *

Staff to Family

As you complete this section, consider your training and support to school systems and schools focused on building positive, intentional staff to family relationships.

49. *

Check all that apply.

	Yes	No
Does your organization help school systems develop processes and systems that allow teachers to regularly communicate with families?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization helps schools support families to talk through trauma with children?	<input type="checkbox"/>	<input type="checkbox"/>

50. Did you answer "yes" to any offerings in the previous question? (This question is only in the form to direct you to the next appropriate question.) *

Mark only one oval.

Yes

No *Skip to section 14 (Section III: Attend to Individual Students' Needs)*

Staff to Family Details

51. Give a brief description (no more than 1000 characters) of the training your organization provides focused on building staff-to-family relationships. Address anything you checked "yes" to in the previous question. *

52. Which grade band(s) do you support? Check all that apply. *

Check all that apply.

- Early Childhood
 Elementary
 Middle
 High

53. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

- Face to face
 Virtual
 Blended

54. Select the frequency of support. Check all that apply. *

Check all that apply.

- Initial
 Ongoing

- 55. Provide a link to the cost information. (cost information will be included in the guide) *

Section
III:
Attend to
Individual
Students'
Needs

Vendors support school systems and schools as they provide individualized supports and services to meet the social, emotional, mental health well-being of students, as students may return to school having experienced traumatic events (e.g. food insecurity, illness or death in the family, job loss, etc.).

Building Teacher Teaming Structures

- 56. Does your organization support school systems and schools in building teacher teaming structures to meet regularly to discuss students' academic, social, and emotional successes and challenges? *

Mark only one oval.

- Yes
- No *Skip to question 62*

Building Teacher Teaming Structures Details

- 57. Give a brief description (no more than 1000 characters) of the training your organization provides focused on building teacher teaming structures. *

58. Which grade band(s) do you support? Check all that apply. *

Check all that apply.

- Early Childhood
- Elementary
- Middle
- High

59. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

- Face to face
- Virtual
- Blended

60. Select the frequency of support. Check all that apply. *

Check all that apply.

- Initial
- Ongoing

61. Provide a link to the cost information. (cost information will be included in the guide) *

Evidence-Based Interventions

62. Does your organization support school systems and schools implementing evidence-based (as defined on page 7 of ESSA Guidance - <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>) interventions to support the needs of students? *

Mark only one oval.

Yes

No

Skip to section 20 (Section IV: Respond to Student Behavior with Appropriate Support)

Evidence-Based Intervention 1 Details

63. Name of intervention: *

64. Give a brief description (no more than 1000 characters) of the intervention. *

65. What tier(s) of support? Check all that apply. *

Check all that apply.

Tier 1

Tier 2

Tier 3

66. What level of evidence-base? (as defined on page 7 of ESSA Guidance - <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>) *

Mark only one oval.

- Strong
- Moderate
- Promising

67. What grade band(s) is/are support? Check all that apply. *

Check all that apply.

- Early Childhood
- Elementary
- Middle
- High

68. Give a brief description (no more than 1000 characters) of the progress monitoring/evaluation tool used to support intervention. *

69. Give a brief description (no more than 1000 characters) of the training and resources your organization provides to support the intervention. *

70. Who is the training audience? Check all that apply. *

Check all that apply.

- Administrators
 Teachers

71. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

- Face to face
 Virtual
 Blended

72. Select the frequency of support. Check all that apply. *

Check all that apply.

- Initial
 Ongoing

73. Provide a link to the cost information. (cost information will be included in the guide) *

74. Does your organization have another evidence-based (as defined on page 7 of ESSA Guidance - <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>) intervention to support the needs of students? *

Mark only one oval.

- yes
 no

Skip to section 20 (Section IV: Respond to Student Behavior with Appropriate Support)

Intervention 2

75. Name of intervention: *

76. Give a brief description (500 to 1000 characters) of the intervention. *

77. What tier(s) of support? Check all that apply. *

Check all that apply.

- Tier 1
 Tier 2
 Tier 3

78. What level of evidence-base? (as defined on page 7 of ESSA Guidance - <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>) *

Mark only one oval.

- Strong
 Moderate
 Promising

79. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

- Face to face
- Virtual
- Blended

80. What grade band(s) is/are support? Check all that apply. *

Check all that apply.

- Early Childhood
- Elementary
- Middle
- High

81. Give a brief description (no more than 1000 characters) of the progress monitoring/evaluation tool used to support intervention. *

82. Give a brief description (no more than 1000 characters) of the training and resources your organization provides to support the intervention. *

83. Who is the training audience? Check all that apply. *

Check all that apply.

Administrators

Teachers

84. Select the frequency of support. Check all that apply. *

Check all that apply.

Initial

Ongoing

85. Provide a link to the cost information. (cost information will be included in the guide) *

Section IV: Respond to Student Behavior with Appropriate Support

Vendors support schools and school systems as they address policies and practices to ensure that students receive appropriate support, as behavior incidences are often a signal of need.

The next section addresses professional development, training, coaching and/or technical assistance your organization provides.

PD, Training, and Support for Responding to Student Behavior with Appropriate Support

86. For EACH question below that you answer in the affirmative, please provide specific details about that area in the next response section. *

Check all that apply.

	Yes	No
Does your organization support trauma informed practices for educators?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization support culturally responsive leadership practices?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization provide training on culturally responsive teaching?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization provide training on de-escalation strategies?	<input type="checkbox"/>	<input type="checkbox"/>
Does your organization support discipline policy review and development (focused on support versus suspension)?	<input type="checkbox"/>	<input type="checkbox"/>

87. Did you answer "yes" to any offerings in the previous question? (This question is only in the form to direct you to the next appropriate question.) *

Mark only one oval.

- Yes
- No *Skip to question 93*

Training Details

88. Give a brief description (no more than 1000 characters) of your organization's professional development and training offered, based on the questions you checked "yes" to in the previous question (Trauma informed Practices, Culturally Responsive Leadership and Teacher Training, De-escalation Strategies, and Discipline Policy Review) . *

89. Who is the training audience? Check all that apply. *

Check all that apply.

Administrator

Teacher

90. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

Face to face

Virtual

Blended

91. Select the frequency of support. Check all that apply. *

Check all that apply.

Initial

Ongoing

- 92. Provide a link to the cost information. (cost information will be included in the guide) *

Other Relevant PD, Training, and Technical Assistance

- 93. Does your organization support other relevant areas of professional development, training and technical assistance not already discussed to ensure students receive appropriate supports? *

Mark only one oval.

Yes

No Skip to question 107

Other Relevant PD, Training, and Technical Assistance 1

- 94. Training Topic: *

- 95. Give a brief description (no more than 1000 characters) of your organization's professional development and training offered. *

96. Who is the training audience? Check all that apply. *

Check all that apply.

Administrators

Teachers

Other: _____

97. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

Face to face

Virtual

Blended

98. Select the frequency of support. Check all that apply. *

Check all that apply.

Initial

Ongoing

99. Provide a link to the cost information. (cost information will be included in the guide) *

100. Do you have another relevant professional development, training and technical assistance not already discussed to ensure students receive appropriate supports? *

Mark only one oval.

Yes

No *Skip to question 107*

Other Relevant PD, Training, and Technical Assistance 2

101. Training Topic: *

102. Give a brief description (no more than 1000 characters) of your organization's professional development and training offered. *

103. Who is the training audience? Check all that apply. *

Check all that apply.

Administrators

Teachers

104. Which method(s) of training/support delivery do you use? Check all that apply. *

Check all that apply.

Face to face

Virtual

Blended

105. Select the frequency of support. Check all that apply. *

Check all that apply.

Initial

Ongoing

106. Provide a link to the cost information. (cost information will be included in the guide) *

**Next
Steps**

Thank you for applying to the 2020-2021 RFA: Student Engagement and Success Vendor Guide.

107. Would you like someone on the Student Engagement and Success Team to reach out to answer any follow-up questions?

Mark only one oval.

Yes

No

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