SOWA
School's Out™ Washington

Attachment B
Bid Submission Letter

June 4, 2025
School's Out Washington
625 Andover Park W, STE 101, Tukwila, WA 98188
Phone: (206) 323-2396
Fax: N/A
ewhitford@schoolsoutwashington.org
Elizabeth Whitford

Re: Response Submission for DSHS Competitive Solicitation #RFP 2534-871

Dear Sir or Madam:

1. Enclosed please find the Response of **School's Out Washington** with respect to the above Competitive Solicitation. This Response includes this Letter (Attachment B) as well as Attachments C (Bidder Certifications), D (Bidder Response Form), E (Contractor Inclusion Plan), and F (Budget Form) as set forth in the Solicitation Document. In addition to these completed Attachments, the response includes the following additional materials:

   - **Resumes related to Attachment D (Bidder Response Form), Question 3L**
   - **SOWA Financial Statements and Single Audit Reports for 2022 and 2023 related to Attachment D (Bidder Response Form), Question 7C**

2. I am authorized to submit this Response on behalf of Bidder, to make representations on behalf of Bidder and to commit Bidder contractually.

3. I have read the Solicitation Document and Sample Contract. In submitting this Response, Bidder accepts all terms and conditions stated in the Solicitation Document, including those set forth in the following amendments which Bidder has downloaded:

   Amendment Number(s)   Date(s) Issued
   Amendment No. 01 – Bidder's Q & A   May 21, 2025

   ___No Amendments were issued with respect to this RFP

4. Bidder represents that it meets all minimum qualifications set forth in this DSHS Competitive Solicitation and is capable, willing and able to perform the services described in the DSHS Competitive Solicitation within the time frames set forth for performance.

5. By my signature below, I certify that all statements and information provided in Bidder's Response are true and complete.

Sincerely,

Elizabeth Whitford
Chief Executive Officer
School's Out Washington

Bidder must sign and include the full text of this Attachment C with the Response. Altering or conditioning your certification of this Attachment C may result in your bid being disqualified.

Under the penalties of perjury of the State of Washington, Bidder makes the following certifications and assurances as a required element of its Response to this Competitive Solicitation. Bidder affirms the truthfulness of these facts and acknowledges its current and continued compliance with these certifications and assurances as part of its Response and any resulting contract that may be awarded by DSHS.

1. Bidder declares that all answers and statements made in Bidder's Response are true and correct.

2. Bidder certifies that its Response is a firm offer for a period of 180 days following receipt by DSHS, and it may be accepted by DSHS without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 180-day period. In the case of a protest, the Bidder's Response will remain valid for 210 days or until the protest is resolved, whichever is later.

3. Bidder has not been assisted by any current or former DSHS employee whose duties relate (or did relate) to this Solicitation and who assisted in other than his or her official, public capacity. If there are any exceptions to these assurances or if Bidder has been assisted, Bidder will identify on a separate page attached to this document each individual by: (a) name, (b) current address and telephone number, (c) current or former position with DSHS, (d) dates of employment with DSHS, and (e) detailed description of the assistance provided by that individual.

4. Bidder certifies that Bidder is not currently bankrupt or a party to bankruptcy proceedings and has not made an assignment for benefit of creditors and authorizes DSHS to conduct a financial assessment of Bidder in DSHS' sole discretion.

5. Bidder acknowledges that DSHS will not reimburse Bidder for any costs incurred in the preparation of Bidder's Response. All Responses shall be the property of DSHS. Bidder claims no proprietary right to the ideas, writings, items or samples submitted as part of its Response except as identified in the Bidder Response form. DSHS shall have the right to use any of the ideas presented as part of the process in any manner as it deems appropriate or beneficial, regardless of whether it is contained in a Response that results in selection for a Contract.

6. Bidder acknowledges that any contract award will incorporate terms set forth in the Sample Contract(s), including its attachments and exhibits, as set forth as Attachment A to the Solicitation Document, or may, at DSHS' option be negotiated further. DSHS may elect to incorporate all or any part of Bidder's Response into the Contract.

7. Bidder certifies that it has made no attempt, nor will make any attempt, to induce any other person or firm to submit, or not submit, a Response for the purpose of restricting competition and that the prices

and/or cost data contained in Bidder's Response: (a) have been determined independently, without consultation, communication or agreement with others for the purpose of restricting competition or influencing bid selection, and (b) have not been and will not be knowingly disclosed by the Bidder, directly or indirectly, to any other Bidder or competitor before contract award, except to the extent that Bidder has joined with other individuals or organizations for the purpose of preparing and submitting a joint Response or unless otherwise required by law.

8. Bidder acknowledges that if it is awarded a contract containing Business Associate requirements under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), or any other Data Security requirements, that Bidder will incorporate the terms of such Business Associate or Data Security requirements into all related subcontracts.

9. Bidder acknowledges that if awarded a contract with DSHS, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may result in contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by DSHS.

10. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).

11. Bidder certifies that it has a current Business License and agrees that it will promptly secure and provide a copy of its Washington State Business License, unless Bidder is exempted from being required to have one, if Bidder is awarded a contract.

12. Bidder authorizes DSHS to conduct a background check of Bidder or Bidder's employees if DSHS considers such action necessary or advisable.
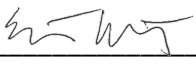
13. Bidder has not been convicted nor entered a plea of *nolo contendre* with respect to a criminal offense, nor has Bidder been debarred or otherwise restricted from participating in any public contracts.

14. Bidder certifies that Bidder has not willfully violated Washington state's wage payment laws within the last three years.

15. Bidder certifies that Bidder is not presently an agency of the Russian government, an entity which is Russian-state owned to any extent, or an entity sanctioned by the United States government in response to Russia's invasion of Ukraine.

16. Bidder acknowledges its obligation to notify DSHS of any changes in the certifications and assurances above.

I hereby certify, under penalty of perjury under the laws of the State of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the firm listed herein.

Bidder's Signature: _____

Title: **Chief Executive Officer**

Organization Name: **School's Out Washington**

Date: **June 4, 2025**

Place Signed (City, State): **Tukwila, WA**

Instructions

DSHS requires that bidder submit this inclusion plan template as part of their proposal. Once submitted, the Inclusion Plan template becomes part of the contract if awarded to the bidder. The Bidder shall also include an anticipated list of small and diverse subcontractors or vendors who may provide services on the project. Responses should reflect the Bidder's sincere efforts to include diverse small businesses. Businesses listed in the plan must be certified by OMWBE or DVA, or registered in WEBS as a small business. If a company is not certified or registered but may be eligible for certification, the Bidder should encourage the company to become certified.

Inclusion goals are aspirational. No preference is given for inclusion plans or goals in the evaluation of bids. While no minimum level of OMWBE certified, Veteran Owned, or Washington Small Business participation will be required as a condition for receiving an award, the plan must include the actions the contractor will take to increase subcontracting opportunities for those business types.

DIVERSE BUSINESS INCLUSION PLAN

1. Do you anticipate using, or is your firm, a Washington State Certified Minority Business?

    ☐YES   ☒NO

2. Do you anticipate using, or is your firm, a Washington State Certified Women's Business?

    ☒YES   ☐NO

3. Do you anticipate using, or is your firm, a Washington State Certified Veteran Business?

    ☐YES   ☒NO

4. Do you anticipate using, or is your firm, a Washington State Small Business?

    ☐YES   ☒NO

5. If you answered No to all the questions above, please explain:

6. Please provide a description of your firm's planned efforts at outreach to the small and diverse business community:

For this project, we have Collaborative Partners Initiative, LLC, which is a Washington State Women's Business, as the only planned subcontractor. This project will include grantee subawards yet to be determined through Request for Proposals processes. Based on DSHS/ORIA's guidelines, grantee subawards are limited to school districts and community-based nonprofits.

7. Please list projects (5 max.) you have completed with diverse business participation in the last five (5) years:

Subcontractor	Project	Year	Percentage
Collaborative Partners Initiative	Refugee School Impact Program	2023-2024	0.4%
Be The Change Consulting	SOWA Strategic Planning	2022-2023	100%
SDMC Consulting	Youth Development Strategy Table	2024-2025	15%

8. Please provide a description of how your firm considers utilizing small businesses in the development of bid packages.

While our grantee subawards are restricted to nonprofit organizations and school districts rather than businesses, we consider small nonprofit community-based organizations by simplifying our application processes, providing information sessions, offering technical assistance, and disseminating funding notices through listservs that reach small, community-based organizations. When we have contracting opportunities for small businesses, we make sure to actively outreach to diverse, small businesses and conduct a simplified proposal process.

9. Please describe the actions you will take to increase subcontracting opportunities for those business types.

We will disseminate grantee subaward notices through School's Out Washington's constituents (which include minority, women, veteran, nonprofits and small businesses) as well as through listservs belonging to DSHS/ORIA and Refugee Forum.

10. Please indicate the number of people in your Diversity Inclusion team.

4

If you answered Yes to any of questions one through four above, please complete questions eleven through thirteen.

11. Please list the approximate percentage of work to be accomplished by each group in this contract:

11.1   Minority   0%

11.2   Women   0.3%

11.3   Veteran   0%

11.4   Small Business   0%

12. Please identify the person in your organization to manage/ lead your Diverse Inclusion Plan responsibility.

    12.1   Name: Elizabeth Whitford

    12.2   Phone: 206-336-6923

    12.3   E-Mail: ewhitford@schoolsoutwashington.org

13. Please identify the list of potential diverse subcontractors

    13.1   Collaborative Partners Initiative, LLC

    13.2

    13.3

I hereby certify, under penalty of perjury under the laws of the State of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the firm listed herein.

Bidder's Signature: _____

Title: **Chief Executive Officer**

Organization Name: **School's Out Washington**

Date: **June 4, 2025**

Place Signed (City, State): **Tukwila, WA**

	ATTACHMENT D: BIDDER RESPONSE FORM This form is broken into Seven sections: Section 1. Administrative Response; Section 2. EO 18-03 Response; Section 3. Qualifications and Experience; Section 4. Solution and Approach 5. Training and Technical Assistance 6. Monitoring and Evaluation; and Section 7. Quotation/Cost Proposal. Bidders must respond to all questions in the order and in the expandable space provided using Ariel size 12 font. If a question requires Bidder to submit additional documents, please attach them to this document and label them clearly as part of your response to this Attachment D. Marketing materials should not be included. **The total page limit for this document is 25 pages.**	
1	**BIDDER INFORMATION (ADMINISTRATIVE RESPONSE)** Bidder's response to the questions in this Section 1, combined with the information provided in Bidder's Submittal Letter and Certifications and Assurances, comprise Bidder's Administrative Response to this Solicitation. While the Administrative Response is not given a number score, the information provided as part of Bidder's Administrative Response may cause the Bid to be disqualified and may be considered in evaluating Bidder's qualifications and experience.	**Pass/Fail**
a	Please indicate whether you employ or Contract with current or former state employees. If the answer is yes, provide the following information with respect to each individual: 1. name of employee or contractor; 2. the individual's employment history with the State of Washington; 3. a description of the Individual's involvement with the response to this Solicitation; and 4. the Individual's proposed role in providing the services under this any Contract that may be awarded.	NOT SCORED
	ANSWER: No	
b	Please list the names and contact information of three individuals you agree may serve as Bidder references and may freely provide information to DSHS regarding the reference's experience and impressions of Bidder. In providing these names, Bidder represents that it shall hold both DSHS and the organizations and individuals providing a reference harmless from and against any and all liability for seeking and providing such reference.	NOT SCORED
	ANSWER: **Reference #1** Kristin Percy Calaff Executive Director of Multilingual & Migrant Education Washington State Office of Superintendent of Public Instruction Kristin.percycalaff@k12.wa.us (564) 999-3144 **Reference #2** Marianne Sfeir Youth Program Coordinator	

	International Rescue Committee – Spokane marianne.sfeir@rescue.org (208) 450-2612 **Reference #3** Susie Whitlock Director of Student and Family Support Services Kent School District susanne.whitlock@kent.k12.wa.us (253) 312-5755	
c	Please indicate whether your Response contains any variations from the requirements of the Solicitation Document. If the answer is yes, list each variation with specificity and include the pertinent page numbers containing the variation.	NOT SCORED
	ANSWER: No	
d	Please indicate whether you are requesting that DSHS consider any exceptions and/or revisions to the sample contract language found in Attachment A. If so, state the page of Attachment A on which the text you request to change is found, and state the specific changes you are requesting. DSHS shall be under no obligation to agree to any requested changes, and will not consider changes to contract language or negotiate any new language not identified in response to this question.	NOT SCORED
	ANSWER: No	
e	If Bidder considers any information that is submitted as part of its Response to be proprietary, please identify the numbered pages of Bidder's Response containing such information and place the word "Proprietary" in the lower right hand corner of each of these identified pages.	NOT SCORED
	ANSWER: No	
f	Please indicate whether you have had a contract terminated for cause or default within the past five (5) years. If so, please provide the terminating party's name, address and telephone number and provide a summary describing the alleged deficiencies in Bidder's performance, whether and how these alleged deficiencies were remedied and any other information pertinent to Bidder's position on the matter. "Termination for Cause" refers to any notice to Bidder to stop performance due to Bidder's asserted nonperformance or poor performance and the issue was either (a) not litigated; (b) litigated with a resulting determination in favor of the other party; or (c) is the subject of pending litigation.	NOT SCORED
	ANSWER: No	

g	Please identify any prior contracts Bidder has entered into with the State of Washington within the past ten (10) years and identify the dates and nature of the contract and primary agency contact for each.	NOT SCORED
	ANSWER: **Awarded in 2015** 1. **Contract Dates:** 8/15/2015 – 8/14/2016 **Type of Contract Services Provided:** Grant Administration of the Refugee School Impact Grant (now known as Refugee School Impact Program, RSIP) **Primary Agency Contact:** Department of Social & Health Services, Teresa Fiorini, Program Manager 2. **Contract Dates:** 7/2/2015 – 6/30/2016 **Type of Contract Services Provided:** Promote the coordination and consolidation of state activities related to school-age care programs, and expand the work of school-age professional development and quality improvement activities. **Primary Agency Contact:** Department of Early Learning (DEL), Sidney White, DEL Program Contract Manager **Awarded in 2016** 1. **Contract Dates:** 8/15/2016 – 9/30/2017 **Type of Contract Services Provided:** Program Administration of Refugee School Impact Services **Primary Agency Contact:** Department of Social & Health Services, Teresa Fiorini, Program Manager 2. **Contract Dates:** 3/1/2016 – 6/30/2017 **Type of Contract Services Provided:** Expanded Learning Opportunities Initiative pilot to provide quality system interventions with expanded learning programs including assessment, coaching, and peer learning. **Primary Agency Contact:** Department of Early Learning (DEL), Amy Russell, DEL Program Contract Manager 3. **Contract Dates:** 7/1/2016 – 6/30/2017 **Type of Contract Services Provided:** Promote the coordination and consolidation of state activities related to school-age care programs and expand the work of school-age professional development and quality improvement activities. **Primary Agency Contact:** Department of Early Learning (DEL), Amy Russell, DEL Program Contract Manager **Awarded in 2017** 1. **Contract Dates:** 7/1/2017 – 6/30/2018	

Type of Contract Services Provided: Implement quality improvement efforts across the state to create and support a pipeline of programs engaging in continuous quality improvement efforts such as professional development, coaching, and data collection and analyses.
Primary Agency Contact: Department of Early Learning (DEL), Michelle Roberts, Professional Development Manager

2. **Contract Dates:** 9/20/2017 – 6/30/2018
Type of Contract Services Provided: Provide statewide coordination of professional development to Expanded Learning Opportunities (ELO) professionals, and implement, test and evaluate a quality framework for the school-age and youth development field.
Primary Agency Contact: Department of Early Learning, Amy Russell, DEL Administrator

3. **Contract Dates:** 10/2/2017 – 9/30/2018
Type of Contract Services Provided: Program Administration of Refugee School Impact Program
Primary Agency Contact: Department of Social & Health Services, Teresa Fiorini, Program Manager

4. **Contract Dates:** 10/11/2017 – 10/21/2017
Type of Contract Services Provided: Coordinate keynote speakers for SOWA's 2017 Bridge Conference.
Primary Agency Contact: Superintendent of Public Instruction (OSPI), Kyla L. Moore, Assistant Contracts Administrator

Awarded in 2018
1. **Contract Dates:** 7/1/2018 – 6/30/2019
Type of Contract Services Provided: Provide statewide coordination of professional development to Expanded Learning Opportunities (ELO) professionals, and implement, test and evaluate a quality framework for the school-age and youth development field.
Primary Agency Contact: Department of Early Learning, Amy Russell, DEL Administrator

2. **Contract Dates:** 7/1/2018 – 6/30/2019
Type of Contract Services Provided: Deliver professional development work for expanded learning opportunity (ELO) professionals.
Primary Agency Contact: Department of Early Learning, Angela Abrams, Professional Development Administrator

3. **Contract Dates:** 10/1/2018 – 9/30/2019
Type of Contract Services Provided: Program Administration of Refugee School Impact Program
Primary Agency Contact: Department of Social & Health Services, Molly Daggett, Program Manager

4. Contract Dates: 10/29/2018 – 11/2/2018
Type of Contract Services Provided: Coordinate keynote speakers for SOWA's 2019 Bridge Conference.
Primary Agency Contact: Superintendent of Public Instruction (OSPI), Heidi Schultz, 21st CCLC Program Supervisor

Awarded in 2019

1. **Contract Dates:** 7/1/2019 – 6/30/2020
   Type of Contract Services Provided: Provide statewide coordination of professional development to Expanded Learning Opportunities (ELO) professionals, and implement, test and evaluate a quality framework for the school-age and youth development field.
   Primary Agency Contact: Department of Children, Youth and Families, Sarah Hill, Project Coordinator
2. **Contract Dates:** 7/1/2019 – 6/30/2020
   Type of Contract Services Provided: Deliver professional development work for expanded learning opportunity (ELO) professionals.
   Primary Agency Contact: Department of Early Learning, Angela Abrams, Professional Development Administrator
3. **Contract Dates:** 10/1/2019 – 9/30/2020
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Molly Daggett, Program Manager
4. **Contract Dates:** 10/17/2019 – 10/31/2019
   Type of Contract Services Provided: Coordinate keynote speakers for SOWA's 2019 Bridge Conference.
   Primary Agency Contact: Superintendent of Public Instruction (OSPI), Heidi Schultz, 21st CCLC Program Supervisor

Awarded in 2020

1. **Contract Dates:** 7/1/2020 – 6/30/2021
   Type of Contract Services Provided: Deliver professional development work for expanded learning opportunity (ELO) professionals.
   Primary Agency Contact: Department of Children, Youth, and Families, Diana Stokes, Professional Development Specialist
2. **Contract Dates:** 8/19/2020 – 12/31/2020
   Type of Contract Services Provided: Develop and administer a relief grant funding program for youth development programs and organizations affected by the COVID-19 pandemic.
   Primary Agency Contact: Department of Commerce, Cheryl Smith, Director of Community Engagement and Outreach
3. **Contract Dates:** 10/1/2020 – 9/30/2021
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Molly Daggett, Program Manager

Awarded in 2021

1. **Contract Dates:** 4/9/2021 – 6/30/2021
   Type of Contract Services Provided: Develop and administer a grant program that will provide relief funding to nonprofit youth development programs and organizations affected by the COVID-19 pandemic.
   Primary Agency Contact: Department of Commerce, Dave Pringle, Policy Advisor
2. **Contract Dates:** 5/15/2021 – 5/31/2023
   Type of Contract Services Provided: Develop and administer a funding program for community-based organizations, small businesses, and select public agencies to provide K-12 youth summer enrichment programs.
   Primary Agency Contact: Superintendent of Public Instruction (OSPI), Jon Mishra, Executive Director of Special Programs and Federal Accountability
3. **Contract Dates:** 7/1/2021 – 6/30/2022
   Type of Contract Services Provided: Deliver professional development work for expanded learning opportunity (ELO) professionals.
   Primary Agency Contact: Department of Children, Youth, and Families, Diana Stokes, Professional Development Specialist
4. **Contract Dates:** 10/1/2021 – 9/30/2022
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Molly Daggett, Program Manager

Awarded in 2022
1. **Contract Dates:** 4/13/2022 – 6/30/2022
   Type of Contract Services Provided: Deliver professional development work for staff working with school age children in licensed child care, revise core competencies, and update 30-hour Basics.
   Primary Agency Contact: Department of Children, Youth, and Families, Michelle Roberts, Teaching and Learning Administrator
2. **Contract Dates:** 5/6/2022 – 6/30/2023
   Type of Contract Services Provided: Provide consultation, training and resources to help schools collaborate with community-based organizations in implementation of mastery-based learning in a culturally responsive-sustaining manner.
   Primary Agency Contact: Office of Superintendent of Public Instruction – State Board of Education, Mark Bergeson, Finance Director
3. **Contract Dates:** 7/1/2022-6/30/2023
   Type of Contract Services Provided: Deliver professional development work for staff working with school age children in licensed child care, revise core competencies, and update 30-hour Basics.

Primary Agency Contact: Department of Children, Youth, and Families, Michelle Roberts, Teaching and Learning Administrator

5. **Contract Dates:** 9/30/2022-9/30/2023
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Whitney Eich, Program Manager

4. **Contract Dates:** 11/4/2022-9/1/2023
   Type of Contract Services Provided: Provide consultation, training and resources to help schools collaborate with community-based organizations in implementation of mastery-based learning in a culturally responsive-sustaining manner.
   Primary Agency Contact: Office of Superintendent of Public Instruction – State Board of Education, Mark Bergeson, Finance Director

Awarded in 2023
1. **Contract Dates:** 3/1/2023-9/30/2024
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Whitney Eich, Program Manager
2. **Contract Dates:** 7/1/2023-6/30/2024
   Type of Contract Services Provided: Deliver professional development work for staff working with school age children in licensed child care and work on curriculum revision.
   Primary Agency Contact: Department of Children, Youth, and Families, Michelle Roberts, Teaching and Learning Administrator
3. **Contract Dates:** 7/10/2023-9/30/2024
   Type of Contract Services Provided: Provide technical assistance to participating local education agencies (LEAs) in the Afghan Refugee School Impact: Support to Schools Initiative, organize convenings, provide connections to local community-based organizations, conduct monitoring site visits, and collect required reporting documents from LEAs.
   Primary Agency Contact: Office of Superintendent of Public Instruction, Kristin Percy Calaff, Executive Director of Multilingual & Migrant Education
4. **Contract Dates:** 8/1/2023-9/30/2024
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Whitney Eich, Program Manager
5. **Contract Dates:** 10/1/2023-9/30/2024
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Whitney Eich, Program Manager

Awarded in 2024

1. **Contract Dates:** 7/1/2024-6/30/2025
   Type of Contract Services Provided: Deliver professional development work for staff working with school age children in licensed child care and work on curriculum revisions.
   Primary Agency Contact: Department of Children, Youth, and Families, Michelle Roberts, Teaching and Learning Administrator
2. **Contract Dates:** 8/30/2024-9/30/2025
   Type of Contract Services Provided: Program Administration of Refugee School Impact Program
   Primary Agency Contact: Department of Social & Health Services, Whitney Eich, Program Manager
3. **Contract Dates:** 9/16/2024-6/30/2025
   Type of Contract Services Provided: Provide support and thought partnership with grantees of the Youth Development Grant.
   Primary Agency Contact: Office of Superintendent of Public Instruction, Francesca Matias, Administrative Specialist

Awarded in 2025

1. **Contract Dates:** 4/24/2025-9/30/2026
   Type of Contract Services Provided: Provide technical assistance to participating local education agencies (LEAs) in the Afghan Refugee School Impact: Support to Schools Initiative, organize convenings, provide connections to local community-based organizations, conduct monitoring site visits, and collect required reporting documents from LEAs.
   Primary Agency Contact: Office of Superintendent of Public Instruction, Kristin Percy Calaff, Executive Director of Multilingual & Migrant Education

h	Please indicate whether Bidder has been the subject of a lawsuit or administrative proceeding alleging a failure to comply with laws relating to the types of services Bidder proposes to provide pursuant to this Competitive Solicitation. If the answer is yes, please list the nature of the allegations, docket number, disposition and date (if applicable) and Bidder's explanation of how it has changed its practices or operations relative to any alleged deficiencies since that proceeding was filed.	NOT SCORED
	ANSWER: No	
i	Please describe your proposed plans for the use of Subcontractors in performing this Contract, listing each Subcontractor, its proposed role, and the estimated percentage of the Contract that will be performed by each Subcontractor. Please indicate whether each Subcontractor self-identifies or is certified as a Washington small business, a minority-owned	NOT SCORED

	business, a woman-owned business, a disadvantaged business enterprise, or a veteran-owned business. If the answer is yes, please identify the type of organization(s) and provide details of any certifications. Note that all Subcontractors must be approved by DSHS.	
	ANSWER: 1. SUBAWARDS: We do plan to issue a total of $6,450,000 (92% of total funds) in subawards through subcontracts. Recipients still need to be determined through the subgranting process and in conjunction with DSHS/ORIA, but will include school districts and community-based organizations. It is possible that the CBOs could be small, minority-owned, woman-owned or considered disadvantaged, but that still needs to be determined. 2. SUBCONTRACT: We plan to subcontract $22,500 (equivalent to 0.3% of $7M, total funds OR 4% of $550,000, non-subaward funds) to Collaborative Partners Initiative (CPIN) to complete financial monitoring activities of grantees. They are a certified OMWBE women business enterprise. Their activities will include reviewing budgets to ensure Uniform Guidance compliance, reviewing financial reports to ensure that expenses are aligned to budget and allowable costs, and verifying other financial management requirements for meeting federal regulations. As needed, they will also provide technical assistance to grantees to ensure financial system compliance with federal regulations.	
J	Please describe any programs, policies or activities of your organization that support human health and environmental sustainability in your business practices. If a program, policy or activity is specifically applicable to this Contract, please indicate so.	NOT SCORED
	ANSWER: N/A	
2	**BIDDER EO 18-03 CERTIFICATION**	MAXIMUM TOTAL POINTS **10**
EO	Are your employees required to sign, as a condition of employment, a mandatory individual arbitration clause and/or a class or collective action waiver? **Please Note:** Points for this question will be awarded to bidders who respond that they do not require these clauses and waivers. If you certify here that your employees are NOT required to sign these clauses and waivers as a condition of employment, and you are the successful Bidder, a term will be added to your Contract certifying this response and requiring notification to DSHS if you later require your employees to agree to these clauses or waivers during the term of the Contract.	**10**

	ANSWER: No	
3	**BIDDER QUALIFICATIONS AND EXPERIENCE (MANAGEMENT RESPONSE)**	**Pass/fail**
	MANDATORY EXPERIENCE AND QUALIFICATIONS (ANSWER YES/NO FOR QUESTIONS A-I)	
A	Licensed to do business in Washington state.	NOT SCORED
	ANSWER: Yes	
B	The organization has at least (3) years of verifiable experience working with educational entities to include contract management, coordination of supplemental educational services and training.	NOT SCORED
	ANSWER: Yes	
C	The organization has at least three (3) years of verifiable experience working with community-based organizations serving newly arrived refugee communities.	NOT SCORED
	ANSWER: Yes	
D	Working knowledge of and experience supporting supplemental educational services for English Language Learners.	NOT SCORED
	ANSWER: Yes	
E	Experience developing and maintaining a website.	NOT SCORED
	ANSWER: Yes	
F	Knowledge of the Common Core State Standards Initiative, Washington's English Language Proficiency Assessment (WELPA) and other standardized tests that measure student progress.	NOT SCORED
	ANSWER: Yes	
G	Knowledge of the refugee resettlement process and other humanitarian pathways that bring newcomers to the state.	NOT SCORED
	ANSWER: Yes	
H	Ability to comply with federal requirements to serve as a subrecipient.	NOT SCORED
	ANSWER: Yes	
I	The Contractor has (3) years of verifiable experience in conducting contractual monitoring of federally-funded programs.	NOT SCORED
	ANSWER: Yes	
	DESIRED EXPERIENCE AND QUALIFICATIONS	**MAXIMUM TOTAL POINTS: 210**
J	▪ Provide a brief description of your organization and its overall mission. ▪ Describe your organization's established relationships and experience working with educational entities for at least three years. Include the role of your organization, services provided, number of service recipients, dates and geographic location of services provided. ▪ Describe your organization's experience coordinating supplemental education services.	**100**

▪ Describe your organization's procurement process and experience with contract management and contract monitoring. ▪ Describe your organization's experience providing technical assistance and ongoing training to service providers working with refugees and/or English Language Learners. ▪ Describe the accomplishments and challenges that your organization encountered (if any) when working with educational entities.	
ANSWER: **Provide a brief description of your organization and its overall mission.** For over 35 years, School's Out Washington (SOWA) has worked to build an equitable ecosystem of expanded learning programs for Washington's youth by helping after-school, summer, and child care programs become more robust and accessible. Anchored in collaboration, we partner with public agencies to strengthen access and impact of funding to youth programs, advocate for the youth development sector, and provide tools and training to professionals who work with young people, ages 5 to 24. **Describe your organization's established relationships and experience working with educational entities for at least three years. Include the role of your organization, services provided, number of service recipients, dates and geographic location of services provided.** SOWA partners and supports educational entities through a variety of strategies, including the following: • Supporting school-community partnerships: SOWA maintains regular training and an online toolkit for school-community partnerships that serve as evergreen resources for schools and districts, and has served as a trainer and convenor for many efforts focused on strengthening collaboration and partnership for holistic supports for K-12 students over our 30+ year history. As a recent example, between October 2024 and June 2025, OSPI contracted with SOWA to facilitate a peer learning community for two rural school districts, Granger and Bethel School Districts, and their partners working to strengthen access to youth development and afterschool activities for their students. • 21st Century Community Learning Centers (CCLC): Since 2013, SOWA has been a subcontractor with the Office of the Superintendent of Public Instruction to provide training and quality improvement services to 21st Century Community Learning Center programs built on partnerships between community organizations and school districts. Through this, SOWA also supports other components of the 21st CCLC program, including grant review, policy, and convening. Since 2008, DSHS/ORIA has contracted with SOWA to administer the Refugee School Impact Program (RSIP), formerly known as the Refugee School Impact Grant. As grant administrator, SOWA issues the Request for Proposal, reviews grant	

applications, develops and issues contracts, monitors contracts for compliance, and provides technical assistance, training, and resources to strengthen services for refugee students/families, and to equip staff for serving refugees.

Below are the RSIP funded school districts and their numbers of service recipients from January 2008 through March 2025.

Year/Dates	Districts (Geographic Areas) Funded	# of Service Recipients (Refugee Students Served)
Jan-Aug 2008	Federal Way, Highline, Kent, Marysville, Northshore, Seattle, Shoreline, Spokane, Tacoma, Tukwila, Vancouver	2,300
2008-2009	Federal Way, Highline, Kent, Marysville, Northshore, Seattle, Shoreline, Spokane, Tacoma, Tukwila, Vancouver	1,877
2009-2010	Everett, Federal Way, Highline, Kent, Marysville, Renton, Seattle, Shoreline, Spokane, Tacoma, Tukwila, Vancouver	1,606
2010-2011	Federal Way, Highline, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila	1,222
2011-2012	Federal Way, Highline, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	759
2012-2013	Federal Way, Highline, Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	653
2013-2014	Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	539
2014-2015	Edmonds, Federal Way, Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	571
2015-2016	Edmonds, Federal Way, Highline, Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	906
2016-2017	Federal Way, Highline, Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila, Vancouver	801
2017-2018	Auburn, Federal Way, Highline, Kennewick, Kent, Renton, Seattle, Spokane, Tacoma, Tukwila	603
2018-2019	Auburn, Federal Way, Highline, Kennewick, Kent, Seattle, Spokane, Tukwila	688
2019-2020	Auburn, Federal Way, Highline, Kennewick, Kent, Spokane, Tukwila	538
2020-2021	Auburn, Everett, Federal Way, Highline, Kennewick, Kent, Spokane, Tukwila	528

2021-2022	Auburn, Everett, Federal Way, Highline, Kennewick, Kent, Spokane, Tukwila	766	
2022-2023	Auburn, Everett, Federal Way, Highline, Kennewick, Kent, Seattle, Spokane, Tukwila	948	
2023-2024	Auburn, Bellingham, Central Valley, Everett, Federal Way, Highline, Kennewick, Kent, Mukilteo, Puyallup, Spokane, Tacoma, Tukwila	1,527	
2024-2025	Auburn, Bellingham, Central Valley, Everett, Evergreen, Federal Way, Kennewick, Kent, Mukilteo, Puyallup, Spokane, Tacoma, Tukwila	719 (as of 3/31/2025)	

For the period July 2023 through September 2024, through a contract with OSPI, SOWA provided monitoring, convening, training and technical assistance to districts funded in the Afghan Refugee School Impact: Support to Schools (Afghan S2S) initiative. SOWA also prepared federal reports for the initiative. For these grantees, OSPI provided the funding directly to districts. In 2023-2024, SOWA provided supports to these funded districts: (1) Auburn; (2) Edmonds; (3) Federal Way; (4) Highline; (5) Kennewick; (6) Mead; (7) Mukilteo; (8) Puyallup; (9) Renton; (10) Seattle; (11) Shoreline; (12) Spokane; (13) Tacoma; (14) Tukwila; and (15) Vancouver.

For the 2-year contract period following, OSPI had to issue a procurement. SOWA responded, was named the successful bidder and given the same responsibilities as the previous year. The new contract period started April 2025 and will end September 2026. For 2025-2026, Afghan S2S districts include: (1) Auburn; (2) Edmonds; (3) Federal Way; (4) Highline; (5) Kennewick; (6) Kent; (7) Puyallup; (8) Renton; (9) Seattle; (10) Shoreline; (11) Spokane; (12) Tacoma; and (13) Tukwila.

Describe your organization's experience coordinating supplemental education services.

As a statewide intermediary, SOWA is well-positioned to support coordination, facilitation, partnership, and alignment between formal K-12 systems and providers of supplemental education services in Washington State. SOWA has made great headway in building a quality improvement system across Washington State to support expanded learning opportunities or supplemental education services offered before and after school, and during the summer, including:
- Developing a set of Quality Standards and Core Competencies to provide guidelines and benchmarks for what quality looks like as a practitioner and in a program setting;
- Implementing a comprehensive system of engaging programs in a quality improvement process utilizing data from a research-based assessment tool to guide goal-setting and action planning impacting over 500 programs to date;
- Providing funding to allow for the provision of supplemental education services.

In the summer of 2015, SOWA contracted with Highline College to develop a high school credit-bearing summer course on the college campus for refugee students of Highline School District. Students participated in instruction-based, interactive,

and group learning activities that built academic performance skills and supported college integration principles. Instructors focused on: (1) Increasing English language skills; and (2) Providing social capital to encourage students' view of themselves as college-capable young people. The daily English lesson included instruction and practice in reading, writing, listening, speaking and grammar. Students accessed computers on the college campus and developed usernames, passwords, and email accounts. Instruction was provided on appropriate, formal, email etiquette conventions when emailing instructors. They appreciated that the instructors took the time to explain the rationale behind classroom expectations and to offer classroom and college advice. In order to develop soft skills for college, the class read the book, Say This, Not That to Your Professor, and completed a project on comparing college and high school expectations. Feedback from students included: This college class was more organized and orderly than the usual high school classroom; They were treated like adults not kids; They were expected to be responsible and respectful. As a result of this course, two students decided to transfer to Highline College's Excellence and Commitment to Education and Leadership program (an English Language Learner college-based program focused on increasing English proficiency and college success for high school students). They then had the opportunity to finish high school and gain college credit at the same time.

With private funds, SOWA hosted a week-long Refugee Youth Convening in the summer of 2017 at Highline College. Youth had opportunities to engage with peers to explore their cultural identity and experiences as a refugee student integrating into American schools through discussion, poetry, art, photography, music, and movement. Youth also reflected on and articulated advice for new arrival refugee students, refugee parents, American peers, teachers, and afterschool and summer staff. This ended with a culminating event where youth shared their thoughts, poetry, art, music, and dance with parents and community members.

Describe your organization's procurement process and experience with contract management and contract monitoring.

Procurement Process for Refugee School Impact Program

In order to procure for RSIP, Requests for Proposals (RFPs) are emailed in May to school districts in Washington State. OSPI supports dissemination of this funding opportunity. For funding opportunities intended for community-based organizations (CBO), dissemination is done through DSHS/ORIA's listserv, Refugee Forum, and SOWA's previous CBO grantees. In addition to answering questions regarding the RFP information and the application, technical assistance also includes connecting new districts to refugee-serving community organizations that may potentially be interested in partnering with districts to serve refugee students and families in the district's geographic area. Once proposals are received, SOWA works with the state's refugee program manager to evaluate proposals and determine tentative allocations. Grantees are notified of tentative awards within 45 days. In September, SOWA works with the state's refugee program manager to finalize awards before preparing contracts. Prior to contracting, SOWA ensures that grantees are not debarred from receiving federal funds

and addresses any relevant findings in their financial and/or federal single audit reports. As part of the contract, grantees also ensure that they are in compliance with federal and state regulations.

Other SOWA Procurement Process: Youth Development Nonprofit COVID Relief Fund

SOWA has many years of serving as an intermediary grantmaker in partnership with public agencies in addition to our experience with RSIP. For each of these opportunities, we have conducted a fair and broad procurement process responsive to the goals of the funding. A few examples include:

- In 2020, the Washington State Department of Commerce (Commerce) partnered with SOWA to provide grants totaling $9.8 million to youth development programs and organizations most impacted by the COVID-19 pandemic and serving young people who are furthest from educational justice. SOWA's goals in administering the Relief Fund were to facilitate an equitable, informed, and low-barrier grant making process and mitigate growing inequities among Washington's youth, which have been exacerbated by COVID-19. Information about the RFP was distributed broadly in multiple languages through social media, paid advertisements, and email distribution. Award decisions were based on feedback from statewide peer reviewers who engaged in a rigorous application review process. In addition to the recommendations of reviewers, SOWA considered equitable representation among priority populations statewide and equitable geographic distribution. Grant size determinations were based on a percentage of awardees' 2019 expenses, with smaller programs/organizations receiving grants that amounted to a greater percentage of their total 2019 expenses than larger programs/organizations. With this process, grants ranging from $10,000 to $50,000 were awarded to 441 youth development programs/organizations across WA.
- In 2018 and again in 2022, SOWA partnered with King County to procure grantees as part of the Best Starts for Kids Expanded Learning Initiative. The BSK Expanded Learning initiative provides funding and resources for expanded learning providers across King County to increase access to high quality expanded learning opportunities for youth (ages 5–13) who are BIPOC and/or living in poverty. The procurement process included broad outreach in King County through social media, paid advertisements, e-newsletter distribution, and through our partners at local school districts and King County. Award decisions were based on input from peer reviewers across the county who engaged in a rigorous application review process. In addition to the recommendations of review groups, SOWA considered equitable representation among priority populations and equitable geographic distribution across the county, alongside our King County partners.

Contract Management

As an intermediary, SOWA has many years of experience in holding contracts with funders as well as issuing contracts to organizations. Government contracts have always provided a majority of SOWA's revenue. Government contracts have

required and allowed SOWA to develop databases, systems and protocols to ensure accurate tracking and reporting for both government and private foundation contracts, including those with state agencies, county and city departments, and other funding sources.

SOWA lives out its mission, in part, by providing grants for supplemental education services for afterschool and summer programming. SOWA has a long history of grantmaking and contract management with grantees. This history has allowed SOWA to refine templates for developing contracts and contract paperwork, and to improve systems and protocols for monitoring and tracking all aspects of the contracting process. Below are some examples of SOWA's grant contracts:

- With funding from Washington State's Department of Social and Health Services, in 2000-2002, SOWA awarded over $1 million to 24 programs to provide middle school programs for over 11,000 youth. These funds targeted counties with high percentages of families receiving Temporary Assistance to Needy Families (TANF) or whose children qualify for free/reduced-price lunch. Grantees included Granite Falls Middle School, Monticello Middle School (Longview), Newport School District, Ocean Beach School District (Ilwaco), Omak Community Learning Centers, Park Middle School (Kennewick), Stevens Middle School (Pasco), and Northport Schools.
- Administration of RSIP has increased SOWA's experience in meeting state contract requirements and regulations for federal grant compliance, while strengthening SOWA's systems for managing contracts with school districts.
- Since 2018, SOWA has administered King County's Best Starts for Kids Expanded Learning Initiative. Our current cohort includes 65 awardees receiving a total of $16K between 2022 to 2025.
- In 2020, SOWA provided $9.8 million in grants to youth-serving nonprofits with funding from Washington State's Department of Commerce.
- In 2021-2023, under a contract with the Superintendent of Public Instruction, State of Washington (OSPI), SOWA administered $5.5 million in grants for summer programming.

Contract Monitoring

SOWA conducts annual monitoring visits to grantees. The visit always includes interviews with key district and community staff, observation of programming, and review and clarification of documentation, if necessary. Monitoring reports, which are submitted to the state's refugee program manager and the grantees, include verification of refugee student eligibility and grant expenditures, and updates on programming progress and performance. In order to ensure compliance, documents such as narratives, students' refugee documentation, pre and post data, and financial reports, are submitted as part of required paperwork for grant installment payments at various points throughout the grant period.

For the Best Starts for Kids grants, programs also receive annual monitoring visits. After the visits, programs receive written recommendations for program improvements. Cross-cutting findings are used to inform future capacity-building training and technical assistance.

Internally, monitoring best practices and contract monitoring tools have been shared between RSIP and SOWA's Best Starts for Kids program, although programs still customize monitoring to meet the various requirements of funding sources.

Describe your organization's experience providing technical assistance and ongoing training to service providers working with refugees and/or English Language Learners.

Technical Assistance

Below are examples of technical assistance and resources provided by SOWA to grantees:
- Responded to questions about RSIP requirements
- Provided grantees with sample refugee eligibility documentation
- Assisted grantees with verifying that students are eligible for refugee services
- Provided grantees with materials on serving refugee students
- Responded to requests for referrals for refugee-specific mental health services
- Connected districts to local community-based organizations serving refugees and local resettlement agencies
- Provided grantees with information about other potential funding to support refugee students
- Connected grantees to other refugee-serving organizations in their area
- Researched and disseminated information and resources regarding new refugee populations

Training Experience

Since its inception, SOWA has been invested in providing training and professional development opportunities for supplemental education and expanded learning providers. In 1987, SOWA started as pilot project of the City of Seattle with specific set-aside funds to provide professional development services to school-age child care programs. In 1989, SOWA coordinated the first state school-age care conference, and in 1998, SOWA hosted the National School-Age Care Alliance Conference in Seattle. In 1999, SOWA received Child Care Development Block funds from the state to partner with six regional agencies to deliver professional development across the state through a coordinated system for school-age professionals. In 2003, SOWA held its first Bridge from School to Afterschool and Back conference, now known as the premier conference for the expanded learning field in the Pacific Northwest, annually connecting about 500 educators in school and afterschool to national best practices for serving children and youth.

In 2009, SOWA launched the Youth Program Quality Initiative in King, Pierce, and Spokane counties. This initiative included defining what quality looks like, assessing programs based on the continuum of improvement, and supporting program quality improvement through training and coaching. Most of our training target these quality standard domains: 1) Assessment, Planning & Improvement, 2) Leadership and Management, 3) Ongoing Staff & Volunteer Development, 4) Program & Activities, 5) Relationships, and 6) Youth Leadership & Engagement.

SOWA continues to provide coaching and broad access to in person, virtual, and self-paced online training throughout Washington State on topics relevant for afterschool, youth development and summer program staff. In 2024, we delivered over 300 training to 3,289 unduplicated participants representing over 400 organizations. In post-training surveys, 90% of participants agreed the training was a good use of their time, and 97% agreed that the trainer created a welcoming and inclusive environment.

Training for Refugee School Impact Program
To increase the skills, knowledge, and competence of schools and community-based organizations funded by RSIP, SOWA has previously funded and coordinated tuition reimbursement programs targeting bilingual paraeducators interested in increasing coursework for supporting refugee and English Language Learners, as well as providing conference scholarships and contracting with keynote/workshop speakers on refugee topics for conferences. SOWA has facilitated film screenings of *Starting Again: Stories of Refugee Youth* for the general public. SOWA also provides RSIP presentations at local meetings of refugee service providers. In addition, SOWA has also provided the following curricula and resource materials to funded district-community partners: 1) ELLs & Math, 2) Global GraffitiWall, 3) GraffitiWall, 4) Inside the USA, 5) Memories & Dreams, 6) Making It Real: Teaching Pre-literate Adult Refugee Students, 7) More Than Just Talk, 8) Of Beetles & Angels, 9) Rand McNally Geography & Map Activities, 10) Reach Curriculum & DVDs, 11) SOAR Study Skills, and 12) Understanding Your Refugee & Immigrant Students.

One year, we were able to contract with Lutheran Community Services Northwest to conduct 13 training for funded districts across the state for 405 participants over a two-year period. The training focused on Cultural and Contextual Considerations of Working with Refugees but was customized to meet the needs of the local districts. The training included information on: elements of the refugee experience; potential implications related to trauma, mental health, and classroom behaviors; and strength and resilience assets of refugees. Training participants reported increased understanding of the challenges refugee students and families face and reported plans to apply their learnings to support stronger culturally responsive approaches to partnerships with families.

SOWA convenes funded grantees twice a year. At each of those convenings, SOWA coordinates guest speakers and presenters on different topics that are relevant for serving refugee students and families. Below are some of the topics that have been presented at RSIP convenings:

- Refugee Arrival Groups (Background/Cultural Information, Mental Health Considerations, Implications for Educators)
- Guide to Working with Refugees
- How to Help Students from Muslim-Majority Countries Succeed in the American Educational System
- Transforming Trauma – How to Do this Work and Sustain
- Materials, Visuals, and Tools for English Language Learners
- Literacy Instruction for Multi-Level Groups
- Communicating across Cultures
- Partnering with Health Practitioners in the Care of Children
- Pathways to Higher Education and Strategies for College Success

Describe the accomplishments and challenges that your organization encountered (if any) when working with educational entities.
Accomplishments
SOWA has played a major role in supporting district-community partnerships, and partnerships have been critical for the success of RSIP. No entity working in isolation can meet all of the needs of students and families.

Sometimes, this has included connecting districts and community organizations to apply together for RSIP funding. For example, in 2011, we realized that Kennewick School District was receiving a high number of refugee students, but was not applying for RSIP funds, so we initiated contact with World Relief-TriCities, the local refugee resettlement agency in Kennewick, to strategize about engaging the district. That year, with private funding, we were able to fund another community organization in Kennewick to offer native language programming in Karen for Burmese refugee students. In conjunction with a site visit to the Karen program, SOWA met with World Relief and Kennewick School District. Through much work, communication, technical assistance, and support, Kennewick School District finally decided to apply for RSIP funds for the 2012-2013 grant period and has been a consistent grantee since then.

RSIP has afforded the opportunity for a clear demonstration that strong partnerships between refugee communities and school districts can achieve better academic outcomes for refugee students. The funding has compelled districts to work more closely with refugee mutual assistance associations, community-based organizations, and refugee resettlement agencies. While some districts have had long-standing relationships with community organizations, through the grant, district-community partnerships are exploring new ways to work together to support refugee students, bridge parent-school

communication and increase school staff's awareness of refugee needs. Students and families have been able to benefit from the information sharing and the collaborative solutions. Below are some examples that resulted from strong district-community partnerships.

- Through school-afterschool communication, afterschool staff reinforced school day learnings and classroom teachers adjusted strategies based on cultural information shared by community staff.
- When school personnel worked or trained during afterschool hours, they were able to share specific classroom strategies with afterschool staff.
- With regular meetings, all partners could receive updated project progress reports, problem-solve as a team, and jointly plan and adjust project activities.
- Community organizations with existing relationships with refugee families were able to help connect families and schools to each other, while serving as a cultural broker.
- District staff also supported the community partners by providing technical assistance and training focused on administration, budgeting, teaching strategies, curriculum and relationship-building with school personnel.
- Through RSIP, one district was able to develop a formal partnership with a community organization, which led to them approaching their local Educational Service District (ESD) to write a successful grant for the development of a 21st Century Community Learning Center at the community partner's location. This collaborative work created new opportunities for field trips and other learning experiences for refugee students, making it more than just a homework center. The new funding also allowed community program staff to access training on Adverse Childhood Experiences with strategies for building resilience in refugee students. This also increased the ESD's awareness of refugee students and their unique needs.
- A smaller RSIP district and their community partner conducted a site visit to a larger district in the RSIP network to learn about different facets of the larger district's newcomer program model that could be replicated at an appropriate scale within the smaller school district.

Challenges

Educational entities have many demands placed on them to meet educational outcomes and various needs of students and families. By partnering in RSIP, school districts and community partners have increased the provision of seamless services for students across the day and year through the development of data sharing agreements, arrangements to share district space and training, and more consistent collaboration and information-sharing. However, limited funding and infrastructure, and competing priorities can pose challenges and create barriers to partnering. SOWA addresses these barriers through various strategies, as appropriate: facilitating and mediating through meetings and communications between schools and community partners, seeking and connecting district-community partnerships to additional funding to

	support shared student outcomes, convening key stakeholders and funders to engage in strategic planning to explore and develop new solutions, and researching and disseminating national best practices. Other challenges have included: • When SOWA first started administering this grant, some district personnel did not understand which students were eligible for refugee services. Over the years, we have provided and continue to provide education, materials, and technical assistance to districts in order to ensure that districts enroll and document eligible refugee students. • District staff turnover in critical roles have resulted in significant re-structuring and re-assignment of work, sometimes causing delays in programming. When receiving high numbers of new refugee arrivals in districts, staff can be stretched to provide all of the services necessary. In these situations, partnerships with community organizations have been helpful to support the district by providing historical context for programming and making community staff available to help with new arrival refugee families. • Data-sharing policies and protocols have been difficult for some districts and community organizations to navigate, especially when there were conflicting objectives, such as wanting to protect student information while expediting service delivery. When meeting security requirements for transmitting data electronically was too costly or cumbersome, district and community staff developed alternatives, but these often involved more staff time. • Some districts had difficulties filling bilingual paraeducator positions with individuals who had strong academic language in both English and their native language. Some districts used English-only tutors to support academic content and supplemented with interpretation support from bilingual staff. • Given the pre-determined robust professional development calendar for districts, there have been challenges in scheduling refugee training for district staff. Partnering over time allows for brainstorming regarding the various existing professional development events and the various audiences in the district. Some partnerships have added a refugee training component to existing district training events or regularly standing meetings within the district. Long-term partnerships can now pre-plan and pre-schedule refugee training for future academic years.	
K	▪ Describe your organization's established relationships and experience working with community-based organizations serving newly-arriving refugees. Include in your description the names of the agencies and the role your organization provided. ▪ When did your organization provide the service? Where? ▪ What experience does your organization have working directly with refugee communities and the resettlement process?	**50**
	ANSWER:	

Describe your organization's established relationships and experience working with community-based organizations serving newly-arriving refugees. Include in your description the names of the agencies and the role your organization provided. When did your organization provide the service? Where? What experience does your organization have working directly with refugee communities and the resettlement process? Since its' inception, SOWA has always required RSIP districts to partner with community-based organizations to serve refugees. This requirement is based on the "it takes a village" principle that refugee students and parents benefit when districts and community organizations share assets, resources, information, connections, and expertise to collaborate on services, fill gaps, and meet the holistic needs of refugee families. Although long-term partnerships require work, time, and resources, they are well worth the effort in order to build strong trusting relationships that can outlast funding incentives, create innovative joint programming, and produce powerful outcomes for refugee students and families. In the district-community partnership model, SOWA contracts with school districts, who then subcontract with community-based organizations. SOWA provides training, materials and resources to both parties. Both parties can request technical assistance and support from SOWA. SOWA also works to customize grantee training that meet the needs and requests of districts and community-based organizations so that they can improve their services for refugees. For example, districts may need training on cultural backgrounds of refugee groups, and technical assistance with strategies for providing culturally appropriate services. For community organizations, training might focus on academic standards, and technical assistance might focus on coordinating translation/interpretation services with districts. For funded district-community partnerships, annual site visits involve both districts and their community partners. This allows SOWA to observe programming conducted by community partners and learn more from community partners about their best practices, current trends, successes and challenges. These visits allow SOWA to provide follow up supports directly to community partners through resource materials and technical assistance. Sometimes, SOWA's support of partnerships has included mediating between the districts and their community partners, while seeking to listen, understand and bridge the different perspectives to help both parties find common ground and work towards equitable division of funding and labor in order to serve refugee students and parents. As an intermediary, SOWA can facilitate difficult conversations and joint problem-solving between districts and community partners. There have also been many occasions when SOWA has invited funded community partners to present on their program's best practices for serving refugees students and families. Local resettlement agencies, funded by RSIP or not, are also	

consulted by SOWA for their expertise in working with newly arrived refugees and often asked to present on refugee resettlement trends, new refugee populations to our state, and specialized refugee services offered by their organizations.

SOWA's RSIP staff regularly attend the monthly Refugee Forum meetings and the Refugee Resettlement Agencies' Quarterly Community Consultations to hear directly from resettlement agencies on current refugee resettlement trends and challenges. SOWA also coordinates with the state's Office of Refugee and Immigrant Assistance to provide updated state refugee arrival data to RSIP grantees.

Below are the community-based organizations that have received RSIP funds through subcontracts with districts between 2008 and 2025.

	Organization	Total Contract Periods Funded
1.	Asia Pacific Cultural Center	7
2.	Center for Career Alternatives	3
3.	Center for Human Services	3
4.	Coalition for Refugees from Burma/Communities of Rooted Brilliance	15
5.	Community Schools Collaboration	5
6.	Communities in Schools	2
7.	East African Community Services	5
8.	Eritrean Association of Greater Seattle	3
9.	Family Learning Center/B5	13
10.	Greater Good Northwest	2
11.	Highline Community College	1
12.	Hope Academic Enrichment Center	3
13.	Horn of Africa Services	5
14.	Indochinese Cultural & Service Center	1
15.	International Rescue Committee	18
16.	Iraqi Community Center of Washington	1

17.	Jewish Family Services	2
18.	Living Well Kent	2
19.	Lutheran Community Services Northwest	11
20.	Odyssey World International Education Services	5
21.	Oromo Community of King County & Greater Seattle	4
22.	Refugee & Immigrant Services Northwest	4
23.	Refugee Support Services Coalition	5
24.	Refugee Women's Alliance	9
25.	Somali Community Services Coalition	7
26.	Somali Community Services of Seattle	4
27.	Somali Youth & Family Association	1
28.	Somali Youth & Family Club	8
29.	Southern Sudanese Community of Washington	2
30.	Tacoma Community House	6
31.	Ukrainian Community Center of Washington	3
32.	Vietnamese Friendship Association/Kandelia	2
33.	Washington Alliance for Better Schools	1
34.	World Relief	18
35.	YMCA of Marysville	3

Over the years, we have also funded community-based organizations (CBOs) directly. This gives us an opportunity work even more closely with organizations rooted in refugee communities and resettlement and doing so allows us to understand challenges facing small organizations that might be navigating mainstream systems while committed to serving refugees or resettlement agencies balancing the many needs of new arrival families. When funding CBOs, we also structure our supports and technical assistance to better target challenges that smaller organizations might be facing.

In the summer of 2008, there were RSIP funds that were subgranted specifically for summer programming. Community partners, as well as districts, could apply. SOWA contracted directly with these organizations to provide summer programs

for refugee youth: (1) Center for Career Alternatives, (2) International Refugee Council of Spokane, (3) Refugee Women's Alliance, (4) Somali Community Services Coalition, (5) Tacoma Community House, (6) Ukrainian Community Center of Washington, and (7) University of Washington's Women's Center.

In March 2023, through Afghan Refugee School Impact (ARSI) and Ukrainian Refugee School Impact (URSI) funding, we directly contracted with these six organizations directly to serve Afghan and Ukrainian students: (1) Bridging Cultural Gaps; (2) Family Learning Center; (3) International Rescue Committee-Seattle; (4) International Rescue Committee-Spokane; (5) Lutheran Community Services Northwest-SeaTac; and (6) Refugee and Immigrant Services Northwest.

In September 2023, we provided ARSI/URSI funding to these seven organizations: (1) Coding for All; (2) Communities of Rooted Brilliance; (3) Kandelia; (4) Refugee Women's Alliance; (5) Spokane Slavic Association; (6) Volunteers of America Western Washington; and (7) World Relief Western Washington.

For the 2024-2025 contract period, the following 15 organizations are receiving ARSI/URSI funding:
1. B5/Family Learning Center
2. Bridging Cultural Gaps
3. Coding for All
4. Communities of Rooted Brilliance
5. International Rescue Committee-Seattle
6. International Rescue Committee-Spokane
7. Lutheran Community Services Northwest-SeaTac
8. Lutheran Community Services Northwest-Vancouver
9. New Americans Alliance for Policy and Research
10. New World International
11. Open Doors for Multicultural Families
12. Refugee Women's Alliance
13. Spokane Slavic Association
14. Volunteers of America Western Washington
15. World Relief Western Washington.

In order for SOWA to learn more about and share information about school enrollment as part of the refugee resettlement process for new refugee families, in 2009, SOWA commissioned a research project, which yielded a report with case studies that followed students and families through the school registration process, with additional information from interviews

	with resettlement agency staff, school personnel, and refugee family members. This information was helpful for school and community personnel who wanted to improve school enrollment services and experiences for refugee families. Over the many years of administering this grant, SOWA has built and continues to maintain strong partnerships with organizations that serve refugee youth and families. As an intermediary, it is critical for SOWA to stay grounded and connected by building strong relationships with school districts, community-based organizations, resettlement agencies, and refugee coalition groups. We do this by attending meetings where refugee service providers convene, connecting with others in refugee network, and responding to inquiries from community organizations. As a grant administrator, SOWA has had the privilege of visiting refugee students and families in their homes to observe the RSIP services they are receiving and to hear about their resettlement experiences. In addition, observations of the school enrollment process with refugee families have been helpful in strategizing about how to create greater supports for newly arrived students and families, and how to work with both districts and community partners to maximize resources and supports for new refugees. As the RSIP grant administrator, SOWA does not have an official role in working directly with refugees and resettlement but does have many opportunities to connect informally with refugee communities and the resettlement process. SOWA is often asked by providers in the refugee network or the State Refugee Program to help with problem-solving information gaps between systems, providers, and refugee families, especially during the early resettlement stages for families when they are struggling with basic needs and systems navigation. For example, WA State Department of Health's Refugee Health Program was concerned that families of children with complex medical conditions could be overwhelmed with the volume of information and the number of providers attempting to connect with the family. In that situation, SOWA coordinated meetings between the health systems and one school district that was receiving high numbers of refugees. Through that effort, the district shared information about the healthcare needs of students and families, and the health practitioners shared information about available medical supports for the family. They were also able to discuss better methods for coordinating services between families, schools, and health systems. In another example, health practitioners noticed that during the initial health screening, families were raising questions about available supports for their children. The staff with the Refugee Health Screening Program at Public Health Seattle & King County contacted SOWA regarding existing and new outreach strategies for connecting families to available RSIP services. Through that process, we were also able to share information about other available youth services in districts that were not receiving RSIP funds.	
L	• What would your staffing model be if awarded the RSIP contract? What would the required qualifications be for relevant staff? ▪ If available, please provide the names of the key team members you will assign to provide the contract services. ▪ Describe the roles of each team member and submit copies of resumes describing the relevant experience they possess to administer Refugee School Impact (RSI) services.	**60**

▪ The Bidder should note that if they are awarded a contract, they may not reassign their key personnel from the Program without prior approval of DSHS.	
ANSWER: **What would your staffing model be if awarded the RSIP contract? What would the required qualifications be for relevant staff?** If awarded the RSIP contract, we would staff RSIP with a 0.8 FTE Program Director, 1.0 FTE Program Manager, and 1.0 FTE Data and Evaluation Manager. Required qualifications for all positions: Commitment to working with diverse individuals, groups, communities and organizations; Experience working with and communicating with culturally diverse populations, including those with limited English proficiency; Commitment to addressing discriminatory practices; Strong organizational and communications skills; and Ability to maintain confidentiality. Additional required qualifications for the Program Director include: Expertise in afterschool programming, youth development, culturally relevant services, immigrant and refugee services, school districts, educational organizations and family support; Demonstrated excellence in program/project management; Ability to work collaboratively with a variety of agencies and organizations. Additional required qualifications for the Program Manager include: Excellent customer service skills; Ability to work independently and as part of a collaborative team; Ability to prioritize multiple tasks; Strong attention to detail; Demonstrated writing and editing skills; and Experience in Customer Relationship Management database. Additional required qualifications for Data and Evaluation Manager include: Experience in Customer Relationship Management database; Experience in planning and implementing evaluation plans, including quantitative and qualitative data and analysis; and High level of attention to accuracy and detail. **If available, please provide the names of the key team members you will assign to provide the contract services.** The following team members will be assigned to provide contract services. Pang Chang has served as SOWA's RSIP Director for about 17 years, since 2008. Sheona Sauna is the Program Manager and joined the RSIP team in June 2024 so has been on the team for one year. Katherine McCall started in August 2023 as the program's Data and Evaluation Manager so has been part of the RSIP team for about two years.	

Describe the roles of each team member and submit copies of resumes describing the relevant experience they possess to administer Refugee School Impact (RSI) services.

Program Director's Role and Relevant Experience
The RSIP Director will be responsible for developing, directing, providing oversight for, and managing the Refugee School Impact Program. This includes being responsible for developing the Request for Proposal process and the contracts. She is also responsible for completing reports for the program and developing training for the program. She serves as the point of contact on this program with the state's refugee program and the general public.

Prior to her current position as the RSIP Director, Pang worked as a Refugee Program Planner for the Nonprofit Assistance Center, a Grants and Contracts Specialist for SOWA, a Youth Program Coordinator for Refugee Women's Alliance, and a Management Information Specialist for MultiCultural Health. She has almost 30 years of experience working in programs that support and serve refugees. (See separate attachment for Pang Chang's resume.)

Program Manager's Role and Relevant Experience
The Program Manager will be the primary contact for grantees and work with grantees on submission of all contracting paperwork and required reports. In addition, the Program Manager will conduct monitoring sites, prepare monitoring reports, gather information about training and technical assistance needs of grantees, and provide grantees with resources to improve services.

Prior to her current position as the RSIP Program Manager, Sheona worked for two years as a Program Associate coordinating conferences and strategy development for Pivotal Ventures (A Melinda French Gates company focused on social progress through high-impact investments, philanthropy, partnerships & advocacy); one year as an Evaluation Consultant for the Evans School developing tools and facilitating focus groups to support a Latino organization with values-based evaluation; two years tracking contracts/scopes and supporting cohort engagement of African public health leaders with Internation Program in Public Health Leadership; three years' educating and providing computers to students in Madagascar through Peace Corps; and worked briefly as a Refugee Reception and Placement intern for Lutheran Social Services. (See separate attachment for Sheona Sauna's resume.)

Data and Evaluation Manager's Role and Relevant Experience
The Data & Evaluation Manager enters student/parent immigration and demographic data, ensures participants are eligible for programming, prepares participant-level data for federal reports, and supports all evaluation functions. Evaluation functions include developing evaluation questions for community-based organizations' (CBO) applications, reviewing

	evaluation responses in CBO grant applications, working with funded CBOs to refine evaluation plans and tools, including providing technical assistance and needed evaluation resources, and collecting and analyzing evaluation data from CBOs. Prior to her role as the RSIP Data and Evaluation Manager, Katherine supported a qualitative evaluation of Systems Thinking for Youth-Led Development Solutions' youth systems thinking education program for one year in Nairobi and Kisumu, Kenya; worked for 19 months analyzing survey data in Statistical Package for the Social Sciences for Southeastern Coastal Center for Agricultural Health and Safety; eight months supporting data collection for USAID; three months' reviewing small project assistance grants for Peace Corps; and two months as a volunteer teacher assistant for a nonprofit in Santiago, Dominican Republic. (See separate attachment for Katherine McCall's resume.)	
4	**BIDDER's SOLUTION AND PROPOSED APPROACH (TECHNICAL RESPONSE)**	**MAXIMUM TOTAL POINTS: 230**
A	• What challenges do CBOs, daycare/preschool, early learning programs, and school districts face in serving refugee children? ▪ How will the Refugee School Impact services help address these challenges?	**50**
	ANSWER: **What challenges do CBOs, daycare/preschool, early learning programs, and school districts face in serving refugee children?** For daycare/preschool and early learning programs, challenges include insufficient knowledge of outreach strategies that work for refugee families and lack of bilingual outreach staff. Many programs have online platforms that require computers, internet and digital literacy, all of which may be a barrier for refugee families. Even child care call centers can be unknown to refugee families or intimidating for refugee parents to navigate. Childhood development and early learning might be unfamiliar concepts for refugees. Once families become aware of early learning programs, mainstream programs that lack cultural sensitivity might not appeal to refugees seeking to enroll their children in programs. In order to increase refugee participation in early learning, information needs to be provided to parents in culturally appropriate ways, helping parents to understand the importance of developmental milestones, school readiness, and incorporating learning in day-to-day activities. In addition, parents and children may need support with addressing separation anxiety, dealing with trauma, mitigating developmental delays, learning about behavior expectations, and adjusting to formal education settings. For CBOs and districts, challenges include students' academic, emotional, stress, and trauma needs, the need for programming that meet diverse needs, supporting older students who feel pressured to work to support families' basic needs, refugees' lack of exposure to technology and digital literacy, lack of computer devices, lack of consistent broadband	

infrastructure, transportation to programming, lack of sufficient linguistic and cultural mental health supports, gaps in staff's knowledge about serving refugees, limited availability of bilingual staff, and competing demands on refugee parents.

How will the Refugee School Impact services help address these challenges?
For the federal Office of Refugee Resettlement (ORR), "The central goals of the program are to ensure that ORR-eligible children are prepared to succeed in formal schooling, promote access to child care, strengthen academic performance, and aid the social adjustment of newly arriving refugee youth and their families."

ORR encourages the following approaches: "Specialized services and support for eligible children and youth; Holistic support to families learning to navigate the U.S. education system; Capacity development for school staff, systems, and child care providers; Facilitation of child care access; Support for early childhood education; and Other activities designed to support the successful integration of school-aged children and their families, including resources to serve new populations."

Early Refugee School Impact grantees can address barriers named above by informing families about available programs, providing warm handoffs to programs, assisting families with program registration and subsidy applications, helping parents learn about developmental stages, administering developmental screening tools, connecting families to districts' special education programs, and teaching parents about strategies and systems available to help students develop and prepare for daycare/preschool and early learning programs. These key activities start with funding organizations well-connected in the refugee community so that their staff are considered trusted messengers by refugee parents. Through those trusting relationships, grantees can develop projects that address the most critical needs of the refugee parents and early learners. Grantee services could include conducting home visits, providing parental support for system navigation, administering development screenings, providing parent workshops, and offering learning and play groups for students and parents.

To work towards the ORR goals, a majority of school-age RSIP funds are used for providing direct students services. Funds are also used to provide family supports and staff training in order to equip them for supporting students.

SOWA has always allowed for flexible student programming with RSIP funds, as long as programs focused on meeting federal goals around students' academic and social adjustment needs. This flexibility allows districts and community partners to meet the needs of students and families in ways that are responsive and timely. In addition to the most common strategies of providing tutoring, afterschool programming, and some summer programming, we expect districts and CBOs will also include responsive supports such as the following:
- Systems navigation supports to students and families.
- Developing programming to prevent bullying and to teach conflict resolution skills and addressing students' social-emotional and trauma needs.

	• Teaching students and parents about their rights in school systems and supporting them in increasing their ability to advocate for themselves. • Increasing 1:1 match for devices, and ensuring connectivity via low-income internet options, having the district pay for internet or providing hotspots to families, and working with students and families on increasing digital literacy. • Helping high school seniors complete work needed for meeting graduation requirements and supporting high school students in exploring college and career options. • Using specialized academic support strategies such as: (1) Differentiating or tailoring instruction in order to target academic skills that need to be developed or strengthened; (2) More scaffolding or supports provided for teaching or re-teaching content for English Language Learners; and (3) Instructing in small groups to target academic skill development or specific learning gaps, and using 1:1 tutoring for students who need more assistance. • Continuing to train school staff on refugee cultural profiles, culturally responsive approaches, welcoming environments and strategies for increasing parent engagement. SOWA's role is to support districts and community-based organizations by administering funds, sharing best practices, developing resources that enhance their services, and facilitating cross-sharing between grantees. To support grantees with their goals, we will continue to work towards improving the following: • Timely contracting and administration of funds so that programming can start as soon as possible • Continuing to make improvements to evaluation processes for CBOs • Sharing effective practices for partnering and providing training and resources that help grantees offer high quality programs for students, supports for families, and training for staff working with refugee students • Training for grantees that are relevant, responsive, and practical • Facilitating the sharing of best practices between grantees • Disseminating resources relevant for serving refugee students • Connecting refugee network providers to mainstream systems available to support refugee parents and students • Enabling cross-sharing between mainstream system gatekeepers and refugee providers in order to improve access for refugee students and to incorporate best practices into refugee programming	
B	• What is your organization's work plan to guide the administration of the RSI program? ▪ What methods will you use to manage the RSI program effectively? ▪ How will services be implemented to support District Partnerships and CBOs? ▪ Describe the creative and supportive activities planned to reduce barriers for refugee students. ▪ How will your organization strengthen district partnerships with refugee students and communities? ▪ What innovative approaches will your organization use to assist newly arrived parents in understanding daycare/preschool, early learning, and school systems?	**110**

ANSWER:

What is your organization's work plan to guide the administration of the RSI program? What methods will you use to manage the RSI program effectively?

School integration is one of the most important experiences a refugee child has upon arrival to the United States. School staff, parents and community organizations collaborating together can help shift a stressful and difficult transition into a positive beginning for a child. While at school and afterschool programs, children not only learn academic content and English, they also learn about American culture, social norms and their role as a student.

To achieve successful school integration, all of the different circles that touch a student's life must work together. Communication, cooperation and coordination among parents, schools, refugee and community-based organizations must be improved and strengthened. Parents need help understanding school policy, expectations and graduation requirements, and breaking through barriers to become involved in their child's education. Schools need to increase their ability to be culturally responsive and create safe, inclusive and welcoming environments. Community-based organizations and refugee communities need to help bridge home-school cultures and communications with safety nets that prevent students and parents from getting lost in the system.

Between 2008 and 2010, we conducted district, community, refugee parents, and refugee student focus groups. In 2009, researchers documented best practices and challenges related to school integration of new arrivals by gathering information from districts and resettlement agencies, as well as observing the student enrollment process. In 2009-2010, districts and community partners were engaged in strategic planning sessions for the future of RSIP in our state. These community engagement and planning efforts provided us with strategies that continue to inform our program implementation. For example, recommendations led to a greater focus on providing appropriate supports for older refugee youth, empowering refugee parents with information for engagement, streamlining schools' registration and orientation processes, training school personnel to increase culturally responsive teaching strategies, and investing in and improving interconnection relationships between schools, parents, and communities.

Focus groups recommendations led to the creation of these two WA State RSIP goals: (1) To ensure refugee students' high academic performance and successful school integration, and (2) To strengthen the skills, knowledge, and competence of parents, schools and community-based organizations for the benefit of refugee students. To work towards our program goals, SOWA will fund projects proposed by school districts and community-based organizations. In addition to funding, SOWA will also conduct on-site monitoring visits, convene grantees twice a year, and provide training, resources, and technical assistance to support partnerships.

Having administered this program for so long, we have established an annual timeline. To ensure timely delivery of services for the RSIP, SOWA issues a Request for Proposal (RFP) to districts in early May. Districts are the main applicants but are required to partner with at least one community partner. District-community partnerships submit responses by mid-June, outlining activities to meet objectives, service cadence and locations, partners' responsibilities, and budget information. SOWA works with DSHS/ORIA to provide partnerships with tentative awards in July.

For the community-based organizations, the funding notice is issued in July. Applications are due in August. Tentative awards are issued by September.

Some years, we do not have final federal confirmation of funding until the end of September. Once we have final federal allocations, we work with the state to determine final allocations for partnerships and start the contracting process. We usually aim to have contracts start October 1st. Prior to contracting, SOWA ensures that the grantees are not debarred from receiving federal funds and that their financial and Single Audits do not present findings that are applicable to RSIP. Once a contract is established between SOWA and the districts, districts use their internal contracting processes to develop subcontracts with their community partners. After contracting with grantees, SOWA updates their website with new grantee information and refugee resources for grantees.

In the Fall, grantees attend an in-person grant orientation to learn about changes to program requirements, evaluation, paperwork, student eligibility and documentation requirements. During the orientation, grantees also receive information on refugee arrivals, and training on topics relevant for serving refugee students and families. This is also an opportunity for them to network with and learn from other grantees. In addition, new grantees will receive a 1:1 virtual orientation to ensure that they understand grant and reporting requirements and are able to navigate portals for submitting documents.

Grantees are required to serve a minimum number of refugee students for their funding level and are also required to submit eligibility documentation for students served. All partners are made aware of the eligibility criteria for RSIP services and the requirement that they collect immigration documentation during the grant orientation. SOWA collects and enters all eligibility documentation to ensure that all students meet eligibility requirements for participation and to track progress towards required numbers to meet contract requirements. Additional paperwork is also collected throughout the year, entered and tracked, and then compiled for the federal reports. SOWA also ensures that contract requirements are met before issuing payments.

SOWA conducts on-site monitoring visits to grantees throughout the year to ensure that projects are making progress, to learn about programs and best practices, to discuss implementation challenges, to explore any emerging issues, to clarify

student eligibility, and to respond to questions. This involves conversations with the grantees, as well as an observation of at least one direct student service that is being implemented.

In the Spring, we re-convene grantees virtually. This is an opportunity to share program updates, to forecast future funding, to disseminate best practices, to develop additional skills for serving refugee students and families, to start planning for summer programming and to develop future strategies.

In September, final paperwork from the grantees is due. For districts, this includes pre and post data on students' English Proficiency gains. For CBOs, this includes results from their selected student outcome. SOWA analyzes the data and prepares a summary of the narrative and evaluation information that will be incorporated into the state's report to the federal Office of Refugee Resettlement. [PLEASE NOTE: Additional details about our evaluation approach and processes can be found in our response to Question 6C below.]

SOWA provides technical assistance for program implementation to grantees throughout the school year. SOWA also shares resources, and funding and training opportunities that are relevant for supporting refugee students and families.

In order to stay current on issues impacting refugee youth and new resources available for supporting refugee youth, SOWA staff also participates in regional meetings of refugee service providers, as well as training and webinars to learn more about refugee trends, English Language Learner student supports, family engagement, and integration for refugee families.

In addition to supporting funded programs, SOWA also responds to general inquiries from non-funded organizations, educational systems, and municipalities who are interested in learning more about serving refugee students and families.

How will services be implemented to support District Partnerships and CBOs?
On an ongoing basis, SOWA responds to requests from districts and CBOs for information on refugee trends, resources for supporting refugee students, and contact information for other refugee service providers in the community. Grantees are supported with resource materials, connections to relevant information and services, technical assistance, and connections to other regional providers. Site visits are also critical to allow SOWA to make observations of programs and to discuss challenges so that solutions can be brainstormed together, and resources can be provided.

Below are examples of technical assistance and resources provided by SOWA to grantees:
- Respond to questions about program and contract requirements
- Research refugee eligibility and documentation questions and provide sample refugee eligibility documentation

- Disseminate information on training, materials, and resources related to refugee student services, refugee mental health, refugee arrival data/trends, and specific refugee groups
- Provide connections to local resettlement agencies and refugee-serving organizations

SOWA convenes grantees twice a year. At each of those convenings, SOWA coordinates guest speakers and presenters on different topics that are relevant for serving refugee students and families. Training topics are informed by input from grantees gathered through site visits, technical assistance requests and conversations as well as current events. Topics include information about refugee arrival groups cultures and considerations, culturally-responsive and trauma-informed practices, literacy supports for English Language Learners, and much more.

Refugee students arrive to the United States with different experiences and needs. Many have had interrupted formal education or had limited formal education experience. Some received education in refugee camps with few resources. Given this, schools need to gain as much information as possible about refugee students' formal education history prior to arrival in the United States. We supplement the information-gathering done by individual schools and teachers with training on new refugee populations. These training include general information about the group's refugee journey, cultural norms, literacy and educational experiences, and implications for educators in communicating with families and working with students. Training and information-gathering can help educators identify potential learning gaps as well as make classroom adaptations based on the students' experiences in formal educational settings.

Below are some of the topics that have been presented at RSIP convenings:

- Strategies for Virtual Programs
- Refugee Arrival Groups (Background/Cultural Information, Mental Health Considerations, Implications for Educators)
- Guide to Working with Refugees
- Transforming Trauma – How to Do this Work and Sustain
- Materials, Visuals, and Tools for English Language Learners
- Linguistically Responsive Approaches
- Literacy Instruction for Multi-Level Groups
- Cultural Responsiveness
- Communicating across Cultures
- Partnering with Health Practitioners in the Care of Children
- Pathways to Higher Education and Strategies for College Success

Describe the creative and supportive activities planned to reduce barriers for refugee students.

Many refugee students arrive with limited or interrupted formal education and have not had the same exposure to academic content as their mainstream peers. Their lack of English proficiency further complicates their ability to master academic content. Refugee children also have non-academic challenges that impact their performance in schools. These include traumatic experiences prior to arrival, lack of acceptance from peers, limited social networks, challenges navigating between mainstream and home cultures, and difficulties in developing a healthy bicultural identity.

In alignment with the federal Office of Refugee Resettlement's Refugee School Impact Program goals, grantees will focus on preparing children to succeed in formal schooling, supporting families with access to child care, strengthening academic performance and helping new arrival students and families to adjust socially. Social adjustment is linked to success in formal schooling because the school experience involves navigating the structures of school systems as well as social systems within a school environment. Below are some examples of strategies that help to reduce barriers for students and their families.

Academic Performance

Most new arrivals need much support to become English proficient, to understand content in core classes, and to perform at grade level. Grantees will support English acquisition, academic growth, and graduation through the following activities, as appropriate to their particular context:

- *Provide supplemental educational services and assistance to students* after school for homework completion, increasing academic skills and providing additional opportunities for practicing English skills. Helping students to work towards grade-level reading and math may require additional tutoring to build basic reading and math skills, which can be provided through small group instruction and 1:1 tutoring available through grantees' programs.
- *Build on refugee students' assets* by learning more about students' experiences and bringing those into classrooms and afterschool programs. Refugee have assets that can facilitate learning. For example, students may already be bilingual or have practical life experience that can be transferred to academic learning.   Through training and materials, we have encouraged educators to uncover assets that refugee students arrive with so that the teaching and learning experiences can be strength-based.
- *Train community afterschool tutors* on academic tutoring skills, so they can provide more effective help to refugee students and align afterschool supports to enhance school day coursework.
- *Train afterschool staff* on high school graduation requirements and strategies for supporting students' efforts to meet those requirements.
- *Offer enrichment programs* to provide college and career exploration, vocational skill-building, and internships to help students see the benefits of high school completion.

- *Create summer academic and enrichment opportunities* to address learning losses and to help students prepare for the next school year and sustain skills developed during the previous year.
- *Information sharing between schools and community partners* so that direct student services can be assessed and strategies can be refined to target students' academic needs.
- *Conduct Developmental screenings* for Preschoolers to identify any learning challenges to be addressed. Early screenings can lead to early supports outside of the K-12 system as well as early requests for K-12 supports.
- *Offer Play and Learn Groups* for Preschoolers to facilitate children's adjustment to structure and formal learning environments. In addition, Play and Learn Groups prime the children for learning by teaching basic skills for acquiring new knowledge.
- *Provide parent workshops* to help parents maximize learning at home. This can support learning for children ages birth to high school. Knowledge and skills will differ for the various stages of parenting. Involving and equipping parents to play a critical role in their children's education will lead to stronger academic performance for students.

Formal Schooling/Social Integration
In addition to language and academic barriers, refugee students must also tackle cultural and social barriers as they adjust to their new school surroundings. Their ability to surmount these barriers has a significant effect on their learning, but they can't do this alone. To address this, program activities will:
- *Offer programs to help students adjust* to schools and to teach "soft-skills" to those who have little-to-no formal education. Explicit instruction for basic school readiness skill-building for all ages can include learning about normal school procedures, how to take notes, how to participate in discussions, hand raising, lining up, following school rules, using polite expressions (e.g., please, thank you, you're welcome and excuse me), working in groups and teams, asking to go the bathroom, cleaning up the classroom, and recess rules. Students and families receive orientation to the school and a tour of the school. These programs can be offered during afterschool hours and in the summer to prepare those who will start school in the fall. In addition, some schools are able to assign a staff member or a peer student to help the new students during the first couple of weeks. This could include finding classrooms, navigating the lunchroom and opening lockers.
- *Train school district personnel* on concrete ways to create a school environment that is inclusive and welcoming of refugee families, including making interpretation and translation available, incorporating culturally appropriate curriculum, and providing anti-bullying, anti-harassment, and anti-discrimination tools and materials to educators.
- *Provide school personnel* with information about refugees and train them on cultural responsiveness to increase their knowledge of and develop skills for interacting with people of different cultural backgrounds.
- *Use intervention strategies* to monitor the students' progress. School and afterschool staff will check on students' performance and make phone calls or home visits to help students stay on track.

- *Connect families to community resources* such as libraries, museums, zoos, and aquariums in the community. In the past, programs have provided field trips to these activities to familiarize the families with external opportunities for learning about integrating into the local community.
- *Apply trauma-informed practices and destigmatize the need for social and emotional supports* by providing information about how trauma might manifest in educational settings, when providers should refer students for external supports, and ways to build in routines and structure into programming so that students' anxiety can be reduced.
- *Conduct Developmental screenings* for Preschoolers to identify any challenges that might need to be addressed to ensure that barriers are reduced for entering formal schooling. Early screenings can lead to early supports outside of the K-12 system as well as early requests for K-12 supports.
- *Offer Play and Learn Groups* for Preschoolers so that they have more opportunities to engage with other students, to acquire social-emotional skills, and to learn social cues.

Child Care Access
Program activities will:
- *Provide parents with information* about available child care options through group workshops as well as individualized home visits. Refugees might be arriving from countries where child care was traditionally done by extended families. With resettlement, many families might no longer have access to those safety nets. In addition, parents may need education about the benefits of child care programs. Those interested in child care may not be aware of available child care options available in their local community. Parent workshops and home visits will help to address these gaps.
- *Support parents with subsidy applications* to lower the financial barrier to accessing child care. Once parents are interested in obtaining child care, costs can be prohibitive. Assisting parents with the subsidy application process and walking them through that process can help to alleviate concerns about affording child care. This will require one-on-one assistance and case management.
- *Connect providers and parents to mainstream services* and supports available for assisting parents with child care. Families have multiple needs and sometimes, child care options can be limited. Wait lists for child care placements can be long. Bridging between refugee networks, refugee communities, refugee families and mainstream systems will be help to broaden child care options available to refugee families.

How will your organization strengthen district partnerships with refugee students and communities?
Many mainstream educators have not been trained on pedagogy for meeting the unique needs of refugees. With increased class sizes, higher academic standards, and fewer resources, teachers are often frustrated by their inability to communicate

with refugee students or lack the time for customizing instruction and assignments to meet the different needs of students. With a shortage of interpreters and cultural brokers, teachers may also have unrealistic expectations of refugee families or be frustrated with the lack of home-school communication. Teachers may perceive that lack of involvement from refugee parents is equivalent to a lack of interest, when the reality is that some refugee parents place such high value on education and the full authority of the educator that parents choose not to "interfere" with the educational process. Teachers and school personnel must work to create positive school experiences for refugee students and provide equitable opportunities for academic growth. As authority figures in students' lives, teachers shape students' perceptions about ability, influence how peers treat refugee students, and provide access to knowledge, and other school resources. With support from this program, we will continue to work on increasing awareness, skills, and knowledge of school personnel for serving refugee students and interacting with refugee families. Program activities will include using media, materials, and training to increase cultural competency of school staff.

To increase awareness of refugee issues and to increase the skills of school staff for appropriately supporting refugee families, the program will:

- *Conduct training for educators and providers*, focused on background on major refugee groups, and implications for student learning and successful strategies for teaching and supporting specific refugee groups, along with best practices for cross-cultural communication, and creating inclusive and welcoming school environments.
- *Highlight issues facing refugee students* and ways that educators can help students to adjust, integrate and maximize learning.
- *Create opportunities at grantee convenings* for conversations regarding effective strategies and available resources to improve refugee services.
- *Connect educators* to online resources for supporting refugee students in their classrooms by maintaining an updated RSIP webpage on SOWA's website.

By requiring districts to partner with community-based organizations (CBOs) to apply for funding, we also build bridges between school districts and refugee communities. CBOs include resettlement agencies well-versed about the refugee experience or community partners that are on the ground with newly arrived refugee communities. These CBOs are also invited to present during convenings and training.

Refugee community organizations and other community providers have cultural and linguistic expertise and are invested in assisting refugees but often do not have school system knowledge and academic resources necessary to support refugee students and families. Many organizations lack direct communication with school staff and academic language or skills, which hinder their ability to assist students with homework, to build academic skills, to increase English proficiency, and to

advocate with parents for students. Funded district-community partnerships have addressed these issues by having community staff attend district training, providing community staff with district curriculum, facilitating communication and information-sharing between community staff and classroom teachers, having joint school-community teams help with problem-solving school issues, and partnering to train parents. When community staff learn the academic language, understand the learning process required of students, and have supplemental resources aligned with school, they are better equipped to help students complete assignments, make language gains, and meet graduation requirements. With increased access to school staff and more familiarity with school systems, community agencies are better prepared to help parents navigate school bureaucracies to advocate for students.

Community-based organizations bridge informational, linguistic, and cultural gaps between families and schools. Many address new arrival needs, while others continue to connect families to resources to meet multiple needs. To improve their ability to help refugee families, the program will:
- *Streamline sharing* of supplemental academic resources between schools and community afterschool programs so that afterschool assistance can be tailored to meet students' specific needs.
- *Train community partners and afterschool staff* on strategies for helping high school students graduate and supporting refugee parents with school system navigation.
- *Strengthen district-community partnerships* so that they value collaboration and share assets, resources and expertise. Past examples include having community staff train districts on refugee issues or having district coaches train community tutors on district curriculum.
- *Increase alignment of efforts* for supporting families and advocating for students. Community staff can help families and students navigate school bureaucracies. School and afterschool staff can problem-solve together to meet the needs of students and families.

What innovative approaches will your organization use to assist newly arrived parents in understanding daycare/preschool, early learning, and school systems?
Connecting parents to daycare/preschool, early learning and schools, informing them about educational policies and processes, and building parent support systems are critical for improving student development and learning. Services are needed to help parents actively participate in their children's learning process. Program activities will bridge these gaps through the provision of information, resources, and system navigation support for parents, primarily through community partners with established trusting relationships with parents.

Families are critical to their children's success. While struggling with trauma from the refugee journey, parents are also confronted with language and cultural barriers when connecting with educational systems. Especially for preschool children, parents are the primary audience for outreach and information.

To support parents with <u>preschool age children</u>, grantees will:
- *Conduct home visits* to provide child development and early learning programming information.
- *Offer developmental screenings* for children whose parents are interested, along with follow up as needed.
- *Connect parents with districts' special education services* as needed.
- *Help parents navigate program registration and subsidy applications.*
- *Provide parent workshops* on a variety of topics related to children's development, available programs, and strategies to support children's learning.
- *Offer play and learn groups* to provide parent networking opportunities and to increase parents' knowledge and skills for supporting their children's growth and development.

To support parents with <u>school age children</u>, grantees will:
- *Support family involvement in schools* by explicitly teaching families how to engage with schools, while working with school staff to create welcoming environments. With practice, and increased skills and knowledge, parents can become self-sufficient and comfortable asking for help, requesting school resources or advocating for their children.
- *Work to increase parent participation* at critical school events. For example, attending parent-teacher conferences can be helpful for both parents and teachers. Some grantees help parents prepare for and understand the purpose for those conferences. Parents are equipped with questions they can ask, as well as information they can share that would be helpful for teachers to understand. Funding can be used to address barriers such as transportation and childcare to increase parent participation.
- *Provide bilingual and bicultural interpreters* for school functions and parent-teacher conferences and provide bilingual staff to facilitate home-school communication.
- *Host joint district-community workshops* in locations convenient for parents with information about schools, supporting their children's education at home, and how schools can address parental concerns. Some school districts partner with resettlement agencies to share school information at orientations hosted by resettlement agencies.
- *Host school-home-community events* where parents, school-day teachers, and afterschool staff can connect.
- *Conduct home visits* to orientate parents to help them learn about school systems and local community resources. Home visits allow for tailored, relational supports that address the diverse barriers faced by new arrival refugee parents. Visits are also used to share updated student progress with parents, and to respond to parents' questions and resource needs. Sometimes home visits are necessary to provide technology devices and equip families for virtual programming.

	• *Connect with parents through* in-home tutoring services for students. In those settings, parents are also engaged in many ways. Parents are able to observe tutoring methodology, learn along with their children, practice English with tutors, and ask tutors questions about schools and communications sent from school. Tutors can work with their community organizations to provide requested resources to parents. • *Elevate parents' voices and experiences* at professional development events for school staff. Since parents are the experts on their experiences, some community partners have also engaged parents by creating opportunities for them to share their stories and struggles through refugee panels for school personnel. In the past, we have also held refugee parent focus groups to gain input on issues such as refugee student educational needs, challenges and successes, strategies to address needs and recommendations for more effective partnerships. SOWA worked with these organizations to coordinate, conduct outreach for, and provide interpretation for the parent focus groups: Coalition for Refugees from Burma/Communities of Rooted Brilliance, Somali Community Services of Seattle, Ukrainian Community Center of Washington. In addition, we also worked with bilingual staff in Federal Way School District to schedule Russian parent focus groups and bilingual community members in Burien to host Nepalese parent focus groups. Those sessions led to the prioritization of these strategies within the RSIP: 1) Increasing opportunities and supports for older refugee students, including leadership, coaching, mentoring, internship, career exploration, job shadowing, vocational/technical skill building, customized educational planning, school engagement activities, cultural identity work, project-based learning, and self-designed learning experiences leading to tangible products. (2) Encouraging a sense of shared community by building strategic relationships between schools, community-based organizations, youth, parents and communities to increase parent and youth voice, improve school-parent communication, expand school-community outreach, and heighten community involvement in school leadership and decision-making roles.	
C	• When proposals exceed available funding, outline the criteria your organization will use to evaluate applications and make funding decisions. ▪ Explain the process for equitable and fair funding allocation.	**50**
	ANSWER: **When proposals exceed available funding, outline the criteria your organization will use to evaluate applications and make funding decisions. Explain the process for equitable and fair funding allocation.** When possible, we try to fund all requests by adjusting funding levels. Only on rare occasions when the student numbers proposed were below the required number, when services were too minimal, have we decided not to fund some proposals. Outside of those rare scenarios, SOWA and DSHS/ORIA have usually been open to working with applicants on project adjustments in order to be funded.	

	All subaward decisions are made in thorough consultation with DSHS/ORIA. Having administered RSIP for 17 years, SOWA regularly experiences situations when the amount requested by applicants far exceeds the availability of funding. Below are steps that are taken to ensure an equitable process: 1. We review all applications. We discuss all applications with DSHS/ORIA to see if any applications should be disqualified based on not meeting minimum numbers to be served or if proposed services are too minimal to warrant a grant. If DSHS/ORIA agrees that there are ways that we can negotiate or address concerns to make the proposal viable, we will contact the applicants to see if they can make viable adjustments without over-promising. 2. SOWA works with DSHS/ORIA to determine a maximum per student unit cost. This works as a safeguard so that there are no grantees that have an excessive per student unit cost. Projects that propose higher per student unit amounts will have their request adjusted down to the maximum per student unit cost. 3. We gather data on previously funded grantees' contract performance and discuss factors that led to underperforming. We may make some adjustments to the new student number based on previous performance. 4. We review proposed student numbers to be served against grantees' descriptions of available refugee students being targeted by the project and assess the percentage of students to be served against the available potential students to be targeted. This helps us determine if their proposed student numbers are feasible. 5. We determine which grantees are requesting smaller grants and assess if we can fully fund those because most projects require a minimum amount in order to implement a project. 6. We also prioritize funding new projects because through those we are able to reach new refugee communities or new geographic areas. 7. For grantees requesting higher grants, in consultation with DSHS/ORIA, we consider different scenarios such as cutting all higher requests by a flat percentage or creating tiers for medium requests and higher requests and applying different percentage cuts for those different tiers in order to stay under budget. When making cuts, we keep their proposed per student unit cost or reduce their per student unit cost to the maximum per unit cost that DSHS/ORIA and SOWA have agreed on, then lower the number of required students so that we are not asking them serve the same number of students with reduced funding. SOWA makes these calculations, presents them to DSHS/ORIA and then decisions are made. Ultimately, DSHS/ORIA has the final say regarding the funding cut strategy that we employ.	
D	▪ Will your organization utilize ORIA's CareSphere case management database? If not, do you plan to request an exception? Provide details about the pre-existing database you intend to use. ▪ Describe any other systems/databases your organization will use to manage the RSI program.	**20**
	ANSWER: **Will your organization utilize ORIA's CareSphere case management database? If not, do you plan to request an exception?**	

SOWA has already requested an exception and received approval to not use ORIA's CareSphere case management database. The current plan is that SOWA will import RSIP data from SOWA's Salesforce database to CareSphere instead of grantees or SOWA entering individual student profiles directly through the CareSphere database interface. If possible, once ORIA's CareSphere database and the user interface have been built, SOWA would be interested in having grantees test the CareSphere interface and provide feedback regarding the pros and cons of directly connecting to the CareSphere database in comparison to using SOWA's current process. If ORIA is amenable to this approach and if ORIA's database is viable for grantees, SOWA would like to revisit this idea and explore with grantees for use in future years. Since the CareSphere database may not be ready until January 2026 and may need time to be fully functional, trying to connect RSIP grantees to CareSphere for tracking 2025-2026 student data may be challenging, hence we are proposing that we begin to explore RSIP usage of CareSphere in 2025-2026 and consider switching RSIP to CareSphere in the following year (2026-2027).

Provide details about the pre-existing database you intend to use.
For participant/client documents and data, we use Box and Salesforce. For RSIP, clients include both students and parents.

Box
Grantees submit documentation through Box, a secure file sharing cloud storage system. In Box, each grantee has a grantee-specific folder that only the designated grantee contacts have access to. This folder has subfolders for them to upload contract paperwork, demographic information, and immigration documents. We collect demographic information for clients from each grantee through an Excel template in their Box folder. Grantees also upload immigration documents to their folders securely through Box.

Salesforce
Our current existing database is in Salesforce where RSIP data access is restricted to only authorized SOWA RSIP staff. In Salesforce, we track clients with Contact, Program Engagement, and Service Delivery objects. Each client has a contact record with immigration information. When they receive services, they are also attached to a program and service, creating a program engagement and service delivery record. Program engagement records have program-specific information like enrollment date, exit date, and eligibility.

Grantees' demographic information is then moved to a separate Excel sheet, and SOWA staff reviews the corresponding immigration documents (stored in Box) to enter immigration information into the Excel sheet. This is then imported into Salesforce as a contact record. Information included in this import is used to add clients to a program and service, and then additional information is imported to the newly created program engagement record.

Once client and service information has been entered in Salesforce, we check and record eligibility and send reports to grantees' Box folders. Those reports contain information on clients served, eligibility status, and if needed, notes explaining eligibility status.

Because our Salesforce database contains roughly the same information that will need to be imported to CareSphere, and because it is in a similar format, it should not be difficult to export data from our Salesforce system and then import it into the CareSphere system.

Describe any other systems/databases your organization will use to manage the RSI program.
We currently use and plan to continue to use Smartsheet (a cloud-based work management platform for planning, tracking, managing, automating, and reporting on work) to track grant information and deliverables. Grantees submit their grant applications through an Alchemer survey. These Alchemer application responses are transferred to various sheets in Smartsheet. The original application responses become the bones of the data stored in Smartsheet which we then update and build upon for managing the contracts throughout the course of the grant cycle. The following are our most commonly used sheets in Smartsheet:

- Contracts: Contains general information about each contract and grantee, including award amount, required students to be served, and contact information.
- Budget: Contains detailed budget breakdown
- Activities: Contains approved programming activity details
- Paperwork: Tracks paperwork submission for each payment point
- Payments: Tracks payment amounts and dates
- Site Visits: Tracks scheduled and completed visits, along with completed monitoring reports

Progress on grant deliverables is automatically summarized into grantee-specific dashboards in Smartsheet so that grantees always have access to their own current status in meeting grant requirements. The dashboard includes information on paperwork submission, total number of eligible students served YTD, payments, and site visits. Access for each district/organization is limited to authorized personnel and grantees cannot see other grantees' dashboards. If grantees need to revise their budget, activities, evaluation, or contact information, their dashboards also have a "Change Request Form" for them to submit. These requests are automatically emailed to SOWA's RSIP staff for review and approval. If changes are approved, we update the appropriate sheets.

5	**Training and Technical Assistance**	MAXIMUM TOTAL POINTS:100
A	• How will training and technical assistance needs for providers be assessed? ▪ What methods will be used to identify service gaps for refugee children and their families? ▪ What training modules or instructional strategies will be offered to service providers to help them address the needs of refugee children? ▪ How will the effectiveness of training modules and other learning opportunities for service providers be evaluated?	**70**
	ANSWER: **How will training and technical assistance needs for providers be assessed?** At the grant orientation and Spring grantee convening, we will ask grantees to share information about training, resources, and technical assistance that they are interested in. When we conduct monitoring interviews, we ask again if there are new training, resource and technical assistance needs. After every convening and training, there is a workshop survey where participants can provide feedback about training needs. **What methods will be used to identify service gaps for refugee children and their families?** SOWA primarily relies on gathering service gap information from grantees. This is done through discussions at grantee convenings, monitoring interviews and narratives twice a year. In 2024, with RSIP funds, we subcontracted with Puget Sound Educational Service District to conduct focus groups with 63 refugee students served by B5/Family Learning Center in Kennewick, Bridging Cultural Gaps in Tukwila, International Rescue Committee in Seattle, and Spokane School District with International Rescue Committee in Spokane. This 2024 Evaluation was shared with RSIP grantees and will be used to inform future training and programming. Below are the 2024 findings: Youth reported experiencing these positive elements through RSIP: • Programs help grow fluency and confidence in English Language usage. • Youth get to meet and make friends in the program. • Program staff are perceived as skilled and helpful. When asked about program challenges, youth reported: • Programming schedules were experienced as barriers. (Some wanted longer programming time and others had difficulties arriving on-time to afterschool programs from their schools.) • Expectations about other participants' behavior were not met. (Other students in the program were distracting, interrupting or reacting negatively.)	

- Some program features were challenging for youth. (Public transportation to program takes too long. School buses can also take a long time with multiple stops. Locating the program classroom the first time was challenging.)

Here are some of their suggestions for improving programming:

- Increase or adapt programming resources. (more teachers, more computers, more volunteers, better transportation)
- Allow for flexibility with class time, structure, content, and other program offerings. (more breaks during program time, more program time or program offered more frequently, more time for homework, better classroom behavior management, more professional writing skills, more activity options during program time, more field trips)
- Have program staff who reflect students they serve. (communication with staff with shared culture/language, sometimes complex content needs to be communicate with staff in students' first language)

What training modules or instructional strategies will be offered to service providers to help them address the needs of refugee children?

Grantees will be convened twice a year. The first convening will be in person, serve as the grant orientation, and be offered in conjunction with SOWA's annual Bridge Conference for the youth development field. Grantees will have access to the full Bridge Conference with workshops targeting youth development stakeholders, field leaders, program directors, and direct service staff. In the Spring, we offer a virtual grantee convening to share information on grant updates and funding forecasts. In addition, we will offer four virtual professional development events between January and May.

In recent years, we have offered the following workshops for grantees.

- Afghan Culture
- Afterschool and Summer Learning
- Bully Prevention & Response When Supporting Refugee Students
- Cross-Cultural Approach to Mental Health Literacy
- Cultural Humility
- Federal Funding Compliance
- Grant Writing 101
- Healing Classrooms
- Newcomer Populations
- Refugee Youth Mental Health Panel
- Trauma-Informed Care
- Ukrainian Culture

- Welcoming Environments for Newcomer Students

Going forward, we anticipate repeating some of the workshops above. In addition, other topics may include:

- Addressing Social-Emotional Needs and Trauma in Programs
- Afterschool program structures and creative activities to maximize learning
- Conflict Resolution and Self-Regulation Skills
- Effective virtual programming

For Early Refugee School Impact (ERSI) programs, we plan to partner with Child Care Aware Washington and BrightSpark Early Learning Services to offer training. We will determine workshops after consulting with ERSI providers regarding their training needs but offerings could include:

- How to access family services through Child Care Aware
- How to improve searches for child care programs
- Tips for completing subsidy applications
- Brain Development
- Development Milestones
- Social/Emotional Needs of Children and Impact on Behaviors
- Creating Routines to Mitigate Challenging Behaviors
- Effective Play and Learn Groups

Technical Assistance

In addition to training, we also offer grantees technical assistance in a variety of areas. At the end of the grant cycle, grantees are asked to respond to a survey regarding the effectiveness of grant supports, including training and technical assistance. They are also asked to provide suggestions for improving grant systems, training, and technical assistance. This information is used to make refinements to future grant years.

Below are some examples related to accessing the grant and managing the grant.
- When releasing the Request for Proposal, we share a written guide to help grantees understand how to fill out the application form. We also provide an informational session with grant details and key information about completing the application. If prospective grantees have further questions, we also respond to individuals' questions through email and/or virtual meetings.

	• At the start of the grant cycle, we hold a grant orientation to share the various online reporting platforms and deliverables. The orientation PowerPoint, along with supplemental materials, are saved to a Box folder for grantees to access later. • We provide a variety of checklists and guides to assist grantees in navigating eligibility requirements. • Throughout the year, we also schedule virtual meetings to provide customized support on grant requirements, navigating online reporting platforms, or troubleshooting emerging issues. Additionally, CBO grantees have been offered technical assistance related to outcomes and evaluation and financial requirements. Below are some examples. • During the last application phase, we offered a Theory of Change (TOC) workshop, and individual technical assistance (provided by PSESD) in creating a TOC and/or evaluation plans. • We offer office-hours, individual technical assistance time, and some evaluation meetings covering different topics. We plan to continue offering this evaluation support. • We partnered with Collaborative Partners Initiative (CPIN) to provide technical assistance around financial requirements. CPIN reviews grantees' budgets and financial statements and then we notify grantees if there are areas that need to be strengthened. Technical assistance is offered to the grantee to help them improve their financial management protocols and systems. **How will the effectiveness of training modules and other learning opportunities for service providers be evaluated?** After every training and convening, we gather feedback through workshop evaluation forms. The information from those evaluations provide us with feedback regarding the effectiveness of the training and the feedback is also used to shape new professional development offerings.	
B	• Describe your organization's experience in creating and maintaining websites. ▪ What type of information did the website maintain, and how often was it updated? Who was the target audience? ▪ If selected, describe the RSI website your organization would create.	**30**
	ANSWER: **Describe your organization's experience in creating and maintaining websites.** SOWA has a vibrant website—www.schoolsoutwashington.org. The site is regularly updated and enhanced with training opportunities, resources, community spotlights, grant opportunities, and more. The website is maintained by SOWA's communications team, which is comprised of our Marketing and Communications Director and our Marketing Manager.	

	What type of information did the website maintain, and how often was it updated? Who was the target audience?	
	On our website, we highlight and regularly update our robust array of <u>workshops, community spotlights and events</u>, <u>grant opportunities</u>, <u>Bridge Conference</u>, and myriad <u>resources</u>. The website receives about 6,000 unique page views per month.	
	Through the website, providers can also stream "Starting Again: Stories of Refugee Youth," a documentary featuring four Washington State refugee youth from Bhutan, Burma, Russia, and Somalia. This film was produced with RSIP funds in 2010. Each year, the film is accessed by hundreds of individuals. Past google analytics data revealed that the film has been viewed by individuals in 50 countries, including Australia, Canada, Germany, India, Malaysia, New Zealand, Philippines, Switzerland, Thailand, United Arab Emirates, the United States, and the United Kingdom. Some have informed us that they are using the film as part of their orientation process to prepare young refugees before they resettle or to help newly resettled refugee youth in adjusting to their new country.	
	As the current RSIP Administrator, SOWA maintains this webpage for RSIP information: https://schoolsoutwashington.org/grant-initiatives/refugee-school-impact-program/. SOWA's RSIP webpages include information on program goals, program activities, contact information for grantees, and participant eligibility. In addition, the website includes a <u>resource library</u> for providers serving refugee students and parents. Resources include print, media, and web-based materials and tools on: school and cultural adjustment for students, school navigation for parents, cultural profiles for educators, and various topics related to supporting refugee students with academics. On our website, we also post PowerPoints and training recordings from Refugee School Impact events so that grantees can access them if they were unable to attend. Although our RSIP webpages are designed for RSIP grantees, the resources are also accessed by the general public seeking to improve services for refugee students.	
	If selected, describe the RSI website your organization would create.	
	If selected, SOWA would continue to maintain similar webpages (as described above) for RSIP, including RSIP grant information, grantee information, and resources for refugee students and families as well as educators and CBO staff serving refugee students. Webpages would continue to receive ongoing updates and enhancements to provide relevant and current resources for schools and refugee-serving organizations.	
6	**Monitoring and Evaluation**	**MAXIMUM TOTAL POINTS: 250**
A	• What is your process for verifying immigration eligibility for program participants? ▪ Outline your policies for data security and client confidentiality.	**60**

ANSWER:

What is your process for verifying immigration eligibility for program participants?

Each year, DSHS/ORIA provides SOWA with updated eligibility guidance for each funding source. For example, current eligible immigration statuses for RSIP include: refugees, asylees, Cuban/Haitian Entrants, Amerasians, Victims of Trafficking, Iraqi and Afghan Special Immigrant Visa Holders, Afghan Humanitarian Parolees and Ukrainian Humanitarian Parolees. For each of these immigration categories, the federal Office of Refugee Resettlement issues a list of acceptable documents. To help grantees in providing accurate documents to us, we also share ORIA's eligibility guidance in the subaward funding notice and during subaward information sessions. During grant orientations, we provide sample documents and additional considerations when collecting and submitting immigration documents.

When grantees submit immigration documents to SOWA, SOWA staff reviews immigration documents to ensure that the immigration category is ORR-eligible and that the documents are on ORR's acceptable documentation list. Then SOWA staff enters required immigration fields (name, birthdate, date of entry, immigration category, alien number, country of origin, name of immigration document) into a data entry form that SOWA has imbedded with calculated formulas to determine eligibility for common statuses. We also check for age of participants to ensure they are RSIP-eligible and years in the country to ensure that refugee participants eligible for general RSIP funds have been in the country less than five years. In recent years, Afghan and Ukrainians with parole status has required additional eligibility checks. In those situations, we are checking to ensure that the date of arrival matches the window of time that would make them eligible to receive ORR services while ensuring that the parole status is current/valid or following up with grantees to ask if re-parole applications have been submitted. To double-check our work, we have reports in Salesforce that pull lists of clients that do not meet specific eligibility criteria—such as Ukrainian Humanitarian Parolees who entered outside the eligibility window. In addition, SOWA's RSIP staff also regularly refer to the ORIA and ORR documents when there are unusual situations or unfamiliar immigration categories. If the document received is insufficient to ensure eligibility (such as an Employment Authorization Document without a date of arrival), we use the "Get Most Recent I-94" function of the Customs and Border Protection website to see if we can find a more recent I-94. If that search does not produce a document, we use the State's secure/encrypted email system to ask DSHS/ORIA for assistance.

Once we have completed the data entry of immigration information and completed the eligibility process, we provide grantees with reports. Each client will be marked as eligible or ineligible in our database. If clients did not meet the eligibility criteria, we enter database notes explaining the reason for that determination. This allows us to track all clients in case grantees have questions in the future. Grantees receive those eligibility reports in their Box folder so they can track our determinations against their submissions. When compiling participant data for federal reports, we use filtered reports that only include eligible clients.

	Outline your policies for data security and client confidentiality. Along with grantees' initial contracting paperwork, we also ask them to sign the DSHS/ESA Nondisclosure of Confidential Information Agreement – Non Employee. SOWA's RSIP staff also signs this agreement. Once contracted, the person with each grantee district or CBO who will upload immigration documents receives login access to Box. Uploaded documents are never moved from Box. To compile participant data for federal reports, SOWA views the immigration document in Box and enters immigration document information into our internal Salesforce database. The RSIP data in Salesforce can only be accessed by authorized RSIP staff. Salesforce logins require Multi-Factor Authentication. Data sheets are only shared with DSHS/ORIA for federal reports. Transmissions of those data sheets are done through DSHS/ORIA's secure encrypted email system. For SOWA, all data is encrypted while at rest and in transit. At rest, our system uses Azure Storage Service Encryption (SSE) which uses 256-bit AES encryption. This encryption is applied automatically to all files. In transit, we use HTTPS (TLS 1.2) encryption. This ensures that the data sent from our server is secure and cannot be intercepted by any unauthorized parties.	
B	• Provide your plan for monitoring subrecipients annually, including: o Key personnel involved. o Monitoring components and other key considerations. o Strategies for addressing non-compliance while fostering positive relationships. o Components of the monitoring report and when it would be delivered to the subrecipient.	**80**
	ANSWER: **Key personnel involved.** The RSIP Manager is the primary person responsible for conducting site visits, with additional support from the RSIP Director. Once we finalize grantees, we develop a site visit plan based on when programs are operating. We contact grantees to check on the progress of their program implementation. Then we assign site visits to staff to ensure that all grantees receive at least one visit during the contract period. In addition, we will subcontract with Collaborative Partners Initiative (CPIN) to support financial monitoring activities for funded community-based organizations. CPIN is a certified OMWBE women business enterprise located in Pierce County, Washington that specializes in grant and award management and has decades of experience in fiscal compliance, contracting, program monitoring, and preparing analytical reports. CPIN excels in working with newer and BIPOC-led nonprofits and community organizations, including groups that serve immigrant and refugee populations. CPIN meets organizations where they are so that organizations can develop and become better equipped to meet the needs of their community. CPIN's staff is well-versed in federal grants and has access to external experts who can help with more complex compliance issues.	

Monitoring components and other key considerations.

When we conduct a monitoring site visit, we observe at least one direct student service/program. Historically, we have not had any proposals without a student component. In addition to the program observation, we also schedule time to interview the primary person overseeing the project (district or CBO) as well as districts' community partners. Sometimes, if there are other direct program staff more knowledgeable about program activities, they are also included in the interviews. Below are the main questions asked during the monitoring interview.

1. [Review with the grantee the list of final project activities received during the initial contracting process.] Are there any changes to your programming plans? Are there updates to your summer plans?
2. How are programs structured/implemented? Frequency, location, number of staff and volunteers, average student attendance, content, flow, etc.
3. What professional development do you offer?
4. How do you provide interpretation for students and families?
5. What is your process for verifying student refugee eligibility?
6. How do you conduct outreach for your programming?
7. (FOR DISTRICT-COMMUNITY PARTNERSHIPS) What does the coordination between district/CBO look like? What are the roles of each?
7. (FOR CBO GRANTEES) Do you have external partners supporting your programming? Do you work with school districts in the area? If yes, which districts and how?
8. What is working well?
9. What challenges have you encountered?
10. Are there any unaddressed needs?
11. What are you seeing in terms of the trends for refugees in the area? Are there any new developments or important factors affecting service to refugee students positively/negatively?
12. (FOR CBO GRANTEES) Are you on track with the implementation of your evaluation plan? Do you have questions regarding the evaluation, or do you need any resources?
13. Are there training or resources that we can offer that would be helpful?
14. Is there anything else that you want to share that we have not yet discussed?
15. Do you have questions for us?

Financial Monitoring

For districts, SOWA reviews their Financial Statements and Federal Single Audit Reports available on the State Auditor's website. If there are findings related to federal funds, SOWA will contact districts to ask about relevancy to management of Refugee School Impact Program funds. In addition, SOWA reviews their RSIP budgets to ensure that costs are allowable and

indirect costs are calculated accurately. District financial reports are collected throughout the year and reviewed for on-track spending and budget variances.

For community-based organizations, CPIN will review CBOs' budgets to ensure that costs are allowable and indirect costs are calculated accurately. CBOs will be asked to submit financial reports throughout the year. CPIN reviews organizations' financials against their budgets to see if there are variances that require explanations or budget change requests. CPIN will also read external audits for organizations or provide a deeper financial management assessment for organizations without external audits. Through that process, CPIN will identify areas that can be strengthened or corrections that will be needed in order for the organization to be in compliance with management of federal funds. CPIN also has the capacity to provide technical assistance or to contract with external experts for deeper technical assistance. This process is not meant to be punitive but rather supportive so that organizations can be compliant.

Strategies for addressing non-compliance while fostering positive relationships.
In the event of non-compliance, we notify DSHS/ORIA within 10 days of the monitoring visit. Then we write a corrective action report. That report is shared with DSHS/ORIA prior to delivery to the grantee. This allows DSHS/ORIA to provide feedback before the final report is delivered to the grantee. The corrective action report will include a deadline for complying and submitting a detailed workplan and timeline for compliance if compliance cannot be completed within 30 business days. Once the grantee receives the corrective action report, we reach out to ensure that they understand the corrective action report and the required next steps. We also offer technical assistance to support them in preparing a corrective action plan and implementing the plan by the deadline. We always continue to monitor until the issue cited has been corrected.

Components of the monitoring report and when it would be delivered to the subrecipient.
If monitoring reports do not require corrective action, we submit them to DSHS/ORIA within 30 days of monitoring. We send the draft monitoring report to the grantee a week before it's due to the DSHS/ORIA (approximately within 23 days of monitoring) so that the grantee can ensure that our report is accurate. Monitoring reports include these components:
   o   Individuals interviewed
   o   Date of interview
   o   Date, name and location of program observation
   o   SOWA staff conducting the observation/interview
   o   Description of program observed and grantee's overall program (and partnership, if applicable)
   o   Challenges
   o   Number of students served year to date in comparison to total contract required number of students
   o   Demographics for students served

	o Amount of funding expended year to date o Overall summary o Recommendations	

C	▪ Describe your program evaluation plan, including:
	    o Outcomes to be tracked for each program area.
	    o Use of quantitative and qualitative data, and how this data will be obtained.
	    o Factors that will be taken into consideration to ensure that program evaluation activities are relevant and meaningful for School Districts, CBOs, and refugee families.
	▪ How will data be used to improve service delivery and outcomes?
		110

	ANSWER:
	
	Describe your program evaluation plan, including:
	    o **Outcomes to be tracked for each program area.**
	    o **Use of quantitative and qualitative data, and how this data will be obtained.**
	
	As stated above, in alignment with the federal RSIP goals, a majority of grant funds are spent on direct student services in order to support student's academic and social adjustment needs. For that reason, we have focused on measuring indicators related to students' academic and social integration with grantees.
	
	With RSIP funding, in 2024, SOWA worked with Puget Sound Educational Service District to develop Theory of Change templates and an RSI Outcome Measures Warehouse for community-based organizations. Youth outcomes focused on these domains: academic support, school and social integration, and social emotional learning. Each outcome provided suggested survey statements for secondary students, alternatives for elementary students, and survey statements if administered through parents. In addition, the toolkit included tips and considerations for measuring outcomes.
	
	In addition, we also developed two outcomes related to our internal services and processes.
	   1. Grantees will report that their skills have increased in at least one targeted area (for example: evaluation, financial management, program design, and partnership).
	   2. Grantees who reach out for grant requirement technical assistance will report that the technical assistance received was effective.
	
	DISTRICT-COMMUNITY PARTNERSHIPS	

When SOWA started administering RSIP, districts and community partners indicated that their programs were different enough to warrant different evaluation tools. Challenges with that approach included: using evaluation measures without external validation, burdensome for direct program staff, and difficult to summarize. In recent years, we have transitioned to using **English Language Proficiency Assessment data** because district-community partnerships agreed that all programming contributes towards improving English language skills. This assessment is already administered by districts to determine English proficiency level upon initial school enrollment and eligibility for English Language Learner (ELL) service. After the first year, the assessment measures progress and proficiency in English reading, writing, speaking, and listening skills. Using this data reduces the assessment administration and data analysis burden on staff. Our plan for quantitative academic data for funded district-community partnerships is to continue to use WA State's current English Language Proficiency data (currently the WIDA assessment) as the measure for the outcome "Students increase skills in English." Funded districts are required to provide this data to SOWA as part of their contract requirements. This is usually available during the summer. Districts will submit both pre and post test WIDA scores at that time (pre-test scores can be the annual assessment from the previous school year or a WIDA screener administered earlier in the year if the student is newly enrolled). The data is provided through Excel spreadsheets and uploaded to the districts' secure Box file. SOWA retrieves the data and then calculates level gains and provides analysis for the federal reports.

Below is an example of the WIDA results from 2023-2024:

Of the 1527 students served through district contracts, 1147 students (75%) had both pre-test data and post-test data available. Of the 1147 students with both pre and post test data available, results were as follows. There were 3 individuals (0.3%) who had between 3 to 4 level gains; 53 individuals (4.6%) who had between 2 to 2.9 level gains; 253 individuals (22.1%) who had between 1 to 1.9 level gains; 648 individuals (56.5%) who had gains under 1 level; 90 individuals (7.8%) maintained the same level; and 100 individuals (8.7%) who scored lower on the second assessment, making negative level gain. Because WIDA proficiency scores are calibrated to grade level, maintaining the same WIDA score after advancing a grade level requires a higher base score on the assessment. This means that students who are maintaining the same WIDA level are also demonstrating gains. Thus, 1047 of 1147 students (91.3%) made some gain in English proficiency, though to varying degrees. There were some differences in English proficiency gains between elementary and secondary students. Elementary school students, on average, saw a higher-level gain than middle or high school students, with elementary school students having an average level gain of 0.77, and secondary students having an average level gain of 0.53. This is a statistically significant difference and likely reflects a greater ease in learning a new language at an early age.

COMMUNITY-BASED ORGANIZATIONS

CBOs who are funded directly by RSIP do not have access to WIDA data, and therefore will be required to choose one outcome from the RSI Outcome Measures Warehouse along with a suggested measure or suggest their own measure related to that outcome. They will then report results on the measure they selected. The chosen outcome could be in the academic support, school and social integration, and/or social emotional learning domain. The outcomes should be transferrable to Early Refuge School Impact (ERSI) programs. Included in the Outcome Measures Warehouse are suggested survey statements if outcomes are to be measured through parents. We will also explore with funded ERSI programs if additional outcomes beyond the current RSI Outcome Measures Warehouse are needed.

The suggested measures are either traditional or non-traditional surveys. For younger children or children struggling with writing or paper surveys, non-traditional surveys can include using a token or movement to respond affirmatively to an option or to select an option. For CBOs that use surveys, we will collect the total number of respondents for the specific chosen measure (i.e., for one survey question), the number who responded positively, and the number who responded negatively. Through this, we are able to report on the percentage of students that met a program's chosen outcome across all programs with quantitative data.

This methodology was used with Afghan Refugee School Impact and Ukrainian Refugee School Impact programs last year.

Below is a summary of the 2023-2024 ARSI/URSI results:

Programs selected youth outcomes that they believed their program would achieve, along with measures that they wanted to use for those outcomes. Almost all (11 of 13 grantees) conducted surveys to measure outcomes. One grantee conducted assessments instead (that is, rather than asking students questions, they had staff and volunteers assess the students' skills and behavior periodically). Another grantee conducted qualitative interviews. For this grantee, the responses to the interview questions were coded to determine if outcomes were met. Out of the 845 unduplicated count of ARSI/URSI students served, we received outcome data for 340 students (40%).

Of the 340 students with outcome data, 311 students (91.5%) met the outcome. Outcomes included: (1) Students establish a sense of belonging through the program (used in 4 programs, and met by 61 students or 100% of the students surveyed on this outcome); (2) Youth increase confidence (used in 3 programs, and met by 90 students or 84.9% of students surveyed on this outcome); (3) Students increase knowledge or skills (used by 4 programs, and met by 133 students or 92.4% of students surveyed on this outcome).

Qualitative Data

Beyond academic and social integration data, SOWA also collects qualitative information regarding the impact of RSIP. On narrative reports twice a year, grantees are specifically asked to share one story of a child/youth who was greatly impacted by the program. Below are some examples of individual student outcomes that resulted from RSIP services.

- At the start of the [Afghan] program, this student expressed an interest in post-secondary education. He shared his dreams of pursuing a degree in Computer Engineering. With the support of program staff and city resources, he has enrolled in Highline College and recently began his first college class. He credited the afterschool program for helping him pass the English Placement Test required for college enrollment. After enrolling, he said: "I feel confident about attending my ESL class. The curriculum at the college is very similar to the one provided [at the afterschool program]."
- An active participant in the Conflict Transformation Boys' (CTB) Group has demonstrated significant progress across key developmental areas. He attended every session and has been very engaged during focusing on [personal] accountability, reflection, peaceful conflict resolution, and interpersonal relationship building. His consistent commitment to personal growth has gathered attention. Observing her son's positive transformation, his mother has expressed satisfaction with his improved behavior and peaceful demeanor with peers. She shared that prior to the group, he fought with his sibling often, however, now she observes him staying calm when they disagree. She has praised the CTB Group for their impactful initiative in providing a valuable program specific for young Afghan boys. Finally, the student told the group facilitator that he knows additional boys at his school who would benefit from this program and hopes to refer them if the program continues.
- This student was shy and distant from staff and other high school students. However, with the encouragement, mentorship, and tutoring of program staff, he began to grow more comfortable in his high school surroundings and began to express who he is, especially his culture. His teacher assigned a restaurant project. Thinking that Americans wouldn't relate to Afghan food, he first considered about a presentation on Burger King. But with the encouragement and support from the Afghan tutor, he decided to make an Afghan restaurant presentation. He even made a special Afghan chicken dish and put so much effort and passion into his project, the end result included an incredible model of a mini Afghan restaurant made out of paper, along with beautifully hand-colored menus and drawings of his cherished foods. He received an award for "Growth in Academics" and "Growth in Social Skills." This was his first time being distinguished for academics and his social ability.
- When this student first joined the coding class, all of the concepts were new and intimidating. He quickly discovered that the teacher was Afghan, not only speaking his language but also possessing an immense passion for sharing his deep expertise in coding. Through the class, the student found coding skills, a sense of belonging and a community. Surrounded by peers with similar backgrounds and challenges, he no longer felt isolated. "Now I have background knowledge to learn more about coding," he says, looking towards the future with a newfound sense of optimism. He is currently thriving in the Level 2 coding class, where his passion for technology continues to grow. He plans to pursue further studies in coding after high school.

- School transcripts were left behind when the family fled Ukraine so the 19-year old daughter was considered a 10th grader based on credits. Late high school graduation is uncommon and stigmatized in Ukraine. This student and her family worried about her aging out of high school, starting college late, and falling behind in life. This student enrolled in the high school mentoring program and was assigned a Ukrainian Youth Specialist. They worked on career and college exploration. One of the student's goals was to explore options for high school and college completion. The Ukrainian Youth Specialist facilitated a meeting between the student, her parents, and the high school college and career counselor. Over three hours, the group discussed grades, credits, and a plan for high school completion. The student and her parents were relieved to learn that students here often graduate from high school and college at different ages. They were even more relieved to learn that she was actually on track for high school graduation and could enroll in Running Start next year to get ahead in college. They left the meeting with a weight lifted off their shoulders and with a sense of excitement for the future.

INTERNAL SERVICES AND PROCESSES

We will conduct a grantee survey at the beginning of the grant cycle (at orientation) to gauge grantee needs and near the end of the grant cycle to get feedback from grantees, both quantitatively and qualitatively. The end of grant cycle survey will contain questions related to our stated outcomes (an increase in skills and effective technical assistance). In addition, we will also have feedback through surveys that follow each training that is offered.

Factors that will be taken into consideration to ensure that program evaluation activities are relevant and meaningful for School Districts, CBOs, and refugee families.
In order to ensure that the outcomes were meaningful and relevant to refugees, districts and community organizations, we had PSESD conduct RSI student focus groups and solicit feedback from district and CBO grantees to develop the RSI Outcome Measures Warehouse. While CBOs have the option to propose their own measures and data collection process, by requiring them to select one of the outcomes from the warehouse, we are ensuring that they are focusing on meaningful and relevant outcomes. For districts, WIDA assesses English proficiency which is critical to students' academic success and broader social integration.

How will data be used to improve service delivery and outcomes?

One of our focuses is to support grantees with using their evaluation results to make internal program improvements. For CBOs, selecting one outcome allows them to focus on a specific area. For grantees where this might be a new practice, it

allows for a straightforward introduction to impact evaluation that still allows them to see where their program might be doing well and where it might be falling short.

To help grantees understand and apply the evaluation data results, we will offer support and technical assistance in interpreting data and applying lessons from outcome data to improving service delivery.

For districts, WIDA scores allow grantees to see if students are making improvements in English language skills. If gains are limited, the district-community partnership can use the WIDA data to strengthen programming supports or to target skills in reading, writing, speaking and listening.

Internally, SOWA will conduct a grantee annual survey, which allows us to assess areas where we can improve grant services and processes. Prior grantee surveys led to improvements like the creation of Smartsheet dashboard for grantees which allows them to see their progress on various grant requirements, and can reduce confusion regarding their fulfillment of grant requirements. When we understand where grantees struggle with administrative requirements, we can work to clarify or streamline those elements in the future.

7	BIDDER'S PROPOSED PRICING (QUOTATION OR COST RESPONSE)		MAXIMUM TOTAL POINTS:100
A	Please identify all allocated costs, together with the total charges Bidder is willing to accept in consideration of the full performance of the Contract.		60
	ANSWER: TOTAL MAXIMUM BID AMOUNT: **$7,000,000.** FOR ALLOCATED COST DETAIL, ATTACH A SEPARATE SPREADSHEET OR DESCRIBE DETAILS BELOW		
	SOWA's Refugee School Impact Program Director (0.8 FTE) Salary (Full Salary is $132,481; only 80% of Salary is charged to this grant)	105,985	
	SOWA's Refugee School Impact Program Manager (1.0 FTE) Salary (Full Salary is charged to this grant)	78,195	
	SOWA's Refugee School Impact Program Data & Evaluation Manager (1.0 FTE) Salary (Full Salary is charged to this grant)	72,610	
	Fringe Benefits (22% of Total Salaries $256,790 charged to this grant=$56,494; Includes Health, Retirement, Long-Term Disability, FICA & MED, Unemployment, Worker's Comp)	56,494	

Rent (2.8 FTE allocation of Organizational Amount; Org Amt is $173,946.43 divided 34 staff = $5,116.07 per FTE x 2.8 FTEs in this grant)	14,325
Equipment (2.8 FTE allocation of Organizational Amount; Org Amt is $3,084.29 divided 34 staff = $903.71 per FTE x 2.8 FTEs in this grant)	254
Insurance (2.8 FTE allocation of Organizational Amount; Org Amt is $38,213.57 divided 34 staff = $1,123.93 per FTE x 2.8 FTEs in this grant)	3,147
Supplies, Printing (2.8 FTE allocation of Organizational Amount; Org Amt is $2,137.14 divided 34 staff = $62.86 per FTE x 2.8 FTEs in this grant)	176
Telephone & Telecommunications (2.8 FTE allocation of Organizational Amount; Org Amt is $28,207.86 divided 34 staff = $829.64 per FTE x 2.8 FTEs in this grant)	2,323
Information Technology, Website Fees (2.8 FTE allocation of Organizational Amount; Org Amt is $234,162.86 divided 34 staff = $6,887.14 per FTE x 2.8 FTEs in this grant)	19,284
Training Costs ($23,000 Trainer Fees, $2,500 Catering & AV @ In Person Convening, $40,000 for 50 Conference Registrations, $10,000 Grantee Lodging)	75,500
SUBAWARD TOTAL	6,450,000
Staff Training (2.8 FTE allocation of Organizational Amount; Org Amt is $61,090.71 divided 34 staff = $1,796.79 per FTE x 2.8 FTEs in this grant)	5,031
Staff Mileage/Travel ($3,831 Mileage, $5,220 Lodging & Flight & Ground Transportation, $1,861 Per Diem based on historical Refugee School Impact staff records)	10,912
Subcontracting (For CPIN to conduct financial monitoring of grantees; see details on Attachment F, Subcontractor Budget #1 tab)	22,500
Other - Professional Fees for Single Audit (based on historical Single Audit fees)	11,525
Indirect Costs (15% of only Non-Subaward Subtotal. Subtotal without Subawards is $478,261. 15% of $478,261 is $71,739)	71,739
TOTAL	**7,000,000**

B	- Describe your organization's financial viability to carry out the services for one year. Does your organization have the capability to meet program expenses in advance of monthly payments? - Identify all costs on the budget form (Attachment F) including expenses to be charged for performing the services necessary to accomplish the objectives of the RSI program for one year. - Provide justification of the expenses on the form, or in the answer box below.	**30**
	ANSWER:	

Describe your organization's financial viability to carry out the services for one year. Does your organization have the capability to meet program expenses in advance of monthly payments?

SOWA is in a strong financial position. In 2024, our total revenue exceeded $15M, and in 2025, we anticipate revenue of at least $14M. Over the past 18 months, we've generally had cash balances of at least $1.5M, so we are well resourced to meet program expenses in advance of monthly payments.

Identify all costs on the budget form (Attachment F) including expenses to be charged for performing the services necessary to accomplish the objectives of the RSI program for one year.

SOWA's Refugee School Impact Program Director (0.8 FTE) Salary (Full Salary is $132,481; only 80% of Salary is charged to this grant)	105,985
SOWA's Refugee School Impact Program Manager (1.0 FTE) Salary (Full Salary is charged to this grant)	78,195
SOWA's Refugee School Impact Program Data & Evaluation Manager (1.0 FTE) Salary (Full Salary is charged to this grant)	72,610
Fringe Benefits (22% of Total Salaries $256,790 charged to this grant=$56,494; Includes Health, Retirement, Long-Term Disability, FICA & MED, Unemployment, Worker's Comp)	56,494
Rent (2.8 FTE allocation of Organizational Amount; Org Amt is $173,946.43 divided 34 staff = $5,116.07 per FTE x 2.8 FTEs in this grant)	14,325
Equipment (2.8 FTE allocation of Organizational Amount; Org Amt is $3,084.29 divided 34 staff = $903.71 per FTE x 2.8 FTEs in this grant)	254
Insurance (2.8 FTE allocation of Organizational Amount; Org Amt is $38,213.57 divided 34 staff = $1,123.93 per FTE x 2.8 FTEs in this grant)	3,147
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Training Costs ($23,000 Trainer Fees, $2,500 Catering & AV @ In Person Convening, $40,000 for 50 Conference Registrations, $10,000 Grantee Lodging)	75,500
SUBAWARD TOTAL	6,450,000
Staff Training (2.8 FTE allocation of Organizational Amount; Org Amt is $61,090.71 divided 34 staff = $1,796.79 per FTE x 2.8 FTEs in this grant)	5,031

Staff Mileage/Travel ($3,831 Mileage, $5,220 Lodging & Flight & Ground Transportation, $1,861 Per Diem based on historical Refugee School Impact staff records)	10,912
Subcontracting (For CPIN to conduct financial monitoring of grantees; see details on Attachment F, Subcontractor Budget #1 tab)	22,500
Other - Professional Fees for Single Audit (based on historical Single Audit fees)	11,525
Indirect Costs (15% of only Non-Subaward Subtotal. Subtotal without Subawards is $478,261. 15% of $478,261 is $71,739)	71,739
TOTAL	**7,000,000**

Provide justification of the expenses on the form, or in the answer box below.
- In order to meet the objectives of RSIP, we are proposing a 2.8 FTE staffing structure, which includes 0.8 FTE of a Program Director, 1.0 FTE of a Program Manager, and 1.0 FTE of a Data & Evaluation Manager. Director provides oversight of program, coordinates with DSHS/ORIA, ensures federal regulations are adhered to, reviews incoming grantee applications, and develops contracts and contracting paperwork with grantees. Program Manager is primary contact for grantees, conducts site visits, writes monitoring reports, and ensures timely and accurate submission of grantee paperwork. Data & Evaluation Manager enters student/parent immigration and demographic data, ensures participants are eligible for programming, and supports all evaluation functions.
- Fringe Benefits reflect Health, Retirement, Long-Term Disability, FICA &MED, Unemployment, and Worker's Comp costs for the 2.8 FTE.
- General operating costs (Rent, Equipment, Insurance, Supplies, Telephone, and Information Technology) reflect FTE allocation for the 2.8 FTE.
- Training Costs reflect costs for RSIP events and training _for grantees_. These include: Trainer Fees, Catering, AV, Grantees' Conference Registrations, and Grantee Lodging.
- Subaward Amounts are based on funding levels specified in DSHS/RFP #2534-871.
- Staff Training 2.8 FTE allocation based on the pool of funds made available to individuals for their professional development, along with staff retreats and organizational training.
- Staff Mileage/Travel (Includes Mileage, Lodging, Travel, and Per Diem) is not an FTE allocation but rather based on historical data for site visits and administering this grant program.
- Subcontracting – This is for CPIN to conduct financial monitoring of grantees.
- Other – Professional Fees for Single Audit. Amount is based on historical Single Audit fees.
- Indirect Costs – 15% of only Non-Subaward Subtotal. Subtotal without Subawards is $478,261. 15% of $478,261 is $71,739.

C	▪ Has your organization been audited within the last three (3) years?	**10**

▪ Has your organization received a Single Audit as a sub-recipient in the last three years? ▪ If so, please submit a copy. If not, please submit a copy of the last audit your organization received.	
ANSWER: **Has your organization been audited within the last three (3) years?** Yes, SOWA has received financial audits every year of the last three years. **Has your organization received a Single Audit as a sub-recipient in the last three years?** Yes, SOWA received Single Audits in 2022, 2023, and 2024. **If so, please submit a copy. If not, please submit a copy of the last audit your organization received.** The 2024 Single Audit report will not be ready until later this year. SEE ATTACHED for our Financial Statements and Single Audit Reports for the years ended December 31, 2023 and 2022.	

ATTACHMENT F - ANNUAL BUDGET

Please estimate your organization's overall request for funding. We have provided a sample budget tab on tab 3.Many of the fields will autopopulate (including the Total Proposed Annual Funding). If you are working as a consortium, you will need to complete a subcontractor budget tab for each subcontractor.

Annual Budget Form			
Applicant Organization Name:	**School's Out Washington**		
Total Proposed Annual Funding:	**$7,000,000**		
Category	**Description (include justification of costs)**		**Amount**
Personnel (Staff Name and Position Title)	**% of FTE on this program**	**Annual Salary**	**Total Salary**
Pang Chang, Refugee School Impact Program Director	80%	$ 132,481	$105,985
Sheona Sauna, Refugee School Impact Program Manager	100%	$ 78,195	$78,195
Katherine McCall, Refugee School Impact Data and Evaluation Manager	100%	$ 72,610	$72,610
			$0
			$0
			$0
			$0
Total Personnel			**$256,790**
Fringe Benefits	**% of salaries**	**Total Salaries**	**Total Benefits**
Benefits/taxes, includes medical, dental, retirement, workers comp,unemployment	22%	$256,790	$56,494
Total Fringe Benefits			**$56,494**
General Operating Costs		**Description (include a brief description of how costs are determined)**	
Rent		2.8 FTE Allocation of Organizational Rent	$14,325
Equipment		2.8 FTE Allocation of Organizational Equipment	$254
Utilities		Utilities are included in Rent (as part of office building lease)	
Insurance		2.8 FTE Allocation of Organizational Insurance	$3,147
Supplies, Printing, etc.		2.8 FTE Allocation of Organizational Supplies, Printing, etc.	$176
Telephone, Fax.		2.8 FTE Allocation of Organizational Telephone and Telecommunications	$2,323
Information technology/Website Fees		2.8 FTE Allocation of Organizational Information technology/Website Fees	$19,284
Training Costs (venue, food, etc.)		Trainers, Catering, AV, Conference Registrations, Grantee Lodging	$75,500
Other (Describe)			
Other (Describe)			
Other (Describe)			
Other (Describe)			
Subtotal			**$115,009**
Subawards		**Description (include a brief description of how costs are determined)**	
School Districts/District Partnerships		Funding Level specified in DSHS RFP #2534-871	$3,100,000
CBOs Serving Ukrainians (URSI)		Funding Level specified in DSHS RFP #2534-871	$1,000,000
CBOs Serving Children of Any Nationality		Funding Level specified in DSHS RFP #2534-871	$1,000,000
Early RSI		Funding Level specified in DSHS RFP #2534-871	$1,350,000
Subcontracting Total			$6,450,000

Services and Supplies		Description (include a brief description of how costs are determined)	
Staff Training		2.8 FTE Allocation of Organizational Staff Training	$5,031
Staff mileage/Travel		Mileage, Lodging, Travel, Per Diem based on historical Refugee School Impact program staff records	$10,912
Interpretation & Translation			
Subcontracting Total (For CPIN to conduct financial monitoring of grantees)		See Subcontractor Budget #1	$22,500
Other (Please describe): Professional Fees for Single Audit		Based on historical Single Audit fees	$11,525
Other (Please describe)			
Other (Please describe)			
Other (Please describe)			
Other (Please describe)			
Other (Please describe)			
Subtotal			**$49,968**
Indirect Costs (Indicate % and how your organization determines this rate)*		15% of only Non-Subaward Subtotal. Subtotal without Subawards is $478,261. 15% of $478,261 is $71,739.	$71,739
Grand Total			**$7,000,000**

*If a federally negotiated indirect rate is used, a federal indirect letter MUST be provided with the budget submittal (this applies for indirect rate greater than 15%). If your agency has an indirect rate, describe in detail what costs and how the indirect rate is applied. Agency can choose to apply the indirect costs rate *or* apply a 15% administrative cost for the overall proposed service(s), a description of admin costs is required under "Other". You can NOT to apply both to this budget spreadsheet / application.

SCHOOL'S OUT WASHINGTON

Financial Statements
And Single Audit Reports

For the Years Ended December 31, 2023 and 2022

Table of Contents

Independent Auditor's Report

To the Board of Directors
School's Out Washington
Seattle, Washington

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Opinion

We have audited the financial statements of School's Out Washington (SOWA) which comprise the statement of financial positions as of December 31, 2023 and 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of SOWA as of December 31, 2023 and 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of SOWA and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about SOWA's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of SOWA's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about SOWA's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

OTHER REPORTING REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

In accordance with *Government Auditing Standards*, we have also issued our report dated June 18, 2024 on our consideration of SOWA's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of SOWA's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering SOWA's internal control over financial reporting and compliance.

Clark Nuber P.S.

Certified Public Accountants
June 18, 2024

SCHOOL'S OUT WASHINGTON

Statements of Financial Position
December 31, 2023 and 2022

	2023	2022
Assets		
Current Assets:		
Cash and cash equivalents	$ 1,690,842	$ 1,996,375
Program fees receivable	54,250	45,808
Government grants and contracts receivable	1,456,446	402,088
Contributions receivable, current	6,935	229,888
Prepaid expenses and other	48,857	64,242
Total Current Assets	**3,257,330**	**2,738,401**
Long-Term Assets:		
Operating lease right-of-use asset	685,297	
Furniture, equipment, and leasehold improvements	199,042	46,572
Total Assets	**$ 4,141,669**	**$ 2,784,973**
Liabilities and Net Assets		
Current Liabilities:		
Accounts payable	$ 985,857	$ 60,663
Accrued wages and benefits	226,926	278,670
Financing lease liability, current	7,426	6,632
Operating lease liability, current	119,185	
Refundable advances	372,296	114,936
Total Current Liabilities	**1,711,690**	**460,901**
Long-Term Liabilities:		
Financing lease liability, net of current portion	26,408	33,795
Operating lease liability, net of current portion	754,877	
Total Liabilities	**2,492,975**	**494,696**
Net Assets:		
Without donor restrictions	1,578,691	1,548,380
With donor restrictions	70,003	741,897
Total Net Assets	**1,648,694**	**2,290,277**
Total Liabilities and Net Assets	**$ 4,141,669**	**$ 2,784,973**

See accompanying notes.

SCHOOL'S OUT WASHINGTON

Statements of Activities
For the Years Ended December 31, 2023 and 2022

	2023			2022		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Support and Revenue:						
Government grants	$ 10,874,148	$ -	$ 10,874,148	$ 8,861,016	$ -	$ 8,861,016
Contract revenues	168,696		168,696	4,673,442		4,673,442
Contributions	341,497	13,750	355,247	435,964	235,000	670,964
Program fees - workshops and trainings	307,489		307,489	344,509		344,509
Program fees - conference	244,815		244,815	209,050		209,050
Interest and dividends	13,175		13,175	7,318		7,318
Net assets released from restriction	685,644	(685,644)		1,337,585	(1,337,585)	
Total Support and Revenue	**12,635,464**	**(671,894)**	**11,963,570**	**15,868,884**	**(1,102,585)**	**14,766,299**
Expenses:						
Program services	11,852,606		11,852,606	14,947,267		14,947,267
Management and general	580,487		580,487	533,003		533,003
Fundraising	172,060		172,060	195,344		195,344
Total Expenses	**12,605,153**		**12,605,153**	**15,675,614**		**15,675,614**
Change in Net Assets	**30,311**	**(671,894)**	**(641,583)**	**193,270**	**(1,102,585)**	**(909,315)**
Net assets, beginning of year	1,548,380	741,897	2,290,277	1,355,110	1,844,482	3,199,592
Net Assets, End of Year	**$ 1,578,691**	**$ 70,003**	**$ 1,648,694**	**$ 1,548,380**	**$ 741,897**	**$ 2,290,277**

See accompanying notes.

SCHOOL'S OUT WASHINGTON

Statements of Functional Expenses
For the Years Ended December 31, 2023 and 2022

	2023				2022			
	Program Services	Management and General	Fundraising	Total	Program Services	Management and General	Fundraising	Total
Salaries and wages	$ 2,274,851	$ 308,466	$ 90,067	$ 2,673,384	$ 2,232,582	$ 308,346	$ 117,685	$ 2,658,613
Employee benefits	199,849	33,592	7,328	240,769	217,613	30,585	12,866	261,064
Payroll taxes	200,306	27,007	7,820	235,133	194,506	25,163	10,006	229,675
Total Payroll Expenses	**2,675,006**	**369,065**	**105,215**	**3,149,286**	**2,644,701**	**364,094**	**140,557**	**3,149,352**
Awards and grants	7,830,052	10,178	600	7,840,830	6,428,328	9,477	1,800	6,439,605
Contract payments to others					4,425,924			4,425,924
Professional services	629,914	144,958	43,364	818,236	710,930	96,871	18,992	826,793
Occupancy	186,611	16,352	4,650	207,613	273,299	30,120	11,808	315,227
Supplies	195,744	4,921	1,081	201,746	188,262	4,652	1,126	194,040
Miscellaneous	89,578	16,672	5,396	111,646	79,980	14,111	3,283	97,374
Technology and subscription fee	61,967	9,114	9,116	80,197	34,921	5,125	9,107	49,153
Equipment rental	58,796	1,291	375	60,462	56,108	2,341	933	59,382
Transportation	52,670	465	86	53,221	52,501	531	563	53,595
Property and liability insurance	33,628	3,242	898	37,768	25,516	2,926	1,107	29,549
Depreciation and amortization	26,296	2,995	890	30,181				
Office expense	5,143	95	389	5,627	24,673	2,480	5,351	32,504
Conferences and meetings	5,625			5,625	1,435		104	1,539
Bad debts	1,576			1,576	114			114
Dues		1,139		1,139	575	275	613	1,463
Total Expenses	**$ 11,852,606**	**$ 580,487**	**$ 172,060**	**$ 12,605,153**	**$ 14,947,267**	**$ 533,003**	**$ 195,344**	**$ 15,675,614**

See accompanying notes.

SCHOOL'S OUT WASHINGTON

Statements of Cash Flows
For the Years Ended December 31, 2023 and 2022

	2023	2022
Cash Flows From Operating Activity:		
Change in net assets	$ (641,583)	$ (909,315)
Adjustments to reconcile change in net assets to		
net cash flows used in operating activities-		
Bad debts	1,576	114
Depreciation and amortization of financing lease right-of-use asset	36,949	685
Changes in operating assets and liabilities-		
Program fees receivable	(8,442)	5,163
Government grants and contracts receivable	(1,055,934)	269,792
Contributions receivable	222,953	292,074
Prepaid expenses and other	15,385	(31,610)
Accounts payable	925,194	(47,526)
Accrued wages and benefits	(51,744)	4,078
Refundable advances	257,360	23,859
Right-of-use asset, net of lease liability	188,765	
Net Cash Flows Used in Operating Activities	**(109,521)**	**(392,686)**
Cash Flows From Financing Activity:		
Payments on financing lease	(6,593)	(661)
Net Cash Flows Used in Financing Activities	**(6,593)**	**(661)**
Net Change in Cash and Cash Equivalents	**(305,533)**	**(393,347)**
Cash and cash equivalents, beginning of year	1,996,375	2,389,722
Cash and Cash Equivalents, End of Year	**$ 1,690,842**	**$ 1,996,375**
Supplementary Cash Flow Information:		
Purchases of furniture, equipment and leasehold improvements		
included in accounts payable	$ -	$ 6,169

See accompanying notes.

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

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Note 1 - Organization and Significant Accounting Policies

Organization and Programs - School's Out Washington (SOWA) is a state-wide intermediary organization that provides services and guidance for organizations to ensure that all young people have access to quality afterschool and youth development programs. SOWA's mission, vision, and values reflect its deep commitment to the advancement of the afterschool and youth development (AYD) field and the children, youth, families, and communities of Washington State.

Through a range of training and professional development services, SOWA promotes quality standards and offers opportunities for AYD program providers to develop skills, receive support, and network with peers. SOWA disseminates research on the benefits of programs and mobilizes advocates to take action on issues impacting the AYD field. SOWA's grant programs support quality programs in a variety of ways. SOWA also facilitates communication among AYD professionals, schools, law enforcement officials, policymakers, civic leaders, foundations, and other partners to establish accountability and a system of support for Washington's young people.

Basis of Presentation - Net assets and revenues, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of SOWA and changes therein are classified and reported as follows:

> Net Assets Without Donor Restrictions - Net assets that are not subject to donor-imposed stipulations.

> Net Assets With Donor Restrictions - Net assets subject to donor-imposed stipulations that will be met either by actions of SOWA and/or the passage of time.

Revenues are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in net assets without donor restrictions. Gains and losses on investments and other assets or liabilities are reported as increases or decreases in net assets without donor restrictions unless their use is restricted by explicit donor stipulation or by law. Expirations of net assets with donor restrictions (i.e., the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets. It is SOWA's policy to record restricted contributions that were initially conditional contributions that are recognized and the restriction is met in the same accounting period as the activity of net assets without donor restrictions.

Cash and Cash Equivalents - Cash consists of general checking, savings, and money market accounts. SOWA has amounts deposited with financial institutions in excess of federally insured limits.

Program Fees Receivables and Government Grants and Contracts Receivables - Receivables represent the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a charge to earnings and a credit to a valuation allowance based on its assessment of the current status of individual accounts. Balances still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to the receivable account. Management determined that no allowance was necessary at December 31, 2023 or 2022. The majority of the outstanding receivable balances are due from large private foundations and various federal, state, and local governmental entities.

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 1 - Continued

Contributions Receivables - Unconditional promises to give and accounts receivable are stated at net realizable value. In accordance with accounting principles generally accepted in the United States of America (U.S. GAAP), unconditional promises to give are recognized as support in the period received. Contributions receivable that are expected to be collected in future years are recorded at fair value, which is measured as the present value of future cash flows. As of the years ended December 31, 2023 and 2022, all pledges were current. Management has determined that no discount was necessary for contributions receivable at December 31, 2023 or 2022.

At December 31, 2023, there was no concentration in contributions receivable. At December 31, 2022, 58% of SOWA's contributions receivable was from due from one donor.

At December 31, 2023 and 2022, 89% and 97% of SOWA's government grants and contracts receivable was due from two entities and three entities, respectively.

Furniture, Equipment and Leasehold Improvements - Furniture, equipment, and leasehold improvements are stated at cost of purchased assets or estimated fair value at date of receipt for donated assets. SOWA capitalizes purchases of property and equipment whose acquisition costs are over $5,000. Depreciation is calculated using the straight-line method over the estimated useful lives of the assets of three to five years.

Leases - SOWA determines if an arrangement contains a lease at inception. Operating leases and financing leases are included in right-of-use (ROU) assets and furniture and equipment, respectively, and both are included in lease liabilities in the statement of financial position. ROU assets represent a right to use an underlying asset for the lease term and operating lease liabilities represent SOWA's obligation to make lease payments arising from the lease. ROU assets and lease liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. SOWA's leases do not provide an implicit rate of return; thus, SOWA uses the risk-free discount rate, determined using a period comparable with that of the lease term from the later of the lease commencement date or implementation date. The ROU asset also includes prepaid lease payments and unamortized initial direct costs, and excludes lease incentives. SOWA has lease agreements with lease and non-lease components which are accounted for as a single lease component. Lease terms may include options to extend or terminate the lease when it is reasonably certain that SOWA will exercise that option. Lease expense for lease payments is recognized on a straight-line basis over the lease term. A ROU asset and operating lease liability is not recognized for leases with an initial term of 12 months or less or when total lease payments are less than $20,000.

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 1 - Continued

Revenue Recognition -

Government Grants and Contributions - Contributions received, including unconditional promises and United Way to give are stated at net realizable value. In accordance with financial accounting standards, unconditional promises to give are recognized as support in the period the pledge is received. Conditional promises to give are not recognized as revenues until the conditions on which they depend have been met. Revenue from government grants is considered conditional and is recorded when the conditions are met, which is generally at the time the qualified expenditure is incurred. Grants and contributions are reported as unrestricted revenue if donor restrictions are met in the same year the grant or contribution is recognized. At December 31, 2023, SOWA had conditional awards outstanding of $7,284,732 for Best Start for Kids Initiative, $3,732,820 to support school-age refugees, and $563,895 for professional development. At December 31, 2022, SOWA had conditional awards outstanding of $14,162,694 for Best Start for Kids Initiative, $1,248,436 to support school-age refugees, $616,779 for professional development, $174,600 for consulting services, and $106,558 for a summer funding program.

For the years ended December 31, 2023 and 2022, 83% and 77% of total support and revenue was earned from two government agencies, respectively.

Program Fees - Workshops and Trainings - SOWA recognizes program fees from workshops and trainings based on contracted prices when the workshop or training (the sole performance obligation) is provided to the customer. Workshops and trainings are generally contracted for periods of less than one day, so revenue is recognized at a point in time. There are no significant judgments affecting the determination of amount and timing of program fees from workshops and trainings.

Program Fees - Conference - SOWA recognizes program fees from a conference based on contracted prices when the conference (the sole performance obligation) is provided to the customer. The conference takes place once per year over the course of two business days, so revenue is recognized at a point in time. There are no significant judgments affecting the determination of amount and timing of program fees from the conference.

Contract Revenue - SOWA recognizes contract revenue based on rates outlined in government contracts. This revenue is recognized over time as the performance obligations have been completed. There are no significant judgments affecting the determination of amount and timing of contract revenues. During the year ended December 31, 2023 and 2022, all contract revenue was earned from one government agency.

Refundable Advances - Advances from government grants are recognized as refundable advances until the qualified expenditure is incurred. Revenue from government contracts is subject to audit, which could result in adjustments to revenue. The adjustments are recorded at the time that such amounts can be first reasonably determined, normally upon notification by the government agency. During the years ended December 31, 2023 and 2022, no such adjustments were made.

Awards and Grants Expenditures - Grant awards, although not legally binding, are reported as an expense and liability when the unconditional award is made or the barriers for conditional grants are met. At December 31, 2023 and 2022 there were no outstanding unconditional grant awards. At December 31, 2023 and 2022, there were $11,236,310 and $13,923,427 of conditional grant awards outstanding, respectively.

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 1 - Continued

Functional Allocation of Expenses - The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Payroll expenses and professional services are allocated based on estimates of time and effort. Occupancy, supplies, transportation, equipment rental, and other expenses are allocated based on estimates of staff and their related functional estimates benefited.

Income Taxes - The IRS has determined that SOWA is exempt from federal income taxes under provisions of Section 501(a) of the Internal Revenue Code as an entity described in Section 501(c)(3) and is not a private foundation. Accordingly, no provision for federal income tax has been made in these financial statements.

Use of Estimates - The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events - SOWA has evaluated subsequent events through June 18, 2024, the date on which the financial statements were available to be issued.

Note 2 - Furniture, Equipment and Leasehold Improvements

Furniture, equipment and leasehold improvements consisted of the following at December 31:

	2023	2022
Furniture and equipment	$ 35,833	$ 28,400
Leasehold improvements	193,120	11,134
	228,953	39,534
Less accumulated depreciation	(62,097)	(33,365)
	166,856	6,169
Financing right-of-use asset	32,186	40,403
Total Furniture, Equipment and Leasehold Improvements, Net	**$ 199,042**	**$ 46,572**

Note 3 - Lease Commitments

SOWA leases office space under a long-term, noncancelable lease agreement which expires in 2030. The lease includes a renewal option up to 5 years that will be excluded from the lease liability as it is not reasonably certain the option will be exercised. The lease includes payments for operating costs and property taxes that are considered variable lease payments and will be excluded from determining the lease liability.

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 3 - Continued

SOWA leases printers under financing lease agreements with terms expiring through November 2027. These assets under financing leases are included in furniture, equipment and leasehold improvements on the statements of financial position with a total cost of $41,088 and related accumulated amortization of $8,902 as of December 31, 2023.

The components of lease expense for the year ended December 31 are as follows:

	2023	2022
Finance lease cost-		
Amortization of right-of-use assets	$ 8,217	$ 16,603
Interest on lease liabilities	1,449	24
Operating lease cost	128,799	184,781
Short-term lease cost		29,788
Variable lease cost	10,313	3,500
Total Leasing Expense	**$ 148,778**	**$ 234,696**

Supplemental cash flow information related to leases as of December 31 are as follows:

	2023	2022
Cash paid for amounts included in the measurement of lease liabilities-		
Operating cash flows from operating leases	$ 128,799	$ -
Operating cash flows from financing leases	8,217	685
Financing cash flows from finance leases	1,449	17,917
Right-of-use assets obtained in exchange for new operating lease liabilities	960,252	
Weighted-average remaining lease term - operating lease	6.2 years	
Weighted-average remaining lease term - finance lease	4.0 years	6.9 years
Weighted-average discount rate - operating lease	3.9%	
Weighted-average discount rate - finance lease	3.9%	3.9%

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 3 - Continued

Future minimum payments required under leases, are as follows:

For the Year Ending December 31,	Finance	Operating
2024	$ 8,568	$ 150,588
2025	9,082	154,752
2026	9,627	158,928
2027	9,306	163,092
2028		167,256
Thereafter		188,416
Total undiscounted cash flows	36,583	983,032
Less present value discount	(2,749)	(108,970)
Total Lease Liabilities	**$ 33,834**	**$ 874,062**

Note 4 - Retirement Plan

SOWA has a 403(b) retirement plan for the exclusive benefit of its employees. Under the plan, SOWA matches employee contributions up to 3% of compensation after one year of service. The matching contributions are immediately vested. SOWA's expense for the years ended December 31, 2023 and 2022, was $42,039 and $53,277, respectively.

Note 5 - Net Assets Without Donor Restrictions

Net assets without donor restrictions are available without restriction for support of SOWA's operations. The board had designated the following net assets without donor restrictions at December 31:

	2023	2022
Designated for future periods	$ 200,000	$ 200,000
General reserves	786,437	689,802
Refugee School Impact Program	29,862	29,862
Total Board-Designated Net Assets	**$ 1,016,299**	**$ 919,664**

SCHOOL'S OUT WASHINGTON

Notes to Financial Statements
For the Years Ended December 31, 2023 and 2022

Note 6 - Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at December 31:

	2023	2022
Youth Development Executives of King County	$ -	$ 229,615
Quality initiatives	13,750	54,545
Statewide policy and advocacy	56,253	177,753
Statewide registry (Elevate)		150,000
System building		129,984
Total Net Assets With Donor Restrictions	**$ 70,003**	**$ 741,897**

Note 7 - Liquidity and Availability of Resources

SOWA strives to maintain liquid financial assets and reserves sufficient to cover at least 90 days of general expenditures. This policy was established in order to sustain operations through delays in payments of committed funding and to accept reimbursable contracts and grants without jeopardizing ongoing operations. Financial assets in excess of daily cash requirements are invested in savings and money market accounts.

Financial assets not available include board-designated funds intended to fund special board initiatives or reserves. In the event the need arises to utilize the board-designated funds for liquidity purposes, the reserves could be drawn upon through board resolution.

	2023	2022
Financial Assets at Year End:		
Cash and cash equivalents	$ 1,690,842	$ 1,996,375
Program fees receivable	54,250	45,808
Government grants and contracts receivable	1,456,446	402,088
Contributions receivable	6,935	229,888
	3,208,473	2,674,159
Less Amounts Not Available to be Used Within One Year:		
Board-designated net assets	(1,016,299)	(919,664)
Donor restricted net assets for particular purposes	(70,003)	(741,897)
Financial Assets Available to Meet Cash Needs **for General Expenditures Within One Year**	**$ 2,122,171**	**$ 1,012,598**

SINGLE AUDIT REPORTS

**Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an
Audit of Financial Statements Performed in
Accordance With *Government Auditing Standards***

Independent Auditor's Report

**To the Board of Directors
School's Out Washington
Seattle, Washington**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards)*, the financial statements of School's Out Washington (SOWA) which comprise the statement of financial position as of December 31, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise SOWA's basic financials, and have issued our report thereon dated June 18, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered SOWA's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of SOWA's internal control. Accordingly, we do not express an opinion on the effectiveness of SOWA's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Clark Nuber PS

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether SOWA's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Clark Nuber P.S.

Certified Public Accountants
June 18, 2024

Clark Nuber PS

Report on Compliance for Each Major Federal Program;
Report on Internal Control Over Compliance; and
Report on Schedule of Expenditures of Federal Awards
As Required by the Uniform Guidance

Independent Auditor's Report

To the Board of Directors
School's Out Washington
Seattle, Washington

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

Opinion on Each Major Federal Program

We have audited School's Out Washington's (SOWA) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of SOWA's major federal programs for the year ended December 31, 2023. SOWA's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, SOWA complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended December 31, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of SOWA and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of SOWA's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to SOWA's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on SOWA's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about SOWA's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding SOWA's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of SOWA's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of SOWA's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Clark Nuber PS

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

We have audited the financial statements of SOWA as of and for the year ended December 31, 2023, and have issued our report thereon dated June 18, 2024, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Clark Nuber P.S.

Certified Public Accountants
June 18, 2024

SCHOOL'S OUT WASHINGTON

Schedule of Expenditures of Federal Awards
For the Year Ended December 31, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Award Identifying Number	Passed Through to Subrecipients	Federal Expenditures
Department of Heath and Human Services:				
State of Washington Department of Social and Health Services, Community Services Division, Office of Refugee and Immigrant Assistance				
Refugee and Entrant Assistance State/Replacement Designee Administered Programs	93.566	2134-30265	$ 2,891,500	$ 3,275,658
Department of Health and Human Services, Office of Refugee Resettlement:				
State of Washington Superintendent of Public Instruction				
Afghan Refugee School Impact: Support to Schools (ARSI S2S) Program	93.566	2261-45393		44,327
Total Assistance Listing No. 93.566 and Total Expenditures of Federal Awards			$ 2,891,500	$ 3,319,985

See independent auditor's report and notes to schedule of expenditures of federal awards.

SCHOOL'S OUT WASHINGTON

Notes to Schedule of Expenditures of Federal Awards
For the Year Ended December 31, 2023

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of School's Out Washington (SOWA) under programs of the federal government for the year ended December 31, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).* Because the Schedule presents only a selected portion of the operations of SOWA, it is not intended to and does not present the financial position, activities and changes in net assets, functional expenses, or cash flows of SOWA.

Note 2 - Summary of Significant Accounting Policies

Expenditures - Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Indirect Cost Rates - SOWA has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

SCHOOL'S OUT WASHINGTON

Schedule of Findings and Questioned Costs
For the Year Ended December 31, 2023

Section I - Summary of Auditor's Results

Financial Statement

Type of auditor's report issued on whether
the financial statements were prepared in
accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weaknesses identified?   ☐ Yes   ☒ No

- Significant deficiencies identified?   ☐ Yes   ☒ None reported.

Noncompliance material to financial statements noted?   ☐ Yes   ☒ No

Federal Award

Internal control over the program:

- Material weaknesses identified?   ☐ Yes   ☒ No

- Significant deficiencies identified?   ☐ Yes   ☒ None reported.

Type of auditor's report issued on compliance
for the program: Unmodified

Any audit findings disclosed that are required to
be reported in accordance with 2 CFR 200.516(a)?   ☐ Yes   ☒ No

Identification of the Major Federal Programs

Assistance Listing Numbers	Name of Federal Program or Cluster
93.566	Refugee and Entrant Assistance State/ Replacement Designee Administered Programs

Dollar threshold used to distinguish between
Type A and Type B programs: $750,000

Auditee qualifies as low-risk auditee?   ☐ Yes   ☒ No

SCHOOL'S OUT WASHINGTON

Schedule of Findings and Questioned Costs (Continued)
For the Year Ended December 31, 2023

Section II - Financial Statement Findings

None noted.

Section III - Federal Award Findings and Questioned Costs

None noted.

Pang Chang

EXPERIENCE

Refugee School Impact Grant Program Director, School's Out Washington
Seattle, WA, December 2007 – Current

Administer the federal Refugee School Impact Program (RSIP). Manage subgrant process to WA school districts and community-based organizations, including RFP development, proposal review process, contract development, coordination of trainings, and supporting monitoring and technical assistance supports. Prepare billings and reports to the state. Prepare federal Refugee School Impact reports for the State. Develop and maintain fiscal systems for the program including budget development/tracking, and expenditure tracking, subgrant payments, and revenue. Review monthly RSIP financial reports and reconcile actuals with budget. Ensure federal grant compliance and prepare for state monitoring and financial audits.

Refugee Program Planner, Nonprofit Assistance Center
Seattle, WA, July 2004 – December 2007

Monitor DSHS-funded employment, ESL, and social service providers for contract compliance. Research models, best practices, and demographics to inform service plans and trainings. Provide trainings and technical assistance to address contractors' needs, monitoring findings, organizational development and capacity building issues. Support the statewide federal grant activities and outcomes through grantwriting, budgeting, planning, implementation, data collection and reporting. Provide planning, resource, and fund development support to Washington State's Office of Refugee and Immigrant Assistance. Co-author annual Refugee Service Delivery Plan.

Grants and Contracts Specialist, School's Out Washington (YWCA Host Agency)
Seattle, WA, February 2001 – July 2004

Administer grant programs, provide grant orientation trainings, recruit grant reviewers, prepare tools and provide oversight of grant review. Implement evaluation systems for funded programs. Conduct on-site program monitoring. Manage contract and fiscal information for contract compliance and accountability. Compile data, reports and billings for funders. Write proposals to fund rural afterschool projects.

Youth Program Coordinator, Refugee Women's Alliance
Seattle, WA, November 1998 – February 2001

Oversee general operations for school-age programs. Plan and implement academic and cross-cultural activities. Partner with schools and parents to support student learning. Supervise youth program staff. Recruit and supervise volunteers. Design and implement an evaluation system of the youth program.

Management Information Specialist, Center for MulitCultural Health
Seattle, WA, July 1995 – January 1999

Run billing cycle, research billing problems, schedule interpreters, train and orientate new interpreters. Work with Washington State Medical Assistance Administration staff, contract specialists, hospital providers, and interpreters to ensure accurate billing. Create and generate reports with Microsoft Access.

EDUCATION
Bachelor of Science in Mathematics, Washington State University, Pullman, WA, May 1994

Sheona Sauna

sheona.sauna@gmail.com || 703-371-9792 || Seattle, WA

EDUCATION

University of Washington Evans School of Public Policy & Governance, Master of Public Administration   2021
Smith College, Bachelor of Arts in Political Science   2013

RELEVANT EXPERIENCE

Refugee School Impact Program Manager, School's Out Washington   Nov 2024—Present
Refugee School Impact Program Coordinator, School's Out Washington   Jun—Nov 2024
- Distributed $5 million in Federal funds, dispersed through Washington State, to 28 school districts and community organizations providing educational activities for refugee students
- Ensured internal and grantee compliance of federal and state requirements by collecting documentation, writing reports, and reviewing budget and activity proposals and changes
- Primary point of contact for grantees; communicating requirements and providing support as needed
- Surveyed grantees to understand needs; used findings to adapt grant procedures and provide technical assistance and relevant trainings
- Improved process of collecting and analyzing documentation; reducing review time by over 30%
- Used Smartsheet, Salesforce, and Box to track requirements and streamline communication with grantees

Substitute Teacher, Summit Public Schools   Mar—Jun 2024
- Performing classroom management and administrative duties during teacher absences and exams
- Providing 1:1 support to students with special accommodations and needs

Program Associate (limited contract), Pivotal Ventures   Sep 2021–Mar 2023
- Facilitated a project to increase Measurement, Learning, and Evaluation (MLE) capacity of 20 grantees
- Built, updated, and managed workflow of anywhere from 2-5 concurrent projects in two departments
- Outlined partner engagement strategies to manage a portfolio of 16 organizations
- Supervised onboarding and workflow of two consulting teams and five external contractors
- Coordinated logistics for two conferences, including transportation, lodging, meals, and reimbursements
- Provided recommendations for, and supported development of, a five year, $150 million strategy

Evaluation Consultant, Evans School Consulting Lab   Dec 2020—Jun 2021
- Designed an award-winning handbook of tools and guidelines to assist a community based organization in creating a values-based evaluation centering their community's needs
- Facilitated focus groups, interviews, and full team meetings to co-create definitions of impact and evaluation
- Modeled participatory methods when engaging staff to increase buy-in and reflect organizational values

Graduate Staff Assistant, International Program in Public Health Leadership   Sep 2019–Jun 2021
- Provided support in billing and invoicing vendors, and tracking contracts and scopes of work
- Created presentations, documents, and visual analytics to share updates internally and externally
- Devised cohort engagement strategies to build a collaborative network of African public health leaders
- Designed manuals, handbooks, learning management systems, and other course materials

Front Desk Supervisor, Under Canvas Zion   Jun 2018–Jul 2019
- Oversaw a 15-member front desk and concierge staff of an award-winning outdoor hospitality center
- Supervised full team consisting of 40+ staff in absence of the site manager
- Maintained operating budget for guest relations, dining, and housekeeping departments

MLE Assistant, United States Pharmacopeia   Oct 2017–Jun 2018
- Standardized data collection across over 20 global partners
- Generated more efficient processes for reporting and recording data
- Analyzed records, tracked program outcomes, and summarized data and trends

Program Coordinator, Community Dividends Foundation   Jun 2017–Dec 2018
- Contributed to the development of a nonprofit organization providing educational and housing resources to youth aging out of the foster system
- Conducted research, determined program goals, and outlined strategy for project implementation

TEFL Educator, Peace Corps Madagascar   Jun 2014–Feb 2017
- Conceptualized and managed a project to acquire 300 computers for schools, universities, and libraries
- Drafted and executed a $10,000 budget, planned logistics to deliver and house computers
- Taught 397 students over 2 years, in classroom settings of 50-60 students
- Organized a region-wide English competition to encourage students to engage in their education

Reproductive Health Intern, Aspen Institute   Dec 2013—May 2014
- Migrated data from Raiser's Edge to Salesforce as the department transitioned to the new software
- Supported the Global Reproductive Health team by writing reports, attending relevant talks and disseminating information to the team, grant writing, and event planning

Refugee Reception and Placement Intern, Lutheran Social Services   May–Aug 2011
- Coordinated job placements, school registration, and government requirements for recently arrived refugees
- Built partnerships with housing managers, summer camp providers, and other essential resources to advocate for families and create easier transitions
- Provided logistical support for transportation to appointments and coordinating volunteers

SKILLS

- Proficiency across organizational platforms (Microsoft Suite, SharePoint, Google Suite, Zoom, Asana, DocuSign, and WordPress)
- Evaluation design and implementation (e.g. stakeholder engagement, survey, focus group, and interview design and facilitation, quantitative coding, data analysis)
- Survey tools (survey monkey, alchemy)
- Project management skills (e.g. creating workplans, building tracking documents, maintaining deadlines)
- CRM/data management (Salesforce, Smartsheet, Box, Apsona)
- Program development frameworks (e.g. logic models, theory of change, RACI/RAPID)
- Writing and reviewing contracts, requests for proposal, scopes of work, and grant applications
- Familiarity with 501(c)3, 501(c)4, and 527 organizational requirements
- Data visualization (Excel, Canva, Tableau)

Katherine McCall

kmccall181@gmail.com • 850-776-9355

Education

B.A. in Economics, Minors: History, Latin American Studies   **GPA: 3.78**
University of Florida – Gainesville, FL – Graduated: August 2021

Master of Sustainable Development Practice (M.D.P.)   **GPA: 3.96**
Certificates: Tropical Conservation and Development, African Studies
University of Florida – Gainesville, FL –Graduation: May 2023

Skills

Software: R, SPSS, Microsoft Excel, Stata, NVIVO, Microsoft Office Suite, Qualtrics, Smartsheet, Salesforce
Languages: Intermediate proficiency in both Swahili and Spanish
Other: Experience in group facilitation, facilitation planning, survey creation, data visualization, technical documentation

Experience

Data and Evaluation Manager – Refugee School Impact Program, School's Out Washington (SOWA)   Aug 2023–Present
- Managed monitoring and evaluation portion of the RSIP grant, including
  - creating application questions on evaluation and assessing responses
  - creating materials for grantees (such as a translation guide) and templates for submitting evaluation plans
  - worked with consultant PSESD to category frequently chosen outcomes and create an outcomes warehouse
  - co-facilitating a theory of change workshop, and providing individual technical assistance
  - compiling final results for reporting
- Developed and implemented systems to manage the student-level data required for reporting on services to over 1000 students per year, which included creating and documenting technical systems for tracking, importing data into Salesforce, determining eligibility, and reporting back to grantees and funders
- Facilitated internal data reflection efforts, including creating an R script to generate graphs for annual data and facilitating a data placemat session so that the SOWA-RSIP team could reflect on the data collected for the year
- Created and distributed grantee surveys, created visualization from surveys, and shared data back with grantees via a data dashboard created in Smartsheet
- Restructured student data in R for federal reporting requirements, and created a data cleanup and data quality verification checklist to minimize errors in the data
- Built a system as part of a three-person team in Smartsheet for tracking grant information, including paperwork, payments, evaluation data, and contract information

Master's Practicum: SAYDS Evaluation   May 2022–May 2023
- Worked with the organization Systems Thinking for Youth-Led Development Solutions (SAYDS) in Kenya (Nairobi and Kisumu) to conduct a qualitative evaluation of their youth systems thinking education program
- Completed and managed IRB compliance and budget for the evaluation
- Wrote interview guide; scheduled, conducted, and documented interviews with SAYDS staff and participants
- Conducted four different in-person participant workshops onsite (between 2 and 10 participants each)
- Worked with program leadership to create a survey for SAYDS participants and design a survey research proposal

Southeastern Coastal Center for Agricultural Health and Safety (SCCAHS)   October 2021 – May 2023
Member of Evaluation Team of SCCAHS, ~3 hrs/week
- Attended weekly meetings; worked with team members to analyze survey data in SPSS and produce graphs
- Helped write and edit a technical report on the analyzed survey data; provided feedback on other technical reports.

Virtual Student Federal Service (VSFS) – USAID Liberia Intern   September 2021–May 2022
Monitoring and Evaluation Team, 3-10 hrs/week

- Supported data collection and the organization of the yearly Performance Plan and Report (PPR) by making spreadsheets and trackers, reviewing and editing drafts of submitted narratives, and providing feedback to the internship manager to disseminate as necessary
- Reviewed ~30 Site Visit Forms across three different collection platforms (sheets, Google Forms, and an internal system) and provided feedback on collection methods and suggestions to improve data quality
- Attended team meetings and briefings with Program Office and Monitoring and Evaluation Team

Peace Corps – Gifts and Grants Management Intern   September 2019 – December 2019
Member of Small Project Assistance Program (SPA) at Peace Corps Headquarters, 30 hrs/week
- Reviewed ~20 SPA grants per week for initial headquarters approval and approval for final closing
- Acted as the main point of contact for all Peace Corps Grants Coordinators abroad about revisions to submitted project proposals; answered questions about project proposals and explained required revisions as necessary
- Wrote a Standard Operating Procedure on managing the SPA grants shared email inbox
- Assisted with re-platforming efforts for Peace Corps grant system and other tasks as necessary

Starpoint Screening – Copywriter   March 2021–February 2022
- Wrote two articles (~300-500 words) a month for Starpoint's industry blog about tenant and driver screening services, including keywords they specified

Hunington Learning Center – Grade 9-12 Tutor   February 2022–May 2022
- Worked part-time (8-15 hours/week) at a local tutoring center, tutoring high school students in two-hour one-on-one sessions; focusing on Math, English, and specific skill improvements needed for the ACT
- Gained practical experience in teaching/training in desired skills in a positive and supportive way