

**Amendment #1 (May 11, 2022):** Removed “age range program will serve” section from Cover Sheet (page 13). Age range is not applicable to this RFI.

Revisions are highlighted in **yellow** and underlined (addition) or as a **strikeout** (deletion) to the original RFI issued on Monday, May 2, 2022.

## Equitable Communities Initiative: EDUCATOR DIVERSITY REQUEST FOR INVESTMENT

### APPLICATION PACKET/OVERVIEW

The Department of Education and Early Learning (DEEL) is excited to invite applications from community-based organizations and sole proprietors for DEEL’s Equitable Communities Initiative: Educator Diversity and Organizational & Professional Development Request for Investment (RFI). This funding opportunity was established by the City of Seattle as part of DEEL’s 2022 budget and allocates up to \$700,000 to support programs that increase the racial diversity of the educator workforce, provide professional learning opportunities to Black, Indigenous, People of Color (BIPOC) educators, and increase the organizational capacity of CBOs and sole proprietors working to support educator diversity. Eligible applicants may submit an application that funds a proposal up to a maximum of \$150,000. Funding will be awarded through a competitive request for investment (RFI) process managed by DEEL. DEEL will negotiate contracts with providers, inclusive of monitoring and achievement of contract goals and performance commitments.

To be considered for this funding opportunity, eligible applicants are invited to submit RFI applications **by 3:00 pm Monday, May 23<sup>rd</sup>, 2022**. DEEL will notify successful applicants by Friday, July 8<sup>th</sup>, 2022, for investments beginning no later than December 31<sup>st</sup>, 2022.

RFI materials and updates are available on DEEL’s [Funding Opportunities](#) webpage. DEEL will not provide individual notice of changes, and applicants are responsible for regularly checking the webpage for technical assistance information as well as any updates, clarifications, or amendments.

Event	Date/Time*
Request for Investment (RFI) application issued	Monday, May 2, 2022
RFI Information Session (prerecorded webinar)	Wednesday, May 4, 2022 (posted by 4pm)
Technical Assistance Session 1 (online)	Tuesday, May 11, 2022 (2:30-4:00pm)
Last day to submit questions	Wednesday, May 18, 2022, by 4:00 pm
<b>RFI Applications due</b>	<b>Monday, May 23, 2022, by 3:00pm</b>
Applications Reviewed and Rated	May 31 – June 13, 2022
Review Panel Deliberations	June 20 – June 24, 2022
Notifications issued to applicants	Friday, July 8, 2022

*\*Dates and times are subject to change*

### INVESTMENT GOALS AND OVERVIEW

The City of Seattle is committed to ensuring all Seattle students and families are afforded the opportunity to live and thrive in Seattle by investing in education. DEEL partners with families and communities to advance educational equity, close opportunity gaps, and build a better economic future for Seattle students.

**Culturally Specific and Responsive (CSR) Investments:** Culturally Specific and Responsive (CSR) investments within the 2018 Families, Education, Preschool and Promise (FEPP) Levy support the goals of this RFI by increasing the number of linguistically, racially, and culturally diverse educators. ECI investments in educator diversity will complement and inform current FEPP Levy investment within DEEL's CSR portfolio.

### **Program Landscaping and Community Outreach and Engagement**

In efforts to continue the community-centered approach set forth by the Equitable Communities Initiative (ECI) Task Force, the Department of Education and Early Learning (DEEL) conducted a comprehensive, and locally focused landscaping approach including a best practice evidence review, community online survey, and additional/ community convenings. The following processes guided the work to ensure a community-driven, and evidence-base informed RFI application and investment strategy.

- Completed a comprehensive **literature review to identify best practices and evidence** related to educator diversity.
- **Reviewed existing Seattle Public School data** on students and teachers to understand the current picture of educator diversity within the Seattle School District.
- Completed **twenty-one key informant interviews** with key community-based organizations (CBOs), state agencies, and serving educators, and BIPOC youth.
- Conducted **four youth listening sessions** across three CBOs for youth to share thoughts, ideas, needs within programming targeting youth.
- Conducted a **community survey for partners (38 responses)** in the community to communicate the upcoming investment opportunity, understand the breadth of work being done, and identify where partners may need support in the RFI process to allow for smaller, grassroots organizations to apply.

Review of existing Seattle Public School District and Washington Office of the Superintendent of Public Instruction<sup>1</sup> underscores the gaps in educator diversity within the Seattle area, with 79% of educators identifying as White and 55% of students identifying as BIPOC. The review also highlights the lack of movement that has been made in this area over the past five years. (Appendix A: Data Review)

In addition, the evidence base demonstrates that investments in educator diversity can positively influence the overall experience of BIPOC students and educators leading to the following longer-term outcomes:<sup>2</sup>

- Improved reading and math scores among BIPOC students<sup>3</sup>
- Decreased disciplinary incidence among BIPOC students<sup>4</sup>
- Increased enrollment into gifted, honors, and AP courses among Black students<sup>5</sup>
- Increased retention rates of BIPOC educators<sup>6</sup>
- Increased graduation rates and college enrollment for BIPOC students.<sup>7</sup>

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<sup>1</sup> OSPI Report Card Enrollment Data & Seattle Public Schools, analyzed by DEEL

<sup>2</sup> Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>; Grissom JA, Redding C. Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs. AERA Open. January 2016. doi:10.1177/2332858415622175;

<sup>3</sup> Egalite, A., Kisida, B., & Winters, M. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45(1), 44-52. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0272775715000084>;

<sup>4</sup> Downey, D., & Pribesh, S. (2004). When Race Matters: Teachers' Evaluations of Students' Classroom Behavior. *Sociology of Education*, 77(4), 267-282. Retrieved from <http://www.jstor.org/stable/3649390>; Wright, A., Gottfried, M. A., & Le, V.N. (2017). A Kindergarten Teacher Like Me: The Role of Student-Teacher Race in Social-Emotional Development. *American Educational Research Journal*, 54(1\_suppl), 785-1015. Retrieved from <https://doi.org/10.3102/0002831216635733>

<sup>5</sup> Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. (2018). The Long-Run Impacts of Same-Race Teachers. National Bureau of Economic Research, 22524. Retrieved from <https://www.nber.org/papers/w25254>

<sup>6</sup> Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

<sup>7</sup> Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina. *Educational Evaluation and Policy Analysis*, 39 (3), 485-510. Retrieved from <https://doi.org/10.3102/0162373717693109>;

Through the review and triangulation of data collected, ECI Task Force recommendations, and community voice, DEEL identified and confirmed the ECI Educator Diversity investment outcomes and investment strategy areas. The investment strategies recommended are all working towards the larger DEEL goals of increasing bilingual and racially/ethnically diverse educator representation and retention in Seattle and increasing student performance for all students, with targeted enhancement for students of color (especially African American Males). The strategies included below are focused on the BIPOC educator pipeline from entry to advancement in the field of education. Additional information on specific targeted outcomes and definitions of selected strategies are included within the Investment Framework.

#### **Educator Diversity Strategies:**

- Entry
- Teacher Education Program Retention
- In-Service/Classroom Retention
- Professional Advancement
- Professional & Org Development

#### **Eligible Applicants**

DEEL is seeking applications from community-based organizations and/or sole-proprietors supporting BIPOC educators.

Provider criteria for these investments include:

- Commitment to racial equity and directing resources to support current and future BIPOC educators that serve youth attending schools within the Seattle city limits.
- Demonstrated history of supporting BIPOC educators.
- Experience achieving positive outcomes for BIPOC educators serving youth attending schools within the Seattle city limits.
- Systems and structures in place to collect, analyze, and evaluate data.
- Governance structure that provides oversight on organizational budget, operations, and values the use of data.

#### **Funding**

DEEL will conduct a competitive RFI process in 2022 to award available funds for the 2022-23 calendar year. DEEL will negotiate fixed contracts inclusive of monitoring and achievement of contract goals and performance commitments. Eligible applicants will submit an application that describes programming offered within the program strategies, outcomes to be achieved, the means and methods to achieve results, and a learning plan.

Contracted partners will develop workplans that rely on approaches that have demonstrated success and/or show promise in achieving results on stated outcomes. Partners will also participate in continuous quality improvement and be expected to have in place a progress monitoring system that defines mechanisms for data collection, analysis, and evaluation.

#### **Technical Assistance**

DEEL will offer an Information Session and a Technical Assistance (TA) Workshop related to this RFI to provide guidance and support applicant understanding so they feel confident in their ability to submit a complete and competitive proposal. See page one (p. 1) of this RFI for the scheduled offering.

*“They need to focus on Spanish teachers and providing representation in this area. There is a need to speak to the culture and heritage, not just the language.”*

*(BIPOC youth, high school)*

*“It would be great if there were more faculty of color not just in the area of teachers but DEI coordinators, ASB coordinator and the like.”*

*(BIPOC youth, high school)*

*“Teachers are mostly White - we need more teachers of color, and it is hard to feel like I am a part of the school without teachers who look like me. This is my first year of having a teacher of color.”*

*(BIPOC youth, high school)*

All technical assistance information and materials will be available on DEEL’s Funding Opportunities webpage. DEEL will not provide individual notice of updates or changes. Applicants are responsible for regularly checking the web page for any updates, clarifications, or amendments.

**INVESTMENT FRAMEWORK**

**Key Themes and Outcomes**

The Equitable Communities Initiative (ECI) investments are guided by a community led approach and are designed to advance progress towards DEEL’s strategic goal of improved academic outcomes for BIPOC students. The ECI Task Force highlighted the importance of educator diversity and the positive influence BIPOC educators can have on BIPOC student experiences and academic outcomes. The identified strategies are focused on the different stages of the BIPOC educator pipeline to support the increased numbers of BIPOC candidates into the education field and providing opportunities to advance from teacher roles into administrative and leadership roles.

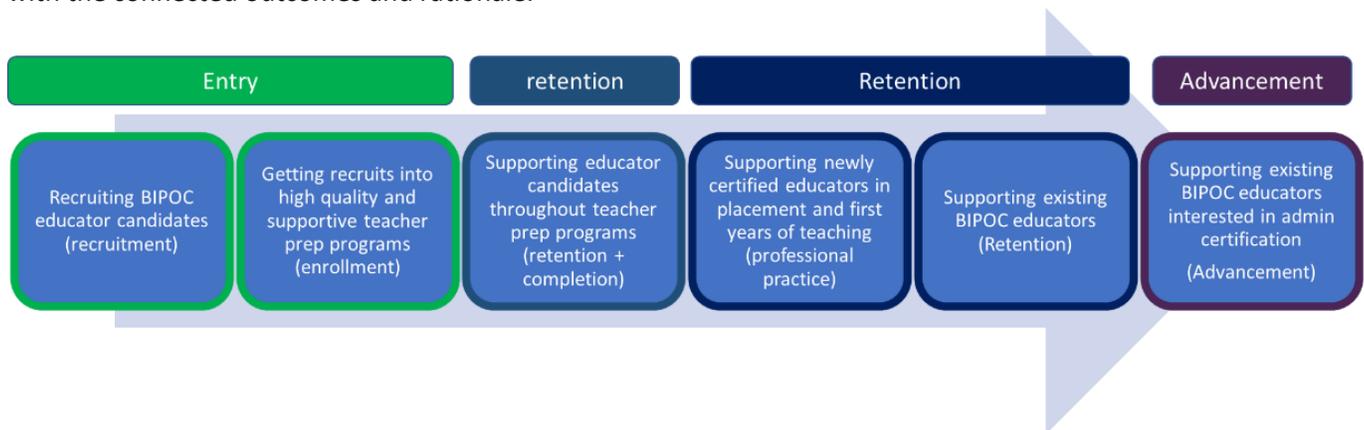
Applicants will submit proposals specifying the outcomes they intend to impact, and the strategies developed to do so. Proposals must show clear alignment between the target population needs, how the target population will be served, and the outcome which will be impacted. It is encouraged for proposals to explicitly identify how their program will improve student outcomes in their area of focus (see below). Funded projects will measure their progress from the outcome areas they select (minimum of 1), agree to the collection, and use of data, and commit to engaging in continuous quality improvement and learning.

<b>Long-term outcomes</b>	<ul style="list-style-type: none"> <li>• Increased bilingual and racially/ethnically diverse educator representation and retention in Seattle</li> <li>• Increased student performance for all students, with targeted enhancement for students of color (especially African American Males)</li> </ul>
<b>Short-term outcomes</b>	
<b>Strategy/Focus Area</b>	
Entry	1. Increased outreach, recruitment, and enrollment of aspiring BIPOC educators in preparation programs
Teacher Education Program Retention	2. Increased teacher prep program retention and completion of aspiring BIPOC educators 3. Increased access to supplementary curriculum that focuses on positive identity development of BIPOC educators
In-Service/Classroom Retention	4. Increased access to professional development and mentoring opportunities for BIPOC educators promoting retention and job satisfaction
Advancement	5. Increased access to professional development and mentoring support for BIPOC educators promoting career advancement
Professional & Org Development	6. Increased organizational capacity (operations, financial development, program strategy) of community-based organizations working on educator diversity outcomes 7. Increased access to professional development opportunities for non-certified teaching staff working in educational spaces to advance in the field

**Program Strategies**

Equitable Communities Initiative Educator Diversity and Professional/Organizational Development investment recipients will provide programming and/or services for focus populations through one or more of the following five (5) program strategy areas identified through the landscaping and community engagement approach. Applicants will select the strategy (or strategies) most reflective of the program or service they intend to provide

and draft their RFI proposal accordingly. Examples of program activities in each area are provided below along with the connected outcomes and rationale.



### 1. Entry

- Outreach & recruitment of BIPOC educator candidates
- Enrolling recruits into high quality and supportive teacher prep programs

Connected Outcomes:

**Outcome 1:** Increased outreach, recruitment, and enrollment of aspiring BIPOC educators in teacher preparation programs

### 2. Teacher Education Program Retention

- Supporting educator candidates throughout teacher preparation programs (retention + completion)

Connected Outcomes:

**Outcome 2:** Increased teacher preparation program retention and completion of aspiring BIPOC educators

**Outcome 3:** Increased access to supplementary curriculum that focuses on positive identity development of BIPOC educators

### 3. In-Service/Classroom Retention

- Supporting newly certified educators in placement and first years of teaching (professional practice)
- Supporting existing BIPOC educators (Retention)

Connected Outcomes:

**Outcome 4:** Increased access to professional development and mentoring opportunities for BIPOC educators promoting retention and job satisfaction

### 4. Advancement

- Supporting existing BIPOC educators interested in teaching/leadership/admin certification

Connected Outcomes:

**Outcome 5:** Increased access to professional development and mentoring support for BIPOC educators promoting career advancement

### 5. Professional & Org Development

- Organizational development and evaluation activities to expand services for community-based organizations currently engaged in programming that supports Educator Diversity
- Supporting existing BIPOC educators who are non-teaching staff in obtaining necessary credentials to be classroom teachers

#### Connected Outcomes:

**Outcome 6:** Increased organizational capacity (operations, financial development, program strategy) of community-based organizations working on educator diversity outcomes

**Outcome 7:** Increased access to professional development opportunities for non-teaching staff working in educational spaces to advance in the field

#### **Focus Population**

The Equitable Communities Investment’s Educator Diversity and Professional/Organizational Development RFI will prioritize programming designed to benefit BIPOC youth impacted by systemic inequities in education. Many BIPOC students are in schools where the majority of teachers do not look like them or have the cultural competency needed to support their success. Funding will be targeted to programs that seek to increase the racial diversity of teachers and the professional development of all teachers within the key themes, outcomes, and program strategies that support Educator Diversity and professional/organizational development outlined above. For purposes of this RFI, educators include individuals:

- Being recruited and/or enrolled in a teacher preparation program
- Working in a K-12 school based setting within a variety of roles, including para-educators, athletic coaches, administrative staff, instructional staff, teachers, school leadership, etc.

Participants in these activities may be educators, sole proprietors and/or community-based organizations. **ECI funds will NOT be awarded to formal education systems and institutions, including school districts and institutions of higher education; however, programming may include partnerships with these formal education systems and institutions.** Funds may also be used to support organizational development and evaluation activities for community-based organizations whose leadership reflects the communities they serve. Proposals may leverage ECI funding to create new programs or curricula that expands their organization’s services.

Programming or services provided through these investments will prioritize the following criteria:

- Serve Black, Indigenous, and People of Color (BIPOC) educators, as defined above
- Focus on K-12 educator pipeline
- Demonstrated ability to deliver culturally relevant services
- Strong program and community partnerships

#### **Proposal Development**

Contracted partners may use funds made available through this RFI, as well as other available funds, to implement programming. Partnerships with schools and/or other organizations are encouraged but not required to strengthen programming and data-driven decision-making, culturally- and linguistically specific programming for BIPOC educators, fostering connections between BIPOC youth and the educators, and creating high-quality support services for BIPOC students and the educators who serve them.

Through the RFI process, applicants will develop a proposal outlining programming or services focused on achieving one or more of the intended outcomes outlined in the RFI. Proposals must be:

- 1) based on student and/or educator need,
- 2) tied to correlating outcomes, and
- 3) reliant upon approaches that have demonstrated success and/or show promise in achieving outcomes.

**PROCESS AND CRITERIA FOR EVALUATION**

The Equitable Communities Initiative: Educator Diversity RFI applications will be evaluated according to the following process:

- Part I: Technical Compliance Review** - Applications will be reviewed for technical compliance to verify that the application was submitted complete and on-time and that DEEL's expectations for labor harmony are met. DEEL reserves the right to reject any application that is late or incomplete as well as exclude any pages that exceed the stated page limits.
- Part II: Scoring Criteria** - A review panel comprised of members representing and/or advocating for the focus community to be served will evaluate applications using the RFI scoring criteria. Application scores and review panel deliberations will inform review panel recommendations for funding awards.
- Part III: Contract Process** - DEEL will consider review panel recommendations. Final funding decisions will be made by the DEEL Director based on the scoring and review panel recommendations. DEEL will provide technical assistance to awarded organizations on the contract process.

**Part I: Technical Compliance Review**

To be considered technically compliant, submitted applications must contain the items below. The application may be deemed not technically compliant nor evaluated further if the checklist items are absent or incomplete.

DEEL reserves the right to waive immaterial defects or irregularities and may conduct follow-up interviews to obtain additional information from completed applications. DEEL reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Submitted on time (deadline is <b>3:00 PM Monday, May 23<sup>rd</sup>, 2022</b> ) <input type="checkbox"/> Submitted electronic copy to <a href="mailto:DEELFunding@seattle.gov">DEELFunding@seattle.gov</a> .
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted a complete application inclusive of all required sections by deadline.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted electronic copy correctly: <ul style="list-style-type: none"> <li>• RFI Application in PDF or Word</li> </ul> Section 1 - 4 submissions are typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided, and all submitted together as one document <ul style="list-style-type: none"> <li>• Budget in Excel</li> </ul> Section 5 budget submission is formatted in Excel template provided and submitted as one file <ul style="list-style-type: none"> <li>• COVID-19 Addendum</li> </ul> Response is typed, single- or double-spaced, size 11 font, page numbered, single- or double-sided, and maximum of 500 words
<input type="checkbox"/> Yes <input type="checkbox"/> No	Submitted labor harmony attachment (see Section 4) and confirmed standard practices and policies that uphold city principles that agencies work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of funded programs to achieve intended outcomes.

**ATTN: NEW Submission Instructions**

In addition to submitting an application, all applicants **are required** to complete an [online registration form](#) for each application they submit. Upon completion of the registration for you will receive an email confirmation.

Please check the box below to confirm your organization has submitted the online registration form.

- Yes, my organization has completed the [online registration form](#)

**Part II: Evaluation Criteria for Review Panel Consideration** (detailed in Evaluation and Deliberation Criteria)

<i>Section</i>	<i>Sample Factors for Deliberation</i>	<i>Score</i>
1. Organizational Information	Do the organizations attributes align with the criteria described in the RFI?	<b>20</b>
2. Program Strategies	Do individual program strategies fit into one or more of the program strategies outlined?	<b>30</b>
3. Program Outcomes	Does the program’s stated impact align with at least two of the outlined outcomes and any additional proposed outcomes?	<b>30</b>
4. Program Quality Improvement Plan	Does the organization describe how they will be responsive to student and educator needs throughout the different phases of program implementation?	<b>20</b>
5. Labor Harmony	<i>Not scored, part of technical compliance review</i>	
<b>Total Points</b>		<b>100</b>

**Part III: Evaluation Process and Contract Negotiations**

A review panel comprised of community members and City of Seattle staff and partners will score and collectively rank applications from highest to lowest based on factors outlined in the application sections below and recommend selections for funding. If an applicant is selected for funding, the applying organization should be prepared to collaborate with DEEL to finalize a workplan based on their RFI proposal that will be incorporated into a contract. Awarded applicants should be prepared to discuss and negotiate aspects of their RFI proposal prior to completing the contract. These aspects may include, but are not limited to, the amount of funding, proposed programming and/or services, focus student participation, and performance commitments.

DEEL reserves all rights not expressly stated in the RFI, including the right to reject any or all proposals, the right to award partial funding, and the right to negotiate with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If DEEL and any applicant selected under this RFI are unable to come to agreement on a final contract, DEEL may, in its discretion, choose not to provide funding.

**ADDITIONAL REQUIREMENTS**

Successful applicants will enter into a contract for services with the City of Seattle and will need to adhere to the following additional contractual conditions. Conditions may be amended, or additional requirements may be included during the contract negotiation process.

**TERM**

Contracts may begin anytime between September 1, 2022 and December 31, 2022. All contracts, regardless of start date, will end by December 31, 2023. Start and end dates will be determined during contract negotiation with successful applicants.

**CONTINUOUS QUALITY IMPROVEMENT (CQI)**

As a public agency, DEEL is responsible for maintaining transparency about the use of public funds and the outcomes of funded programs. To ensure quality implementation and achieve desired results, DEEL commits to:

- Conducting regular site visits to observe programs, discuss implementation, and provide feedback,
- Ensuring the existence and/or development of systems to collect, monitor, and analyze data, supporting the use of quality assessment tools, and
- Providing access to learning opportunities that emphasize high-quality program implementation.

**DATA & REPORTING**

DEEL and the funded organization will share the following data collection and reporting responsibilities:

DEEL will:

- DEEL will work in partnership with funded organizations to develop organizationally specific Performance Measurement and Evaluation plan for funded programs. Conduct a site visit to observe program, discuss implementation, and provide feedback
- Provide data collection templates and technical assistance to CBO staff
- Generate program-specific asset-based surveys for organizations to track participant outcomes
- Provide training and reference materials to staff on the proper steps and protections to take when exchanging sensitive data

Organizations will:

- Designate a point of contact responsible for following the proper steps to ensure data security when exchanging or transmitting sensitive data
- Ensure the existence and/or development of systems to collect and monitor enrollment and attendance for the duration of the program
- Administer an asset-based pre & post survey of participants
- Collect and submit data for participant-level enrollment, attendance, participant surveys, and Seattle Public School ID (as appropriate).

*PAYMENT, RECORDS, AND AUDIT*

- The City shall pay the Agency up to the stated Contract Price in Base Pay. “Base Pay” means reimbursement for the Agency’s actual and approved costs identified in the project budget.
- The Agency shall timely furnish such other reports and information as may be requested by DEEL related to this Agreement or the Work, including statements and data specifying services provided, and data demonstrating achievement of the minimum outcome and indicator targets. The City shall have the right to withhold payment to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.
- DEEL is working diligently to monitor COVID-19 guidance and the impacts on City revenues and adapt accordingly. DEEL’s intention is to implement contracts as planned unless changes to the budget require otherwise.

*DOCUMENTATION*

Applicants selected for funding will be required to submit the following documents to DEEL:

- **Business license numbers.** The contracting organization must meet all licensing requirements that apply to its organization. The contracting organization must license, report and pay revenue taxes for the Washington State Business License (UBI#) and Seattle Business License, if they are required by the laws of those jurisdictions. For more information: <http://www.seattle.gov/licenses/get-a-business-license>
- **Recently signed W-9 form.** The contracting organization must have a Federal Tax ID number/employer identification number (EIN) to facilitate payments from the City of Seattle to the provider.
- **An ACORD certificate of insurance and Additional Insured Endorsement** or Blanket Policy Wording showing the City of Seattle as an additional insured.
- **Maintain the following insurance coverage**, at a minimum:
  - a. **Commercial General Liability (CGL)** or equivalent insurance including coverage for: Premises/Operations, Products/Completed Operations, Personal/Advertising Injury, Contractual and Stop Gap/Employers Liability (coverage may be provided under a separate policy). Minimum limit of liability shall be:

- i. \$1,000,000 each occurrence Combined Single Limit bodily injury and property damage (“CSL”)
  - ii. \$2,000,000 Products/Completed Operations Aggregate
  - iii. \$2,000,000 General Aggregate
  - iv. \$1,000,000 each accident/disease—policy limit/disease—each employee stop gap/Employer’s Liability
- b. **Automobile Liability insurance** for owned, non-owned, leased or hired vehicles, as applicable, written on a form CA 00 01 or equivalent with minimum limits of liability of \$1,000,000 CSL.
  - c. **Worker’s Compensation insurance** for Washington State as required by Title 51 RCW.
- **Maintain financial and program records, documents, and other evidence** directly related to performance of the work in accordance with Generally Acceptable Accounting Procedures. The City of Seattle, or any of its duly authorized representatives, shall have access to such books, records and documents for inspection, audit, and copying for a period of six (6) years after completion of work.

## APPEALS PROCESS

The Seattle Department of Education and Early Learning (DEEL) will notify applicants in writing of the outcome of the submission. Written notification will be sent via email to the email address submitted on the Cover Sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of DEEL’s decision. An appeal must clearly state a rationale based on one (or more) of the following criteria only:

- Violation of policies or guidelines established in the RFI process
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process

*Note: Disagreeing with the outcome alone is not a valid reason to appeal the decision and will not be considered.*

Appeals must be sent by email using the following instructions:

By Email:

[DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov)

Subject line: Equitable Communities Initiative Educator Diversity RFI Appeal

The DEEL Director (or designee) will review the written appeal and may request additional information from the applicant. A written decision from the DEEL Director (or designee) will be sent within five (5) business days of the receipt of the appeal. This decision is final.

## INSTRUCTIONS TO APPLICANTS

### Submission:

#### **ATTN: NEW Submission Instructions**

In addition to submitting an application, all applicants **are required** to complete an [online registration form](#) for each application they submit. Upon completion of the registration for you will receive an email confirmation.

Applications may be submitted electronically. All attachments must be received on or **before 3:00 PM Monday, May 23<sup>rd</sup>, 2022.**

The following sections, unless noted otherwise, must be submitted to constitute a complete RFI Application submission:

- Cover Sheet
- Section 1: Organizational Information
- Section 2: Program Strategies
- Section 3: Program Outcomes
- Section 4: Data Use & Continuous Quality Improvement
- Section 5: Labor Harmony
- Section 6: Budget
- COVID-19 Addendum

Responses to each of the sections must follow the page limits identified in the instructions for each section.

#### **Electronic submission**

Send to: [DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov)

Please use the following naming convention in the subject line of your email and for the electronic files attached:

**[Organization Name] – Equitable Communities Initiative: Educator Diversity RFI**

#### **Questions:**

Please direct submission process questions via email to [DEELFunding@seattle.gov](mailto:DEELFunding@seattle.gov) and include “Question: Equitable Communities Initiative – Educator Diversity RFI” in the subject line.

## Equitable Communities Initiative: Educator Diversity Request for Investment Application

**ORGANIZATION INFORMATION:**

Organization Name	
Organization Leader (e.g., Executive Director, Owner, Principal)	
Mailing Address	
Email Address	
Contact Phone	
Organization URL	
Organization/Business Type	<input type="checkbox"/> Community Based Organization <input type="checkbox"/> Sole Proprietor

**APPLICANT CONTACT INFORMATION:**

***Primary contact person for questions about this RFI:***

Name	
Title/Role	
Phone	
Email	

***Secondary contact person:***

Name	
Title/Role	
Phone	
Email	

**SUMMARY OF PROGRAM/SERVICE PROPOSAL:**

Proposed Program/Service Name		
Program Strategies <i>(Choose at least one)</i>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Entry</li> <li>• <input type="checkbox"/> Teacher Education Program Retention</li> <li>• <input type="checkbox"/> In-Service/Classroom Retention</li> <li>• <input type="checkbox"/> Advancement</li> <li>• <input type="checkbox"/> Professional &amp; Organizational Development for applicants currently engaged in programming that supports Educator Diversity</li> </ul>	
Youth Identified Outcomes <i>(Choose at least two)</i>	<b>Outcome 1:</b> Increased outreach, recruitment, and enrollment of aspiring BIPOC educators in preparation programs	<b>Outcome 5:</b> Increased access to professional development and mentoring support for BIPOC educators promoting career advancement

	<p><b>Outcome 2:</b> Increased teacher prep program retention and completion of aspiring BIPOC educators</p> <p><b>Outcome 3:</b> Increased access to supplementary curriculum that focuses on positive identity development of BIPOC educators</p> <p><b>Outcome 4:</b> Increased access to professional development and mentoring opportunities for BIPOC educators promoting retention and job satisfaction</p>	<p><b>Outcome 6:</b> Increased organizational capacity (operations, financial development, program strategy) of community-based organizations working on educator diversity outcomes</p> <p><b>Outcome 7:</b> Increased access to professional development opportunities for non-certified teaching staff working in educational spaces to advance in the field</p>
Anticipated number of participants to be served annually		
Age range program will serve:	<input type="checkbox"/> Middle, grades 6-8 <input type="checkbox"/> High, grades 9-12 <input type="checkbox"/> Opportunity Youth (16yrs-24yrs)	
Does your program serve a majority of BIPOC Educators?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Share which focus population(s) your proposed program/services will support.		
Funding Amount Requested (max \$150,000.00)		
Partner agency (if applicable)		

SERVICE AREA	
In which City Council District(s) do you propose to deliver services? Check all that apply. Follow link to view a map of Seattle City Council Districts or search by address: <a href="http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember">http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember</a>	<input type="checkbox"/> Council District 1 <input type="checkbox"/> Council District 2 <input type="checkbox"/> Council District 3 <input type="checkbox"/> Council District 4 <input type="checkbox"/> Council District 5 <input type="checkbox"/> Council District 6 <input type="checkbox"/> Council District 7
CAPACITY	
How would these funds support your organization?  Check all that apply.	<input type="checkbox"/> Enable the creation of a new program or service <input type="checkbox"/> Stabilize an existing service at its current capacity <input type="checkbox"/> Enable an existing program to use a new model of service delivery <input type="checkbox"/> Enable an existing program to expand <input type="checkbox"/> Enable an existing program to better serve a specific sub-population <input type="checkbox"/> Support planning or needs assessment <input type="checkbox"/> Other: (please specify)
How many full-time equivalents (FTE) does your organization employ?	<i>Please calculate FTE by converting hours worked by part-time employees into full-time equivalent hours (e.g., two employees working 20 hours per week equals one FTE).</i>

	_____ FTE
<b>FINANCE</b>	
Have you previously been awarded DEEL funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
What was your organization's annual operating budget the past fiscal year?	

**AUTHORIZED SIGNATURE OF LEAD ORGANIZATION APPLICANT:**

*To the best of my knowledge and belief, all information in this application is true and correct. The document has been duly authorized by the governing body of the applicant who will comply with all contractual obligations if the applicant is awarded funding.*

Name and Title of Authorized Representative:

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*Signature of Authorized Representative* *Date*

**SECTION 1: ORGANIZATIONAL INFORMATION**

*Responses to Section 1 are to be no more than **2 pages** (8½" x 11"), **approximately 500 words**, typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

This section assesses the alignment of organizational attributes with the criteria described in the RFI. In approximately 500 words or less, please respond to the following prompts:

1. A description of your organization's mission and how the work of your organization prioritizes serving BIPOC educators and the youth they serve.
2. A description of the organization's experience providing the type of service proposed. Alternatively, a description of the ways in which the organization plans to acquire the capacity to add this to their body of services.

**SECTION 2: PROGRAM STRATEGIES**

Responses to Section 2 are to be no more than **3 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Any content that exceeds the page limit will be redacted and not considered as part of application review.

Organizations will provide programming and/or services for BIPOC educators and the youth they serve in Seattle and King County through **one or more** of five (5) specific program strategies.

Applicants will select the program strategy (or strategies) most reflective of the program or service they intend to provide and draft their RFI proposal accordingly. The five program strategies are:

**1. Entry:**

- Recruiting BIPOC educator candidates (recruitment)
- Getting recruits into high quality and supportive teacher prep programs (enrollment)

**Connected Outcomes:**

**Outcome 1:** Increased outreach, recruitment, and enrollment of aspiring BIPOC educators in preparation programs

**Outcome 2:** Increased access to supplementary curriculum that focuses on positive identity development of BIPOC educators

**2. Teacher Education Program Retention:**

- Supporting educator candidates throughout teacher prep programs (retention + completion)

**Connected Outcomes:**

**Outcome 3:** Increased teacher prep program retention and completion of aspiring BIPOC educators

**3. In-Service/Classroom Retention:**

- Supporting newly certified educators in placement and first years of teaching (professional practice)
- Supporting existing BIPOC educators (Retention)

**Connected Outcomes:**

**Outcome 4:** Increased access to professional development and mentoring opportunities for BIPOC educators promoting retention and job satisfaction

**4. Advancement:**

- Supporting existing BIPOC educators interested in teaching/leadership/admin certification

**Connected Outcomes:**

**Outcome 5:** Increased access to professional development and mentoring support for BIPOC educators promoting career advancement

**5. Professional & Org Development:**

- Organizational development and evaluation activities to expand services for community-based organizations currently engaged in programming that supports Educator Diversity
- Supporting existing BIPOC educators who are non-teaching staff in obtaining necessary credentials to be classroom teachers



**Connected Outcomes:**

**Outcome 6:** Increased organizational capacity (operations, financial development, program strategy) of community-based organizations working on educator diversity outcomes

**Outcome 7:** Increased access to professional development opportunities for non-teaching staff working in educational spaces to advance in the field

Please note that program strategies are loosely defined with broad parameters. Applicants are encouraged to explain what each chosen strategy means for their organization within their specific programming.

***Program Strategies prompt:***

Describe your program and how it fits into one or more of the program strategies listed above, answering each of the following questions:

- How does your program fit into the program strategy(s) and what services are provided?
- How do your program's services align with the program strategy(s)?
- What is your program's mission and vision and how does it connect to the program strategy(s)?

**SECTION 3: PROGRAM OUTCOMES**

Responses to Section 3 are to be no more than **3 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Any content that exceeds the page limit will be redacted and not considered as part of application review.

Organizations will explain how programming intends to accomplish **two or more** of the following outcomes within their programming.

**Outcome 1:** Increased outreach, recruitment, and enrollment of aspiring BIPOC educators in preparation programs

**Outcome 2:** Increased access to supplementary curriculum that focuses on positive identity development of BIPOC educators

**Outcome 3:** Increased teacher prep program retention and completion of aspiring BIPOC educators

**Outcome 4:** Increased access to professional development and mentoring opportunities for BIPOC educators promoting retention and job satisfaction

**Outcome 5:** Increased access to professional development and mentoring support for BIPOC educators promoting career advancement

**Outcome 6:** Increased organizational capacity (operations, financial development, program strategy) of community-based organizations working on educator diversity outcomes

**Outcome 7:** Increased access to professional development opportunities for non-teaching staff working in educational spaces to advance in the field

***Program Outcomes prompt:***

Describe the impact your program has had thus far on BIPOC educators and the youth they serve in Seattle and King County, what impact you have planned for the next year, and how this impact aligns with two (or more) of the outcomes above, answering each of the following questions:

*(Note: If there are additional outcomes your program intends to accomplish, articulate those outcomes in your response.)*

- How does your program's intended outcomes align with the program services offered, as outlined in the program description in the *Program Strategies* section?
- How does your program's impact and intended impact align with at least two of the program outcomes and any additional proposed outcomes?
- How will your program utilize funding to accomplish outcomes?

**SECTION 4: DATA USE & CONTINUOUS QUALITY IMPROVEMENT PLAN**

*Responses to Section 4 are to be no more than **2 pages** (8½" x 11"), typed or word-processed, size 11 font, single- or double-spaced, page-numbered, and submitted with all other sections. Any content that exceeds the page limit will be redacted and not considered as part of application review.*

The CQI plan serves as a reflection tool for organizations, so they can ensure responsiveness to student and educator needs throughout the different phases of program implementation, and that future iterations of this program incorporate lessons learned. Successful CQI plans will include descriptions of how:

- Your proposed program captures outcomes (youth/educator surveys, tracking of data points, etc.) and uses data to inform future planning and programming.
  - Specifically, how your proposed program utilizes quantitative and/or qualitative data to support continuous quality improvement processes to check and adjust program strategies/interventions and implement programming responsive to youth need.
- Your organization identifies and addresses educator barriers to accessing services.
- Your organization partners with youth, educators and/or community accessing your services.

**SECTION 5: LABOR HARMONY**

*Responses to Section 5: Labor Harmony are to be completed using the template provided and submitted with all other sections. Attachments do not count towards the page limit and are to be submitted as a separate file.*

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of funded programs to achieve intended outcomes.

In your response, please indicate if your agency is committed to avoiding labor disputes that disrupt services by checking the appropriate box.

Yes       No

If your organization has standard practices and policies that uphold this principle, such as a labor harmony agreement or a collective bargaining agreement, **please attach with your submission as a separate file** (Word or PDF). This attachment will not count towards the page limit.

**COVID-19 ADDENDUM**

*The extent and duration of COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still being assessed. DEEL is interested in proactively addressing these impacts to the extent possible and is asking applicants to anticipate potential impacts to their program/service proposal. Please respond to the following questions to the best of your ability. Responses will not be scored as a part of your application's evaluation.*

In the event public health guidelines place limits on social interactions and/or gathering places like schools and community centers during the 2020-21 school year, what aspects of your program/service proposal do you anticipate may be impacted? Please check all that may apply.

- Programming site/facility
- Schedule (e.g. start/end dates, frequency)
- Delivery of services/programming activities
- Students served
- Staffing
- Partnerships
- Transportation
- Meals/Snacks

Please provide a brief description (maximum 500 words) of how the impacted programming/services identified above may be sustained or if they would need to be suspended in the event of unforeseen school closures or the inability to provide direct, in-person services to identified focus students.

## EVALUATION AND DELIBERATION CRITERIA

A review panel comprised of community members and City of Seattle staff and partners will score and rank applications from highest to lowest based on factors outlined in the application sections above and recommend selections for final award. Below is the evaluation criteria that will be used to score and discuss proposals.

As part of the evaluation process, review panel members and DEEL will consider multiple factors when selecting applicants for funding during the deliberation process. Evaluation factors include:

- Fund a diverse group of eligible applicants identified in the youth and adult community surveys.
- Fund proposals that leverage partnerships and engagement with youth, families and/or educators.
- Fund proposals that provide programming that supports BIPOC educators by achieving two or more outcomes outlined in the RFI within one or more of the three identified program strategies.

Section	Criteria	Score
1. Organizational Information	<ul style="list-style-type: none"> <li>▪ Organization has a mission statement and/or other foundational documents that centers its programming on serving BIPOC educators and the youth they serve. <b>[10 points]</b></li> <li>▪ Organization demonstrates experience with the type of direct service proposed in application; or alternatively, if the type of direct service proposed is one with which the applicant has no experience, description/plan to acquire the capacity to add this to their body of services. <b>[10 points]</b></li> </ul>	<b>20</b>
2. Program Strategies	<ul style="list-style-type: none"> <li>▪ Organization describes how program and services provided fit into the program strategy(s). <b>[9 points]</b></li> <li>▪ Programs content is culturally relevant and affirming to participating educators. <b>[8 points]</b></li> <li>▪ Services align with the program strategy(s). <b>[8 points]</b></li> <li>▪ Organization’s mission and vision connect to the program strategy(s). <b>[5 points]</b></li> </ul>	<b>30</b>
3. Program Outcomes	<ul style="list-style-type: none"> <li>▪ Organization’s intended outcomes align with the program services offered, as outlined in the program description in the <i>Program Strategies</i> section. <b>[10 points]</b></li> <li>▪ Program’s impact and intended impact align with at least two of the outcomes and any additional proposed outcomes. <b>[10 points]</b></li> <li>▪ Organization will utilize funding to accomplish outcomes. <b>[10 points]</b></li> </ul>	<b>30</b>
4. Data Use & Continuous Quality Improvement Plan	<ul style="list-style-type: none"> <li>▪ Program captures outcomes (youth/educator surveys, tracking of data points, etc.). <b>[8 points]</b></li> <li>▪ Organization identifies and addresses educator barriers to accessing services. <b>[4 points]</b></li> <li>▪ Organization prioritizes partnering with youth, educators and/or community accessing services. <b>[8 points]</b></li> </ul>	<b>20</b>
4. Labor Harmony	<i>Not scored, part of technical compliance review</i>	
<b>TOTAL POINTS</b>		<b>100</b>

**APPENDIX A: Data Review**

