

Equitable Communities Initiative Educator Diversity Request for Investment (RFI)

Information Session

Wednesday, May 11, 2022

Presented by: Mustafa Bulale, Equitable Communities Advisor



Before we get started...

- Have a printed or electronic RFI document to reference
- Note your questions throughout the presentation and submit to DEELFunding@seattle.gov with subject line: "Question: ECI Educator Diversity RFI"



Information Session Agenda

- I. Equitable Communities Initiative – Educator Diversity RFI
- II. Application Overview and Expectations
- III. Next Steps and Submitting Questions



Equitable Communities Initiative Educator Diversity Request for Investment

Why is this funding opportunity happening?



Funding Opportunity Background

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 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.



DEEL Landscaping & Community Engagement Approach

- Literature review to **identify best practices and evidence** related to edi.
- **Reviewed existing Seattle Public School data** on students and teachers
- Conducted an **online community survey**
- Completed **21 key informant interviews** with key CBOs
- Conducted **four youth listening sessions**



Community Outreach

Goal: *Gather community feedback to help (develop strategies and outcomes) support decisions on programs that should be funded for BIPOC Youth Leadership Programming.*

Youth Listening Sessions



“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)

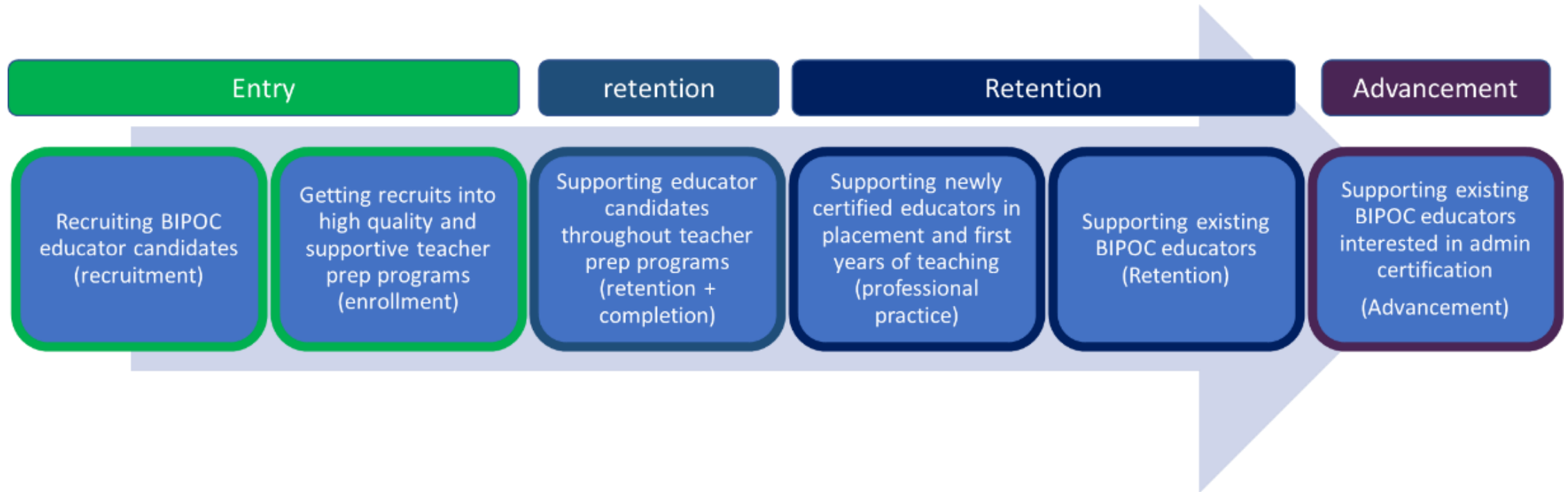
“It would be great if there were more faculty of color not just in the area of teachers but DEI coordinators, ASB coordinator and the like.”
(BIPOC youth, high school)

“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)

Community Partner Interviews



Community Outreach: Recommended Program Strategies



Community Outreach: Recommended Program Outcomes

Entry

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

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

Teacher Education Program Retention

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

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

In-Service/Classroom Retention

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

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

Advancement

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

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

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

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

Equitable Communities Initiative

Educator Diversity RFI

Summary

Purpose	This investment seeks to increase bilingual and racially/ethnically diverse educator representation and retention in Seattle and improving student performance for all students, specifically Black, Indigenous, and students of color.
Eligible Applicants	DEEL is seeking applications from community-based organizations and sole-proprietors focused on increasing the racial diversity of the educator workforce, provide professional learning opportunities to Black, Indigenous, People of Color educators, and increase the organizational capacity of CBOs and sole proprietors working to support educator diversity.
Selected applicants will receive:	Awarded applicants will receive one-time funding up to \$150,000.00
Applications Due:	By 3:00pm Monday, May 23, 2022
Term of Investment:	One-time programmatic funding (June 2022 – June 2023)

The Application



Application Sections

- ✓ NEW Online Registration
- ✓ Cover Sheet
- ✓ Section 1: Program Strategies
- ✓ Section 2: Community-Informed Outcomes
- ✓ Section 3: Learning Plan
- ✓ Section 4: Labor Harmony
- ✓ COVID-19 Addendum
- ✓ Budget



NEW Online Registration

- Required
- Automatically receive email receipt
- Organizational information
- Application point of contact
- Summary of program/service proposal

Online Registration Link



Registration Form Equitable Communities Initiative: Educator Diversity RFI

Personal information entered on this form is subject to Washington Public Records Act, and may be subject to disclosure to a third-party requestor. At the City of Seattle, we are committed to protecting your privacy and will ensure that any disclosures are done according to law. To learn more about how this information is managed please see our Privacy Statement at <http://www.seattle.gov/tech/initiatives/privacy/privacy-statement>

* Required

Please complete a registration form for each RFI application you are submitting. If your organization is submitting more than one application you will need to submit a registration form for each RFI submission.

1. Organization Name *

Enter your answer

The Cover Sheet

- Organizational information
- Application point of contact
- Summary of program/service proposal

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 (Choose at least one)	<ul style="list-style-type: none"> <input type="checkbox"/> Entry <input type="checkbox"/> Teacher Education Program Retention <input type="checkbox"/> In-Service/Classroom Retention <input type="checkbox"/> Advancement <input type="checkbox"/> Professional & Organizational Development for applicants currently engaged in programming that supports Educator Diversity 	
Youth Identified Outcomes (Choose at least two)	<p>Outcome 1: Increased outreach, recruitment, and enrollment of aspiring <u>BIPOC</u> educators in preparation programs</p> <p>Outcome 2: Increased teacher prep program retention and completion of aspiring <u>BIPOC</u> educators</p>	<p>Outcome 5: Increased access to professional development and mentoring support for <u>BIPOC</u> educators promoting career advancement</p> <p>Outcome 6: Increased organizational capacity (operations, financial development, program strategy) of community-based organizations</p>



Section 1: Organizational Information

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.

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

Describe your program and how it fits into one or more of the following program strategies:

Entry

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

Teacher Education Program Retention

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

In-Service/Classroom Retention

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

Advancement

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

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



Section 3: Community Informed Outcomes

Describe the impact your program has had thus far on BIPOC educators and the youth they serve in Seattle, the impact you have planned for the next year, and how this impact aligns with two (or more) of the outcomes.

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 and Continuous Quality Improvement Plan

Provide a Data Use and Continuous Quality Improvement Plan that describes how you'll be responsive to student and educator needs throughout the different phases of program implementation, and that future iterations of this program incorporate lessons learned.

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.



Budget

- Budget Template located at:

- [Educator Diversity RFI](#)

Table 1: Personnel Expenditures

	Position Title	FTE	RFI Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: Please outline roles and responsibilities of each position and any variation in FTE (e.g., pre-program planning, program management during the summer, etc.), and describe how each connects to your RFI program/service proposal.
1							\$ -	
2							\$ -	
3							\$ -	
4							\$ -	
5							\$ -	
6							\$ -	
7							\$ -	
8							\$ -	
9							\$ -	
10							\$ -	
			<i>Subtotal:</i> \$ -	\$ -	\$ -	\$ -	\$ -	\$0
			<i>Benefits:</i> \$ -	\$ -	\$ -	\$ -	\$ -	<--Insert benefits percentage to the left in cell H23 (e.g. 24%)
			<i>Personnel Sub-Total</i> \$ -	\$ -	\$ -	\$ -	\$ -	\$0

Table 2: Non-Personnel Expenditures

	Item Name	RFI Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: List all subcontracts, supplies, materials, transportation, and other proposed expenditures. Please include the requested amount as well as a brief description, including how each connects to your RFI program/service proposal.
1						\$ -	
2						\$ -	
3						\$ -	
4						\$ -	
5						\$ -	
6						\$ -	
7						\$ -	
8						\$ -	
9						\$ -	
10						\$ -	
			<i>Non-personnel Subtotal:</i> \$ -	\$ -	\$ -	\$ -	\$0

Section 5: Labor Harmony

- Applicants commit to avoiding labor disputes that disrupt 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 in flux.

Please provide a brief description 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.

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.

RFI Application Scoring

Section	Criteria	Score
1. Organizational Information	<ul style="list-style-type: none"> Organization has a mission statement and/or other foundational documents that centers its programming on serving BIPOC educators and the youth they serve. [10 points] 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. [10 points] 	20
2. Program Strategies	<ul style="list-style-type: none"> Organization describes how program and services provided fit into the program strategy(s). [9 points] Programs content is culturally relevant and affirming to participating educators. [8 points] Services align with the program strategy(s). [8 points] Organization's mission and vision connect to the program strategy(s). [5 points] 	30
3. Program Outcomes	<ul style="list-style-type: none"> Organization's intended outcomes align with the program services offered, as outlined in the program description in the <i>Program Strategies</i> section. [10 points] Program's impact and intended impact align with at least two of the outcomes and any additional proposed outcomes. [10 points] Organization will utilize funding to accomplish outcomes. [10 points] 	30
4. Data Use & Continuous Quality Improvement Plan	<ul style="list-style-type: none"> Program captures outcomes (youth/educator surveys, tracking of data points, etc.). [8 points] Organization identifies and addresses educator barriers to accessing services. [4 points] Organization prioritizes partnering with youth, educators and/or community accessing services. [8 points] 	20
4. Labor Harmony	<i>Not scored, part of technical compliance review</i>	
TOTAL POINTS		100



Application Timeline

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
RFI Applications due	Monday, May 23, 2022, by 3:00pm
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

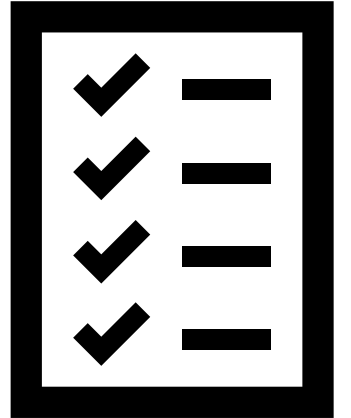
**Dates and times are subject to change*



Technical Compliance

An application will be deemed technically compliant if it:

- Is submitted on time (**by Monday, May 23, 2022, by 3:00pm**). Submit electronically to: DEELFunding@seattle.gov
- Sections 1-4: Response is typed, size 11 font, single or double-spaced, page-numbered, and submitted with all other sections.
- Submitted labor harmony attachment (Section 5). Labor Harmony 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.
- COVID-19 Addendum: Please complete in the space provided, single- or double-spaced, size 11 font with maximum of 500 words
- Provide signature in the application form



Technical Assistance (TA)

It is recommended that staff member(s) assigned to the development of the proposal should attend the TA session, so applicants understand the RFI sections, technical compliance expectations, and application tools provided.

For the most current information please visit the DEEL funding opportunities website: <https://www.seattle.gov/education/for-providers/funding-opportunities>
Email questions to DEELFunding@seattle.gov.

Event	Date	Time & Location
RFI Information Session (pre-recorded webinar)	Wednesday, May 9, 2022	Posted online by 4pm
Technical Assistance Session	Tuesday, May 11, 2022	Virtual 2:30pm-4:00pm
Last day to submit questions to DEELFunding@seattle.gov	Wednesday, May 23, 2022, by 4:00 pm	All Q&A posted online within 3 business days

THANK YOU!
See you at the
TA Session!



SEATTLE

CITY HALL

