

Amendment #1 (May 6, 2022): Clarified age range eligibility from Provider criteria section (page 3)
Amendment #2: (May 6, 2022): Clarified that Focus Youth includes BIPOC and/or immigrant/refugee youth and young adults ages 5-24 (page 7)
Amendment #3: (May 6, 2022): Added Grades K-5 as a selection option in Cover Sheet age range section (page 14)

Revisions are highlighted in **yellow** and underlined (addition) or as a **strikeout** (deletion) to the original RFI issued on Monday, April 25, 2022.

YOUTH LEADERSHIP & CULTURAL EDUCATION REQUEST FOR INVESTMENT

APPLICATION PACKET

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 (ECI) Youth Leadership & Cultural Education Request for Investment (RFI). This funding opportunity was established as part of DEEL’s 2022 budget, and allocates up to \$1,500,000 to support youth impacted by systemic inequities, prioritizing Black, Indigenous, People of Color (BIPOC), immigrant, and refugee youth. 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 16th, 2022**. DEEL will notify successful applicants by Friday, June 17th, 2022, for investments beginning no later than December 31st, 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, April 25, 2022
RFI Information Session (prerecorded webinar)	Wednesday, April 27, 2022 (posted by 4pm)
Technical Assistance Session 1 (online)	Wednesday, May 4, 2022 (2:30-4:00pm)
Technical Assistance Session 2 (online)	Wednesday, May 10, 2022 (2:30-4:00pm)
Last day to submit questions	Wednesday, May 11, 2022, by 4:00 pm
RFI Applications due	Monday, May 16, 2022, by 3:00pm
Applications Reviewed and Rated	May 20 – June 3, 2022
Review Panel Deliberations	June 7 – June 14, 2022
Notifications issued to applicants	Friday, June 17, 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.

K-12 & Community – Culturally Specific and Responsive (CSR) Investments within the 2018 Families, Education, Preschool and Promise (FEPP) Levy support these goals by providing high-quality service and supports that increase positive identity development, academic knowledge, and social- emotional learning for BIPOC, immigrant, and refugee youth.

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 an extensive **literature review to identify best practices and evidence** related to youth leadership and cultural education.
- **Reviewed existing Seattle Public School data** on students and teachers to understand specific needs among different student populations.
- 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.
- Completed **twenty-one key informant interviews** with key CBOs working with BIPOC, immigrant, and refugee youth and providing youth leadership and cultural education programs.
- Conducted **four youth listening sessions** across three CBOs for youth to share thoughts, ideas, needs within youth leadership programming.

Through the review and triangulation of data collected, ECI Task Force recommendations, and community voice, DEEL identified and confirmed the ECI investment outcomes and investment strategy areas. The investment strategies recommended for funding are included below. Additional information on specific targeted outcomes and definitions of selected strategies are included within the Investment Framework.

1. **Identity & Belonging**
2. **Learning & Agency**
3. **Social Emotional Wellbeing**

Eligible Applicants

DEEL is seeking applications from community-based organizations and sole-proprietors supporting youth impacted by systemic inequities, prioritizing BIPOC, immigrant, and refugee youth.

Provider criteria for these investments include:

- Commitment to racial equity and directing resources to youth populations based on the unique needs of historically underserved communities
- Demonstrated history of serving BIPOC, immigrant, and refugee youth.
- Systems that foster partnership with youth and families using culturally responsive communication, practices, and multiple opportunities and mechanisms for youth and families to engage in decision-making processes



- Systems and structures in place to collect, analyze, and evaluate data; data is used to recruit students, assess students' needs, identify appropriate interventions, track student progress toward outcomes, and adjust instructional and programmatic practices
- Governance structure that provides oversight on organizational budget, operations, and values the use of data
- Experience achieving positive outcomes for BIPOC, and/or immigrant and refugee youth and/or young adults **ages 5-24** (~~ages 11-24~~).

Funding

DEEL will conduct a competitive RFI process in 2022 to award available funds for programming beginning no later than December 31st, 2022. DEEL will negotiate fixed contracts inclusive of monitoring and achievement of contract goals and performance commitments. Eligible applicants will submit an application that outlines their organizational attributes, program strategies, outcomes to be achieved, the means and methods to achieve results, and a Data Use & Continuous Quality Improvement 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.

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 Youth Leadership & Cultural Education 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 youth and/or immigrant and refugee youth. The evidence base demonstrates that investments in youth leadership and cultural education programs, such as mentorship, social emotional learning, and culturally relevant curricula positively impact long term academic improvement, among BIPOC, immigrant, and refugee youth, particularly focused on reducing school dropout and increased on-time high school completion.¹

Applicants will submit proposals specifying the outcomes they intend to impact, and the strategies developed to do so. Proposals must show clear alignment between youth needs, focus youth to 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 2), agree to the collection and use of data, and commit to engaging in continuous quality improvement and learning.

Youth Leadership & Cultural Education: Long and Short-term outcomes	
Long-term Outcomes	<ul style="list-style-type: none"> Reduced school dropout for BIPOC, and/or immigrant and refugee youth Increased on-time high school completion for BIPOC, and/or immigrant and refugee youth
Short-term Outcomes	
Identity & Belonging	<ul style="list-style-type: none"> Outcome 1: Increased positive identity development through experiences with identity-affirming cultural education programming for BIPOC, and/or immigrant and refugee youth Outcome 2: Increased supportive and identity affirming relationships with peers and adults for BIPOC, and/or immigrant and refugee youth
Learning & Agency	<ul style="list-style-type: none"> Outcome 3: Increased leadership skills (critical thinking analysis, strategy development, systems level thinking) among BIPOC, and/or immigrant and refugee youth
Social Emotional Well-being	<ul style="list-style-type: none"> Outcome 4: Increased social-emotional skills (self-advocacy, self-efficacy, self-management, self and social awareness) among BIPOC, and/or immigrant and refugee youth Outcome 5: Increased access to safe space in their lives where they can receive identity-affirming, community-based programs, for BIPOC, and/or immigrant and refugee youth
Program Quality Indicators	<ul style="list-style-type: none"> Youth have positions of power and authority in program decisions and implementation Youth feel seen, supported, and affirmed by culturally relevant program content Youth feel welcomed, respected, and safe when accessing support services

Program Strategies

The Youth Leadership & Cultural Education investment recipients will provide programming and/or services for focus students through one or more of the following three (3) program strategy areas identified through the

¹

Michael L. Anderson, Fangwen Lu, Learning to Manage and Managing to Learn: The Effects of Student Leadership Service, February 11, 2016; Curtis L. Hill, Academic achievement and cultural identity in rural Navajo high school students, ProQuest Dissertations Publishing, 2004 (3118998); Khalifa, Muhammad A., Mark Anthony Gooden, and James Earl Davis. "Culturally responsive school leadership: A synthesis of the literature." Review of educational research 86.4 (2016): 1272-1311.; A longitudinal study of self-esteem, cultural identity, and academic success among American Indian adolescents. Whitesell, N. R., Mitchell, C. M., Spicer, P., & Voices of Indian Teens Project Team. (2009). A longitudinal study of self-esteem, cultural identity, and academic success among American Indian adolescents. Cultural Diversity and Ethnic Minority Psychology, 15(1), 38–50.

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. Identity & Belonging:** Programming that creates the opportunity for BIPOC, and/or immigrant and refugee youth to feel culturally represented, is identity-affirming, and cultivates environments that value individual ways of being, learning, and knowing.

Programs may include but not limited to, culturally matched peer or adult mentoring, art and dance, travel programs, activities that explore ethnic histories, heritage, cultural identities, self-expression, and other cultural topics not typically included in the standard public-school curriculum.

Connected Outcomes:

Outcome 1: Increased positive identity development through experiences with identity-affirming cultural education programming for BIPOC, and/or immigrant and refugee youth

Outcome 2: Increased supportive and identity affirming relationships with peers and adults for BIPOC, and/or immigrant and refugee youth

- 2. Learning & Agency:** Programming that provides opportunity for BIPOC, and/or immigrant and refugee youth to build skills and creates environments that allow translating learning into action. Programming that supports the development of youth agency by cultivating a sense of efficacy and leadership.

Programs may include but not limited to, activities that provide exposure to learning opportunities that allow for the exploration of new and relevant content rooted in student culture, interests, and aspirations. Programs that include academic instruction, provide access to social capital, college & career readiness – college visits, career planning, enrichment activities, advocacy & activism, 21st Century skill building (e.g., critical thinking analysis, planning and goal setting, systems level thinking, social emotional learning (SEL)).

Connected Outcomes:

Outcome 3: Increased leadership skills (e.g., critical thinking analysis, planning and goal setting, systems level thinking) among BIPOC, immigrant and refugee youth

*“During Hispanic Heritage Day, I felt more represented in thirty minutes than in the last four years at school.”
(BIPOC youth, high school)*

*“It is important to have a space as a Black Muslimah – a safe space for us sisters. I feel very safe and confident to speak in these places. As most teenagers we have anxiety, but I do not feel anxious about speaking in these spaces.”
(BIPOC youth, high school)*

*“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)*

*“Applying to college is hard if you do not have multiple people supporting you along the way. As my parents are immigrants, they do not know how to support me in this.”
(BIPOC youth, high school)*

*“As leader of my youth program group I was getting out of my bubble and being able to hear from other people who are relating to your situation and knowing that I am not alone.”
(BIPOC youth, high school)*

*“Participating in a youth leadership council was a wonderful support to me. They brought in keynote speakers and folks who had different resources that I did not know was available to me.”
(BIPOC youth, high school)*

3. Social Emotional Well-being:

Programming that provides culturally responsive social emotional support and skill building for BIPOC, and/or immigrant and refugee youth.

Programming that provides safe spaces situated in their communities for youth to explore their identities, practice building healthy relationships, and are given opportunities to cultivate personal strengths (focusing on what you do best).

Programs may include but not limited to, culturally relevant social-emotional learning (SEL), and enrichment. Programs that address cultural identity within their families and communities, goal setting and planning skills, and guiding and connecting youth to holistic support services.

Connected Outcomes:

Outcome 4: Increased social-emotional skills (self-advocacy, self-efficacy, self-management, self and social awareness) among BIPOC, and/or immigrant and refugee youth

Outcome 5: Increased access to safe space in their lives where they can receive identity-affirming, community-based programs, for BIPOC, and/or immigrant and refugee youth

*“It would be nice to talk to someone around your age who has experienced what you have gone through and has gone to school during the pandemic. This would help teenagers perform better in school and make it a better environment.”
(BIPOC youth, high school)*

*“Because of COVID, many kids have lost social skills and picked up bad habits. The school counselors are not an option because they are connected to our parents.”
(BIPOC youth, high school)*

*“I know a lot of people with anxiety, it is hard to manage social anxiety. Whenever I go outside and am around people in general, I feel uncomfortable, and it makes you question yourself.”
(BIPOC youth, high school)*

*“With COVID happening and going from seeing people every day and hanging out with them to wearing a mask and social distancing it really triggered something in teenagers. Now with the mask mandates taken away – teenagers don’t know how to get back to the space of being social. It would be helpful to have something supporting the building of confidence for the youth – something to get you started to talking to people.”
(BIPOC youth, high school)*

Program Design: This funding opportunity is designed to ensure youth leadership and cultural education is centered, while balancing with the need for high-quality programming and operational flexibility.

Desired program characteristics:

- Programs are led by adults who reflect a similar culture and background to participating youth
- Programs content is culturally relevant and affirming to participating youth
- BIPOC youth are involved in decision-making and leadership of programs they participate in
- Programs and social emotional wellbeing supports are community-based and culturally responsive and specific
- Programs take place in or provide physical spaces that are safe and identity-affirming for BIPOC youth
- Youth feel welcomed, respected, and safe when accessing support services
- Youth have easy access to in-person programs – transportation is taken into consideration

Programs may:

1. Occur in-person or hybrid, though in-person models that adhere to public health and safety guidelines are highly encouraged and will be prioritized.
2. Include partnerships between CBOs and schools to leverage shared strengths in academic preparation, cultural- and linguistically specific programming, foster connections between

families and schools and create high-quality enrichment experiences.

Focus Youth

The Youth Leadership & Cultural Education RFI will prioritize BIPOC, immigrant, and refugee youth. Enrollment in programming or services provided through these investments will prioritize youth ages 5-24 that meet two or more of the following criteria:

- Black, Indigenous, and People of Color (BIPOC) Youth, and/or
- Grades 6-12
- Opportunity Youth (youth 16 to 24 years old who are currently disconnected from work and school)
- Immigrant/Refugee Youth

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, fostering connections between youth and families, and creating high-quality enrichment experiences.

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 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 Youth Leadership & Cultural Education 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	Submitted on time (deadline is 3:00 PM Monday, May 16th, 2022) Submitted electronic copy to DEELFunding@seattle.gov .
<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"> • RFI Application in PDF or Word 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"> • Budget in Excel Section 5 budget submission is formatted in Excel template provided and submitted as one file <ul style="list-style-type: none"> • COVID-19 Addendum 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 from](#)

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?	30
2. Program Strategies	Do individual program strategies fit into one or more of the program strategies outlined?	30
3. Program Outcomes	Does the program’s stated impact align with at least two of the outlined outcomes and any additional proposed outcomes?	30
4. Data Use & Continuous Quality Improvement	Does the organization describe how they will be responsive to student needs throughout the different phases of program implementation?	10
5. Labor Harmony	<i>Not scored, part of technical compliance review</i>	
Total Points		100

Part III: Evaluation Process and Contract Negotiations

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 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 no later than December 31st, 2022. All contracts, regardless of start date, will end by December 31st, 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 participating youth
- Collect and submit data for student-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 to the following:

By Email:

DEELFunding@seattle.gov

Subject line: Youth Leadership & Cultural Education 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 16th, 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

Deliver to: DEELFunding@seattle.gov

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

[Organization Name] – Youth Leadership & Cultural Education RFI

Questions:

Please direct submission process questions via email to DEELFunding@seattle.gov and include “Question: Youth Leadership & Cultural Education RFI” in the subject line.

COVER SHEET

**Youth Leadership & Cultural Education
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)	<input type="checkbox"/> Identity & Belonging <input type="checkbox"/> Well-Being <input type="checkbox"/> Learning & Agency
Youth Identified Outcomes (Choose at least two)	<input type="checkbox"/> Outcome 1: Increased positive identity development through experiences with identity-affirming cultural education programming for BIPOC, and/or immigrant and refugee youth <input type="checkbox"/> Outcome 2: Increased supportive and identity affirming relationships with peers and adults for BIPOC, and/or immigrant and refugee youth

	<input type="checkbox"/> Outcome 3: Increased leadership skills (critical thinking analysis, strategy development, systems level thinking) among BIPOC, and/or immigrant and refugee youth <input type="checkbox"/> Outcome 4: Increased social-emotional skills (self-advocacy, self-efficacy, self-management, self and social awareness) among BIPOC, and/or immigrant and refugee youth <input type="checkbox"/> Outcome 5: Increased access to safe space in their lives where they can receive identity-affirming, community-based programs, for BIPOC youth
Anticipated number of focus students to be served annually	
Age range program will serve: (select all that apply)	<input checked="" type="checkbox"/> Elementary, grades K-5 <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 Youth?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Share which focus population(s) your proposed program/services will support <i>Example: (Immigrant and/or refugee youth, emergent multilingual youth, etc.)</i>	
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: http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember	<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"/> 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
FINANCE	
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:

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 and/or immigrant and refugee youth.
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.
3. A description of how staff in your organization reflect the priority communities and populations they serve.
4. A description of how the executive staff and board (if applicable) of your organization reflect the communities and populations the organization serves.

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 youth and/or immigrant and refugee youth in Seattle and King County through **one or more** of three (3) 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 three program strategies are:

- 1. Identity & Belonging:** Programming that is identity-affirming, creates the opportunity for BIPOC youth to feel culturally represented, and cultivates environments that value individual ways of being, learning, and knowing.

Connected Outcomes:

Outcome 1: Increased positive identity development through experiences with identity-affirming cultural education programming for BIPOC youth

Outcome 2: Increased supportive and identity affirming relationships with peers and adults for BIPOC youth

- 2. Learning & Agency:** Programming that provides opportunity for BIPOC youth to build skills and mastery and environments that allow translating learning into action. Supporting the development of youth agency by cultivating a sense of efficacy and leadership through programs that provide access to social capital and provide college & career readiness supports.

Connected Outcomes:

Outcome 3: Increased leadership skills (e.g., critical thinking analysis, planning and goal setting, systems level thinking) among BIPOC youth

- 3. Social Emotional Well-being:** Programming that provides BIPOC youth with culturally responsive social emotional support, social emotional learning programs, and guiding and connecting youth to holistic support services.

Programming that provides safe spaces situated in their communities for youth to explore their identities, practice building healthy relationships, and are given opportunities to cultivate personal strengths (focusing on what you do best).

Connected Outcomes:

Outcome 4: Increased social-emotional skills (self-advocacy, self-efficacy, self-management, self and social awareness) among BIPOC youth

Outcome 5: Increased access to safe space in their lives where they can receive identity-affirming, community-based programs, for BIPOC youth

Please note that program strategies are loosely defined with broad parameters. Quotes included above come directly from survey respondents within the landscape study and are provided for applicant context about the types of program services this grant seeks to support.

Program Strategies prompt:

Describe your program and how it fits into one or more of the program strategies listed above. Successful answers will include descriptions of how:

- Your program fits into the program strategy(s) and what services are provided.
- Services align with the program strategy(s).
- Your organization's mission and vision 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 positive identity development through experiences with identity-affirming cultural education programming for BIPOC youth and/or immigrant and refugee youth.

Outcome 2 - Increased supportive and identity affirming relationships with peers and adults for BIPOC youth and/or immigrant and refugee youth.

Outcome 3 - Increased leadership skills (critical thinking analysis, strategy development, systems level thinking) among BIPOC youth and/or immigrant and refugee youth.

Outcome 4 - Increased social-emotional skills (self-advocacy, self-efficacy, self-management, and social awareness) among BIPOC youth and/or immigrant and refugee youth.

Outcome 5 - Increased access to safe space in their lives where they can receive identity-affirming, community-based programs, for BIPOC youth and/or immigrant and refugee youth.

Program Outcomes prompt:

Describe the impact your program has had thus far on BIPOC youth 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. If there are additional outcomes your program intends to accomplish, articulate those outcomes in your response.

Successful answers will include descriptions of how:

- Your organization's intended outcomes align with the program services offered, as outlined in the program description in the *Program Strategies* section.
- Your program's impact and intended impact align with at least two of the program outcomes and any additional proposed outcomes.
- Your organization will 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 Data Use & Continuous Quality Improvement Plan serves as a reflection tool for organizations, so they can ensure responsiveness to student needs throughout the different phases of program implementation. And that future iterations of this program incorporate lessons learned. Successful Data Use & Continuous Quality Improvement Plans will include descriptions of how:

- Your proposed program captures outcomes (youth 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 youth barriers to accessing services.
 - Specifically, how will you ensure youth feel welcomed, respected, and safe when accessing support services?
- Your organization partners with youth and community accessing your services.
 - Specifically, how will you ensure youth have positions of power and authority in program decisions and implementation?
 - Specifically, how will you ensure youth feel seen, supported, and affirmed by culturally relevant program content?

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 are 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 and families.
- Fund proposals that provide programming BIPOC youth in 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"> ▪ Organization has a mission statement and/or other foundational documents that centers its mission on serving BIPOC youth and/or immigrant and refugee youth/priority population. [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] ▪ Organization staff and senior leadership reflects the priority communities and populations they serve. [10 points] 	30
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 youth. [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 youth-identified outcomes and any additional proposed outcomes. [10 points] ▪ BIOPC youth are involved in decision-making and leadership of programs they participate in. [5 points] ▪ Organization will utilize funding to accomplish outcomes. [5 points] 	30
4. Data Use & Continuous Quality Improvement Plan	<ul style="list-style-type: none"> ▪ Program captures outcomes (youth surveys, tracking of data points, etc.). [4 points] ▪ Organization identifies and addresses youth barriers to accessing services. [2 points] ▪ Organization prioritizes partnering with youth and community accessing your services. [4 points] 	10
4. Labor Harmony	<i>Not scored, part of technical compliance review</i>	
TOTAL POINTS		100