Seattle Department of Education & Early Learning

> **Amendment #1 (May 11, 2022)**: Removed "age range program will serve" section from Cover Sheet (page 3). Age range is not applicable to this RFI.
>
> *Revisions are highlighted in <mark>yellow</mark> 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 SUBMISSION TEMPLATE

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.

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

☐ Yes, my organization has completed the online registration form

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

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 and include "Question: Equitable Communities Initiative – Educator Diversity RFI" in the subject line.

COVER SHEET

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	☐ Community Based Organization ☐ 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)*	• ☐ Entry • ☐ Teacher Education Program Retention • ☐ In-Service/Classroom Retention • ☐ Advancement • ☐ Professional & Organizational Development for applicants currently engaged in programming that supports Educator Diversity	
Youth Identified Outcomes *(Choose at least two)*	**Outcome 1**: Increased outreach, recruitment, and enrollment of aspiring BIPoC educators in preparation programs	**Outcome 5**: Increased access to professional development and mentoring support for BIPoC educators promoting career advancement

	Outcome 2: Increased teacher prep program retention and completion of aspiring BIPoC educators **Outcome 3:** Increased access to supplementary curriculum that focuses on positive identity development of BIPoC educators **Outcome 4**: Increased access to professional development and mentoring opportunities for BIPoC educators promoting retention and job satisfaction	**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-certified teaching staff working in educational spaces to advance in the field
Anticipated number of participants to be served **annually**		
Age range program will serve:	☐ Middle, grades 6-8 ☐ High, grades 9-12 ☐ Opportunity Youth (16yrs-24yrs)	
Does your program serve a majority of BIPOC Educators?	☐ Yes ☐ 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: http://www.seattle.gov/council/meet-the-council/find-your-district-and-councilmember	☐ Council District 1 ☐ Council District 2 ☐ Council District 3 ☐ Council District 4 ☐ Council District 5 ☐ Council District 6 ☐ Council District 7
CAPACITY	
How would these funds support your organization? Check all that apply.	☐ Enable the creation of a new program or service ☐ Stabilize an existing service at its current capacity ☐ Enable an existing program to use a new model of service delivery ☐ Enable an existing program to expand ☐ Enable an existing program to better serve a specific sub-population ☐ Support planning or needs assessment ☐ Other: (please specify)
How many full-time equivalents (FTE) does your organization employ?	*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).*

	_____ FTE
FINANCE	
Have you previously been awarded DEEL funding?	☐ Yes ☐ No ☐ 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 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)?

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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.

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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 barging 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.

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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	- 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	- 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	- Organization's intended outcomes align with the program services offered, as outlined in the program description in the *Program Strategies* 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	- 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	*Not scored, part of technical compliance review*	
TOTAL POINTS		**100**

APPENDIX A: Data Review

Seattle Public School
Student vs. Educator Demographics

■ Black, Indigeneous and People of Color ■ White

Students | *Educators*

	Students BIPOC	Students White	Educators BIPOC	Educators White
2017-18	54%	46%	19%	81%
2018-19	54%	46%	20%	80%
2019-20	55%	45%	20%	80%
2020-21	55%	45%	21%	79%

Seattle Public School
Student vs. Educator Demographics
2020-21

■ Black, Indigeneous and People of Color ■ White

Students | *Educators*

Students: BIPOC 55%, White 45%
Educators: BIPOC 21%, White 79%