Seattle Department of
Education & Early Learning

BLACK GIRLS, YOUNG WOMEN, BLACK QUEER & TRANSGENDER YOUTH REQUEST FOR INVESTMENT

The Department of Education and Early Learning (DEEL) is excited to invite applications from select community-based organizations for DEEL's Black Girls, Young Women, Black Queer and Transgender Request for Investment (RFI). This funding opportunity was established by City Council as part of DEEL's 2021 budget, and allocates up to $375,000 to support Black girls, young women, and Black queer and transgender youth during the 2021-2022 school year. Eligible applicants may submit an application that funds a proposal up to a maximum of $75,000. 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 one-time funding opportunity, eligible applicants are invited to submit RFI applications **by 3:00 pm Monday, November 1, 2021**. DEEL will notify successful applicants by Friday, December 3, 2021 for investments beginning as early as January 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, October 11, 2021
RFI Information Session (prerecorded webinar)	Wednesday, October 13, 2021 (posted by 4pm)
Technical Assistance Session (online)	Wednesday, October 20, 2021 (2:30-4:00pm)
Last day to submit questions	Wednesday, October 27, 2021 by 4:00 pm
RFI Applications due	**Monday, November 1, 2021 by 3:00pm**
Applications Reviewed and Rated	November 8 – November 12, 2021
Review Panel Deliberations	November 15 – November 17, 2021
Notifications issued to applicants	Friday, December 3, 2021

Dates and times are subject to change

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 underserved youth including Black girls, young women, and Black LGBTQ youth, the focus population for this funding opportunity.

Landscape Study and Community Outreach and Engagement

As part of the City of Seattle's continued efforts to invest in programming for Black, Indigenous, People of Color (BIPoC) youth, DEEL funded a landscape study and conducted additional community outreach and engagement that yielded recommendations and additional insights to administer and provide one-time programming to support Black girls, young women, Black queer and transgender youth. Gay City, a Seattle-based non-profit, conducted the landscape study and identified gaps in programming available to support Black girls, young women, Black queer, and transgender youth, determined strategies for addressing those gaps, and made recommendations on appropriate, culturally responsive and identity-affirming programming opportunities through the *Young, Gifted and Black Landscape Study*.

In the scan of youth programming within Seattle/King County, it was identified that though programs are generally available to the focus youth population of this funding opportunity, there is a critical lack of programs that are designed to serve Black girls, young women, and LGBTQ youth of all genders. Most programs that serve Black girls, young women, and LGBTQ youth within Seattle/King County do not have an explicit focus on Black youth. Many Black-led organizations gear their programs toward Black youth and as a result serve more Black youth participants than organizations and programs that are not Black-led. Even still, few Black-led organizations specifically serve Black girls, young women, and LGBTQ youth.

In addition to the environmental scan, Gay City convened focus groups, and conducted community surveys with Black girls, young women, and LGBTQ youth, and community-based organizations that serve them, to inform and gather input to develop the scope of work for this RFI. Based on the data collected, it was recommended that the funding opportunity consider the following types of programming:

1. Peer Support Programming
2. Direct Mental Health Support
3. Youth Community Organizing and Leadership Opportunities
4. Creative and Movement-based Programming
5. Digital Literacy Access

To complement the landscape study, focus groups and surveys, DEEL conducted additional community outreach and engagement that confirmed support for the type of programming that was identified through the landscape study. It also verified organizations that surveyed youth identified as ones that they or their peers participated in (or were aware of) that should be considered in delivering programming for Black girls, young women and Black LGBTQ youth. Adults who were surveyed also corroborated with the youths' perspectives on those community-based organizations who have supported Black girls, young women and Black LGBTQ youth.

Eligible Applicants

DEEL is seeking applications from BIPoC led or identified community-based organizations in the landscape study that are committed to improving results for Black girls, young women, Black queer and transgender youth. Based on the results of the landscape study and community outreach and engagement, the following organizations are eligible to apply:

Building Resilience Awareness & Variations of Excellence (BRAVE)	Girls on the Run
Coyote Central	YMCA
FEEST	Young Women Empowered (Y-WE)

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 African American/Black girls, young women, and Black LGBTQ youth as identified in the landscape study and community outreach and engagement
- 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 youth and/or young adults

Funding

DEEL will conduct a competitive RFI process in 2021 to award available funds for the 2022 calendar year. DEEL will negotiate fixed contracts inclusive of monitoring and achievement of contract goals and performance commitments. Eligible applicants will submit an application that describes programming offered within the program strategies recommended in the *Young, Gifted and Black Landscape Study*, outcomes to be achieved, the means and methods to achieve results, and a learning plan to contribute to a learning community process.

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. Partners will also be expected to attend quarterly meetings with other selected organizations and members of DEEL to participate in a learning community of shared practice and to create an evidence-base of best and/or promising practices and successful programmatic interventions that will inform advocacy for long-term funding for programs effectively serving Black girls, young women and Black LGBTQ youth.

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

Black Girls, Young Women and Black Queer and Transgender Youth investments are guided by an outcomes-based approach that empowers providers to develop their own unique, innovative solutions and design context-specific programming or services to improve outcomes for Seattle youth and young adults. Applicants will develop proposals specifying the outcomes they intend to impact, and the strategies to do so. Proposals must show clear alignment between youth needs, focus youth to be served, and the outcome to be impacted.

Applicants will submit proposals to achieve defined outcomes through culturally responsive and identity-affirming programming. Funded projects will measure their impact through two or more of the following outcomes based on the youth-identified themes, agree to the collection and use of data, and commit to engaging in continuous quality improvement and learning:

THEME	OUTCOME
Sources of Support	1. Youth assume leadership positions in creating, offering, and participating in support services.
Accessing Support	2. Youth are comfortable accessing support services in a safe environment that fosters trust, shared culture and community, and personal connection.
Mental Wellness	3. Youth can readily access mental health supports that are community-based and culturally responsive and specific. These supports may have a broad range, from comprehensive behavioral health services with a licensed professional to peer support groups to practices of self-care and artistic expression.
Adult Mentorship	4. Youth form meaningful, authentic, and supportive relationships with Black adults who reflect a similar culture and background, providing youth with identify affirming guidance and leadership development.
Dedicated Safe Spaces	5. Youth have easy access to physical spaces to gather that are intentionally designed for and by youth to foster a nurturing environment of safety, community building, and care.
Youth Oversight and Expertise	6. Youth have positions of power and authority in all budgetary decision making and program design and implementation.

Program Strategies

Black Girls, Young Women, Black Queer and Transgender investment recipients will provide programming and/or services for focus students through one or more of the following five (5) program strategies recommended by youth through the landscape study. Applicants will select the strategy (or strategies) most reflective of the program or service they intend to provide and draft their RFI proposal accordingly.

1. **Peer support programming:** Programming that creates the opportunity for Black girls, young women and LGBTQ youth to support one another.
   Landscape study rationale: While made evident from the informants that leaders sharing identities with the youth that they care for is important, they stated the true leaders are the Black girls, young women, and LGBTQ youth themselves. Respondents strongly advocated for Black youth oversight over resources allotted for them. Furthermore, stakeholders also promoted that the focus youth also take the deciding role in implementation of expansive youth programming and resources.
   Survey respondent quote: "[What's worked well in supporting Black LGBTQ youth is] having folks from community do the work, and not just creating the culture where it's just staff."

2. **Mental health support:**
   Direct mental health support: Comprehensive behavioral health services are offered to Black girls, young women and Black LGBTQ youth with a licensed professional.
   Indirect mental health support: Services offered include guiding and connecting Black girls, young women, and Black LGBTQ youth to direct mental health support services.
   Landscape study rationale: Youth generally voiced having the greatest support from peer interactions. However, respondents also shared that seeking support from a mental health provider was the next most favorable option. 51% found it somewhat or very helpful. 49% of respondents were comfortable or very comfortable reaching out for mental health supports.
   Survey respondent quote: "From the mental health side, not enough resources are allocated for comprehensive mental health as a whole. And if you look into the Black community…there's not enough folks of color clinicians to support the community because our community doesn't have access sometimes to postsecondary pathways and therefore many of our Black folks aren't accessing services

because they don't trust white folks because white providers are the ones ripping homes apart. They're not going to trust them with their secrets because that'll be used against them. "

3. **Youth community organizing and leadership opportunities:** Programming is led and/or developed by Black girls, young women and Black LGBTQ youth.
   Landscape study rationale: Respondents said that they were the most likely to seek support from friends. 85% of respondents said they were either very or somewhat likely to seek support from friends. Survey respondents were also the most comfortable in seeking support from friends and said that their friends were the most helpful. Additionally, key informants echoed the need for youth to build power with each other for each other. "They need to be at the table developing these opportunities, whatever they be, whether its money, funding, programming. "As one interview participant offered, "The best way to care for young folks is to shut up and let the young people lead. And make sure they have what they need to lead effectively."
   Survey respondent quote: "We need more than services, we need to be building and developing their own sense of power and shifting power. That should be the goal, not just come get this food voucher."

4. **Creative and movement-based programming:** Programming creates safe and creative spaces for Black girls, young women and LGBTQ youth to express themselves.
   Landscape study rationale: The opportunity to share creative, open, safe space rang throughout each component of this study as an essential and necessary support for Black girls, young women, and LGBTQ youth. "We [need to] provide opportunities to share who they are – where they can be experts on their lives." This theme of youth self-determination was referenced in some form by every interviewee and nearly all survey respondents.
   *Survey respondent quote: "*Infusing creativity into everything that we do [to] break down those barriers that are imposed on them, so they can open up in a way that's brave."

5. **Digital literacy access:** Programming provides Black girls, young women and LGBTQ youth access to a range of digital learning tools that encourage critical thinking, digital citizenship and community building.
   Landscape study rationale: Precarious funding for culturally specific programming and supports, the destabilizing and sweeping impacts of displacement/gentrification on Black communities, compounded by the COVID-19 social distancing public safety measures have made digital access vital for learning and community building. As shared in the environmental scan, correspondingly, program staff are concerned that a heightened focus on academic skill-building may be narrowly interpreted as reading and math and detract from other subjects such as science or history, or topics such as social justice, environmental, or social and emotional learning.
   Survey respondent quote: "They are learning a lot of things online so [there's a] need for digital citizenship."

Focus Youth
Black Girls, Young Women, Black Queer and Transgender Yuoth investments will prioritize Black girls, young women, and Black LGBTQ youth. Enrollment in programming or services provided through these investments will prioritize youth that meet one or more of the following criteria:

- Black girls, young women, and Black LGBTQ youth
- Middle school grades 6-8, ages 11-14 years old and/or High school grades 9-12, ages 14-19 years old
- Black, Indigenous, and People of Color (BIPoC)

Proposal Development
Contracted partners may use funds made available through this RFI, and leverage other funds available to them, to implement programming. Partnerships with schools and/or other organizations are encouraged but not required to leverage strengths in programming and data-driven decision-making, culturally- and linguistically

specific programing, 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.

To ensure quality implementation of investment strategies and to 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.

PROCESS AND CRITERIA FOR EVALUATION

Black Girl, Young Women and Black Queer and Transgender Youth 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

☐ Yes ☐ No	Submitted on time (deadline is 3:00 PM Monday, November 1, 2021) either electronically or in paper copy.
	    ☐ Submitted electronic copy to DEELFunding@seattle.gov.
	    ☐ Submitted paper copy to DEEL (see "Instructions to Applicants")

☐ Yes ☐ No	Submitted a complete application inclusive of all required sections by deadline.

☐ Yes ☐ No	Submitted electronic or paper copy correctly:
	    • 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
	    • Budget in Excel
	    Section 5 budget submission is formatted in Excel template provided and submitted as one file
	    • COVID-19 Addendum
	    Response is typed, single- or double-spaced, size 11 font, page numbered, single- or double-sided, and maximum of 500 words

☐ Yes ☐ 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.

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

Section	Sample Factors for Deliberation	Score
1. Program Strategies	Do individual program strategies fit into one or more of the youth recommended program strategies?	20
2. Youth Identified Outcomes	Does the program's impact and intended impact align with at least two of the youth-identified outcomes and any additional proposed outcomes?	15
3. Learning Plan	Does the organization describe how they will contribute to an effective learning community process?	10
4. Labor Harmony	*Not scored, part of technical compliance review*	

Total Points	45

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 final award. 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 awarding partial funding and negotiating 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 REQUIRMENTS

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

TERM

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

CONTINUOUS QUALITY IMPROVEMENT (CQI)

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 COLLECTION AND REPORTING
- Organizations will designate a data point of contact who will be responsible for exchanging data through secure means as specified by DEEL. DEEL will provide training and reference materials to staff on the proper steps and protections to take when exchanging sensitive data.

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 rationalee 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 is not a valid reason to appeal the decision and will not be considered.

![Seattle Department of Education & Early Learning]

Appeals must be sent by mail or by email to the following:

By Mail:

Dwane Chappelle, Director
Seattle Department of Education and Early Learning
Opportunity and Access RFI Appeal
P.O. Box 94665
Seattle, WA 98124-6965

By Email:

DEELFunding@seattle.gov
Subject line: Black Girls LGBTQ Youth 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:

Applications may be submitted electronically or in paper form. All attachments must be received on or **before 3:00 PM Monday, November 1, 2020**.

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

- ☐ Cover Sheet
- ☐ Section 1: Program Strategies
- ☐ Section 2: Youth Identified Outcomes
- ☐ Section 3: Learning Plan
- ☐ Section 4: Labor Harmony
- ☐ Section 5: 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] – Black Girls LGBTQ Youth RFI

Paper submissions

If submitting paper response, all sections must utilize the submission templates provided, be on 8½" X 11" paper, typed or word-processed, size 11 font, single- or double-spaced, page-numbered, single- or double-sided, and stapled together.

Deliver to:

By Mail:	By Hand:

Seattle Department of Education and Early Learning Opportunity and Access Investment RFI PO Box 94665 Seattle, WA 98124-6965	Seattle Department of Education and Early Learning Opportunity and Access Investment RFI Seattle Municipal Tower 700 5th Ave, Suite 1700 Seattle, WA 98104

Questions:

Please direct submission process questions via email to DEELFunding@seattle.gov and include "Question: Black Girls, LGBTQ Youth RFI" in the subject line.

Black Girls, Young Women, Black Queer, and Transgender Youth 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 Type	☐ Community Based Organization ☐ School ☐ Government or Public Agency ☐ Other (specify):

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)*	☐ Peer Support Programming ☐ Mental Health Support ☐ Youth Community Organizing and Leadership	☐ Creative and Movement-Based Programming ☐ Digital Literacy Access
Youth Identified Outcomes *(Choose at least two)*	☐ Outcome 1 ☐ Outcome 2 ☐ Outcome 3	☐ Outcome 4 ☐ Outcome 5 ☐ Outcome 6
Anticipated number of focus students to be served **annually**		
Age range program will serve:	☐ Middle, grades 6-8, ages 11-14 ☐ High, grades 9-12, ages 14-19	
Funding Amount Requested		
Partner agency *(if applicable)*		

Seattle Department of
Education & Early Learning

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
Please indicate how staff reflects the diversity of the community served by providing staff demographics *(150 word maximum)*	

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: PROGRAM STRATEGIES

*Responses to Section 1 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 Black girls, young women and LGBTQ youth in Seattle and King County through **one or more** of five (5) specific program strategies recommended by youth through the Young, Gifted & Black Landscape Study conducted by Lady Anderson and Gay City.

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. **Peer support programming:** Programming that creates the opportunity for Black girls, young women and LGBTQ youth to support one another.
   Landscape study rationale: While made evident from the informants that leaders sharing identities with the youth that they care for is important, they stated the true leaders are the Black girls, young women, and LGBTQ youth themselves. Respondents strongly advocated for Black youth oversight over resources allotted for them. Furthermore, stakeholders also promoted that the focus youth also take the deciding role in implementation of expansive youth programming and resources.
   Survey respondent quote: "[What's worked well in supporting Black LGBTQ youth is] having folks from community do the work, and not just creating the culture where it's just staff."

2. **Mental health support:**
   Direct mental health support: Comprehensive behavioral health services are offered to Black girls, young women and Black LGBTQ youth with a licensed professional.
   Indirect mental health support: Services offered include guiding and connecting Black girls, young women, and Black LGBTQ youth to direct mental health support services.
   Landscape study rationale: Youth generally voiced having the greatest support from peer interactions. However, respondents also shared that seeking support from a mental health provider was the next most favorable option. 51% found it somewhat or very helpful. 49% of respondents were comfortable or very comfortable reaching out for mental health supports.
   Survey respondent quote: "From the mental health side, not enough resources are allocated for comprehensive mental health as a whole. And if you look into the Black community…there's not enough folks of color clinicians to support the community because our community doesn't have access sometimes to postsecondary pathways and therefore many of our Black folks aren't accessing services because they don't trust white folks because white providers are the ones ripping homes apart. They're not going to trust them with their secrets because that'll be used against them."

3. **Youth community organizing and leadership opportunities:** Programming is led and/or developed by Black girls, young women and Black LGBTQ youth.
   Landscape study rationale: Respondents said that they were the most likely to seek support from friends. 85% of respondents said they were either very or somewhat likely to seek support from friends. Survey respondents were also the most comfortable in seeking support from friends and said that their friends were the most helpful. Additionally, key informants echoed the need for youth to build power with each other for each other. "They need to be at the table developing these opportunities, whatever they be, whether its money, funding, programming. "As one interview participant offered, "The best way to care for young folks is to shut up and let the young people lead. And make sure they have what they need to lead effectively."

Survey respondent quote: "We need more than services, we need to be building and developing their own sense of power and shifting power. That should be the goal, not just come get this food voucher."

4. **Creative and movement-based programming:** Programming creates safe and creative spaces for Black girls, young women and LGBTQ youth to express themselves.
   Landscape study rationale: The opportunity to share creative, open, safe space rang throughout each component of this study as an essential and necessary support for Black girls, young women, and LGBTQ youth. "We [need to] provide opportunities to share who they are – where they can be experts on their lives." This theme of youth self-determination was referenced in some form by every interviewee and nearly all survey respondents.
   Survey respondent quote: "Infusing creativity into everything that we do [to] break down those barriers that are imposed on them, so they can open up in a way that's brave."

5. **Digital literacy access:** Programming provides Black girls, young women and LGBTQ youth access to a range of digital learning tools that encourage critical thinking, digital citizenship and community building.
   Landscape study rationale: Precarious funding for culturally specific programming and supports, the destabilizing and sweeping impacts of displacement/gentrification on Black communities, compounded by the COVID-19 social distancing public safety measures have made digital access vital for learning and community building. As shared in the environmental scan, correspondingly, program staff are concerned that a heightened focus on academic skill-building may be narrowly interpreted as reading and math and detract from other subjects such as science or history, or topics such as social justice, environmental, or social and emotional learning.
   Survey respondent quote: "They are learning a lot of things online so [there's a] need for digital citizenship."

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 organization views and defines the program strategy(s).
- 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 2: YOUTH-IDENTIFIED OUTCOMES

*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 explain how programming intends to accomplish **two or more** of the following outcomes within their programming. Outcomes were developed based off priorities identified by youth in the landscape study survey.

Outcome 1 - Youth assume leadership positions in creating, offering, and participating in support services.

Outcome 2 - Youth are comfortable accessing support services in a safe environment that fosters trust, shared culture and community, and personal connection.

Outcome 3 - Youth can readily access mental health supports that are community-based and culturally responsive and specific. These supports may have a broad range, from comprehensive behavioral health services with a licensed professional to peer support groups to practices of self-care and artistic expression.

Outcome 4 - Youth form meaningful, authentic, and supportive relationships with Black adults who reflect a similar culture and background, providing youth with identify affirming guidance and leadership development.

Outcome 5 - Youth have easy access to physical spaces to gather that are intentionally designed for and by youth to foster a nurturing environment of safety, community building, and care.

Outcome 6 - Youth have positions of power and authority in all budgetary decision making and program design and implementation.

Youth-Identified Outcomes prompt:
Describe the impact your program has had thus far for Black girls, young women, and/or Black LGBTQ 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 youth-identified outcomes above. If there are additional outcomes your program intends to accomplish, propose 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 youth-identified outcomes and any additional proposed outcomes.
- Your organization will utilize funding to accomplish outcomes.

SECTION 3: LEARNING PLAN

*Responses to Section 3 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.*

In assessing youth programming within Seattle/King County, the landscape study found that there is a critical lack of programs that are designed to serve Black girls, young women and Black queer and transgender youth of all genders. Selected organizations will be asked to partner with DEEL and other selected organizations in creating a learning plan and evidence-base of best and/or promising practices and successful programmatic interventions that will inform advocacy for long-term funding for programs effectively serving Black girls, young women and Black queer and transgender youth of all genders.

Learning Plan prompt:
Is your organization willing to commit to joining a learning community with other selected organizations and members of DEEL and attending at least three (3) meetings? (*Meeting are tentatively planned to take place in February, April, and June 2022 and will be focused on convening selected organizations to form community, share learning plans, and synthesize learning to inform future actions and advocacy*).

☐ Yes
☐ No

Provide a learning plan detailing how your organization will contribute to an effective learning community process. Successful learning plans will include descriptions of how:
- Your program captures outcomes (youth surveys, tracking of data points, etc.) and uses data to inform future planning and programming.
- Your organization identifies and addresses youth barriers to accessing services.
- Your organization partners with communities, other organizations, and youth.

SECTION 4: Labor Harmony

Responses to Section 4: 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.

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 and families.
- Fund proposals that provide programming for Black girls, young women, and Black LGBTQ youth in achieving two or more outcomes outlined in the RFI within one or more of the five identified program strategies.

Section	Criteria	Score
1. Program Strategies	- Organization describes how they view and define the program strategy(s). **[5 points]** - Organization describes how program and services provided fit into the program strategy(s). **[5 points]** - Services align with the program strategy(s). **[5 points]** - Organization's mission and vision connect to the program strategy(s). **[5 points]**	20
2. Youth identified Outcomes	- Organization's intended outcomes align with the program services offered, as outlined in the program description in the *Program Strategies* section. **[5 points]** - Program's impact and intended impact align with at least two of the youth-identified outcomes and any additional proposed outcomes. **[5 points]** - Organization will utilize funding to accomplish outcomes. **[5 points]**	15
3. Learning Plan	- Organization describes how they will contribute to an effective learning community process. **[3 points]** - Program captures outcomes (youth surveys, tracking of data points, etc.). **[2 points]** - Organization identifies and addresses youth barriers to accessing services. **[2 points]** - Organization partners with communities, other organizations, and youth. **[3 points]**	10
4. Labor Harmony	*Not scored, part of technical compliance review*	
TOTAL POINTS		**45**