

Equitable Communities Initiative Youth Leadership Request for Investment (RFI)

Information Session

Wednesday, April 27, 2022

Presented by: Loida Erhard, Community Data and Evaluation Advisor



Before we get started...

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



Information Session Agenda

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

Equitable Communities Initiative Youth Leadership Funding Opportunity

Why is this funding opportunity happening?



Funding Opportunity Background

The Department of Education and Early Learning (DEEL) is excited to invite applications from select community-based organizations for DEEL's Equitable Communities Initiative: Youth Leadership Request for Investment (RFI).

As part of DEEL's 2022 budget allocation to support the citywide Equitable Communities Initiative, the department is making available up to \$1.5 million to support youth of color. 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 Landscaping & Community Engagement Approach

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



Community Outreach

Goal: *Gather community feedback to help support decisions on programs that should be funded for BIPOC Youth Leadership Programming.*

Youth Listening Sessions



*“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)

Community Partner Interviews



Community Outreach: Recommended Program Strategies

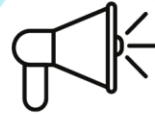


Community Outreach: Recommended Program Outcomes



Short-Term: **Identity and Belonging**

Increased positive identity development through identity-affirming cultural education and relationships with peers and adults for BIPOC youth.



Short-Term: **Learning & Agency**

Increased opportunities for building leadership skills for BIPOC youth.



Short-Term: **Social-Emotional Well Being**

Increased social-emotional skills and identity-affirming safe spaces for BIPOC youth.



Long-Term: **Increased On-Time High School Completion**

and reduced school dropout for BIPOC youth.



Program Quality Indicators:

- 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.

Equitable Communities Initiative Youth Leadership RFI

Summary

Purpose	Select applicants to provide culturally specific and responsive youth leadership programming for BIPOC youth
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.
Selected applicants will receive:	Awarded applicants will receive one-time funding up to \$150,000.00
Applications Due:	By 3:00pm Monday, May 16, 2022
Term of Investment:	One-time programmatic funding (June 2022 – June 2023)



The Application



Application Sections

- ✓ NEW Online Registration
- ✓ Cover Sheet
- ✓ Section 1: Organizational Info
- ✓ Section 2: Program Strategies
- ✓ Section 3: Community-Informed Outcomes
- ✓ Section 4: Data Use, CQI, & Learning Plan
- ✓ Budget
- ✓ Section 5: Labor Harmony
- ✓ COVID-19 Addendum



NEW Online Registration

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

Online Registration Link

**Seattle Department of
Education & Early Learning**

Registration Form

Equitable Communities Initiative: Youth Leadership & Cultural Education RFI

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

* Required

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

1. Organization Name *

The Cover Sheet

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

COVER SHEET		
Equitable Communities Initiative: Youth Leadership 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 & Secondary contact person for questions about this RFI:		
Name		
Title/Role		
Phone		
Email		
SUMMARY OF PROGRAM/SERVICE PROPOSAL:		
Proposed Program/Service Name		
Program Strategies (Choose at least one)	Identity & Belonging Well-Being Learning & Agency	
Youth Identified Outcomes (Choose at least two)	Outcome 1 Outcome 2 Outcome 3	Outcome 4 Outcome 5
Anticipated number of focus students 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 Youth?	Yes No	
Share which focus population(s) (BIPOC Youth; BIPOC youth from low-income backgrounds; immigrant and/or refugee youth; emergent multilingual youth, etc.) 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	Council District 1 Council District 3	Council District 2 Council District 4

Section 1: Organization Information



SECTION 1: ORGANIZATIONAL INFORMATION

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

This section assesses the alignment of organizational attributes with the criteria described in the RFI. 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

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

**Identity &
Belonging**

**Learning &
Agency**

**Social
Emotional
Well-being**



Seattle Department of
Education & Early Learning

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



Section 3: Community Informed Outcomes

*Describe the impact your program has had thus far for BIPOC youth in Seattle, what impact you have planned for the next year, and how this impact aligns with **two or more** of the community-informed outcomes:*

SECTION 3: PROGRAM OUTCOMES

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

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

Outcome 1 - Increased 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.

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

Outcome 4 - Increased social-emotional skills (self-advocacy, self-efficacy, self-management, 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.

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, 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 program outcomes and any additional proposed outcomes.
- Your organization will utilize funding to accomplish outcomes.



Section 4: Data Use and Continuous Quality Improvement Plan

Provide a learning plan detailing how your organization will contribute to an effective learning community process.



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 learning 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 learning 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?



Budget

- Budget Template located at:
- <https://www.seattle.gov/education/funding-opportunities>

Table 1: Personnel Expenditures								
	Position Title	FTE	RFI Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: Please outline roles and responsibilities of each position and any variation in FTE (e.g., pre-program planning, program management during the summer, etc.), and describe how each connects to your RFI program/service proposal.
1							\$ -	
2							\$ -	
3							\$ -	
4							\$ -	
5							\$ -	
6							\$ -	
7							\$ -	
8							\$ -	
9							\$ -	
10							\$ -	
		Subtotal:	\$ -	\$ -	\$ -	\$ -	\$0	
		Benefits:	\$ -	\$ -	\$ -	\$ -		<--Insert benefits percentage to the left in cell H23 (e.g. 24%)
		Personnel Sub-Total	\$ -	\$ -	\$ -	\$ -	\$0	
Table 2: Non-Personnel Expenditures								
	Item Name		RFI Amount Requested	Leveraged FEPP Funding	Leveraged BSK* Funding	Other Funding or In-Kind	TOTAL	Description of Expense: List all subcontracts, supplies, materials, transportation, and other proposed expenditures. Please include the requested amount as well as a brief description, including how each connects to your RFI program/service proposal.
1							\$ -	
2							\$ -	
3							\$ -	
4							\$ -	
5							\$ -	
6							\$ -	
7							\$ -	
8							\$ -	
9							\$ -	
10							\$ -	
		Non-personnel Subtotal:	\$ -	\$ -	\$ -	\$ -	\$0	

Section 5: Labor Harmony

- Applicants commit to avoiding labor disputes that disrupt services



Seattle Department of
Education & Early Learning

SECTION 5: Labor Harmony

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

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

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

☐ Yes

☐ No

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



Covid-19 Addendum

The extent and duration of COVID-19 outbreak remains unknown and the impacts on our communities and our economy are still in flux.

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

COVID-19 ADDENDUM

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

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

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

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



RFI Application Scoring

Section	Criteria	Score
1. Organizational Information	<ul style="list-style-type: none"> Organization has a mission statement and/or other foundational documents that centers its 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
5. Labor Harmony	Not scored, part of technical compliance review	
TOTAL POINTS		100



Partnering with Seattle Public Schools

Partnership Tools & Supports to support CBOs partnering with SPS Schools:

- To identify active or past CBO/school partnerships: <https://sps.communitypartnerplatform.org/>
- Complete the [Intent to Apply for Partners](#) before applying for a grant to partner or work in a SPS school. Common characteristics of a school/CBO partnership:
 - School and CBO are collaborating on the program together.
 - CBO program goals and [SPS Strategic Plan](#) and school goals (and Continuous School Improvement Plan, CSIP) align
 - Program is located at the school.
 - Facilities only open to CBOs that are operating in partnership (they have an MOU or PSC in place)
- **Data Sharing Agreements** between SPS and CBOs can be requested, but not required by SPS. *Details here:* [DSA](#) Complete a **Memorandum of Understanding (MOU)** with school(s). *Contact Jill Leahy, jkleahy@seattleschools.org, Partnerships Alignment Manager, for an MOU template.*
 - Identify point person at the school who will be the primary liaison to support a potential partnership (could be same person that writes letter of support).
 - School staff and leaders may also use the [racial equity partnership questions](#) as you engage in conversations with CBOs about potential partnerships

Questions? Sarah Perez Hamilton, Partnerships Alignment Manager, sjperezhamilton@seattleschools.org



Application Timeline

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

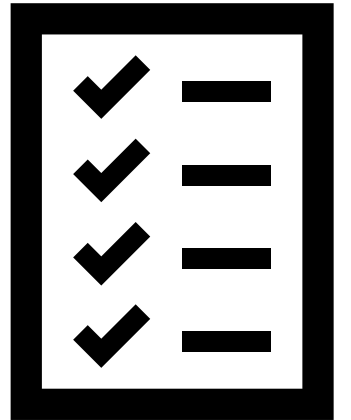
**Dates and times are subject to change*



Technical Compliance

An application will be deemed technically compliant if it:

- Is submitted on time (**by Monday, May 16, 2022, by 3:00pm**). Submit electronically to: DEELFunding@seattle.gov
- Sections 1-3: Response is typed, single- or double-spaced, size 11 font, page-numbered, single- or double-sided
- Submitted labor harmony attachment (Section 4)
- COVID-19 Addendum: Please complete in the space provided, single- or double-spaced, size 11 font with maximum of 500 words
- Provide signature in the application form



Technical Assistance (TA)

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

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

Event	Date	Time & Location
RFI Information Session (pre-recorded webinar)	Wednesday, April 27, 2022	Posted online by 4pm
Technical Assistance Session	Wednesday, May 4, 2022 Tuesday, May 10, 2022	Virtual 2:30pm-4:00pm Virtual 2:30pm-4:00pm
Last day to submit questions to DEELFunding@seattle.gov	Wednesday, May 11, 2022, by 4:00 pm	All Q&A posted online within 3 business days



THANK YOU!
See you at the
TA Session!



