Thank you for your patience as we work through our decision-making process, which is taking longer than anticipated. We expect to notify all applicants in October.

Request for Qualification: Culturally Specific and Responsive – Mentoring Services
School Years 2019-20 through 2025-26
Middle and High School-Aged Youth

APPLICATION TIMELINE

Phase 1: Application Development & Submission	
RFQ Application Opens	Monday July 1, 2019
Webinar Informational (Session 1)	Wednesday July 10, 2019
In-person Informational (Session 2)	Thursday July 18, 2019
In-person Informational (Session 3)	Thursday July 25, 2019
Technical Assistance Workshops	TBD
RFQ Application Due Date	Friday August 9, 2019
Phase 2: Evaluation	
Application Reviewed and Scored by Panel	August 16, 2019
CBO Interviews and Site Visits (optional)	TBD
Notification to All Applicants	Early September

INTRODUCTION

Purpose

The purpose of the *Culturally Specific and Responsive (CSR) – Mentoring* Request for Qualifications (RFQ) is to solicit competitive proposals from qualified community-based organizations (CBOs) to provide culturally-anchored and responsive mentoring services and supports for the Families, Education, Preschool and Promise (FEPP) Levy.

The FEPP Levy is a voter-approved seven-year, $619 million property tax levy to "replace two expiring levies and initially fund expanded early learning and preschool, college and K-12 education support, K-12 student health, and job readiness opportunities."[i] The Department of Education and Early Learning (DEEL) is responsible for administering the FEPP Levy, including stewardship of public funds, authentic community engagement, and accountability to achieve results.

This RFQ falls within the FEPP Levy K-12 School and Community-Based investment area and is intended to advance the goals of Our Best, a racial equity[ii] project of the City of Seattle aimed at improving life outcomes for young Black/African-American men and boys.

This RFQ is an opportunity to leverage culturally responsive programming and curriculum at four Levy-funded schools to foster healthy identity, provide cultural knowledge, and build academic success for young Black/African-American men and boys and/or other historically underserved groups.

Overall, K-12 FEPP Levy investments seek to ensure Seattle students have increased academic preparation, expanded learning opportunities, social-emotional skill building, and college and job readiness experiences that promote high school graduation.

<div align="center">**INVESTMENT GOALS AND OVERVIEW**</div>

<u>Commitment to Funding Culturally Responsive Services</u>

The *CSR Mentoring* RFQ opportunity prioritizes funding for community-based organizations (CBOs). It reflects DEEL's commitment to increase equity in funding through the FEPP Levy. CBOs that apply for this opportunity will need to demonstrate the following principles[iii] (inspired by and adapted from the Human Services Department):

- **Cultural competence** – Demonstrated ability to work effectively, functionally and respectfully in cross-cultural situations, particularly for young Black/African-American men and boys and/or other historically underserved groups.[iv]

- **Cultural responsiveness** – Demonstrated ability to utilize cultural intelligence, funds of knowledge, prior experiences, frames of reference and styles of ethnically diverse students being served, particularly young Black/African-American men and boys and/or other historically underserved groups, to make engagement, relationship-building and learning experiences more relevant.[v]

- **Cultural relevance –** Demonstrate that all levels of the organization—including programming, policies, service delivery methodology, staffing and governance (paid and voluntary)—are reflective and cognizant of Levy focus populations.[vi]

- **Cultural accessibility** – Demonstrated ability to enable ethnically diverse students, particularly young Black/African-American men and boys and/or other historically underserved groups, program access through language, location and diverse service delivery methodologies (e.g., student-centered, culturally grounded, and non-dominant or mainstream approaches).

<u>Background</u>

FEPP Levy CSR investments are intended to expand access to high-quality service and supports designed to increase healthy identity development, academic knowledge, and social-emotional learning for young Black/African-American men and boys and other historically underserved students. All FEPP Levy CSR investments were either specifically proposed or significantly influenced by the Our Best Advisory Council (OBAC), a diverse group of local leaders of African ancestry (diaspora) from the philanthropic, nonprofit, faith, civic, academic, business, and government sectors charged with delivering high impact recommendations to the Mayor and City leadership for achieving the long-term goals of Our Best.

Our Best was launched by the Office of the Mayor in February 2017. The mission of Our Best is to improve life outcomes for young Black men and boys ages 0 to 35 through system changes, policy leadership, and strategic investments in education, health, safety, economic mobility, and positive connections to caring adults. The vision of Our Best is that, by 2040, young Black men and boys are flourishing, living with dignity and reaching their fullest potential by accessing Greater Seattle's robust landscape of opportunities.

Our Best is an explicit, ambitious and bold demonstration project of the City of Seattle's commitment to racial equity through targeted universalism.[vii] The following principles are foundational to Our Best:

- **Asset-based.** Our Best is guided by the belief that young Black men and boys do not need fixing—systems and structures do. Our Best supports policy, programmatic and leadership approaches that are rooted in asset-based approaches that foster the strengths, vitality and expertise of young Black men and boys.

- **Focusing on what works.** Our Best is informed by research: A young person's success requires investments in their education, economic mobility, safety, health, and positive connections to a caring adult in their community.

- **Committed to the success for all young people.** Our Best is aligned with the City's overarching commitment to ensure that every young person achieves success on their journey to adulthood.

- **Targeted strategies can achieve universal goals.** Our Best takes root in targeted universalism: Challenges faced by young Black men and boys are a result of the failures of key institutions that shape their development and life prospects, and ensuring that all Seattle residents have access to opportunity requires focused approaches to dismantle barriers and transform systems that have hurt our most marginalized communities.

- **Challenges faced by young Black men and boys are generational and structural.** Thus, Our Best is systems change-oriented, multi-issue and long-term in scope.

Why Mentoring

All youth deserve a clear path to healthy adulthood as well as formal and natural supports to help them get through obstacles and the challenges they encounter. On the road to a healthy adulthood, young Black men and boys come upon numerous shortcomings in their development and socialization—from being socialized into environments that make them feel insignificant, to limited, inadequate, or insufficient access to resources, tools and skill development.[viii]

CSR Mentoring investments are aimed at providing promising, evidence-based, high-quality mentoring and healing-centered approaches proven to promote healthy identity development and college and career readiness, with prioritization for young Black/African-American men and boys and/or other historically underserved groups.

Research has shown that youth involved in high-quality mentoring show significantly higher protective factors (e.g., academic success, on-time high school graduation, well-being) and lower risk factors (e.g., any associated negative social, health or academic outcome) than non-mentored youth.[ix] Studies show that group mentoring approaches support young Black men and boy's healthy and positive social-emotional development through group processes (e.g., unity, brotherhood, trust).[x] In addition,

mentoring that promotes Black boys' racial identity may in turn lead to positive effects in other aspects of their lives (e.g., academic outcomes).[xi]

Populations Served

CSR Mentoring investments are intended to serve young Black/African-American men and boys and/or other historically underserved groups attending the following schools: Aki Kurose Middle, Denny International Middle School, Asa Mercer Middle School and Interagency Academy High School.

Key Program Elements

Every school context varies. Similarly, young Black men and boys are likely to vary in their individual needs and in the specific types of mentoring supports. *CSR Mentoring* investments are intended to spread leading mentoring practices that positively benefit young Black/African-American men and boys and/or other historically underserved groups, such as:

- Group mentoring;

- Healing-centered mentoring (school- or community-based), linked to academic learning, intergenerational relationship-building, social emotional development and/or racial identity;

- High quality one-to-one mentoring, school-based or community-based, linked to academic learning, intergenerational relationship-building, social emotional development and/or racial identity; and

- Culturally responsive training and professional development supports for mentors.

RFQ Roster Design

PLEASE NOTE: There is no guarantee of work or funding associated with this RFQ opportunity.

CBOs identified for the RFQ roster will be required to collaborate with the staff and leadership of the following FEPP Levy-funded schools that are currently participating in FEPP Levy *CSR programming*: Aki Kurose Middle School, Denny Middle School, Asa Mercer Middle School and Interagency High School.

These partner schools will be required to subcontract with identified CBOs from the mentoring RFQ roster in SY 2019-20. No specific amount of contract award has been prescribed. Actual amount of contract award will be based on a mutual determination between CBOs and schools. CBOs will remain on the RFQ roster for up to two years.

CBOs selected by eligible schools from the RFQ roster will be expected to start mentoring services at the schools beginning second semester (S2) in SY 2019-20. Semester 1 (S1) activities will include provider-school matchmaking and needs assessment to ensure alignment and authentic relationship-building between schools and CBOs.

To be considered for the roster, CBOs are invited to submit their application by 5:00 p.m. Friday, August 9, 2019. DEEL will notify successful applicants in early September 2019 about joining the *CSR Mentoring* roster.

Eligibility

CBOs who meet one or more of the following criteria will be eligible for consideration:

- Focused implementation and prioritized support to young Black/African-American men and boys and/or other historically underserved groups;

- Demonstrate a clear commitment to targeted universalism as a driver for advancing educational equity;

- Use culturally responsive practices, pedagogy or exemplary curricula;

- Have staff or an implementation team that reflect the priority student population for this investment;

- Are geographically located in areas of high concentration of the priority population for this investment;

- Utilize the local community as an extension of the classroom learning environment;

- Use professional development that is culturally responsive throughout the contract period;

- Utilize authentic student leadership and development in implementation;

- Have capacity to collect, analyze, and evaluate data (e.g., recruitment, track student performance and progress, adjust programmatic practices);

- Governance structure that provides oversight on organizational budget, operations, and data;

- Experience/track record of achieving positive outcomes for Black/African-American men and boys and/or other historically underserved groups (academic and/or non-academic); and

- Ability to leverage multiple funding sources to maximize impact.

Roster Duration

- **Updates and renewal:** Mentoring agencies accepted to the RFQ roster are approved for a two-year period.

- **Professional development:** Mentoring agencies accepted to the RFQ roster will be required to participate in annual professional learning activities to maintain their active status and eligibility for subcontracts.

Removal

DEEL reserves the right to remove agencies. Reasons for removal may include actions or behavior that could be harmful to students, schools, or the community. This includes, but is not limited to, the following actions:

- Inappropriate behavior or language in school settings

- Behavior that violates school rules

- Unlawful activities

- Lack of participation in professional development activities as described above

Partnership with Seattle Public Schools District

Following acceptance to the roster and prior to operating in schools:

1. Organization must have a contract/agreement in place with Seattle Public Schools (SPS), likely a Personal Service Contract (PSC).

2. Organizations must follow SPS background check requirements, detailed here. Organizations may use their own background check service if it is compliant with SPS requirements.

3. Organizations must have staff complete the adult sexual misconduct training video unless, they provide their own training on adult sexual misconduct.

4. Organizations must have insurance with at least $1 million in general liability coverage.

Outcomes

CBOs identified for subcontract will be required to collect data on, and achieve one or more of the following outcomes:

- Student program participation rates

- Number of mentor-mentee matches made and sustained

- Students build relationships with trusted adults

- Hours of mentoring activities (group and/or individual)

- Mentor-mentee relationship satisfaction

- Improved school attendance rates

- Increase in percent of target students passing core courses with grades of C or better

- Reduced disciplinary incidents involving target students

- Student participation rates in enrichment activities that provide exposure to career interest

Scoring Framework

DEEL will use a variety of methods to evaluate and select proposals best positioned to meet intended outcomes. All responses must be complete, in the required format, and follow all the requirements of this RFQ.

Responses meeting this requirement will be evaluated and scored according to the following:

Rating Criteria	POINTS
1. Mentoring RFQ a. <u>Program Design</u> - Includes mentoring services and supports that are asset-based, culturally-grounded, healing- or restorative-centered for young Black/African-American men and boys and/or other historically underserved groups. b. <u>Plan to Activate Partnerships</u> - Includes capacity and willingness to collaborate with intended schools and community partners to employ need-based and equity-focused strategies in the program design. c. <u>Evaluation/Reporting plan</u> - Respondent's experience with building shared outcomes and accountability systems. Includes building budgets, analyzing and designing data collection (qualitative and quantitative) to support continuous improvement of programs.	40
2. Past Experience and Demonstrated Ability a. Respondent's experience and history in demonstrating results in providing the desired types of services. b. Respondent's experience working in school-based settings. c. Respondent must submit a work sample that is representative of their proposed services.	20
3. Organizational and Administrative Capacity **a.** Respondent's staffing body of team is reflective of the focus population and/or diverse populations. b. Demonstrates management capacity to plan and implement its proposed project.	15
4. Cultural Competency and Responsiveness	20

a. Culturally competent – Demonstrated ability to work effectively, functionally and respectfully in cross-cultural situations, particularly for the focus population. b. Culturally responsive – Demonstrated ability to use cultural intelligence, funds of knowledge, prior experiences, frames of reference and styles. c. Culturally relevant – Demonstrate that all levels of programming and the organization—including policies, partnerships (strategic and community-based), governance, decision-making, staffing (paid and voluntary) and service methodology—are reflective and cognizant of ethnically diverse focus population. d. Culturally accessible– Demonstrated ability to enable ethnically diverse populations fluid program access through language, location and diverse service delivery methodologies.	
5. Planning for Challenges a. Does the applicant acknowledge possible challenges to implementing the project? For instance, cost overruns, inability to recruit the ideal staff, etc. Do they discuss what they will do to overcome these possible obstacles? b. Do they budget for reasonable contingencies? **c.** Does the applicant talk about how they will grow their skills in any of the above topics, if they are not already fully ready?	**5**
GRAND TOTAL	**100 Points**

Tips for Success

- Participate in at least one informational session (webinar or in-person)

- Check the glossary for definitions

- Refer to the Frequently Asked Questions (FAQ) sheet for this RFQ (accessible via DEEL website)

- Contact education@seattle.gov with questions well in advance of the deadline.

INSTRUCTIONS TO APPLICANTS

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Response Guidelines

Responses to each of the attachments below must follow the page limits identified in the instructions for each attachment. All narrative responses must be on 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, sided, with all attachments stapled together.

Required Application Materials/Technical Compliance

An RFI application must contain the checklist items below to be considered technically compliant. If the checklist items are absent or incomplete, the application may be deemed not technically compliant and may not be evaluated further. DEEL reserves the right to waive immaterial defects or irregularities in any submission and to conduct follow-up interviews to obtain additional information from completed applications, where clarification is needed. DEEL reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
Yes No	Submitted on Time (by 5:00 p.m., August 9, 2019)
Yes No	Attachment 1: Cover Sheet
Yes No	Attachment 2: Application Narrative
Yes No	Attachment 3: Work Sample
Yes No	Attachment 4: Labor Practices and Policies
Yes No	Submitted PDF or Word electronic copy to **Education@seattle.gov**
Yes No	Attachments are typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-spaced, and all attachments stapled together

Submission

Applications may be submitted electronically or in paper form. **All attachments must be received on or before 5:00 p.m. Friday August 9, 2019.**
- **Electronic submissions.** Deliver to: Education@seattle.gov

    Please use the following naming convention in the subject line of your email and for the electronic files attached:
    [Organization Name] – CSR Mentoring RFQ
    Example: ABC Organization – CSR Mentoring RFQ
- **Paper submissions.** Deliver to:

By Mail
Seattle Dept. of Education & Early Learning
CSR Mentoring RFQ
PO 94665
Seattle, WA 98124-6965

By Hand
Seattle Dept. of Education & Early Learning
CSR Mentoring RFQ
Seattle Municipal Tower
700 5th Avenue, Floor 17
Seattle, WA 98104

Questions

Please direct submission process questions to education@seattle.gov and include "Question – CSR Mentoring RFQ" in the subject line.

RFQ APPEAL PROCESS

Applicants may submit a written (emailed to education@seattle.gov, hand delivered or fax) appeal to the DEEL Director within four (4) business days from the date of the written notification.

This is defined as four (4) full business days beyond the notification date. Deliveries by hand, email or fax are acceptable. The Admin Lead for the funding opportunity is responsible for tracking receival of appeal. DEEL is not responsible for assuring that an appeal is received within the appeals deadline.

DEEL can reject any appeal not received within the four (4) day business period. If an applicant indicates to DEEL that they intend to appeal, this does not reserve the right to an appeal; the applicant must file an appeal within the required deadline.

A casual inquiry, complaint, or an appeal that does not provide the facts and issues will not be considered or acted upon as an appeal. No contracts resulting from the RFI/RFP process can be issued until the appeals process is completed.

GLOSSARY

Term	Definition
College and Career Readiness	Being prepared and ready to qualify and succeed in entry-level, credit-bearing college courses leading to a post-secondary degree or certificate, or career pathway-oriented training program without the need for remedial coursework.
Community-based Organization (CBO)	A public or private organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.
Continuous Improvement	Ongoing, real-time data monitoring and reporting of indicators and outcomes to understand fidelity of program implementation, progress towards intended results, and program effectiveness
Culturally Responsive	The ability to learn from and relate respectfully with people of one's own culture as well as those form other cultures.
Educational Equity	Access to educational opportunities and academic achievement are not predicated on a person's race.
Equity/Equitable	Just and fair inclusion into a society in which all can participate, prosper and reach their full potential.
Historically Underserved Students	Students who experience systemic inequities in educational achievement because of their race, ethnicity, socioeconomic status, refugee and immigrant status, English proficiency, special education needs, community wealth, familial situations, housing status, sexual orientation, or other factors. (See also: Students of Color)
Mentoring	Activities such as guiding, coaching, influencing and advising supports that typically occur intergenerationally (between youth and adults) but also intra-generationally (between peers), formally and informally, and in both one-on-one and group contexts.

Our Best	The City's first-ever initiative focusing specifically on improving life outcomes for young Black/African-American men and boys in education, safety, health, economic mobility, and positive connections to caring adults.
Outcome	The condition or status of children, youth, communities, or systems. Represents a specific result a program or strategy is intended to achieve. It can also refer to the specific objective of a specific program.
Race and Social Justice Initiative (RSJI)	The City of Seattle's commitment to realize the vision of racial equity and citywide effort to end institutionalized racism and race-based disparities in City government. More found at www.seattle.gov/rsji.com.
Racial Equity	Racial equity is the condition that would be achieved if racial identity no longer predicted outcomes. Racial equity is one part of racial justice, and thus includes works to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.
Request for Qualification	Assesses an agency's qualifications to perform a scope of work.
Students of Color	Students from non-white racial or ethnic backgrounds.
Targeted Universalism	Pioneered by john a. powell, targeted universalism means setting universal goals that can be achieved through targeted approaches. Targeted universalism alters the usual approach of universal strategies (policies that make no distinctions among citizens' status, such as universal health care) to achieve universal goals (improved health), and instead suggests we use targeted strategies to reach universal goals.

ATTACHMENT 1: Cover Sheet

K-12 School and Community-Based Investment: Culturally Specific and Responsive Mentoring

Community-Based Organization Information:

CBO Name:	
CBO Address:	

Community-Based Organization Staff Member Contact Information:

Name:	
Day/Work Phone:	
Email Address:	

Secondary Staff Member's Contact Information:

Name:	
Title:	
Day/Work Phone:	
Email Address:	

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ATTACHMENT 2: Application Narrative

The application narrative serves three key purposes:

1. To provide applicants an opportunity to share an overview of their unique profile and candidacy for achieving the FEPP Levy and Our Best goals.

2. To help reviewers understand the applicant's unique experience, expertise and capacity to deliver effective mentoring services and supports.

3. To help determine the applicant's readiness to participate in the funding process and ultimately implement gap closing strategies in collaboration with DEEL and other Levy-funded schools.

Directions

- The application narrative should describe your services, be approximately no more than six (6) pages, single- or double-spaced on 8 ½" x 11" paper, typed or word-processed, size twelve (12) font with 1-inch margins, page-numbered, single- or double-sided and stapled with all other attachments.

- Be specific in your responses and respond only to the required components.

- Suggested page limits are provided for each with a brief description.

- Do not need to rewrite questions. Clearly label each section utilizing the headings below.

1. **Mentoring Program (appx. 2 pages)**
   - **Program Design:** Provide an overview of your program design, approach to mentoring, organization's vision and philosophy of mentoring, and the unique qualities of your program to be considered. Also include what should be known about your organization or program that reflects a strong match for this opportunity

   - **Plan to Activate Partnerships:** Discuss your organization's capacity and willingness to collaborate with intended schools and community partners to employ need-based and equity-focused strategies in the program design

   - **Evaluation/Reporting Plan:**

- o Describe your current systems in place, or approaches used for managing data collection systems and/or monitoring performance and report outcomes for students
- o If you currently do not have systems in place, please explain how you intend to do so should you be accepted to the RFQ roster
- o What is a specific example of when you have used data to identify student needs, developed and implemented and response or intervention, monitored progress, and, if applicable, made course corrections? Include a description of results achieved

2. **Past Experience and Demonstrated Ability (appx. 1 page)**
   - Describe your organization's experience and history in managing performance-based contracts or awards.

   - What strategic partnerships do you currently employ to deliver your mentoring services (academic and non-academic)?

   - Describe your history in providing services specific to Seattle Public Schools? Include specific school sites where applicable.

3. **Organizational and Administrative Capacity (appx. 1 page)**
   - Please share your organization's demographics and geographic location (primary). Include where applicable, demographic breakdowns of staff, leadership and governance/board of directors (or fiscal agent, if currently no board) and volunteers (paid or unpaid); either numbers or percentages are acceptable.
   - Describe how your management and team structure has adequate capacity to plan and implement its proposed project.

4. **Cultural Competency and Responsiveness (appx. 1 page)**
   - Speak to your knowledge of the barriers faced by young Black/African-American men and boys and how your program currently incorporates, or plans to incorporate, asset- or strengths-based approaches to address them.

   - Describe your organization's track record and history with mentoring, if applicable, including how your program works with/plans to work with young Black/African-American men and boys. Include outcomes and impacts where necessary and share how your program touches on or plans to touch on issues of identity, race, culture and history.

5. **Planning for Challenges (appx. 1 page)**
   - Discuss how your organization plans to respond to issues such as cost overruns, inability to recruit ideal staff, operational difficulties, challenges with intended partners.
   - Describe how does your agency budgets for and anticipates reasonable contingencies.
   - Provide details on some areas for growth for your organization. How do you plan to address these opportunities?

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ATTACHMENT 3: Work Sample

Work Sample. Applicants must submit a work sample or product that is representative of the services they provide. It should indicate, at minimum, major tasks, activities and objectives for a 6-12 month period of services. Examples include: project plan, calendar of events, curriculum module and/or lesson plan.

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[i] City of Seattle. Proposition No. 1. Family, Education, Preschool, and Promise Levy. (2018).

[ii] National Equity Project. *Why Racial Equity?* Found here.

[iii] City of Seattle Human Services Department. *HSD's Commitment to Funding Culturally Responsive Services*. Found here.

[iv] Teacher Activity Guide. (2010). *The Historic Journey: "Yes We Can."* Found here.

[v] Geneva Gay. (2000). Culturally Responsive Teaching: Theory, Research, & Practice, New York: Teachers College Press

[vi] Adapted from HSD's "Commitment to Funding Culturally Responsive Services".

[vii] powell, john a. et. al. (2019). *Targeted universalism: Policy & Practice.* Found here.

[viii] Grimes, Erik. (2014). *United Way of Greater Philadelphia and Southern New Jersey: Guide to recruiting Black men as mentors for Black boys.* Found here.

[ix] DeWitt, D. J., Lipman, E. L., Da Costa, J., Graham, K., Larose, S., Pepler, D., Coyle, J., DuBois, D., Manzano-Munguia, M, & Ferro, A. (2016). Predictors of early versus late match relationship beginnings in Big Brothers Big Sisters community programs. *Children and Youth Services Review*.

[x] Sanchez, Bernadette. (2016). *National Mentoring Resource Center Population Review: Mentoring for Black male youth.* Found here.

[xi] Ibid.

ATTACHMENT 4: Labor Practices and Policies

*Responses to the Labor Practices and Policies are **not to exceed 1 page**. All responses must be formatted for 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, and page-numbered. Information provided beyond the page limit will not be evaluated.*

The City values agencies that work to prevent labor disputes, which may lead to work stoppages or adversely impact the ability of FEPP Levy-funded programs to achieve intended outcomes. Is your agency committed to avoiding labor disputes that disrupt services? Does your organization have standard practices and policies that uphold this principle? If so, please briefly describe.