



Allegheny County Department of Human Services

RFP Response Form

RFP for Equity Training

PROPOSER INFORMATION

Proposer Name: MMG Earth

Authorized Representative Name & Title: Leah Shea, Business Development Director

Address: 1507 East 53rd Street #276, Chicago, IL 60615

Telephone: [REDACTED]

Email: [REDACTED]

Website: www.mmg.earth

Legal Status: For-Profit Corp. Nonprofit Corp. Sole Proprietor Partnership

Date Incorporated: February 5, 2020

Partners included in this Proposal: N/A

How did you hear about this RFP? *Please be specific.* Bid hosting site

Does your organization have a telecommunications device to accommodate individuals who are deaf or hard of hearing? Yes No

REQUIRED CONTACTS

	Name	Phone	Email
Chief Executive Officer	McKensie Mack	[REDACTED]	[REDACTED]
Contract Processing Contact	Leah Shea	[REDACTED]	[REDACTED]
Chief Information Officer	Anna Chapman	[REDACTED]	[REDACTED]
Chief Financial Officer	Phillip Lambert	[REDACTED]	[REDACTED]
MPER Contact*	Phillip Lambert	[REDACTED]	[REDACTED]

* [MPER](#) is DHS's provider and contract management system. Please list an administrative contact to update and manage this system for your agency.

RFP for Equity Training

BOARD INFORMATION

Provide a list of your board members as an attachment or in the space below.
Not applicable. MMG does not have a Board.

Board Chairperson Name & Title: N/A

Board Chairperson Address: N/A

Board Chairperson Telephone: N/A

Board Chairperson Email: N/A

REFERENCES

Provide the name, affiliation and contact information [include email address and telephone number] for three references who are able to address relevant experience with your organization. *Please do not use employees of the Allegheny County Department of Human Services as references.*

American Library Association

Kara Malenfant, Senior Strategist for Special Initiatives
[REDACTED]

Sacramento Area Council of Governments

Jennifer Tendick, Director of Planning and Policy
[REDACTED]

League of American Orchestras

David Styers, Director, Learning and Leadership Programs
[REDACTED]

PROPOSAL INFORMATION

Date Submitted: June 27, 2022

Amount Requested: \$1,804,239.00

CERTIFICATION

Please check the following before submitting your Proposal, as applicable:

I have read the standard County terms and conditions for County contracts and the requirements for DHS Cyber Security, EEOC/Non-Discrimination, HIPAA and Pennsylvania's Right-to-Know Law.

RFP for Equity Training

By submitting this Proposal, I certify and represent to the County that all submitted materials are true and accurate, and that I have not offered, conferred or agreed to confer any pecuniary benefit or other thing of value for the receipt of special treatment, advantaged information, recipient's decision, opinion, recommendation, vote or any other exercise of discretion concerning this RFP.

Choose one:

My Proposal contains information that is either a trade secret or confidential proprietary information and I have included a written statement signed by an authorized representative identifying those portions or parts of my Proposal and providing contact information.

OR

My Proposal does not contain information that is either a trade secret or confidential proprietary information.

ATTACHMENTS

Please submit the following attachments with your Response Form. These can be found at <http://www.alleghenycounty.us/dhs/solicitations>.

- Partner commitment letters, if applicable
- MWDBE and VOSB documents
- Allegheny County Vendor Creation Form
- Audited financial reports or other financial documentation for the last three years
- W-9

REQUIREMENTS

Please respond to the following. The maximum score a Proposal can receive is 100 points. Your response to this section should not exceed 11 pages. (Pages 1-3 are not included in the page count).

RFP for Equity Training

Organizational Experience (15 points possible)

1. Describe your organization's commitment and approach to advancing equity and justice.

MMG is a Black and nonbinary-led firm that centers the principles of racial justice, LGBTQIA+ rights, transformative accountability, and gender equity in all that we do. We understand the ways that the experience of inequity is shifted and changed at various intersections of identity. We center intersectionality (the concept originally coined by Kimberlé Crenshaw) as a critical pillar in our training, research, and change management practice. We help clients develop a shared language for anti-racism that analyzes the ways that the intersections of multiple identities impact the lived experiences of staff, leadership, and the historically marginalized communities our clients seek to support. Our approach is relational. We focus on helping teams build their relational capacity for establishing and implementing equitable and anti-oppressive initiatives in both meaningful and effective ways.

2. Describe your organizational experience with providing trainings similar to those outlined in the RFP.

MMG brings extensive experience developing, facilitating, delivering, and evaluating interactive, comprehensive training programs to staff and community stakeholders. For example, we were commissioned to design and implement a training program for upwards of 700 participants at the American Library Association. To get a better sense of our training approach, you can find a recording of the program introduction [here](#). Our training offers participants a fundamental understanding of identity, power, racial equity, and bias; resources for having brave conversations at their organization; activities in brave spaces that challenge our understanding of power and privilege; and offer practical steps we all can take to build inclusive, more equitable cultures together. What makes us different is that we know how to leverage existing content to help participants understand that justice and equity work is never just about one expression of or experience with identity. Our goal is to aid participants in growing as people and in developing their understanding of how various identities shape and inform not only perspective but also how we view and engage with ourselves, our personally held interpersonal boundaries, and our communities.

We bring experience scheduling and facilitating training courses for a variety of clients. Relevant examples include:

Association of College and Research Librarians. Representing more than 9,000 individuals and libraries, the Association of College and Research Libraries (ACRL), the largest division of the American Library Association (ALA), develops programs, products, and services to help those working in academic and research libraries learn, innovate, and lead within the academic community. Founded in 1940, ACRL is committed to advancing learning, transforming scholarship, and creating diverse and inclusive communities. ACRL sought the development and facilitation of anti-racism workshops designed to 1) provide ACRL leaders with frameworks for anti-racism work within their respective institutions and 2) to embolden them to action. We hosted 90-minute town halls for all ACRL leaders designed to give them the information they need to build an anti-racist analysis that they can bring back to their respective institutions and

RFP for Equity Training

then divided them into cohorts of no more than 20 participants focused on developing a shared framework and language for discussions around anti-racism, accountability, and repair.

The Movement Cooperative. In 2020, The Movement Cooperative (TMC), a member-led entity that serves to sustainably provide the best available data, technology, and resources to movement communities with members reaching over 200 million people in the U.S., published an RFP in search of a training and education partner. TMC selected MMG, whereupon we developed and facilitated equity and justice-focused training for all staff and leaders. Participants followed a framework of cultural humility, facing ourselves, and facing each other which focused on helping participants champion equity and inclusion from within the organization. The process included reflection activities and homework following each session. Participants were surveyed at the end of the program to gather data points on the sessions' impact on their understanding of the core topics and themes.

American Library Association. In 2019, MMG partnered with the ALA to develop a public talk for their 2020 President's Program. In collaboration with ALA leaders, we were tasked with designing a 90-minute program focused on helping participants to ground themselves in the history of racism and librarianship in America. This program presented frameworks for contextualizing racial justice through the lens of libraries, knowledge equity, and interpersonal and institutional transformation. The program also broached the current moment in which the program was held, and displayed viral imagery of global protests against police brutality and white supremacy. These images were presented with the following question: Who are you accountable to? The program welcomed over 600 live participants and was one of ACRL's most well-attended programs ever. More information can be found [here](#). When surveyed following the program, participants shared that the event was one of the most highly rated programs that had ever been presented in the history of the President's Program. [The feedback from this program can be found here.](#)

League of American Orchestras. The League of American Orchestras leads, supports, and champions America's orchestras and the vitality of the music they perform. The organization has a diverse membership of more than 1,800 individuals and smaller organizations across North America. League of American Orchestras helps members thrive and achieve long-term success through their programs, research, and learning resources. MMG supported the League by advising and writing marketing copy for a previous conference, developing ad-hoc conference planning groups, and advising content leads of non-DEI-focused webinars. Most recently, we partnered with the League to develop and facilitate a program entitled EDI Pathways, a series dedicated to providing the orchestra community with tangible examples of equity work currently being led across the country. The goal was to leverage the power of public speaking and animation to assist participants in gaining deeper clarity and understanding of what a commitment to equity work can look like, the challenges involved, and the triumphs. During this program, we guided members through a three-part series that explored and expanded the League's understanding of and commitment to diversity, equity, and inclusion.

RFP for Equity Training

Implementation (25 points possible)

3. Provide a detailed implementation timeline including specific dates and objectives.

PROJECT PHASE	DESCRIPTION	TIMELINE
Research & Discovery	<ul style="list-style-type: none"> Project kick-off call with key DHS stakeholders Background research on and study of DHS existing work, equity training content, and frameworks Collaborate with DHS trainers to understand the training facilitation process and the train-the-trainer model Research on DHS's history, mission, and values Monthly status calls throughout the life of the project 	Aug 15, 2022 - Sep 15, 2022
Discussion & Dialogue	<ul style="list-style-type: none"> Review and coordination of staff training Draft DHS equity training evaluation and continuous improvement plan Collaboration with DHS stakeholders to <ul style="list-style-type: none"> gather feedback on development of measurement tools for the program and measurement methodology development of customized portal for all training participants inclusive of training objectives, sessions attended, resources and reflection activities based on the existing training content, CUEs, and uploaded transcriptions following each session 	Sep 15, 2022 - Oct 27, 2022
Design & Development	<ul style="list-style-type: none"> Securing sign language interpreters for in-person and online sessions Demo for DHS staff of online portal and measurement tools for finalization Training of facilitators begins Finalization of training schedule and design of strategic communications to provide all staff with portal log-ins for their sessions Scheduling training, managing the registration process, sending confirmation and reminder emails to registrants, securing space and equipment for training, ensuring participants' accessibility-related needs are met, managing technical considerations and obtaining CEUs for participants. 	Oct 28, 2022 - Dec 23, 2022
Action & Collaboration	<ul style="list-style-type: none"> Initiate phased approach to training and education by beginning facilitation and evaluation plan for Introduction to SOGIE (with participants having option of either in-person or online learning) Once all DHS staff have been trained in Introduction to SOGIE, beginning facilitation and evaluation plan for Advancing Racial Equity in Allegheny County. Implementation of continuous quality improvement plan 	Jan 1, 2023 - Jan 1, 2025

RFP for Equity Training

4. Describe the approach you would use to coordinate and deliver the trainings.

Our work is relational, first. That means that we believe in the importance of offering participants the opportunity to contribute to creating the brave and safe learning spaces they want to be in. Each session starts with community agreements for the space prior to then leading into the agenda for the day and a grounding activity. We always lead training with two facilitators. Assigning facilitators that represent varied identities (race, class, gender, sexualities, disabilities, etc.) is one of our leading objectives as we want participants to have as many opportunities as possible to understand how intersectionality manifests in our everyday lives and work. In addition, holding to best practices informed by the psychology of learning, our session sizes will not exceed 20-25 participants. In terms of coordination, we would offer attendees a learning portal where they can keep track of their equity training, training schedules, CEUs, facilitator contact information, and learning resources. To start, we would create 64 cohorts limiting registration to a maximum of 25 participants per cohort to accommodate DHS's staff of nearly 1,600 people and then create 14 cohorts to accommodate DHS's 340 direct service providers.

In terms of schedule and breakdown of sessions, this is what we're imagining:

Introduction to SOGIE

Facilitation approach justification: In-person sessions would be full-day sessions with breakfast and lunch provided and would offer attendees the option of selecting the need for a sign-language instructor in advance of the session presentation. In addition, the session would be transcribed and the transcription would be provided to attendees following the session. Online sessions would be held over 2 days with each session lasting approximately 3 hours in length. *Introduction to SOGIE* will entail a total of 64 full-day sessions and 14 online learning cohorts.

January 9, 2023 - January 30, 2023: Completion of 10 full-day in-person sessions, 2 online learning cohorts, and 1 evaluation round.

February 1, 2023 - February 17, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in the next learning round of *Introduction to SOGIE*.

February 20, 2023 - March 20, 2023: Completion of 10 full-day in-person sessions, 2 online learning cohorts, and 1 evaluation round.

March 27, 2023 - April 7, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in the next learning round of *Introduction to SOGIE*.

April 10, 2023 - May 10, 2023: Completion of 10 full-day in-person sessions, 2 online learning cohorts and 1 evaluation round.

May 11, 2023 - May 26, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Introduction to SOGIE*.

RFP for Equity Training

May 30, 2023 - June 30, 2023: Completion of 10 full-day in-person sessions, 2 online learning cohorts, and 1 evaluation round.

July 3, 2023 - July 14, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in the next learning round of *Introduction to SOGIE*.

July 17, 2023 - August 21, 2023: Completion of 10 full-day in-person sessions, 2 online learning cohorts, and 1 evaluation round.

August 28, 2023 - September 8, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in the next learning round of *Introduction to SOGIE*.

September 12, 2023 - October 20, 2023: Completion of 14 full-day in-person sessions, 4 online learning cohorts and 1 evaluation round.

October 24, 2023- November 14, 2023: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Introduction to SOGIE*.

Advancing Racial Equity in Allegheny County

Facilitation approach justification: For this learning and development program, we recommend splitting the content into 2 full days for in-person instruction and 2 cohorts of 3, 3-hour sessions for online instruction. The latter recommendation takes into account attention spans for online learning and as a best practice, we recommend not requiring longer than 3 hours in a single session for online learning. Online sessions would be held 1x/week consecutively on the same day and time. *Advancing Racial Equity in Allegheny County* will entail a total of 128 half-day sessions and 42 digital learning sessions.

November 20, 2023 - December 11, 2023: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

December 12, 2023 - January 8, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

January 22, 2024 - February 16, 2024: Completion of 10, 2 half day in-person training sessions and 2 digital learning cohorts.

February 19, 2024 - March 4, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

March 11, 2024 - April 12, 2024: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

RFP for Equity Training

April 15, 2024 - April 29, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

May 6, 2024 - June 6, 2024: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

June 10, 2024 - June 21, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

June 24, 2024 - July 26, 2024: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

July 29, 2024 - August 30, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

September 9, 2024 - October 11, 2024: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

October 14, 2024 - October 25, 2024: Generation of evaluation report, feedback from facilitators and DHS staff, and recommendations for continuous quality improvement to be discussed with DHS key stakeholders for prospective application in next learning round of *Advancing Racial Equity in Allegheny County*.

October 28, 2024 - December 9, 2024: Completion of 10, 2 half-day in-person training sessions and 2 digital learning cohorts.

December 16, 2024 - January 13, 2025: Generation of evaluation report, feedback from facilitators and DHS staff, for *Advancing Racial Equity in Allegheny County*, and development of report and presentation on entire learning program inclusive of both *Introduction to SOGIE* and *Advancing Racial Equity in Allegheny County*.

5. Describe how you would collaborate with DHS to implement the trainings.

When engaging in collaborative training initiatives with our clients, we follow the following framework:

Individual: Identifying how DHS stakeholders define success and what measurement methodologies can be applied to give process stakeholders ongoing opportunities to pivot as needed and to apply feedback responsively and effectively.

Ideological: Leveraging evaluation tools to gain a deeper understanding of DHS's collective understanding of race, power, privilege, and identity and using this data as a benchmark for tracking the development and progression of DHS staff's understanding of these concepts and of their application within the organization's work, mission, and values. Collaborating with DHS

RFP for Equity Training

stakeholders to provide monthly reports on training evaluations, participant and facilitator reflections and feedback.

Interpersonal: Identifying opportunities for collaboration with local community colleges on continuing education units. Working with DHS stakeholders to explore opportunities for education among stakeholders. We find in our work that racial equity leaders within organizations often spend considerable time developing and providing opportunities for those with less familiarity and experience with racial equity to receive education. We will work with DHS stakeholders to identify opportunities for leaders to continue more advanced education that goes deeper than the fundamentals.

Institutional: As part of our training and education processes, we include communications strategy and will work with DHS stakeholders to identify opportunities to further emphasize and bring to the forefront what racial equity training participants are learning through the DHS' equity program.

Staffing (20 points possible)

6. Describe how you will staff the trainings, including the key staff roles, responsibilities and the FTE they would devote to the trainings.

For this program, we would work with a total of 20 facilitators from our global network of racial equity strategists, consultants, and educators. We would assign 2 full-time project managers, 4 part-time administrative staff members, 2 part-time data analysts/evaluation strategists, and 2 project leads who would serve as primary contacts for DHS stakeholders throughout the entire training and education program.

7. If you have staff already identified for the trainings, please provide a brief bio of their qualifications. If you do not have staff already identified, please describe how you will recruit candidates and the qualifications you will look for during the hiring process.

Richla Davis (she/her) is a psychotherapist and a social justice advocate. She began advocacy work ten years ago while educating college students as well as fundraising for cis and trans women survivors of sexual violence. Richla's passion for queer advocacy strengthened while providing mental health services for LGBTQIA+ populations at a local nonprofit. Currently, Richla provides individual psychotherapy primarily for people of color and LGBTQIA+ populations whose mental health issues are often rooted in systemic oppression. Richla has a BS in Psychology with a minor in American Sign Language from DePaul University and an M.Ed in Community Counseling from DePaul University. She is also a Licensed Clinical Professional Counselor.

Denise Wilmer Barreto (she/her) is a unique 21st-century voice on leadership and inclusion, leading Relationships Matter Now LLC and as a contributing consultant at MMG. Denise and her firm serve businesses of all sizes, nonprofit and government agencies who want to better leverage their relationships to attain their objectives through strategic planning, organizational and leader development, and inclusion and diversity strategic integration with an emphasis on

RFP for Equity Training

managing the accompanying narrative. In 2020, Denise joined Cook County Government, the second-largest county in the United States, as its inaugural Director of Equity and Inclusion. Denise leads Cook County Government in shaping how to deliver its services with a racial equity lens, particularly within public health related to pandemic response and recovery.

One of Business Insider's Top 25 HR Innovators of 2022, **Bunny McKensie Mack** (they/them) is a trilingual researcher, analyst, organizer, and the Founder and Managing Director of MMG. McKensie holds more than ten years of experience helping organizations, community groups, governing agencies, and healthcare organizations create transformational cultures at the intersection of race, gender, class, disability, and LGBTQ+ identity with clients based in the U.S, the UK, India, France, Germany, Spain, Peru, and more. Their firm, MMG, has partnered with communities nationally and globally to develop trauma-informed and harm-reductive communications strategies and cultures that identify and dismantle social inequity while giving people the tools to better their lives and communities. Using qualitative and quantitative data, MMG helps communities develop evidence-based change management plans and drive implementation through a lens of justice, accountability, transformation, and belonging. McKensie has been recognized for their innovative approach to building equitable, trauma-informed, and inclusive workplaces.

Veronika Hayes-Copeland (she/her) is a native of Chicago's Westside. She is an experienced Educator with over 11 years of experience, in over 30 schools, across more than 11 public school districts across the United States. Veronika has primarily worked in secondary education (grades 6-12), but also has experience in leading educational experiences for preschool & kindergarten-aged children and caregivers. Veronika has a strong foundation in Adolescent Literacy, Curriculum Design & Implementation, Instruction, Instructional Coaching & Community Outreach. Veronika has served as a contributor and writer for various national, high school Curriculum programs. Veronika also has comprehensive knowledge and experience in School Transformation & Human Development. In addition to Veronika's independent teaching experience, she has had involvement in supporting districts' and schools' individual transformative goals around instruction, climate & culture, and professional learning communities. Data analysis & creating tiered interventions, teaming, coordinating partnerships, and program management are also specialties. Veronika believes that education should be equitable, relatable, participant-centered, inquiry & goal-based and that students should be active participants in an individualized educational journey. Veronika believes in empowering students & participants to be self-sufficient, lifelong learners.

In her spare time, Veronika enjoys mentoring new teachers, supporting new parents in gentle, positive parenting techniques, and serving as a Breastfeeding & Birth Justice advocate for Black birthing families. Veronika attended the University of Illinois at Urbana-Champaign for her undergraduate degree, and The Johns Hopkins University for graduate school. Veronika was also a 2006 Teach For America Corps Member in Baltimore, Maryland.

Phillip Lambert (he/him) is an interdisciplinary artist, curator, and administrator. Phillip has over 17 years of experience as an educator and HIV activist and has taught, worked at, and consulted for some of the nation's leading healthcare and education organizations including the Centers for Disease Control and Prevention, Howard Brown Health, Heartland Human Care

RFP for Equity Training

Services, Chicago Public Schools, Gary Charter School Network, the University of Illinois Urbana-Champaign Child Development Laboratory and abroad in Cape Town, South Africa, and Barcelona. Currently pursuing a Doctorate in Community Psychology, Phillip's intersectional work around race, racial justice, health equity, and LGBTQIA identity has appeared in 2nd Floor Rear, the Art AIDS America Chicago, Alphawood Gallery, the Art Institute of Chicago, the Chicago Cultural Center, Blavity, INTOMORE, OpenTV (OTV), The Soup, VH1, and Queer, Ill + OKAY supported by the AIDS Healthcare Foundation, Chicago Community Trust and Fred Says, and the AIDS Foundation of Chicago.

Daniel Harris (he/him) is a community organizer, writer, and advocate for justice and liberation work. Raised in Northwest Baltimore, Daniel spent four years organizing in collaboration with the Full Joy Christian Center to lead food drives, clothing drives, STEM camps, and early education tutoring to support young parents and caregivers. Daniel leads digital organizing focused on supporting men of color in addressing the impacts of internalized racism on self, community, and society. Daniel has a Bachelor of Science in Communications from the oldest Historically Black Colleges and Universities (HBCU) in Maryland, Bowie State, and a Master of Arts in New Media Journalism and Marketing Communications from Full Sail University in Florida. In the course of their career, they've partnered with such organizations as the University of Maryland School of Medicine, The National Aquarium in Baltimore, and The Baltimore County Public Library System.

Evaluation (20 points possible)

8. Describe your plan to evaluate Introduction to SOGIE and Advancing Racial Equity in Allegheny County.

We plan to organize all training sessions across cohorts of no more than 25 participants at once. We will divide cohorts into phases and following each 20-30 day phase, we will take two weeks to generate a report based on end-of-program evaluations from staff and facilitators. We will collect and analyze survey results following a “transparent opaque¹” research design, which moves from anonymizing data at a detail level and protects respondents by obscuring identifying markers. Even quotes, if integrated into any reports, will be filtered through this lens to maintain their meaning but remove identifiable markers. By using this approach, we acknowledge where the research came from and pertinent information about the data, but remove any details that could be used to deanonymize survey respondents. During our analysis of evaluations, we look for themes across survey data and will share these themes, along with representative quotes and/or graphs of survey data. Any information from surveys is represented as part of broad themes that are not from any one person's evaluation. In addition, as related to CEUs, as an entity that does not have the infrastructure to award CEUs, we would welcome being introduced to entities/organizations that can award CEUs very early on in our process so we can integrate these requirements into our planning and evaluation structures. DHS will receive a report following each completion of 10-12 cohort learning programs so as to keep track of broad themes, content understanding, facilitator support, and opportunities for continuous quality improvement. In addition, MMG will produce a final report and presentation once all cohorts have been completed for both racial equity training programs.

¹ a term and methodology created by design researcher Caroline Sindors

RFP for Equity Training

9. Describe two examples of training evaluations and/or continuous quality improvement processes that you have implemented.

When we led our ACRL program, we designed a pre, mid, and concluding evaluation process for ACRL leaders representing more than 9,000 members across the organization. The evaluations were finalized in collaboration with ACRL program leaders and focused on tracking areas for improvement, content and concept development, and understanding related to application of key concepts and learning objectives. In addition, when we worked with DAI, one of the largest federal contractors in the United States, we designed an evaluation process to collect understanding and knowledge of power, privilege, identity, and demographic information that could be used to gather data points on how participants of varied identities were engaging with the company's commitment to racial justice and anti-racism. This company spanned 50+ countries and 6,000+ staff members so we localized our evaluation process to make it as accessible as possible to staff based in various countries and multilingual staff members.

Budget (10 points possible)

10. Provide a detailed line-item budget that reflects a realistic estimate of the costs associated with implementing and sustaining the trainings.

#	DESCRIPTION	COST
1.0	Proposed Overall Cost (August 2022 - January 2025)	\$1,804,239
2.0	Line Item Costs	
	Facility Rental, Technology, and Materials	\$153,600
	2 Full-Time Project Managers/Quality Assurance Leads	\$260,850
	Facilitation Staff (10 Facilitators)	\$618,800
	Learning Management System and Accessibility (Sign-Language interpretation, Session Transcription)	\$72,740
	4 Administrative Staff Members (Online portal maintenance, session registration, reminder emails, participant questions, scheduling)	\$380,224
	Data Analysis + Reporting (2 Project-Based Data Analysts)	\$67,850
	2 Full-Time Project Leads (meetings with DHS key stakeholders, accountable for program success as representatives of MMG, leads research + discovery process, evaluation design, development, and testing, facilitator training, management, and evaluation)	\$250,175

RFP for Equity Training

11. Provide a budget narrative that clearly explains and justifies all line items and assumptions in the proposed budget.

The total number of sessions to be led are as follows²:

Introduction to SOGIE

- 64, 6 hour sessions
- 42, 3 hour online sessions

Advancing Racial Equity in Allegheny County

- 128, 5 hour sessions
- 30, 3 hour online sessions

Over the course of the entire 2 year program, the following total number of sessions, instruction hours and prep hours for facilitators would be provided:

- Total # of sessions: 264
- Total # of facilitation hours: 1240
- 2 prep hours for each session: 528 hours
- 1768 facilitation and facilitation prep hours @\$350/hour = \$618,800

Facility Rental, Technology, and Materials (inclusive of technology costs and refreshments)

- 1024 in-person facilitation hours x \$150/hourly rental = \$153,600

2 Full-Time Project Managers/Quality Assurance Leads

- Annual pay of \$65,212.50 x 2 project managers x 2 years = \$260,850

Learning Management System and Accessibility (Sign-Language interpretation, Session Transcription)

- \$14.50 per user x 1,940 DHS staff and direct service workers x 2 years = \$56,260
- 100 hours ASL interpretation x \$100/hour = \$10,000
- Online learning transcription \$30 x 216 hours = \$6,480

4 Administrative Staff Members (Online portal maintenance, session registration, reminder emails, participant questions, scheduling)

- \$47, 528/year x 4 administrative staff members x 2 years = \$380,224

Data Analysis + Reporting (2 Project Based Data Analysts)

- \$16,962.50/year x 2 data analysts x 2 years = \$67,850

2 Full Time Project Leads (meetings with DHS key stakeholders, accountable for program success as representatives of MMG, leads research + discovery process, evaluation design, development, and testing, facilitator training, management, and evaluation)

- \$62, 543.75 x 2 full time project leads x 2 years = \$250,175

² **Note:** We understand that DHS seeks to train 1,600 projected staff, 340 direct service providers, and other community partners. Our approach is outlined for the 1,600 staff and 340 direct service providers. We can easily accommodate the additional community partners into this approach through a revised training plan and budget.