Amendment #1 (September 13, 2019): Corrected the notification date on Page 4 to say Friday, October 11th (instead of Friday, September 13th). Revisions are highlighted in yellow as an underline (addition) or as a strikeout (deletion) to the original RFP issued on July 1, 2019.

School Year 2019-2022

INTRODUCTION

The Department of Education and Early Learning (DEEL) is notifying eligible applicants of a funding opportunity through the City of Seattle 2018 Families, Education, Preschool and Promise (FEPP) Levy. The FEPP Levy aims to achieve educational equity, close opportunity gaps, and build a better economic future for Seattle students—join us.

FEPP Homelessness and Housing Support Services investments will be awarded through a competitive request for investment process and managed by DEEL and the Human Services Department (HSD). DEEL and HSD will negotiate contracts with providers, inclusive of monitoring and achievement of contract goals and performance targets.

DEEL will award between $380,737.50 and $412,500 beginning in school year 2019-2020. To be considered for funding, eligible applicants are invited to submit an RFI application by August 16, 2019.

Successful applicants will be notified in September 2019 for investments beginning in school year 2019-20.

INVESTMENT GOALS AND OVERVIEW

The overarching goal of Homelessness and Housing Support Services investments within the 2018 Families, Education, Preschool and Promise (FEPP) Levy is to provide funding assistance to help unstably housed students and families and prevent further homelessness.

Recent estimates indicate that there are over 2,000 students experiencing homelessness in Seattle School District. Seattle School District's McKinney Vento (MKV) Office is a federally funded program operating under the principle that students experiencing homelessness are guaranteed the right to a free, appropriate, public education. The MKV Act ensures students experiencing homelessness can remain enrolled in schools they have been attending, determining whether they still meet residency requirements, guarantees students have access to the transportation they need to attend school, and waives some documentation requirements.

Students experiencing homelessness as defined under the MKV Act—whether living in hotels/motels, in shelters, unsheltered, or doubled up—have significantly lower academic outcomes than their housed peers, even when comparing to low-income, housed peers. Student mobility is greater for homeless students as well. During school year 2015-16, 10% of Seattle School District's homeless students changed schools compared to only 3% of stably housed students.

FEPP Homelessness and Housing Supports investments will provide students and families with the additional resources necessary to obtain or maintain stable housing.

DEEL envisions implementing a prevention model that can serve all families on the McKinney Vento List, not only those who are unsheltered, or in a shelter. A school point of contact or other Seattle School District representative will identify a student as homeless or unstably housed, then contact the identified housing support service provider to connect the student and their family to housing resources. The provider will meet the family at a location that is most convenient for the family and assess their housing needs and their housing options.

- **Emergency Assistance Funding:**
  - The housing provider will help the family by issuing flexible, emergency assistance dollars to prevent the family from falling further into homelessness and help stabilize the family.
  - Funds can be used to pay for rent, housing deposits, and other housing-related expenses.
- **Referral/Connection to Services:**
  - If the family's needs are beyond what the housing support service partner can provide through prevention, they will connect the family to alternative housing resources including services provided by the City of Seattle, King County, and the Seattle Housing Authority.
  - The School Point of Contact will also refer the student to the McKinney Vento Office at Seattle School District for a separate housing assessment.
- **Client-Centered Housing Case Management:**
  - Progressive engagement (providing minimum assistance necessary to resolve the housing crisis, for the shortest time possible).
  - Assistance with housing search if necessary.
  - Connection with other community resources.

Providers implementing homelessness and housing supports investments will measure their impact with one or more of the following outcomes and indicators:

- Attendance
- School Stability
- Permanent Housing
- No Entries Into Homelessness

Through the FEPP levy, DEEL has committed funding of at least $380,737.50 annually for the homelessness and housing supports investment.

- Available Funding represents the amount available to invest in programs in SY2019-20.
- Successful applicant(s) will receive an award beginning Fall 2019 to participate in a co-design process with Seattle Public Schools, DEEL, and other stakeholders.
- Programming will begin in January 2020.
- Funding is available through SY2021-22, and continued funding is dependent on program performance.
- DEEL may award partial funding to multiple organizations if applicants only intend to serve a portion of schools or a portion of Seattle.

Co-Design and Continuous Quality Improvement:

The identified provider will partner with DEEL, the Seattle Human Services Department (HSD), Seattle School District, and other key partners to co-design the best service delivery model to support existing resources and fill identified needs. In doing so, the selected provider will:

- Implement a scope of work that is complementary to existing Seattle School District resources, and the homeless service delivery system in Seattle;
- Collaborate with Seattle School District to develop a service delivery model and provide housing support services;
- Collect, analyze, and regularly submit data to track student and family progress; and,
- Attend quarterly meetings to discuss opportunities to improve the service delivery system.

The selected housing partner will work with SPS, DEEL, HSD and other key stakeholders to design and implement a housing intervention that meets **ALL** the following requirements:

1. **Students must be enrolled in Seattle Public Schools**, and programs must collect an SPS Identification Number for every student.

2. **Serve students experiencing homelessness or housing instability.**

3. **Be responsive to referrals from school staff.** Program staff must reach out to families to schedule an initial housing assessment within 48 hours of receiving a referral. Every school must have access to services.

4. **Able to meet families at the location that is most convenient for them,** including but not limited to their student's school, their home, and community spaces such as libraries and community centers.

5. **Implement culturally-responsive programming**, which incorporates the following program elements:
    a. **Housing case management:** Student-and family-centered (versus system- or organization-centered) case management.
    b. **Staff and professional development:** Recruiting, hiring and developing qualified staff who reflect the diversity and culture(s) of the community served; providing all staff with ongoing practical tools and training for cultural responsiveness; facilitating ongoing conversations and self-awareness around issues of race, power, privilege and equity that impact students.
    c. **Family and community involvement:** Frequent and meaningful communication with parents and families; involving family and community members in the planning, development and implementation of the program; providing the opportunity for meaningful feedback.

Eligible Applicants:

Housing service providers who *currently* contract with the Seattle Human Services Department to provide prevention housing supports are eligible to apply. This includes the following organizations:

- Catholic Community Services
- YWCA
- Muslim Housing Services
- Neighborhood House
- Lifelong AIDS Alliance
- Society of St. Vincent de Paul

- El Centro de la Raza
- InterIm CDA
- ReWA
- Seattle Indian Health Board
- United Indians of All Tribes
- Somali Youth and Family Club

REQUEST FOR INVESTMENT TIMELINE

EVENT	DATE/LOCATION
Phase 1: Request for Investment	
Request for Investment (RFI) application issued	Monday July 1, 2019
RFI Information Webinar	Monday July 8, 2019
One-on-one Technical Assistance	As scheduled with applicants
Responses Due	Friday August 16, 2019
Phase 2: Evaluation	
Applications Reviewed and Rated	Aug. 16, 2019 – Aug. 30, 2019
Notifications issued to applicants	By ~~Friday September 13, 2019~~ Friday October 11, 2019

EVALUATION CRITERIA

RFI applications will be evaluated according to the following process:

- Proposals will be reviewed for technical compliance to verify that the application was submitted complete and on-time. DEEL reserves the right to reject any application that is late or incomplete as well as exclude any pages that exceed the stated page limits.
- A review panel will evaluate the application using the RFI Rating Criteria below. DEEL may request follow-up interviews or site visits as needed.
- Final decisions will be made by the DEEL Director and/or the Mayor's Office.

Highly competitive applications will satisfy the following rating criteria in their work plan narrative:

RFI Rating Criteria	Points Available

1. Homelessness and Housing Supports - Items specific to this funding opportunity
 	
Program Overview (20 points)
  A. Project's services are easily accessible to households experiencing a housing crisis.
  B. Project prioritizes households who are currently housed but at imminent risk of becoming homeless. Project may also prioritize households with income of below 50% of Area Median Income and lack resources or supports that prevent them from maintaining housing.
  C. Project does not deny entry into the program due to sobriety, mental health needs, disability, physical health needs, race, ethnicity, gender, sexual orientation, criminal background, poor credit or rental history, or participation in services.
  D. Applicant describes a clear decision-making process that considers each applicant's needs to maintain housing. Applicant provides examples of how and when a participant is re-evaluated for services.
  E. Project connects households not eligible for prevention to other community resources and may provide additional, limited supports to assist participants in connecting with other community services.
  F. Applicant clearly describes the steps they currently take or plan to take with participants to find affordable or different housing.
  G. Applicant has a well-developed landlord engagement strategy.
 	
Commitment to Program Components and Collaborative Design Process (15 points)
  A. Applicant has demonstrated interest in and commitment to responsive and mobile service delivery within 48 hours.
  B. Applicant has developed plan or commitment to reaching students and families where they are, including service provision at schools, homes, or community centers.
  C. Applicant has thoughtfully considered barriers that may prevent them from reaching a family within the initial 48 hours after a referral.
  D. Applicant has defined which schools or areas of the city they would be able to serve.
  E. Applicant has demonstrated interest in participating in collaborative design process with Seattle Public Schools, the City of Seattle, and other stakeholders.
  F. Outlines a process to develop and implement a plan that will be culturally responsive, reflect students' personal experiences, support student and family need, and connect the daily lives of students and their communities.
	35

2. Past Experience and Demonstrated Ability
  A. Program has demonstrated success at exiting families into permanent housing.
  B. Program has thoughtfully reflected on previous experiences implementing Prevention programming and has improved service delivery.
  C. Describes how data has informed service delivery and/or program adjustments.
  D. Program regularly solicits feedback from customers to improve service delivery.
	25

3.	**Organizational and Administrative Capacity**	**15**
	A. Project's staffing model supports the core components of prevention including effective targeting of resources, crisis resolution, progressive engagement (providing minimum assistance necessary to resolve the housing crisis, for the shortest time possible), assistance with housing search if necessary, and connection with other community resources.	
	a. Services are focused on assisting households to maintain permanent housing. Services are offered at times and locations tailored to meet the diverse needs of participants.	
	b. The ration of direct-service staff to participants supports housing-focused services and effective delivery of the core components of prevention.	
	c. Project staff take on a greater or lesser role in helping participants resolve their housing crisis based on each participant' unique set of strengths and barriers. Specific examples are provided.	
	B. Applicant is intentional about what qualifications they look for in potential direct service staff, and how those qualities translate to high-quality, culturally relevant services that meet the needs of participants. Specific details are provided.	
	C. Details a plan to recruit and hire effective staff who reflect the cultural and linguistic diversity of the school community served; Identifies hiring process for all levels of staff.	
	D. Details approach to staff training, professional development, and quality improvement activities that include cultural responsiveness, anti-bias, and positive behavior supports.	
	E. Program can be responsive to families who speak Spanish, Somali, Vietnamese, Chinese, and/or Amharic (SPS' five most common languages other than English).	
4.	**Cultural Competency and Responsiveness**	**20**
	A. Culturally competence – Demonstrated ability to work effectively, functionally and respectfully in cross-cultural situations, particularly for the focus population.	
	B. Culturally responsiveness – Demonstrated ability to use cultural intelligence, funds of knowledge, prior experiences, frames of reference and styles.	
	C. Culturally relevance – 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. Cultural accessibility– Demonstrated ability to enable ethnically diverse populations fluid program access through language, location and diverse service delivery methodologies.	
5.	**Planning for Challenges**	5
	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. Have they identified a previous challenge and discussed how they addressed it? Were they successful?	
	C. Applicant identifies how they will grow their skills in any of the above topics, if they are not already fully ready.	
	Total points	**100**

APPEALS PROCESS

The Seattle Department of Education and Early Learning (DEEL) will notify applicants in writing of the outcome of the submission. Written notification will be sent via email to the email address submitted on the Cover Sheet.

Any applicant wishing to appeal the decision must do so in writing within <u>five (5) business days of the email notification</u> of DEEL's decision. An appeal must clearly state a rationale based on one (or more) of the following criteria only:

- **Violation of policies or guidelines** established in the RFI process.

- **Failure to adhere to published criteria and/or procedures** in carrying out the RFI process.

Please note: Disagreeing with the outcome is not a valid reason to appeal the decision and will not be considered.

Appeals must be sent by mail or by email to:

By Mail:
      Dwane Chappelle, Director
      Seattle Department of Education and Early Learning
      Housing/Homelessness Supports RFI Appeal
      P.O. Box 94665
      Seattle, WA 98124-6965

By Email:
      education@seattle.gov
      Subject line: Homelessness and Housing Supports RFI Appeal

The DEEL Director (or designee) will review the written appeal and may request additional information from the applicant. A written decision from the DEEL Director (or designee) will be sent within five (5) business days of the receipt of the appeal. This decision is final.

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INSTRUCTIONS TO APPLICANTS

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, 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 16, 2019)
Yes ☐ No ☐	Attachment 1: Cover Sheet
Yes ☐ No ☐	Attachment 2: Program Summary
Yes ☐ No ☐	Attachment 3: Work Plan
Yes ☐ No ☐	Attachment 4: Budget
Yes ☐ No ☐	Attachment 5: 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 5pm Friday August 16, 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] – Homelessness and Housing Supports RFI**
  - *Example: ABC Organization – Homelessness and Housing Supports RFI*

Paper submissions

Delivery By Mail:
Seattle Department of Education and Early Learning
Homelessness and Housing Supports RFI
PO Box 94665
Seattle, WA 98124-6965

Delivery By Hand:
Seattle Department of Education and Early Learning
Homelessness and Housing Supports RFI
Seattle Municipal Tower
700 5th Ave, Floor 17
Seattle, WA 98104

Questions:
Please direct submission process questions to education@seattle.gov and include "Question_ Homelessness and Housing Supports RFI" in the subject line.

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ATTACHMENT 1: Cover Sheet

Investment: **Homelessness and Housing Supports**

Applicant Information:

Organization name:	
Organization address:	
Partner school/ organization name (if applicable):	

Program Information:

Proposed Total Number of Students and Families Served by program:	
Proposed Coverage Area:	
Total Funds Requested: (Bottom row of budget worksheet)	

Contact Information:

Name:	
Title:	
Day/Work phone:	
Email address:	

*Responses to the Program Narrative are **not to exceed 2 pages**. 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 Homelessness
and Housing Supports program summary is required but not scored by reviewers.*

The program summary serves four key purposes:

1. To provide an opportunity for applicants to set the context for how a homelessness and housing
   supports investment would support existing strategies and/or expand efforts to improve
   student outcomes and achieve FEPP Levy goals.
2. To help reviewers understand the applicant's unique needs, successes, and challenges.
3. To help determine a provider's readiness to participate in the design process and ultimately
   implement homelessness and housing supports in collaboration with DEEL and SPS.
4. To help determine a provider's interest in developing an external evaluation of the intervention.

In your narrative, consider addressing one or more of the following questions and use this as an
opportunity to convey why your program is well suited to the achievement of Levy goals.

- Who is the program intending to serve and what need(s) is it intending to address?

- How has the program implemented prevention programming in the past? What were the
  successes and lessons learned during implementation?

- How does your proposed housing supports program fit within the context of other current
  efforts to serve students and families experiencing homelessness?

- What will be the role of partner schools and/or community-based organizations?

- What are the unique qualities of your organization that should be considered? What should be
  known about organization leadership, program leadership, and other key staff, that reflects a
  willingness and capacity for working on significantly closing achievement and opportunity gaps
  through housing supports?

- **REQUIRED QUESTION:** DEEL is interested in working with an external researcher to evaluate the
  impact of this new investment area. Would you be willing to participate in an external
  evaluation? What is your organization's experience with evaluation?

ATTACHMENT 3: Work Plan

*Responses to the Homelessness and Housing Supports Work Plan are **not to exceed 9 pages**. 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, page-numbered. Information provided beyond the page limit will not be evaluated.*

Complete the Homelessness and Housing Supports Work Plan by providing information on the details of your program. You do not need to restate the questions, though it should be clear how your responses correspond to the question prompts.

Use the headings to organize your response in the following order:
- ***Program Overview***
- ***Program Development and Partnership with Seattle Public Schools***
- ***Commitment to Housing-Focused Services***
- ***Cultural Responsiveness and Family Engagement***
- ***Results***

1. **Homelessness and Housing Supports – Items specific to this funding opportunity**

Program Overview
A. Describe the purpose of your homelessness prevention program. What do you aim to achieve?
B. In the past, how and when have families with a housing crisis accessed your program? Provide specific examples of the process and include successes and challenges.
C. Given limited resources, how will your agency prioritize households for participation in prevention services?
D. What would cause you to deny someone entry into this project?
E. How do you determine what level and type of services and/or financial assistance to offer participants in your current prevention program? Will you continue this process in your new programming? How and when are the level, type, amount, and duration of services and/or financial assistance re-evaluated?
F. What is your understanding of progressive case management? Explain how you will work to ensure the case managers dedicated to this program will provide client-centered service delivery and use a progressive case management approach?
G. With the flexible funds provided, how would your agency meet a client's immediate financial needs? (We are looking to understand how quickly you can provide the support).
H. If participants are not eligible for the project, or eligible for other services, what other kinds of referrals and/or services will you provide?
I. If a participant needs to move to avoid homelessness, describe any support your project gives to find affordable or different housing.
J. How does your project support students to stay enrolled in their current school and families to maintain permanent housing?
K. Describe your knowledge of permanent housing opportunities and how your program would support school families access to available rental apartments or homeownership opportunities.
L. What is your housing market and engagement strategy with landlords?

Commitment to Program Components and Collaborative Design Process

A. Would you be able to implement a responsive service delivery system where you meet with families within 48 hours of referral from SPS or DEEL? How would you make that happen? What additional resources would you need to achieve that goal?

B. What are the types of barriers that may prevent you from responding to a referral within 48 hours?

C. What are the types of places your staff would be able to meet with families? Are there any areas where staff would NOT be able to meet with families?

M. What are the areas of the City you would be able to respond to? Are there limitations on your proposed service area? Please include information on plans to subcontract with other organizations to expand your coverage area.

N. How do you propose to support the housing stability of families that are "doubled-up" or living in temporary, possibly tenuous situations, but do not meet traditional definitions of homelessness such as sleeping in a car or in shelter?

O. Describe how would you outreach to families to support their opportunity live in newly developed affordable housing that is opening up within the neighborhood of their currently enrolled school to reduce school mobility.

Successful applicant(s) will engage in a collaborative design process to finalize program details. Please outline how you anticipate engaging in this process and consider the following:

D. How much time would your current staff be able to commit to the design process? (Participation in the design process will be compensated).

E. Who would you engage with during plan development? Please include both specific organizations and people and broader groups.

F. Do you have any existing partnerships with school communities? How have these partnerships helped support school attendance and graduation improvements?

G. How would you engage with school communities to build out program implementation?

H. How would you engage with Seattle Public Schools during program implementation to improve outcomes for students and families?

I. How would you propose to assess and evaluate prevention outcomes?

2. Past Experience and Demonstrated Ability

A. How many individuals and families did you exit to permanent housing last year across your prevention programming? Please include racial demographics of individuals and families.

B. How many individuals and families did you negatively exit last year across your prevention programming? Please include racial demographics of individual and families.

C. What have you learned through your program implementation with the Seattle Human Services Department?

D. How do you use data to inform or improve program implementation? Please give a specific example.

E. How does your project ask for and incorporate participant feedback about your services into your project design, policies, and/or procedures? Please provide examples.

3. Organizational and Administrative Capacity

A. Describe the staffing model you think is needed to implement a successful program/plan.

a. What supportive services are offered and when?
b. What is the ratio of direct-service staff to participants and how does that ratio support prevention outcomes?
c. What responsibilities and/or tasks do project staff have when partnering with participants on resolving their housing crisis?
d. How many families could you serve monthly?

B. What qualifications or qualities are most important to your agency when hiring direct-service staff? How do these prepare staff to serve your agency's participants?

C. How do you plan to recruit, hire and develop qualified staff that reflect the diversity and culture(s) of the students and families served?

D. Describe your approach to staff training, professional development, and quality improvement both before and during program implementation. What practical tools or training on cultural responsiveness will you provide to all staff?

4. Cultural Competency and Responsiveness

A. Investing in culturally competent and responsive programming is a priority for the FEPP Levy. Please describe your organization's approach to providing culturally competent and responsive programming.

B. How do you address cultural differences when working with clients that may come from a background other than the one your staff comes from? What barriers does your agency face when working with individuals from cultures other than the ones you typically serve? What steps will your agency take to address those barriers?

C. Culture can play a significant role in client's willingness to receive assistance and/or participate in their own efforts to gain self-sufficiency. Please provide examples of how your agency provides culturally responsive services.

D. What is the demographic makeup of your board? Your leadership team? Your program staff? Please include racial and community affiliations.

5. Planning for Challenges

A. Please tell us about a specific challenge you faced during your initial implementation of prevention programming. How did you address the challenge and what were some lessons learned?

B. What challenges do you anticipate in the design and implementation of a new service delivery model? How will you prepare for anticipated challenges?

C. Are there any areas where you think your program needs support or more growth to fully meet the needs of students and families experiencing homelessness? How do you plan to grow these skills?

D. The design phase will include the collaborative development of an emergency communications protocol. Is this something you can/will commit to?

ATTACHMENT 4: Budget

Complete your budget using the Budget template (in MS Excel) by showing the amount of funds you plan to spend by line item, and describe what those funds will purchase. The Budget is required but not scored by reviewers.

The budget should be aligned to the work plan and expenses are tied directly to the proposed services. Please demonstrate where in-kind and other funding sources, as well as partners, will be leveraged to minimize cost per student and maximize student supports. The budget should demonstrate effective use of resources and reflects sound rationale for budgeting decisions.

Base Budget are the funds you will use to operate your program. It includes line items like wages and benefits, facility fees, meals, transportation costs, field trips, curriculum and materials, enrichment supplies, etc.

- The budget should tie directly to the services you plan to provide and the number of students you plan to serve. In the "Description of Expense" section, please provide a description of the services being provided and how they will help you meet your performance measures.

- If you are budgeting a portion of a salaried position, please include the total dollar amount, Full Time Equivalent (FTE) as well as a description of the responsibilities of that person.

- Please identify any organizations that you would subcontract with and the amount of funding they will receive.

- Please develop a budget for a full school year. During the design planning phase we will collaboratively develop an interim budget for SY2019-20.

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ATTACHMENT 5: 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.

APPENDIX A: Homelessness and Housing Support Services Logic Model

Inputs
- Staff
- Partners
- Funding
- Data and Evaluation
- Communication

Outputs

Yearly Activities

Student and Family Supports
- **Housing Support Services**
  - Homelessness assistance

High-quality Learning environments
- **Technical Support and Development**
  - Professional Development
  - Program Data
  - Meaningful Partnerships

Participation
- McKinney-Vento-eligible families
- Case managers and other service providers

Outcomes

Race-based opportunity gaps are closed

Short-term (year 2)	Medium-term (3-5 years)	Long-term (6+ years)
Increased Stability for K-12 students served	Increased Attendance	Improved Academic Outcomes

S

C/Y

Contracted partners provide targeted, high-quality instruction and services that are evidence-based and/or promising practices

Increased speed and connection to services

Aligned Partnerships

P