



Amendment (May 17, 2022): Corrected maximum funding amount per awardee (pages 3, 16)

Revisions are highlighted in yellow and underlined (addition) or as a strikeout (deletion) to the original RFI issued on Monday, April 18, 2022.

Families, Education, Preschool and Promise Levy

Homelessness and Housing Support Services

Request for Investment

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. DEEL will negotiate performance-based contracts with providers, inclusive of monitoring and achievement of contract goals and performance targets.

DEEL will award \$592,290 beginning in school year 2022-2023. To be considered for funding, eligible applicants are invited to submit an RFI application by May 23, 2022.

Successful applicants will be notified in July 2022 for investments beginning in school year 2022-23.

INVESTMENT GOALS AND OVERVIEW

The overarching goal of Homelessness and Housing Support Services investments within the 2018 FEPP Levy is to provide funding assistance to help unstably housed students and families and reduce educational inequity for students experiencing homelessness.

Recent estimates indicate that there are nearly 2,000 students experiencing homelessness in Seattle School District. Seattle School District's McKinney Vento 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 McKinney Vento Act requires school districts to allow students experiencing homelessness to remain enrolled in schools they have been attending and provide transportation they need to attend school, and waives some documentation requirements for students and families experiencing homelessness.

Students experiencing homelessness as defined under the McKinney Vento Act, individuals who lack a fixed, regular and adequate nighttime residence—whether living in hotels/motels, in shelters, unsheltered, or doubled up—have significantly lower academic outcomes than their housed peers, even when compared 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 additional resources to obtain or maintain stable housing. DEEL seeks one or more housing support service providers (“Providers”) to implement these investments as set out in this RFP.

The Provider will not be responsible for fulfilling School District requirements under the McKinney Vento Act. City Homelessness and Housing Support Services investments, and services provided under this RFP, are intended to complement rather than substitute for School District action and requirements.

DEEL envisions implementing a prevention model that can serve as many families as possible on the Seattle Public Schools McKinney Vento List (Seattle Public Schools students who are identified as eligible to receive McKinney Vento services), not only those who are unsheltered, or in a shelter. A school point of contact, such as a McKinney-Vento Liaison or Family Support Worker, or other Seattle School District representative, will identify a student as homeless or unstably housed, then contact a 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.

The scope of work will be finalized through the co-design process described below. At a minimum, the scope of work will include:

- **Emergency Assistance Funding:**
 - The Provider will help the family by issuing emergency assistance dollars to prevent the family from falling further into homelessness and help stabilize the family.
 - Funds can be used by the family to pay for rent, housing deposits, and other housing-related expenses.
- **Referral/Connection to Services:**
 - If the family’s needs are beyond what the Provider 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:**
 - Provider will provide progressive engagement (providing minimum assistance necessary to resolve the housing crisis, for the shortest time possible).
 - Provider will assist families with housing search if necessary.
 - Provider will connect families with other community resources.

Providers implementing homelessness and housing supports investments will measure their impact with indicators requested by DEEL, which will include 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 \$592,290 annually for the homelessness and housing supports investment.



- Available Funding represents the amount available to invest in programs in SY2022-23.
- Successful applicant(s) will receive an award beginning September 2022.
- At the beginning of the contract term, Provider will participate in a co-design process with DEEL, Seattle Public Schools, and other stakeholders to meet the program goals set out in this RFP and consistent with DEEL's Homelessness and Housing Support Services.
- Provider will be responsible for implementing the project as designed immediately after the co-design process has concluded and the service delivery model has been approved by DEEL.
- Funding is available through SY2025-26, and continued funding is dependent on program performance.
- DEEL will award partial funding of total award to multiple organizations with each awardee eligible to receive up to ~~\$246,145~~ \$296,145 in funding.
- Funded partners agree to an outcomes-based, performance contracting model and the use of data within a continuous quality improvement framework.



Co-Design and Continuous Quality Improvement:

The Provider will work with DEEL, Seattle School District, and other key stakeholders to co-design a service delivery model to support existing resources and fill identified needs for students experiencing homelessness and their families. In doing so, the Provider will:

- Create a scope of work that is complementary to existing Seattle School District resources, and the homeless service delivery system in Seattle;
- Collaborate with DEEL and Seattle School District to develop a service delivery model and provide housing support services;
- Implement service delivery immediately after co-design process has concluded and the resulting service delivery model has been approved by DEEL;
- Collect, analyze, and regularly submit data to track student and family progress; and,
- Attend monthly or quarterly meetings to discuss opportunities to improve the service delivery system.

The Provider will work with DEEL, SPS 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 understand the diversity and culture(s) of the community served and/or an understanding of or prior experience with homelessness; 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.



6. **Accountability and financial tracking.** Provider will preserve and report financial, program impact and other information necessary for DEEL to measure Provider performance and allow accountability for implementation of FEPP levy goals.



Eligible Applicants:

Housing service providers who provide prevention housing supports to Seattle families with school-age children are eligible to apply.

REQUEST FOR INVESTMENT TIMELINE

EVENT	DATE/LOCATION
Phase 1: Request for Investment	
Request for Investment (RFI) application issued	Monday April 18, 2022
RFI Information Session (prerecorded Webinar)	Wednesday April 20, 2022 (Posted by 4pm)
Technical Assistance Session 1: (Online)	Wednesday May 4, 2022 (2:30pm – 4:00pm)
Technical Assistance Session 2: (Online)	Wednesday May 11, 2022 (2:30pm – 4:00pm)
Last day to submit questions	Wednesday May 18, 2022 by 4:00pm
RFI Applications due	Monday May 23, 2022 by 3:00pm
Phase 2: Evaluation	
Applications Reviewed and Rated	May 31 – June 17, 2022
Review Panel Deliberations	June 20 – June 24, 2022
Notifications issued to applicants	Friday July 22, 2022

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 (100 total points available)

1. 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 lack of 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.

2. 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.

3. Past Experience and Demonstrated Ability (25 points)

- 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.

4. Organizational and Administrative Capacity (15 points)



- 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).

5. Cultural Competency and Responsiveness (20 points)

- A. Cultural 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. Cultural 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.

6. Planning for Challenges (5 points)

- A. Does the applicant acknowledge possible challenges to implementing the project? For instance, inability to recruit the ideal staff, challenges connecting to families who could benefit from housing support, difficulty meeting minimum performance commitments related to screening referrals, serving families, and disbursing direct emergency assistance 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.



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 five (5) business days of the email notification 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 email to:

DEELFunding@seattle.gov

Subject line: 2022 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.



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 included.

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 <input type="checkbox"/> No <input type="checkbox"/>	Submitted on Time (by 3:00 p.m., May 23, 2022)
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachment 1: Cover Sheet
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachment 2: Program Summary
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachment 3: Work Plan
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachment 4: Budget
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachment 5: Labor Practices and Policies
Yes <input type="checkbox"/> No <input type="checkbox"/>	Submitted PDF or Word electronic copy to DEELFunding@seattle.gov
Yes <input type="checkbox"/> No <input type="checkbox"/>	Completed online registration form
Yes <input type="checkbox"/> No <input type="checkbox"/>	Attachments are typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-spaced, and all attachments included

Submission:

Applications may be submitted electronically to DEELFunding@seattle.gov

Subject line: **[Organization Name] – Homelessness and Housing Supports RFI**

All attachments must be received **before 3pm Monday May 23, 2022**.

In addition to submitting an application, **all applicants are required to complete an [online registration form](#) for each application they submit**. Upon completion of the registration form you will receive an email confirmation.

Check the box below to confirm your organization has submitted the online registration form.

☐ Yes, my organization has completed the [online registration form](#)

Questions:

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



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 in SY22- 23:	
Proposed Coverage Area (if none, write "Seattle-wide"):	
Total Funds Requested: (Bottom row of budget worksheet)	

Contact Information:

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

Online Registration Form

Check the box below to confirm your organization has submitted the online registration form.

☐ Yes, my organization has completed the [online registration form](#)



ATTACHMENT 2: Program Summary

*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 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?
- How will your organization monitor progress toward the intended outcomes of its program and shared goals with partners?



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:

1. **Program Overview**
2. **Commitment to Program Components and Collaborative Design Process**
3. **Past Experience and Demonstrated Ability**
4. **Organizational and Administrative Capacity**
5. **Cultural Competency and Responsiveness**
6. **Planning for Challenges**

1. 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?

2. 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? 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?
- D. 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.
- E. 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?
- F. 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:

- A. How much time would your current staff be able to commit to the design process? (Participation in the design process will be compensated).
- B. Who would you engage with during plan development? Please include both specific organizations and people and broader groups.
- C. Do you have any existing partnerships with school communities? How have these partnerships helped support school attendance and graduation improvements?
- D. How would you engage with school communities to build out program implementation?
- E. How would you engage with Seattle Public Schools during program implementation to improve outcomes for students and families?
- F. How would you propose to assess and evaluate prevention outcomes?

3. 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. How do you collect and use data and feedback to inform or improve program implementation? Please give a specific example.
- D. How does your project ask for and incorporate participant feedback about your services into your project design, policies, and/or procedures? Please provide examples.

4. 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?

5. 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. How do the backgrounds of your board, leadership team, and program staff reflect a cultural knowledge of the focus population?

6. 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. **Note: the maximum award per organization is ~~\$246,145~~ \$296,145.***

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 SY2022-23.

DEEL shall pay each selected provider up to the stated Contract price of ~~\$246,145~~ \$296,145. The total Contract Price will include two types of compensation: Base Pay and Performance Pay. “Base Pay” means reimbursement for the provider’s actual and approved costs identified in the project budget. “Performance Pay” means payment that is earned only upon the provider’s demonstration that the work timely achieves the outcome and indicator targets negotiated after RFI awards have been determined and defined in the contract agreement.



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 Mode

