



WASHINGTON
YOUTH & FAMILIES FUND

2024 Request for Proposals & Application: *Projects Serving Youth and Young Adults*

Q&A SESSION (VIRTUAL): Thursday, February 1, 2024, 12:00–1:30 PM PST ([register](#))

INITIAL PROPOSALS DUE: Monday, March 4, 2024, 11:59 PM PST

ESTIMATED TIME PERIOD FOR CONTRACT: June 2024 – June 2027

RFP COORDINATOR:

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All current information related to this funding opportunity is available online at:

bit.ly/2024-wyff-funding

Table of Contents

| | |
|-------------------------------------------------------------------------------------|-----------|
| About Building Changes | 1 |
| About the Washington Youth & Families Fund | 1 |
| Funding Opportunity | 2 |
| Background | 3 |
| Coaching & Social-Emotional Development | 4 |
| Strategy | 4 |
| What Does Success Look Like? | 7 |
| Addressing Disparities..... | 8 |
| Learning Goal and Technical Assistance..... | 8 |
| Applicant Information | 9 |
| Eligible Applicants | 9 |
| Target Population | 9 |
| Geography..... | 9 |
| Expectations for Funded Projects | 10 |
| Outcomes and Evaluation | 10 |
| Two-Part Application, Review & Selection, and Notification Process | 10 |
| Notification..... | 11 |
| Appeal Process | 11 |
| Estimated Timeline of Activities and Notifications | 11 |
| Details of Q&A Session (Virtual)..... | 12 |
| Submission Instructions | 12 |
| Initial Proposal Submission | 12 |
| Application Form Requirements | 12 |
| Application Form..... | 12 |
| Applicant Information | 13 |
| Project Information | 13 |
| Application Narrative | 13 |
| Executive Summary..... | 13 |
| Narrative Questions | 13 |
| Initial Proposal Checklist | 15 |

About Building Changes

Our Vision: Communities thrive when people have safe and stable housing and can equitably access and use services.

Our Mission: Building Changes advances equitable responses to homelessness in Washington State, with a focus on children, youth, and families and the systems that serve them.

Our Values: Equity, People, Partnerships, and Integrity.

Building Changes works at the intersections of housing, education, and health to ensure our systems better serve people experiencing homelessness and that policies, practices, and processes are equitable to Black, Indigenous, and people of color who are disproportionately impacted by housing crises.

Guided by our values, we use an interdisciplinary approach to influence systems:



About the Washington Youth & Families Fund

The Washington Youth & Families Fund (WYFF) was created by the Washington State Legislature in 2004 and amended to include youth in 2014. Building Changes administers this fund of public and private dollars to make grants across the state focused on innovative housing interventions and strategies. We fund organizations and tribes that have built trust in their communities and can nimbly and effectively assist youth and families with culturally appropriate services. To date, we have awarded \$62.7 million to 122 grantees, including two tribes, across 26 counties.

Through our WYFF grantmaking, we:

- Identify and test promising practices in partnership with providers and communities.
- Collect data and evaluate interventions, models, and programs.
- Advance strategies informed by research and the communities.
- Support housing and service providers through peer learning, training, and capacity building.

Funding Opportunity

In 2024, Building Changes will make approximately \$1,975,000 available in funding to support WYFF Youth and Young Adult programs. Funding will be available to housing and social service agencies, nonprofit community-based organizations, federally recognized tribes, and culturally specific organizations that are led by and serve BIPOC youth and young adults in Washington State. Funding from Building Changes will be provided for up to three years per project.

We designed this most recent WYFF Youth and Young Adults (YYA) strategy with the goal of preventing homelessness for young people between the ages of 16 and 21 who are exiting juvenile detention facilities. Our focus is mainly on serving Black, Indigenous, and people of color (BIPOC) and Lesbian, Gay, Trans, Bisexual, Queer/Questioning, and Two-Spirit (LGTBQ2+) young people. This population faces multiple barriers to housing, including age restrictions, dependency statuses, and experience with racism, heterosexism, cis-sexism, ableism, and other forms of discrimination. They are often not included in decisions about their own lives, may not know their housing options, and may develop mistrust of public systems of care. These factors contribute to higher rates of homelessness and housing instability for many young people compared to their peers.¹

Our goal:

- Improve young people's transitions from Washington State Department of Children, Youth, and Families (DCYF) juvenile detention facilities into safe and stable housing and opportunity pathways.

Our strategy will:

1. Build coaching relationships with young people imminently exiting juvenile detention to support the discharge planning and transition process. Use a Diversion-like approach to identify temporary or permanent housing options within 90 days of exit.
2. Apply best practices of peer navigation to develop a coaching model as critical alternative support for young people exiting detention.
3. Focus on uninterrupted academic progress and high school or General Education Development (GED) test completion during transition through connections with local [community re-engagement/Open Doors](#) schools and other post-graduation opportunities.
4. Support young people as they transition into independence through 12 months of no barrier, flexible cash assistance to facilitate self-sufficiency and financial literacy.

Our primary strategic objectives:

- Exits from juvenile detention facilities into safe and stable housing
- Improved social-emotional learning skills in conflict navigation, relationship-building, and self-management
- Sustained education access through school enrollment and progress toward high school diploma or GED completion
- Access to Direct Cash Transfer and flex funds

¹ Office of Homeless Youth. "Prevention of Youth Homelessness: Preliminary Strategic Plan," (January 2021): <https://www.commerce.wa.gov/serving-communities/homelessness/office-of-youth-homelessness/office-of-homeless-youth-prevention/#:~:text=Preiminary%20Strategic%20Plan%3A%20Prevention%20of,and%20other%20related%20negative%20outcomes>

Background

In 2021, more than 1,000 young people exiting systems of care experienced homelessness after a year of exit. That is about 15% of the young people leaving our child welfare system, criminal-legal system, or residential behavioral health facilities. This represents some progress toward [SB 6560](#), passed in 2018, which declared a commitment to ensure that no young person be discharged from a state system of care (e.g., child welfare, juvenile rehabilitation, and in-patient behavioral health) into homelessness.²

SB 6560 has laid the groundwork for the Office of Homeless Youth (OHY) to align stakeholders and community members to work across systems. Our goal is to implement strategies and promote services that get Washington State closer to the goal that no young person will experience homelessness after exiting system of care.

Efforts to assess our progress, including a recent report card completed by Legal Counsel for Youth and Children (LCYC) and a 2021 survey of DCYF child welfare workers across the state, indicate that a greater focus on discharge and exits from systems of care is critical.^{3 4} Furthermore, data from the Washington State Department of Social and Health Services (DSHS) Research & Data Analysis division shows that between 2020 to 2022, progress was occurring at different rates across systems. The rate of decrease in exits from juvenile rehabilitation into homelessness has been slower than the other child welfare and behavioral health systems.

It is unacceptable that any young person should leave the care of state institutions into housing instability and homelessness. We know that young people experiencing homelessness are disproportionately BIPOC and that for these young people, ending racial inequities and preventing the structural cycle of homelessness, poverty, and incarceration requires us to use targeted, upstream strategies that create a foundation for stability and opportunity. BIPOC young people, especially those who identify as queer, trans, and gender nonconforming young people, are also overly criminalized and face structural barriers based on their gender identity and background. To address these inequities, we must ensure that they have the support, connections, and resources needed to gain stability and prevent them from reengaging in the criminal-legal and homeless systems.

Recognizing that housing, education, and opportunity share an interconnected relationship for the long-term sustainability of young people, it is also critical that transition planning lay the foundation for young people to prepare for independence. While young people in confinement are entitled to education services under the 1965 Elementary and Secondary Education Act, several studies in the past decade showed that these young people perform lower in various areas of academic achievement than their peers, including language and literacy skills, math scores, and overall grades and GPA.⁵ As such,

² DSHS, Research & Data Analysis Division. "Homelessness among youth exiting systems of care in Washington state." RDA Report Number 11.254: <https://www.dshs.wa.gov/sites/default/files/rda/reports/research-11-254.pdf>

³ CCYJ, LCYC, and TeamChild. "Progress report: Substitute Senate Bill 6560". April 2023: <https://raikes.moonpulp.com/assets/April-2023-SSB-6560-Progress-Report.pdf>

⁴ DCYF. "Independent Living Transition planning report" (Executive Summary). December 16, 2022: <https://www.dcyf.wa.gov/sites/default/files/pdf/reports/IL-TransitionPlanningReport2023.pdf>

⁵ OJJDP. "Education for youth under formal supervision of the Juvenile Justice System.": https://ojjdp.ojp.gov/model-programs-guide/literature-reviews/education_for_youth_under_formal_supervision_of_the_juvenile_justice_system.pdf

uninterrupted academic progress and sustained movement toward a high school diploma or GED completion must be a critical priority for young people in the transition process.

Coaching & Social-Emotional Development

Detention and confinement exacerbate harm and trauma for young people because detention facilities are institutionalized spaces with rigid, routinized structures adverse to social-emotional learning that occurs in community settings. Specifically, a recent national study found that confinement may adversely affect young people from developing skills in navigating conflict and difficult situations with other people, building and sustaining relationships that can be drawn upon when needing support, and managing emotions during conflict when important decisions need to occur.⁶ These are all critical skills that young people need as they gain independence.

We can work to soften these conditions in the detention setting and promote social-emotional learning by adding an alternative adult from the community to work with young people approaching their time of exit. This relationship would focus on building trust and helping a young person establish a vision for their future and meaningful goals that get them closer to that future. Rather than a facility counselor or officer, this adult would serve as a mentor or coach, working one-on-one to prioritize the stability and independence that is developmentally appropriate for each young person rather than maintaining the rules, operations, and general well-being of an entire unit or facility of young people.

This coaching relationship does not need extensive training in youth development to be an impactful asset. Instead, by drawing from personal experience and nurturing a respectful and responsive relationship with each young person's cultural and racial background, gender identity, and experience, a coach can be a pillar of a safe relationship for a young person to share their challenges and dreams, and act as a cheerleader for them as they navigate successes and obstacles in building their independent skills. As such, young people in detention, particularly BIPOC young people who identify as queer, trans, and gender non-binary, could greatly benefit from this alternative adult relationship for thought partnership and neutral support in their transition from detention into independence.

Strategy

This funding opportunity will support interventions and activities that improve transitions for young people exiting Washington State Department of Children, Youth, and Families (DCYF) juvenile detention facilities into stable housing and opportunity pathways. We want to focus on BIPOC and LGBTQ2+ young people who are in transition age (between 16 to 21 years old).

Competitive applicants will need to demonstrate the commitment and ability to build a program that meets the following strategic objectives:

- 1. Build coaching relationships with young people imminently exiting juvenile detention facilities to support the discharge planning and transition process and use a Diversion-like approach to identify temporary or permanent housing options within 90 days of exit.**
- 2. Apply best practices of peer navigation to develop the coaching model as critical alternative support for young people exiting detention.**

⁶ Schaefer, Shelly, Ph.D., Erickson, Gina, Ph.D. "The Impact of Juvenile Correctional Confinement on the Transition to Adulthood." June 2016: <https://www.ojp.gov/pdffiles1/nij/grants/249925.pdf>

3. **Focus on uninterrupted academic progress and high school or GED completion during transition through connections with local [community reengagement/Open Doors](#) schools and other post-graduation opportunities.**
4. **Support young people as they transition into independence through 12 months of no-barrier, flexible cash assistance to facilitate self-sufficiency and financial literacy.**

We further outline these strategic objectives in detail below.

Objective 1: Build coaching relationships with young people who are imminently exiting juvenile detention facilities to support the discharge planning and transition process and use a Diversion-like approach to identify temporary or permanent housing options within 90 days of exit.

Connection is at the foundation of healing and change. Supporting a young person’s transition from the institutional setting back into the community requires intentional relationship-building grounded in trust, consistency, and predictability. Coaches are professionals with personal experience navigating systems of care. Trained in building safety and stability plans with young people, they will support the transition process through relationship-building with caseloads of 10 or fewer young people, using a trauma-informed, person-centered approach that focuses on being consistent and present from a young person’s time in detention to their reintegration back into the community.

A coaching framework would consist of regular check-ins between a coach and a young person starting during incarceration at a juvenile detention facility. The coach would focus on helping a young person develop skills in:

- Self-awareness
- Social awareness
- Self-management
- Relationship-building skills
- Responsible decision making

The coach would collaborate with a young person on goals related to their exit, including engaging with the discharge process, and preparing them to transition by discussing their educational and employment goals and opportunities upon exit.

Coaches would play the role of an intentional thought partner to help the young people achieve their desired housing options. They will use a Diversion-like, creative problem-solving approach to support the young person even if housing options are not readily available and collaborate with the young person to “reality test” and build safety, service, and stability plans in case a housing plan does not come together. This may look like identifying a temporary housing solution upon exit, staying with relatives or safe, trusted adults, or a peer in the young person’s network. At the same time, the coach continues to work with the young person to find other permanent housing options.

Upon exit, the focus on problem-solving and goal setting will transition toward a focus on housing stability, as well as supporting the young person to apply and access state and federal benefits and services they may be entitled to (e.g., extended foster care, Foster Youth to Independence Vouchers, Family Unification Program, Medicaid services, Department of Social and Health Services, Temporary Aid to Needy Families Program, Supplemental Nutritional Assistance Program). Coaches will be prepared and enabled to access flexible funding quickly and efficiently when financial barriers present themselves.

This relationship will be grounded in the recognition that each young person's challenges and experiences are unique. They will always focus on inviting thought partnership with a young person, establishing goals, debriefing conflicts and challenges, and celebrating successes.

Objective 2: Apply best practices of peer navigation to develop the coaching model as a critical alternative support for young people exiting detention.

As mentioned above, coaches will be the first point of contact and support for young people exiting a juvenile detention facility. These will be individuals with personal experience of navigating the child welfare, juvenile criminal-legal, or behavioral health systems and understanding the connections between systemic racism and detention.

While this role will not require any specific certification (including the Washington State Department of Social and Health Services or Health Care Authority Certified Peer Counselor position), it is intended to draw from and apply the best practices of peer navigation as they apply to young people who have experienced chronic and complex trauma and are on their path to transitioning out of care into independence:

- Draw from lived experience and familiarity with navigating systems of care, as well as healing and building healthy relationships.
- Demonstrate an understanding of structural racism, and acknowledge and honor the limitations and oppressive experiences young people face in systems of care with the ultimate focus on supporting a successful transition to independence.
- Possess at least a foundational knowledge of trauma-informed care and commit to the principles of harm reduction as philosophies that promote unconditional positive regard and support, dignity, and respect for young people.
- As much as possible, act as a first point of contact for young people during or immediately following a crisis by validating and advocating for physical and emotional needs, and debriefing and processing conflict to support them in moving forward.
- Model healthy self-management skills of self-awareness, social awareness, self-management, relationship-building skills, and responsible decision-making.

Additionally, using a coaching model is also intended to promote capacity and lived expertise in the workforce as a low-barrier career pathway to social work, the behavioral health sector, and community-based services. As such, organizations will be encouraged to recruit, hire, and facilitate the training and professional development of the coaches as an in-demand workforce key to program viability.

Objective 3: Focus on uninterrupted academic progress and high school or GED completion during transition through connections with local [community re-engagement/Open Doors](#) schools and other post-graduation opportunities.

Coaches will work to support a smooth transition for each young person on their caseload from a detention facility back into their community's education system (including Running Start or GED programs), with a specific focus on using this transition as important preparation for thinking about post-secondary and career pathway opportunities post-graduation.

Coaches will work with at least one other resource specialist (e.g., housing navigator, case manager, or employment development specialist) to facilitate this transition so that there is careful coordination with

housing resources and a clear line of communication between the young person and the various resources and services within their community.

Like the coach, the resource specialist will need familiarity with the local education system, community reengagement resources (e.g., Open Doors programs), and other community-based Career and Technical Education and post-graduation programs. This resource specialist will work proactively to identify and build relationships with additional resources and programs focused on education access and opportunities, such as the Office of Superintendent of Public Instruction Advocates, McKinney-Vento Liaisons, Building Points of Contact, DCYF Educational Training Voucher, and the extended foster care program.

Objective 4: Support young people as they transition into independence through 12 months of no-barrier, flexible cash assistance to facilitate self-sufficiency and financial literacy.

Low and no-barrier flexible assistance in the form of direct cash payments for young people has grown in mainstream support across the country as a critical intervention to overcome the unique barriers that unaccompanied and unstably housed young people face. Many local trailblazing organizations have led efforts to promote Direct Cash Transfers (DCT) as a key service. The Office of Homeless Youth (OHY) has become a critical funder and partner for A Way Home Washington's Homeless Prevention & Diversion Fund and Youth Diversion Infrastructure Project, which intend to quickly deliver flexible funds when creative problem solving or Diversion conversations are held to identify housing solutions.

This objective will enhance the possibilities of exploring DCT by applying it to young people exiting juvenile detention facilities. Young people supported in their exit will be entitled to at least 12 months of no-barrier, flexible cash assistance to promote independent decision-making and to build a foundation for financial stability. The DCTs will not be tied to any specific outcome but instead be focused on developing trust, mitigating financial stress, and promoting self-sufficiency and money-management skills.

Coaches will support young people in setting up a bank account that will be accessible in their community where their DCT award will be deposited, and be responsible for helping young people understand the potential impacts DCT may have on income reporting and eligibility for benefits. While all young people will be entitled to DCT without conditions, coaches will be encouraged to use this to facilitate goal-setting conversations and forge trust and relationship-building between young people and those supporting them.

What Does Success Look Like?

Success looks like improvements in housing stability for young people upon receiving individualized, culturally responsive support as they exit juvenile detention facilities. Coaches will help young people secure housing options that are safe and stable; support and enrich a young person's racial and ethnic background and culture, gender identity, sexual orientation, national origin, religious beliefs, ability, and neurodiversity; and promote independence and stability according to a young person's goals and development.

- Exiting to permanent, transitional, or safe, temporary housing with family or friends will measure housing stability.
- Affirming housing options will be measured by feelings of safety and belonging upon exit.

- Education access and progress will be measured by school enrollment or participation in community-based programs focused on high school diploma attainment or GED completion.
- Improvements in social-emotional learning will be measured by self-assessments of awareness of and proficiency in conflict navigation, relationship-building, and self-management.
- Promoting independence and stability according to a young person’s goals and development will be measured by a young person’s identification of goals and feelings of progress towards those goals.

Addressing Disparities

Racial equity is a key organizational value for Building Changes. We advocate for the needs of marginalized populations to improve equity outcomes. While we recognize that racial and ethnic disparities will vary in different parts of the state, data shows that people of color are disproportionately affected by homelessness. We also know that there is an overrepresentation of BIPOC young people in school discipline numbers and the criminal-legal and child welfare systems.⁷ These outcomes reflect the need to focus on upstream and cross-system coordination in our work to end homelessness.

By focusing on the transition of BIPOC and LGBTQ2+ young people exiting from juvenile detention, we are applying a targeted universalism approach.⁸ As mentioned in the introduction, BIPOC young people hold multiple identities, including LGBTQ2+ status and diverse gender identities, abilities, and nationalities. Historical and structural racism and oppression that reinforce the negative experiences of young people with these identities can produce interpersonal conflict, violence, and the structural cycle of homelessness, barriers to opportunity, and incarceration. Breaking this cycle requires targeted strategies to change policies and practices to promote beneficial outcomes for stability and opportunity.

We are focusing our WYFF YYA strategies on the four objectives above to create youth-centered interventions. They are grounded in positive youth development principles that facilitate alignment across systems and provide personalized support, particularly for BIPOC and LGBTQ2+ young people who may not have access to services upon exiting detention. Young people’s housing stability and future independence rely on adequate support upon leaving systems of care.⁹

Learning Goal and Technical Assistance

Building Changes aims to learn which services and program designs improve transitions from juvenile detention to stable housing for youth and young adults, particularly BIPOC and LGBTQ2+ young people who are disproportionately exiting our systems of care into homelessness. We will use demographic

⁷ Martin, Megan MSW, and Connelly, Dana Dean Ph.D. “Achieving Racial Equity: Child Welfare Policy Strategies to Improve Outcomes for Children of Color,” *Center for the Study of Social Policy* (2015): <https://cssp.org/wp-content/uploads/2018/08/achieving-racial-equity-child-welfare-policy-strategies-improve-outcomes-children-color.pdf>

⁸ Othering & Belonging Institute. “Targeted Universalism: Policy & Practice—A Primer,” <https://belonging.berkeley.edu/targeteduniversalism>

⁹ Lantos, Hannah, Allen, Tiffany, Abdi, Fadumo M. *et al.* “Integrating Positive Youth Development and Racial Equity, Inclusion, and Belonging Approaches Across the Child Welfare and Justice Systems,” (January 25, 2022): <https://www.childtrends.org/publications/integrating-positive-youth-development-and-racial-equity-inclusion-and-belonging-approaches-across-the-child-welfare-and-justice-systems>

information and other measures to track learnings via HMIS. Grantees must participate as a cohort in Learning Circles and complete narrative and financial reports.

Selected grantees will be encouraged to develop a collaborative working relationship with their local Coordinated Entry as an essential partner to access and facilitate services. They will also establish relationships and coordinate with agencies representing our public systems of care and education system to serve these young people better. This strategy will require engaging with the [DCYF's Juvenile Rehabilitation](#) agency.

Building Changes will provide technical assistance and training to grantees in accessing and using HMIS as needed and support making connections with local Coordinated Entry partners.

Applicant Information

Eligible Applicants

Nonprofit community or neighborhood-based organizations, regional and statewide nonprofit housing assistance organizations, federally recognized Indian tribes, local housing authorities, and public development authorities are invited to apply.

Culturally-specific organizations or smaller organizations led and staffed by people of color and primarily serving communities of color (By-For Organizations) are encouraged to apply, even if you are not currently delivering homeless and housing services. Building Changes will provide training and technical assistance if selected as a grantee.

Target Population

Targeting services and support for young people exiting from juvenile detention facilities are integral to this strategy. Our goal is to specifically focus on supporting BIPOC and LGBTQ2+ young people between the ages of 16 and 21.

We will also consider applications from organizations and tribes that can explain the need and demonstrate the ability to fulfill the strategic objectives listed above for unaccompanied youth and young adults (between the ages of 18 and 24 years old) who are experiencing homelessness or housing instability after exiting detention or incarceration. Examples of this population may include parenting and pregnant youth and young adults, survivors of domestic or gender-based violence, commercially sexually exploited and trafficked young people, immigrant communities, and asylum seekers.

“Unaccompanied” is defined as a youth (between the ages of 12 and 18 years old) experiencing homelessness while not in the physical custody of a parent or guardian.

“Homelessness” or “housing instability” is defined as lacking an adequate, fixed, or safe nighttime residence (including couch-surfing or doubled-up).

Geography

Organizations, tribes, and agencies across Washington State are invited to apply. Applicants are encouraged to use data in their application to demonstrate the need for greater resources to support unaccompanied youth and young adults experiencing housing instability and homelessness in their community, particularly BIPOC and LGBTQ2+ young people who have exited detention. Special

consideration will be given to applicants serving counties where [DCYF's Juvenile Rehabilitation](#) facilities are located.

Expectations for Funded Projects

Outcomes and Evaluation

Funded projects must use Homeless Management Information System (HMIS) to capture demographics, services, and outcomes. The indicators listed below must be reported to the Department of Commerce and Building Changes per the Research & Evaluation Plan. Furthermore, Building Changes will also require the evaluation of social-emotional learning (SEL) skill development data from clients and providers through methods beyond HMIS.

- Expected measurements of interest include:
 - Number of households served
 - Length of time within WYFF services
 - Exits to permanent housing
 - Exits to safe, temporary housing with family or friends
 - Use of Flexible Funding
 - Connections to services, such as but not limited to:
 - Criminal justice and legal services
 - Health and medical care
 - Education
 - Employment and training services
 - Life skills training
 - Self-assessment of SEL changes by clients at regular intervals
 - SEL skills development as observed by coaches on an annual basis
- Outcomes measured and compared to the baseline include:
 - The number and percentage of exits to permanent housing
 - Change in income
 - The number and percentage of YYA who exit with positive feelings of connectedness
 - The number and percentage of YYA who exit with positive feelings of safety

Two-Part Application, Review & Selection, and Notification Process

This competitive RFP process will consist of a two-part application and review and selection process. In the first round, interested applicants must submit an initial proposal. Completed initial proposals will be reviewed according to a standard rubric by a Community Review Panel representing people with lived expertise, agency stakeholders, and subject matter experts in Washington State.

Top scoring applicants will be invited to complete a second and final round of the application and review and selection process. Based on the outcome of that review, Building Changes staff will make final funding recommendations to the Building Changes Board of Directors for approval.

Notification

All applicants will be notified about the outcome of their first round proposal by Thursday, April 4, 2024. Final awards will be announced in May 2024, with project contracts set to begin in June 2024.

Appeal Process

Building Changes' appeal process:

1. Grounds for an Appeal: Applicants may only submit an appeal on the following grounds: Failure by Building Changes to follow procedures outlined in this Request for Proposal; and/or discrimination or conflict of interest on the part of a rater.
2. When to Submit an Appeal: Appeals will be considered from April 5, 2024 through April 11, 2024.
3. How to Submit an Appeal: Building Changes must receive all appeals in writing during the window for appeal from April 5, 2024 through April 11, 2024. Appeals will be reviewed by the Director of Practice Innovation. Appeals must be emailed to the Director of Practice Innovation, Mehret Tekle-Awarun, at Mehret.Tekle@BuildingChanges.org. Applicants should indicate the grounds for their appeal and a short description of why they are appealing.
4. Review of an Appeal: All materials (application, score sheets, reviewer comments, supplemental materials) pertaining to the applicant along with the appeal letter will be reviewed by the Director of Practice Innovation, who has the authority to have a new reviewer read and consider the application. Building Changes will have 10 business days to review the materials and provide a written decision back to the applicant.

Estimated Timeline of Activities and Notifications*

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| Issue Request for Proposals | Tuesday, January 23, 2024 |
| Q&A Session (Virtual) | Thursday, February 1, 2024 |
| FAQ and Q&A Session Recording Posted on Building Changes Website | Thursday, February 8, 2024 |
| Initial Proposals Due to Building Changes by 11:59 PM | Monday, March 4, 2024 |
| All Applicants Notified About Outcome of Their Application | Thursday, April 4, 2024 |
| Appeal Window | April 5, 2024 through April 11, 2024 |
| Finalist Application Process | April 4, 2024 through early May |
| Final Awards Announced | May 2024 |
| Contracts in Place with New Grantees | June 2024 |

**Building Changes reserves the right to revise the above timeline.*

Details of Q&A Session (Virtual)

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| <p>Wednesday, February 1, 2024 12:00 to 1:30 PM</p> | <p>Please register for Washington Youth & Families Fund 2024 RFP for Projects Serving Youth and Young Adults Q&A Session by clicking HERE.</p> <p>After registering, you will receive a confirmation email containing information about joining the Zoom session.</p> |
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Please submit questions in advance via email by COB Tuesday, January 30, 2024, to WYFF@BuildingChanges.org.

Submission Instructions

Initial Proposal Submission

Completed initial proposals for the first round of this competitive RFP process must be received by Building Changes **no later than 11:59 PM Pacific Standard Time on Monday, March 4, 2024**. Proposals must be submitted using our [ONLINE APPLICATION FORM](#). All responses and materials should be prepared before beginning the online application form. Uploads submitted via the online application form must be in Microsoft Word or PDF format. Fax transmissions cannot be received by Building Changes and cannot be used for submission of proposals.

Proposals that do not follow the specified format and/or do not meet the submission requirements will not be reviewed. Late proposals will not be accepted, unless Building Changes' online form is found to be at fault, at Building Changes' sole determination.

Completed initial proposals must include the following:

- Completed [online application form](#) with required applicant information, project information, and file upload noted below.
- **Application Narrative:** Includes Executive Summary and written responses to all narrative questions (see below) in Microsoft Word or PDF format submitted as one file upload with the online application form.

Application Form Requirements

IMPORTANT: The following information and materials should be prepared in advance of beginning the [online application form](#). Online applications must be completed and submitted in one session. Online applications may NOT be started, saved, and resumed later for submission.

Application Form

Applicants will be required to enter the following information into the online application form:

Applicant Information

- Organization Name and Address
- Primary Contact for Application (Name, Title, Email Address, Phone Number)
- Contact information for person submitting the application (if different from Primary Contact for Application)

Checkbox/Yes or No Questions:

- The applicant organization is a nonprofit community or neighborhood-based organization; regional/statewide nonprofit housing assistance organization; federally recognized tribe; local housing authority; or public development authority.
- The applicant organization is a culturally-specific and/or BIPOC-led and -serving organization.
- The applicant organization has Homeless Management Information System (HMIS) access.
- The applicant organization is currently involved with Coordinated Entry in their community.

Project Information

- Title of Proposed Project
- Geographic Area Served by Project (Specify counties and/or other geographic area)
- Youth Population Served by Project (Check all that apply)
 - Youth, ages 12-17 years old
 - Young adult, ages 18-24 years old
- Proposed Use of WYFF Funds (Summarize in 2 or 3 sentences how the WYFF funds would be used)
- Total Proposed WYFF Budget (Total request should not exceed \$500,000), including the amount of:
 - Flexible Funds \$ _____
 - Other Costs \$ _____
 - Indirect Costs \$ _____
 - Sub-contracted costs, if applicable \$ _____
 - = Total WYFF Request: \$ _____

Application Narrative

Completed initial proposals must include responses to ALL prompts and questions below. Percentages indicate weighting of categories for review. Use 12-point font and keep responses to a maximum of 6 pages total for all responses. The Application Narrative should be submitted as one file upload in .DOC or .PDF format with the online application form. Please include applicant organization name in uploaded file name. Example: "(YourOrgName)-ApplicationNarrative"

Executive Summary

Please provide a summary of your proposal that includes an overview of your project, why it is important, and how your organization is uniquely positioned to make an impact through this work. Use 12-point font, and limit response to a maximum of 1 page total.

Narrative Questions

Please respond to the questions below. Use 12-point font and limit responses to a maximum of 5 pages total. Percentages indicate weighting of categories for review.

1. Program Design Description (30%)

- a. Please describe your program design according to the strategic objectives:
 - Supporting discharge planning and transition processes via Coaching relationships;
 - Developing and deploying a peer navigator program (including how Coaches will connect with young people);
 - Focusing on sustaining academic progress through transition; and
 - Providing no-barrier, flexible cash assistance to young people.
- b. In your description, please include how you will dedicate staff capacity and organizational infrastructure in meeting the strategic objectives.

2. Racial Equity & Structural Oppression (20%)

- a. Please describe the racial inequities in youth/young adult homelessness in your community.
 - How does structural racism and oppression against specific identity groups show up as a root cause of homelessness and housing instability for young people?
 - How is your organization focusing on dismantling structural racism and oppression?
OR How is your organization's mission, vision, and values in direct response to structural racism and/or oppression?

3. Housing Stability Approach (20%)

- a. What are the housing needs for the young people you intend to support, and how do these needs relate to involvement in the juvenile legal system?
- b. How will you approach supporting young people to overcome the potential barriers and challenges in regaining housing and opportunity upon exit?

4. System Partnerships (15%)

- a. Please describe any current relationships your organization has in place to support young people that are involved with local courts, child welfare agencies (DCYF/JR), behavioral health agencies, juvenile jails, law enforcement, or adult corrections facilities.
 - How will you develop these current relationships in order to meet the main strategic objectives of this project? **OR** If your organization *does not currently have relationships* with the named agencies/systems (local courts, child welfare agencies (DCYF/JR), behavioral health agencies, juvenile jails, law enforcement, or adult corrections facilities), please describe how you intend to develop them in order to meet the strategic objectives of this project.

5. Community Partnerships (5%)

- a. Please describe any current relationships your organization has with community reengagement/Open Doors schools, partners that provide services focused on high school/GED completion, AND/OR community-based services focused on career & technical education/post-secondary opportunity.
 - How will you develop these relationships in order to meet the main strategic objectives of this project? **OR** If your organization *does not currently have relationships* with community reengagement/Open Doors schools, partners that provide services focused on high school/GED completion, AND/OR community-based services focused on career & technical education/post-secondary

opportunity, please describe how you intend to develop them in order to meet the strategic objectives of this project.

6. Youth Participant Feedback (10%)

- a. What existing infrastructure is in place to receive and review feedback from participants?
- b. How will you use this information to change your policies, procedures, practices, and services so that they are more racially equitable?

Initial Proposal Checklist

- Prepared applicant information and project information for entering into [online application form](#).
- Application Narrative: Includes Executive Summary and written responses to all narrative questions in one Microsoft Word or PDF format saved as "(YourOrgName)-ApplicationNarrative" for uploading with online application form.