



**United Way  
of Buffalo & Erie County**

**PROGRAM INVESTMENTS  
JULY 1st 2011-JUNE 30th 2013  
REQUEST FOR PROPOSALS (RFP)**

*Application Deadline: June 1, 2010*

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## **OVERVIEW**

The United Way of Buffalo & Erie County (UWBEC) serves people with substantial unmet needs by engaging the community in giving, advocating, and volunteering. Each year, UWBEC conducts a community wide fund-raising campaign within area workplaces and among individual, foundation, and corporate donors to secure funds to support programs and services available at local nonprofit organizations. The proceeds are used to address critical areas of need in Buffalo and Erie County.

UWBEC has developed three core platform areas which form the basis of the organization's investment decision-making: 1.) Education, 2.) Income, and 3.) Health & Wellness. Each platform was developed following an extensive review of local community trends; the engagement of a series of focus groups with service providers and their clients; and a review of local, statewide, and national research on population demographics, socio-economics, client need, and best practices in the provision of health and human services. Following these activities, UWBEC staff and key community volunteers worked together to develop a set of funding priorities, key population indicators, and program performance measures for each focus area.

**This document provides prospective applicants with the information they need to determine whether they wish to apply for UWBEC funds. It includes key dates; eligibility requirements; an overview of platform priorities, focus areas, and performance measures; information on how to apply for funds; a discussion of the evaluation process and guidelines; and an overview of UWBEC policies and procedures.**

UWBEC's investment process is governed by a policy and procedure approved by our Board of Directors. Applicants can find the entire policy in Appendix A. Overarching governing principles from this policy require that:

- Investments support the UWBEC platform of Education, Income and Health & Wellness, and the specific goals identified therein;
- Investments optimize the return on donor dollars by investing in the most appropriate programs resulting from an open, competitive, merit-based application process;
- The application process provides adequate notice of investment decisions and reasonable expectation of ongoing funding; and
- The application process treats all applicants similarly and gives constructive feedback to them.

***This is a highly competitive process.*** UWBEC will not be able to fund all worthwhile applications nor can the organization guarantee equal funding distribution across its three platforms or funding for each of its priorities or focus areas. The UWBEC Board of Directors will determine the amount of money available, based on financial conditions, including its annual fund-raising campaign results. All other funding decisions will be based on the evaluation criteria established for this competition with heavy emphasis on documented program performance and the ability to assist UWBEC in achieving results in addressing identified community conditions.

**By submitting an application, your organization asserts that the Request for Proposals document has been reviewed in its entirety and that it will abide by the conditions for funding set forth herein.**

## **KEY DATES**

The following is a list of key dates associated with UWBEC's Program Investment competition.

**April 16<sup>th</sup> and April 30<sup>th</sup> 2010:** UWBEC will host Program Investment Informational Sessions on these dates. During these sessions, UWBEC staff members will explain our application process and answer questions related to platform areas, evaluation criteria, and/or the completion of the application itself. Attendance is strongly recommended but not required to compete in this year's process.

Each Program Investment Informational Session will be recorded and made available on-line through high speed Internet video, as part of UWBEC's collaboration with the University at Buffalo School of Management Distance Education and Video Conference Operations (DEVO) program. The video links will be posted on our website within one week of the session for those who are unable to personally attend. Due to limited seating capacity, RSVPs are required for those who wish to attend the informational sessions in person. To RSVP for a session, please contact Gail Calisto ([gail.calisto@uwbec.org](mailto:gail.calisto@uwbec.org); 887-2776).

To learn more about the sessions or to view the available video links, please go to:

[www.uwbec.org](http://www.uwbec.org)

Click on "For Nonprofits" across the top menu

Select "Funding" from the drop down menu

Select "Program Funding" for session information, handouts, and links to each session.

UWBEC will also post responses to frequently asked questions on this section of its website.

**June 1<sup>st</sup> 2010:** Application deadline and beginning of review period. No applications (or application revisions) will be accepted after this date. All applicants are asked to refrain from corresponding with UWBEC reviewers regarding their application.

In an effort to increase transparency in its investment process, UWBEC will post a summary description of any program seeking funding through this competition on our website. These descriptions will be taken directly from the applications themselves. By submitting an application, your organization grants UWBEC permission to post the program summary on its website for public viewing.

**August 9<sup>th</sup> 2010:** In lieu of face-to-face interviews, applicants will be afforded an opportunity to respond to questions posed by UWBEC reviewers.

To ensure fairness in this process, reviewers will prepare questions and provide them in writing to the Director of Agency Relations. The Director of Agency Relations will be responsible for compiling these questions for each program and submitting them to applicants by August 9<sup>th</sup> 2010. Applicants must submit their responses to the questions by e-mail within 10 business days (August 23<sup>rd</sup> 2010).

Please note: it is possible that reviewers will not have questions about particular program applications. In such instances, UWBEC will notify program staff that there are no questions to address on their application by August 9<sup>th</sup> 2010.

**August 23<sup>rd</sup> 2010:** Applicants must return their responses to questions in writing to the Director of Agency Relations for dissemination to reviewers.

**On or About December 31<sup>st</sup> 2010:** Applicants will be informed whether or not they have been selected to receive UWBECE funds and provided information about preliminary funding determinations, in writing. All funding decisions are contingent on UWBECE Board approval during the fiscal year beginning April 1, 2011.

**On or About April 30<sup>th</sup> 2011:** UWBECE will inform applicants of final approval of funding allocation, in writing.

**June 30<sup>th</sup> 2011:** If your program is currently receiving funding and is not successful in the competition, your UWBECE program funding will end. Since UWBECE is providing six months preliminary notice (by December 31, 2010), there will be no transitional or "sun-setting" funding available.

**July 1<sup>st</sup> 2011:** If your application is successful in the competition, program funding will begin in accordance with written correspondence provided to your organization.

### **ELIGIBILITY AND REQUIREMENTS**

By submitting your application, you certify that you can provide the following documentation if selected, or during the course of the selection process. You do not have to provide this documentation now:

- Proof of 501(c)(3) status
- Independent Accountant's Report according to the following requirements of the New York State Attorney General Charities Bureau: 1.) Audit report (total support and revenue more than \$250,000); 2.) Review report (total support and revenue \$100,001 to \$250,000).
- Current Board of Directors with officers listed and contact information that includes the name of employer, home and/or business address, phone number, e-mail
- If selected, you will also be required to sign the following documents:
  - Program funding agreement (Appendix B)
  - Agency information form (Appendix C)

Note: UWBECE does not fund capital expenditures or direct payments to individuals such as scholarships. Additionally, UWBECE does not intend to fund pilot, demonstration, or start-up programs. UWBECE seeks established programs that have been operating for at least two years and have program performance data available.

In reviewing proposals, UWBECE is looking to fund programs that are designed to coordinate the best use of resources, to minimize duplication, maximize quality and performance, and leverage available assets.

## **PLATFORM PRIORITIES AND FOCUS AREAS**

UWBEC used the Results Accountability methodology to establish its platform focus and program performance measures. The approach offers a disciplined way of thinking and taking action to improve the quality of life in communities as well as the performance of programs, agencies, and service systems (Friedman, 2005). It follows a step-by-step process which requires participants to consider the desired end result and determine the means to achieve it.

One important feature of the Results Accountability approach is its emphasis on two levels of measurement known as Population Accountability and Performance Accountability.

Population accountability focuses on the well-being of a specified population and measures results by examining changes in community-level indicators (e.g., rates, percentage change). Performance accountability focuses on the well-being of client populations and seeks to answer three basic questions regarding the performance of health and human service programs: How much did we do? How well did we do it? Is anyone better off? Taken alone, neither of these measures provides a complete picture of the successes or failings of an intervention or set of interventions. Together, however, population and performance accountability can provide a truer account of the results achieved over time and offers opportunities to determine areas for improvement. The approach will enable UWBEC to invest its resources wisely and provide information on results (i.e., community change) to our varied investors and the community at large.

UWBEC began its use of Results Accountability by conducting a review of demographic, socio-economic, and health trends within Buffalo & Erie County. UWBEC also consulted with various community leaders and subject matter experts and facilitated a series of focus groups with service providers and their clients to determine areas of greatest need. Using the research garnered from these activities, UWBEC established its three platform areas (Education, Income, and Health & Wellness) and identified populations of interest. The organization also identified a key result for each platform area, selected several community indicators to track, and provided background information (as known as the “Story Behind the Baseline”) to describe the current conditions.

Following these activities, UWBEC sought to identify key strategies that are likely to address current conditions. UWBEC staff and volunteers examined the research literature to identify best practices, evidence-based interventions, and innovations in the health and human service field. These items are included in the program descriptions along with a set of program performance measures which will enable UWBEC to assess whether programs and their customers are achieving the desired results.

In the pages that follow, each of UWBEC’s three platform areas is discussed using the Results Accountability framework. For more information on the Results Accountability approach, please review the following website: <http://www.resultsaccountability.com/> or contact UWBEC’s Agency Relations staff to secure materials from a Results Accountability training session hosted by the agency in February.

## EDUCATION PLATFORM

**POPULATION:** Children and youth in Buffalo and Erie County

**RESULT:** Children and youth reach their full learning potential

### **POPULATION INDICATORS:**

Primary: Percentage of Erie County youth that graduate from high school on time

Secondary:

Percentage of Erie County children that enter school ready to learn

Percentage of Erie County students that reach proficiency on 3<sup>rd</sup> Grade English/Language Arts Assessment

Percentage of Erie County students that reach proficiency on 3<sup>rd</sup> Grade Math Assessment

Percentage of Erie County students that reach proficiency on 8<sup>th</sup> Grade English/Language Arts Assessment

Percentage of Erie County students that reach proficiency on 8<sup>th</sup> Grade Math Assessment

### **BACKGROUND:**

Nationally, 46% of children start school without the literacy, social, emotional and intellectual skills they need to succeed in school. Children of low-income families are especially at risk with half of these children starting first grade up to two years behind their peers (Brizius and Foster, 2003). According to a national longitudinal analysis by the US Department of Health and Human Services (HHS), economically disadvantaged children may know only one or two letters of the alphabet when entering kindergarten, while middle class children know all 26. Only half of children from low-income families can write their own name upon entering kindergarten, while more than 75% of children from higher income families can do so.

Researchers also estimate that before ever entering kindergarten, cognitive scores for children of low-income families are likely to average 60% lower than those in the highest socioeconomic groups - something that remains true through high school (Lee and Burkam, 2003). Although there is no single measure of school readiness available in Buffalo and Erie County, given local poverty rates for children under age five (47% in Buffalo; 23% in Erie County), it is likely that many local children enter school unprepared (United States Census Bureau, 2009).

New York State Education Department data (2009) indicates that Buffalo and Erie County's young children are struggling compared to their peers across the state. Among third graders, only 50% of Buffalo and 76% of Erie County students reached proficiency on the New York State English/Language Arts (ELA) assessment. Scores on the Math assessment, while better, reinforced the disparity between city and suburban students: 75% proficient in Buffalo, 91% in Erie County. Eighth grade scores revealed a similar profile: ELA proficiency was achieved by 71% in Erie County and 43% in Buffalo and Math proficiency rates were 83% in Erie County and 58% in Buffalo.

The Erie County 2009 on-time graduation rate was 78% with five school districts falling below the New York State average. They include Buffalo (57%), Lackawanna (67%), Evans-Brant (Lake Shore) (71%), Cheektowaga-Sloan (70%), and Cheektowaga (76%).

School engagement factors – such as daily school attendance and participation - are correlated with school success (Hammond, 2007). Buffalo City schools average daily attendance in 2007-2008 was 87% compared to 96% in schools in the Williamsville School Districts. High quality afterschool and out of school time programs are proven to improve student achievement and participation in school (New York State Afterschool Network, 2009). In one study, participants enrolled in afterschool were 20% less likely to drop out compared to their non-enrolled peers (UCLA Center for Research and Evaluation, 2008). Afterschool programming and out of school time enrollment is also linked to significant gains in standardized test scores, improved work habits, reduced delinquency activities (especially between the critical hours of 3-7pm), and reductions in behavioral problems among disadvantaged students (New York State Afterschool Network, 2009).

### **STRATEGIES THAT WORK:**

The “READY” area will support strategies that put children on a positive trajectory towards on-time graduation including helping young children to be ready for school. Funding priorities include: Language and Literacy, Early Identification of Developmental or Behavioral Risks, and Social-Emotional Development.

The “STEADY” area will support strategies that keep school-aged youth engaged, exhibiting positive social behaviors, and achieving academically in school. Funding priorities include: Tutoring, Mentoring, and Social-Emotional Skill Building.

The “GO” area will support strategies that reduce non-academic barriers to student graduation, as well as preventing school drop-out and promoting college and career readiness. Funding priorities include: Non-Academic Support Services, Drop Out Recovery, and College and Career Readiness.

**A listing of funding priorities, focus areas, and performance measures is provided on the following pages.**

UWBEC’s Education Platform is interested in programs that are offered during regular business hours as well as those specifically offered during afterschool or out of school time (i.e., summer, during school holidays). Such programs should provide instruction in a structured, safe, supportive, and enriched environment. There is a strong preference for programs that follow The After-School Corporation’s guidelines for quality programming. Please see [www.tasc.org](http://www.tasc.org) for more information. UWBEC’s Education Platform is also interested in programs that offer coordination of services and/or partner with other providers, so that duplication of services is minimized and assets are leveraged.

## UWPEC EDUCATION PLATFORM, FUNDING PRIORITIES, AND FOCUS AREAS

### **READY – Young children will be ready for school.**

#### **Language and Literacy:**

- Programs that prepare young children for school success by increasing language and literacy skills through literacy infusion in child care settings and/or encouraging parental involvement in early literacy.
- Programs that train early childhood providers.
- Evidence based models preferred, such as the *Parent Child Home Program*, *Parents as Teachers*.

#### **Early Identification:**

- Programs that seek to identify, assess, and/or refer young children at risk for developmental and behavioral issues to early intervention or other appropriate services in the community, including programs operating in birth hospitals, child care settings and the child's home.
- Programs that train early childhood providers.
- Use of a developmental screening tool preferred, such as those recommended by the *American Academy of Pediatrics*. Please see: [www.dbpeds.org](http://www.dbpeds.org) for more information.

#### **Social-Emotional:**

- Programs that enhance the social and emotional development of young children, such as counseling and social-emotional learning, in locations where young children live and learn.
- Programs that provide parents with knowledge of appropriate parenting practices for social-emotional development. Models grounded in research preferred, such as *The Incredible Years*.
- Programs that train early childhood providers.

### **STEADY – School-aged youth will be engaged in learning, behave positively and achieve academically.**

#### **Tutoring:**

- Programs that provide academic skill building and/or homework help in areas of academic deficits.
- Skill development should be individualized and targeted to meet the needs of the child. May include project-based learning models.
- Collaboration/communication with school is strongly preferred. Quality programming required with credentialed staff preferred.
- Integration of programs with afterschool/out-of-school time programming is encouraged.

#### **Mentoring:**

- Programs that provide structured and trusting relationships with caring individuals who offer guidance, encouragement and support with learning barriers.
- Skill development should be individualized and targeted to meet the needs of the child.
- Collaboration/communication with school is strongly preferred. Research based models are preferred, such as *Check and Connect* and *Elements of Effective Practice for Mentoring*, see [www.mentoring.org](http://www.mentoring.org) for more information.

#### **Social-Emotional Skill Building:**

- Programs that teach children and youth social skills and assist with emotional functioning. Preference for programs that can demonstrate increased knowledge, skills and behavior related to social/emotional learning.
- Collaboration/communication with school is required. Preference will be given to evidence based curricula and models, such as *Second Step*.
- Evidence based parent programs will also be considered, such as *Strengthening Families Program*.

**GO – Youth will be prepared with the skills to learn, earn, and succeed in the community.**

**Non-Academic Support Services:**

- Programs that provide interventions, such as substance abuse programs and family counseling, which are designed to assist children and families dealing with non-academic barriers to learning.
- Programs that enable a school coordinator or case manager to select from a menu of services offering a range of flexible supports (e.g. attendance supports, psychiatric evaluation, recreation, workshops) to meet the unique needs of children and families.
- Utilization of comprehensive individualized approaches with team planning strongly preferred.
- Use of best practices preferred, e.g. *Wraparound Process*, see [www.pbis.org](http://www.pbis.org) for more information.

**Drop Out Recovery:**

- Programs that serve youth who have been held back from grade promotion and/or are excessively truant from school, disconnected youth and youth without the necessary credits to graduate from high school.
- Programs that offer credit recovery, including General Educational Development (GED) programs.
- Outreach truancy programs, such as those listed in the *National Center for School Engagement*, see <http://www.schoolengagement.org> for more information.

**College and Career Readiness:**

- Programs that offer apprenticeship, vocational, career guidance and/or career learning opportunities, build leadership skills, and/or provide service learning opportunities.
- Collaboration/communication with school is strongly preferred.
- Preference will be given to research based models, such as *Talent Search* or the *After School Apprenticeship Program*, see *The After School Corporation* [www.afterschoolsystems.org/section/asap](http://www.afterschoolsystems.org/section/asap) for more information.

## EDUCATION PLATFORM PERFORMANCE MEASURES

### **READY – Young children will be ready for school.**

- # and % of children who are ready for school, as evidenced by assessments (e.g., Circles, Brigance)
- # and % of children achieving developmental milestones
- # and % of children identified for early intervention
- # and % of children who are receiving in-home parent support programs (evidence based)
- # and % of children who are read to on a daily basis
- # and % of parents who are aware of their role in early learning
- # and % of children enrolled in high quality child care
- # and % of early childhood directors and providers who increase knowledge and skills
- # and % of children who demonstrate pro-social behavior

### **STEADY – School-aged youth will be engaged in learning, behave positively and achieve academically.**

- # and % of youth who are promoted to the next grade level
- # and % of youth who improve in NYS assessments
- # and % of youth who improve in school assessments
- # and % of youth who improve their Grade Point Average in school
- # and % of youth who improve average daily attendance in school
- # and % of youth who increase knowledge of pro-social skills
- # and % of children who demonstrate pro-social behavior

### **GO – Youth will be prepared with the skills to learn, earn, and succeed in the community.**

- # and % of youth who decrease school suspensions
- # and % of youth who decrease office discipline referrals
- # and % of youth who decrease involvement with PINS (Persons in Need of Supervision)
- # and % change of impairment on CAFAS (Child and Adolescent Functionality Assessment Scale)
- # and % change of impairment on CANS (Child and Adolescent Needs and Strengths)
- # and % of youth who drop out of school
- # and % of drop out youth who re-enroll in school
- # and % of drop out youth who enroll in a GED program
- # and % of youth who apply to college
- # and % of youth who are enrolled in college

## INCOME PLATFORM

**POPULATION:** Low to moderate income families in Buffalo and Erie County

**RESULT:** Families are economically self-sufficient

### POPULATION INDICATORS:

Primary: Percentage of Erie County households with incomes at or above 250% of Federal poverty line

Secondary:

Percentage of eligible Erie County households that secure Food Stamps

Percentage of eligible Erie County households that secure Earned Income Tax Credit (EITC)

Percentage of Erie County households that are banked using conventional banks or credit unions

Percentage of Erie County households considered “asset poor”

### BACKGROUND:

Nearly 30% of Buffalo residents and 15% of Erie County residents have an income below the federal poverty line. Numerous factors contribute to local poverty including low levels of education, limited employment opportunities (unemployment rate is currently 8.67%), limited median household incomes (Buffalo -\$29,845, Erie County-\$42,494, New York State-\$51,384) and a severe housing cost burden in which households spend more than 50% of their income on housing costs.

Recent research indicates that individuals who access work support benefits, such as the Supplemental Nutrition Assistance Program (SNAP), the Earned Income Tax Credit (EITC), Child Care Assistance, and low cost health insurance, increase their job stability and job retention while decreasing their likelihood of needing public assistance (Fass, Briggs, and Cauthen, 2008). Unfortunately, approximately 72% of eligible local households do not secure the most common income support, Food Stamps (Erie County Department of Social Services, 2009), and nearly 20% of eligible individuals do not secure EITC. There are numerous reasons why people do not access available work supports including not believing they are eligible for them, low literacy levels which makes it difficult to read and/or complete necessary forms, difficulty in accessing forms, and/or the stigma attached to receiving financial supports.

Education and employment are also critical factors affecting poverty status. Education is the primary means of economic mobility for low-to-moderate income individuals and is linked to asset accumulation across the life course. Unfortunately, opting for educational investments is often pre-determined by income level which is, in turn, influenced by educational attainment. This cycle is reinforced as generations of low-income families with no college education enter the workforce directly after high school. Data indicates that parents without a college education often struggle to earn enough to support a family – resulting in fewer opportunities for their children. Only 20% of adults in the City of Buffalo hold a Bachelor’s degree or higher. In Erie County, 27.6% hold at least a Bachelor’s Degree and in New York State the rate is 31.2%.

The US Census Bureau breaks down median annual earnings of full-time, year-round workers (25-64 years) by educational attainment. Nationally, full-time, year-round workers who graduated from high school earn an average of \$30,400 while those who have not graduated from high school earn \$23,400. Those with a bachelor's degree earn \$38,200 and those holding a professional or graduate degree earn about \$52,200. These figures demonstrate the relationship between education and employment. In Buffalo, median earnings by educational attainment is lower than national figures: Less than high-school graduate (\$17,238); High School Graduate or equivalency (\$23,063); Some College/Associate's degree (\$27,562); Bachelor's degree (\$34,938); and Graduate/professional degree (\$51,072).

Finally, in New York State, more than one-fifth of the population is considered "asset poor" with 14% of all households and 24% of minority households designated as being extremely asset poor. Asset poverty is defined as a household that has zero or negative net worth - no savings or assets to help buffer against financial hardship. Furthermore, for every dollar owned by a household in the top 20% of income, households in the bottom 20% own just 2 cents. More than 50% of the population lacks sufficient liquid assets to put a down payment on a home, invest in two years at a community college, or start a business. Persons of color living in asset poverty are at substantially higher risk for using the services of predatory lenders. They are three times more likely to have a high-cost mortgage loan and much less likely to own their own home or have a college degree (CFED, 2009). As such, low-to-moderate income households are often in greater need of financial education and credit repair assistance.

#### **STRATEGIES THAT WORK:**

The "GET" area will support strategies that provide families with monetary and other resources to assist them during times of economic crisis or insecurity. Funding priorities include: Crisis Assistance Services, Benefits Eligibility Determinations, and Free Tax Preparation.

The "KEEP" area will support strategies that educate families of all types about the importance of savings, the risks of credit and predatory lending, and the importance of homeownership, retirement, investments, or entrepreneurship. Funding priorities include: Basic, Intermediate, and Advanced Financial Education.

The "GROW" area will support strategies that address education, employment, and asset building opportunities. Funding priorities include: Remedial Educational Services, Vocational Training/Employment Services, and Asset Building Activities.

**A listing of funding priorities, focus areas, and performance measures is provided on the pages that follow.**

## UWBEC INCOME PLATFORM, FUNDING PRIORITIES, AND FOCUS AREAS

### **GET- Addressing immediate crises, securing needed resources, and fostering economic self-sufficiency.**

#### **Crisis Assistance Services:**

- Programs that offer food, clothing and immediate shelter to families and individuals during a financial crisis (i.e., loss of job, family separation, divorce).
- Preference is given to programs that offer case management services and/or focus on identifying resources to aid clients in a return to self-sufficiency.

#### **Benefits Eligibility:**

- Programs that screen clients using web-based or other tools to determine their eligibility for up to nineteen income supports including Food Stamps, Temporary Assistance for Needy Families (TANF), Home Energy Assistance Program (HEAP), and Child Care Assistance.
- Programs may also offer legal, advocacy, or other assistance to ensure that eligible parties secure income support resources.

#### **Free Tax Preparation:**

- Programs designed to ensure that low-to-moderate income households secure all the working family credits (Earned Income, Education, Child and Dependent Care) for which they are eligible while offering no cost tax assistance.
- Preference is given to programs that operate more than two sites or coordinate a free tax preparation network.

### **KEEP- Assisting families seeking to improve their money management skills.**

#### **Basic Financial Education:**

- Programs provide basic or remedial financial education to special populations including non-native English speakers, refugees and immigrants, persons with disabilities, seniors, children, or youth.
- Basic financial education may focus on conceptual understandings of money and money systems
- Programs should include specific training on avoiding predatory lenders.

#### **Intermediate Financial Education:**

- Programs provide financial education emphasizing use of banks or credit unions, savings products, budgeting or money management, and appropriate use of credit.
- Programs may also engage in activities which support credit reporting and credit repair.

#### **Advanced Financial Education:**

- Programs focus on advanced financial education topics including homeownership, vehicle purchase, small business or microfinance, and/or investment activities (including retirement products).

**GROW- Supporting adults seeking educational, vocational training, employment, and asset building opportunities.**

**Remedial Education Services:**

- Programs offer General Educational Development (GED) training and testing as well as opportunities to learn about vocational training, college/university, or other educational opportunities (including certificate programs).
- Preference is given to programs that help individuals secure their General Educational Development (GED).

**Vocational Training/Employment Services:**

- Programs offer vocational training classes, certificate programs, resume writing, assistance with “soft skills,” job placement, and after placement supports.
- Preference is given to programs that place people into employment and provide supports for a minimum of six months following secured employment.

**Asset Building Activities:**

- Programs offer opportunities to secure material assets including: homeownership, vehicle purchase, small business or microfinance, higher education, or specialized vocational training.
- Preference is given to programs that include financial education and secure state or federal dollars for match opportunities (i.e., Individual Development Accounts – IDA matching programs).

## INCOME PLATFORM PERFORMANCE MEASURES

### **GET- Addressing immediate crises, securing needed resources, and fostering economic self-sufficiency.**

# and % of clients who are screened for Food Stamps.

# and % of clients who secure Food Stamps.

# and % of clients who are screened for other incomes supports including Temporary Assistance for Needy Families (TANF), Home Energy Assistance Program (HEAP), and Women, Infants, and Children (WIC).

# and % of clients who secure other income supports (including TANF, HEAP, WIC).

# and % of clients who utilize free tax preparation services.

# and % of clients who secure Earned Income Tax Credits (EITC).

# and % of clients who secure other “working family credits” including Education/Child & Dependent Care.

# and % of clients who move from shelter to stable transitional or permanent housing.

### **KEEP- Assisting families seeking to improve their money management skills.**

# and % of clients who complete a financial education training program.

# and % of clients who create and utilize a spending plan or budget.

# and % of clients who maintain a spending plan or budget for a minimum of six months.

# and % of clients who establish a bank or credit union savings/checking account.

# and % of clients who maintain a bank or credit union savings/checking account a minimum of six months.

# and % of clients who identify and address all issues within their credit report.

# and % of clients who maintain a B or better on the “Credit Report Card” for a minimum of six months.

### **GROW- Supporting adults seeking education, vocational training, employment, and asset building opportunities.**

# and % of clients who receive their high school diploma or its equivalency.

# and % of clients who enroll in college.

# and % of clients who complete a vocational training program.

# and % of clients who secure employment.

# and % of clients who maintain employment for a minimum of six months.

# and % of clients who demonstrate independent living skills using a standardized instrument.

# and % of clients who purchase a vehicle.

# and % of clients who maintain a vehicle for a minimum of six months.

# and % of clients who are able to make and maintain rent payments a minimum of six months.

# and % of clients who purchase a home.

# and % of clients who maintain a home for a minimum of six months or more.

## HEALTH & WELLNESS PLATFORM

**POPULATION:** Children, high risk families, and seniors in Erie County

**RESULT:** Erie County residents access healthcare, live in safe environments, and engage in healthy behaviors.

### POPULATION INDICATORS:

Primary: Erie County youth and adult obesity rates

Secondary:

Percentage of Erie County children with health insurance coverage

Percentage of Erie County adults reporting regular interaction with a health care professional

Erie County child abuse and neglect rate

Erie County domestic violence prosecution rate

Number of domestic violence homicides in Erie County

Percentage of Erie County adults reporting few fruits or vegetables consumption

Percentage of Erie County adults who report no exercise

### BACKGROUND:

Assistance in navigating the complex health care system is critically important to families in need as well as individuals with chronic health conditions. With proper follow-up, these individuals can secure preventive care to ensure positive future health outcomes or maintain control over health challenges. Early access to insurance programs and help in overcoming obstacles in the health care system are wise investments - improving quality of life for children and their families and saving community resources in the long-term.

Pregnant mothers and their children receive more preventive care, have fewer needs go unmet, and have better access to providers when they receive assistance navigating the health care system. Similarly, access to health insurance and health care also impacts on infant mortality, birth weights, and later, school attendance as children with health insurance perform better academically related to their attendance (Shenkman, 2003). In Erie County, infant mortality rates are higher than in the United States (8.3 vs. 6.8 deaths per 1,000 live births) and although low birth weights are better than the national average, very low birth weights are higher (1.8 vs. 1.4 per 1,000 less than 1,500 grams). As such, it is critical that programs support high risk families in securing appropriate health coverage and strengthening their access to health care providers.

As conditions do become identified through preventive care, it is also important to properly manage those conditions to avoid unnecessary emergency room visits and hospitalizations. Notably, chronic disease is most prevalent among the older adult population with 22% of elders nationwide experiencing two or more disabling conditions (US Census Bureau, 2009). The population aged 65-84 is among the fastest growing population segment in Erie County and is expected to increase 30% by 2017. As such, it is imperative to provide resources that ensure seniors maintain their relationship with medical professionals by engaging in regular health screenings and routine health care.

An individual's living environment can play a significant role in the development of chronic disease and poor health outcomes. In 2008, approximately 5,400 calls were made to police in Erie & Niagara Counties in 2008 by people, mostly women, who did not feel safe in their own home (New York State Division of Criminal Justice Services). Additionally, the region held a child abuse rate of 16.3 indicated reports per 1,000 children in 2008. These numbers likely do not provide an accurate picture of the amount of violence occurring in local homes as studies have shown, on average, 50% of domestic violence is never reported, making it one of the most underreported crimes (Catalano, 2007).

Victims of domestic violence are often at risk for poor health outcomes as they not only suffer from acute medical issues such as bruises and broken bones, but are likely to develop chronic diseases such as chronic pain, auto-immune diseases, mental health issues such as depression, and behavioral diseases such as alcohol abuse. Recent studies show that children exposed to abuse, neglect, and other stressors are at increased risk for a multitude of health and social problems including chronic lung and heart disease, alcohol and drug abuse, suicide attempts, and intimate partner abuse (Levendovsky and Graham-Bermann, 2007; Office for the Prevention of Domestic Violence, 2008).

Domestic Homicide – the most devastating consequence of family violence – is also on the rise locally (Foster, Teaman, Entress, and Stynes, 2010). Between 2008 and 2009, thirteen Western New York women were killed by their husbands or boyfriends compared to four deaths in 2007. Research demonstrates that women who leave their abusive partners are at 75% greater risk of being killed by their partner than those who stay (National Coalition Against Family Violence, 2005). They are also likely to experience homelessness as a result of leaving their abusive partner. In 2008, more than 1,600 women were homeless in Erie County and 40% cited experiencing domestic violence (Homeless Alliance of Western New York, 2009). Early intervention, safety planning, and the provision of various support services are critical in addressing domestic violence.

Lifestyle factors also affect personal health. Nearly 25% of Erie County adults are obese (New York State Health Department, 2009) while a 2009 examination of students in the Buffalo Public Schools revealed that over 40% of 5<sup>th</sup> graders are overweight. Obesity negatively impacts on quality of life, the cost of healthcare, and work productivity, while increasing the risk of developing many chronic diseases such as heart disease, Type II diabetes, stroke and many forms of cancer. Diet and nutrition play a role not only in weight control, but in the prevention and control of many chronic conditions. In Erie County, 24% of adults report engaging in no exercise while 74% report consuming few fruits and vegetables (Centers for Disease Control, 2008). Regular exercise and a diet high in fruits and vegetables is important to health as it helps to prevent heart disease and stroke, high blood pressure, back pain, and helps decrease bone loss. The benefits are greatly increased when pairing regular exercise and a healthy diet to help control weight.

#### **STRATEGIES THAT WORK:**

The "HEALTHCARE" area will support strategies that assist high risk families and seniors in navigating the health care system and following through with routine medical and dental care. Funding priorities include: Maternal and Infant Care, Preventive Health Care, and Chronic Health Management.

The "ENVIRONMENT" area will support strategies that ensure crisis intervention, assessment & safety planning, advocacy, counseling, therapy, forensic examinations, legal services, and parenting skills training as well as systems coordination. Funding priorities include: Supports for Children, Supports for Adults and Families, and Community Supports and Coordinated Services.

The “LIFESTYLE” area will support strategies that address exercise, proper nutrition, socialization, information, and life management. Funding priorities include: Nutrition and Access to Nutritious Food, Exercise, and Quality Information and Life Skills.

**A listing of funding priorities, focus areas, and performance measures is provided on the pages that follow.**

## UWBEC HEALTH & WELLNESS PLATFORM, FUNDING PRIORITIES, AND FOCUS AREAS

### **HEALTHCARE – Healthy beginnings and access to preventive and necessary healthcare services.**

#### **Maternal & Infant Health:**

- Programs that support high need pregnant and parenting mothers in obtaining health care coverage and maintaining prenatal and well baby care through outreach, case management, and transportation services.
- Preferred programs provide culturally competent home and community-based outreach and assist high need pregnant women and new mothers in navigating the system. Outreach programs that incorporate effective family home visiting practices are desired.

#### **Preventive Health Care:**

- Programs that address barriers to routine medical and dental care and ensure that care is consistently and appropriately accessed through education, medical home linkage, transportation and other services.
- Programs that assist high need families and seniors in navigating service systems and support enrollment in public health programs and ensure access to appropriate preventive care preferred.

#### **Chronic Health Management:**

- Programs that address chronic health issues and improve functional status through on-site case management, health coaching, and other supports to help prevent premature hospitalizations or other institutional care.
- Programs should seek to improve accessibility, use effective self-management support strategies, and improve communications between health care consumers and providers.

### **ENVIRONMENT – Homes and communities that support individual health and safety.**

#### **Supports for Children:**

- Programs that support child victims of abuse or neglect as well as children at risk, through crisis intervention, assessment & safety planning, client advocacy, counseling, therapy, forensic examinations, legal services, and parenting skills training.
- Programs that provide for the safety of the child in the least restrictive setting, integrate trauma informed care, are strength-based, develop strong support systems, and incorporate evidence-based practices such as Dialectical Behavior Therapy or Solution Focused Brief Therapy desirable.

#### **Supports for Adults & Families:**

- Programs that support adult victims of abuse and their families through crisis intervention, assessment & safety planning, client advocacy, counseling, forensic examinations, legal services or parenting skills training.
- Programs that assist in establishing a safety plan, integrate trauma informed care, foster self-determination, and maintain confidentiality while making services available and accessible preferred.

#### **Community Supports & Coordinated Services:**

- Programs that assist clients in navigating the criminal justice, legal, medical, law enforcement, governmental and human service systems.
- Programs should work collaboratively with law enforcement agencies, medical agencies, courts, other family violence related agencies, government, faith-based and community resources to coordinate services. Preference will be given to efforts that incorporate multiple coordination strategies, such as co-location of services or multi-disciplinary training, as a function of their partnership.

## **LIFESTYLE – Adopting healthy behaviors that support health and wellness.**

### **Exercise:**

- Programs that increase levels of physical activity including education and fitness activities.
- Programs should include good nutrition and socialization and/or offer an array of physical activity programs including aerobic, strengthening, balance and flexibility components specifically designed for distinct populations.
- Priority target population is older adults aged 60+; intergenerational programs are encouraged.

### **Nutrition & Access to Nutritious Foods:**

- Programs that improve nutrition and access to healthy foods including education, government subsidized food program enrollment (such as Food Stamps or Women, Infants and Children (WIC)), transportation or home delivery, and affordable food buying programs in high need neighborhoods.
- Programs should provide strong educational components; increase the availability and/or affordability of nutritious foods; and couple nutrition, fitness activities, and positive socialization, where appropriate.

### **Quality Information and Life Skills:**

- Programs that provide up to date health information and build skills for making healthier choices and avoiding risky behaviors, such as tobacco use or conditions related to falls.
- Programs that incorporate methods supporting personal responsibility, critical thinking, and cooperation.
- Opportunities for personalized instruction and modeling of healthy lifestyle are desirable.
- Priority target population is older adults aged 60+.

## UWBEH HEALTH & WELLNESS PLATFORM PERFORMANCE MEASURES

### Healthcare – Healthy beginnings and access to preventive and necessary healthcare services.

- # and % of pregnant women initiating prenatal care in the first trimester
- # and % of positive birth outcomes
- # and % of infants and children maintaining a medical home and regularly attending pediatric and dental appointments
- # and % of adults maintaining a medical home and regularly attending medical and dental appointments
- # and % of clients with one or more chronic conditions reporting confidence in managing their condition(s)
- # and % of clients with Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) needs that report that the services they receive help them continue to live in their home
- # and % of clients reporting they use transportation service to meet basic needs (doctor; shopping; work)
- # and % of clients reporting they use transportation service to access social/civic engagement (volunteer activities; senior center; visiting friends and family; social events; clubs; religious services)
- # and % of clients with a reduction in unmet needs for Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL)
- # and % of caregivers reporting that services help care receiver continue to live at home

### Environment - Homes and communities that support individual health and safety.

- # and % of clients with a completed safety plan
- # and % of successful legal outcomes (e.g., orders of protection granted, successful prosecutions, legal custody granted, child support orders obtained, divorce granted)
- # and % of clients receiving expert forensic medical examinations to aid in prosecution of cases
- # and % of clients accessing services from referral sources
- # and % of clients reporting a decrease in violence
- # and % of clients reporting a decrease in traumatic symptoms
- # and % of kinship caregivers reporting improved capacity to care for their children
- # and % of parents positively modifying their behavior toward their children
- # and % of parents reporting improved relationship with children
- # and % of children and youth demonstrating a marked improvement in emotional, behavioral, psychiatric and/or psychological health
- # and % of children remaining safely at home or able to return to home safe from abuse

### Lifestyle – Adopting healthy behaviors that support health and wellness.

- # and % of clients enrolled in Food Stamps and/or Women, Infants and Children (WIC) program
- # and % of clients reporting that home delivered meals, agency prepared meals, or food supplements help them eat healthier foods
- # and % of clients with an improved Risk Assessment (e.g., nutrition, safety, etc)
- # and % of clients with an improved Body Mass Index (BMI) after 6 or more months in program
- # and % of clients incorporating increased physical activity into daily living
- # and % of older adults with reduced cognitive or physical function who engage in light, moderate, or vigorous leisure-time activities
- # and % of clients where amount of daily physical activity meets current Federal physical activity guidelines for aerobic and muscle strength training
- # and % of clients or volunteers with improved participation in civic, cultural, religious, and recreation activities
- # and % of volunteers reporting they feel they improved the lives of the people they served
- # and % of clients reporting they always or usually get the social and emotional support they need

## **HOW TO APPLY**

Applicants must complete the form provided by UWBECE for each program for which they wish to secure funds. Applicants may download the application by going to UWBECE's website ([www.uwbec.org](http://www.uwbec.org)), clicking on "For Nonprofits," selecting "Funding," and choosing "Program Funding." Applications are also available by contacting Gail Calisto ([gail.calisto@uwbec.org](mailto:gail.calisto@uwbec.org)) from UWBECE's Not for Profit Resource Center.

**There is an eight (8) page limit for the application.** This includes a one (1) page cover page, up to six (6) pages for the narrative, and one (1) page for the budget section. UWBECE will not review material beyond eight pages. **Applicants must maintain the font and margins included in the application.**

For the Narrative section, please use the heading bars embedded in the document, as listed in the application:

- Program Summary
- Community Need
- Client Identification and Engagement
- Program Design
- Performance Measurement
- Community Involvement and Collaboration

Exhibits, appendices, attachments and other documents are not allowed and will be discarded without acknowledgement. Please do not include copies of research, annual reports, or other supporting material.

**Deadline is June 1<sup>st</sup> 2010.** No applications or revisions will be taken after that date. Submit the application as an unprotected electronic Microsoft Word document to [gail.calisto@uwbec.org](mailto:gail.calisto@uwbec.org). Please do not submit a PDF document.

Step-by-step instructions for completing the application are provided below.

### **COVER PAGE: PROGRAM INFORMATION**

<b>Application Code</b>	For UWBECE Staff use only – please leave the box blank.
<b>Program Name</b>	Please provide the name of the program for which you are requesting funds. If you have used a different name for the program in past UWBECE funding competitions, please include this information in parenthesis.
<b>Program Address</b>	Please provide the physical address of your program including city and ZIP code
<b>Funding Amount</b>	Please indicate the amount of funding being requested from UWBECE. The minimum request considered is \$10,000 and there is no upper limit. Most applicants apply for 15-25% of their program budgets. Visit our website <a href="http://www.uwbec.org">www.uwbec.org</a> and click "our work" to see lists of currently funded programs.
<b>Platform Focus Area</b>	Please indicate whether the program for which you are seeking funds is part of the Education, Income, or Health & Wellness platform. If you believe that your program fits in more than one platform, please check all boxes that apply. Programs identifying more than one box will be examined by reviewers within the identified platform areas.
<b>Platform Funding Priorities</b>	Please indicate which funding priority your program falls under within the Platform area. Each platform has three funding priority areas. You may select more than one funding priority for your application. Programs identifying more than one box will be examined by reviewers in the identified priority areas.

**COVER PAGE: ORGANIZATIONAL INFORMATION**

<b>Organization Name</b>	Please list the official name of your organization.
<b>Leadership</b>	Please list the name of your organization's Executive Director, President, or Chief Executive Officer. If your organization has interim leadership, please list interim in parentheses.
<b>Address</b>	Please list the official address of your organization for mailing purposes; include city and ZIP code information.
<b>Telephone/Fax Number</b>	Please list the main contact number for your organization as well as your fax number in the space provided.
<b>E-mail</b>	Please provide the e-mail address for your organization's leader. This address will be used for official correspondence.
<b>Website:</b>	Please provide your organization's website address (if you have one).
<b>Federal Tax ID#</b>	Please provide your organization's Federal tax identification number (also known as an Employer Identification Number or EIN). This number is typically included on tax documents or can be secured by contacting the Internal Revenue Service (800-829-1040)

**COVER PAGE: APPLICATION CONTACT PERSON INFORMATION**

<b>Name</b>	Please list the name of the person who should be contacted regarding your application. Should you have a change in staffing after submitting your application, please be sure to contact the Director of Agency Relations to provide new contact information.
<b>Telephone/Fax Number</b>	Please list the phone number of the person who should be contacted regarding your application as well as their fax number (if different from the agency fax number).
<b>E-mail</b>	Please provide the e-mail address for the person to be contacted regarding your application.

**APPLICATION: PROGRAM SUMMARY**

<b>Program Summary</b>	Please provide a summary description of the program (300 word maximum) including the organization and program name, target population, key program features, past performance on United Way identified measures and amount of funding requested. This information will be posted on the UWBEC website at the start of the competition and will be available for viewing by the general public. It will also be used in UWBEC marketing and fundraising materials should your program be selected for funding.
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**APPLICATION: COMMUNITY NEED**

<b>Community Need: 1a</b>	Please review the background research in your platform area. Identify and describe the community need that your program will address. Provide evidence - including research and/or data - that highlights your organization’s understanding and perspective on the need. Please be as specific as possible in your response.
<b>Community Need: 1b</b>	Please provide evidence - including research and/or data - that supports the use of your program intervention in addressing the identified need. Please be as specific as possible in your response.
<b>Community Need: 1c</b>	Please describe other programs available in Buffalo and Erie County that are similar to your own. These may include programs that offer the same services or provide assistance within the same field of activity.
<b>Community Need: 1d</b>	Please describe how your program is different from those programs offered by other providers. In what way, could your program be viewed as being “different” and/or “better” than other programs? Why?

**APPLICATION: CLIENT IDENTIFICATION AND ENGAGEMENT**

<b>Client Identification and Engagement: 2a</b>	Please describe your program’s target population. Include a specific profile of your target population including demographics, geographic reach, socio-economics, and/or needs. Whenever possible, please provide local data on your target population. If you are unable to find local data, statewide or national data is acceptable.
<b>Client Identification and Engagement: 2b</b>	Discuss your organization’s experience serving the target population. Be sure to specify the amount of time working with the population in your response and whether your organization has secured special training to work with the population.
<b>Client Identification and Engagement: 2c</b>	Describe your “outreach” techniques and how you locate clients to participate in your program. Describe whether you use referral networks, direct client engagement, and/or use advertising (among other techniques) to attract clients to your program.
<b>Client Identification and Engagement: 2d</b>	Describe your “assessment” techniques and how you go about determining your client individual needs. When do you engage in client assessment and how is the assessment completed?
<b>Client Identification and Engagement: 2e</b>	Determine the average number of clients you see over the course of one year. Please describe how you calculated the number. This information will be used in determining cost per unit of service.

**APPLICATION: PROGRAM DESIGN**

<b>Program Design: 3a</b>	Describe the services that you provide to your clients through your program. These services should be provided by your program staff and should not include activities rendered by partners or staff from other parts of your organization. Services should be clearly connected to the client needs identified above (see: Question 2a).
<b>Program Design: 3b</b>	Describe any services that are provided to your clients through another organization or by staff from other parts of your organization (i.e., intra-organizational referral). How do referrals supplement your programming? What services do your partners provide to your clients?
<b>Program Design: 3c</b>	How often do staff members work with program clients? How many hours do staff members work with clients during a single program intervention? How many staff members engage with clients during a program intervention? Please describe how you calculated your figures. This information will be used in determining cost per unit of service.
<b>Program Design: 3d</b>	Describe your program staffing model – how many staff members do you have in the program? What are the various staff roles? What qualifications must staff members meet in order to serve in various roles?
<b>Program Design: 3e</b>	Describe the research used to develop your current program including selection of program services, hours of operation, and current staffing models. You may include your own research and data gathering activities. Where possible, please reference the research literature and/or describe your use of best or promising practices. Be as specific as possible.

**APPLICATION: PERFORMANCE MEASUREMENT**

<b>Performance Measurement: 4a</b>	Applicants are asked to select up to five performance measures from the platform area(s) of interest. Platform performance measures include opportunities to discuss assistance provided (outputs) as well as client change (outcomes). Whenever possible, applicants should select measures for which they can demonstrate the highest level of program performance possible (i.e., moderate-to-long-term outcomes including behavioral, condition, or status change).
<b>Performance Measurement: 4b</b>	Applicants should provide up to three years of information on program performance on each of the measures selected. Applicants should list the name of the performance measure and the number and percentage of clients attaining each measure. Programs that do not have three years of data on particular measures should provide a reasonable explanation for the lack of data.
<b>Performance Measurement: 4c</b>	Applicants should describe their program evaluation activities including a description of data collection activities as well as information on the type and frequency of evaluation activities. Applicants should also discuss efforts to secure client feedback about their programming. Please be specific.
<b>Performance Measurement: 4d</b>	Applicants should discuss their use of evaluation data in improving their program. Applicants should provide information on who reviews the data as well as the steps taken to improve functioning.

**APPLICATION: COMMUNITY INVOLVEMENT AND COLLABORATION**

<b>Community Involvement and Collaboration: 5a</b>	Applicants are asked to identify their current involvement with UWBEC by discussing their staff’s participation in trainings, workshops, presentations, campaign activities, initiatives, or other activities. Applicants should list these activities and identify key staff involved.
<b>Community Involvement and Collaboration: 5b</b>	Applicants are asked to identify their staff’s current involvement with local coalitions, task forces, or “think tanks” that work to address community conditions of interest to UWBEC. Applicants should list these activities and identify key staff involved.
<b>Community Involvement and Collaboration: 5c</b>	Applicants should discuss any collaborations undertaken to improve their program function. Applicants should identify shared client referral networks, coordination of client services, or opportunities to engage in shared programming (including shared decision making). Discussions should be limited to the program for which the organization is seeking funding.

**APPLICATION: BUDGET**

<b>BUDGET</b>	Applicants are asked to discuss their program budget by providing a line by line accounting of personnel and non-personnel expenses. For each line of the budget, UWBEC Requested Funds and Other Funding Resources should add to the Annual Program Budget line for that item. Please use the “Other” line for items not already included in the budget. Provide an Annual Program Budget, UWBEC Requested Funds, and Other Funding Resources total on the last line of the budget. Be sure to check your math!
<b>REVENUE</b>	In this section, please list the amount of funds coming from each of the possible revenue streams provided. Please use the “Other” line for items not already included. Please also list the names of the funding sources on the “Source” line. Be sure to total the Program Revenue and make sure that it equals the total program budget. Be sure to check your math!

**EVALUATION PROCESS**

The UWBEC evaluation process will be led by staff, with technical assistance provided by local academics, retired workers proficient in health and human services, and community leaders who will serve as subject matter experts. As UWBEC is a community-based, fund raising organization, local investors also have a role in evaluating applications. These individuals receive extensive training on community needs, social service programming, and the process of reviewing an application.

Notably, applications will be scored against “like” projects within a particular platform area. Applications will also be reviewed by UWBEC staff, subject matter experts, and local investors who have an awareness of the particular program type. A pool of appropriate reviewers will be convened to score applications that identify multiple platform areas, funding priorities, and/or focus areas. These teams will be developed based on the application itself.

An important part of the evaluation process is providing feedback to applicants. This year, UWBECE will provide feedback on how individual applications scored compared to similar applications. UWBECE will also make its staff available for a debriefing upon request. While UWBECE will provide opportunities to discuss individual applications, all decisions are final. There will be no appeals process available to applicants.

In an effort to increase its transparency, UWBECE is also making its evaluation point values available to all applicants as part of this request for proposals. Information about application scoring is available in the table below. Whenever possible, UWBECE uses national best practices to determine high and low scores. **Please note, reviewers will be instructed to assign a score of zero to any question for which there is no response.**

Applications are scored out of 150 total points. Questions are weighted based on their relative importance to overall scoring. Information about individual question and application section scoring is provided below.

### **COMMUNITY NEED: 15 POINTS**

Identification of community need (3 points)

- *Preference is for specific descriptions of community need which draw on verifiable supporting research and/or data*

Support for use of program intervention in addressing need (6 points)

- *Preference is for programs that can provide specific verifiable research and/or data to support their use of a program intervention*

Awareness of other programs (6 points)

- *Programs should demonstrate an awareness of other programs offering similar services and be able to explain how their program is different from them*

### **CLIENT IDENTIFICATION AND ENGAGEMENT: 30 POINTS**

Description of target population (6 points)

- *Programs should describe the specific characteristics of their target population using local data whenever possible*

Organizational experience serving target population (6 points)

- *Programs should emphasize the amount of time spent working with the target population*

Client location efforts (9 points)

- *Preference is given to proactive approaches to client outreach*

Determination of client needs (9 points)

- *Preference is given to programs that engage in multiple client assessment techniques*

### **PROGRAM DESIGN: 30 POINTS**

Services available directly through program (6 points)

- *Programs should provide critical client services as part of their program*

Services available through referral (6 points)

- *Programs should use referrals to enhance or augment services offered to clients*

Program staffing and qualifications (9 points)

- *Program staffing should follow best practices related to quantity and quality*

Use of research in program design (9 points)

- *Preference is for programs that can provide specific evidence to support elements of program design*

**PERFORMANCE MEASUREMENT: 45 POINTS**

Outcomes selection (9 points)

- *Preference is for programs that select outcomes that lead to moderate or long-term change in client behavior, condition, or status*

Program performance (9 points)

- *Preference will be given to programs that demonstrate strong performance compared to their peers (local, statewide, or national)*

Methods of program evaluation (9 points)

- *Preference is for higher order evaluation techniques including experimental and quasi-experimental design*

Client feedback (9 points)

- *Programs should engage multiple mechanisms to secure client feedback*

Use of evaluation to improve program functioning (9 points)

- *Programs should demonstrate effective use of evaluation results*

**COMMUNITY INVOLVEMENT AND COLLABORATION: 15 POINTS**

Involvement with United Way (3 points)

- *Preference is given to programs whose staff engage in a diverse number of activities with United Way*

Involvement with community efforts related to platform area (3 points)

- *Preference is given to programs whose staff engage in a diverse number of activities with community efforts related to platform area*

Collaborations undertaken (9 points)

- *Preference is given to collaborations which include shared decision-making, staffing or funding*

**BUDGET: 15 POINTS**

Cost per unit of services (6 points)

- *Cost per unit of service will be calculated by UWBECE staff (drawing on applicant-supplied information on average number of clients and frequency, duration, and intensity) and compared against similar programs (local, statewide, national)*

Funding request is justified based on clients, service units, and project narrative (9 points)

- *Preference is given to programs that can demonstrate coverage of program costs and can justify UWBECE expenditure*

## APPENDIX A

### **Program Investments Application Policy & Procedure**

#### **Purpose:**

The purpose of the Program Investments Application Policy & Procedure is to outline the program investments process.

#### **Policy:**

It is the policy of United Way of Buffalo & Erie County (UWBEC):

- That investments support the UWBEC platform of Education, Income and Health & Wellness, and the specific goals identified therein;
- That investments optimize the return on donor dollars by investing in the most appropriate programs resulting from an open, competitive, merit-based application process;
- That the application process provides adequate notice of investment decisions, and reasonable expectation of ongoing funding;
- That the application process treats all applicants similarly and gives constructive feedback to them.

#### **Procedure:**

1. In order to assure quality control, consistency and continuity, the Program Investments process will be driven by staff, with input from volunteers and specifically recruited subject matter experts.
2. Before the beginning of each investment cycle, staff will review the latest UWBEC platform goals.
3. Staff will develop criteria to measure how well applicants support the platform goals. Such criteria will be published as part of the application materials.
4. All nonprofit 501c3 health and human services agencies (which serve Erie County residents) may apply for program funding, subject to meeting general United Way requirements. In order to promote an open process, such requirements will be kept to only those requirements deemed essential. Requirements will be published as part of the application materials.
5. Agencies will be invited to attend informational sessions, at which UWBEC will review the application calendar and application materials. Such calendar and materials will be published in advance of the informational sessions. For consistency, those sessions will be recorded and made available promptly for agency viewing, through a website link.
6. Agencies may ask application process questions in writing. Such questions will be answered in writing. Questions and answers about the process will be posted on the website for all to view. Names of agencies will not be disclosed.
7. Staff may ask agencies questions about their specific applications in writing. Questions and answers regarding specific applications will not be available publicly. They will be available only to UWBEC and the applicant.
8. Agencies will receive adequate time to complete and submit applications. No late applications will be accepted.
9. The investment cycle is two years, with specific investment amounts contingent on the annual decision of the UWBEC board.

10. UWBEC will give applicants at least three months notice of funding decisions, and preferably six months notice.
11. When agencies are notified of investment decisions, UWBEC will provide feedback on each application, in a standardized, comparative format, which will highlight areas of possible future improvement.
12. After each investment cycle, UWBEC will hold “Lessons Learned” sessions with staff, volunteers, and agencies, to develop ideas to consider for the next investment cycle.
13. This policy and procedure will be published on the United Way website and included as part of the application materials.

**Appendix: Application Timetable Guidelines:**

The guidelines below are intended only as an approximation. Actual dates will be published with each investment cycle. The guidelines include only critical steps. There are many detailed steps not listed here.

Week #1 – Announce informational sessions

Week #3 – Post/distribute application

Week #5 – Hold informational sessions

Week #11 – Applications due from agencies

Week #23 – Last date to submit written questions to agencies

Week #27 – Last date for agencies to submit written responses to questions

Week #41 – Inform applicants of preliminary decisions

**APPENDIX B**  
**Program Funding Agreement**

United Way of Buffalo & Erie County (“United Way”), 742 Delaware Avenue, Buffalo 14209 and

\_\_\_\_\_  
(Agency name)

This agreement supplements a Participating Provider Agreement between the parties. In order to receive program funds from United Way, the Provider agrees to the following:

1. To maintain responsible management with a volunteer Board of Directors broadly representing its constituents and the community at large.
2. To provide annually to the United Way an audit report within 180 days after the end of the Provider’s fiscal year.
3. To apply the program funding provided by the United Way only to approved funded program(s) and to report to the United Way regarding all funded programs, including periodic program reports, in the format and on the timetable set forth by United Way.
4. To perform and deliver the service(s) and program(s) as outlined in the Provider’s application for United Way program funding and to advise the United Way staff in writing immediately of any extraordinary developments which may materially affect execution of United Way funded programs.
5. To retain any audited year end United Way program surplus for appropriated uses as authorized by the Provider Board of Directors, and consistent with the programs funded by United Way.
6. To cooperate and work with the United Way in the conduct of the annual United Way campaign, including running a campaign among the Provider’s employees and giving board members an opportunity to participate in the United Way campaign, and to complete any appropriate studies in support of the campaign, and to make available wherever possible, its volunteer and professional leadership, and trademarks, service marks, and logo for promotional use by the United Way.
7. That the United Way may withhold payments if the Provider has not complied with this Agreement or any modification thereof as approved by the United Way.
8. That programs will operate, by policy and practice, without discrimination to beneficiaries of services based on age, race, religion, gender, economic status, marital status, physical or mental disability, sexual orientation, cultural orientation, national origin, or any status protected by law.

Executive Director: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed: \_\_\_\_\_

Board Chair: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed: \_\_\_\_\_

Date: \_\_\_\_\_

United Way of Buffalo & Erie County  
 AGENCY INFORMATION FORM  
 United Way Campaign – Donor Choice Program

**APPENDIX C**



*TIME SENSITIVE*

For your agency (organization) to be registered and therefore eligible to receive designations through the United Way campaign, this form must be completed in full, signed, and returned within ten (10) business days to the address below, or faxed to the attention of Maria R. Santiano at (716) 887-2770, or emailed to [maria.santiano@uwbec.org](mailto:maria.santiano@uwbec.org).

Maria R. Santiano  
 Director of Pledge Services  
 United Way of Buffalo & Erie County  
 742 Delaware Avenue  
 Buffalo, NY 14209

Questions regarding the form should be directed to Maria R. Santiano at (716) 887-2695.

FOR UNITED WAY USE ONLY	
Received	
Eligible	
501(c)(3)	
Agency #	
LS	
UWAFFL	

United Way of Buffalo & Erie County  
AGENCY INFORMATION FORM  
United Way Campaign – Donor Choice Program

I. AGENCY IDENTIFICATION

A) Federal Tax ID Number: \_\_\_\_\_

B) Agency Name: \_\_\_\_\_

C) Address: \_\_\_\_\_

D) City/State/Zip: \_\_\_\_\_

E) County: \_\_\_\_\_ Phone: \_\_\_\_\_

Website: \_\_\_\_\_ Fax: \_\_\_\_\_

Agency Email: \_\_\_\_\_

F) Chief Volunteer Officer: \_\_\_\_\_

Title: \_\_\_\_\_

Chief Volunteer's Business Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F) Chief Professional Officer: \_\_\_\_\_

Title: \_\_\_\_\_

G) Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_

Phone #: \_\_\_\_\_ E-mail: \_\_\_\_\_

H) Does your organization operate under any other name or is your organization more commonly known by another name? \_\_\_\_\_

If yes, what is the name? \_\_\_\_\_

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- I) Is your organization affiliated with another United Way? \_\_\_\_\_  
a) If yes, which one(s)? \_\_\_\_\_  
b) Are you a member agency of that United Way? \_\_\_\_\_

II. A) What is the mission of your agency? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) What are the health & human service programs provided by your agency?  
Please list any specific program names (you may attach a separate sheet of paper)

\_\_\_\_\_  
\_\_\_\_\_

III. Please Check Off Below The Areas Which Best Define The Types Of Services Provided To Community Residents By The Programs Your Agency Provides:

- Alcohol & Substance Abuse Services
- Child Development/Child Care Services
- Elderly Services
- Emergency Assistance for Basic Needs
- Family Violence Prevention, Intervention & Follow Up Services
- Health Education Advocacy, AIDS Services
- Individual & Family Counseling Services
- Information & Referral Services
- Legal Services & Advocacy
- Literacy & Employment Assistance
- Services for the Disabled
- Youth Services
- Other \_\_\_\_\_

IV. Charitable Status 501(c)(3) Determination Letter (please select option below)

- We are registered with the Internal Revenue Service and have attached a photocopy of our 501(c)(3) determination letter.
- Our 501(c)(3) tax-exempt status is granted through an affiliate organization and a copy of this organization's 501(c)(3) determination letter is attached.
- We are exempt from this requirement. Explanation: \_\_\_\_\_
- Please check this box if you are an ALL volunteer organization.

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United Way Campaign – Donor Choice Program

Your Organization's Name \_\_\_\_\_

V. Certification of Counter Terrorism Compliance

In compliance with the spirit and intent of the USA PATRIOT Act and other counter terrorism laws, the United Way of Buffalo & Erie County requests that each agency (organization) receiving funds certify compliance with the following conditions:

- This Organization is not on any federal terrorism “watch lists,” including the list in Executive Order 13224, the master list of specially designated nationals and blocked persons maintained by the Treasury Department, and the list of Foreign Terrorist Organizations maintained by the State Department.
- This Organization does not, will not and has not knowingly provided financial, technical, in-kind or other material support or resources\* to any individual or entity that is a terrorist or terrorist organization, or that supports or funds terrorism.
- This Organization does not, will not and has not knowingly provided or collected funds or provided material support or resources with the intention that such funds, material support or resources be used to carry out acts of terrorism.
- This Organization does not, will not and has not knowingly provided financial, material support or resources to any entity that has knowingly concealed the source of funds used to carry out terrorism or to support Foreign Terrorist Organizations.
- This Organization does not re-grant to organizations, individuals, programs and/or projects outside of the United States of America without compliance with IRS guidelines.
- This Organization takes reasonable, affirmative steps to ensure that any funds or resources distributed or processed do not fund terrorism or terrorist organizations.
- This Organization takes reasonable steps to certify against fraud with respect to the provision of financial, technical, in-kind or other material support or resources to terrorists and terrorist organizations.

\*"material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safe houses, false documentation or identification, communications, equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials.

*I certify on behalf of this organization all the information provided on this form is correct and our agency fully complies with all the conditions stated above.*

\_\_\_\_\_  
Signature of Chief Professional Officer  
or Chief Volunteer Officer

\_\_\_\_\_  
Date