

FY22 RFP Overview Outline

November 30, 2020

ABOUT BUW

For more than 90 years, Berkshire United Way has been building a stronger community right here in Berkshire County. We support children and families wherever they are in their lives. We provide early education opportunities, so children enter school ready to learn; give young people the tools they need to make healthy decisions; and help working families become financially stable. As part of a worldwide effort to create lasting change, we mobilize people and organizations to develop long-term solutions to current and emerging needs throughout the county. Our vision is for Berkshire County to become a dynamic, engaged community with opportunities for all.

The COVID-19 pandemic and the events following George Floyd's death changed our world overnight. The needs of our community expanded and shifted. These unprecedented times require our organization to be nimbler and more creative in our work. Funding priority will be given to organizations serving communities disproportionately impacted by COVID-19 and racial injustice.

Families are the foundation of our community. When families are safe, healthy, and financially secure, they are more likely to reach the goals they have for themselves and their children. Our main intention with this RFP is to support family well-being and to address gaps in services in our community. This will require programs to generate a whole-family, integrated approach that focuses on educational advancement and economic mobility.

FUNDING ANNOUNCEMENT

BUW announces the availability of funding for the **one-year period of July 1, 2021 - June 30, 2022**. The total amount available will be determined by the revenue raised during FY21 Campaign. Successful applicants will receive awards based on the following:

- Grant awards will be based on the results of a competitive Request for Proposal (RFP) process. Applicants are required to develop a narrative proposal addressing one or more of BUW's three priority areas of Early Childhood Development, Positive Youth Development, and Economic Prosperity. Integrated strategies of Resource Coordination or Professional Development must align with one of our priority areas and may include age groups from more than one area.
- Maximum grant award per program allowed will be **\$50,000. Any one agency cannot exceed more than 10% of total funding available through this RFP, with a limit of 3 programs per agency.**
- **BUW investment into a program cannot be more than 50% of the total program expenditures.** Funds are intended to supplement (build upon or add to) current programming vs. supplanting (replace or take the place of). Existing funds for a project and its activities may not be reallocated for other organizational expenses.
- Funding priority will have a greater focus on benefiting populations most disproportionately impacted by COVID-19:

- People living in poverty/low income <\$50,000
- Communities of color and immigrant families
- Unemployed/Underemployed
- People living with mental illness/substance addiction
- Victims of domestic violence/sexual abuse

In order to submit a proposal, all interested applicants must complete an Eligibility Form via Survey Monkey, <https://www.surveymonkey.com/r/Eligibility2021>, by **March 12, 2021**.

You will be notified by email within 3 days of receipt by Julie Singley, Community Impact program manager, whether your eligibility is approved with instructions on submitting your online application.

All applications must be submitted by MIDNIGHT on March 21, 2021.

ELIGIBILITY REQUIREMENTS

Nonprofit organizations must be:

- Located in and primarily serving residents of central and southern Berkshire County.
- Operating as a not-for-profit organization with a (501(c) 3 status or has an established fiscal sponsorship operating as not-for-profit organization (501(c) 3 status is *not* required)
- Incorporated or chartered under appropriate local, state or federal statutes.
- In compliance of federal and state laws regarding non-discrimination and anti-terrorism.
- Governed by an active, locally based, volunteer board or elected body that meets regularly, makes policy decisions and holds election of officers.
- Operating with an administrative structure that defines lines of responsibility and has a mission statement and bylaws.
- Financially stable, perform a regular budgeting process and be able to submit audited financial statements and/or IRS Form 990 (with internal control deficiency letters if applicable).
- Up to date on any applicable licenses, certifications and/or permits, and COVID-19 regulations.
- Providing services/activities that address, Early Childhood Development, Positive Youth Development, or Economic Mobility/Prosperity.
- Able to demonstrate effectiveness of its programs/services or activities through measurable outcomes, reporting on a biannual basis. *See Appendix A*

Please note that BUW grant funds are meant to be flexible, to be used to support the needs of your program as you determine, but funds cannot be used for:

- Political or partisan purposes
- Religious programs
- Capital improvement
- Annual fund or campaign appeals
- Endowments
- For-profit organizations

Applicants must submit required eligibility documentation to jsingley@berkshireunitedway.org. BUW will review materials and will confirm or deny eligibility within 3 business days.

FUNDING AND BUDGETING EXPECTATIONS

BUW funding request must not exceed 50% of the total budgeted expenditures. Program expenditures may include costs associated with staffing, trainings related to evidence-based curricula/best practices for children/youth, required program materials, transportation and/or supports needed for participants to attend programming, use of data collection/evaluation tools, and any licensing fees, if applicable.

BUW supports the use of various data collection/evaluation methods, including formative assessments, pre/post surveys, observations, case notes, interviews, etc. Each program should use the tool(s) that best aligns with your work and allows you to measure impact (i.e., the number of children/youth progressing). Sample evaluation tools can be found here: <http://performwell.org/>.

Budgets will be evaluated by BUW trained volunteers. BUW determines a unit rate based on total program budget and numbers served. Berkshire United Way reserves the right to manage any training process and funding directly if multiple agencies are interested in adopting the same program or curriculum.

PRIORITY FOCUS AREAS

Integrated Strategies

Programs may have a greater impact on improving family well-being through integrated services for both the child or youth and the parent/caregiver. BUW seeks to support programs within agencies that offer professional development, resource coordination and case management models with a primary connection to health and mental health supports. For example, Mobility Mentoring is a model that builds off participants' real-life challenges in five domains: family stability, well-being, financial management, education and training, and employment and career management. *See Appendix A for program outcomes related to Integrated Strategies.*

Early Childhood/Elementary (age birth - 10)

The effects of the COVID-19 pandemic have been extremely challenging for our families with young children. Families are balancing economic and food insecurity, childcare, and remote learning with schools. BUW seeks to fund programs within agencies that are committed to ensuring that all children and families have the opportunity to build protective factors.

The Center for the Study of Social Policy states "Protective factors are characteristics that have been shown to make positive outcomes more likely for young children and their families, and to reduce the likelihood of child abuse and neglect." Programs must be able to demonstrate the ability to address one or more of the following protective factors: 1) Nurturing and attachment; 2) Knowledge of parenting and child development; 3) Parental resilience; 4) Social connections; 5) Concrete supports for parents; 6) Social and emotional competence of children.

Greatest emphasis will be put on quality early learning environments that are rooted in early childhood development, providing intensive parenting support, building social/emotional and literacy skills, and assisting with early grade reading.

Programs must be able to demonstrate the following program outcomes:

- Numbers Served – children and adults
- Demographics of people served
- Children progressing or maintaining in their social/emotional development
- Children progressing or maintaining in their language development

Positive Youth Development (age 11 - 18)

Our Berkshire County youth are experiencing higher levels of anxiety and depression due to the isolating effects of COVID-19. BUW seeks to support programs within agencies that foster healthy youth development for middle-school and high school youth. A greater emphasis will be placed on mental health supports, work-based learning experiences, mentoring, and activities that build career readiness skills.

Internships provide youth with experiential learning/internship opportunities they need to succeed in the world of work. Work based learning with high schools and career and technical education provide students the ability to learn employability skills such as problem solving, communication, and teamwork.

Mentoring can significantly shape the path to a successful adulthood. Research shows that mentoring programs are most effective when youth and adults develop a supportive and trusting relationship.

The MA Department of Elementary and Secondary Education (DESE) frames career readiness activities in three parts: “Career Awareness” or becoming ‘aware’ of potential careers; “Career Exploration” or “exploring” career interest areas & career readiness; and “Career Immersion” or learning the specifics skills & knowledge within a career pathway area.

Programs must be able to demonstrate the following program outcomes:

- Numbers served – youth and adults
- Demographics of people served
- Youth demonstrating improved soft skill/professional skills development (i.e. critical thinking/problem solving, communication, teamwork, leadership)

Economic Prosperity (age 18 and Up)

Many Berkshire County households experienced great financial stress in 2020. One of the biggest challenges remains not having enough adequate income to meet their basic needs. BUW seeks to support programs that will help families build their path to obtaining sustainable incomes. This effort also supports local businesses’ workforce development needs, helping to build mobility for all.

One effective framework is ***Courses 2 Employment***, which integrates industry partners, educational institutions, and social/community support strategies. In this model, education and support organizations are responsive to business needs and are flexible in offering training programs that provide appropriate technical skills training and basic skill development. Support

organizations provide intensive case management for young adult learners including motivational support and coordinating referrals/follow through with social services, as needed.

Programs must be able to demonstrate the following program outcomes:

- Individuals served
- Demographics of people served
- Individuals receiving job-relevant licenses, certificates, and/or credentials
- Individuals who gain employment or increase wages

FUNDING CRITERIA (align with scoring and questions)

Diversity, Equity, Inclusion and Accessibility: Programs must be able to develop and maintain community connections for vulnerable populations; incorporate diverse cultures, philosophies, and experiences across their organization/programming. Funding priority will have a greater focus on benefiting populations most disproportionately impacted by COVID-19:

- i. People living in poverty/low income <\$50,000
- ii. Communities of color and immigrant families
- iii. Unemployed/Underemployed
- iv. People living with mental illness/substance addiction
- v. Victims of domestic violence/sexual abuse

Community Need/Opportunity: Programs must foster trust-based relationships and demonstrate a collaborative nature in addressing a viable community need and collectively work to improve community conditions or address gaps in services. Examples of gaps include: early childhood education programs working together to fill open slots, sharing mental health clinicians between programs or cross sector alignment between programs to help individuals obtain and retain jobs.

Organizational/Program Feasibility: Programs must clearly demonstrate a strong program design with established outcomes for individuals served, validation of program sustainability and must have the ability to secure other sources of financial and in-kind support.

Two Generation/Collaborative Approaches: Programs must be focused on building stronger family-child relationships and enhanced home environments to promote positive outcomes for children and youth.

APPLICATION QUESTIONS

Instructions: Please respond to each question within the 400-word limit. Reviewers will evaluate each question based on the Evaluation Rubric. **Please note that organizations must complete a separate application for each strategy to which they are applying.**

For applicants with more than one location/site, applicants must complete a Performance Measures form per location/site. If program consists of family childcare providers, applicant may group these all as one site/location.

Program Design

1. Provide a brief description of the program/activity, including frequency and the specific strategies to be implemented (reference evidence-based curriculum with fidelity, research based best practices, and alignment with a strengths-based approach).
2. How are you using the assets/strengths of the people you serve to better support them?
3. Describe your response to COVID-19 and how it has impacted and changed the way you deliver your program.
4. What gaps or unmet needs will there be in services without BUW funding?
5. How do you plan to sustain this program?

Two Generation/Integrated Approaches

6. Are there other organizations providing the same or similar services? How do you collaborate to avoid duplication?
7. How does the program help build intergenerational support systems for children/youth/adults? ***See Glossary for definition of intentional engagement***

Diversity, Equity, Inclusion

8. Describe how your organization serves disproportionately impacted communities (including communities of color, low-income, rural/geographically isolated, LGBTQIA+, individuals with disabilities, refugees, immigrants, or other vulnerable or historically underserved populations)?
9. Describe how your Board, staff and/or volunteers represent and involve your specific populations in your decision-making processes.
10. Describe how your organization works or is working towards promoting diversity, equity, and inclusion within your programs, staff, board, and/or volunteers.

Evaluation

11. How do you determine/evaluate individual success? (success = changes in behavior, attitude, skills, and/or circumstance.)
12. How will feedback be collected from individuals to measure the effectiveness of the program/activity.

PROGRAM BUDGET AND AGENCY FINANCIALS

(submit via email to Julie Singley jsingley@berkshireunitedway.org **no later than March 21**)

Financial documentation must include:

- Most recent Financial Audit, all written communications from auditor including Management Letter comments and reports on internal control deficiencies (or Review level financials statements if the Organization is not audited by an independent auditor)
- Most recent Form 990
- Agency Budget – via EXCEL template
- Program Budget – via EXCEL template

APPENDIX A. PERFORMANCE MEASURES

Integrated Strategies

Resource Coordination

- Number of families served
- Number of families connected to services in the community
- Number of families reporting they are receiving services from other organizations resulting in improved outcomes

Professional Development

- Number of adults trained
- Number of youth trained
- Number of individuals completing survey
- Number of individuals reporting improved soft skills and/or workplace skills (i.e. critical thinking/problem solving skills, communication, teamwork and collaboration)

Early Childhood Development

- Number of children enrolled in programming
- Number of children progressing or maintaining age appropriate in social/emotional
- Number of children progressing or maintaining age appropriate in language development
- Number of adults served that are provided with information, resources, tools, trainings, and/or teaching skills (i.e. parents/caregivers, mentors, coaches, teachers, etc.)
- Number of adults engaging with child/youth at least 3 times per week (i.e. reading, telling stories, singing songs, sharing ideas, and/or talking about things that matter to child)

Positive Youth Development

- Number of youth enrolled in programming
- Number of youth who develop soft skills (i.e. critical thinking/problem solving, communication, and teamwork and collaboration)
- Number of adults served that are provided with information, resources, tools, trainings, and/or teaching skills (i.e. parents/caregivers, mentors, coaches, teachers, etc.)
- Number of adults engaging with youth at least 3 times per week (i.e. attending sporting events, helping with homework, family game night, eating dinner together)

Economic Mobility/Prosperity

- Number of individuals who receive job skills training
- Number of individuals who earn job-relevant licenses, certificates, and/or credentials
- Number of individuals who gain employment or advance in employment
- Number of individuals who increase their wages

APPENDIX B: DEMOGRAPHICS

GENDER

Male
 Female
 Transgender
 Unknown Gender
 Total

AGE GROUP

Under 5 years
 5 through 9
 10 through 14

 15 through 19
 20 through 24
 25 through 59
 60 through 64
 65 +
 Unknown Age
 Total

RACIAL BACKGROUND

American Indian or Alaska Native
 Asian
 Black or African American

 Native Hawaiian and Other Pacific Islander
 Latino or Hispanic
 White/Caucasian
 Multi-Racial
 Other Background
 Unknown Background
 Total by Background

MARITAL STATUS OF HOUSEHOLD

Married
 Single/Never Married
 Divorced/Separated
 Widowed
 Co-habiting/Living with Partner
 Other Status
 Unknown Status
 Total

EDUCATIONAL ATTAINMENT

(Highest Level of Education Completed in the Home)
 Less than 9th grade
 9th through 12th grade
 High School graduate or equivalent
 Some College (no degree)
 Associate Degree
 Bachelor's Degree
 Post Graduate Degree
 Unknown Education
 Total by Education

HOUSEHOLD INCOME

Less than \$10,000
 \$10,000 - \$14,999
 \$15,000 - \$24,999
 \$25,000 - \$34,999
 \$35,000 - \$49,999
 \$50,000 - \$74,999
 \$75,000 and over
 Unknown Income
 Total by Income

Geography

<u>North Berkshire County</u>	<u>South Berkshire County</u>
Adams	Alford
Cheshire	Egremont
Clarksburg	Great Barrington
Florida	Monterey
North Adams	Mount Washington
Williamstown	<u>South Berkshire County</u>
Total	Alford
	Egremont
<u>Central Berkshire County</u>	Great Barrington
Becket	Monterey

Dalton	Mount Washington
Hancock	New Marlborough
Hinsdale	Otis
Lanesborough	Sandisfield
Lee	Sheffield
Lenox	Stockbridge
New Ashford	Tyringham
Peru	West Stockbridge
Pittsfield	Total
Richmond	
Savoy	<u>Outside Berkshire County or Unknown</u>
Washington	
Windsor	
Total	Grand Total

APPENDIX C. GLOSSARY

Best Practices: Techniques supported by research and experience that have been proven to reliably lead to desired results

Collaborative Approaches: A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: 1) a shared vision and mutual goals 2) a jointly developed structure, shared responsibility, and agreed-upon methods of communication 3) mutual authority and accountability for success and 4) sharing of resources and rewards.¹ Collaboration requires commitment to participate in shared decision making, allocation of resources, and shared accountability. Collaboration is beyond making referrals to each other.

Source: <http://www.aecf.org/resources/creating-opportunity-for-families/>

Courses 2 Employment: The C2E model is based on a strategy composed of three common elements: a high-quality **education or training** program, a range of academic and non-academic **supports** to help participants achieve educational and employment goals related to a specific industry sector and an **industry** strategy that focuses on meeting business needs.

<https://www.aspeninstitute.org/publications/courses-employment-partnering-create-paths-education-careers/>

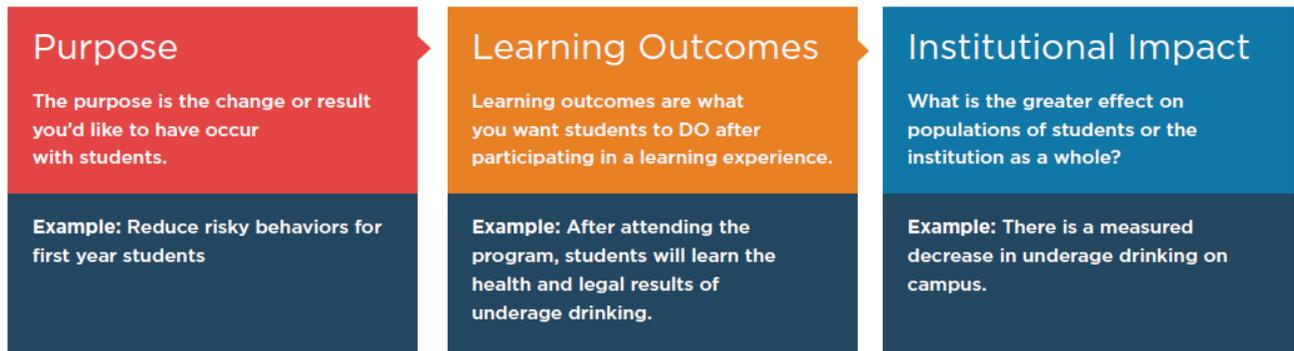
Evidence-based programs: Most effective community-based solutions that provide a platform for expansion and replication based on a rigorous experimental or quasi-experimental study design to identify positive community impacts on a variety of social issues. In order to qualify as evidence based, a program must show: that the expected positive results are attributed to the program itself, be peer-reviewed by experts in the field, and be endorsed by a federal agency.

Fidelity: Staying true to the formalized implementation according to structure and original program design.

¹ Payne, Ruby K., DeVol, Philip E, and Smith, terie Dreussi. Bridges out of Poverty: Strategies for Professionals and Communities. Revised 2009.

Indicator: A measure that helps quantify the achievement of a result.

Intentional Engagement: Programming has specific goals or outcomes in mind.²



Result: A condition of well-being for children, adults, families or communities. The outcome of a particular strategy, activity, or series of strategies and activities on recipients (child(ren), youth, adults, family, community).

Results-Based Accountability (RBA): A disciplined way of taking action that a community can use to improve the lives of children, youth, and adults. RBA can also be used by agencies and organizations to improve the performance of its programs.

Population Accountability: For communities, cities, districts, counties - about the well-being of whole populations; Consists of cross community partnerships to make progress on quality of life for any population.

Population Accountability Questions

1. *What are the quality of life conditions we want for the children, adults, and families in our community?*
2. *What would these conditions look like if we could see them?*
3. *How can we measure these conditions?*
4. *How are we doing on the most important of these measures?*
5. *Who are the partners that have a role to play in doing better?*
6. *What works to do better, including no-cost and low-cost ideas?*
7. *What do we propose to do?*

Population Results: The focus of Results Based Accountability, a condition of well-being for children, adults, seniors, families and communities, stated in plain language. For example, the number of children entering school ready to learn based on third grade reading scores. Our work is focused on changing community conditions for entire populations rather than just the recipients of services funded by United Way. Example: reading scores, graduation rate in Berkshire County

² See 5 Strategies to Intentionally Engage Students, Adam Cebulski, Office of Research and Strategic Initiatives, Lean Forward. Website: www.orgsync.com

Performance Accountability: For clients of programs, agencies, teams and service systems; Performance measures make sure programs and services are working as well as possible.

Performance Accountability Questions

1. *Who are our customers?*
2. *How can we measure if our customers are better off?*
3. *How can we measure if we are delivering services/care well?*
4. *How are we doing on the most important of these measures?*
5. *Who are the partners that have a role to play in doing better?*
6. *What works to do better, including no-cost and low-cost ideas?*
7. *What do we propose to do?*

Performance Measures: Measures of how well a strategy, program, agency or service system is working. The most important performance measure tells us whether program customers are better off. We refer to these as client results to distinguish them from population results.

Results Based Accountability uses three types of performance measures:

How much did we do? i.e. # clients served, # of activities

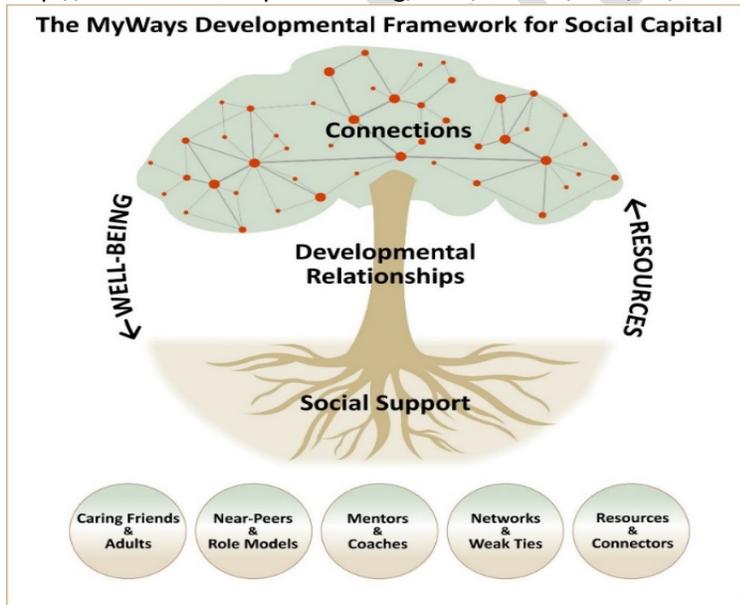
How well did we do it? i.e. staff turnover rate, staff/client morale

Is anyone better off? i.e. % skills/knowledge, % attitude/opinion, % behavior, % circumstance

Scorecard: Clear Impact Scorecard is a web-based software for measuring and reporting performance at both the population and program levels. The software consists of interactive scorecards, strategy map visualizations, and Gantt Chart project management tools.

Social Capital: A set of social resources that are accessed and exchanged in relationships between people and institutions.

http://www.americaspromise.org/sites/default/files/d8/WebsSupport_ResearchBrief_v2.pdf



Source: 5 Essentials in Building Social Capital: Report 4 of the MyWays Student Success Series, October 2017, Dave Lash and Grace Belfiore for Next Generation Learning Challenges

Strengthening Families Framework: The **Strengthening Families framework** is a research-informed approach to increase **family** strengths, enhance child development, and reduce the likelihood of child abuse and neglect. We work to engage **families**, programs, and communities in building the five protective factors. <https://cssp.org/our-work/project/strengthening-families/>

Sustainable Income: Income which is required by any family/individuals to meet all basic expenses in the present and future. Basic expenses include: food, child care, medical, housing, transportation, other, annual taxes.

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Two-Generation Approach: Programs that provide intensive services to children, adolescents, or caregivers but also offer opportunities and meet the needs of all generation(s) through education, connection to economic supports, and/or the development of social capital.

Source: <http://www.aecf.org/resources/creating-opportunity-for-families>

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