FY19-21 Core Investment Cycle Application Questions

Objective: Increase the # of students staying connected to school (grades 4-9)

Agency profile
1. Executive director or chief executive officer contact information: name, job title, email address, phone number, extension.
2. Chief financial officer or primary finance contact information: name, job title, email address, phone number, extension.
3. Board chair contact information: name, job title, email address, phone number, extension, term start date, term end date.
4. Person completing funding application contact information: name, job title, email address, phone number, extension.
5. Organization’s mission statement.
6. Fiscal year end date.
7. Organizational revenue [FY 2017].
8. Projected organizational revenue [FY 2018].
9. Upload board list that includes member name and affiliation (i.e. current or former employer).

Demographic profile (Answers will not impact funding decisions.)

<table>
<thead>
<tr>
<th>Organizational Leadership Demographics</th>
<th>Executive Director</th>
<th>Senior Staff (Excluding ED)</th>
<th>Board of Directors</th>
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<td>African American or Black</td>
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<td>Individuals NOT living with disAbilities</td>
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Alignment

Program design

1. Provide the start and end dates for the 2017 program year.

2. Total # of weeks the youth development program was available to youth during the 2017 program year. [Separate response for summer and school-year programming.]

3. Total # of days the youth development program was available to youth during the 2017 program year. [Separate response for summer and school-year programming.]

4. On average, how many days per week was the youth development program available to youth during the 2017 program year? [Separate response for summer and school-year programming.]

5. On average, how many hours per day was the youth development program available to youth during the 2017 program year? [Separate response for summer and school-year programming.]

6. % of total days that academic support programming was offered to youth as part of the youth development program during the 2017 program year. [Separate response for summer and school-year programming.]

7. % of total days that career exposure programming was offered to youth as part of the youth development program during the 2017 program year. [Separate response for summer and school-year programming.]

8. In 750 words or less, describe the youth development program. Make a clear connection between the program design and intended program impact. Be sure to include a discussion of the following elements, if applicable:
   - Community context
   - Program structure/design (such as identification, recruitment and retention strategies, staff-to-student ratios, program components/offers)
   - Staff qualifications
   - Youth leadership opportunities
   - Intended program impact

9. In 500 words or less, describe the program’s academic support programming component. Be sure to include a discussion of the following elements, if applicable:
   - Instructional approach/tools
   - Connection between the school day curriculum and/or state standards and the program’s academic programming curriculum
   - Use of student data/assessments
10. In 500 words or less, explain why the organization chose the stated approach to providing academic support programming. Discuss the community needs, client needs, published or unpublished research, resources, best practices, and/or experiences that informed the approach.

11. In 500 words or less, describe the program’s career exposure programming. Be sure to include a discussion of the following elements, if applicable:
   - Career exposure activities
   - "Soft-skills" development
   - Approach to using student interest to inform programming
   - Approach to connecting programming and student interest to real-world experiences/applications

12. In 500 words or less, explain why the organization chose the stated approach to providing career exposure programming. Discuss the community needs, client needs, theory, published or unpublished research, resources, best practices, and/or experiences that informed the approach.

13. In 500 words or less, describe the program’s approach to fostering the social and emotional development of youth participants. Be sure to include a discussion of the following elements, if applicable:
   - Social-emotional competencies targeted
   - Relationship between social-emotional learning and academic and/or enrichment curriculum
   - Teaching practices utilized
   - Role of caring adults

Targeted service delivery

14. Which of the following targeted populations does the program have an intentional strategy for recruiting and serving? [Check all that apply]
   - English Language Learners
   - Youth with history of detentions or suspensions
   - Youth with learning difficulties
   - Youth living with physical disAbilities
   - Youth living with intellectual disAbilities
   - Youth living with social-emotional/behavioral disAbilities
   - Youth living with mental health disAbilities
   - Youth living in low-income households
   - Youth experiencing homelessness and/or housing instability
   - Youth in out-of-home placements
   - Youth with attendance issues
   - Youth with a history of course failure/academic issues
   - Youth at risk of dropping out
   - Youth whose parents are incarcerated
   - Other _____
   - None of the above
15. **In 250 words or less**, describe how the program determines the needs of the target population(s) checked in response to the previous question.

16. **In 500 words or less**, describe how the program tailors its staff training, identification/recruitment, retention, and/or service delivery approach to meet the need(s) of the target population(s) checked in response to the previous question.

**Partnership**

17. **In 600 words or less**, describe the program's approach to engaging families. Be sure to include a discussion of the following elements, if applicable:
   - Volunteer-focused and/or general family engagement events/activities
   - Communications strategy
   - Opportunities for parents to share in/inform decision making
   - Engagement-focused staff training and/or supports

18. **In 750 words or less**, describe the key partnership(s) the organization leverages to deliver the youth development program, especially partnerships that ensure individuals and/or families have access to stability supports. Explain how these partnership(s) contribute to the organization’s ability to achieve the intended program impact.

**Performance results**

Each performance measure has an alternate option: “Organization does not collect data for this performance measure.” Fiscal year 2016, fiscal year 2017, and projected fiscal year 2018 performance results will be collected.

1. **How much?**
   - # of unduplicated youth (grades 4-9) who attended the program for one day or more
   - # of unduplicated youth (grades 4-9) who attended the program for one day or more that were identified as being at-risk of disconnection from school
   - # of unduplicated youth (grades 4-9) who participated in academic support programming for one day or more
   - # of unduplicated youth (grades 4-9) who participated in career exposure programming for one day or more

2. **How well?**
   - # of unduplicated youth (grades 4-9) with a program attendance rate of at least 60%
   - # of unduplicated youth (grades 4-9) with a program attendance rate of at least 60% [of the students identified as being at risk of disconnection]
   - # of unduplicated youth (grades 4-9) whose parents/caregivers attended family engagement programming

3. **Is anyone better off?**
   - # of unduplicated youth in grades 4-9 who transitioned to the next grade level on time
   - # of unduplicated youth in grades 4-9 who transitioned to the next grade level on time [of the students identified as being at risk of disconnection]
4. Disaggregate the following indicator – number of unduplicated youth (grades 4-9) who attended the program for one day or more in the 2017 program year – by:
   - Race/ethnicity
   - Gender
   - Grade level
   - Individuals above 200% of the federal poverty level
   - Individuals at or below 200% of the federal poverty level
   - Individuals served at site(s) in the following zip codes with concentrated poverty:
     - Atlantic County: 08217, 08401
     - Burlington County: 08015, 08068
     - Cape May County: 08251
     - Camden County: 08102, 08103, 08104, 08105
     - Cumberland County: 08321, 08324
     - Delaware County: 19013, 19014
     - Montgomery County: 19401, 19464
     - Philadelphia County: 19121, 19122, 19124, 19131, 19132, 19133, 19134, 19139, 19140, 19141, 19142, 19143, 19144
   - Individuals served from the following zip codes with concentrated poverty:
   - Service across UWGPSNJ’s counties

5. In 250 words or less, provide any additional information that you feel will assist reviewers in better understanding the performance results provided in this section.

6. In 500 words or less, describe how the organization uses youth, parent, program implementation, and outcome data to improve program quality and assess progress toward program goals/objectives.

Organizational capacity

Learning community participation

1. Is the organization willing to commit staff time to participate with UWGPSNJ’s learning communities in accordance with the expectation outlined in the Funding Tier guidance document? (Y/N)

2. If the organization is applying to be a Regional or Key partner, upload the job description for the individual who will participate with the learning community meetings. [Enter N/A if applying to be a Supporting Partner in this objective.]

2-1-1

1. Is the organization’s information in the 2-1-1 (NJ and/or PA) database system? (Y/N)

2. If yes, is the organization’s information (location and service) updated in the 2-1-1 (NJ and/or PA) database? (Y/N)
3. In 200 words or less, describe how the organization promotes 2-1-1 (NJ and/or PA) as a resource for the individuals and families served.

**Trauma-informed care**

1. Which of the following most closely represents how the organization delivers trauma-informed services:
   - The organization’s services are not currently trauma-informed.
   - The organization implements a trauma-informed approach when delivering some services.
   - The organization implements a trauma-informed approach when delivering most services.
   - The organization implements a trauma-informed approach when delivering all services.

**Advocacy**

1. In 500 words or less, describe the organization’s experience advocating for solutions to improve education, financial stability, and/or community well being. Include an overview of relevant organizational alliances or collaborations, successes achieved as a result of the advocacy work, and how the advocacy effort is connected to the organization’s programmatic work and/or mission. Please limit the response to the last three years. [Enter N/A if the organization does not currently engage with any advocacy efforts.]

**Two-generation approach**

1. Which of the following most closely represents how the organization delivers services to more than one generation of clients:
   - The organization does not currently offer programming or assistance to the families of clients.
   - The organization offers programming or assistance to the families of clients.
   - The organization offers programming or assistance to and tracks outcomes for the families of clients.

**Volunteer management**

1. Total # of volunteers engaged during fiscal year 2017.

2. Total # of volunteers engaged during fiscal year 2016.

3. Who on staff is responsible for volunteer management:
   - Organization has one or more FTEs dedicated to volunteer management
   - Organization dedicates part of a FTE to volunteer management
   - Volunteer management is not part of anyone’s specific job responsibilities and is treated as “other duties as assigned”
   - Not applicable

4. In 350 words or less, describe the organization’s approach to managing volunteers. [Enter N/A if the organization does not currently engage volunteers in its work.]
5. In 350 words or less, describe the organization's approach to utilizing volunteers to achieve its program goals and/or organizational mission. Include an overview of the positive programmatic and/or organizational results achieved as a result of volunteer activities. Limit the response to the last three years. [Enter N/A if the organization does not currently engage volunteers in its work.]

Program budget

Use the template below to provide an overview of the programmatic revenue and expenses required to achieve the performance results (i.e. outcomes) specified in the results section. Provide actual expense and revenue information for the 2016 and 2017 program year. Provide projected expense and revenue information for the 2018 program year. The template categories are directly aligned with those that would be reported in the organization’s audited financial statements and/or 990. The definitions below provide additional clarification.

1. The total indicated in the Expenses column is what percentage of the organization’s overall budget? [Separate calculation for 2016, 2017, and 2018.]

2. Explain the dollar amount in the Other Income and/or Other Expenses columns for 2016, 2017, and 2018. [Enter N/A if box was left empty.]

3. What is the cost per unit of service/customer served in 2016, 2017, and 2018?

4. Explain how the cost per unit of service/customer served was calculated for 2016, 2017, and 2018.

5. List the organization’s top five funders and corresponding funding amounts for 2016, 2017, and 2018.

Direct Expenses – Program services expenses should be included here. Direct expenses include any costs associated with delivering program services. Examples of such expenses include: rent, consumable supplies, client activities and incentives, postage, travel, marketing, outreach, etc. Do not include costs related to training, professional development, program staff salaries, program staff benefits, program staff payroll taxes, subcontractors, consultants or professional fees in this line.

Other Expenses – Support services expenses should be included here. Examples of costs related to support services include: printing, meeting costs, insurance, dues, subscriptions, etc. Do not include fundraising, consultant fees, administrative overhead, or training, conference and related travel costs in this line.
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<td>United Way of Greater Philadelphia &amp; Southern New Jersey</td>
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<td>Salaries, Benefits &amp; Payroll taxes</td>
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<td>Corporations, Foundations and/or Other United Ways</td>
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<td>Subcontractors, Consultants and/or Professional Fees</td>
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<td>Training and/or Conferences and Training/Conference Related Travel Costs</td>
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<td>Rental Income and/or Facilities Management Fees</td>
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<td>Additional Direct Expenses</td>
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*Organizations should provide actual or projected information based on fiscal year end and timing of the end-of-year financial reconciliation.