FY19-21 Core Investment Cycle Application Questions

Objective: Increase the # of children (grades k-3) reading on grade level

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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<tbody>
<tr>
<td>African American or Black</td>
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<td>American Indian or Alaska Native</td>
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<td>Asian</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
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<td>White</td>
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<td>Other Race</td>
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<td><strong>Total</strong></td>
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<td>Hispanic or Latino</td>
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<tr>
<td>Not Hispanic or Latino</td>
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<td>Male</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Individuals living with disAbilities</td>
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<tr>
<td>Individuals NOT living with disAbilities</td>
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<tr>
<td>Not disclosed</td>
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<tr>
<td><strong>Total</strong></td>
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</table>
Alignment

Program design

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

2. Which of the following types of literacy programs does the organization have a minimum of two years experience supporting? [Check all that apply]
   - Family literacy program
   - Early-grade literacy program for children

3. Total number of weeks literacy programming was available to children (grades k-3) and/or families during the 2017 program year?

4. Total number of days literacy programming was available to children (grades k-3) and/or families during the 2017 program year?

5. On average, how many days per week was literacy programming available to children (grades k-3) and/or families during the 2017 program year?

6. On average, how many hours per day was literacy programming available to children (grades k-3) and/or families during the 2017 program year?

7. In 750 words or less, describe the organization’s family literacy 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. [Enter N/A if the organization does not provide family literacy programming.]
   - Community context
   - Program design/structure (such as identification, screening/assessment, recruitment and retention strategies, staffing, program activities, literacy activities, curriculum)
   - Approach to supporting intellectual, physical, social, and emotional skill development of children
   - Approach to assisting adults who are parents or family members in obtaining the education and skills that are necessary to becoming full partners in the educational development of their children
   - Approach to assisting adults who are parents or family members in obtaining the education and skills that lead to sustainable improvements in the economic opportunities for their family
   - Approach to ensuring well-prepared literacy instructors
8. In 500 words or less, explain why the organization chose the stated approach to providing family literacy programming. Describe the community needs, client needs, published or unpublished research, resources, best practices, and/or experiences that have informed the program’s design. [Enter N/A if the organization does not provide family literacy programming.]

9. In 750 words or less, describe the organization’s early-grade literacy 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: [Enter N/A if the organization does not provide early-grade literacy programming.]
   - Community context
   - Program design/structure (such as identification, screening/assessment, recruitment and retention strategies, staffing, program activities, literacy activities, curriculum)
   - Approach to ensuring the involvement of parents/caregivers and/or the community
   - Approach to ensuring well-prepared literacy instructors

10. In 500 words or less, explain why the organization chose the stated approach to providing early-grade literacy programming. Describe the community needs, client needs, published or unpublished research, resources, best practices, and/or experiences that have informed the program’s design. [Enter N/A if the organization does not provide early-grade literacy programming.]

11. In 500 words or less, describe the role of key staff in delivering the early-grade and/or family literacy program. Discuss the characteristics of staff that qualify them to deliver the early-grade and/or family literacy program. Be sure to include a discussion of the following elements, if applicable:
   - Community leadership background
   - General educational and professional background
   - Educational and/or professional literacy background
   - Other key skills and/or competencies

Targeted service delivery

12. List the targeted population(s) that the literacy program(s) has an intentional strategy for recruiting and serving. Families living in low-income households, families experiencing homelessness, children with learning difficulties, or children in out-of-home placements are examples of targeted populations.
13. In 250 words or less, describe how the program determines the needs of the target population(s) listed in response to the previous question.

14. 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) listed in response to the previous question.

**Partnership**

15. In 500 words or less, describe the key partnership(s) the organization leverages to deliver the literacy program(s), especially partnerships that ensure children and/or families have access to stability supports. Include a discussion of how these partnership(s) contribute to the organization’s ability to achieve the intended program impact.

16. In 500 words or less, describe the organization’s experience advocating for solutions to ensure that children are reading on grade level by the end of grade 3. Discuss any alliances or collaborations the organization engaged with, successes achieved as a result of the advocacy work, and how the advocacy effort is connected to the program’s intent and/or the organization’s mission. Limit the response to the last three years.

17. Total # of volunteers engaged during 2017 program year.

18. Total # of volunteers engaged during 2016 program year.

19. 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

20. In 500 words or less, describe the program’s approach for managing volunteers.

21. In 500 words or less, describe the program’s approach for utilizing volunteers to achieve program goals and/or objectives. Include an overview of the positive programmatic results achieved as a result of volunteer activities. Limit response to the last three years.

**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 parents/caregivers who participated in literacy training/programming that included their child(ren)
   - # of unduplicated parents/caregivers of children in grade(s) k-3 who participated in literacy training/programming that included their child(ren)
   - # of unduplicated children in grades k-3 who received early-grade literacy programming
   - # of unduplicated children in grades k-3 who were not reading on grade level at the beginning of the program term [of those who participated with early-grade literacy programming]

2. How well?
   - # of unduplicated parents/caregivers who completed literacy training/programming that included their child(ren)
   - # of unduplicated parents/caregivers of children in grade(s) k-3 who completed literacy training/programming that included their child(ren)
   - # of unduplicated children in grades k-3 who completed early-grade literacy programming
   - # of unduplicated volunteers the program mobilized to provide literacy supports (such as tutoring and books)

3. Is anyone better off?
   - # of unduplicated children in grades k-3 who improved their reading level [of the children not reading on grade level]
   - # of unduplicated children grades k-3 who were reading on grade level by the end of the program term [of the children not reading on grade level]

4. Disaggregate the 2017 results for the applicable indicator(s) by:

   * Family literacy programming* - number of unduplicated parents/caregivers of children in grade(s) k-3 who participated in literacy training/programming that included their child(ren)

   * Family & Early grade literacy programming* - number of unduplicated children in grades k-3 who received early-grade literacy programming

   - Race/ethnicity
   - Gender
   - Age
   - 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:
   - Individuals served from 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

- 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 child, family, program implementation, and outcome data are used 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.

**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.

**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.

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>*2017</th>
<th>2018 Projected</th>
<th>EXPENSES</th>
<th>2016 Actual</th>
<th>*2017</th>
<th>2018 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporations, Foundations and/or Other United Ways</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
<td>Subcontractors, Consultants and/or Professional Fees</td>
<td></td>
<td></td>
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<tr>
<td>Government Grants and/or Contracts</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
<td>Indirect Cost/Administrative Overhead</td>
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<td>Fundraising</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
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<tr>
<td>Program Service Fees, Memberships and/or Dues</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
<td>Training and/or Conferences and Training/Conference Related Travel Costs</td>
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<tr>
<td>Rental Income and/or Facilities Management Fees</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
<td>Additional Direct Expenses</td>
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<tr>
<td>Other Income</td>
<td>2016 Actual</td>
<td>*2017</td>
<td>2018 Projected</td>
<td>Other Expenses</td>
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<td><strong>Total</strong></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.