FY19-21 Core Investment Cycle Application Questions

Objective: Increase the # of children (ages 0-5) who are school ready

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>
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<td>African American or Black</td>
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<td>American Indian or Alaska Native</td>
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<td>Individuals living with disAbilities</td>
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<td>Individuals NOT living with disAbilities</td>
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Alignment

The term “parents” is used throughout this application for ease of reference. Please note that this term is intended to refer to all family members/guardians that are the primary caregivers of children.

Program design

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

2. Total number of weeks the parent education program was available to parents during the 2017 program year.

3. Total number of days the parent education program was available to parents during the 2017 program year.

4. On average, how many days per week was the parent education program available to parents during the 2017 program year?

5. On average, how many hours per day was the parent education program available to parents during the 2017 program year?

6. In 750 words or less, describe the parent education 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, staffing, program activities)
   - Approach to supporting family or household members of parent participants
   - Approach to connecting families to community systems of support
   - Approach to developing social connections within and across parent cohorts
   - Intended program impact

7. Which of the following strategies does the parent-education program implement and/or teach parents to implement as part of the approach to supporting emergent literacy development? [Check all that apply]
   - Serve and return interactions
   - Building home libraries
   - Reading aloud
   - Child-led activities
   - Alphabet activities
   - Emergent reading activities
   - Emergent writing activities
   - Shared book activities
   - Integrated, content-focused activities with children
   - Parent/caregiver literacy
   - Other: ____________________
   - None of the above
8. *In 500 words or less*, describe the role of key staff in delivering the parent education program and the characteristics of staff that qualify them to deliver the parent education program. Be sure to include a discussion of the following elements, if applicable:
   - Community leadership background
   - General educational and professional background
   - Emergent literacy focused educational and professional background
   - Other key skills and/or competencies

9. *In 500 words or less*, explain why the organization chose the stated approach to providing parent education programming. What community needs, client needs, published or unpublished research, resources, best practices, and/or experiences have informed the approach?

10. Does the organization’s parenting education program currently use evidence-based practices or programs that can be found in at least one of the following registries?
   - California Evidence-Based Clearinghouse for Child Welfare
   - Promising Practices Network
   - SAMHSA’s National Registry of Evidence-Based Programs and Practices
   - FRIENDS National Resource Center for Community-Based Child Abuse Prevention (CBCAP)
   - Home Visiting Evidence of Effectiveness Project (HomVEE)
   - Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Programs
   - Blueprints for Healthy Youth Development
   - Other_________
   - None of the above

11. List the name(s) of the evidence-based programs and/or practices used by the parenting education program. List only those evidence-based programs and/or practices that can be found in the registry(ies) indicated above.

12. Which of the following most closely represents how the program utilizes the evidence-based program and/or practices indicated above?
   - Organization implements the evidence-based parenting education curriculum with modifications in order to meet the needs of targeted populations
   - Organization implements the evidence-based parenting education curriculum with fidelity
   - Organization implements one or more evidence-based parenting education curricula with fidelity and one or more evidence-based parenting education curricula with modifications
   - Other_________
   - Not Applicable
Targeted service delivery

13. Which of the following targeted populations does the program have an intentional strategy for recruiting and serving? [Check all that apply]
   - Fathers
   - First-time parents
   - Formerly or currently incarcerated parents
   - Foster parents
   - Grandparents
   - Parents of adolescents
   - Parents of children age 0-5
   - Parents of teenagers
   - Parents whose native language is not English
   - Parents living with physical disAbilities
   - Parents living with intellectual disAbilities
   - Parents living with mental health disAbilities
   - Parents living in low-income households
   - Parents experiencing homelessness and/or housing instability
   - Teenage parents
   - Other________
   - None of the above

14. In 250 words or less, describe how the program determines the needs of the target population(s) checked in response to the previous question.

15. 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

16. In 750 words or less, describe the key partnership(s) that the organization leverages to deliver the parent education program. Discuss the ways in which these partnership(s) facilitate the organization’s ability to achieve the intended program impact.

17. 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, any 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 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 16, fiscal year 17 and projected fiscal year 2018 performance measures will be collected.

1. How much?
   - # of unduplicated parents/caregivers with children of any age who participated in parent education programming
   - # of unduplicated parents/caregivers with children ages 0–5 who participated in parent education programming
   - # of unduplicated parents/caregivers with children ages 0–5 who participated in parent education programming that included an emergent literacy development component
   - # of unduplicated children ages 0–5 who were affected by emergent literacy programming
   - # of unduplicated children ages 0–5 who were identified as not on track to meet developmental milestones at the beginning of the program year [of those who were affected by emergent literacy programming]

2. How well?
   - # of unduplicated parents/caregivers with children of any age who completed parent education programming
   - # of unduplicated parents/caregivers with children ages 0–5 who completed parent education programming
   - # of unduplicated parents/caregivers with children ages 0–5 who completed parent education programming that included an emergent literacy development component
   - # of unduplicated children ages 0–5 who directly experienced emergent literacy programming

3. Is anyone better off?
   - # of unduplicated children ages 0–5 who met developmental milestones
   - # of unduplicated children ages 0–5 who met developmental milestones [of those identified as not on track to meet developmental milestones]
   - # of parents/caregivers with children ages 0–5 who increased their ability to provide early language and literacy experiences to their children

4. Please disaggregate the following indicator – number of unduplicated parents/caregivers with children ages 0–5 who participated in parent education programming in the 2017 program year – by:
   - 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, parent, 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.

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.

*Continue to Next Page for Budget Template*
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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>Government Grants and/or Contracts</td>
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<td>Indirect Cost/Administrative Overhead</td>
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<td>Training and/or Conferences and Training/Conference Related Travel Costs</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.