

## United Way of Cass-Clay Notice of Funding Availability

United Way of Cass-Clay (United Way) makes investments to make measureable progress toward Four Bold Community Goals:

1. Reduce Hunger and Homelessness
2. Prepare Children to Succeed
3. Help People Be Independent
4. Lift People Out of Poverty

United Way announces funding available for a three year grant cycle (2020, 2021, and 2022) that focuses on investing to Prepare Children to Succeed.

United Way is seeking to make investments to make measureable progress to ensure that:

- Children enter school ready to succeed by:
  - Partnering with community-based organizations to ensure children are in early learning environments that nurture and stimulate growth along all developmental domains.
  - Partnering with schools to ensure at-risk\* children are in early learning environments promoting kindergarten preparedness.\*\*
- Students are successful as they progress through school and upon graduation are “choice ready” for postsecondary or workforce by:
  - Partnering with community-based organizations to organize a system of wraparound supports for students as they progress through school.
  - Partnering with schools to ensure student engagement and learning as they progress through school.\*\*

*\*\*This strategy will focus on school/community partnerships. The applicant will be a school district in partnership with a nonprofit entity; investments will be provided to the school district.*

### RESEARCH/STRATEGY

There is a growing body of nationally recognized research pointing to the long-term benefits and return on investment (ROI) from providing high-quality early childhood education to low-income children. The benefits not only improve kindergarten readiness levels, but improve third grade reading levels, high school graduation rates, and dramatically increase the lifetime earning potential for students who benefit from quality\* early childhood experiences. Most notably the research of Noble Prize winner and University of Chicago Economics Professor Dr. James Heckman consistently demonstrates the social and economic impact of investing early in a child’s and family’s life.<sup>1</sup> Additionally, when targeted towards economically disadvantaged families, these early investments continually demonstrate a strong ROI, not only for the child and family, but the larger community as well.

United Way recognizes that students and families must be supported as they progress through school. Nationally and locally, a high school diploma is no longer enough to get by in the current job market. A Georgetown University report projects that by 2020, 65% of all jobs in the United States economy will require postsecondary education and training beyond high school compared to 28% in 1973. The trends responsible for the increased need for a skilled workforce include a transition to a skill-intensive service economy with increased productivity, demands for more sophisticated goods, and a rise in

information technology. Twenty-first century skills (creativity, collaboration, critical thinking, communication) can help set one individual apart from another and allow a young person to successfully navigate the relationships with colleagues, employees, and superiors that are an essential part of success at any job. Community organizations have a role to play in supporting the development of these skills for all youth. A widening skills gap is plaguing the workforce, meaning that today's workforce is not prepared for tomorrow's jobs. An even more alarming problem is that youth from low-income communities do not have access to the same opportunities to build desired employability skills as their more affluent peers. Afterschool is helping to close this skills and opportunity gap.<sup>2</sup>

Similar to early childhood education, there is evidence of a significant relationship connecting program quality\* to improvement on youth development outcomes. The higher quality score a program has the more youth are engaged on average. The level of engagement in the programming directly relates to the youth descriptions of the experience both in terms of positive peer interactions and more frequent opportunities for agency or sense of control. More youth-reported positive peer interactions and greater opportunities for agency are associated with greater growth on youth development outcomes such as Self-Management, Interpersonal Skills, and Positive Mindsets.<sup>3</sup>

**United Way will continue to place a high emphasis on partnerships and programs that can demonstrate a higher level of quality in programming, as quality programming ensures that children and families are exposed to positive nurturing experiences and can demonstrate effectiveness with outcomes. United Way recognizes that quality programming can occur in multiple settings and will continue to foster and invest partnerships between school districts and community based providers to expand early learning opportunities.**

**Thus an emphasis will be placed on applicants who can reasonably and accurately describe how the proposed services and programming are considered quality, including but not limited to provided recognized research and details on program quality assessment evaluations used for continuous improvement. In addition, applicants will be asked to include if the proposed programming is evidence-based\* and any additional evidence-based practices or policies implemented by the agency.**

**Finally, early childhood education community organizations must participate in Bright & Early, Parent Aware or hold NAEYC accreditation.**

## EVALUATION/SELECTION PROCESS

United Way utilizes a multi-tiered volunteer-led vetting process that relies on volunteer community investors to make funding recommendations and decisions at each appropriate level.

United Way requires all interested applicants to submit an email with intent to apply to BOTH Thomas Hill, Community Impact Director at [thill@unitedwaycassclay.org](mailto:thill@unitedwaycassclay.org), and Megan Jenson, Community Impact Manager, at [mjenson@unitedwaycassclay.org](mailto:mjenson@unitedwaycassclay.org).

Starting Monday, September 24, following receipt of your agency's email with intent to apply, a link to the electronic Letter of Intent (LOI) will be made available to the primary contact person listed within two business days. All LOIs will be due by 11:59pm on Wednesday, October 31, 2018. The online platform will automatically lockdown, and LOIs will not be accepted following this deadline.

All submitted LOIs will be reviewed by the volunteer Community Investment Committee (CIC). Each LOI is vetted utilizing an evaluation rubric to guide the reviews in ensuring that applicants meet the eligibility criteria for funding and have a demonstrated capacity to execute on the goals and strategies set forth by the Board of Trustees. Along with reviewing each submitted LOI, the CIC will conduct on-site visits with each organization.

The CIC will invite select applicants to submit a full Request for Proposal (RFP) based on eligibility criteria, alignment with United Way's goals and strategies, and their demonstrated ability to measure performance indicators.

*NOTE: Not all applicants that submit a LOI will be invited to submit a full RFP.*

By Wednesday, December 19, selected applicants will be notified of acceptance and receive a link to the electronic RFP. All RFPs will be due by 11:59pm on Friday, February 1, 2019. The online platform will automatically lockdown, and RFPs will not be accepted following this deadline.

Once applicants have submitted the RFP, United Way will organize volunteers to conduct a panel review where volunteers review proposals, tour applicants' facilities, and gain further information and perspective on the specific programming. These volunteers will make an initial funding recommendation based on their review of the proposals utilizing an evaluation rubric to guide scoring of RFPs and the conducted site visits. This rubric will assist in determining which proposals most closely align with United Way's goals and strategies and to determine the frequency, intensity, and intentionality of the services provided by the applicant(s) on the clients served through the RFP.

Following the panel reviews of all submitted RFPs, the CIC will convene to review all individual panel recommendations and make a final funding recommendation to the Board of Trustees. The process concludes with the Board of Trustees which makes final funding decisions.

For a complete timeline, please see Investment Timeline on page 8.

## ELIGIBILITY

All applicants must meet and provide evidence of the following requirements:

- Funding from this proposal will be used to serve residents of Cass County, North Dakota, and Clay County, Minnesota. Applicants who serve a larger geographic area (i.e. statewide) may apply but must ensure that funding will support activities in these two counties.
- Maintain eligibility as a public agency, including Indian tribes and nonprofit private organizations, both secular and faith-based, which serve individuals in Cass County, North Dakota, and Clay County, Minnesota. This requires that private nonprofit organizations obtain and maintain a 501(c)(3) status with the Internal Revenue Service.
- Be incorporated or chartered under appropriate local, state, or federal statutes.
- Abide by federal and state laws regarding anti-discrimination, equal opportunity, affirmative action, and anti-terrorism.
- Have an active, locally based, volunteer board of directors that meets regularly, makes policy decisions, and holds election of officers.
- Have an administrative structure with defined lines of responsibility, a mission statement, and bylaws.
- Be financially stable and able to ensure appropriate stewardship of the funds entrusted, perform a regular budgeting process and be able to submit audited financial statements and/or IRS Form 990.
- Be willing to cooperate with collaborative partners and other organizations to meet collective goals and create measurable, lasting change for individuals in our community.
- Have current license, certification, and permits if applicable.
- Be able to demonstrate effectiveness of programs and services through measurable outcomes.

## PERFORMANCE MEASUREMENT

The goal of BOLD Goal #2 is to Prepare Children to Succeed, specifically ensuring that:

- Children enter school ready to succeed by:
  - Partnering with community-based organizations to ensure children are in early learning environments that nurture and stimulate growth along all developmental domains. (STRATEGY 1.1)
  - Partnering with schools to ensure at-risk children are in early learning environments promoting kindergarten preparedness. (STRATEGY 1.2)
- Students are successful as they progress through school and upon graduation are “choice ready” for postsecondary or workforce by:
  - Partnering with community-based organizations to organize a system of wraparound supports for students as they progress through school. (STRATEGY 2.1)
  - Partnering with schools to ensure student engagement and learning as they progress through school. (STRATEGY 2.2)

In order to demonstrate progress towards these goals, all applicants funded through this process will provide data on program outcomes in three ways: demographic information, shared performance measures, and program specific measures. All demographic information and performance measurements will be entered into the secure online application on a semi-annual basis.

Applicants must be able to reasonably and accurately describe how the population they seek to impact through services is underserved\* and/or at-risk\*. Using local data and statistics to support data collection methods and programs services from non-partisan sources is advised and preferred. Definitions for key terms and specific populations are provided in Appendix A, found on page 9. Examples of sources for data collection, local statistics, and key populations can be found in Appendix B, found on page 11.

- 1) **Demographic information:** Throughout United Way’s history, we have provided funding to create opportunities for everyone in our service area, including economically disadvantaged individuals, to access programs and services that can create lasting change to improve lives. Generally economically disadvantaged is considered an income at or below 200% of the set poverty guideline; refer to Appendix C on page 12 for more details.

While we will continue to fund programs that serve individuals from all economic backgrounds, we will focus a heavier percentage of resources on those who are economically disadvantaged and underserved. Demographic information on clients served will be a critical step in allowing United Way and its partners to target interventions to the right areas.

All applicants will be asked to provide the total number of unduplicated clients served in each of the following categories:

- a) Client Age
- b) Client Gender Identity
- c) Client Income
- d) Client Poverty Level Breakdown (for exact dollar figures, see chart in Appendix C)
- e) Client Race/Ethnicity
- f) Client Residence

- 2) **Shared performance measures:** All applicants must agree to participate in the shared performance measures effort. We feel the indicators included under each strategy below are predictive of a child’s or student’s success in achieving the overall goals laid out in this notice. The indicators listed below are a potential pool of shared performance measures which will be collected as part of this shared performance measures effort. Programs will be asked to select one of the four strategies and will need to demonstrate how the program can measure one or more of the indicators within that strategy.

- a) Partnering with community-based organizations to ensure children are in early learning environments that nurture and stimulate growth along all developmental domains.

(STRATEGY 1.1)

- #/% of children entering kindergarten socially, emotionally, and academically ready
- #/% of service providers improving quality or maintaining high quality
- #/% of children meeting developmental milestones

- #/% of children identified with developmental delays who are achieving developmental goals and growth
- # of families reading with their children at least 15 minutes per day
- #/% of families gaining knowledge of early childhood development and parenting strategies
- #/% of families accessing and connecting to additional services
- # of professional development and/or training opportunities provided
- #/% of service provider staff participating in training
- #/% of children enrolled in accredited/highly rated early education programs
- #/% of children identified as having developmental delays who are connected to support services
- #/% of family members attending workshops, trainings, etc.
- #/% of families receiving information or resources to support childhood success
- #/% of families receiving resources to support early learning and development at home

b) Partnering with schools to ensure at-risk children are in early learning environments promoting kindergarten preparedness. (STRATEGY 1.2)

- #/% of children entering kindergarten socially, emotionally, and academically ready (defined as not needing special education services)
- #/% of schools who track kindergarten readiness
- #/% of children who transition successfully from pre-K to kindergarten on time
- #/% of children who are identified as at-risk through early intervention screening
- #/% of children identified with developmental delays who are achieving developmental goals and growth
- #/% of families gaining knowledge of early childhood development and parenting strategies
- #/% of families accessing and connecting to additional services
- # of professional development and/or training opportunities provided
- #/% of school teachers and administrators participating in training
- #/% of children enrolled in accredited/highly rated early education programs
- #/% of children identified as having developmental delays who are connected to support services
- #/% of family members attending workshops, trainings, etc.
- #/% of families receiving information or resources to support childhood success
- #/% of families receiving resources to support early learning and development at home

c) Partnering with community-based organizations to organize a system of wraparound supports for students as they progress through school. (STRATEGY 2.1)

- #/% of students who graduate ready for postsecondary education or workforce
- #/% of service providers improving quality or maintaining high quality
- #/% of students who improve grades
- #/% of students promoted to the next grade
- #/% of students missing fewer than 10% of school days
- #/% of students who attend OST programs who maintain or improve literacy skills

- #/% of students who attend OST programs who maintain or improve 21st century skills (including STEM)
- #/% of students connected to a positive mentor
- #/% of families accessing and connecting to additional services (e.g. outside services, specialty services, wraparound supportive services)
- #/% of families demonstrating knowledge of how to support student success
- #/% students participating in afterschool, weekend, and summer programs that support their academic success and development
- #/% of students receiving support services (e.g. mentoring, tutoring, mental health counseling)
- #/% of students connected to internships and/or service learning opportunities
- #/% of families/parents who participate in trainings/information sessions about student success
- #/% of families receiving information or resources to support student success (e.g. attendance, homework completion, supporting students at home)

d) Partnering with schools to ensure student engagement and learning as they progress through school. (STRATEGY 2.2)

- #/% of students who graduate ready for postsecondary education or workforce
- #/% of students who are chronically absent
- #/% of students who are identified as at-risk students based on attendance, behavior and grades
- #/% of students who improve grades
- #/% of students proficient or above in benchmark/assessment tests (3rd grade reading)
- #/% of students who maintain or improve 21st century skills (including STEM)
- #/% of students promoted to the next grade
- #/% of students missing fewer than 10% of school days
- #/% of families accessing and connecting to additional services
- #/% of families demonstrating knowledge of how to support student success
- #/% of school teachers and administrators participating in training
- #/% of students identified by schools as academically at risk
- #/% of students referred for OST and support services
- #/% of students engaged in 21st century learning
- #/% of families/parents who participate in trainings/information sessions about student success
- #/% of families receiving information or resources to support student success (e.g. attendance, homework completion, supporting students at home)

3) **Program specific performance measures:** Applicants may choose to provide additional program outcome information specific to their services. United Way staff recommends no more than two additional outcome measures.

**INVESTMENT TIMELINE**

October 31, 2018	Electronic LOI due to United Way for consideration
Nov 12-30, 2018	Initial on-site visits conducted by CIC for organizations that have applied
December 19, 2018	Organizations will be notified of acceptance to submit RFP
February 1, 2019	Electronic RFP due to United Way for consideration
Feb 25-March 15, 2019	On-site visits conducted by volunteers for organizations that have applied
June 2019	Notification to applicants of Board of Trustees funding decisions
January 1, 2020	Funding begins for 3-year grant cycle

**PUBLIC INFORMATION MEETINGS**

United Way will hold four public information meetings to offer community members an opportunity to ask questions and learn more about this new effort. These meetings will be held at United Way, located at 219 7th St S, Fargo.

The meetings will be held on:

Tuesday, September 25, 2018	2:00-3:30pm	United Way
Thursday, September 27, 2018	10:00-11:30am	United Way
Tuesday, October 2, 2018	10:00-11:30am	United Way
Wednesday, October 3, 2018	2:00-3:30pm	United Way

For any questions, please contact Thomas Hill at [thill@unitedwaycassclay.org](mailto:thill@unitedwaycassclay.org) or Megan Jenson at [mjenson@unitedwaycassclay.org](mailto:mjenson@unitedwaycassclay.org) or call 701-237-5050.

## APPENDIX A

At-Risk – The term at-risk is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. The term may be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency (as in the case of migrant-worker families), or other conditions, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students.<sup>4</sup>

Evidence-Based – Evidence-based programs have undergone rigorous testing and demonstrated their effectiveness. These programs, having established a strong level of evidence, are often “packaged” and made available for replication. Evidence-based programs typically require specialized training and the use of specific supervision and practice guidelines, materials, monitoring and data reporting. While evidence-based programs are the primary focus of this brief, evidence can also be used to inform school practice and policies. An evidence-based practice is an approach that has been validated through controlled studies. Evidence-based practices are distinguished from evidence-based programs in that they are generally broader approaches rather than packaged interventions. For example, teachers using a discipline approach that focuses explicitly on teaching and reinforcing desired skills is a practice that has a strong base of evidence for improving students’ behavior. Evidence-based policies are policies, based on well-established research, that promote the use of or allocate resources toward evidence-based programs or practices. For example, a discipline policy that incorporates alternatives to suspension and keeps students engaged in school could be considered evidence-based policy.<sup>5</sup>

Early Childhood Education Quality – According to professional standards, high-quality pre-k programs are based on early learning standards that address multiple domains of development—academic, social-emotional, and physical—to ensure children are growing in all the ways that enable them to be healthy and ready for school. They also implement developmentally appropriate curricula, which emphasize guided learning opportunities that are language-rich and hands-on. Research finds that students who are engaged with content in deep ways while developing conceptual understanding are better able to develop skills in specific areas, such as math or language development. However, a curriculum must be well implemented if it is to be effective. Strong preservice teacher preparation and in-class coaching for teachers increase the likelihood that curricula will be used effectively.<sup>6</sup>

Out-School-Time Program Quality – Generally, there are two categories of quality: (1) process quality and (2) content-specific practices.

Process quality refers to the adoption of practices and approaches to service delivery that result in the creation of a developmentally appropriate setting for youth, where participants feel safe and supported and are afforded opportunities to form meaningful relationships, experience belonging, and be an active participant in their own learning and development. These practices are universal because they are truly applicable to any type of youth programming, irrespective of content, approach, or setting. These are the types of practices described in the YPQA.

Content-specific practices are program practices designed to intentionally cultivate a specific set of skills, beliefs, or knowledge. Often, such practices are closely aligned with the direct outcomes a program is seeking to cultivate in participating youth. For example, content-specific practices include specific approaches to cultivating literacy skills, formal curricula for social and emotional learning, or methods of teaching technology skills. Content-specific practices adopted by afterschool programs are remarkably diverse and, therefore, are measured and assessed in a variety of different ways.<sup>3</sup>

Underserved Learners – Student characteristics that are often related to a lack of access to high-quality educational and career planning opportunities and resources. Specifically, this encompasses students who have at least one of the following characteristics:

- Minority: Race/ethnicity is African-American, American Indian/Alaska Native, Hispanic/Latino, or Native Hawaiian/other Pacific Islander
- Low income: See poverty guidelines in Appendix C
- First generation in college: Highest parental education level is high school diploma or less<sup>7</sup>

Applicants must be able to reasonably and accurately describe how the population they seek to impact through their services is underserved and/or at-risk. Using local data and statistics from non-partisan sources is advised and preferred. Examples are included in the definitions above, but these definitions are not all inclusive.

## Sources

<sup>1</sup> Heckman, The economics of human potential: [www.heckmanequation.org](http://www.heckmanequation.org)

<sup>2</sup> Career and College Exploration in Afterschool Programs in Science, Technology, Engineering, and Mathematics; STEM Ready America: <http://stemreadyamerica.org/career-and-college-exploration/>

<sup>3</sup> American Institute of Research | Exploring the Relationship Between Afterschool Program Quality and Youth Development Outcomes: Findings From the Washington Quality to Youth Outcomes Study: <https://raikesfoundation.org/sites/default/files/washington-quality-youth-outcomes-study.pdf>

<sup>4</sup> The Glossary of Education Reform | At-Risk: <https://www.edglossary.org/at-risk/>

<sup>5</sup> The Annie E Casey Foundation | Supporting Social-Emotional Learning with Evidence-Based Programs: <http://www.aecf.org/m/resourcedoc/AECF-SupportingSELwithEBP-2018.pdf>

<sup>6</sup> Learning Policy Institute | The Building Blocks of High-Quality Early Childhood Education Program: <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>

<sup>7</sup> ACT | Understanding the Underserved Learner: <http://www.act.org/content/dam/act/unsecured/documents/STEM-Underserved-Learner.pdf>

## APPENDIX B

Examples of data collection sites to obtain population level data, statistics, and community needs:

**\*\*NOTE\*\*:** *This is not intended to be an exhaustive list, but does provide links to generally accepted non-partisan sites for data collection, population statistics, and demonstration of needs and issues.*

- Annie E. Casey Foundation, KIDS COUNT
  - Project of the Annie E. Casey Foundation and a premier source of data on children and families.
  - <http://datacenter.kidscount.org/>
- Minnesota Compass
  - A social indicators project that measures progress in the state of MN, its seven regions, 87 counties and larger cities. Compass tracks trends in topic areas such as education, economy and workforce, health, housing, public safety, and a host of others.
  - <http://www.mncompass.org/>
- Minnesota Department of Education
  - Provides district and school specific dashboard and reports.
  - <https://education.mn.gov/MDE/Data/>
- North Dakota Compass
  - A social indicators project that measures progress in the state of ND, its eight regions, 53 counties, four Native American reservations, and larger cities. Compass tracks trends in topic areas such as children and youth, economy, health, housing, and workforce.
  - <http://www.ndcompass.org/index.php>
- North Dakota Department of Public Instruction
  - Provides district and school specific dashboard and reports.
  - <https://www.nd.gov/dpi/data/>
- United States Census Bureau, American Fact Finder
  - Provides access to data about the United States, Puerto Rico, and the Island Areas. The data in AFF comes from several censuses and surveys including the decennial census, the American Community Survey, the American Housing Survey, and the Economic Census.
  - <https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml>

## APPENDIX C

2018 U.S. Department of Health and Human Services  
Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Household Size	100%	125%	150%	185%	200%
1	\$12,140	\$15,175	\$18,210	\$22,459	\$24,280
2	\$16,460	\$20,575	\$24,690	\$30,451	\$32,920
3	\$20,780	\$25,975	\$31,170	\$38,443	\$41,560
4	\$25,100	\$31,375	\$37,650	\$46,435	\$50,200
5	\$29,420	\$36,775	\$44,130	\$54,427	\$58,840
6	\$33,740	\$42,175	\$50,610	\$62,419	\$67,480
7	\$38,060	\$47,575	\$57,090	\$70,411	\$76,120
8	\$42,380	\$52,975	\$63,570	\$78,403	\$84,760

**For families/households with more than 8 persons, add \$4,320 for each additional person.**

SOURCE: U.S. Department of Health & Human Services | U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs: <https://aspe.hhs.gov/poverty-guidelines>

## APPENDIX D

### BOLD Goal #2 – LOI Review Form

Agency Name:	
Program Name:	
1) Does the agency's mission statement align with United Way Cass-Clay's (UWCC) mission and strategies?	<input type="checkbox"/> Yes (3 pts) <input type="checkbox"/> No
2) Are there any concerns with the portion of the agency's or program's budget that will be made of UWCC funding or audit findings provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No (2 pts)
If so, explain:	
3) Has the program received UWCC funding in the past?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4) Does this proposal leverage any additional funding?	<input type="checkbox"/> Yes (1 pts) <input type="checkbox"/> No
5) Which community strategy has this program selected to make measureable progress towards? Goal 1: Children enter school ready to succeed <input type="checkbox"/> Strategy 1.1: Partnering with community-based organizations to ensure children are in early learning environments that nurture and stimulate growth along all developmental domains <input type="checkbox"/> Strategy 1.2: Partnering with schools to ensure at-risk children are in early learning environments promoting kindergarten preparedness Goal 2: Students are successful as they progress through school and upon graduation are "choice ready" for postsecondary or workforce <input type="checkbox"/> Strategy 2.1: Partnering with community-based organizations to organize a system of wraparound supports for students as they progress through school <input type="checkbox"/> Strategy 2.2: Partnering with schools to ensure student engagement and learning as they progress through school	
<b>Points Possible: 6 (10% of total)</b>	
<b>Points Awarded:</b>	

<b>Section 2:</b>		<b>Meets All Criteria (3 pts.)</b>	<b>Meets Some Criteria (2 pts.)</b>	<b>Unclear/ Could Meet Criteria (1 pt.)</b>	<b>Does Not Meet Criteria (0 pts.)</b>
<b>Review LOI and indicate how well the program meets the following criteria:</b>					
1) Proposal clearly describes need for program:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Proposal describes how the specific amount requested would be used and there is logical reasoning to support that amount requested:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Program is adequately staffed with dedicated staff and there is an appropriate client to staff ratio or caseload:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Agency/program collaborates or plans to collaborate with other entities to increase the number of clients served or improve services provided in our community:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible: 12 (20% of total)**  
**Points Awarded:**

<b>Section 3:</b>				
<b>Review LOI and indicate how well the program meets the following criteria:</b>	<b>Meets All Criteria (7 pts.)</b>	<b>Meets Some Criteria (5 pts.)</b>	<b>Unclear/ Could Meet Criteria (3 pt.)</b>	<b>Does Not Meet Criteria (0 pts.)</b>
5) Program operates an evidence based approach that is appropriate for the services being provided:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Program is a part of a quality improvement rating system or has implemented a quality assessment measure to ensure continuous improvements of services being offered:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Agency/program manages client and program data effectively and currently or plans to use data as a performance indicator:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Points Possible: 21 (35% of total)</b>				
<b>Points Awarded:</b>				

<b>Section 4:</b>				
<b>Review LOI and indicate how well the program meets the following criteria:</b>	<b>Meets All Criteria (7 pts.)</b>	<b>Meets Some Criteria (5 pts.)</b>	<b>Unclear/ Could Meet Criteria (3 pt.)</b>	<b>Does Not Meet Criteria (0 pts.)</b>
8) Program seeks to serve economically disadvantaged and/or at-risk clients:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Proposal clearly outlines how the program will seek to make measurable progress toward the selected community strategy:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Proposal demonstrates a high correlation to being able to make measurable progress on the selected community goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Points Possible: 21 (35% of total)</b>				
<b>Points Awarded:</b>				

**Additional Comments:**

  
  
  
  
  
  
  
  
  
  

**Total Points Possible: 60**  
**Total Points Awarded:**

**Do you recommend to approve this program acceptance to submit full application:**  
 Yes       No